



Academic Catalog
for Undergraduate
and Graduate Programs

2020–2021



2020–2021 Academic Catalog

FOR UNDERGRADUATE AND GRADUATE PROGRAMS

Mary Baldwin University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, and doctorate degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Mary Baldwin University.

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P.O. Box 1500
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marybaldwin.edu

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 311, 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)

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UNIVERSITY CALENDARS 2020-2021

Undergraduate Programs

<https://marybaldwin.edu/academics/undergraduate-calendar/>

Murphy Deming College of Health Sciences

<https://marybaldwin.edu/health-sciences/about/academic-calendars/>

College of Visual and Performing Arts Graduate Program

<https://go.marybaldwin.edu/shakespeare/files/2018/02/SP-Academic-Calendar-20-21.pdf>

OUR COMMITMENT TO INCLUSIVE COMMUNITY

We, the community of Mary Baldwin University, strive to celebrate humanity in all its wondrous and complex variation. Because we value diversity, it is our mission to sustain a community where all may flourish. We are safe to embrace our shared experiences and our differences. To this end, we treat all with respect and compassion.

THE HONOR CODE

Mary Baldwin University's Honor System is based on three principles: integrity of one's word, respect for the property of others, and honesty in academic work. These standards are an integral part of life at Mary Baldwin; in becoming part of the Mary Baldwin community, each student and faculty member willingly assumes an obligation and a responsibility to uphold them.

THE 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.

GENERAL INFORMATION

ABOUT US

Founded in 1842, Mary Baldwin University has a proud legacy of innovating to best serve our students as the world changes. Our namesake, Mary Julia Baldwin, became principal of a boarding school for young women struggling to remain open during the Civil War and transformed it into a thriving, prestigious community of learning.

Today, MBU is a small, coeducational university offering a range of degree programs from bachelor to doctoral. We serve a vibrant student population on our main campus in historic Staunton, Virginia, named one of the “20 Best Small Towns in America” by *Smithsonian Magazine*. A cutting-edge health sciences campus in Augusta County, programs for online study, and regional advising centers throughout Virginia are also part of the university.

With 177 years of excellence, MBU offers unique opportunities for our students to become leaders in the classroom, community, workplace, and in their own lives. In 1977, Mary Baldwin was the first college in Virginia to create a program for women and men to earn their degrees later in life. With the opening of our college of health sciences in 2014, we established one of the first dozen doctoral programs of occupational therapy in the nation. In 2017 we expanded on our long tradition of student-centered excellence to welcome our first residential men to campus.

MBU also offers special residential programs open only to women, including the Program for the Exceptionally Gifted — in which brilliant young women can start college several years early — and the Virginia Women’s Institute for Leadership — the first and only all-female cadet corps in the U.S.

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

MISSION

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

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

HONOR AND DISTINCTIONS

Mary Baldwin University holds membership in the following national honorary societies: Alpha Kappa Delta (sociology), Alpha Lambda Delta (freshmen), Alpha Phi Sigma (criminal

justice), Alpha Sigma Lambda (adult students), Beta Beta Beta (biology), Iota Sigma Pi (chemistry), Kappa Delta Pi (education), Lambda Pi Eta (communication), Omicron Delta Epsilon (economics), Omicron Delta Kappa (leadership), Phi Alpha (social work), Phi Alpha Theta (history), Phi Beta Kappa (the nation's oldest and most respected society honoring the liberal arts; membership is held through the Lambda of Virginia Chapter), Pi Alpha (physician assistant), Pi Sigma Alpha (political science), Pi Theta Epsilon (occupational therapy), Psi Chi (psychology), Sigma Beta Delta (business, management, and administration), Sigma Pi Sigma (physics), Sigma Tau Delta (English), and Upsilon Phi Delta (healthcare administration)

THE FIVE COLLEGES

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

Major (M) Minor (m)

All majors (M) offer a Bachelor of Arts (BA) Bachelor of Science (BS) also offered* Bachelor of Social Work (BSW)**

College of Arts and Sciences

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

Undergraduate Studies

African American Studies (m) Anthropology (m)

Asian Studies (m)

Biology (M, m)*

Biochemistry (M)*

Chemistry (M, m)*

Clinical Laboratory Science (M)

Creative Writing (m)

Economics (M, m)*

English (M, m)

Francophone Studies (m)

Global Poverty and Development (m)

History (M, m)

History — Public (m)

International Affairs (M)

Leadership Studies (m)
Mathematics (M, m)*
Mathematics – Applied (M)*
Peacebuilding and Conflict Resolution (m)
Philosophy (m)
Physics (M, m)*
Political Science (M, m)
Psychology (M, m)*
Religious Leadership and Ministry (m)
Religious Studies (m)
Sexuality and Gender Studies (m)
Sociology (M, m)
Spanish Language and Hispanic Cultures (m)
U.S. Poverty Analysis (m)
Women’s Studies (m)

Graduate Studies

BA/MS in Applied Mathematics (with the University of Virginia)
BA/MS in Engineering (with the University of Virginia)

College of Business and Professional Studies

The College of Business and Professional Studies comprises the business, social work, and healthcare administration programs leading to bachelor of arts and bachelor of social work degrees. Offering students a solid knowledge base in the theory of their chosen field, the college stresses applying that intellectual foundation to address society’s needs and problems. About one-quarter of all MBU undergraduates earn their degrees in these majors.

The business program approaches business strategy and business education with a curricular emphasis on sustainability and the “triple bottom line” (harnessing benefits that are economic, social, and environmental). The Susan Warfield Caples Social Work Program encourages students to solve social problems and become an advocate for vulnerable, disenfranchised, and marginalized populations. Criminal Justice provides students with thorough knowledge and strong applied components as well as internships in which they will work with crime agencies and police departments.

Undergraduate Studies

Business (M, m)*
Business Economics (M)*
Communication (m)
Criminal Justice (M, m)
Human Resource Management (m)
Management (m)
Marketing (m)
Marketing and Communication (M)

Project Management (m)
Social Work (M)**

Graduate Study

Master of Business Administration (MBA)
Master of Healthcare Administration/MBA
Master of Science in Nursing/MBA

College of Education

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

Undergraduate Studies

Applied Behavior Analysis (m)
Autism Studies & Applied Behavior Analysis (M)
Education (m)
Liberal Arts and Interdisciplinary Studies (M)
Teacher Licensure Program (multiple majors and subject areas)

Graduate Studies

Bachelor's/MAT in Teaching
Bachelor's/MEd in Education
Bachelor's/MS (Applied Behavior Analysis or Higher Education)
Master of Arts in Teaching
Master of Education
Master of Science in Applied Behavior Analysis
Master of Science in Higher Education

Non-Degree Programs

Post Baccalaureate Teacher Licensure (PBTL)
Comprehensive Certificate in Autism Spectrum Disorders
Coursework toward BCaBA certification
Coursework toward BCBA certification

Murphy Deming College of Health Sciences

Murphy Deming College of Health Sciences is setting the standard nationally for superior interprofessional preparation of healthcare professionals. Its innovative programs have a state-of-the-art home on the Mary Baldwin University branch campus in Fishersville that provides sophisticated technological aids to learning that complement faculty expertise and keep students up to date in an ever-evolving field. The college's location in a regional health corridor provides students many opportunities for clinical/educational practicums and research. The college of health sciences offers doctoral and master's programs, as well as studies on the undergraduate level.

Undergraduate Studies

Exercise Leadership (m)

Exercise Science (M)*

Healthcare Administration (M, m)

Health Informatics and Information Management (M), BS only

Health Sciences (M)*

Nursing (RN-to-BSN, post-licensure)

Nursing (RN-to-BSN-to-MSN, post-licensure)

Public Health (m)

Graduate Studies

Doctor of Occupational Therapy

Doctor of Physical Therapy

Master of Healthcare Administration

Master of Science in Nursing

Master of Science in Physician's Assistant

Dual Degrees

Master of Healthcare Administration/Master of Business Administration

Master of Nursing/Master of Healthcare Administration

Master of Nursing/Master of Business Administration

College of Visual and Performing Arts

The College of Visual and Performing Arts is dedicated to the principle, practice, expression, and understanding of embodied, envisioned, and articulated arts. Interdisciplinary in theory and practice, the College of Visual and Performing Arts emphasizes cross-training across multiple modalities, enabling a range of competencies and literacies for its students. The performing and visual arts at MBU are above all liberal arts, and thus prepare students for a diversity of fields that require critical thinking and refined communication skills.

Undergraduate Studies

Art History (m)

Studio Art (M, m)

Dance (m)
Film (m)
Music (M, m)
Performing Arts (M)
Theatre (M, m)

Graduate Study

Shakespeare and Performance

UNDERGRADUATE ADMISSION

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

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

FIRST-YEAR ADMISSION

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

- English, four units
- Foreign language, two units (preferably two consecutive foreign language courses)
- Mathematics, three units

- History and social studies, three units
- Lab science, two units

Scores considered in the admissions process are those on the Scholastic Aptitude Test (SAT), the American College Test (ACT), or the Test of English as a Foreign Language (TOEFL).

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

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

Personal Interviews

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

TRANSFER STUDENTS

Mary Baldwin will consider students for admission to the freshman, sophomore, or junior class by way of transfer from colleges and universities accredited by regional accrediting agencies or the American Association for Liberal Education. A transfer application must include transcripts of all college work taken and a transcript from the secondary school.

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

In evaluating transfer applications, emphasis is placed on the previous college record. As a general guideline, transfer students should have an average of 2.0 or better in their college

work in order to be approved for transfer to Mary Baldwin. Only courses with grades of “C-” or higher will be accepted for transfer credit, and each course will be considered separately.

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

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

MBU ONLINE ADMISSION

Students with a cumulative GPA of 2.0 or higher on their most recent college transcripts are automatically accepted into MBU Online pending they have no academic, disciplinary or criminal issues. Students with a 1.7 to 2.0 could be offered conditional admission to the University pending approval by committee. Students with a 1.7 or lower will be sent to a review by the MBU online admissions committee to evaluate if the student can be offered “special student status” or would be denied admission to the University.

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

Important Information

1. Students must be academically and socially eligible to return to the school they are currently attending or in which they were previously enrolled.
2. Mary Baldwin has an articulation agreement with the Virginia Community College System.
3. Students with less than 24 hours of college-level course work will be evaluated for admission based on their academic performance in high school as well as their college-level course work.
4. If a student enters with 18 or fewer credit hours, the student’s academic work will be evaluated to determine the appropriate orientation course for the student.
5. Official Mary Baldwin University transcripts will show course titles, grades, and credit hours earned on transfer credit for which MBU has comparable courses; however, grades from transfer coursework are not factored into the GPA. In evaluating graduation requirements, the Registrar will determine if certain transfer credits can be

used to satisfy general education requirements. All students must satisfy the core requirements and other graduation requirements set forth in the catalog under which they enter Mary Baldwin University.

6. All students who self-acknowledge through the application that they have committed a crime will be flagged for review by committee prior to being accepted into the University.

PART-TIME DEGREE-SEEKING STUDENTS

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

THE UNDERGRADUATE FIRST-YEAR EXPERIENCE

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

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

PROGRAM FOR THE EXCEPTIONALLY GIFTED (PEG)

Director: Carla Van Devander Associate Director: Christy Baker

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

personal growth. PEG students live in the PEG Center, a living-learning community with adult advisors in the building 24 hours a day.

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

Note: Additional application and interview are required.

IDA B. WELLS Living Learning Community

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

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

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

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

Note: Additional application and interview are required.

PERSIST Scholars Program

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

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

These new students will make a commitment to diversity programming by serving as student ambassadors for the Office of Inclusive Excellence. As a member of this community, students

will also take a general education course taught by their advisor and engage in co-curricular programming focused on civic engagement, leadership development and African American culture. The PERSIST Scholars Program extended support system includes Ubuntu Student Mentors, Sista Friends alumni mentors, and Men with Visions, using a team approach to helping each young man become his best self.

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

Note: Additional application and interview are required.

VIRGINIA WOMEN’S INSTITUTE FOR LEADERSHIP (VWIL)

Commandant of Cadets: Terry Djuric, Brigadier General, retired

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

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

VWIL Advanced Leadership Certificate

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

MBU/VWIL for an entire academic year; one of the positions must be within the VWIL Corps. Final approval for VWIL Certificate is made by the Commandant of Cadets in consultation with the President and Provost.

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

TUITION AND FEE INFORMATION

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

RESIDENTIAL PROGRAMS TUITION AND FEES

The comprehensive fee for residential and commuter students during the 2020-21 academic year is \$40,815, broken down as follows:

Tuition	\$30,690
Student Organization Fee	\$275
Technology Fee	\$120
Room and Board	\$9730
Total Tuition and Fees	\$40,815

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.

Annual Deposit

All residential students who intend to return to Mary Baldwin for the succeeding academic year, including those participating in overseas programs and/or the consortium program, must make a deposit of \$300 by March 1, which is credited to payment of fees for the next session. This deposit will be returned only if the student is advised to withdraw or is prevented by causes beyond her control from returning to college. Students who plan to return to Mary Baldwin University for the following fall, are in good standing, and have made their deposit for the following year are given the opportunity to enter the MBU housing lottery. Eligible students will select housing based on a priority list that weighs a combination of factors including academic performance and class year. Assignments of rooms for upperclassmen are made shortly after spring break.

Monthly Payment Plan

Fees that are normally due in one large lump sum at the beginning of each semester may be paid in eight equal monthly installments. There are no interest or finance charges — only an administration fee of \$30 per semester. For additional information, please log in to mymbu.marybaldwin.edu and click on Student Info. Click on Monthly Payment Plan under Business and Finance.

Half-Price Tuition Plan

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

UNDERGRADUATE SCHEDULE OF PAYMENTS 2020–2021

Resident Students

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

Payable as follows:

Due Date	Student	Type of Payment	Amount
March 1	Returning	Advance Deposit (non-refundable)	\$300
May 1	New	Advance Deposit (non-refundable)	\$300
August 1	All	Tuition less advanced deposit	\$20,247.50
December 1	All	Tuition	\$20,247.50

Commuter Students

Tuition	\$30,690
Student Organization Fee	\$275
Technology Fee	\$120
Room and Board	\$0
Total Tuition & Fees	\$31,085

Payable as follows:

Due Date	Student	Type of Payment	Amount
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March 1	Returning	Advance Deposit (non-refundable)	\$300
May 1	New	Advance Deposit (non-refundable)	\$300
August 1	All	Tuition less advanced deposit	\$15,542.50
December	All	Tuition	\$15,542.50

Part-Time Students

Fewer than 12 semester hours during fall or spring semesters: \$460 per semester hour and a \$60 Technology 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 (2020-21): \$460 per s.h.
- Internship Fee (2020-21): \$230 per s.h.

Note: Advance Deposit payments are non-refundable for first-year and transfer students after May 1. Advance Deposit payments for all returning students are nonrefundable.

Partial-Year Students

Full-time students residing at MBU for the fall or spring term will be charged \$20,407.50. Commuter students enrolling for either period will be charged \$15,542.50. There will be no additional charge for attending the May Term (for currently enrolled students). For student-teaching, social work and internships being done off-campus during fall or spring semesters under faculty supervision, students will be charged as half-year commuter students. If a student wishes room and board on campus while performing an internship off campus, student is charged as a boarding student.

Clinical Lab Science Program, Clinical Year

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

SPECIAL COSTS

Administrative Fees

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

Transcript of Record

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

- Transcripts: \$6 per copy; \$8 if sent by U.S. mail.
- Graduation Fee (graduates only): \$100

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	\$230
Twelve 60-minute lessons	\$450

Reduced fee for approved music majors/minors:

Length of Lesson	Fee
Twelve 30-minute lessons	\$130
Twelve 60-minute lessons	\$175

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:

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

*Only service animals allowed; advanced approval required.

Lost Residence Hall Keys

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

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

Damage or Loss of Personal Possessions

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

Cars

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

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

CONDITIONS OF PAYMENT

Charges are listed for the university year. Fifty percent of the comprehensive fee is due by August 1. The balance for all students is due by the start of spring classes in January. Payments must be made before students can register for classes.

Deadlines for Payment

Students will not be permitted to begin classes until all tuition and fee payments for the first semester have been paid and will not be permitted to begin second semester classes until all

tuition and fee payments have been paid. In order for seniors to participate in Commencement activities, all financial obligations must have been paid two weeks before graduation day. In order for juniors, sophomores and first-year students to participate in Room Draw, all financial obligations must be paid. The university policy for all students is that past and current obligations must be paid in full as a precondition to register or reside on campus.

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

Finance Charges

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

Collection Procedures

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

CREDIT AND REFUND POLICY

MBU arranges for instruction and services in advance on an annual basis. Therefore, charges for residential students are listed for the entire year with billings and payments based on first and second semesters. Charges for the year may be paid in two installments: August 1 for the first semester, and December 1 for the second semester. Credits and refunds are based on first and second semester. Credits outstanding at the end of first semester are applied to second semester of the same academic year. Credits outstanding at the end of second semester are applied to charges for first semester of the following academic year. No student will be permitted to register or reside on campus until applicable charges for the current semester have been paid in full. The Student Accounts Office assumes responsibility for the administration of university policy related to payment of fees.

Application for Credits and Refunds

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

Returned Check Policy

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

Counseled Withdrawal

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

Disciplinary Withdrawal

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

Academic Withdrawal

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

Authorized Leave of Absence

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

Medical Leave

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

Board Refunds

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

Pro Rata Refund Procedures

What is a Pro Rata Refund?

The Higher Education Amendments of 1992 define a pro rata refund as a refund to a student

of not less than that portion of the tuition, fees, room, board, and other charges minus any unpaid student charges, and minus a reasonable administrative fee assessed the student equal to the portion of the enrollment period for which the student has been charged on the date the student notifies an administrative office that they are withdrawing. In some cases the last day of attendance as documented by faculty at an academic related activity may be used.

When and How Are Pro Rata Refunds Applied?

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

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

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

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

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

MBU ONLINE TUITION AND FEES

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

Tuition Per Semester Hour	Amount
Regular Course Work	\$460
Internships (only classes numbered 287 or 387)	\$230
Special Costs	
Orientation Fee *	\$50
Extended Time Fee	\$65/s.h.
Prior Learning Portfolio Evaluation **	\$460

Re-activation Fee	\$50
Graduation Fee *	\$100
Administrative Withdrawal Fee	\$105
Technology Fee *	\$60/semester

*Fees applicable to RN to BSN Program

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

GRADUATE TUITION AND FEES

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

FINANCIAL AID

Student Financial Aid

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

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

Eligibility Requirements for Aid

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

- Have a high school diploma or the equivalent (exceptions are made for students in the Program for the Exceptionally Gifted and Early College)
- Are accepted or enrolled as full-time, 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 certificate programs
- Are U.S. citizens or eligible non-citizens

- Maintain satisfactory academic progress toward a degree at Mary Baldwin

Applying for Aid

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

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

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

Receiving Aid

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

Total Cost of Attendance – EFC = Financial Need

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

- The tuition and fees the student owes directly to the university
- The room and board at the university or an allowance for room and board for a commuting student
- A standard allowance for books

- A standard allowance for miscellaneous expenses
- An allowance for transportation
- An allowance for loan fees (if applicable).

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

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

An undergraduate student must take 12 semester hours in any given semester to be considered full time and eligible for full time aid. (May Term is optional. For students taking May term classes, May term hours are added to spring semester hours to determine enrollment status for federal student aid. May term hours do not count towards spring enrollment status for state or institutional financial aid. Students enrolled at least half time (six semester hours) remain eligible for continuation of some federal aid and loan deferment benefits. If a student receives any financial assistance from outside sources (e.g., ROTC scholarships, outside agency scholarships, etc.), federal and institutional rules require that this assistance be reported to the financial aid office as soon as the student becomes aware of it. Rules further indicate that, in some cases adjustments to other aid may be required. Institutional funding in combination with any financial assistance from outside sources may not exceed cost of attendance except in the case of Veterans Benefits.

Disbursing Aid

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

Grants/scholarships given as aid through the university are credited directly to the student's account. This disbursement only occurs after all regulatory obligations on the part of the student are met to the satisfaction of the Office of Financial Aid and Student Campus

Employment. Jobs are offered through the Federal Work-Study Program and through the university. The student is paid by the hour, and a paycheck is issued biweekly to the student. The student may turn earnings over to the business office to pay tuition for the next semester or may use the earnings to pay for books and personal expenses. Payment is issued only for hours worked and only up to the amount awarded. Jobs require specified hours of work each week. A job contract will be provided showing eligible hours and wages per week. The job obligation to Mary Baldwin is considered an employment commitment in the business world. Loans are not immediately credited to the student's account. Direct Stafford Loans and Parent Loans for Undergraduate Students (PLUS) will be disbursed to the student's business office account only after the "add/drop" period ends and the aid office has reviewed each student's enrollment and continued eligibility, and the required master promissory notes and student loan entrance counseling have been completed. This process usually takes a month. Students should not anticipate this money being credited to the account any sooner than this. Also, federal regulations mandate that loans come in two disbursements. Finally, if a student leaves the university during an academic period, aid funds awarded to the student are refunded to the appropriate aid fund under the policy described in this catalog as "Pro Rata Refund Procedures." Questions about billing should be directed to the Student Accounts Office.

Loans

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

Interest on unsubsidized loans will accrue from the time the loan is disbursed. Students may elect to pay the interest as it accrues, or defer paying it until loan repayment begins, when a student leaves, graduates or drops below half time status. Each student's yearly **eligibility for Direct Stafford Loans** has been established by the federal government as follows:

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

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

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

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

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

Reapplying for Aid

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

Satisfactory academic progress is also required for renewal of aid. Students receiving financial

assistance must make at least minimum satisfactory progress during their years of study at Mary Baldwin. Progress is measured at the end of each semester. The university offers a four-year program for a bachelor's degree. However, we acknowledge that occurrences such as illness, change of major, and disruption of the program by unexpected events or some period of academic difficulty could extend the program to a fifth year. Therefore, the minimum quantitative and qualitative standards of satisfactory academic progress (SAP) are required by the federal government and Mary Baldwin in order to continue to receive aid. Graduate students must have at least a 3.0 GPA and must successfully complete a minimum of 67% of attempted work. One semester of satisfactory academic progress warning will be permitted after a student falls below minimum SAP the first time. If, after the period of warning, a student does not return to the standard minimum progress for that year, aid will not be offered again until minimum standards are achieved. Appeals concerning progress may be addressed to the MBU Office of Financial Aid and Student Campus Employment. Students should bear in mind that these minimum standards are not recommended progress. A student should consult with her academic advisor to develop a program that permits graduation in four years and work toward that goal.

Satisfactory Academic Progress (SAP) For Financial Aid

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

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

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

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

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

MBA	36	54
MHA	39	58.5
MSN	36	54
MHA/MBA	45	67.5
MSN/MHA	48	72
MSN/MBA	48	72
DPT	125	187.5
OTD	117	175.5
PPOTD	30	45
MSPA	121	181.5

VETERANS ADMINISTRATION (VA) EDUCATION BENEFITS POLICIES

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

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

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

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

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

Satisfactory Progress

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

Transfer Credit

Mary Baldwin University will review official transcripts from previous institutions. Transfer credit for previous education will be applied to the student's Mary Baldwin program of education as appropriate. The transfer credit will shorten the duration of the student's program and the student will be notified of the transfer credit approved. The VA will be notified of the transfer credit as appropriate. Mary Baldwin maintains a written record of the

previous education the student received, and the transfer credit approved. The student's academic record will reflect the transfer credit and the cumulative result of each enrollment period and each course undertaken and the final result for that course.

Refund Policy

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

Enlisted Military Personnel Refund Policy

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

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

- Before or during weeks 1-2: 100% return
- During weeks 3-4: 90% return
- During weeks 5-6: 75% return
- During weeks 7-8: 50% return
- During week 9: 40% return (60% of semester is completed)
- During weeks 10-15: 0% return

ACADEMIC POLICY AND REGULATIONS FOR UNDERGRADUATE PROGRAMS

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

CATALOG POLICY

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

Students transferring to Mary Baldwin University from the Virginia Community College

System may elect to declare any Catalog in effect within the twenty-four-month period immediately preceding the term they first enroll.

