MARY BALDWIN UNIVERSITY
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NON PRO TEMPORE SED ÆTERNITATE

ACADEMIC CATALOG

Undergraduate & Graduate Programs

2025-2026

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University Information

About Us

Founded in 1842, Mary Baldwin University (MBU) is a small, private institution enrolling nearly 2,000 students across undergraduate and graduate programs on its campuses in Staunton and Fishersville, Virginia, and through a robust array of online offerings.

Its close-knit learning environment fosters strong connections among students, faculty, and staff, creating a community where every student feels supported from day one.

Faculty mentors, academic advisors, career coaches, and tutors work alongside students to help them identify goals, connect with real-world experiences, and prepare for careers and life after college. The university believes mentorship, career direction, and skill-building should begin at the start of the college journey, not the end.

MBU offers a wide range of in-person and online degree programs that blend the enduring strengths of a liberal arts education with the skills and credentials today's job market demands.

The university is organized into three academic colleges — Gold College of Arts and Sciences, Murphy Deming College of Health Sciences, and Palmer College of Professional Studies — while the Mary Baldwin Signature living and learning experience brings undergraduate residential students together in academic Neighborhoods designed to spark collaboration and purpose-driven learning.

MBU offers graduate programs in fields such as education, nursing and health sciences, Shakespeare and performance, and business, many with accelerated pathways from baccalaureate to graduate study.

Whether seeking a traditional residential experience, a flexible online program, or an impactful route to an advanced degree, MBU is committed to helping students achieve their goals and thrive in today's evolving world.

Mission

Mary Baldwin University empowers inclusive leaders to create lives of purpose and professional success in our changing world.

A distinctive small university committed to its rich heritage, Mary Baldwin fulfills its mission by providing undergraduate, graduate, and professional education to a diverse population of students. The mission statement also reflects the university's commitment to workforce and career development.

The university's programs — linking inclusive leadership with professional success, and embracing both aspiration and pragmatism — signal the sincerity with which Mary Baldwin is pursuing its mission.

Academic Calendars

2025-2026 Academic Calendar

Fall 2025

Friday, August 15, 2025	Fall Graduation Application Deadline (December 2025 conferral)
Monday, August 25, 2025	Fall 15 Week Semester Begins
Monday, August 25, 2025	Fall 7 Week Subterm 7A Begins
Friday, August 29, 2025	Fall 15 Week Semester Add/Drop Deadline
Friday, August 29, 2025	Fall 7 Week Subterm 7A Add/Drop Deadline
Friday, September 19, 2025	Fall 7 Week Subterm 7A Last Day to Withdraw or P/NC
Tuesday, October 7, 2025	Apple Day (no Undergraduate in-seat courses)
Tuesday, October 14, 2025	Fall 15 Week Semester Midterm Grading
Friday, October 10 - Monday, October 13, 2025	Fall Break (7 Week Subterm courses do not have a break)
Tuesday, October 14, 2025	Fall 7 Week Subterm 7A Classes End
Friday, October 17, 2025	Fall 7 Week Subterm 7A Final Grades Due
Friday, October 17, 2025	Fall 15 Week Semester Last Day to Withdraw or P/NC
Thursday, October 16, 2025	Fall 7 Week Subterm 7B Begins
Monday, October 20, 2025	Fall 7 Week Subterm 7B Add/Drop Deadline
Wednesday, November 12, 2025	Fall 7 Week Subterm 7B Last Day to Withdraw or P/NC
Wednesday, November 26 - Friday, November 28, 2025	Thanksgiving Break
Friday, December 5, 2025	Fall 15 Week Semester Classes End

Friday, December 5, 2025	Fall 7 Week Subterm 7B Classes End
Monday, December 8 - Friday, December 12, 2025	Fall 15 Week Semester Final Exams
Wednesday, December 10, 2025	Fall 7 Week Subterm 7B Final Grades Due
Wednesday, December 17, 2025 **Tuesday, December 16, 2025, for graduating students*	Fall 15 Week Semester Final Grades Due
Friday, December 19, 2025	December Degree Conferral Date (no ceremony)

Spring 2026

Monday, January 5, 2026	Spring Graduation Application Deadline (May 2026 conferral)
Monday, January 12, 2026	Spring 15 Week Semester Begins
Monday, January 12, 2026	Spring 7 Week Subterm 7A Begins
Friday, January 16, 2026	Spring 15 Week Semester Add/Drop Deadline
Friday, January 16, 2026	Spring 7 Week Subterm 7A Add/Drop Deadline
Monday, January 19, 2026	Martin Luther King Jr. Day (No Undergraduate in-seat classes)
Friday, February 6, 2026	Spring 7 Week Subterm 7A Last Day to Withdraw or P/NC
Friday, February 27, 2026	Spring 15 Week Semester Midterm Grading
Friday, February 27, 2026	Spring 7 Week Subterm 7A Classes End
Monday, March 2 - Friday, March 6, 2026	Spring Break
Monday, March 9, 2026	Spring 7 Week Subterm 7A Final Grades Due
Monday, March 9, 2026	Spring 7 Week Subterm 7B Begins
Friday, March 13, 2026	Spring 15 Week Semester Last Day to Withdraw or P/NC
Wednesday, March 11, 2026	Spring 7 Week Subterm 7B Add/Drop Deadline
Friday, April 3, 2026	Spring 7 Week Subterm 7B Last Day to Withdraw or P/NC
Friday, April 24, 2026	Spring 15 Week Semester Classes End
Friday, April 24, 2026	Spring 7 Week Subterm 7B Classes End
Monday, April 27 - Friday, May 1, 2026	Spring 15 Week Semester Final Exams
Wednesday, April 29, 2026	Spring 7 Week Subterm 7B Final Grades Due
Wednesday, May 6, 2026 **Tuesday, May 5, 2026, for graduating students*	Spring 15 Week Semester Final Grades Due
Saturday, May 9 - Sunday, May 10, 2026	Commencement
Sunday, May 10, 2026	May Degree Conferral Date

May Term 2026

Monday, May 11, 2026	May Term Begins
Monday, May 11, 2026	May Term Add/Drop Deadline
Monday, May 18, 2026	May Term Last Day to Withdraw or P/NC
Monday, May 25, 2026	Memorial Day (No classes meet)
Thursday, May 28, 2026	May Term Classes End
Friday, May 29, 2026	May Term Final Exams
Tuesday, June 2, 2026	May Term Final Grades Due

Summer 2026

TBD	Summer Graduation Application Deadline (August 2026 conferral)
Monday, May 11, 2026	Summer 14 Week Semester Begins
Monday, May 11, 2026	Summer 7 Week Subterm 7A Begins
Friday, May 15, 2026	Summer 14 Week Semester Add/Drop Deadline
Friday, May 15, 2026	Summer 7 Week Subterm 7A Add/Drop Deadline
Friday, June 5, 2026	Summer 7 Week Subterm 7A Last Day to Withdraw or P/NC
Friday, June 26, 2026	Summer 7 Week Subterm 7A Classes End
Monday, June 29, 2026	Summer 7 Week Subterm 7B Begins
Tuesday, June 30, 2026	Summer 7 Week Subterm 7A Final Grades Due
Wednesday, July 1, 2026	Summer 7 Week Subterm 7B Add/Drop Deadline
Thursday, July 2, 2026	Summer 14 Week Semester Last Day to Withdraw or P/NC
Friday, July 3, 2026	Independence Day Observed (No classes meet)
Friday, July 24, 2026	Summer 7 Week Subterm 7B Last Day to Withdraw or P/NC
Friday, August 14, 2026	Summer 14 Week Semester Classes End
Friday, August 14, 2026	Summer 7 Week Subterm 7B Classes End
Monday, August 17, 2026	Summer 7 Week Subterm 7B Final Grades Due
Monday, August 17, 2026	Summer 14 Week Semester Final Grades Due
Wednesday, August 19, 2026	August Degree Conferral Date (no ceremony)

Murphy Deming College of Health Sciences Program-Specific Academic Calendars

Doctor of Physical Therapy Academic Calendar

Fall Semester 2025

16 Week Didactic Semester

Last Day to Add/Drop: Friday, August 22
Last Day to Withdraw from a course (W): Friday, October 10

Term	Wednesday, August 20 - Friday, December 12 Clinical Year: Varies; confirm with DCE
Breaks	Didactic Years: Labor Day Observed: Monday, September 1 Thanksgiving Break: Saturday, November 22 - Sunday, November 30
Exams	Monday, December 8 - Friday, December 12
Grades Due	Wednesday, December 17 by 12:00 PM **Tuesday, December 16, 2025, for graduating students*
Degree Conferral	Friday, December 19

Spring Semester 2026

16 Week Didactic Semester

Last Day to Add/Drop: Friday, January 16
Last Day to Withdraw from a course (W): Friday, March 13

Term	Clinical Year: Monday, January 5 - Thursday, May 7 to encompass rotation requirements Didactic Years: Monday, January 12 - Friday, May 8 Clinical Year: Varies; confirm with DCE
Breaks	Didactic Years: Martin Luther King, Jr. Day: Monday, January 19 Spring Break: Monday, March 2 - Friday, March 6
Exams	Didactic Years: Monday, May 4 - Friday, May 8
Grades Due	Clinical Year: Friday, May 8 by 4:00 PM Didactic Years: Friday, May 8 by 12:00 PM **Tuesday, May 5, 2026, for graduating students*
Degree Conferral	Sunday, May 10

Summer Semester 2026

Last Day to Add/Drop:
14 Week Term: Friday, May 15
8 Week Term: Friday, May 15
6 Week Term: Friday, July 10

Last Day to Withdraw from a course (W):
14 Week Term: Thursday, July 2
8 Week Term: Friday, June 12
6 Week Term: Thursday, July 30

8 Week Summer	Monday, May 11 - Thursday, July 2
6 Week Summer	Monday, July 6 - Friday, August 14
14 Week Summer	Monday, May 11 - Friday, August 14
Breaks	Clinical Year: Varies; confirm with DCE Didactic Years: Memorial Day: Monday, May 25 Juneteenth: Friday, June 19 Independence Day observed: Friday, July 3
Grades Due	14 Week and 6 Week: Monday, August 17 8 Week: Monday, July 6
Degree Conferral	Wednesday. August 19

Doctor of Occupational Therapy Academic Calendar

Fall Semester 2026

16 Week Didactic Semester

Last Day to Add/Drop: Friday, August 22
Last Day to Withdraw from a course (W): Friday, October 10

Term	Wednesday, August 20 - Friday, December 12 Clinical Year: Varies; confirm with DCE
Breaks	Didactic Years: Thanksgiving Break: Wednesday, November 26 - Friday, November 28
Exams	Monday, December 8 - Friday, December 112
Grades Due	Wednesday, December 17 by 12:00 PM **Tuesday, December 16, 2025, for graduating students*
Degree Conferral	Friday, December 19

Spring Semester 2026

16 Week Didactic Semester

Last Day to Add/Drop: Friday, January 16
Last Day to Withdraw from a course (W): Friday, March 13

Term	Clinical Year: Monday, January 5 - Thursday, May 7 to encompass rotation requirements Didactic Years: Monday, January 12 - Friday, May 8 Clinical Year: Varies; confirm with DCE
Breaks	Didactic Years: Martin Luther King, Jr. Day: Monday, January 19 Spring Break: Monday, March 2 - Friday, March 6
Exams	Didactic Years: Monday, May 4 - Friday, May 8 Clinical Year: Friday, May 8 by 4:00 PM
Grades Due	Didactic Years: Friday, May 8 by 12:00 PM **Tuesday, May 5, 2026, for graduating students*
Degree Conferral	Sunday, May 10

Summer Semester 2026

Last Day to Add/Drop:
14 Week Term: Friday, May 15
8 Week Term: Friday, May 15
6 Week Term: Friday, July 10

Last Day to Withdraw from a course (W):
14 Week Term: Thursday, July 2
8 Week Term: Friday, June 12
6 Week Term: Thursday, July 30

8 Week Summer	Monday, May 11 - Thursday, July 2
6 Week Summer	Monday, July 6 - Friday, August 14
14 Week Summer	Monday, May 11 - Friday, August 14
Breaks	Clinical Year: Varies; confirm with DCE Didactic Years: Memorial Day: Monday, May 25 Juneteenth: Friday, June 19 Independence Day observed: Friday, July 3
Grades Due	14 Week and 6 Week: Monday, August 17 8 Week: Monday, July 6
Degree Conferral	Wednesday. August 19

Master of Science in Physician Assistant Academic Calendar

Fall Semester 2025

16 Week Didactic Semester

Last Day to Add/Drop: Friday, August 22
Last Day to Withdraw from a course (W): Friday, October 10

Term	PA Clinical Year: Monday, August 18 – Tuesday, December 18 to encompass rotation requirements PA Didactic Years: Wednesday, August 20 – Friday, December 12 Clinical Year: Varies; confirm with DCE
Breaks	Didactic Years: Thanksgiving Break: Wednesday, November 26 - Friday, November 28
Exams	Monday, December 8 - Friday, December 12
Grades Due	Wednesday, December 17 by 12:00 PM **Tuesday, December 16, 2025, for graduating students*
Degree Conferral	Friday, December 19

Spring Semester 2026

16 Week Didactic Semester

Last Day to Add/Drop: Friday, January 16
Last Day to Withdraw from a course (W): Friday, March 13

Term	Clinical Year: Monday, January 5 - Thursday, May 7 to encompass rotation requirements Didactic Years: Monday, January 12 - Friday, May 8 Clinical Year: Varies; confirm with DCE
Breaks	Didactic Years: Martin Luther King, Jr. Day: Monday, January 19 Spring Break: Monday, March 2 - Friday, March 6
Exams	Didactic Years: Monday, May 4 - Friday, May 8
Grades Due	Friday, May 8 by 12:00pm **Tuesday, May 5, 2026, for graduating studnets*
Degree Conferral	Sunday, May 10

Summer Semester 2026

Last Day to Add/Drop: Friday, May 15

Last Day to Withdraw from a course (W): Thursday, July 2

14 Week Summer Didactic Term	Monday, May 11 - Friday, August 14 Clinical Year: Varies; confirm with DCE
Breaks	Didactic Years: Memorial Day: Monday, May 25

	Juneteenth: Friday, June 19
	Independence Day observed: Friday, July 3
Grades Due	Monday, August 17
Degree Conferral	Wednesday, August 19

Doctor of Nursing Practice Academic Calendar

Fall Semester 2025

16 Week Didactic Semester

Last Day to Add/Drop: Friday, August 23
Last Day to Withdraw from a course (W): Friday, October 11

Term	Wednesday, August 20 – Friday, December 12 Clinical Year: Varies; confirm with DCE
Breaks	Didactic Years: Thanksgiving Break: Wedsnesday, November 26 - Friday, November 28
Exams	Monday, December 8 - Friday, December 12
Grades Due	Wednesday, December 17 by 12:00 PM **Tuesday, December 16, 2025, for graduating students*
Degree Conferral	Friday, December 19

Spring Semester 2026

16 Week Didactic Semester

Last Day to Add/Drop: Friday, January 16
Last Day to Withdraw from a course (W): Friday, March 13

Term	Clinical Year: Monday, January 5 - Thursday, May 7 to encompass rotation requirements Didactic Years: Monday, January 12 - Friday, May 8 Clinical Year: Varies; confirm with DCE
Breaks	Didactic Years: Martin Luther King, Jr. Day: Monday, January 19 Spring Break: Monday, March 2 - Friday, March 6
Exams	Didactic Years: Monday, May 4 - Friday, May 8 Clinical Year: Friday, May 8 by 4:00 PM
Grades Due	Didactic Years: Friday, May 8 by 12:00 PM **Tuesday, May 5, 2026, for graduating students*
Degree Conferral	Sunday, May 10

Summer Semester 2026

Last Day to Add/Drop:
14 Week Term: Friday, May 15
8 Week Term: Friday, May 15
6 Week Term: Friday, July 10

Last Day to Withdraw from a course (W):
14 Week Term: Thursday, July 2
8 Week Term: Friday, June 12
6 Week Term: Thursday, July 30

8 Week Summer	Monday, May 11 - Thursday, July 2
6 Week Summer	Monday, July 6 - Friday, August 14
14 Week Summer	Monday, May 11 - Friday, August 14 Clinical Year: Varies; confirm with DCE
Breaks	Didactic Years: Memorial Day: Monday, May 25 Juneteenth: Friday, June 19 Independence Day observed: Friday, July 3
Grades Due	14 Week and 6 Week: Monday, August 17 8 Week: Monday, July 6
Degree Conferral	Wednesday, August 19

MHA, RN-BSN, MSN Academic Calendar

Fall Semester 2025

Monday, August 25	Fall 7 Week Subterm 7A Begins
Friday, August 29	7A Add/Drop Deadline
Friday, September 19	7A Last Day to Withdraw from a course (W)
Tuesday, October 14	7A Classes End
Thursday, October 16	Fall 7 Week Subterm 7B Begins
Friday, October 17	7A Final Grades due
Monday, October 20	7B Add/Drop Deadline
Wednesday, November 12	7B Last Day to Withdraw from a course (W)
Friday, December 5	7B Classes End
Wednesday, December 10	7B Final Grades due
Friday, December 19	Official Degree Conferral

Spring Semester 2026

Monday, January 12	Spring 7 Week Subterm 7A Begins
Friday, January 16	7A Add/Drop Deadline
Friday, February 6	7A Last Day to Withdraw from a course (W)
Friday, February 27	7A Classes End

	7A Final Grades due
Monday, March 9	Spring 7 Week Subterm 7B Begins
Wednesday, March 11	7B Add/Drop Deadline
Friday, April 3	7B Last Day to Withdraw from a course (W)
Friday, April 24	7B Classes End
Wednesday, April 29	7B Final Grades due
Sunday, May 10	Official Degree Conferral

Summer Semester 2026

Monday, May 11	Summer 7 Week Subterm 7A Begins
Friday, May 15	7A Last Day to Add or Drop
Friday, June 5	7A Last Day to Withdraw from a course (W)
Friday, June 26	7A Classes End
Monday, June 29	Summer 7 Week Subterm 7B Begins
Tuesday, June 30	7A Grades Due
Wednesday, July 1	7B Last Day to Add or Drop
Friday, July 24	7B Last Day to Withdraw from a course (W)
Friday, August 14	7B Classes End
Monday, August 17	7B Grades Due
Wednesday, August 19	Degree Conferral

Catalog Declarations

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.

Accessibility

Mary Baldwin University is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning in this course, due to a documented disability, please contact Accessibility (accessibility@marybaldwin.edu). Required documentation must include an evaluation by an appropriate medical professional and must describe the current impact of the disability as it relates to the request for accommodation, in compliance with the ADA.

The Academic Resource Center

The ARC provides writing, math, and subject-area tutoring services. Residential students can meet with tutors virtually or face-to-face in the Center for Student Success, on the first floor of Grafton Library. Online and remote students can work virtually with tutors on papers, assignments, and test-taking strategies. Appointments are scheduled through HandShake. For more information, please visit the ARC website (https://marybaldwin.edu/academics/academic-resource-center/).

Accreditation Statement

Mary Baldwin University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, and doctorate degrees. Mary Baldwin University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Mary Baldwin University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

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.

Commencement Ceremony Regalia

BACCALAUREATE REGALIA

Graduation robes or academic regalia go back to the Middle Ages. The clergy and students in the universities wore black gowns to hide ink stains resulting from daily note-taking and copying texts using a quill pen dipped in horns filled with liquid ink.

A detachable black hood was part of the standard medieval dress as well. It hung over the shoulders and could be pulled up over the head to keep the sun or rain off, or pulled off with a little rear extension called the liripipe.

By the Renaissance, hats were in and hoods were out. Most hats were soft, flat bags like a tam. The larger ones needed a cardboard stiffener to keep them from falling down over the wearer's eyes. In the 18th century in Oxford, poor undergraduates asked tailors to use as little fabric as possible, so the cardboard was all that remained. People thought

they resembled the boards masons carried on their heads when working so the term “mortarboard” came into use.

Also in the 18th century, hoods became more colorful and were often made in colors that indicated a particular college or degree. Ornamental tassels were added to the mortarboard and were generally worn after graduation, hanging off the left side to keep a clear view of the writing hand. The whole regalia — cap, hood, gown — was worn to lectures and at formal college functions until the 19th century.

At Mary Baldwin, seniors put on their caps and gowns for the first time on Founders Day in October of their senior year. Hoods, lined with Mary Baldwin’s white and yellow colors, are added at Commencement. The white facings represent the liberal arts. Specialized degrees all have their own colors, but the liberal arts, like white light, are composed of all the colors. Bachelor of Science in Nursing hoods are designated with an apricot facing.

MASTER’S REGALIA

Gowns worn by all candidates for master’s degrees are longer than those worn by bachelor’s degree candidates and have long, bat-wing shaped sleeves. The master’s hood is wider and longer than the bachelor’s hood, and for all Mary Baldwin University master’s degrees it is lined with yellow and white silk to show Mary Baldwin’s colors. The velvet outer facing of the hood for the Master of Arts in Teaching and the Master of Letters degrees is white, representing the liberal arts. The facing of the hood for the Master of Science in Higher Education and Master of Education are both light blue, representing education. The Master of Science in Applied Behavior Analysis facing is golden yellow, representing the applied sciences. The Master of Fine Arts hood’s facings are a light brown color (fawn), representing the arts. The Master of Business Administration hood facing is drab, representing business. The Master of Science in Physician Assistant hood’s facings are green, representing medicine. The Master of Healthcare Administration hood is trimmed in salmon, the traditional color of public health. Graduates with dual degrees of Master of Science in Nursing and Master of Healthcare Administration will wear hoods with apricot velvet, representing nursing. Graduates with dual degrees of Master of Healthcare Administration and Master of Business Administration will wear hoods with salmon velvet, representing public health.

DOCTORAL REGALIA

Gowns worn by doctoral degree candidates are distinguished by the colored velvet panel on the front and three horizontal bars at the sleeves. The teal velvet trim on the hood is the traditional color of the Doctor of Physical Therapy degree (DPT), and the Doctor of Occupational Therapy degree (OTD) is distinguished with Rhodes blue trim. The colors of the lining, yellow and white, are Mary Baldwin University’s colors. A velvet tam and tassel are used instead of the undergraduate cap.

FACULTY REGALIA

Baccalaureate and master’s-level gowns are usually black and are untrimmed, with the sleeves of the master’s gown generally longer. Velvet panels down the front distinguish doctoral gowns, which may be black or a school color of the university granting the degree. Three horizontal velvet bars on the sleeves, usually of the color representing the wearer’s degree, also mark the doctorate. Only doctoral caps may be made of velvet.

The length of a hood indicates the degree, with the bachelor’s being three feet long, the master’s three and one half, and the doctoral four feet. The color of the lining indicates the university at which the degree was earned and is usually the school color. The border of the hood indicates the academic discipline in which the degree was earned; for most faculty this is the dark blue of philosophy, indicating an earned PhD (doctor of philosophy, typically the highest degree in an academic discipline) or, in a few cases, the EdD (light blue for education) or MBA (drab).

Student marshals, wearing gold epaulettes on the left shoulder, are chosen from the Honors List in each class.

PRESIDENTIAL MEDALLION AND CHAIN OF OFFICE

The presidential medallion is patterned after MBU’s 1992 sesquicentennial medal. Mary Baldwin’s president wears the medallion of office on formal

occasions such as Commencement. Designed by artist R. Daniel Booton of Gum Spring, Virginia, the medallion features the Mary Baldwin seal on one side and a profile of the Administration Building — complete with the cast-iron dogs Ham and Jam — on the other. The dates of the establishment of Augusta Female Seminary and its elevation to college status, and the university's motto, Non Pro Tempore, Sed Aeternitate ("not for time, but for eternity"), appear with the seal.

The chain was designed by Booton to depict oak leaves linked with acorns, symbols associated with the university that convey courage, truth, and strength. The medallion and necklace are gifts to the university from the faculty.

Says President Pamela Fox: "The medallion is an ongoing symbol of our strength and tradition, and it is wonderful that this representation of unity and continuity was initiated by the faculty."

THE UNIVERSITY MARSHALS, MACE, AND BATON

Two faculty members are elected by the faculty to serve as marshals, officials who ensure the orderly conduct of public ceremonies. The university marshal bears the mace, and the associate marshal the baton, both symbols of self-governance and authority of the institution. They resemble those used since colonial times in Virginia by the legislature.

The mace and baton were gifts from the Alumni Association, and their design was taken from the Baldwin family crest and the memorial stained glass window in Grafton Library. On the mace, the squirrel is a symbol of industriousness, curiosity, dignity, grace, and liveliness. On the baton, the acorn symbolizes strength, and the oak leaves stand for durability, courage, and truth. The maces are made of local walnut, a wood that represents longevity and hidden wisdom. Gold represents wisdom and honor, and the green of the oak leaves stands for life.

Copyright Policy

Mary Baldwin University enforces all provisions of copyright law. Students are responsible for informing themselves of the law, particularly with respect to copying materials. You may find additional information here.

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.

Institutional Review Board Policies and Procedures

Authority. The Mary Baldwin University Institutional Review Board (IRB) is responsible for the oversight of all research activities at the University that involve human subjects. The MBU IRB is registered with the Department of Health and Human Services (DHHS; IRB: 00004838 and IORG: 0004078). Mary Baldwin has a Federal Wide Assurance (00008717) from the Office of Human Research Protection within the U.S. Department of Health and Human Services.

Mission and Purpose. The IRB is responsible for evaluating proposed human subjects research on the grounds of ethical responsibility and the protection of the rights of participants. The IRB is also committed to protecting academic freedom. To that end, it does not evaluate proposed research on the basis of the characteristics, methods, or quality of the research design, except to the extent that these affect the rights of participants and the protections extended to them.

Applicability. Any member of the MBU community – faculty, staff, or student – or outside researcher who is planning to conduct a research project that may involve the collection of data or specimens from human participants at Mary Baldwin University must review the following policies and procedures. All student research requires qualified MBU faculty to act as Principal Investigators (PI). Students will be listed on applications as Co-Principal Investigator (Co-PIs), working in partnership in the management, development, and/or execution of the project. This is to ensure and simplify research oversight by the IRB. All external research requires qualified MBU faculty as PI, Co-PI, or sponsorship.

Training. All PIs and CO PIs, must complete human subject research training prior to proposal submission. For more information on the training required, please refer to the human subjects training document on our IRB website (https://marybaldwin.edu/resources/research-compliance/).

Procedures for Proposal Submission. Individuals planning to collect human data or specimens as part of a proposed research project must submit a proposal/application to the IRB. The researcher may

not begin data collection until he or she has received an approval letter from the IRB chair. Please note that most external funding agencies require that IRB approval be in place prior to the submission of a grant proposal.

Determining whether a proposed project involves human subjects research. Please use the "Checklist to determine if a project needs IRB approval and which proposal form to use" available on the IRB webpage (https://marybaldwin.edu/resources/research-compliance/). When it is not clear whether a proposed project falls within the covered definition of human subjects research, a determination will be made by the IRB Committee, in consultation with the Provost, according to the federal regulations (https://www.hhs.gov/ohrp/regulations-and-policy/index.html). Requests for determination should be submitted to irb@marybaldwin.edu. No research data may be collected from human participants until a determination has been made and conveyed by the IRB chair.

Completing and submitting a proposal. Researchers who are affiliated with Mary Baldwin University should follow the process required by the College of their primary affiliation. Outside researchers should submit the following documents to the MBU IRB (irb@marybaldwin.edu): 1. a written request for research access, 2. the proposal that was approved by their IRB, and 3. the letter of approval from their IRB. A Reliance Agreement may also be required.

Proposal submission forms. Submission forms and a checklist to determine which form to use can be found on the IRB website (https://marybaldwin.edu/resources/research-compliance/).

Required materials. Formal submission of materials requires submission of an electronic copy of the proposal form and all supporting materials. The materials can be in separate files.

Where to submit forms. Researchers affiliated with all MBU colleges, should submit materials to irb@marybaldwin.edu. When non-MBU affiliated researchers are PIs, they should copy their MBU faculty sponsors on the submission email. The faculty sponsors must then send an email stating that they: 1. Certify that he/she has reviewed the protocol and approves of the procedures described therein. 2. Agree to assume overall responsibility for the conduct of this investigator. 3 3. Agree to work with the investigator, and with the IRB as needed, in maintaining compliance with this agreement. 4. Assert that the Principal Investigator is qualified to perform this study.

Review procedures. Expedited proposals and requests for exemption will be reviewed by the IRB chair or one IRB member. Full proposals are reviewed by all members of the IRB. In reviewing proposals, the Institutional Review Board follows the current regulations and guidelines determined by the Office for Human Research Protections within the U.S. Department of Health & Human Services (https://www.hhs.gov/ohrp/regulations-and-policy/index.html). Three categories of action are possible:

- Approval. The proposal is approved without revisions. Upon receipt of an approval letter, the researcher may begin data collection. All protocols are approved for a period of one year.
- Approval pending revisions. Required revisions are conveyed in writing to the researcher and, as applicable, the faculty advisor, by the IRB chair. Revised proposals should be submitted to the IRB chair (irb@marybaldwin.edu).
- Proposal rejected. If, in the judgment of the IRB, the proposal does not meet federal standards for the protection of human subjects, the protocol is rejected. The researcher will receive a letter stating the reasons for rejection. The researcher can then submit a new proposal.

Project Extension. All projects are approved for a period of one year. If a researcher wants to continue the research after the one year of approval, then they should submit a continuing research form (available at https://marybaldwin.edu/resources/research-compliance/) to the IRB (irb@marybaldwin.edu). If a continuing review request has not been submitted and approved by the end of the approval period, the researcher must cease data collection immediately.

Seeking Permission for Research Access or Use: The researcher must seek permission in advance to conduct any research activities in private spaces and

to use equipment that they or their department does not own. Private space includes physical locations for which public access is typically limited, such as workplaces, churches, schools, and private online sites, such as professional listservs or other domains that require membership and are not accessible by the general public. Permission to access private space for research purposes must be secured in writing. It is often helpful to make contact via phone or e-mail with the individual who is authorized to give permission in the particular institution, prior to submitting a formal request. Many online sites have web administrators who manage permissions. You must submit with your proposal written evidence of permission from the individual authorizing your access or use of equipment. The letter or email should include his or her title and contact information.

Components of Informed Consent: To determine if your research requires documentation of informed consent, please use the checklist to determine if a project needs documentation of informed consent from participants available on the IRB webpage. If your research does require documentation of informed consent and your research includes minors (anyone under the age of 18 years), then you must obtain parental consent. Research involving greater than minimal risk and no prospect of direct benefit to individual subjects must obtain consent from both parents. Additionally, all research involving minors must obtain a child's assent or justify why a child's assent cannot be obtained. A child's assent will depend on their age, maturity, and psychological state. When appropriate, the assent should include a written consent document at the child's reading level that is signed by the child.

There are sample consent forms available on the IRB webpage (https://marybaldwin.edu/resources/research-compliance/).

Consent forms regulations (46.116 at https://www.hhs.gov/ohrp/regulations-and-policy/regulations/45-cfr-46): 4 "Except as provided elsewhere in this policy, no investigator may involve a human being as a subject in research covered by this policy unless the investigator has obtained the legally effective informed consent of the subject or the subject's legally authorized representative. An investigator shall seek such consent only under circumstances that provide the prospective subject or the representative sufficient opportunity to consider whether or not to participate and that minimize the possibility of coercion or undue influence. The information that is given to the subject or the representative shall be in language understandable to the subject or the representative. No informed consent, whether oral or written, may include any exculpatory language through which the subject or the representative is made to waive or appear to waive any of the subject's legal rights, or releases or appears to release the investigator, the sponsor, the institution or its agents from liability for negligence.

(a) Basic elements of an informed consent document:

1. A statement that the study involves research, an explanation of the purposes of the research and the expected duration of the subject's participation, a description of the procedures to be followed, and identification of any procedures which are experimental;
2. A description of any reasonably foreseeable risks or discomforts to the subject;
3. A description of any benefits to the subject or to others which may reasonably be expected from the research;
4. A disclosure of appropriate alternative procedures or courses of treatment, if any, that might be advantageous to the subject;
5. A statement describing the extent, if any, to which confidentiality of records identifying the subject will be maintained;
6. For research involving more than minimal risk, an explanation as to whether any compensation and an explanation as to whether any medical treatments are available if injury occurs and, if so, what they consist of, or where further information may be obtained;
7. An explanation of whom to contact for answers to pertinent questions about the research and research subjects' rights, and whom to contact in the event of a research-related injury to the subject; and
8. A statement that participation is voluntary, refusal to participate will involve no penalty or loss of benefits to which the subject is otherwise entitled, and the subject may

discontinue participation at any time without penalty or loss of benefits to which the subject is otherwise entitled.

(b) Additional elements of informed consent. When appropriate, one or more of the following elements of information shall also be provided to each subject:

1. A statement that the particular treatment or procedure may involve risks to the subject (or to the embryo or fetus, if the subject is or may become pregnant) which are currently unforeseeable;
2. Anticipated circumstances under which the subject's participation may be terminated by the investigator without regard to the subject's consent;
3. Any additional costs to the subject that may result from participation in the research;
4. The consequences of a subject's decision to withdraw from the research and procedures for orderly termination of participation by the subject;
5. A statement that significant new findings developed during the course of the research which may relate to the subject's willingness to continue participation will be provided to the subject; and
6. The approximate number of subjects involved in the study."

Moral and Ethical Responsibility

Students may not engage in behavior or actions that endanger themselves or others, either while on MBU property or while engaged in a program or activity connected with the college and/or its programs. Students are required to comply with the 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.

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 graduate programs. Students whose thesis or final project work involves people other than themselves must consult with the Mary Baldwin University Institutional Review Board (IRB). The MBU IRB is responsible for the oversight of all research activities within the University that involve human subjects. For more information, please visit: https://marybaldwin.edu/resources/research-compliance/

Syllabi

The syllabus of each 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' work.

University Specific Programs

Ida B. Wells Living Learning Community

Director: Rev. Andrea Cornett-Scott, Chief Diversity Officer

Named in honor of a 19th-century civil rights activist and suffragist, this community is designed to guide 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 inclusive excellence 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

- INT 177 Legacy and Tradition

Note: *Additional application and interview are required.*

PERSIST Scholars Program

Director: Rev. Andrea Cornett-Scott, Chief Diversity Officer

The Promoting Excellence and Reinforcing Success in Student Transitions (PERSIST) Scholars program is a cohort program for 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 inclusive excellence 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
- INT 177 Legacy and Tradition
- MBU 101

Note: Additional application and interview are required.

Program for the Exceptionally Gifted (PEG)

Director: Carla Van Devander, Assistant Professor of Education

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 12 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 Tyson Hall for up to 2 years, which is a living-learning community with adult advisors in the building 24 hours a day.

During the first semester, and when circumstances allow, PEG students will take their own section of ENG 102. This course gives students an English credit they need in order to graduate.

Note: *Additional application and interview are required.*

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 for study abroad, May Term Abroad programs are very popular with MBU students. Not only are the programs organized and 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, Costa Rica, London, Cypress, and Seoul.

MBU offers two regular Summer Abroad 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 institutional 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 is the only exchange partner that has its own female corps of cadets, so VWIL students are encouraged to apply. 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 the fall semester Japanese Studies Program, students can take a wide range of Japanese language and culture courses that each offer opportunities for culturally-immersive field trips. One year of prior Japanese study experience is required.

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 language and English. Applicants with previous Japanese language study are preferred. MBU students studying at Kansai Gaidai for a semester of year will meet students from all parts of Japan, as well as international students from all over the world. MBU students who pursue studies at Kansai Gaidai during the spring semester will also have the opportunity to pursue internships in Japan.

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. Due to differences in the academic calendar, MBU students may enroll for the spring semester, summer sessions, or for a full academic year running fall to spring. Soka offers visiting students a wide range of courses in Japanese and Asian Studies as well as a full complement of Japanese language courses. Select students may also have the opportunity to participate in work-study programs at Soka, including roles as English conversation partners.

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 in the humanities and social sciences. 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. Upt to two MBU students may study at Sungshin for the fall or spring

semester each year. 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. Due to differences in the academic calendar, MBU students typically participate in the Spring semester or a full academic year. The partnership between MBU and NCCU enables at least two MBU students to participate in the exchange for a semester each year, but it is also possible for one MBU student to study at NCCU for a full academic 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). Up to three MBU students can participate each academic year. Typically, MBU students have chosen to study for the fall semester at either Queen's University Belfast or the University of Ulster. All universities offer a wide array of courses in the arts, humanities, and social sciences.

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. Some third-party providers MBU students have worked with in the past include: CIEE, CIS Abroad, ISA Abroad, CAPA, and USAC.

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 workshops to support students in planning and completing study abroad.

The Undergraduate First-Year Experience

The First Year Undergraduate Experience

College success is built on meaningful connections. At Mary Baldwin University, the journey begins with a simple but powerful progression: **Commit – Connect – Create**. Once a student commits to MBU, they are immediately connected with an academic neighborhood and a dedicated advisor—key relationships that form the foundation for an individualized path forward. From these early connections, each student begins to create a personal academic journey shaped by curiosity, purpose, and support.

This approach reflects MBU's commitment to an education that is truly **Made for You**—designed to foster growth, unlock potential, and equip every student with the tools to thrive in college, career, and life. Whether learning on campus or online, MBU students are part of a community where every step of their journey is supported and every goal is within reach.

Residential Undergraduate Students

All new residential undergraduates are welcomed into **academic neighborhoods**, close-knit communities that offer personalized advising, academic support, and enriching social and cultural activities. These neighborhoods are designed to build strong connections among students with shared academic interests and goals.

Each residential student is paired with a dedicated **Academic Advising Coach**—a professional staff member within **The Commons**—who provides guidance throughout the academic experience.

Advising Coaches assist students in launching successfully at MBU, navigating the curriculum, and planning for long-term academic and career goals.

First-year students begin the **Common Curriculum**, which establishes a broad foundation of knowledge and skills essential for academic success and career readiness. Introductory courses also provide opportunities to explore potential majors and areas of interest.

Online Students

MBU's online programs are designed for flexibility, delivering a high-quality academic experience supported by robust advising and student services. Online students participate in the same **Common Curriculum**, gaining a strong liberal arts foundation and developing critical thinking and communication skills applicable across a wide range of fields. Introductory courses support exploration of academic interests and potential degree paths.

Each online student is assigned a **professional academic advisor** who serves as the primary point of contact for academic planning and support. These advisors assist students in starting strong, selecting appropriate courses, and aligning academic decisions with personal and professional goals.

Support for All Students

All MBU students—on campus or online—have access to **The Commons**, a centralized hub for academic and student support services, including:

- Tutoring and writing assistance
- Career and internship guidance
- Research support
- Wellness and counseling resources
- Academic accommodations
- Inclusive Excellence services

In addition, all students are invited to participate in **MBU Signature Events**, which enhance the university experience through leadership development, community engagement, and opportunities for personal enrichment.

The **first-year experience at MBU is just the beginning**. With a foundation built on connection, exploration, and support, students are empowered to take ownership of their academic and personal growth. Every step is intentionally designed to support a journey that is **Made for You**: unique, purpose-driven, and deeply personal. At MBU, students don't just prepare for what's next—they create it.

Virginia Women's Institute for Leadership (VWIL)

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, Air/Space 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 MBU Common Curriculum 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 three 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 the VWIL Certificate is made by the Commandant of Cadets in consultation with the President.

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

- Aerospace Studies
- Military Science
- Naval Science

Tuition and Fee Information

Access MBU Policy

To qualify for Access MBU, students must meet the following criteria:

- Virginia resident as determined by the Commonwealth of Virginia's domicile policy
- Family income of less than $60,000 per year as determined by tax filing and/or confirmation of non-tax filing requirement through the Internal Revenue Service
- Eligible to file the Free Application for Federal Student Aid (FAFSA) and eligible to be considered for federal aid including, but not limited to: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG), and Federal Subsidized and/or Unsubsidized Loans.
- At least two years' worth of eligibility remaining for both the Virginia Tuition Assistance Grant and Federal Pell Grant. For the Virginia Tuition Assistance Grant, the student must have at least 12 units of eligibility remaining. For the Federal Pell Grant, the student must have 200% or more remaining.
- Be a new on-campus student enrolling after the 2023-2024 academic year.

Conditions of Payment

Comprehensive charges are listed for the entire university year and are split between the Fall and Spring semesters. All charges are billed per semester and are due by the end of the add/drop week each smester.

Deadlines for Payment

All charges are due by the end of the first week of classes each semester, also known as add/drop week. If you do not pay your balance, or sign up for a payment plan, your account will be placed on hold until your balance is paid. This hold may prevent you from registering for classes for a subsequent 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 29 for the first semester,

and January 16 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. Credits outstanding at the end of second semester refunded to the student in the form of a check. 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 or $25 for any e-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.

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. Students who drop a course after the add/drop period and do not completely withdraw from the university are responsible for full payment of the cost incurred by the course.

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.

Financial Aid

Student Financial Aid

The Office of Financial Aid 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 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 student 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 financial 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 contributors 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 September 15 of the first semester of 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 account 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 student and contributor supplied on the FAFSA will result in the Student Aid Index (SAI). The SAI 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 SAI.

Total Cost of Attendance – SAI = 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 housing and food at the university or an allowance for housing and food for a commuting/distance student
- A standard allowance for books
- A standard allowance for miscellaneous expenses
- An allowance for transportation
- An allowance for loan fees (if applicable).

For residential and/or commuter students, the Office of Financial Aid 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. For all other students, an email will be sent to access the financial aid portal to review their aid.

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 who are eligible for federal work study may apply for work-study positions at the following website: https://life-success.marybaldwin.edu/channels/on-campus-employment/

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 financial aid 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 credit 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.

Undergraduate students enrolled at least half time (six semester credit hours) remain eligible for continuation of some federal aid and loan deferment benefits.

Graduate students must take nine credit hours in any given semester to be considered full time. Graduate students enrolled at least half time (4.5 credit hours) remain eligible for continuation of 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 "anticipated." It is hoped this will assist students and contributors when planning for expenses. Again, how aid is disbursed, credited, or issued 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.

Jobs are offered through the Federal Work-Study Program and through the university (in limited scenarios). The student is paid by the hour, and a paycheck is issued biweekly to the student. The student may use their earnings to pay towards their billing statements 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 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. Graduate students may be eligible for unsubsidized Stafford loans and credit-based Graduate PLUS loan.

Repayment will not begin until the student leaves the university or falls below half-time status. There is a six month 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 separate and distinct awards based on a family's need. Loans awarded based on financial need are called Direct Subsidized 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 a Direct Unsubsidized 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.

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.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 studentaid.gov. 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 a student does not receive a reminder, they may still be able to complete a renewal FAFSA online.

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.

To be considered for federal aid, the student and contributor must consent for the IRS data to be transferred to 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. For a dependent undergraduate student (under the age of 24), both the student and contributor 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 consistent as possible through the undergraduate career. Students who reapply for aid must continue to meet all the eligibility requirements listed above.

Satisfactory Academic Progress (SAP) 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
ACACNP/FNP	80	120
NAP	104	156

Graduate Tuition and Fees

The Mary Baldwin University Board of Trustees voted and approved the following Tuition and Fees for the 2025-26 Academic Year.

Business and Professional Studies Tuition and Fees 2025-26

MBA Tuition	$650 per semester hour
Library/Technology/Credentialing fee	$87.50 per semester

Education Tuition and Fees 2025-26

MAT/MED/MS	
Tuition*	$495 per semester hour
Library/Technology/Credentialing fee	$87.50 per semester

* There are discounts and special costs for various programs.

Murphy Deming College of Health Sciences 2025-26

School of Nursing

MSN Tuition	$650 per semester hour
Library/Technology/ Credentialing fee	$87.50 per semester
Post MSN Certificate Tuition	$650 per semester hour
DNP	$795 per semester hour
CRNA	$49,002 per academic year (Fall, Spring, Summer) *Part-time tuition is $1,470 per semester hour.*
DNP Program fee (applies to CRNA only)	$500 per academic year (Fall, Spring, Summer)

School of Health Professions

MHA Tution	$650 per semester hour
OT Tuition	$31,500 per academic year (Fall, Spring, Summer) *Part-time tuition is $882 per semester hour.*
OT Program Fee	$500 per academic year (Fall, Spring, Summer)
OT Credentialing Fee	$17.50 per semester
PT Tuition	$35,535 per academic year (Fall, Spring, Summer) *Part-time tuition is $921 per semester hour.*
PT Program Fee	$500 per academic year (Fall, Spring, Summer)
PT Credentialing Fee	$17.50 per semester
PA Tuition	$36,400 per academic year (Fall, Spring, Summer) *Part-time tuition is $900 per semester hour.*
PA Program Fee	$500 per academic year (Fall, Spring, Summer)
PA Credentialing Fee	$17.50 per semester
Post Master's Certificate	$650 per semester hour

Shakespeare & Performance Tuition and Fees 2025-26

MLitt/MFA	
Tuition *(For students enrolled before Fall 2024)*	$785 per semester hour
Library/Technology/Credentialing fee	$87.50 per semester
New Student Tuition 2024 and Forward	$20,500 per academic year *Part-time tuition is $785 per semester hour*
Library/Technology/Credentialing Fee	$87.50
Re-Enrollment (if absent)	$50
REN701/REN 801 Thesis Continuation fee	$785/semester (as needed)

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	
Prior Learning Portfolio Evaluation	$460
Administrative Withdrawal Fee	$105
Technology/Credentialing Fee *	$87.50/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.

Residential Programs Tuition and Fees

The comprehensive fee for residential and commuter students during the 2025-26 are broken down as follows:

Residential Students

Tuition	$34,907
Student Organization Fee	$275
Technology Fee	$140
Credentialing Fee	$35
Room and Board	$11,798
Total Tuition and Fees	$47,155

Commuter Students

Tuition	$34,907
Student Organization Fee	$275
Technology Fee	$140
Credentialing Fee	$35
Board	$832
Total Tuition & Fees	$36,189

The Comprehensive tuition fee is equivalent to $1,163.57 per semester hour.

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.

Part-Time Students

Fewer than 12 semester hours during fall or spring semesters: $460 per semester hour and a $87.50 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 (2025-26): $460 per s.h.
- Internship Fee (2025-26): $230 per s.h.

Partial-Year Students

Full-time students residing at MBU for the fall or spring term will be charged $23,577.50. Commuter students enrolling for either period will be charged $17,678.50. There will be no additional charge for attending the May Term (for full-time students enrolled in Fall or Spring). 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 an MBU affiliate CLS program as part of the major 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.

Monthly Payment Plan

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

administration fee of $30 per semester. For additional information, please email StudentAccounts@marybaldwin.edu.

Half-Price Tuition Plan

Students who have completed eight semesters of full-time work in classes on the MBU campus may enroll in additional 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.

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.

Special Costs

Administrative Fees

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

Official Transcripts are issued upon request.

- Transcripts: $7 per copy; $10 if sent by U.S. mail.

Note: *Prices subject to change.*

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	$275
Twelve 60-minute lessons	$500

Reduced fee for approved music majors/ minors:

Length of Lesson	Fee
Twelve 30-minute lessons	$190
Twelve 60-minute lessons	$250

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	$1500 per year
King Hall	$500 per year
PEG Housing	$1500 per year
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

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 a current degree audit for each upcoming semester (including the summer) they wish to have their enrollment certified, as their request to be certified. Only programs approved by the State Approving Agency (SSA) are eligible for VA Education benefits.

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, Chapter 33, or Chapter 35 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, Chapter 33, or Chapter 35.

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, Chapter 33, or Chapter 35 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.

Enrollment Status for VA Certification

Graduate student	Enrollment status	First Sub-term/Second Sub-term in a full semester	Full Semester
	Full time	4.5 sem hours	9 sem hours
	Three-quarter time	3.375-4.4 hours	6.75-8.9 sem hours
	Half-time	2.25-3.374 hours	4.5-6.74 sem hours
	Less than half-time	0 - 2.25 sem hours	<4.5 sem hours

Undergraduate student	Enrollment status	First Sub-term/Second Sub-term in a full semester	Full Semester
	Full-time	6 sem hours	12 sem hours
	Three-quarter time	4.5-5.9 sem hours	9-11.99 sem hours
	Half-time	3.0-4.49 sem hours	6-8.99 sem hours
	Less than half-time	< 3 sem hours	< 6 sem hours

May term: Undergraduate and Graduate students: 3 or more credits is Full time.

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*

Undergraduate Admission Information

First-Year Admission

Admission to Mary Baldwin's undergraduate 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 undergraduate 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), 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, doctor of nursing practice, 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 Memorial Day, Independence Day, Thanksgiving, and Winter

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 540-887-7019 to schedule an appointment.

MBU Online Undergraduate 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.

Returning Students

Mary Baldwin will consider students for re-admission to the undergraduate program following a break from the University for instances such as leave of absence, academic suspension, involuntary withdrawal, or voluntary withdrawal. A returning student's application must include a personal statement addressing the reasons for the student's withdrawal from the University and should provide a detailed plan for successful completion upon his/her return.

Applications to return to MBU should be submitted to the Office of Admissions at least 2 weeks before the start of the term, and notification will be made after the application has been reviewed by the Registrar's Office, the Student Accounts Office, the Financial Aid Office, and the Student Engagement Office.

Transfer Students

Undergraduate Admission

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. 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 to secure the student's spot in the incoming class prior to the starts of classes.

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.

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 through the Program for the Exceptionally Gifted. 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.

Undergraduate Teacher Education Program and PBTL Admission

Undergraduate and PBTL Requirements for Admission to the Teacher Education Program (seeking licensure)

Undergraduate students seeking admission (Level One) to the Teacher Education Program (TEP), Bachelor/Master of Arts in Teaching, or Bachelor/Master of Education programs may apply at any time. The application is an online form available on the myMBU, School of Education tab.

Through the Post-Baccalaureate Teacher Licensure (PBTL) program, students who already have a bachelor's degree can pursue initial licensure at the

undergraduate level in the Teacher Education Program. This is a licensure program that takes into account all 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 certificate or graduate degree.*** All students enrolled in the program must devote their final semester entirely to a 14-week, full-time, student teaching placement. Applications are available online through the Office of University Admissions and require a GPA of 2.5. *For more information on the PBTL program, please contact the School of Education.*

Licensure Endorsement Areas Offered

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 two levels: elementary and middle or high school.)
- 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 and 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 endorsements offered are:

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

***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 the Special Education 6-8 Add-on, the initial license must be in a content area for Middle Education.)*

Additional endorsements offered are:

- Elementary Education (PK-6)
- Special Education General Curriculum (K-12)

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.

Teacher Education Program (TEP) - Initial Licensure Levels of Progression

The School of Education, in compliance with our accreditor, the Council for the Accreditation of Educator Preparation (CAEP), has adopted the Teacher Education Program - Initial Licensure Levels of Progression rubric to meet accreditation requirements. All Education students must meet admission and program progression requirements as they progress through varying levels of the program. This process is outlined below.

Teacher Education Program Admission

Requirements for admission:

- GPA 2.5 (for current undergraduate students applying to the Teacher Ed Program and PBTL)
- GPA 3.0 (for current students applying for BA/MAT or BA/MEd) Upon completing your bachelor's degree, your academic record will be reviewed to confirm that you continue to meet the 3.0 GPA requirement for admission into MBU's master's program.
- Undergraduate students must have their major declared and on file with the Registrar's Office
- Students must complete self reflection activities as part of the admission process.
- Correct, fluent written and spoken English. Non-native English speakers must submit one of the following with the minimum score noted:
  - Duolingo, 130
  - IELTS, 7.0
  - TOEFL, 98

Level One - Candidate Experiential Learning Through Field Placement

A Level 1 student has met the requirements above and been admitted to the Teacher Education Program, BA/MAT, BA/MEd or PBTL program.

- The student is now eligible to take fieldwork placement/practicum courses such as ED 112 and ED 324. These are prerequisites to moving into Level 2.
- Self reflection activities will be completed at the end of the placements.

Level Two - Candidate Eligibility for Instructional Strategies/Methods

Requirements for advancement to Level 2:
The student is ready for Level 2 in the TEP when they have met/completed the following:

- GPA 3.0 (for all students)
- Methods & Practicum Placement Request Form
- Child Abuse & Neglect Recognition Training
- Civics Education Module (if applicable)
- Cultural Competency Training
- Dyslexia Awareness Training Module
- Special Education Modules (Building a More Inclusive School Community and Meaningful IEP Meetings)
- Understanding the Regulations Governing the Use of Restraint and Seclusion

A Level 2 student who has met the requirements above and is now eligible for Instructional Strategies/ Methods (ED 312, 315, 345, 607, 624, 649). Self reflection activities will be completed at the end of these courses.

Level Three - Selected Candidate Student Teaching

Requirements for advancement to Level 3:

The student is ready for Level 3 in the TEP when they have met/successfully completed the following:

- Continued GPA 3.0
- Student Teaching Request Form
- All pre-requisite courses (in progress are acceptable)
- Instructional Strategies/Methods (B- or better)
- Acceptable score from the Instructional Strategies Instructor on the PQDT evaluation
- Attempted and scores received for the following: (pass is required by Level 4)
  - Praxis II, if applicable
  - RVE or Teaching Reading: Elementary, if applicable

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

Level Four - Program Completer Apply for Licensure

Requirements for advancement to Level 4:
The student is ready for Level 4 in the TEP and to proceed towards licensure application and employment when they have met/completed the following:

- Continued GPA 3.0
- Successfully completed Seminar and Student Teaching
- Successfully completed the Student Impact Project
- Acceptable score from the University Supervisor on the PQDT evaluation
- Passed Praxis II, if applicable
- Passed RVE or Teaching Reading: Elementary, if applicable
- First Aid/AED/hands-on CPR
- Submitted licensure application, transcripts, and certified check or money order to the Licensure Coordinator for processing

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

Periodic reappraisal of teacher candidates will be made as the student progresses through the Teacher Education Program.

If an undergraduate student does not meet eligibility requirements for Methods/Instructional Strategies or Student Teaching—or is unable to complete student teaching for other reasons—the student may request a program change to the **LAIS Educational Foundations track**. Such requests are reviewed on a case-by-case basis. Please note that this is a transition from a licensure-based education track to a **non-licensure option** with the Education department.

This alternate pathway allows the student to apply previously completed licensure coursework toward the Educational Foundations curriculum.

Graduation under this track does **not require completion of licensure requirements**.

Students are encouraged to consult with their academic advisor or the Teacher Education Program for guidance regarding this option.

Bachelor's/Master's Options

The School of Education offers three Bachelor's/Master's options. Each program is designed to allow an undergraduate student to complete up to 18 credit hours of graduate coursework toward a Bachelor's degree and apply it toward a Master's degree. As a Master's degree student, one must complete at least 18 credit hours and be continously enrolled for 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 credit hours). However, exceptions may be made with SOE 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 beyond the first six credit hours. No more than *18 graduate credit hours* may be taken prior to Bachelor's degree conferral for students in these programs. No graduate courses can be taken for P/NC credit unless the course itself is set up as a P/NC grading option.

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 that 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 ***except*** those in our Elementary Education (BA) and Special Education (BA) majors. Students selecting either of these undergraduate majors would apply for our BA/MEd program. Admission requirements are above in the section *Teacher Education Program - Initial Licensure Levels of 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.

Program admission requirements:

- GPA 3.0 on most recent transcript
- Upon completing your bachelor's degree, your academic record will be reviewed to confirm that you continue to meet the 3.0 GPA requirement for admission into MBU's master's program.
- Submit a completed application *(found on myMBU, School of Education tab)*
- Students may apply at any time.

Concentration areas for this option are:

- Elementary Education *(LAIS only; BA Elementary Education majors should choose Bachelor's/MEd)*
- English as a Second Language
- Middle Education
- Secondary Education
- Special Education *(LAIS only; BA Special Education majors should choose Bachelor's/MEd)*

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 or MEd 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 School 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 an MEd one year following completion of the Bachelor's degree. All students must complete the MEd Required Core Courses plus one concentration area to earn the MEd degree. Students interested in the Bachelor's/MEd should arrange a meeting with an education advisor to thoroughly review all course requirements.

Program admission requirements:

- GPA 3.0 on most recent transcript
- Upon completing your bachelor's degree, your academic record will be reviewed to confirm that you continue to meet the 3.0 GPA requirement for admission into MBU's master's program.
- Submit a completed application *(found on myMBU, School of Education tab)*
- Students may apply at any time.

Concentration areas for this option are:

- Elementary Education PK-6 *(for students who did not pursue licensure through the Elementary Education (BA) major)*
- Special Education Gen Curr K-12 *(for students who did not pursue licensure through the Special Education (BA) major)*
- Special Education Add-ons K-6, 6-8, 6-12 *(licensure)*
- English as a Second Language *(licensure option available)*
- Gifted Education *(licensure option available)*
- Leadership Through Authentic Learning
- Curriculum and Instruction
- Special Education Non-Licensure

Bachelor's/Master of Science

The Bachelor's/MS allows undergraduate students to complete both a bachelor's degree and a Master of Science in Applied Behavior Analysis. Students combine graduate courses with undergraduate coursework, leading to an MS one year following completion of the bachelor's degree. Students interested in the Bachelor's/MS should arrange a meeting with the Applied Behavior Analysis department to thoroughly review all course requirements. Students may review admission and course requirements on the *Applied Behavior Analysis & Autism Studies (BA) Academic Catalog page.*

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 School of Education monitors the progress of conditionally admitted students at the end of each semester. Course grades, course instructors' assessments of students' writing and speaking skills, and professional qualities evaluations are considered in this review. The School 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. Upon completion of nine credit hours 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 Instructional Strategies/Methods coursework (ED 312, 315, 345, 607, 608, 624, 649). Students completing VDOE coursework on a provisional license should talk with an Education advisor.

Undergraduate Academic Policy And Regulations

Academic Credit and Grading for Undergraduate Students

Undergraduate Programs

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.

Campus-based programs at MBU use the definition that one credit hour equals one hour of classroom instruction and two hours of out of class student work each week for fifteen weeks. In the asynchronous learning environment, traditional face-to-face time is redefined as the time a typical student spends interacting with course content. This definition excludes out of class student work but assumes the "two for one" ratio cited in the federal guidelines. Courses taught in the online format must be equivalent to the same courses taught in the traditional format. Credit hours in short sessions (i.e., summer semesters or 7-week sub-term sessions) will be awarded proportionately to those earned for the same activity during a regular term of the institution. The definition of contact hours in online and short session classes is based on the following guidelines:

- The course syllabus will clearly document that the course covers the same amount of material or course content that would normally be expected if the class were in the traditional format. Clear documentation includes the course objectives covered, the course topics covered, and the stated expectations for readings, projects, and other assignments as well as the stated learning outcomes. It is the responsibility of faculty teaching in an asynchronous environment to determine if the course content delivered in an asynchronous environment is of sufficient scope and rigor to ensure the amount of material delivered is comparable to a similar campus-based course.
- During the planning and development of an asynchronous course, faculty should estimate the time a typical student will take interacting with the course content. This should be equivalent to the number of contact hours normally expected in a face-to-face course, and should be documented in the course syllabus. Hours for completing homework assignments, working on projects, studying for examinations, etc., should be considered outside the contact hour requirements for the course.
- Attendance policies can be determined by the evaluation of student participation in scheduled online discussions, required interaction with the faculty as well as other classmates, and the timely submission of class assignments rather than simply by the number of logins provided in the statistics measured by the learning management system.

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 for undergraduate programs 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)
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.

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.

Appeal for 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 associate dean of the school forms a hearing committee consisting of the associate 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, as defined by classification as a freshman, sophomore, or junior.
- 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. Incomplete requests must be submitted by 4:30pm on the last day of class (not exams).

- 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

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 apply for GPA Amnesty before the end of the first week of the first semester of their readmittance to MBU.

A student may use this upon reacceptance to Mary Baldwin after five years of academic inactivity.* The student must notify their advisor in writing before the first day of the semester in 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, any of the student's previous MBU courses (prior to their readmittance) in which the student received less than a 'C-' would be removed from the calculation of the cumulative GPA on the transcript.

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.*

Academic Honors for Undergraduate Students

Undergraduate Students

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 Policies for Undergraduate Student Designed Coursework

Undergraduate 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 McCree Center for Life Success can also 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.

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 McCree Center for Life Success.

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 Standing for Undergraduate Programs

Undergraduate Programs

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 Probation

At the end of the Fall and Spring semesters, undergraduate students enrolled in at least 6 credits may be placed on academic probation or suspension if their GPA falls below the following levels:

Academic Standing Table

Total number of hours for Academic Standing	Classification	Academic Probation	Academic Suspension
1-26 credits	Freshmen	1.65	below 1.50
27-57 credits	Sophomore	1.75	below 1.65
58-89 credits	Junior	1.95	below 1.85
90 or above	Senior	1.99	below 1.85

Total number of credits includes:

- Credits transferred to MBU
- Credits earned by AP/IB/CLEP/Cambridge Exam credit

Probation Procedures and Rules:

- A student on probation (and dependent student's parents, where applicable) is notified in writing of the improvements necessary.
- Undergraduate 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.
- Undergraduate students on probation are required to meet with their advisor periodically to review progress and may be required to meet other special provisions.

Non-Degree Certificate Seeking Students

Students enrolled in a non-degree certificate or certification program must adhere to the academic standards of their program. Students enrolled in at least 3 credit hours may be assessed for academic probation, suspension and dismissal.

Academic Suspension and Dismissal

Students may be suspended if their GPAs fall below the standards listed below. Except as specified below, undergraduate residential 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. 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.

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 Division of Student Engagement 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.

Advanced Placement (AP) Assessments and Policies

The following are discipline-approved policies regarding credit awarded for AP tests. These assessments are for exam scores of 4 or 5. Scores below 4 are not accepted.

Exam Title	Required Score	MBU Equivalent	Semester Hours
ART			
Art History	4 or 5	ARTH 100 level elective (A) (CREA)	3
2-D Design	4 or 5	No equivalent; ART 100-level elective. (A) (CREA)	3
3-D Design	4 or 5	No equivalent; ART 100-level elective. (A) (CREA)	3
Drawing	4 or 5	No equivalent; ART 100-level elective. Evaluation of portfolio required for ART 111 credit. (A) (CREA)	3
BIOLOGY			
Biology	4 or 5	BIOL 111	4
CALCULUS			
CALC AB	4 or 5	MATH 211 (recommend MATH 231 in Fall and MATH 212 in Spring)	4
CALC BC	4 or 5	MATH 211 and MATH 212 (recommend MATH 231 and MATH 303)	8
CHEMISTRY			
Chemistry	4 or 5	CHEM 121	4
COMPUTER SCIENCE			
Computer Science A	4 or 5	No equivalent; Elective credit hours	3
ECONOMICS			
Micro	4 or 5	ECON 101T*	3
Macro	4 or 5	ECON 102T**	3
		**ECON 101 social science credit only (not quantitative); posted as ECON 101T*	
		**ECON 101 social science credit only (not quantitative); posted as ECON 101T*	
ENGLISH			
English Lang/Comp	4 or 5	ENG 102	3
English Lit/Comp	4 or 5	ENG 102	3
BOTH of the above exams	4 or 5	ENG 102 and ENG 111	6

ENVIRONMENTAL SCIENCE			
Environmental Science	4 or 5	BIOL 148	3
FOREIGN LANGUAGES AND CULTURE			
Chinese Language and Culture	4	No equivalent; 1 semester Foreign Language (F) (VOYA)	3
	5	No equivalent; 1 semester Foreign Language (F) (VOYA)	6
French Language & Culture	4	FREN 201	3
	5	FREN 201 and FREN 202	6
German Language & Culture	4	No equivalent; 1 semester Foreign Language (F) (VOYA)	3
	5	No equivalent; 2 semester Foreign Language (F) (VOYA)	6
Japanese Language & Culture	4	JPNS 201	3
	5	JPNS 201 and JPSN 202	6
Spanish Language*	4	SPAN 201	3
	5	SPAN 201 and SPAN 202	6
Spanish Literature*	4	No equivalent; satisfies (H) (NARR)	3
	5	Satisfies (H) (NARR) and a Spanish literature or culture elective	6
**If both Spanish Language and Spanish Literature exams are taken and a score of 5 is earned on one or both, then an additional 3 elective credit hours will be given.*			
HISTORY			
United States History	4 or 5	HIST 111	3
European History	4 or 5	HIST 101	3
World History	4 or 5	HIST 101	3
GEOGRAPHY			
Human Geography	4 or 5	ANTH 227	3
LATIN			
Latin	4 or 5	No equivalent; Elective credit hours	3
MUSIC THEORY			
ALL parts (Music Theory, Aural & Non-Aural)	4 or 5	MUS 111	4
ONE part only	Less than 4 or 5	MUS 105	3
TWO or more parts	Less than 4 or 5	N/A	0
PHYSICS			
Physics C: Mechanics	4 or 5	PHYS 201	4
Physics C: Electricity and Magnetism	4 or 5	PHYS 202	4
Physics 1 or Physics 2	4 or 5	PHYS 100	4
PSYCHOLOGY			
Psychology	4 or 5	PSYC 111	3
POLITICAL SCIENCE			
US Politics	4 or 5	POLS 100	3
Comparative Politics	4 or 5	No equivalent; satisfies (S) (DECI)	3
STATISTICS			
Statistics	4 or 5	MATH 233	3

Bachelor's Degree Academic Requirements

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 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(s)
- 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.

Common Curriculum Requirements

All students must complete the Common Curriculum requirements. See the Courses section of this catalog to identify courses that meet these requirements.

Note: *The following Common Curriculum Requirements apply to all matriculants beginning in fall 2025 and replace the previous General Education requirements. Students who matriculated prior to fall 2025 should consult their advisors and refer to archived catalogs that outline the previous general education requirements.*

The Common Curriculum at Mary Baldwin University introduces first and second-year students to both discipline-specific and interdisciplinary fields of knowledge to build synthetic competencies of critical, creative, and reflective reasoning. Deliberately scaffolded and intentionally latticed, the Common Curriculum presents a sequenced set of courses designed to lead students from introductory comprehension to more sophisticated modes of application and analysis.

Common Curriculum Requirements:

- Communities
- Composition
- Creativity
- Date and Statistics
- Decisions
- Discovery
- Environments
- Identities
- Narratives
- Voyages

Students must complete at least 3 credit hours from each category above for a minimum 30 hours. Please see below for more information regarding each category. No more than four courses may double count between the Common Curriculum and the major.

The Associate of Arts (A.A.) or Associate of Science (A.S.) or Associate of Arts and Sciences (A.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 Common Curriculum requirements listed above. In addition, the following previously conferred bachelor's degrees are also accepted in fulfillment of all general education requirements listed above: Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Bachelor of Social Work (B.S.W.), or Bachelor of Science in Nursing (B.S.N.). These degrees must be earned at a regionally accredited institution in order to be eligible. Students are required to provide official transcripts indicating the degree conferral of one of the approved degrees in order to be exempt from the Mary Baldwin University Common Curriculum Requirements.

Note: Common Curriculum 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.

Additional coursework required by all undergraduate majors at Mary Baldwin University

Students will demonstrate mastery of subject matter, communication abilities, and the accumulation of critical, creative, and reflective reasoning skills through the completion of a research project in an R course designated by their major. They will demonstrate the ability to turn knowledge into practice by completing a

research project in their major or an internship, practicum, or field work experience designated as an M course.

- Research (R) courses build on skills developed in the Common Curriculum by refining the ability of students to locate, critically evaluate, and use information effectively. Research courses progressively teach the research process, beginning with the location and evaluation of sources, followed by the critical evaluation of information and development of research ideas, and culminating in the synthesis of these ideas into a final research project. Students will receive guidance from the instructor (and college librarians, where appropriate) throughout the research process and will receive feedback on each stage of the process.
- Major Project (M): Students address an authentic problem in their major using techniques, theory, and evidence appropriate to their field of study OR they apply the knowledge and skills learned in their major courses to a departmentally-approved internship, practicum or field work experience.

Bachelor of Science Degree Academic Requirements

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. Common Curriculum coursework: Students complete a minimum of two natural science lab courses and two courses designated as Q (*quantitative reasoning*) in fulfilment of Common Curriculum 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 212: 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 of Applied Science Degree in Nursing* is accepted in fulfillment of the BS Common Curriculum 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.

Catalog Policy for Undergraduate Students

Undergraduate programs

Students are governed by the degree requirements of the Catalog in effect at the time they begin their studies at Mary Baldwin University. Students who withdraw and return must return on the current catalog. 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.

Students transferring to Mary Baldwin University directly from a Virginia Community College System school may, through our Guaranteed Admission Agreement, also have the option to declare any Catalog in effect within the twenty-four-month period preceding their first term of enrollment at MBU.

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

Code of Student of Conduct

Mary Baldwin University is committed to fostering a campus environment that is conducive to genuine learning and personal/professional development. The Mary Baldwin University Code of Student Conduct identifies the rules governing student conduct and the procedures employed to investigate and resolve alleged violations of the Code. MBU's community standards processes are educational and developmental, balancing the interests of individual students with the interests of the MBU community.

A community exists on the basis of shared values and principles. Each member of the MBU community bears responsibility for their conduct. All Mary Baldwin students are expected to be familiar with the Honor Code, Student Code and the Title IX policies and to conduct themselves in accordance with each.

Honor Pledge

"Believing in the principles of Student Government, I pledge myself to uphold the ideals and regulations of the Mary Baldwin University community. I recognize the principles of honor and cooperation as the basis of our life together. I shall endeavor faithfully to order my life accordingly. I will not lie, cheat, steal, plagiarize, or violate my pledge of confidentiality. I will encourage others to fulfill the ideals of the Honor System and will meet my responsibility to the community by reporting incidents of Honor offenses."

Judicial Pledge

"As a Mary Baldwin University student, I pledge to uphold the code of conduct by my words, deeds, and actions."

Under the guidance of the Division of Student Engagement, the Student Conduct Board is charged with the primary responsibility to regulate matters of student conduct in the university community. All student inquiries concerning the Code should be directed to the current Student Conduct Board Chair or to the Student Conduct Board's Advisor.

The MBU Community Standards comply with all applicable federal and state regulations, including Title IX of the Education Amendments of 1972, the Stop Hazing Act (and corresponding provisions of the Code of Virginia, known as "Adam's Law"), and the Drug-Free Schools and Communities Act. These govern the prevention of sex discrimination, hazing, and alcohol misuse, respectively.

The university reserves the right to revise, modify or alter the current version from time to time, which shall be available online here: Mary Baldwin University Code of Conduct

College Level Examination Program (CLEP) Credit

MBU grants credit for CLEP test according to the ACE Recommendations

Business ACE Recommendation

Exam Title	Credit-Granting Score	Semester Hours
Financial Accounting (BUAD 210)	50	3
Information Systems (ELCT)	50	3
Introductory Business Law (BUAD 220)	50	3
Principles of Management (BUAD 200)	50	3

Exam Title	Credit-Granting Score	Semester Hours
Principles of Marketing (BUAD 230)	50	3

Composition & Literature Ace Recommendations

Exam Title	Credit-Granting Score (C-Level)	Semester Hours
American Literature (H) (NARR)	50	3
Analyzing and Interpreting Literature (H) (NARR)	50	3
College Composition (ENG 102)	50	3
College Composition Modular	50	3
English Literature (H) (NARR)	50	3
Humanities (H) (NARR)	50	3

History and Social Sciences Ace Recommendations

Exam Title	Credit-Granting Score (C-Level)	Semester Hours
American Government (S) (DECI)	50	3
History of the United States I (H) (NARR)	50	3
History of the United States II (H) (NARR)	50	3
Human Growth and Development (S) (DECI)	50	3
Introduction to Educational Psychology (S) (DECI)	50	3
Introductory Psychology (S) (DECI)	50	3
Introductory Sociology (S) (DECI)	50	3
Principles of Macroeconomics (S) (DECI)	50	3
Principles of Microeconomics (S) (DECI)	50	3
Social Sciences and History (S or H) (DECI)	50	6
Western Civilization I (H) (NARR)	50	3
Western Civilization II (H) (NARR)	50	3

Science and Mathematics ACE Recommendations

Exam Title	Credit-Granting Score (C-Level)	Semester Hours
Biology (N) (DISC)	50	3
Calculus (Q)	50	4
Chemistry (N) (DISC)	50	3
College Algebra (Q)	50	3
College Mathematics (Q)	50	3
Natural Sciences (N) (DISC)	50	3
Precalculus (Q)	50	3

World Languages ACE Recommendations

Exam Title	Credit-Granting Score (C-Level)	Semester Hours
French Language Level 1 Proficiency (FREN 101, 102)	50	6
French Language Level 2 Proficiency (FREN 101, 102, 201)	59	9
German Language Level 1 Proficiency (F) (VOYA)	50	6
German Language Level 2 Proficiency (F) (VOYA)	60	9
Spanish Language Level 1 Proficiency (SPAN 101, 102)	50	6
Spanish Language Level 2 Proficiency (SPAN 101, 102, 201)	63	9
Spanish with Writing Level 1 Proficiency (Course equivalency subject to review)	50	6
Spanish with Writing Level 2 Proficiency (Course equivalency subject to review)	65	12

* For CLEP World Languages exams, material taught during first- and second-year college language courses is incorporated into a single exam, covering both Level 1 and Level 2 content. A test taker's proficiency level is dependent on the test score; ACE recommends different credit-granting scores and amounts of credits at Level 1 and Level 2.

Commencement Ceremony

Undergraduate Programs

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 chair 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 an associate dean of the school or program director no later than February 1 of the year in which the student expects to graduate. All waivers must be approved by the full faculty.

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 between all Virginia community colleges. 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. Joe Johnson, Chair 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.

Course Characteristics And Learning Outcomes For Common Curriculum Courses

Note: *The following Common Curriculum Requirements apply to all matriculates beginning in Fall 2025 and replace the previous Common Curriculum and General Education requirements. Students who matriculated prior to Fall 2025 should consult their advisors and refer to archived catalogs that outline the previous Common Curriculum and General Education requirements.*

Common Curriculum Course Descriptions and Learning Outcomes

COMMUNITIES (Interdisciplinary)

In *Communities,* students will examine the relationships and intersections between communities, focusing on how individuals, societies, and cultures connect and collaborate. Students will gain a deeper understanding of the challenges and opportunities an interconnected world presents. Through community-based experiences curated by the instructor, students will critically analyze facets of communities, such as language, labor, family, faith, health, and food, to reveal unique and shared human experiences within and across cultures. Students will be exposed to types of communities and their diverse issues, and explore questions of group identity, belonging, and sense of place.

As a result of participating in COMMUNITIES, students will be able to:

- Describe a selected community issue;
- Analyze how global forces shape local realities;
- Evaluate how identities and cultures, both current and historical, intersect within communities;
- Recognize the value of collaboration across and within communities, and identify the skills needed for effective collaboration.

COMPOSITION (College writing)

In *Composition*, students will learn to evaluate and produce persuasive writing across various genres and forms. Students will locate, appraise, and integrate source materials in various media appropriate to the writing goals. Classwork will include discussion of the writing, editing, and revision processes. This course will help students develop the skills they need to become successful writers at the university level and within real-world professional contexts.

After completing COMPOSITION, students will be able to:

- Recognize relevant rhetorical contexts for the production and reception of texts;
- Integrate carefully evaluated sources into reports and claim-based essays;
- Produce and revise drafts for grammatical correctness, appropriate audience analysis, engagement with opposing ideas, and clear organization of ideas.

CREATIVITY (Arts)

Creativity and creative production will be explored in the arts through the lens of imagination, self-expression, cultural significance, narrative, and impact on society. We will examine how creativity is integrated into societies worldwide through research, evaluation, inquiry, and interpretation of creative thinking. Works of art and cultural belongings will be examined, as well as marginalized narratives about histories, stories, theories, and cultures beyond the dominant Western perspective. This will include examples from visual arts, creative writing, theater, music, dance, and film, and will consider the role of creativity in other fields. This course includes the opportunity to attend arts events on campus or in your community.

As a result of participating in CREATIVITY, students will be able to:

- Explain and recognize creativity as a process of self-discovery and expression that transcends arts disciplines and media;

- Interpret the symbolic languages of the arts through which creativity is expressed;
- Describe how different art forms fit within a broad social, historical, and cultural context;
- Question aesthetic judgment across a broad range of media and art forms;
- Design presentations(s) or create works of visual art, creative writing, theater, music, dance, and film that demonstrate, assess, and communicate attributes of creativity in select examples and specific works.

DATA and STATISTICS (Quantitative Analysis)

In this course, students will learn how to interpret data by creating, describing, and analyzing charts, graphs, and statistics. Students will learn how to evaluate data quality responsibly, analyze data in context, and communicate their results.

As a result of participating in DATA, students will be able to:

- Construct and correctly interpret data tables that include counts, ratios, proportions, percentages, percent changes, percentage point changes, means, medians, and standard deviations;
- Evaluate quantitative reasoning in news, company, government, and institutional reports, with an awareness of biases, misuses, and misinterpretations of data;
- Construct and correctly interpret graphs of categorical and continuous variables;
- Construct and correctly interpret graphs that display relationships between variables;
- Demonstrate beginner skills in a statistical software program;
- Create a statistical analysis report and summarize the results.

DECISIONS (Social Science)

In *Decisions*, students use social science research methods to understand and explain decision-making in society. Students evaluate the degree to which decisions are based on sufficient empirical evidence and participate in active learning by making decisions as individuals and in teams. They analyze how multiple factors, such as social contexts, biases, attitudes towards fairness, strategy, ethical implications, and conceptions of rationality, influence both the decision-making process and outcomes of decisions.

As a result of participating in DECISIONS, students will be able to:

- Critically appraise the decisions made by individuals in group settings;
- Recognize and interpret states of mutual interdependence – situations in which one's own decisions must take into account the actions and decisions made by others;
- Analyze the impact of social norms, cultural differences, and ethical considerations on decisions;
- Use social science models to analyze and explain decision processes.

DISCOVERY (Natural Science)

In *Discovery*, students will explore and implement the scientific process in the context of a natural or physical science discipline. Students will deepen their understanding of the certainties and uncertainties inherent in the scientific process by evaluating scientific content in a chosen field and discussing recent notable discoveries relevant to the central themes of the discipline. In this course, students will connect the execution of experiments with the use of evidence to evaluate how we arrive at discoveries and establish knowledge about the natural and physical world.

As a result of participating in DISCOVERY, students will be able to:

- Identify and describe central precepts of the scientific method;
- Use appropriate scientific terminology in communication about scientific topics;
- Formulate a unique scientific question based on current events or personal interests;
- Interpret, organize, and present scientific data.

ENVIRONMENTS (Interdisciplinary)

What is our relationship with the environment? This course will examine the impact of

human activity in the non-human world through an interdisciplinary lens. In *Environments,* students delve into the complex interplay between human societies and natural environments. Students will examine how environmental change is perceived, experienced, and responded to differently across diverse socio-cultural and geographical contexts. Students work to identify actionable ways to participate more ethically in our interconnected personal, local, and global environments.

As a result of participating in ENVIRONMENTS, students will be able to:

- Demonstrate understanding of the varied impacts and responses to environmental change across different countries and regions, considering geographical and sociocultural factors;
- Compare and contrast the experiences of people in developed and developing nations;
- Critically evaluate how human societies mitigate and adapt to environmental change.

IDENTITIES (Diversity)

Courses that satisfy the Identities requirement examine how social categories develop, interact, and shape individual and collective experiences over time. They analyze the historical and contemporary social structures that influence access, opportunity, and everyday life.

After completing an Identities course, students will be able to:

- Define major social identity categories and describe how they intersect;
- Summarize the historical roots and present-day effects of key social structures;
- Explain how social identities relate to differences in experience, access, and opportunity;
- Identify institutional policies or practices that affect access and participation for various groups.

NARRATIVES (Humanities)

The stories humans tell inform their place in the world. We study expressions of humanity to practice informed citizenship, critical thinking, and cultural awareness. This humanities research methodology course examines which stories get privileged and why; which narratives shape our cultural values; and how we come to learn our cultural and historical traditions. In *Narratives*, students will learn methods for analyzing texts and artifacts (such as manuscripts, printed and digital texts, works of art, material objects, film & video, oral testimonies, and audio recordings) within their various contexts and will learn how to find and deploy supporting evidence in pursuit of their own research questions.

As a result of participating in NARRATIVES, students will be able to:

- Recognize the many cultural contexts of historical and contemporary narratives;
- Analyze the ways in which sources embed and produce meanings and reflect bias;
- Communicate research findings in a clear, organized manner with appropriate documentation.

VOYAGES (International)

Courses that fulfill this requirement build awareness of global diversity through explorations of the languages, arts, literatures, cultures, or social or economic structures of peoples worldwide. Students cultivate cross-cultural awareness through engaging coursework, experiential learning, and meaningful interactions with diverse communities. World language and some study abroad/away courses fulfill the Voyages requirement. *Introductory language courses carry 4 credit hours due to lab requirements.*

As a result of participating in VOYAGES, students will be able to:

- Use examples that show understanding of diverse cultures, languages, and customs;
- Demonstrate geographical knowledge related to course content;
- Communicate diverse cultural perspectives on relevant course topics.

Course Registration, Overloads, and Attendance for Undergraduate Students

Undergraduate 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 advisor must sign the form. Once approved, forms may be emailed to registrar@marybaldwin.edu.
- Non-Participation Policy - Students who do not participate in a class within the first 5 days of the term will be automatically dropped from the course and their financial aid adjusted accordingly. Non-Attendance/Non-Participation is defined as inactivity in the first 5 days of the term and a failure to communicate with the instructor to explain that period of inactivity. Non-participation reporting is required by state and federal financial aid regulations and applies to both in-seat and online classes and to all students of all divisions. Examples of academic-related participation include:
    - Attending an in-person class
    - Attending a scheduled class online
    - Taking an exam, adding to a discussion, or submitting an assignment on Canvas

- In the traditional fall and spring terms, MBCW/UC students in good academic standing (i.e. not on academic probation) may register for online courses with advisor approval each semester. Enrollment in online courses requires advisor approval. A first-year MBCW/UC freshman cannot take an online class in their first semester. In their second semester (based upon their GPA in the first semester), a first-year freshman can take one online 7- or 15-week class to ensure they are prepared for this form of learning. A transfer student with online learning experience can take an online class in their first semester.
- In the summer term, online course registration is open to all students, including MBCW/UC students, without advisor approval. The summer online courses 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 15-week course, or the third week of a 7A or 7B 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.
- 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 complation of the Leave of Absence or Withdrawal from the University form. 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 day of class.

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.

Attendance

Regular attendance in classes is a vital part of the educational process. At Mary Baldwin University, students are expected to accept the responsibility of attending classes regularly and promptly.

- Students must be enrolled in classes by the University's Add-Drop deadline. Students must be enrolled at university AND in a class to participate in that class.
- It is recommended that instructors state their attendance policies to their classes. The instructor is not obligated to allow students to make up missed work; it is the instructor's decision whether students may be allowed such a privilege.
- Absences traditionally excused are those that occur because of
  - Hospitalization
  - Serious illness
  - Death in the family
  - Important religious holidays
  - Authorized University activities (field trips, University-sponsored athletic events)
- Students anticipating an absence are expected to inform the instructor in a timely manner.
- In the traditional fall and spring terms, MBCW/UC students in good academic standing (i.e. not on academic probation) may register for online courses with advisor approval each semester. Enrollment in online courses requires advisor approval. A first-year MBCW/UC freshman cannot take an online class in their first semester. In their second semester (based upon their GPA in the first semester), a first-year freshman can take one online 7- or 15-week class to ensure they are prepared for this form of learning. A transfer student with online learning experience can take an online class in their first semester.
- In the summer term, online course registration is open to all students, including MBCW/UC students, without advisor approval. The summer online courses 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 15-week course, or the third week of a 7A or 7B 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.

Declaration of Majors and Minors for Undergraduate Students

Undergraduate Programs

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. A student may have no more than two 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. A student may have no more than two minors.

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.

Leaving the University for Undergraduate Students

Undergraduate Programs

University Withdrawals

Voluntary Withdrawal: Students may voluntary withdraw for financial, medical, or personal reasons. 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. A Withdrawal Form and an exit interview must be completed in order to complete the process.