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

ACADEMIC REQUIREMENTS FOR THE BACHELOR'S DEGREE

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

Required Credit Hours and Grade Point Average

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

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

Program Evaluation

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

General Education Requirements

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

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

The General Education curriculum at Mary Baldwin University develops the critical, creative,

and reflective reasoning skills of its students, challenging them to ask important questions of themselves and others while growing in their awareness of diverse viewpoints.

General Education Core Requirements (36 hours):

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

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

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

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

Students fulfill the Research (R) credit designated by their major. If no R course is designated by the major, students fulfill this requirement through any course carrying the Research (R) credit.

The Associate of Arts (A.A.) or Associate of Science (A.S.) or Associate of Applied Science in Nursing (A.A.S. in Nursing) or Associate Degree in Nursing (A.D.N.) degree is accepted in fulfillment of all requirements listed above.

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

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

Course characteristics and learning outcomes for General Education courses

I. General Education Core Requirements

1. *Students will demonstrate an understanding of the liberal arts and sciences through:*
 - a. Knowledge of the methods and theoretical approaches of the Arts, Humanities, Natural sciences, and Social sciences (A, H, N and S courses).
 - b. Appreciation of the languages, arts, literatures, cultures, or social or economic structures of peoples outside of the United States (I or F courses).
 - o Courses in these General Education Core categories award at least 3 semester hours of credit. Courses satisfying part *a* are usually appropriate for freshmen and sophomores who do not have a background in the subject. Courses satisfying part *b* may require more advanced preparation.
 - o Courses in these General Education core areas may also carry a single skills designation (Q, W, O or R) and/or Gender (G) or Race and Ethnicity designation (D). A course may not carry both G and D credit. A course may not carry both D and I credit. No course may carry more than three designations.
2. *Students will develop reflective reasoning skills, begin to develop university-level communication and research skills, and learn strategies for maintaining active, healthy lifestyles.*
 - o Addressed through coursework in Civic Engagement, College English, Information Literacy and Physical Fitness.

Category definitions for General Education Core

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

Humanities courses study human beings and their cultures through examination of their histories, philosophies, religions, and literatures. Students who complete humanities courses increase their knowledge of the critical methods used in these disciplines while developing their ability to interpret and analyze texts and primary sources as well as synthesize this information and effectively communicate their findings.

Natural Sciences courses study the natural world through inferences based on systematic observations and controlled experiments. Students who complete these courses increase their knowledge of the critical methods used in such disciplines as biology, chemistry, physics, and

experimental psychology and develop a greater understanding of their physical environment, the laws that govern it, and the methods by which these laws are discovered.

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

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

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

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

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

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

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

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

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

Writing (W) courses include frequent (usually weekly) formal and informal writing assignments and at least two formal writing assignments requiring multiple drafts and revisions based on feedback from the course instructor.

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

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

III. Coursework required by all majors at Mary Baldwin University

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

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

Major Project (M): Students address an authentic problem in their major using techniques, theory, and evidence appropriate to their field of study. This requirement is usually met through a senior thesis, senior project, or an interdisciplinary Honors Thesis. Departments may not place skill designations (W, R, O or Q) in the Major Project course: students are expected to have acquired these skills before participating in the M course.

Major Project

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

significant level. Disciplines choose among the following options:

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

Students must have a grade point average in the major equal to or greater than 2.0, or approval of major faculty, to register for the major project. Except in the case of special courses that fulfill the senior requirement, the student should file and get approval of his/her senior requirement by faculty in the discipline by the end of the fall of the senior year. In the absence of special permission to the contrary, all major projects are supervised and evaluated by ranked teaching faculty at MBU. Major Projects are listed on the student's transcript as Major Project: (title) with grade. Major projects that, according to their majors' guidelines, are deemed particularly meritorious are designated "With Distinction," and this achievement is noted on the transcript.

BACHELOR OF SCIENCE DEGREE

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

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

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

- MATH 211, 212 Calculus I, Calculus II
- MATH 231 Discrete Math

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

Science courses that count towards the advanced requirement:

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

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

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

PARTICIPATION IN COMMENCEMENT CEREMONY

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

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

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

Modification of Requirement

A student who, in unusual circumstances, wishes to petition for an exception to the

requirements listed above must submit a request, in writing, to a dean of the college no later than February 1 of the year in which the student expects to graduate. All waivers must be approved by the full faculty.

ACADEMIC CREDIT AND GRADING

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

Course Numbering

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

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

Course Numerical Suffixes

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

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

Grades

The grading symbols used by the university are as follows:

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

Grade Point Equivalents

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

- A 4.0
- A- 3.7
- B+ 3.3
- B 3.0

B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7

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

Grading Scale

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62

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

Repetition of Courses

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

from calculation of the MBU cumulative grade point average.

Rules for Pass/No Credit (P/NC)

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

Rules for Grades of Incomplete and Extended Time

- The temporary symbol of I may be given at the end of a course if, for reasons beyond her control, a residential student is unable to complete the course work. This policy also applies to MBU Online students who are taking on-campus coursework.
- An Incomplete may be given only with the approval of a college dean and of the course instructor.
- Incomplete work must be completed by the end of the next calendar term, that is, by the end of Term 3 for fall semester courses, and by the end of Term 1 for spring courses. In unusual circumstances, such as prolonged illness, with the approval of the instructor, the registrar may extend the time.
- If the work is not completed within the time specified, the registrar's office will assign the grade awarded by the instructor based on the work completed to date.
- Students taking online coursework are eligible for the temporary symbol of ET (extended time) for MBU Online coursework only, with the exception of courses taught through the College of Education, upon permission of their instructor and their academic advisor, and upon payment of an ET fee. ET work must be completed by the end of the following semester or a grade of F is assigned.

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 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 registrar, free to drop out at any time without penalty

ACADEMIC PROCEDURES

Add-Drop Procedure

- To add or drop a course after initial registration, or to change a grading option, use an Add-Drop form, available from the registrar's office. A student may not add a course after the first week of classes. The student's faculty advisor must sign the form.
- To register for MBU Online courses during fall or spring terms, residential students must have junior status and a cumulative GPA of 2.5 or better. The student must secure the approval of the advisor and the registrar on the appropriate form, available in the registrar's office.
- A student may withdraw from a course after the second week, up through the eighth week of a two-term course and the third week of a one-term course. Withdrawals are designated with a W, which will appear on grade reports and the permanent transcript. Marks of W do not affect grade point average.
- If a student ceases attendance without formally dropping or withdrawing from a course, the student will receive a grade of F, which affects grade point average, or NC, which does not affect grade point average.
- Students may drop courses for documented medical or providential reasons at any time within the current term or, in extenuating circumstances, retroactively if requested with documentation in the semester immediately following, upon approval by the registrar. They will be awarded grades of W.
- During May Term, a student may add classes only through the first day of classes. Courses dropped on the first day will not appear on the transcript. Students may withdraw from a May Term course through the sixth day of classes in May Term, receiving a mark of W. The student may change grading option up through the sixth class day.

Declaration of Majors and Minors

Defined Majors

Students are allowed to declare a major at the end of their freshman 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 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 Registrar.

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

Independent Majors

Please see the Academic Policies for Student-Designed Coursework.

Double Majors

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

Minors

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

Changing Majors and Minors

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

Policy for taking online classes offered through the MBU Online Program

(For MBCW/UC Students, revised January 2020)

In the traditional fall and spring terms, students in good academic standing (i.e. not on probation) may register for up to 6 hours of online courses each semester. Students with junior or senior status may, with advisor approval, enroll in additional online courses, but extra fees may apply.

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

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 in the registrar's office
- Students with cumulative GPA above 3.5 can register during the regular registration period

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

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

Transfer of Credit

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

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

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

Credit earned at other institutions in programs sponsored or cosponsored by MBU is not transfer credit and will be included in the MBU cumulative GPA — e.g., Seven College Consortium, Oxford Program, etc.

GPA Amnesty

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

A Mary Baldwin University undergraduate who has left college without completing a

bachelor's degree and is accepted into MBCW, University College, or MBU Online has the option to treat their former Mary Baldwin work as transfer credit.

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

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

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

Withdrawals

Voluntary Withdrawal: Students who withdraw from the university must reapply through the Office of Admissions. Students are subject to the catalog and university requirements applicable to the student's class at the time of re-entry. In all cases of withdrawals, please refer to the Credit and Refund Policy listing in the Tuition section this academic catalog for information regarding financial arrangements. Residential students withdrawing from college must depart the Mary Baldwin campus within 48 hours of the official date of withdrawal.

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

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

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

Academic Withdrawal: Students may be required to withdraw from the university for academic reasons under the requirements for suspension or dismissal. If a student is on

academic deficiency status at the time of withdrawal, that status will apply if the student should subsequently return to the university.

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

Leaves of Absence

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

Counseled Leave: In certain circumstances, the Student Affairs 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 Affairs 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 Affairs Office or program director. In order for a student to return from medical leave, the attending physician must submit to the Student Affairs Office (or program director) a statement certifying that the student is mentally and/or physically able to resume classes at the university. A student who is on academic deficiency status at the time he/she begins a leave of absence will continue on that status upon his/her return. A student who does not return at the end of the agreed leave period must reapply through Admissions. Such a student must meet the criteria of the Office of Admissions and will be subject to the catalog and university requirements in effect at time of re-entry.

ACADEMIC POLICIES FOR STUDENT DESIGNED COURSEWORK

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

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 registrar's office. 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 registrar.

Internships and Experiential Learning

Internships and other forms of experiential learning provide students with practical experiences in working with professionals in various career fields, and therefore are valuable testing grounds for possible future careers. Faculty may suggest opportunities; students may discover possibilities themselves; and the Spencer Center and the Office of Personal and Professional Development also can help. Normally students must be in good academic standing in order to engage in an internship. A student must complete the internship application prior to beginning the internship, including all necessary approvals. Failure to follow this process may result in not receiving credit for the experience. Normally students must be in good academic standing in order to engage in an internship. A student must complete the internship application prior to beginning the internship, including all necessary approvals. Failure to follow this process may result in not receiving credit for the experience.

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

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

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

Summer Study

During the summer break, undergraduate residential students may enroll in courses offered online, through MBU Regional Centers, and in directed inquiries and internships that require direct supervision by Mary Baldwin on-campus faculty. Students are billed separately for summer courses and must abide by the policies and deadlines of the MBU Online.

Teaching Assistantships

During any term, qualified students may assist in the instruction of courses with the approval

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

ACADEMIC STANDARDS

Academic Classification Standards/Satisfactory Progress

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

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

Academic Honors

Honors and Dean's Lists

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

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

Baldwin Honors Scholars

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

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

Honors Degree

The Honors Degree is awarded to a Baldwin Honor Scholar upon successful completion of all phases of the Honors Program. Applications for candidacy for the Honors Degree must be submitted to the Honor Scholars Committee by November 1 of the Student's senior year

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

Rank in Class

Rank in class is determined by grade point average. Grade points are given only for work done on the regular graded basis. The university does not officially rank students.

Senior Requirement with Distinction

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

Graduation with Latin Honors

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

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

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

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

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

Academic Probation

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

Minimum Cumulative GPA

Mid-year, first-time college students	1.50
End of first year/freshman standing	1.65

Sophomore standing (for all those other than students completing their first year)	1.75
Junior standing	1.95
Senior standing	2.00

Probation Procedures and Rules:

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

Academic Suspension and Dismissal

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

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

Suspension Below Cumulative GPA:

- End freshman year 1.50
- End sophomore year 1.65
- End junior year 1.85

Immediate Suspension

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

Summary Suspension: Pending action of the Judicial Board, Honor Council, other administrative body, or civil courts, the status of a student should not be altered or her right

to be present on campus and to attend classes suspended except for reasons relating to the safety and well-being of students, faculty, or university property. If such a threat to safety and well-being exists, the dean of students may summarily suspend the student until resolution by the appropriate body is achieved.

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Annual Notification

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

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

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

Family Policy Compliance Office
United States Department of Education
400 Maryland Ave., S.W.
Washington, DC 20202-5920

- To exercise all rights on the student's own behalf, regardless of the student's status as a dependent upon parents.

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

- The types of education records maintained by the University;
- The titles and addresses of the University officials responsible for those records;

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

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

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

- Those University students who, pursuant to their duties as officers in officially recognized honor societies, periodicals, and other activities which recognize or encourage superior academic achievement, require personally identifiable information (e.g. grades) from students' education records to determine the satisfaction of specified eligibility requirements;
- Those University students who, pursuant to their duties as members of official University committees (e.g. scholarship committees), require personally identifiable information from students' education records;
- Those University students who, pursuant to the authority granted by the Board of Visitors under the terms of the Honor System and the University Judiciary System, require personally identifiable information from a student's education records to investigate, adjudicate, or advise students involved in an alleged violation of the Honor Code or the Standards of Conduct; and
- A person, company, or agency with whom the University has contracted to provide services that the University itself would provide otherwise.

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

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of

studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Directory Information at MBU for students includes:

Name

Address

Telephone number

E-mail address

Date of birth

Place of birth

Major field of study

College of Enrollment

Location of attendance

Full-time/part-time status

Level and year in school

Expected graduation date

Past and present participation in officially recognized activities and sports

Physical factors of athletes (age, height, weight)

Dates of attendance

Candidacy for degree

Degrees, honors, scholarships, and awards received

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

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

Students may designate access to their student record or student account information via

MyMBU. This access may be updated at any time and all students must update their information in MyMBU once a year.

CONSORTIUM EXCHANGE

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

COOPERATIVE PROGRAMS/ARTICULATION AGREEMENTS

Guaranteed Admissions Agreement with the Virginia Community College System

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

Guaranteed Admissions Agreement with Richard Bland College

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

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

Mary Baldwin University students may elect to participate in a dual degree program in the various branches of engineering, offered by the School of Engineering and Applied Science at the University of Virginia. Under this program, qualified students attend Mary Baldwin for three years and then, based on their academic performance, are accepted into the University of Virginia for two or more years of study, leading to a bachelor's degree in applied mathematics from MBU and a master's degree in engineering from UVA. Students who are interested in exploring this option should contact the coordinator, Dr. John Ong, associate professor of mathematics, during their first semester at Mary Baldwin. To enroll, they must maintain an overall (as well as a math and science) GPA of B+ at the university and must complete the calculus and physics sequences during their freshman year. Students who are accepted into the program generally have a 1700 SAT or 25 ACT score or better.

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

Up to 10 qualified MBU students have the opportunity to gain admission to VCOM through the Guaranteed Acceptance Program by following a distinct academic protocol and by

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

Washington and Lee University – Physics

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

PRE-PROFESSIONAL PROGRAMS

Pre-Law

Laura van Assendelft, Advisor

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

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

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

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

Pre-Med and Pre-Health Sciences

Paul Deeble, Advisor

Brian Miller, Advisor

Many students are interested in graduate school in health-related professions, ranging from

traditional medical school to physician assistant studies to physical therapy and occupational therapy. We strive to support our students in health-focused career exploration and endeavor to prepare them well for future graduate studies.

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

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

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

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

STUDY ABROAD

Spencer Center for Civic & Global Engagement, 205 Wenger Hall

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

1. MAY TERM AND SUMMER ABROAD

As a short-term option, May Term and Summer Abroad programs are very popular ways to study abroad. Not only are the programs organized and typically led by MBU faculty members with expertise in the subject matter and country, but the entire class is made up of

MBU students. Course topics and countries vary annually; past destinations include Haiti, Mexico, Iceland, London, Spain, and Bermuda.

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

The **Virginia Program at Oxford** is a six-week session held at St. Anne's College of the University of Oxford. Six Virginia colleges, including Mary Baldwin, combine to offer a select group of students the opportunity to study the literature, history, and society of late 16th and early 17th century England. Lectures and tutorials are conducted by British faculty. Students may earn six semester hours of English and history credit. All majors are eligible to apply. For more information, contact Professor of History Mary Hill Cole.

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

2. INTERNATIONAL EXCHANGE

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

MBU International Exchange Partners

India: Lady Doak College

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

Japan: Doshisha Women's College of Liberal Arts

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

experience.

Japan: Kansai Gaidai University

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

Japan: Soka University

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

South Korea: Sungshin Women's University

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

Taiwan: National Chengchi University

National Chengchi University (NCCU) is noted for its humanities and social sciences disciplines and is located in Taipei City, the capital of Taiwan. Study at NCCU gives students the opportunity to learn Mandarin Chinese, which is the official language of Taiwan. A full range of courses taught in English are available to MBU students. The partnership between MBU and NCCU enables at least two MBU students to participate in the exchange each year.

Northern Ireland: multiple universities

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

3. THIRD PARTY PROGRAMS

Students can also study abroad for a summer, semester, or year through other university

programs or independent providers (known as “third party providers”). These organizations offer study abroad in countries all over the world, making it possible for MBU students to study virtually anywhere.

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

UNDERGRADUATE MAJORS AND MINORS, FOUR-YEAR AND FIVE-YEAR PROGRAMS

Major (M)

Minor (m)

Bachelor of Arts (BA) is offered in all majors

- Except Health Informatics and Information Management (BS), Bachelor of Science in Nursing (BSN), and Social Work (BSW)

*Bachelor of Science (BS) also offered

**Bachelor of Social Work (BSW)

***Bachelor of Science in Nursing (BSN)

MAJORS AND MINORS

African American Studies (m)

Anthropology (m)

Applied Behavior Analysis (m)

Art History (m)

Arts -Studio (M, m)

Arts Management (M)

Asian Studies (m)

Autism Studies & Applied Behavior Analysis (M)

Biology (M, m)

Biochemistry (M)

Business (M, m)

Business Economics (M)

*Chemistry (M, m)

Clinical Laboratory Science (M)

Communication (m)

Creative Writing (m)

Criminal Justice (M, m)

*Economics (M, m)

Education (m)

English (M,m)

Exercise Leadership (m)

*Exercise Science (M)

Film (m)
Francophone Studies (m)
Global Poverty and Development (m)
Healthcare Administration (M, m)
Health Informatics and Information
*Health Sciences (M)
History (M,m)
History — Public (m)
Human Resource Management (m)
International Affairs (M)
Leadership Studies (m)
Liberal Arts and Interdisciplinary Studies (M)
Management (m)
Marketing (m)
Marketing and Communication (M)
*Mathematics (M, m)
*Mathematics -Applied (M) Music (m)
Music (M, m)
***Nursing (RN-to-BSN, post-licensure)
Peacebuilding and Conflict Resolution (m)
Performing Arts (M)
Philosophy (m)
*Physics (M, m)
Political Science (M, m)
Project Management (m)
*Psychology (M, m)
Public Health (m)
Religious Leadership and Ministry (m)
Religious Studies (m)
Sexuality and Gender Studies (m)
Spanish Language and Hispanic Cultures (m)
**Social Work (M)
Sociology (M, m)
Teacher Licensure Program (multiple majors and subject areas)
Theatre (M, m)
U.S. Poverty Analysis (m) Women's Studies (m)

FOUR-YEAR MASTER'S DEGREES

Business (BA/MBA)
Education (BA/MAT)

FIVE-YEAR MASTER'S DEGREES

Business (BA/MBA)

Education (BA/MAT, Bachelor's/MS, and Bachelor's/MEd)
Shakespeare and Performance (BA/MLitt)
Applied Mathematics/Engineering (BS/MS with UVA)

GENERAL EDUCATION

Arts (A)

ART 109 Fundamentals of Art and Design I
ART 110 Fundamentals of Art and Design II
ART 111 Drawing I
ART 112 Painting I
ART 113 Introduction to Watercolor
ART 114 Ceramics I
ART 115 Photography I
ART 116 Pinhole Photography
ART 120 Printmaking I
ART 122 Silkscreen
ART 124 Digital Photography and Digital Printmaking
ART 125 Introduction to Art Education
ART 140 Materials as Metaphors
ARTH 101 Survey of Western Art: Prehistoric to Gothic
ARTH 102 Survey of Western Art: Renaissance to Modern
ARTH 206 History of Photography
DAN 102 Studies in Choreography from Theatre and Film
DAN 103 Dance History and Cultural Understanding
FILM/MUS/THEA 150 Introduction to Performing Arts
FILM/ARTH 254 Film Analysis
MUS 100 Introduction to Listening
MUS 105 Fundamentals of Music
MUS 111 Music Theory I
MUS 223 Piano Literature
MUS 225 Beethoven
MUS 226 Music and the Theatre
PHIL/ARTH 234 Philosophy and the Arts
THEA 101 Plays in Performance
THEA 105 Basic Theatre Production
THEA 110 Basic Theatre Production: Costumes and Stage Management
THEA 114 Introduction to Theatre History
THEA 115 Introduction to Drama: Script Analysis
THEA 277 Collaborating with Shakespeare

Humanities/History (H)

ARTH 201 Arts of Asia: India, China, and Japan
AS 106 Asian Civilizations

AS/REL 212 Asian Religions
AS/REL 275 Buddhism
AS/REL 278 Hinduism
ENG 111 Introduction to Literature
ENG 208 British Literature before 1780
ENG 209 British Literature after 1780
ENG/THEA 216 Introduction to Shakespeare
ENG 220 American Literature: Colonial to Romantic
ENG 221 American Literature: Realism to Present
FREN 160 How to Live: Classic French Literature
HIST 101 Western Civilization to 1648
HIST 102 Western Civilization from 1648
HIST 111 Survey of U.S. History to 1877
HIST 112 Survey of U.S. History from 1877
HIST 241 British History to 1688
HIST 242 British History from 1688
INT 268 Truth, Beauty, and Persuasion: Histories and Theories of Writing and Rhetoric
PHIL 101 Introduction to Philosophy
PHIL 102 Introduction to Ethics
PHIL 110 Ethical Issues in Business
PHIL 201 Greek and Medieval Philosophy
REL 101 Old Testament (Hebrew Bible)
REL 102 New Testament (Christian Bible)
SPAN 232 Approaches to Latin American Literature
THEA 217 Continental Renaissance Drama

Natural Sciences (N)

BIOL 100 The Living World
BIOL 111 Principles of Biology
BIOL 112 Diversity of Life
BIOL 141 Field Biology
BIOL 142 Botany in the Field
BIOL 148 Environmental Issues
BIOL 149 Environmental Issues Lab
BIOL 150 Field Ornithology
BIOL 151 Human Health and Disease
CHEM 101 Forensic Chemistry
CHEM/BIOL 120 Nutrition for Health, Fitness, and Sport
CHEM 121 General Chemistry I
CHEM/BIOL 145 Freshwater Chemistry and Biology
INT 165 Earth Science
PHYS/CHEM 100 Exploring the Physical World
PHYS 201 General Physics I

PSYC 101 Introduction to Psychology as a Natural Science
PSYC 241 Sensation and Perception

Social Sciences (S)

ANTH 120 Cultural Anthropology
ANTH 121 Human Origins and Archaeology
CJ 234 Juvenile Delinquency
CJ 240 Victimology
COMM 115 Mass Communication
ECON 101 Principles of Microeconomics
ECON 112 Economic Geography
ECON 150 Experimental Economics
ED 212 Lifespan Human Development
POLS 100 Introduction to American Government and Politics
POLS 200 State and Local Government
POLS 220 Topics in Campaigns and Elections
PSYC 111 Introduction to Psychology as a Social Science
PSYC 203 Abnormal Psychology
PSYC 210 Child Psychology
PSYC 211 Adolescent Psychology
PSYC 231 Psychology of Personality
SGS 261 Sexual Minorities
SGS 263 Dimensions of Human Sexuality
SOC 100 General Sociology
SOC 110 Sociology of the Family
SOC 112 Social Problems
SOC 232 Deviance
SOC 254 Social Psychology