Counseled Withdrawal*:* A student may request and be granted a counseled withdrawal from the university. If, in the judgment of both a dean of a 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.

Effect of Withdrawal, Suspension, or Dismissal: When students withdraw or are suspended or dismissed, 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. All outstanding temporary grades (NR or I) will be converted to the grade of W. Current work in progress will be dropped or changed to W (withdrawal), depending on the effective date of withdrawal.

Leaves of Absence

Undergraduate students may arrange a Leave of Absence by working with their advisor and completing the Leave of Absence/Withdrawal form. A student on leave may return to Mary Baldwin University by filling out the Returning Student Application found on the main Admissions webpage. The student must also complete a

personal statement and any additional requirements stated on their Leave of Absence Form. 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 will be automatically withdrawn from the University and 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.

Pre-Professional Programs

Pre-Law

Laura Showalter

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 public policy, psychology, social processes, business, accounting, writing, research, communication, and public speaking.

Pre-Med and Pre-Health Sciences

Maria Craig, Rebecca Haberman, David McLeod

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.

High achievement on the entrance examination is a nearly universal requirement of medical schools (Medical College Admission Test (MCAT)) and pre-physician's assistant programs (Graduate Record Examination (GRE)). The GRE may be required by many other graduate health and science 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, a curriculum designed to provide the scientific knowledge and skills to support high achievement on the GREs and MCATs. 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 McCree Center for Life Success can help you explore options for internships and shadowing. Engagement with a Pre-med or Pre-health advisor in your freshman year will aid in ensuring the coursework and extracurricular requirements needed for these careers can be completed within a reasonable timeframe.

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.

Undergraduate Teacher Education Program and PBTL Academic Policy and Regulations

Academic Policies and Regulations for Undergraduate and PBTL

SOE 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:

- SOE students are allowed one grade below C- or P (pass) to count toward licensure requirements (Common Curriculum or Professional Studies).
- CLEP and AP credit shall count as CR (credit), not P (pass) for the purposes of the SOE policy toward licensure content requirements and co-requisite courses outside their primary discipline.
- Undergraduate TEP and PBTL students must have a minimum GPA of 2.5 in order to take graduate level education courses and cannot be on probation.
- 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 may consist of the following from the SOE:
    - the associate dean, the director of academic and student services, the director of teacher education, the student’s advisor, and two faculty members

Competency-Based Credit (C-BC) for ED 112 (Undergraduate and PBTL Programs)

Undergraduate Teacher Education and PBTL students who have been accepted to the Teacher Education Program, may earn C-BC for ED 112* by

submitting documentation through Canvas that reflects prior field experience aligned with VDOE competencies. Students must verify at least 60 hours in a K–12 public or approved private school, completed in their endorsement area within the past ten years. Hours must be verified by a school administrator and separate from any MBU practicum. Routine substitute teaching is ineligible, though long-term or contracted roles may qualify with proper documentation.

This opportunity is limited to one attempt, is non-refundable, and students may withdraw. To earn credit, students must achieve a minimum course GPA of 3.0, and the experience must demonstrate a clear connection between life experiences, research, and practice. Upon successful completion, students will earn 3 credits. A one-credit hour fee applies.

Students should consult their advisor to discuss eligibility components and learn more about how to initiate this process, including eligibility for graduate course C- BC.

*Students should refer to the academic catalog for a detailed course description.

Competency-Based Credit (C-BC) for ED 603, ED 625, or ED 635*

Graduate students may earn C-BC for ED 603, ED 625, or ED 635* by submitting documentation through Canvas. Students may complete no more than two C-BC courses. To qualify, students must verify at least one year of professional experience in a K–12 public or approved private school that: aligns with VDOE endorsement competencies; is distinct from other MBU practicum placements; and has administrative verification. Routine substitute teaching is ineligible, though long-term or contracted roles may qualify with proper documentation. Students holding a provisional license and meeting these criteria are encouraged to pursue this alternative pathway for earning course credit. This opportunity is limited to one attempt per course, is non-refundable, and students may withdraw. To earn credit, students must achieve a minimum course GPA of 3.0, and the experience must show a clear connection between life experiences, research, and practice. Successful completion will result in three graduate credits per course. A one-credit hour fee applies for each approved C-BC.

Students should consult their advisor to discuss eligibility components and learn more about how to initiate this process.

*Students should refer to the academic catalog for detailed course descriptions.

Requirement for Coursework, Continuous Enrollment for TEP and PBTL Students

Undergraduate students admitted to the Teacher Education Program who plan to apply to 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, Undergraduate Academic Policy and Regulations* section of the catalog.

Professional Qualities and Dispositional Traits

Evaluation of student dispositions has been an aspect of MBU's SOE program since its inception. It is also a requirement of our national accrediting agent, CAEP. In the SOE, 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, the director of academic and student services, the director of teacher education, and the associate dean of the School 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 SOE 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.

Uniform Student Grievance Policy and Grade Appeal Process

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 associate dean or program director of the respective school for matters dealing with academic programs and coursework.
    2. The assistant 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 school associate dean will explain the university's grade appeal policy (see the grade change policy (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 chair 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. Upon receiving the appeal, the president will, at their sole discretion, determine whether or not further intervention is necessary and take whatever steps they feel 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 compliancewiththeU.S.Departmentof 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*

Graduate Admission Information

Murphy Deming College of Health Sciences Admission Decisions

The undergraduate programs in Exercise Science, Health Care Administration, 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 following a completed application and interview (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 the 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 allow 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 the transfer of up to 33% of the required credit hours for graduation 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

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 the graduate level from 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.
- 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 MBU course equivalent 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 of new MBU equivalent course within the new program of study. Previously approved transfer credits/ courses would remain on the transcript, but would not fulfill degree requirements for the new program.
- The program director will communicate all approved transfer courses and the MBU course equivalent to the Registrar.

Please refer to the PA Transfer Credit Policy in the MSPA portion of the Catalog.

Articulation Agreements

The Murphy Deming College of Health Sciences OT and PT programs have established articulation agreements with select partner institutions. Qualified currently enrolled applicants from these articulation agreement schools are guaranteed an interview with the OT or PT program; certain highly-qualified applicants may be offered guaranteed admission to the OT or PT program. The details of the articulation agreement for each school can be obtained from the school's liaison or the MDCHS admissions office. All students must apply through OTCAS or PTCAS. The MDCHS supplemental application fee is waived for qualified applicants from articulation agreement partners.

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.

School of Business 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 an 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 Palmer College of Professional Studies offers an accelerated path Bachelor to Master 4+1 option. The program is designed to allow an undergraduate student to complete coursework toward a Bachelor's degree and Master's degree. Students combine up to 9 semester hours of graduate courses with undergraduate work, leading to a Master's degree one year following completion of the Bachelor's degree.

School of Education Graduate Admission

All students who matriculate at Mary Baldwin University agree to abide by the rules, regulations, and standards set by the college. The School of Education offers 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

The School 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. Applicants to the MAT program (including BA/MAT) and MEd in Elementary Education PK-6 and Special Education General Curriculum K-12 endorsements must meet

additional requirements as they progress through varying levels of the program. This process is outlined below.

Teacher Education Program – Initial Licensure Levels of Progression

Admission to the Teacher Education Program

Admission to the Master of Arts in Teaching (MAT, including BA/MAT) and Master of Education (MEd) in Elementary Education PK-6 or Special Education General Curriculum K-12 requires the following:

Academic Requirements

- A bachelor's degree from a regionally accredited institution (MAT & MEd)
- A minimum GPA of 3.0 on the most recent transcript

BA/MAT Students

- Students must have a final undergraduate GPA of 3.0 at degree conferral to advance to the graduate program.
- Students who completed the Elementary Education or Special Education undergraduate major at MBU will apply for BA/MEd or MEd.

Application Process

- BA/MAT applicants apply through MyMBU
- MAT and MEd applicants apply through University Admissions

English Language Proficiency

All applicants must demonstrate fluent, accurate written and spoken English. Applicants whose first language is not English must demonstrate proficiency by submitting one of the following scores:

- Duolingo English Test: minimum score of 130
- IELTS: minimum score of 7.0
- TOEFL iBT: minimum score of 98

Level One Candidate – Experiential Learning Through Field Placement/Practica

A **Level 1** student has been admitted to the program and is eligible to enroll in initial practicum courses (ED 112, 324, 510–514). Students will need to submit a Practicum and Methods Request Form for registration. Undergraduate (BA/MAT) students must complete both ED 112 and 324. Graduate students must take at least one practicum before progressing to Level 2 Instructional Strategies/Methods courses. Students complete self-reflection activities at the conclusion of their placements.

Level Two Candidate – Eligibility for Instructional Strategies/Methods

A **Level 2** student is eligible to begin Instructional Strategies/Methods courses (ED 312, 315, 345, 607, 624, 649) after meeting the following requirements:

- Minimum GPA of 3.0
- Submission of the Practicum & Methods Request Form
- Completion of required training modules:
  - Child Abuse & Neglect Recognition
  - Civics Education (if applicable)
  - Cultural Competency
  - Dyslexia Awareness
  - Special Education modules
  - Regulations Governing the Use of Restraint and Seclusion

Self-reflection activities are completed at the end of Instructional Strategies/Methods coursework.

Level Three Candidate - Student Teaching

A **Level 3** student is eligible to begin student teaching and seminar upon meeting the following requirements:

- Minimum GPA of 3.0 (maintained)
- Submission of the Student Teaching Request Form
- Completion of all prerequisite courses (courses in progress are acceptable)
- Grade of B- or higher in Instructional Strategies/ Methods
- Acceptable rating on the PQDT evaluation from the Instructional Strategies instructor
- Attempted and received scores for required licensure exams (must be passed by Level 4):
  - Praxis II (if applicable)
  - Reading for Virginia Educators (RVE) or Teaching Reading: Elementary (if applicable)

Level Four – Program Completer & Licensure Application

To advance to **Level 4** and be eligible for licensure and employment, candidates must:

- Maintain a minimum 3.0 GPA
- Successfully complete Student Teaching, Seminar, and the Student Impact Project
- Receive an acceptable PQDT score from the University Supervisor
- Pass required exams (Praxis II, RVE or Teaching Reading: Elementary, if applicable)
- Complete First Aid, AED, and hands-on CPR certification
- Submit to the Licensure Coordinator:
  - Licensure application
  - Official transcripts
  - Certified check or money order

A **Level 4 Program Completer** has fulfilled all requirements and submitted their licensure materials to the **Virginia Department of Education**. They are licensed and employed in their endorsement area.

Periodic reappraisal of teacher candidates will be made as the student progresses through the Teacher Education Program.

If an MAT student does not meet the candidate requirements for Methods/Instructional Strategies or Student Teaching—or is unable to complete Student Teaching for other reasons—they may request a program change to the **Master of Education in Educational Foundations**. Such requests are reviewed on a case-by-case basis. Please note that this is a transition from a licensure-based education track to a **non-licensure option** with the Education department.

This alternative degree path allows the student to apply completed MAT coursework, replacing Student Teaching, Seminar, and Reflective Synthesis with:

- **IN 630: Methods of Professional Inquiry**
- **ED 632: Inquiry Research Project I**

Graduation criteria under the MEd does **not include licensure requirements**.

Students should consult their academic advisor or the Teacher Education Program for guidance regarding this option.

Admission Requirements: MEd (including BA/MEd) and MS (including BA/MS)

Applicants to the MEd and MS programs—including BA/MEd and BA/MS pathways—must meet the following criteria. Additional requirements may apply based on program and concentration to comply with CAEP accreditation. See the *Advanced Licensure Requirements* section for details.

For MEd or MS Applicants:

- Submit an online application via the Office of Admissions
- Hold a bachelor's degree from a regionally accredited institution

For BA/MEd or BA/MS Applicants:

- Submit an internal application through MyMBU
- Students must have a final undergraduate GPA of 3.0 at degree conferral to advance to the graduate program.

All Applicants Must:

- Have a minimum 3.0 GPA on the most recent degree-conferring transcript
- Demonstrate fluent written and spoken English
  - Non-native speakers must submit one of the following test scores:
    - Duolingo: 130
    - IELTS: 7.0
    - TOEFL: 98

Conditional Admission:

Applicants who do not meet these requirements may be considered for conditional admission, depending on program eligibility. Conditionally admitted students should work closely with an advisor to address any academic deficiencies. See *Conditional Admission* for more information.

Additional Requirements for MEd (including BA/MEd) Advanced Licensure Programs

Students pursuing licensure through our Master of Education Advanced Programs—including English as a Second Language, Gifted Education, Reading Education, and Special Education (K–6, 6–8, or 6–12 Add-on endorsements)—are required to meet additional criteria as they move through specified levels of the program.

To ensure alignment with professional standards, the School of Education has implemented an **Advanced Levels of Teacher Education Program Progression**, in accordance with the expectations of our accrediting body, the **Council for the Accreditation of Educator Preparation (CAEP)**. This process is outlined below.

Teacher Education Program – Advanced Licensure Progression

Program Admission

Applicants must meet all stated admission requirements for the MEd or BA/MEd Teacher Education Program.

Level One Candidate – Experiential Learning Through Field Placement/Practica

A Level 1 student has been admitted to the program in English as a Second Language, Gifted Education, Reading Specialist, or Special Education (K–6, 6–8, or 6–12 add-on endorsements).

Level Two Candidate – Eligibility for Instructional Strategies/Methods

A Level 2 student is eligible to enroll in Instructional Strategies/Methods courses (ED 624, 649, 672) after meeting the following requirements:

- Maintain a 3.0 GPA
- Submit the Practicum & Methods Request Form
- Complete required Special Education Modules (if not already on file with VDOE)

Level Three Candidate - Comprehensive Practicum or Field Experience

A Level 3 student is eligible to enroll in the practicum or field experience courses (ED 608, 615, 675) after meeting the following requirements::

- Maintain a 3.0 GPA
- Complete all prerequisite courses (may be in progress)
- Earn a B- or higher in instructional methods courses (if applicable)
- Attempted and received scores for required licensure exams (must be passed by Level 4):
    - Praxis II (if applicable)
- Receive a satisfactory PQDT evaluation
- Submit the Practicum Request Form for enrollment

Level Four – Program Completer: Apply for Licensure

Advancement to Level 4 indicates that a teacher candidate is ready to apply for licensure and pursue employment. To reach this stage, the following must be completed:

- Successful completion of field experience or comprehensive practicum
- Passing scores on Praxis II (if required) and Praxis Teaching Reading: Elementary Completion of the Professional Ethics Module
- Submission of licensure application or college verification form request, official transcripts, and certified check or money order to the Licensure Coordinator

A **Level 4 Program Completer** is a licensed candidate whose application for additional endorsement has been submitted to the Virginia Department of Education or processed by their school division. This designation applies to students or alumni employed in their endorsement area.

The Teacher Education Program conducts periodic evaluations of candidates throughout their progression.

Periodic reappraisal of teacher candidates will be made as the student progresses through the Teacher Education 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 School 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 School 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

Applicants who do not meet admission requirements but hold a bachelor's degree from an accredited institution are eligible to enroll in graduate education courses as non-degree seeking students. No financial aid services are provided. Teachers seeking recertification credits may enroll as non-degree seeking students. The following graduate courses are restricted - ED 607, 624, 649, 672 unless the student has a provisional license. Please follow up with your advisor.

Admission Requirements for the Graduate Comprehensive Certificate in Autism Spectrum Disorder

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.) 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. *Please see the ABA & AS catalog section or contact the program director for more details.*

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 (in-person or virtual) 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
- One letter of reference from a professional educator, employer, or person who has 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 4-1 option that allows selected students to receive the Bachelor of Arts degree in Theatre 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. 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.

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.

Graduate Academic Policy and Regulations

Graduate College and Program Academic Policies

Program policies are applicable to graduate students enrolled in specific programs and may differ between programs and from university-level policies. Policies may be amended at any time by the faculty, who determine the date at which amended policies become effective.

Academic Credit and Grades for Graduate Students

Graduate Programs

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.

Campus-based programs at MBU use the definition that one credit hour equals one hour of classroom instruction and two hours of out of class student work each week for fifteen weeks. In the asynchronous learning environment, traditional face-to-face time is redefined as the time a typical student spends interacting with course content. This definition excludes out of class student work but assumes the "two for one" ratio cited in the federal guidelines. Courses taught in the online format must be equivalent to the same courses taught in the traditional format. Credit hours in short sessions (i.e., summer semesters or 7-week sub-term sessions) will be awarded proportionately to those earned for the same activity during a regular term of the institution. The definition of contact hours in online and short session classes is based on the following guidelines:

- The course syllabus will clearly document that the course covers the same amount of material or course content that would normally be expected if the class were in the traditional format. Clear documentation includes the course objectives covered, the course topics covered, and the stated expectations for readings, projects, and other assignments as well as the stated learning outcomes. It is the responsibility of faculty teaching in an asynchronous environment to determine if the course content delivered in an asynchronous environment is of sufficient scope and rigor to ensure the amount of material delivered is comparable to a similar campus-based course.
- During the planning and development of an asynchronous course, faculty should estimate the time a typical student will take interacting with the course content. This should be equivalent to the number of contact hours normally expected in a face-to-face course, and should be documented in the course syllabus. Hours for completing homework assignments, working on projects, studying for examinations, etc., should be considered outside the contact hour requirements for the course.
- Attendance policies can be determined by the evaluation of student participation in scheduled online discussions, required interaction with the faculty as well as other classmates, and the timely submission of class assignments rather than simply by the number of logins provided in the statistics measured by the learning management system.

Syllabus

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' work.

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 Competent

C	Minimum passing
D	Insufficient
F	Failing
NC	No credit
P	Pass
CR	Credit by examination
I	Incomplete
NR	No grade reported (temporary)
AU	Audit (satisfactory)
W	Withdrawn

Grade Point Equivalents

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

MDCHS does not use + or -.

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.

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.
- Grades of A through D-are designated as Pass.
- 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.

Rules for Grades of Incomplete

Incomplete Grades (There are no more ET extensions)

The temporary grade of Incomplete ("I") may be given at the end of a course if, for reasons beyond the student's control, a student is unable to complete the course work. An Incomplete may be given only with the approval of the course instructor and the student's advisor. To request an incomplete, a student must fill out an Incomplete Request Form, including all necessary approvals. Incomplete requests must be submitted by 4:30pm on the last day of class (not exams).

The deadlines for Incomplete coursework to be completed by the student are as follows, unless otherwise indicated by the instructor:

Full semester courses	the end of the following semester, not including Summer term
Sub-term or 7-week courses	the end of the following sub-term, not including Summer term
Full semester Summer term courses	the end of Fall term
Sub-term or 7-week Summer term courses	the end of the following sub-term

The instructor may assign an earlier deadline if they deem necessary.

In unusual circumstances, such as prolonged illness, with the approval of the instructor and advisor, time may be extended.

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

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 an associate dean or school director 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.

Academic Progress and Academic Standing for Graduate Students

Graduate Programs

Students must meet the academic standards as defined by Mary Baldwin University and the program in which they are enrolled. Failure to meet these standards will result in academic probation, suspension, or dismissal from the program, and/or Mary Baldwin University.

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 or certificate completion requirements for each student are those in effect on the date of first enrollment as a full-time, degree-seeking student.

Academic Standing

To remain in good academic standing, degree/certificate-seeking students are required to maintain a 3.0 cumulative GPA in graduate work.

In the event that a student earns a grade of D, F, or NC 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 associate dean or program 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, F, or NC grade must be repeated before proceeding with any other courses. Graduate courses may only be repeated twice for a total of three attempts.

Students are expected to know and understand the specific requirements for their program. To ensure their own compliance with those requirements, they should consult the Academic Catalog and speak frequently with their advisor or the program director. All students are responsible for monitoring their own progress in their program and in each of their courses. If experiencing academic difficulties, a student should consult the relevant faculty to determine what remedial measures are necessary.

A student not in good standing may be placed on probation, suspended, withdrawn or dismissed from the program or university.

During a student's program, certain circumstances may lead to probation, suspension, or dismissal from the student's graduate program or Mary Baldwin University.

Academic Probation

Students must maintain an overall GPA of 3.0 or better to continue in the program and graduate. Students falling below an overall GPA of 3.0 in any given semester will be placed on academic probation. A student on probation will be notified in writing, including of any special provisions and may be required to consult with their advisor.

Academic Suspension

Students are required to meet the specific program academic standards for the program in which they are enrolled. Failure to maintain these standards may result in academic suspension and possible dismissal or withdrawal from MBU.

A student who is suspended for up to one year from their program may not re-enroll before the timeframe has elapsed. After this period, the student desiring to re-enroll must apply through the admissions process in place at the time of reapplication and must meet all admissions criteria in place at that time. Students must provide evidence that problems that led to suspension have been mastered. Readmission is not guaranteed.

Students may appeal a program suspension decision in writing to the associate dean or school director. In their appeal, students must clearly outline the reasons for their request and provide supporting evidence demonstrating their potential for future success. Pending the outcome of a student's appeal, the college may, at its sole discretion, allow the student to return on probation.

Immediate Suspension

Students whose semester GPA is 1.0 or below may be subject to immediate suspension from Mary Baldwin University, without having spent the usual period on probation. Such suspensions are for one semester or a full year.

Summary Suspension

Pending action of the program's Honor Council, other administrative body, or civil courts, the status of a student should not be altered or their 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, MBU may summarily suspend the student until resolution by the appropriate body is achieved.

Dismissal

A student readmitted following a suspension or program discharge may be dismissed from MBU if the student's work requires academic probation or the student has made unacceptable progress toward raising their GPA to the required levels. The Office of the University Registrar will note the dismissal on the student's academic record.

Add-Drop for Graduate Students

Graduate Programs

A student may change their course selection within the add/drop period. The add/drop period is dependent on the Academic Calendar for the semester and sub-term of the course. The add/drop period and deadlines must be followed to ensure accurate course registration and the proper calculation of tuition and any aid disbursements. Students may not add a course after the add/drop period without permission of the instructor and the associate dean.

Advising for Graduate Students

Graduate Programs

Academic advisement is a process-oriented, interactive, professional relationship between advisor and advisee. Each graduate student is assigned an advisor who is a member of the corresponding department. The advisor and student work together in making course selections, meeting competency requirements, and preparing for the final project, thesis, or other final assignment. The advisor reviews academic progress and standards specific to the student's program. The advisor 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/or licensure area.

Auditing Courses for Graduate Students

Graduate Programs

Students who do not wish to register for a course for credit may be permitted to register as auditors under the following conditions:

- payment of the appropriate tuition and fees for the course
- permission from the instructor of the course

The instructor of a graduate course approves audits on a space-available basis. All permissions and registrations for auditing courses must be filed by the Office of the University Registrar. Audited courses are included on the student's permanent academic record, but may not be used to fulfill requirements for a graduate degree or certificate at the University. The auditor in a course is not eligible to receive grades on all or any part of the course.

Auditors must attend class regularly. The auditor is not expected to require additional time outside of class from the instructor. Further privileges and responsibilities of an auditor in a course are determined by the course instructor and program director.

Grade Appeals and Student Grievances

For Graduate Programs

Student Grievance and Appeals Policy

Mary Baldwin University recognizes the need for students to voice grievances and to seek resolution to problems, disagreements with faculty and/or administrators, or interpretations of institutional policy.

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:
    1. Mediation
    2. Counseling
    3. Referral to the school director
    4. Resolution with no further action
2. If the concern involves the program director, the complaint should be submitted directly to the associate dean.
3. If the concern involves the associate dean, the complaint should be submitted directly to the dean of the relevant college.
4. If the grievance cannot be resolved in the above manner, the student may submit the complaint to the Provost.
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 University recognizes the right of the student to have due process regarding decisions related to their academic success at MBU. 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 university, in the course syllabus, or during the class/program in written or oral communications directed to the class/program as a whole;
3. 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);
    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

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.

3. APPEAL TO THE DEAN

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 Dean. The student should forward the initial appeal to the instructor and response (from Step 1.), the subsequent appeal to the program director, and written notification (from Step 2.) to the dean's office. Upon receipt of the appeal and aforementioned materials, the dean will convene a College Academic Action Committee (CAAC).

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 agrees 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 dean's office by the student. All relevant documents collected by the dean 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.

4. REVIEW BY THE PROVOST

Within ten (10) working days after receiving the CAAC's report, the student may request a review by the Provost. The Provost 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 Provost can affirm or change the CAAC decision.

This exhausts MBU 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.

Honor System and Code of Conduct for Graduate Students

Graduate Programs

The provisions of the MBU Honor System and Code of Conduct apply to graduate students and are reviewed by the College Deans and Program Directors.

The students, faculty, and administration of Mary Baldwin University 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 System.

Students are responsible for understanding the Honor System and Code of Conduct and for seeking information from professors as to their application to course activities.

Mary Baldwin University is committed to fostering an environment that is conducive to genuine learning and personal/professional development. The Mary Baldwin University Code of Student Conduct

identifies the rules governing student conduct and the procedures employed to investigate and resolve alleged violations of the Code. MBU's community standards processes are educational and developmental, balancing the interests of individual students with the interests of the MBU community.

A community exists on the basis of shared values and principles. Each member of the MBU community bears responsibility for their conduct. All Mary Baldwin students are expected to be familiar with the Honor Code, Student Code and the Title IX policies and to conduct themselves in accordance with each.

Honor Pledge

"Believing in the principles of Student Government, I pledge myself to uphold the ideals and regulations of the Mary Baldwin University community. I recognize the principles of honor and cooperation as the basis of our life together.

I shall endeavor faithfully to order my life accordingly. I will not lie, cheat, steal, plagiarize, or violate my pledge of confidentiality. I will encourage others to fulfill the ideals of the Honor System and will meet my responsibility to the community by reporting incidents of Honor offenses."

Leaving the University for Graduate Students

Graduate Programs

Leave of Absence

Students may request a Leave of Absence due to medical conditions, military service, or personal issues that necessitate a prolonged absence from academic (didactic and clinical) work. A Leave of Absence disrupts a student's progression through a highly structured curriculum. It therefore may result in a delay in graduation. 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.

The associate dean or program director may set conditions that must be met during the leave in order for the student to return. This may include a plan to address any medical/personal/behavioral concerns during the time away from the program, and a plan of how to return to the program/school. In such a case, the student may be required to provide information concerning those conditions for review by the associate dean or program director prior to reentry.

If the terms set out under the leave are not fulfilled within the specified time period, the student will be academically withdrawn from the program. The associate dean or program director may grant an exception for extreme circumstances beyond the control of the student.

Medical Leave

A student (or a family member for whom the student is responsible) may develop a physical or mental health condition that necessitates a medical leave of absence from the program. The student is required to provide documentation from a physician or other healthcare professional regarding the need for a medical leave. This will be provided to the associate dean or program director for evaluation.

Withdrawing From a Course For Medical Reasons

Students may withdraw from courses for documented medical reasons at any time within the current term. All requests follow the leave of absence procedures. In extenuating circumstances, a class withdrawal may be awarded retroactively, if requested with documentation in the semester immediately following, upon approval of the program director and university registrar. All course withdrawals will be awarded grades of W.

Required Medical Leave Under Extreme Circumstances

Any student who (a) states an intent or desire to harm themselves or another, (b) attempts to harm themselves or another, (c) harms themselves or another, or (d) exhibits behavior that indicates the student could be a danger or risk to themselves or another may not participate in MBU academic programs or other MBU activities until cleared by a licensed healthcare provider with specialty/ credentials appropriate for the condition of concern. The student will be responsible for any cost incurred by the evaluation. The student shall sign a release permitting two-way communication between the provider and MBU representatives, and allowing all relevant information to be provided to the MBU representatives who are involved in the decision-making and review process. The healthcare provider must provide an assessment of current functioning of the student and provide written recommendations regarding: a) given the precipitating events, the student's readiness to return to the academic and co-curricular demands of their programs; b) ongoing treatment or testing needs; c) any conditions, restrictions or accommodations MBU should impose. These records will be retained by the Health Center. The necessity of a required medical leave will be determined by the associate dean or program director.

Military Leave

Military leave is granted to students whose military reserve obligations require a period of absence from the academic program when they are called to extended active duty. Readmission is guaranteed.

Personal Leave

Students may request a personal leave of absence for compelling problems of a personal nature. Students should discuss their intentions with the associate dean or program director of the program in which they are enrolled to ensure they understand all implications of taking a leave of absence which is likely to include a delay in graduation.

General Parameters For All Leaves of Absence

- Submit the request to their 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 healthcare provider's note in case of illness or injury.
- Leaves of absence may be subject to rules and regulations which will be delineated in a document signed by the student and their program director.
- Participate in a meeting with the program director to discuss the implications of their decision.
- Participate in an exit interview with the associate dean or program director if required.
- Approval of any leave will be at the discretion of the associate dean or program director.
- Leaves of absence are not granted in the last two weeks of the current term or semester.
- All leaves of absence (except Military Leave) during the clinical phase of a program must be approved by the program director and assistant program director.
- If a leave of absence will extend beyond 12 months, the student may not be able to complete the program. If a leave of absence extends beyond 12 months, the student maybe required to reapply to the program/university through the regular admissions process and meet all criteria in place at the time of reapplication (exception – military leave).
- At the time the leave of absence is granted, all academic work in progress is given a final grade, including W (Withdrawal), as appropriate.
- If the student is on academic probation at the time a Leave of Absence is granted, that probation would continue upon return to the university.
- The student is neither allowed to finish “incompletes” while on leave of absence nor to enroll in new Mary Baldwin credit work.
- It is the responsibility of the student to contact the Financial Aid Office, finaid@marybaldwin.edu, to discuss the implications of the leave on their financial aid.
- In all cases of leaves of absence, please refer to the Credit and Refund Policy for information regarding financial arrangements.

Returning From a Leave of Absence

- The student will inform the program director in writing no later than eight weeks before the beginning of the term in which the student intends to return.
- The student should work with the program director to address sequencing of course work and the appropriate return date to allow for a smooth transition back into the program.
- If the student does not supply the required documentation, does not fulfill the requirements during their leave, or does not notify the program of their intent to return, the university reserves the right to deny the return and officially withdraw the student from MBU.
- A student who does not return at the end of the agreed leave period will be withdrawn from MBU and must reapply through the admissions process and meet all criteria in place at the time of reapplication. Such a student is subject to the catalog and university requirements in effect at time of re-entry.

Return from Medical Leave

In addition to the above procedures for returning from a leave, the student is required to provide written documentation from a licensed healthcare provider with specialty/credentials appropriate for the condition of concern that they are mentally and/or physically able to return to classes. The student will be responsible for any cost incurred by the evaluation. Additional form(s) may be required by the student's associate dean or program director. All information provided will be reviewed and a decision made by the associate dean or program director regarding the students' participation readiness.

Withdrawal

Students may withdraw for financial, medical, or personal reasons. To initiate a withdrawal, students must contact their faculty advisor and/or program director in writing requesting withdrawal. Students may also be prompted to meet with their faculty advisor and/or program director. Students may be withdrawn from MBU for academic and/or unprofessional behavior. If a student is on academic probation at the time of withdrawal, that status will apply if the student should subsequently return to the university. Students who withdraw, or are suspended must reapply through the admissions criteria and procedures in place at the time of reapplication.

Academic Withdrawal

Students may be required to withdraw from the university for academic reasons under the requirements for suspension or dismissal. (See Academic Standing Academic Standing for Graduate Students).

Voluntary Withdrawal

A student may voluntarily withdraw from a program for financial, medical, or personal reasons.

Disciplinary Withdrawal

Students may be required to withdraw from the university for disciplinary reasons.

Effect of Withdrawal, Suspension, or Dismissal

- When students withdraw, are suspended, or are 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 withdraw receive a refund in accordance with policy for the semester in which the withdrawal is processed, and subject to an administrative fee. Students will not be charged for subsequent semesters.
- Students who withdraw, or are suspended must reapply through the admissions criteria and procedures in place at the time of reapplication.
- Students who are dismissed from one program are not eligible for readmission into Mary Baldwin University.
- Students will be withdrawn after their Mary Baldwin academic record has been inactive for one calendar year from the last additions to the academic record.

Professionalism and Graduate Students

Graduate Programs

Graduate students are expected to demonstrate professional behavior at all times in the academic setting. Students are expected to treat all individuals with respect at all times (i.e. classroom, laboratory, meetings with faculty, program sponsored service activities, and clinical and professional settings). Students of a graduate program must understand and model the characteristics defined by their professions.

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 graduate program. Unprofessional behaviors in any setting will be brought to the student's attention by 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. All remediation and sanction procedures will be documented and discussed with the student. A student may be dismissed if patterns of unacceptable professional behaviors persist despite counseling for improvement.

Requirement for Continuous Enrollment in Graduate Programs

For Graduate Programs

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 take a leave of absence from the program.

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.

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 graduate programs. Students whose thesis or final project work involves people other than themselves must consult with the Mary Baldwin University Institutional Review Board (IRB). The MBU IRB is responsible for the oversight of all research activities within the University that involve human subjects. For more information, please visit: https://marybaldwin.edu/resources/research-compliance/

Transfer Credits for Graduate Programs

For Graduate Programs

Graduate programs in health sciences may allow the transfer of up to 33% of the required credit hours for graduation.

Graduate programs in business, education, and Shakespeare and Performance may allow the transfer of up to six total credit hours.

Transfer credit from another accredited graduate program will be considered only if all the following conditions are met:

- The associate dean or program director 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.

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 the student intends to meet, including requirements outside of Virginia. After the drop

deadline, a determination that courses are not transferable is not grounds for refund of tuition or fees.

Additional Notes:

- Transfer credits for the Post-Master's and Post-Bachelor's certificates in ABA will not be accepted.
- Due to differing requirements, degree seeking students in ABA & Autism Studies programs should consult their program's departmental handbook for more detail regarding transfer credit acceptance.
- 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.

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 Shakespeare & Performance Program Handbook, available via the program's Canvas site. Policies may be amended at any time by the graduate faculty, who determine the date at which amended policies become effective.

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.

Accreditation for Teacher Education Program

The School of Education offers undergraduate and graduate programs that lead to teacher licensure. Our education preparation programs are approved by the Virginia Department of Education (VDOE) and granted full accreditation status at the initial-licensure and advanced-licensure levels by the Council for the Accreditation of Educator Preparation (CAEP) for a seven year period that spans from spring 2022 through spring 2029. This accreditation certifies that Mary Baldwin University's professional education program has provided evidence that it adheres to accreditation standards.

School of Education Graduate Academic Policy and Regulations

Academic Progress

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 Student Teaching or Field Experience.

Competency-Based Credit (C-BC) for ED 603, ED 625, or ED 635*

Graduate students may earn C-BC for ED 603, ED 625, or ED 635* by submitting documentation through Canvas. Students may complete no more than two C-BC courses. To qualify, students must verify at least one year of professional experience in a K–12 public or approved private school that: aligns with VDOE endorsement competencies; is distinct from other MBU practicum placements; and has administrative verification. Routine substitute teaching is ineligible, though long-term or contracted roles may qualify with proper documentation. Students holding a provisional license and meeting these criteria are encouraged to pursue this alternative pathway for earning course credit.

This opportunity is limited to one attempt per course, is non-refundable, and students may withdraw. To earn credit, students must achieve a minimum course GPA of 3.0, and the experience must show a clear connection between life experiences, research, and practice. Successful completion will result in three graduate credits per course. A one-credit hour fee applies for each approved C-BC.

Students should consult their advisor to discuss eligibility components and learn more about how to initiate this process.

*Students should refer to the academic catalog for detailed course descriptions.

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 Methods courses unless the undergraduate equivalent was taken at MBU.

Grades

Master's Level Grading Scale 1: Courses with ED and IN prefixes

A 95 to 100
A- 92 to 94
B+ 89 to 91
B 86 to 88
B- 83 to 85
C+ 80 to 82
C 77 to 79
C- 74 to 76
F <74

Master's Level Grading Scale 2: Courses with ABA and ASD prefixes

A 95 to 100
A- 92 to 94.9
B+ 89 to 91.9
B 86 to 88.9
B- 83 to 85.9
C+ 80 to 82.9
C 77 to 79.0
C- 74 to 76.9
D 71 to 73.0
F <70.9 and below

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. 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 and academic advisor submitting a letter to their program director. 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, individual director, or associate 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 School of Education. Petitions missing required information will be returned to the petitioner and a decision will be delayed.

- The student writes a letter to their program director 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 their faculty advisor 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 faculty of their department within the School of Education will convene and offer a recommendation to the associate dean/director of the school of education based on the policy, request from the student, and all supporting documents.
- The associate dean or program director will then make a final determination based on the recommendation and communicate the decision to the student, advisor, and others as needed for the decision to be documented and carried out.

Professional Qualities and Dispositional Traits

Evaluation of student dispositions has been an aspect of MBU's SOE program since its inception. It is also a requirement from our national accrediting agent, CAEP. In the SOE, 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 associate dean of the School 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.

Undergraduate to Graduate Education Course Permitted Substitutions

For the purposes of the Elementary Education, Special Education, and LAIS majors, and education minors, the graduate courses listed below may count as acceptable substitutes as long as the minimum credit hours needed for the major or minor are accrued. No graduate courses can be taken for P/NC credit unless the course itself is set up as a P/NC grading option.

Note: Undergraduate students not admitted to a Bachelor's/Master's program can only take two graduate-level courses; however, exceptions may be made with School of Education approval for students completing certificates or special course sequences.

UNDERGRADUATE	GRADUATE
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 312	ED 607
ED 305	ED 625
ED 308	ED 608
ED 315	ED 624
ED 323	ED 635 or ED 671
ED 324	ED 635 or ED 672 (or ED 636 if 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

Murphy Deming College of Health Sciences Academic Resolutions and Appeals Procedures

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.

REMEDIATION 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.

NOTE: This policy is not intended to address concerns or complaints related to:

- Sexual Harassment (For complaints related to Title IX or sexual harassment, see information for how to report a concern or incident at marybaldwin.edu/title-ix)
- Honor Code violations
- Grade appeals, suspensions or dismissals
- Removal from clinical sites

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.
7. For complaints related to Title IX or sexual harassment, see information for how to report a concern or incident to the title-ix coordinator at: marybaldwin.edu/title-ix
8. For Honor Code Violations see the **Honor Code Policy**.
9. For grade appeals, suspensions, dismissals or removal from a clinical site please refer to the **General Appeal Policy**.

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.

Professional Licensure Disclosures

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.

Virginia Teaching Licensure Reciprocity

As required by House Bill 632 and Senate Bill 352, the Virginia Department of Education compiled the teacher licensure standards and requirements for each state to facilitate licensure determinations and increase transparency. For more information, visit https://www.doe.virginia.gov/teaching-learning-assessment/teaching-in-virginia/teacher-licensure/licensing-services/reciprocity-state-comparison-for-licensure

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 Colombia, 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 Science in Applied Behavior Analysis

The MS in ABA is for students who are seeking a graduate degree at MBU while concurrently pursuing the educational eligibility requirements set by the Behavior Analyst Certification Board® to take the Board Certified Behavior Analyst (BCBA)® Examination. Following completion of the degree, individuals seeking board certification must additionally meet supervised independent fieldwork requirements and pass the applicable board examination. Following board certification, some (not all) states require state licensure to practice. For those states that do license behavior analysts, requirements vary by state and may include requirements beyond board certification such as, but not limited to, background checks, attestations of moral character, professional development or continuing education on specified topics, fees, etc.

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 Arts in Applied Behavior Analysis & Autism Studies

The undergraduate major in ABA and Autism Studies (formerly the major in Autism Studies & ABA) is for students who are seeking an undergraduate degree at MBU while concurrently pursuing the educational eligibility requirements set by the Behavior Analyst Certification Board® to take the Board Certified Behavior Assistant Analyst (BCaBA)® Examination. Following completion of the degree, individuals seeking board certification must additionally meet supervised independent fieldwork requirements and pass the applicable board examination. Following board certification, some (not all) states require state licensure to practice. For those states that do license behavior analysts, requirements vary by state and may include requirements beyond board certification such as, but not limited to, background checks, attestations of moral character, professional development or continuing education on specified topics, fees, etc.

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).

Post-Bachelor's Certificate in Applied Behavior Analysis

The Post-Bachelor's Certificate in ABA is for students who already have a qualifying undergraduate degree but are seeking an ABA certificate in order to meet the educational eligibility requirements set by the Behavior Analyst Certification Board® to take the Board Certified Behavior Assistant Analyst (BCaBA)® Examination. Following completion of the certificate program, individuals seeking board certification must additionally meet supervised independent fieldwork requirements and pass the applicable board examination. Following board certification, some (not all) states require state licensure to practice. For those states that do license behavior analysts, requirements vary by state and may include requirements beyond board certification such as, but not limited to, background checks, attestations of moral character, professional development or continuing education on specified topics, fees, etc.

Post-Master's Certificate in Applied Behavior Analysis

The Post-Master's Certificate in ABA is for students who already have a qualifying graduate degree but are seeking an ABA certificate in order to meet the educational eligibility requirements set by

the Behavior Analyst Certification Board® to take the Board Certified Behavior Analyst (BCBA)® Examination. Following completion of the certificate program, individuals seeking board certification must additionally meet supervised independent fieldwork requirements and pass the applicable board examination. Following board certification, some (not all) states require state licensure to practice. For those states that do license behavior analysts, requirements vary by state and may include requirements beyond board certification such as, but not limited to, background checks, attestations of moral character, professional development or continuing education on specified topics, fees, etc.

Bachelor of Arts in Applied Behavior Analysis and Autism Studies Licensure

Program: Bachelor of Arts in Applied Behavior Analysis and Autism Studies

Behavior Analyst Certification Board®

Alabama (AL)	Meets Educational Requirements for Licensure	Alabama Behavior Analyst Licensure Board
Alaska (AK)	Meets Educational Requirements for Licensure	Department of Commerce, Community, and Economic Development
Arizona (AZ)	Meets Educational Requirements for Licensure	Arizona Board of Psychology Examiners
Arkansas (AR)	Meets Educational Requirements	Arkansas does not have a licensure requirement
California (CA)	Meets Educational Requirements	California does not have a licensure requirement
Colorado (CO)	Meets Educational Requirements	Colorado does not have a licensure requirement
Connecticut (CT)	Meets Educational Requirements for Licensure	Connecticut State Department of Public Health
Delaware (DE)	Meets Educational Requirements	Delaware does not have a licensure requirement
District of Columbia (DC)	Meets Educational Requirements	District of Columbia does not have a licensure requirement
Florida (FL)	Meets Educational Requirements	Florida does not have a licensure requirement
Georgia (GA)	Meets Educational Requirements for Licensure	Georgia Behavior Analyst Licensing Board
Hawaii (HI)	Meets Educational Requirements for Licensure	Department of Commerce and Consumer Affairs
Idaho (ID)	Meets Educational Requirements	Idaho does not have a licensure requirement
Illinois (IL)	Meets Educational Requirements for Licensure	IL Department of Human Services
Indiana (IN)	Meets Educational Requirements for Licensure	Indiana Professional Licensing Agency
Iowa (IA)	Meets Educational Requirements for Licensure	Iowa Board of Behavioral Science
Kansas (KS)	Meets Educational Requirements for Licensure	Kansas Behavioral Sciences Regulatory Board
Kentucky (KY)	Meets Educational Requirements for Licensure	Kentucky Applied Behavior Analysis Licensing Board
Louisiana (LA)	Meets Educational Requirements for Licensure	Louisiana Behavior Analyst Board
Maine (ME)	Meets Educational Requirements	Maine does not have licensure requirements
Maryland (MD)	Meets Educational Requirements for Licensure	Maryland State Board of Professional Counselors and Therapists
Massachusetts (MA)	Meets Educational Requirements for Licensure	Board of Registration of Allied Mental Health and Human Services Professions
Michigan (MI)	Meets Educational Requirements for Licensure	Michigan Board of Behavior Analysts
Minnesota (MN)	Meets Educational Requirements for Licensure	Minnesota HF 5247
Mississippi (MS)	Meets Educational Requirements for Licensure	Mississippi Autism Board
Missouri (MO)	Meets Educational Requirements for Licensure	Missouri Behavior Analyst Advisory Board
Montana (MT)	Meets Educational Requirements for Licensure	**Montana Board of Psychologists**
Nebraska (NE)	Meets Educational Requirements for Licensure	**Nebraska Department of Health and Human Services**
Nevada (NV)	Meets Educational Requirements for Licensure	Nevada Applied Behavior Analysis Board
New Hampshire (NH)	Meets Educational Requirements	New Hampshire does not have licensure requirements
New Jersey (NJ)	Meets Educational Requirements for Licensure	State Board of Applied Behavior Analyst Examiners
New Mexico (NM)	Meets Educational Requirements	New Mexico does not have licensure requirements
New York (NY)	Meets Educational Requirements for Licensure	New York State Education Department, Office of Professions

North Carolina (NC)	Meets Educational Requirements for Licensure	North Carolina Behavior Analyst Licensure Board
North Dakota (ND)	Meets Educational Requirements for Licensure	North Dakota Board of Integrative Health Care
Ohio (OH)	Meets Educational Requirements for Licensure	Ohio Board of Psychology
Oklahoma (OK)	Meets Educational Requirements for Licensure	Oklahoma Licensed Behavior Analyst Board
Oregon (OR)	Meets Educational Requirements for Licensure	Behavior Analysis Regulatory Board
Pennsylvania (PA)	Meets Educational Requirements	Pennsylvania does not have licensure requirements
Rhode Island (RI)	Meets Educational Requirements	State of Rhode Island Department of Health
South Carolina (SC)	Meets Educational Requirements	South Carolina doe snot have licensure requirements
South Dakota (SD)	Meets Educational Requirements for Licensure	Applied Behavior Analyst Advisory Committee
Tennessee (TN)	Meets Educational Requirements for Licensure	Applied Behavior Analyst Licensing Committee
Texas (TX)	Meets Educational Requirements for Licensure	Texas Department of Licensing and Regulation
Utah (UT)	Meets Educational Requirements for Licensure	Utah Division of Professional Regulation
Vermont (VT)	Meets Educational Requirements for Licensure	Vermont Office of Professional Regulation
Virginia (VA)	Meets Educational Requirements for Licensure	Virginia Board of Medicine
Washington (WA)	Meets Educational Requirements for Licensure	Washington State Department of Health
West Virginia (WV)	Meets Educational Requirements	West Virginia does not have licensure requirements
Wisconsin (WI)	Meets Educational Requirements for	Wisconsin Department of Safety and Professional Services
Wyoming (WY)	Meets Educational Requirements for Licensure	Wyoming Board of Psychology
American Samoa	Meets Educational Requirements	American Samoa does not have licensure requirements
Federated States of Micronesia	Meets Educational Requirements	Federated States of Micronesia do not have licensure requirements
Guam	Meets Educational Requirements	Guam does not have licensure requirements
Northern Mariana Islands	Meets Educational Requirements	Northern Mariana Islands do not have licensure requirements
Republic of Palau	Meets Educational Requirements	Republic of Palau does not have licensure requirements
Republic of the Marshall Islands	Meets Educational Requirements	Republic of the Marshall Islands does not have licensure requirements
Puerto Rico	Meets Educational Requirements	Puerto Rico does not have licensure requirements
U.S.Virgin Islands	Meets Educational Requirements	U.S. Virgin Islands does not have licensure requirements

Bachelor of Arts in Elementary Education Licensure

Program: Bachelor of Arts in Elementary Education

Accreditation: Council for the Accreditation of Educator Preparation (CAEP) https:caepnet.org

Alabama (AL)	Does not meet requirements	Alabama State Department of Education
Alaska (AK)	Does not meet requirements	Alaska Department of Education & Early Development
Arizona (AZ)	Does not meet requirements	Arizona Department of Education
Arkansas (AR)	Does not meet requirements	Arkansas Department of Education
California (CA)	Does not meet requirements	California Department of Education
Colorado (CO)	Does not meet requirements	Colorado Department of Education
Connecticut (CT)	Does not meet requirements	Connecticut State Department of Education's Bureau of Certification
Delaware (DE)	Does not meet requirements	Delaware Department of Education
District of Columbia (DC)	Does not meet requirements	District of Columbia Public Schools
Florida (FL)	Does not meet requirements	Florida Department of Education
Georgia (GA)	Does not meet requirements	Georgia Professional Standards Commission
Hawaii (HI)	Does not meet requirements	Hawaii Teacher Standards Board
Idaho (ID)	Does not meet requirements	Idaho State Department of Education
Illinois (IL)	Does not meet requirements	Illinois State Board of Education
Indiana (IN)	Does not meet requirements	Indiana Department of Education Office of Educator Licensing
Iowa (IA)	Does not meet requirements	Iowa Department of Education
Kansas (KS)	Does not meet requirements	Kansas State Department of Education
Kentucky (KY)	Does not meet requirements	Kentucky Department of Education
Louisiana (LA)	Does not meet requirements	Louisiana Department of Education
Maine (ME)	Does not meet requirements	Certification Office, Maine Department of Education

Maryland (MD)	Does not meet requirements	Maryland State Department of Education
Massachusetts (MA)	Does not meet requirements	Massachusetts Department of Elementary and Secondary Education Office of Educator Licensure
Michigan (MI)	Does not meet requirements	Michigan Department of Education
Minnesota (MN)	Does not meet requirements	Minnesota Professional Educator Licensing and Standards Board
Mississippi (MS)	Does not meet requirements	Mississippi Department of Education
Missouri (MO)	Does not meet requirements	Missouri Department of Elementary and Secondary Education
Montana (MT)	Does not meet requirements	Montana Office of Public Instruction
Nebraska (NE)	Does not meet requirements	Nebraska Department of Education
Nevada (NV)	Does not meet requirements	State of Nevada Department of Education Educator Licensure
New Hampshire (NH)	Does not meet requirements	New Hampshire Department of Education
New Jersey (NJ)	Does not meet requirements	New Jersey Department of Education
New Mexico (NM)	Does not meet requirements	New Mexico Public Education Department
New York (NY)	Does not meet requirements	New York State Education Department Office of Teaching Initiatives
North Carolina (NC)	Does not meet requirements	North Carolina Department of Public Instruction
North Dakota (ND)	Does not meet requirements	North Dakota Education Standards and Practices Board
Ohio (OH)	Does not meet requirements	Ohio Department of Education
Oklahoma (OK)	Does not meet requirements	Oklahoma State Department of Education
Oregon (OR)	Does not meet requirements	Oregon Teacher Standards and Practices Commission
Pennsylvania (PA)	Does not meet requirements	Pennsylvania Department of Education Bureau of School Leadership and Teacher Quality
Rhode Island (RI)	Does not meet requirements	Office of Educator Excellence and Certification Services
South Carolina (SC)	Does not meet requirements	South Carolina Department of Education
South Dakota (SD)	Does not meet requirements	South Dakota Department of Education
Tennessee (TN)	Does not meet requirements	Office of Educator Licensure and Preparation Tennessee Department of Education
Texas (TX)	Does not meet requirements	Texas Education Agency
Utah (UT)	Does not meet requirements	Utah State Board of Education
Vermont (VT)	Does not meet requirements	State of Vermont Agency of Education
Virginia (VA)	Meets Educational Requirements for Licensure	Virginia Department of Education
Washington (WA)	Does not meet requirements	Washington State Professional Educator Standards Board
West Virginia (WV)	Does not meet requirements	West Virginia Department of Education
Wisconsin (WI)	Does not meet requirements	Wisconsin Department of Public Instruction
Wyoming (WY)	Does not meet requirements	Wyoming Professional Teaching Standards Board
American Samoa	Does not meet requirements	American Samoa Department of Education
Federated States of Micronesia	Does not meet requirements	Federal States of Micronesia
Guam	Does not meet requirements	Guam Department of Education
Northern Mariana Islands	Does not meet requirements	Northern Mariana Islands Public School System
Republic of Palau	Does not meet requirements	Ministry of Education
Republic of the Marshall Islands	Does not meet requirements	Republic of the Marshall Island DOE
Puerto Rico	Does not meet requirements	Puerto Rico State Department of Education
U.S. Virgin Islands	Does not meet requirements	The Virgin Islands Department of Education

Bachelor of Arts in Special Education Licensure

Program: Bachelor of Arts in Special Education

Accreditation: Council for the Accreditation of Educator Preparation (CAEP) https:caepnet.org

Alabama (AL)	Does not meet requirements	Alabama State Department of Education
Alaska (AK)	Does not meet requirements	Alaska Department of Education & Early Development
Arizona (AZ)	Does not meet requirements	Arizona Department of Education
Arkansas (AR)	Does not meet requirements	Arkansas Department of Education
California (CA)	Does not meet requirements	California Department of Education
Colorado (CO)	Does not meet requirements	Colorado Department of Education
Connecticut (CT)	Does not meet requirements	Connecticut State Department of Education's Bureau of Certification
Delaware (DE)	Does not meet requirements	Delaware Department of Education
District of Columbia (DC)	Does not meet requirements	District of Columbia Public Schools

Florida (FL)	Does not meet requirements	Florida Department of Education
Georgia (GA)	Does not meet requirements	Georgia Professional Standards Commission
Hawaii (HI)	Does not meet requirements	Hawaii Teacher Standards Board
Idaho (ID)	Does not meet requirements	Idaho State Department of Education
Illinois (IL)	Does not meet requirements	Illinois State Board of Education
Indiana (IN)	Does not meet requirements	Indiana Department of Education Office of Educator Licensing
Iowa (IA)	Does not meet requirements	Iowa Department of Education
Kansas (KS)	Does not meet requirements	Kansas State Department of Education
Kentucky (KY)	Does not meet requirements	Kentucky Department of Education
Louisiana (LA)	Does not meet requirements	Louisiana Department of Education
Maine (ME)	Does not meet requirements	Certification Office, Maine Department of Education
Maryland (MD)	Does not meet requirements	Maryland State Department of Education
Massachusetts (MA)	Does not meet requirements	Massachusetts Department of Elementary and Secondary Education Office of Educator Licensure
Michigan (MI)	Does not meet requirements	Michigan Department of Education
Minnesota (MN)	Does not meet requirements	Minnesota Professional Educator Licensing and Standards Board
Mississippi (MS)	Does not meet requirements	Mississippi Department of Education
Missouri (MO)	Does not meet requirements	Missouri Department of Elementary and Secondary Education
Montana (MT)	Does not meet requirements	Montana Office of Public Instruction
Nebraska (NE)	Does not meet requirements	Nebraska Department of Education
Nevada (NV)	Does not meet requirements	State of Nevada Department of Education Educator Licensure
New Hampshire (NH)	Does not meet requirements	New Hampshire Department of Education
New Jersey (NJ)	Does not meet requirements	New Jersey Department of Education
New Mexico (NM)	Does not meet requirements	New Mexico Public Education Department
New York (NY)	Does not meet requirements	New York State Education Department Office of Teaching Initiatives
North Carolina (NC)	Does not meet requirements	North Carolina Department of Public Instruction
North Dakota (ND)	Does not meet requirements	North Dakota Education Standards and Practices Board
Ohio (OH)	Does not meet requirements	Ohio Department of Education
Oklahoma (OK)	Does not meet requirements	Oklahoma State Department of Education
Oregon (OR)	Does not meet requirements	Oregon Teacher Standards and Practices Commission
Pennsylvania (PA)	Does not meet requirements	Pennsylvania Department of Education Bureau of School Leadership and Teacher Quality
Rhode Island (RI)	Does not meet requirements	Office of Educator Excellence and Certification Services
South Carolina (SC)	Does not meet requirements	South Carolina Department of Education
South Dakota (SD)	Does not meet requirements	South Dakota Department of Education
Tennessee (TN)	Does not meet requirements	Office of Educator Licensure and Preparation Tennessee Department of Education
Texas (TX)	Does not meet requirements	Texas Education Agency
Utah (UT)	Does not meet requirements	Utah State Board of Education
Vermont (VT)	Does not meet requirements	State of Vermont Agency of Education
Virginia (VA)	Meets Educational Requirements for Licensure	Virginia Department of Education
Washington (WA)	Does not meet requirements	Washington State Professional Educator Standards Board
West Virginia (WV)	Does not meet requirements	West Virginia Department of Education
Wisconsin (WI)	Does not meet requirements	Wisconsin Department of Public Instruction
Wyoming (WY)	Does not meet requirements	Wyoming Professional Teaching Standards Board
American Samoa	Does not meet requirements	American Samoa Department of Education
Federated States of Micronesia	Does not meet requirements	Federal States of Micronesia
Guam	Does not meet requirements	Guam Department of Education
Northern Mariana Islands	Does not meet requirements	Northern Mariana Islands Public School System
Republic of Palau	Does not meet requirements	Ministry of Education
Republic of the Marshall Islands	Does not meet requirements	Republic of the Marshall Island DOE
Puerto Rico	Does not meet requirements	Puerto Rico State Department of Education
U.S. Virgin Islands	Does not meet requirements	The Virgin Islands Department of Education

Bachelor of Social Work Licensure Information

Program: Bachelor of Social Work

Accreditation: National Accreditation from the Counsel on Social Work Education (CSWE) https://cswe.org

Alabama (AL)	Meets Educational Requirements for Licensure	Alabama State Board of Social Work Examiners
Alaska (AK)	Meets Educational Requirements for Licensure	Alaska Board of Social Work Examiners
Arizona (AZ)	Meets Educational Requirements for Licensure	Arizona Board of Behavioral Health Examiners
Arkansas (AR)	Meets Educational Requirements for Licensure	Arkansas Social Work Licensing Board
California (CA)	Does Not Meet Requirements	California Board of Behavioral Science
Colorado (CO)	Does Not Meet Requirements	Colorado State Board of Social Work Examiners
Connecticut (CT)	Does Not Meet Requirements	Connecticut Department of Public Health, Social Work Licensure
Delaware (DE)	Meets Educational Requirements for Licensure	Delaware Division of Professional Regulation Board of Social Work Examiners
District of Columbia (DC)	Meets Educational Requirements for Licensure	DC Department of Health - Health Regulation and Licensing Administration (HRLA)
Florida (FL)	Does Not Meet Requirements	Florida Board of Clinical Social Work, Marriage & Family Therapy and Mental Health Counseling
Georgia (GA)	Does Not Meet Requirements	Georgia Board of Professional Counselors, Social Workers, and Marriage and Family Therapists
Hawaii (HI)	Meets Educational Requirements for Licensure	Department of Commerce and Consumer Affairs Professional & Vocational Licensing Division
Idaho (ID)	Meets Educational Requirements for Licensure	Idaho Board of Social Work Examiners
Illinois (IL)	Meets Educational Requirements for Licensure	Illinois Department of Financial and Professional Regulation
Indiana (IN)	Meets Educational Requirements for Licensure	Indiana Behavioral Health and Human Services Licensing Board
Iowa (IA)	Meets Educational Requirements for Licensure	Iowa Board of Social Work
Kansas (KS)	Meets Educational Requirements for Licensure	Kansas Behavioral Sciences Regulatory Board
Kentucky (KY)	Meets Educational Requirements for Licensure	Kentucky Board of Social Work
Louisiana (LA)	Meets Educational Requirements for Licensure	Louisiana State Board of Social Work Examiners
Maine (ME)	Meets Educational Requirements for Licensure	Maine State Board of Social Worker Licensure
Maryland (MD)	Meets Educational Requirements for Licensure	Maryland Board of Social Work Examiners
Massachusetts (MA)	Meets Educational Requirements for Licensure	Massachusetts Board of Registration of Social Workers
Michigan (MI)	Meets Educational Requirements for Licensure	Michigan Department of Licensing and Regulatory Affairs Board of Social Workers
Minnesota (MN)	Meets Educational Requirements for Licensure	Minnesota Board of Social Work
Mississippi (MS)	Meets Educational Requirements for Licensure	Mississippi Board of Examiners for Social Workers and Marriage and Family Therapists
Missouri (MO)	Meets Educational Requirements for Licensure	Minnesota Board of Social Work
Montana (MT)	Meets Educational Requirements for Licensure	Montana Department of Labor and Industry Board of Behavioral Health
Nebraska (NE)	Meets Educational Requirements for Licensure	Nebraska Department of Health and Human Services Office of Behavioral Health and Consumer Services
Nevada (NV)	Meets Educational Requirements for Licensure	Nevada Board of Examiners for Social Workers
New Hampshire (NH)	Does Not Meet Requirements	New Hampshire Office of Professional Licensure and Certification Board of Mental Health Practice
New Jersey (NJ)	Meets Educational Requirements for Licensure	New Jersey State Board of Social Work Examiners
New Mexico (NM)	Meets Educational Requirements for Licensure	New Mexico Board of Social Work Examiners
New York (NY)	Does Not Meet Requirements	New York State Education Department Office of the Professions
North Carolina (NC)	Meets Educational Requirements for Licensure	NC Social Work Certification & Licensure Board

North Dakota (ND)	Meets Educational Requirements for Licensure	North Dakota Board of Social Work Examiners
Ohio (OH)	Meets Educational Requirements for Licensure	Ohio Counselor, Social Worker and Marriage and Family Therapist Board
Oklahoma (OK)	Meets Educational Requirements for Licensure	Oklahoma State Board of Licensed Social Work
Oregon (OR)	Meets Educational Requirements for Licensure	Oregon Board of Licensed Social Workers
Pennsylvania (PA)	Does Not Meet Requirements	Pennsylvania State Board of Social Workers, Marriage and Family Therapists and Professional Counselors
Rhode Island (RI)	Does Not Meet Requirements	Rhode Island Board of Examiners in Social Workers
South Carolina (SC)	Meets Educational Requirements for Licensure	South Carolina Board of Social Work Examiners
South Dakota (SD)	Meets Educational Requirements for Licensure	South Dakota Board of Social Work Examiners
Tennessee (TN)	Meets Educational Requirements for Licensure	Tennessee Board of Social Workers
Texas (TX)	Meets Educational Requirements for Licensure	Texas State Board of Social Worker Examiners
Utah (UT)	Meets Educational Requirements for Licensure	Utah Department of Commerce, Division of Occupational and Professional Licensing
Vermont (VT)	Does Not Meet Requirements	Office of Professional Regulation - VT Secretary of State's Office
Virginia (VA)	Meets Educational Requirements for Licensure	Virginia Department of Health Professions Board of Social Work
Washington (WA)	Does Not Meet Requirements	Mental Health Counselors, Marriage and Family Therapists, and Social Workers Advisory Committee
West Virginia (WV)	Meets Educational Requirements for Licensure	West Virginia Board of Social Work
Wisconsin (WI)	Meets Educational Requirements for Licensure	State of Wisconsin Department of Safety and Professional Services
Wyoming (WY)	Meets Educational Requirements for Licensure	Wyoming Mental Health Professions Licensing Board
American Samoa	Does Not Meet Requirements	American Samoa Department of Human and Social Services
Federated States of Micronesia	Does Not Meet Requirements	Department of Health and Social Affairs
Guam	Meets Educational Requirements for Licensure	Guam Board of Social Work
Northern Mariana Islands	Meets Educational Requirements for Licensure	Northern Mariana Islands Public School System
Republic of Palau	Does Not Meet Requirements	Republic of Palau
Republic of the Marshall Islands	Does Not Meet Requirements	Ministry of Health and Human Services
Puerto Rico	Does Not Meet Requirements	Puerto Rico Board of Examiners of Professional Social Workers
U.S.Virgin Islands	Meets Educational Requirements for Licensure	Department of Licensing and Consumer Affairs

Doctor of Nursing Practice - Certified Registered Nurse Anesthetist

Program: Doctor of Nursing Practice

Accreditation: Commission on Collegiate Nursing Education (https://www.ccneaccreditation.org)

Alabama (AL)	Meets Educational Requirements for Licensure	Alabama Board of Nursing
Alaska (AK)	Meets Educational Requirements for Licensure	Alaska Board of Nursing
Arizona (AZ)	Meets Educational Requirements for Licensure	Arizona State Board of Nursing
Arkansas (AR)	Meets Educational Requirements for Licensure	Arkansas State Board of Nursing
California (CA)	Meets Educational Requirements for Licensure	California Board of Registered Nursing
Colorado (CO)	Meets Educational Requirements for Licensure	Colorado Board of Nursing

Connecticut (CT)	Meets Educational Requirements for Licensure	Connecticut Department of Public Health, Registered Nurse Licensure
Delaware (DE)	Meets Educational Requirements for Licensure	Delaware Division of Professional Regulation Board of Nursing
District of Columbia (DC)	Meets Educational Requirements for Licensure	District of Columbia Board of Nursing
Florida (FL)	Meets Educational Requirements for Licensure	Florida Board of Nursing
Georgia (GA)	Meets Educational Requirements for Licensure	Georgia Board of Nursing
Hawaii (HI)	Meets Educational Requirements for Licensure	Hawaii Board of Nursing
Idaho (ID)	Meets Educational Requirements for Licensure	Idaho Board of Nursing
Illinois (IL)	Meets Educational Requirements for Licensure	Illinois Department of Financial and Professional Regulation
Indiana (IN)	Meets Educational Requirements for Licensure	Indiana State Board of Nursing
Iowa (IA)	Meets Educational Requirements for Licensure	Iowa Board of Nursing
Kansas (KS)	Meets Educational Requirements for Licensure	Kansas Board of Nursing
Kentucky (KY)	Meets Educational Requirements for Licensure	Kentucky Board of Nursing
Louisiana (LA)	Meets Educational Requirements for Licensure	Louisiana State Board of Nursing
Maine (ME)	Meets Educational Requirements for Licensure	Maine State Board of Nursing
Maryland (MD)	Meets Educational Requirements for Licensure	Maryland Board of Nursing
Massachusetts (MA)	Meets Educational Requirements for Licensure	Massachusetts Board of Registration in Nursing
Michigan (MI)	Meets Educational Requirements for Licensure	Michigan Department of Licensing and Regulatory Affairs Board of Nursing
Minnesota (MN)	Meets Educational Requirements for Licensure	Minnesota Board of Nursing
Mississippi (MS)	Meets Educational Requirements for Licensure	Mississippi Board of Nursing
Missouri (MO)	Meets Educational Requirements for Licensure	Missouri Division of Professional Registration Board of Nursing
Montana (MT)	Meets Educational Requirements for Licensure	Montana Department of Labor and Industry Board of Nursing
Nebraska (NE)	Meets Educational Requirements for Licensure	Nebraska Department of Health and Human Services Nurse Licensing
Nevada (NV)	Does Not Meet Requirements	Nevada State Board of Nursing
New Hampshire (NH)	Meets Educational Requirements for Licensure	New Hampshire Office of Professional Licensure and Certification Board of Nursing
New Jersey (NJ)	Meets Educational Requirements for Licensure	New Jersey Board of Nursing
New Mexico (NM)	Meets Educational Requirements for Licensure	New Mexico Board of Nursing
New York (NY)	Meets Educational Requirements for Licensure	New York State Education Department Office of the Professions
North Carolina (NC)	Meets Educational Requirements for Licensure	North Carolina Board of Nursing
North Dakota (ND)	Meets Educational Requirements for Licensure	North Dakota Board of Nursing
Ohio (OH)	Meets Educational Requirements for Licensure	Ohio Board of Nursing
Oklahoma (OK)	Meets Educational Requirements for Licensure	Oklahoma Board of Nursing
Oregon (OR)	Meets Educational Requirements for Licensure	Oregon State Board of Nursing

Pennsylvania (PA)	Meets Educational Requirements for Licensure	Pennsylvania State Board of Nursing
Rhode Island (RI)	Meets Educational Requirements for Licensure	Rhode Island Board of Registration and Nursing Education
South Carolina (SC)	Meets Educational Requirements for Licensure	South Carolina Board of Nursing
South Dakota (SD)	Meets Educational Requirements for Licensure	South Dakota Board of Nursing
Tennessee (TN)	Meets Educational Requirements for Licensure	Tennessee Board of Nursing
Texas (TX)	Meets Educational Requirements for Licensure	Texas Board of Nursing
Utah (UT)	Meets Educational Requirements for Licensure	Utah Department of Commerce, Division of Occupational and Professional Licensing
Vermont (VT)	Meets Educational Requirements for Licensure	Board of Nursing - VT Secretary of State's Office
Virginia (VA)	Meets Educational Requirements for Licensure	Virginia Department of Health Professions Board of Nursing
Washington (WA)	Meets Educational Requirements for Licensure	Nursing Care and Quality Assurance Commission (housed at the WA Department of Health)
West Virginia (WV)	Meets Educational Requirements for Licensure	West Virginia Board of Examiners for Registered Professional Nurses
Wisconsin (WI)	Meets Educational Requirements for Licensure	Wisconsin Board of Nursing
Wyoming (WY)	Meets Educational Requirements for Licensure	Wyoming State Board of Nursing
American Samoa	Does Not Meet Requirements	NCSBN Nursing Regulation
Federated States of Micronesia	Does Not Meet Requirements	Federated States of Micronesia Department of Health and Social Affairs
Guam	Does Not Meet Requirements	Guam Board of Nurse Examiners
Northern Mariana Islands	Does Not Meet Requirements	NMI Board of Nursing
Republic of Palau	Does Not Meet Requirements	Republic of Palau Ministry of Health and Human Services
Republic of the Marshall Islands	Does Not Meet Requirements	Republic of the Marshall Islands Ministry of Health and Human Services
Puerto Rico	Meets Educational Requirements for Licensure	Puerto Rico Board of Nursing Examiners
U.S. Virgin Islands	Meets Educational Requirements for Licensure	Virgin Islands Board of Nurse Licensure

Doctor of Nursing Practice - Family Nurse Practitioner

Program: Doctor of Nursing Practice

Accreditation: Commission on Collegiate Nursing Education (https://www.ccneaccreditation.org)

Alabama (AL)	Meets Educational Requirements for Licensure	Alabama Board of Nursing
Alaska (AK)	Meets Educational Requirements for Licensure	Alaska Board of Nursing
Arizona (AZ)	Meets Educational Requirements for Licensure	Arizona State Board of Nursing
Arkansas (AR)	Meets Educational Requirements for Licensure	Arkansas State Board of Nursing
California (CA)	Meets Educational Requirements for Licensure	California Board of Registered Nursing
Colorado (CO)	Meets Educational Requirements for Licensure	Colorado Board of Nursing
Connecticut (CT)	Meets Educational Requirements for Licensure	Connecticut Department of Public Health, Registered Nurse Licensure
Delaware (DE)	Meets Educational Requirements for Licensure	Delaware Division of Professional Regulation Board of Nursing
District of Columbia (DC)	Meets Educational Requirements for Licensure	District of Columbia Board of Nursing
Florida (FL)	Meets Educational Requirements for Licensure	Florida Board of Nursing

Georgia (GA)	Meets Educational Requirements for Licensure	Georgia Board of Nursing
Hawaii (HI)	Meets Educational Requirements for Licensure	Hawaii Board of Nursing
Idaho (ID)	Meets Educational Requirements for Licensure	Idaho Board of Nursing
Illinois (IL)	Meets Educational Requirements for Licensure	Illinois Department of Financial and Professional Regulation
Indiana (IN)	Meets Educational Requirements for Licensure	Indiana State Board of Nursing
Iowa (IA)	Meets Educational Requirements for Licensure	Iowa Board of Nursing
Kansas (KS)	Meets Educational Requirements for Licensure	Kansas Board of Nursing
Kentucky (KY)	Meets Educational Requirements for Licensure	Kentucky Board of Nursing
Louisiana (LA)	Meets Educational Requirements for Licensure	Louisiana State Board of Nursing
Maine (ME)	Meets Educational Requirements for Licensure	Maine State Board of Nursing
Maryland (MD)	Meets Educational Requirements for Licensure	Maryland Board of Nursing
Massachusetts (MA)	Meets Educational Requirements for Licensure	Massachusetts Board of Registration in Nursing
Michigan (MI)	Meets Educational Requirements for Licensure	Michigan Department of Licensing and Regulatory Affairs Board of Nursing
Minnesota (MN)	Meets Educational Requirements for Licensure	Minnesota Board of Nursing
Mississippi (MS)	Meets Educational Requirements for Licensure	Mississippi Board of Nursing
Missouri (MO)	Meets Educational Requirements for Licensure	Missouri Division of Professional Registration Board of Nursing
Montana (MT)	Meets Educational Requirements for Licensure	Montana Department of Labor and Industry Board of Nursing
Nebraska (NE)	Meets Educational Requirements for Licensure	Nebraska Department of Health and Human Services Nurse Licensing
Nevada (NV)	Does Not Meet Requirements	Nevada State Board of Nursing
New Hampshire (NH)	Meets Educational Requirements for Licensure	New Hampshire Office of Professional Licensure and Certification Board of Nursing
New Jersey (NJ)	Meets Educational Requirements for Licensure	New Jersey Board of Nursing
New Mexico (NM)	Meets Educational Requirements for Licensure	New Mexico Board of Nursing
New York (NY)	Meets Educational Requirements for Licensure	New York State Education Department Office of the Professions
North Carolina (NC)	Meets Educational Requirements for Licensure	North Carolina Board of Nursing
North Dakota (ND)	Meets Educational Requirements for Licensure	North Dakota Board of Nursing
Ohio (OH)	Meets Educational Requirements for Licensure	Ohio Board of Nursing
Oklahoma (OK)	Meets Educational Requirements for Licensure	Oklahoma Board of Nursing
Oregon (OR)	Meets Educational Requirements for Licensure	Oregon State Board of Nursing
Pennsylvania (PA)	Meets Educational Requirements for Licensure	Pennsylvania State Board of Nursing
Rhode Island (RI)	Meets Educational Requirements for Licensure	Rhode Island Board of Registration and Nursing Education
South Carolina (SC)	Meets Educational Requirements for Licensure	South Carolina Board of Nursing
South Dakota (SD)	Meets Educational Requirements for Licensure	South Dakota Board of Nursing

Tennessee (TN)	Meets Educational Requirements for Licensure	Tennessee Board of Nursing
Texas (TX)	Meets Educational Requirements for Licensure	Texas Board of Nursing
Utah (UT)	Meets Educational Requirements for Licensure	Utah Department of Commerce, Division of Occupational and Professional Licensing
Vermont (VT)	Meets Educational Requirements for Licensure	Board of Nursing - VT Secretary of State's Office
Virginia (VA)	Meets Educational Requirements for Licensure	Virginia Department of Health Professions Board of Nursing
Washington (WA)	Meets Educational Requirements for Licensure	Nursing Care and Quality Assurance Commission (housed at the WA Department of Health)
West Virginia (WV)	Meets Educational Requirements for Licensure	West Virginia Board of Examiners for Registered Professional Nurses
Wisconsin (WI)	Meets Educational Requirements for Licensure	Wisconsin Board of Nursing
Wyoming (WY)	Meets Educational Requirements for Licensure	Wyoming State Board of Nursing
American Samoa	Does Not Meet Requirements	NCSBN Nursing Regulation
Federated States of Micronesia	Does Not Meet Requirements	Federated States of Micronesia Department of Health and Social Affairs
Guam	Does Not Meet Requirements	Guam Board of Nurse Examiners
Northern Mariana Islands	Does Not Meet Requirements	NMI Board of Nursing
Republic of Palau	Does Not Meet Requirements	Republic of Palau Ministry of Health and Human Services
Republic of the Marshall Islands	Does Not Meet Requirements	Republic of the Marshall Islands Ministry of Health and Human Services
Puerto Rico	Meets Educational Requirements for Licensure	Puerto Rico Board of Nursing Examiners
U.S. Virgin Islands	Meets Educational Requirements for Licensure	Virgin Islands Board of Nurse Licensure

Doctor of Occupational Therapy Licensure Information

Program: Doctor of Occupational Therapy

Accreditation: The Accreditation Council for Occupational Therapy Education (ACOTE) https://aota.org

Alabama (AL)	Meets Educational Requirements for Licensure	Alabama State Board of OT
Alaska (AK)	Meets Educational Requirements for Licensure	Alaska State PT & OT Board
Arizona (AZ)	Meets Educational Requirements for Licensure	Arizona Board of OT Examiners
Arkansas (AR)	Meets Educational Requirements for Licensure	Arkansas State Medical Board
California (CA)	Meets Educational Requirements for Licensure	California Board of OT
Colorado (CO)	Meets Educational Requirements for Licensure	Department of Regulatory Agencies
Connecticut (CT)	Meets Educational Requirements for Licensure	Department of Public Health, OT Licensure
Delaware (DE)	Meets Educational Requirements for Licensure	Delaware Division of Professional Regulation
District of Columbia (DC)	Meets Educational Requirements for Licensure	DC Health
Florida (FL)	Meets Educational Requirements for Licensure	Florida Board of OT
Georgia (GA)	Meets Educational Requirements for Licensure	Georgia State Board of OT
Hawaii (HI)	Meets Educational Requirements for Licensure	Hawaii Professional & Vocational Licensing Division
Idaho (ID)	Meets Educational Requirements for Licensure	Idaho Division of Occupational & Professional Licenses

Illinois (IL)	Meets Educational Requirements for Licensure	Illinois Division of Professional Regulation Health Services
Indiana (IN)	Meets Educational Requirements for Licensure	Indiana Professional Licensing Agency
Iowa (IA)	Meets Educational Requirements for Licensure	Iowa Health & Human Services
Kansas (KS)	Meets Educational Requirements for Licensure	Kansas State Board of Healing Arts
Kentucky (KY)	Meets Educational Requirements for Licensure	Kentucky Board of Licensure for OT
Louisiana (LA)	Meets Educational Requirements for Licensure	Louisiana State Board of Medical Examiners
Maine (ME)	Meets Educational Requirements for Licensure	State of Maine Professional & Financial Regulation
Maryland (MD)	Meets Educational Requirements for Licensure	Maryland Department of Health Board of OT Practice
Massachusetts (MA)	Meets Educational Requirements for Licensure	Massachusettes Board of Allied Health Professions
Michigan (MI)	Meets Educational Requirements for Licensure	Michigan Licensing and Regulatory Affairs
Minnesota (MN)	Meets Educational Requirements for Licensure	Minnesota Board of OT Practice
Mississippi (MS)	Meets Educational Requirements for Licensure	Mississippi State Department of Health
Missouri (MO)	Meets Educational Requirements for Licensure	Missouri Division of Professional Registration
Montana (MT)	Meets Educational Requirements for Licensure	Montana Board of OT Practice
Nebraska (NE)	Meets Educational Requirements for Licensure	Nebraska Department of Health & Human Services
Nevada (NV)	Meets Educational Requirements for Licensure	State of Nevada Board of OT
New Hampshire (NH)	Meets Educational Requirements for Licensure	New Hampshire Office of Professional Licensure and Certification
New Jersey (NJ)	Meets Educational Requirements for Licensure	New Jersey OT Advisory Council
New Mexico (NM)	Meets Educational Requirements for Licensure	New Mexico Regulation & Licensing Department
New York (NY)	Meets Educational Requirements for Licensure	New York State Licensed Professions
North Carolina (NC)	Meets Educational Requirements for Licensure	North Carolina Board of OT
North Dakota (ND)	Meets Educational Requirements for Licensure	ND State Board to OT Practice
Ohio (OH)	Meets Educational Requirements for Licensure	Ohio OTPTAT Board
Oklahoma (OK)	Meets Educational Requirements for Licensure	Oklahoma Board of Medical Licensure & Supervision
Oregon (OR)	Meets Educational Requirements for Licensure	Oregon Occupational Therapy Licensing Board
Pennsylvania (PA)	Meets Educational Requirements for Licensure	Pennsylvania Department of State
Rhode Island (RI)	Meets Educational Requirements for Licensure	State of Rhode Island Department of Health
South Carolina (SC)	Meets Educational Requirements for Licensure	South Carolina Labor Licensing Regulation
South Dakota (SD)	Meets Educational Requirements for Licensure	South Dakota Board of Medical & Osteopathic Examiners
Tennessee (TN)	Meets Educational Requirements for Licensure	Tennessee Department of Health
Texas (TX)	Meets Educational Requirements for Licensure	Texas Board of OT Examiners
Utah (UT)	Meets Educational Requirements for Licensure	Utah Division of Professional Licensing

Vermont (VT)	Meets Educational Requirements for Licensure	Vermont OPR: Occupational Therapy
Virginia (VA)	Meets Educational Requirements for Licensure	Virginia Department of Health Professions
Washington (WA)	Meets Educational Requirements for Licensure	Washington State Department of Health
West Virginia (WV)	Meets Educational Requirements for Licensure	West Virginia Board of Occupational Therapy
Wisconsin (WI)	Meets Educational Requirements for Licensure	State of WI Department of Safety & Professional Services
Wyoming (WY)	Meets Educational Requirements for Licensure	Wyoming Board of Occupational Therapy
American Samoa	Meets Educational Requirements for Licensure	American Samoa Department of Health
Federated States of Micronesia	Does Not Meet Requirements	Federated States of Micronesia Department of Health and Social Affairs
Guam	Meets Educational Requirements for Licensure	Guam Board of Allied Health Examiners
Northern Mariana Islands	Meets Educational Requirements for Licensure	Northern Mariana Islands Board of Professional Licensing
Republic of Palau	Does Not Meet Requirements	Republic of Palau Ministry of Health and Human Services
Republic of the Marshall Islands	Does Not Meet Requirements	Republic of Marshall Islands Ministry of Health & Human Services
Puerto Rico	Meets Educational Requirements for Licensure	Puerto Rico Office of Regulation of Health Professions
U.S. Virgin Islands	Meets Educational Requirements for Licensure	US Virgin Islands Department of Health, Office of Professional Licensure and Health Planning

Doctor of Physical Therapy Licensure Information

Program: Doctor of Physical Therapy

Accreditation: Commission on Accreditation in Physical Therapy Education CAPTE https://capteonline.org

Alabama (AL)	Meets Educational Requirements for Licensure	Alabama Board of Physical Therapy
Alaska (AK)	Meets Educational Requirements for Licensure	Alaska State Physical Therapy & Occupational Therapy Board
Arizona (AZ	Meets Educational Requirements for Licensure	Arizona State Board of Physical Therapy
Arkansas (AR)	Meets Educational Requirements for Licensure	Arkansas State Board of Physical Therapy
California (CA)	Meets Educational Requirements for Licensure	Physical Therapy Board of California
Colorado (CO)	Meets Educational Requirements for Licensure	Colorado State Physical Therapy Board
Connecticut (CT)	Meets Educational Requirements for Licensure	Connecticut Office of Practitioner Licensing and Certification
Delaware (DE)	Meets Educational Requirements for Licensure	Delaware Examining Board of Physical Therapists and Athletic Trainers
District of Columbia (DC)	Meets Educational Requirements for Licensure	District of Columbia Board of Physical Therapy
Florida (FL)	Meets Educational Requirements for Licensure	Florida Board of Physical Therapy
Georgia (GA)	Meets Educational Requirements for Licensure	Georgia State Board of Physical Therapy
Hawaii (HI)	Meets Educational Requirements for Licensure	Hawaii Board of Physical Therapy
Idaho (ID)	Meets Educational Requirements for Licensure	Idaho Physical Therapy Board
Illinois (IL)	Meets Educational Requirements for Licensure	Illinois Department of Financial and Professional Regulation - Physical Therapy
Indiana (IN)	Meets Educational Requirements for Licensure	Indiana Physical Therapy Board
Iowa (IA)	Meets Educational Requirements for Licensure	Iowa Board of Physical and Occupational Therapy
Kansas (KS)	Meets Educational Requirements for Licensure	Kansas State Board of Healing Arts - Physical Therapy
Kentucky (KY)	Meets Educational Requirements for Licensure	Kentucky Board of Physical Therapy
Louisiana (LA)	Meets Educational Requirements for Licensure	Louisiana Physical Therapy Board
Maine (ME)	Meets Educational Requirements for Licensure	State of Maine Board of Physical Therapy
Maryland (MD)	Meets Educational Requirements for Licensure	Maryland Board of Physical Therapy Examiners

Massachusetts (MA)	Meets Educational Requirements for Licensure	Massachusetts Board of Allied Health Professions
Michigan (MI)	Meets Educational Requirements for Licensure	Michigan Board of Physical Therapy
Minnesota (MN)	Meets Educational Requirements for Licensure	Minnesota Board of Physical Therapy
Mississippi (MS)	Meets Educational Requirements for Licensure	Mississippi State Board of Physical Therapy
Missouri (MO)	Meets Educational Requirements for Licensure	Missouri Advisory Commission for Physical Therapists
Montana (MT)	Meets Educational Requirements for Licensure	Montana Board of Physical Therapy Examiners
Nebraska (NE)	Meets Educational Requirements for Licensure	Nebraska Department of Health and Human Services - Physical Therapy
Nevada (NV)	Meets Educational Requirements for Licensure	State of Nevada Physical Therapy Board
New Hampshire (NH)	Meets Educational Requirements for Licensure	New Hampshire Office of Professional Licensure and Certification
New Jersey (NJ)	Meets Educational Requirements for Licensure	New Jersey State Board of Physical Therapy Examiners
New Mexico (NM)	Meets Educational Requirements for Licensure	New Mexico Physical Therapy Board
New York (NY)	Meets Educational Requirements for Licensure	New York State Office of the Professions - Physical Therapy
North Carolina (NC)	Meets Educational Requirements for Licensure	North Carolina Board of Physical Therapy Examiners
North Dakota (ND)	Meets Educational Requirements for Licensure	North Dakota State Board of Physical Therapy
Ohio (OH)	Meets Educational Requirements for Licensure	Ohio Occupational Therapy, Physical Therapy, and Athletic Trainers Board
Oklahoma (OK)	Meets Educational Requirements for Licensure	Oklahoma Physical Therapists Committee
Oregon (OR)	Meets Educational Requirements for Licensure	Oregon Board of Physical Therapy
Pennsylvania (PA)	Meets Educational Requirements for Licensure	Pennsylvania State Board of - Physical Therapy
Rhode Island (RI)	Meets Educational Requirements for Licensure	State of Rhode Island Board of Physical Therapy
South Carolina (SC)	Meets Educational Requirements for Licensure	South Carolina Board of Physical Therapy
South Dakota (SD)	Meets Educational Requirements for Licensure	South Dakota Board of Medical and Osteopathic Examiners
Tennessee (TN)	Meets Educational Requirements for Licensure	Tennessee Board of Physical Therapy
Texas (TX)	Meets Educational Requirements for Licensure	Texas Board of Physical Therapy Examiners
Utah (UT)	Meets Educational Requirements for Licensure	Utah Division of Professional Licensing - Physical Therapy
Vermont (VT)	Meets Educational Requirements for Licensure	Vermont Office of Professional Regulation - Physical Therapists
Virginia (VA)	Meets Educational Requirements for Licensure	Virginia Board of Physical Therapy
Washington (WA)	Meets Educational Requirements for Licensure	Washington State Department of Health Board of Physical Therapy
West Virginia (WV)	Meets Educational Requirements for Licensure	West Virginia Board of Physical Therapy
Wisconsin (WI)	Meets Educational Requirements for Licensure	Wisconsin Physical Therapy Examining Board
Wyoming (WY)	Meets Educational Requirements for Licensure	Wyoming Board of Physical Therapy
American Samoa	Does Not Meet Requirements	American Samoa Department of Health
Federated States of Micronesia	Does Not Meet Requirements	Federated States of Micronesia Department of Health and Social Affairs
Guam	Meets Educational Requirements for Licensure	Guam Department of Public Health & Social Services
Northern Mariana Islands	Meets Educational Requirements for Licensure	Commonwealth of Northern Mariana Islands Board of Professional Licensing
Republic of Palau	Does Not Meet Requirements	Republic of Palau Ministry of Health and Human Services
Republic of the Marshall Islands	Does Not Meet Requirements	Republic of the Marshall Islands Ministry of Health and Human Services
Puerto Rico	Meets Educational Requirements for Licensure	Puerto Rico Office of Regulation and Certification of Health Professionals
U.S.Virgin Islands	Meets Educational Requirements for Licensure	Virgin Islands Board of Physical Therapy Examiners

Master of Arts in Teaching Licensure Information

Program: Master of Arts in Teaching

Accreditation: Council for the Accreditation of Educator Preparation (CAEP) https:caepnet.org

Alabama (AL)	Does Not Meet Requirements	Alabama State Department of Education

Alaska (AK)	Does Not Meet Requirements	Alaska Department of Education & Early Development
Arizona (AZ)	Does Not Meet Requirements	Arizona Department of Education
Arkansas (AR)	Does Not Meet Requirements	Arkansas Department of Education
California (CA)	Does Not Meet Requirements	California Department of Education
Colorado (CO)	Does Not Meet Requirements	Colorado Department of Education
Connecticut (CT)	Does Not Meet Requirements	Connecticut State Department of Education's Bureau of Certification
Delaware (DE)	Does Not Meet Requirements	Delaware Department of Education
District of Columbia (DC)	Does Not Meet Requirements	District of Columbia Public Schools
Florida (FL)	Does Not Meet Requirements	Florida Department of Education
Georgia (GA)	Does Not Meet Requirements	Georgia Professional Standards Commission
Hawaii (HI)	Does Not Meet Requirements	Hawaii Teacher Standards Board
Idaho (ID)	Does Not Meet Requirements	Idaho State Department of Education
Illinois (IL)	Does Not Meet Requirements	Illinois State Board of Education
Indiana (IN)	Does Not Meet Requirements	Indiana Department of Education Office of Educator Licensing
Iowa (IA)	Does Not Meet Requirements	Iowa Department of Education
Kansas (KS)	Does Not Meet Requirements	Kansas State Department of Education
Kentucky (KY)	Does Not Meet Requirements	Kentucky Department of Education
Louisiana (LA)	Does Not Meet Requirements	Louisiana Department of Education
Maine (ME)	Does Not Meet Requirements	Certification Office, Maine Department of Education
Maryland (MD)	Does Not Meet Requirements	Maryland State Department of Education
Massachusetts (MA)	Does Not Meet Requirements	Massachusetts Department of Elementary and Secondary Education Office of Educator Licensure
Michigan (MI)	Does Not Meet Requirements	Michigan Department of Education
Minnesota (MN)	Does Not Meet Requirements	Minnesota Professional Educator Licensing and Standards Board
Mississippi (MS)	Does Not Meet Requirements	Mississippi Department of Education
Missouri (MO)	Does Not Meet Requirements	Missouri Department of Elementary and Secondary Education
Montana (MT)	Does Not Meet Requirements	Montana Office of Public Instruction
Nebraska (NE)	Does Not Meet Requirements	Nebraska Department of Education
Nevada (NV)	Does Not Meet Requirements	State of Nevada Department of Education Educator Licensure
New Hampshire (NH)	Does Not Meet Requirements	New Hampshire Department of Education
New Jersey (NJ)	Does Not Meet Requirements	New Jersey Department of Education
New Mexico (NM)	Does Not Meet Requirements	New Mexico Public Education Department
New York (NY)	Does Not Meet Requirements	New York State Education Department Office of Teaching Initiatives
North Carolina (NC)	Does Not Meet Requirements	North Carolina Department of Public Instruction
North Dakota (ND)	Does Not Meet Requirements	North Dakota Education Standards and Practices Board
Ohio (OH)	Does Not Meet Requirements	Ohio Department of Education
Oklahoma (OK)	Does Not Meet Requirements	Oklahoma State Department of Education
Oregon (OR)	Does Not Meet Requirements	Oregon Teacher Standards and Practices Commission
Pennsylvania (PA)	Does Not Meet Requirements	Pennsylvania Department of Education Bureau of School Leadership and Teacher Quality
Rhode Island (RI)	Does Not Meet Requirements	Office of Educator Excellence and Certification Services
South Carolina (SC)	Does Not Meet Requirements	South Carolina Department of Education
South Dakota (SD)	Does Not Meet Requirements	South Dakota Department of Education
Tennessee (TN)	Does Not Meet Requirements	Office of Educator Licensure and Preparation Tennessee Department of Education
Texas (TX)	Does Not Meet Requirements	Texas Education Agency
Utah (UT)	Does Not Meet Requirements	Utah State Board of Education
Vermont (VT)	Does Not Meet Requirements	State of Vermont Agency of Education
Virginia (VA)	Meets Educational Requirements for Licensure	Virginia Department of Education
Washington (WA)	Does Not Meet Requirements	Washington State Professional Educator Standards Board
West Virginia (WV)	Does Not Meet Requirements	West Virginia Department of Education
Wisconsin (WI)	Does Not Meet Requirements	Wisconsin Department of Public Instruction
Wyoming (WY)	Does Not Meet Requirements	Wyoming Professional Teaching Standards Board
American Samoa	Does Not Meet Requirements	American Samoa Department of Education
Federated States of Micronesia	Does Not Meet Requirements	Federal States of Micronesia
Guam	Does Not Meet Requirements	Guam Department of Education
Northern Mariana Islands	Does Not Meet Requirements	Northern Mariana Islands Public School System
Republic of Palau	Does Not Meet Requirements	Ministry of Education

Republic of the Marshall Islands	Does Not Meet Requirements	Republic of the Marshall Island DOE
Puerto Rico	Does Not Meet Requirements	Puerto Rico State Department of Education
U.S. Virgin Islands	Does Not Meet Requirements	The Virgin Islands Department of Education

MS in Applied Behavior Analysis Licensure

Program: Master of Science in Applied Behavior Analysis

Behavior Analyst Certification Board®

Alabama (AL)	Meets Educational Requirements for Licensure	Alabama Behavior Analyst Licensure Board
Alaska (AK)	Meets Educational Requirements for Licensure	Department of Commerce, Community, and Economic Development
Arizona (AZ)	Meets Educational Requirements for Licensure	Arizona Board of Psychology Examiners
Arkansas (AR)	Meets Educational Requirements	Arkansas does not have licensure requirements
California (CA)	Meets Educational Requirements	California does not have licensure requirements
Colorado (CO)	Meets Educational Requirements	Colorado does not have licensure requirements
Connecticut (CT)	Meets Educational Requirements for Licensure	Connecticut State Department of Public Health
Delaware (DE)	Meets Educational Requirements	Delaware does not have licensure requirements
District of Columbia (DC)	Meets Educational Requirements	District of Columbia does not have licensure requirements
Florida (FL)	Meets Educational Requirements	Florida does not have licensure requirements
Georgia (GA)	Meets Educational Requirements for Licensure	Georgia Behavior Analyst Licensing Board
Hawaii (HI)	Meets Educational Requirements for Licensure	Department of Commerce and Consumer Affairs
Idaho (ID)	Meets Educational Requirements	Idaho does not have licensure requirements
Illinois (IL)	Meets Educational Requirements for Licensure	IL Department of Human Services
Indiana (IN)	Meets Educational Requirements for Licensure	Indiana Professional Licensing Agency
Iowa (IA)	Meets Educational Requirements for Licensure	Iowa Board of Behavioral Science
Kansas (KS)	Meets Educational Requirements for Licensure	Kansas Behavioral Sciences Regulatory Board
Kentucky (KY)	Meets Educational Requirements for Licensure	Kentucky Applied Behavior Analysis Licensing Board
Louisiana (LA)	Meets Educational Requirements for Licensure	Louisiana Behavior Analyst Board
Maine (ME)	Meets Educational Requirements	Maine does not have licensure requirements
Maryland (MD)	Meets Educational Requirements for Licensure	Maryland State Board of Professional Counselors and Therapists
Massachusetts (MA)	Meets Educational Requirements for Licensure	Board of Registration of Allied Mental Health and Human Services Professions
Michigan (MI)	Meets Educational Requirements for Licensure	Michigan Board of Behavior Analysts
Minnesota (MN)	Meets Educational Requirements for Licensure	Minnesota HF 5247
Mississippi (MS)	Meets Educational Requirements for Licensure	Mississippi Autism Board
Missouri (MO)	Meets Educational Requirements for Licensure	Missouri Behavior Analyst Advisory Board
Montana (MT)	Meets Educational Requirements for Licensure	**Montana Board of Psychologists**
Nebraska (NE)	Meets Educational Requirements for Licensure	**Nebraska Department of Health and Human Services**
Nevada (NV)	Meets Educational Requirements for Licensure	Nevada Applied Behavior Analysis Board
New Hampshire (NH)	Meets Educational Requirements	New Hampshire does not have licensure requirements
New Jersey (NJ)	Meets Educational Requirements for Licensure	State Board of Applied Behavior Analyst Examiners
New Mexico (NM)	Meets Educational Requirements	New Mexico does not have licensure requirements
New York (NY)	Meets Educational Requirements for Licensure	New York State Education Department, Office of Professions
North Carolina (NC)	Meets Educational Requirements for Licensure	North Carolina Behavior Analyst Licensure Board
North Dakota (ND)	Meets Educational Requirements for Licensure	North Dakota Board of Integrative Health Care
Ohio (OH)	Meets Educational Requirements for Licensure	Ohio Board of Psychology
Oklahoma (OK)	Meets Educational Requirements for Licensure	Oklahoma Licensed Behavior Analyst Board
Oregon (OR)	Meets Educational Requirements for Licensure	Behavior Analysis Regulatory Board
Pennsylvania (PA)	Meets Educational Requirements	Pennsylvania does not have licensure requirements

Rhode Island (RI)	Meets Educational Requirements	State of Rhode Island Department of Health
South Carolina (SC)	Meets Educational Requirements	South Carolina does not have licensure requirements
South Dakota (SD)	Meets Educational Requirements for Licensure	Applied Behavior Analyst Advisory Committee
Tennessee (TN)	Meets Educational Requirements for Licensure	Applied Behavior Analyst Licensing Committee
Texas (TX)	Meets Educational Requirements for Licensure	Texas Department of Licensing and Regulation
Utah (UT)	Meets Educational Requirements for Licensure	Utah Division of Professional Regulation
Vermont (VT)	Meets Educational Requirements for Licensure	Vermont Office of Professional Regulation
Virginia (VA)	Meets Educational Requirements for Licensure	Virginia Board of Medicine
Washington (WA)	Meets Educational Requirements for Licensure	Washington State Department of Health
West Virginia (WV)	Meets Educational Requirements	West Virginia does not have licensure requirements
Wisconsin (WI)	Meets Educational Requirements for	Wisconsin Department of Safety and Professional Services
Wyoming (WY)	Meets Educational Requirements for Licensure	Wyoming Board of Psychology
American Samoa	Meets Educational Requirements	American Samoa does not have licensure requirements
Federated States of Micronesia	Meets Educational Requirements	Federated States of Micronesia do not have licensure requirements
Guam	Meets Educational Requirements	Guam does not have licensure requirements
Northern Mariana Islands	Meets Educational Requirements	Northern Mariana Islands do not have licensure requirements
Republic of Palau	Meets Educational Requirements	Republic of Palau does not have licensure requirements
Republic of the Marshall Islands	Meets Educational Requirements	Republic of the Marshall Islands does not have licensure requirements
Puerto Rico	Meets Educational Requirements	Puerto Rico does not have licensure requirements
U.S.Virgin Islands	Meets Educational Requirements	U.S. Virgin Islands do not have licensure requirements

MSN - Family Nurse Practitioner

Program: Doctor of Nursing Practice

Accreditation: Commission on Collegiate Nursing Education (https://www.ccneaccreditation.org)

Alabama (AL)	Meets Educational Requirements for Licensure	Alabama Board of Nursing
Alaska (AK)	Meets Educational Requirements for Licensure	Alaska Board of Nursing
Arizona (AZ)	Meets Educational Requirements for Licensure	Arizona State Board of Nursing
Arkansas (AR)	Meets Educational Requirements for Licensure	Arkansas State Board of Nursing
California (CA)	Meets Educational Requirements for Licensure	California Board of Registered Nursing
Colorado (CO)	Meets Educational Requirements for Licensure	Colorado Board of Nursing
Connecticut (CT)	Meets Educational Requirements for Licensure	Connecticut Department of Public Health, Registered Nurse Licensure
Delaware (DE)	Meets Educational Requirements for Licensure	Delaware Division of Professional Regulation Board of Nursing
District of Columbia (DC)	Meets Educational Requirements for Licensure	District of Columbia Board of Nursing
Florida (FL)	Meets Educational Requirements for Licensure	Florida Board of Nursing
Georgia (GA)	Meets Educational Requirements for Licensure	Georgia Board of Nursing
Hawaii (HI)	Meets Educational Requirements for Licensure	Hawaii Board of Nursing
Idaho (ID)	Meets Educational Requirements for Licensure	Idaho Board of Nursing
Illinois (IL)	Meets Educational Requirements for Licensure	Illinois Department of Financial and Professional Regulation
Indiana (IN)	Meets Educational Requirements for Licensure	Indiana State Board of Nursing
Iowa (IA)	Meets Educational Requirements for Licensure	Iowa Board of Nursing

Kansas (KS)	Meets Educational Requirements for Licensure	Kansas Board of Nursing
Kentucky (KY)	Meets Educational Requirements for Licensure	Kentucky Board of Nursing
Louisiana (LA)	Meets Educational Requirements for Licensure	Louisiana State Board of Nursing
Maine (ME)	Meets Educational Requirements for Licensure	Maine State Board of Nursing
Maryland (MD)	Meets Educational Requirements for Licensure	Maryland Board of Nursing
Massachusetts (MA)	Meets Educational Requirements for Licensure	Massachusetts Board of Registration in Nursing
Michigan (MI)	Meets Educational Requirements for Licensure	Michigan Department of Licensing and Regulatory Affairs Board of Nursing
Minnesota (MN)	Meets Educational Requirements for Licensure	Minnesota Board of Nursing
Mississippi (MS)	Meets Educational Requirements for Licensure	Mississippi Board of Nursing
Missouri (MO)	Meets Educational Requirements for Licensure	Missouri Division of Professional Registration Board of Nursing
Montana (MT)	Meets Educational Requirements for Licensure	Montana Department of Labor and Industry Board of Nursing
Nebraska (NE)	Meets Educational Requirements for Licensure	Nebraska Department of Health and Human Services Nurse Licensing
Nevada (NV)	Does Not Meet Requirements	Nevada State Board of Nursing
New Hampshire (NH)	Meets Educational Requirements for Licensure	New Hampshire Office of Professional Licensure and Certification Board of Nursing
New Jersey (NJ)	Meets Educational Requirements for Licensure	New Jersey Board of Nursing
New Mexico (NM)	Meets Educational Requirements for Licensure	New Mexico Board of Nursing
New York (NY)	Meets Educational Requirements for Licensure	New York State Education Department Office of the Professions
North Carolina (NC)	Meets Educational Requirements for Licensure	North Carolina Board of Nursing
North Dakota (ND)	Meets Educational Requirements for Licensure	North Dakota Board of Nursing
Ohio (OH)	Meets Educational Requirements for Licensure	Ohio Board of Nursing
Oklahoma (OK)	Meets Educational Requirements for Licensure	Oklahoma Board of Nursing
Oregon (OR)	Meets Educational Requirements for Licensure	Oregon State Board of Nursing
Pennsylvania (PA)	Meets Educational Requirements for Licensure	Pennsylvania State Board of Nursing
Rhode Island (RI)	Meets Educational Requirements for Licensure	Rhode Island Board of Registration and Nursing Education
South Carolina (SC)	Meets Educational Requirements for Licensure	South Carolina Board of Nursing
South Dakota (SD)	Meets Educational Requirements for Licensure	South Dakota Board of Nursing
Tennessee (TN)	Meets Educational Requirements for Licensure	Tennessee Board of Nursing
Texas (TX)	Meets Educational Requirements for Licensure	Texas Board of Nursing
Utah (UT)	Meets Educational Requirements for Licensure	Utah Department of Commerce, Division of Occupational and Professional Licensing
Vermont (VT)	Meets Educational Requirements for Licensure	Board of Nursing - VT Secretary of State's Office
Virginia (VA)	Meets Educational Requirements for Licensure	Virginia Department of Health Professions Board of Nursing
Washington (WA)	Meets Educational Requirements for Licensure	Nursing Care and Quality Assurance Commission (housed at the WA Department of Health)

West Virginia (WV)	Meets Educational Requirements for Licensure	West Virginia Board of Examiners for Registered Professional Nurses
Wisconsin (WI)	Does Not Meet Requirements	Wisconsin Board of Nursing
Wyoming (WY)	Meets Educational Requirements for Licensure	Wyoming State Board of Nursing
American Samoa	Does Not Meet Requirements	NCSBN Nursing Regulation
Federated States of Micronesia	Does Not Meet Requirements	Federated States of Micronesia Department of Health and Social Affairs
Guam	Does Not Meet Requirements	Guam Board of Nurse Examiners
Northern Mariana Islands	Does Not Meet Requirements	NMI Board of Nursing
Republic of Palau	Does Not Meet Requirements	Republic of Palau Ministry of Health and Human Services
Republic of the Marshall Islands	Does Not Meet Requirements	Republic of the Marshall Islands Ministry of Health and Human Services
Puerto Rico	Meets Educational Requirements for Licensure	Puerto Rico Board of Nursing Examiners
U.S. Virgin Islands	Meets Educational Requirements for Licensure	Virgin Islands Board of Nurse Licensure

MSPA Licensure Information

Program: Master of Science in Physician Assistant

Accreditation: Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) http://arc-pa.org

Alabama (AL)	Meets Educational Requirements for Licensure	Board of Medical Examiners
Alaska (AK)	Meets Educational Requirements for Licensure	State Medical Board
Arizona (AZ)	Meets Educational Requirements for Licensure	Arizona Regulatory Board of PA
Arkansas (AR)	Meets Educational Requirements for Licensure	State Medical Board
California (CA)	Meets Educational Requirements for Licensure	CA PA Board
Colorado (CO)	Meets Educational Requirements for Licensure	Colorado Deptartment of Regulatory Agencies
Connecticut (CT)	Meets Educational Requirements for Licensure	Division of Medical Quality Assurance
Delaware (DE	Meets Educational Requirements for Licensure	Board of Medical Licensure & Discipline
District of Columbia (DC)	Meets Educational Requirements for Licensure	Board of Medicine
Florida (FL)	Meets Educational Requirements for Licensure	Florida Board of Medicine
Georgia (GA)	Meets Educational Requirements for Licensure	Composite Medical Board
Hawaii (HI)	Meets Educational Requirements for Licensure	Hawaii Medical Board
Idaho (ID)	Meets Educational Requirements for Licensure	Idaho Division of Occupational & Professional Licenses
Illinois (IL)	Meets Educational Requirements for Licensure	Division of Professional Regulation
Indiana (IN)	Meets Educational Requirements for Licensure	Physician Assistant Licensing Information
Iowa (IA)	Meets Educational Requirements for Licensure	Iowa Health & Human Services
Kansas (KS)	Meets Educational Requirements for Licensure	Kansas State Board of Human Arts
Kentucky (KY)	Meets Educational Requirements for Licensure	Board of Medical Licensure
Louisiana (LA)	Meets Educational Requirements for Licensure	State Board of Medical Examiners
Maine (ME)	Meets Educational Requirements for Licensure	Maine Board fo Licensure in Medicine

Maryland (MD)	Meets Educational Requirements for Licensure	Maryland Board of Physicians
Massachusetts (MA)	Meets Educational Requirements for Licensure	Board of Registration of PA
Michigan (MI)	Meets Educational Requirements for Licensure	Licensing & Regulatory Affairs
Minnesota (MN)	Meets Educational Requirements for Licensure	Board of Medical Practice
Mississippi (MS)	Meets Educational Requirements for Licensure	Mississippi State Board of Medical Licensure
Missouri (MO)	Meets Educational Requirements for Licensure	Division of Professional Registration
Montana (MT)	Meets Educational Requirements for Licensure	Montana Board of Medical Examiners
Nebraska (NE)	Meets Educational Requirements for Licensure	Department of Health & Human Services
Nevada (NV)	Meets Educational Requirements for Licensure	Nevada State Board of Medical Examiners
New Hampshire (NH)	Meets Educational Requirements for Licensure	Office of Professional Licensure & Certification
New Jersey (NJ)	Meets Educational Requirements for Licensure	Division of Consumer Affairs
New Mexico (NM)	Meets Educational Requirements for Licensure	New Mexico Medical Board
New York (NY)	Meets Educational Requirements for Licensure	Office of the Professions
North Carolina (NC)	Meets Educational Requirements for Licensure	North Carolina Medical Board
North Dakota (ND)	Meets Educational Requirements for Licensure	ND Board of Medicine
Ohio (OH)	Meets Educational Requirements for Licensure	State Medical Board
Oklahoma (OK)	Meets Educational Requirements for Licensure	Oklahoma Physician Assistants
Oregon (OR)	Meets Educational Requirements for Licensure	Oregon Medical Board
Pennsylvania (PA)	Meets Educational Requirements for Licensure	Pennsylvania Department of State
Rhode Island (RI)	Meets Educational Requirements for Licensure	Board of Physician Assistants
South Carolina (SC)	Meets Educational Requirements for Licensure	Board of Medical Examiners
South Dakota (SD)	Meets Educational Requirements for Licensure	SD Board of Medical & Osteopathic Examiners
Tennessee (TN)	Meets Educational Requirements for Licensure	Committee on Physician Assistants
Texas (TX)	Meets Educational Requirements for Licensure	Physician Assistant Board
Utah (UT)	Meets Educational Requirements for Licensure	Division of Professional Licensing
Vermont (VT)	Meets Educational Requirements for Licensure	Board of Medical Practice
Virginia (VA)	Meets Educational Requirements for Licensure	VA Board of Medicine
Washington (WA)	Meets Educational Requirements for Licensure	Washington Medical Commission
West Virginia (WV)	Meets Educational Requirements for Licensure	Board of Medicine
Wisconsin (WI)	Meets Educational Requirements for Licensure	Medical Examining Board
Wyoming (WY)	Meets Educational Requirements for Licensure	Wyoming Board of Medicine
American Samoa)	Does Not Meet Requirements	**Health Services Regulatory Board; Executive Office Building, Pago Pago AS, 96799; (684) 633-1222, Fax: (684) 633-1869**

Federated States of Micronesia	Does Not Meet Requirements	Federated States of Micronesia Department of Health and Social Affairs
Guam	Does Not Meet Requirements	Board of Medical Examiners
Northern Mariana Islands	Does Not Meet Requirements	Health Care Professions Licensing Board
Republic of Palau	Does Not Meet Requirements	Republic of Palau Ministry of Health and Human Services
Republic of the Marshall Islands	Does Not Meet Requirements	Republic of the Marshall Islands Ministry of Health and Human Services
Puerto Rico	Meets Educational Requirements for Licensure	Department of State
U.S. Virgin Islands	Meets Educational Requirements for Licensure	VI Board of Medical Examiners

Post-Bachelor's Certificate in Applied Behavior Analysis Licensure

Program: Post-Bachelor's Certificate in Applied Behavior Analysis

Behavior Analyst Certification Board®

https://www.bacb.com

Alabama (AL)	Meets Educational Requirements for Licensure	Alabama Behavior Analyst Licensure Board
Alaska (AK)	Meets Educational Requirements for Licensure	Department of Commerce, Community, and Economic Development
Arizona (AZ)	Meets Educational Requirements for Licensure	Arizona Board of Psychology Examiners
Arkansas (AR)	Meets Educational Requirements	Arkansas does not have licensure requirements
California (CA)	Meets Educational Requirements	California does not have licensure requirements
Colorado (CO)	Meets Educational Requirements	Colorado does not have licensure requirements
Connecticut (CT)	Meets Educational Requirements for Licensure	Connecticut State Department of Public Health
Delaware (DE)	Meets Educational Requirements	Delaware does not have licensure requirements
District of Columbia (DC)	Meets Educational Requirements	District of Columbia does not have licensure requirements
Florida (FL)	Meets Educational Requirements	Florida does not have licensure requirements
Georgia (GA)	Meets Educational Requirements for Licensure	Georgia Behavior Analyst Licensing Board
Hawaii (HI)	Meets Educational Requirements for Licensure	Department of Commerce and Consumer Affairs
Idaho (ID)	Meets Educational Requirements	Idaho does not have licensure requirements
Illinois (IL)	Meets Educational Requirements for Licensure	IL Department of Human Services
Indiana (IN)	Meets Educational Requirements for Licensure	Indiana Professional Licensing Agency
Iowa (IA)	Meets Educational Requirements for Licensure	Iowa Board of Behavioral Science
Kansas (KS)	Meets Educational Requirements for Licensure	Kansas Behavioral Sciences Regulatory Board
Kentucky (KY)	Meets Educational Requirements for Licensure	Kentucky Applied Behavior Analysis Licensing Board
Louisiana (LA)	Meets Educational Requirements for Licensure	Louisiana Behavior Analyst Board
Maine (ME)	Meets Educational Requirements	Maine does not have licensure requirements
Maryland (MD)	Meets Educational Requirements for Licensure	Maryland State Board of Professional Counselors and Therapists
Massachusetts (MA)	Meets Educational Requirements for Licensure	Board of Registration of Allied Mental Health and Human Services Professions
Michigan (MI)	Meets Educational Requirements for Licensure	Michigan Board of Behavior Analysts
Minnesota (MN)	Meets Educational Requirements for Licensure	Minnesota HF 5247
Mississippi (MS)	Meets Educational Requirements for Licensure	Mississippi Autism Board
Missouri (MO)	Meets Educational Requirements for Licensure	Missouri Behavior Analyst Advisory Board
Montana (MT)	Meets Educational Requirements for Licensure	**Montana Board of Psychologists**
Nebraska (NE)	Meets Educational Requirements for Licensure	**Nebraska Department of Health and Human Services**
Nevada (NV)	Meets Educational Requirements for Licensure	Nevada Applied Behavior Analysis Board
New Hampshire (NH)	Meets Educational Requirements	New Hampshire does not have licensure requirements
New Jersey (NJ)	Meets Educational Requirements for Licensure	State Board of Applied Behavior Analyst Examiners
New Mexico (NM)	Meets Educational Requirements	New Mexico does not have licensure requirements

New York (NY)	Meets Educational Requirements for Licensure	New York State Education Department, Office of Professions
North Carolina (NC)	Meets Educational Requirements for Licensure	North Carolina Behavior Analyst Licensure Board
North Dakota (ND)	Meets Educational Requirements for Licensure	North Dakota Board of Integrative Health Care
Ohio (OH)	Meets Educational Requirements for Licensure	Ohio Board of Psychology
Oklahoma (OK)	Meets Educational Requirements for Licensure	Oklahoma Licensed Behavior Analyst Board
Oregon (OR)	Meets Educational Requirements for Licensure	Behavior Analysis Regulatory Board
Pennsylvania (PA)	Meets Educational Requirements	Pennsylvania does not have licensure requirements
Rhode Island (RI)	Meets Educational Requirements	State of Rhode Island Department of Health
South Carolina (SC)	Meets Educational Requirements	South Carolina does not have licensure requirements
South Dakota (SD)	Meets Educational Requirements for Licensure	Applied Behavior Analyst Advisory Committee
Tennessee (TN)	Meets Educational Requirements for Licensure	Applied Behavior Analyst Licensing Committee
Texas (TX)	Meets Educational Requirements for Licensure	Texas Department of Licensing and Regulation
Utah (UT)	Meets Educational Requirements for Licensure	Utah Division of Professional Regulation
Vermont (VT)	Meets Educational Requirements for Licensure	Vermont Office of Professional Regulation
Virginia (VA)	Meets Educational Requirements for Licensure	Virginia Board of Medicine
Washington (WA)	Meets Educational Requirements for Licensure	Washington State Department of Health
West Virginia (WV)	Meets Educational Requirements	West Virginia does not have licensure requirements
Wisconsin (WI)	Meets Educational Requirements for	Wisconsin Department of Safety and Professional Services
Wyoming (WY)	Meets Educational Requirements for Licensure	Wyoming Board of Psychology
American Samoa	Meets Educational Requirements	American Samoa does not have licensure requirements
Federated States of Micronesia	Meets Educational Requirements	Federated States of Micronesia do not have licensure requirements
Guam	Meets Educational Requirements	Guam does not have licensure requirements
Northern Mariana Islands	Meets Educational Requirements	Northern Mariana Islands do not have licensure requirements
Republic of Palau	Meets Educational Requirements	Republic of Palau does not have licensure requirements
Republic of the Marshall Islands	Meets Educational Requirements	Republic of the Marshall Islands does not have licensure requirements
Puerto Rico	Meets Educational Requirements	Puerto Rico does not have licensure requirements
U.S.Virgin Islands	Meets Educational Requirements	U.S. Virgin Islands does not have licensure requirements

Post Baccalaureate Teacher Licensure (PBTL) Licensure Information

Program: Post Baccalaureate Teacher Licensure

Accreditation: Council for the Accreditation of Educator Preparation (CAEP) https:caepnet.org

Alabama (AL)	Does Not Meet Requirements	Alabama State Department of Education
Alaska (AK)	Does Not Meet Requirements	Alaska Department of Education & Early Development
Arizona (AZ)	Does Not Meet Requirements	Arizona Department of Education
Arkansas (AR)	Does Not Meet Requirements	Arkansas Department of Education
California (CA)	Does Not Meet Requirements	California Department of Education
Colorado (CO)	Does Not Meet Requirements	Colorado Department of Education
Connecticut (CT)	Does Not Meet Requirements	Connecticut State Department of Education's Bureau of Certification
Delaware (DE)	Does Not Meet Requirements	Delaware Department of Education
District of Columbia (DC)	Does Not Meet Requirements	District of Columbia Public Schools
Florida (FL)	Does Not Meet Requirements	Florida Department of Education
Georgia (GA)	Does Not Meet Requirements	Georgia Professional Standards Commission
Hawaii (HI)	Does Not Meet Requirements	Hawaii Teacher Standards Board
Idaho (ID)	Does Not Meet Requirements	Idaho State Department of Education
Illinois (IL)	Does Not Meet Requirements	Illinois State Board of Education
Indiana (IN)	Does Not Meet Requirements	Indiana Department of Education Office of Educator Licensing
Iowa (IA)	Does Not Meet Requirements	Iowa Department of Education
Kansas (KS)	Does Not Meet Requirements	Kansas State Department of Education
Kentucky (KY)	Does Not Meet Requirements	Kentucky Department of Education
Louisiana (LA)	Does Not Meet Requirements	Louisiana Department of Education

Maine (ME)	Does Not Meet Requirements	Certification Office, Maine Department of Education
Maryland (MD)	Does Not Meet Requirements	Maryland State Department of Education
Massachusetts (MA)	Does Not Meet Requirements	Massachusetts Department of Elementary and Secondary Education Office of Educator Licensure
Michigan (MI)	Does Not Meet Requirements	Michigan Department of Education
Minnesota (MN)	Does Not Meet Requirements	Minnesota Professional Educator Licensing and Standards Board
Mississippi (MS)	Does Not Meet Requirements	Mississippi Department of Education
Missouri (MO)	Does Not Meet Requirements	Missouri Department of Elementary and Secondary Education
Montana (MT)	Does Not Meet Requirements	Montana Office of Public Instruction
Nebraska (NE)	Does Not Meet Requirements	Nebraska Department of Education
Nevada (NV)	Does Not Meet Requirements	State of Nevada Department of Education Educator Licensure
New Hampshire (NH)	Does Not Meet Requirements	New Hampshire Department of Education
New Jersey (NJ)	Does Not Meet Requirements	New Jersey Department of Education
New Mexico (NM)	Does Not Meet Requirements	New Mexico Public Education Department
New York (NY)	Does Not Meet Requirements	New York State Education Department Office of Teaching Initiatives
North Carolina (NC)	Does Not Meet Requirements	North Carolina Department of Public Instruction
North Dakota (ND)	Does Not Meet Requirements	North Dakota Education Standards and Practices Board
Ohio (OH)	Does Not Meet Requirements	Ohio Department of Education
Oklahoma (OK)	Does Not Meet Requirements	Oklahoma State Department of Education
Oregon (OR)	Does Not Meet Requirements	Oregon Teacher Standards and Practices Commission
Pennsylvania (PA)	Does Not Meet Requirements	Pennsylvania Department of Education Bureau of School Leadership and Teacher Quality
Rhode Island (RI)	Does Not Meet Requirements	Office of Educator Excellence and Certification Services
South Carolina (SC)	Does Not Meet Requirements	South Carolina Department of Education
South Dakota (SD)	Does Not Meet Requirements	South Dakota Department of Education
Tennessee (TN)	Does Not Meet Requirements	Office of Educator Licensure and Preparation Tennessee Department of Education
Texas (TX)	Does Not Meet Requirements	Texas Education Agency
Utah (UT)	Does Not Meet Requirements	Utah State Board of Education
Vermont (VT)	Does Not Meet Requirements	State of Vermont Agency of Education
Virginia (VA)	Meets Educational Requirements for Licensure	Virginia Department of Education
Washington (WA)	Does Not Meet Requirements	Washington State Professional Educator Standards Board
West Virginia (WV)	Does Not Meet Requirements	West Virginia Department of Education
Wisconsin (WI)	Does Not Meet Requirements	Wisconsin Department of Public Instruction
Wyoming (WY)	Does Not Meet Requirements	Wyoming Professional Teaching Standards Board
American Samoa	Does Not Meet Requirements	American Samoa Department of Education
Federated States of Micronesia	Does Not Meet Requirements	Federal States of Micronesia
Guam	Does Not Meet Requirements	Guam Department of Education
Northern Mariana Islands	Does Not Meet Requirements	Northern Mariana Islands Public School System
Republic of Palau	Does Not Meet Requirements	Ministry of Education
Republic of the Marshall Islands	Does Not Meet Requirements	Republic of the Marshall Island DOE
Puerto Rico	Does Not Meet Requirements	Puerto Rico State Department of Education
U.S. Virgin Islands	Does Not Meet Requirements	The Virgin Islands Department of Education

Post-Master's Certificate in Applied Behavior Analysis Licensure

Program: Post-Master's Certificate in Applied Behavior Analysis

Behavior Analyst Certification Board®

Alabama (AL)	Meets Educational Requirements for Licensure	Alabama Behavior Analyst Licensure Board
Alaska (AK)	Meets Educational Requirements for Licensure	Department of Commerce, Community, and Economic Development
Arizona (AZ)	Meets Educational Requirements for Licensure	Arizona Board of Psychology Examiners
Arkansas (AR)	Meets Educational Requirements	Arkansas does not have licensure requirements
California (CA)	Meets Educational Requirements	California does not have licensure requirements
Colorado (CO)	Meets Educational Requirements	Colorada does not have licensure requirements
Connecticut (CT)	Meets Educational Requirements for Licensure	Connecticut State Department of Public Health

Delaware (DE)	Meets Educational Requirements	Delaware does not have licensure requirements
District of Columbia (DC)	Meets Educational Requirements	District of Columbia does not have licensure requirements
Florida (FL)	Meets Educational Requirements	Florida does not have licensure requirements
Georgia (GA)	Meets Educational Requirements for Licensure	Georgia Behavior Analyst Licensing Board
Hawaii (HI)	Meets Educational Requirements for Licensure	Department of Commerce and Consumer Affairs
Idaho (ID)	Meets Educational Requirements	Idaho does not have licensure requirements
Illinois (IL)	Meets Educational Requirements for Licensure	IL Department of Human Services
Indiana (IN)	Meets Educational Requirements for Licensure	Indiana Professional Licensing Agency
Iowa (IA)	Meets Educational Requirements for Licensure	Iowa Board of Behavioral Science
Kansas (KS)	Meets Educational Requirements for Licensure	Kansas Behavioral Sciences Regulatory Board
Kentucky (KY)	Meets Educational Requirements for Licensure	Kentucky Applied Behavior Analysis Licensing Board
Louisiana (LA)	Meets Educational Requirements for Licensure	Louisiana Behavior Analyst Board
Maine (ME)	Meets Educational Requirements	Maine does not have licensure requirements
Maryland (MD)	Meets Educational Requirements for Licensure	Maryland State Board of Professional Counselors and Therapists
Massachusetts (MA)	Meets Educational Requirements for Licensure	Board of Registration of Allied Mental Health and Human Services Professions
Michigan (MI)	Meets Educational Requirements for Licensure	Michigan Board of Behavior Analysts
Minnesota (MN)	Meets Educational Requirements for Licensure	Minnesota HF 5247
Mississippi (MS)	Meets Educational Requirements for Licensure	Mississippi Autism Board
Missouri (MO)	Meets Educational Requirements for Licensure	Missouri Behavior Analyst Advisory Board
Montana (MT)	Meets Educational Requirements for Licensure	**Montana Board of Psychologists**
Nebraska (NE)	Meets Educational Requirements for Licensure	**Nebraska Department of Health and Human Services**
Nevada (NV)	Meets Educational Requirements for Licensure	Nevada Applied Behavior Analysis Board
New Hampshire (NH)	Meets Educational Requirements	New Hampshire does not have licensure requirements
New Jersey (NJ)	Meets Educational Requirements for Licensure	State Board of Applied Behavior Analyst Examiners
New Mexico (NM)	Meets Educational Requirements	New Mexico does not have licensure requirements
New York (NY)	Meets Educational Requirements for Licensure	New York State Education Department, Office of Professions
North Carolina (NC)	Meets Educational Requirements for Licensure	North Carolina Behavior Analyst Licensure Board
North Dakota (ND)	Meets Educational Requirements for Licensure	North Dakota Board of Integrative Health Care
Ohio (OH)	Meets Educational Requirements for Licensure	Ohio Board of Psychology
Oklahoma (OK)	Meets Educational Requirements for Licensure	Oklahoma Licensed Behavior Analyst Board
Oregon (OR)	Meets Educational Requirements for Licensure	Behavior Analysis Regulatory Board
Pennsylvania (PA)	Meets Educational Requirements	Pennsylvania does not have licensure requirements
Rhode Island (RI)	Meets Educational Requirements	State of Rhode Island Department of Health
South Carolina (SC)	Meets Educational Requirements	South Carolina does not have licensure requirements
South Dakota (SD)	Meets Educational Requirements for Licensure	Applied Behavior Analyst Advisory Committee
Tennessee (TN)	Meets Educational Requirements for Licensure	Applied Behavior Analyst Licensing Committee
Texas (TX)	Meets Educational Requirements for Licensure	Texas Department of Licensing and Regulation
Utah (UT)	Meets Educational Requirements for Licensure	Utah Division of Professional Regulation
Vermont (VT)	Meets Educational Requirements for Licensure	Vermont Office of Professional Regulation
Virginia (VA)	Meets Educational Requirements for Licensure	Virginia Board of Medicine
Washington (WA)	Meets Educational Requirements for Licensure	Washington State Department of Health
West Virginia (WV)	Meets Educational Requirements	West Virginia does not have licensure requirements
Wisconsin (WI)	Meets Educational Requirements for	Wisconsin Department of Safety and Professional Services
Wyoming (WY)	Meets Educational Requirements for Licensure	Wyoming Board of Psychology
American Samoa	Meets Educational Requirements	American Samoa does not have licensure requirements

Federated States of Micronesia	Meets Educational Requirements	Federate States of Micronesia do not have licensure requirements
Guam	Meets Educational Requirements	Guam does not have licensure requirements
Northern Mariana Islands	Meets Educational Requirements	Northern Mariana Islands do not have licensure requirements
Republic of Palau	Meets Educational Requirements	Republic of Palau does not have licensure requirements
Republic of the Marshall Islands	Meets Educational Requirements	Republic of the Marshall Islands does not have licensure requirements
Puerto Rico	Meets Educational Requirements	Puerto Rico does not have licensure requirements
U.S.Virgin Islands	Meets Educational Requirements	U.S. Virgini Islands do not have licensure requirements

RN-BSN Program Licensure Information

Program	**RN to BSN program**
Accreditation	Commission on Collegiate Nursing Education (https://www.ccneaccreditation.org) This is a post-licensure program.
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 Mairana 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

Student Consumer Information

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, sever 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.

HB 886 Compliance

HB (House Bill) 886 was adopted during the regular sessions of the General Assembly of Virginia in 2014. HB 886 requires the State Council of Higher Education for Virginia (SCHEV) to disseminate to each public high school and each institution of higher education in the Commonwealth for which the Council has student-level data a link on its website to certain published postsecondary education and employment data. Further, it requires each institution of higher education to provide the link.

Students and prospective students may find the SCHEV information resources of use in planning for college and careers. SCHEV has created an institutional profile for each Virginia public college and university, and for each independent college or university participating in the Virginia Tuition Assistance Grant Program. Please refer to Mary Baldwin's profile on the SCHEV website for additional information.

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 (either fall or spring) 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 addtional 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.

Faculty and Staff

Board of Trustees

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SHELLEY GOODE '79

ANITA M. HUDSON-FRALEY

MARK LAROSA

JOHN R. ROGERS

MICHAEL SCHOENFELD

ANDREW SHIPP '18

DAVID ANTHONY SHIPULA

TRIMBLE BAILEY SPITZER '99

LORETTA TABB

MARIAN "SUE" WHITLOCK '67

Trustees Emeriti

CLAIRE "YUM" ARNOLD '69

CHARLOTTE JACKSON BERRY '51

C. STUART COCHRAN

NANCY PAYNE DAHL '56

SARAH FLANAGAN

MOLLY FETTERMAN HELD '76

ANNA KATE REID HIPP '63

DR. JAMES D. LOTT

MARGARET "LYN" MCDERMID '95

LOUISE ROSSETT MCNAMEE '70

MARIA CERMINARA ACAR '82

MARGARET WREN DE ST. AUBIN '81

Executive Leadership

JEFFREY P. “JEFF” STEIN (2023)
President; BA, Beloit College; MA, University of Northern Colorado; MFA, Colorado State University; Ed.D. University of Georgia

ANDREA CORNETT-SCOTT (1996)
Chief Diversity Officer; BA, Morris Brown College; MDiv, Payne Theological Seminary

LIESEL NOWAK CROSIER (2009)
Vice President for Integrated Communication; ABJ, University of Georgia

AMY DIDUCH (1995)
Vice President and Dean of the Gold College of Arts and Sciences and Professor of Economics; BA, William & Mary; MA and PhD, Harvard University

BRIG. GEN. TERESA “TERRY” DJURIC (2013)
Commandant of Cadets for the Virginia Women’s Institute for Leadership, Special Assistant to the President; BS, Mary Washington College; MA, University of Colorado, Colorado Springs; MSS, Army War College

MARY HARVEY (2021)
Vice President of Advancement; BA, Mount St. Mary’s University; MA, The Catholic University of America

PAUL D. MENZER (2007)
Provost and Professor of Shakespeare and Performance; BA, University of Maryland; MA, Georgetown University; PhD, University of Virginia

BRADLEY “BRAD” SHERIFF (2024)
Interim Chief Financial Officer; BA, Greenville University; MBA, University of Illinois - Springfield; PhD, Indiana Institute of Technology

TODD TELEMECO (2023)
Vice President and Dean of Murphy Deming College of Health Sciences; BS, MPT, Shenandoah University; Ph.D., Virginia Commonwealth University; DPT, Shenandoah University

CAREY USHER (2024)
Vice President of Student Engagement; BA, Converse College; MA, PhD, University of Alabama at Birmingham

C. WILLIAM "WILL" WEBB (2021)
Chief Growth Officer and Senior Vice President and Dean of the Palmer College of Professional Studies; BA, MEd, University of Vermont

Past Presidents

A. M. FRASER 1923–1929
L. WILSON JARMAN 1929–1946
FRANK BELL LEWIS 1947–1953
CHARLES W. MCKENZIE 1954–1956
SAMUEL R. SPENCER JR. 1957–1968
WILLIAM WATKINS KELLY 1969–1976
VIRGINIA L. LESTER 1976–1985
CYNTHIA HALDENBY TYSON 1985–2003
PAMELA R. FOX 2003–2023

Faculty and Staff Emeriti

Administrative Officers Emeriti

BEVERLY J. ASKEGAARD (1989-2017)
Assistant Professor of Education and Director Emerita of the Learning Skills Center; BA, Mary Washington College; MEd, University of Virginia

LEWIS D. ASKEGAARD (1983-2017)
Dean of Institutional Research/Registrar Emeritus; BA, MEd., PhD, University of Virginia

N. MICHAEL BISSELL (1995-2013)
VWIL Commandant, Brig Gen Virginia Militia

BRENDA BRYANT (1995-2012)
Dean of Students, Senior VP Enrollment and Administration, Director of VWIL

PAMELA FOX (2003-2023)
President and Professor of Music Emerita; BA, MA, PhD, University of Cincinnati College Conservatory of Music

CAROLE GROVE (2000–2010)
Director Emerita of Graduate Teacher Education, Professor Emerita of Education; AA, Averett College; BA, Longwood College; MEd, Western Maryland College; PhD, University of Virginia

PATRICIA HUNT (1985–2010)
Chaplain Emerita; BA, Wake Forest University; MDiv, Union Theological Seminary, Virginia; Union Theological Seminary, New York

JAMES D. LOTT (1964–2001)
Dean Emeritus of the College and Professor Emeritus of English; BA, University of Tennessee; MA, Vanderbilt University; PhD, University of Wisconsin

JAMES McCOY (2017-2020)
Vice President Emeritus of Administration; BS, Virginia Tech; MS, PhD, Pennsylvania State University

LINDA SEESTEDT-STANFORD (2012-2017)
Founding Vice President and Dean Emerita of the Murphy Deming College of Health Sciences; BS, MA, Central Michigan University; PhD, Michigan State University

LISA D. SHOAF (2012-2023)
Vice President and Dean Emerita of the Murphy Deming College of Health Sciences and Professor Emerita of Health Sciences; BS, Medical College of Virginia/Virginia Commonwealth University; MS, James Madison University; PhD, DPT Virginia Commonwealth University

Faculty Emeriti

ANN FIELD ALEXANDER (1989–2010)
Professor Emerita of History; BA, Mary Baldwin College; MA, PhD, Duke University

ROBERT T. ALLEN III (1982–2012)
Professor Emeritus of Music; BA, MM, University of North Carolina; MA, Cornell University; PhD, University of Michigan

KENNETH BEALS (2001-2015)
Assist Professor Emeritus of Philosophy & Religion; Assistant Professor of Religion and Philosophy; BA, Wittenberg University; ThM, ThD, Boston University School of Theology

GORDON L. BOWEN (1983–2012)
Professor of Political Science; BA, San José State University; MA, PhD, University of California at Santa Barbara

DAVID M. CARY (1971–2000)
Professor Emeritus of Sociology; BS, MS, University of Wisconsin; PhD, University of Minnesota

RALPH A. COHEN (2003-2022)
Professor Emeritus of Shakespeare and Performance and English; Virginia Worth Gonder Fellow in Theatre; AB, Dartmouth College; MA, PhD, Duke University

KAREN DORGAN (1994–2014)
Professor Emerita of Education; BA, MA, College of William and Mary; EdD, University of Virginia

CARRIE DOUGLASS (1989–2009)
Professor Emerita of Anthropology, BA, University of Nebraska; MA, PhD, University of Virginia

DANIEL W. DOWDY (1993–2013)
Associate Professor Emeritus of Business; BA, Lynchburg College; MBA, University of Hawaii

PAMELA FOX (2003-2023)
President and Professor of Music Emerita; BA, MA, Ph.D., University of Cincinnati College Conservatory of Music

KATHARINE M.G. FRANZEN (1991-2021)
Assistant Professor Emerita of History (part-time); MA, St. Andrews University; PhD, University of Virginia

LOUISE M. FREEMAN (2000-2023)
Professor Emerita of Psychology (part-time); BS, Emory University; MA, PhD, University of California at Berkeley

DIANE M. GANIERE (1982–2001)
Professor Emerita of Psychology; BA, Mount Mary College; MS, PhD, University of Wisconsin

STEVENS GARLICK (1984–2004)
Professor Emeritus of German; BA, Harvard University; MA, PhD, Stanford University

MICHAEL GENTRY (1982–2010)
Associate Professor Emeritus of Mathematics; BS, MEd, EdD, Virginia Polytechnic Institute and State University

NANCY M. GILLETT (1981–1993)
Assistant Professor Emerita of Psychology; BA, Wellesley College; EdM, Harvard University; MA, San Jose State University; PhD, Syracuse University

JAMES E. GILMAN (1984–2014)
Professor Emeritus of Religion and Philosophy; BA,

Seattle Pacific University; MDiv, Denver Theological Seminary; MA, University of Colorado; MPhil, PhD, Drew University; Oxford University

SUSAN BLAIR GREEN (1986–2011)
Professor Emerita of English; BA, Gettysburg College; MA, PhD, University of Pennsylvania

ROBERT GROTJOHN (1993–2010)
Professor Emeritus of English; BA, University of Minnesota-Morris; MA, PhD, University of Wisconsin-Madison

ELIZABETH M. HAIRFIELD (1970–2005)
Professor Emerita of Chemistry and former holder of the Caroline Rose Hunt Distinguished Chair in the Natural Sciences; BS, Wheaton College; MPhil, Bedford College of the University of London; PhD, Bryn Mawr College

HAMPTON HAIRFIELD (1992–2006)
Laboratory Instructor Emeritus; BS, University of Virginia

JAMES J. HARRINGTON (1983) Professor of Education; BA, MA, MS, Jacksonville State University; PhD, University of Alabama

MARIA LENA HOBSON (1987–2016)
Associate Professor Emerita of Art History; BFA, MA, PhD, Virginia Commonwealth University

SARA N. JAMES (1991–2016)
Professor Emerita of Art History; AB, Mary Baldwin College; MA, Old Dominion University; PhD, University of Virginia

ERIC JONES (1986–2015)
Associate Professor Emeritus of Biology and holder of the Caroline Rose Hunt Distinguished Chair in the Natural Sciences; BS, Bucknell University; MS, PhD, Pennsylvania State University

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

CLAIRE T. KENT (1991-2021)
Associate Professor Emerita of Business and holder of the Bertie Wilson Murphy Distinguished Chair in Business Administration; BBA, MBA, James Madison University

JUDY L. KLEIN (1982–2016)
Professor Emerita of Economics; BA, The College of William and Mary; MSc, London School of Economics and Political Science; PhD, London Guildhall University

WILLIAM W. LITTLE (1973–2004)
Associate Professor Emeritus of Social Work; BS, MA, East Carolina University; MSW, Virginia Commonwealth University; ACSW

DUDLEY B. LUCK (1972–1986; 1988–2005)
Associate Professor Emerita of Education; Founding Director of ADP; Director of PGTL; BS, Longwood College; MEd, EdS, University of Virginia

KATHY McCLEAF (1984-2022)
Professor Emerita of Education and Gender and Sexuality Studies; BS, MS, James Madison University; EdD, University of Phoenix

JAMES C. McCRORY (1985-2016)
Professor Emeritus of Education; BA, MEd, EdD, University of Virginia

ANNE McGOVERN (1986-2019)
Associate Professor Emerita of French; BA, MA, State University of New York at Stony Brook; PhD, Vanderbilt University

JUDY DeL'EAU McMAHON (1985–2003)
Associate Professor Emerita of Psychology; BS, University of Washington; MA, University of Kentucky; PhD, Southern Illinois University at Carbondale

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

JOHN ONG (1989-2022)
Associate Professor Emeritus of Mathematics; BE, University of Malaya; MS, MA, University of Kansas; MS, Virginia Polytechnic Institute and State University; 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

EDWARD A. SCOTT (1990-2023)
Associate Professor Emeritus of Philosophy; BA, Slippery Rock State College; MA, PhD, Duquesne 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. STUHLSATZ (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

TAMRA WILLIS (2002-2021)
Professor Emerita of Education; BS, Appalachian State Unviersity; 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 2025-2026

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

ANDREW BALDWIN (2023)
Assistant Professor, Co-Director of Clinical Education, Physical Therapy program; BS and MS, Nazareth College of Rochester; DPT, Shenandoah University

KADRIN ANDERSON (2012)
Assistant Professor; Biology; BA, Houghton College; MS, Old Dominion University

MEGAN BAILES (2024)
Assistant Professor; Occupational Therapy Program; BA, University of Virginia, MS, Virginia Commonwealth, OTD, Radford University

PAMELA R. H. BAILEY (2014)
Associate Professor; Education; Associate Dean of

the School of Education; BS, West Virginia State College; MA, University of Phoenix; PhD, George Mason University

DOREEN BECHTOL (2012)
Professor; Shakespeare and Performance; BS, Western Michigan University; MFA, Mary Baldwin College

DONOVAN BRANCHE (2015)
Associate Professor; 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)
Associate Professor;History; BA, Roanoke College; MA, PhD, University of Virginia

EMILY V. BUDD (2020)
Associate 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; Biology; BS, MS, Virginia Polytechnic Institute and State University; PhD, University of Maryland

LORA CANTWELL (2022)
Assistant Professor; Social Work Program Director; BA, University of Virginia; MSW, Virginia Commonwealth University; DSW, University of Tennessee

CHESNEY CARROLL (2024)
Assistant Professor; Occupational Therapy Program; BS, Northwest Nazarene University, MSPA, Mary Baldwin University

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

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

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

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

MARTHA CULLATY (2017)
Assistant Professor; Doctor of Physical Therapy Program; BS and MAT, University of Virginia; MPT, University of Florida

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

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

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

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

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

KRISTEN EGAN (2011)
Professor; English; BS, Le Moyne College; MA, State University of New York at Cortland; PhD, Loyola University Chicago

ALLISON L. ELLINGTON (2013)
Professor, Program Director, Occupational Therapy Program; BS, MS, Ithaca College; OTD, Chatham University

FELICIA ESTEBAN (2023)
Associate Professor, Physician Assistant Program; BS, Virginia Tech; MD, Medical University of South Carolina

JANET S. EWING (1977)
Associate Professor; 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

MARYAH FRAM (2025)
Associate Professor, Program Director, Master of Social Work Program; BA, University of Virginia; MSW and PhD, University of Washington

EMILY GREENE (2016)
Assistant Professor; Physician Assistant Program; BS, University of Mary Washington; MSPA, James Madison University

KATHRYN GLODOWSKI (2023)
Assistant Professor, Director of Clinical Education, Applied Behavioral Analysis and Autism Studies; BS, University of Wisconsin, Eau Claire; MS and PhD, Western New England University

REBECCA HABERMAN (2020)
Assistant Professor; Biology; BS, Duke University; PhD, University of North Carolina

JENNIFER A. HANCOCK (2015)
Associate Professor; Clinical Anatomist; Health Sciences; BA, Capital University; PhD, Ohio University

GREGORY G. HANSEN (2014)
Associate Professor; Occupational Therapy Program; BS, West Virginia University; MS, Western Michigan University; PhD, University of Virginia

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; Psychology; BS, James Madison University; MS, Radford University; PsyD, James Madison University

ROBIN FAIN HOPKINS (2018)
Associate Professor; Psychology; PhD, University of Louisville

VERONICA HOWARD (2022)
Associate Professor; Applied Behavior Analysis; BS, Northern Michigan University; MA, PhD, University of Kansas

JENNIFER B. HUNT (2014)
Associate Professor, Director of Academic Education, Physician Assistant Program; BS, Ohio Northern University; MMS, Arcadia University

CHRIS JENNEY (2024)
Assistant Professor; Psychology, PhD, Pennsylvania State University

LISE KEITER (1998)
Professor; Music; BM, Oberlin College and Conservatory of Music; MM, DM, Indiana University

SARAH KENNEDY (2000)
Professor; English; BA, MA, Butler University; PhD, Purdue University

PETER KIRWAN (2022)
Professor; Shakespeare and Performance; BA, MA, PhD, University of Warwick

LISA LANDRUM (2024)
Assistant Professor, Social Work Field Director; BSW Seton Hill University, MBA Indiana University, PhD, University of Pennsylvania

BROOKE LIESKE (2023)
Assistant Professor, Co-Director of Clinical Education; Physical Therapy program; DPT, Shenandoah University

KATHERINE LOW (2011)
Associate Professor and College Chaplain; BA, Doane College; MDiv and PhD, Texas Christian University

CHANDRA MASON (2008)
Professor; 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

CATHERINE FERRIS McPHERSON (1993)
Associate Professor; Business and holder of the Bertie Wilson Murphy Distinguished Chair in Business Administration; Associate Dean of the School of Business; 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; Shakespeare and Performance and English; Provost; Vice President of the College of Arts and Sciences; BA, University of Maryland; MA, Georgetown University; PhD, University of Virginia

PAIGE MERKORD-REED (2020)
Associate Professor; Criminal Justice; BA, Mary Baldwin University; MS, Fairmont State University

KERRY MILLS (2005)
Assistant Professor; Art History; BS, BFA, MA, Virginia Commonwealth University

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)
Assistant Professor and Director of Film Studies; BA, East Carolina University; MFA, University of New Orleans

PATRICIA LYNN MURPHY (2004)
Associate Professor; Psychology; BS, George Washington University; MA, University of Vermont; PhD, University of Vermont, Burlington

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

DEREK OWENS (2023)
Associate Professor, Director of Curriculum, Nurse Anesthesia Program; ASN, Pensacola Junior College; BS, University of South Alabama; MSNA, Texas Christian University; DrAP, University of Michigan, Flint.

BRENCI PATIÑO (2011)
Professor; Spanish; BA, University of Texas; MA and PhD, University of Illinois

RACHEL POTTER (2003)
Professor; Behavior Analysis & 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)
Associate Professor; 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

PETER RUIZ-HAAS (2008)
Associate Professor; Chemistry; BA, Hampshire College; PhD, Oregon State University

RYAN SAIN (2021)
Associate Professor; Applied Behavior Analysis; BS, Eastern Washington University; MS, PhD, Washington State University

JOHN P. SCHEIDLER (2004)
Assistant Professor; Theatre and Shakespeare and Performance; BA, Western Michigan University; MFA, University of Virginia

STEPHANIE SEBOLT (2015)
Associate Professor; Education; BA, Mary Washington College; MA, PhD, Virginia Polytechnic Institute and State University

MOLLY SEREMET (2020)
Associate Professor; Theatre; BA, Allegheny College; M.Res, University of Roehampton; MLitt, MFA, Mary Baldwin University

LAURA A. SHOWALTER (1994)
Professor; Political Science; BA, University of the South; PhD, Emory University

Clayton Smith (2024)
Associate Professor and Program Director; Marketing; MA, Columbia College

JOSEPH SPRANGEL, JR (2010)
Associate Professor; Business Administration; 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

SHEILA TALBOTT (2023)
Assistant Professor, Program Director, DNP-FNP; ADN, J. Sargent Reynolds Community College; BSN, MSN, DNP, Old Dominion University

MARY CLAY THOMAS (2008)
Associate Professor; Associate Dean for the School of Professional Studies; BA, University of Montana; MSW, University of Vermont; DSW, University of St. Thomas

AMY J. TILLERSON (2004)
Professor; History; Dean of the Mary Baldwin College for Women; BA, MA, Virginia Polytechnic Institute and State University; PhD, Morgan State University

JOANNE TRITSCH (2014)
Assistant Professor; 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

CATHERINE TURNER (2023)
Associate Professor; Program Director, Physical Therapy program; BS, MSPT, DPT, PhD, University of Nevada, Las Vegas

KATHERINE TURNER (2005)
Professor; English; BA, University of Oxford (Balliol College); MPhil, PhD, University of Oxford

CAREY L. USHER (2002)
Associate Professor; Sociology; BA, Converse College; MA, PhD, University of Alabama at Birmingham

CARLA VAN DEVANDER (2013)
Assistant Professor; Education and Academic Advisor; BA, George Mason University; MEd, Eastern Mennonite University

Jerrol Wallace (2024)
Associate Professor; DNP/NAP and Director of Clinical Education; BSN, Norfolk State University, BS, Campbell University, DNP, Duke University

MICHAEL WELSCH (2024)
Professor; Kinesiology; BS, North Texas State University, MS, University of North Texas, PhD, University of Florida

ABIGAIL WIGHTMAN (2009)
Professor; Anthropology; BA, Miami University; MA, PhD, University of Oklahoma

ANNA-ROSE WOLFF (2022)
Assistant Professor; Mathematics; BS, MS, George Mason University; PhD, Purdue University

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

Past Catalogs

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2023-2024 Catalog

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2015-2016 Catalog

2014-2015 Catalog

2013-2014 Catalog

2012-2013 Catalog

2011-2012 Catalog

2010-2011 Catalog

Degrees & Certificates

Gold College of Arts and Sciences

School of Humanities and Social Sciences

African American Studies

African American Studies (Minor)

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
ENG 364	AFRICAN AMERICAN LITERATURE (D)	3
HIST 268	RACE & RACISM:HIST, IDEOL, RESI (H)	3
PHIL 232	AFRICAN AMERICAN THOUGHT (D)	3
REL 232	AFRICAN AMERICAN RELIGION (D)(IDEN)	3

One of the following:

Or any colloquium related to African American Studies and approved by the director of the minor.

Item #	Title	Credits
HIST 267	HIST OF THE HARLEM RENAISSANCE (D)	3
HIST 365	HIST OF CIVIL RIGHTS MOVEMENT (T)	3
MUS 251	HISTORY OF JAZZ (D) (IDEN)	3
SOC 242	RACE IN SOCIOLOGICAL PERSPECTVE (D)	3
THEA 370	BLACK THEATRE IN AMERICA (HD)	3

One of the following:

Item #	Title	Credits
HIST 265	AFRICAN-AMERICAN HIST TO 1877 (DR)	3
HIST 266	AFRICAN-AMERICAN HIST FROM 1877 (D)	3
MUS 227	BLACK SACRED MUSIC (A) (D)	3
	Total credits:	**18**

Anthropology

Anthropology and Sociology (Minor)

Sociology is the scientific study of the social dimension of human experience, through the application of scientific principles and procedures in order to better understand social interaction, social groups, institutions, and inequality. Anthropology is the study of the human experience, divided into four main subfields: cultural anthropology, linguistic anthropology, biological anthropology, and archaeology. As the study of contemporary human societies, cultural anthropology attempts to describe, understand, and explain cultural practices in all human communities, including our own.

The Sociology and Anthropology minor provides students with an understanding of human societies, cultures, and social dynamics. In particular, students develop critical thinking and analysis skills, cultural competence through the analysis of cultural differences, an understanding of social structures, institutions, inequalities, an understanding of ethical

human subjects research, and how to identify social problems through evidence and develop community-oriented policy solutions. The minor compliments any major that is focused on working with and in communities: Criminal Justice, Social Work, Public Policy, Education, Business, Marketing and Communication, Health Care Administration, Health Sciences, and Psychology. The minor will help graduates find professional success in nonprofit management, social services, the health professions, museums, education, historic and cultural preservation, public policy, business and marketing, international development and diplomacy, criminal justice, and social work.

Type: Minor

Required Core:

Item #	Title	Credits
SOC 100	GENERAL SOCIOLOGY (S) (DECI)	3
ANTH 120	CULTURE AND PERSPECTIVE (SI) (VOYA)	3
	CJ 266 or ANTH 121	3

Three of the following:

Students may substitute one relevant course with program approval.

Item #	Title	Credits
	ANTH 202 or SOC 202	3
SOC 212	SOCIAL PROBLEMS (S)	3
CJ 211	CRIMINOLOGY	3
SOC 232	DEVIANCE (S)	3
ANTH 220	LANGUAGE AND CULTURE (I)	3
ANTH 244	MAGIC, RITUAL, AND RELIGION (I)	3
SOC 248	SOCIAL INEQUALITY (DW)	3
	SOC 262 or CJ 222	3
SOC 284	SOCIOLOGY OF RELIGION	3
ANTH 260	MEDICINE, CULTURE, & SOCIETY (SD)	3
CJ 305	FEDERAL INDIAN LAW AND NATIVE COMMUNITIES	3
SOC 320	RESEARCH METHODS (R)	3
	Any SGS course	3
	Total credits:	**18**

English

English (BA)

Type: Major

Requirements for the Major in English

Item #	Title	Credits
ENG 111	INTRO TO LITERATURE (HW) (NARR)	3

One course from Historical Foundations (Literature before 1800)

Item #	Title	Credits
ENG 208	BRITISH LITERATURE BEFORE 1780 (HW)	3
ENG 216	INTRODUCTION TO SHAKESPEARE (H)	3
ENG 220	AMERICAN LITERATURE: COLONIAL TO ROM (HW)	3
ENG 320	RENAISSANCE LITERATURE (R)	3

One course from Modernity in Literature (Literature after 1800)

Item #	Title	Credits
ENG 209	BRITISH LITERATURE AFTER 1780 (HW)	3
ENG 221	AMERICAN LITERATURE: REALISM TO PRESENT (HW)	3
	ENG 228 OR ENG 328: THE RISE OF THE NOVEL	3
	ENG 265 OR ENG 350: MODERN LITERATURE	3

One course from Culture and Identity

Item #	Title	Credits
	ENG 252 OR ENG 352: WORLD LITERATURE: AFRICAN WOMEN'S WRITING	3
	ENG 235 OR ENG 335: WOMEN'S WRITING (G)	3
	ENG 260 OR ENG 360: WORLD LITERATURE: 20TH CENTURY INDIAN WRITING	3
	ENG 264 OR ENG 364: AFRICAN AMERICAN LITERATURE	3
	ENG 272 OR ENG 372: QUEER LITERATURE	3

Senior Integrative Portfolio and Project

Item #	Title	Credits
ENG 400	MAJOR SEMINAR (M)	3

Seven Electives

Cannot double count with above requirements

Four ENG electives from the following Literature courses:

Item #	Title	Credits
ENG 204	CHILDREN'S/YOUNG ADULT LIT (WH)	3
ENG 208	BRITISH LITERATURE BEFORE 1780 (HW)	3
ENG 209	BRITISH LITERATURE AFTER 1780 (HW)	3
ENG 216	INTRODUCTION TO SHAKESPEARE (H)	3
ENG 220	AMERICAN LITERATURE: COLONIAL TO ROM (HW)	3
ENG 221	AMERICAN LITERATURE: REALISM TO PRESENT (HW)	3
	ENG 228 OR ENG 328: THE RISE OF THE NOVEL	3
ENG 230	LITERATURE AND SCIENCE (H)	3
	ENG 235 OR ENG 335: WOMEN'S WRITING (G)	3
	ENG 252 OR ENG 352: WORLD LITERATURE: AFRICAN WOMEN'S WRITING	3
	ENG 260 OR ENG 360: WORLD LITERATURE: 20TH CENTURY INDIAN WRITING	3
	ENG 264 OR ENG 364: AFRICAN AMERICAN LITERATURE	3
	ENG 265 OR ENG 350: MODERN LITERATURE	3
	ENG 272 OR ENG 372: QUEER LITERATURE	3
ENG 274	POETICS OF HIP HOP (H) (D)	3
ENG 320	RENAISSANCE LITERATURE (R)	3
ENG 330	NATURE IN AMERICA (H)	3

Three further ENG electives from the following:

Item #	Title	Credits
	Any ENG course (Literature or Writing)	3
ENG 387	INTERNSHIP IN ENGLISH	3
ENG 380	TEACHING ASSISTANT FOR	3
	SPAN 227 or THEA 318	3

English Majors must take at least three ENG classes at the 300 level (only one creative writing course out of ENG 346 and ENG 347 can count for this).

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**

Creative Writing (Minor)

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

Select Three Additional Courses

Item #	Title	Credits
ENG 111	INTRO TO LITERATURE (HW) (NARR)	3
ENG 204	CHILDREN'S/YOUNG ADULT LIT (WH)	3
ENG 208	BRITISH LITERATURE BEFORE 1780 (HW)	3
ENG 209	BRITISH LITERATURE AFTER 1780 (HW)	3
ENG 216	INTRODUCTION TO SHAKESPEARE (H)	3
ENG 220	AMERICAN LITERATURE: COLONIAL TO ROM (HW)	3
ENG 221	AMERICAN LITERATURE: REALISM TO PRESENT (HW)	3
ENG 235	WOMEN'S WRITING (GW)	3
ENG 252	WORLD LITERATURE: INTRODUCTION TO AFRICAN WOMEN'S WRITING (IG)	3
ENG 277	COLLOQUIUM:	3
ENG 287	INTERNSHIP IN ENGLISH	3
ENG 320	RENAISSANCE LITERATURE (R)	3
ENG 328	THE RISE OF THE NOVEL (R)	3
ENG 330	NATURE IN AMERICA (H)	3
ENG 335	WOMEN'S WRITING (GR)	3
ENG 350	MODERN LITERATURE	3
ENG 360	WORLD LIT: 20TH C INDIAN LIT (IW)	3
ENG 364	AFRICAN AMERICAN LITERATURE (D)	3
ENG 372	QUEER LITERATURE AND THEORY (G)	3
ENG 373	INTERNATIONAL TOPICS LITERATURE (I)	3
ENG 374	DIVERSITY TOPICS IN LITERATURE (D)	3
ENG 375	SPECIAL TOPICS IN LANGUAGE AND LIT	3
FILM 264	SCREENWRITING (W)	3
	Total credits:	**18**

English (Minor)

Type: Minor

Requirements for the Minor in English

Item #	Title	Credits
ENG 111	INTRO TO LITERATURE (HW) (NARR)	3

One course from Historical Foundations (Literature before 1800)

Item #	Title	Credits
ENG 208	BRITISH LITERATURE BEFORE 1780 (HW)	3
ENG 216	INTRODUCTION TO SHAKESPEARE (H)	3
ENG 220	AMERICAN LITERATURE: COLONIAL TO ROM (HW)	3
ENG 320	RENAISSANCE LITERATURE (R)	3

One course from Modernity in Literature (Literature after 1800)

Item #	Title	Credits
ENG 209	BRITISH LITERATURE AFTER 1780 (HW)	3
ENG 221	AMERICAN LITERATURE: REALISM TO PRESENT (HW)	3
	ENG 228 OR ENG 328: THE RISE OF THE NOVEL	3
	ENG 265 OR ENG 350: MODERN LITERATURE	3

One course from Culture and Identity

Item #	Title	Credits
	ENG 252 OR ENG 352: WORLD LITERATURE: AFRICAN WOMEN'S WRITING	3
	ENG 235 OR ENG 335: WOMEN'S WRITING (G)	3
	ENG 260 OR ENG 360: WORLD LITERATURE: 20TH CENTURY INDIAN WRITING	3
	ENG 264 OR ENG 364: AFRICAN AMERICAN LITERATURE	3
	ENG 272 OR ENG 372: QUEER LITERATURE	3

Three further ENG elective courses

At least two courses must be taken at the 300 level (only one creative writing course out of ENG 346 and ENG 347 can count for this).

	Total credits:	21

Professional Writing (Minor) [paused]

This program is not currently accepting new students.

Type: Minor

Required Courses

Item #	Title	Credits
ENG 212	ADVANCED COMPOSITION (W)	3
COMM 221	MASS MEDIA WRITING (W)	3
ENG 251	PROFESSIONAL WRITING (CW)	3

Electives

Choose Three:

Item #	Title	Credits
COMM 245	SOCIAL MEDIA	3
COMM 300	PERSUASIVE CAMPAIGNS	3
ENG 245	INTRODUCTION CREATIVE WRITING (W)	3
FILM 264	SCREENWRITING (W)	3
HCA 385	WRITING A GRANT PROPOSAL	3
	Total credits:	**18**

History

History (BA)

Type: Major

Requirements for the Major in History

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.

Note: Two HPUB courses may count toward the history major electives. Teaching assistantships (no more than 3 s.h.) may count toward the major electives.

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.

Choose four of the following:

Item #	Title	Credits
HIST 101	WORLD HISTORY I (H)	3
HIST 102	WORLD HISTORY II (H)	3
HIST 111	US HISTORY TO 1877 (H) (NARR)	3
HIST 112	US HISTORY FROM 1877 (H) (NARR)	3
HIST 186	NARRATIVES: HISTORY	3

One HIST course at 300 level

Item #	Title	Credits
	One History Course at the 300-level	3

Six HIST electives at 200 or 300 level

Optional Elective Alternatives:

- Two HPUB courses may count toward the major.
- Teaching assistantships (no more than 3 s.h.) may count toward the major.

Item #	Title	Credits
	History Courses at 200 or 300 level	3-18
ARTH 222	THE STORY OF THE US IN ART (R)	3
REL 101	OLD TESTAMENT-HEBREW BIBLE (H)	3
REL 102	NEW TESTAMENT-CHRISTIAN BIBLE (H)	3
ANTH 120	CULTURE AND PERSPECTIVE (SI) (VOYA)	3

Senior Seminar

Item #	Title	Credits
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 HPUB 300, students may receive community service credit in the General Education.

Type: Minor

Requirements for the Minor in History

Item #	Title	Credits
HIST 101	WORLD HISTORY I (H)	3
HIST 102	WORLD HISTORY II (H)	3
HIST 111	US HISTORY TO 1877 (H) (NARR)	3
HIST 112	US HISTORY FROM 1877 (H) (NARR)	3
	Three History Courses above the 100-level	9
	Total credits:	**21**

Leadership Studies

Leadership Studies (Minor)

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

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 (R)	3
BUAD 287	INTERNSHIP	3
BUAD 387	DEPARTMENTAL INTERNSHIP	3
CJ 235	ENGAGING 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 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
POLS 220	TOPICS IN CAMPAIGNS/ ELECTIONS (CS)	3
REL 231	GENDER IN WORLD RELIGIONS (GI)	3
REL 232	AFRICAN AMERICAN RELIGION (D)(IDEN)	3
SGS 275	TRANS COMMUNITIES (GW)	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 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 (R)	3
BUAD 287	INTERNSHIP	3
BUAD 387	DEPARTMENTAL INTERNSHIP	3
CJ 235	ENGAGING 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 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 275	TRANS COMMUNITIES (GW)	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 387	DEPARTMENTAL INTERNSHIP	3

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
MS 109	INTRODUCTION TO THE ARMY	1
MS 110	FOUNDATIONS OF LEADERSHIP	1
MS 209	LEADERSHIP AND ETHICS	1
	Total credits:	**21**

Peacebuilding and Conflict Resolution

Peacebuilding and Conflict Resolution (Minor)

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 102	INTRODUCTION TO ETHICS (H)	3
	PSYC 275 or SOC 254	3
	COMM 237 or REL 237	3

Three of the following elective courses (with no more than two from any single discipline):

Item #	Title	Credits
ANTH 120	CULTURE AND PERSPECTIVE (SI) (VOYA)	3
ANTH 202	GENDER AND SEXUALITY (G)	3
	AS 212 or REL 212	3
AS 251	GENDER IN ASIAN CULTURES (IGW)	3
	AS 275 or REL 275	3
	AS 278 or REL 278	3
BIOL 148	ENVIRONMENTAL ISSUES (N)	3
	BUAD 202 or COMM 202	3
CE 281	CIV ENGAGE/SOC ENTREPRENEURISM (C)	3
CJ 235	ENGAGING 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
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 209	WOMEN AND POLITICS (G)	3
PSYC 214	PSYCHOLOGY OF WOMEN (G)	3
PSYC 245	INDUSTRIAL & ORGANIZATIONAL PSY (S)	3
PSYC 281	PSYC OF GLOBAL SOCIAL JUSTICE (I)	3
REL 130	ENCOUNTER RELIGIOUS DIV (CO) (IDEN)	3
REL 202	JUDAISM, CHRISTIANITY, & ISLAM (I)	3
REL 231	GENDER IN WORLD RELIGIONS (GI)	3
REL 232	AFRICAN AMERICAN RELIGION (D)(IDEN)	3
SGS 275	TRANS COMMUNITIES (GW)	3
SOC 232	DEVIANCE (S)	3
SOC 248	SOCIAL INEQUALITY (DW)	3
SOC 262	ENVIRONMENTAL JUSTICE (SD)	3
SOC 264	SOCIAL MOVEMENTS (D)	3
SOWK 265	MINDFULNESS SELF-COMPASSION	3
SOWK 353	SOC WORK W/DIVERSE POPULATIONS (DW)	3
SPAN 227	LATINX LIT & CULTURE (HD) (IDEN)	3

Either a faculty-approved 3 s.h. internship (see note below) or one of the following experiential courses:

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

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.

	Total credits:	**21**

Philosophy and Religious Studies

Religious Studies (Minor)

Note: Minors may take the following at the 300-level: REL 231, REL 232, and REL 277

Civic Engagement Opportunities

- 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

Choose six of the following courses:

Item #	Title	Credits
REL 101	OLD TESTAMENT-HEBREW BIBLE (H)	3
REL 102	NEW TESTAMENT-CHRISTIAN BIBLE (H)	3
REL 186	NARRATIVES: RELIGION	3
REL 130	ENCOUNTER RELIGIOUS DIV (CO) (IDEN)	3
REL 204	RELIGION IN AMERICA (T)	3
REL 207	DIMENSIONS OF PILGRIMAGE (IP)	3
REL 220	INTERFAITH LEADERSHIP (C)	3
REL 231	GENDER IN WORLD RELIGIONS (GI)	3
REL 232	AFRICAN AMERICAN RELIGION (D)(IDEN)	3
REL 237	MEDIATION & CONFLICT RESOLUTION (O)	3
REL 272	ADAM, EVE, AND MONSTERS IN CULTURE (HG)	3
ANTH 244	MAGIC, RITUAL, AND RELIGION (I)	3
SOC 284	SOCIOLOGY OF RELIGION	3
	Any additional course in Religious Studies	3
	Total credits:	**18**

Public Policy

Public Policy (BA)

By examining the relationships between government, economics, and communities the Public Policy major prepares students to develop informed solutions to public issues. Graduates will be able to identify policy problems and opportunities, learn how and when to address them within particular social and political contexts, and use analytical, qualitative and quantitative skills to create and evaluate policy solutions. Graduates will be prepared to pursue further study and/or careers in law, public policy, public administration, the social sciences, education, business, and the nonprofit sector.

Type: Major

Policy Background Requirements

Item #	Title	Credits
POLS 100	AMERICAN GOVT & POLITICS (S) (DECI)	3
SOC 100	GENERAL SOCIOLOGY (S) (DECI)	3
ECON 101	PRINC OF MICROECONOMICS (SQ) (DECI)	3
ECON 102	PRIN INTERN'L & MACROECONOMICS (I)	3
ANTH 120	CULTURE AND PERSPECTIVE (SI) (VOYA)	3
POLS 200	STATE AND LOCAL GOVERNMENT (CS)	3
POLS 260	PUBLIC POLICY (R)	3
CJ 266	RACE AND JUSTICE (SD) (IDEN)	3
SOC 320	RESEARCH METHODS (R)	3

Senior Requirement

Item #	Title	Credits
PPS 4X1 (TBD)	APPLIED POLICY CAPSTONE	3

Elective Courses

Complete at least 15 credit hours from the following:

Item #	Title	Credits
POLS 209	WOMEN AND POLITICS (G)	3
POLS 309	SUPREME COURT POLICYMAKING (S)	3
POLS 321	CONSTITUTIONAL LAW I:STRUCTURE/POWR	3
POLS 322	CONSTITUTIONAL LAW II:CIVIL RIGHTS	3
CJ 100	INTRODUCTION TO CRIMINAL JUSTICE	3
CJ 210	PRISONS AND PUNISHMENT	3
CJ 222	ENVIRONMENTAL JUSTICE (SD)	3
CJ 247	SEXUAL OFFENDERS	3
CJ 305	FEDERAL INDIAN LAW AND NATIVE COMMUNITIES	3
SOC 212	SOCIAL PROBLEMS (S)	3
SOC 248	SOCIAL INEQUALITY (DW)	3
	SOC 260 or ANTH 260	3
BUAD 307	BUSINESS & SOCIETY (R)	3
	HCA 245 or POLS 245	3
	CJ, SOC, or POLS 287	3
ECON 301	DATA VISUALIZAT & REGRESSN IN R (Q)	3
ECON 303	INTERMEDIATE MICROECONOMIC THEORY	3
	Total credits:	**45**

Sexuality and Gender

Sexuality and Gender Studies (Minor)

Dr. Abigail Wightman, Coordinator

Dr. Paige Reed, Affiliate Faculty

The Sexuality and Gender Studies minor is intended to introduce students to the multifaceted dimensions of gender, sexuality, gender identity, and the ways in which they intersect with other social identities. The core of the minor explores sexuality and gender through a social science perspective, and elective courses allow students to examine dimensions of sexuality and gender within particular academic disciplines that align to their major and career goals. A minor in Sexuality and Gender Studies provides students with a broad understanding of human gender and sexual diversity, providing the tools to engage in meaningful conversations about gender and sexuality and work with sexual and gender minorities. The SGS minor would enhance a career in any professional setting, particularly those working with diverse populations or in interdisciplinary fields.