Race and Ethnicity in the U.S. (D)

ANTH 212 Indigenous Peoples of North America
BUAD/MKTC 334 Multinational Marketing
COMM 225 Culture, Identity, and Communication
ECON 215 Poverty and Inequality in the U.S.
ED 342 Culturally Responsive Teaching and Communication and Practicum
ENG 364 African American Literature
ENG 374 Diversity Topics in Literature
HIST 217 The American West
HIST 230 American Immigration History
HIST 265 Survey of African American History to 1877
HIST 266 Survey of African American History from 1877
HIST 267 History of the Harlem Renaissance
HIST 302 Virginia History

INT 155 Permeable Borders
MUS 151 History of Jazz
NUR 413 Community Health Nursing and Emergency Preparedness
PHIL/REL 225 Martin Luther King and a Philosophy of Civil Rights
PHIL 232 African American Thought
PSYC 248 Forensic Psychology
REL 232 African American Religion
SOC 242 Race in Sociological Perspective
SOC 248 Social Inequality
SOC 264 Social Movements
SOWK 353 Social Work with Diverse Populations
SPAN 227 U.S. Latino Literature and Culture
THEA 270 African American Theatre

Gender Studies (G)

ANTH 202 Women, Gender, and Culture
ARTH 221 Women in the Visual Arts
AS 251 Gender in Asian Cultures
BIOL/WS 252 Biology of Women
BUAD 250 Gender in the Workplace
CJ 150 Women in Policing
ENG 235/335 Women's Writing
ENG 241 American Women's Autobiography
ENG 372 Gender Topics in Literature
FILM 275 Women and Film
FREN 270 African and Caribbean Women Writers
HCA 235 Women's Healthcare Issues
HIST 203 Women in American History
HIST 346 European Women's History from 1700
MUS 218/318 Women in Music
POLS 209 Women and Politics
PSYC 214 Psychology of Women
REL 231 Women and Religion
SGS 235 Gender, Sex, and the Military
SGS/WS 245 Gender and Sport
SGS 275 Trans Communities
SGS 338 Theories in Sexuality and Gender Studies
SOC 225 Sex Roles and Male-Female Relationships
SPAN 246 Latin American Women Writers
SW/ CJ 262 Girl Centered Initiatives
THEA/WS 219 Women in Theatre and Drama
WS 100 Focus on Women: An Introduction to Women's Studies
WS 200/ PHIL 200 Contemporary Feminisms and Gender Studies

WS 240 Gender and Popular Culture

Community Involvement (C)

ANTH 215 Native Peoples and Museum Interpretation
ASD 363/364 Practicum in ASD
BUAD 214 Income Tax (VITA)
CE 102 The Reflective Self in Community
CE 255 Food Insecurity and Public Education
CE 281 Civic Leadership and Social Innovation
CE 287 Civic Engagement Internship
CJ 387 Internship
ED 110 Practicum in Education
ED 111 Practicum in Special Education
ED/ASD 364 Practicum Experience II—Autism Spectrum Disorders
HCA 287/387 Internship
HPUB 230 Introduction to Public History
HPUB 300 Special Topics in Public History
INT 251 The Writer in the World: Professional Writing
NUR 403 Community Health Practicum
PHIL 140 Community and Service-Learning
POLS 200 State and Local Government
POLS 220 Special Topics in Campaigns and Elections
REL 130 Faith, Life, and Service
SOC 282 Community Service and Society
SOWK 355 Social Work Practice I
THEA 211 Theatre in the Community

Global Understanding – Foreign Language (F)

FREN 101 Beginning French I
FREN 102 Beginning
French II FREN 201 Intermediate French I
FREN 202 Intermediate French II
JPNS 101 Beginning Japanese I
JPNS 102 Beginning Japanese II
JPNS 201 Intermediate Japanese I
JPNS 202 Intermediate Japanese II
SPAN 101 Beginning Spanish I
SPAN 102 Beginning Spanish II
SPAN 150 Spanish Conversation
SPAN 201 Intermediate Spanish I
SPAN 202 Intermediate Spanish II

Global Understanding – International Studies (I)

ANTH 208 Medical Anthropology

ANTH 220 Language and Culture
ARTH 204 Latin-American Art after Cortez
AS 246 Modern Japan
AS 247 Modern India
AS 253 China in the Developing World
AS 270 Australia: A Cultural History
BIOL 250 Neotropical Ornithology
BUAD 305 Global Business
COMM 280 Intercultural Communication
ECON 102 Principles of International and Macroeconomics
ECON 232 Topics in Economic Development
ECON 253 International Trade
ECON 310 Global Labor Issues
ECON 314 International Finance
ED 336 Comparative Education
ENG 373 International Topics in Literature
HCA 250 Global Healthcare
HIST 246 Europe in the Twentieth Century, 1900–1939
HIST 247 Modern Europe, 1939–Present
HIST 255 The History of Russia
NUR 407 Cultural Nursing: Uniting Our World
PHIL 211 Modern Political Thought: Global Justice
POLS 111 Comparative Politics
POLS 112 International Relations
POLS 128 U.S. Foreign Policy
POLS 215 Politics of Developing Nations
POLS 244 Politics of the Middle East and North Africa
POLS 295 Democracy in Africa and Latin America
POLS 311 Civil Wars and the Ethnic Conflict
PSYC 281 Psychology of Global Social Justice
REL 202 Judaism, Christianity, and Islam
SPAN 203 Advanced Grammar and Composition
SPAN 204 Spanish for Heritage Learners
SPAN 210 Advanced Spanish Conversation
SPAN 215 Let's Talk About Movies/Hablemos de Cine
SPAN 218 May Term Abroad
SPAN 230 Latin American Culture and Civilization
THEA 208 London Theatre (abroad)

Physical Fitness and Health (P)

DAN153 Contemporary Dance
DAN154 Dance in Community
DAN156 Dance Composition and Improvisation

DAN 157 Jazz Technique
DAN 158 Tap Dance
EXSS 251 Personal Training
PHE 100–123, or 221 (1 hour)
PHE 137–193 (1 hour)

Oral Communication (O)

ARTH 205 19th Century Art
ASD 363/364 Practicum in ASD
BUAD 400 Strategy and Sustainability in Business Decisions
COMM 100 Public Speaking
ED 382–393 Student Teaching
ED/ASD 364 Practicum Experience II—Autism Spectrum Disorders
HCA 310 Healthcare Strategic Management
HIST 239 Voices of Protest and Authority: Europe 1600–1800
MUS 218/318 Women in Music
NUR 302 Professional Nursing Leadership and Management
NUR 501 Organization and Systems Leadership
PHIL 112 Knowing the Self
PHIL 140 Community and Service Learning
PHIL 235 Ethics, Community, and Leadership
REL 130 Faith, Life and Service
REL/COMM 237 Meditation: Theory and Practice
SGS 261 Sexual Minorities
SOWK 156 Interviewing in Human Service Professions
THEA 111 Voice, Diction, and Oral Reading THEA 400 Seminar

Quantitative Reasoning (Q)

BIOL 245 Ecology
BUAD 209 Financial Decision Making
BUAD 260 Personal Finance
BUAD 340 Financial Management
CHEM 101 Forensic Chemistry
CHEM 121 General Chemistry I
CHEM 122 General Chemistry II
CHEM/BIOL 145 Freshwater Chemistry and Biology
ECON 101 Principles of Microeconomics
ECON 301 Advanced Data Analysis
ED/MATH 156 Numeration and Algebra for Teachers
ED/MATH 158 Geometry and Measurement for Teachers
ED 238 Methods of Teaching Mathematics - Elementary
ED 239 Methods of Teaching Mathematics - Special Education
ED 328 Student Assessment and Technology Integration

HCA/BIOL 261 Epidemiology I
HSCI 321 Applying Statistical Concepts in Health Sciences Research
NT 165 Earth Science
INT 222 Social Science Statistics
MATH 155–MATH 398
MUS 212 Music Theory IV
NUR 303 Nursing Informatics
NUR 503 Managing Health Outcomes through Informatics
PHIL 103 Introduction to Logic
PHYS/CHEM 100 Exploring the Physical World
PHYS 201 General Physics I
POLS 300 Political Behavior
PSYC 250 Behavioral Statistics

Research and Information Literacy (R)

ANTH 244 Magic, Ritual, and Religion
ARTH 203 Italian Renaissance Art: Early and High Renaissance
ARTH/HIST 222 History of American Art and Architecture
ARTM 340 Museum Studies
ASD 362 Social Skills Instruction and Behavior Strategies for ASD
BIOL 100 The Living World
BIOL 381 Junior Seminar
BUAD 307 Business and Society
CHEM 222 Organic Chemistry II
CJ 320 Research Methods in Criminal Justice
COMM 345 Social Media Research
ECON 272 Environmental Policy
ECON 310 Global Labor Economics
ED 310 Middle and Secondary Methods and Practicum
ED/ASD 362 Social Skills Instruction and Behavioral Strategies
ENG/THEA 216 Introduction to Shakespeare
ENG 335 Women’s Writing
ENG 320 Renaissance Literature
ENG 328 The Rise of the Novel
EXSS 350 Exercise for Special Populations
HCA 300 Healthcare Research Methods
HIST 230 American Immigration History
HIST 238 Tudor-Stuart England, 1450–1660
HIST 246 Europe in the Twentieth Century, 1900–1939
HIST 247 Modern Europe, 1939–Present
HIST 265 Survey of African American History to 1877
HIST 302 Virginia History
HIST 346 European Women’s History from 1700

HPUB 230 Introduction to Public History
HPUB 300 Special Topics in Public History
INT 103 Information Literacy
INT 213 Bailey Colloquium
MHA 503 Foundations of Research Methods in Administration
NUR 305 Research in Nursing
PHIL/REL/AS 320 Peacemaking: Gandhi and Nonviolence
PHYS 260 Introduction to Materials Science
POLS 260 Public Policy
PSYC 212 Cognition and Cognitive Neuroscience
PSYC 310 Learning and Memory
PSYC 191 Course-Based Undergraduate Research (CURE) (pending CAS EPC approval)
REL 355 Greek Myth and Religion
SGS 263 Dimensions of Human Sexuality
SOC 320 Research Methods
SOWK 317 Social Work Research

Writing Competency (W)

ANTH 320 Theories of Culture
ARTH 302 Modern Art before 1945: From Cézanne to Gorky
AS 106 Asian Civilizations
AS 251 Gender in Asian Cultures
AS 270 Australia: A Cultural History
AS/REL 275 Buddhism
AS/REL 278 Hinduism
ASD 361 Communication, Language and Sensory Aspects of ASD
BIOL/EXSS 351 Exercise Physiology
BIOL 354 Comparative Physiology
BIOL 361 Animal Behavior
BUAD 200 Management Principles
BUAD/MKTC 334 Multinational Marketing
CHEM 230 Environmental Chemistry
CHEM 311 Analytical Chemistry
CJ 300 Theory of Criminology and Criminal Justice Systems
COMM 221 Mass Media Writing
ECON 253 International Trade
ED 336 Comparative Education
ED/ASD 361 Communication, Language and Sensory Aspects of ASD
ENG 111 Introduction to Literature
ENG 204 Children's/Young Adult Literature
ENG 208 British Literature before 1780
ENG 209 British Literature after 1780
ENG 220 American Literature: Colonial to Romantic

ENG 221 American Literature: Realism to Present
ENG 235/335 Women's Writing
ENG 245 Introduction to Creative Writing
FILM 264 Screenwriting
FREN 160 How to Live: Classic French Literature
HCA 235 Women's Healthcare Issues
HIST 212 The United States: The Revolutionary Generation, 1763–1817
HIST 216 Hip Hop and History HIST 325 Jacksonian America
HIST 340 Revolutionary Europe 1789-1901
INT 251 The Writer in the World: Professional Writing
INT 268 Truth, Beauty, and Persuasion: Histories and Theories of Writing and Rhetoric
INT 270 Teaching Writing: Introduction to Theory and Practice
MUS 323 Piano Literature
NUR 304 Contemporary Issues in Professional Nursing Practice
PHIL 101 Introduction to Philosophy
PHIL 203 The Literature and Thought of Existentialism
POLS 215 Politics of Developing Nations
PSYC 216 Multicultural Psychology
PSYC/BIOL 305 Physiological Psychology
SGS 275 Trans Communities
SGS 338 Theories in Sexuality and Gender Studies
SOC 240 Community and Urban Sociology
SOC 248 Social Inequality
SOC 300 Sociological Theory
SOWK 353 Social Work with Diverse Populations
SPAN 203 Advanced Grammar and Composition
SPAN 204 Spanish for Heritage Learners
THEA 101 Plays in Performance
THEA 114 Introduction to Theatre History
THEA 115 Introduction to Drama: Script Analysis
WS 240 Gender and Popular Culture

UNDERGRADUATE OFFERINGS

Courses that fulfill General Education requirements are marked with the appropriate letter abbreviation next to the course name:

Arts (A)
Humanities/History (H)
Natural Sciences (N)
Social Sciences (S)
Thematic Seminar (T)
Race and Ethnicity in the U.S. (D)
Gender Studies (G)

Community Involvement (C)
Global Understanding – Foreign Language (F)
Global Understanding – International Studies (I)
Physical Fitness and Health (P)
Oral Communication (O)
Quantitative Reasoning (Q)
Research and Information Literacy (R)
Writing Competency (W)
Major Project (M)

AEROSPACE STUDIES

(U.S. Air Force ROTC)

Mary Baldwin University offers the aerospace studies curriculum through the U.S. Air Force Reserve Officer Training Corps (AFROTC) program conducted at Virginia Military Institute. AFROTC is a nationwide program that allows students to pursue commissions (become officers) in the United States Air Force (USAF) while simultaneously attending college. AFROTC classes are held on college campuses throughout the United States and Puerto Rico; students can register through normal course registration processes. AFROTC consists of four years of Aerospace Studies classes (Foundations of the USAF, Evolution of USAF and Air and Space Power, Air Force Leadership Studies, and National Security Affairs/Preparation for Active Duty), and a corresponding Leadership Laboratory for each year (where students apply leadership skills, demonstrate command and effective communication, develop physical fitness, and practice military customs and courtesies). College students enrolled in the AFROTC program (known as “cadets”) who successfully complete both AFROTC training and college degree requirements will graduate and simultaneously commission as Second Lieutenants in the Active Duty Air Force.

The AFROTC program at the Virginia Military Institute (VMI) has an agreement with Mary Baldwin University that allows MBU students to enroll in AFROTC and become full-fledged cadet participants. For more information on AFROTC course descriptions, please review the Air Force section of the VMI website.

103 The Foundation of the United States Air Force I

Lecture Hours: 1

Lab Hours: 0

Credit Hours: 1

Part I of a survey course designed to introduce students to the United States Air Force and provide an overview of the basic characteristics, missions and organization of the Air Force.

Prerequisite(s): Must meet AFROTC membership requirements and be seeking a commission.
Fall semester only.

113 Leadership Lab for AS 103

Lecture Hours: 0

Lab Hours: 1

Credit Hours: 0

Mandatory leadership lab that allows cadets to practice and demonstrate mastery of the

leadership skills essential to an Air Force officer. *Fall semester only.*

104 The Foundation of the United States Air Force II

Lecture Hours: 1

Lab Hours: 0

Credit Hours: 1

Part II of a survey course designed to introduce students to the United States Air Force and provide an overview of the basic characteristics, missions and organization of the Air Force.

**Prerequisite: AS 103 or permission of the Det 880 Commander. Spring semester only.*

114 Leadership Lab for AS 104

Lecture Hours: 0

Lab Hours: 1

Credit Hours: 0

Mandatory leadership lab that allows cadets to practice and demonstrate mastery of the leadership skills essential to an Air Force officer.

Spring semester only.

203 Evolution of USAF Air and Space Power I

Lecture Hours: 1

Lab Hours: 0

Credit Hours: 1

Part I of a course featuring topics on Air Force heritage and leaders; the introduction to air and space power through examination of competencies and functions; and continued application of communication skills. Its purpose is to instill an appreciation of the development and employment of air power, and to motivate students to transition from AFROTC cadet to Air Force ROTC officer candidate. **Prerequisite: AS 104 or permission of Det 880 Commander. Fall semester only.*

204 Evolution of USAF Air and Space Power II

Lecture Hours: 1

Lab Hours: 0

Credit Hours: 1

Part II of a course featuring topics on Air Force heritage and leaders; the introduction to air and space power through examination of competencies and functions; and continued application of communication skills. Its purpose is to instill an appreciation of the development and employment of air power, and to motivate students to transition from AFROTC cadet to Air Force ROTC officer candidate. **Prerequisite: AS 203 or permission of Det 880 Commander. Spring semester only.*

213 Leadership Lab for AS 203

Lecture Hours: 0

Lab Hours: 1

Credit Hours: 0

Mandatory leadership lab that allows cadets to practice and demonstrate mastery of the leadership skills essential to an Air Force officer. *Fall semester only.*

214 Leadership Lab for AS 204

Lecture Hours: 0

Lab Hours: 1

Credit Hours: 0

Mandatory leadership lab that allows cadets to practice and demonstrate mastery of the leadership skills essential to an Air Force officer.

Emphasis is placed on preparing cadets for Field Training. *Spring semester only.*

303 Leadership Studies I

Lecture Hours: 2

Lab Hours: 0

Credit Hours: 2

Part I of a course that teaches cadets advanced skills in management and leadership. Special emphasis is placed on enhancing leadership skills. *Prerequisite: AS 204. Fall semester only.

313 Leadership Lab for AS 303

Lecture Hours: 0

Lab Hours: 1

Credit Hours: 0

Mandatory leadership lab that allows cadets to practice and demonstrate mastery of the leadership skills essential to an Air Force officer. Only Commission seeking cadets take AS 313. Non-commissioning cadets enrolled in AS303 must take LS 350. *Fall semester only.*

304 Leadership Studies II

Lecture Hours: 2

Lab Hours: 0

Credit Hours: 2

Part II of a course that teaches cadets advanced skills in management and leadership. Special emphasis is placed on enhancing leadership skills. *Prerequisite: AS303. Spring semester only.

314 Leadership Lab for AS 304

Lecture Hours: 0

Lab Hours: 1

Credit Hours: 0

Mandatory leadership lab that allows cadets to practice and demonstrate mastery of the leadership skills essential to an Air Force officer. Only Commission seeking cadets take AS 314. Non-commissioning cadets enrolled in AS304 must take LS 351. *Spring semester only.*

403 National Security Affairs and Preparation for Active Duty I

Lecture Hours: 2

Lab Hours: 0

Credit Hours: 2

Part I of a course designed for college seniors that gives them the foundation to understand their role as military officers in American society. It is an overview of the complex social and political issues facing the military profession and requires a measure of sophistication

commensurate with the senior college level.

**Prerequisite: AS 304. Fall semester only.*

413 Leadership Lab for AS 403

Lecture Hours: 0

Lab Hours: 1

Credit Hours: 0

Mandatory leadership lab that allows cadets to practice and demonstrate mastery of the leadership skills essential to an Air Force officer. Only Commission seeking cadets take AS 413. Non-commissioning cadets enrolled in AS403 must take LS 450. *Fall semester only.*

404 National Security Affairs and Preparation for Active Duty II

Lecture Hours: 2

Lab Hours: 0

Credit Hours: 2

Part II of a course designed for college seniors that gives them the foundation to understand their role as military officers in American society. It is an overview of the complex social and political issues facing the military profession and requires a measure of sophistication commensurate with the senior college level.

**Prerequisite: AS 403. Spring semester only.*

414 Leadership Lab for AS 404

Lecture Hours: 0

Lab Hours: 1

Credit Hours: 0

Mandatory leadership lab that allows cadets to practice and demonstrate mastery of the leadership skills essential to an Air Force officer. Only Commission seeking cadets take AS 414. Non-commissioning cadets enrolled in AS404 must take LS 451. *Spring semester only.*

AFRICAN AMERICAN STUDIES

Amy Tillerson-Brown, Coordinator

Requirements for the Minor in African American Studies

21 semester hours

PHIL 232

REL 232

HIST 265

HIST 266

ENG 364

Two of the following:

MUS 151, HIST 213, ECON 215, HIST 267, HIST

365, SOC 240, SOC 248, SOC 264, THEA 270, or

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

ANTHROPOLOGY

Abigail Wightman, Coordinator

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.

Requirements for the Minor in Anthropology

18 semester hours Required Courses:

ANTH 120 Cultural Anthropology

ANTH 121 Human Origins and Archaeology

ANTH 220 Language and Culture

Three additional anthropology electives. Up to three hours may be substituted with approval by the anthropology coordinator.

For the **Sociology Major with a Concentration in Anthropology**, see the Sociology section of the catalog.

Civic Engagement Opportunities

Students are encouraged to seek out civic and global engagement opportunities, particularly internships, study abroad, and anthropological field schools. Along with anthropology faculty, the Spencer Center can help students find appropriate opportunities.

Anthropology Course Descriptions

120 Cultural Anthropology (3 s.h.) (S)

This course introduces students 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.

121 Human Origins and Archaeology (3 s.h.) (S)

This course introduces students 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 civilization.

202 Women, Gender, and Culture (3 s.h.) (G)

This course explores the relationship between gender, culture, and women's status in communities around the world. Students will examine the relationship between "sex" and "gender," evaluate cross-cultural variations of women's roles and status, be exposed to differing constructions of gender and sexuality, and gain a greater appreciation of the influence of systems of power, such as race and colonialism, on women's lives.

208 Medical Anthropology (3 s.h.) (I)

This course explores the ways in which culture influences the definition and treatment of diseases in communities around the world. Students will be exposed to such topics as the difference between disease and illness, the influence of disease on human populations throughout history, ethnomedicine, the relationship between culture and Western biomedicine, culture-bound syndromes, social suffering, and stigma.

212 Indigenous Peoples of North America (3 s.h.) (D)

This course introduces students 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.

215 Native Peoples and Museum Interpretation (3 s.h.) (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.

220 Language and Culture (3 s.h.) (I)

This course 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.

227 Human Geography: People, Place and Culture (3 s.h.) (T)

This course 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.

242 Race in Sociocultural Perspective (3 s.h.) (D)

This course offers students the opportunity to objectively and systematically consider race in relation to social systems and cultural beliefs. What is race? How do racialized systems come into being, and why? We will focus on race in the United States, but will also explore examples of racial systems historically and cross-culturally. Cross-listed as SOC 242 Race in Sociocultural Perspective.

244 Magic, Ritual, and Religion (3 s.h.)

This course 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.

300 Social Theory (3 s.h.) (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 SOC 300 Social Theory.

**Prerequisite: SOC 100 or 112 and ANTH 120*

400 Senior Seminar (3 s.h.) (M)

This course fulfills the senior requirement for the sociology major. Students will write either a series of research papers or a senior thesis. Taught every fall on-campus. Cross-listed as SOC 400 Senior Seminar. **Prerequisite: SOC 320.*

APPLIED BEHAVIOR ANALYSIS

Please see College of Education for information on minor in Applied Behavior Analysis.

APPLIED MATHEMATICS

Please see Mathematics — Applied

ART AND ART HISTORY

Jim Sconyers, Jr., department chair

The Department of Art and Art History offers a minor in Art History and a major and a minor in Studio Art.

STUDIO ART

Cheyenne Crawford, Barbara Holt, Colleen Pendry, Laura Pogoretskiy, Nancy Ross, Jessica Rublee, Martha Saunders, Jim Sconyers, Jr.

The studio art curriculum at Mary Baldwin promotes a process-oriented and creative practice of the language of visual form, where an emphasis is placed upon art making as a thoughtful exploration of ideas. Students learn the following: perceptual skills, analytical and critical competence, and technical skills related to specific media, the importance of process, creative problem solving, various means of artistic conceptualization, and the context of historical and contemporary art. Because of the importance of process and sequential learning in the visual arts, students desiring to major in studio art are encouraged to take foundation courses: ART 109, ART 110, ART 111, and one of the 100-level art history courses during their freshman year. This will put them on the optimal learning track in the major. Students who plan to qualify for a teaching license with certification in art education should complete the studio art major. Courses specific to endorsement are listed at the end of the studio art courses.