Type: Minor

Requirements for the Minor in Sexuality and Gender Studies

Required

Item #	Title	Credits
SGS 100	INTRO TO LGBTQ STUDIES (G) (IDEN)	3
SOC 100	GENERAL SOCIOLOGY (S) (DECI)	3
SGS 275	TRANS COMMUNITIES (GW)	3

Three of the following

3 credit hours of any relevant course may be substituted with approval.

Item #	Title	Credits
ANTH 202	GENDER AND SEXUALITY (G)	3
HIST 203	WOMEN IN AMERICAN HISTORY (G)	3
POLS 209	WOMEN AND POLITICS (G)	3
HIST 214	SEXUALITY & SOCIETY IN AMERICA (G)	3
SGS 215	TOPICS:SEXUALITY/GENDER STUDIES (G)	3
MUS 218	WOMEN IN MUSIC (GO) (IDEN)	3
ARTH 221	WOMEN'S WORK: GEN IN ART (G) (IDEN)	3
REL 231	GENDER IN WORLD RELIGIONS (GI)	3
CJ 237	GENDER, SEXUALITY & JUSTICE	3
SGS 245	GENDER AND SPORT (G)	3
BUAD 250	GENDER IN THE WORKPLACE (G)	3
REL 272	ADAM, EVE, AND MONSTERS IN CULTURE (HG)	3
ENG 272	INTRODUCTION TO QUEER LITERATURE (G)	3
THEA 319	THEATRICAL WOMEN (AG)	3
ENG 335	WOMEN'S WRITING (GR)	3
SOWK 353	SOC WORK W/DIVERSE POPULATIONS (DW)	3
	SGS 287 OR SGS 387: INTERNSHIP	3
	Total credits:	**18**

Sociology

Anthropology and Sociology (Minor)

Sociology is the scientific study of the social dimension of human experience, through the application of scientific principles and procedures in order to better understand social interaction, social groups, institutions, and inequality. Anthropology is the study of the human experience, divided into four main subfields: cultural anthropology, linguistic anthropology, biological anthropology, and archaeology. As the study of contemporary human societies, cultural anthropology attempts to describe, understand, and explain cultural practices in all human communities, including our own.

The Sociology and Anthropology minor provides students with an understanding of human societies, cultures, and social dynamics. In particular, students develop critical thinking and analysis skills, cultural competence through the analysis of cultural differences, an understanding of social structures, institutions, inequalities, an understanding of ethical human subjects research, and how to identify social problems through evidence and develop community-oriented policy solutions. The minor compliments any major that is focused on working with and in communities: Criminal Justice, Social Work, Public Policy, Education, Business, Marketing and Communication, Health Care Administration, Health Sciences, and Psychology. The minor will help graduates find professional success in nonprofit management, social services, the health professions, museums, education, historic and cultural preservation, public policy, business and marketing, international development and diplomacy, criminal justice, and social work.

Type: Minor

Required Core:

Item #	Title	Credits
SOC 100	GENERAL SOCIOLOGY (S) (DECI)	3
ANTH 120	CULTURE AND PERSPECTIVE (SI) (VOYA)	3
	CJ 266 or ANTH 121	3

Three of the following:

Students may substitute one relevant course with program approval.

Item #	Title	Credits
	ANTH 202 or SOC 202	3
SOC 212	SOCIAL PROBLEMS (S)	3
CJ 211	CRIMINOLOGY	3
SOC 232	DEVIANCE (S)	3
ANTH 220	LANGUAGE AND CULTURE (I)	3
ANTH 244	MAGIC, RITUAL, AND RELIGION (I)	3
SOC 248	SOCIAL INEQUALITY (DW)	3
	SOC 262 or CJ 222	3
SOC 284	SOCIOLOGY OF RELIGION	3
ANTH 260	MEDICINE, CULTURE, & SOCIETY (SD)	3
CJ 305	FEDERAL INDIAN LAW AND NATIVE COMMUNITIES	3
SOC 320	RESEARCH METHODS (R)	3
	Any SGS course	3
	Total credits:	**18**

World Languages and Cultures

Spanish Language and Hispanic Cultures (Minor)

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 Latin America as well as the Spanish-speaking populations in 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 Spanish Across the Curriculum, to any course 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 186	NARRATIVES: LATIN AMERICA	3
SPAN 201	INTERMEDIATE SPANISH II (F) (VOYA)	3
SPAN 202	INTERMEDIATE SPANISH II (F) (VOYA)	3
	SPAN 203 OR SPAN 204	3
	SPAN 227 OR SPAN 228	3

One of the following

(SPAN 220 and SPAN 277 may be repeated for credit.)

Item #	Title	Credits
SPAN 210	ADVANCED SPANISH ABROAD (I) (VOYA)	3
SPAN 215	CINE Y CONVERSACION (IO) (VOYA)	3
SPAN 218	MAY TERM ABROAD (I) (VOYA)	3
SPAN 220	SPANISH ACROSS THE CURRICULUM	1
SPAN 246	LATIN AMERICAN WOMEN WRITERS (G)	3
SPAN 277	COLLOQUIUM	3
	Total credits:	**18**

School of Science

Mathematics & Applied Mathematics

Applied Mathematics (BS)

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 two different ways, either at the university (Option A with a minor) 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 303	MULTIVARIABLE CALCULUS	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. Wolff 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 303	MULTIVARIABLE CALCULUS	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 (N,Q) (DISC)	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 – Data Analysis and Statistics Emphasis (Option C)

The four-year program in Applied Mathematics – Data Analysis and Statistics Emphasis (Option C)

This is intended for students interested in data science, data analytics, or statistical analysis. This concentration will also require that the student's senior project research topic must be in the area of data science or statistics.

Item #	Title	Credits
INT 122	EXCEL 2021 & 365: LEVEL 1 (Q)	1.5
INT 123	EXCEL 2021 & 365: LEVEL 2 (Q)	1.5
INT 124	EXCEL 2021 & 365: LEVEL 3 (Q)	1.5
MATH 211	INTRO CALC/ANALYTIC GEOMETRY I (Q)	4
MATH 212	INTRO CALC/ANALYTIC GEOMETRY II (Q)	4
INT 222	SOCIAL SCIENCE STATISTICS (Q)	3
MATH 231	DISCRETE MATHEMATICAL STRUCTURES(Q)	3
MATH 233	STATISTICAL METHODS & THEORY I (Q)	3
PSYC 250	BEHAVIORAL STATISTICS (Q)	3
ECON 301	DATA VISUALIZAT & REGRESSN IN R (Q)	3
MATH 303	MULTIVARIABLE CALCULUS	3
MATH 304	NUMERICAL ANALYSIS & COMPUTING (Q)	3
MATH 322	LINEAR ALGEBRA (Q)	3
MATH 401	SENIOR SEMINAR (M)	3
	MATH 396 or MATH 398	3
PHYS 241	UNIVERSITY PHYSICS I	4
PHYS 242	UNIVERSITY PHYSICS II	4

Mathematics (BA) (BS)

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 303	MULTIVARIABLE CALCULUS	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 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	GEOMETRIES & HISTORY OF MATH (Q)	3
MATH 231	DISCRETE MATHEMATICAL STRUCTURES(Q)	3
MATH 233	STATISTICAL METHODS & THEORY I (Q)	3
MATH 303	MULTIVARIABLE CALCULUS	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

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 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

Mathematics (Minor)

Type: Minor

Requirements for the Minor in Mathematics

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

And Additional Courses in MATH at 200- or 300-level

Note: MATH 380 may not count toward the Mathematics minor.

	Total credits:	**20**

Natural Sciences

Biology (BA) (BS)

Type: Major

Biology, no concentration

(BA) Requirements: 47 credit hours

Item #	Title	Credits
BIOL 111	PRINCIPLES OF BIOLOGY (N) (DISC)	4
BIOL 112	DIVERSITY OF LIFE (N)	4
CHEM 121	GENERAL CHEMISTRY I (N,Q) (DISC)	4
CHEM 122	GENERAL CHEMISTRY II (Q)	4
BIOL 222	GENETICS	4
BIOL 224	CELL BIOLOGY	4
BIOL 245	ECOLOGY (Q)	4
	BIOL 253 OR BIOL 257	4
	BIOL Elective at the 200 or 300 level	3
	BIOL Elective at the 200 or 300* level (* required for BS)	3
	BIOL Elective at the 300 level	3
BIOL 381	JUNIOR SEMINAR (R)	3
BIOL 400	SENIOR SEMINAR (M)	1
BIOL 401	SENIOR RESEARCH (M)	2

For a BS with no concentration, add:

(BS) Requirements: 58 credit hours

Item #	Title	Credits
MATH 211	INTRO CALC/ANALYTIC GEOMETRY I (Q)	4
MATH 212	INTRO CALC/ANALYTIC GEOMETRY II (Q)	4
	Statistics or MATH 200-300 level course	3

Biology, Biochemistry Concentration

Requirements: 67 credit hours

Offered only as a (BS)

Item #	Title	Credits
BIOL 111	PRINCIPLES OF BIOLOGY (N) (DISC)	4
CHEM 121	GENERAL CHEMISTRY I (N,Q) (DISC)	4
CHEM 122	GENERAL CHEMISTRY II (Q)	4
CHEM 221	ORGANIC CHEMISTRY I	4
CHEM 222	ORGANIC CHEMISTRY II (R)	4
PHYS 201	GENERAL PHYSICS I (NQ)	4
PHYS 202	GENERAL PHYSICS II	4
BIOL 222	GENETICS	4
BIOL 224	CELL BIOLOGY	4
BIOL 255	MICROBIOLOGY	4
BIOL 324	REG FOR CHEM 324: BIOCHEMISTRY I	3
BIOL 325	REGISTER FOR CHEM 325	4
BIOL 327	IMMUNOLOGY	3
BIOL 381	JUNIOR SEMINAR (R)	3
BIOL 400	SENIOR SEMINAR (M)	1
BIOL 401	SENIOR RESEARCH (M)	2
MATH 211	INTRO CALC/ANALYTIC GEOMETRY I (Q)	4
MATH 212	INTRO CALC/ANALYTIC GEOMETRY II (Q)	4
	Statistics or MATH 200-300 level course	3

Biology, Biomedical Science Concentration (BA) Requirements: At least 53 credit hours

The Biomedical Science concentration 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 also pursue internships in the biomedical sciences (BIOL 387).

Item #	Title	Credits
BIOL 111	PRINCIPLES OF BIOLOGY (N) (DISC)	4
BIOL 112	DIVERSITY OF LIFE (N)	4
BIOL 222	GENETICS	4
BIOL 224	CELL BIOLOGY	4
BIOL 245	ECOLOGY (Q)	4
	BIOL 253 OR BIOL 257	4
BIOL 381	JUNIOR SEMINAR (R)	3
BIOL 400	SENIOR SEMINAR (M)	1
	BIOL 401* or BIOL 402 (* required for BS)	2
	BIOL Elective at the 300 level	3
	BIOL Elective at the 200 or 300 level	3
	BIOL Elective at the 200 or 300* level (* required for BS)	3
CHEM 121	GENERAL CHEMISTRY I (N,Q) (DISC)	4
CHEM 122	GENERAL CHEMISTRY II (Q)	4

Select four of the following Biology, Chemistry or Physics electives:

Any Biology courses from the list of Biomedical elective may ALSO be counted toward the BIOL core elective requirements listed above

Item #	Title	Credits
CHEM 221	ORGANIC CHEMISTRY I	4
CHEM 222	ORGANIC CHEMISTRY II (R)	4
CHEM 324	BIOCHEMISTRY I	3
CHEM 325	BIOCHEMISTRY II	4
PHYS 201	GENERAL PHYSICS I (NQ)	4
PHYS 202	GENERAL PHYSICS II	4
BIOL 255	MICROBIOLOGY	4
BIOL 261	EPIDEMIOLOGY (Q)	3
BIOL 264	HUMAN ANATOMY	3
BIOL 265	HUMAN PHYSIOLOGY	3
BIOL 320	BIOL OF CENTRAL NERVOUS SYS DISEASE	3
BIOL 322	CANCER BIOLOGY	4
BIOL 327	IMMUNOLOGY	3
BIOL 328	BIOTECHNOLOGY	3
BIOL 377	COLLOQUIUM	3

And one supporting elective from the Biomedical Science Companion Course list:

Item #	Title	Credits
HCA 101	INTRO HEALTH CARE ADMINISTRATION	3
HCA 245	HEALTH CARE POLICY, POLITICS & LAW	3
HCA 250	GLOBAL HEALTH CARE (I)	3
PSYC 203	ABNORMAL PSYCHOLOGY (S)	3
PSYC 210	CHILD PSYCHOLOGY (S)	3
PSYC 211	ADOLESCENT PSYCHOLOGY (S)	3
PSYC 305	BEHAVIORAL NEUROSCIENCE	3
PSYC 307	DRUGS AND BEHAVIOR	3
SOC 260	MEDICINE, CULTURE, & SOCIETY (SD)	3

For a BS with a Biomedical Science Concentration, add:

(BS) Requirements: At least 64 credit hours

Item #	Title	Credits
MATH 211	INTRO CALC/ANALYTIC GEOMETRY I (Q)	4
MATH 212	INTRO CALC/ANALYTIC GEOMETRY II (Q)	4
	Statistics or MATH 200-300 level course	3

Biology, Environmental Concentration

(BA) Requirements: 51 Credit Hours

Item #	Title	Credits
BIOL 111	PRINCIPLES OF BIOLOGY (N) (DISC)	4
BIOL 112	DIVERSITY OF LIFE (N)	4
CHEM 121	GENERAL CHEMISTRY I (N,Q) (DISC)	4
CHEM 122	GENERAL CHEMISTRY II (Q)	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
CHEM 230	ENVIRONMENTAL CHEMISTRY I	3
BIOL 348	CONSERVATION BIOLOGY	3
	BIOL 241, BIOL 250, or BIOL 356	4
POLS 260	PUBLIC POLICY (R)	3
BIOL 381	JUNIOR SEMINAR (R)	3
BIOL 400	SENIOR SEMINAR (M)	1
BIOL 401	SENIOR RESEARCH (M)	2

For a BS with an Environmental Concentration, add:

(BS) Requirements: At least 68 credit hours

Item #	Title	Credits
	Two BIOL Elective at the 300 level	6-8
MATH 211	INTRO CALC/ANALYTIC GEOMETRY I (Q)	4
MATH 212	INTRO CALC/ANALYTIC GEOMETRY II (Q)	4
	Statistics or MATH 200-300 level course	3

Biology, Science Education Concentration

Requirements: 49 credit hours

Offered only as a (BA)

The science education emphasis, added to a minor in education, prepares students for careers as science educators.

Students must serve as a teaching assistant in a lab course.

Students also should refer to the requirements for an education minor and for teacher licensure.

Item #	Title	Credits
BIOL 111	PRINCIPLES OF BIOLOGY (N) (DISC)	4
BIOL 112	DIVERSITY OF LIFE (N)	4
BIOL 222	GENETICS	4
BIOL 224	CELL BIOLOGY	4
BIOL 245	ECOLOGY (Q)	4
BIOL 253	ZOOLOGY	4
BIOL 257	BOTANY	4
BIOL 381	JUNIOR SEMINAR (R)	3
BIOL 400	SENIOR SEMINAR (M)	1
	BIOL 401* or BIOL 402 (* required for BS)	2
CHEM 121	GENERAL CHEMISTRY I (N,Q) (DISC)	4
CHEM 122	GENERAL CHEMISTRY II (Q)	4

Select one of the following:

Item #	Title	Credits
BIOL 141	FIELD BIOLOGY (N)	4
BIOL 142	BOTANY IN THE FIELD (N)	4
	BIOL 148 AND BIOL 149	4
BIOL 150	FIELD ORNITHOLOGY (N)	4

Select one of the following:

Item #	Title	Credits
BIOL 264	HUMAN ANATOMY	3
BIOL 265	HUMAN PHYSIOLOGY	3
BIOL 380	TEACHING ASSISTANT FOR	3

BIOL Elective Credits

Item #	Title	Credits
BIOL 230	STUDIES IN BIOLOGY	3
BIOL 241	FIELD BIOLOGY	4
BIOL 248	CONSERVATION BIOLOGY	3
BIOL 250	NEOTROPICAL ORNITHOLOGY (I)	4
BIOL 255	MICROBIOLOGY	4
BIOL 261	EPIDEMIOLOGY (Q)	3
BIOL 264	HUMAN ANATOMY	3
BIOL 265	HUMAN PHYSIOLOGY	3
BIOL 277	COLL:	3
BIOL 287	DEPARTMENTAL EXTERNSHIP	3
BIOL 305	BEHAVIORAL NEUROSCIENCE	3
BIOL 320	BIOL OF CENTRAL NERVOUS SYS DISEASE	3
BIOL 322	CANCER BIOLOGY	4
BIOL 324	REG FOR CHEM 324: BIOCHEMISTRY I	3
BIOL 325	REGISTER FOR CHEM 325	4
BIOL 327	IMMUNOLOGY	3
BIOL 328	BIOTECHNOLOGY	3
BIOL 348	CONSERVATION BIOLOGY	3
BIOL 351	EXERCISE PHYSIOLOGY (W)	4
BIOL 352	DEVELOPMENTAL BIOLOGY	4
BIOL 356	BIOLOGY OF INSECTS	3
BIOL 361	ANIMAL BEHAVIOR (W)	4
BIOL 377	COLLOQUIUM	3
BIOL 380	TEACHING ASSISTANT FOR	3
BIOL 387	DEPARTMENTAL EXTERNSHIP	0
BIOL 383	ADVANCED STUDIES IN BIOLOGY	2

Clinical Laboratory Science (BA)

Mary Baldwin University offers a major in clinical laboratory science in affiliation with local healthcare facilities including 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) (DISC)	4
BIOL 255	MICROBIOLOGY	4
BIOL 327	IMMUNOLOGY	3
CHEM 121	GENERAL CHEMISTRY I (N,Q) (DISC)	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**

Biology (Minor)

Type: Minor

Core requirements for a minor in Biology:

Item #	Title	Credits
BIOL 111	PRINCIPLES OF BIOLOGY (N) (DISC)	4
BIOL 112	DIVERSITY OF LIFE (N)	4

Select three from the following:

Item #	Title	Credits
BIOL 222	GENETICS	4
BIOL 224	CELL BIOLOGY	4
BIOL 245	ECOLOGY (Q)	4
BIOL 253	ZOOLOGY	4
BIOL 257	BOTANY	4

Select additional elective course(s) in Biology

Totaling 4 credit hours.

Item #	Title	Credits
	Additional BIOL Course(s)	4
	Total credits:	**24**

Chemistry (Minor)

Type: Minor

Requirements for the Minor in Chemistry

Item #	Title	Credits
CHEM 121	GENERAL CHEMISTRY I (N,Q) (DISC)	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**

Physics

Physics (Minor)

Note: Students may substitute Physics courses at Washington & Lee for PHYS 207, PHYS/CHEM 260 and CHEM/PHYS 321. Please contact your advisor for more information.

Type: Minor

Item #	Title	Credits
PHYS 201	GENERAL PHYSICS I (NQ)	4
PHYS 202	GENERAL PHYSICS II	4
	PHYS 207 or CS 101 and CS 102	4-6
PHYS 260	INTRODUCTION MATERIALS SCIENCE (R)	3
PHYS 321	PHYSICAL CHEMISTRY I	3

Additional courses required as prerequisites for the completion of the above:

Item #	Title	Credits
MATH 211	INTRO CALC/ANALYTIC GEOMETRY I (Q)	4
MATH 212	INTRO CALC/ANALYTIC GEOMETRY II (Q)	4
CHEM 121	GENERAL CHEMISTRY I (N,Q) (DISC)	4
CHEM 122	GENERAL CHEMISTRY II (Q)	4
	Total credits:	**18-20**

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. 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 Chair.

Minimum requirements for the certificate are PSYC 150 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:

Item #	Title	Credits
PSYC 150	SURVIVAL SKILLS FOR PSYCH MAJOR	1
PSYC 220	RESEARCH METHODS (Q)	4
PSYC 250	BEHAVIORAL STATISTICS (Q)	3
	PSYC 400, or PSYC 401/402, or PSYC 403	3
	Two additional psychology courses at the 200-level or above, with at least 1 course at the 300 level or higher	6
	Total credits:	**17**

Psychology (BA) (BS)

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 38 credits for the BA.

Methodology

Item #	Title	Credits
PSYC 220	RESEARCH METHODS (Q)	4
PSYC 250	BEHAVIORAL STATISTICS (Q)	3

Core Subject Areas

Item #	Title	Credits
	PSYC 210 or PSYC 211	3
	PSYC 241 or PSYC 305 or PSYC 307	3
	PSYC 231 or PSYC 275 or PSYC 277 or PSYC 281	3
	PSYC 212 or PSYC 310	3
	PSYC 203 or PSYC 205	3

Professional Development in Psychology

Item #	Title	Credits
PSYC 150	SURVIVAL SKILLS FOR PSYCH MAJOR	1
	PSYC 400, or PSYC 401/402, or PSYC 403	3

Electives: Select any 3 ***additional*** courses from:

Item #	Title	Credits
PSYC 203	ABNORMAL PSYCHOLOGY (S)	3
PSYC 205	TECH OF COUNSELING & PSYCHOTHERAPY	3
PSYC 210	CHILD PSYCHOLOGY (S)	3
PSYC 211	ADOLESCENT PSYCHOLOGY (S)	3
PSYC 212	COGNITION/COGNITIVE NEUROSCIENCE(R)	3
	PSYC 213 or ABA 313 or ABA 513	3
PSYC 214	PSYCHOLOGY OF WOMEN (G)	3
PSYC 231	PSYCHOLOGY OF PERSONALITY (S)	3
PSYC 232	EDUCATIONAL PSYCHOLOGY	3
PSYC 235	HEALTH PSYCHOLOGY	3
PSYC 241	SENSATION AND PERCEPTION (N)	3
PSYC 245	INDUSTRIAL & ORGANIZATIONAL PSY (S)	3
PSYC 248	FORENSIC PSYCHOLOGY (D)	3
PSYC 249	FORENSIC PSYCHOLOGY II	3
PSYC 275	SOCIAL PSYCHOLOGY (S)	3
PSYC 277	COLLOQUIUM	3
PSYC 281	PSYC OF GLOBAL SOCIAL JUSTICE (I)	3
PSYC 305	BEHAVIORAL NEUROSCIENCE	3
PSYC 307	DRUGS AND BEHAVIOR	3
PSYC 310	LEARNING AND MEMORY (R)	3
PSYC 311	PSYCHOLOGY OF ADULT DEVELOPMENT	3
PSYC 360	HISTORY AND SYSTEMS OF PSYCHOLOGY	3
	BIOL 277 DISEASES OF THE CENTRAL NERVOUS SYSTEM	3

Additional Requirements:

MFAT taken in March before graduation

2.0 GPA based on all Psych courses

Requirements for the Bachelor of Science in Psychology

All of the requirements listed for the BA, plus the following:

Two additional natural science lab courses, two courses designated as Q (from general education courses), 3 additional advanced math and/or science courses at the 200 level or above. 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.

Concentration 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:

Item #	Title	Credits
PSYC 203	ABNORMAL PSYCHOLOGY (S)	3
PSYC 210	CHILD PSYCHOLOGY (S)	3
PSYC 302	PSYCHOLOGICAL TESTING	3
PSYC 310	LEARNING AND MEMORY (R)	3

PSYC 232 is also recommended.

Forensic Psychology

Students interested in graduate studies in forensic psychology should take:

Item #	Title	Credits
PSYC 203	ABNORMAL PSYCHOLOGY (S)	3
PSYC 205	TECH OF COUNSELING & PSYCHOTHERAPY	3
PSYC 248	FORENSIC PSYCHOLOGY (D)	3
PSYC 307	DRUGS AND BEHAVIOR	3
	Forensic Psychology Internship	1-3

and one of the following:

Item #	Title	Credits
CJ 210	PRISONS AND PUNISHMENT	3
CJ 211	CRIMINOLOGY	3
CJ 215	CRIMINAL INVESTIGATIONS	3
CJ 233	COMPARATIVE CRIMINAL JUSTICE	3
CJ 234	JUVENILE DELINQUENCY (S)	3
CJ 240	VICTIMOLOGY (S)	3
CJ 245	CRIMINAL PROFILING	3

Industrial/Organizational Psychology

Students who plan for entry-level positions in personnel work or to enter a graduate program in industrial/organizational psychology should take:

Item #	Title	Credits
PSYC 205	TECH OF COUNSELING & PSYCHOTHERAPY	3
PSYC 245	INDUSTRIAL & ORGANIZATIONAL PSY (S)	3
PSYC 275	SOCIAL PSYCHOLOGY (S)	3
	Internship in Emphasis	1-3

and two among:

Item #	Title	Credits
BUAD 200	MANAGEMENT PRINCIPLES (W)	3
BUAD 202	ORGANIZATIONAL BEHAVIOR	3
BUAD 250	GENDER IN THE WORKPLACE (G)	3
BUAD 302	MANAGING HUMAN CAPITAL	3
BUAD 321	RECRUITING, HIRING & ONBOARDING EMP	3
BUAD 322	MANAGING EMPLOYEE PERFORMANCE	3

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:

Item #	Title	Credits
PSYC 203	ABNORMAL PSYCHOLOGY (S)	3
PSYC 205	TECH OF COUNSELING & PSYCHOTHERAPY	3
	PSYC 231 or PSYC 307	3
	PSYC 213 or ABA 313 or ABA 513	3
	Internship in Emphasis	1-3

Neuroscience

Students who plan to work in a neuroscience setting or enter a graduate program in neuroscience or a related field should take:

Item #	Title	Credits
PSYC 212	COGNITION/COGNITIVE NEUROSCIENCE(R)	3
	PSYC 241 or PSYC 307	3
PSYC 305	BEHAVIORAL NEUROSCIENCE	3
BIOL 224	CELL BIOLOGY	4
BIOL 264	HUMAN ANATOMY	3
BIOL 320	BIOL OF CENTRAL NERVOUS SYS DISEASE	3

Physical/Occupational Therapy

Students interested in graduate studies in physical or occupational therapy should take:

Item #	Title	Credits
PSYC 305	BEHAVIORAL NEUROSCIENCE	3
BIOL 111	PRINCIPLES OF BIOLOGY (N) (DISC)	4
BIOL 264	HUMAN ANATOMY	3
BIOL 265	HUMAN PHYSIOLOGY	3
EXSS 358	EXER ASSESSMENT & PRESCRIPTION (P1)	3
	Internship in Emphasis	1-3

and two among:

Item #	Title	Credits
PSYC 235	HEALTH PSYCHOLOGY	3
PSYC 310	LEARNING AND MEMORY (R)	3
	PSYC 213 or ABA 313 or ABA 513	3

(**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.)

Senior Care

Students interested in working with seniors or graduate work in gerontology should take:

Item #	Title	Credits
PSYC 212	COGNITION/COGNITIVE NEUROSCIENCE(R)	3
PSYC 307	DRUGS AND BEHAVIOR	3
BIOL 151	HUMAN HEALTH AND DISEASE (N)	3
SOWK 124	AGING	3
	Internship in Emphasis	1-3

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	RESEARCH METHODS (Q)	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 (S)	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 (N)	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 or BIOL 305	3
PSYC 307	DRUGS AND BEHAVIOR	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**

School of Visual and Performing Arts

Art

Art History (Minor)

Kerry Mills

The art history curriculum introduces learners to art history through inquiry and interpretation considering the relevance of the past to the present. The requirements ensure a strong foundation and greater exposure to relevant themes and currents in art history. Additionally, the curriculum will explore the influence of visual arts and cultural objects on society in general; the context, purpose, and meaning; research methods; the experience of making art; and a broad range of skills required at the 100, 200 and 300 levels including observation, analysis, critical thinking, writing, and communication skills.

Type: Minor

Requirements for the Minor in Art History

Item #	Title	Credits
ARTH 101	MATTERS OF ART: STORY (A)(CREA)	3
ARTH 102	ART MATTERS: HUMANISM (A)	3
ARTH 212	CULTURAL LEGACY OF HARLEM (A)(IDEN)	3
ARTH 221	WOMEN'S WORK: GEN IN ART (G) (IDEN)	3
ARTH 302	PERSPECTIVES IN MODERNISM (W)	3
	ARTH Elective	3
	ART Studio Elective	3
	Total credits:	**21**

Studio Art (Minor)

Type: Minor

Requirements for the Minor in Studio Art

Item #	Title	Credits
ART 109	FUNDAM ART & DESIGN (A) (CREA)	3
ART 111	DRAWING I (A)	3
	Three additional ART courses	9

One of the following:

Item #	Title	Credits
ARTH 101	MATTERS OF ART: STORY (A)(CREA)	3
ARTH 102	ART MATTERS: HUMANISM (A)	3
	Total credits:	**18**

Dance

Dance (Minor)

The Dance Minor features a core set of courses that balance an education in the history of dance, the acquisition of technical skills in movement and

choreography, and in teaching. Additional electives in technique and movement are required to continue developing both specific and broad skills.

Type: Minor

History and Culture - 6 credits

Item #	Title	Credits
DAN 103	DANCE HIST/CULTURAL UNDERSTAND (A)	3

Choose one additional history course:

Item #	Title	Credits
DAN 102	STUDIES IN CHOREOGRAPHY (A)	3
ANTH 120	CULTURE AND PERSPECTIVE (SI) (VOYA)	3
HIST 216	HIP HOP AND HISTORY (W)	3
HIST 264	INTRO TO THE AFRICAN DIASPORA (T)	3
HIST 265	AFRICAN-AMERICAN HIST TO 1877 (DR)	3
HIST 266	AFRICAN-AMERICAN HIST FROM 1877 (D)	3
AS 278	HINDUISM (HW)	3
SOWK 365	SOCIAL WORK PRACTICE II	3
EXSS 380	SPORT PSYCHOLOGY (R)	3
HSCI 208	INTRODUCTION TO SPORTS MEDICINE	3

Technique - 4 credits

Students may test out of DAN 144 or DAN 151. They must then take the "Level II" equivalent (DAN 217, DAN 246, or DAN 257) one additional time to complete the core requirement.

Students are to complete DAN 150 twice.

Item #	Title	Credits
DAN 144	FOUNDS TECHN I: BALLET & MDRN (P2)	0.5
DAN 145	FOUNDS TECHN I: AFRIC & LATN (P2)	0.5
DAN 150	PERFORMANCE DANCE GROUP (P2)	1
DAN 151	THEATRE DANCE: TAP & JAZZ (P2)	0.5
DAN 156	DANCE COMPOSITION & IMPROVISATION	0.5

Teaching - 2 credits

Item #	Title	Credits
DAN 101	DANCE INSTRUCTION PRACTICUM	2

Electives - 6 credits

Students must take 6 semester hours worth of electives. They can choose a range of these courses to acquire breadth of skill. However, students must take one 200-level course twice to create an emphasis in technique. Students who test out of DAN 144 or DAN 151 and instead take DAN 217, DAN 246, or DAN 257 will take their emphasis course three total times.

Item #	Title	Credits
DAN 152	HIP HOP DANCE (P2)	0.5
DAN 153	CONTEMPORARY DANCE (P2)	0.5
DAN 217	BALLET II (P2)	1
DAN 246	MODERN DANCE II (P2)	1
DAN 257	JAZZ II (P2)	1
	Total credits:	**18**

Film

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	MOVING IMAGES: ANALYSIS OF FILM (A)	3

Two of the following

Item #	Title	Credits
ART 115	PHOTOGRAPHY I (A)	3
FILM 119	INTRODUCTION TO FILM/ VIDEO PRODUCTION	3
THEA 105	PRINCIPLES OF DESIGN (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
FILM 119	INTRODUCTION TO FILM/ VIDEO PRODUCTION	3
FILM 229	ADVANCED FILM/VIDEO PRODUCTION	3
FILM 264	SCREENWRITING (W)	3
FILM 333	FILM THEORY AND CRITICISM	3
THEA 105	PRINCIPLES OF DESIGN (A)	3
THEA 223	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	MOVING IMAGES: ANALYSIS OF FILM (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	BEHIND THE CAMERA: THE PHOTO (A)	3
COMM 115	MASS COMMUNICATION (S)	3
FILM 275	WOMEN IN FILM (G)	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) (VOYA)	3
	Total credits:	**21**

Music

Music (Minor)

Type: Minor

Core Requirements for All Music Minors

Item #	Title	Credits
MUS 100	INTRO TO LISTENING (A) (CREA)	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, MUS 107, 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

Shakespeare and Performance

Master of Fine Arts in Shakespeare and Performance

Doreen Bechtol, Matt Davies, and Peter Kirwan, Co-Directors.

The Master of Fine Arts (MFA) degree is the terminal degree in theatre. Requests to proceed to the MFA program should be made during the fall semester of the year of expected MLitt graduation. 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 are 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 repertory of 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 thesis in either critical portfolio or scholarly article format
- An oral presentation and defense of the thesis before an examining panel of at least one faculty member
- A chapter for the company book

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 1

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 813	COMPANY DIRECTING A	3
REN 814	COMPANY DRAMATURGY A	3
REN 815	THESIS A	3

Spring Term

Item #	Title	Credits
REN 823	COMPANY DIRECTING B	3
REN 822	COMPANY ACTING B	3
REN 824	COMPANY DRAMATURGY B	3
REN 825	THESIS B	3
	Total credits:	**30**

Master of Letters in Shakespeare and Performance

Doreen Bechtol, Matt Davies, and Peter Kirwan, Co-Directors.

The Master of Letters (MLitt) degree is a two-year degree, which can be taken in isolation or which leads naturally into the one-year MFA terminal degree. The MLitt provides a rigorous and innovative degree balancing scholarly research with professional training. The program trains students to be multi-hyphenate scholar-practitioners, grounded in an in-depth understanding of classical drama. The degree trains students across four main areas of concentration – Acting, Directing, Dramaturgy, and Education – with the requirement to acquire a foundational skills base in all areas, and the option to choose electives to develop specialist skills.The MLitt has a distinctive professional focus, training students in the practical skills to enter a number of professions, but privileging flexibility in acknowledgment of the diverse portfolio career paths available to scholars and practitioners. The MLitt requires students to collaborate closely with one another and with faculty in the generation of shared outcomes, from podcasts to productions, group writing projects to thesis Festival presentations, and thus to contextualize their own excellence and leadership within the needs of others.

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.

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, and are then assigned a supervising committee consisting of one full-time faculty member who will serve as first reader, and at least one other reader who will usually be drawn from the S&P teaching team. Occasionally, qualified outside examiners may form part of the examining committee. Once these steps have been taken, students must have their project approved by S&P directors in order to enroll in the final project (REN 700). 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 S&P Thesis Manual and S&P Student Handbook for details of the process, format for preparation of the thesis, the steps required for enrollment, etc.

MFA Admission

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

Core Requirements

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 515	ACTING FOR THE EARLY MODERN STAGE	3
REN 531	EARLY / MODERN ENSEMBLE	3
REN 551	SHAKESPEARE PEDAGOGY	3
REN 553	DIRECTING FOR EARLY MODERN STAGE	3
REN 557	EARLY MODERN THEATRE-MAKING	3
REN 670	DRAMATURGY	3
REN 700	FINAL PROJECT FOR THE M.LITT	3

Select one of the following:

Item #	Title	Credits
REN 510	SHAKESPEARE AND TEXTUAL CULTURE	3
REN 520	TUDOR-STUART HISTORY	3
REN 535	REVIEWING SHAKESPEARE	3
REN 550	SOCIAL HIST OF EARLY MODERN ENGLAND	3

Select four additional elective courses

Students are required to select at least one of their four elective courses from the list of courses that corresponds to their concentration in acting, directing, dramaturgy, or education.

Faculty advisors will work with students to select their electives based on suggested pathways that are most relevant to each concentration.

Acting Concentration Electives

Item #	Title	Credits
REN 530	THE LANGUAGE OF PERFORMANCE	3
REN 555	VOICE	3
REN 556	THE BODY IN PERFORMANCE	3
REN 560	STAGE COMBAT PERFORMANCE ESSENTIALS	3
REN 608	SHAKESPEARE AND MUSIC	3
REN 640	STAGE COMBAT	3
REN 660	ADVANCED ACTING STUDIO	3
REN 686	CLOWN	3

Directing Concentration Electives

Item #	Title	Credits
REN 510	SHAKESPEARE AND TEXTUAL CULTURE	3
REN 520	TUDOR-STUART HISTORY	3
REN 530	THE LANGUAGE OF PERFORMANCE	3
REN 535	REVIEWING SHAKESPEARE	3
REN 550	SOCIAL HIST OF EARLY MODERN ENGLAND	3
REN 650	TOPICS IN DIRECTING	3

Dramaturgy Concentration Electives

Item #	Title	Credits
REN 510	SHAKESPEARE AND TEXTUAL CULTURE	3
REN 520	TUDOR-STUART HISTORY	3
REN 530	THE LANGUAGE OF PERFORMANCE	3
REN 535	REVIEWING SHAKESPEARE	3
REN 550	SOCIAL HIST OF EARLY MODERN ENGLAND	3

Education Concentration Electives

Item #	Title	Credits
REN 510	SHAKESPEARE AND TEXTUAL CULTURE	3
REN 520	TUDOR-STUART HISTORY	3
REN 535	REVIEWING SHAKESPEARE	3
REN 550	SOCIAL HIST OF EARLY MODERN ENGLAND	3
REN 555	VOICE	3
	Total credits:	**40**

Theatre

Theatre (BA)

Type: Major

Requirements for the Major in Theatre

Item #	Title	Credits
THEA 105	PRINCIPLES OF DESIGN (A)	3
THEA 115	SCRIPT ANALYSIS (AW) (NARR)	3
THEA 116	FOR ALL SEASONS (A)	3
THEA 121	ACTING I (A) (CREA)	3
	THEA 210 taken twice	4
THEA 214	THEATRE HISTORIES I: ORIGINS (AR)	3
THEA 236	PLAY/PERFORMANCE LAB	3
THEA 395	THEATRE HISTORIES II-EVOLUTIONS (O)	3
THEA 401	SENIOR PROJECT (M)	3

Elective Requirements

Choose one:

Item #	Title	Credits
THEA 221	ACTING II: TECHNIQUES	3
THEA 223	DIRECTING METHODS	3
MUS 205	MUSICAL & OPERA SCENES WORKSHOP	3

Choose one:

Item #	Title	Credits
THEA 251	SCENE & LIGHT DESIGN (AO)	3
THEA 256	STAGE COSTUME (AO)	3

Choose one or two for 1 full credit hour:

Item #	Title	Credits
	DANCE (Theatre)	1

Choose one for at least 1 full credit hour:

Item #	Title	Credits
MUS 106	MARY BALDWIN UNIVERSITY CHOIR	1
MUS 107	MBU MARCHING BAND	1
MUS 108	CHAMBER MUSIC ENSEMBLES	1
MUS 121	ELECTIVE APPLIED VOICE	1
	APPLIED INSTRUMENT	1

Choose two:

Item #	Title	Credits
ARTH 212	CULTURAL LEGACY OF HARLEM (A)(IDEN)	3
THEA 318	AUTHORSHIP SCHMAUTHORSHIP (A)	3
THEA 319	THEATRICAL WOMEN (AG)	3
THEA 370	BLACK THEATRE IN AMERICA (HD)	3
THEA 375	THEATRE, POWER, & REVOLUTION (H)	3
	Total credits:	**42**

Theatre (Minor)

Note: At least 9 semester hours must be taken with on-campus MBU faculty.

Type: Minor

Requirements for the Minor in Theatre

Item #	Title	Credits
THEA 115	SCRIPT ANALYSIS (AW) (NARR)	3
THEA 116	FOR ALL SEASONS (A)	3
THEA 210	PRODUCTION PRACTICUM	2
THEA 214	THEATRE HISTORIES I: ORIGINS (AR)	3
THEA 236	PLAY/PERFORMANCE LAB	3

Elective Requirements

Choose one:

Item #	Title	Credits
THEA 105	PRINCIPLES OF DESIGN (A)	3
THEA 121	ACTING I (A) (CREA)	3

Choose 1 full credit from ***either*** DAN or MUS:

Item #	Title	Credits
MUS 106	MARY BALDWIN UNIVERSITY CHOIR	1
MUS 107	MBU MARCHING BAND	1
MUS 108	CHAMBER MUSIC ENSEMBLES	1
MUS 121	ELECTIVE APPLIED VOICE	1
	APPLIED INSTRUMENT	1
	DANCE (Theatre)	1

Choose one:

Item #	Title	Credits
THEA 251	SCENE & LIGHT DESIGN (AO)	3
THEA 256	STAGE COSTUME (AO)	3

Choose one:

Item #	Title	Credits
THEA 318	AUTHORSHIP SCHMAUTHORSHIP (A)	3
THEA 319	THEATRICAL WOMEN (AG)	3
THEA 370	BLACK THEATRE IN AMERICA (HD)	3
THEA 375	THEATRE, POWER, & REVOLUTION (H)	3
	Total credits:	**24**

Palmer College of Professional Studies

School of Business

Business

Certificate in Human Resource Management

Twelve semester hours must be new coursework with MBU.

Type: Certificate

Required Courses

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 (R)	3
COMM 280	INTERCULTURAL COMMUNICATION (I)	3
	Total credits:	**18**

Certificate in Marketing Communication

Twelve semester hours must be new coursework with MBU.

Type: Certificate

Required Courses

Item #	Title	Credits
BUAD 230	MARKETING PRINCIPLES	3
BUAD 338	AUDIENCE INSIGHTS & ANALYSIS	3
BUAD 362	BUYER BEHAVIOR	3
COMM 115	MASS COMMUNICATION (S)	3
COMM 240	ADVERTISING	3
COMM 260	PUBLIC RELATIONS	3
COMM 300	PERSUASIVE CAMPAIGNS	3

COMM 300 may be replaced by an approved 300-level substitute.

	Total credits:	**21**

Certificate in Project Management

Twelve semester hours must be new coursework with MBU.

Type: Certificate

Required Courses

Item #	Title	Credits
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:	**15**

Certificate in Sustainable Business Management

Twelve semester hours must be new coursework with MBU.

Type: Certificate

Required Courses

Item #	Title	Credits
BUAD 104	SUSTAINABILITY & BUSINESS	3
BUAD 200	MANAGEMENT PRINCIPLES (W)	3
BUAD 202	ORGANIZATIONAL BEHAVIOR	3
BUAD 208	ACCOUNTING PRINCIPLES	3
BUAD 230	MARKETING PRINCIPLES	3
BUAD 266	SOCIAL TRENDS & IMPACT ON BUSINESS	3
BUAD 375	BUILDING SUSTAINABLE BRANDS	3

BUAD 375 may be replaced with an approved 300-level substitute.

	Total credits:	**21**

Business (BA) (BS)

Catherine Ferris McPherson, Associate Dean/ Director, School of Business

Donovan Branche, Calvin Chung, Janet Ewing, Clayton Smith, Joe Sprangel, Joanne Tritsch

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 five 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.

Business Core Requirements

Item #	Title	Credits
BUAD 104	SUSTAINABILITY & BUSINESS	3
BUAD 200	MANAGEMENT PRINCIPLES (W)	3
BUAD 210	ACCOUNTING PRINCIPLES I	3
BUAD 211	ACCOUNTING PRINCIPLES II	3
BUAD 220	THE LEGAL ENVIRONMENT OF BUSINESS	3
	BUAD 234 OR INT 222	3
BUAD 230	MARKETING PRINCIPLES	3
BUAD 307	BUSINESS & SOCIETY (R)	3
BUAD 400	STRATEGY/SUSTAIN IN BUSINESS (O)	3
BUAD 401	SENIOR SEMINAR (M)	3
ECON 101	PRINC OF MICROECONOMICS (SQ) (DECI)	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 IN 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 - 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 - Emphasis in Entrepreneurship

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 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 Multicultural 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

Accelerated Path Bachelors to MBA 4+1

Upon entering MBU, qualified students may elect to complete their Bachelor's in any major and Master's in Business Administration through MBU in just five years.

- Include three graduate classes (9 sh) as part of the undergraduate degree, beginning in the third year: BUAD 500, BUAD 502, and BUAD 505.
- Complete the Bachelor's degree with a 3.0 GPA in the major.
- Move directly into the MBA program and complete remaining requirements in one calendar year; 21 credit hours as a graduate student spread over three subterms (9sh/6sh/6sh).
- Financial Aid may be utilized, with 9 sh graduate courses charged at the undergraduate course fee.
- Separate application into the MBA is not required until students complete the Bachelor's degree and enter fully into the graduate program. Students should declare their intention to pursue the MBA to their advisor no later than the second semester of their second year at MBU.
- Advising moves officially from undergraduate advisor to MBA advisor once the Bachelor's degree is complete; however, the undergraduate advisor and graduate advisor together will work with the student in their final undergraduate year.
- The Bachelor's degree will be conferred independently of the graduate program.

Marketing (BA)

The BA in Marketing program does more than prepare students for entry-level content, analysis, and strategic positions in the marketing industry; it takes a holistic approach providing a forward-looking curriculum that focuses on advancement. This is a program designed to carry them through mid- and upper-level marketing management careers. This program blends business and marketing to establish a top-tier educational base, capped by three possible concentrations designed for today's workplace, as well as tomorrow's. Informed by faculty and subject matter experts from major brands, boutique

agencies, creative non-profits, and innovative start-ups, the Mary Baldwin Marketing BA is an extremely comprehensive experience designed to kickstart the journey into a successful and fulfilling marketing career.

Clayton Smith, Program Director

Type: Major

Core Courses

Item #	Title	Credits
BUAD 104	SUSTAINABILITY & BUSINESS	3
BUAD 210	ACCOUNTING PRINCIPLES I	3
BUAD 230	MARKETING PRINCIPLES	3
BUAD 234	INTRO TO BUSINESS STATISTICS	3
BUAD 400	STRATEGY/SUSTAIN IN BUSINESS (O)	3
COMM 115	MASS COMMUNICATION (S)	3
MKTC 262	MARKETING ETHICS	3
MKTC 351	MARKETING RESEARCH & ANALYSIS	3
PRST 315	DIGITAL STRATEGY AND PLANNING	3
BUAD 324	CULTURAL INTELLIGENCE FOR MARKETING	3
BUAD 375	BUILDING SUSTAINABLE BRANDS	3
BUAD 362	BUYER BEHAVIOR	3
	COMM 300 or MKTC 300	3
MKTC 400	SENIOR SEMINAR (M)	3

Concentration Areas

All students must choose a concentration area.

Marketing Management

The Marketing Management concentration is designed to give students deeper insight into organizational marketing strategy and to equip them to manage teams from Day One. Potential job titles for Marketing Management graduates include Social Media Manager, Marketing Coordinator, Brand Manager, and Account Manager.

Item #	Title	Credits
BUAD 200	MANAGEMENT PRINCIPLES (W)	3
BUAD 211	ACCOUNTING PRINCIPLES II	3
BUAD 330	MARKETING MANAGEMENT	3
MKTC 370	BECOMING A CERTIFIED MARKETER	3

Integrated Marketing

The Integrated Marketing concentration prepares students for holistic, 360° marketing careers that emphasize multichannel strategies and trans-media marketing solutions. Potential job titles for Integrated Marketing graduates include Content Creator, Brand Strategist, Copywriter, and Public Relations Specialist.

Item #	Title	Credits
COMM 260	PUBLIC RELATIONS	3
ART 117	SOFTWARE IN THE VISUAL ARTS (A)	3
MKTC 261	CREATE AND OPTIMIZE AD CAMPAIGNS	3
COMM 240	ADVERTISING	3

Consumer Insights

The Consumer Insights concentration offers students an enhanced education in marketing data analysis, preparing them for high-demand positions in the increasingly data-driven world of marketing. Potential job titles for Consumer Insights graduates include Digital Marketing Analyst, Market Research Specialist, Marketing Analytics Manager, and Marketing Strategist.

Item #	Title	Credits
BUAD 364	PRODUCT/SERVICE INNOVATION & DESIGN	3
BUAD 338	AUDIENCE INSIGHTS & ANALYSIS	3
PRST 313	WEBSITE AND SOCIAL ANALYTICS	3
MKTC 352	MEASUREMENT AND REPORTING	3

Total credits:	54

Marketing and Communication (BA)

This program is not currently accepting new students

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, target audiences and consumer behavior. The major prepares students for work in a wide range of careers in business, mass media, non-profits, 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.
- 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.
- 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
ENG 251	PROFESSIONAL WRITING (CW)	3
	BUAD 230 OR MKTC 230	3
MKTC 300	PERSUASIVE COMPAIGNS	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 FILM/ 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

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	BUILDING SUSTAINABLE BRANDS	3

RECOMMENDED (but not required):

Item #	Title	Credits
BUAD 208	ACCOUNTING PRINCIPLES	3
BUAD 250	GENDER IN THE WORKPLACE (G)	3
	Total credits:	**45**

Strategic Communication (BA)

BA in Strategic Communication

Strategic communication is the process of delivering information that advances an organization's objectives, whether between the organization and employees, government agencies, or non-profit agencies. It involves understanding the audience, creating the message, and using the most effective channels to deliver it.

A major in Strategic Communication typically focuses on preparing students for careers in marketing and communication, with an emphasis on developing strategic approaches for organizations to reach and engage target audiences. Strategic communication includes careers in advertising, marketing, PR, digital strategy, and social media, all of which involve utilizing language, and often photographs and video, to distribute a company or organization's message both internally and externally. It also covers the critical topic of Crisis Communication.

Type: Major

Item #	Title	Credits
COMM 100	PUBLIC SPEAKING (O)	3
COMM 115	MASS COMMUNICATION (S)	3
BUAD 202	ORGANIZATIONAL BEHAVIOR	3
COMM 245	SOCIAL MEDIA	3
ENG 251	PROFESSIONAL WRITING (CW)	3
BUAD 230	MARKETING PRINCIPLES	3
MKTC 300	PERSUASIVE COMPAIGNS	3
BUAD 324	CULTURAL INTELLIGENCE FOR MARKETING	3
COMM 221	MASS MEDIA WRITING (W)	3
COMM 260	PUBLIC RELATIONS	3
COMM 240	ADVERTISING	3
COMM 280	INTERCULTURAL COMMUNICATION (I)	3
BUAD 375	BUILDING SUSTAINABLE BRANDS	3
PRST 313	WEBSITE AND SOCIAL ANALYTICS	3
PRST 315	DIGITAL STRATEGY AND PLANNING	3
MKTC 351	MARKETING RESEARCH & ANALYSIS	3
	COMM 287 or COMM 387	3
MKTC 400	SENIOR SEMINAR (M)	3
	Total credits:	**54**

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 five 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	3
BUAD 200	MANAGEMENT PRINCIPLES (W)	3
BUAD 210	ACCOUNTING PRINCIPLES I	3
BUAD 211	ACCOUNTING PRINCIPLES II	3
BUAD 220	THE LEGAL ENVIRONMENT OF BUSINESS	3
BUAD 230	MARKETING PRINCIPLES	3
	Total credits:	**18**

Communication (Minor)

Catherine Ferris McPherson, 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**

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 (R)	3
COMM 280	INTERCULTURAL COMMUNICATION (I)	3
	Total credits:	**18**

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 210	ACCOUNTING PRINCIPLES I	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 (Minor)

Clayton Smith, 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	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 IN AMERICA (D)	3
BUAD 375	BUILDING SUSTAINABLE BRANDS	3
	Total credits:	**18**

Project Management (Minor)

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**

Sports Management (Minor)

The Sports Management minor is designed to prepare students for management careers in professional athletics organizations, including leagues, teams, and players associations. The minor courses focus on the administrative side of the sports industry with special attention to considerations surrounding athletes and current industry events. The minor complements majors across the university, including Business, Marketing, and Exercise Science. This minor also connects students with professionals in the sports industry through program connections to organizations like the York Revolution and the NHL.

Type: Minor

Course Requirements

Item #	Title	Credits
BUAD 200	MANAGEMENT PRINCIPLES (W)	3
MKTC 230	REG FOR BUAD 230: MARKETING PRINCIPLES	3
SGS 245	GENDER AND SPORT (G)	3
BUAD 359	TOPICS IN SPORTS MANAGEMENT	3
EXSS 380	SPORT PSYCHOLOGY (R)	3
MKTC 328	SPONSORSHIP STRATEGY	3
	Total credits:	**18**

Master of Business Administration (MBA)

Joanne Tritsch, Program Director

Type: MBA

Program Sequence

The MBA is built on the following Business Core courses (3 credits each):

Item #	Title	Credits
BUAD 500	MARKETING & COMMUNICATIONS	3
BUAD 502	MANAGING & LEADING OTHERS	3
BUAD 505	FINANCIAL MANAGEMENT	3
BUAD 507	ECONOMICS	3
BUAD 508	BUSINESS STATISTICS & PREDICTION	3
BUAD 600	STRATEGIC PLANNING & PROCESS IMPROV	3

The MBA Business Core provides students with foundational knowledge based on the 4 Pillars of People, Planet, Profit and Purpose 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. Our MBA program features personalized advising and a low student-to-professor ratio in lively and vibrant classes.

Students then choose one of two focus areas aligned with job growth and marketability:

- General Management - Focusing on organizational change and sustainability
- Financial Management - Focusing on internal/domestic finance and external/global finance.

All students finish their degree with two courses in The APEX Project: the comprehensive application of the MBA curriculum in a strategic context. The Apex Project course is a platform for demonstrating the student's detailed knowledge of their concentration's business systems and functions through the completion of a business planning or strategic planning project, simultaneously showcasing what they have learned in the program and preparing them for their future.

Focus Areas

Upon completion of the business core, MBA students will select to follow their choice of MBA focus area. The ares include 1) general management, and 2) financial management.

General Management

This concentration is targeted to those desiring to manage day- to-day administrative operations in a wide variety of settings. These professionals will plan and supervise all types of services. Duties include monitoring budgets, continuous improvement, change management, innovation, project management, developing teams, and strategic planning.

Item #	Title	Credits
BUAD 635	DESIGNING & BUILDING EFFECTIVE CULTURES	3
BUAD 642	RESPONSIBLE BUSINESS ENVIRONMENT	3

Financial Management

Those desiring a role in defining and fulfilling the organization's financial obligations will benefit from this area of study. The offering is focused on the merger of ethical financial management with effective and efficient business operations.

Item #	Title	Credits
BUAD 623	IMPACT GOVERNANCE	3
BUAD 646	GLOBAL MARKETS	3

Apex Project Courses

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.

Item #	Title	Credits
BUAD 702	THE APEX PROJECT I	3
BUAD 703	THE APEX PROJECT II	3
	Total credits:	**30**

Master of Healthcare Administration (MHA) & Master of Business Administration (MBA)

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

Applications are accepted on a rolling basis.

- 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 Mary Baldwin University, Office of Admissions, PO Box 1500, Staunton, VA 24402 or admit@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.
- 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: MHA

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 REQUIREMENTS

Item #	Title	Credits
MHA 501	ORGANIZATIONAL & SYSTEMS LEADERSHIP	3
MHA 502	THE BUSINESS OF HEALTHCARE	3
MHA 504	POLICY, ETHICS, LEGAL PERSPECTIVES	3
MHA 509	ORG BEHAVIOR & MGMT IN HEALTHCARE	3
MHA 510	FINANCIAL MGMT HEALTHCARE SYSTEMS	3
MHA 601	QUANTITATIVE & QUALITATIVE METHODS	3
MHA 602	COMMUNITY, PUBLIC, POPULATION HLTH	3
MHA 610	QUALITY IMPROVEMENT, PATIENT SAFETY	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.

Item #	Title	Credits
BUAD 500	MARKETING & COMMUNICATIONS	3
BUAD 502	MANAGING & LEADING OTHERS	3
BUAD 508	BUSINESS STATISTICS & PREDICTION	3
BUAD 623	IMPACT GOVERNANCE	3
BUAD 600	STRATEGIC PLANNING & PROCESS IMPROV	3
BUAD 634	ACCELERATING TRANSFORMATION CHANGE	3
BUAD 565	HEALTHCARE INFORMATION MANAGEMENT	3
BUAD 702	THE APEX PROJECT I	3
BUAD 703	THE APEX PROJECT II	3
	Total credits:	**54**

Master of Science in Nursing (MSN) & Master of Business Administration (MBA) [discontinued]

This program is not currently accepting new students.

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 program is 48 credits.

Type: MSN

MSN REQUIREMENTS

Item #	Title	Credits
NUR 501	ORGANIZATION/SYSTEMS LEADERSHIP (O)	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 601	PRACT/ROLE OF NURSE EXECUTIVE	3
NUR 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

CROSS-LISTED COURSES BETWEEN THE MSN AND MBA TRACKS

Item #	Title	Credits
NUR 701	APEX PROJECT	6

SAMPLE COURSE SCHEDULE

(Based on a full-time, two courses per 8-week session model).

Semesters consists of two 8-week sessions. All classes may not be offered each session or semester.

SEMESTER 1, SESSION 1 - Spring A Term

Item #	Title	Credits
NUR 501	ORGANIZATION/SYSTEMS LEADERSHIP (O)	3
MHA 502	THE BUSINESS OF HEALTHCARE	3

SEMESTER 1, SESSION 2 - Spring B Term

Item #	Title	Credits
NUR 502	THEORETICAL FOUND FOR ADV NURSING	3
NUR 504	POLICY, ETHICS, LEGAL PERSPECTIVES	3

SEMESTER 2, SESSION 1 - Summer A Term

Item #	Title	Credits
NUR 503	MANAGING OUTCOMES - INFORMATICS (Q)	3
BUAD 564	HUMAN CAPITAL MGMT IN HEALTHCARE	3

SEMESTER 2, SESSION 2 - Summer B Term

Item #	Title	Credits
BUAD 660	STRATEGIC PLAN & PROCESS IMPROVEMNT	3

SEMESTER 3, SESSION 1 - Fall A Term

Item #	Title	Credits
BUAD 560	MANAGERIAL ACCOUNTING & FINANCE	3
BUAD 563	MARKETING & BRANDING HEALTHCARE	3

SEMESTER 3, SESSION 2 - Fall B Term

Item #	Title	Credits
NUR 610	QUALITY IMPROVEMENT, PATIENT SAFETY	3
NUR 505	POPULATION HEALTH & COLLABORATION	3

SEMESTER 4, SESSION 1 - Spring A Term

Item #	Title	Credits
BUAD 660	STRATEGIC PLAN & PROCESS IMPROVEMNT	3
BUAD 561	LEADERSHIP & STRATEGIES HEALTHCARE	3

SEMESTER 4, SESSION 2 - Spring B Term

Item #	Title	Credits
BUAD 562	MEDICAL INNOVATION & PROJECT MGMT	3
NUR 601	PRACT/ROLE OF NURSE EXECUTIVE	3

SEMESTER 5, SESSION 1 - Summer A Term

Item #	Title	Credits
NUR 701	APEX PROJECT	6
	Total credits:	**48**

School of Education

Applied Behavior Analysis & Autism Studies

Comprehensive Certificate in Autism Spectrum Disorder

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 Disorder will help those professionals work with and provide support to individuals with ASD in schools and in the greater community.

Type: Certificate

Undergraduate Comprehensive Certificate in Autism Spectrum Disorder

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. Students in this program are subject to academic standing requirements as they pertain to undergraduate students who are classified as seniors.

Item #	Title	Credits
ASD 360	CHARACT & ASSESS OF ASD	3
ASD 361	COMM, LANG, & SENSORY ASPECTS: ASD (W)	3
ASD 362	SOC SKILLS & BEHAV STRAT: ASD (R)	3
ASD 363	ASD: PRACTICUM EXPERIENCE (CO)	3

Graduate Certificate in Autism Spectrum Disorder

Optional add-on (not part of the MS in ABA)

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 Disorder 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. Students in this program are subject to academic standing requirements as they pertain to Graduate students.

Item #	Title	Credits
ASD 640	CHARACT & ASSESS OF ASD	3
ASD 641	COMM, LANG, & SENSORY ASPECTS: ASD	3
ASD 642	SOC SKILLS & BEHAV STRAT: ASD	3
ASD 643	ASD: PRACTICUM EXPERIENCE	3

International Behavior Analyst Coursework Certificate

Admissions requirements:

- A bachelor's degree from a regionally accredited institution
- Correct, fluent written and spoken English. Non-native English speakers must submit one of the following with the minimum score noted:
  - Duolingo, 130
  - IELTS, 7.0
  - TOEFL, 98

Students in this program are subject to academic standing requirements as they pertain to Graduate students.

Type: Certificate

Required Courses

Item #	Title	Credits
ABA 514	BEHAVIOR ASSESSMENT	3
ABA 536	MEASUREMENT,DATA,EXPERIMENTAL DESGN	3
ABA 543	PRINCIPLES OF BEHAVIOR	3
ABA 544	ETHICS IN BEHAVIOR ANALYSIS	3
ABA 545	BEHAVIOR INTERV PROCEDURES	4
ABA 547	OBM: ABA MANAGEMENT	3
ABA 555	CONCEPTUAL ANALYSIS	3
	Total credits:	**22**

Post-Bachelor's Certificate in Applied Behavior Analysis

Post-Bachelor's admissions requirements:

- A bachelor's degree from a regionally accredited institution
- Correct, fluent written and spoken English. Non-native English speakers must submit one of the following with the minimum score noted:
  - Duolingo, 130
  - IELTS, 7.0
  - TOEFL, 98

Students in this program are subject to academic standing requirements as they pertain to undergraduate students who are classified as seniors.

Type: Certificate

Required Courses

Item #	Title	Credits
	ABA 313 or ABA 513	4
	ABA 314 or ABA 514	3
	ABA 336 or ABA 536	3
	ABA 344 or ABA 544	3
	ABA 345 or ABA 545	4
	ABA 347 or ABA 547	3

Exit Examination

Prior to certificate completion, students must complete the departmentally-created exit examination that aligns to the Test Content Outline published by the Behavior Analyst Certification Board. No minimum score is required.

	Total credits:	**20**

Post-Master's Certificate in Applied Behavior Analysis

Post-Master's admissions requirements:

- A master's degree from a regionally accredited institution
- Correct, fluent written and spoken English. Non-native English speakers must submit one of the following with the minimum score noted:
  - Duolingo, 130
  - IELTS, 7.0
  - TOEFL, 98

Students in this program are subject to academic standing requirements as they pertain to Graduate students

Type: Certificate

Required Courses

Item #	Title	Credits
ABA 514	BEHAVIOR ASSESSMENT	3
ABA 536	MEASUREMENT,DATA,EXPERIMENTAL DESGN	3
ABA 543	PRINCIPLES OF BEHAVIOR	3
ABA 544	ETHICS IN BEHAVIOR ANALYSIS	3
ABA 545	BEHAVIOR INTERV PROCEDURES	4
ABA 547	OBM: ABA MANAGEMENT	3
ABA 555	CONCEPTUAL ANALYSIS	3

Exit Examination

Prior to certificate completion, students must complete the departmentally-created exit examination that aligns to the Test Content Outline published by the Behavior Analyst Certification Board. No minimum score is required.

	Total credits:	**22**

Applied Behavior Analysis & Autism Studies (BA)

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 courses that are required for national board exam eligibility. (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 of the courses required for board exam eligibility. 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 Applied Behavior Analysis & Autism Studies

Students in this major have the option to take graduate-level courses in the major if they qualify based on GPA (and will need to do so if planning to use those courses for eligibility to take the BCBA® or BCaBA® national board examination); 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 should take graduate equivalents where allowable, if eligible based on GPA.

Students must wait until junior status to take these ABA graduate courses, rare exceptions with approval.

Required ABA Courses

Item #	Title	Credits
ABA 313	BASIC CONCEPTS/PRINCIPLES OF ABA (N)	4
	ABA 314 or ABA 514	3
	ABA 336 or ABA 536	3
	ABA 344 or ABA 544	3
	ABA 345 or ABA 545	4
	ABA 347 or ABA 547	3

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	CHARACT & ASSESS OF ASD	3
ASD 361	COMM, LANG, & SENSORY ASPECTS: ASD (W)	3
ASD 362	SOC SKILLS & BEHAV STRAT: ASD (R)	3
ASD 363	ASD: PRACTICUM EXPERIENCE (CO)	3

Additional Requirements

Item #	Title	Credits
ABA 400	SENIOR PROJECT (M)	3.5

Electives

Choose 4 of the following courses. 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
	ED 212 OR PSYC 210	3
ED 215	FOUNDATIONS & LEGAL ISSUES OF SPED	3
ED 205	CHARACTERISTICS OF EXCEPTIONALITY	3
ABA 220	ACCELERATING ATHLETIC PERFORMAN (Q)	3
ABA 320	AFFIRMING CLINICAL PRACT (D)	3
ABA 321	BEH SYS & CHNG MGMT	3
ASD 220	GLOBAL PERSPECTIVES-ASD (I) (VOYA)	3
ASD 221	WOMEN & NEURODIVERSITY (G) (IDEN)	3
PSYC 203	ABNORMAL PSYCHOLOGY (S)	3

Total Credits AS & ABA Major = 47.5

Bachelor's/Masters option

Criteria for Bachelor's/MS Admission:

1. Complete an application form
2. Earn a minimum cumulative GPA of 3.0
3. Submit a personal statement

Additional course requirements for the Bachelor's/MS, taken post-Bachelor's.

Students completing this option will take up to 16 graduate credit hours as an undergraduate and a minimum of 21 graduate credit hours as an MS student, completing a total of 37 graduate credit hours for the MS degree. Courses are offered online only.

Item #	Title	Credits
ABA 543	PRINCIPLES OF BEHAVIOR	3
ABA 555	CONCEPTUAL ANALYSIS	3
ABA 556	EXPERIMENTAL ANALYSIS OF BEHAVIOR	3
ABA 588	PRACTICE & EXPERIENTIAL SKILLS	3
ABA 631	APPLICATIONS OF PROFESSIONAL INQ	3
ABA 632	MASTERS PROJECT	3

Plus one elective 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	AFFIRMING CLINICAL PRACTICE	3
ABA 621	BEH SYS & CHNG MGMT	3
ASD 640	CHARACT & ASSESS OF ASD	3

Total MS ABA Credit Hours = 37

Applied Behavior Analysis (Minor)

Type: Minor

Item #	Title	Credits
ABA 313	BASIC CONCEPTS/PRINCIPLES OF ABA (N)	4
	ABA 314 or ABA 514	3
	ABA 336 or ABA 536	3
	ABA 344 or ABA 544	3
	ABA 345 or ABA 545	4
	ABA 347 or ABA 547	3
	Total credits:	**20**

Autism Studies (Minor)

Type: Minor

Required Courses

Item #	Title	Credits
ABA 313	BASIC CONCEPTS/PRINCIPLES OF ABA (N)	4
ASD 360	CHARACT & ASSESS OF ASD	3
ASD 361	COMM, LANG, & SENSORY ASPECTS: ASD (W)	3
ASD 362	SOC SKILLS & BEHAV STRAT: ASD (R)	3
ASD 363	ASD: PRACTICUM EXPERIENCE (CO)	3

Choose one of the following:

Item #	Title	Credits
ASD 220	GLOBAL PERSPECTIVES-ASD (I) (VOYA)	3
ASD 221	WOMEN & NEURODIVERSITY (G) (IDEN)	3
	Total credits:	**19**

Autism Studies (MA)

Program Director: Rachel S. Potter, BCBA-D, LBA, IBA

Admissions requirements:

- A bachelor's degree from a regionally accredited institution with an overall GPA of 3.0 or
  higher
- Correct, fluent written and spoken English. Non-native English speakers must submit one of the following with the minimum score noted:
  - Duolingo, 130

- IELTS, 7.0
- TOEFL, 98

Type: MA

Required Courses

Item #	Title	Credits
ASD 640	CHARACT & ASSESS OF ASD	3
ASD 641	COMM, LANG, & SENSORY ASPECTS: ASD	3
ASD 642	SOC SKILLS & BEHAV STRAT: ASD	3
ASD 643	ASD: PRACTICUM EXPERIENCE	3
ABA 631	APPLICATIONS OF PROFESSIONAL INQ	3
ASD 632	AUSTISM STUDIES MASTER'S PROJECT	3
ABA 543	PRINCIPLES OF BEHAVIOR	3

Choose THREE Electives

Recommended Options:

Item #	Title	Credits
ASD 620	ASD GLOBAL PERSPECTIVES	3
ASD 621	GENDER & NEURODIVERSITY	3

Other Options:

Item #	Title	Credits
ABA 514	BEHAVIOR ASSESSMENT	3
ABA 545	BEHAVIOR INTERV PROCEDURES	4
ABA 555	CONCEPTUAL ANALYSIS	3
ABA 556	EXPERIMENTAL ANALYSIS OF BEHAVIOR	3
ABA 620	AFFIRMING CLINICAL PRACTICE	3
ABA 621	BEH SYS & CHNG MGMT	3
	Total credits:	**30-31**

Applied Behavior Analysis (MS)

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 (not C-) in the courses that are specifically tied to exam-eligibility requirements.

Admissions requirements:

- A bachelor's degree from a regionally accredited institution with an overall GPA of 3.0 or
  higher
- Correct, fluent written and spoken English. Non-native English speakers must submit one of the following with the minimum score noted:
  - Duolingo, 130
  - IELTS, 7.0
  - TOEFL, 98

Type: MS

Required Courses

Item #	Title	Credits
ABA 514	BEHAVIOR ASSESSMENT	3
ABA 536	MEASUREMENT,DATA,EXPERIMENTAL DESGN	3
ABA 543	PRINCIPLES OF BEHAVIOR	3
ABA 544	ETHICS IN BEHAVIOR ANALYSIS	3
ABA 545	BEHAVIOR INTERV PROCEDURES	4
ABA 547	OBM: ABA MANAGEMENT	3
ABA 555	CONCEPTUAL ANALYSIS	3
ABA 556	EXPERIMENTAL ANALYSIS OF BEHAVIOR	3
ABA 588	PRACTICE & EXPERIENTIAL SKILLS	3
ABA 631	APPLICATIONS OF PROFESSIONAL INQ	3
ABA 632	MASTERS PROJECT	3

Choose one elective from the following:

Item #	Title	Credits
ABA 620	AFFIRMING CLINICAL PRACTICE	3
ABA 621	BEH SYS & CHNG MGMT	3
ASD 640	CHARACT & ASSESS OF ASD	3

Non-coursework Degree Requirement:

Four (minimum) documented CE Units in Applied Behavior Analysis

Comprehensive Certificate in Autism Spectrum Disorder

Students may be interested in also pursuing the Comprehensive Certificate in Autism Spectrum Disorder (Graduate).

Optional add-on (not part of the MS in ABA)

Total credits:	**37**

Education

Education Minors

Type: Minor

Education Majors and Minors Policy

Students who declare a major in Elementary Education or Special Education 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. Students need to be admitted to the Teacher Education Program in order to enroll in ED 112. Otherwise, they will need to seek a substitute course.

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** meet the requirements for a Virginia teaching license. Students interested in pursuing licensure should arrange to meet with an education advisor to go over the specific licensure requirements. *For additional information on undergraduate minors, please see the Academic Procedures section of the undergraduate catalog.*

Requirements for the Education Minor

Core Courses

Item #	Title	Credits
ED 115	FOUNDATIONS OF EDUCATION (T)	3
ED 205	CHARACTERISTICS OF EXCEPTIONALITY	3
ED 212	LIFESPAN HUMAN DEVELOPMENT (S)	3
ED 325	CLASSROOM AND BEHAVIOR MANAGEMENT	3
ED 328	ASSESSMENT OF & FOR LEARNING	4
	ED 342 or ED 323	3

Select one of the following:

ED 323 only for those endorsement areas where it is required. If so, take ED 342 for Core requirement.

Item #	Title	Credits
ED 215	FOUNDATIONS & LEGAL ISSUES OF SPED	3
ED 336	COMPARATIVE EDUCATION (IW)	3
ED 350	CONTENT AREA LEARNING	3
ED 323	LANG ACQUISITION & LITERACY DEV I	3

Total credits: 22

Requirements for the Special Education Minor

Any major other than Elementary Education or Special Education; a psychology major or minor is recommended, but not required.

Item #	Title	Credits
ED 112	PRACTICUM IN GENERAL & SPED (C)	3
ED 115	FOUNDATIONS OF EDUCATION (T)	3
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

History & Social Science Education (18 s.h.): must major or co-minor in History or minor in Economics.

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 Biology or minor in Chemistry.

- **Additional required course: ED 230**

Item #	Title	Credits
ED 112	PRACTICUM IN GENERAL & SPED (C)	3
ED 115	FOUNDATIONS OF EDUCATION (T)	3
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

Elementary Education PK-6 (BA)

The Elementary Education major embodies the University's values of a comprehensive liberal arts education. Completing the requirements for the major will provide prospective elementary 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 provides the best opportunity to prepare highly qualified classroom teachers within the four years of the undergraduate degree program. Requirements include content and professional studies coursework for licensure. Therefore, students seeking licensure are required to meet Education program admission requirements, CAEP accreditation candidacy requirements, and successfully complete student teaching in order to qualify for a Virginia Teaching License and graduation. *Please reference the Teacher Education Program - Initial Licensure Levels of Progression for requirements.*

Type: Major

Requirements for the Major

Complete all coursework and assessments successfully. Assessments include Praxis II Elementary Multiple Subjects, and the Praxis Teaching Reading: Elementary. Students will also need to successfully complete the following modules: Professional Qualities and Dispositional Traits, Child Abuse Recognition Training, Civics Education, Dyslexia Awareness Training, Professional Ethics, Use of Restraint and Seclusion in Elementary and Secondary Schools in Virginia. Two VDOE requirements will be satisfied by completion of coursework: Cultural Competency in ED 342, and two Special Education modules Meaningful IEP Meetings and Building an Inclusive School Community in a practicum. All must complete First Aid, CPR (hands-on), AED successfully. Students will also complete practicums associated with coursework and student teaching in their endorsement area.

Required Courses

Item #	Title	Credits
ENG 102	COMPOSITION (COMP)	3
	ECON 101 or ANTH 227	3
POLS 200	STATE AND LOCAL GOVERNMENT (CS)	3
ED 112	PRACTICUM IN GENERAL & SPED (C)	3
ED 115	FOUNDATIONS OF EDUCATION (T)	3
ED 205	CHARACTERISTICS OF EXCEPTIONALITY	3
ED 212	LIFESPAN HUMAN DEVELOPMENT (S)	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 312	INSTRUCTIONAL STRATEGIES W/ PRACTIC	4
ED 323	LANG ACQUISITION & LITERACY DEV I	3
ED 324	LANG ACQUISITION & LITERACY DEV II (C)	4
ED 325	CLASSROOM AND BEHAVIOR MANAGEMENT	3
ED 328	ASSESSMENT OF & FOR LEARNING	4
ED 342	CULTURAL RESPON TEACHING & COMM (D)	3
ED 382	STUDENT TEACHING: ELEMENTARY ED (O)	12
ED 386	SEMINAR	2
ED 400	SENIOR SEMINAR AND PROJECT (M)	3

English

Select one of the following:

Item #	Title	Credits
ENG 220	AMERICAN LITERATURE: COLONIAL TO ROM (HW)	3
ENG 221	AMERICAN LITERATURE: REALISM TO PRESENT (HW)	3
ENG 204	CHILDREN'S/YOUNG ADULT LIT (WH)	3

Science

Select two lab sciences from two different disciplines from the following:

Item #	Title	Credits
BIOL 111	PRINCIPLES OF BIOLOGY (N) (DISC)	4
CHEM 102	GENERAL, ORGANIC & BIOCHEMISTRY (NQ)	4
CHEM 121	GENERAL CHEMISTRY I (N,Q) (DISC)	4
PHYS 201	GENERAL PHYSICS I (NQ)	4
INT 165	EARTH AND SPACE SCIENCE (NQ) (DISC)	4

Mathematics

Select two of the following: one course must be MATH 159 College Algebra or higher

Item #	Title	Credits
MATH 155	MATH IN CONTEMPORARY SOCIETY (Q)	3
MATH 159	COLLEGE ALGEBRA (Q)	3
MATH 171	PRECALCULUS WITH TRIGONOMETRY (Q)	3
MATH 211	INTRO CALC/ANALYTIC GEOMETRY I (Q)	4
MATH 212	INTRO CALC/ANALYTIC GEOMETRY II (Q)	4

History

Select one of the following:

Item #	Title	Credits
HIST 111	US HISTORY TO 1877 (H) (NARR)	3
HIST 112	US HISTORY FROM 1877 (H) (NARR)	3
HIST 302	VIRGINIA HISTORY (DR)	3

Additional Course Requirement

Research (R) Course credit (3 credit hours)

	Total credits:	**91-93**

Liberal Arts And Interdisciplinary Studies (BA)

The LAIS Educational Foundations major is specifically designed as an alternative pathway only for students who are no longer eligible to continue in the licensure tracks of the Elementary Education or Special Education majors. This non-licensure option enables students to apply relevant coursework toward degree completion while redirecting their academic goals outside the framework of state teacher certification. Upon selecting or being recommended for this pathway, students will be withdrawn from the Teacher Education Program.

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. Students will complete the Core Requirements *in addition* to the non-licensure Educational Foundations track. Exceptions to the specified courses below must be approved.

Core Courses

Item #	Title	Credits
ED 342	CULTURAL RESPON TEACHING & COMM (D)	3
ENG 102	COMPOSITION (COMP)	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)**

TRACK Requirements: Educational Foundations

Item #	Title	Credits
ED 115	FOUNDATIONS OF EDUCATION (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 Foundations track.

Item #	Title	Credits
ABA 313	BASIC CONCEPTS/PRINCIPLES OF ABA (N)	4
ASD 360	CHARACT & ASSESS OF ASD	3
ASD 361	COMM, LANG, & SENSORY ASPECTS: ASD (W)	3
ASD 362	SOC SKILLS & BEHAV STRAT: ASD (R)	3
ED 209	ASSESS & EVAL IN SPED & GIFTED ED	3
ED 212	LIFESPAN HUMAN DEVELOPMENT (S)	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 (C)	4
	ED 238 OR ED 239	3
ED 325	CLASSROOM AND BEHAVIOR MANAGEMENT	3
ED 328	ASSESSMENT OF & FOR LEARNING	4
ED 336	COMPARATIVE EDUCATION (IW)	3
ED 340	INSTRUCTIONAL STRATEGIES IN READING AND WRITING IN SPED	3
ED 350	CONTENT AREA LEARNING	3
MATH 155	MATH IN CONTEMPORARY SOCIETY (Q)	3
	Total credits:	**54-59**

MAT Elementary Education PK-6

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. 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 area of Elementary Education (PK–6). To be recommended for teacher licensure and the MAT degree, students must complete all relevant program requirements including all VDOE required content for the endorsement, pass all relevant assessments, 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 the 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 School of Education tab for additional information on this requirement.

Requirements
Students are required to maintain a GPA of 3.0 throughout the program and must have earned a minimum of 35 credit hours.

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	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

VDOE Elementary General Education Requirements

- English 102 (3)
- English Literature (3)
- College Algebra or higher (3)
- College Math Elective (Math prefix) (3)
- US History I or II or World/Western History I or II (3)
- Introductory Level Lab Science from Biology, Chemistry, Physics or Earth Science (4)
- Introductory Level Lab Science from Biology, Chemistry, Physics or Earth Science *(different discipline from first choice)* (4)
- Virginia State & Local Government (3)
- Economics or Geography (3)

Additional Requirements

- Students must meet the requirements of the *Teacher Education Program - Initial Licensure Levels of Progression*
- To be processed for licensure, students must earn a B- or better in Student Teaching
- No areas of concern on the Professional Qualities and Dispositional Traits evaluation
- Participation in required student and program evaluations
- Passing scores on applicable Praxis II and RVE (prior to 9/1/22) or Teaching Reading: Elementary as required by the Commonwealth of Virginia
- 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 the following modules: Child Abuse Recognition and Reporting, Cultural Competency (or take ED 646), Dyslexia Awareness, Regulations Governing the Use of Restraint and Seclusion in Elementary and Secondary Schools in Virginia, Special Education Meaningful IEP Training and Building a More Inclusive School Community, Virginia State and Local Civic Education, and the Professional Ethics Module

Total credits:	**44**

MAT English as a Second Language (PK-12)

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. 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 area of English as a Second Language (ESL). To be recommended for teacher licensure and the MAT degree, students must complete all relevant program requirements, pass all relevant assessments, 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 the 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 School of Education tab for additional information on this requirement.

Requirements
Students are required to maintain a GPA of 3.0 throughout the program and must have earned a minimum of 35 credit hours.

Type: MAT

English as a Second Language (PK-12)

Required: 6 s.h. spoken, modern foreign language through the intermediate level prior to applying for the ESL licensure 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 requirements of the *Teacher Education Program - Initial Licensure Levels of Progression*
- To be processed for licensure, students must earn a B- or better in Student Teaching
- No areas of concern on the Professional Qualities and Dispositional Traits evaluation
- Participation in required student and program evaluations
- Passing scores on applicable Praxis II as required by the Commonwealth of Virginia
- 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 the following modules: Child Abuse Recognition and Reporting, Cultural Competency (or take ED 646), Dyslexia Awareness, Regulations Governing the Use of Restraint and Seclusion in Elementary and Secondary Schools in Virginia, Special Education Meaningful IEP Training and Building a More Inclusive School Community, and the Professional Ethics Module

Total credits:	**48**

MAT Middle Education (6-8)

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. 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 area of Middle Education (6–8). To be recommended for teacher licensure and the MAT degree, students must complete all relevant program requirements including all VDOE required content in their endorsement area, pass all relevant assessments, 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 the 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 School of Education tab for additional information on this requirement.

Requirements
Students are required to maintain a GPA of 3.0 throughout the program and must have earned a minimum of 35 credit hours.

Type: MAT

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	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

VDOE Middle English Endorsement Area Requirements

Minimum of 21 credit hours of English coursework, which must include the following:

- English Composition (3)
- Advanced Composition (3)
- Child/Young Adult Literature (3)
- American Literature (3)
- English Language Linguistics (3)
- Media Literacy (3)
- Interpersonal Communication/Speech (3)
- Virginia State & Local Government (3)
- English Elective (3)

VDOE Middle History and Social Science Endorsement Area Requirements

Minimum of 21 credit hours of History and Social Science coursework, which must include the following:

- US History I or US History II (3)
- World/Western History (3)
- Economics (3)
- American Government (3)
- Virginia State & Local Government (3)
- Geography (3)
- African-American History (3)
- Electives as needed

Additionally:

- English Composition (3)

VDOE Middle Mathematics Endorsement Area Requirements

Minimum of 24 credit hours of Mathematics coursework, which must include the following:

- Algebra (3)
- Geometry (3)
- Probability & Statistics (3)
- Math Applications (3)
- Math Elective (3)
- Math Elective (3)
- Math Elective (3)
- Math Elective (3)

Additionally:

- English Composition (3)
- Virginia State & Local Government (3)

VDOE Middle Science Endorsement Area Requirements

Minimum of 24 credit hours of Science coursework, which must include the following:

- Biology with Lab (4)
- Chemistry with Lab (4)
- Physics with Lab (4)
- Earth & Space Science with Lab (4)
- Science Elective (3)
- Science Elective (3)
- Science Elective (3)

Additionally:

- English Composition (3)
- Virginia State & Local Government (3)

Additional Requirements

- Students must meet the requirements of the *Teacher Education Program - Initial Licensure Levels of Progression*
- To be processed for licensure, students must earn a B- or better in Student Teaching
- No areas of concern on the Professional Qualities and Dispositional Traits evaluation
- Participation in required student and program evaluations
- Passing scores on applicable Praxis II as required by the Commonwealth of Virginia
- 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 Middle History and Social Science endorsement only)
- Successful completion of the following modules: Child Abuse Recognition and Reporting, Cultural Competency (or take ED 646), Dyslexia Awareness, Regulations Governing the Use of Restraint and Seclusion in Elementary and Secondary Schools in Virginia, Special Education Meaningful IEP Training and Building a More Inclusive School Community, and the Professional Ethics Module

Total credits:	**41**

MAT Secondary Education (6-12)

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. 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 area of Secondary Education (6–12). To be recommended for teacher licensure and the MAT degree, students must complete all relevant program requirements, major in a relevant content area, pass all relevant assessments, 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 the 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 School of Education tab for additional information on this requirement.