Civic Engagement Opportunities

- Annual visual arts trips to Washington D.C. and New York City, open to the community
- Regular public lectures by prominent artists, art historians, and art critics
- Professional exhibitions in the university's art gallery, open to the public
- Required or recommended internships through our academic majors
- Varied collaborative projects that involve other organizations and institutions, including student exchange exhibitions with other colleges
- Art and art history faculty lectures and service at community organizations
- Exploring civic engagement through class projects and assignments

Requirements for the Major in Studio Art

Students majoring in Studio Art select at least one area of emphasis. With planning it is possible to have two areas of emphasis, which is recommended for students considering graduate school. 39 semester hours are required for all areas of emphasis.

Each area of emphasis requires the following courses *in addition* to the requirements listed below:

ART 109

ART 110

ART 111

ARTH 101

ARTH 102

One from 200 or 300-level ARTH One of ART or ARTH

(Note: For students selecting two areas of emphasis, the above requirements only need to be taken once.)

Drawing Emphasis

ART 112

ART 120

ART 211

ART 311

ART 405

One of ART or ARTH

Painting Emphasis

ART 112

ART 211

ART 212

ART 312

ART 401

One of ART or ARTH

Photography Emphasis

ART 115

ART 116

ART 124

ART 215

ART 408

One of ART or ARTH

Printmaking Emphasis

ART 115

ART 120

ART 122

ART 124

ART 406

One of ART or ARTH

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.

ART 407

A small sequence of courses appropriate to the medium/idea, to be approved by the full-time studio faculty.

Requirements for the Minor in Studio Art

21 semester hours

ART 109

ART 110

ART 111

Three more art courses

One of the following: ARTH 101, or ARTH 102

Studio Art Course Descriptions

109 Fundamentals of Art and Design I (3 s.h.) (A)

Required for studio art majors. A practical exploration of the basic elements and principles of art and design. ART 109 and ART 110 establish a foundation for effective communication through the language of visual form. Problems are addressed primarily through black and white media. Some attention will be given to three-dimensional design. If possible, ART 109 should be taken before ART 110, but the two courses do not have to be taken sequentially. Materials fee.

110 Fundamentals of Art and Design II (3 s.h.) (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.

111 Drawing I (3 s.h.) (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.

112 Painting I (3 s.h.) (A)

Drawing experience helpful but not required. An introduction to the basics of painting, emphasizing composition, value, and color. Materials fee.

113 Introduction to Watercolor (3 s.h.) (A)

An exploration of traditional and experimental techniques in watercolor. Students will work from still life, the model, and the landscape. Materials fee.

114 Ceramics I (3 s.h.) (A)

Basic instruction in clay through various hand building and wheel-throwing techniques and glazing options. Historical and contemporary perspectives on clay will be explored through different projects. Also included will be concepts of 3D design as they pertain to the projects. Materials fee.

115 Photography I (3 s.h.) (A)

An introduction to technical and aesthetic issues of black and white photography (silver-gelatin 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.

116 Pinhole Photography (3 s.h.) (A)

This course builds a basic knowledge of black and white pinhole photography as a creative artistic medium. The course consists of lectures, student presentations of works with class discussions and critiques, along with technical instruction. Materials fee.

117 Software in the Visual Arts (3 s.h.)

This course introduces a practical understanding of Adobe Photoshop, Adobe Illustrator and Adobe InDesign. Materials fee.

119 Introduction to Film/Video Production (3 s.h.)

For course description, see FILM 119 in the Film listing.

120 Printmaking I (3 s.h.) (A)

Designed as an introduction to materials and techniques. Emphasis is given to monotype, woodcuts/linocuts, the artist's book, and intaglio printing. Students gain a working knowledge of printmaking processes. Materials fee.

122 Silkscreen (3 s.h.) (A)

An introduction to the process and techniques of screen printing (silkscreen). The course includes class discussions and critiques. Materials fee.

124 Digital Photography and Digital Printmaking (3 s.h.) (A)

An introduction to digitally based techniques associated with photography and printmaking. The course includes Photoshop workshops, photo-intaglio techniques using photo-polymer emulsion, fresco transfers, polyester plate lithography, class discussions, and critique. Materials fee.

125 Introduction to Art Education (3 s.h.) (A)

This course introduces to students the basics of art and the role of art in education. The class focuses on the implementation of art in the classroom, the terms and concepts of visual art, and the value and scope of art in cultural history. Hands-on activities give students an opportunity to experience and explore a variety of materials. This course is required for prospective teachers seeking a K-12 art education endorsement. Materials fee.

Note: It is strongly recommended that students planning a career in art education, in addition to fulfilling the requirements of their selected emphasis in the studio art major, extend their study with courses offering experience in different media, often required for art educators. For example, a student with a studio art major and a painting emphasis should also take ART 140, ART 117, and perhaps ART 115.

140 Materials as Metaphors (3 s.h.) (A)

Students explore various ways that existing materials and objects — both artificial and natural — can be used to create narratives and/or metaphors. Whether the student is primarily interested in painting, drawing, printmaking, photography, or working three-dimensionally, the course will serve to expand her visual and conceptual vocabulary. Materials fee.

211 Drawing II (3 s.h.)

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. **Prerequisite: ART 111 or permission of the instructor.* Materials fee.

212 Painting II (3 s.h.)

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, including working with three-dimensional form. **Prerequisite: ART 112 or permission of instructor.* Materials fee.

215 Photography II (3 s.h.)

The objective of this course is to build upon the student's knowledge of black and white photography as a creative artistic medium. Students work with both silver gelatin and digital techniques. 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. **Prerequisite: ART 115.* Materials fee.

277 Topics in Art (1–3 s.h.)

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.

311 Drawing III (3 s.h.)

Attention is given to contemporary concepts and to helping the student develop an individual direction in drawing. Further development of technical, conceptual, and critical skills is encouraged. In ART 311, drawing is defined very broadly. It is possible to work three-dimensionally and with installation art. **Prerequisite: ART 211.* Materials fee.

312 Painting III (3 s.h.)

The purpose of this course is to help the student begin to find her own artistic voice as a painter, as well as to continue developing technical, conceptual, and critical skills. In ART 312, painting is defined very broadly. It is possible to work three-dimensionally and with installation art. **Prerequisite: ART 212.* Materials fee.

387 Internship(s) (3 s.h.)

Students are offered a variety of possibilities for hands-on experience in the fields of graphic design or arts management. Internships may occur either in or outside of Staunton. Experience will vary depending on the type of firm and the kinds of projects currently being produced in that firm. Arranged on an individual basis.

401 Senior Project in Painting (3 s.h.) (M)

The senior project in studio art is regarded as the culmination of the major. Affording the opportunity for independent scholarship and creative work, the project is an important and exciting step that will help prepare the student for professional activity and/or graduate work. The student is expected to produce and present for exhibition a cohesive body of work that represents serious investigation of a theme or specific idea. May be repeated for credit. It is strongly recommended that students complete two semesters (6 s.h.) of the senior project; although, only one semester is required.

Materials fee.

405 Senior Project in Drawing (3 s.h.) (M)

For course description, see ART 401. Materials fee.

406 Senior Project in Printmaking (3 s.h.) (M)

For course description, see ART 401. Materials fee.

407 Senior Project in Extended Media (3 s.h.) (M)

For course description, see ART 401. Materials fee.

408 Senior Project in Photography (3 s.h.) (M)

For course description, see ART 401. Materials fee.

Note: For information regarding Teaching Assistantships please refer to the Academic Catalog for Undergraduate and Graduate Programs.

ART HISTORY

Kerry Mills, Jenny Ramirez

The art history curriculum introduces students to historical inquiry, an understanding of the various styles and movements in art, theory of art, and the interpretation of art in the context of time, place, and purpose. Students learn terminology, research methods, develop skills in organization, critical and logical thinking, and writing, and learn that art of the past is relevant today.

Requirements for the Minor in Art History

18 semester hours

ARTH 101

ARTH 102

Four additional ARTH courses at the 200-or 300-level

Art History Course Descriptions

101 Survey of Western Art: Prehistoric to Gothic (3 s.h.) (A)

Introductory slide-lecture survey course orients students to the elements and principles of

art, modes of expression, and thematic content. The visual arts of the ancient world, prehistory through the Medieval era, are considered in an historical context. Major monuments illustrate the influence of culture, social and religious organizations, and the events of history. ARTH 101 and ARTH 102 may be taken in any sequence or in part.

102 Survey of Western Art: Renaissance to Modern (3 s.h.) (A)

Introductory slide-lecture survey course orients the student to the elements and principles of art, modes of expression, and thematic content. The visual arts of the Renaissance through Modern era (14th through 20th century) are considered in a historical context. Major monuments illustrate the influence of culture, social and religious organizations, and the events of history. ARTH 101 and ARTH 102 may be taken in any sequence or in part.

201 Arts of Asia: India, China, Japan (3 s.h.) (H)

Introductory slide-lecture survey course to the art and architecture of India, China, and Japan. Covering nearly 4,000 years of art and history produced by a massive area of the world—Southeast and East Asia—the course will present the main lines of development of these cultures and their arts. Emphasis will be placed on recognition and identification of major works of art, including sculpture, ceramics, painting, and architecture, and associated styles from each period/dynasty. A focus on religion, literature, and regional philosophy will be a strong component as well.

203 High Renaissance Art in Italy (3 s.h.) (R)

The quest for greater naturalism, classicism, and science in fifteenth and sixteenth century Italy culminated in the harmonious balance evident in the art and architecture of Leonardo, Raphael, Alberti Bramante, Michelangelo, Titian, and Palladio, and would influence all of Western civilization. Art and civic, private, and religious projects are addressed in the context of noble and papal patronage, humanistic studies, culture, politics, and the changing religious climate. Students develop critical skills through analysis and research. Strongly recommended background: ARTH 102.

205 19th Century Art (3 s.h.) (O)

A study of the visual arts of nineteenth-century Europe from approximately 1780 to 1880, with a special focus on France, England, and Spain.

From the revolutionary and turbulent art at the beginning of the century, Neoclassicism and Romanticism, to the *fin-de-siècle* works of

Post-Impressionism and Symbolism at the close, this course will explore the interplay between art and history in a period legendary for political propaganda, sublime darkness, shocking realism, and the roots of modernism. Recommended background: ARTH 102.

206 History of Photography (3 s.h.) (A)

A survey of the history and evolution of still photography from its beginnings in the early nineteenth century to the end of the 20th century. Although photography developed from evolving technological and technical processes, the “nature” of the medium has been subject to debate ever since its inception in 1839. The course will examine the use of photography for aesthetic, documentary, and “scientific” purposes, stylistic shifts by major proponents of the

medium, and interpretations of subject matter based on social and cultural concerns at specific moments in history. Recommended background: ARTH 102.

210 Studies on Site (3 s.h.)

Students with strong background, love of art and/or history may apply for Studies on Site. A small group travels to study art in locations that vary from year to year. Group discussions, oral presentations, writing, flexibility and congeniality are important. Extra charge covers room, board, transportation, museum entrance fees, most meals. Applications due with deposit by November 1; notification of acceptance by November 10. **Prerequisites: Two relevant ARTH courses.*

221 Women in the Visual Arts (3 s.h.) (G)

Study of the role of selected women in the history and evolution of art from the medieval era to the present. Emphasis on art of the 19th and 20th centuries. Traditional and feminist perspectives will be examined. Recommended background: ARTH 102.

222 History of American Art and Architecture (3 s.h.) (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.

234 Philosophy and the Arts (3 s.h.) (A)

For course description, see PHIL 234 in the Philosophy listing.

254 Film Analysis (3 s.h.) (A)

For course description, see FILM 254 in the Film listing.

277 Topics in Art History (1–3 s.h.)

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.

302 Modern and Contemporary Art (3 s.h.) (W)

A study of the development of Modern, Postmodern, and Contemporary art and artists, covering the time period from the end of the nineteenth century to the end of the twentieth century in both Europe and America. The course follows a chronological trajectory, uncovering the evolution of influences, themes, media, traditions, and contradictions within a historical, social, political, and technological context. Topics to be covered will include Impressionism and Post-Impressionism, Fauvism, Cubism, Futurism, Expressionism, the Bauhaus and de Stijl, Dada and Surrealism, Abstract Expressionism, Minimalism, Pop Art, Conceptual Art, Performance Art, Environmental Art, Feminist Art, and New Media Art. **Prerequisite: ARTH 102.*

ARTS MANAGEMENT

Jim Sconyers, Jr., Art Coordinator

Lise Keiter, Music Coordinator

Kerry Cooke, Theatre Coordinator

The arts management major provides the student whose field of interest is art, music, or theatre with skills in management appropriate for positions in arts organizations or for graduate study in arts management.

Requirements for the Major in Arts Management

48–49 semester hours

BUAD 200

BUAD 208

BUAD 230

COMM 100

COMM 260

ECON 101

ARTM 287/387

Senior Project in area of concentration Required courses for area of concentration, as noted below

One course in each of the other two concentrations

Note: One or more of the following strongly recommended: Art 117, Buad 307, Buad 350, Comm 115, Comm 221, Comm 240, Comm 245, or INT 251

Note: ECON 102 is strongly recommended, especially for students planning to pursue graduate studies in business.

Note: Art emphasis students choose one of the following: COMM 100 or COMM 260.

Concentration in Art

24 semester hours

ARTH 101 and ARTH 102

Two additional ARTH courses

ART 117

ARTM 340

BUAD 400 (fall) Senior Project

BUAD 401 (spring) Senior Project

Note: INT 150 Creating Community: Human Rights and the Arts and INT 155 Permeable Borders are encouraged but not required.

Concentration in Music

21 semester hours

MUS 100

MUS 111

At least 12 semester hours of music electives, including at least two three-credit music courses at the 200 level

MUS 402

Note: A music minor is recommended for this concentration.

Concentration in Theatre

21 semester hours

THEA 114 or THEA 115

THEA 208 or approved substitution

One additional course in theatre literature or history

One course in theatre techniques

Two additional theatre courses

THEA 401

Arts Management Course Descriptions

340 Museum Studies (3 s.h.) (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.

287, 387 Internship(s) (3 s.h.)

Students gain hands-on experience in museum work, arts organizations, and communications organizations on campus or in the area. Summer internships elsewhere are strongly encouraged. Students gain experience in areas such as museum work, public relations, exhibitions, researching, cataloging, and theatre operations. One internship is required; a second may be taken as an elective.

Arranged individually.

400 Senior Project

For course description, please consult faculty.

ASIAN STUDIES

Amy S. Miller, Coordinator

The minor in Asian Studies provides a broad background in the cultures, histories, languages, political systems, and religious formations of Asia. By engaging a variety of disciplinary perspectives, students become attuned to Asia's diversity — its many models of social organization, political developments, historical transformations, and ideologies — while gaining an overall understanding of Asia as a region of particular importance, both historically and in the contemporary global context. Although study abroad is not required for the Asian Studies minor, it is both recognized and encouraged. Students are eligible to apply for one semester or one-year programs with Mary Baldwin international exchange partners: Doshisha Women's College in Kyoto, Japan; Soka University in Tokyo, Japan; Kansai Gaidai in Osaka, Japan; Sungshin Women's University in Seoul, South Korea; National Chengchi University in Taipei, Taiwan; or Lady Doak College, in Madurai, India. Students may also study at other

recognized institutions in Asia.

Requirements for the Minor in Asian Studies

18 semester hours

AS 106: Issues in Asia or AS/REL 212: Asian Religions

15 additional semester hours of Asian Studies courses from among those listed below (Or 12 additional s.h. if both AS 106 and AS 212 are completed):

- JPNS 201, 202: Up to 6 credits for Japanese language. *Prerequisite: JPNS 101, 102.
- AS 201/ARTH 201 Arts of Asia: India, China, Japan
- AS 246 Modern Japan
- AS 247 Modern India
- AS 251 Gender in Asian Cultures
- AS 253 China: Tradition and Transformation
- AS 270 Australia: A Cultural History
- AS 272 Tibetan and Himalayan Cultures
- AS 275 Buddhism
- AS 278 Hinduism
- AS 320/PHIL 320 Peacemaking: Gandhi and Non-violence

With prior approval, intermediate level language courses and Asian Studies courses taken at a recognized college or university in Asia may be included in the Asian Studies Minor. In addition, students may also earn up to 6 s.h. for a pre-approved internship, either in Asia or with an Asian company or organization in the United States.

Civic Engagement Opportunities

- English Conversation Partners — student volunteers are paired with Mary Baldwin international students to help them with spoken English
- MBU Ambassadors — student volunteers assist with international student programming, particularly during student orientation
- Cosmos International Club— student organization

Asian Studies Course Descriptions

106 Issues in Asia (3 s.h.) (H, W)

Introduces students to the history and cultures of Central, East, South, and Southeast Asia, with an emphasis on key moments of political and cultural change and transformation.

201 Arts of Asia: India, China, Japan (3 s.h.) (H)

For course description, see ARTH 201 in the Art History listing.

212 Asian Religions (3 s.h.) (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 International Affairs major and the Peacebuilding and Conflict Resolution and Religious Studies minors.*

246 Modern Japan (3 s.h.) (I)

A study of Japanese cultural, political and economic history from the 19th century.

Preceded by a brief introduction to its early history. *Contributes to the International Affairs major.*

247 Modern India (3 s.h.) (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. *Contributes to the International Affairs major.*

251 Gender in Asian Cultures (3 s.h.) (G, W)

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 International Affairs major and the minors in Peacebuilding and Conflict Resolution and Women's Studies.*

253 China: Tradition and Transformation (3 s.h.) (I)

Chinese political, economic, and cultural history from the 17th century to the present with an emphasis on modern developments. *Contributes to the International Affairs major.*

270 Australia: A Cultural History (3 s.h.) (I, W)

Historical analysis of the cultural and sociological development of Australia as a modern nation. Topics include relations between native peoples and Europeans, evolution of a unique culture, and contemporary problems and prospects facing Australia today. *This course is offered through MBU Online only. Not offered 2021-2022.*

272 Tibetan and Himalayan Cultures (3 s.h.) (T)

An introduction to the peoples and cultures of Tibet and the greater Himalayan region (Nepal, Northern India, and Bhutan). In examining the cultural, social, religious, and environmental aspects that define life on the slopes of this mountain region, the course employs diverse methodologies including Religious Studies, Anthropology, and Environmental Studies. The emphasis is on modern life, including the impact of the Chinese Communist Intervention on the Tibetan diaspora and Tibetan national self-understandings.

275 Buddhism (3 s.h.) (H, W)

An introduction to the diverse beliefs, practices, and traditions of Buddhism from their origins in India to their geographical and historical diffusion throughout Asia and beyond. Attention will also be given to Socially Engaged Buddhism. Cross listed as REL 275. *Contributes to the Peacebuilding and Conflict Resolution and Religious Studies minors.*

278 Hinduism (3 s.h.) (H, W)

An exploration of Hinduism's diversity through a study of Hindu mythological and epic literature, sacred geography, ritual practices, and understandings of divinity. Cross listed as REL 278. *Contributes to the Peacebuilding and Conflict Resolution and Religious Studies minors.*

287, 387 Internship (1–3 s.h.)

An internship in Japan or elsewhere in Asia, or with an Asian-related company or

organization in the United States

320 Peacemaking: Gandhi and Nonviolence (3 s.h.) (T, R)

For course description, see PHIL 320 in the Philosophy listing.

AUTISM STUDIES & APPLIED BEHAVIOR ANALYSIS

Please see College of Education for information on the major in Autism Studies & ABA and the minor in Applied Behavior Analysis.

BIOCHEMISTRY

Please see Chemistry.

BIOLOGY

Paul Callo, Department Head

Kadrin Anderson, Paul Deeble, Mary Jane Epps, Rebecca Haberman, Suzanne Allison

In the Biology Department we believe that the best way to learn science is by doing it — by involvement in thoughtfully designed laboratory work which includes self-designed experiments and by exposure to current methods and questions in the field. We believe that this is important even for non-biology majors, because of both the understanding of science that comes from it and the teamwork and analytical skills which are developed—skills which are valuable in any setting.

Students who major in Biology integrate technique and theory. Whether they are contributing to faculty research or working on a self-designed project, Biology majors have access to equipment and the opportunity to conduct hypothesis-driven research at a high level intended to make an impression in graduate school and beyond. It is expected that this research will incorporate sophisticated techniques and instrumentation and skill in using the primary research literature; this culminates in an original and substantial senior research project and the presentation and defense of a thesis.

Biology is available as a major (BS or BA) and minor. Within the Biology major, there are optional emphases in Biomedical Science or Science Education.

Requirements for Bachelor of Arts in Biology

39 semester hours in Biology plus 8 semester hours in supporting courses

The Basic Biology Core

Required of all majors

COURSE	CREDIT HOURS
BIOL 111 Principles of Biology	4
BIOL 112 Diversity of Life	4

BIOL 222 Genetics	4
BIOL 224 Cell Biology	4
BIOL 245 Ecology	4
BIOL 253 Zoology or BIOL 257 Botany	4
BIOL 381 Junior Seminar	3
BIOL 400 Senior Seminar	1
BIOL 401 Senior Research or BIOL 402 Senior Colloquium	2
BIOL Elective at the 200 level or above	2-4
BIOL Elective at the 200 level or above	2-4
BIOL Elective at the 300 level	2-4
TOTAL	Minimum of 39

Supporting Courses:
Required of all Biology majors

8 credit hours in Chemistry:
CHEM 121 General Chemistry I with lab
CHEM 122 General Chemistry II with lab

Requirements for Bachelor of Science in Biology

39 semester hours in Biology plus 19 semester hours in supporting courses
The Basic Biology Core (listed above) with two BIOL electives at the 300 level instead of one and BIOL 401.

Supporting Courses

8 credit hours in Chemistry:
CHEM 121 General Chemistry I with lab
CHEM 122 General Chemistry II with lab
11 credit hours in Mathematics/Statistics: MATH 211*Calculus I
MATH 212*Calculus II Any Statistics course

Biomedical Science Emphasis

The biomedical science emphasis is an interdisciplinary program designed to prepare students for admission to professional schools in the medical sciences, graduate study in fields related to basic science research, or employment in the rapidly growing biotechnology and pharmaceutical industries.

Requirements for the Biomedical Science Emphasis

Minimum 42 semester hours
The requirements for the BA or BS in biology Four of the following: CHEM 221, CHEM 222,

PHYS 201, PHYS 202, BIOL 255, HCA/BIOL 261, BIOL 264, BIOL 265, BIOL 322, BIOL 327, BIOL 328, BIOL 329, BIOL 352, BIOL 354, or BIOL 355
One of the following: ANTH 208, HCA 101, HCA 125, HCA 225, HCA/PHIL 230, HCA 245, HCA 250, PSYC 203, PSYC 210, PSYC 211, PSYC 305, PSYC 307, or SOC 260

Note: Students are encouraged to pursue internships in the biomedical sciences (BIOL 387).

Science Education Emphasis

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

Requirements for the Science Education Emphasis

48 semester hours

The requirements for the BA in Biology including both BIOL 253 and BIOL 257

One of the following: BIOL 141, BIOL 142, BIOL 145 or BIOL 148 and BIOL 149, BIOL 150

One of the following: BIOL 264 or BIOL 265 BIOL 380: serve as a teaching assistant in a lab science

Note: Students also should refer to the requirements for an education minor and for teacher licensure. *For more information, see College of Education.*

Requirements for the Minor in Biology

24 semester hours

BIOL 111 and BIOL 112

Three of the following: BIOL 222, BIOL 224, BIOL 245, BIOL 253, or BIOL 257

Additional courses in biology to total 24 semester hours.

Civic Engagement Opportunities

Civic engagement contracts with BIOL 151 and BIOL 264/265 by working in local clinics or health services.

Biology Course Descriptions

100 The Living World (3 s.h.) (N, R)

This is a course recommended for non-majors. Students will seek answers to several questions: What should I eat? Why do we run? What do our genes do? Why do we need bacteria in our bodies? How does what we do impact other species? This course will examine these themes through readings, videos, discussions, and oral presentations.

111 Principles of Biology (4 s.h.) (N)

Lecture and lab. The biological sciences as a process of inquiry, with emphasis on general principles including the structure and function of major biological molecules such as DNA, RNA, protein, lipids, and carbohydrates. This course emphasizes basic cell biology, fundamental biochemical pathways, and introductory genetics. This course the foundation for

all other biology courses and is the first course in a two-part sequence with BIOL 112. Fall. Lab fee.

112 Diversity of Life (4 s.h.) (N)

Lecture and lab. This course is intended to give students an introduction to the great diversity of life on Earth, with emphasis on the body plans, ecology, and evolutionary relationships among organisms. This is the second course in the introductory biology sequence which began with BIOL 111. Spring. Lab fee.

120 Nutrition for Health, Fitness, and Sport (3 s.h.) (N)

For course description, see CHEM 120 in the Chemistry listing.

141 Field Biology (4 s.h.) (N)

Field course. Focuses on the natural history and ecology of plants and animals in and around the Shenandoah Valley. Spring wildflowers, birds, and mammals are studied in the varied habitats found in the George Washington National Forest and St. Mary's and Ramsey's Draft wilderness areas. Students who take the course should like to hike. May Term.

142 Botany in the Field (4 s.h.) (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.

145 Freshwater Chemistry and Biology (4 s.h.) (N)

For course description see CHEM 145 in the Chemistry listing. May Term.

148 Environmental Issues (3 s.h.) (N)

The goals of this 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.

149 Environmental Issues Lab (1 s.h.) (N)

Lab course. Students work on a variety of projects dealing with population biology, community structure, and the monitoring of environmental pollution. Lab fee.

150 Field Ornithology (4 s.h.) (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.

151 Human Health and Disease (3 s.h.) (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 healthcare management, the media, ethics, and economics. *This course does not count toward teacher licensure.*

191 Course-Based Undergraduate Research Experience (4 s.h.) (R)

Lecture and lab. This is a four-week intensive summer course. Students identify an original problem in the field of biology. They develop and conduct a research project with guidance and feedback from a faculty member. Students gain familiarity with research skills in biology by critically evaluating a defined body of knowledge relevant to the field, collecting and storing data in accordance with good lab practices, learning an overview of methodologies, and demonstrating analytical skills. Summer.

211 Evolution (3 s.h.)

Evolution, the great unifying theory behind modern biology, is introduced with an emphasis on experimental evidence bearing on the modern synthesis of evolutionary theory and its bearing on topics such as disease, aging, and social behavior. **Prerequisite: BIOL 111. Alternate years.*

222 Genetics (4 s.h.)

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. **Prerequisite: BIOL 111. Spring. Lab fee.*

224 Cell Biology (4 s.h.)

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.

**Prerequisite: BIOL 111, Recommended: CHEM 121. Lab fee.*

230 Studies in Biology (3 s.h.)

These colloquia will focus on topics not included in regularly scheduled biology courses. Interests of the students and faculty will determine the subject.

245 Ecology (4 s.h.)

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. **Prerequisite: BIOL 112. Fall. Lab fee.*

248/348 Conservation Biology (3 s.h.) (T: 348 only)

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. **Prerequisite: BIOL 245 or permission of instructor. Alternate years.*

250 Neotropical Ornithology (4 s.h.) (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.

251 Personal Training (3 s.h.)

For course description, see EXSS 251 in the Exercise Science listing.

252 Biology of Women (3 s.h.) (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 252. Suggested background: BIOL 111 or 151.

253 Zoology (4 s.h.)

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. **Prerequisite: BIOL 112. Alternate years, Spring. Lab fee.*

255 Microbiology (4 s.h.)

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. **Prerequisite: BIOL 111. Recommended: CHEM 121. Fall. Lab fee.*

257 Botany (4 s.h.)

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. **Prerequisite: BIOL 112. Alternate years. Lab fee.*

261 Epidemiology (3 s.h.) (Q)

For course description, see HCA 261 in the Healthcare Administration listing.

264 Human Anatomy and Physiology I (4 s.h.)

Lecture and lab. This is the first course in a two-course sequence that will introduce students to the structure and function of the human body. This course will begin with the study of cellular structure and processes. This will then be related to the structure and function of the different tissue types throughout the human body. The body systems that will be studied in this course will include the musculoskeletal, nervous and endocrine systems. In the lab, students will use human models, human skeletons, histological slides and cat dissection to observe the structure of cells, tissues and body systems. Also, physiology laboratory skills used in both research and clinical settings will be introduced. **Prerequisite: BIOL 111. Fall. Lab fee.*

265 Human Anatomy and Physiology II (4 s.h.)

Lecture and lab. This is the second course in a two-course sequence that will introduce students to the structure and function of the human body. This course will build off of the material learned in Human Anatomy and Physiology I. The body systems that will be studied in this course will include the immune, lymphatic, cardiovascular, respiratory, digestive, urinary and reproductive systems. Human development and pregnancy will also be studied. In the lab, students will use human models, human skeletons, histological slides and cat dissection to observe the structure of cells, tissues and body systems. Also, physiology laboratory skills used in both research and clinical settings will be introduced. **Prerequisite: BIOL 264. Spring. Lab fee.*

305 Physiological Psychology (3 s.h.) (W)

For course description, see PSYC 305 in the Psychology listing.

322 Cancer Biology (3 s.h.)

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. **Prerequisite: BIOL 222 or BIOL 224 or permission of instructor. Alternate years.*

324 Biochemistry I (3 s.h.)

For course description, see CHEM 324 in the Chemistry listing.

325 Biochemistry II (4 s.h.)

For course description, see CHEM 325 in the Chemistry listing.

327 Immunology (3 s.h.)

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. **Prerequisite: BIOL 224 or permission of instructor. Alternate years.*

328 Biotechnology (3 s.h.)

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. **Prerequisite: BIOL 222. Alternate years.*

329 Biological Imaging (4 s.h.)

Laboratory course. The study of the theory and methodology of multiple types of imaging to include light and fluorescence microscopy, Scanning Electron Microscopy (SEM), and gel imaging for DNA and protein analysis. **Prerequisite: BIOL 111 or BIOL 112. Alternate years, May Term. Lab fee.*

351 Exercise Physiology (4 s.h.) (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. *Cross-listed as EXSS 351. Lab fee.*

354 Comparative Physiology (4 s.h.) (W)

Lecture and lab. An examination of the common cellular mechanisms underlying many physiological processes using a comparative approach emphasizing functional strategies for solving physiological problems. The laboratory allows students to perform self-directed experiments, based in the primary literature, on a variety of organisms. **Prerequisite: BIOL 111. Alternate years. Lab fee.*

361 Animal Behavior (4 s.h.) (W)

Lecture, project development, 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. **Prerequisite: BIOL 112. Alternate years. Lab fee.*

381 Junior Seminar (3 s.h.) (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. **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.*

383 Advanced Study in Biology (2–3 s.h.)

Topics of mutual interest to a group of students and a professor are considered.

387 Internship: Professional Experience in Biology (2–3 s.h.)

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.

400 Senior Seminar (1 s.h.) (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. **Prerequisite: BIOL 381. Fall.*

401 Senior Research (2 s.h.) (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. **Prerequisite: BIOL 400. Spring.*

402 Senior Colloquium (2 s.h.) (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. **Prerequisite: BIOL 400. Spring.*

BUSINESS

Cathy Ferris McPherson (Department Chair), Donovan Branche, Bruce Dorries, Janet Ewing, Jinyoung Kang, Claire Kent, Lallon Pond, Sungil Chung

We prepare students to embark on the next phase of their lives, whether it is entering the work environment or pursuing graduate studies, with a powerful skill set. Students will develop the ability to assess a situation, choose effective business tools, and adapt to often complex and changing environments.

We offer several challenging and focused baccalaureate options for both undergraduate residential programs and for distance learning students through MBU Online. Our bachelor of arts in business has a strong broad-based core covering all the fundamental components necessary to understand the business world and the dynamic environment in which it operates. Students complete the core, as well as at least one area of emphasis, specific to their needs and interests. Emphasis areas include: management, entrepreneurship, marketing, accounting, human resource management, non-profit

management, sustainability, and project management.

(**Note:** Students may complete no more than two areas of emphasis.) A bachelor of science in business is also available.

The second baccalaureate option available to students in undergraduate residential programs is a Marketing and Communication major. This unique major focuses specifically on marketing and communication theory and practice and equips students to understand, assess, and navigate in a world that is increasingly diverse. Students will gain knowledge and skills enabling them to understand different contexts, cultures, and media and be able to leverage the power of effective, informed and targeted communication. There are two tracks available in the Marketing and Communication degree option: Integrated Marketing and Communication Studies. Students have the opportunity to become effective and impassioned communicators, decision makers, and team players.

Bachelor of Arts in Business

The degree in Business is a preparation for engaging in the world after graduation in almost any endeavor, whether profit-seeking or not.

The core of the program focuses on three critical abilities:

- To communicate one's ideas to others and to learn from them
- To organize people and activities in order to effectively accomplish one's goals
- To track and evaluate progress against those goals

Students will be required to complete a series of business courses intended to provide a foundation in essential business competencies which will be supplemented by additional coursework in one of seven emphasis areas.

Note for transfer students: Microeconomics and Macroeconomics credits transferred from another college meet the ECON 101 and 102 requirements for the bachelor of arts in business, but only ECON 102 taken at MBU meets the Global Understanding requirement. Students transferring the ECON 102 course from another college must meet this learning outcome from one of the other qualifying courses at MBU.

Business Core Courses (12 Classes) - 36 semester hours

BUAD 104 Sustainability & Business

BUAD 200 Management Principles

BUAD 208 Accounting Principles or 210 Financial Accounting*

BUAD 209 Financial Decision Making or 211 Managerial Accounting*

BUAD 220 Legal Environment of Business

BUAD/INT 222 Social Science Statistics

BUAD 230 Marketing Principles

BUAD 307 Business & Society

BUAD 400 Strategy & Sustainability in Business Decisions

BUAD 401 Senior Thesis

ECON 102 International/Macroeconomics

ECON 101 Microeconomics

**Accounting concentration students should take 210 and 211*

Requirements for the Bachelor of Arts in Business — Emphasis in Management *Undergraduate residential programs and MBU Online*

48 semester hours

Business Core Courses (12 Classes) - 36 semester hours

* See the list above

Management Emphasis (4 classes) – 12 semester hours

BUAD 202 Organizational Behavior and Interpersonal Communication

BUAD 250 Gender in the Workplace

BUAD 305 Global Business

BUAD 320 Managing Organizational Change

Requirements for the Bachelor of Arts in Business — Emphasis in Human Resource Management *Undergraduate residential programs and MBU Online*

48 semester hours

Business Core Courses (12 Classes) - 36 semester hours

* See the list above

HRM Emphasis (4 classes) – 12 semester hours

BUAD 202 Organizational Behavior and Interpersonal Communication

BUAD 302 Managing Human Capital

BUAD 321 Recruiting, Hiring and Onboard Employees

BUAD 322 Managing Employee Performance and Compensation

Requirements for the Bachelor of Arts in Business — Emphasis in Marketing *Undergraduate residential programs and MBU Online*

48 semester hours

Business Core Courses (12 Classes) - 36 semester hours

* See the list above

Marketing Emphasis (4 classes) – 12 semester hours

BUAD 334 Multinational Marketing

BUAD 338 Audience Insight and Analysis

BUAD 362 Buyer Behavior

COMM 245 Social Media

Requirements for the Bachelor of Arts in Business — Emphasis in Accounting

Note: All upper division accounting courses are only offered online through MBU Online.

48 semester hours

Business Core Courses (12 Classes) - 36 semester hours

* See the list above

Accounting Emphasis (4 classes) – 12 semester hours

BUAD 340 Principles of Financial Management

Plus three of the following:

BUAD 214 Income Tax (VITA)

BUAD 310 Intermediate Accounting I

BUAD 311 Intermediate Accounting II

BUAD 312 Cost Accounting

BUAD 313 Computerized Accounting for the Small Business

BUAD 314 Tax Accounting

BUAD 315 Accounting Information Systems

BUAD 316 Advanced Accounting

BUAD 317 Accounting for Nonprofits and Government

BUAD 318 Auditing

Note: Students planning to take the CPA exam should complete all accounting courses at the 300-level offered at MBU.

Requirements for the Bachelor of Arts in Business – Emphasis in Entrepreneurship

Undergraduate residential programs and MBU Online

48 semester hours

Business Core Courses (12 Classes) - 36 semester hours

* See the list above

Entrepreneurship Emphasis (4 classes) – 12 semester hours

BUAD 306 The Sustainable Entrepreneur

BUAD 341 Exploring Market Disruption

BUAD 342 Product/Service Innovation and Design

BUAD 343 Entrepreneurship Technology

Requirements for the Bachelor of Arts in Business – Emphasis in Sustainability *Undergraduate residential programs and MBU Online*

48 semester hours

Business Core Courses (11 Classes) - 33 semester hours

* See the list above

Sustainability Emphasis (4 classes) – 12 semester hours

BUAD 266 Social Trends and Their Impact on Business

BUAD 373 Sustainability Consulting & Assessment

BUAD 342 Product/Service Innovation and Design

BUAD 375 Building Sustainable Brands

Requirements for the Bachelor of Arts in Business – Emphasis in Project Management

Undergraduate residential programs and MBU Online

48 semester hours

Business Core Courses (11 Classes) - 33 semester hours

* See the list above

* BUAD 230 is not required for Project Management Emphasis)

Project Management Emphasis (5 classes) – 15 semester hours

BUAD 350 Project Management Foundation 1

BUAD 351 Project Management Foundation 2

BUAD 352 Project Management Risk

BUAD 353 Project Management Scheduling

BUAD 354 Project Management Quality

Requirements for the Bachelor of Arts in Business – Emphasis in Nonprofit Management

Undergraduate residential programs only

48 semester hours

Business Core Courses (12 Classes) - 36 semester hours

* See the list above

Nonprofit Management Emphasis (4 classes) – 12 semester hours

BUAD 102 Introduction to Nonprofit Management

BUAD 203 International NGOs

BUAD 225 Board Governance and Leadership

BUAD 303 Resource Development & Grant Writing

Bachelor of Science in Business

Students seeking a Bachelor of Science in business must meet all of the requirements for the Bachelor of Arts in business in any of the emphasis areas, plus the following:

ECON/POLS 301 Advanced Data Analysis*

Three courses in mathematics at the 200-level or above

Two 200-level lab science courses

**Not offered online*

Note: Students planning to enter a Master of Business Administration (MBA) program would benefit from taking:

BUAD 305 Global Business

BUAD 312 Cost Accounting

BUAD 334 Multinational Marketing

BUAD 340 Principles of Financial Management

Bachelor of Arts in Marketing and Communication

Please see Marketing and Communication

Minor in Business

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.

Requirements for the Minor in Business

18 semester hours

BUAD 104 Sustainability & Business
BUAD 200 Management Principles
BUAD 208 Accounting Principles
BUAD 209 Financial Decision Making
BUAD 220 Legal Environment of Business
BUAD 230 Marketing Principles

For those students whose major field is a non-business discipline, the completion of these core business courses satisfies the requirements for a minor in Business. Those students who wish to further their study of business may earn a major in Business with an emphasis in one of the seven areas outlined above. To be eligible for a major in Business, the student must have earned a 2.5 GPA or higher in the core business curriculum.

Additional Business Department Minors Undergraduate residential programs and MBU Online
Please see Human Resource Management, Marketing, Management, or Project Management

Certificate Programs

Undergraduate residential programs and MBU Online

MBU offers certificates in the following areas:

- Sustainable Business Management
- Entrepreneurship
- Human Resource Management
- Marketing and Communication

Twelve semester hours must be new coursework with MBU.

Requirements for Certificate in Sustainable Business Management

21 semester hours

BUAD 104 Sustainability & Business
BUAD 200 Management Principles
BUAD 202 Organizational Behavior and Interpersonal Communication
BUAD 208 Accounting Principles
BUAD 230 Marketing Principles
BUAD 266 Social Trends and Their Impact on Business
BUAD 375 Building Sustainable Brands

Requirements for Certificate in Entrepreneurship

21 semester hours

BUAD 104 Sustainability & Business

BUAD 200 Management Principles
BUAD 208 Accounting Principles
BUAD 230 Marketing Principles
BUAD 306 The Sustainable Entrepreneur

Plus two of the following:

BUAD 341 Exploring Market Disruption
BUAD 342 Product/Service Innovation and Design
BUAD 343 Entrepreneurship Technology

Requirements for Certificate in Human Resource Management

18 semester hours

BUAD 200 Management Principles
BUAD 202 Organizational Behavior and Interpersonal Communication
BUAD 302 Managing Human Capital
BUAD 321 Recruiting, Hiring and Onboard Employees
BUAD 322 Managing Employee Performance and Compensation

Plus, one of the following:

BUAD 266 Social Trends and their Impact on Business
BUAD 305 Global Business
BUAD 307 Business and Society
COMM 280 Intercultural Communication
ECON 310 Global Labor Economics*

**Not offered online*

Requirements for Certificate in Project Management

15 semester hours

BUAD 350 Project Management Foundation 1
BUAD 351 Project Management Foundation 2
BUAD 352 Project Management Schedule
BUAD 353 Project Management Risk
BUAD 354 Project Management Quality

Requirements for Certificate in Marketing and Communication

21 semester hours

BUAD 230 Marketing Principles
BUAD 338 Audience Insight and Analysis
BUAD 362 Buyer Behavior
COMM 115 Introduction to Mass Media
COMM 240 Advertising
COMM 260 Public Relations
COMM 300 Persuasive Campaigns (OR an approved 300-level substitute)

Civic Engagement Opportunities

Students may take course learning into their communities to help organizations of all types with

business-related activities. The Income Tax Assistance Course (VITA) offers students such a co-curricular, Community Involvement (C) opportunity. They become IRS certified to prepare tax returns for area residents. As the university's gateway for civic engagement and global engagement options, the Spencer Center provides faculty who will work with students to pair their interests with appropriate opportunities.

Business Course Descriptions

Note: The following courses are available only through MBU Online:

BUAD 312, BUAD314, BUAD 315, BUAD 316, BUAD 317, BUAD 318, BUAD 340, and BUAD 360.

102 Introduction to Nonprofit Management (3 s.h.)

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.

104 Sustainability & Business (3 s.h.) (T)

Provides an overview of sustainability from the perspectives of business, economics, environmental/ecological studies, and sociology. It introduces the student to the triple bottom line concept and evaluation which focuses on financial, social, and environmental responsibilities.

200 Management Principles (3 s.h.) (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.

**Prerequisite: sophomore standing or permission of instructor.*

202 Organizational Behavior and Interpersonal Communication (3 s.h.)

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. **Prerequisite: sophomore standing.*

203 International NGOs (3 s.h.)

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.

208 Accounting Principles (3 s.h.)

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.

209 Financial Decision Making (3 s.h.) (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. **Prerequisite: BUAD 208.*

210 Financial Accounting (3 s.h.)

Introduces the conceptual foundation of accounting and the fundamental techniques involved in the preparation of corporate financial statements. Includes the balance sheet, income statement, and retained earnings statement.

211 Managerial Accounting (3 s.h.)

The second semester of accounting principles designed for students planning to major in Business with an Accounting emphasis. Looks at financial accounting concepts/theories in greater depth and examines principles of managerial accounting. **Prerequisite: at least a 'B' in BUAD 210.*

213 VITA (Income Tax) Seminar (1 s.h.)

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, and 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 prerequisite for BUAD 214 taught each spring.

214 Income Tax Assistance (VITA) (3 s.h.) (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. *Prerequisite: BUAD 213 or permission of instructor.*

220 The Legal Environment of Business (3 s.h.)

This course is a basic introduction to legal concepts that affect businesses, employees, and individuals dealing with them. Topics covered the legal system of the United States, constitutional and criminal law, torts, contracts, and agency law. Junior standing recommended.

222 Social Science Statistics (3 s.h.) (Q)

For course description, see INT 222 in the Interdisciplinary Studies listing.

225 Board Governance and Leadership (3 s.h.)

Introduces concepts of governance and leadership in nonprofit organizations. 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.

230 Marketing Principles (3 s.h.)

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, as well as practical experience through analytical and creative projects.

250 Gender in the Workplace (3 s.h.) (G)

Heightens awareness and understanding of gender identity and perception of gender roles, especially as we consider the changing nature of the work environment. 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.

260 Personal Finance (3 s.h.) (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.

266 Social Trends and Their Impact on Business (3 s.h.)

Introduces students to the significance of sociocultural, political, and environmental trends and their impact on how business opportunities can grow or be hampered. Emphasizes a triple bottom line viewpoint while focusing on social trends such as the changing face of America, the Green movement, globalization, technology and communication upgrades, and changes in the workforce. Twenty-hour service component required. Cross-listed as INT 266.

287 Business Internship: Career Exploration (credit varies)

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. **Prerequisite: permission of a business faculty member.*

302 Managing Human Capital (3 s.h.)

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.

**Prerequisite: BUAD 200 or HCA 101.*

303 Resource Development & Grant Writing (3 s.h.)

Focuses on the ways that nonprofit fund their organizations. It examines fundraising, grant writing specifically but touches on other innovative ways that today's nonprofits fund their organizations.

305 Global Business (3 s.h.) (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. **Prerequisite: BUAD 200 or instructor permission.*

306 The Sustainable Entrepreneur (3 s.h.)

Focused on small business management as it relates to the launching and growing social entrepreneurial ventures. The content will include an overall survey of business principles and skills and interactive learning experiences for those critical skills required for any successful business venture. The student will learn basic knowledge of accounting, management, marketing, and human resource practices crucial for any business to be a success. Additionally, the students will learn through case studies, interactive sessions with social entrepreneurs, business plan development, and a group project focused on supporting the needs of an existing social enterprise. **Prerequisites: BUAD 200, 208, and 230 or instructor permission.*

307 Business & Society Research (3 s.h.) (R)

This course investigates the techniques of the research process as applied to business and sustainability. Through the selected business agenda, students explore how business processes have affected, and been affected by, social, cultural, political, and legal environments. Students gain understanding of current business trends and events, with emphasis on the broad cultural contexts in which they occur, through research. **Prerequisite: sophomore standing.*

310 Intermediate Accounting I (3 s.h.)

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. **Prerequisite: At least a 'B' in BUAD 211 or instructor permission.*

311 Intermediate Accounting II (3 s.h.)

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. **Prerequisite: BUAD 310.*

312 Cost Accounting (3 s.h.)

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. **Prerequisite: BUAD 211 or equivalent.*

313 Computerized Accounting for the Small Business (3 s.h.)

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.

314 Tax Accounting (3 s.h.)

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. **Prerequisite: BUAD 211 or equivalent.*

315 Accounting Information System (3 s.h.)

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.

316 Advanced Accounting (3 s.h.)

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. **Prerequisite: BUAD 311.*

317 Accounting for Non-Profit and Government Organizations (3 s.h.)

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.

318 Auditing (3 s.h.)

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. **Prerequisite: BUAD 310 or instructor permission.*

320 Forensic Accounting (3 s.h.)

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.

321 Recruiting, Hiring and Onboard Employees (3 s.h.)

The course explores the importance of linking recruitment goals with overall company strategy. Then the course examines a number of 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.

322 Managing Employee Performance and Compensation (3 s.h.)

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.

334 Multinational Marketing (3 s.h.) (D, W)

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. **Prerequisite: BUAD 230.*

338 Audience Insight and Analysis (3 s.h.)

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. **Prerequisite: BUAD 230.*

340 Financial Management (3 s.h.) (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. ** Prerequisites: At least a 'C' in BUAD 208, BUAD 211, ECON 101, and ECON 102.*

341 Exploring Market Disruption (3 s.h.)

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.