Requirements
Students are required to maintain a GPA of 3.0 throughout the program and must have earned a minimum of 35 credit hours.

Type: MAT

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	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

VDOE Secondary English Endorsement Area Requirements

Major in English (bold courses required) or minimum of 36 credit hours of English coursework, which must include the following:

- **English Basic Grammar/Composition (3)**
- **Oral Language/Communication (3)**
- **Media Literacy (3)**
- **Survey of American Literature (3)**
- **Survey of British Literature (3)**
- **Ethnic or Minority Literature (3)**
- **World Literature (3)**
- **Young Adult Literature (3)**
- Advanced Composition (3)
- Literary Theory & Criticism (3)
- Development/Nature of English Language/ Linguistics (3)
- Teaching of Reading/Writing/Research (3)

VDOE Secondary History & Social Science Endorsement Area Requirements

Minimum of 51 credit hours of History, Political Science, Geography, and Economics coursework, which must include the following:

- American History I (3)
- American History II (3)
- Virginia History (3)
- World/Western History I (3)
- World/Western History II (3)
- African-American History (3)
- American Government (3)
- Virginia State & Local Government (3)
- Political Science Elective (3)
- Political Science Elective (3)
- Political Science Elective (3)
- Political Science Elective (3)
- Geography (3)
- Geography Elective (3)
- Geography Elective (3)
- Economics (3)
- Economics (3)

Additionally:

- English Composition (3)

VDOE Secondary Mathematics Endorsement Area Requirements

Major in Mathematics or minimum of 36 credit hours of Mathematics coursework, which must include the following:

- Algebra (3)
- Linear Algebra (3)
- Abstract Algebra (3)
- Geometry (Euclidean & non-Euclidean)
- Analytic Geometry (3)
- Probability & Statistics (Math prefix) (3)
- Discrete Mathematics (3)
- Calculus (3)
- Multivariable Calculus (3)
- Mathematical Modeling (3)
- Computer Science (2 or more program languages) (3)
- Math Elective (3)

Additionally:

- English Composition

Additional Requirements

- Students must meet the requirements of the *Teacher Education Program - Initial Licensure Levels of Progression*
- To be processed for licensure, students must earn a B- or better in Student Teaching
- No areas of concern on the Professional Qualities and Dispositional Traits evaluation
- Participation in required student and program evaluations
- Passing scores on applicable Praxis II as required by the Commonwealth of Virginia
- 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 Secondary History and Social Science endorsements only)
- Successful completion of the following modules: Child Abuse Recognition and Reporting, Cultural Competency (or take ED 646), Dyslexia Awareness, Regulations Governing the Use of Restraint and Seclusion in Elementary and Secondary Schools in Virginia, Special Education Meaningful IEP Training and Building a More Inclusive School Community, and the Professional Ethics Module

Total credits:	**35**

MAT Special Education General Curriculum K-12

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. 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 area of Special Education General Curriculum (K–12). To be recommended for teacher licensure and the MAT

degree, students must complete all relevant program requirements including all VDOE required content for the endorsement, pass all relevant assessments, 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 the 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 School of Education tab for additional information on this requirement.

Requirements
Students are required to maintain a GPA of 3.0 throughout the program and must have earned a minimum of 35 credit hours.

Type: MAT

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 637	TRANS FOR EXCEP LEARNERS	3
ED 638	COLLAB TO SUPPORT EXCEP LEARNERS	3
ED 639	ASSESS & EVAL IN SPED & GIFTED ED	3
ED 642	INSTRUCTIONAL STRATEGIES IN READING AND WRITING IN SPED	3
IN 602	METHODS OF TEACHING MATH- SPED	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

Additional Requirements

- Students must meet the requirements of the *Teacher Education Program - Initial Licensure Levels of Progression*
- To be processed for licensure, students must earn a B- or better in Student Teaching
- No areas of concern on the Professional Qualities and Dispositional Traits evaluation
- Participation in required student and program evaluations
- Passing scores on the RVE (prior to 9/1/22) or Teaching Reading: Elementary as required by the Commonwealth of Virginia
- 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 the following modules: Child Abuse Recognition and Reporting, Cultural Competency (or take ED 646), Dyslexia Awareness, Regulations Governing the Use of Restraint and Seclusion in Elementary and Secondary Schools in Virginia, Special Education Meaningful IEP Training and Building a More Inclusive School Community, and the Professional Ethics Module

Total credits:	**50**

MEd Curriculum and Instruction and MEd Special Education Non-Licensure

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 on a provisional license, those who are already licensed, or individuals who are pursuing careers that do not require teacher licensure.

The degree consists of a minimum of 30 graduate credit hours in the following:

- Required Core Courses (9 credit hours), **AND**
- Choice of Concentration (21 credit hours): Curriculum & Instruction **or** Special Education Non-Licensure

Type: MEd

Required Core Courses

Item #	Title	Credits
IN 629	LEADERSHIP IN EDUCATION	3
IN 630	METHODS OF PROFESSIONAL INQUIRY	3
ED 632	INQUIRY RESEARCH PROJECT I	3

Plus one of the following: Curriculum & Instruction or Special Education Non-Licensure

Curriculum & Instruction

The Curriculum & Instruction concentration is a ***non-licensure*** graduate degree program that focuses on developing effective instructional programs by connecting educational theory to research-based practices.

Holding a Virginia teaching license is not a prerequisite for this degree. This degree is well suited for a student working with a provisional license. Please consult with an education advisor.

Select four courses (12 credit hours) from the following:

Item #	Title	Credits
ED 601	LIFESPAN HUMAN DEVELOPMENT	3
ED 602	FOUNDATIONS OF EDUCATION	3
ED 603	ASSESSMENT OF & FOR LEARNING	3
ED 607	INSTRUCTIONAL STRATEGIES	3
ED 625	CLASSROOM AND BEHAVIOR MANAGEMENT	3

Electives - Select three courses (9 credit hours) from the following:

Item #	Title	Credits
	ED 546, ED 547, ED 548 or ED 549	3
ED 606	INTG LIT TO IMPROVE CONT AREA LEARN	3
ED 620	CREATING AUTHENTIC LEARNING ENVIRON	3
ED 622	CHARACTERISTICS OF EXCEPTIONALITY	3
ED 631	TECHNOLOGIES TO ADVANCE LEARNING	3
ED 635	LANG ACQUISITION & LITERACY DEV I	3
ED 636	LANG ACQUISITION & LITERACY DEV II	3
ED 646	CULTURALLY RESPONSIVE TEACH/COMM	3
	IN 601, IN 602, IN 604, or IN 605	3
IN 627	LEARNING THEORY FOR DIVERSE LEARNER	3
IN 633	ASSESS/PLAN FOR INSTRUCT IMPROVEMNT	3

Other courses may be substituted as needed, subject to approval by the Director of the Teacher Education Program.

Special Education Non-Licensure

The Special Education Non-Licensure concentration is a graduate degree program that is suited for students working in special education environments outside the public school classroom. This program is designed to prepare students with the knowledge and skills necessary to work with individuals with disabilities.

Holding a Virginia teaching license is not a prerequisite for this degree. This degree is well suited for a student working with a special education provisional license. Please consult with an education advisor.

Select four courses (12 credit hours) from the following:

Item #	Title	Credits
ED 622	CHARACTERISTICS OF EXCEPTIONALITY	3
ED 624	IEP DEVELOPMENT & IMPLEMENTATION	3
ED 625	CLASSROOM AND BEHAVIOR MANAGEMENT	3
ED 638	COLLAB TO SUPPORT EXCEP LEARNERS	3
IN 620	FOUNDATIONS & LEGAL ISSUES OF SPED	3

Electives - Select three courses (9 credit hours) from the following:

Item #	Title	Credits
ED 603	ASSESSMENT OF & FOR LEARNING	3
ED 606	INTG LIT TO IMPROVE CONT AREA LEARN	3
ED 631	TECHNOLOGIES TO ADVANCE LEARNING	3
ED 635	LANG ACQUISITION & LITERACY DEV I	3
ED 637	TRANS FOR EXCEP LEARNERS	3
ED 639	ASSESS & EVAL IN SPED & GIFTED ED	3
ED 642	INSTRUCTIONAL STRATEGIES IN READING AND WRITING IN SPED	3
IN 602	METHODS OF TEACHING MATH- SPED	3
IN 627	LEARNING THEORY FOR DIVERSE LEARNER	3

Other courses may be substituted as needed, subject to approval by the Director of the Teacher Education Program.

	Total credits:	**30**

MEd Leadership Through Authentic Learning

MEd in leadership through authentic learning helps students gain a deep understanding of authentic learning strategies that are proven to inspire and motivate students. By incorporating hands-on, inquiry-based approaches into your teaching practice, you will empower your students to master the essential skills needed to succeed in a complex 21st-century world.

Whether you are a classroom teacher, curriculum or policy developer, or an educator in a museum or park setting, this program will help you become an educational leader who unleashes the full potential of your students' minds and imaginations. *This is a non-licensure degree.*

Required minimum credit hours: 30

Type: MEd

Required Core Courses: 21 hours

Item #	Title	Credits
ED 620	CREATING AUTHENTIC LEARNING ENVIRON	3
ED 669	MINDFUL, BIAS-AWARE & REFLECT TEACH	3
ED 670	INSTRUCTIONAL COACHING & MENTORING	3
IN 626	AUTHENTIC LEARNING: THEORY RSRCH	3
IN 629	LEADERSHIP IN EDUCATION	3
IN 630	METHODS OF PROFESSIONAL INQUIRY	3
ED 632	INQUIRY RESEARCH PROJECT I	3

Concentration Courses: 9 hours

Choose and complete at least three courses:

Item #	Title	Credits
ED 631	TECHNOLOGIES TO ADVANCE LEARNING	3
IN 627	LEARNING THEORY FOR DIVERSE LEARNER	3
IN 628	PUBLIC POLICY IN EDUCATION	3
IN 631	CURRICULUM DEVELOPMENT AND DESIGN	3
IN 633	ASSESS/PLAN FOR INSTRUCT IMPROVEMNT	3

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

- Three required courses, plus,
- One Other Elective (from the Other Elective choices below)

Item #	Title	Credits
IN 626	AUTHENTIC LEARNING: THEORY RSRCH	3
ED 620	CREATING AUTHENTIC LEARNING ENVIRON	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	

MEd Licensure Areas: Elementary Education PK-6, English as a Second Language, Gifted Education, Special Education General Curriculum K-12, Special Education Add-ons

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.

Areas of emphasis leading to licensure in which students must hold an active VA license:

- Elementary Education PK-6
- Special Education General Curriculum K-12
- Special Education General Curriculum Add-on K-6, 6-8, or 6-12

Areas of emphasis that can be completed with or without seeking licensure:

- English as a Second Language (ESL)
- Gifted Education

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:

Elementary Education

Additional co-requisites apply and are determined following a detailed transcript analysis.

Students are required to meet CAEP Initial licensure requirements for the Elementary Education PK-6 endorsement. Students must meet the Teacher Education Program - Initial Levels of Program Progression for ED 607 and ED 609/611.

Note: Additional requirements include verification that the following courses were completed during initial licensure (if missing they will need to be taken): Characteristics of Exceptionality, Lifespan Human Development, Assessment Of and For Learning, Foundations of Education. May be substituted for the Required Core courses IN 627 and IN 629.

Item #	Title	Credits
ED 607	INSTRUCTIONAL STRATEGIES	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

Special Education General Curriculum K-12

This is for any student seeking the full Special Education General Curriculum K-12 as an additional endorsement to any active Virginia teaching license, except CTE.

Students are required to meet CAEP Initial licensure requirements for the Special Education K-12 endorsement. Students must meet the Teacher Education Program - Initial Levels of Program Progression for ED 624 and ED 614/611.

Note: 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. May be substituted for the Required Core courses IN 627 and IN 629.

Additional requirements under this emphasis area:

- Proof of English Composition/Writing
- Professional Ethics Exam
- Praxis Teaching Reading: Elementary

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
ED 642	INSTRUCTIONAL STRATEGIES IN READING AND WRITING IN SPED	3
IN 602	METHODS OF TEACHING MATH- SPED	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
- Must possess or be concurrently pursuing a Virginia Elementary Education PK-6 license
- Professional Ethics Exam Module

Item #	Title	Credits
ED 624	IEP DEVELOPMENT & IMPLEMENTATION	3
ED 639	ASSESS & EVAL IN SPED & GIFTED ED	3
ED 642	INSTRUCTIONAL STRATEGIES IN READING AND WRITING IN SPED	3
IN 602	METHODS OF TEACHING MATH- SPED	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
- Must possess or be concurrently pursuing a Virginia Middle Education Core Content 6-8 license
- Must pass Praxis Teaching Reading: Elementary
- Professional Ethics Exam Module

Item #	Title	Credits
ED 624	IEP DEVELOPMENT & IMPLEMENTATION	3
ED 637	TRANS FOR EXCEP LEARNERS	3
ED 642	INSTRUCTIONAL STRATEGIES IN READING AND WRITING IN SPED	3
IN 602	METHODS OF TEACHING MATH- SPED	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
- Must possess or be concurrently pursuing a Virginia Secondary Education Core Content 6-12 license
- Must pass Praxis Teaching Reading: Elementary
- Professional Ethics Exam Module

Item #	Title	Credits
ED 624	IEP DEVELOPMENT & IMPLEMENTATION	3
ED 637	TRANS FOR EXCEP LEARNERS	3
ED 642	INSTRUCTIONAL STRATEGIES IN READING AND WRITING IN SPED	3
IN 602	METHODS OF TEACHING MATH- SPED	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)

Note: ED 691, ED 692, and ED 693 Applied Practicum hours must be done in the context of a one-semester placement and must reflect 45 hours of direct instruction. Examples of non-instructional hours include planning, observation, educational meetings, professional development, etc. 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.

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 one graduate elective:

- **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

MEd Reading Education

The Master of Education (MEd) in Reading Education is a professional degree designed for the student who seeks advanced study in literacy and reading instruction & assessment. This program is best suited for a former or current teacher who would like to improve literacy instruction skills.

Candidates pursuing this program must hold a bachelor's degree before starting the program. To add Virginia's Reading Specialist endorsement, students must hold a current Virginia teaching license, have successfully completed at least three years of full-time teaching and must pass the Praxis Reading Specialist assessment before they can submit to the VDOE for the additional endorsement.

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

Students must have a 3.0 GPA to enroll in ED 672. Furthermore, ED 671, 672 and 675 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. Please see Teacher Education Program - Advanced Levels of Program Progression for details.

Additional Licensure requirements:

Students seeking the Reading Specialist license will need to complete or show proof of the following:

- Lifespan Human Development**
- Characteristics of Exceptionality**
- Professional Ethics Exam
- Employment Verification of three years of full-time teaching
- Students must take and receive a minimum qualifying score on the Praxis Reading Specialist assessment

***Students must have completed two equivalent prerequisites prior to starting the program or complete during the program if pursuing licensure.*

Total credits:	**36**

PBTL Elementary Education PK-6

The Post-Baccalaureate Teacher Licensure (PBTL) Program is designed to offer students who already hold an undergraduate degree an efficient and effective avenue to become a licensed teacher by continuing with undergraduate coursework. The program operates within the university's current undergraduate programming structure and is designed to focus on inquiry — the processes by which students and teachers ask questions, study, and learn about the human experience. Depending upon the student's undergraduate coursework, the PBTL program varies in length and content but generally includes courses on pedagogy, classroom field experience, and/or student teaching. The PBTL program utilizes undergraduate coursework to build on a baccalaureate foundation. ***This program does not lead to a certificate or graduate degree.***

The PBTL program is ideal for career-switchers, individuals seeking to enter the teaching profession later in their careers, and individuals who desire to make the most of their undergraduate coursework without earning a master's degree.

Requirements

Required entering GPA of 2.5. The program requires a 3.0 GPA to be eligible for Instructional Strategies and Student Teaching. Students must devote their final semester to a 14-week, full-time, student teaching placement.

Please see the Teacher Education Program - Initial Levels of Progression for eligibility and additional requirements for Instructional Strategies and Student Teaching.

Type: PBTL

Elementary Education

Item #	Title	Credits
ED 112	PRACTICUM IN GENERAL & SPED (C)	3
ED 115	FOUNDATIONS OF EDUCATION (T)	3
ED 205	CHARACTERISTICS OF EXCEPTIONALITY	3
ED 212	LIFESPAN HUMAN DEVELOPMENT (S)	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 312	INSTRUCTIONAL STRATEGIES W/ PRACTIC	4
ED 323	LANG ACQUISITION & LITERACY DEV I	3
ED 324	LANG ACQUISITION & LITERACY DEV II (C)	4
ED 325	CLASSROOM AND BEHAVIOR MANAGEMENT	3
ED 328	ASSESSMENT OF & FOR LEARNING	4
ED 382	STUDENT TEACHING: ELEMENTARY ED (O)	12
ED 386	SEMINAR	2

VDOE General Education Licensure Requirements

- English 102 (3)
- English Literature (3)
- College Algebra or higher (3)
- College Math Elective (Math prefix) (3)
- US History I, or US History II, or World/Western I or II (3)
- Introductory Level Lab Science from Biology, Chemistry, Physics or Earth Science (4)
- Introductory Level Lab Science from Biology, Chemistry, Physics or Earth Science *(different discipline from first choice)* (4)
- Virginia State and Local Government (3)
- Economics or Geography (3)

Additional Licensure Requirements

- Students must meet the requirements of the *Teacher Education Program - Initial Licensure Levels of Progression*
- To be processed for licensure, students must earn a B- or better in Student Teaching
- No areas of concern on the Professional Qualities and Dispositional Traits evaluation
- Participation in required student and program evaluations
- Passing scores on applicable Praxis II and RVE (prior to 9/1/22) or Teaching Reading: Elementary as required by the Commonwealth of Virginia
- 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 the following modules: Child Abuse Recognition and Reporting, Cultural Competency (or take ED 646), Dyslexia Awareness, Regulations Governing the Use of Restraint and Seclusion in Elementary and Secondary Schools in Virginia, Special Education Meaningful IEP Training and Building a More Inclusive School Community, Virginia State and Local Civic Education, and the Professional Ethics Module

Total credits:	**53**

PBTL English as a Second Language

The Post-Baccalaureate Teacher Licensure (PBTL) Program is designed to offer students who already hold an undergraduate degree an efficient and effective avenue to become a licensed teacher by continuing with undergraduate coursework. The program operates within the university's current undergraduate programming structure and is designed to focus on inquiry — the processes by which students and teachers ask questions, study, and learn about the human experience. Depending upon the student's undergraduate coursework, the PBTL program varies in length and content but generally includes courses on pedagogy, classroom field experience, and/or student teaching. The PBTL program utilizes undergraduate coursework to build on a baccalaureate foundation. ***This program does not lead to a certificate or graduate degree.***

The PBTL program is ideal for career-switchers, individuals seeking to enter the teaching profession later in their careers, and individuals who desire to make the most of their undergraduate coursework without earning a master's degree.

Requirements

Required entering GPA of 2.5. The program requires a 3.0 GPA to be eligible for Instructional Strategies and Student Teaching. Students must devote their final semester to a 14-week, full-time, student teaching placement.

Please see the Teacher Education Program - Initial Levels of Progression for eligibility and additional requirements for ED 345 Methods of ESL Instruction/ Practicum and Student Teaching.

Type: PBTL

Professional studies courses required:

Item #	Title	Credits
ED 112	PRACTICUM IN GENERAL & SPED (C)	3
ED 115	FOUNDATIONS OF EDUCATION (T)	3
ED 205	CHARACTERISTICS OF EXCEPTIONALITY	3
ED 212	LIFESPAN HUMAN DEVELOPMENT (S)	3
ED 323	LANG ACQUISITION & LITERACY DEV I	3
ED 325	CLASSROOM AND BEHAVIOR MANAGEMENT	3
ED 328	ASSESSMENT OF & FOR LEARNING	4
ED 341	LANGUAGE & LINGUISTICS FOR EDUCATOR	3
ED 342	CULTURAL RESPON TEACHING & COMM (D)	3
ED 343	ESL ASSESSMENT & CURRICULUM DESIGN	3
ED 344	LITERACY INSTRUCTION ELLs	3
ED 345	METHODS ESL INSTRUCTION/ PRACTICUM	4
ED 350	CONTENT AREA LEARNING	3
ENG 102	COMPOSITION (COMP)	3
ED 386	SEMINAR	2
ED 394	STUDENT TEACHING-ESL	12

VDOE General Education Requirements

Students must have at least 6 credit hours of foreign language at the intermediate level or above to obtain this endorsement.

- Foreign Language Intermediate Level (3)
- Foreign Language Intermediate Level (3)

Additional Licensure Requirements

- Students must meet the requirements of the *Teacher Education Program - Initial Licensure Levels of Progression*
- To be processed for licensure, students must earn a B- or better in Student Teaching
- No areas of concern on the Professional Qualities and Dispositional Traits evaluation
- Participation in required student and program evaluations
- Passing scores on applicable Praxis II and Teaching Reading: Elementary as required by the Commonwealth of Virginia
- 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 the following modules: Child Abuse Recognition and Reporting, Cultural Competency (or take ED 646), Dyslexia Awareness, Regulations Governing the Use of Restraint and Seclusion in Elementary and Secondary Schools in Virginia, Special Education Meaningful IEP Training and Building a More Inclusive School Community, and the Professional Ethics Module

Total credits:	**57**

PBTL Middle Education 6-8

The Post-Baccalaureate Teacher Licensure (PBTL) Program is designed to offer students who already hold an undergraduate degree an efficient and effective avenue to become a licensed teacher by continuing with undergraduate coursework. The program operates within the university's current undergraduate programming structure and is designed to focus on inquiry — the processes by which students and teachers ask questions, study, and learn about the human experience. Depending upon the student's undergraduate coursework, the PBTL program varies in length and content but generally includes courses on pedagogy, classroom field experience, and/or student teaching. The PBTL program utilizes undergraduate coursework to build on a baccalaureate foundation. ***This program does not lead to a certificate or graduate degree.***

The PBTL program is ideal for career-switchers, individuals seeking to enter the teaching profession later in their careers, and individuals who desire to make the most of their undergraduate coursework without earning a master's degree.

Requirements

Required entering GPA of 2.5. The program requires a 3.0 GPA to be eligible for Instructional Strategies and Student Teaching. Students must devote their final semester to a 14-week, full-time, student teaching placement.

Please see the Teacher Education Program - Initial Levels of Progression for eligibility and additional requirements for Instructional Strategies and Student Teaching.

Type: PBTL

Professional Studies courses required:

Item #	Title	Credits
ED 112	PRACTICUM IN GENERAL & SPED (C)	3
ED 115	FOUNDATIONS OF EDUCATION (T)	3
ED 205	CHARACTERISTICS OF EXCEPTIONALITY	3
ED 212	LIFESPAN HUMAN DEVELOPMENT (S)	3
ED 312	INSTRUCTIONAL STRATEGIES W/ PRACTIC	4
ED 323	LANG ACQUISITION & LITERACY DEV I	3
ED 325	CLASSROOM AND BEHAVIOR MANAGEMENT	3
ED 328	ASSESSMENT OF & FOR LEARNING	4
	ED 346, 347, 348 or 349	3
ED 350	CONTENT AREA LEARNING	3
ED 383	STUDENT TEACHING: MIDDLE ED (O)	12
ED 386	SEMINAR	2

Middle Education 6-8: History & Social Science

VDOE General Education requirements. Students must have 21 credit hours in the courses listed from the following disciplines: History, Political Science, Economics and Geography.

- United States History I or II (3)
- Western or World History (3)
- Economics (3)
- American Government (3)
- Virginia State and Local Government (3)
- Geography (3)
- African-American History (3)
- English 102 (3)

Middle Education 6-8: Language Arts

VDOE General Education requirements. Students must have 21 credit hours of English prefix courses as listed. Some Theatre and Communication courses may substitute. ED courses do not count toward the 21 hours.

- English 102 (3)
- Child/Young Adult (3)
- American Literature (3)
- Advanced Composition (3)
- English Language Linguistics (3)
- Media Literacy (3)
- Interpersonal Communication/Speech (3)
- English Elective (3)
- Virginia State and Local Government (3)

Middle Education 6-8: Mathematics

VDOE General Education requirements. Students must have 24 credit hours of Math prefix courses as listed.

- Algebra (3)
- Geometry (3)
- Probability and Statistics (3)
- Math Elective (3)
- Math Elective (3)
- Math Elective (3)
- Math Elective (3)
- Math Elective (3)
- English 102 (3)
- Virginia State and Local Government (3)

Middle Education 6-8: Science

VDOE General Education requirements. Students must have 24 credit hours of natural science prefix courses.

- Biology with lab (4)
- Chemistry with lab (4)
- Physics with lab (4)
- Earth Science with lab (4)
- Science Elective (3-4)
- Science Elective (3-4)
- Science Elective (3-4)
- English 102 (3)
- Virginia State and Local Government (3)

Additional Licensure Requirements

- Students must meet the requirements of the *Teacher Education Program - Initial Licensure Levels of Progression*
- To be processed for licensure, students must earn a B- or better in Student Teaching
- No areas of concern on the Professional Qualities and Dispositional Traits evaluation
- Participation in required student and program evaluations
- Passing scores on applicable Praxis II Content Area as required by the Commonwealth of Virginia
- 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 the following modules: Child Abuse Recognition and Reporting, Cultural Competency (or take ED 646), Dyslexia Awareness, Regulations Governing the Use of Restraint and Seclusion in Elementary and Secondary Schools in Virginia, Special Education Meaningful IEP Training and Building a More Inclusive School Community, Virginia State & Local Civic Education (Middle History & Social Science only), and the Professional Ethics Module

Total credits:	**46**

PBTL Secondary Education 6-12

The Post-Baccalaureate Teacher Licensure (PBTL) Program is designed to offer students who already hold an undergraduate degree an efficient and effective avenue to become a licensed teacher by continuing with undergraduate coursework. The program operates within the university's current undergraduate programming structure and is designed to focus on inquiry — the processes by which students and teachers ask questions, study, and learn about the human experience. Depending upon the student's undergraduate coursework, the PBTL program varies in length and content but generally includes courses on pedagogy, classroom field experience, and/or student teaching. The PBTL program utilizes undergraduate coursework to build on a baccalaureate foundation. ***This program does not lead to a certificate or graduate degree.***

The PBTL program is ideal for career-switchers, individuals seeking to enter the teaching profession later in their careers, and individuals who desire to make the most of their undergraduate coursework without earning a master's degree.

Requirements

Required entering GPA of 2.5. The program requires a 3.0 GPA to be eligible for Instructional Strategies and Student Teaching. Students must devote their final semester to a 14-week, full-time, student teaching placement.

Please see the Teacher Education Program - Initial Levels of Progression for eligibility and additional requirements for Instructional Strategies and Student Teaching.

Type: PBTL

Professional studies required courses:

Item #	Title	Credits
ED 112	PRACTICUM IN GENERAL & SPED (C)	3
ED 115	FOUNDATIONS OF EDUCATION (T)	3
ED 205	CHARACTERISTICS OF EXCEPTIONALITY	3
ED 212	LIFESPAN HUMAN DEVELOPMENT (S)	3
ED 312	INSTRUCTIONAL STRATEGIES W/ PRACTIC	4
ED 325	CLASSROOM AND BEHAVIOR MANAGEMENT	3
ED 328	ASSESSMENT OF & FOR LEARNING	4
	ED 346, 347, 348 or 349	3
ED 350	CONTENT AREA LEARNING	3
ED 384	STUDENT TEACHING: SECONDARY ED (O)	12
ED 386	SEMINAR	2

VDOE Secondary Biology Endorsement Area Requirements

Students must either have an undergraduate major in Biology ***or*** complete the following coursework (minimum of 32 sh):

- Genetics
- Biochemistry/Molecular Biology
- Cell Biology
- Botany
- Zoology
- Anatomy & Physiology
- Ecology
- Evolutionary Biology
- Organic Chemistry
- Physics
- Earth Science
- Math Statistics
- English Composition

VDOE Secondary History & Social Sciences Endorsement Area Requirements

Students must have the following coursework completed for this endorsement area:

- American History I (3)
- American History II (3)
- Virginia History (3)
- Western/World History I (3)
- Western/World History II (3)
- African-American History (3)
- Virginia State and Local Government (3)
- Political Science Elective (3)
- Political Science Elective (3)
- Political Science Elective (3)
- Political Science Elective (3)
- Geography (3)
- Geography Elective (3)
- Geography Elective (3)
- Economics (3)
- Economics (3)
- English Composition (3)

VDOE Secondary English Endorsement Area Requirements

Students must either have an undergraduate major in English, which must include the bold coursework, ***or*** complete all of the following courses:

- **Survey of American Literature I or II (3)**
- **Survey of British Literature I or II (3)**
- **Ethnic or Minority Literature (3)**
- **World Literature/Non-European (3)**
- **English Grammar/Composition (3)**
- **Oral Language/Communication (3)**
- **Media Literacy (3)**
- Advanced Composition (3)
- Development/Nature of English Language/ Linguistics (3)
- Literary Theory and Criticism (3)
- Teaching of Writing (3)
- Teaching of Research (3)
- Young Adult Literature (3)

VDOE Secondary Mathematics Endorsement Area Requirements

Students must either have an undergraduate major in Mathematics (bolded course required) ***or*** complete the following courses (minimum of 36sh):

- College Algebra (3)
- Linear Algebra (3)
- Abstract Algebra (3)
- Geometry (Euclidean and non-Euclidean) (3)
- Analytic Geometry (3)
- Probability and Statistics (Math prefix) (3)
- Discrete Mathematics (3)
- Calculus (3)
- MultiVariable Calculus (3)
- Mathematical Modeling (3)
- **Computer Language (2 or more programming languages (3)**
- Math Elective
- English Composition

Additional Licensure Requirements

- Students must meet the requirements of the *Teacher Education Program - Initial Licensure Levels of Progression*
- To be processed for licensure, students must earn a B- or better in Student Teaching
- No areas of concern on the Professional Qualities and Dispositional Traits evaluation
- Participation in required student and program evaluations
- Passing scores on applicable Praxis II Content Area as required by the Commonwealth of Virginia
- 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 the following modules: Child Abuse Recognition and Reporting, Cultural Competency (or take ED 646), Dyslexia Awareness, Regulations Governing the Use of Restraint and Seclusion in Elementary and Secondary Schools in Virginia, Special Education Meaningful IEP Training and Building a More Inclusive School Community, Virginia State & Local Civic Education (Secondary History & Social Science only), and the Professional Ethics Module

Total credits: 43

PBTL Special Education General Curriculum K-12

The Post-Baccalaureate Teacher Licensure (PBTL) Program is designed to offer students who already hold an undergraduate degree an efficient and effective avenue to become a licensed teacher by continuing with undergraduate coursework. The program operates within the university's current undergraduate programming structure and is designed to focus on inquiry — the processes by which students and teachers ask questions, study, and learn about the human experience. Depending upon the student's undergraduate coursework, the PBTL program varies in length and content but generally includes courses on pedagogy, classroom field experience, and/or student teaching. The PBTL program utilizes undergraduate coursework to build on a baccalaureate foundation. ***This program does not lead to a certificate or graduate degree.***

The PBTL program is ideal for career-switchers, individuals seeking to enter the teaching profession later in their careers, and individuals who desire to make the most of their undergraduate coursework without earning a master's degree.

Requirements

Required entering GPA of 2.5. The program requires a 3.0 GPA to be eligible for Instructional Strategies and Student Teaching. Students must devote their final semester to a 14-week, full-time, student teaching placement.

Please see the Teacher Education Program - Initial Levels of Progression for eligibility and additional requirements for Instructional Strategies and Student Teaching.

Type: PBTL

Special Education General Curriculum K-12

Item #	Title	Credits
ED 112	PRACTICUM IN GENERAL & SPED (C)	3
ED 115	FOUNDATIONS OF EDUCATION (T)	3
ED 205	CHARACTERISTICS OF EXCEPTIONALITY	3
ED 209	ASSESS & EVAL IN SPED & GIFTED ED	3
ED 212	LIFESPAN HUMAN DEVELOPMENT (S)	3
ED 215	FOUNDATIONS & LEGAL ISSUES OF SPED	3
ED 218	TRANSITIONING -EXCEPTIONAL LEARNERS	3
ED 226	COLLAB TO SUPPORT EXCEPTIONAL LEARN	3
ED 239	METHODS OF TEACHING MATH- SPED (Q)	3
ED 315	IEP DEVELOPMENT & IMPLEMENTATION	4
ED 325	CLASSROOM AND BEHAVIOR MANAGEMENT	3
ED 328	ASSESSMENT OF & FOR LEARNING	4
ED 340	INSTRUCTIONAL STRATEGIES IN READING AND WRITING IN SPED	3
ED 350	CONTENT AREA LEARNING	3
ED 386	SEMINAR	2
ED 393	STUDENT TEACHING: SPECIAL ED (O)	12
ENG 102	COMPOSITION (COMP)	3

Additional Requirements

- Students must meet the requirements of the *Teacher Education Program - Initial Licensure Levels of Progression*
- To be processed for licensure, students must earn a B- or better in Student Teaching
- No areas of concern on the Professional Qualities and Dispositional Traits evaluation
- Participation in required student and program evaluations
- Passing scores on applicable Praxis II Teaching Reading: Elementary as required by the Commonwealth of Virginia
- 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 the following modules: Child Abuse Recognition and Reporting, Cultural Competency (or take ED 646), Dyslexia Awareness, Regulations Governing the Use of Restraint and Seclusion in Elementary and Secondary Schools in Virginia, Special Education Meaningful IEP Training and Building a More Inclusive School Community, and the Professional Ethics Module

Total credits:	**61**

Provisionally Licensed Teachers

The School of Education's Coursework for Provisionally Licensed Teachers Certificate has been discontinued. Provisionally licensed students will now apply for our Master of Education degree*. This allows students to complete their VDOE provisional license letter coursework first so they may become fully licensed teachers while offering a continued opportunity to then finish a Master's degree.

How to Apply

Complete an application for the Master of Education degree program. To receive the discounted tuition while finishing provisional licensure coursework students 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 the 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.
- Have a 3.0 GPA from their last degree granting institution.
- Hold a provisional license letter from the VDOE with identified coursework or competencies needed to fill the requirements for initial licensure.
- Have current employment as a teacher holding a Provisional License.

*Students on a provisional license should speak with an Education advisor to determine if the MEd is the best path for them.

Total credits:	**0**

Special Education General Curriculum K-12 (BA)

The Special Education major embodies the University's values of a comprehensive liberal arts education. Completing the requirements for the major will provide prospective 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 provides the best opportunity to prepare highly qualified classroom teachers within the four years of the undergraduate degree program. Requirements include content and professional studies coursework for licensure. Therefore, students seeking licensure are required to apply and meet Teacher Education Program admission requirements, CAEP accreditation candidacy requirements, and successfully complete student teaching in order to qualify for graduation and a Virginia Teaching License. *Please reference the Teacher Education Program - Initial Licensure Levels of Progression for requirements.*

Type: Major

Requirements for the Major

Complete all coursework and assessments. Assessments include the Praxis Teaching Reading. Students will also need to successfully complete the following modules: Professional Qualities and Dispositional Traits, Child Abuse Recognition Training, Dyslexia Awareness Training, Professional Ethics, and Use of Restraint and Seclusion in Elementary and Secondary Schools in Virginia. Two VDOE requirements will be satisfied by completion of coursework Cultural Competency in ED 342 and two Special Education modules Meaningful IEP Meetings and Building an Inclusive School Community in a practicum. All must complete First Aid, CPR (hands-on), AED successfully.

Item #	Title	Credits
ED 112	PRACTICUM IN GENERAL & SPED (C)	3
ED 115	FOUNDATIONS OF EDUCATION (T)	3
ED 205	CHARACTERISTICS OF EXCEPTIONALITY	3
ED 209	ASSESS & EVAL IN SPED & GIFTED ED	3
ED 212	LIFESPAN HUMAN DEVELOPMENT (S)	3
ED 215	FOUNDATIONS & LEGAL ISSUES OF SPED	3
ED 218	TRANSITIONING -EXCEPTIONAL LEARNERS	3
ED 226	COLLAB TO SUPPORT EXCEPTIONAL LEARN	3
ED 239	METHODS OF TEACHING MATH- SPED (Q)	3
ED 315	IEP DEVELOPMENT & IMPLEMENTATION	4
ED 325	CLASSROOM AND BEHAVIOR MANAGEMENT	3
ED 328	ASSESSMENT OF & FOR LEARNING	4
ED 340	INSTRUCTIONAL STRATEGIES IN READING AND WRITING IN SPED	3
ED 342	CULTURAL RESPON TEACHING & COMM (D)	3
ED 350	CONTENT AREA LEARNING	3
ED 393	STUDENT TEACHING: SPECIAL ED (O)	12
ED 386	SEMINAR	2
ED 400	SENIOR SEMINAR AND PROJECT (M)	3
ENG 102	COMPOSITION (COMP)	3

Additional Course Requirement

- Research (R) Course credit (3 credit hours)

	Total credits:	**70**

Undergraduate/PBTL Special Education General Curriculum Add-ons K-6, 6-8, 6-12

Type: Course of Study

Special Education General Curriculum K-6 Add-on

Required:

- Must possess or be concurrently pursuing a Virginia Elementary Education PK-6 license
- Professional Ethics Exam Module

Item #	Title	Credits
ED 209	ASSESS & EVAL IN SPED & GIFTED ED	3
ED 215	FOUNDATIONS & LEGAL ISSUES OF SPED	3
ED 239	METHODS OF TEACHING MATH- SPED (Q)	3
ED 315	IEP DEVELOPMENT & IMPLEMENTATION	4
ED 340	INSTRUCTIONAL STRATEGIES IN READING AND WRITING IN SPED	3
ED 371	SPED K-6 ADD ON PRACTICUM	1
ENG 102	COMPOSITION (COMP)	3

Special Education General Curriculum 6-8 Add-on

Required:

- Must possess or be concurrently pursuing a Virginia Middle Education Core Content 6-8 license
- Must pass Praxis Teaching Reading: Elementary
- Professional Ethics Exam Module

Item #	Title	Credits
ED 215	FOUNDATIONS & LEGAL ISSUES OF SPED	3
ED 218	TRANSITIONING -EXCEPTIONAL LEARNERS	3
ED 239	METHODS OF TEACHING MATH- SPED (Q)	3
ED 315	IEP DEVELOPMENT & IMPLEMENTATION	4
ED 340	INSTRUCTIONAL STRATEGIES IN READING AND WRITING IN SPED	3
ED 372	SPED 6-8 ADD-ON PRACTICUM	1
ENG 102	COMPOSITION (COMP)	3

Special Education General Curriculum 6-12 Add-on

Required:

- Must possess or be concurrently pursuing a Virginia Secondary Education Core Content 6-12 license
- Must pass Praxis Teaching Reading: Elementary
- Professional Ethics Exam Module

Item #	Title	Credits
ED 215	FOUNDATIONS & LEGAL ISSUES OF SPED	3
ED 218	TRANSITIONING -EXCEPTIONAL LEARNERS	3
ED 239	METHODS OF TEACHING MATH- SPED (Q)	3
ED 315	IEP DEVELOPMENT & IMPLEMENTATION	4
ED 340	INSTRUCTIONAL STRATEGIES IN READING AND WRITING IN SPED	3
ED 373	SPED 6-12 ADD-ON PRACTICUM	1
ENG 102	COMPOSITION (COMP)	3

Notes for Special Education Add-on Endorsements (K-6, 6-8, 6-12)

Note: ED 371, ED 372, and ED 373 Applied Practicum hours must be done in the context of a one-semester placement and must reflect 45 hours of direct instruction. Examples of non-instructional hours include planning, observation, educational meetings, professional development, etc. In order to be eligible to complete the field experience (ED 371, 372, or 373), one must have completed, or be concurrently enrolled in, all remaining endorsement courses.

School of Professional Studies

Criminal Justice

Criminal Justice (BA)

A major in Criminal Justice provides students with a broad knowledge of crime trends, police, courts, corrections, theories of crime, and research methodology within the field of criminal justice. The major offers a variety of courses in sub-disciplines, such as 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 are encouraged to complete an internship to allow the opportunity for hands-on experience working with various agencies.

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, social responses to crime, and within the criminal justice system.

Type: Major

CRIMINAL JUSTICE MAJOR CURRICULUM / 45-49 SEMESTER HOURS

Core Requirements: (total: 21-24 hours)

Item #	Title	Credits
CJ 100	INTRODUCTION TO CRIMINAL JUSTICE	3
CJ 211	CRIMINOLOGY	3
CJ 234	JUVENILE DELINQUENCY (S)	3
CJ 240	VICTIMOLOGY (S)	3
INT 222	SOCIAL SCIENCE STATISTICS (Q)	3
	CJ 320 OR SOC 320	
	CJ 386 or CJ 387	3
	CJ 400 OR CJ 401	3

Note additional prerequisite for CJ 401: CJ 300; Students planning to take CJ 401 should complete CJ 300 as one of their elective requirements—CJ 211 is a prerequisite for CJ 300

***As part of the Senior Requirement, students are required to take the CJ Exit Exam during CJ 400/ 401**

Elective Requirements: (total: 24-25 hours)

Choose 8 courses with a CJ prefix (See full list below)

Note: ANTH 120, SOC 232, POLS 321, or POLS 322 may also count as electives for the CJ major

Item #	Title	Credits
CJ 150	WOMEN IN POLICING (G)	3
CJ 151	INTRODUCTION TO CYBERSECURITY	3
CJ 210	PRISONS AND PUNISHMENT	3
CJ 215	CRIMINAL INVESTIGATIONS	3
CJ 220	POLICE ADMINISTRATION	3
CJ 223	POLICE LEADERSHIP	3
CJ 225	PUBLIC SAFETY RESPONSE TO DISASTERS	3
CJ 230	CRIME SCENE INVESTIGATIONS	4
CJ 233	COMPARATIVE CRIMINAL JUSTICE	3
CJ 235	ENGAGING LAW ENFORCEMENT AND THE COMMUNITY	3
CJ 241	INTRODUCTION TO COMPUTER SECURITY	3
CJ 245	CRIMINAL PROFILING	3
CJ 247	SEXUAL OFFENDERS	3
CJ 250	CRIMINAL LAW	3
CJ 255	VIOLENT CRIME PROSECUTION	3
CJ 256	CIVIL LIABILITY FOR CRIMINAL JUSTIC	3
CJ 260	SPECIAL TOPICS IN APPLIED CRIM JUST	3
CJ 262	GIRL-CENTERED INITIATIVES (G)	3
HLS 265	INTRODUCTION TO HOMELAND SECURITY	3
CJ 270	INTRODUCTION TO TERRORISM	3
CJ 277	COLLOQUIUM	3
CJ 285	DIVERSITY IN CRIMINAL JUSTICE (DO)	3
CJ 300	THEORIES OF CRIME CAUSATION (W)	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**

Homeland Security (Minor)

Type: Minor

Required Courses

Item #	Title	Credits
HLS 265	INTRODUCTION TO HOMELAND SECURITY	3
CJ 270	INTRODUCTION TO TERRORISM	3
HLS 275	INTRO TO THE INTELLIGENCE COMMUNITY	3
HLS 375	HOMELAND SECURITY SEMINAR	3

Electives

Choose two of the following:

Item #	Title	Credits
CJ 225	PUBLIC SAFETY RESPONSE TO DISASTERS	3
BUAD 102	INTRO TO NONPROFIT MANAGEMENT	3
BUAD 203	INTERNATIONAL NGO's (I)	3
BUAD 350	FOUNDATIONS OF PROJECT MANAGEMENT I	3
	Total credits:	**18**

Social Work

Social Work (BSW)

Dr. Lora Cantwell, Program Director

Dr. Lisa Landram, 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. ***Online students will be required to complete five hybrid (combination of synchronous and asynchronous) courses as part of the degree program.***

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 cswe.org. The Social work program was originally accredited in 2009 and received reaccreditatlon 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 practicum.
- The Social Work Club allows students to work with area agencies to serve local residents and provide needed community service.

- Sigma Phi, MBU's Phi Alpha chapter engages inducted members in community service projects.

Additional Fees for Junior and Senior students

Experiential Learning Cloud (formerly Tevera) is a database used as a central hub for social work students, faculty, and agency practicum process. The online platform is used to onboard students into the field and house all the requirements that must be completed, such as applications, timesheets, learning contracts, and more. Experiential Learning Cloud is used throughout the practicum to streamline the social work practicum process. The fee for students in the Social Work program is $150/year ($75 per semester).

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
SOC 320	RESEARCH METHODS (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 253	SOCIAL JUSTICE IN ACTION	3
SOWK 265	MINDFULNESS SELF-COMPASSION	3
SOWK 287	SOCIAL WORK FIELD OBSERVATION	3
SOWK 325	SOCIAL WORK IN MENTAL HEALTH	3
BUAD 102	INTRO TO NONPROFIT MANAGEMENT	3

Additional courses required as prerequisites for completion of the above include:

Item #	Title	Credits
	BIOL 151 or BIOL 252 or BIOL 264	3-4
INT 222	SOCIAL SCIENCE STATISTICS (Q)	3
	POLS 100 or POLS 200	3
PSYC 111	PSYCHOLOGY: SOCIAL SCI (S) (DECI)	3
SOC 100	GENERAL SOCIOLOGY (S) (DECI)	3

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	1
	ANTH 208, HCA 225, or SOWK 124	3
	Total credits:	**51-59**

Murphy Deming College of Health Sciences

School of Health Professions

Kinesiology

Exercise Science (BS)

Requirements for the Bachelor of Science in Exercise Science:

In addition to completing the Common Curriculum courses, students will complete 18 credits of Kinesiology core courses and 45 credits of Exercise Science courses.

Students must also earn and maintain a valid American Red Cross BLS/ CPR for Healthcare or American Heart Association BLS certification before beginning the Clinical Education Courses. (Students considering graduate study in a healthcare profession are encouraged to take the AHA: BLS course.)

Accelerated EXSS to DPT Pathway

The Department of Kinesiology offers a path from the BS in Exercise Science: Exercise Physiology to a Doctorate in Physical Therapy through an accelerated or bridge pathway for high-achieving students. This pathway enables students to complete both their BS in Exercise Science and Doctor of Physical Therapy degrees in 5.5 years as opposed to the traditional 7 years.

This pathway prepares students to apply for the Physical Therapy program at MBU using the Junior Admit option. More details about this option can be found in the Physical Therapy Section of this catalog.

Students who are interested in pursuing the 3+ pathway from EXSS to the DPT program must declare the Exercise Science Major by the end of the fall semester of their first year.

Students following this pathway will need to complete a minimum of 95 undergraduate credit hours, including all Common Curriculum, Exercise Science major requirements, and Physical Therapy Prerequisite courses (REQUIRED: CHEM 122/ 122L General Chemistry II, PHYS 201/ 201L and 202/ 202L General Physics I and II, PSYC 203 Abnormal Psychology. RECOMMENDED OPTIONS INCLUDE: EXSS 287 Clinical Education I, ED 212 Lifespan Development, EXSS 405 Advanced Human Anatomy Dissection) in three years of full-time study. Students will apply for admission into the DPT program at the beginning of their 3rd year. Upon acceptance into the DPT program, students will become graduate students and matriculate into the DPT program during the fall semester of their fourth year. The BS in Exercise Science will be conferred at the successful conclusion of the first year in the DPT program (a minimum of 25 additional credit hours). Earning the DPT degree is not required for bachelor's degree conferral. The following course substitutions will be made in the EXSS major:

- EXSS 387 Clinical Experience II, students may substitute PTH 705 Foundations of Physical Therapy Practice;
- EXSS350 Exercise is Medicine, students may substitute PTH 703 Pathophysiology;
- EXSS 450 Advanced Exercise Physiology, students may substitute PTH 706 Foundations of Clinical Exercise;
- EXSS 460 Advanced Strength and Conditioning, students may substitute PTH 701 Kinesiology;
- HSCI 402 Senior Project in Health Sciences, Students may substitute PTH 721, Research & Critical Theory I.

If a student is not accepted into the PT program, they will complete the remainder of the EXSS course requirements and 120 credit hours to earn the BS in Exercise Science during their fourth year. Importantly, participation in the 3+ program does not guarantee entry into the physical therapy program at Murphy Deming. Moreover, completing a standard 4-year degree in exercise science does not diminish the student's chances of being accepted into the physical therapy program.

Type: Major

Kinesiology Core

Item #	Title	Credits
HSCI 180	MEDICAL TERMINOLOGY	1
HSCI 150	INTRO TO HEALTH PROFESSIONS	2
HSCI 200	SCIENCE OF HUMAN NUTRITION	3
EXSS 221	ORGANIZATION AND ADMINISTRATION IN KINESIOLOGY	2
HSCI 321	RESEARCH DESGN & APPLIED BIOSTAT(Q)	3
BIOL 111	PRINCIPLES OF BIOLOGY (N) (DISC)	4
BIOL 111L	LAB FOR BIOL 111	0
	MATH 159, 171, 211 OR 212 (College Algebra or higher)	
HSCI 402	SENIOR PROJECT HEALTH SCIENCE (M)	3

Exercise Science Courses

Item #	Title	Credits
EXSS 197	FITNESS & PERFORMANCE (P)	1
EXSS 245	MOTOR BEHAVIOR	3
EXSS 330	BIOMECHANICS	3
EXSS 346	FUNCTIONAL ANATOMY	3
EXSS 351	EXERCISE PHYSIOLOGY (W)	4
EXSS 351L	LAB FOR EXSS 351	0
EXSS 358	EXER ASSESSMENT & PRESCRIPTION (P1)	3
EXSS 360	ADVANCED STRENGTH AND CONDITIONING	4
EXSS 380	SPORT PSYCHOLOGY (R)	3
EXSS 387	CLINICAL EXPERIENCE II	3
EXSS 350	EXERCISE IS MEDICINE (R)	3
EXSS 450	SENIOR SEMINAR IN KINESIOLOGY (M)	3
CHEM 121	GENERAL CHEMISTRY I (N,Q) (DISC)	4
CHEM 121L	LAB FOR CHEM 121	0
BIOL 264	HUMAN ANATOMY	3
BIOL 264L	LAB FOR BIOL 264	1
BIOL 265	HUMAN PHYSIOLOGY	3
BIOL 265L	LAB FOR BIOL 265	1
	Total credits:	**63**

Exercise Science Health Fitness Specialist (BA)

Requirements for the Bachelor of Arts in Exercise Science:

In addition to the courses to complete the General Education, students will complete 25 credits of core science courses and 39 credits of exercise science and Health Care Administration courses for the BA degree.

Type: Major

Science Core

Item #	Title	Credits
BIOL 151	HUMAN HEALTH AND DISEASE (N)	3
CHEM 102	GENERAL, ORGANIC & BIOCHEMISTRY (NQ)	4
CHEM 102L	LAB FOR CHEM 102	0
CHEM 103	GEN, ORGANIC & BIOCHEMISTRY II (NQ)	4
CHEM 103L	LAB FOR CHEM 103	0
HSCI 205	INTRO TO HUMAN ANATOMY & PHYSIOLOGY	3
HSCI 180	MEDICAL TERMINOLOGY	1
HSCI 321	RESEARCH DESGN & APPLIED BIOSTAT(Q)	3
PSYC 111	PSYCHOLOGY: SOCIAL SCI (S) (DECI)	3
MATH 159	COLLEGE ALGEBRA (Q)	3

Exercise Science Core

Item #	Title	Credits
HSCI 200	SCIENCE OF HUMAN NUTRITION	3
EXSS 141	INTERVENTIONAL EXERCISE	3
EXSS 358	EXER ASSESSMENT & PRESCRIPTION (P1)	3
	PHE Electives	1
EXSS 245	MOTOR BEHAVIOR	3
BIOL 252	BIOLOGY OF WOMEN (G)	3
EXSS 330	BIOMECHANICS	3
EXSS 287	CLINICAL EXPERIENCE I	2
	PSYC 200-level or Higher Psychology Course	3
EXSS 416	HLT FITNESS SPECIALIST APP CAPSTONE	3
EXSS 387	CLINICAL EXPERIENCE II	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	Clinical Experience III	3
	Total credits:	**63**

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 BIOL 265	3-6
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	1
HSCI 401	RESEARCH METHODS AND PRACTICE (R)	3
HSCI 402	SENIOR PROJECT HEALTH SCIENCE (M)	3

Elective Courses

A minimum of 27 credit hours of elective coursework is required.

At least three credit hours of electives must be at the 300-level. At least twelve additional credit hours of electives must be at the 200-level or above.

Electives listed in more than one of the following three sections may not fulfill more than one section of requirements.

At least six hours from the following elective courses:

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 three hours from the following elective courses:

Item #	Title	Credits
CHEM 102	GENERAL, ORGANIC & BIOCHEMISTRY (NQ)	4
CHEM 103	GEN, ORGANIC & BIOCHEMISTRY II (NQ)	4
CHEM 120	FUNDAMENTALS OF NUTRITION (N)	3
CHEM 121	GENERAL CHEMISTRY I (N,Q) (DISC)	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 six hours from the following elective courses:

Item #	Title	Credits
ANTH 120	CULTURE AND PERSPECTIVE (SI) (VOYA)	3
COMM 280	INTERCULTURAL COMMUNICATION (I)	3
SOC 100	GENERAL SOCIOLOGY (S) (DECI)	3
SOC 260	MEDICINE, CULTURE, & SOCIETY (SD)	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	3
PSYC 311	PSYCHOLOGY OF ADULT DEVELOPMENT	3

Select from the following to fulfill remaining elective requirements:

Item #	Title	Credits
EXSS 201	INTRODUCTION TO EXERCISE SCIENCE (P)	3
EXSS 245	MOTOR BEHAVIOR	3
EXSS 358	EXER ASSESSMENT & PRESCRIPTION (P1)	3
EXSS 350	EXERCISE IS MEDICINE (R)	3
EXSS 351	EXERCISE PHYSIOLOGY (W)	4
HCA 125	INTRODUCTION TO PUBLIC HEALTH	3
HCA 225	PUBLIC HEALTH ISSUES	3
HCA 235	WOMEN'S HEALTH CARE ISSUES (GW)	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:	**51-56**

Health Science (BS)

Type: Major

Requirements for Bachelor of Science in Health Sciences

Item #	Title	Credits
BIOL 111	PRINCIPLES OF BIOLOGY (N) (DISC)	4
BIOL 264	HUMAN ANATOMY	3
BIOL 265	HUMAN PHYSIOLOGY	3
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	1
HSCI 401	RESEARCH METHODS AND PRACTICE (R)	3
HSCI 402	SENIOR PROJECT HEALTH SCIENCE (M)	3

Choose one of the following options:

These courses may also fulfill elective requirements.

Item #	Title	Credits
	CHEM 121 and CHEM 122	8
	CHEM 102 and CHEM 103	8

Elective Courses

A minimum of 27 credit hours of elective coursework is required.

At least three credit hours of electives must be at the 300-level. At least twelve additional credit hours of electives must be at the 200-level or above.

At least nine semester hours of electives at 200-level or above must be Mathematics courses OR Lab courses from the Health Science, Exercise Science, Biology, Chemistry, or Physics courses listed in the electives below.

Electives listed in more than one of the following two sections may not fulfill more than one section of requirements.

At least six hours from the following elective courses:

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 six hours from the following elective courses:

Item #	Title	Credits
ANTH 120	CULTURE AND PERSPECTIVE (SI) (VOYA)	3
COMM 280	INTERCULTURAL COMMUNICATION (I)	3
SOC 100	GENERAL SOCIOLOGY (S) (DECI)	3
SOC 260	MEDICINE, CULTURE, & SOCIETY (SD)	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	3
PSYC 311	PSYCHOLOGY OF ADULT DEVELOPMENT	3
PSYC 235	HEALTH PSYCHOLOGY	3

Other Major Electives

Select from the following to fulfill remaining elective requirements:

Item #	Title	Credits
CHEM 102	GENERAL, ORGANIC & BIOCHEMISTRY (NQ)	4
CHEM 103	GEN, ORGANIC & BIOCHEMISTRY II (NQ)	4
CHEM 120	FUNDAMENTALS OF NUTRITION (N)	3
CHEM 121	GENERAL CHEMISTRY I (N,Q) (DISC)	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
EXSS 201	INTRODUCTION TO EXERCISE SCIENCE (P)	3
EXSS 245	MOTOR BEHAVIOR	3
EXSS 358	EXER ASSESSMENT & PRESCRIPTION (P1)	3
EXSS 350	EXERCISE IS MEDICINE (R)	3
EXSS 351	EXERCISE PHYSIOLOGY (W)	4
HCA 125	INTRODUCTION TO PUBLIC HEALTH	3
HCA 225	PUBLIC HEALTH ISSUES	3
HCA 235	WOMEN'S HEALTH CARE ISSUES (GW)	3
HCA 245	HEALTH CARE POLICY, POLITICS & LAW	3
HCA 250	GLOBAL HEALTH CARE (I)	3
HSCI 155	INTRODUCTION TO THE US HEALTH CARE SYSTEM	3
HSCI 200	SCIENCE OF HUMAN NUTRITION	3
HSCI 203	EMERGENCY HEALTH & RESUSCITATION (P)	3
HSCI 206	INTRODUCTION TO PHARMACOLOGY	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:		**56**

Health Sciences

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 BIOL 265	3-6
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	1
HSCI 401	RESEARCH METHODS AND PRACTICE (R)	3
HSCI 402	SENIOR PROJECT HEALTH SCIENCE (M)	3

Elective Courses

A minimum of 27 credit hours of elective coursework is required.

At least three credit hours of electives must be at the 300-level. At least twelve additional credit hours of electives must be at the 200-level or above.

Electives listed in more than one of the following three sections may not fulfill more than one section of requirements.

At least six hours from the following elective courses:

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 three hours from the following elective courses:

Item #	Title	Credits
CHEM 102	GENERAL, ORGANIC & BIOCHEMISTRY (NQ)	4
CHEM 103	GEN, ORGANIC & BIOCHEMISTRY II (NQ)	4
CHEM 120	FUNDAMENTALS OF NUTRITION (N)	3
CHEM 121	GENERAL CHEMISTRY I (N,Q) (DISC)	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 six hours from the following elective courses:

Item #	Title	Credits
ANTH 120	CULTURE AND PERSPECTIVE (SI) (VOYA)	3
COMM 280	INTERCULTURAL COMMUNICATION (I)	3
SOC 100	GENERAL SOCIOLOGY (S) (DECI)	3
SOC 260	MEDICINE, CULTURE, & SOCIETY (SD)	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	3
PSYC 311	PSYCHOLOGY OF ADULT DEVELOPMENT	3

Select from the following to fulfill remaining elective requirements:

Item #	Title	Credits
EXSS 201	INTRODUCTION TO EXERCISE SCIENCE (P)	3
EXSS 245	MOTOR BEHAVIOR	3
EXSS 358	EXER ASSESSMENT & PRESCRIPTION (P1)	3
EXSS 350	EXERCISE IS MEDICINE (R)	3
EXSS 351	EXERCISE PHYSIOLOGY (W)	4
HCA 125	INTRODUCTION TO PUBLIC HEALTH	3
HCA 225	PUBLIC HEALTH ISSUES	3
HCA 235	WOMEN'S HEALTH CARE ISSUES (GW)	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:	**51-56**

Health Science (BS)

Type: Major

Requirements for Bachelor of Science in Health Sciences

Item #	Title	Credits
BIOL 111	PRINCIPLES OF BIOLOGY (N) (DISC)	4
BIOL 264	HUMAN ANATOMY	3
BIOL 265	HUMAN PHYSIOLOGY	3
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	1
HSCI 401	RESEARCH METHODS AND PRACTICE (R)	3
HSCI 402	SENIOR PROJECT HEALTH SCIENCE (M)	3

Choose one of the following options:

These courses may also fulfill elective requirements.

Item #	Title	Credits
	CHEM 121 and CHEM 122	8
	CHEM 102 and CHEM 103	8

Elective Courses

A minimum of 27 credit hours of elective coursework is required.

At least three credit hours of electives must be at the 300-level. At least twelve additional credit hours of electives must be at the 200-level or above.

At least nine semester hours of electives at 200-level or above must be Mathematics courses OR Lab courses from the Health Science, Exercise Science, Biology, Chemistry, or Physics courses listed in the electives below.

Electives listed in more than one of the following two sections may not fulfill more than one section of requirements.

At least six hours from the following elective courses:

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 six hours from the following elective courses:

Item #	Title	Credits
ANTH 120	CULTURE AND PERSPECTIVE (SI) (VOYA)	3
COMM 280	INTERCULTURAL COMMUNICATION (I)	3
SOC 100	GENERAL SOCIOLOGY (S) (DECI)	3
SOC 260	MEDICINE, CULTURE, & SOCIETY (SD)	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	3
PSYC 311	PSYCHOLOGY OF ADULT DEVELOPMENT	3
PSYC 235	HEALTH PSYCHOLOGY	3

Other Major Electives

Select from the following to fulfill remaining elective requirements:

Item #	Title	Credits
CHEM 102	GENERAL, ORGANIC & BIOCHEMISTRY (NQ)	4
CHEM 103	GEN, ORGANIC & BIOCHEMISTRY II (NQ)	4
CHEM 120	FUNDAMENTALS OF NUTRITION (N)	3
CHEM 121	GENERAL CHEMISTRY I (N,Q) (DISC)	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
EXSS 201	INTRODUCTION TO EXERCISE SCIENCE (P)	3
EXSS 245	MOTOR BEHAVIOR	3
EXSS 358	EXER ASSESSMENT & PRESCRIPTION (P1)	3
EXSS 350	EXERCISE IS MEDICINE (R)	3
EXSS 351	EXERCISE PHYSIOLOGY (W)	4
HCA 125	INTRODUCTION TO PUBLIC HEALTH	3
HCA 225	PUBLIC HEALTH ISSUES	3
HCA 235	WOMEN'S HEALTH CARE ISSUES (GW)	3
HCA 245	HEALTH CARE POLICY, POLITICS & LAW	3
HCA 250	GLOBAL HEALTH CARE (I)	3
HSCI 155	INTRODUCTION TO THE US HEALTH CARE SYSTEM	3
HSCI 200	SCIENCE OF HUMAN NUTRITION	3
HSCI 203	EMERGENCY HEALTH & RESUSCITATION (P)	3
HSCI 206	INTRODUCTION TO PHARMACOLOGY	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:	**56**

Healthcare Administration

Healthcare Management (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 245	HEALTH CARE POLICY, POLITICS & LAW	3
HCA 261	EPIDEMIOLOGY (Q)	3
HCA 310	HEALTH CARE STRATEGIC MGMT (O)	3
HCA 315	INTRO HEALTHCARE INFO MANAGEMENT	3
HCA 320	FINANCE OF UNITED STATES HEALTHCARE	3
	Total credits:	**21**

Healthcare Administration (BA)

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 two 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)

Mary Baldwin University (MBU), Healthcare Administration (HCA) undergraduate students, may request, in writing, permission to substitute Master of Healthcare Administration (MHA) graduate courses for required or elective courses in the HCA undergraduate degree program. Undergraduate HCA students may then subsequently count those same courses as fulfilling graduate requirements in the MHA or MHA/MBA graduate program that the institution offers.

A maximum of 18, MHA graduate credits may apply toward both the undergraduate HCA degree and the graduate MHA or MHA/MBA degree. Graduate courses must be taken at MBU. Graduate courses are offered only online and are 7 weeks in length.

Undergraduate HCA students requesting to take MHA graduate courses must have junior or senior standing and possess an undergraduate grade point average (GPA) of 3.0 or higher. The applicability of specific MHA graduate courses toward the HCA undergraduate degree requirements is determined by the HCA and MHA department chair. Grade points earned in graduate courses are included in the student's undergraduate GPA, but courses with grades below the graduate minimum (C for graduate programs) will not apply toward a graduate degree.

The written request to enter into the 4+1 HCA to MHA pathway is to be a one paragraph, writing sample about the students reason for wanting to pursue the 4+1 pathway with potential career goals/ paths, explained. The written request is to be sent, via email, to the department chair. The decision to grant the student acceptance into the 4+1 pathway will be determined by the department chair and the faculty of the HCA and MHA program. Declaring the 4+1 HCA to MHA pathway and/or taking MHA courses during the students undergraduate studies does not guarantee acceptance to the MHA program.

Students must apply to the MHA program during their senior year and meet the MHA graduate program requirements before being accepted for the graduate program. Acceptance to the MHA and MHA/MBA graduate programs is solely the decision of the department chair and is not guaranteed.

Graduate courses taken by undergraduates may or may not be accepted as graduate courses at other institutions. This will be determined by that institution's policies.

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 245, or, if already taken, in place of 1 HCA elective, the student can take MHA 504, Policy, Ethics, and Legal Perspectives

In place of HCA 315, Introduction to Healthcare Information Management, students can take MHA 603, Healthcare Management and Information Systems

In place of HCA 125, Introduction to Public Health as an elective, the student can take MHA 602, Community, Public, & Population Health

In place of BUAD 302, Managing Human Capital, the student can take MHA 509 Organizational Behavior & Management in Healthcare

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 260	3
ECON 101	PRINC OF MICROECONOMICS (SQ) (DECI)	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 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
	Total credits:	**51**

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	9
	Total credits:	**18**

Public Health (Minor)

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**

Master of Healthcare Administration (MHA)

Kim L. Nine, Program Director

Overview

The Master of Healthcare Administration (MHA) has been developed to meet the call for fundamental changes in the healthcare delivery system. 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. According to the Bureau of Labor Statistics (BLS), employment in the field of health care management is projected to grow 28% from 2021 to 2031. 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 7-week sessions with matriculation in spring, summer, 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

Applications are accepted on a rolling basis.

- 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 Mary Baldwin University, Office of Admissions, PO Box 1500, Staunton, VA 24402 or admit@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.
- 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

Item #	Title	Credits
MHA 501	ORGANIZATIONAL & SYSTEMS LEADERSHIP	3
MHA 502	THE BUSINESS OF HEALTHCARE	3
MHA 504	POLICY, ETHICS, LEGAL PERSPECTIVES	3
MHA 509	ORG BEHAVIOR & MGMT IN HEALTHCARE	3
MHA 510	FINANCIAL MGMT HEALTHCARE SYSTEMS	3
MHA 601	QUANTITATIVE & QUALITATIVE METHODS	3
MHA 602	COMMUNITY, PUBLIC, POPULATION HLTH	3
MHA 603	HEALTHCARE MGMT AND INFO SYSTEMS	3
MHA 605	HEALTHCARE MARKETING & PUB RELATION	3
MHA 610	QUALITY IMPROVEMENT, PATIENT SAFETY	3
MHA 613	LEADING TEAMS & CHANGE MANAGEMENT	3
MHA 615	PATIENT & FAMILY ENGAGEMENT	3
MHA 620	COMPREHENSIVE CASE STUDY ANALYSIS	3

Master of Healthcare Administration (MHA) & Master of Business Administration (MBA)

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

Applications are accepted on a rolling basis.

- 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 Mary Baldwin University, Office of Admissions, PO Box 1500, Staunton, VA 24402 or admit@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.
- 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: MHA

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 REQUIREMENTS

Item #	Title	Credits
MHA 501	ORGANIZATIONAL & SYSTEMS LEADERSHIP	3
MHA 502	THE BUSINESS OF HEALTHCARE	3
MHA 504	POLICY, ETHICS, LEGAL PERSPECTIVES	3
MHA 509	ORG BEHAVIOR & MGMT IN HEALTHCARE	3
MHA 510	FINANCIAL MGMT HEALTHCARE SYSTEMS	3
MHA 601	QUANTITATIVE & QUALITATIVE METHODS	3
MHA 602	COMMUNITY, PUBLIC, POPULATION HLTH	3
MHA 610	QUALITY IMPROVEMENT, PATIENT SAFETY	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.

Item #	Title	Credits
BUAD 500	MARKETING & COMMUNICATIONS	3
BUAD 502	MANAGING & LEADING OTHERS	3
BUAD 508	BUSINESS STATISTICS & PREDICTION	3
BUAD 623	IMPACT GOVERNANCE	3
BUAD 600	STRATEGIC PLANNING & PROCESS IMPROV	3
BUAD 634	ACCELERATING TRANSFORMATION CHANGE	3
BUAD 565	HEALTHCARE INFORMATION MANAGEMENT	3
BUAD 702	THE APEX PROJECT I	3
BUAD 703	THE APEX PROJECT II	3
	Total credits:	**54**

Master of Science in Nursing (MSN) & Master of Healthcare Administration (MHA) [discontinued]

This program is not currently accepting new students

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.

Type: MSN

Program Requirements

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
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

Item #	Title	Credits
MHA 502	THE BUSINESS OF HEALTHCARE	3
MHA 601	QUANTITATIVE & QUALITATIVE METHODS	3
MHA 605	HEALTHCARE MARKETING & PUB RELATION	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

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

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
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

Semester 4, Session 2

Item #	Title	Credits
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
	Total credits:	**45**

Occupational Therapy

Entry-Level Occupational Therapy Doctorate (OTD)

Program Director: Allison Ellington
Director of Clinical Education: Megan Bailes
Capstone Coordinator: Elizabeth Richardson
Faculty: Emily Budd, Lisa Burns, Greg Hansen, 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 occupational therapy practice setting following graduation and license acquisition. The curriculum integrates the occupational therapy profession's foundational knowledge requirements with basic theoretical tenets and perspectives, while supporting students to gain competency in key practice skills such as screening, evaluation, and delivery of evidence-based plans of care. The curriculum incorporates contemporary and emerging contexts associated with occupational therapy service delivery and emphasizes interprofessional education in class, lab, and community settings. Knowledge and skills gained in didactic courses are applied through numerous community-based learning experiences as well as Level 1 & 2 fieldwork experiences and the capstone process.

An 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 100 credit hours, 2.5 years (eight semesters). The curriculum will include thee, short-term Level 1 fieldwork experiences, two, 12-week fieldwork experiences and one, 14-week Capstone Experience. Successful completion of both the Level 2 fieldwork experiences and capstone experience, as well as evidence of meeting the competencies for entry-level occupational therapy practice must be achieved 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

All students must apply to the Occupation Therapy Program using OTCAS.

Application cycle and deadline dates will be published on the OT program website for each cycle.

There are two options for admission into the OTD program: junior admit; or graduate admit.

- The **junior admit option** is available to students who have completed three years of undergraduate work at Mary Baldwin University. Students applying for the junior admit option must have completed all general education requirements and major requirements before entering the OTD program. This includes completion of at least 90 credit hours. MBU students applying for the junior admit option must have achieved an overall GPA of 3.25 or higher throughout the first three academic years. MBU students who do not meet these criteria as a junior should consider applying as a graduate admit applicant.
- The **graduate admit option** is available to students with an earned bachelor's degree from an MBU approved, regionally accredited institution before entering the Occupational Therapy program. Applicants may begin the application process during the application cycle before the conferral date of the bachelor's degree. If accepted for admission, the applicant will be given conditional acceptance until proof of completion of the baccalaureate degree and program prerequisites are confirmed. If the applicant does not have the required baccalaureate degree and program prerequisites before the program start date, the status of conditional acceptance will be revoked.

Prerequisite Courses: (Must earn a "C" or better)

Prerequisite course work may be completed during the admission cycle. Please add planned courses in OTCAS transcript section. All of the listed prerequisite courses must be completed with a "C" or better before enrollment in the professional curriculum.

Required Courses	Credit Hours	Comments
Introduction to Biology	3-4	Lab recommended
Human or Vertebrate Anatomy*	3-4	Lab recommended
Human or Vertebrate Physiology*	3-4	Lab recommended
Introduction to Psychology	3	
Abnormal Psychology	3	
Introduction to Sociology	3	

or Anthropology		
Lifespan Human Development	3	Birth to Death
Introduction to Research	2	Qualitative or Quantitative Research, Statistics, or Research Methods
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.

For ALL applicants, the following admission criteria must be met prior to entering the professional phase of the program:

- GPA: A 3.0 overall GPA is preferred. Junior admit applicants must have achieved an overall GPA of 3.25 or higher throughout the first three academic years at MBU. We expect that most accepted students will surpass this minimum. In addition, all prerequisite courses must reflect a "C" or better.
- GRE: GRE scores are not required for admission. However, if you would like to submit your GRE scores, you are welcome to do so. The OTCAS GRE Code for Mary Baldwin University is 1992.
- Personal Essay: You will be required to submit a brief personal essay in OTCAS.
- Two Professional References: At least one reference must be from an occupational therapist
- OT Observation Hours: 40 hours are required in at least two different settings. Instructions on how to provide this information can be foud on the online application form.
- 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.
- Official Transcripts: Official transcripts from your all post-secondary institutions must be sent to the Occupational Therapist Centralized Application Service (OTCAS). If you are still taking prerequisite courses during the application cycle, please indicate these planned courses in your OTCAS application. Please note, however, that you will not be able to enroll in our program until your official transcript has been received verifying completion of these courses, that you have received a “C” or better, and that you still meet the minimum preferred GPA required.
- 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 bachelor or graduate degree from a 4-year accredited US university.
- In addition to the OTCAS fee, a non-refudable supplemental fee of $45 is required. The Supplemental Application Fee is waived for Junior Admit students.

The Occupational Therapy Program

The Doctorate of Occupational Therapy Program consists of 2.5 years of professional study over 8 consecutive semesters. Program courses begin in the fall semester. MBU students enrolled in the junior admit process will complete the requirements for the baccalaureate degree in Health Sciences or Exercise Science at the end of the first year of the OTD program.

Before registering for classes, students must provide:

- Criminal background checks (federal requirement for all persons working with vulnerable populations) at student expense.
- Signed Letter of Intent.
- Signed Technical Standards document.
- Written verification of immunizations at student expense.
- Written verification or proof 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.

Articulation Agreements: Occupational Therapy Program

The Murphy Deming College of Health Sciences OT program has established articulation agreements with partner institutions. Qualified currently enrolled applicants from these partner schools are guaranteed an interview with the OT program; certain highly qualified applicants may be offered guaranteed admission to the OT program. The details of the articulation agreement for each school can be obtained from the school's liaison or the MDCHS admissions office. All students must apply through OTCAS. The MDCHS supplemental application fee is waived for qualified applicants from articulation agreement partners.

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

FALL SEMESTER, YEAR 1

Item #	Title	Credits
OTH 706	FOUNDATIONS OF OCCUPATIONAL THERAPY	3
OTH 707	FUNCTIONAL ANATOMY & MOVEMENT FOR OCCUPATION	5
OTH 711	TEACHING AND LEARNING 1	1
OTH 714	OT PRACTICE CONTEXTS	3
OTH 721	RESEARCH AND CRITICAL INQUIRY 1	3

SPRING SEMESTER, YEAR 1

Item #	Title	Credits
OTH 704	NEUROSCIENCE FOR OCCUPATIONAL THERAPY	2
OTH 712	PSYCHOSOCIAL ASPECTS OF CARE	3
OTH 726	OCCUPATIONAL PATTERNS LIFE & CULTRE	3
OTH 727	OCCUPATION THERAPY IN MENTAL HEALTH	4
OTH 729	MOTOR LEARNING & MOVEMENT ANALYSIS	3
OTH 730	INTERPROFESSIONAL SEMINAR 1	1
OTH 737	CLINICAL FIELDWORK LEVEL 1 IN MENTAL HEALTH	1
OTH 821	RESEARCH & CRITICAL INQUIRY 2	1

SUMMER SEMESTER, YEAR 2

Item #	Title	Credits
OTH 715	PROFESSIONAL ENGAGEMENT LEADERSHIP	1
OTH 811	TEACHING AND LEARNING 2	1
OTH 825	OT ADULT MUSCULOSKELETAL CONDITIONS	5
OTH 832	TECHNOLOGY & ENVIRONMENTAL ADAPT	3

FALL SEMESTER, YEAR 2

Item #	Title	Credits
OTH 728	HEALTH PROMOTION & COMMUNITY PRACTICE	3
OTH 812	COMMUNITY PRACTICUM 1	1
OTH 813	TEACHING AND LEARNING 3	2
OTH 822	CAPSTONE PREPARATION 1	1
OTH 828	OT AND ADULT NEUROLOGIC COND	5
OTH 830	INTERPROFESSIONAL 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 759	FIELDWORK PREPARATION	1
OTH 814	ORGANIZATION & MGMT OF PRACTICE	3
OTH 815	LEADERSHIP, POLICY, AND ADVOCACY	3
OTH 819	COMMUNITY PRACTICUM 2	1
OTH 823	CAPSTONE PREPARATION 2	2
OTH 829	PEDIATRIC PRACTICE IN OCCUP THERAPY	5
OTH 840	INTERPROFESSIONAL SEMINAR 3	1
OTH 843	CLINICAL FIELDWORK LEVEL 1 IN PEDIATRICS	1

SUMMER SEMESTER, YEAR 3

Item #	Title	Credits
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

SPRING SEMESTER, YEAR 3

Item #	Title	Credits
OTH 865	CAPSTONE EXPERIENCE	7
OTH 922	CAPSTONE PROJECT	2
	Total credits:	**100**

Post-Professional Occupational Therapy Doctoral Program (OTD) [discontinued]

This program is not currently accepting new students.

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 IN 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 (DPT)

Catherine "Cassy" Turner, Program Director
Andrew Baldwin, Brooke Lieske; Co-Directors of Clinical Education
Faculty: Jeanette Bozied, Martha Cullaty, Deborah Diaz, Marty Fontenot, Jennifer Hancock, Gregory Hansen, Lisa Hayes, Carolyn Moore, Katherine Wilford

Overview

The Doctor of Physical Therapy (DPT) program prepares students as an entry-level physical therapist who can work in any practice setting upon graduation and licensure. The DPT program focuses 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 emphasizes interprofessional education. Students from various health professions work collaboratively in class and lab settings. Interprofessional activities 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 are required to complete the full-time curriculum over eight semesters. The DPT student must successfully complete each didactic year prior to matriculation to the clinical education course that follows. Students complete one short full-time clinical experience during the program at the completion of the first year of didactic course work to help integrate course content into the clinical setting. Three longer clinical experiences of 8 weeks, 10 weeks, and 10 weeks respectively are completed during the final year of the program leading to the achievement of entry-level practice skills. Students complete clinical experiences in outpatient orthopedics and in a setting treating medically complex patients. There are opportunities for specialty rotations such as pediatrics, sports medicine, manual therapy practice, neurological rehabilitation, and pelvic health.

Successful completion of the terminal clinical internship 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 who 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: marybaldwin.edu/accreditation/dpt-accreditation-statement

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: capteonline.org.

If needing to contact the program/institution directly, please call 540-887-4046 or e-mail clturner@marybladwin.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

Applications for admission will be accepted online through the Physical Therapy Centralized Application Service (PTCAS) once the application cycle has begun.

Application cycle and deadline dates will be published on the DPT program website for each cycle.

There are two options for admission into the DPT program: junior admit; or graduate admit.

- The **junior admit option** is available to students who have completed three years of undergraduate work at Mary Baldwin University. A major and a minor or a dual major must be declared and all General Education, major, and minor requirements must be completed before entering the DPT program. This includes completion of at least 95 credit hours. MBU students applying for the junior admit option should have achieved an overall GPA of 3.5 or higher and prerequisite GPA of 3.5 or higher throughout the first three academic years. MBU students who do not meet these criteria as a junior should consider applying as a graduate admit applicant.
- The **graduate admit option** is available to students who will have an earned bachelor's degree from an MBU approved, regionally accredited institution before entering the Physical Therapy program. Applicants may begin the application process during the application cycle before the conferral date of the bachelor's degree. If accepted for admission, the applicant will be given conditional acceptance until proof of completion of the baccalaureate degree and program prerequisites are confirmed. If the applicant does not have the required baccalaureate degree and program prerequisites before the program start date, the status of conditional acceptance will be revoked.

Prerequisite Courses:

All of the listed prerequisite courses must be completed with a "C" or better before enrollment in the professional curriculum.

Required Courses	Credit Hours	Comments
Human or Vertebrate Anatomy	3-4*	Must include labs
Human or Vertebrate Physiology	3-4*	Must include labs
Biology	3	At least one 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.
Statistics	3	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

**Can be combined A/P.*

For ALL applicants, the following admission criteria must be met prior to entering the professional phase of the program:

- GPA: An overall GPA of 3.0 is preferred. MBU students applying for the junior admit option should have achieved an overall GPA of 3.5 or higher, and a prerequisite GPA of 3.5 or higher. We expect that most accepted students will surpass this minimum. In addition, all prerequisite courses must reflect a "C" or better. MBU students who do not meet the junior admit criteria should apply as a graduate applicant.
- GRE: You will need to request that your most current Graduate Education Examinations (GRE) score be sent to PTCAS. GRE must have been taken within five years of application to our program. The PTCAS GRE Code for Mary Baldwin University is 3866. There is no minimum GRE score needed to apply.
- Personal Essay: You will be required to submit a brief personal essay in PTCAS.
- Two professional references: At least one reference must be from a physical therapist. The PTCAS 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 in PTCAS.
- Official Transcripts: Official transcripts from all post-secondary institutions must be sent to the Physical Therapist Centralized Application Service (PTCAS). If you are still taking prerequisite courses during the application cycle, please indicate these planned courses in your PTCAS application. Please note, however, that you will not be able to enroll in our program until your official transcript has been received verifying completion of these courses, that you have received a “C” or better, and that you still meet the minimum preferred GPA.
- 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 of 570 (paper-based) or 89 (internet-based) is required. A student may be exempted if they have graduated with a bachelors or graduate degree from a 4-year accredited US university.

Application Fees

- PTCAS Application Fee: A non-refundable PTCAS Application Fee, payable through PTCAS, is required upon application submission.
- Supplemental Application Fee: In addition to the PTCAS Application fee, a non-refundable Supplemental Application Fee of $45 is required. The Supplemental Application Fee is waived for MBU Junior Admit students.

The Physical Therapy Program

The Doctorate of Physical Therapy Program consists of 33 months of professional study. Program courses begin in the fall semester. MBU students enrolled in the junior admit process will complete the requirements for the baccalaureate degree in Health Sciences or Exercise Science and a declared minor at the end of the first year of the DPT 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.
- Signed Letter of Intent.
- Written verification of immunizations at student expense.
- Written verification or proof 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 check, etc.) at student expense.

Articulation Agreements: Physical Therapy Program

The Murphy Deming College of Health Sciences PT program has established articulation agreements with partner institutions. Qualified currently enrolled applicants from these partner schools are offered guaranteed admission to the PT program. The details of the articulation agreement for each school can be obtained from the school's liaison or the MDCHS Office of Admissions. All students must apply through PTCAS. The MDCHS supplemental application fee is waived for qualified applicants from articulation agreement partner schools.

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

FALL SEMESTER, YEAR 1

Item #	Title	Credits
PTH 700	HUMAN ANATOMY	3
PTH 701	KINESIOLOGY	3
PTH 705	FOUNDATIONS OF PT PRACTICE	3
PTH 711	PRINCIPLES OF TEACHING AND LEARNING 1	1
PTH 714	PROFESSIONAL ISSUES 1	1
PTH 721	RESEARCH AND CRITICAL INQUIRY	3
PTH 802	CLINICAL IMAGING	1

SPRING SEMESTER, YEAR 1

Item #	Title	Credits
PTH 702	ANATOMY AND PHYSIOLOGY OF ORGAN SYSTEMS	2
PTH 703	PATHOPHYSIOLOGY AND PHARMACOLOGY	3
PTH 706	FOUNDATIONS OF CLINICAL EXERCISE	3
PTH 707	BIOMECHANICS	3
PTH 726	MUSCULOSKELETAL MANAGEMENT I	4
PTH 730	INTERPROFESSIONAL SEMINAR I	1
PTH 804	INTRODUCTION TO NEUROSCIENCE	3
PTH 821	RESEARCH & CRITICAL INQUIRY 2	1

SUMMER SEMESTER, YEAR 1

Item #	Title	Credits
PTH 712	PSYCHOSOCIAL ASPECTS OF CARE	3
PTH 727	THERAPEUTIC AGENTS	2
PTH 740	CLINICAL EDUCATION 1	3
PTH 811	PRINCIPLES OF TEACHING & LEARNING 2	1
PTH 828	NEUROMUSCULAR MANAGEMENT 1 ADULT	3

FALL SEMESTER, YEAR 2

Item #	Title	Credits
PTH 805	HUMAN DEV ACROSS THE LIFESPAN	2
PTH 812	COMMUNITY PRACTICUM 1	1
PTH 823	DOCTORAL PROJECT 1	2
PTH 826	MUSCULOSKELETAL MANAGEMENT 2	4
PTH 830	INTERPROFESSIONAL SEMINAR II	1
PTH 831	CARDIOVASCULAR & PULMONARY MGMT	3
PTH 834	NEUROMUSCULAR MANAGEMENT 2 - ADULTS	3

SPRING SEMESTER, YEAR 2

Item #	Title	Credits
PTH 819	COMMUNITY PRACTICUM 2	1
PTH 825	SPECIAL TOPICS & SPECIAL ADULT POP	4
PTH 829	PEDIATRICS	4
PTH 840	INTERPROFESSIONAL SEMINAR III	1
PTH 832	INTEGUMENTARY MANAGEMENT	3
PTH 833	HEALTH PROMOTION AND WELLNESS	2
PTH 921	DOCTORAL PROJECT 2	2

SUMMER SEMESTER, YEAR 2

Item #	Title	Credits
PTH 814	ADMIN. & ORGANIZATION OF PRACTICE	2
PTH 815	PROFESSIONAL ISSUES 3	2
PTH 845	CLINICAL EDUCATION 2	6

FALL SEMESTER, YEAR 3:

Item #	Title	Credits
PTH 835	COMPREHENSIVE OUTCOMES 1	1
PTH 855	CLINICAL EDUCATION 3	8

SPRING SEMESTER, YEAR 3:

Item #	Title	Credits
PTH 836	COMPREHENSIVE OUTCOMES 2	1
PTH 865	CLINICAL EDUCATION 4	8
	Total credits:	**108**

Physician Assistant

Master of Science in Physician Assistant Program (MSPA)

B. Kent Diduch, Program Director
Ben Farley, Medical Director
Sarah "Whit" Worman, Director of Clinical Education
Jennifer Hunt, Director of Academic Education
Faculty: Megan Ady, Felicia Esteban, 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.
- Casper Assessment: Casper is a situational judgement test. It must be completed during the current application cycle/year.

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 OR Biochemistry	3-4	Lab preferred
Psychology	6	1 intro and 1 upper OR 2 upper level psychology courses; abnormal and developmental psychology are preferred
Statistics	3	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.
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

Readmission with Advanced Placement

There is no provision for initial admission of students into the PA program with advanced placement.

Students who withdraw, or are suspended, must reapply through CASPA and the admissions criteria and procedures in place at the time of reapplication. This may not apply to students who are away from the university on a leave of absence or deceleration.

Students who are dismissed from MDCHS are not eligible for readmission into Mary Baldwin University.

If the decision is made to readmit, a readmission plan will be developed. This plan will address numerous factors e.g. grades, need for continuity of the academic experience, cohort support and other pedagogical concerns. Readmission is not a guarantee for successful completion of the program.

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)
	NR	No Grade reported (temporary)
	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 as per the course syllabi. 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.

MSPA Curriculum

Type: MSPA

FIRST YEAR - SPRING SEMESTER

Item #	Title	Credits
PAS 500	HUMAN ANATOMY	5
PAS 502	PATHOPHYSIOLOGY	6
PAS 510	PROFESSIONAL WELLNESS	1
PAS 513	HISTORY AND PHYSICAL DIAGNOSIS I	3
PAS 530	INTERPROFESSIONAL SEMINAR I	1

FIRST YEAR - SUMMER SEMESTER

Item #	Title	Credits
PAS 503	PHARMACOLOGY I	4
PAS 526	CLINICAL MEDICINE I	5
PAS 528	LABORATORY & DIAGNOSTIC STUDIES	4
PAS 529	HISTORY & PHYSICAL DIAGNOSIS II	3

FIRST YEAR - FALL SEMESTER

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 540	INTERPROFESSIONAL SEMINAR II	1

SECOND YEAR - SPRING SEMESTER

Item #	Title	Credits
PAS 620	POLICY, ETHICS & POPULATIONS	3
PAS 622	PRE-CLINICAL COMP ASSESSMENT	2
PAS 625	CLINICAL MEDICINE III	5
PAS 626	CLINICAL REASONING	4
PAS 627	CLINICAL SKILLS & PROCEDURES	4
PAS 640	INTERPROFESSIONAL SEMINAR 3	1

SECOND YEAR - CLINICAL PHASE

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

THIRD YEAR - CLINICAL PHASE

Item #	Title	Credits
PAS 623	ADV COMPREHENSIVE ASSESSMENT	1
PAS 648	CLINICAL ELECTIVE	6
PAS 646	SURGERY	6
PAS 647	WOMEN'S HEALTH	6
	Total credits:	**118**

School of Nursing

Nursing

Post-MSN Family Nurse Practitioner Certification

Program Director: Lori Conyers

The Post-MSN Family Nurse Practitioner Program is a 32-credit hour program designed for Registered Nurses with a Master of Science in Nursing offered as a part-time plan of study. The entry to FNP practice post-master certificate offers students a hybrid approach to learning by combining remote, asynchronous and synchronous courses with timely on-campus hands-on learning intensives. In this program students will gain the requirements necessary to be eligible for a National Certification Examination (NCE).

See FNP Main Page for additional FNP academic policies

Admission Requirements

PURPOSE: The purpose of the policy is to describe the criteria for admission to the post-MSN Family Nurse Practitioner Program.
POLICY APPLIES TO: The policy applies to post-MSN Family Nurse Practitioner program applicants for admission.
POLICY: Students applying for admission to the post-MSN Family Nurse Practitioner program must meet minimum requirements to be considered for acceptance to the program.
PROCEDURE: The following criteria are considered when reviewing all graduate applications for admission:

1. Current unrestricted RN license in the Commonwealth of Virginia or state participating in the National
   Council for State Authorization Reciprocity Agreements (NC-SARA)
2. Curriculum Vitae or Resume
3. Official transcripts
4. Completion of an undergraduate or graduate Statistics course with a grade of "C" or higher
5. 3.0 GPA or above out of 4.0 scale in all undergraduate and graduate work
6. Minimum of one year (2,080 hours) of current continuous full-time nursing experience as an RN, preferably in acute care
7. Current BLS certification

Note: Due to the competitive nature of the admission process applicants should understand that meeting the
minimum requirements does not guarantee admission into the program. Applicants will be screened, and the
most qualified individuals will be invited for an interview.

Department: Nursing
Type: Post-MSN Certificate

Type: Certificate

Requirements for Post-MSN Family Nurse Practitioner (FNP)

Item #	Title	Credits
NUR 620	ADVANCED PHYSIOLOGY & PATHOPHYSIOLOGY FOR THE APRN	3
NUR 704	ADV PHARMACOLOGY & THERAPEUTICS	4
NUR 706	ADVANCED HEALTH ASSESSMENT	3
NUR 824	ADV PRACTICE NURSING I: PEDIATRIC	4
NUR 825	ADV PRACTICE NURSING: CLINICAL I	2
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 845	Advanced Practice Nursing: Adult Primary Care III	4
	Total credits:	**32**

Registered Nurse to Bachelor of Science in Nursing (BSN)

Pamela J. Dressler, Program Director

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

See MDCHS Website for application deadlines.

Murphy Deming College of Health Sciences admits new RN-BSN students each semester (spring, fall, & summer).

- Associate Degree 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 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.

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 have the opportunity to earn credits upon validation of prior learning credits through the development of a professional portfolio. 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 Common Curriculum coursework. Students are required to complete an introductory statistics course, 200 level or above prior to completion of the BSN degree.

Type: Major

RN-BSN Curriculum

Item #	Title	Credits
NUR 302	PROF NURSING LEADERSHIP & MGMT (O)	3
NUR 303	NURSING INFORMATICS (Q)	3
NUR 304	CONTEMP ISSUES PROF NURS PRACT (W)	3
NUR 305	RESEARCH IN NURSING (R)	3
NUR 403	COMMUNITY HEALTH PRACTICUM (C)	1
NUR 404	NURSING ACROSS THE LIFESPAN	3
NUR 405	PATHOPHYSIOLOGY	3
NUR 407	CULTURAL NURSING: UNITING WORLD (I)	3
NUR 408	USING EVID BASED PRACTICE NURS (M)	3
NUR 413	COMM HLT-EMERGENCY PREPAREDNESS (D)	5
	Total credits:	**30**

Doctor of Nursing Practice (DNP)

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 advanced practice nursing tracks in Family Practice and Nurse Anesthesiology. Graduates of the program can 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.

Type: DNP

Doctor of Nursing Practice - Adult-Gerontology Acute Care Nurse Practitioner Track (DNP) [discontinued]

This program is not currently accepting new students.

The Doctor of Nursing Practice – Adult-Gerontology Nurse Practitioner Program is an 80-credit hour, BSN to DNP program offered as a full-time or part-time plan of study. The entry to practice DNP degree offers students a hybrid approach to learning by combining remote, asynchronous courses with timely on-campus, hands-on learning intensives. In this program students will gain the requirements necessary to be eligible for a National Certification Examination (NCE). The goals of the DNP Adult-Gerontology Acute Care Practitioner include the following:

Type: DNP

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.

Requirements for Adult-Gerontology Acute Care Nurse Practitioner

Item #	Title	Credits
NUR 700	ADV. PHYSIOLOGY & PATHOPHYSIOLOGY I	4
NUR 705	ADV. PHYSIOLOGY 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 823	HEALTH PROMOTION & MAINTENANCE	4
NUR 825	ADV PRACTICE NURSING: CLINICAL I	2
NUR 826	ADV PRACTICE NURSING: CLINICAL II	2
NUR 830	ADV PRACTICE NURSING: CLINICAL III	2
NUR 834	Advanced Practice Nursing: Clinical IV	2
NUR 836	ADV PRACTICE NURSING: CLINICAL V	2
NUR 842	AG-ACNP ADVANCED SKILLS LAB	1
NUR 844	ADV PRACTICE NURSING: AG-ACNP I	4
NUR 848	ADV PRACTICE NURSING: AG-ACNP II	4
NUR 852	ADV PRACTICE NURSING: AG-ACNP III	4
NUR 856	ADV PRACTICE NURSING: AG-ACNP IV	4
NUR 900	DNP SYST THINK PROJECT I: FOUND SCH	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
	Total credits:	**76**

Doctor of Nursing Practice - Family Nurse Practitioner Track (DNP)

Lori Conyers, Program Director

The Doctor of Nursing Practice – Family Nurse Practitioner Program is a 74-credit hour, BSN to DNP program offered as a full-time or part-time plan of study. The entry to practice DNP degree offers students a hybrid approach to learning by combining remote, asynchronous and synchronous courses with timely oncampus hands-on learning intensives. In this program students will gain the requirements necessary to be eligible for a National Certification Examination (NCE).

See DNP Main Page for additional DNP academic policies

Admission Requirements

PURPOSE: The purpose of the policy is to describe the criteria for admission to the Family Nurse Practitioner Program.
POLICY APPLIES TO: The policy applies to Family Nurse Practitioner program applicants for admission.
POLICY: Students applying for admission to the Family Nurse Practitioner Program must meet minimum requirements to be considered for acceptance to the program.
PROCEDURE: The following criteria are considered when reviewing all graduate applications for admission:

1. Current unrestricted RN license in the Commonwealth of Virginia or state participating in the National Council for State Authorization Reciprocity Agreements (NC-SARA)
2. Curriculum Vitae or Resume
3. Official transcripts
4. Completion of an undergraduate or graduate Statistics course with a grade of "C" or higher
5. 3.0 GPA or above out of 4.0 scale in all undergraduate and graduate work
6. Earned BSN from an accredited CCNE or ACEN School of Nursing with a GPA of 3.0 or above on a 4.0 scale
7. Minimum of one year (2,080 hours) of full-time nursing experience, preferably acute care
8. Current BLS certification

Note: Due to the competitive nature of the admission process applicants should understand that meeting the minimum requirements does not guarantee admission into the program. Applicants will be screened, and the most qualified individuals will be invited for an interview.

Type: DNP

Requirements for BSN-DNP: Family Nurse Practitioner (FNP)

Item #	Title	Credits
NUR 620	ADVANCED PHYSIOLOGY & PATHOPHYSIOLOGY FOR THE APRN	3
NUR 704	ADV PHARMACOLOGY & THERAPEUTICS	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 823	HEALTH PROMOTION & MAINTENANCE	4
NUR 824	ADV PRACTICE NURSING I: PEDIATRIC	4
NUR 825	ADV PRACTICE NURSING: CLINICAL I	2
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	Advanced Practice Nursing: Clinical IV	2
NUR 836	ADV PRACTICE NURSING: CLINICAL V	2
NUR 845	Advanced Practice Nursing: Adult Primary Care III	4
NUR 900	DNP SYST THINK PROJECT I: FOUND SCH	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
	Total credits:	**74**

Doctor of Nursing Practice - Nurse Anesthesiology Track (DNP)

Jennifer McPherson, Program Director
Kelly Elmore, Associate Program Director
Faculty: Derek Owens, Barbara Acord, Jerrol Wallace

The Doctor of Nursing Practice – Nurse Anesthesiology Program is a 105 credit, BSN to DNP program with a 36-month, full-time plan of study. The entry to practice DNP degree offers students a hybrid schedule format using a combination of on and off campus content delivery throughout the program. In this program you will gain the requirements necessary to be eligible for the National Certification Examination (NCE).

Program Mission

The Nurse Anesthesiology Program curriculum strives to prepare students who will be leaders in the practice of nurse anesthesiology while maintaining integrity and providing superior evidence-based care. The students will attain this goal via didactic, simulation, and clinical experiences through an interprofessional approach to learning, development of critical decision making, problem-solving skills, and be responsive to the needs of the healthcare community. The supportive learning environment will foster the development of an advanced practice provider who provides culturally competent care and incorporates physiological and scientific knowledge to develop evidence-based nurse anesthesiology practice decisions. The program will develop graduates that foster a commitment to personal integrity, professional responsibility, and ethical behavior. Graduates will be prepared to function as competent and safe advanced practice providers in the perioperative environment:

- As teachers to other students, residents, and nurse anesthetists.

- As creative, capable, and culturally sensitive leaders in the healthcare community.
- And with the fundamental knowledge of research and its application in anesthesia to provide care using evidence-based practice.

The Council on Accreditation of Nurse Anesthesia Educational Programs (COA) is nationally recognized by the U.S. Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA) as an accrediting agency for the "accreditation of institutions and programs of nurse anesthesia at the post-master's certificate, master's, or doctoral degree levels in the United States, and its territories, including programs offering distance education."

Mission of the Council on Accrediation

1. To grant public recognition to nurse anesthesia programs and institutions that award post master's certificates, master's, and doctoral degrees that meet nationally established standards of academic quality (quality assessment).
2. To assist programs and institutions in improving educational quality (quality enhancement).

Council on Accreditation of Nurse Educational Programs (COA)
222 S. Prospect Avenue
Park Ridge, IL 6008
Phone: 847-655-1160

Website: https://www.coacrna.org/

Admissions Requirements

PURPOSE: The purpose of the policy is to describe the criteria for admission to the Nurse Anesthesiology Program.

POLICY APPLIES TO: The policy applies to Nurse Anesthesiology Program applicants for admission.

POLICY: Students applying for admission to the Nurse Anesthesiology Program must meet minimum requirements to be considered for acceptance to the program.

PROCEDURE: The following criteria are considered when reviewing all graduate applications for admission:

1. Current unrestricted RN and/or an APRN license in the Commonwealth of Virginia or state participating in the National Council for State Authorization Reciprocity Agreements (NC-SARA) or be eligible for licensure in Virginia.
2. Earned BSN from an accredited CCNE or ACEN School of Nursing.
3. A minimum cumulative GPA of 3.0 or above on a 4.0 scale for baccalaureate nursing degree and subsequent graduate work.
4. Curriculum Vitae.
5. Completion of application for admission.
6. Official transcripts to all post-secondary educational institutions. Transcripts should include 8 credits of anatomy & physiology with lab, 3 credits of chemistry (The chemistry can be general, organic, or biochemistry), 3-4 credits of microbiology, and 3-4 credits of pharmacology.
7. Three letters of recommendation from professional references with current knowledge of professional and/or academic skills. One recommendation must be from the applicant's immediate supervisor.
8. Completion of undergraduate or graduate statistics course.
9. Current AHA Certification: BLS, ACLS, and PALS.
10. Minimum of one year (two years preferred) current, continuous full time or part-time equivalent, critical care experience* as a registered nurse within two years of application.
11. Critical care certification (CCRN) is strongly recommended.
12. Completion of critical care checklist with clinical supervisor signature.
13. Completion of the Casper situational judgment test (Acuity Insights).
14. Qualified individuals may be asked for more information and invited for an interview.

*Critical care experience must be obtained in a critical care area within the United States, its territories or a US military hospital outside of the United States. During this experience, the registered professional nurse has developed critical decision making and psychomotor skills, competency in patient assessment, and the ability to use and interpret advanced monitoring techniques. A critical care area is defined as one where, on a routine basis, the registered professional nurse manages

one or more of the following: invasive hemodynamic monitors (e.g., pulmonary artery, central venous pressure, and arterial catheters), cardiac assist devices, mechanical ventilation, and vasoactive infusions. Examples of critical care units may include but are not limited to, surgical intensive care, cardiothoracic intensive care, coronary intensive care, medical intensive care, pediatric intensive care, and neonatal intensive care. Those who have experiences in other areas may be considered provided they can demonstrate competence with managing unstable patients, invasive monitoring, ventilators, and critical care pharmacology.

Nurse Anesthesiology Program – Academic Standing, Probation, Dismissal

PURPOSE: To provide a mechanism for documentation and communication of information regarding student academic standing, probation or dismissal.

POLICY APPLIES TO: The policy applies to students enrolled in the NAP.

POLICY: Program progression is sequential and new content learned builds on previous semesters learning. Students must successfully complete each semester before progressing to the next. Students who fail to meet the requirements of the Nurse Anesthesiology Program Progression Policy will be identified and placed on academic probation or dismissed from the program.

PROCEDURE: The Nurse Anesthesiology Program students will meet with faculty advisors twice each semester at the midpoint and completion of each semester to discuss program progression, areas of concern, student learning goals, review student time commitment, and progress in clinical practicum.

Requirements for program progression:

1. A "Pass" grade in all practicum courses.
2. A minimum cumulative GPA of 3.0 on a 4.0 scale.
3. No less than a “C” in any required DNP core course.
4. No less than a “B” in any required nurse anesthesiology course.
5. A grade below a “C” in any course is considered a failing grade.
6. If a student fails a course, they are dismissed from the program. The student must reapply to seek readmission.
7. If a student withdraws from a course, they withdraw from the program, and they must reapply to the program to seek readmission.

A student who does not maintain a 3.0 cumulative grade point average in all graduate courses at the end of any semester or receives a grade of “C” in a required nurse anesthesiology course will be placed on academic probation during the following semester. While the student is on academic probation, the student may enroll in all required courses outlined in their course of study. If the student does not achieve a cumulative grade point average above a 3.0 or receives another grade of “C” in a required nurse anesthesiology course, the student may be dismissed from the nurse anesthesiology program. If a student receives a second “C” in a required nurse anesthesiology course they may be dismissed from the Nurse Anesthesiology Program.

A student may be placed on probation or dismissed from the Nurse Anesthesiology Program for reasons not related to poor grades, even if the student is in good academic standing. Dismissal from the Nurse Anesthesiology Program can occur due to, but is not limited to, the falsification of application materials, failure to satisfy stipulations placed upon admissions to the program, failure to maintain academic and ethical standards, academic integrity and failure to follow policies and procedures established by Mary Baldwin University, Murphy Deming College of Health Sciences, and the Nurse Anesthesiology Program or failure to satisfy requirements set forth by the program in a timely fashion.

Dismissal from the Nurse Anesthesiology Program as referenced above will occur on a case-by-case basis upon the recommendation of the Nurse Anesthesiology Program Director and the School of Nursing Director, and with the approval of the Dean of MDCHS.

The student must follow the Murphy Deming College of Health Sciences *General Appeal Policy* for appeal of grades or academic misconduct issues.

Progression Policy

PURPOSE: To describe the progression of students through the Nurse Anesthesiology Program (NAP) and the requirements that must be met to progress through the NAP.

POLICY APPLIES TO: Applies to all students enrolled in the NAP.

POLICY: Students must meet all of the progression requirements to progress in the NAP.

PROCEDURE:

1. Levels of Progression

a. Year 1 – From the start of the program to the end of the third (3^{rd}) semester.

b. Year 2 – From the start of the fourth (4^{th}) semester to the end of the sixth (6^{th}) semester.

c. Year 3 – From the start of the seventh (7^{th}) semester to the end of the ninth (9^{th}) semester.

2. Requirements for progression – in order to progress through the Nurse Anesthesiology Program, students must meet, achieve and/or maintain the following:
a. A "Pass" grade in all practicum courses
b. A minimum cumulative GPA of 3.0 on a 4.0 scale
c. No less than a “C” in any required DNP core course
d. No less than a “B” in any required nurse anesthesiology course

3. Nurse Anesthesiology Practicum courses progress as listed: I, II, III, IV, V, VI
a. Final course grade for each practicum is “Pass” or “Fail”.
b. Final course grade is determined by the students daily clinical evaluations and daily care plans.
c. Final course grade is determined by the Program Director, Assistant Program Director and/or practicum course faculty.

4. Didactic courses are based on the following:
a. Academic credit is assigned based on the Carnegie Unit with 50 minutes per week for classes or 150 minutes for labs per week for each semester hour of credit.
i. Example: a 3-credit hour course equals 45 contact hours
ii. Study time can be estimated to be approximately 2 - 3 hours for every credit hour
iii. A course includes class time plus assigned readings and assignments to be completed at home
iv. A course may be augmented with additional assignments

Nurse Anesthesiology Program – Criteria for Graduation

PURPOSE: To describe the criteria to graduate from the Nurse Anesthesiology Program (NAP).

POLICY APPLIES TO: Applies to all students enrolled in the NAP.

POLICY: The students must meet the graduation requirements as outlined below to be eligible to graduate.

PROCEDURE: Students enrolled in the Nurse Anesthesiology Program will be recommended for graduation and eligible to take the National Certification Examination administered by the National Board of Certification & Recertification of Nurse Anesthetists when they:

1. Complete of all course and practicum requirements for the NAP as set forth by the accrediting bodies for licensure and certification.
2. Complete all course requirements with a minimum GPA of 3.0 on a 4.0 scale.
3. Receive a "Pass" grade in all practicum courses.
4. Complete all nurse anesthesiology courses with a grade of “B” or better.
5. Administer a minimum of 650 anesthetics.
6. Participate in a minimum of 2,000 clinical hours.
7. Administer all required numbers of clinical cases and experiences for each category as set forth by the Council on Accreditation for Nurse Anesthesia Educational Programs (COA).
8. Possess a current ACLS, BLS, and PALS certifications and an unencumbered VA license.

See DNP Main Page for additional DNP academic policies

Type: DNP

Requirements for Nurse Anesthesiology

See DNP Main Page for Additional DNP academic policies.

Item #	Title	Credits
NUR 700	ADV. PHYSIOLOGY & PATHOPHYSIOLOGY I	4
NUR 703	INTRO TO CLINICAL ANATOMY	1
NUR 705	ADV. PHYSIOLOGY 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 862	INTRO TO NURSE ANESTHESIOLOGY PRACT	1
NUR 866	BASIC PRINC NURSE ANESTHESIOLOGY	3
NUR 867	CHEM & PHYS NURSE ANESTHESIOLOGY	3
NUR 868	Equipment, Instrumentation, and Technology in Anesthesiology	2
NUR 869	ANATOMY, REGIONAL ANESTHESIA & PAIN MANAGEMENT	3
NUR 870	ANESTHESIOLOGY SIMULATION LAB I	1
NUR 872	ANESTHESIOLOGY SIMULATION LAB II	1
NUR 873	ANESTHESIOLOGY SIMULATION LAB III	1
NUR 874	ADVANCED PHARMACOLOGY IN ANESTHESIOLOGY PRACTICE I	3
NUR 875	ADVANCED PHARMACOLOGY IN ANESTHESIOLOGY PRACTICE II	4
NUR 876	ADVANCED PATHOPHYSIOLOGY AND PRINCIPLES OF NURSE ANESTHESIOLOGY I	4
NUR 878	ADVANCED PATHOPHYSIOLOGY AND PRINCIPLES OF NURSE ANESTHESIOLOGY II	4
NUR 879	PROF ASPECTS NURSE ANESTHESIOLOGY	2
NUR 880	NURSE ANESTHESIOLOGY PRACTICUM I	1
NUR 881	NURSE ANESTHESIOLOGY PRACTICUM II	3
NUR 882	NURSE ANESTHESIOLOGY PRACTICUM III	3
NUR 883	NURSE ANESTHESIOLOGY PRACTICUM IV	6
NUR 884	NURSE ANESTHESIOLOGY PRACTICUM V	6
NUR 885	NURSE ANESTHESIOLOGY PRACTICUM VI	6
NUR 890	NURSE ANESTHESIOLOGY PRAC COMP I	2
NUR 892	NURSE ANESTHESIOLOGY PRAC COMP II	2
NUR 894	NURSE ANESTHESIOLOGY PRAC COMP III	3
NUR 901	DNP SCHOLARLY PROJECT I	2
NUR 903	DNP SCHOLARLY PROJECT II	2
NUR 905	DNP SCHOLARLY PROJECT III	2
NUR 907	DNP SCHOLARLY PROJECT IV	2
	Total credits:	**104**

Post-MSN Doctor of Nursing Practice (DNP)

Shelia Talbott, Program Director

The Post-MSN-DNP program is a 31-credit hour program delivered 100% online in a part-time format. 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.

Additional requirements:

In alignment with the Commission on Collegiate Nursing Education (CCNE) accreditation standards and the American Association of Colleges of Nursing (AACN) Essentials: Core Competencies for Professional Nursing Education, all DNP graduates must complete a minimum of 1,000 post-baccalaureate clinical/practicum hours to demonstrate competency at the doctoral level. Students entering with fewer than 1,000 clinical hours from their MSN program will complete additional supervised DNP practicum hours as part of the DNP curriculum. Clinical hours may include a combination of direct and indirect patient care experiences and are individually assessed and planned to meet each student's learning needs and professional goals.

See DNP Main Page for additional DNP academic policies

Admissions Requirements

PURPOSE: The purpose of the policy is to describe the criteria for admission to the post-MSN to DNP Program.
POLICY APPLIES TO: The policy applies to post-MSN to DNP program applicants for admission.
POLICY: Students applying for admission to the post-MSN to DNP program must meet minimum requirements to be considered for acceptance to the program.
PROCEDURE: The following criteria are considered when reviewing all graduate applications for admission:

1. Current unrestricted RN license in the Commonwealth of Virginia or state participating in the National Council for State Authorization Reciprocity Agreements (NC-SARA)
2. Curriculum Vitae or Resume
3. Official transcripts
4. Completion of an undergraduate or graduate Statistics course with a grade of "C" or higher
5. 3.0 GPA or above out of 4.0 scale in all undergraduate and graduate work
6. Earned MSN from an accredited CCNE or ACEN School of Nursing with a GPA of 3.0 or above on a 4.0 scale
7. Current BLS certification

Type: DNP

Requirements for the Post-MSN DNP

Item #	Title	Credits
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 900	DNP SYST THINK PROJECT I: FOUND SCH	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
	Total credits:	**31**

Master of Science in Nursing (MSN) & Master of Business Administration (MBA) [discontinued]

This program is not currently accepting new students.

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 program is 48 credits.

Type: MSN

MSN REQUIREMENTS

Item #	Title	Credits
NUR 501	ORGANIZATION/SYSTEMS LEADERSHIP (O)	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 601	PRACT/ROLE OF NURSE EXECUTIVE	3
NUR 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

CROSS-LISTED COURSES BETWEEN THE MSN AND MBA TRACKS

Item #	Title	Credits
NUR 701	APEX PROJECT	6

SAMPLE COURSE SCHEDULE

(Based on a full-time, two courses per 8-week session model).

Semesters consists of two 8-week sessions. All classes may not be offered each session or semester.

SEMESTER 1, SESSION 1 - Spring A Term

Item #	Title	Credits
NUR 501	ORGANIZATION/SYSTEMS LEADERSHIP (O)	3
MHA 502	THE BUSINESS OF HEALTHCARE	3

SEMESTER 1, SESSION 2 - Spring B Term

Item #	Title	Credits
NUR 502	THEORETICAL FOUND FOR ADV NURSING	3
NUR 504	POLICY, ETHICS, LEGAL PERSPECTIVES	3

SEMESTER 2, SESSION 1 - Summer A Term

Item #	Title	Credits
NUR 503	MANAGING OUTCOMES - INFORMATICS (Q)	3
BUAD 564	HUMAN CAPITAL MGMT IN HEALTHCARE	3

SEMESTER 2, SESSION 2 - Summer B Term

Item #	Title	Credits
BUAD 660	STRATEGIC PLAN & PROCESS IMPROVEMNT	3

SEMESTER 3, SESSION 1 - Fall A Term

Item #	Title	Credits
BUAD 560	MANAGERIAL ACCOUNTING & FINANCE	3
BUAD 563	MARKETING & BRANDING HEALTHCARE	3

SEMESTER 3, SESSION 2 - Fall B Term

Item #	Title	Credits
NUR 610	QUALITY IMPROVEMENT, PATIENT SAFETY	3
NUR 505	POPULATION HEALTH & COLLABORATION	3

SEMESTER 4, SESSION 1 - Spring A Term

Item #	Title	Credits
BUAD 660	STRATEGIC PLAN & PROCESS IMPROVEMNT	3
BUAD 561	LEADERSHIP & STRATEGIES HEALTHCARE	3

SEMESTER 4, SESSION 2 - Spring B Term

Item #	Title	Credits
BUAD 562	MEDICAL INNOVATION & PROJECT MGMT	3
NUR 601	PRACT/ROLE OF NURSE EXECUTIVE	3

SEMESTER 5, SESSION 1 - Summer A Term

Item #	Title	Credits
NUR 701	APEX PROJECT	6
	Total credits:	**48**

Master of Science in Nursing (MSN) & Master of Healthcare Administration (MHA) [discontinued]

This program is not currently accepting new students

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.

Type: MSN

Program Requirements

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
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

Item #	Title	Credits
MHA 502	THE BUSINESS OF HEALTHCARE	3
MHA 601	QUANTITATIVE & QUALITATIVE METHODS	3
MHA 605	HEALTHCARE MARKETING & PUB RELATION	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

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

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
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

Semester 4, Session 2

Item #	Title	Credits
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
	Total credits:	**45**

Master of Science in Nursing - Administration & Leadership (MSN)

Program Director: Shelia Talbott

Accreditation Requirements

The Master's degree program in nursing at Mary Baldwin University is accredited by the Commission on Collegiate Nursing Education **(**www.ccneaccreditation.org**)**.

Admission Process for the Master of Science in Nursing Program

Murphy Deming College of Health Sciences will admit new MSN students each semester.

Application deadline for spring: December 1

Application deadline for summer: April 1

Application deadline for fall: August 1

- 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 Centralize System (NursingCAS). A Mary Baldwin University application is required.
- 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

Admission Requirements for the BSN to MSN Program

- Bachelor's degree from an institution that is regionally accredited and nationally accredited by ACEN, CCNE, or CNEA.
- Current unrestricted RN license in the Commonwealth of Virginia or state participating in the National Council for State Authorization Reciprocity Agreements (NC-SARA)
- Completed application to Mary Baldwin University
- Résumé or Curriculum Vitae
- Official college transcripts
- Completion of undergraduate statistics course with a grade of "C" or better
- 3.0 GPA or above out of 4.0 scale in all undergraduate and graduate work

Type: MSN

Program Requirements

The Master of Science in Nursing Program is a three-semester program that prepares graduates for advanced practice roles in health care. The courses are scheduled based on the principles of sequence, continuity, and integration. This allows for progressive building on knowledge, clinical practice concepts, and research.

Item #	Title	Credits
NUR 501	ORGANIZATION/SYSTEMS LEADERSHIP (O)	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 600	PRACT/ROLE OF NURSE ADMINISTRATOR	3
NUR 606	EPIDEMIOLOGY, VULNERABLE POPULATION	3
NUR 610	QUALITY IMPROVEMENT, PATIENT SAFETY	3
NUR 612	TRANSLATIONAL NURSING IN PRACTICE	3
NUR 715	TRANSLATION THEORY AND RESEARCH IN NURSING	3

Sample Course Schedule

Based on a full-time, 15-week session model

Semester 1

Item #	Title	Credits
NUR 501	ORGANIZATION/SYSTEMS LEADERSHIP (O)	3
NUR 504	POLICY, ETHICS, LEGAL PERSPECTIVES	3
NUR 610	QUALITY IMPROVEMENT, PATIENT SAFETY	3

Semester 2

Item #	Title	Credits
NUR 503	MANAGING OUTCOMES - INFORMATICS (Q)	3
NUR 505	POPULATION HEALTH & COLLABORATION	3
NUR 715	TRANSLATION THEORY AND RESEARCH IN NURSING	3
NUR 600	PRACT/ROLE OF NURSE ADMINISTRATOR	3

Semester 3

Item #	Title	Credits
NUR 502	THEORETICAL FOUND FOR ADV NURSING	3
NUR 612	TRANSLATIONAL NURSING IN PRACTICE	3
NUR 606	EPIDEMIOLOGY, VULNERABLE POPULATION	3
	Total credits:	**30**

Master of Science in Nursing - Family Nurse Practitioner Track (MSN)

Program Director: Lori Conyers

The Master of Nursing – Family Nurse Practitioner Track is a 47-credit hour, BSN to MSN program offered as a full-time plan of study. The entry to practice MSN degree offers students a hybrid approach to learning by combining remote, asynchronous, and synchronous courses with timely on-campus hands-on learning intensives. Students will complete 600 hours of supervised clinical experience in a variety of primary care settings including family practice, pediatrics, internal

medicine, women's health, and geriatrics. In this program students will gain the requirements necessary to be eligible for a National Certification Examination (NCE).

Accreditation

The Master of Nursing -Family Nurse Practitioner Track is fully accredited by the Commission on Collegiate Nursing Education (www.ccneaccreditation.org).

Program Mission

The Family Nurse Practitioner Program curriculum prepares advanced practice students to be transformational and innovative nurse leaders who provide culturally competent care and exhibit professionalism, respect, integrity, and legal/ethical standards. The curriculum is designed to provide the student with the skills they need in assessment and management of the patient within the health system to provide safe, evidenced based primary care to individuals throughout their life span.

Admission Requirements

Students applying for admission to the Family Nurse Practitioner Program must meet minimum requirements to be considered for acceptance into the program.

The following criteria are considered when reviewing all graduate applications for admission:

1. Current unrestricted RN license in the Commonwealth of Virginia or state participating in the National Council for State Authorization Reciprocity Agreements (NC-SARA)
2. Resume or Curriculum Vitae
3. Official transcripts
4. Completion of an undergraduate or graduate statistics course with a grade of "C" or higher
5. 3.0 GPA or above out of 4.0 scale in all undergraduate and graduate work
6. Minimum of one year (2,080 hours) of current continuous full-time nursing experience as an RN, preferably in acute care
7. Current BLS certification

Note: Due to the competitive nature of the admission process, applicants should understand that meeting the minimum requirements does not guarantee admission into the program. Applicants will be screened, and the most qualified individuals will be invited for an interview.

Type: MSN

Core MSN Requirements

Item #	Title	Credits
NUR 501	ORGANIZATION/SYSTEMS LEADERSHIP (O)	3
	NUR 502 or NUR 800	3
NUR 503	MANAGING OUTCOMES - INFORMATICS (Q)	3
	NUR 504 or NUR 710	3
NUR 505	POPULATION HEALTH & COLLABORATION	3

Family Nurse Practitioner Concentration

Item #	Title	Credits
NUR 620	ADVANCED PHYSIOLOGY & PATHOPHYSIOLOGY FOR THE APRN	3
NUR 704	ADV PHARMACOLOGY & THERAPEUTICS	4
NUR 706	ADVANCED HEALTH ASSESSMENT	3
NUR 824	ADV PRACTICE NURSING I: PEDIATRIC	4
NUR 825	ADV PRACTICE NURSING: CLINICAL I	2
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 845	Advanced Practice Nursing: Adult Primary Care III	4
	Total credits:	**47**

Registered Nurse to Bachelor of Science in Nursing to Master of Science in Nursing (BSN-MSN)

The RN-BSN-MSN track is for ADN prepared registered nurses seeking to ultimately earn a

Master of Science in nursing. Students are able to enroll in two of the graduate MSN courses (NUR 501 & NUR 503) in place of the undergraduate courses (NUR 302 & NUR 303), completing 6 graduate level credits. Upon successful completion of the BSN degree the student will enroll in one of the following MSN programs (MSN FNP, MSN in Nursing Leadership, or MSN/MBA)

Admission Requirements

1. An Associate Degree in Nursing from an MBU approved, regionally accredited institution
2. Official transcripts reflect a cumulative GPA on all college work attempted of a 3.0 or batter on a 4-point scale. All transferring course work must reflect a "C" or better
3. Current unrestricted RN license (students may begin general studies while waiting to take the licensing examination)
4. Employment as an RN for a minimum of 6 months OR plans to practice concurrently with course work
5. Ability to meet the Nursing Department's Technical Standards for nursing practice

Note: Due to the competitive nature of the admission process, applicants should understand that meeting the minimum requirements does not guarantee admission into the program. Applicants will be screened, and the most qualified individuals will be invited for an interview.

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 Common Curriculum coursework.

Type: MSN

Non-Departmental Courses of Study

Aerospace Studies

Aerospace Studies

Aerospace Studies (Course of Study)

(U.S. Air Force ROTC)

Mary Baldwin University offers the aerospace studies curriculum through the US 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 US Air Force (USAF) and Space Force (USSF) 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 or Space 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 343	VIRTUAL REALITY T-6 FLIGHT SIM INSTRUCTION I	1
AERO 344	VIRTUAL REALITY T-6 FLIGHT SIM INSTRUCTION II	1
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:	**14**

Teach-Out

Teach-Out Programs

Discontinued Majors

Arts Management (BA) [discontinued]

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

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.

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	PRINC OF MICROECONOMICS (SQ) (DECI)	3
	ARTM 287/387: Internship	3
	Three credits in each of the other two concentrations	6

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	MATTERS OF ART: STORY (A)(CREA)	3
ARTH 102	ART MATTERS: HUMANISM (A)	3
	Two Additional ARTH Courses	6
ART 117	SOFTWARE IN THE VISUAL ARTS (A)	3
BUAD 400	STRATEGY/SUSTAIN IN BUSINESS (O)	3
BUAD 401	SENIOR SEMINAR (M)	3

Note: BUAD 401 Senior Seminar for the ARTM major, with an art emphasis, may not double count for another major.

Concentration in Music

Note: A music minor is recommended for this concentration.

Item #	Title	Credits
MUS 100	INTRO TO LISTENING (A) (CREA)	3
MUS 111	MUSIC THEORY I (A)	4
	At least 12 additional semester hours of music electives, including at least two three-credit courses at the 200-level	12
MUS 402	SENIOR PROJECT (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 214 or THEA 115	3
THEA 401	SENIOR PROJECT (M)	3
	Total credits:	**48-49**

Biochemistry (BS) [discontinued]

Type: Major

Requirements for the Bachelor of Science in Biochemistry

Item #	Title	Credits
CHEM 121	GENERAL CHEMISTRY I (N,Q) (DISC)	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) (DISC)	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:	**52-53**

Business Economics (BA) [discontinued]

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	PRINC OF MICROECONOMICS (SQ) (DECI)	3
ECON 102	PRIN INTERN'L & MACROECONOMICS (I)	3
ECON 303	INTERMEDIATE MICROECONOMIC THEORY	3
ECON 304	INTERMEDIATE MACROECONOMIC 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 (R)	3
BUAD 400	STRATEGY/SUSTAIN IN BUSINESS (O)	3
INT 222	SOCIAL SCIENCE STATISTICS (Q)	3
	ECON 301 OR MATT 233	3
	ECON 401 or BUAD 401	3

Two of the following:

Item #	Title	Credits
ECON 232	GLOBAL DEVELOPMENT & TRADE (I)	3
ECON 253	INTERNATIONAL TRADE (I)	3
ECON 272	ENVIRONMENTAL POLICY (R)	3
ECON 310	LABOR ECONOMICS & PUBLIC POLICY (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 (BA) [discontinued]

Type: Major

Requirements for the Bachelor of Arts in Chemistry

Item #	Title	Credits
CHEM 121	GENERAL CHEMISTRY I (N,Q) (DISC)	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 I	3
CHEM 260	INTRO TO MATERIALS SCIENCE (R)	3
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:	**33-34**

Chemistry (BS) [discontinued]

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 (N,Q) (DISC)	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 I	3
	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**

Economics (BA) (BS) [discontinued]

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 two 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	PRINC OF MICROECONOMICS (SQ) (DECI)	3
ECON 102	PRIN INTERN'L & MACROECONOMICS (I)	3
POLS 100	AMERICAN GOVT & POLITICS (S) (DECI)	3
	POLS 111 or POLS 112	3
ECON 303	INTERMEDIATE MICROECONOMIC THEORY	3
ECON 304	INTERMEDIATE MACROECONOMIC THEORY	3
	INT 222 OR MATH 233	3
ECON 301	DATA VISUALIZAT & REGRESSN IN R (Q)	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 303 or MATH 306 or MATH 322	3

Environmental Biology (BA) [discontinued]

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.

Type: Major

Requirement for Bachelor of Arts in Environmental Biology

The Basic Environmental Studies Core: Required of all Environmental Biology majors.

Item #	Title	Credits
BIOL 111	PRINCIPLES OF BIOLOGY (N) (DISC)	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	3
BIOL 381	JUNIOR SEMINAR (R)	3
BIOL 400	SENIOR SEMINAR (M)	1
BIOL 401	SENIOR RESEARCH (M)	2
CHEM 121	GENERAL CHEMISTRY I (N,Q) (DISC)	4
CHEM 122	GENERAL CHEMISTRY II (Q)	4

Environmental Studies Electives

Electives chosen must include at least one 300-level course and two 200-level courses.

Note: a course may not fulfill more than one elective requirement; e.g. BIOL 141 may not be taken to fulfill both an Experiential and an Open elective.

Note: Students are encouraged to pursue internships in the environmental field (BIOL 387)

Economics Requirement

Item #	Title	Credits
ECON 101	PRINC OF MICROECONOMICS (SQ) (DECI)	3
ECON 272	ENVIRONMENTAL POLICY (R)	3

Experiential Electives -choose one

Item #	Title	Credits
BIOL 141	FIELD BIOLOGY (N)	4
BIOL 150	FIELD ORNITHOLOGY (N)	4
BIOL 250	NEOTROPICAL ORNITHOLOGY (I)	4
BIOL 356	BIOLOGY OF INSECTS	3

Interdisciplinary Electives – choose one

Item #	Title	Credits
ANTH 227	HUMAN GEOGRAPHY (I)	3
BUAD 104	SUSTAINABILITY & BUSINESS	3
BUAD 307	BUSINESS & SOCIETY (R)	3
CHEM 230	ENVIRONMENTAL CHEMISTRY I	3
PSYC 275	SOCIAL PSYCHOLOGY (S)	3

Humanities Electives – choose one

Item #	Title	Credits
ENG 330	NATURE IN AMERICA (H)	3
HIST 265	AFRICAN-AMERICAN HIST TO 1877 (DR)	3
HIST 325	JACKSONIAN AMERICA (HTW)	3
PHIL 110	ETHICAL ISSUES IN BUSINESS (H)	3

Social Science Electives – choose one

Item #	Title	Credits
ECON 301	DATA VISUALIZAT & REGRESSN IN R (Q)	3
POLS 100	AMERICAN GOVT & POLITICS (S) (DECI)	3
POLS 200	STATE AND LOCAL GOVERNMENT (CS)	3
POLS 260	PUBLIC POLICY (R)	3
SOC 262	ENVIRONMENTAL JUSTICE (SD)	3

Open Electives – choose two

Choose two additional electives from the courses listed above.

	Total credits:	**65-68**

International Affairs (BA) [discontinued]

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 Research Methods: POLS/ECON 301 Advanced Data Analysis; Math 233 Statistical Methods I, or any course with designated "R" with approval of the coordinator of International Affairs (Note: Additional courses recommended)

POLS 400 Senior Seminar **OR** ECON 401 Senior Project (Note: ECON 401 requires additional prerequisites)

Item #	Title	Credits
ANTH 120	CULTURE AND PERSPECTIVE (SI) (VOYA)	3
ECON 101	PRINC OF MICROECONOMICS (SQ) (DECI)	3
ECON 102	PRIN INTERN'L & MACROECONOMICS (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	GLOBAL DEVELOPMENT & TRADE (I)	3
ECON 272	ENVIRONMENTAL POLICY (R)	3
ECON 310	LABOR ECONOMICS & PUBLIC POLICY (IR)	3

Choose two POLS electives

Must be approved by the coordinator.

Choose two Area Studies electives

Africa

Item #	Title	Credits
HIST 264	INTRO TO THE AFRICAN DIASPORA (T)	3

Europe

Item #	Title	Credits
HIST 242	BRITISH HISTORY FROM 1688 (H)	3
HIST 246	EUROPE 20TH CENTURY: 1900-1939 (IR)	3
HIST 247	MODERN EUROPE, 1939-PRESENT (IR)	3
HIST 255	HISTORY OF RUSSIA (I)	3

Asia

Item #	Title	Credits
AS 212	ASIAN RELIGIONS (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

Latin America

Item #	Title	Credits
SPAN 218	MAY TERM ABROAD (I) (VOYA)	3
SPAN 246	LATIN AMERICAN WOMEN WRITERS (G)	3

Courses counted as requirements for the major may not be double counted as electives.

Double majors in Economics/International Affairs, or Political Science/International Affairs may not double count electives between majors (i.e. if you count a course as an elective in one major, you cannot count the same course as an elective towards the second major).

Double majors in Economics/International Affairs, or Political Science/International Affairs complete a single interdisciplinary senior project in fulfillment of the "M" general education requirement.

No more than six semester hours may be applied to both a major and a minor.

	Total credits:	**39**

Music (BA) [discontinued]

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 a soloist or in 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) (CREA)	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 106	2
	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.

Item #	Title	Credits
MUS 141	DICTION FOR SINGERS	3
MUS 205	MUSICAL & OPERA SCENES WORKSHOP	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

(Students are also encouraged to take Thea 121 (Acting I). MUS 301 (-Junior Recital) is also strongly recommended.)

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 MUS 106	2
	Pass the formal audition at the end of sophomore year.	
	Complete the Department's Repertoire Requirements.	
MUS 401	SENIOR RECITAL (M)	3

(MUS 301 (-Junior Recital) is also strongly recommended.)

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

(MUS 301 (Junior Recital) is also strongly recommended.)

Performing Arts (BA) [paused]

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 214 or THEA 115	3
	Students choose ONE course from the following	3
	One PHE class that is dance, yoga, or fencing	1

Concentration in Film

Fulfillment of core requirements

From the core choose

Item #	Title	Credits
FILM 119	INTRODUCTION TO FILM/ VIDEO PRODUCTION	3
FILM 401	SENIOR THESIS (M)	3

Additional requirements

Item #	Title	Credits
FILM 254	MOVING IMAGES: ANALYSIS OF FILM (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 Project)**.

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) (CREA)	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:

One elective from THEA or REN (undergraduate students may take up to two graduate courses without additional fees)

Item #	Title	Credits
	THEA 105 or THEA 251 or THEA 256	3
THEA 121	ACTING I (A) (CREA)	3
	THEA 210 2 times with 1-3 hours variable credit	2-6
THEA 214	THEATRE HISTORIES I: ORIGINS (AR)	3
THEA 221	ACTING II: TECHNIQUES	3
THEA 395	THEATRE HISTORIES II-EVOLUTIONS (O)	3
THEA 401	SENIOR PROJECT (M)	3
	THEA 318 or THEA 319 or THEA 370 or THEA 375	3
	THEA 251 or THEA 256	3

Physics (BS) [discontinued]

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 306	ORDINARY DIFFERENTIAL EQUATIONS (Q)	3
CHEM 121	GENERAL CHEMISTRY I (N,Q) (DISC)	4
CHEM 122	GENERAL CHEMISTRY II (Q)	4
	Total credits:	**41**

Political Science (BA) [discontinued]

Type: Major

Required Courses

Item #	Title	Credits
POLS 100	AMERICAN GOVT & POLITICS (S) (DECI)	3
ECON 101	PRINC OF MICROECONOMICS (SQ) (DECI)	3
ECON 102	PRIN INTERN'L & MACROECONOMICS (I)	3
INT 222	SOCIAL SCIENCE STATISTICS (Q)	3

Select one Advanced Data Analysis or Research course from the following

Item #	Title	Credits
POLS 260	PUBLIC POLICY (R)	3
POLS 300	POLITICAL BEHAVIOR (Q)	3
ECON 301	DATA VISUALIZAT & REGRESSN IN R (Q)	3
MATH 233	STATISTICAL METHODS & THEORY I (Q)	3

Select six additional elective courses from the following:

Item #	Title	Credits
POLS 200	STATE AND LOCAL GOVERNMENT (CS)	3
POLS 209	WOMEN AND POLITICS (G)	3
POLS 220	TOPICS IN CAMPAIGNS/ ELECTIONS (CS)	3
POLS 260	PUBLIC POLICY (R)	3
POLS 277	COLLOQUIUM	3
POLS 287	DEPARTMENTAL INTERNSHIP	3
POLS 300	POLITICAL BEHAVIOR (Q)	3
POLS 321	CONSTITUTIONAL LAW I:STRUCTURE/POWR	3
POLS 322	CONSTITUTIONAL LAW II:CIVIL RIGHTS	3
PHIL 235	ETHICS, COMMUNITY AND LEADERSHIP(O)	3

Senior Requirement

ECON 401 may fulfill this requirement for double-majors.

Item #	Title	Credits
POLS 400	SEMINAR IN POLITICAL SCIENCE (M)	3
	Total credits:	**36**

Sociology (BA) [discontinued]

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	CULTURE AND PERSPECTIVE (SI) (VOYA)	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	FORENSIC ANTHROPOLOGY AND ARCHAEOLOGY (S)	3
ANTH 220	LANGUAGE AND CULTURE (I)	3
	SOC 232 OR SOC 254	3
	Three additional ANTH courses at the 200-or 300-level	9

Studio Art (BA) [discontinued]

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 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.

Civic Engagement Opportunities

- Art trips to Washington D.C. and New York City, open to the community
- Public lectures by prominent artists, art historians, and art critics
- Professional exhibitions in the university's art gallery, open to the public
- Internship opportunities with Hunt Gallery and local art/community organizations
- 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

Item #	Title	Credits
ART 109	FUNDAM ART & DESIGN (A) (CREA)	3
ART 110	FUNDAMENTALS OF ART & DESIGN II (A)	3
ART 111	DRAWING I (A)	3
ARTH 101	MATTERS OF ART: STORY (A)(CREA)	3
ARTH 102	ART MATTERS: HUMANISM (A)	3
	One 200- or 300-level ARTH course	3
	One ART or ARTH course	3

Drawing Emphasis

Item #	Title	Credits
ART 112	PAINTING I (A)	3
ART 211	DRAWING II	3
ART 401	SENIOR PROJECT (M)	3
	One ART or ARTH course	3

Painting Emphasis

Item #	Title	Credits
ART 112	PAINTING I (A)	3
ART 211	DRAWING II	3
ART 212	PAINTING II	3
ART 401	SENIOR PROJECT (M)	3
	One ART or ARTH course	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 401	SENIOR PROJECT (M)	3
	One ART or ARTH course	3

Printmaking Emphasis

Item #	Title	Credits
ART 115	PHOTOGRAPHY I (A)	3
ART 124	DIGITAL PHOTOGRAPHY/ PRINTMAKING (A)	3
ART 401	SENIOR PROJECT (M)	3
	One ART or ARTH course	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 401	SENIOR PROJECT (M)	3

Total credits:	**33**

Course Descriptions

Anthropology

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.

ANTH 120: CULTURE AND PERSPECTIVE (SI) (VOYA)

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: FORENSIC ANTHROPOLOGY 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. Cross listed as CJ 121.
Credits: 3

ANTH 202: GENDER AND SEXUALITY (G)

This course is the examination of gender and gendered experiences from an anthropological and sociological perspective. Students will examine the role of gender in evolution, gender roles in prehistory, and key concepts and movements. In addition, students will evaluate cross-cultural variations of gender roles and status, be exposed to differing constructions of gender and sexuality, and gain a greater appreciation of the influence of systems of power and institutions, such as race, religion, capitalism, and colonialism, on gendered identities. Cross listed as SOC 202.
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 (I)

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 (I)

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 260: MEDICINE, CULTURE, & SOCIETY (SD)

This course examines the cultural and social influences on medicine, health, and healing. Specific topics include the influence of disease on human history, social determinants of health, the medicalization of life, the interrelationships of health and various social institutions, health care systems, ethnomedicine, the relationship between culture and Western biomedicine, social suffering and stigma, and patient-centered approaches.

Cross-listed with SOC 260
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

Applied Behavior Analysis & Autism Studies

Rachel S. Potter, Program Director

ABA 220: ACCELERATING ATHLETIC PERFORMAN (Q)

There is a science behind improving athletic performance. This science, Applied Behavior Analysis (ABA), is used in sports and athletic training to teach and reinforce skills used in training and competition. Moreover, behavioral coaching has been used in sports from football and swimming to gymnastics and mixed martial arts to improve athlete training regimes and accelerate athletic performance. For a behavior analyst, all actions, whether used in daily life or on the basketball court, are simply a set of behaviors, and as such, can be taught and reinforced using the basic tenets of operant conditioning. This course will provide students with fundamental principles of behavior at the root of al training, and performance outcomes.
Credits: 3

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.

Credits: 0

Prerequisites:

ABA 313, ABA 513, or ABA 543

ABA 313: BASIC CONCEPTS/ PRINCIPLES OF ABA (N)

This undergraduate course addresses basic principles and concepts of behavior analysis, as it evolved and derived from the earlier experimental analysis of behavior and as it relates to the profession of applied behavior analysts. Content includes operant/respondent conditioning as well as the underlying theoretical and philosophical foundations of the discipline. The course will develop students' competence in using terminology associated with behavioral science. This course is offered at the GR and UG level; students enrolled in GR level versions of this course will expect more readings and assignments and are held to higher expectations in terms of rigor and magnitude of expected output to demonstrate mastery.

Credits: 4

ABA 314: BEHAVIOR ASSESSMENT

This undergraduate course addresses behavior assessment procedures as conducted in the profession of ABA, focusing on skills required for the assessment of clients being considered for, or receiving, behavior analytic services (including service need assessments, ongoing progress assessments, functional analyses, skills assessments, preference assessments, etc.). Students will demonstrate how to utilize and interpret data from such assessments. This course is offered at the GR and UG level; students enrolled in GR level versions of this course will expect more readings and assignments and are held to higher expectations in terms of rigor and magnitude of expected output to demonstrate mastery.

Credits: 3

Prerequisites:

ABA 313, ABA 513, or ABA 543

ABA 320: AFFIRMING CLINICAL PRACT (D)

Socially and ethically responsible behavior analysts have a duty to engage in professional practice that prioritizes person-centered planning and contextual relevance. In this undergraduate 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 lived experiences that differ from their own. No pre-requisite. This course is offered at the GR and UG level; students enrolled in GR level versions of this course will expect more readings and assignments and are held to higher expectations in terms of rigor and magnitude of expected output to demonstrate mastery.

Credits: 3

ABA 321: BEH SYS & CHNG MGMT

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 undergraduate 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. This course is offered at the GR and UG level; students enrolled in GR level versions of this course will expect more readings and assignments and are held to higher expectations in terms of rigor and magnitude of expected output to demonstrate mastery.

Credits: 3

Prerequisites:

ABA 313, ABA 513, or ABA 543

ABA 336: MEASUREMENT,DATA,EXPERIMENTAL DESGN

This undergraduate course addresses measurement, data display, data interpretation, and experimental design, as applicable to the field of applied behavior analysis. It focuses 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. This course is offered at the GR and UG level; students enrolled in GR level versions of this course will expect more readings and assignments and are held to higher expectations in terms of rigor and magnitude of expected output to demonstrate mastery.

Credits: 3

Prerequisites:

ABA 313, ABA 513, or ABA 543

ABA 344: ETHICS IN BEHAVIOR ANALYSIS

This undergraduate course addresses ethical and professional standards of the discipline. It will ensure that students have a clear understanding of their ethical and professional obligations and the consequences of failing to uphold these standards of practice as behavior analysts. Students will explore case studies and reflect on how they might handle situations in the field, while considering the immense power and responsibility that behavior analysts hold with their knowledge of the science of changing (manipulating) human behavior. This course is offered at the GR and UG level; students enrolled in GR level versions of this course will expect more readings and assignments and are held to higher expectations in terms of rigor and magnitude of expected output to demonstrate mastery.

Credits: 3

Prerequisites:

ABA 313, ABA 513, or ABA 543

ABA 345: BEHAVIOR INTERV PROCEDURES

This undergraduate course covers behavior intervention procedures conducted in the profession of ABA, focusing on their application. It includes the selection of such interventions based on best-practice, scientific evidence, and other client-specific considerations. The course will focus on monitoring treatment using data and making subsequent decisions, including collaboration with others in the process. This course is offered at the GR and UG level; students enrolled in GR level versions of this course will expect more readings and assignments and are held to higher expectations in terms of rigor and magnitude of expected output to demonstrate mastery.

Credits: 4

Prerequisites:

ABA 313, ABA 513, or ABA 543

ABA 347: OBM: ABA MANAGEMENT

This undergraduate course addresses organizational behavior management as a mechanism for personnel supervision of aspiring and active clinicians within the profession of applied behavior analysis. It will focus primarily on the role and importance of best practices in the supervision process, training of others (including using monitoring, feedback, and reinforcement), and using effective strategies to compassionately improve performance of supervisees and of themselves as a supervisor. This course is offered at the GR and UG level; students enrolled in GR level versions of this course will expect more readings and assignments and are held to higher expectations in terms of rigor and magnitude of expected output to demonstrate mastery.

Credits: 3

Prerequisites:

ABA 313, ABA 513, or ABA 543

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.

Credits: 0

Prerequisites:

ABA 313, ABA 513, or ABA 543

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.

Credits: 0

Prerequisites:

ABA 287, and either ABA 313, ABA 513, or ABA 543

ABA 388: EARLY PRACTICE & EXPERIENTIAL SKILLS

This 45-hour course provides undergraduate students opportunities to refine skills in professional practice through a combination of didactic instruction and experiential skills-based learning pathways. Special emphasis will be placed on issues related to culture, diversity, equity, and inclusion as well as on core skills relevant to the practice of behavior analysis (e.g., interpersonal skills, documentation, and caseload management). This course is offered at the GR and UG level; students enrolled in GR level versions of this course will expect more readings and assignments and are held to higher expectations in terms of rigor and magnitude of expected output to demonstrate mastery. [graded P/NC]

Credits: 3

Prerequisites:

ABA 313

ABA 400: SENIOR PROJECT (M)

In this course, students majoring in Applied Behavior Analysis & Autism Studies complete an approved culminating project to demonstrate research, writing, and oral competencies expected of a degree candidate in this discipline.
Credits: 3.5

ABA 510: BEHAVIORAL SCIENCE SUBFIELDS

In this exploratory-style orientation, students will examine a variety of subfields of behavioral science to understand the breadth and possibilities of our discipline.
Credits: 1.5

ABA 513: BASIC CONCEPTS/ PRINCIPLES OF ABA

This graduate course addresses basic principles and concepts of behavior analysis, as it evolved and derived from the earlier experimental analysis of behavior and as it relates to the profession of applied behavior analysts. Content includes operant/ respondent conditioning as well as the underlying theoretical and philosophical foundations of the discipline. The course will develop students' competence in using terminology associated with behavioral science. This course is offered at the GR and UG level; students enrolled in GR level versions of this course will expect more readings and assignments and are held to higher expectations in terms of rigor and magnitude of expected output to demonstrate mastery.
Credits: 4

ABA 514: BEHAVIOR ASSESSMENT

This graduate course addresses behavior assessment procedures as conducted in the profession of ABA, focusing on skills required for the assessment of clients being considered for, or receiving, behavior analytic services (including service need assessments, ongoing progress assessments, functional analyses, skills assessments, preference assessments, etc.). Students will demonstrate how to utilize and interpret data from such assessments. This course is offered at the GR and UG level; students enrolled in GR level versions of this course will expect more readings and assignments and are held to higher expectations in terms of rigor and magnitude of expected output to demonstrate mastery.
Credits: 3
Prerequisites:
ABA 313, ABA 513, or ABA 543

ABA 535: ADV CONCEPTS & PRINCIPLES OF ABA

This graduate course addresses advanced concepts and principles of applied behavior analysis, building on content from ABA 513. Students will review more complex examples of these principles and demonstrate their understanding both receptively and expressively. Students will enhance their competence in the history, philosophy, and interpretation of core behavior analytic principles.
Credits: 3
Prerequisites:
Prerequisite: ABA 313 or 513

ABA 536: MEASUREMENT,DATA,EXPERIMENTAL DESGN

This graduate course addresses measurement, data display, data interpretation, and experimental design, as applicable to the field of applied behavior analysis. It focuses 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. This course is offered at the GR and UG level; students enrolled in GR level versions of this course will expect more readings and assignments and are held to higher expectations in terms of rigor and magnitude of expected output to demonstrate mastery.
Credits: 3
Prerequisites:
ABA 313, ABA 513, or ABA 543

ABA 543: PRINCIPLES OF BEHAVIOR

This graduate course addresses basic principles and concepts of operant and respondent conditioning while developing students' competence and fluency with technical terminology pertaining to the field of behavior analysis. It serves as the foundational course for students seeking further study in the discipline.
Credits: 3

ABA 544: ETHICS IN BEHAVIOR ANALYSIS

This graduate course addresses ethical and professional standards of the discipline. It will ensure that students have a clear understanding of their ethical and professional obligations and the consequences of failing to uphold these standards of practice as behavior analysts. Students will explore case studies and reflect on how they might handle situations in the field, while considering the immense power and responsibility that behavior analysts hold with their knowledge of the science of changing (manipulating) human behavior. This course is offered at the GR and UG level; students enrolled in GR level versions of this course will expect more readings and assignments and are held to higher expectations in terms of rigor and magnitude of expected output to demonstrate mastery.

Credits: 3

Prerequisites:

ABA 313, ABA 513, or ABA 543

ABA 545: BEHAVIOR INTERV PROCEDURES

This graduate course covers behavior intervention procedures conducted in the profession of ABA, focusing on their application. It includes the selection of such interventions based on best-practice, scientific evidence, and other client-specific considerations. The course will focus on monitoring treatment using data and making subsequent decisions, including collaboration with others in the process. This course is offered at the GR and UG level; students enrolled in GR level versions of this course will expect more readings and assignments and are held to higher expectations in terms of rigor and magnitude of expected output to demonstrate mastery.

Credits: 4

Prerequisites:

ABA 313, ABA 513, or ABA 543

ABA 547: OBM: ABA MANAGEMENT

This graduate course addresses organizational behavior management as a mechanism for personnel supervision of aspiring and active clinicians within the profession of applied behavior analysis. It will focus primarily on the role and importance of best practices in the supervision process, training of others (including using monitoring, feedback, and reinforcement), and using effective strategies to compassionately improve performance of supervisees and of themselves as a supervisor. This course is offered at the GR and UG level; students enrolled in GR level versions of this course will expect more readings and assignments and are held to higher expectations in terms of rigor and magnitude of expected output to demonstrate mastery.

Credits: 3

Prerequisites:

ABA 313, ABA 513, or ABA 543

ABA 555: CONCEPTUAL ANALYSIS

This course addresses the epistemological and philosophical frameworks that contributed to the development of the science of behavior analysis and the field of Applied Behavior Analysis. Students will learn about how to describe behavior from a Radical Behaviorism perspective and ask scientific behavioral questions and apply the science in the context of Applied Behavior Analysis. Further interpretations of behavior will subsequently be contrasted with the traditional behavioral perspective.

Credits: 3

Prerequisites:

ABA 313, ABA 513, or ABA 543

ABA 556: EXPERIMENTAL ANALYSIS OF BEHAVIOR

This graduate course provides a contemporary overview of the questions and topics at the frontier of basic research in behavior analysis. Students will develop competence and fluency with technical terminology and empirical methods used to study fundamental behavioral principles and processes.
Credits: 3
Prerequisites:
ABA 313, ABA 513, or ABA 543

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.

Credits: 0
Prerequisites:
ABA 313, ABA 513, or ABA 543

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 supeivismg faculty member. Pre approval by the department is required prior to registration.

Credits: 0
Prerequisites:
ABA 313, ABA 513, or ABA 543

ABA 588: PRACTICE & EXPERIENTIAL SKILLS

This 45-hour course provides graduate students opportunities to refine skills in professional practice through a combination of didactic instruction and experiential skills-based learning pathways. Special emphasis will be placed on issues related to culture, diversity, equity, and inclusion as well as on core skills relevant to the practice of behavior analysis (e.g., interpersonal skills, documentation, and caseload management). This course is offered at the GR and UG level; students enrolled in GR level versions of this course will expect more readings and assignments and are held to higher expectations in terms of rigor and magnitude of expected output to demonstrate mastery. [graded P/NC]
Credits: 3
Prerequisites:
ABA 313, ABA 513, or ABA 543

ABA 589: ADVANCED PRACTICE & EXPERIENTIAL SKILLS

This advanced 45-hour course provides graduate students additional opportunities to further refine and extend their skills in professional practice through a combination of didactic instruction and experiential skills-based learning. This course builds upon the instruction and experiences of ABA 588 with special emphasis on more advanced practice skills (e.g., supervision, mentorship, consultation). Issues related to culture, diversity, equity, and inclusion will also be incorporated. [graded P/NC]
Credits: 3
Prerequisites:
ABA 588

ABA 620: AFFIRMING CLINICAL PRACTICE

Socially and ethically responsible behavior analysts have a duty to engage in professional practice that prioritizes person-centered planning and contextual relevance. In this graduate 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 lived experiences that differ from their own. No pre-requisite. This course is offered at the GR and UG level; students enrolled in GR level versions of this course will expect more readings and assignments and are held to higher expectations in terms of rigor and magnitude of expected output to demonstrate mastery.
Credits: 3

ABA 621: BEH SYS & CHNG MGMT

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 graduate 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. This course is offered at the GR and UG level; students enrolled in GR level versions of this course will expect more readings and assignments and are held to higher expectations in terms of rigor and magnitude of expected output to demonstrate mastery.
Credits: 3
Prerequisites:
ABA 313, ABA 513, or ABA 543

ABA 631: APPLICATIONS OF PROFESSIONAL INQ

Students will engage in the process of applying the principles of behavior analysis to scholarly goals of investigation and practice as they begin initial steps for their culminating master's project. Students will learn the history of human subjects research, and the role of the IRB, as they apply their behavior analytical skills to establishing their preliminary topic, proposed research questions, methodology, and begin to approach the review of the literature.
Credits: 3
Prerequisites:
ABA 313, ABA 513, or ABA 543

No student shall be permitted to take ABA 631 unless admitted to the MS in ABA or MA in Autism Studies program. Students in the MS in ABA or MA in Autism Studies must have a 3.0 overall GPA prior to starting ABA 631.

ABA 632: MASTERS 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, develop, and execute a project for investigation. The grade for ABA 632 shall be P/NC.
Credits: 3
Prerequisites:
ABA 631

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 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.
Credits: 0
Prerequisites:
ABA 587, and ABA 313, ABA 513, or ABA 543

ASD 220: GLOBAL PERSPECTIVES-ASD (I) (VOYA)

This course explores Autism Spectrum Disorder through a contemporary international context, considering socio-cultural aspects of diagnosis and treatment, as well as political, educational, and economic implications of increasing rates of ASD and related disorders in countries and regions outside of North America.
Credits: 3

ASD 221: WOMEN & NEURODIVERSITY (G) (IDEN)

This course is designed to introduce students to how gender affects diagnosis, treatment, and living/ thriving with neurodiversity (Autism, ADHD, Anxiety, etc.). Specific emphasis will be placed on autistic girls and women and will touch on lifespan matters from earl y childhood through adulthood.

In addition to considering historical biases and assumptions that underlie the theme, this course explores how students can use their own understanding of gender and neurodiversity to positively impact their future communities, workplaces, and other societal groups.

Credits: 3

ASD 360: CHARACT & ASSESS OF ASD

This undergraduate course provides an overview of autism and related developmental disabilities. The course will cover assessment, diagnostic criteria and identification, characteristics, collaboration with families, an overview of educational impact and trends, transition needs and issues, controversial topics related to etiology and treatment, and an overview of national and state resources. No prerequisite. This course is offered at the GR and UG level; students enrolled in GR level versions of this course will expect more readings and assignments and are held to higher expectations in terms of rigor and magnitude of expected output to demonstrate mastery.

Credits: 3

ASD 361: COMM, LANG, & SENSORY ASPECTS: ASD (W)

This undergraduate course provides students with an overview of typical language acquisition and development as compared with students with Autism Spectrum Disorder. 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 Disorder, 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. This course is offered at the GR and UG level; students enrolled in GR level versions of this course will expect more readings and assignments and are held to higher expectations in terms of rigor and magnitude of expected output to demonstrate mastery.

Credits: 3

Prerequisites:

ASD 360

ASD 362: SOC SKILLS & BEHAV STRAT: ASD (R)

This undergraduate course provides students with an overview of typical social and behavioral development as compared with students with Autism Spectrum Disorder. 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 Disorder. 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. This course is offered at the GR and UG level; students enrolled in GR level versions of this course will expect more readings and assignments and are held to higher expectations in terms of rigor and magnitude of expected output to demonstrate mastery.

Credits: 3

Prerequisites:

ASD 360

ASD 363: ASD: PRACTICUM EXPERIENCE (CO)

This undergraduate practicum experience concludes the Autism Sequence. 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 Disorder. This could include a self-contained setting, an inclusive setting, or a combination of the two; the population served must be between the ages of 2 and 21, inclusive. This course is offered at the GR and UG level; students enrolled in GR level versions of this course will expect more readings and assignments and are held to higher expectations in terms of rigor and magnitude of expected output to demonstrate mastery.

Credits: 3

Prerequisites:

ASD 360
ASD 361
ASD 362
(or co-requisites)

ASD 620: ASD GLOBAL PERSPECTIVES

This graduate course examines sociocultural aspects of diagnosis and treatment of Autism Spectrum Disorder (ASD) in a contemporary international context. Political, educational, and economic implications in countries and regions outside of North America are explored, analyzed, and discussed through a lens of cultural humility.

Credits: 3

ASD 621: GENDER & NEURODIVERSITY

This graduate course explores how sex and gender affect diagnosis, treatment, and living/thriving with neurodiversity (Autism, ADHD, Anxiety, etc.) from early childhood through adulthood. Students will examine how the intersectionality of gender and neurodiversity provides important context to the theme.

Credits: 3

ASD 632: AUSTISM STUDIES MASTER'S PROJECT

Students work with their assigned project chair to complete a culminating capstone project for the Master of Arts in Autism Studies degree. Students will select a research project pathway, identify a research question, develop, and execute a project for investigation. The grade for ASD 632 shall be P/NC.

Credits: 3

Prerequisites:

ABA 631

ASD 640: CHARACT & ASSESS OF ASD

This graduate course provides an overview of autism and related developmental disabilities across the lifespan. The course will cover assessment, diagnostic criteria and identification, characteristics, collaboration with families, an overview of educational impact and trends, transition needs and issues, controversial topics related to etiology and treatment, and an overview of national and state resources. This course is offered at the GR and UG level; students enrolled in GR level versions of this course will expect more readings and assignments and are held to higher expectations in terms of rigor and magnitude of expected output to demonstrate mastery.

Credits: 3

ASD 641: COMM, LANG, & SENSORY ASPECTS: ASD

This graduate course provides students with an overview of typical language acquisition and development as compared with students with Autism Spectrum Disorder. 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 Disorder, 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. This course is offered at the GR and UG level; students enrolled in GR level versions of this course will expect more readings and assignments and are held to higher expectations in terms of rigor and magnitude of expected output to demonstrate mastery.
Credits: 3
Prerequisites:
ASD 640

ASD 642: SOC SKILLS & BEHAV STRAT: ASD

This graduate course provides students with an overview of typical social and behavioral development as compared with students with Autism Spectrum Disorder. 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 Disorder. 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. This course is offered at the GR and UG level; students enrolled in GR level versions of this course will expect more readings and assignments and are held to higher expectations in terms of rigor and magnitude of expected output to demonstrate mastery.
Credits: 3
Prerequisites:
ASD 640

ASD 643: ASD: PRACTICUM EXPERIENCE

This graduate practicum experience concludes the Autism Sequence. 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 Disorder. This could include a self-contained setting, an inclusive setting, or a combination of the two; the population served must be between the ages of 2 and 21, inclusive. This course is offered at the GR and UG level; students enrolled in GR level versions of this course will expect more readings and assignments and are held to higher expectations in terms of rigor and magnitude of expected output to demonstrate mastery.
Credits: 3
Prerequisites:
ASD 640
ASD 641
ASD 642
(or co-requisites)

Art

Kerry Mills, Department Chair

ART 109: FUNDAM ART & DESIGN (A) (CREA)

Required for studio art majors. A practical exploration of the basic elements and principles of art and design, Color theory, and color organization. ART 109 establishes a foundation for effective communication through the language of visual form. Some attention will be given to three-dimensional design. 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)

Required for studio art majors. Drawing experience helpful but not required. An introduction to the basics of painting, emphasizing composition, value, and color. Materials fee.
Credits: 3

ART 114: CERAMICS I (A)

Required for studio art majors. 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)

Required for studio art majors. This course introduces a practical understanding of Adobe Photoshop, Adobe Illustrator, and Adobe InDesign. External hard drive (250 GB min) recommended. Materials fee.
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 124: DIGITAL PHOTOGRAPHY/PRINTMAKING (A)

An introduction to the process and techniques of photo-transfer, photo-intaglio, and alternative process photography. 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 182: COMMUNITIES: VISUAL ART

In Communities, students will examine the relationships and intersections between communities, focusing on how individuals, societies, and cultures connect and collaborate. Students will gain a deeper understanding of the challenges and opportunities an interconnected world presents. Through community-based experiences curated by the instructor, students will critically analyze facets of communities, such as language, labor, family, faith, health, and food, to reveal unique and shared human experiences within and across cultures. Students will be exposed to types of communities and their diverse issues, and explore questions of group identity, belonging, and sense of place.
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 401: SENIOR PROJECT (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 recommended that students complete two semesters (6 s.h.) of the senior project; although, only one semester is required. Materials fee.
Credits: 3

Art History

ARTH 101: MATTERS OF ART: STORY (A)(CREA)

This art history course orients students to the elements and principles of art, modes of expression, and thematic content through the lens of the narrative in art. Who are the heroes, changemakers and leaders across time and culture in art? What are the major events in history, beliefs, and ideologies that influenced the making of art in the pre-modern world? This course will explore these questions with form, content, and context in mind. ARTH 101 and ARTH 102 may be taken in any sequence.
Credits: 3

ARTH 102: ART MATTERS: HUMANISM (A)

This art history course orients students to the formal elements, principles of art through the lens of identity, science, and social change. Modes of expression will focus on themes of humanism, the individual, and the natural world. Considering the historical context; politics; social influences and ritual practices; as well as the global importance of the Modern, this course will connect these themes in visual art across time periods, cultures, and continents. ARTH 101 and ARTH 102 may be taken in any sequence.
Credits: 3

ARTH 205: MAKING THE MODERN: 19TH C. ART (O)

This course will consider the roots of the Modern period in art of the 18th and 19th centuries, focusing on the shared human experience of the impact of politics, photography, revolution, war, science, propaganda, philosophy, colonialism and globalism - considering the evolution of art making and thinking as a result of these factors. The Modern began in Europe, but has influences and influencers beyond those borders. This course will explore the interplay between art, culture, politics, history, and religion. Recommended background: ARTH 102
Credits: 3
Recommended:
ARTH 102.

ARTH 206: BEHIND THE CAMERA: THE PHOTO (A)

This course will explore photography in an evolutionary, historical, global, and aesthetic context. Focusing on the development of the technology; the processes; the revolutionary use of the camera to document current, historical, and global events/moments; scientific and archeological purposes; stylistic movements; digital vs. analogue; and the cultural shift to documenting and curating life with phone cameras. This course will interpret the overall impact of photography. The advent of photography not only changed the trajectory of art making, but also questioned notions of truth and the reliability of human observation. This course will analyze the role of experimentation in the development of the medium and its place in Modernism with interpretation of content based on social and cultural concerns over time. Recommended background: ARTH 102.
Credits: 3
Recommended:
ARTH 102.

ARTH 212: CULTURAL LEGACY OF HARLEM (A)(IDEN)

This course offers a comprehensive and contextual look at the era known as the Harlem Renaissance in Harlem in New York city and beyond. Students will develop a rich and layered understanding of the era's complex social and economic forces, racial justice issues, and key historical events through careful listening, close observation, critical analysis, and thoughtful writing considering black identity in visual art and material culture, as well as theater, music and literature of the Harlem Renaissance. This course will examine the influence of the Harlem Renaissance outside of its years as a movement of African American Art beyond the borders of the built environment of Harlem.
Credits: 3

ARTH 221: WOMEN'S WORK: GEN IN ART (G) (IDEN)

This course will consider the role of women, generally, but more specifically the intersection of gender, sexuality, race, ethnicity, religion and economics in the history of art. Women have historically been marginalized in the art world. This course will examine this history and works of art from a traditional and feminist perspective while examining the Western historical power dynamic that relegated women to domestic subject matter and needlework, for example, while exploring how this is not necessarily the case in other cultures. This course will open up the view to include artists with different stories and backgrounds as changemakers in the study of art.

Credits: 3

Recommended:

ARTH 102.

ARTH 222: THE STORY OF THE US IN ART (R)

This course focuses on art of the United States in the context of history and politics. Art of the Founding peoples, Indigenous cultures, Colonists, and the United States will be explored. With the overarching lens of social history, this course will consider the role of colonialism, power, industry, wealth, displacement, marginalization, expansion, religion, philosophy, invention, enslavement, economics, war, civil rights, and American Exceptionalism /Individualism on art and cultural belongings of the land we now know as the United States. The U.S. strived to make its own style with materialism, popular culture and democracy at its core. In this course we will examine the influence of a multi-cultural society on the art of the U.S. asking questions like - Is there an American style? Cross-listed with HIST 222

Credits: 3

ARTH 254: MOVING IMAGES: ANALYSIS OF FILM (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 302: PERSPECTIVES IN MODERNISM (W)

This course will study the development of Modern thinking in visual art and the artists who broke from the tradition of art making established during the Renaissance. Focusing on Modern art in the 19th and early 20th centuries, recognizing its roots in the West while moving beyond the Academy to include a more global perspective, this course will uncover the evolution of influencers and influences; themes of language and semiotics; materials; and contradictions within a historical, political, economic, ritual, science, and technological context. Students will engage in a critical dialogue with the works of art and themes by writing analyses, reviews, and critical essays.

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

Asian Studies

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. Taught each Fall.
Credits: 3

AS 201: ARTS OF ASIA: INDIA, CHINA, JAPAN (H)

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 Religious Studies minor. Taught alternate Spring semesters.
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)

An examination of the emergence of India as a modern nation, followed by a look at contemporary issues in India with roots in that history. Taught alternate Spring semesters.
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 Women's Studies. Taught alternate Spring semesters.
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.
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 Religious Studies minor. Taught alternate Fall semesters.
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 Religious Studies minor. Taught alternate Fall semesters.
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 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

Biology

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 101: FOUNDATIONS OF BIOLOGY (N)

This course will provide foundational information and concepts in biology and is intended for students with or without prior high school coursework in the biological sciences. It focuses on biological processes with a chemical foundation including cellular structure, metabolism and genetics. The course will explore the core concepts of structure and function, information flow, storage and exchange of nutrients, and pathways and transformations of energy and matter. The process of science and the relevance of biology to society will be emphasized.

Lab fee.
Credits: 4
Co-Requisites:
BIOL 101L

BIOL 101L: LAB FOR BIOL 101

Credits: 0
Co-Requisites:
BIOL 101

BIOL 102: EXPLORATIONS IN LIFE SCIENCE (N)

This course for nonmajors will combine field and laboratory exploration with research in the literature to explore diverse topics in the life sciences. In this class, you will examine how the scientific process works while at the same time gaining the tools you need to ask your own questions in biology. We also will explore various elements of basic research competency, examining what it means to have scientific and information literacy.
Credits: 3

BIOL 111: PRINCIPLES OF BIOLOGY (N) (DISC)

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
Prerequisites:
Prerequisite: A score of 65% or better on the placement test administered by the Biology Department, or passing any Discovery course with a grade of C or better.

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 course can be taken before or after Biol 111 as part of the introductory biology sequence. 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. Fee required.

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 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. Fee required.

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 183: DISCOVERY

In Discovery, students will explore and implement the scientific process in the context of a natural or physical science discipline. Students will deepen their understanding of the certainties and uncertainties inherent in the scientific process by evaluating scientific content in a chosen field and discussing recent notable discoveries relevant to the central themes of the discipline. In this course, students will connect the execution of experiments with the use of evidence to evaluate how we arrive at discoveries and establish knowledge about the natural and physical world.

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 1s 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 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. Lab fee.
Credits: 4
Prerequisites:
BIOL 111. Spring.

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. Lab fee.
Credits: 4
Prerequisites:
BIOL 111
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
Prerequisites:
BIOL 111

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. Lab fee.
Credits: 4
Prerequisites:
BIOL 112. Fall.

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. Lab fee.
Credits: 4
Prerequisites:
BIOL 112. Alternate years, Spring.

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. Fall. Lab fee.
Credits: 4
Prerequisites:
BIOL 111
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. Lab fee.
Credits: 4
Prerequisites:
BIOL 112. Alternate years.

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

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. Offered every fall. Lab fee.

Credits: 3

Prerequisites:

BIOL 111 with a grade of C or better. HSCI 180

BIOL 264L: LAB FOR BIOL 264

BIOL 264 laboratory is the first laboratory course of a two-semester sequence introducing human anatomy and physiology. This laboratory complements BIOL 264 lecture by providing students with hands-on experiences such as examination of preserved specimens and anatomical models and performing physiological experiments. The body systems that will be studied in this course will include the musculoskeletal, nervous, and endocrine systems.

Credits: 1

Prerequisites:

Lab fee.

BIOL 265: HUMAN PHYSIOLOGY

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 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. Offered every spring. Lab fee.

Credits: 3

Prerequisites:

BIOL 264

BIOL 265L: LAB FOR BIOL 265

BIOL 265 laboratory is the second laboratory course of a two-semester sequence introducing human anatomy and physiology. This laboratory complements the BIOL 265 lecture by providing students with hands-on experiences such as examination of preserved specimens and anatomical models and performing physiological experiments. Topics covered in the Human Anatomy & Physiology II Laboratory include: the anatomy and physiology of the immune system, lymphatic system, cardiovascular system, respiratory system, digestive system, urinary system, and reproductive system.

Credits: 1

Prerequisites:

Lab fee.

BIOL 277: COLL:

Credits: 3

BIOL 287: DEPARTMENTAL EXTERNSHIP

Credits: 3

BIOL 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 PSYC 305.