342 Product/Service Innovation and Design (3 s.h.)

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.

343 Entrepreneurship Technology (3 s.h.)

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.

350 Foundations of Project Management 1 (3 s.h.)

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. *Prerequisite: junior standing or instructor permission.*

351 Foundations of Project Management 2 (3 s.h.)

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. *Prerequisite: BUAD 350 or instructor permission.*

352 Project Management: Risk (3 s.h.)

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. *Prerequisite: BUAD 351 or instructor permission.*

353 Project Management: Scheduling (3 s.h.)

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. *Prerequisite: BUAD 351 or instructor permission.*

354 Project Management: Quality (3 s.h.)

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. *Prerequisite: BUAD 351 or instructor permission.*

362 Buyer Behavior (3 s.h.)

What motivates purchase behavior? This course explores the theories, principles, and current perspectives related to consumer behaviors, motivations, and experiences. Students will gain an understanding of cultural, socio-economic, self-concept, lifestyle, interpersonal, and perceptual factors involved in consumption. Cross listed as COMM 362. **Prerequisite: BUAD 230.*

373 Sustainability Consulting and Assessment (3 s.h.)

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.

375 Building Sustainable Brands (3 s.h.)

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. *Prerequisite: Buad 230.*

387 Business Internship: Professional Experience (credit varies)

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.

395 Business Practicum (3 s.h.)

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. **Prerequisites: junior standing and faculty mentor approval.*

400 Strategy and Sustainability in Business Decisions (3 s.h.) (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. **Prerequisites: senior standing and completion of most pre-400 level major courses.*

401 Business Senior Seminar (3 s.h.) (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. *Prerequisites: BUAD 400 and senior standing.

Business Economics

Amy Diduch, Coordinator

The business economics major prepares you for working in a data-driven global economy. The major is grounded in a thorough understanding of economic theory (which emphasizes analytical thinking) and is accompanied by courses in accounting, management and marketing. Quantitative analysis skills are increasingly important in the business world; this major provides students with multiple hands-on data analysis and research opportunities, leading toward a BA in business economics.

Requirements for the Major in Business Economics

48–51 semester hours

ECON 101

ECON 102

ECON 304 or ECON 314

ECON 303

BUAD 200

BUAD 208

BUAD 209

BUAD 220

BUAD 230

BUAD 307

INT 222

ECON 301 or MATH 233

ECON 401 or BUAD 400 and 401 (contingent on coursework completed before senior year)

Two of the following:

ECON 232, ECON 253, ECON 272, ECON 310.

One of the following:

BUAD/COMM 202, BUAD 266, BUAD 305,

BUAD 362 or BUAD/ECON 387 (Internship)

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.

CHEMISTRY

Maria Craig, Nadine Gergel-Hackett, Peter Ruiz-Haas, Annmarie Trost

Mary Baldwin University offers majors in Chemistry (BA, or BS with two Washington and Lee courses) and Biochemistry (BS) and a minor in Chemistry. Both independent and profoundly

collaborative, chemistry is central to science and a major or minor in Chemistry or Biochemistry prepares students for rewarding careers in industry, academia, and the public sector (government). These majors also provide a strong background for pursuing advanced work in medicine, business, and law. Students receive personalized attention and real laboratory experience on meaningful research projects.

A student pursuing the BS chemistry major is required to have a cumulative GPA of at least 3.3 and have an average GPA for at least 3 chemistry courses taken at Mary Baldwin of at least 3.5 prior to registering for any courses at W&L. The student is also expected to provide her/his own transportation to W&L.

Requirements for the Bachelor of Arts in Chemistry

33–34 semester hours

CHEM 121 General Chemistry I (4 s.h.)

CHEM 122 General Chemistry II (4 s.h.)

CHEM 221 Organic Chemistry I (4 s.h.)

CHEM 222 Organic Chemistry II (4 s.h.)

CHEM 311 Analytical Chemistry (4 s.h.)

CHEM 321 Physical Chemistry (3 s.h.)

CHEM 400 Senior Research (2 s.h.)

CHEM 401 Senior Research (2 s.h.)

Two of the following 4 courses:

CHEM 230 Environmental Chemistry (3 s.h.)

CHEM/PHYS 260 Introduction to Materials Science (3 s.h.)*

CHEM 324 Biochemistry I (3 s.h.)⁺

CHEM 325 Biochemistry II (4 s.h.)

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

PHYS 201

PHYS 202

MATH 211

MATH 212

+BIOL 111 and BIOL 224 are prerequisites for CHEM 324

**Note that CHEM/PHYS 260 cannot count towards both the Chemistry BA and the Physics Minor*

Requirements for the Bachelor of Science in Chemistry

40 semester hours

CHEM 121 General Chemistry I (4 s.h.)

CHEM 122 General Chemistry II (4 s.h.)

CHEM 221 Organic Chemistry I (4 s.h.)

CHEM 222 Organic Chemistry II (4 s.h.)

CHEM 250 (at W&L) Inorganic and Bioinorganic Chemistry (4 s.h.)

CHEM 311 Analytical Chemistry (4 s.h.)

CHEM 321 Physical Chemistry (3 s.h.)

CHEM 261 (at W&L) Physical Chemistry: Quantum and Computational Chemistry (3 s.h.)

CHEM 400 Senior Research I (2 s.h.)

CHEM 401 Senior Research II (2 s.h.)

Three additional semester hours in chemistry, to be chosen from CHEM 230 Environmental

Chemistry, CHEM/PHYS 260 Introduction to Materials Science*, CHEM 324 Biochemistry I†

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:

PHYS 201

PHYS 202

MATH 211

MATH 212

BIOL 111 and BIOL 224 are prerequisites for CHEM 324

*Note that CHEM/PHYS 260 cannot count towards both the Chemistry BS and the Physics Minor

Requirements for the Bachelor of Science in Biochemistry

52–53 semester hours

CHEM 121 General Chemistry I (4 s.h.)

CHEM 122 General Chemistry II (4 s.h.)

CHEM 221 Organic Chemistry I (4 s.h.)

CHEM 222 Organic Chemistry II (4 s.h.)

CHEM 311 Analytical Chemistry (4 s.h.)

CHEM 321 Physical Chemistry (3 s.h.)

CHEM 324 Biochemistry I (3 s.h.)

CHEM 325 Biochemistry II (4 s.h.)

CHEM 400 Senior Research I (2 s.h.)

CHEM 401 Senior Research II (2 s.h.)

BIOL 111 Principles of Biology (4 s.h.)

BIOL 222 Genetics (4 s.h.)

BIOL 224 Cell Biology (4 s.h.)

Three additional semester hours in biology, to be chosen from BIOL 255, 327, or 328

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:

PHYS 201

PHYS 202

MATH 211

MATH 212

Requirements for the Minor in Chemistry

22 semester hours

CHEM 121

CHEM 122

CHEM 221

CHEM 311

Six additional semester hours at the 200-level or above

Civic Engagement Opportunities

Courses throughout the physical science curriculum discuss the relevance of scientific principles to public policy and social issues. Students lend their growing expertise to projects that examine exposure to lead and other heavy metals as well as the quality of local water. Students are

encouraged, particularly through the local chapter of the American Chemical Society Student Affiliates, to engage local schools and organizations such as the Girl Scouts in hands-on experience with science and tutoring.

Chemistry Course Descriptions

100 Exploring the Physical World (3 s.h.) (N, Q)

For course description, see PHYS 100 in the Physics listing.

101 Forensic Chemistry (3 s.h.) (N, Q)

This course, intended for non-science majors, will examine selected topics in forensic science. Most of the analysis needed in forensic examinations requires the use of chemical analysis and we will learn about the tools and theories that are used in solving crimes. Topics may include toxicology, fingerprint analysis, fiber identification, blood typing and analysis, drug identification, and DNA profiling.

120 Nutrition for Health, Fitness and Sport (3 s.h.) (N)

The study of nutrients and their effect on health, development, and performance. 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.

121 General Chemistry I (4 s.h.) (N, Q)

The first of a two-course survey of the principles of chemistry appropriate for science majors. Topics include stoichiometry, the main classes of reactions, atomic and molecular structure, thermochemistry, and phase behavior. The associated lab elaborates on the material discussed in class and introduces laboratory techniques including the use of modern instrumentation. Algebra and high school chemistry are strongly recommended as background. **Prerequisite: MSAT 510 or MACT 20, or C- or higher in a Q course, or permission of instructor.* Fall. Lab fee.

122 General Chemistry II (4 s.h.) (Q)

A continuation of General Chemistry I. Topics include ionic equilibria, chemical thermo-dynamics, 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. **Prerequisite: CHEM 121.* Spring. Lab fee.

145 Freshwater Chemistry and Biology (4 s.h.) (N, Q)

Field and lab course. Local streams will be studied as part of a long-term project linking their chemistry with land use and seasonal changes, and monitoring of plant and animal communities. The emphasis will be on the collection and analysis of water quality data. May Term.
Cross-listed as BIOL 145.

221 Organic Chemistry I (4 s.h.)

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, alcohols, ethers, and epoxides. In the associated lab, students develop competence in organic synthetic work, product purification, and analysis of their products using modern spectroscopic instrumentation. **Prerequisite: CHEM 122.* Fall.

222 Organic Chemistry II (4 s.h.) (R)

This course continues the survey of organic chemistry started in CHEM 221 using a similar approach, and covering alkenes, alkynes, radicals, and aromatic and carbonyl compounds. Mass spectrometry, and IR and NMR spectroscopy, are covered in detail. The lecture and associated lab cover 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. **Prerequisite: CHEM 221. Spring.*

230 Environmental Chemistry (3 s.h.) (W)

An introduction to the study of the environment and modern environmental problems in terms of chemical structures and reactions. Chemical principles of equilibrium, kinetics, and thermo-dynamics are used to help understand our changing environment. Topics include toxicological chemistry, aquatic chemistry, atmospheric chemistry, and green chemistry.

**Prerequisite: CHEM 122. Alternate years.*

260 Introduction to Materials Science (3 s.h.) (R)

For course description, see PHYS in the Physics listing.

270 Undergraduate Research (1–3 s.h.)

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.*

311 Analytical Chemistry (4 s.h.) (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. **Prerequisite: CHEM 122. Alternate Years.*

321 Physical Chemistry: Thermodynamics, Statistical Thermodynamics, and Kinetics (3 s.h.)

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. **Prerequisites: CHEM 122, MATH 212, PHYS 202. Alternate years.*

324 Biochemistry I (3 s.h.)

Studies of the major classes of biomolecules; proteins, carbohydrates, lipids, and nucleic acids, provide a structural and functional basis for the understanding of enzyme kinetics, bioenergetics and metabolism. Recommended background: BIOL 224 and CHEM 222. **Prerequisite: BIOL 224 and CHEM 221, or permission of instructor. Alternate years.*

325 Biochemistry II (4 s.h.)

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.

Recommended background: BIOL 224 and CHEM 222.

**Prerequisites: CHEM 324 or permission of instructor. Alternate years.*

370 Undergraduate Research (1–3 s.h.)

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 121, 122, 221, 222, consent of instructor and submission of a research contract to the department.*

400, 401 Senior Research (2 s.h. each) (M)

Seminar and independent research leading to the completion of a thesis required of 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.

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.

Civic Engagement Course Descriptions

102 The Reflective Self in Community (1 s.h.) (C)

This 1 credit class is designed to be linked with a 3-credit disciplinary course to enrich course content through the inclusion of a 25-hour community engagement project, however it may also be offered as a stand-alone course during a semester or May Term. The faculty member identifies appropriate community placement opportunities that are relevant to course content to facilitate student learning. Intentional classroom activities and assignments designed to facilitate critical reflection help students integrate insights from their community-based experience into the class.

255 Food Insecurity and Public Education (3 s.h.) (C)

Combining analysis of local, state and national food insecurity trends and data with a community placement to provide firsthand experience with programs that address food insecurity among children, this course provides students with a comprehensive examination of this critical social issue. Placements include a local food bank, an elementary school, an educational farm and/or a meal program. Reflection, class discussion and written assignments help students critically analyze current issues related to food insecurity, especially as it affects K-12 education and student readiness to learn.

281 Civic Leadership and Social Innovation (3 s.h.) (C)

By developing leadership knowledge as well as insights about civic engagement, students study issues of social, economic and environmental justice. This course covers the five elements of the leadership process, as well as the varied forms of civic engagement that need innovative and entrepreneurial changemakers.

287 Civic Engagement Internship (1–3 s.h.) (C)

Students completing a Civic Engagement Internship are challenged to consider, reflect upon, and critically analyze a specific community issue through involvement in a community organization or agency. Typically, the issue and organization is related to the student's major, minor or long-term career goals. A faculty member or the Spencer Center Director will oversee the internship, helping to negotiate responsibilities, learning goals and professional skill development, and meeting regularly with the student to help facilitate learning. Students will develop knowledge of social, economic and political factors that shape social issues, as well as experience with organizational procedures and public policy issues.

CLINICAL LABORATORY SCIENCE

Paul Deeble, Coordinator

Clinical laboratory science is the allied health profession of those who perform the major laboratory diagnostic tests in hospitals, clinics, and research laboratories. Mary Baldwin University offers a major in clinical laboratory science in affiliation with local healthcare facilities such as Augusta Health Medical Center in Fishersville and Sentara Rockingham Memorial Hospital in Harrisonburg. Students complete all Mary Baldwin graduation and requirements of the major on campus before beginning the clinical year at one of the affiliated schools. All partner hospitals are fully accredited, and their schools of clinical laboratory science are approved by the National Accrediting Agency for Clinical Laboratory Science (NAACLS). Upon completion of all Mary Baldwin University graduation requirements, including requirements for this major and the clinical year, the student graduates with a Bachelor of Arts degree from Mary Baldwin University with a major in clinical laboratory science. Like other health professionals, the student must not only complete the degree requirements but also must pass the National Registry Examination in order to be certified.

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:

BIOL 111

BIOL 255

BIOL 327

CHEM 121

CHEM 122

CHEM 221

CHEM 222

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.

Clinical Laboratory Science Course Descriptions

386, 387 The Clinical Year (15 s.h., 18 s.h.)

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.

COMMUNICATION

Bruce Dorries, Coordinator

This field of study develops communication skills and knowledge, including oral presentation and writing, research, critical thinking, and visual literacy. It promotes effective and ethical practice by focusing on how people use messages to create meanings in different contexts, cultures, and media. Communication helps prepare students for work in a wide range of careers, graduate school, and for civic and global engagement.

Major in Marketing and Communication

Please see Marketing and Communication

Requirements for the Minor in Communication

18 semester hours

COMM 100

COMM 115

And four of the following: FILM/COMM 119

BUAD/COMM 202

COMM 221

COMM 240

COMM 245

COMM 260

COMM 280

COMM 300

Communication Course Descriptions

100 Public Speaking (3 s.h.) (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.

115 Mass Communication (3 s.h.) (S)

An exploration of media culture includes the history, economic structures, and special issues associated with various media industries. Enhances media literacy and explores how culture influences and is influenced by media. Students are encouraged to become cultural critics of media.

119 Introduction to Film/Video Production (3 s.h.)

For course description, see FILM 119 in the Film listing.

202 Organizational Behavior and Interpersonal Communication (3 s.h.)

For course description, see BUAD 202 in the Business listing.

221 Mass Media Writing (3 s.h.) (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.

225 Culture, Identity, and Communication (3 s.h.) (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.

240 Advertising (3 s.h.)

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.*

245 Social Media (3 s.h.)

Develops knowledge and skills needed to understand, critique and implement social media strategies for organizations as well as individuals. Focuses on professional and ethical use of social media. Topics include: history of social media, critical analysis of relationships between social media and audiences, and relationships with traditional media, as well as strategic communication, and entrepreneurship online. Class will develop projects for nonprofit organizations.

260 Public Relations (3 s.h.)

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.*

280 Intercultural Communication (3s.h.) (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.

300 Persuasive Campaigns (3 s.h.)

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. Cross listed as MKTC 300.

CREATIVE WRITING

Sarah Kennedy, Coordinator

Requirements for the Minor in Creative Writing

18 semester hours

ENG 245

ENG 346

ENG 347

Three additional courses in ENG from 111 through 375. FILM 264 may be substituted for one of these additional courses.

CRIMINAL JUSTICE

Beth Easterling, Director/Department Head, Paige Merkord-Reed

A major in Criminal Justice provides students with a thorough knowledge of crime, criminal behavior, the police and courts, law and society, and theories of crime through course offerings, combined with a strong applied component to offer students the opportunity to learn about the criminal justice system by taking courses such as police procedure, crime scene investigation, corrections and judicial procedures. The major offers multiple tracks (public safety, legal, criminal justice administration, and criminology) to allow students to explore their interests within the field of criminal justice. Additionally, students will complete internships in which they work with various agencies, depending on their career goals and interests.

Mission Statement

The mission of the Criminal Justice program at Mary Baldwin University is to provide students with the ability 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 the Liberal Arts by focusing on the social, cultural and political dimensions of criminal justice systems. Students examine how social influences continually change the practice of criminal justice through applied coursework and practical experience.

The major fosters writing, verbal communication skills, information literacy, and the application of theoretical knowledge relative to the field. The program further prepares students to conduct scholarly research into the nature and sources of crime, as well as within the criminal justice system.

Requirements for the Major in Criminal Justice-Public Safety Track
36-40 s.h.

Core Requirements: (total: 18-21 hours)

CJ 100 Introduction to Criminal Justice
CJ 150 Women in Policing (G)
CJ 211 Criminology
CJ 234 Juvenile Delinquency (S)
INT 222 Social Science Statistics (Q)
CJ 320 Research Methods in Criminal Justice (R)
CJ 387 Senior Internship (*May be waived if employment satisfies the requirements. CJ Faculty approval required.*)
CJ 400 or 401 Senior Seminar/Thesis (prerequisite for both: SOC 320; prerequisite for CJ401: CJ300)
(M)
As part of the Senior Requirement, students are required to take the CJ Exit Exam

CJ Electives: Select 6 (total: 18-19 hours)

CJ 215 Criminal Investigations
CJ 220 Police Administration
CJ 225 Public Safety Response to Disasters
CJ 230 Crime Scene Investigations (4 credits)
CJ 233 Comparative Criminal Justice
CJ 235 Law Enforcement and the Community (Peacebuilding and Conflict Resolution)
CJ 240 Victimology
CJ 245 Criminal Profiling
CJ 250 Criminal Law
CJ 255 Prosecution of Violent Crimes
CJ 300 Theory of Criminology and CJ Systems (W) (prerequisite: CJ 100, Soc 211; **REQUIRED PREREQUISITE FOR CJ401**)
ANTH 120 Cultural Anthropology (S)
SOC 232 Deviance
*Appropriate CJ260 (Special Topics) or CJ 270 (Colloquium) courses may be used as an elective with approval

Requirements for the Major in Criminal Justice-Legal Track 42 – 45 s.h.

Core Requirements: (total: 18-21 hours)

CJ 100 Introduction to Criminal Justice
CJ 211 Criminology
CJ 234 Juvenile Delinquency (S)
INT 222 Social Science Statistics (Q)
CJ 320 Research Methods in Criminal Justice (R)
CJ 387 Senior Internship (*May be waived if employment satisfies the requirements. CJ Faculty approval required.*)
CJ 400 or 401 Senior Seminar/Thesis (prerequisite for both: SOC 320; prerequisite for CJ401: CJ300)
(M)
As part of the Senior Requirement, students are required to take the CJ Exit Exam

Required Courses for Legal Track: Select 8 (total: 24 hours)

CJ 210 Prisons and Punishment
CJ 215 Criminal Investigations
CJ 245 Criminal Profiling
CJ 250 Criminal Law
CJ 255 Prosecution of Violent Crimes
CJ 256 Civil Liability for Criminal Justice
CJ 300 Theory of Criminology and CJ Systems (W) (prerequisite: CJ 100, Soc 211; **REQUIRED PREREQUISITE FOR CJ401**)
POLS 200 State and Local Government
POLS 321 Constitutional Law I
POLS 322 Constitutional Law II
*Appropriate CJ260 (Special Topics) or CJ 270 (Colloquium) courses may be used as an elective with approval

Requirements for the Major in Criminal Justice-CJ Administration Track 42-45 s.h.

Core Requirements: (total: 18-21 hours)

CJ 100 Introduction to Criminal Justice
CJ 211 Criminology
CJ 234 Juvenile Delinquency (S)
INT 222 Social Science Statistics (Q)
CJ 320 Research Methods in Criminal Justice (R)
CJ 387 Senior Internship (May be waived if employment satisfies the requirements. CJ Faculty approval required.)
CJ 400 or 401 Senior Seminar/Thesis (prerequisite for both: SOC 320; Prerequisite for CJ401: CJ300) (M)

As part of the Senior Requirement, students are required to take the CJ Exit Exam

Requirements for CJ Administration Track: select 8 (total: 24 hours)

CJ 220 Police Administration
CJ 250 Criminal Law
CJ 256 Civil Liability for Criminal Justice
CJ 300 Theory of Criminology and CJ Systems (W) (prerequisite: CJ 100, Soc 211; **REQUIRED PREREQ FOR CJ401**)
BUAD 200 Management Principles (W) (prerequisite: sophomore standing or permission of instructor)
BUAD 202 Organizational Behavior and Interpersonal Communication (prerequisite: sophomore standing)
BUAD 208 Accounting Principles
BUAD 250 Gender in the Workplace (G)
BUAD 302 Managing Human Resources (prerequisite: BUAD200 or HCA101)
BUAD 350 Project Management for Sustainable Impact (prerequisite: junior standing or instructor permission)
*Appropriate CJ260 (Special Topics) or CJ 270 (Colloquium) courses may be used as an elective with approval

Requirements for the Major in Criminal Justice-Criminology Track 42-45 s.h.

Core Requirements: (total: 18-21 hours)

CJ 100 Introduction to Criminal Justice

CJ 211 Criminology

CJ 234 Juvenile Delinquency (S)

INT 222 Social Science Statistics (Q)

CJ 320 Research Methods in Criminal Justice (R)

CJ 387 Senior Internship (May be waived if employment satisfies the requirements. CJ Faculty approval required.)

CJ 400 or 401 Senior Seminar/Thesis (prerequisite for both: SOC 320; prerequisite for CJ401: CJ300) (M)

As part of the Senior Requirement, students are required to take the CJ Exit Exam

Requirements for Criminology Track: Select 8 (total: 24 hours)

CJ 210 Prisons and Punishment

CJ 235 Law Enforcement and the Community

CJ 240 Victimology (S)

CJ 300 Theory of Criminology and CJ Systems (W) (prerequisite: CJ 100, Soc 211; **REQUIRED PREREQUISITE FOR CJ401**)

CJ 255 Prosecution of Violent Crimes

CJ 245 Criminal Profiling

CJ 262 Girl-Centered Initiatives (G)

ANTH 120 Cultural Anthropology (S)

SOC 232 Deviance

*Appropriate CJ260 (Special Topics) or CJ 270 (Colloquium) courses may be used as an elective with approval

Requirements for Minor in Criminal Justice (18 semester hours)

Core Requirements: (total: 9 hours)

CJ 100 Introduction to Criminal Justice

CJ 211 Criminology

CJ 234 Juvenile Delinquency (S)

9 hours of CJ electives (any CJ prefix; SOC 232 and/or ANTH 120 may also count toward these elective credits)

Criminal Justice Course Descriptions

100 Introduction to Criminal Justice (3 s.h.)

This course provides a general overview of the social creation of crime and of social responses to crime. Students analyze the social circumstances that produce crime in diverse societies and cultures. They also study a variety of legal and law enforcement systems that define and control crime.

150 Women in Policing (3 s.h.) (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.

210 Prisons and Punishment (3 s.h.)

Major philosophies of punishment and related history of prisons are explored in-depth in this course. Students will develop an understanding of the justifications for punishment and how American prison systems do and do not reflect these justifications.

211 Criminology (3 s.h.)

This course introduces students to social scientific theory explaining crime and criminal behavior, with an emphasis on sociological theory. Course topics include basic concepts, different methods of measuring crime, diverse theories of criminology, and a focus on the social origins of crime and criminal behavior. *Prerequisites: CJ 100 or sophomore standing*

215 Criminal Investigations (3 s.h.)

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.

220 Police Administration (3 s.h.)

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.

225 Police Response to Disasters (3 s.h.)

This course will explore the development of public safety response to major incidents following the National Response Framework (NRF), the Incident Command System (ICS), and the National Incident Management System (NIMS). Students will learn how to manage public safety resources in school shootings, major accidents including trains and planes, pandemics, terrorist attacks, and natural disasters including hurricanes, earthquakes, and fires. Students will conduct classroom exercises using real life or fictional events to manage major incidents and catastrophes. They will learn to critically analyze policy as well as specific events for effectiveness in achieving practical, social and ethical goals. Students will learn how to develop more useful procedures through analysis both failure and success for "lessons learned." Students are encouraged to take CJ 100 prior to taking this course.

230 Crime Scene Investigations (3 s.h.)

This course will explore all aspects of crime scene investigation. The role of the Crime Scene Investigator (CSI) is paramount to the successful preparation and prosecution of a case for criminal trial. Students learn how to identify, collect, and preserve evidence at a crime or vehicle collision scene. Using a simulated crime or collision scene, students will conduct a search for evidence, photograph, and sketch the crime scene. Through the simulation, students will prepare a report and draw conclusions based on the evidence collected. Reconstruction of the scene is an important part of the role of the CSI and is used in determining final conclusions. Students are encouraged to take CJ 100 and CJ 215 prior to this course.

233 Comparative Criminal Justice (3 s.h.)

This course features a detailed consideration of the criminal justice system 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.

234 Juvenile Delinquency (3 s.h.) (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.

235 Law Enforcement and the Community (3 s.h.)

This course on Community Policing focuses on problem solving and the strategies and skills necessary to build community/police partnerships. The student examines traditional policing techniques and lessons learned through trial and error. The student explores new and innovative programs aiding a police department’s shift to Community Policing. The student addresses the pitfalls encountered, and the citizens’ concerns and criticisms of Community Policing. The student examines how these obstacles are resolved and explores untried methods to gain community commitment. Students are encouraged to take CJ 100 prior to this course.

240 Victimology (3 s.h.) (S)

This survey course offers a broad introduction to victimology, the scientific study of victims. With a focus on criminal victimization, students will explore the history of victimology (including the emergence of a victims’ movement), data on victimization, types of victimization, the societal impact of victimization, and policies related to victimization. Special attention will be paid to exploring restorative justice policies and programs as responses to victims’ issues.

241 Introduction to Computer Security (3 s.h.)

This course is the study of principles and practices of computer and network security. Students will explore common threats to information systems and the methods to prevent or mitigate the threat. Topics include malware, social engineering, application security, network security, data security, cryptography, and network security.

245 Criminal Profiling (3 s.h.)

Understanding what motivates individuals to offend is key to finding, trying, and convicting offenders. Serial offenders are individuals who commit multiple crimes, thus inflicting harm on society multiple times. This course will discuss actual serial offenders and the cases associated with them in an examination of the use of linkage analysis associated with the crimes. Students will learn how criminal profiles are developed and why this process is important within the criminal justice system.

250 Criminal Law (3 s.h.)

The goal of this course is to help you understand criminal law in the United States. In particular, students will examine various aspects of this law to include the elements of particular offenses. We will explore all the major categories of crime and the criminal prosecution of individual offenders.

255 Prosecution of Violent Crimes (3 s.h.)

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.

256 Civil Liability for Criminal Justice (3 s.h.)

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.

260 Special Topics (3 s.h.)

This course deals with topics that are unique in criminal justice and may be tied to specific events that effect change in the criminal justice system. The topics are not part of the regular course curriculum.

262 Girl-Centered Initiatives (3 s.h.) (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 of this course, students will be certified by the Girl Centered Institute (GCI) through the Delores Barr Weaver Policy Center to provide girl-centered interventions in a variety of settings. 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.

265 Introduction to Homeland Security (3 s.h.)

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.

270 Introduction to Terrorism (3 s.h.)

This is an introductory-level course that combines societally relevant sociological and criminological concepts. It explores, describes and explains the history, scientific study, societal impact, responses, and policies of victimization in the United States and beyond. Students will use theory to explore crime from the perspective of victims. Students explore the various methodological tools used to collect and analyze data pertaining to victims. This course requires students to explore the place of the victim within society at both the micro and macro levels from a sociological perspective, learning important sociological terms and concepts along the way. Students learn about and use major criminological theories as they relate to victims from a sociological perspective and explore polices related to victimization that impact all members of society.

300 Theory of Criminology and Criminal Justice Systems (3 s.h.) (W)

In this course, students become more familiar with some of the major theoretical traditions in the discipline. It is an extension of CJ 211 and involved in-depth, historical explorations of major criminological theories. This course is offered every spring semester.

**Prerequisites: CJ 100 and CJ 211.*

320 Research Methods in Criminal Justice (3 s.h.) (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). This course should be taken the fall of a student's senior year.

**Prerequisites: CJ 100, CJ 211, and INT 222*

387 Senior Internship (3 s.h.) *(C)

This course is one of four fulfilling the criminal justice senior requirement. The senior internship offers students a field experience in one of a wide range of Criminal Justice professions. Students keep a journal and work with their advisor in order to benefit as much as possible from this opportunity. Ideally, the internship provides data that can be analyzed and developed as part of the senior thesis. **Prerequisites: CJ 100 and CJ 211.*

400/401 Senior Seminar/Thesis (3 s.h.) (M)

Students in the senior seminar will conduct an in-depth investigation of a topic in criminal justice. Students in Senior Thesis will conduct original research on a topic in criminal justice and write a thesis presenting their findings. In both cases, senior projects will demonstrate a significant command of criminal justice theory, academic literature and research methodology. This course should be taken the spring semester of a student's senior year.

**Prerequisites: INT 222, SOC or CJ 320. CJ 401 also requires CJ 300.*

Students may take up to 6 credit hours of internship toward their degree (CJ 387). Internship credits above 3 s.h. will be taken in lieu of the elective requirement.

Note: Directed inquiries, teaching assistantships, and internships in criminal justice are arranged on an individual basis.

DANCE

The Dance Minor provides students with a balance of theory and practice -- fostering creativity and imagination as well as aesthetic, cultural, historical, and social awareness through the art of dance. The minor is open to all students, regardless of their academic major. Students who pursue the Dance Minor will take movement classes in a range of dance genres as well as in choreography and dance history. Each student will also complete a practicum focused on performance, dance instruction, or both.

Requirements for the Minor in Dance

18 semester hours, broadly categorized as:

- Dance History and Cultural Understanding (3 s.h.)
- Dance Movement, Technique and Choreography (12 s.h.)
- Dance Practicum (3 s.h.)

Required Dance History Course

- DAN 103: Dance History and Cultural Understanding (3 s.h.)

Required Dance Movement, Technique and Choreography Courses

- DAN 102: Studies in Choreography from Theatre and Film (3 s.h.)

- DAN 144 Ballet (4 semesters @ .5 s.h. for 2 s.h. total)
- DAN 145 World Rhythms Dance (.5 s.h.)
- DAN 148 Ballroom Dance (.5 s.h.)
- DAN 151 Broadway Jazz Dance (.5 s.h.)
- DAN 153 Contemporary Dance (.5 s.h.)
- DAN 154 Dance in Community (.5 s.h.)
- DAN 156 Dance Composition and Improvisation (1 s.h.)
- DAN 157 Jazz Technique (1 s.h.)
- DAN 158 Tap Dance (.5 s.h.)

Elective Movement Courses (2 s.h. total)

- DAN 139: Topics: Barre Fitness (.5 s.h.)
- DAN 139: Topics: Dance Fitness Workout (.5 s.h.)
- DAN 139: Topics: Pilates (.5 s.h.)
- DAN 146: Modern Dance (.5 s.h.)
- DAN 147: Historical Dance (.5 s.h.)
- DAN 149: Folk Dance (.5 s.h.)
- DAN 152: Hip Hop Dance (.5 s.h.)
- DAN 155: Independent Activity – Health Related (.5 s.h.) (with prior approval)

Required Dance Practicum Courses

May fulfill this requirement by completing 1 semester of DAN 101 and 1 semester of DAN 150 OR 3 semesters of DAN 150

- DAN 101: Dance Instruction Practicum (2 s.h.)
- DAN 150: Performance Dance Group (1 s.h.)

DAN 101 Dance Instruction Practicum (2 s.h.)

Students will gain foundational knowledge regarding dance pedagogy and dancer safety, and will apply those learnings in a supervised dance teaching experience coordinated and arranged by the professor. **Prerequisite: Permission of the instructor*

DAN 102 Studies in Choreography from Theatre and Film (3 s.h.) (A)

A study of choreography and artistic contributions from influential dance artists in theatre and film.

DAN 103 Dance History and Cultural Understanding (3 s.h.) (A)

A broad survey of dance in historical and cultural contexts, beginning with prehistoric times and ancient civilizations moving through the Renaissance to the present. The course will examine imported influences in American dance and emerging directions. Students will develop dance literacy and an appreciation of the connections between movement and culture.

DAN 139 Topics in Principles of Dance and Health-Related Fitness (.5 s.h.) (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. *This course is cross-listed with PHE 139.*

DAN 144A Beginning Ballet (.5 s.h.) (P2)

Instruction in beginning level ballet. Leotard and tights required. Students may borrow slippers from the dance department. This beginner-level class is offered at the PAC does not require an additional course fee. *This course is cross-listed with PHE 144A.*

DAN 144B Intermediate Ballet (.5 s.h.) (P2)

Instruction in intermediate level ballet skills. Leotard and slippers required. Consult the physical education department for fees. Students must provide own transportation. *This course is cross-listed with PHE 144B. *Prerequisite: one year of ballet instruction after age 10, PHE 144A, or permission of instructor.*

DAN 144C Advanced Ballet (.5 s.h.) (P2)

Instruction in advanced level ballet skills. Leotard and slippers required. Consult the physical education department for fees. Students must provide own transportation. *This course is cross-listed with DAN 144C. *Prerequisite: three or more years of ballet instruction after age 10, PHE 144B, or permission of instructor.*

DAN 145 World Rhythms Dance (.5 s.h.) (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. *This course is cross-listed with PHE 145.*

DAN 146 Modern Dance (.5 s.h.) (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. *This course is cross-listed with PHE 146.*

DAN 147 Historical Dance (.5 s.h.) (P2)

Instruction in historical dance movement with emphasis on American and European social dance from the 16th to 20th centuries. *This course is cross-listed with PHE 147.*

DAN 148 Ballroom Dance (.5 s.h.) (P2)

Introduction to basic ballroom dance skills including: steps, styling, leading and following for American and Latin ballroom dance forms. *This course is cross-listed with PHE 148.*

DAN 149 Folk Dance (.5 s.h.) (P2)

Instruction and participation in international folk dances primarily from European and Middle Eastern countries. *This course is cross-listed with PHE 149.*

DAN 150 Performance Dance Group (1 s.h.) (P2)

Introduction to performance dance experiences through dance technique training in a range of genres, technical practice, and choreography rehearsal. Dancers may host, organize, or perform for a variety of dance-related events within the campus and local communities. This class may be taken additional times for credit. *This course is cross-listed with PHE 150.*

**Prerequisite: permission of instructor.*

DAN 151 Broadway Jazz Dance (.5 s.h.) (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. *This course is cross-listed with PHE 151.*

DAN 152 Hip Hop Dance (.5 s.h.) (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. *This course is cross-listed with PHE 152.*

DAN 153 Contemporary Dance (.5 s.h.) (P2)

This movement class is an introduction to contemporary dance, an expressive, fluid dance genre influenced by modern, jazz, lyrical, and ballet. *This course is cross-listed with PHE 153.*

DAN 154 Dance in Community (.5 s.h.) (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. *This course is cross-listed with PHE 154.*

DAN 155 Independent Activity -Health Related (.5 – 1 s.h.) (P2)

Activities to suit individual students with special needs or those who wish to do an advanced activity not offered on campus. *This course is cross-listed with PHE 155.*

**Prerequisite: permission of instructor.*

DAN 156 Dance Composition and Improvisation (1 s.h.) (P2)

Exploration and practice of dance composition processes and the use of spontaneous movement to create, communicate, express ideas, experience sensations, and connect to others. *This course is cross-listed with PHE 156.*

DAN 157 Jazz Technique (1 s.h.) (P2)

Instruction and practice in developing the experienced dancer’s jazz dance technique and extending their dance vocabulary. Course will include focus on precision of body positions and shapes, isolations, turns, leaps, and musical timing. *This course is cross-listed with PHE 157.*

**Prerequisite: permission of instructor.*

DAN 158 Tap Dance (.5 s.h.) (P2)

Instruction and practice in basic tap technique and musicality. Students will learn foundational tap sounds, rhythms, time steps and combinations, and will develop a general understanding of the history of tap dance. *This course is cross-listed with PHE 158.*

DAN 177 Colloquium (credit varies)

Review current course offerings list for subject matter.

ECONOMICS

Amy McCormick Diduch, Department Head

Economics is available as a major (BA or BS) and a minor. Through the lens of economics, students attain an extraordinarily powerful and flexible set of tools. Economics majors develop highly desired skills such as analytical thinking, research, quantitative reasoning, and an understanding of computer technology. The economics department offers an excellent combination of the liberal arts and career preparation.

Requirements for the Bachelor of Arts in Economics

42 semester hours

ECON 101

ECON 102

POLS 100

POLS 111 or 112

ECON 303

ECON 304 or ECON 314

INT 222

ECON/POLS 301 or MATH 233

ECON 401

Four electives in economics or related fields (including BUAD 307 or POLS 260). At least three electives must be economics courses.

One Math course at or above MATH 159

One course carrying Research credit, chosen from Econ 272, Econ 310, BUAD 307 or POLS 260

Note: Economics majors are strongly advised to take BUAD 208, BUAD 209, INT 251, MATH 211, and MATH 212.

Requirements for the Bachelor of Science in Economics

56 semester hours

All of the requirements listed for the BA, the General Education requirements for the BS, plus the following:

MATH 211 & 212

MATH 233

MATH 301, MATH 306 or MATH 322

Requirements for the Minor in Economics

18 semester hours

ECON 101

ECON 102

ECON 303 or ECON 314

INT 222

Two of the following: ECON 112, ECON 150, ECON 215, ECON 232, ECON 253, ECON 272, ECON 277, ECON 254, ECON 272, ECON/POLS 301, ECON 303, ECON 310 or ECON 314.

Honors Credit

Honor Scholars who are comfortable with calculus may take ECON 101 for Honors credit. Please see Professor Diduch for details.

Civic Engagement Opportunities

Courses provide important tools for analysis of social problems. Courses include issues like root causes and possible responses to poverty, education, healthcare, the environment, women's labor market participation, the impact of international trade on workers in developed and developing countries, and immigration. ECON 215, PHIL 140, and SOC 282, among others can include service-learning components. Relevant internships can be arranged.

Economics Course Descriptions

101 Principles of Microeconomics (3 s.h.) (S, Q)

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.

102 Principles of International and Macroeconomics (3 s.h.) (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.

**Prerequisite: ECON 101.*

112 Economic Geography (3 s.h.) (S)

What brings resources and people together to create an opportunity for exchange? What are the physical, economic, and political influences that affect this decision-making process? This course includes a review of methodologies used in economics and economic geography to analyze the spatial distribution of firms, consumers and cities and patterns of exchange between these groups. Theories and models of firm and consumer behavior will be examined and compared to actual patterns and clusters of economic activity.

150 Experimental Economics (3 s.h.) (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.

215 Poverty and Inequality in the U.S. (3 s.h.) (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.

222 Social Science Statistics (3 s.h.) (Q)

For course description, see INT 222 in the Interdisciplinary Studies listing.

232 Topics in Economic Development (3 s.h.) (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 Sustainable Development Goals and policy options for agriculture, education, women's rights, healthcare, and international trade. **Prerequisites: ECON 101 and ECON 102.*

253 International Trade (3 s.h.) (I, W)

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.

**Prerequisites: ECON 101 and ECON 102. ECON 102 may be taken concurrently.*

260 Public Policy (3 s.h.) (R)

For course description, see POLS 260 in the Political Science section.

272 Environmental Policy (3 s.h.) (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.

**Prerequisite: Econ 101.*

277 Economics Colloquium (3 s.h.)

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.

301 Advanced Data Analysis (3 s.h.) (Q)

Applied statistics builds on social science statistics. Students use data, theoretical models, and statistical techniques to explore relationships between variables, use computer graphics and exploratory data analysis to examine economic, social, and financial data. Technical topics include index numbers, forecasting, time series analysis, regression, correlation. Research projects involve data collection, statistical analysis, and interpretation of results. Cross-listed as POLS 301.

**Prerequisite: INT 222.*

303 Intermediate Microeconomic Theory (3 s.h.)

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. **Prerequisite: ECON 101.*

304: Intermediate Macroeconomic Theory (3 s.h.)

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. **Prerequisites: ECON 101 and ECON 102.*

310 Global Labor Economics (3 s.h.) (I, R)

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. **Prerequisites: ECON 101 and ECON 102.*

314 International Finance (3 s.h.) (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. **Prerequisites: ECON 101 and ECON 102.*

401 Senior Project (3 s.h.) (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. **Prerequisites: INT 222 and ECON 254 or ECON 303.*

Education and Teacher Licensure

Please see College of Education

ENGLISH

Katherine Turner, Department Head

Ty Buckman, Kristen Egan, Adam Fajardo, Sarah Kennedy

Requirements for the Major in English

33 semester hours

ENG 111 Introduction to Literature ENG 208 British Literature to 1780

ENG 209 British Literature 1780 to the present ENG/THEA 216 Introduction to Shakespeare

ENG 220 American Literature: Colonial to Romantic

ENG 400 Major Seminar

And five additional courses in English, numbered above ENG 111, to include at least three courses at the 300 level

Note: the department strongly recommends English Majors to study a foreign language through intermediate level.

All Seniors must complete the Major Field Test in English before graduation.

Requirements for the Minor in English

21 semester hours

ENG 208 British Literature to 1780

ENG 209 British Literature 1780 to the present

ENG/THEA 216 Introduction to Shakespeare

ENG 220 American Literature: Colonial to Romantic

And three additional courses in English, level ENG 111 and above, to include at least one course at the 300 level

Minor in Creative Writing

Please see Creative Writing

Virginia Program at Oxford University

The History and English departments co-sponsor the Virginia Program at Oxford University. 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. Interested English majors are urged to apply to this program. *For more information, see Mary Hill Cole.*

Civic Engagement Opportunities

- Civic Engagement contracts appropriate to individual courses
- Teaching assistantships
- Positions as tutors in the Writing Center or Vantage Point/Academic Success Center
- Internships in web editing and publishing with Outrageous Fortune
- Editorial positions on Campus Comments, Libations, or other publications
- Volunteer work in primary or secondary schools
- Participation in academic conferences and/or reading series
- Internships in journalism, public relations, and editing

English Course Descriptions

102 College English (3 s.h.)

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 1,500–2,000 word research paper.

103 English as a Second Language (3 s.h.)

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.

111 Introduction to Literature (3 s.h.) (H, W)

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. **Prerequisite: ENG 102*

204 Children's/Young Adult Literature (3 s.h.) (W)

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. **Prerequisite: ENG 102.*

208 British Literature before 1780 (3 s.h.) (H, W)

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. **Prerequisite: ENG 102.*

209 British Literature after 1780 (3 s.h.) (H, W)

Continuation of ENG 208. Study works of major British writers from 1780 to the late 20th century.
**Prerequisite: ENG 102.*

216 Introduction to Shakespeare (3s.h.) (H, R)

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. **Prerequisite: ENG 102.*

220 American Literature: Colonial to Romantic (3 s.h.) (H, W)

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. **Prerequisite: ENG 102.*

221 American Literature: Realism to Present (3 s.h.) (H, W)

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.
**Prerequisite: ENG 102.*

235 Women's Writing (3 s.h.) (G, W)

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.
**Prerequisite: ENG 102.*

241 American Women's Autobiography (3 s.h.) (G)

An introduction to the genre of autobiography ("life-writing") and some of the particular challenges, both cultural and literary, faced by American women writers in shaping their individual life stories. Full-length autobiographies read and discussed will include a slave narrative and works by first-generation American women. **Prerequisite: ENG 102.*

245 Introduction to Creative Writing (3 s.h.) (W)

An introduction to the basic elements of writing fiction and poetry, incorporating in class exercises, frequent writing assignments, and readings in contemporary fiction and poetry. Also introduces students to the writing workshop method of analysis and critique.
**Prerequisite: ENG 102.*

315 Early English Drama (3 s.h.)

A discussion and performance course studying five to six plays written before 1640, including a sample of medieval drama. The plays are studied in chronological order so that the student will gain some understanding of the development of the drama, as well as the evolution of the language, in the period. Cross-listed as THEA 315. **Prerequisite: ENG 111 or any 200-level English Literature course or permission of the instructor.*

320 Renaissance Literature (3 s.h.) (R)

A study of non-dramatic English poetry and prose from Thomas Wyatt through John Milton. This discussion course will cover the major authors of the mid-sixteenth through the mid-seventeenth centuries and will provide an overview of several minor writers of the period. Students will study the comparative grammars of early and contemporary English and will be introduced to the literary theories pertinent to study of the period, primarily New Historicism and Cultural Studies, and will write research papers on topics of their choice. **Prerequisite: ENG 111 or any 200-level English Literature course or permission of the instructor.*

328 The Rise of the Novel (3 s.h.) (R)

Detailed study of five or six major novels from the 18th and 19th centuries, both as literary masterpieces and as components of a broader cultural matrix.

**Prerequisite: ENG 111 or any 200-level English Literature course or permission of the instructor.*

330 Nature in America (3 s.h.) (T)

This course will explore interdisciplinary representations of nature and analyze how these representations participate in the cultural production of American national identity. From its earliest conception, America has paradoxically desired and disavowed nature, a paradox with deep historical roots and contemporary consequences. This course will explore how the dominant culture and marginalized groups contend with this paradox, by analyzing how the theme of America as “nature’s nation” changes over time. **Prerequisite: ENG 111 or any 200-level English literature course or permission of the instructor.*

335 Women’s Writing (3 s.h.) (G, R)

See ENG 235 for course description. Students taking ENG 335 will produce a presentation on feminist theory and a final research paper. **Prerequisite: ENG 111 or any 200-level English Literature course or permission of the instructor.*

346 The Writing of Fiction (3 s.h.)

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.

**Prerequisite: ENG 245 or permission of instructor.*

347 The Writing of Poetry (3 s.h.)

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.

**Prerequisite: ENG 245 or permission of instructor.*

350 Modern Literature (3 s.h.)

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. **Prerequisite: ENG 111 or any 200-level English Literature course, or permission of the instructor.*

364 African American Literature (3 s.h.) (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. **Prerequisite: ENG 111 or any 200-level*

English Literature course or permission of the instructor.

372 Gender Topics in Language and Literature (3 s.h.)

Intensive study of literature or English language with a specific focus on gender. Topics and instructors will vary. If there is no duplication of topic, may be repeated for elective credit.

**Prerequisite: ENG 111 or any 200-level English Literature course or permission of the instructor.*

373 International Topics in Language and Literature (3 s.h.)

Intensive study of literature or English language with an international focus. Topics and instructors will vary. If there is no duplication of topic, may be repeated for elective credit. **Prerequisite: ENG 111 or any 200-level English Literature course or permission of the instructor.*

374 Diversity Topics in Language and Literature (3 s.h.)

Intensive study of literature or English language with a specific focus on diversity. Topics and instructors will vary. If there is no duplication of topic, may be repeated for elective credit.