Credits: 3

Prerequisites:

PSYC 101 and three semester hours in biology or permission of the instructor. Alternate years.

BIOL 320: BIOL OF CENTRAL NERVOUS SYS DISEASE

The function of the central nervous system (CNS), comprising the brain and spinal cord, remains a fascinating and still largely mysterious frontier in biological science. The CNS is the source of our behavior, mental activities and control of much of our bodies. Thus CNS diseases affect all aspects of life. This course explores the function of the CNS by investigating what happens when cells in the nervous system can't do their jobs properly. We will discuss not only the function of individual cells, but also how cells work together in systems to create organized functional units. These topics will extend concepts introduced in Cell Biology and Genetics and employ them to understand CNS disease states.

Credits: 3

Prerequisites:

BIOL 224 or PSYC 305

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: 4

Prerequisites:

BIOL224 or BIOL222 or instructor permission.

BIOL 324: REG FOR CHEM 324: BIOCHEMISTRY I

For course description, see CHEM 324 in the Chemistry listing.

Credits: 3

BIOL 325: REGISTER FOR CHEM 325

Register for CHEM 325

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 348: 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 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 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
Prerequisites:
BIOL 112

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. Lab fee.
Credits: 4
Prerequisites:
BIOL 112. Alternate years.

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. Fee required.
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

Business

Catherine Ferris McPherson, Associate Dean and Department Chair

Donovan Branche, Sungil Chung, Janet Ewing, Clayton Smith, Joseph Sprangel, Joanne Tritsch

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, marketing, accounting, human resource management, and project management. (**Note**: Students may complete no more than two areas of emphasis.)

A bachelor of science in business is also available.

Finally, residential and online students may enroll in our BA in Marketing program. This exciting program blends business and marketing, and is informed by industry experts who will guide students through real world scenarios in this comprehensive and cutting edge program.

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

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 2021 & 365: LEVEL 1 (Q)

Microsoft Excel 2021 & 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. Cross Listed as INT 122
Credits: 1.5

BUAD 123: EXCEL 2021 & 365: LEVEL 2 (Q)

Microsoft Excel 2021 & 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:
INT 122

BUAD 124: EXCEL 2021 & 365: LEVEL 3 (Q)

Microsoft Excel 2021 & 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:
INT 123

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

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

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: ACCOUNTING PRINCIPLES I

This course delves into accounting principles as they pertain to financial reporting. The primary emphasis lies in the creation of accounting information and its application within organizational operations. Additionally, it covers fundamental techniques for analyzing and interpreting accounting data. To excel in business endeavors, it's imperative to have a thorough grasp of the numbers. Finally, corporate social responsibility will be explored as a company's commitment to adopting sustainable business practices concerning its employees, society, and the environment.
Credits: 3

BUAD 211: ACCOUNTING PRINCIPLES II

This course will introduce the student to cost and managerial accounting, equipping them with the essential tools and knowledge needed to make informed decisions in a managerial role within any organization. This course will focus on the application of accounting information with respect to product costing, as well as its use within the organization to provide direction and to judge performance. Topics include cost accounting principles, identifying drivers and cost behavior, job order and process cost-accounting procedures, standard and activity-based cost accounting methods, and cost analysis for management decision making.
Credits: 3
Prerequisites:
BUAD 210 with a grade of B or higher.

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 234: INTRO TO BUSINESS STATISTICS

Quantitative analysis is an important component in business. This course introduces statistics as a tool to inform business decision making. There is an emphasis on the ability to present and analyze data. In addition, the basic procedures in problem solving and the sources and types of data used by business firms will be covered. Basic probability concepts and normal probability distribution are used to solve real world business problems which involve business applications.
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. 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 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 (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 324: CULTURAL INTELLIGENCE FOR MARKETING

Cultural Intelligence for Marketing studies marketing concepts and decision-making across cultures, both domestic and international. Emphasis is placed upon comparative differences in markets, marketing functions, and socioeconomic and cultural differences between domestic and international marketing. This course provides marketers with the opportunity to gain insights into the many dynamics that exist in a diverse market environment. It also seeks to shape and influence customized communications that speak to these varied audiences.
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.

Course offered as needed.
Credits: 3
Prerequisites:
BUAD 200
Recommended:
BUAD 230

BUAD 334: MULTICULTURAL MARKETING IN 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:
INT 222 or BUAD 234

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 CFPÂ® 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.
Credits: 3
Prerequisites:
Sophomore status at home institution

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 359: TOPICS IN SPORTS MANAGEMENT

This course gives students in the minor the opportunity to synthesize and reflect on business fundamentals as they relate to sports management. It introduces the student to sport management career opportunities and to sport principles as they apply to management, leadership style, communication, motivation, and entrepreneurship. Students will have the opportunity to examine the fundamental components of sports management through research, investigating such topics as: personnel issues, event and facility management, marketing, promotions, leadership, budgeting, fundraising, ethics, sport law and public relations.

This is designed to be the final course in the Sports Management minor.

Credits: 3
Prerequisites:
BUAD 200
BUAD 230

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.

Offered as needed.
Credits: 3
Prerequisites:
BUAD 230

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
Recommended:
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
Recommended:
BUAD 230

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
Recommended:
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 500: MARKETING & COMMUNICATIONS

The course introduces students to the fundamentals of marketing and communications with an eye on strategy and sustainability. Students will investigate the 4 Ps – product, place, price, and promotion with an eye on the 5th P – people, along with the role these elements play in ethical marketing and communications. Students will learn clear and effective messaging by creating written and oral presentations, business updates, and white papers.

The course is structured to facilitate active participation in creating a dialogue on the opportunities and issues surrounding the topic of Marketing and Communications It is intended to be both an exploration and a development of the topic with a focus on integrative discussion and practical application.

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 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 507: ECONOMICS

This course focuses on applying economic analysis to practical managerial decision-making. The course demonstrates the use of contemporary economic tools and techniques in actual managerial problems relevant to market demand and supply, revenue, costs, profits, optimal pricing, capital budgeting, and product line analysis. This course introduces the requisite micro and macroeconomic tools needed to analyze business problems. The emphasis is on establishing a practical link between basic economic concepts and a wide range of contemporary business problems, including economic data analysis for business decision-making, forecasting, demand analysis, pricing, and cost analysis. This course explores the relationship between economics, people, profit, our planet, and purpose.
Credits: 3

BUAD 508: BUSINESS STATISTICS & PREDICTION

This course focuses on applying statistical analysis to practical managerial decision-making. The course demonstrates the use of contemporary statistical tools and techniques in actual managerial problems relevant to data analysis and modeling. The emphasis is on establishing a practical link between basic quantitative and statistical concepts and a wide range of contemporary business problems, including statistical data analysis for business decision-making, forecasting for reliable prediction, understanding the elements of descriptive statistics estimation and sampling distribution, and using the concept of probability, inferential statistics, confidence intervals, and hypothesis testing to better understand business cycles and to aid in decisions. This course explores the relationship between statistics, people, profit, our planet, and purpose.
Credits: 3
Prerequisites:
BUAD 500

BUAD 560: MANAGERIAL ACCOUNTING & FINANCE

The course introduces the student to key concepts, issues, tools, and vocabulary used by healthcare 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, third party payors, full costing, differential costing, capital investments, debt and equity financing, operational and capital budgeting, and responsibility accounting.
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 565: HEALTHCARE INFORMATION MANAGEMENT

This course presents the fundamental elements that comprise health informatics and the skills and knowledge necessary for healthcare administrators to effectively manage electronic healthcare information. The process of selecting and utilizing health information systems and their related applications for effective healthcare delivery will be covered. The Systems Development Life Cycle (SDLC), informatics security, the electronic health record and informatics tools used to promote quality health outcomes for individuals and the greater community will be explored. Government and regulatory health information management standards will be covered, including the ethical and legal aspects of health informatics including their application to effective data research.
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 623: IMPACT GOVERNANCE

The course introduces students on how to define mechanisms and interactions to implement internal and external governance. They will develop and apply tools to enhance oversight capabilities to ensure that an organization is operating ethically, responsibly, and within the bounds of the law. An emphasis is a hybrid between traditional for-profit and not-for-profit forms with a focus to build and apply the structures and processes needed to establish policies and the types of procedures required of for-benefit organizations. The rationale of the different needs of for-profit and not-for-profit governance will also be explored and addressed.

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 631: BUILDING EFFECTIVE CULTURES

The course will introduce the students how to build the culture required for a company to become a more sustainable organization. The process begins with an exploration of the necessary change of leadership regarding new ways to think, act, and behave. This change will include an understanding and use of various personal and team assessments. There will also be a focus on developing an appropriate training program to educate all organization stakeholders on the elements of culture transformation.
Credits: 3

BUAD 632: DEVELOPING DESIRED FUTURE STATE

The course will introduce students to the process of researching and evaluating various opportunities to move an organization on a path to build a desired future state of sustainable and regenerative business practices. The focus will include the use of emerging technology and business trends to disrupt industries.
Credits: 3

BUAD 634: ACCELERATING TRANSFORMATION CHANGE

The course will introduce students to techniques to transform social and environmental challenges into beneficial business opportunities for all stakeholders. The focus will be on developing a plan to establish a compelling case for change, accelerate change, and to sustain and reinforce the unbeaten path to transformational change.
Credits: 3

BUAD 635: DESIGNING & BUILDING EFFECTIVE CULTURES

The course introduces the student to the process of assessing organizations by looking at the current state of an organization, identifying desirable elements that can be introduced into organizations, designing effective cultures, and, ultimately, how to achieve that desired future state. Special attention is given to the tools and techniques that can be used in using the steps in this process.

Students will have the opportunity to research and evaluate various options and techniques that can be used to move an organization on a path to the desired future state of sustainable and regenerative business practices.

The course is structured to facilitate active participation in creating a dialogue on the opportunities and issues surrounding the topic of Designing and Building Effective Cultures. It is intended to be both an exploration and a development of the topic with a focus on integrative discussion and practical application.

Credits: 3

BUAD 636: SPECIAL TOPICS IN STRATEGIC MANAGEM

This course allows the student to work independently to investigate the role of strategic management within the organization while examining the issues of culture and change. Students will explore how organizations can achieve positive change by transforming how people think and behave in their social relationships, institutions, and social structures as individuals and as community stakeholders, all while considering the need for long-range.

Students will have the opportunity to research and evaluate various options and techniques that can be used to move an organization on a path to the desired future state of sustainable and regenerative business practices.

The course is structured to facilitate active participation in creating a dialogue on the opportunities and issues surrounding the topic of Strategic Management. It is intended to be both an exploration and a development of the topic with a focus on integrative discussion and practical application.
Credits: 3

BUAD 641: SUSTAINABLE BUSINESS PRODUCTS & SER

This course investigates the role of the organization in engaging in ethical conduct in their dealings with partners, suppliers, contractors, customers, and government agencies, as well as with competitors. Students will learn and apply how organizations have responsibilities to their customers that are shaped by regulation and contract, but also that stem from the concept of fair dealing and ethical conduct.
Credits: 3

BUAD 642: RESPONSIBLE BUSINESS ENVIRONMENT

This course investigates the role of the organization in managing its environmental impact from a local, regional, national, and global perspective. Students consider 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 produce and deliver and in the materials and methods used to transport them. It contemplates cradle-to-cradle design and usage of products, and it further examines the events and developments organizations need to consider in their long-range planning, based on anticipated changes in the earth's environment.
Credits: 3

BUAD 646: GLOBAL MARKETS

This course focuses on gaining insight into international business and applying that knowledge to aid in practical managerial decision-making. The course demonstrates the importance of understanding global markets and adopting a worldview to solve actual managerial problems. The emphasis is on establishing a practical link between basic international business concepts and a wide range of contemporary business problems, including world economies, business culture and ethics, foreign monetary policy, international trade and investment, global innovation, and supply-chain management. This course explores the relationship between global markets, people, profit, our planet, and purpose.
Credits: 3
Prerequisites:
BUAD 500
BUAD 505

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 701: THE APEX PROJECT

The Apex Project course is the comprehensive application of the MHA/MBA curriculum in a strategic context. This course is a platform for demonstrating the student's detailed knowledge of concentration business systems.

BUAD 702: THE APEX PROJECT I

The APEX project is the comprehensive application of the MBA curriculum in a strategic context. Working collaboratively with a faculty advisor and an experienced business mentor, students will work on a capstone project that: 1) Proposes a new, for-benefit corporation business venture (either profit or non-profit), 2) Converts a traditionally run, existing business into a for-benefit organization (either profit or non-profit), or, 3) With special permission from the APEX advisory committee, conducts an extensive research project on a pre-approved topic relating to for-benefit business.

The course is offered in two parts over a semester. The classes should 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.

*Advisor approval is needed for schedule changes.

Credits: 3
Prerequisites:
500 and 600 level classes

BUAD 703: THE APEX PROJECT II

The APEX project is the comprehensive application of the MBA curriculum in a strategic context. Working collaboratively with a faculty advisor and an experienced business mentor, students will work on a capstone project that: 1) Proposes a new, for-benefit corporation business venture (either profit or non-profit), 2) Converts a traditionally run, existing business into a for-benefit organization (either profit or non-profit), or, 3) With special permission from the APEX advisory committee, conducts an extensive research project on a pre-approved topic relating to for-benefit business.

The course is offered in two parts over a semester. The classes should 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.

*Advisor approval is needed for schedule changes.

Credits: 3
Prerequisites:
500 and 600 level classes

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 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
Prerequisites:
INT 222 or BUAD 234

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 explores how an organization can use various digital tools and techniques to create, implement, and measure an efficient and effective digital marketing strategy. This includes identifying and capitalizing on digital marketing opportunities, engaging with new media platforms, and analyzing strategy success.
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 were 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

Chemistry

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 102: GENERAL, ORGANIC & BIOCHEMISTRY (NQ)

This course is a study of the fundamental principles of general, organic, and biological chemistry, covering measurement and unit conversion, atomic and molecular structure of matter, nomenclature and structure of common substances and functional groups, chemical reactions and their context in biology, and the biochemistry of proteins, carbohydrates, and lipids. This is a one-semester course designed for students in the health-related professions or as a prerequisite course for students who need General Chemistry (121-122) but have had minimal chemistry experience. Lab fee.
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. Lab fee.
Credits: 4
Prerequisites:
CHEM 102

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 (N,Q) (DISC)

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. Entering students are expected to have a working knowledge of high school chemistry, algebra, logarithms, and scientific notation. Lab fee.

Credits: 4

Prerequisites:

Placement Test or passing CHEM 102 with Grade of C or better.

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. Lab fee.

Credits: 4

Prerequisites:

CHEM 121 Spring.

CHEM 122L: LAB FOR CHEM 122

LAB FOR CHEM 122

Credits: 0

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

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

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 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

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

Communication

COMM 100: PUBLIC SPEAKING (O)

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)

This course provides a foundation for understanding the relationship between media and culture. By increasing media literacy, students will see how culture influences and is influenced by media. Students will gain the skills necessary to critically analyze, evaluate, and craft effective messaging for various forms of media, including print, broadcast, digital, and social media. Students will learn how these forms of messaging shape public perception, consumer behavior, social norms, and crisis response.
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 BUAD 202.

Credits: 3

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 and BUAD 230

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 entrepreneurism 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
Recommended:
BUAD 230

COMM 334: MULTICULTURAL MARKETING IN AMERICA

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 BUAD 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

Computer Science

The Computer Science (BS) major and Computer Science minor programs are no longer accepting new students.

CS 100: HISTORY OF THE INTERNET

To function in an information-centric world, we need to understand the workings of network technology. This course will open up the Internet and show you how it was created, who created it, and how it works. After this course you will not take the Internet and Web for granted. You will be better informed about important technological issues currently facing society. You will realize that the Internet and Web are spaces for innovation, and you will get a better understanding of how you might fit into that innovation.

Credits: 3

CS 101: PROGRAMMING FOR EVERYONE I

This course, built in collaboration with Google, provides a gentle, but thorough, introduction to programming using Python. You will learn the core concepts and techniques needed to create programs and perform basic data analysis. By the end of this course, you'll be ready to pursue further study in computer science and unlock more advanced programming courses. This online class has optional live sessions.

Credits: 3

CS 102: PROGRAMMING FOR EVERYONE II

This course teaches students about the fundamentals of data access, data management, and expands upon the topics learned in CSC II. In the first half of the course, students will learn how to leverage their Python skills to treat the Internet as a source of data. Students will work with HTML, XML and JSON data formats in Python. The second half of the course introduces students to the fundamentals of Structured Query Language (SQL) and database design as part of a multi-step data gathering, analysis and processing effort. As part of the course, students will build web crawlers and multi-step data gathering and visualization processes.
Prerequisites: Programming for Everyone I

Credits: 3

CS 200: WEB DEVELOPMENT

Introduces students to HTML, CSS, and Javascript - the core technologies which power modern websites. Students will learn how to create interactive, aesthetically pleasing websites for a variety of purposes. Culminates with a project in which students will build a website for a real or imaginary product of their choosing. Students concurrently enrolled in Application Development II are encouraged to build a website that applicants with their project in that course.

Credits: 3-3

Prerequisites:

Any Programming Class or Any Computer Science Class or Calculus I (or higher) with B grade

CS 300: APPLICATION DEVELOPMENT I: EXPLORING WEB APPLICATIONS

Application Development I introduces students to Django - a Python-based framework used in the creation of complex, data-driven websites. Students will learn the features and particularities of Django, as well as the basics of web applications including HTML, the Request-Response structure, and the internal structure of servers. Students will also review the basics of database management, and dive deeper into a variety of data structures and modules. This course is intended to prepare students for Application Development II, in which they will build their own Web Applications.

Credits: 3-3

Prerequisites:

CS 102: Programming for Everyone II

CS 301: APPLICATION DEVELOPMENT II: BUILDING WEB APPLICATIONS

This course is a continuation of the Application Development series and is divided into two parts. In the first part of the course, students work individually to build a web application to post classified ads. In the second part of this course, students will work in groups to plan and build their own unique web applications. This course heavily emphasizes project-based learning.

Credits: 3-3

Prerequisites:

CS 300

Co-Requisites:

CS 200

CS 305: INTRODUCTION TO C: HOW COMPUTERS REALLY WORK

This course is intended to introduce students to C - the programming language used to develop C and numerous other high-level programming languages such as C++ and C#. This class introduces students to the techniques used to program in C and the necessary concepts required to understand how higher-level programming languages are developed. The concepts introduced here will help students develop an inherent understanding of how computers turn high-level code into ones and zeros and help students build more efficient programs.

Credits: 3-3
Prerequisites:
CS 102
MATH 233

CS 310: HARDWARE I: INSIDE A MICROPROCESSOR

This course is intended as an introduction to computer hardware and builds upon Introduction to C. It covers the techniques used to design and build microprocessors, memory, and other elements of modern-day hardware. Students will learn the fundamentals of machine language (binary) and assembly language, and understand what happens inside of a computer on a fundamental level. Students will also have the opportunity to analyze the C compiler and learn how it produces the necessary strings of ones and zeros that will run on the hardware.
Credits: 3-3
Prerequisites:
MATH 233
MATH 211
CS 305

CS 311: DATA STRUCTURES

This course will teach students fundamental data structures using Python. Data structures allow for the storage of vast quantities of data, as well as efficient access to and modification of said data. Students will learn what a data structure is, how to perform a range of operations on them, and be introduced to the study of algorithms as it pertains to the covered data structures.

Credits: 3-3
Prerequisites:
CS 102

CS 400: PRODUCT DEVELOPMENT

Product Development is a key topic for anyone working in technology to understand. In this course, students will learn the roles and frameworks of product development. Students will engage in a range of activities in these areas - primarily focused on product management - including wireframing, creating user journeys, and writing requirements.
Credits: 3-3
Prerequisites:
CS 311
MATH 250

CS 401: CAPSTONE PROJECT

Students will work in groups to launch a web app prototype which meets the following requirements:
Uses Database concepts from the Computer Science Core, Data Structures, and Algorithms
Meets faculty approval
Students will pitch their product, select the necessary technologies, work in groups to build an application, and create a webpage from which the application can be accessed. Students will be evaluated based on whether their product meets the goals they initially established, and on their internal project management processes.

Credits: 3-3
Prerequisites:
CS 400

Criminal Justice

Paige Reed, Program Director/ Department Chair

CJ 100: INTRODUCTION TO CRIMINAL JUSTICE

This course provides a general overview of social responses to crime. Students analyze the social circumstances that produce crime in diverse societies and cultures. The course focuses on the three large components of the criminal justice system: police, courts, and corrections and explores the perspectives of those involved in the production of crime and on the critical analysis of society's responses to crime.
Credits: 3

CJ 121: FORENSIC ANTHROPOLOGY AND ARCHAEOLOGY (S)

Cross listed as ANTH 121.
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 explores 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. Students will discuss different types of cybercrimes, including new offenses unique to the Internet, and their widespread impacts. Readers will learn about governmental responses 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

Students in this course explore major philosophies of punishment as well as the history of prisons. Through innovative class activities and assignments, students will develop an understanding of justification for punishment and how the American prison system aligns and deviates with these justifications.
Credits: 3

CJ 211: CRIMINOLOGY

Crime makes a large impact on the lives of Americans. This course introduces students to social scientific theory explaining crime and criminal behavior, with an emphasis on sociological theory. Course topics include basic definitions of common crimes, different methods of measuring crime, diverse theories of criminology, and explorations of the social origins of crime and criminal behavior. Students will explore how legislators, politicians, mass media, law enforcement, the courts, and the corrections system all have a profound impact on the nature of crime.
Credits: 3
Prerequisites:
CJ 100

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 217: SUBSTANCE USE & CRIMINALITY

This course offers an in-depth examination of the intricate relationship between substance use and criminality within the context of the criminal justice system. Students will explore the legal, sociological and historical dimensions that underpin the connection between substance use, criminal activity, and our criminal justice system responses. An emphasis will be placed on the behavioral component of substance use in relation to crime. Alternatives to our traditional punitive responses including the implementation of Drug Courts, the use of harm-reduction and prevention strategies, and the movement towards decriminalization will be discussed.
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 222: ENVIRONMENTAL JUSTICE (SD)

Cross listed as SOC 262.
Credits: 3

CJ 223: POLICE LEADERSHIP

This course examines the various elements that have changed the landscape of leadership in public safety. Students will learn how police leadership is constantly adapting to changing social forces and the importance of using evidence-based practices initiating change.
Credits: 3

CJ 225: PUBLIC SAFETY RESPONSE TO DISASTERS

Students in this course will explore the development of public safety responses 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.
Credits: 3

CJ 230: CRIME SCENE INVESTIGATIONS

This course explores 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 scenes, students will conduct a search for evidence, photograph, and sketch the crime scene. Through simulations, students will prepare reports and draw conclusions based on the evidence collected.
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
Prerequisites:
CJ 100 or instructor permission

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: ENGAGING LAW ENFORCEMENT AND THE COMMUNITY

This course examines proactive Community-Oriented Policing and Problem Solving (COPPS) in the context of changes in police departments and communities. Modern policing across the nation uses the COPPS model, and its application varies depending on the geographic location and values of the community. Students will be provided with the knowledge needed to understand the COPPS philosophy and its application to police and society. Students will examine the evolution of community policing, the complex relationship between the police and the communities they serve, the need for communities to engage in problem-solving initiatives with law enforcement, and the successful implementation of COPPS within communities.
Credits: 3

CJ 237: GENDER, SEXUALITY & JUSTICE

This course addresses the intersections of gender, sexuality, and criminal justice. Victims, offenders, communities, and professionals working in the system will all be explored. Students will critically examine the ways in which the criminal justice system interacts with and impacts individuals based on their gender identity and sexuality, including the unique biases and challenges that individuals with diverse gender and sexual identities face. Feminist Criminology and Queer Criminology will be foundations of the 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, 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 examines 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 243: WHITE-COLLAR CRIME

This course explores the complex and often hidden world of white-collar crime, examining the various forms of economic and corporate misconduct that impact individuals, organizations, and society. Through the analysis of real-world case studies, we will explore the broad spectrum of illicit activities committed by individuals in positions of trust and authority, often within the context of legitimate business, government, or financial operations. We will also compare and contrast the social and legal conceptualizations and reactions to “suite” versus “street” crime, and in the process illuminate the unique challenges that white-collar crime poses to traditional systems of social control. By the end of the course, students will have a deep understanding of the sociological and criminological factors that contribute to white collar crime, and the practical implications for law enforcement, policymakers, and the global community.
Credits: 3

CJ 244: CRIMINAL JUSTICE REFORM AND ACTIVISM

This course explores the complexities of the criminal justice system as a social problem, including its historical development, policies, and contemporary issues. Students will use a critical constructionist lens to examine various aspects of the criminal justice system, from policing and law enforcement to the courts and corrections. In doing so, we will highlight how attempts to reform parts of the criminal justice system have both challenged and reinforced aspects of the status quo, and explore the resulting expansion of the carceral state via alternatives to the traditional mechanisms of social control. We then consider the different proposals promoted by scholars and activists as possible avenues to reform, remake, or abolish various components of the criminal justice system.
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 is process is important within the criminal justice system.
Credits: 3
Prerequisites:
CJ 100 or sophomore standing

CJ 247: SEXUAL OFFENDERS

This course explores sex offenders, the nature of sexual offending, and the history and current practices for the management of sex offenders in our communities. Definitions of sex offenses, typologies of sex offenders, punishment and treatment of sex offenders, online sexual criminality, victimization, and our Criminal Justice System's response to sexual offending will be analyzed. The collateral consequences of the current sex offender management system will be discussed. The criminological theories surrounding various areas of sexual offending will also be examined.

Credits: 3

CJ 250: CRIMINAL LAW

The goal of this course is to help students build a general understanding of criminal law in the United States. In particular, students examine various aspects of criminal law, to include the elements of particular offenses, and will explore all the major categories of crime and the criminal prosecution of individual offenders.
Credits: 3
Prerequisites:
CJ 100 or sophomore standing

CJ 253: SOCIAL JUSTICE IN ACTION

Cross listed as SOWK 253.
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
Prerequisites:
CJ 100 or sophomore standing

CJ 256: CIVIL LIABILITY FOR CRIMINAL JUSTIC

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
Prerequisites:
CJ 100 or sophomore standing

CJ 260: SPECIAL TOPICS IN APPLIED CRIM JUST

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 266: RACE AND JUSTICE (SD) (IDEN)

In this course we will use a justice perspective to explore issues of race and ethnicity in the United States, with particular emphasis on the racialized effects of the criminal justice system. We will begin with the social construction of race and ethnicity and the historical roots of racial and ethnic categories in the US. We will then trace shifts in racial and ethnic categorization to the present day and explore their intersections across class, gender, and place. In doing so, we will examine the creation and evolution of the criminal justice system as a system of racialized social control, and examine the influence that the criminal justice system wields on other social institutions such as the labor market, housing market, immigration system, educational system, and the family. Throughout the course we will analyze how broader social inequalities are (re)produced according to racial and ethnic classification, the role of the media in promoting and perpetuating various racialized narratives, and we will discuss and critique methods of addressing contemporary forms of discrimination, prejudice, and institutional racism in the criminal justice system and beyond.

Credits: 3

CJ 270: INTRODUCTION TO TERRORISM

This course provides students with a foundational understanding of Terrorism in the context of armed conflict and develops the ability to define terrorist acts and categorize organizations by their organizational properties. By defining terrorist acts and classifying terrorist organizations, students will be more prepared to investigate such organizations and acts as members of the criminal justice system.

Credits: 3

CJ 277: COLLOQUIUM

Credits: 3

CJ 285: DIVERSITY IN CRIMINAL JUSTICE (DO)

This Honors course examines intersectionality and criminal justice while specifically diving into the areas of race, ethnicity, gender, sexuality, and related social issues. Students will explore how group dynamics, communication and the development of ideas shape perceptions of various groups and cultures which, in turn, has a ripple effect on crime and the criminal justice system overall. Cultural groups that are most likely to experience problems within the criminal justice system will be discussed, citing relevant and recent experiences and examples. This will include the African American, Asian American, Native American, Hispanic/Latino, elderly, juvenile, and LGBTQ+ communities. The course will also examine how criminal justice personnel interact with other cultural groups, and the experiences of multicultural criminal justice personnel members themselves. Internal problems and biases of the police, courts, and corrections will be assessed. Finally, students will identify and discuss the critical issues challenging the future of multiculturalism and criminal justice, and how progress can be made in this area.
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 288: HATE CRIMES & MOVEMENTS

In this course, we will use a hybrid framework to understand the complex issues surrounding hate crimes and hate movements in the US. Blending criminological and social movements perspectives, we will examine the mechanics of social movement mobilization and criminal activity more generally, and then use those theoretical frameworks to trace the evolution of various hate movements across specific historical contexts. We will also examine the social psychology of hate and bias, and connect individual-level processes of stereotyping, prejudice, and discrimination to institutionalized mechanisms of hate and bias. Throughout the course, we will engage both historical case studies and current events, and use critical discussions to develop a nuanced perspective on the dynamics of hatred and extremism in US society and contemporary efforts to address hate-based crime within and beyond the formal criminal justice system.
Credits: 3

CJ 300: THEORIES OF CRIME CAUSATION (W)

In this course, we will delve into the major theories that seek to explain why individuals engage in criminal activities. Students will critically analyze and evaluate these theories in the context of contemporary issues in criminology, and read and critique a selection of classic and contemporary scholarly monographs in the field. Through a comprehensive and critical examination of these theories, students will gain a deep understanding of the factors that contribute to criminal behavior and the social, psychological, and environmental forces at play.
Credits: 3
Prerequisites:
CJ 211

CJ 305: FEDERAL INDIAN LAW AND NATIVE COMMUNITIES

This course provides students with an introduction to federal laws and policies governing federally-recognized Indian tribes and individual Native people within the United States, from the colonial era to the present day. Through lectures, activities, discussions, and course readings, we will examine the unique relationship Native peoples have with the United States government. To begin, we will situate Indian law in the sociocultural context of sovereign Indigenous communities prior to European conquest, focusing especially on the diverse Indigenous understandings of authority and justice. We will explore topics such as the federal trust relationship between the government and tribes, Indian removal, assimilation and allotment, Native civil rights, tribal sovereignty, Indian gaming, child welfare, repatriation, and the criminal justice implications of overlapping jurisdictions. Throughout the course, we will consider the ways that settler colonial crime control, policing, and punishment impact Indigenous communities. At the end of the semester, students will have a contextualized and nuanced understanding of tribal sovereignty and Native experiences within the American political, juridical, and justice systems.

Credits: 3

Prerequisites:

CJ 100 or permission of the instructor

CJ 310: RESTORATIVE JUSTICE

This course analyzes the principles and practices of restorative justice within the context of the criminal justice system and adjacent fields. Restorative justice emphasizes healing, accountability, and community while remaining victim centered in the approach to responding to human suffering from crime and related social problems. Students will experience an in-depth exploration of this transformative approach to addressing and rectifying criminal and deviant behavior, including the practical application and critique of these skills. Students will consider how restorative justice practices prompt a shift from traditional punitive measures to a focus on reconciliation and restoration.

Credits: 3

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)

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. CJ majors are required to take CJ 386 OR CJ 387. CJ 386 is recommended for students who are completely unsure of what they would like to do for a career; CJ 387 is recommended for students who have a strong interest in a specific area of the criminal justice system and/or would like to explore an in-depth experience in a criminal justice profession.

Credits: 3

Prerequisites:

CJ 100, junior standing, or instructor permission

CJ 387: SENIOR INTERNSHIP (C)

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 internship advisor in order to benefit as much as possible from this opportunity that engages directly with community members within the criminal justice system.

Credits: 3

Prerequisites:

CJ 100, junior standing, or instructor permission

CJ 400: CRIMINAL JUSTICE SENIOR SEMINAR (M)

Students in the senior seminar will conduct an in-depth investigation of a topic in criminal justice, exploring that topic from both scholarly and applied points of view. Senior projects will demonstrate a significant command of criminal justice theory, academic literature, and research methodology. CJ majors will take CJ 400 OR CJ 401. Students who complete CJ 401 MUST take CJ 300 prior to enrolling in the course; CJ 401 students are eligible to be nominated for MBU's Capstone Festival and exemplary projects can yield a distinction in the major upon graduation.

Credits: 3

Prerequisites:

INT 222
SOC 320 OR CJ 320

CJ 401: CRIMINAL JUSTICE SENIOR THESIS (M)

Students will conduct research on a topic in criminal justice, collecting and analyzing data with their own fully-developed research methodology. Students are required to present a thesis defense to a committee, detailing the research project. Completing a thesis requires a significant command of criminal justice theory, understanding of academic literature, and research methodology. CJ majors will take CJ 400 OR CJ 401. Students who complete CJ 401 MUST take CJ 300 prior to enrolling in the course; CJ 401 students are eligible to be nominated for MBU's Capstone Festival and exemplary projects can yield a distinction in the major upon graduation.

Credits: 3

Prerequisites:

INT 222
CJ 300
SOC 320 OR CJ 320

HLS 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

HLS 275: INTRO TO THE INTELLIGENCE COMMUNITY

This introductory course offers undergraduate students fundamental knowledge of the Intelligence Community (IC) specific to the homeland security enterprise. Students will gain an understanding of the nature of intelligence – specifically its roles, structures, and missions – in the context of homeland security. The course offers a brief history of intelligence; and introduces the individual IC agencies from the national security context while looking at how intelligence purposed at this level can be applied to domestic security. A separate focus on the role of the Department of Homeland Security (DHS) in its intelligence-gathering and prosecution function will also be analyzed. This course also examines the reasons and rationale different agencies collect intelligence and discusses specific threats – ranging from drug trafficking and money laundering to bioterrorism and the challenges of Covid-19 – and how the IC addresses them. Students will be exposed to key ethical issues and the realities of information-sharing among federal, state, and local organizations, and will learn about the intelligence cycle and how it contributes to the intelligence process.

Credits: 3

HLS 375: HOMELAND SECURITY SEMINAR

This capstone course provides a scenario-based leadership experience that allows Homeland Security students to apply course concepts and knowledge acquired in previous courses. Given a specific local threat scenario, students will assume the role of an FBI Joint Terrorism Task Force (JTTF) Supervisor and take the lead in managing various aspects of interagency coordination and crisis communications to keep citizens informed and prepared. The JTTF Supervisor will develop and create relevant intelligence products and presentations throughout the scenario to include an early warning threat assessment; executive briefing videos for FBI senior leadership and relevant IC, homeland security, and law enforcement/ emergency management professionals; press releases for informing the public; civil disturbance response plan; and security and strategic recovery plans. The course will culminate with a mock congressional hearing scenario where the JTTF Supervisor will prepare a slide presentation summarizing the event, develop a written testimony, and apply both to a live public testimony delivered online to the instructor.
Credits: 3
Prerequisites:
HLS 265
CJ 270
HLS 275

Dance

Nancy Anderson, Director

DAN 101: DANCE INSTRUCTION PRACTICUM

Dance Minor candidates will gain foundational knowledge regarding dance pedagogy, dance course curriculum and dancer safety through the practical application of a supervised dance teaching experience coordinated and arranged by the professor.
Credits: 2
Prerequisites:
Permission of the instructor

DAN 102: STUDIES IN CHOREOGRAPHY (A)

A study of choreography and artistic achievements of diverse, influential dance artists in theatre and film. Students will gain a comprehensive overview of 20th century social history through the lens of movie musicals and Broadway Musicals.
Credits: 3

DAN 103: DANCE HIST/ CULTURAL UNDERSTAND (A)

A broad survey of dance traditions around the world, taking an anthropological look at the peoples and cultures that practice those traditions. The course will examine the ways in which dance traditions move around the globe as a result of trade routes, warfare, migration, colonization, and pop-culture and how these traditions entered the modern dance forums of stage and screen. 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: FOUNDS TECHN I: BALLET & MDRN (P2)

Introduction to basic dance techniques common to ballet and modern dance styles. Students will develop a beginning level understand of ballet and be introduced to an overview of basic concepts in modern dance as conceived by modern dance pioneers such as Martha Graham, Lester Horton, Katherine Dunham and Alvin Ailey. Ballet shoes are welcome but not required. Close fitting leggings and tops, or leotard and tights are all accepted attire. Ideal for those looking to enhance their dance skills in preparation for Praise Dance, Step Team, and 200-level dance courses.
Credits: 0.5

DAN 145: FOUNDS TECHN I: AFRIC & LATN (P2)

Introduction to foundational techniques in African Dance as outlined by African Dance pioneers Katherine Dunham, Asadata Dafora, Alvin Ailey and Kariamu Asante (Mfundalai technique) followed by an introduction to Latin dances and rhythms of Salsa, Rhumba, Meringue and Capoeira, just to name a few. Students will learn through dancing how the confluence of African and Latin dance traditions via colonization and the African Diaspora revolutionized dance in the 20th and 21st centuries. Ideal for those looking to enhance their dance skills in preparation for Praise Dance, Step Team and upper level dance courses.
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)

This is the Mary Baldwin elite dance company. Students must audition to join and gain experience in conceiving, creating and performing choreography by students within the group in styles ranging from Modern, Jazz and Contemporary to Hip Hop, Step, and Tap. This is an introduction to professional level dance company work. Students will be featured in the dance concert at the end of each semester and have opportunities to appear in dance concerts off campus. *Students must notify the Director of the Dance Department of their interest in auditioning.*
Credits: 1

DAN 151: THEATRE DANCE: TAP & JAZZ (P2)

Instruction in the beginning and intermediate level techniques required for Broadway Jazz and Tap with an emphasis on choreography set to Broadway Showtunes. Learn how to harness the magic of movie musical greats like Fred Astaire, Gene Kelly, Gregory Hines, the Nicholas Brothers and Chita Rivera.
Credits: 0.5

DAN 152: HIP HOP DANCE (P2)

This class is open to all levels, from students who are new to dance to those who are seasoned dancers. In Basic Hip Hop, we integrate early hip hop styles and techniques along with influences from other contemporary dance styles. Through a fun and fast-paced exploration of this now world-wide dance form that started in the Bronx in the 1970s, students will develop a comprehensive vocabulary in different hip hop techniques through which they can develop their own personal style.
Credits: 0.5

DAN 153: CONTEMPORARY DANCE (P2)

Open to all levels, dance class is an exploration of 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: 0.5

DAN 217: BALLET II (P2)

For the dancer with experience in beginning level technique in Ballet and Modern who is interested in deepening their experience with ballet. Particular attention will be focused on core strength, alignment, balance, extension and style. This course will incorporate more modern-ballet sensibilities as well as solidify more traditional principles of ballet technique.
Credits: 1
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.

DAN 246: MODERN DANCE II (P2)

For the dancer interested in exploring more sophisticated expression in Modern Dance. This class will continue instruction in Graham, Horton and Ailey techniques with particular focus paid to connecting to the floor, finding your center and finding strength through lengthening and extension. This is an ideal companion to DAN 150 Performance Dance Group and DAN 156 Dance Improv & Composition and Praise Dance.
Credits: 1

DAN 257: JAZZ II (P2)

For the experienced dancer interested developing jazz dance technique and extending dance vocabulary. Course will include focus on precision of body positions and shapes, isolations, jumps & turns, and sophisticated rhythm patterns. This is an ideal companion to DAN 150 Performance Dance Group and anyone pursuing Praise Dance and Step Team.
Credits: 1
Prerequisites:
Permission of the instructor or department chair.

Economics

ECON 101: PRINC OF MICROECONOMICS (SQ) (DECI)

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 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 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 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 232: GLOBAL DEVELOPMENT & TRADE (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 253: INTERNATIONAL TRADE (I)

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 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: DATA VISUALIZAT & REGRESSN IN R (Q)

Applied data analysis course that builds on social science statistics. Students learn statistical techniques and the powerful computer language R to explore relationships between variables, create informative visualizations and perform exploratory data analysis, examining economic, social, political, and financial data. Students learn techniques of simple linear and multiple regression. 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: LABOR ECONOMICS & PUBLIC POLICY (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: REG FOR HCA 320

Credits: 3

ECON 380: TEACHING ASSISTANT FOR

Credits: 3

ECON 387: DEPARTMENTAL EXTERNSHIP

Credits: 0

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.

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 PK-6 or Special Education General Curriculum K-12 licensure are encouraged to pursue the Elementary Education or Special Education major. Students seeking licensure through one of these majors must apply and be admitted to the Teacher Education Program. Students seeking licensure to teach at the middle or secondary level must major in the content 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 School of Education.*

Students seeking both initial licensure and a graduate degree do so through the Master of Arts in Teaching program.

ED 112: PRACTICUM IN GENERAL & SPED (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. A minimum of 60 hours will be spent in the classroom. Focus is on observing the actions and interactions of general and special educators. Students will complete the modules required in Senate Bill 1288 amended Section 22.1-298.1 for general and special educators. Course should be completed early in the program of studies.

This course is eligible for Competency-Based Credit. Students should consult their academic advisor for eligibility requirements and application procedures.
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 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.

Cross-listed with MATH 155
Credits: 3

ED 182: COMMUNITIES: EDUCATION

In Communities, students will examine the relationships and intersections between communities, focusing on how individuals, societies, and cultures connect and collaborate. Students will gain a deeper understanding of the challenges and opportunities an interconnected world presents. Through community-based experiences curated by the instructor, students will critically analyze facets of communities, such as language, labor, family, faith, health, and food, to reveal unique and shared human experiences within and across cultures. Students will be exposed to types of communities and their diverse issues, and explore questions of group identity, belonging, and sense of place.
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 ls 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 229: METHODS OF TEACHING SOCIAL STUDIES

This course will equip elementary preservice teachers with the knowledge, skills and processes of teach mg 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 m 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 sacral studies content being covered m 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 /earning 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 Mathematica/ content in the K-12 topics will be investigated to determine how to meet the Virginia Standards of Learning1 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 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 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.

NOTE: Must be fully accepted into the Teacher Education Program and meet CAEP requirements in order to register for this course.
Credits: 3

ED 312: INSTRUCTIONAL STRATEGIES W/ PRACTIC

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-12 classroom that is based on your endorsement area integrates theory with practice.

NOTE: Must be fully accepted into the Teacher Education Program and meet CAEP requirements in order to register for this course.

*Prerequisite for student teaching. Must receive a B- or better in this course to student teach.
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.

NOTE: Must be fully accepted into the Teacher Education Program and meet CAEP requirements in order to register for this course.

*Prerequisite for student teaching. Must receive a B- or better in this course to student teach.
Credits: 4

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 (C)

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 Learn mg 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

n 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 d1sc1pline, 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 340: INSTRUCTIONAL STRATEGIES IN READING AND WRITING 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 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 RESPON 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 an a topic of personal interest.
Credits: 3

ED 345: METHODS ESL INSTRUCTION/PRACTICUM

This course examines classroom assessment and instructional best practices useful far 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.

NOTE: Must be fully accepted into the Teacher Education Program and meet CAEP requirements in order to register for this course.

*Prerequisite for student teaching. Must receive a B- or better in this course to student teach.
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 m middle and secondary school settings. Students will explore (a) skills, knowledge, and processes necessary to teach read mg, 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, manipulat1ves, 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 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 haw 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 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 access mg 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.

NOTE: Must be fully accepted into the Teacher Education Program and meet CAEP requirements in order to register for this course.
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.

NOTE: Must be fully accepted into the Teacher Education Program and meet CAEP requirements in order to register for this course.
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.

NOTE: Must be fully accepted into the Teacher Education Program and meet CAEP requirements in order to register for this course.
Credits: 1

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.

NOTE: Must be fully accepted into the Teacher Education Program and meet CAEP requirements in order to register for this course.
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.

NOTE: Must be fully accepted into the Teacher Education Program and meet CAEP requirements in order to register for this course.
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.

NOTE: Must be fully accepted into the Teacher Education Program and meet CAEP requirements in order to register for this course.
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.

NOTE: Must be fully accepted into the Teacher Education Program and meet CAEP requirements in order to register for this course.
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 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. Please see the Requirements for Approval to Student Teach in the Academic Catalog.

NOTE: Must be fully accepted into the Teacher Education Program and meet CAEP requirements in order to register for this course.
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.

NOTE: Must be fully accepted into the Teacher Education Program and meet CAEP requirements in order to register for this course.
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. Please see the Requirements for Approval to Student Teach in the Academic Catalog.

NOTE: Must be fully accepted into the Teacher Education Program and meet CAEP requirements in order to register for this course.
Credits: 12

ED 400: SENIOR SEMINAR AND PROJECT (M)

This course is the capstone course for the Elementary Education, Special Education, and LAIS- Education Foundations majors. In ED 400, students will demonstrate a clear understanding of the pedagogy and processes involved in teaching students. A research project associated with student teaching or other classroom experience will be required. Students may choose to take ED 400 the term immediately prior, during, or immediately following student teaching.
Credits: 3

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 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 flexib1hty 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 teach mg within the discipline. Students will understand the significance of diversity, humanity, key dec1s1ons, 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 601: LIFESPAN HUMAN DEVELOPMENT

Lifespan Human Development ls 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 previous 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.

This course is eligible for Competency-Based Credit. Students should consult their academic advisor for eligibility requirements and application procedures.

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 read mg to learn. Students will learn how to increase content learning through reading and writing activities. The course encourages students ta apply their understanding of how basic reading skills influence middle and high school students' ability ta comprehend content area curriculum. Students will explore ways ta assess, as well as build vocabulary and comprehension of content areas with a variety of texts including fiction and nonfiction. This class emphasizes haw 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

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.

NOTE: Must be fully accepted into the Teacher Education Program and meet CAEP requirements in order to register for this course.

*Prerequisite for student teaching. Must receive a B- or better in this course to student teach.
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. Please see the Requirements for Approval to Student Teach in the Academic Catalog.

NOTE: Must be fully accepted into the Teacher Education Program and meet CAEP requirements in order to register for this course.

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.

NOTE: Must be fully accepted into the Teacher Education Program and meet CAEP requirements in order to register for this course.
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.

NOTE: Must be fully accepted into the Teacher Education Program and meet CAEP requirements in order to register for this course.
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 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-1Z 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.

NOTE: Must be fully accepted into the Teacher Education Program and meet CAEP requirements in order to register for this course.
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. Please see the Requirements for Approval to Student Teach in the Academic Catalog.

NOTE: Must be fully accepted into the Teacher Education Program and meet CAEP requirements in order to register for this course.
Credits: 1

ED 620: CREATING AUTHENTIC LEARNING ENVIRON

This course will cover a variety of pedagogical issues related to Authentic Learning (AL) in the classroom and outside of school (school grounds, parks, community). Topics to be covered include: Authentic, real-world learning methods; using technology with AL; management of students and materials; lesson planning, differentiation, and student assessment; curriculum resources; working with special needs students and diverse populations; getting parents on-board; area mapping and schoolyard habitat development.
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 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.

NOTE: Must be fully accepted into the Teacher Education Program and meet CAEP requirements in order to register for this course.

*Prerequisite for student teaching. Must receive a B- or better in this course to student teach.
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.

This course is eligible for Competency-Based Credit. Students should consult their academic advisor for eligibility requirements and application procedures.
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 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 will identify an education-based question for investigation or inquiry based learning project during the IN 630 course. The student has the option to: conduct a comprehensive scholarly study on the topic and write a 15–20-page paper (not including title page and references) that connects research and theory with insights from their MEd program of study and from their own experiences OR develop an inquiry based learning project that applies theorectical knowledge to real world situations in their field of study. Either choice will build upon a thesis or central question and end with conclusions or a project that offer innovation or resolution to their question. Either choice is meant to be a culmination of the MBU MEd program of study and therefore, provide clear evidence of scholarly skills, understandings of educational theory and practice, along with effective writing ability or real word application.

Special note: Grades for ED 632 will be P/NC. Students not completing ED 632 within the semester will be required to retake ED 632 the following semester to complete the thesis. This course may only be taken a total of three times.
Credits: 3
Prerequisites:
IN 630

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.

This course is eligible for Competency-Based Credit. Students should consult their academic advisor for eligibility requirements and application procedures.
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

ln 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 READING AND WRITING 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 prof1crency 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 an a topic of personal interest.
Credits: 3

ED 649: METHODS ESL INSTRUCTION/PRACTICUM

This course examines classroom assessment and instructional best practices useful far 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.

NOTE: Must be fully accepted into the Teacher Education Program and meet CAEP requirements in order to register for this course.

*Prerequisite for student teaching. Must receive a B- or better in this course to student teach.
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.

Please see the Requirements for Approval to Student Teach in the Course Catalog.

NOTE: Must be fully accepted into the Teacher Education Program and meet CAEP requirements in order to register for this course.
Credits: 6

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 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 ln 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 based on 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), (e) comprehension of literary text, and (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 students "read to learn" as opposed to "learning to read". The emphasis is on differentiating instruction to meet varying and diverse student needs with 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.

NOTE: Must be fully accepted into the Teacher Education Program and meet CAEP requirements in order to register for this course.
Credits: 4

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,VOCAB

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

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

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 rich inquiry-based tasks. As a pre-service teacher, you will be introduced to the vertical and horizontal progression of the standards for student learning, as well as nontraditional algorithms, manipulatives, and technology 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 o 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 m addition to textbook readings.
Credits: 3

IN 604: METHODS OF TEACHING SOCIAL STUDIES

This course will equip elementary preserv1ce 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 m 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 m 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 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 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
Prerequisites:
15 graduate credit hours

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 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

English

Kristen Egan, Department Chair

Sarah Kennedy, Katherine Turner

The MBU bachelor's degree in English, through rigorous and varied coursework and discussion, develops students' skills in critical reading, textual analysis, incisive research, evidence-based writing, and oral communication. Our courses balance breadth and depth, covering major works from the British, American, and world literary traditions as well as more specialized topics. Questions of identity and diversity are pursued across our curriculum, and students also learn to work with critical theory and real-world issues such as censorship, education, and the value of the humanities. The flexibility of our program allows students to focus on areas of English that align with their professional aspirations.

ENG 102: COMPOSITION (COMP)

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: INTRO TO LITERATURE (HW) (NARR)

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 212: ADVANCED COMPOSITION (W)

ENG 212: Advanced Composition builds on the foundation of academic writing skills taught in ENG 102: College English. This course is designed to help students develop the rhetorical skills, critical awareness, and argumentative powers necessary to write advanced college level work. Students in this course will select a topic, ideally related to their major, and learn to gather high quality evidence in order to debunk a myth or clarify a controversy related to it. Additionally, through multimodal assignments, students will learn to persuasively express their ideas and findings through visual, auditory, and digital means.

Credits: 3

Prerequisites:

ENG 102

ENG 216: INTRODUCTION TO SHAKESPEARE (H)

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 LITERATURE: 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 LITERATURE: 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 226 (TBD): LITERATURE, CULTURE, AND POWER: WORKING WITH LITERARY THEORY

TBD

Credits: 3

ENG 228: THE RISE OF THE NOVEL

Detailed study of four or five major novels from the 18th and 19th centuries, both as literary masterpieces and as components of a broader cultural matrix.

Credits: 3

Prerequisites:

ENG 102

ENG 230: LITERATURE AND SCIENCE (H)

While seemingly disparate fields of study, science and literature intersect. This honors course will examine representations of science in literature. Through an exploration of 19^{th} – 21^{st} Century American literature, this class will uncover the historical contexts surrounding three pivotal shifts in scientific thought: evolution, germ theory, and climate change. What are these theories, and what are their historical contexts? What forms and literary motifs do authors use to represent scientific ideas? How do literary representations of science enhance, disrupt, or alter our understanding of these concepts? Finally, what can all of this teach us about American culture? The class will analyze short stories, novels, poetry, autobiographies, essays, and scientific treatises. We will also examine how identify markers – like gender, race, and class – intersect with representations of science in literature.

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 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 251: PROFESSIONAL WRITING (CW)

Practice, drafting, and revising professional documents. Case studies examine common genres of writing in communities and workplaces: instructions, letters, memos, reports, proposals. One objective is to simulate the processes of writing in professional settings. Students gain appreciation for the interacting demands of content, audience, and structure and learn to use writing time more effectively.

Credits: 3

Prerequisites:

ENG 102, or equivalent, or permission of instructor.

ENG 252: WORLD LITERATURE: INTRODUCTION TO AFRICAN WOMEN'S WRITING (IG)

This course introduces students to some major women writers of the African continent from the mid twentieth century to the present. Attending to specific historical, cultural and linguistic contexts for each text, the course will also explore the formal choices and experiments made by individual writers and pay particular attention to questions of gender and sexuality.
Credits: 3
Prerequisites:
ENG 102

ENG 260: WORLD LITERATURE: INTRODUCTION TO 20TH CENTURY INDIAN LITERATURE (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 102

ENG 264: AFRICAN AMERICAN LITERATURE

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 102

ENG 265: INTRO TO 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:
ENG 102

ENG 272: INTRODUCTION TO QUEER LITERATURE (G)

Special gender topics in language and literature.
Credits: 3
Prerequisites:
ENG 102

ENG 274: POETICS OF HIP HOP (H) (D)

This class uses rap lyrics, music, and culture to teach the fundamentals of poetics. By carefully analyzing the lyrics of influential rappers ranging we will learn both the formal structures that rap tracks are built upon and poetic principles that govern the western canon of verse. Further, by situating hip-hop in its historical, cultural, and political contexts, we will explore the ways in which hip-hop grew from Bronx street parties into one of the most popular and influential forms of global art. Course work will include written analysis of lyrics, short video responses on Flipgrid, and a collaborative multi-media research project.

Credits: 3
Prerequisites:
ENG 102

ENG 277: COLLOQUIUM:

Contact Professor for Course Description.
Credits: 3

ENG 287: INTERNSHIP IN ENGLISH

Credits: 3

ENG 320: RENAISSANCE LITERATURE (R)

A study of English poetry, prose and drama 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 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 four or five 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 (H)

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 111 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.

English Majors and minors are advised to take this course at the 300 level; all other students should take it at the 200 level. Students taking it at one level may not take it again at a different level.
Credits: 3
Prerequisites:
English 111 or any 200-level English Literature course or permission of the instructor.

ENG 352: WORLD LITERATURE: AFRICAN WOMEN'S WRITING AND THEORY (IGR)

This course introduces students to some major women writers of the African continent from the mid twentieth century to the present. Attending to specific historical, cultural and linguistic contexts for each text, the course will also explore the formal choices and experiments made by individual writers and pay particular attention to questions of gender and sexuality.

English Majors and minors are advised to take this course at the 300 level; all other students should take it at the 200 level. Students taking it at one level may not take it again at a different level.
Credits: 3
Prerequisites:
ENG 111 or any 200-level English Literature course or permission of the instructor.

ENG 360: WORLD LIT: 20TH C INDIAN LIT (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.

English Majors and minors are advised to take this course at the 300 level; all other students should take it at the 200 level. Students taking it at one level may not take it again at a different level.
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: QUEER LITERATURE AND THEORY (G)

Special gender topics in language and literature.

English Majors and minors are advised to take this course at the 300 level; all other students should take it at the 200 level. Students taking it at one level may not take it again at a different level.
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.

Film

Allan Moyé, Department Chair

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.

FILM 119: INTRODUCTION 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 creative narrative filmmaking, documentary, experimental, different forms of broadcast, video blogging and various forms of artistic expression.
Credits: 3

FILM 177: COLLOQUIUM

Credits: 3

FILM 229: ADVANCED FILM/ VIDEO PRODUCTION

The art and theories of visual storytelling through narrative, documenting, artistic and creative self-expression. Basic film/video skills are required (prerequisite FILM 119 or permission from instructor). Projects are oriented, depending on individual interests, toward creating short films, personal documentary projects through hands-on workshopping of basic scripting, shooting, editing, and multiple-camera studio events for MBU.
Credits: 3
Prerequisites:
FILM 119 or permission of the instructor.

FILM 254: MOVING IMAGES: ANALYSIS OF FILM (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 films and filmmakers. On campus screenings each week of important silent, classic, international, and modern films.
Credits: 3

FILM 264: SCREENWRITING (W)

Theory and practice of screenwriting, including concept, research, writing, revisions, and presentation. Analysis of successful scripts and films to discover appropriate styles and methods of writing. Workshop development of scripts emphasizing dramatic narrative for television and film. Weekly assignments and revisions meets the requirements for writing emphasis.
Credits: 3

FILM 275: WOMEN IN FILM (G)

A critical survey and analysis of how women who make film have affected our world by being film artists. We will examine, mostly through films created and directed by women, how these artists have created alternate visions and contributed to world views from this perspective. 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.
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 or script and related production book as thesis, seeing a chosen and approved individual project through all stages as arranged with instructor. Students may choose to emphasize filmmaking and/or film writing. The student will defend this thesis to committee.
Credits: 3

Francophone Studies

FREN 101: BEGINNING FRENCH I (F) (VOYA)

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 102: BEGINNING FRENCH II (F) (VOYA)

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. Prerequisite: FREN 101. Students who pass 102 cannot take 101 at a later date without permission from the instructor. Offered every spring.
Credits: 4

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. Prerequisite: FREN 102.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. Offered every fall.
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. Prerequisite: FREN 201. 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. Offered every spring.
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 226: DISCOVER FRANCE & REGIONS (I)(VOYA)

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 227: AMER IN PARIS: REV-TODAY (I) (VOYA)

In this course, students will gain a deeper understanding of the close relationships between the United States and France through the study of the diverse experiences of Americans who lived in France for extended periods of time, from the American Revolution to today. Students will also reflect on American history as a result.
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

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 155: INTRODUCTION TO THE US HEALTH CARE SYSTEM

This course introduces learners to the basic foundations of U.S. health care systems to provide an understanding of the complex systems in which health care occurs. Learners are introduced to and explore health care settings, the interprofessional design in health care field, the role of the government in the health care system, how the health care system is financed, and the future of health care services. Critical thinking and the demonstrated mastery of certain practical skills deemed as essential competencies for the practice of health care are introduced and evaluated.
Credits: 3
Prerequisites:
HSCI 150
May take HSCI 150 as a corequisite.

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: 1

HSCI 200: SCIENCE OF HUMAN NUTRITION

This course will address the principles and science of human nutrition and how they relate to the health of individuals, emphasizing the interactions between nutrients and physiological processes in the human biological system.
Credits: 3
Prerequisites:
CHEM 103 OR CHEM 121 OR CHEM 120

HSCI 203: EMERGENCY HEALTH & RESUSCITATION (P)

This course will provide students with the knowledge and skills necessary to sustain life and minimize the consequences of sudden injury or illness until advanced care is available. The prevention of injury and illness will be emphasized while focusing on personal safety and health. Content and activities will aid in the identification and elimination of potentially hazardous conditions. Students will be able to recognize emergencies and then make the appropriate decisions for first aid and care. Upon completion, students may be eligible for either American Red Cross or American Heart Association certifications. Fee required.
Credits: 3

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

This course is designed to give an overview and introduction of pharmacology to pre-clinical health and exercise science learners. This course will examine basic pharmacology terminology as well as the main drug classes (mechanisms of action, modes of administration and dosage, and their effects of specific disease states). Additionally, a review of the clinical trial processes as well as drug legislation and regulation will be presented.
Credits: 3
Prerequisites:
HSCI 180 Introduction to Medical Terminology, BIOL 111 or BIOL 151, and HSCI 205 OR BIOL 264 & BIOL 265, or instructor permission

HSCI 208: INTRODUCTION TO SPORTS MEDICINE

This course is designed to introduce students to the basic skills required for the field of athletic training. The course will teach introductory content and skills related to injury and illness prevention and management in a variety of active populations. Specific topics include preventing environmental injuries and illness, taping, and wrapping techniques, protective equipment, preparticipation physical examinations, preparing for emergencies in athletic settings, and concepts of basic athletic injury management. Students will engage in laboratory clinical scenarios and complete observational hours.
Credits: 3
Prerequisites:
HSCI 205 or BIOL 264 and BIOL 265

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 250: DIVERSITY IN HEALTHCARE

This course introduces learners to the concepts of culture, race, ethnicity, and related capacities in the U.S. health care system. Content includes practical guidelines for incorporating cultural understanding in health settings, resources and capacities assessment, and public policy related race and ethnicity in healthcare. Learners will develop skills in health literacy, cultural competency, and an appreciation for diversity and inclusion in healthcare delivery.
Credits: 3

HSCI 321: RESEARCH DESGN & APPLIED BIOSTAT(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 330: Health Program Planning & Evaluation

This course presents the foundations of needs assessment, planning, implementation, and evaluation of clinical and community health education programs. Learning will partner with a clinical or community agency to support the development, implementation, and evaluation of a health program. This course will expose students to programming and evaluation in a variety of community health settings, including schools, work sites, hospitals, state and local health departments and nonprofit agencies.
Credits: 3
Prerequisites:
HSCI 150
HSCI 220
PSYC 101 or PSYC 111

Instructor permission

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

Kim L. Nine, Program Director

Faculty: William Cundiff, Mark Erath

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. healthcare system in a comprehensive fashion. Includes general management principles and practices as found in healthcare organizations. Reviews the roles of healthcare providers, managers, and consumers.
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 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 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 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

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 330: ISSUES IN HEALTH CARE FINANCE

Analysis of the nature and operations of health insurance in the United States, including purposes of the various plans (HMO, PPO, IPA, CDHP, etc.) and how they work. Offers provider, manager and consumer perspectives. Analysis of the integration of health care delivery systems and financial aspects, including funding principles and practices, systems of reimbursement (like capitation, fee-for-service, and value-based) , and the role of health information technology. Strategic initiatives reviewed such as population health management, growth of companies and services, etc. Examines public policy initiatives. Alternate years.

Credits: 3

Prerequisites:

HCA 320

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: HEALTHCARE ADMIN INTERSHIP (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: 1-3

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

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 at least 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 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 of Adult and Higher Education Each of the two seven-week terms (HIED 654 and HIED 655) are 1.5 credit hours - totaling 3 credit hours. 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 1s 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 (HIED 654 and HIED 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. This course will introduce inferential statistics to include examining group differences. The application of quantitative reasoning skills will be considered as students prepare for the design and analysis of quantitative research. For more advanced inferential statistics enroll in HIED 667.

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.

Credits: 3

Prerequisites:

Prerequisite: HIED 665 or permission of instructor

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

History

Clayton Brooks, Department Chair

Faculty: Amy Tillerson-Brown, Mary Hill Cole, Josh Howard, R. Matthew Gildner

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.

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 HPUB 300, students may receive community service credit in the General Education.

HIST 101: WORLD HISTORY I (H)

A survey of the World History classical antiquity to the seventeenth century. The course begins with the earliest known evidence of human existence and ends with the end of the Thirty Years' War in Europe and the end of the Ming Dynasty in China. Other major topics include but are not limited to founding of world religions, Greek culture and empire, Roman Republic and Empire, classical India, Chinese dynasties, Islamic caliphates, African kingdoms, Indigenous American empires, and changes brought by early European colonization. This course investigates and analyzes the history of the entire world with a primary goal of building historical training to then apply learned skills in contemporary public life. This will be accomplished through course readings, developing research skills, reflective writings to develop one's professional voice, written exams, and interactive lectures.
Credits: 3

HIST 102: WORLD HISTORY II (H)

A survey of the World History from the middle of the seventeenth century to the present day. The course begins with four major events: the end of the Thirty Years' War in Europe, the arrival of the East India Company in Chennai, the Powhatan Wars and Pequot War in North America, and the end of the Ming Dynasty in China. Other major topics include but are not limited to the English Civil War, the Haitian Revolution, nationalism, imperialism, the two twentieth century World Wars, the Russian Revolution, the global Cold War, and the post-9/11 world today. This course investigates and analyzes the history of the entire world with a primary goal of building historical training to then apply learned skills in contemporary public life. This will be accomplished through course readings, developing research skills, reflective writings to develop one's professional voice, written exams, and interactive lectures.
Credits: 3

HIST 111: US HISTORY TO 1877 (H) (NARR)

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: US HISTORY FROM 1877 (H) (NARR)

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 186: NARRATIVES: HISTORY

The stories humans tell inform their place in the world. We study expressions of humanity to practice informed citizenship, critical thinking, and cultural awareness. This humanities research methodology course examines which stories get privileged and why; which narratives shape our cultural values; and how we come to learn our cultural and historical traditions. In Narratives, students will learn methods for analyzing texts and artifacts (such as manuscripts, printed and digital texts, works of art, material objects, film & video, oral testimonies, and audio recordings) within their various contexts and will learn how to find and deploy supporting evidence in pursuit of their own research questions.
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

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: SEXUALITY & SOCIETY IN AMERICA (G)

Who are the individuals who helped shape modern America? This class focuses on the dynamic Progressive era of United States history, primarily 1890-1930. These years saw the flowering of new ideals, altering understandings of masculinity and femininity, discussions of sexuality, and growing LGBTQIA+ communities. However, the era also witnessed reactionary forces of regression- homophobia, racism, nativism, classism, and more-trying to force limited ideas of what was considered "American." The course will consider those evolving ideas of American identity, particularly in regard to gender and sexuality, as well as the intersections with race, ethnicity, and class, to evaluate how these developments helped reshape a modern America.
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 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 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 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 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 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 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 268: RACE & RACISM:HIST, IDEOL, RESI (H)

Activists, scholars, and many others took to the streets, their workplaces, and classrooms in protest of anti-Black racism as evidenced by the 2020 police killings including: Ahmaud Arbery, murdered by two aimed White men who determined that he did not belong in a Georgia suburb; Breanna Taylor, an EMT in Louisville, KY who police officers shot dead in her own home; George Floyd, who the world watched die under Derrick Chauvin's knee; and Tony McDale, a transgender Black man in FL, murdered by police. These protests garnered support from people not typically involved in activism for racial justice and crossed racial and socio-economic boundaries. Despite a deadly pandemic and before the vaccine, people masked-up and took to the streets in protest of the virus of racism for which there remains no vaccination. Eerily reminiscent of Red Summer, 1919 plagued with racial conflict during the worldwide influenza epidemic, Summer 2020, illustrates the seeming permanence of racism in our beloved America. These horrific killings are symptomatic of structural racism and systemic violence rooted in White supremacy, racialized heteropatriarchy, capitalism, imperialism and the carceral state. The wave of uprisings that swept the nation and globe represent part of a long struggle of anti-racist organizing--one that can be traced back hundreds of years.

Using readings, lectures, discussion and intersectional analysis, this class examines the roots, philosophies/ideologies, and resistance to racism in the United States, specifically. We consider how race is interwoven into other categories including ethnicity, gender, class, and gender identity. We will use history, literature & poetry, science and public health to explore these themes with the goal of
helping students understand how racism functions in U.S. society.

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 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 (HTW)

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.

HPUB 230: INTRODUCTION TO PUBLIC HISTORY (CR)

The theory and practice of how history is applied in contemporary life. Students explore the relationship between history, memory, politics, and business and the careers open in the field. Readings, guest lectures, and reflective discussions address questions of presenting history to the public at sites such as museums, archives, popular media, parks, historical societies, private companies, and government agencies.
Credits: 3

HPUB 287: DEPARTMENTAL INTERNSHIP

Internships consist of 150 hours of practice in such areas as cultural resource management, cultural tourism research, curatorial services and material culture, digital history, educational programming, exhibit design, historical interpretation, and management of archives. In addition to their other activities, students keep a journal of their work experiences. Students may work at a variety of approved organizations in Staunton or elsewhere.
Credits: 3

HPUB 300: SPECIAL TOPICS: (CR)

Special Topics in Public History is a seminar course that focuses on an aspect of the field of public history. Students learn how to apply the research, analysis, and writing skills of a historian to develop and complete a project which can benefit an audience outside of traditional academia, and write a course paper. This is a hands-on course in American cultural history designed to immerse students in the scholarly process. Students from all majors are welcome.
Credits: 3

HPUB 387: DEPARTMENTAL INTERNSHIP

Internships consist of 150 hours of practice in such areas as cultural resource management, cultural tourism research, curatorial services and material culture, digital history, educational programming, exhibit design, historical interpretation, and management of archives. In addition to their other activities, students keep a journal of their work experiences. Students may work at a variety of approved organizations in Staunton or elsewhere.
Credits: 3

Interdisciplinary Studies

Courses within interdisciplinary studies derive their content and methodologies from more than one discipline or subject area.

INT 103: INFORMATION LITERACY (R)

This interdisciplinary course teaches students how to navigate, evaluate, and utilize a wide range of information sources and thereby equips them with research and critical thinking skills that are foundational to their academic success. Topics covered include: basic and advanced search techniques, information resources (both library and public/free), media literacy, and the ethical use of information. This course satisfies part of the “R” research requirement of Mary Baldwin University’s core curriculum.
Credits: 1

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: 1-3

INT 122: EXCEL 2021 & 365: LEVEL 1 (Q)

Microsoft Excel 2021 & 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. Cross listed as BUAD 122.
Credits: 1.5

INT 123: EXCEL 2021 & 365: LEVEL 2 (Q)

Microsoft Excel 2021 & 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. Cross listed as BUAD 123.
Credits: 1.5
Prerequisites:
INT 122

INT 124: EXCEL 2021 & 365: LEVEL 3 (Q)

Microsoft Excel 2021 & 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 national Microsoft Office Certification Exam for Excel. Cross listed as BUAD 124.
Credits: 1.5
Prerequisites:
INT 123

INT 165: EARTH AND SPACE SCIENCE (NQ) (DISC)

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 $250.
Credits: 4

INT 200: RESIDENT ADVISOR TRAINING

This course is designed to provide the participant with the experience of considering leadership in the Resident Assistant position as it relates to community and individual relationship building. Grounded in the first "challenge" provided by the text *Student Leadership Challenge* by Kouzes and Posner to "Model the Way", resident assistants will spend time uncovering personally held values as they relate to their definition of leadership, and how the messages they send in the position reflects those values. This course is taught on a pass/no credit basis.
Credits: 1

INT 213: COLLOQUIUM (HONORS) (TR)

The Baldwin 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 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. Taught each academic year.
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 277: COLLOQUIUM

Selected topics as offered.
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 380: PEER ADVISOR

Peer advisors are student leaders chosen to assist faculty and staff with leadership, mentorship, and development opportunities for first-year students through orientation, first-year classes, and continued support during the first year. Course is taught on a pass/no credit basis.
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

MBU 101: DESIGN YOUR MBU EXPERIENCE

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; taken in first semester.
Credits: 1

Japanese

JPNS 101: BEGINNING JAPANESE I (F) (VOYA)

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 102: BEGINNING JAPANESE II (F) (VOYA)

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 201: INTERMEDIATE JAPANESE I (F)

Students continue to develop skills of reading, writing, and speaking of Japanese.
Credits: 3
Prerequisites:
JPNS 102

JPNS 202: INTERMEDIATE JAPANESE II (F)

Students continue to develop skills of reading, writing, and speaking of Japanese.
Credits: 3
Prerequisites:
JPNS 201

Kinesiology

Michael Welsch, Chair
Matthew Holman, David McLeod, Faculty

The Department of Kinesiology provides opportunities for undergraduate students interested in studying how human movement and physical activity impact health, human performance, society, and quality of life. The department aims to prepare students to compete for entry-level positions in clinical settings, the fitness industry,

strength and conditioning programs, public health and health education settings, and as science communicators. In addition, students are offered specific pathways for entry into clinical graduate programs (e.g., physical therapy, occupational therapy, athletic training, etc.) and non-clinical graduate programs (e.g., exercise physiology, public health, etc.).

Exercise Science (BS)

The BS in Exercise Science at Mary Baldwin University is an interdisciplinary degree and includes coursework in exercise and health science, biology and chemistry, psychology, mathematics, and electives. Students will also gain experience through practicums and internships and will complete their coursework with a capstone, synthesizing all experiences in a meaningful product that will be showcased in their final semester. The program aims to prepare students to compete for entry-level positions in clinical settings, the fitness industry, and strength and conditioning programs. In addition, students are offered specific pathways to facilitate entry into graduate or professional programs.

Employment of individuals with a Bachelor of Science in Exercise Science is projected to grow 12 percent from 2023 to 2033, much faster than the average for all occupations (https://www.bls.gov/ooh/healthcare/exercise-physiologists.htm).

Mission/ Vision

The mission of the Exercise Science Program is to prepare students, through integration of education, scientific research, and practical applications, for positions aimed at enhancing physical performance, fitness, health, and quality of life or continued education in graduate or professional programs.

Recognizing the dangers of a sedentary lifestyle and the benefits of physical activity and training, the vision of the Exercise Science Program is to prepare students to extend and enrich the lives of others through the power of movement.

Goals of the Exercise Science Program

- Through the development of foundational knowledge, describe the scientific principles of human movement
- Through a Theory-to-Practice approach, apply scientific principles to applied skills to measure human movement and exercise responses
- Through Evidence-Based learning, develop, implement and assess population-based physical activity/training programs

Outcomes for the Exercise Science Program

Foundational Knowledge:

- Mastery of Structural, Functional, Biomechanical, and advanced anatomical knowledge;
- Mastery of physiology at different levels of organization (cellular, organ, and systemic) within the human body, with emphasis on acute and chronic physical activity/exercise in healthy, elite, and individuals with disease

Theory-to-Practice:

- Mastery of skills to ensure appropriate screening and measurement of individuals interested in engaging in programs to enhance health and performance through training
- Recognition and use of population-based exercise guidelines to prepare safe and effective exercise programs

Evidence-Based:

- Utilization of current research and proven strategies to ensure the implementation of exercise training programs for all individuals
- Ability to put evidence-based practices into practice
- Mastery of the ability to assess the efficacy of exercise programs

EXSS 141: INTERVENTIONAL EXERCISE

This course introduces students to the art and science of exercise self-improvement. They will learn how to assess and implement movement principles to any activity, and what is known about the etiology of injury. Students will learn a reductionist approach to movement limitations, common injuries, and simple interventions to help reduce pain and improve movement. In addition, students will learn the latest science on how to prepare for athletic events and outdoor activities, and basic tips on health and nutrition to improve performance. This course will introduce the concept of exercise to develop knowledge, skills, and abilities around physical activity to all current and aspiring exercise and health professionals and those wishing to incorporate physical activity into their own lives, workplaces, and communities.

Credits: 3
Prerequisites:
PHE 142

EXSS 187: EXPERIENTIAL LEARNING IN COACHING I

This course provides students with the opportunity to gain practical experience in routine and basic procedures associated with coaching in athletic environments. Students will actively demonstrate fundamental or novice applications of their knowledge, skills, and abilities at their approved affiliate site under the supervision of MBU faculty and approved site supervisors. A minimum of 50 clock hours per credit hour is required. Enrollment is restricted to students with at least sophomore standing, requires students to maintain current CPR/AED/FA certification throughout the semester, and requires permission from the instructor. Students will consult with the course instructor to ensure all course requirements are met prior to enrollment.

Credits: 2
Prerequisites:
EXSS 220
EXSS 380
At least sophomore standing and permission of instructor.

EXSS 197: FITNESS & PERFORMANCE (P)

This course requires students to develop the knowledge, skills, and abilities of both common free weight as well as advanced Olympic weightlifting techniques. In addition, students are introduced to proper preparation and warm-up for strength and conditioning programs. At the completion of this course students will demonstrate understanding and application of proper weightlifting techniques. This course involves significant exercise.
Credits: 1

EXSS 201: INTRODUCTION TO EXERCISE SCIENCE (P)

This course provides an introduction to exercise science and physiology. It is intended primarily for non-majors interested in exercise physiology, as well as those minoring in coaching. The course reviews the history of the field and it various disciplines. Most of the course covers the effect of acute exercise on the physiological systems, as well as some application to chronic exercise for fitness and health. Students will also be expected to engage in at home exercise labs. Fee required.
Credits: 3
Prerequisites:
BIOL 100, BIOL 151, BIOL 111, or Permission of instructor.

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

Prerequisites:

EXSS 201

EXSS 221: ORGANIZATION AND ADMINISTRATION IN KINESIOLOGY

This course explores professional aspects commonly associated with the roles and responsibilities of those practicing in health and fitness settings. Students will obtain a foundational understanding of organizational planning, evaluation, management and leadership, resource management, facility design, emergency planning, as well as legal and ethical considerations for health and fitness professionals. Department: Kinesiology.

Credits: 2

Prerequisites:

EXSS 201 or Instructor's permission

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 287: CLINICAL EXPERIENCE I

This course provides students with the opportunity to gain practical exposure to routine and basic procedures associated with exercise science, kinesiology, and/or physical rehabilitation sciences. Students will complete directed observation and demonstrate fundamental or novice applications of their knowledge, skills, and abilities at an approved affiliate site under the supervision of MBU faculty and approved site supervisors. A minimum of 50 clock hours per credit hour is required. Enrollment is restricted to students with at least sophomore standing, requires students to maintain current CPR/AED/FA certification throughout the semester, and requires permission from the instructor. Students will consult with the course instructor to ensure all course requirements are met prior to enrollment.

Credits: 2

Prerequisites:

BIOL 265
COMM 100
EXSS 220
EXSS 330
At least junior standing and permission of instructor.

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:
A grade of "C" or better in HSCI 200.

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 346: FUNCTIONAL ANATOMY

Functional anatomy extends the foundational knowledge of structural anatomy to improve understanding and analysis of human movement. Through integration of basic anatomy and neuromuscular concepts, properties and functions of the musculoskeletal system are explored to advance knowledge regarding human movement relating to muscular endurance and strength, posture and stability.
Credits: 3
Prerequisites:
BIOL 264

EXSS 350: EXERCISE IS MEDICINE (R)

This 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:
A grade of “C” or better in EXSS 351.

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. The course emphasizes bioenergetics and metabolism, the cardiorespiratory system, and endocrine responses to exercise, with an overview of the neuromuscular system. Special considerations relating to environmental physiology and fatigue are also discussed. impacts on exercise training. The laboratory portion will allow students to perform a variety of exercise physiology experiments and involves considerable physical activity. Lab fee.
Credits: 4
Prerequisites:
A grade of “C” or better in BIOL 265.

EXSS 351L: LAB FOR EXSS 351

Lab for EXSS 351.

Fee required.
Credits: 0

EXSS 358: EXER ASSESSMENT & PRESCRIPTION (P1)

This 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.

Fee required.
Credits: 3
Prerequisites:
A grade of “C” or better in EXSS 197 and EXSS 351.

EXSS 360: ADVANCED STRENGTH AND CONDITIONING

This course is designed to extend students' knowledge, skills, and abilities (KSA) regarding exercise physiology to resistance training, program design, and implementation of 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 part of their lab experience. This course will help prepare those students wishing to take the National Strength and Conditioning Association's Certified Strength and Conditioning (CSCS) Exam.
Credits: 4
Prerequisites:
A grade of "C" or better in EXSS 351 and EXSS 197.

EXSS 360L: LAB FOR EXSS 360

EXSS 360 Lab
Credits: 0

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 377: SPECIAL TOPICS IN EXERCISE & HEALTH

This course may cover a range of topics and areas of study not currently offered by the program and may be used to meet certain elective requirements for their degree.
Credits: 3
Prerequisites:
HSCI 205 or BIOL 265

EXSS 380: SPORT PSYCHOLOGY (R)

Psychology is broadly defined as the science of how and why people act, feel, and think the way they do. This course introduces students to psychological theories and practices that can be used in sport settings. Emphasis is placed on examining current research and applied methods to address issues including the psychological well-being of athletes and athletic performance enhancement through psychological skills training. This course will build on skills developed in INT 103 and prepare students for the Major Project course by refining the ability of students to locate, critically evaluate, and use information effectively. Students will be required to demonstrate an understanding of the research process, access information effectively from a variety of sources, evaluate information critically, and use proper documentation and citation of sources.
Credits: 3
Prerequisites:
PSYC 101 or 111 with a C or better. EXSS 245 with a C or better is recommended.

EXSS 387: CLINICAL EXPERIENCE II

This course provides students with the opportunity to gain practical experience in intermediate and advanced procedures associated with exercise science and kinesiology. Students will actively demonstrate competence in applications of their knowledge, skills, and abilities at their approved affiliate site under the supervision of MBU faculty and approved site supervisors. A minimum of 50 clock hours per credit hour is required. Enrollment is restricted to students with at least junior standing, requires students to maintain current CPR/AED/FA certification throughout the semester, and requires permission from the instructor. Students will consult with the course instructor to ensure all course requirements are met prior to enrollment.
Credits: 3
Prerequisites:
EXSS 287
EXSS 360
EXSS 380
At least senior standing and permission of instructor.

EXSS 405: ADVANCED HUMAN ANATOMY DISSECTION

This course provides an in-depth study of the regional organization of the human body through cadaver dissection.
Credits: 2
Prerequisites:
C or better in BIOL 264

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: SENIOR SEMINAR IN KINESIOLOGY (M)

This course is designed to advance students' knowledge in a specific approved Kinesiology topic. Students will develop a deeper understanding of the chosen topic through systematic literature reviews or the development of experimental designs for pilot work. Both options could be used for the development of a capstone research topic for HSCI 402.

Credits: 3

Prerequisites:

HSCI 321

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: PERIODIZATION OF TRAINING CONCEPTS

This course focuses on an evidence-based approach to understanding and applying the periodization of training. The course will review the historical development and application of periodization, unravel the confusion on its applications, and review how to implement periodization across many training populations.

Credits: 1

Prerequisites:

EXSS 358

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: Clinical Experience III

This course provides students with the opportunity to gain practical experience in advanced procedures associated with exercise science and kinesiology. Students will actively demonstrate proficiency in applications of their knowledge, skills, and abilities at their approved affiliate site under the supervision of MBU faculty and approved site supervisors. A minimum of 50 clock hours per credit hour is required. Enrollment is restricted to students with at least junior standing, requires students to maintain current CPR/AED/FA certification throughout the semester, and requires permission from the instructor. Students will consult with the course instructor to ensure all course requirements are met prior to enrollment.

Credits: 3

Prerequisites:

EXSS 387

At least senior standing and permission of instructor.

Marketing 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: REG FOR BUAD 230: MARKETING PRINCIPLES

Credits: 3

MKTC 240: REGISTER FOR COMM 240: ADVERTISING

Credits: 3

MKTC 260: REGISTER FOR COMM 260: PUBLIC RELATIONS

Credits: 3

Recommended:

COMM 100.

MKTC 261: CREATE AND OPTIMIZE AD CAMPAIGNS

This course introduces digital advertising and analytics, including the knowledge and skills necessary to create, manage, and optimize digital marketing campaigns. Students will learn the advantages and disadvantages of working with various digital advertising platforms. Emphasis is placed on understanding audience targeting, ad formats, and leveraging performance metrics to optimize ad reach and effectiveness.
Credits: 3
Recommended:
BUAD 230

MKTC 262: MARKETING ETHICS

This course provides information on current ethical marketing practices for students to analyze, apply and reinforce. Students will also learn to create social media policy, protect intellectual property, and work with stakeholders to ensure compliance. The course includes case studies for students to work through real-world situations.
Credits: 3
Recommended:
BUAD 230

MKTC 277: COLLOQUIUM

Credits: 3

MKTC 287: DEPARTMENTAL INTERNSHIP

Credits: 2

MKTC 300: PERSUASIVE COMPAIGNS

See COMM 300
Credits: 3

MKTC 328: SPONSORSHIP STRATEGY

This course focuses on the strategy, development, and execution of sponsorships in sports and live events. Students will learn how to evaluate sponsorship assets, pitch to potential partners, develop activation plans, and measure success. The course combines case studies with hands-on projects to prepare students for roles on both the brand and rights-holder side of the sponsorship equation.
Credits: 3
Prerequisites:
BUAD 230 or permission of the instructor

MKTC 334: REG FOR BUAD 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 351: MARKETING RESEARCH & ANALYSIS

This course provides an in-depth exploration of the principles and practices of marketing research and analysis. Students will learn how to design, conduct, analyze, and interpret marketing research to make informed business decisions. Both qualitative and quantitative research techniques are addressed, emphasizing practical applications in real-world marketing scenarios.

Credits: 3
Prerequisites:
BUAD 230

MKTC 352: MEASUREMENT AND REPORTING

This undergraduate marketing course focuses on measuring and reporting strategies to achieve and optimize marketing objectives. Students will learn to develop key performance indicators (KPIs), set benchmarks based on those KPIs to monitor progress, analyze marketing data, and create comprehensive reports to guide strategic decisions. Emphasis is placed on leveraging analytics tools, interpreting performance metrics, and effectively communicating insights to stakeholders. By the end of the course, students will be equipped to assess marketing effectiveness, identify areas for improvement, and implement data-driven strategies to enhance marketing outcomes.

Credits: 3
Prerequisites:
BUAD 230

MKTC 362: REG FOR BUAD 362: CONSUMER BEHAVIOR

Credits: 3

MKTC 370: BECOMING A CERTIFIED MARKETER

This course is offered in conjunction with materials from the American Marketing Association, using a Body of Knowledge created for today's marketing professional. Topics cover 8 domains: marketing strategy, global/ethical/ sustainable marketing, managing information for marketing insights, buyers and markets, product and service, managing pricing decisions, delivering the value offering, and communication. Upon completion, the student may choose to sit for the Marketing Management Certification from the AMA.

Credits: 3

Recommended:

BUAD 230

MKTC 375: REG FOR 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

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

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 504: POLICY, ETHICS, LEGAL PERSPECTIVES

This course examines the ethical, regulatory, and legal framework within the healthcare industry, including laws and regulations, such as anti-trust, privacy and confidentiality, quality and patient related outcomes, medical malpractice, utilization of technology etc., that impact the business of healthcare. Additionally, health care organizations
Corporate Compliance and the Code of Ethics are significant internal issues 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 509: ORG BEHAVIOR & MGMT IN HEALTHCARE

This course will examine the relationships of the three components of organizations, - the individual, the group, and the system as they exist in the health care industry. It will cover relevant management, social and psychological theories as they apply to the health care manager. The course will focus on individual and small-group processes, ethics, managing group and inter-group processes, creating meaningful change, and improving organizational effectiveness.
Credits: 3

MHA 510: FINANCIAL MGMT HEALTHCARE SYSTEMS

This course provides for a detailed understanding of health services financial management for decision-making with emphasis on proprietary versus non-profit healthcare organizations, financial statements, capital investments, operational and fiscal variances, revenue, and expense budgeting and forecasting and capital budgeting (CAPEX). This course blends accounting and finance concepts to enhance the healthcare manager's decision-making skills through the utilization of case studies and practical applications to real world situations.
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 heath, 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 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 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 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 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

Mathematics & Applied Mathematics

Dr. Anna-Rose Wolff, Department Chair

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.

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. Fall and Spring semester.
Credits: 3

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. Instructors may choose to include a software project on modeling and problem solving. Fall and Spring semester.
Credits: 3
Prerequisites:
MATH 159, MSAT 550, or MACT 23t, or permission of the instructor.

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. Fall semester.
Credits: 4
Prerequisites:
Minimum C- in MATH 171, or permission of the instructor.

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. Spring semester.
Credits: 4
Prerequisites:
MATH 211

MATH 221: GEOMETRIES & HISTORY OF MATH (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. Alternate years.
Credits: 3
Prerequisites:
MATH 211
or permission of instructor.

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. Fall semester.
Credits: 3
Prerequisites:
MATH 211

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. Software such as SPSS, Excel, or R will be used to illustrate the material presented. Spring semester.
Credits: 3
Prerequisites:
MATH 211, or PSYC 250, or B or higher in INT 222 and MATH 159, or B or higher in INT 222 and permission of instructor.

MATH 234: STATISTICAL METHODS & THEORY II (Q)

Course will not be offered during 2025-2026 academic year.

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. Alternate years.
Credits: 3
Prerequisites:
MATH 211

MATH 287: EXPL LEARNING

Credits: 3

MATH 303: MULTIVARIABLE CALCULUS

This course will cover the calculus of multivariable and vector functions. Topics discussed will include, but are not limited to, vectors, parametrized curves, partial derivatives, the second derivative test for multivariable functions, Lagrange multipliers, multiple integrals, and integration over vector fields via Stokes Theorem.

Credits: 3

Prerequisites:

MATH 212

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. Alternate years.

Credits: 3

Prerequisites:

MATH 303

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. Alternate years.

Credits: 3

Prerequisites:

MATH 212

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 Rn, 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. Alternate years.

Credits: 3

Prerequisites:

MATH 211 and MATH 231

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. Students intending to go to graduate school in mathematics must take both Math 396 and 398.

Credits: 3

Prerequisites:

MATH 211 and MATH 231

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. Students intending to go to graduate school in mathematics must take both Math 396 and 398. Fall semester. Alternate Years.

Credits: 3

Prerequisites:

MATH 322 or permission of instructor.

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 the research area, as well as propose a research project in the fall. The student will perform research in the spring semester, and defend the senior research project paper when done. This requirement applies to Adult Degree Program students as well.

Credits: 3

Prerequisites:

MATH 322, and MATH 396 or MATH 398 which may be taken concurrently.

MATH 487: DEPARTMENTAL EXTERNSHIP

Credits: 0

MATH 490: ON CATALOG DIRECTED INQUIRY

Credits: 0

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 Space Force, providing an overview of the basic characteristics, missions, and organization.

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 Space Force, providing an overview of the basic characteristics, missions, and organization.

Spring semester only.

Credits: 1

Prerequisites:

AERO 103
or permission of the Det 880 Commander.

AERO 113: LEADERSHIP LAB FOR AERO 103

Mandatory leadership lab that allows cadets to practice and demonstrate mastery of the leadership skills essential to USAF and USSF officers. 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 USAF and USSF officers. Spring semester only.

Credits: 0

AERO 203: TEAM & LEADERSHIP FUNDAMENTALS I

Part I of a survey course offered during the fall semester that provides a fundamental understanding of both leadership and team building. The lessons and course flow are designed to prepare students for field training and leadership positions in the detachment. Fall semester only.
Credits: 1
Prerequisites:
AERO 104
or permission of Det 880 Commander.

AERO 204: TEAM & LEADERSHIP FUNDAMENTALS II

Part II of a survey course offered during the spring semester, and is designed to expand on the fundamental understanding of both leadership and team building covered during the fall semester. Students will continue to utilize and improve his/her verbal and written communication skills and demonstrate capabilities and requirements of leadership that will be evaluated at Field Training, which follows the AS-200 year.

Spring semester only.
Credits: 1
Prerequisites:
AERO 203
or permission of Det 880 Commander.

AERO 213: LEADERSHIP LAB FOR AERO 203

Mandatory leadership lab that allows cadets to practice and demonstrate mastery of the leadership skills essential to USAF and USSF officers. 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 USAF and USSF officers. Emphasis is placed on preparing cadets for Field Training. Spring semester only.
Credits: 0

AERO 303: LEADING & EFFECTIVE COMMUNICATION I

Part 1 - This course designed to build on the leadership fundamentals taught in AS200, and is offered during the fall. Cadets will utilize their field training experience to take a more in-depth look at leadership. Special emphasis is placed on enhancing communication skills, and why that is important as a leader. Students have an opportunity to try out these leadership and management techniques in a supervised environment as juniors and seniors. Secondly, cadets will hone their writing and briefing skills. The course continues into advanced skills and ethics training that will prepare them for becoming an officer and a supervisor.

Fall semester only.
Credits: 2
Prerequisites:
AERO 204

AERO 304: LEADING & EFFECTIVE COMM II

Part II - This course designed to build on the leadership fundamentals taught in AS200, and is offered during the spring. Cadets will utilize their skills as they begin more of a leadership role in the detachment. The goal is for cadets to have a more in-depth understanding of how to effectively lead people, and provide them with the tools to use throughout their detachment leadership positions. Secondly, cadets will hone their writing and briefing skills. The course continues into advanced skills and ethics training that will prepare them for becoming an officer and a supervisor. Spring semester only.
Credits: 2
Prerequisites:
AERO 303

AERO 313: LEADERSHIP LAB FOR AERO 303

Mandatory leadership lab that allows cadets to practice and demonstrate mastery of the leadership skills essential to USAF and USSF officers. Only Commission seeking cadets take AS313. 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 USAF and USSF officers. Only Commission seeking cadets take AS314. Spring semester only.
Credits: 0

AERO 343: VIRTUAL REALITY T-6 FLIGHT SIM INSTRUCTION I

This course is designed to introduce U.S. Air Force or Navy students to the Undergraduate Pilot Training (UPT) environment flying the T-6A/B Texan. The course is flight-centric, and thus, will not focus on ground operations or the tactile mechanic of setting up the cockpit and flight instruments. Rather, it will focus on flight maneuvers as described in the AETCMAN 11-248 T-6 Primary Flying such as the takeoff, landing, closed pattern, overhead pattern, radio calls and aerobatics. Students that complete this course will be more prepared to attend UPT because they will possess greater knowledge of the flight characteristics and parameters of the T-6. Cadets are encouraged to take AS 344 the immediate next semester.
Credits: 1

AERO 344: VIRTUAL REALITY T-6 FLIGHT SIM INSTRUCTION II

This course is designed to reinforce and expand the concepts and skills introduced in AS 343. The course is flight-centric, and thus, will not focus on ground operations or the tactile mechanic of setting up the cockpit and flight instruments. Rather, it will focus on flight maneuvers as described in the AETCMAN 11-248 T-6 Primary Flying such as the breakout, area departures, stalls, and an introduction to instrument flight. Students that complete this course will be more prepared to attend UPT because they will possess greater knowledge of the flight characteristics and parameters of the T-6.
Credits: 1
Prerequisites:
AERO 343
or permission from Det 880 Commander.

AERO 403: NATIONAL SECURITY PREP I

Part I of a course designed for college seniors and gives them the foundation to understand their role as military officers and how they are directly tied to our National Security Strategy. 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.

Fall semester only.
Credits: 2
Prerequisites:
AERO 304

AERO 404: NATIONAL SECURITY PREP II

Part II of a course designed to prepare cadets for life as a Second Lieutenant. It covers the officer and enlisted evaluation systems, pay and benefits, career progression, and the commissioning oath.

Spring semester only.
Credits: 2
Prerequisites:
AERO 403

AERO 413: LEADERSHIP LAB FOR AERO 403

Mandatory leadership lab that allows cadets to practice and demonstrate mastery of the leadership skills essential to USAF and USSF officers. Only Commission seeking cadets take AS 413. 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 USAF and USSF officers. Only Commission seeking cadets take AS 414. Spring semester only.
Credits: 0

AERO 470: VIRTUAL REALITY T-6 FLIGHT SIM LAB

Introduction to T-6 flight instruction using state-of-the-art virtual reality flight simulators. Ground school academics covers Air Force T-6 publications that are used at Undergraduate Pilot Training (UPT) to include AETCMAN 11-248, AFI 11-2T-6v3, and the T-6-1 'Dash One'. Flight simulator instruction covers takeoffs, landings, the overhead pattern, closed patterns, and aerobatics. The course is intended to prepare AF pilot-selectees for their UPT experience.
Credits: 0

MS 109: INTRODUCTION TO THE ARMY

MS 109 focuses on introduction to the Army and basic soldier skills. It introduces cadets to the Army and the profession of arms. Cadets will examine the Army Profession and what it means to be a professional in the U.S. Army. The overall focus is on developing basic knowledge and comprehension of the Army Leadership Requirements Model while gaining a complete understanding of the Reserve Officers' Training Corps (ROTC) program, its purpose in the Army, and its advantages for the student. Cadets also learn to perform basic Soldier skills to survive in a field environment to support their development as an Army leader. 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. No lab associated with this course.
Credits: 1

MS 110: FOUNDATIONS OF LEADERSHIP

MS 110 introduces cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, performance and resilience enhancement skills, and communication will benefit them throughout their life and career. Cadets learn the basics of the communications process and the importance for leaders to develop the essential skills to effectively communicate in the Army. Cadets will begin learning the basics of squad level tactics. 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. No lab associated with this course.
Credits: 1

MS 209: LEADERSHIP AND ETHICS

MS 209 focuses on leadership and ethics. The course adds depth to the cadets' knowledge of the different leadership styles. Cadets will conduct a leadership analysis of famous leaders and self-assessment of their own leadership style. The Army profession is also stressed through understanding values, ethics and how to apply both to different situations they may encounter as a leader. Army values and ethics and their relationship to the law of land warfare and philosophy of military service are also stressed. Students are then required to apply their knowledge outside the classroom in a hands-on performance-oriented environment. Cadets will attend one field training exercise during the semester. No lab associated with this course.
Credits: 1

MS 210: ARMY DOCTRINE AND DECISION MAKING

MS 210 focuses on Army doctrine and decision making. The course begins with analytical techniques, creative thinking skills and the Army problem solving process as related to situations faced by leaders when making decisions. Troop leading procedures and operations orders will lead Cadets to an understanding of Army doctrine and symbology. Squad tactics will be covered in classes on Unified Land Operations, offensive operations and defensive operations. Cadets will attend one field training exercise during the semester. Cadets are then required to apply their knowledge outside the classroom in a hands-on performance-oriented environment. No lab associated with this course.

Credits: 1

MS 309: TRAINING MANAGEMENT AND WARFIGHTING

MS 309 is the first course in the ROTC Advanced Course and is specifically designed to prepare cadets for their responsibilities as Army officers. This course focuses on training management and the warfighting functions. It is an academically challenging course were cadets will analyze, test, and relate the fundamentals of training management and how the Army operates through the warfighting functions. At the conclusion of this course, cadets will be capable of planning, preparing, and executing training for a squad conducting small unit tactics. Includes a lab per week using peer facilitation supervised by ROTC cadre. Corequisite(s): MS 319 for seeking/ commissioning cadets, or LS 350 for non-commissioning cadets. Failure to take the appropriate lab will result in a grade of F in the ROTC course.

Credits: 2

Co-Requisites:

MS 319 for commissioning cadets, or LS 350 for non-commissioning cadets.

MS 310: APPLIED LEADERSHIP IN SMALL UNIT OPERATIONS

MS 310 focuses on applied leadership in small unit operations. It is an academically challenging course where cadets will study, practice, and apply the fundamentals of direct level leadership and small unit tactics at the platoon level. At the conclusion of this course, cadets will be capable of planning, coordinating, navigating, motivating and leading a platoon in the execution of a mission. It includes a lab per week using peer facilitation supervised by ROTC Cadre. Successful completion of this course will help prepare cadets for Cadet Summer Training / Advanced Camp during the summer at Fort Knox, KY. Corequisite(s): MS 320 for seeking/commissioning cadets, or LS 351 for non-commissioning cadets. Failure to take the appropriate lab will result in a grade of F in the ROTC course.

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 409: THE ARMY OFFICER

MS 409 focuses on development of the Army Officer. It is an academically challenging course where cadets will develop knowledge, skills, and abilities to plan, resource, and assess training at the small unit level. Cadets will also learn about Army programs that support counseling subordinates and evaluating performance, values and ethics, career planning, and legal responsibilities. At the conclusion of this course, cadets will be familiar with how to plan, prepare, execute, and continuously assess the conduct of training at the company or field grade officer level. Corequisite(s): MS 419 for seeking/commissioning cadets, or LS 450 for non-commissioning cadets. Failure to take the appropriate lab will result in a grade of F in the ROTC course.
Credits: 2
Co-Requisites:
MS 419 for commissioning cadets, or LS 450 for non-commissioning cadets.

MS 410: COMPANY GRADE LEADERSHIP

MS 410 is an academically challenging course where cadets will develop knowledge, skills, and abilities required of junior officers pertaining to the Army in Unified Land Operations and company grade officer roles and responsibilities. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, practical exercises, and a comprehensive exam. Successful completion of this course will assist in preparing commissioning cadets for Basic Officer Leader's Course-B. Corequisite(s): MS 420 for seeking/commissioning cadets, or LS 451 for non-commissioning cadets. Failure to take the appropriate lab will result in a grade of F in the ROTC course.

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. Prerequisite(s): Completion of ROTC Advanced Camp required for enrollment.

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: THE ARMY OFFICER

MS 429 focuses on development of the Army Officer. It is an academically challenging course where cadets will develop knowledge, skills, and abilities to plan, resource, and assess training at the small unit level. Cadets will also learn about Army programs that support counseling subordinates and evaluating performance, values and ethics, career planning, and legal responsibilities. At the conclusion of this course, cadets will be familiar with how to plan, prepare, execute, and continuously assess the conduct of training at the company or field grade officer level. Note: Instructor approval required. This course is the equivalent of MS 409. Corequisite(s): MS 439

Credits: 2

Co-Requisites:

MS 439.

MS 430: COMPANY GRADE LEADERSHIP

MS 430 is an academically challenging course where cadets will develop knowledge, skills, and abilities required of junior officers pertaining to the Army in Unified Land Operations and company grade officer roles and responsibilities. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, practical exercises, and a comprehensive exam. Successful completion of this course will assist in preparing commissioning cadets for Basic Officer Leader's Course-B. Note: Instructor approval required. This course is the equivalent of MS 410. Corequisite(s): 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. Note: Instructor approval required. This course is the equivalent of MS 319. Corequisite(s): 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. This course is the equivalent of MS 320. Corequisite(s): MS 430

Credits: 0

Co-Requisites:

MS 430.

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

Music

Lise Keiter, Department Chair

MUS 100: INTRO TO LISTENING (A) (CREA)

A general introduction to the development of music from a historical and cultural perspective. Examples will be drawn from a variety of styles and genres, including Western classical music, jazz and other popular styles, and music from around the world. This course is designed to refine the student's listening skills and enjoyment of music. 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. 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 presents several concerts throughout the semester. Students also participate in the annual spring tour. No audition is necessary. Can be repeated for credit.
Credits: 1

MUS 107: MBU MARCHING BAND

The MBU Marching Band is open to all Mary Baldwin students. The band performs regularly at parades on and off campus. 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, Jazz Combo, Percussion Ensemble, 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 sightsinging. 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 sightsinging. Required for the major or minor.
Credits: 4
Prerequisites:
MUS 111 or instructor permission

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. Approved music majors and minors and advanced-level vocalists or instrumentalists normally 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. 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. Approved music majors and minors and advanced-level vocalists or instrumentalists normally 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. Course Fee.

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. Approved music majors and minors and advanced-level vocalists or instrumentalists normally 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. 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. Approved music majors and minors and advanced-level vocalists or instrumentalists normally 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. 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. Approved music majors and minors and advanced-level vocalists or instrumentalists normally 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. 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. Approved music majors and minors and advanced-level vocalists or instrumentalists normally 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. 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. Approved music majors and minors and advanced-level vocalists or instrumentalists normally 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. 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. Approved music majors and minors and advanced-level vocalists or instrumentalists normally 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. 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. Approved music majors and minors and advanced-level vocalists or instrumentalists normally 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. 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. Approved music majors and minors and advanced-level vocalists or instrumentalists normally 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. 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. Approved music majors and minors and advanced-level vocalists or instrumentalists normally 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. 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. Approved music majors and minors and advanced-level vocalists or instrumentalists normally 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. 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 appliable 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 160: MUSIC IN COMMUNITY (C)

This civic engagement course culminates in a collaborative project with a musical focus. All students will be expected to participate in research of project models, along with brainstorming and planning a unique project to further their understanding and provide a benefit to the community. In addition, students will be expected to participate in a minimum of 10-15 hours of interaction with a community mentor, leader, or entrepreneur in discussions, guidance and support sessions to complete the group project. The class is open to all students.
Credits: 1

MUS 189: CREATIVITY: MUSIC

Creativity and creative production will be explored in the arts through the lens of imagination, self- expression, cultural significance, narrative, and impact on society. We will examine how creativity is integrated into societies worldwide through research, evaluation, inquiry, and interpretation of creative thinking. Works of art and cultural belongings will be examined, as well as marginalized narratives about histories, stories, theories, and cultures beyond the dominant Western perspective. This will include examples from visual arts, creative writing, theater, music, dance, and film, and will consider the role of creativity in other fields. This course includes the opportunity to attend arts events on campus or in your community.
Credits: 3

MUS 200: TOPICS IN MUSIC HISTORY

One or more course topics will be chosen from such areas as: the Art Song, World Music, Hip Hop Music, and Chamber Music Literature.
Credits: 3

MUS 205: MUSICAL & OPERA SCENES WORKSHOP

This performance-based class is open to all students. The course culminates in a public performance of staged scenes from musical theater, opera and related genres. All students will be expected to sing their assigned roles. Students will be coached on their roles vocally, musically, dramatically, and physically. In addition, students will learn about character development, context and background study of scenes and musical scores. Selections will be chosen according to students' vocal level, experience, and interests. Casting will be flexible and may challenge historical gender and type casting.
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 major musical styles and genres, with attention 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)

This course is a continuation of MUS 211. Students will develop analytical techniques appropriate for major musical styles and genres, with attention to the historical and cultural foundation of these techniques. Focus will be on analysis projects, composition, and aural skills.
Credits: 3
Prerequisites:
MUS 211

MUS 217: CONDUCTING

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) (IDEN)

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 classical music, popular music, and world cultures.
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 227: BLACK SACRED MUSIC (A) (D)

This course will introduce students to the history, musical elements and performance practices of selected sacred musical genres of the Black tradition. Students will investigate specific cultural and musical practices of the African Diaspora and its effects on the musical landscape of the United States. Cultural and religious texts that are relevant and influential in the presentation of Black sacred music will be discussed throughout this course. Video and audio examples of various styles of Black sacred music will also be featured and assigned to supplement class discussions. Students will be required to actively participate in music making and demonstrate an understanding of the various styles of Black sacred music. The following genres to be discussed will include but are not limited to various iterations of: Negro spirituals, Black gospel, sacred jazz, and contemporary gospel.

Credits: 3

MUS 251: HISTORY OF JAZZ (D) (IDEN)

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 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. Approved music majors and minors and advanced-level vocalists or instrumentalists normally 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. 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. Approved music majors and minors and advanced-level vocalists or instrumentalists normally 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. Course Fee.

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. Approved music majors and minors and advanced-level vocalists or instrumentalists normally 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. 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. Approved music majors and minors and advanced-level vocalists or instrumentalists normally 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. 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. Approved music majors and minors and advanced-level vocalists or instrumentalists normally 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. 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. Approved music majors and minors and advanced-level vocalists or instrumentalists normally 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. 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. Approved music majors and minors and advanced-level vocalists or instrumentalists normally 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. 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. Approved music majors and minors and advanced-level vocalists or instrumentalists normally 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. 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. Approved music majors and minors and advanced-level vocalists or instrumentalists normally 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. 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. Approved music majors and minors and advanced-level vocalists or instrumentalists normally 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. 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. Approved music majors and minors and advanced-level vocalists or instrumentalists normally 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. 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. Approved music majors and minors and advanced-level vocalists or instrumentalists normally 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. Course Fee.
Credits: 2

MUS 300: TOPICS IN MUSIC HISTORY

One or more course topics will be chosen.
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 and recorder.
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 classical music, popular music, and world cultures.
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 opera and other theatre music (including incidental music, ballet, and musical theatre) from their origins to the 21st century.
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 PROJECT (M)

The senior project affords each student the opportunity to conduct a large-scale, individual project. Students are expected to draw upon the knowledge and skills they have acquired through their music coursework and experiences as an undergraduate student. The process will include a proposal, abstract, bibliography, and final project. Students will work with their project advisor throughout the process.
Credits: 3

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 379: Clinical Concepts I: Professional Development Portfolio

This course promotes various activities of self-reflection which will be utilized to foster personal and professional growth through the evaluation of one's own cognitive, emotional, and behavioral processes. Competency achievement and educational milestones will be evaluated to assess prior experiential learning. Students will construct a Learning Autobiography to document efforts, progress, and/or achievement in a given nursing domain relative to American Association of Colleges of Nursing (AACN), The Essentials: Core Competencies for Professional Nursing Education https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf

Credits: 30
Prerequisites:
Admission to the RN-BSN program.

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 620: ADVANCED PHYSIOLOGY & PATHOPHYSIOLOGY FOR THE APRN

This course 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: 3

NUR 700: ADV. PHYSIOLOGY & PATHOPHYSIOLOGY I

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 703: INTRO TO CLINICAL ANATOMY

In this introductory course, students will examine gross human anatomy from a clinical perspective necessary for anesthesia care. Investigation of the neuromuscular structures will be correlated with biological function and clinical management. Students will combine the principles learned in this course with foundational knowledge from advanced physiology, pathophysiology, and health assessment for application to the development of appropriate plans of nurse anesthesia care.
Credits: 1

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: ADV. PHYSIOLOGY PATHOPHYSIOLOGY II

Provides an advanced understanding of concepts in human physiology and pathophysiology as a foundation for the advanced nursing practice role and expands on topics and systems covered in NUR 700 Advanced Physiology & Pathophysiology I. 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
Prerequisites:
NUR 700

NUR 705: Advanced Physiology and Pathophysiology II

Provides an advanced understanding of concepts in human physiology and pathophysiology as a foundation for the advanced nursing practice role and expands on topics and systems covered in NUR 700 Advanced Physiology & Pathophysiology I. 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
Prerequisites:
NUR 700

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 715: TRANSLATION THEORY AND RESEARCH IN NURSING

This course is designed to support an understanding of concepts in knowledge translation (KT), methods, and models for evaluation of research, and findings to translate knowledge into best practice protocols. A translational model is used to support knowledge translation from scholarly evidence that will influence outcomes. The steps in the research process are examined to support a comprehensive plan in preparation for the scholarly project. The content includes the development of a research question, identifying an appropriate sample, identifying appropriate strategies for data collection and analysis, and emphasizing the importance of the protection of human subjects. The course provides the students with a foundation for developing a scholarly proposal.

Credits: 3

NUR 720: DNP PRACTICUM HOURS

Provides the opportunity for the student to pursue additional in-depth study relevant to advanced nursing practice. 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. **Repeatable for credit up to 6 credit hours**

Credits: 1-3

NUR 720: DNP PRACTICUM HOURS

Provides the opportunity for the student to pursue additional in-depth study relevant to advanced nursing practice. 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

This course will have an emphasis on statistical analysis methods that can be incorporated in clinical practice and population health research. Epidemiological perspectives will be addressed with a focus on the incidence, patterns, and determinants of health and disease conditions in defined populations.

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 heath, 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 822: FNP COMPETENCY LAB

Introduces the student to advanced practice skills and therapeutic procedures required for diagnosis and management of individuals & families across the lifespan in a primary care setting. Focus is placed on the role of a family nurse practitioner, scope of practice, and application of diagnostic reasoning. Students must demonstrate novice competency of selected advanced practice skills, procedures, and appropriate documentation prior to beginning clinical hours during a mandatory on-campus session.

Credits: 1

Prerequisites:

NUR 700
NUR 706

Co-Requisites:

NUR 820

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: 4

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: 2

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: Advanced Practice Nursing: Clinical IV

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: 2
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: Advanced Practice Nursing: AG-ACNP I

This explores, at an advanced level, pathophysiology, assessment, diagnoses, and collaborative management of the entire adult age spectrum with selected episodic/chronic health problems in acute care. Demonstration of the ability to analyze, integrate, and synthesize pathophysiologic concepts and current research findings for collaborative management of adult health problems will be measured through didactic content and case study analyses. Apply behavior change theory to improve health and ethical principles to care for patients. Role development toward independent practice.

Credits: 4
Prerequisites:
NUR 820
NUR 823

NUR 844: ADV PRACTICE NURSING: AG-ACNP I

This explores, at an advanced level, pathophysiology, assessment, diagnoses, and collaborative management of the entire adult age spectrum with selected episodic/chronic health problems in acute care. Demonstration of the ability to analyze, integrate, and synthesize pathophysiologic concepts and current research findings for collaborative management of adult health problems will be measured through didactic content and case study analyses. Apply behavior change theory to improve health and ethical principles to care for patients. Role development toward independent practice.

Credits: 4

NUR 845: Advanced Practice Nursing: Adult Primary Care III

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 and chronic health conditions addressed in a primary care setting. Palliative and end of life care is also discussed. Emphasis is placed on interprofessional collaboration, use of technology, patient advocacy, and the financial and ethical considerations of quality care.

Credits: 4
Prerequisites:
NUR 832

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 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 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 862: INTRO TO NURSE ANESTHESIOLOGY PRACT

This course provides an orientation to the nurse anesthesiology profession and the importance of personal wellness and stress management. The course will explore the history of the nurse anesthesia profession, professional socialization, the Standards for Nurse Anesthesia Practice, Code of Ethics, and the role of the American Association of Nurse Anesthetists. The students will explore complementary and alternative modalities to promote and maintain wellness, balance, and self-care management.

Credits: 1

NUR 866: BASIC PRINC NURSE ANESTHESIOLOGY

In this course the students will examine general principles, techniques, and procedures of anesthesia that are required for the delivery of safe, individualized, culturally competent, and cost-effective anesthesia service throughout the perioperative continuum. Concepts needed to assess patients pre-operatively for an anesthetic and manage their care intraoperatively and postoperatively will be examined. Management of anesthesia for basic surgical procedures will be explored.

Credits: 3

NUR 867: CHEM & PHYS NURSE ANESTHESIOLOGY

In this course the students will examine the principles of inorganic, organic and biochemistry as they relate to the field of anesthesia. An emphasis is placed on the understating of the functioning and relevant physical laws and their application in the delivery of anesthesia.

Credits: 3

NUR 868: EQUIP, INSTRUC, & TECH IN ANESTHESI

In this course the students will examine the essentials of equipment, instrumentation, and technology to ensure the safe delivery of anesthesia. The course will explore the safe use of anesthetic delivery systems, airway equipment, monitoring devices, ultrasound, fluoroscopy, and radiography during the delivery of anesthesia.

Credits: 3

Prerequisites:

NUR 867

NUR 868: Equipment, Instrumentation, and Technology in Anesthesiology

In this course the students will examine the essentials of equipment, instrumentation, and technology to ensure the safe delivery of anesthesia. The course will explore the safe use of anesthetic delivery systems, airway equipment, monitoring devices, ultrasound, fluoroscopy, and radiography during the delivery of anesthesia.

Credits: 2
Prerequisites:
NUR 867

NUR 869: ANATOMY, REGIONAL ANESTHESIA & PAIN MANAGEMENT

In this course the students will examine the Anatomy and Neurophysiology of pain as well as the fundamental concepts of acute and chronic pain management. The anatomy, technique, physiologic alterations, and complications of local and regional anesthetics will be examined to include spinal, epidural, peripheral, and other nerve blocks. Advanced ultrasound techniques will be studied including vascular or arterial access and point of care ultrasound.
Credits: 3
Prerequisites:
NUR 700 Advanced Physiology and Pathophysiology I; NUR 705 Advanced Physiology and Pathophysiology II; NUR 874 Pharmacology in Anesthesiology Practice I; NUR 875 Pharmacology in Anesthesiology Practice II; NUR 867 Chemistry and Physics for Nurse Anesthesiology; NUR 886 Basic Principles of Nurse Anesthesiology

NUR 870: ANESTHESIOLOGY SIMULATION LAB I

Provides the student practical experience with basic principles of anesthesia through high fidelity patient simulation. Develops problem solving and decision-making skills during all phases of anesthetic management by participating in case preparation, discussions, and actual management of selected case scenarios followed by a review and discussion of performance.
Credits: 1
Prerequisites:
NUR 700 Advanced Physiology and Pathophysiology; NUR 705 Advanced Physiology and Pathophysiology; NUR 874 Pharmacology in Anesthesia Practice I; NUR 867 Chemistry and Physics for Nurse Anesthesiology

NUR 872: ANESTHESIOLOGY SIMULATION LAB II

Provides the student practical experience associated with those concepts presented. Content includes advanced airway management, anesthesia crisis resource management, pediatric and obstetric anesthesia management, spinal, epidural, arterial line placement, and central venous line placement. The students will participate in case preparation, discussions, and actual management of selected case scenarios followed by a review and discussion on performance.

Credits: 1

Prerequisites:

NUR 700 Advanced Physiology and Pathophysiology I; NUR 705 Advanced Physiology and Pathophysiology II; NUR 874 Pharmacology in Anesthesia Practice I; NUR 867 Chemistry and Physics for Nurse Anesthesiology; NUR 870 Anesthesiology Simulation Lab I

NUR 873: ANESTHESIOLOGY SIMULATION LAB III

Provides the student practical experience associated with those concepts presented. Content includes use of ultrasound technology for peripheral nerve blocks and point of care ultrasound, and transesophageal echocardiography imaging. Builds on problem solving and decision-making skills during all phases of anesthetic management by participating in case preparation, discussions, and actual management of advanced case scenarios followed by a review and discussion of performance.

Credits: 1

Prerequisites:

NUR 700 Advanced Physiology and Pathophysiology I; NUR 705 Advanced Physiology and Pathophysiology II; NUR 874 Pharmacology in Anesthesia Practice I; NUR 867 Chemistry and Physics for Nurse Anesthesiology; NUR 870 Anesthesiology Simulation Lab I; NUR 872 Anesthesiology Simulation Lab II

NUR 874: ADVANCED PHARMACOLOGY IN ANESTHESIOLOGY PRACTICE I

In this course students will examine the pharmacokinetics, pharmacodynamics, corresponding physiology, and anesthetic considerations of drugs that are administered or encountered during perioperative care. Drugs used in the promotion and maintenance of health in physiologic systems and their effects on anesthetic delivery will be examined.

Credits: 3

NUR 875: ADVANCED PHARMACOLOGY IN ANESTHESIOLOGY PRACTICE II

In this course students will examine the pharmacokinetics, pharmacodynamics, corresponding physiology, and anesthetic considerations of drugs that are administered or encountered during perioperative care. Drugs used in the promotion and maintenance of health in physiologic systems and their effects on anesthetic delivery will be examined.

Credits: 4

Prerequisites:

NUR 704 Advanced Pharmacology and Therapeutics, NUR 874 Pharmacology in Anesthesiology Practice I

NUR 876: ADVANCED PATHOPHYSIOLOGY AND PRINCIPLES OF NURSE ANESTHESIOLOGY I

This course will examine the advanced concepts in anatomy, physiology, and pathophysiology, and build upon this knowledge of the scientific and general principles in the delivery of anesthesia services across the lifespan. The course will focus on the delivery of anesthesia services for special populations to include obesity, geriatrics, obstetrics, pediatrics, principles of anesthetic management outside of the operating room, and patients with difficult airway management.

Credits: 4

Prerequisites:

NUR 700 Advanced Physiology and Pathophysiology I; NUR 705 Advanced Physiology and Pathophysiology II; NUR 874 Pharmacology in Anesthesia Practice I; NUR 875 Pharmacology in Anesthesiology Practice II; NUR 867 Chemistry and Physics for Nurse Anesthesiology; NUR 886 Basic Principles of Nurse Anesthesiology

NUR 878: ADVANCED PATHOPHYSIOLOGY AND PRINCIPLES OF NURSE ANESTHESIOLOGY II

This course will examine the advanced concepts in anatomy, physiology, and pathophysiology, and build upon this knowledge in the delivery of anesthesia services for advanced surgical procedures and special populations across the perianesthesia continuum. The course will focus on the administration and anesthetic management of the patient requiring neurological, cardiovascular, thoracic, vascular, trauma, burns, organ transplant and procurement surgical procedures.

Credits: 4

Prerequisites:

NUR 700 Advanced Physiology and Pathophysiology I; NUR 705 Advanced Physiology and Pathophysiology II; NUR 874 Pharmacology in Anesthesia Practice I; NUR 875 Pharmacology in Anesthesiology Practice II; NUR 867 Chemistry and Physics for Nurse Anesthesiology; NUR 886 Basic Principles of Nurse Anesthesiology; NUR 876 Advanced Principles of Nurse Anesthesiology I

NUR 879: PROF ASPECTS NURSE ANESTHESIOLOGY

This course will examine professional, legal, regulatory, ethical, health policy, cultural competency, conflict management, liability, and chemical dependency issues in the development of the professional role of the nurse anesthetist.

Credits: 2

Prerequisites:

NUR 862

NUR 880: NURSE ANESTHESIOLOGY PRACTICUM I

This course is the first of six practicum courses. The practicum course has an emphasis on patient safety, vigilance, evidence-based practice, infection control and providing culturally competent care. Clinical activities include observing and assisting the licensed anesthesia provider with a complete pre-anesthesia checkout, assembling basic drugs and monitors for selected anesthetics. The emphasis is on the application of basic principles of general anesthesia. The student practices in the clinical setting for a minimum of 100 hours.

Credits: 1

Prerequisites:

NUR 700 Advanced Physiology and Pathophysiology I; NUR 705 Advanced Physiology and Pathophysiology II; NUR 874 Pharmacology in Anesthesia Practice I; NUR 867 Chemistry and Physics for Nurse Anesthesiolog

NUR 881: NURSE ANESTHESIOLOGY PRACTICUM II

This course is the second of the six practicum courses. The practicum course has an emphasis on patient safety, vigilance, evidence-based practice, infection control and providing culturally competent care. Clinical activities include independently performing a complete pre-anesthesia checkout, assembling anesthesia drugs and monitors for selected anesthetics. The emphasis is on planning, managing, and implementing anesthesia plans of care for basic surgical procedures. The student practices in the clinical setting for a minimum of 200 hours.

Credits: 3

Prerequisites:

NUR 880

NUR 882: NURSE ANESTHESIOLOGY PRACTICUM III

This course is the third of the six practicum courses. The practicum course has an emphasis on patient safety, vigilance, evidence-based practice, infection control and providing culturally competent care. Students have the opportunity to participate in the administration of anesthetics for patients requiring all types of anesthetics including pain management procedures and techniques. The student practices in the clinical setting for a minimum of 300 hours.

Credits: 3

Prerequisites:

NUR 880
NUR 881

NUR 883: NURSE ANESTHESIOLOGY PRACTICUM IV

This course is the fourth of the six practicum courses. The practicum course has an emphasis on patient safety, vigilance, evidence-based practice, infection control and providing culturally competent care. Clinical experience will correlate with advanced principles of anesthesia practice. The students will focus on specialty rotations in cardiac, neurology, pediatrics, and obstetrics. Students will be encouraged to make independent decisions regarding anesthesia management of assigned cases. The student practices in the clinical setting for a minimum of 600 hours.

Credits: 6

Prerequisites:

NUR 880
NUR 881
NUR 882

NUR 884: NURSE ANESTHESIOLOGY PRACTICUM V

This is the fifth course of the six practicum courses. The practicum course has an emphasis on patient safety, vigilance, evidence-based practice, infection control and providing culturally competent care. Clinical experience will correlate with advanced principles of nurse anesthesia practice. The students will focus on specialty rotations in cardiac, neurology, pediatrics, and obstetrics. During this practicum, students will be able to manage all anesthetics with minimal supervision. The student practices in the clinical setting for a minimum of 600 hours.

Credits: 6

Prerequisites:

NUR 880
NUR 881
NUR 882
NUR 883

NUR 885: NURSE ANESTHESIOLOGY PRACTICUM VI

This is the sixth course of the six practicum courses. The practicum course has an emphasis on patient safety, vigilance, evidence-based practice, infection control and providing culturally competent care. Clinical experience will correlate with advanced principles of nurse anesthesia practice. The students will focus on specialty rotations in cardiac, neurology, pediatrics, and obstetrics. During this practicum, students will be able to manage all anesthetics with minimal supervision. The student practices in the clinical setting for a minimum of 600 hours.

Credits: 6

Prerequisites:

NUR 880
NUR 881
NUR 882
NUR 883
NUR 884

NUR 890: NURSE ANESTHESIOLOGY PRAC COMP I

This is the first in a series of courses designed to integrate knowledge and clinical correlation of advanced physiology/pathophysiology, advanced pharmacology, and basic and advanced principles of nurse anesthesia. Students will begin to demonstrate practical thinking skills and increased mastery of didactic and clinical knowledge as well as prepare for both the Self-Evaluation Exam (SEE) and the National Certification Exam (NCE) under the guidance of the program faculty.

Credits: 2

Prerequisites:

NUR 700 Advanced Physiology and Pathophysiology; NUR 705 Advanced Physiology and Pathophysiology II; NUR 874 Pharmacology in Anesthesia Practice I; NUR 867 Chemistry and Physics for Nurse Anesthesiology; NUR 886 Basic Principles of Nurse Anesthesiology; NUR 876 Advanced Principles of Nurse Anesthesiology I; NUR 878 Advanced Principles of Anesthesiology II

NUR 892: NURSE ANESTHESIOLOGY PRAC COMP II

This is the second course in a series of courses designed to integrate knowledge and clinical correlation of advanced physiology/pathophysiology, advanced pharmacology, and basic and advanced principles of nurse anesthesia. Students will continue to demonstrate practical thinking, diagnostic reasoning and increased mastery of didactic and clinical knowledge as well as prepare for both the Self-Evaluation Exam (SEE) and the National Certification Exam (NCE) under the guidance of the program faculty.

Credits: 2

Prerequisites:

NUR 700 Advanced Physiology and Pathophysiology; NUR 705 Advanced Physiology and Pathophysiology II; NUR 874 Pharmacology in Anesthesia Practice I; NUR 867 Chemistry and Physics for Nurse Anesthesiology; NUR 886 Basic Principles of Nurse Anesthesiology; NUR 876 Advanced Principles of Nurse Anesthesiology I; NUR 878 Advanced Principles of Anesthesiology II; NUR 890 Nurse Anesthesiology Practice Comprehensive I

NUR 894: NURSE ANESTHESIOLOGY PRAC COMP III

This is the third course in a series of courses designed to integrate knowledge and clinical correlation of advanced physiology/pathophysiology, advanced pharmacology, and basic and advanced principles of nurse anesthesia. Students will demonstrate increased mastery of didactic and clinical knowledge as well as prepare for both the Self-Evaluation Exam (SEE) and the National Certification Exam (NCE) under the guidance of the program faculty. This course will culminate in a program comprehensive exam.

Credits: 3

Prerequisites:

NUR 700 Advanced Physiology and Pathophysiology; NUR 705 Advanced Physiology and Pathophysiology II; NUR 874 Pharmacology in Anesthesia Practice I; NUR 867 Chemistry and Physics for Nurse Anesthesiology; NUR 886 Basic Principles of Nurse Anesthesiology; NUR 876 Advanced Principles of Nurse Anesthesiology I; NUR 878 Advanced Principles of Anesthesiology II; NUR 890 Nurse Anesthesiology Practice Comprehensive I; NUR 892 Nurse Anesthesiology Practice Comprehensive II

NUR 900: DNP SYST THINK PROJECT I: FOUND SCH

This course provides opportunities for a student to explore options for a clinical scholarly project that uses a systems-level approach to create change that impacts healthcare outcomes. Students will review current evidence and prepare a comprehensive literature review to support the planned change for a particular population. Focus is placed on scholarly inquiry, ethical considerations, and translation of evidence into practice.

Credits: 2

NUR 901: DNP SCHOLARLY PROJECT I

This course is the first in a series of four courses that will guide the students to translate the research into practice by critically appraising and applying available data and research to achieve a better understanding of clinical decision making. The students will use their practice to generate evidence that will serve as parameters in guiding improvements in practice and patient care outcomes. In this course the students will identify a nurse anesthesia practice-focused problem, formulate a scholarly project committee, develop a practice focused-question and integrative literature review.

Credits: 2

Prerequisites:

NUR 800
NUR 802

NUR 902: DNP SYST THINK PROJECT II: PROPOSAL

Students develop and present their clinical scholarship project proposal. Focus is placed on interdisciplinary collaboration, exploration of the economic, quality, technological, and policy factors related to the planned change, and understanding of theoretical frameworks/evidence-based practice models, design, and methods.

Credits: 3

Prerequisites:

NUR 900

NUR 903: DNP SCHOLARLY PROJECT II

This course is the second in a series of four courses that will guide the students to translate the research into practice by critically appraising and applying available data and research to achieve a better understanding of clinical decision making. The students will use their practice to generate evidence that will serve as parameters in guiding improvements in practice and patient care outcomes. In this course the students will develop a DNP Scholarly Project proposal that will include a conceptual/ theoretical framework, project design and methodology, analysis of projected outcomes and significance, and IRB application. The semester will culminate with an oral presentation of DNP scholarly project proposal.

Credits: 2

Prerequisites:

NUR 800
NUR 802
NUR 901

NUR 904: DNP SYS THINK PROJECT III-IMPLEMENT

Students implement their clinical scholarship project and collect related data. Provides opportunity to observe and reflect how project implementation affects the organizational system, including leadership and interdisciplinary teams. Role as a nurse project leader is explored. Management of patient safety, policy, informatics, economics, and quality of care in relation to the project is addressed.
Credits: 3
Prerequisites:
NUR 902

NUR 905: DNP SCHOLARLY PROJECT III

This course is the third in a series of four courses that will guide the students to translate the research into practice by critically appraising and applying available data and research to achieve a better understanding of clinical decision making. The students will use their practice to generate evidence that will serve as parameters in guiding improvements in practice and patient care outcomes. In this course the students will implement their DNP Scholarly Project with the guidance of their scholarly project committee.
Credits: 2
Prerequisites:
NUR 800
NUR 802
NUR 901
NUR 903

NUR 906: DNP SYST THINK PROJECT IV: ANALYSIS

Students complete the clinical scholarship project, analyze collected data, and evaluate and disseminate findings. Dissemination includes recommendations for system change related to quality of care, policy, and economics. Students demonstrate understanding of translation of research into practice, the importance of evidence-based clinical change, and their role as clinical change agents.
Credits: 3
Prerequisites:
NUR 904

NUR 907: DNP SCHOLARLY PROJECT IV

This course is the fourth in a series of four courses that will guide the students to translate the research into practice by critically appraising and applying available data and research to achieve a better understanding of clinical decision making. The students will use their practice to generate evidence that will serve as parameters in guiding improvements in practice and patient care outcomes. In this course the students will evaluate project outcomes and disseminate their DNP Scholarly Project.
Credits: 2
Prerequisites:
NUR 800
NUR 802
NUR 901
NUR 903
NUR 905

Occupational Therapy

OTH 704: NEUROSCIENCE FOR OCCUPATIONAL THERAPY

The course includes the study of functional neuroanatomy and neuroscience to understand the basic structures and function of the nervous system with special emphasis on topics of greatest relevance to occupational therapy practice.
Credits: 2

OTH 704L: LAB FOR OTH 704

Credits: 0

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 707: FUNCTIONAL ANATOMY & MOVEMENT FOR OCCUPATION

In this course, students will explore human anatomy and human movement from an occupational performance perspective. Students will learn regional functional anatomy and apply this content to better understand how human movement facilitates engagement in meaningful occupations. This course also addresses content related to the assessment and evaluation of human movement.
Credits: 5

OTH 711: TEACHING AND LEARNING I

This course provides an overview of current perspectives on teaching and learning with an emphasis on constructing a foundation for successful lifelong learning. The course emphasizes the importance of reflection in the learning process. Additionally, students begin to consider the role of the clinician as educator.
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 714: OT PRACTICE CONTEXTS

The course will provide an overview of historical, current, and emerging practice contexts associated with the occupational therapy profession. Topics will include service environments, legislative impact and involvement, reimbursement systems and practitioner roles. Additionally, across contexts students will apply foundational occupational therapy beliefs that unify practice.
Credits: 3

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 721: RESEARCH AND CRITICAL INQUIRY I

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: 4

OTH 727L: LAB FOR OTH 727

Lab for OTH 727.
Credits: 0

OTH 728: HEALTH 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: INTERPROFESSIONAL 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 736: CLINICAL FIELDWORK IA (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 1 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 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 811: TEACHING AND LEARNING 2

This course explores the roles that occupational and physical therapy students fill as educators across practice settings. Patient education is a primary area of focus with an exploration of topics such as home program implementation, motivation, and healthcare literacy. Additionally, content related to effectively educating colleagues, such as successful delivery of in-service presentations and facilitating journal club discussions, is included.
Credits: 1

OTH 812: COMMUNITY PRACTICUM 1

In this course, students will initiate a community-based project in collaboration with local agencies addressing health & wellness related needs. This course emphasizes program development principles including needs assessment and resource allotment in preparation for project implementation in the Community Practicum 2 course.
Credits: 1

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 819: COMMUNITY PRACTICUM 2

In this course, students will continue the work initiated in Community Practicum 1 and focus on implementation of the community project that produces positive health & wellness outcomes in collaboration with the partner agency. While gaining experience in the specialty role of community-based provider, students will also gain experience in collecting outcomes, project management, and disseminating results of a project.
Credits: 1

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 an 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 1

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 s 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: 5

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: 5

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: 5

OTH 829L: LAB FOR OTH 829

Credits: 0

OTH 830: INTERPROFESSIONAL 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 will emphasize specialized or emerging practice settings. The course is augmented by expertise drawn from practicing clinicians and researchers both within and outside the field of occupational therapy. Students practice skills and apply knowledge to both current and future practice opportunities.
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 to enhance occupational performance. The course allows students to explore concepts related to the design, development, sourcing and funding of assistive technology. Students will apply client-centered practice approaches including modification, compensation, and adaptation as it relates to occupational roles and context.
Credits: 3

OTH 835: PROFESSIONAL COMPETENCY

This course prepares and supports students for the transition from student to professional roles. It emphasizes professionalism for practice and includes elements of personal assessment and planning for ongoing professional development. It uses critical analysis of professional entry competencies for the occupational therapist including certification, licensure, and professional development responsibilities. Students apply this analysis to engage in personalized preparation for the national certification exam and for performing professional roles.
Credits: 1

OTH 840: INTERPROFESSIONAL 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 provides students the opportunity to develop research skills on topics relevant to occupational therapy. Over the course of the semesters, students engage in research design, collect data, analyze data, and preparation of findings for dissemination.
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 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

Philosophy and Religious Studies

Katherine Low, Department Chair

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.

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 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 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 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 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 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 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 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 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

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: ENCOUNTER RELIGIOUS DIV (CO) (IDEN)

Focuses on Pluralism as an ethic for encountering religious diversity. Students examine the interactions between American culture and religion. Through reading, discussion, and excursions, they gain an appreciation for America’s interfaith infrastructure and develop a professional skillset for interfaith cooperation.
Credits: 3

REL 186: NARRATIVES: RELIGION

The stories humans tell inform their place in the world. We study expressions of humanity to practice informed citizenship, critical thinking, and cultural awareness. This humanities research methodology course examines which stories get privileged and why; which narratives shape our cultural values; and how we come to learn our cultural and historical traditions. In Narratives, students will learn methods for analyzing texts and artifacts (such as manuscripts, printed and digital texts, works of art, material objects, film & video, oral testimonies, and audio recordings) within their various contexts and will learn how to find and deploy supporting evidence in pursuit of their own research questions.
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 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.
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 207: DIMENSIONS OF PILGRIMAGE (P)

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 220: INTERFAITH LEADERSHIP (C)

Experiential course that develops knowledge and skills regarding how to make professional interfaith cooperation a reality in the community.
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: GENDER IN WORLD RELIGIONS (GI)

A study of the role of gender and treatment of women focusing primarily within the traditions of Judaism, Christianity, Islam, Hinduism, and goddess movements among others. The study looks at both traditional and feminist interpretations concerning the intersections of religion with patriarchal institutional structures that influence gender roles in society.
Credits: 3

REL 232: AFRICAN AMERICAN RELIGION (D)(IDEN)

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: ADAM, EVE, AND MONSTERS IN CULTURE (HG)

An 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, alongside developments of Lilith in Jewish midrash and Lucifer in Christian sources, the class reflects on expected gender roles in society and examines the “monstrous” in the human condition.
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 282: ASIAN AMERICAN COMMUNITIES: RELIGION AND RACE (D)

This course examines the historical and contemporary experiences of Asian Americans with particular reference to intersections of religion and race. Rather than providing a survey of the assimilation of Asian religions within the U.S., the course focuses on the place of religion in Asian American lives. Students will learn about Asian American immigration history; the role of religion in community formation, cultural adaptation, and cultural preservation; the forging of transnational and diasporic ethnic identities; race and racism in relation to Asian American religious identity; and the cultural contributions of Asian Americans to the religious landscape of the U.S.
Credits: 3

REL 287: EXPL LEARNING

Credits: 3

REL 377: COLLOQUIUM

Credits: 3

REL 380: TEACHING ASSISTANT FOR

Credits: 3

REL 387: DEPARTMENTAL EXTERNSHIP

Credits: 0

Physical Therapy

PTH 700: HUMAN ANATOMY

This course provides in-depth study of the human body through lecture and lab activities. This course will focus on the musculoskeletal system and the nerves and vessels supplying it, and on the cutaneous sensory innervation throughout the body.
Credits: 3

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: ANATOMY AND PHYSIOLOGY OF ORGAN SYSTEMS

This course provides in-depth study of human organ systems through lecture and lab activities. The goal of this course is to prepare students to discuss how organ systems interact with each other to maintain homeostasis by studying the structure and function of the body's systems at the molecular, cellular, tissue, and organ levels.
Credits: 2

PTH 703: PATHOPHYSIOLOGY AND PHARMACOLOGY

This course will cover pathophysiology for systems related to PT practice and differential diagnosis, along with the basic principles of Pharmacodynamics and Pharmacokinetics used to treat these pathologies. Content will prepare students to understand systems review, medication side-effects, red flags, and conditions that are appropriately addressed in the scope of PT practice across the lifespan. This course will focus on preparing the student to provide physical therapy with medical complexity and multiple system interactions safely.
Credits: 3

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

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 711: PRINCIPLES OF 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 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 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

is 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: INTERPROFESSIONAL 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 1

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 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 804: INTRODUCTION TO NEUROSCIENCE

This course provides students with didactic information about the anatomy and physiology of the central, peripheral, and autonomic nervous systems. It relates the anatomy and physiology of the nervous systems to principles that govern motor control, motor learning, neuroplasticity, and pain science. Additionally, this course teaches examination and evaluation of these systems.
Credits: 3

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 1

In this course, students will initiate a community-based project in collaboration with local agencies addressing health & wellness related needs. This course emphasizes program development principles including needs assessment and resource allotment in preparation for project implementation in the Community Practicum 2 course.
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 819: COMMUNITY PRACTICUM 2

In this course, students will continue the work initiated in Community Practicum 1 and focus on implementation of the community project that produces positive health & wellness outcomes in collaboration with the partner agency. While gaining experience in the specialty role of community-based provider, students will also gain experience in collecting outcomes, project management, and disseminating results of a project.
Credits: 1

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 an 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 823: DOCTORAL PROJECT 1

This course is the first in a sequence that leads to the completion of a culminating project for the DPT curriculum. Students will select an area of concentration that includes clinical practice, research, education, community service, or advocacy. A student will work with a faculty advisor to develop, plan, and implement a project that will be presented at the completion of the 2nd year prior to beginning final internships. The student is expected to incorporate the use of evidence into the project demonstrating entry-level skills in the synthesis and application of research.
Credits: 2

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 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: 3

PTH 828L: LAB FOR PTH 828

Credits: 0

PTH 829: PEDIATRICS

Lecture and lab. This course is the final course in the 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: INTERPROFESSIONAL SEMINAR II

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 MANAGEMENT 2 - 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 1

The comprehensive outcomes course is designed to require the student to review course content for the didactic portion of the curriculum. This will include written testing to ensure the student has integrated the course content and demonstrates readiness to be validated to sit for the National Physical Therapy Examination. This is the first in a 2-part course series that will provide the student with a structured study plan and sequence of review materials delivered virtually.
Credits: 1

PTH 836: COMPREHENSIVE OUTCOMES 2

The comprehensive outcomes course is designed to require the student to review course content for the didactic portion of the curriculum. This will include written testing to ensure the student has integrated the course content and demonstrates readiness to be validated to sit for the National Physical Therapy Examination. This is the second in a 2-part course series that will provide the student with a structured study plan and sequence of review materials delivered virtually.
Credits: 1

PTH 840: INTERPROFESSIONAL SEMINAR III

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 eight-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. Students will develop intermediate level skills in physical therapy evaluation and treatment. Students will also develop the interpersonal skills necessary to interact with patients, colleagues, and community members. Additionally, students may be exposed to various aspects of the role of physical therapy in comprehensive healthcare delivery and in a current healthcare environment. This course is offered only on a pass/fail basis.
Credits: 6

PTH 855: CLINICAL EDUCATION 3

This 10-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: 8

PTH 865: CLINICAL EDUCATION 4

This 10-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, provided the site and population is different from their prior 10-week clinical rotation. This course is offered only on a pass/fail basis.
Credits: 8

PTH 921: DOCTORAL PROJECT 2

This is the final course in a sequence that leads to the completion of a culminating project for the DPT curricula. The student will present the final project via a poster or platform exhibition during Doctoral Project Week.
Credits: 2

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)

All fitness levels welcome. You'll explore a different fitness activity each week, conduct self assessments of your fitness & nutrition, and learn how to plan group fitness. We strive to build skills and reinforce qualities associated with physical fitness and healthy living toward becoming a more effective leader.
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)

This course strives to build essential workforce skills associated with leadership development: problem solving, critical thinking, communication, self confidence, teamwork, creativity, and being a dynamic follower. Each week, new experiential activities encourage individual challenge and team building. 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)

This course provides knowledge, experience, and skills in outdoor adventures. With careful instruction and positive encouragement, you'll face outdoor challenges that require both teamwork and individual effort. You'll develop strength and confidence to carry you and your team through future challenges in your college career. 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.

Fee required.
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.

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 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: 6

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.
Credits: 4

PAS 510: PROFESSIONAL WELLNESS

This course is designed to provide students with foundational concepts and skills to help build resiliency and prevent burnout by completing two distinct programs, Mental Health First Aid (MHFA), and the Healer's Art (HART). MHFA teaches students to identify, understand, and respond to signs or symptoms of mental health or substance use challenges, focusing on improving mental health literacy and reducing stigma surrounding mental health challenges. HART encourages students to engage in discovery-based, experiential learning that addresses a hidden crisis in medicine - the growing loss of meaning and commitment experienced by clinicians nationwide under the stresses of the current healthcare system.
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: 3

PAS 513L: LAB FOR PAS 513

Lab for PAS 513, History and Physical Diagnosis I.
Credits: 1

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 527L: 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: 3

PAS 529L: LAB FOR PAS 529

Lab for PAS 529, History and Physical Diagnosis II.
Credits: 1

PAS 530: INTERPROFESSIONAL SEMINAR I

This course provides students with foundational knowledge of concepts and competencies that support effective interprofessional collaboration. Students will participate in an interprofessional learning environment with occupational therapy, physician assistant, and physical therapy students to build skills and attitudes necessary for effective interprofessional practice in contemporary health care. 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 533L: 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: INTERPROFESSIONAL SEMINAR II

This is the second in a sequence of courses that 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 between PAS 540, PTH 830 and OTH 830.
Credits: 1

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 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: 2

PAS 622L: LAB FOR PAS 622

Lab for PAS 622. Pre-clinical Comp Assessment.
Credits: 0

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

The Clinical Medicine I, II, and III courses explore the epidemiology, pathophysiology, clinical manifestations, diagnosis, and management of multiple diseases. These courses also include instruction regarding health maintenance and disease prevention, including screening guidelines for common diseases. These courses divide various medical and surgical disciplines into individual modules of learning and instruction. The teaching and discussion of these fields of medicine and surgery occurs with attention to interprofessional collaboration and team-based care.
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 629: SPECIAL TOPICS: EXPLORE PA PRACTICE

Exploration of current special topics in Physician Assistant practice.
Credits: 1-3

PAS 640: INTERPROFESSIONAL SEMINAR 3

This is the third in an interprofessional series. Completion of Interprofessional Seminar II is a prerequisite for this course. This course focuses on the application of interprofessional competencies and skills. Students will participate in an interprofessional learning environment with occupational therapy, physician assistant, and physical therapy students to apply skills and attitudes necessary for effective interprofessional practice in contemporary health care.
Credits: 1

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

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 are derived algebraically and often rely on trigonometry and geometry. Laboratories provide direct familiarity with natural phenomena.

Credits: 4
Prerequisites:
MATH 159 or MATH 171
Recommended:
High School Physics

PHYS 201L: LAB FOR PHYS 201

Credits: 0

PHYS 202: GENERAL PHYSICS II

The second part of an introductory algebra-based physics series suitable for science and pre-med majors. Topics include the phenomena of electricity and electric forces, circuits and magnetism, vibration and waves as sound and light, and optics. Equations for physical laws are derived algebraically and often rely on trigonometry and geometry. The laboratory section of the course provides concurrent hands-on experiments, which require imperial data to be collected, analyzed, and processed to enforce the physical concepts in PHYS 202.
Credits: 4
Prerequisites:
MATH 159 or MATH 171
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 241: UNIVERSITY PHYSICS I

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.

Credits: 4
Prerequisites:
MATH 211
Recommended:
High School Physics

PHYS 242: UNIVERSITY PHYSICS II

Continuation of PHYS 241. 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.
Credits: 4
Prerequisites:
MATH 212
Recommended:
High School Physics

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 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

Psychology

Jenna Holt, Department Chair

Louise Freeman, Robin Hopkins, Heather Macalister, Chandra Mason, Patricia Murphy

PSYC 101: PSYCHOLOGY: NATURAL SCI (N) (DISC)

A course emphasizing the experimental method as a procedure for discovering the principles of behavior and mental processes. Subject areas include psychobiology, sensation and perception, sex orientation, consciousness, learning and memory, intelligence, motivation, emotion, and stress. Must earn at least a C- to declare the Psychology major. Offered every semester. (Does not meet VA DOE licensure requirement for Natural Science)
Credits: 3

PSYC 111: PSYCHOLOGY: SOCIAL SCI (S) (DECI)

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, gender and sexuality, personality and its assessment, abnormal psychology, therapy, and social influences on behavior. Must earn at least a C- to declare the Psychology major. Offered every semester.
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. Offered on-campus Spring semester, and online most Fall and Spring semesters.
Credits: 1

PSYC 183: DISCOVERY: PSYCHOLOGY

In Discovery, students will explore and implement the scientific process in the context of a natural or physical science discipline. Students will deepen their understanding of the certainties and uncertainties inherent in the scientific process by evaluating scientific content in a chosen field and discussing recent notable discoveries relevant to the central themes of the discipline. In this course, students will connect the execution of experiments with the use of evidence to evaluate how we arrive at discoveries and establish knowledge about the natural and physical world.
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. Offered every semester.
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. Offered Spring semester.
Credits: 3
Prerequisites:
PSYC 101 or PSYC 111.

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. Offered Fall semester.
Credits: 3
Prerequisites:
PSYC101 or BIOL111

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 220: RESEARCH METHODS (Q)

This is a lecture/laboratory course that focuses on why and how empirical research is conducted in psychology. Students learn how to critically evaluate published psychological research, design and conduct research studies, analyze data, and interpret computer-generated statistics. We will investigate variables, methods, and problems pertaining to psychological research. In lab, students participate in data collection, design and conduct research studies, use computer software to analyze data, and interpret the results. Offered every semester.
Credits: 4
Prerequisites:
minimum grade of C- in PSYC 101 or 111.

PSYC 220L: LAB FOR PSYC 220

Credits: 0

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. Offered online Fall semester.

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. Offered Spring semester.

Credits: 3

Prerequisites:

PSYC 101, PSYC 111, BIOL 111, or BIOL 151, or permission of instructor.

PSYC 245: INDUSTRIAL & ORGANIZATIONAL PSY (S)

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. Online Fall semester.

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. Offered every semester.
Credits: 3
Prerequisites:
PSYC 220 and MATH 159 or equivalent.

PSYC 275: SOCIAL PSYCHOLOGY (S)

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 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 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 307: DRUGS AND BEHAVIOR

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. Offered alternate years.

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 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 380: TEACHING ASSISTANT FOR

Credits: 3

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 400: CAPSTONE I: CRITICAL LIT REVIEW (M)

Students integrate their learning in the major by conducting critical analysis of a body of empirical literature on a contemporary topic in psychology under the mentorship of a psychology faculty member.

Credits: 3

Prerequisites:

PSYC 220 and PSYC 250.

PSYC 401: CAPSTONE II: DATA COLLECTION I (M)

First semester of a two-semester experience in which students integrate their learning in the major by conducting a data collection project 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 and approval of thesis advisor

PSYC 402: CAPSTONE II: DATA COLLECTION II (M)

Second semester of a two-semester experience in which students integrate their learning in the major by conducting a data collection project 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 and approval of thesis advisor

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 work settings, and this course is given as a grade, on the basis of 3 semester hours per 150 hours of practicum. The M credit designation will ONLY be awarded once a student has completed three semester hours within the course.
Credits: 3
Prerequisites:
grade of B or higher in both PSYC 203 and PSYC 205 (or other coursework relevant to the internship) and approval of internship coordinator

Public Policy

Department Chair: Laura Showalter

POLS 100: AMERICAN GOVT & POLITICS (S) (DECI)

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 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 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 212: REGISTER FOR COMM 212

Credits: 3

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 campaigning and organizing campus voter registration drives, debate watching parties, and an election night watch party. This course has three different versions and students may take each one: presidential elections, gubernatorial elections, and 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 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 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 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 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 309: SUPREME COURT POLICYMAKING (S)

This course explores judicial activism in civil rights through analysis of contemporary landmark Supreme Court cases. Students learn theories of judicial behavior by exploring the influence of background, experience, and ideology of current Supreme Court Justices. Students learn Supreme Court structure and process through analysis of writs of certiorari, precedents, amicus curiae briefs, oral arguments, and the Court's ruling (including the majority, concurring, and dissenting opinions) in recent landmark civil rights cases. Students research and present oral arguments for both a petitioner and respondent in a moot court final project, including a mock conference room debate and voting with a final ruling.
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

PPS 4X1 (TBD): APPLIED POLICY CAPSTONE

TBD
Credits: 3

PPS 4XX (TBD): INTERNSHIP IN A POLICY RELATED AREA

TBD
Credits: 3

Sexuality and Gender

Abigail Wightman, 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 Abigail Wightman for curriculum options to design an Independent Major.

SGS 100: INTRO TO LGBTQ STUDIES (G) (IDEN)

This course takes an interdisciplinary approach to understanding identities, histories, and experiences in LGBTQ+ culture. Students will explore how social, cultural, and historical forces have contributed to the evolution, diversity, and complexity of queer lives. The course will critically examine how gender, sexuality, race, class, and religion intersect with LGBTQ+ experiences, fostering a deeper understanding of the dimensions of gender and sexuality. An emphasis will be placed on the role of community activism in the ongoing fight for equality and queer visibility.
Credits: 3

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 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 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 380: TEACHING ASSISTANT FOR

Credits: 3

SGS 380: TEACHING ASSISTANT FOR

Teaching Assistant
Credits: 3

Shakespeare and Performance

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 all qualified students. 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, grounding students in the history, theory, and practice of the performance of early modern plays, then and now. Many classes follow the traditional semester format, with intensives and directed inquiries available; the MFA adopts a distinctive integrated structure with coursework built into the company's practice. 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.

REN 500: SHAKESPEARE

This course introduces students to the fundamentals of Shakespeare and/in performance. From the material conditions of early modern theatre-making, to the critical and performance histories that shape Shakespeare's reception today, this course provides a foundation in dramaturgy, theory, and practice. 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. 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. MLitt Core Elective. Either REN 510, 520, 535, or 550 is required for MLitt.

Credits: 3

REN 515: ACTING FOR THE EARLY MODERN STAGE

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. Required for MLitt Core; must be taken in first Fall term.

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. Available for audit if taken as elective. MLitt Core Elective. Either REN 510, 520, 535, or 550 is required for MLitt.
Credits: 3

REN 530: THE LANGUAGE OF PERFORMANCE

This course examines the language tools that Shakespeare and his contemporaries used to shape performance and convey meaning to an audience. Taking a literary approach to early modern prosody, students will develop the skills needed to engage deeply with texts on the page and stage: close reading, rhetorical analysis, verse scansion, and more. MLitt Elective.
Credits: 3

REN 531: EARLY / MODERN ENSEMBLE

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. Required for MLitt core.
Credits: 3

REN 535: REVIEWING SHAKESPEARE

This course trains students in the analysis and interpretation of contemporary performance of early modern drama. The course covers the diverse histories and theories of writing about performance, and puts theory into practice by inviting students to watch, discuss, and write about a diverse range of live and filmed productions. MLitt Core Elective. Either REN 510, 520, 535, or 550 is required for MLitt.
Credits: 3

REN 550: SOCIAL HIST OF EARLY MODERN ENGLAND

This course explores key aspects of daily life in England between 1460 and 1660, and it situates them in the historiographical debates that have shaped these areas of study. Topics include the structures of power and authority, family life, gender roles and sexuality, race, culture, and religion. Available for audit if taken as elective. MLitt Core Elective. Either REN 510, 520, 535, or 550 is required for MLitt.
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 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. Required for MLitt core.
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.
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: EARLY MODERN THEATRE-MAKING

This course examines the work of playwrights in the Elizabethan and Jacobean periods. Concentrating on the theatrical conditions for which these playwrights wrote, the course will provide students with a greater understanding of the issues of stagecraft, intertextuality, and notions of originality in the work of Shakespeare and his contemporaries. Required for MLitt Core; must be taken in the first Spring term.
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 create 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. Course fee.
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 students wishing to pursue a subject not otherwise covered in taught courses. Approval of faculty supervisor and program director is required. Elective. Offered every term.
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. Elective. Offered as needed.
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 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 RENSSNCE 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 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. Generally offered alternate May terms. Course fee.

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. Offered when available.

Credits: 3

REN 660: ADVANCED ACTING STUDIO

Building on the site-specific acting techniques developed in REN515 Acting on the Blackfriars Stage, this studio-based course explores individualized approaches to performing classical texts by contemporary theater professionals. Acting concentrations are strongly encouraged to take this course to enhance their personal skill sets. Elective.

Credits: 3

Prerequisites:

REN 515

REN 670: DRAMATURGY

This practicum course focuses on developing the skills of dramaturgical thinking in conversation with early modern drama. Students will work with plays by Shakespeare and will also engage with continental drama, plays in translation, and contemporary adaptations of early modern texts. Students will gain hands-on experience in the component skills of research and production dramaturgy and will deploy their understanding in public-facing scholarship and engagement with a variety of audiences. This course emphasizes creative collaboration and is required for MLitt core. Offered annually in fall terms for second year MLitt students.

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 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 May terms.
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 their 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. Strongly encouraged for all students progressing to REN 700.
Credits: 3

REN 700: FINAL PROJECT FOR THE M.LITT

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. Course runs for whole of final year of MLitt; hours may be registered in either Fall or Spring semester.
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 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 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. Required for MFA core; taught in May Term prior to MFA year.
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. Required for MFA core; taught in May Term prior to MFA year.
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. Required for MFA core.
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. Required for MFA core.
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. Required for MFA core.
Credits: 3

REN 815: THESIS A

Over the course of the MFA year, MFA degree candidates dramaturg, rehearse, direct, and perform a season of plays. In addition, each MFA degree candidate writes a thesis in collaboration with peer readers and with resident and guest faculty. This thesis takes the form either of a research article or an iterative critical reflection on practice, developed in stages over the course of the MFA year. Each student will defend their thesis publicly during an end-of-year Thesis Festival, and make a creative or critical contribution to the MFA "Company Book". Required for MFA core.
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. Required for MFA core.
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. Required for MFA core.
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. Required for MFA core.
Credits: 3

REN 825: THESIS B

Over the course of the MFA year, MFA degree candidates dramaturg, rehearse, direct, and perform a season of plays. In addition, each MFA degree candidate writes a thesis in collaboration with peer readers and with resident and guest faculty. This thesis takes the form either of a research article or an iterative critical reflection on practice, developed in stages over the course of the MFA year. Each student will defend their thesis publicly during an end-of-year Thesis Festival, and make a creative or critical contribution to the MFA "Company Book". Required for MFA core.
Credits: 3

Social Work

Dr. Lora Cantwell, Program Director

Dr. Lisa Landram, Field Director

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 ENVRNMNT 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, BIOL 252, WS 252, BIOL 264, or HSCI 205.

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 253: SOCIAL JUSTICE IN ACTION

This dynamic and engaging course, jointly offered by the Criminal Justice and Social Work programs, empowers students to become change-makers in their communities through a comprehensive exploration of the theory, practice, and principles of social justice. By bridging the gap between two vital fields, this course equips students with the knowledge and skills needed to address complex societal issues and contribute to a more just and equitable world. A one-week trip is built into the course that provides students with an opportunity to witness and participate in social justice initiatives in action. Pre and post learning components of this course integrate the travel to New York* and course learning goals. Cross listed as CJ 253.

*Students will need to pay a fee to fund a required trip as part of the course.
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 325: SOCIAL WORK IN MENTAL HEALTH

This course explores the role of social work in mental health, as social workers play a key role in the delivery of mental health services. Students will examine the historical, social, and policy contexts of mental health services. The course content will provide students with the opportunity to analyze the impact of stigma, systemic inequities, and social determinants of health on mental health. Students will be introduced to the foundations of diagnosing mental illness as well as basic mental health interventions. All course content will be delivered from a strengths-based perspective and will highlight the importance of client self-determination, cultural sensitivity, and trauma-informed care.
Credits: 3

SOWK 335: HUMAN BEHAVIOR & SOCIAL ENVRNMNT 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

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 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.

Sociology

Carey Usher and Andrew Raridon, Coordinators

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.

SOC 100: GENERAL SOCIOLOGY (S) (DECI)

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 202: GENDER AND SEXUALITY (G)

This course is the examination of gender and gendered experiences from an anthropological and sociological perspective. Students will examine the role of gender in evolution, gender roles in prehistory, and key concepts and movements. In addition, students will evaluate cross-cultural variations of gender roles and status, be exposed to differing constructions of gender and sexuality, and gain a greater appreciation of the influence of systems of power and institutions, such as race, religion, capitalism, and colonialism, on gendered identities. Cross listed as ANTH 202.
Credits: 3

SOC 212: 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.
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 PERSPECTVE (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: MEDICINE, CULTURE, & SOCIETY (SD)

This course examines the cultural and social influences on medicine, health, and healing. Specific topics include the influence of disease on human history, social determinants of health, the medicalization of life, the interrelationships of health and various social institutions, health care systems, ethnomedicine, the relationship between culture and Western biomedicine, social suffering and stigma, and patient-centered approaches.

Cross-listed with ANTH 260
Credits: 3

SOC 262: ENVIRONMENTAL JUSTICE (SD)

In this course, we will examine environmental threats and inequities through a racial justice lens. To do so, we will trace the history, development, and intensification of environmental issues through some of the central theoretical frameworks of environmental sociology, and specifically, environmental racism. Then, we will explore some of the different environmental justice movements that have arisen to address specific aspects of environmental threats in the US and abroad. Throughout the course, we will also develop a "green criminology" approach to better understand how facets of human-environmental interactions are framed as problematic by different actors in the criminal justice system, and we will practice critiquing activists' suggestions for how to address environmental problems and crimes with an emphasis on achieving racial equity. Cross listed as CJ 222.
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 Structural Functionalism, 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. Offered every Fall.
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. Highly recommended: INT 222 Offered every Fall.
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. Crosslisted as ANTH 400 Senior Seminar. Offered every Spring.
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.

Spanish Language and Hispanic Cultures

SPAN 101: BEGINNING SPANISH I (F) (VOYA)

Designed to teach the student the basics of the Spanish language. The goal of this two-semester beginning-level 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 one semester of Spanish in high school. Students who pass SPAN 102 cannot take SPAN 101 at a later date.
Credits: 4

SPAN 102: BEGINNING SPANISH II (F) (VOYA)

Designed to teach the student the basics of the Spanish language. The goal of this two-semester beginning-level sequence is to develop basic proficiency in Spanish in the four skills: listening, speaking, writing, and reading. Students who pass SPAN 102 cannot take SPAN 101 at a later date.
Credits: 4
Prerequisites:
SPAN 101
or one year of Spanish in high school.

SPAN 150: SPANISH ABROAD (F) (VOYA)

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 186: NARRATIVES: LATIN AMERICA

The stories humans tell inform their place in the world. We study expressions of humanity to practice informed citizenship, critical thinking, and cultural awareness. This humanities research methodology course examines which stories get privileged and why; which narratives shape our cultural values; and how we come to learn our cultural and historical traditions. In Narratives, students will learn methods for analyzing texts and artifacts (such as manuscripts, printed and digital texts, works of art, material objects, film & video, oral testimonies, and audio recordings) within their various contexts and will learn how to find and deploy supporting evidence in pursuit of their own research questions.
Credits: 3

SPAN 201: INTERMEDIATE SPANISH II (F) (VOYA)

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. Students who pass SPAN 202 cannot take SPAN 201 at a later date.
Credits: 3
Prerequisites:
SPAN 102
or two years of Spanish in high school.

Students with more than two years of Spanish may NOT take SPAN 201 unless it is approved by the instructor.

SPAN 202: INTERMEDIATE SPANISH II (F) (VOYA)

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. Students who pass SPAN 202 cannot take SPAN 201 at a later date.
Credits: 3
Prerequisites:
SPAN 201
or three years of Spanish in high school.

Students with more than three years of Spanish may NOT take SPAN 202 unless it is approved by the instructor.

SPAN 203: ADVANCED GRAMMAR & COMP (IW) (VOYA)

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 SPEAKERS (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) (VOYA)

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) (VOYA)

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) (VOYA)

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 227: LATINX LIT & CULTURE (HD) (IDEN)

This course explores the complexities of the U.S. Latina/o experience through the study of fictional and non-fictional texts by or about Latinx communities. Although most Latinx groups are covered, this course studies Chicanos, Puerto Ricans, Central Americans, Dominicans, and Cuban Americans in a more detailed manner. Students read, reflect on, and discuss texts from a variety of literary genres and other disciplines including history, sociology, film studies, 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 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

Theatre

Molly E. Seremet, Department Chair

Kerry Cooke, J.P. Scheidler, Johnny Williams III

Students may pursue a Bachelor of Arts and Master of Letters (3–2 program) that allows completion of the BA in Theatre and the MLitt in Shakespeare and Performance in five years. Students should contact Molly E. Seremet during their freshman year to discuss requirements.

THEA 101: PLAYS IN PERFORMANCE (AW)

This course gives students skills to analyze plays in performance in a "hybrid" format: students engage with plays through in-seat attendance to performances and virtual attendance to "live" theatre. Both regional and global, this course asks students to engage in performance analytics across cultures, chronologies, modes, and mediums. Course fee.

Credits: 3

THEA 105: PRINCIPLES OF DESIGN (A)

A lecture and laboratory course dealing with the problems of physical setting as an integral part of theatre communication. This hands-on course covers introductory design and construction principles in costuming, lighting, scenic/prop, and sound design through a blend of projects, in- class assignments, and work in service of the department's production season. Offered every other Fall.
Credits: 3

THEA 111: VOICE, DICTION, & ORAL READING (O)

The aim of this introductory course is to help students develop the skills to use their voice safely and effectively in public speaking and social settings. Through a variety of prepared and scripted readings from a range of genres and styles, students will learn control and command of vocal characteristics such as breath support, volume, tone, tempo, and pitch in service of individual confidence and emotional connection with an audience. Offered every year.
Credits: 3

THEA 115: SCRIPT ANALYSIS (AW) (NARR)

Students learn methods of script analysis and apply it to a number of plays by a variety of playwrights. Offered every year.
Credits: 3

THEA 116: FOR ALL SEASONS (A)

This course will invite all students to discuss – and help build ---- the department's upcoming Season of plays. Informed by studies of canonicity (what is a canon? what and who do they represent? how do they change? what is their value?), students will be encouraged to collaborate with faculty to design an MBU Theatre season that represents its values, interests, goals, and diverse culture. There are no prerequisites; it may be repeated for credit. Offered every Fall.
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 (A) (CREA)

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 177: COLLOQUIUM

Credits: 3

THEA 182: COMMUNITIES: THEATRE

In Communities, students will examine the relationships and intersections between communities, focusing on how individuals, societies, and cultures connect and collaborate. Students will gain a deeper understanding of the challenges and opportunities an interconnected world presents. Through community-based experiences curated by the instructor, students will critically analyze facets of communities, such as language, labor, family, faith, health, and food, to reveal unique and shared human experiences within and across cultures. Students will be exposed to types of communities and their diverse issues, and explore questions of group identity, belonging, and sense of place.
Credits: 3

THEA 189: CREATIVITY: THEATRE

Creativity and creative production will be explored in the arts through the lens of imagination, self- expression, cultural significance, narrative, and impact on society. We will examine how creativity is integrated into societies worldwide through research, evaluation, inquiry, and interpretation of creative thinking. Works of art and cultural belongings will be examined, as well as marginalized narratives about histories, stories, theories, and cultures beyond the dominant Western perspective. This will include examples from visual arts, creative writing, theater, music, dance, and film, and will consider the role of creativity in other fields. This course includes the opportunity to attend arts events on campus or in your community.
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

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. The course may be repeated for credit.
Credits: 2
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-upcomedy 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 214: THEATRE HISTORIES I: ORIGINS (AR)

This course explores the multiple and varied origins of theater across time, region, and culture. Offered in alternate years. Prerequisite for THEA 395
Credits: 3

THEA 216: REG FOR ENG 216: SHAKESPEARE (H)

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 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 223: DIRECTING METHODS

This course blends theory and practice in seeing a play from a director's point of view. Students will gain an understanding of the process of translating a play from script to stage through hands-on practice in collaboration, communication, and composition. This is a lecture and laboratory course.
Credits: 3
Prerequisites:
Offered in alternate years.

THEA 226: THEATRICAL THOUGHT (HR)

Theatrical Thought is centered on one play that is studied through a sequence of theories: semiotics, feminism, critical race theory, post colonialism, queer theory, and ability studies. Offered in 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 236: PLAY/ PERFORMANCE LAB

In this course, students will dig into one or more of the plays inspired by the collaborative curatorial work done in THEA116: For All Seasons. Students will explore the plays through a variety of hands-on engagements including performance exercises, staging experiments, dramaturgical research, and design interventions. This play/ performance lab investigates, innovates, and explodes the play(s) potential and performance and culminates in a public showcase, with an eye to including at least one of the titles in a future MBU Theatre production season. The course may be repeated for credit. Offered in May Term.
Credits: 3

THEA 251: SCENE & LIGHT DESIGN (AO)

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. Materials Fee.
Credits: 3

THEA 254: MOVING IMAGES: ANALYSIS OF FILM (A)

Cross listed as FILM 254
Credits: 3

THEA 256: STAGE COSTUME (AO)

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. Materials Fee.
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 287: EXPERIENTAL LEARNING

Credits: 3

THEA 315: REG FOR ENG 315: EARLY ENG DRAMA

For course description, see ENG 315 in the English listing.
Credits: 3

THEA 318: AUTHORSHIP SCHMAUTHORSHIP (A)

Authorship Schmauthorship confronts myths of authorship that pervade critical and dramatic analyses of plays. Using Shakespeare as a case study, it asks students to consider traditions of imitation, sourcing, collaboration, and adaptation to deconstruct the idea of "authorial genius." Alternate years.
Credits: 3

THEA 319: THEATRICAL WOMEN (AG)

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.
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.

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 370: BLACK THEATRE IN AMERICA (HD)

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 other year.
Credits: 3

THEA 375: THEATRE, POWER, & REVOLUTION (H)

This course explores the history, theory, and current practice of public performance as a tool for activism, protest, and revolution in global contexts and foregrounds theatre's power to disrupt hierarchies and effect social change. The course blends investigation of representative movements and practitioners like Theatre of the Oppressed, Voina, and Bread and Puppet Theatre with a twin focus on contemporary strategies blending theatricality, protest, and resistance in action today. This course includes some hands--on work with the techniques, methods, and strategies of revolutionary and activist theatre--making as well.
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: THEATRE HISTORIES II-EVOLUTIONS (O)

This course for theatre majors surveys global theatre history and drama from the seventeenth century to the present in order to situate it within the context of social, political, and cultural history. This course aims to understand drama inside of a global context and includes investigation of representative theatre movements, practitioners, dramatic styles from a panoply of cultures and movements. This course also engages with both canonical and anti-canonical plays in examining theatre's position across changing global contexts.
Credits: 3
Prerequisites:
Alternate years.

THEA 401: SENIOR PROJECT (M)

Senior Project guides Seniors through their student-designed, proto- professional, theses grounded in skills, research, (social and theatrical) theory, and practice. All Senior Theses are presented at the annual Senior Thesis Festival, and defend the week after.
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

Women's Studies

The Women's Studies Minor is no longer accepting new students.

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