**Prerequisite: ENG 111 or any 200-level English Literature course or permission of the instructor.*

375 Special Topics in Language and Literature (3 s.h.)

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. **Prerequisite: ENG 111 or any 200-level English Literature course or permission of the instructor.*

400 Major Seminar (3 s.h.) (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. **Prerequisites: senior standing and at least a 2.0 GPA in English major courses.*

Note: Directed inquiries, teaching assistantships, and internships in English can be arranged on an individual basis.

ENVIRONMENTAL BIOLOGY

Kadrin Anderson, Paul Callo, Paul Deeble, Mary Jane Epps, Rebecca Haberman

Humans cannot continue to consume more and more of the earth's resources indefinitely. There are there 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.

Requirement for Bachelor of Arts in Environmental Biology

51 Semester hours in Environmental Biology (Biology courses plus electives) and 8 semester hours in supporting courses.

The Basic Environmental Studies Core: Required of all majors.

Course	Credit Hours
BIOL 111 Principles of Biology	4
BIOL 112 Diversity of Life	4
BIOL 148 Environmental Issues	3
BIOL 149 Environmental Issues Lab	1
BIOL 245 Ecology	4
BIOL 253 Zoology	4
BIOL 257 Botany	4
BIOL 381 Junior Seminar	3
BIOL 400 Senior Seminar	1
BIOL 401 Senior Research	2
TOTAL	33 hrs

Environmental Studies Electives

Course	Credit Hours
1 Elective from the "Experiential list below	3-4
1 Elective from the "Interdisciplinary" list below	3-4
1 Elective from the "Humanities" list below	3-4
1 Elective from the "Social Sciences" list below	3-4
2 Electives from the "Open Elective" list below	6-8
TOTAL	Minimum of 51 hours

Supporting Courses Required of all Environmental Biology Majors:

8 credit hours in Chemistry:

- CHEM 121 General Chemistry I with lab
- CHEM 122 General Chemistry II with lab

6 credit hours in Economics:

- ECON 101 Principles of Microeconomics
- ECON 272 Environmental Policy

Note: Students are encouraged to pursue internships in the environmental field (BIOL 387)
 Environmental Studies Elective List Electives chosen must include at least one 300-level course and two 200-level courses.

Experiential Electives -choose one

- BIOL 141 Field Biology
- BIOL/CHEM 145 Freshwater Chemistry & Biology
- BIOL 150 Field Ornithology
- BIOL 250 Neotropical Field Ornithology

Interdisciplinary – choose one

- ANTH 227 Human Geography: People, Place and Culture
- BUAD 104 Perspectives on Sustainability
- BUAD 307 Business and Society
- CHEM 230 Environmental Chemistry

- PSYC 275 Social Psychology

Humanities – choose one

- ENG 330 Nature in America
- HIST 265 Survey of African American History to 1877
- HIST 325 Jacksonian America
- PHIL 110 Ethical Issues in Business
- PHIL 305 Science, Religion, and the Search for Meaning

Social Sciences – choose one

- ECON 301 Advanced Data Analysis
- POLS 100 Introduction to American Government
- POLS 200 State and Local Government
- POLS 260 Public Policy
- SOC 262 Environment, Society, and the Sustainability Movement

Open Electives – take two additional electives from the lists above.

Note: a course may not count in more than one category, e.g. BIOL 141 may not be taken to fulfill both an “Experiential” and an “Open” elective slot.

EXERCISE SCIENCE

Program Director: Christopher Harnish

The Bachelor of Arts (BA) degree in Exercise Science prepares students for job opportunities in public and private fitness centers, corporate wellness, and clinical health and rehabilitation programs. Exercise Science graduates may also be employed to conduct exercise programs as part of clinical trials.

The Exercise Science major at Mary Baldwin University will prepare students for health and fitness certifications through the American College of Sports Medicine (ACSM) and the National Strength and Conditioning Association (NSCA). Students may identify specialty tracks in Personal Training, Athletic Coaching, Strength and Conditioning, or Medical Fitness. Students will study human anatomy, physiology, and movement. They will perform exercise evaluations, develop exercise prescriptions, and teach and lead exercise sessions. Students will show their professional knowledge and skills during an internship.

Students may add additional science and math for the Bachelor of Science (BS) degree and preparation for graduate school in Exercise Science, Physical Therapy, Occupational Therapy, or Physician Assistant.

Requirements for the Bachelor of Arts in Exercise Science:

In addition to the courses to complete the General Education, students will complete 29 credits of core science courses and 46 credits of course in the Exercise Science Major (EXSS) for the BA degree.

Science Core

Course	Credit Hours
BIOL 111 Principles of Biology	4
BIOL 264 Anatomy & Physiology	4
BIOL 265 Anatomy & Physiology	4
BIOL/PSYC 305 Physiological Psychology	3
CHEM 120 Nutrition for Health, Fitness and Sport	3
PHYS 100 Exploring the Physical World	3
HSCI 180 Medical Terminology	2
HCA 125 Introduction to Public Health	3
TOTAL	29 hrs

Exercise Science Core Courses:

Course	Credit Hours
EXSS 101 Introduction to Exercise Science	3
EXSS 141 Therapeutic Assessment & Intervention	3
EXSS 245 Motor Learning	3
EXSS 330 Biomechanics	3
BIOL/EXSS 351 Exercise Physiology	4
EXSS 360 Strength and Conditioning	3
EXSS 365 Certification Review	1
EXSS 401 Research Methods and Practice in Exercise Science	2
EXSS 402 Senior Project in Exercise Science	1
EXSS 450 Advanced Exercise Physiology	3
EXSS 459 Theories and Principles of Exercise Training Programs	3
EXSS 487	6
TOTAL	43 hrs

Elective Courses (9 s.h.) -Choose at least ONE

Course	Credit Hours
EXSS 220 Principles of Coaching	3
EXSS 251 Personal Training	3
EXSS 350 Exercise for Special Populations	3

Choose at least ONE

Course	Credit Hours
HCA 225 Public Health Issues	3
HCA 245 Healthcare Policy, Politics, and Law	3

Choose One 300 Level Psychology Course

Requirements for the Bachelor of Science in Exercise Science:

All requirements listed above for the BA, with the addition of:

- Six semester hours of MATH at 200 or above
- Three semester hours emphasizing quantitative reasoning/ data analysis

EXERCISE LEADERSHIP

The minor in exercise leadership is designed to prepare students to coach sports teams, or work

with designing exercise programs for healthy individuals or those with disorders and disease. The minor prepares those interested in becoming athletic coaches at any level and includes course work that covers each of the eight domains included in the Standards and Competencies for Sport Coaches as outlined by the National Association for Sport and Physical Education (NASPE) and prepares students to test for certification that is now required for high school coaches in Virginia.

This is also a great minor for Students interested in Graduate study in PT, OT or PA. Those students will take either Exercise and Special Populations or Personal Training instead of the Principles of Coaching before completing their 1 credit internship.

REQUIREMENTS FOR THE MINOR IN EXERCISE LEADERSHIP

20 semester hours

Course	Credit Hours
BIOL 151 Human Health and Disease	3
EXSS 220 Principles of Coaching or EXSS 350 Exercise and Special Populations	3
EXSS 245 Motor Learning	3
CHEM 120 Nutrition for Health, Fitness and Sport (LO1 Science credit)	3
EXSS 287 Practicum in Exercise Science	2
PHE 221 First Aid (LO2 P1 credit)	2
EXSS 251 Personal Training	3
SGS/WS 245 Gender and Sport (LO2 Gender credit)	3
TOTAL	22 hrs

CIVIC ENGAGEMENT OPPORTUNITIES

EXSS 251 Personal Training

Assists the MBU community with personal fitness plans during the term it is offered. The Internship Experience required for the minor involves working with a local school or club sports team or fitness or therapy center.

Exercise Science Course Descriptions – Consult the Exercise Science Department for fees.

101 Introduction to Exercise Science (3 s.h.)

This course is intended primarily for first-year students, this course provides students planning a career in exercise science-related fields. It covers the foundations of exercise science, including history and philosophy, careers, professional organizations, certifications, sub-disciplines, research methods and professional issues. During the course, students will visit various locations for observation, and take part in basic exercise and fitness labs, and learn basic skills that will be developed throughout their student careers.

141 Therapeutic Assessment and Intervention (3 s.h.)

An introduction to the prevention, care, and evaluation of athletic injuries. Designed to teach a basic understanding of how to manage injuries on and off the field, with a look at special consideration of special injuries that are unique to athletics. Students will learn and attain basic CPR & AED certification by the end of the course. *Prerequisite: EXSS 101.*

220 Principles of Coaching (3 s.h.)

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.

245 Motor Learning (3 s.h.)

Motor Learning will cover the analysis, instruction, and rehabilitation of motor skills as related to a variety of individuals who possess different interests and abilities. The course will cover the stages of learning, skills classification, motivation and attention, effective instructions and demonstrations, practice schedules and effective feedback. This course is part of the exercise leadership minor, but may also be of interest to those students interested in graduate work in occupational or physical therapy.

251 Personal Training (3 s.h.) (P1)

The course includes techniques for assessing blood pressure, resting heart rate, body composition, aerobic fitness, body composition, muscular strength and endurance. Basic exercise physiology as it relates to testing is included. *Cross listed as BIOL 251. Prerequisite: BIOL 151.*

287 Practicum in Exercise Science (2 s.h.)

This course is designed to provide a variety of observational experiences based on the student's interests. Students may choose to observe clinical or sports work setting under the supervision of experienced professionals, prepare for and attend a professional conference, or other experiences. *Prerequisite: EXSS 101 or permission of the instructor.*

330 Biomechanics (3 s.h.)

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 will 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.

Prerequisite: Bio 264, EXSS 245.

350 Exercise for Special Populations (3 s.h.) (R)

Students will learn to plan exercise for with clients who have cardiovascular, pulmonary, metabolic, orthopedic, neuromuscular, and cognitive disorders. This advanced course will cover the pathophysiology, medical management, exercise response and special considerations for exercise programming for each of the diseases or disorders. This course fulfills the LO3 research requirement. *Prerequisite: BIOL 351.*

351 Exercise Physiology (4)

For course description, see BIOL 351 in the Biology listing.

360 Strength and Conditioning (3 s.h.)

This course is designed to provide students with the knowledge, skills, and abilities (KSA) to design and implement resistance training programs for a variety of populations. Course content will cover the scientific and practical basis for resistance training to reduce injuries, improve health, and optimize performance. Students will actively participate in and demonstrate knowledge of a range of resistance exercise techniques, as well as pre-participation screening. This course will help prepare those students wishing to take the National Strength and Conditioning Association's

Certified Strength and Conditioning (CSCS) Exam. *Prerequisite: EXSS 351, EXSS 251, PHE 142 or PHE 197*

365 Certification in Exercise Science (1 s.h.)

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*

401 Research Methods and Evidence-Based Practice (2 s.h.)

This course is the first semester of the two-semester senior requirement for exercise science majors. This course is intended to enable the student to critically read and evaluate scientific literature, with a focus on clinical and/or applied research. The course will introduce the research design, methods and statistics used in the literature to help students develop the necessary skills to critically analyze research studies for use in evidence-based practice. Question structure, hypothesis development and research design will be related to the different types of questions asked in the areas of exercise science and exercise physiology. Students will also be introduced to how primary studies, systematic reviews and meta-analyses are used to develop standards of practice. **Prerequisite: 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).*

402 Senior Project in Exercise Science (1 s.h.)

This course is the second semester of the two-semester senior requirement for exercise science majors. In this course, students will complete an evidence-based capstone project related to health. The project will follow one of three possible project designs: experimental research, literature review, or community-based exercise science-related education. For each project, students will critically evaluate published studies related to their topic. Each student will present the design, results and conclusions of their project in both a written and oral presentation. **Prerequisite: EXSS 401*

450 Advanced Exercise Physiology (3 s.h.)

This course is designed to advance the knowledge and understanding of exercise science by using historical perspective of the field and the study of exercise. Course content includes an integration of exercise physiology and bioenergetics, biomechanics and motor control, as well as how both basic and applied exercise science, and how these areas relate to improved health and optimal performance. *Prerequisite: EXSS 251, EXSS 351*

459 Principles and Applications of Exercise Training Programs (3 s.h.)

This course focuses on an evidence-based approach to developing training programs for athletes and the general population. Discussions will focus on the practicality, feasibility, and the legitimacy of established training concepts and practices including, periodization, athlete monitoring methods, training methodologies, training equipment and current trends in the training and fitness industry. *Prerequisite: EXSS 351 and EXSS 360*

487 Internship in Exercise Science (6 s.h.)

The internship experience caps a student's development of their knowledge, skills, and abilities in exercise science. Each student will choose a work site and complete a structured, supervised work experience. *Prerequisites: EXSS 360 and EXSS 450, and senior standing.*

FILM

Department Head: Allan Moyé

Film study emphasizes cinema as an art form, media industry, and social artifact. It integrates courses from many disciplines to provide cultural, historical, and aesthetic means to think about and create visual media. Students choose one of two tracks: *Film Studies* emphasizes critical, aesthetic, theoretical and philosophical approaches, while *Film Production* emphasizes practice through courses in photography, scriptwriting, video production, and theater production, for students who want to create movies, or study photojournalism, or narrative photography, and/or use video/film as a fine art. Mary Baldwin offers a major in Performing Arts with a concentration in Film and a minor in Film. Those who wish to design an independent major in Film should discuss the possibility with their advisors and the director of the Film minor.

Requirements for the Major in Performing Arts with a Concentration in Film

Core requirements: (18.5-20 s.h.)

MUS 100 or MUS 226

MUS 105 or MUS 111

THEA 114 or THEA 115

THEA 121, THEA 111, THEA 105, THEA 110, FILM 119, or 3 s.h. of THEA 210

One PHE class that is dance, yoga, or fencing

MUS/THEA/FILM 150

THEA 401, MUS 401, MUS 402 or FILM

401: Senior Project

Concentration in Film Fulfillment of core requirements From the core choose:

FILM 119

FILM 401

Additional requirements (15 s.h.) FILM 254

Three of the following: FILM 229, FILM 264, FILM 275, or FILM 333

One of the following: ARTH 206, ART 115, THEA 115, or an additional film course from above.

Requirements for the Minor in Film with an Emphasis in Film Studies

21 semester hours

FILM 254

FILM 333

Five of the following: ANTH 220, ARTH 206, AS 270, COMM 115, FILM 275, FREN 225, HIST 246, HIST 247, PHIL 234, SOC 236, SPAN 215, or special topics in art, communication, film, or theatre where appropriate.

Requirements for the Minor in Film with an Emphasis in Film Production

21 semester hours

FILM 254

Two of the following: ART 115, FILM 119, or THEA 105

Four of the following: ART 115, ART 215, ENG 246, FILM 119, FILM 229, FILM 264, FILM 333,

THEA 105, THEA 323, or special topics in art, communication, film, or theatre where appropriate.

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.

Film Course Descriptions

119 Introduction to Film/Video Production (3 s.h.)

Fundamental, practical, and theoretical approach to video production. Emphasizes camera operation and composition, nonlinear editing and principles of editing (using Final Cut Pro X or other professional edit programs), and related audio. Projects vary to emphasize narrative filmmaking, documentary, broadcasting packaging, video blogging, music and entertainment videos and various forms of artistic expression. Cross listed as COMM 119, THEA 119, and ART 119.

150 Introduction to the Performing Arts (3 s.h.) (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 THEA 150.*

229 Advanced Film/Video Production (3 s.h.)

The art and theories of visual storytelling in a concentrated hands-on workshop setting. Students will create and produce their own short films/videos either narrative, documentary, creative self-expression, commercial, or music within the three-week May-term period. Projects are oriented toward basic scripting, shooting, and editing. Emphasis on building a solid film/video portfolio. Cross-listed as COMM 229 and THEA 229. **Prerequisite: FILM 119 or permission of the instructor.*

254 Film Analysis (3 s.h.) (A)

A critical framework for watching and analyzing popular and critically important 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. Emphasis on understanding visual language through filmic terms and expression. Cross listed as ARTH 254.

264 Screenwriting (3 s.h.) (W)

Theory and practice of screenwriting, including concept, research, writing, revisions, and

presentation. Analysis of successful scripts to discover appropriate styles and methods of writing. Workshop development of scripts emphasizing dramatic narrative for television and film. Cross listed as THEA 264.

275 Women and Film (3 s.h.) (G)

An exploration of issues of representation and spectatorship relating to women and film from the 1920s to the present from a feminist and a critical studies perspective. Examines Hollywood, independent, and international cinema with an emphasis on women directors and filmmakers. Includes varied genres of film and their production and reception in their specific social contexts.

333 Film Theory and Criticism (3 s.h.)

An overview of the major theoretical and critical approaches to film as a complex cultural medium. Weekly viewings and discussion of historical, international, independent, and short films. Focuses on film as art and expression by examining work of great classic, independent, and international filmmakers. Cross-listed as THEA 333.

FRANCOPHONE STUDIES

Martha J. Walker, dean and professor

Students can pursue a minor in Francophone Studies. Minors become proficient in reading, speaking, writing, and understanding spoken French and using their French ability to study other subjects. They examine literary works and occasionally historical and artistic works representing France and other French-speaking regions.

Requirements for the Minor in Francophone Studies

18 semester hours

FREN 201

FREN 202

FREN 203 or study abroad (program chosen after consultation with French faculty)

Three courses chosen from among the following: FREN 225, FREN 270, FREN 277 (as offered) 1

s.h. of FREN 220 in conjunction with a course in the student's major (**may be repeated for credit**)

Civic and International Engagement Opportunities

- Study abroad for a semester or year
- Volunteer work in non-profit organizations
- Internships
- Students abroad are required to learn about the social, cultural, and political reality of the target country, thus getting involved with the civic life of their host country.

French and Francophone Studies Course Descriptions

101, 102 Beginning French (4 s.h. each) (F: both 101 and 102)

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.

201, 202 Intermediate French (3 s.h. each) (F: both 201 and 202)

Continues to build the student's proficiency using exercises, dialogues, skits, and controlled and creative writing. At the end of the course, students will have a basic understanding of French and be able to carry on everyday conversations, read schedules, pamphlets, and other texts of moderate difficulty, and write fluently and accurately about everyday topics. Students with more than four years of French may NOT take French 201 or 202. Students who pass 202 cannot take 201 at a later date without permission of the instructor.

203 Everyday French (3 s.h.)

A total immersion experience in language and culture through conversation.

220 French across the Curriculum (1 s. h., repeatable credit)

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. **Prerequisite: FREN 202 or equivalent.*

225 Literature and Film in Translation (3 s. h.) (T)

Study of translated novels and films from Francophone areas of the world (Québec, North and West Africa, and the Caribbean) that concern the making or undoing of individual and cultural identity. Some of the contexts to be studied that contribute to the formation of identity are interactions of colonizer and colonized, male and female, and child and adult.

270 African and Caribbean Women Writers (3 s.h.) (G)

This survey course of modern francophone women's literature, conducted in English, includes works from North and Sub-Saharan Africa and the Caribbean. Major themes of the course are the search for identity and the role of language and writing in discovering and/or asserting cultural and gender identities.

277 Colloquium (3 s.h.)

Special topics in Francophone language and culture.

GLOBAL POVERTY AND DEVELOPMENT

Amy McCormick Diduch, Coordinator

The global poverty and development minor gives students the tools to understand why some countries are rich and some are poor. Students will compare policy options for increasing incomes and opportunities in the developing world. Poverty in developing countries, as in America, is a function of education, gender, and age, but also of property rights, political voice, and low levels of national income. Poverty may be reduced by increasing economic growth, reducing conflict and violence, addressing discrimination against women and girls, and improving access to education.

Requirements for the Minor in Global Poverty and Development

21 semester hours

ECON 101

ECON 102

ECON 232

POLS 215

Three of the following: ANTH 120, ANTH 202, ECON 215, ECON 310, HCA 250, POLS 120,

POLS 244, POLS 295, POLS 311 or (with permission) another course related to the history, culture or politics of a developing country, study abroad in a developing country, or service learning in a developing country.

HEALTHCARE ADMINISTRATION

Kim Nine, Director

Faculty: Mark Erath

Healthcare is a rapidly changing field. The leadership and administration of programs and organizations in healthcare requires knowledge, skill, and a strong sense of caring for others. The major in Healthcare Administration prepares students to enter, or advance, into the management area in a variety of positions and organizations related to the healthcare field. The major can also be a springboard for graduate work in many related fields. The MBU Healthcare Administration Program is the only endowed program of its type in the United States and Canada. The program has five named scholarships for Healthcare Administration majors. The program also coordinates the Public Health minor.

Bachelor of Arts to Master of Healthcare Administration (BA/ MHA)

The 4+1 BA/MHA option is for students in healthcare administration whose goal is to pursue a graduate degree. Students will be more marketable in the field, as advancement in many healthcare-related administrative positions requires a master's degree.

Students, who are pursuing MBU's Master of Healthcare Administration (MHA) degree, following the guidelines for the 4+1 option, may apply up to 18 semester hours of their graduate coursework to the 120 semester hours undergraduate total hour requirement. The Bachelor of Arts in Healthcare Administration will be conferred at the completion of all BA in HCA requirements; The MHA does not need to be earned prior to the BA being conferred.

Interested students are encouraged to communicate their interest in the 4+1 option to their faculty advisor and the MHA program director early in their academic career as careful academic planning is required. Students may apply to the MHA after earning junior status. 4+1 option students must meet all MHA admissions requirements except for the earned bachelor's degree. 4+1 option students may be granted conditional admission into the MHA until the BA in HCA is conferred. MHA Admissions requirements are available in the MHA section of the Academic Catalog.

Students may take up to 6 graduate semester hours in the MHA prior to enrolling in the MHA program.

4+1 Option Course Substitutions:

In place of HCA 310, HC Strategic Management, the student can take MHA 501, Organizational and Systems Leadership

In place of HCA 320, Economics and Finance of HC, the student can take MHA 502, The Business of Healthcare

In place of HCA 300, HC Research Methods, the student can take MHA 503, Foundations of Research Methods in Administration

In place of 1 HCA elective, the student can take MHA 504, Policy, Ethics, and Legal Perspectives

In place of BUAD 302, Managing Human Resources, the student can take MHA 506 Health

Analytics and Decision Support

In place of HCA 315, Introduction to Healthcare Information Management, students can take MHA 508, Healthcare as a Socio-Technical System

Requirements for the Major in Healthcare Administration

51 semester hours

HCA 101 Introduction to Healthcare Administration (3 s.h.)

INT 222 Social Science Statistics (Q) (3 s.h.) or HSCI 321 Applying Statistical Concepts in Health Sciences Research (Q) (3 s.h.)

HCA 243 Introduction to Healthcare Quality and Risk **Management** (3 s.h.)

HCA/POLS 245 Healthcare Policy, Law and Ethics (3 s.h.)

HCA 250 Global Healthcare (I) (3 s.h.)

HCA 300 Healthcare Research Methods (R) (3 s.h.)

HCA 310 Healthcare Strategic Management (O) (3 s.h.)

HCA 315 Introduction to Healthcare Information Management (3 s.h.)

HCA 320 Finance of United States Healthcare Systems (3 s.h.)

HCA 385 Writing a Grant Proposal (3 s.h.) or HCA 387 Internship (C)

HCA 401 Senior Seminar (M) (3 s.h.)

BUAD 230 Marketing Principles (3 s.h.)

BUAD 302 Managing Human Resources (3 s.h.)

ANTH 208 Medical Anthropology (I) (3 s.h.) OR SOC 260 Medical Sociology (3 s.h.)

ECON 101 Principles of Microeconomics (S) (Q) (3 s.h.)

HCA Elective 1 (3 s.h.)

(HCA 125, HCA 225, HCA 235, HCA 240, HCA 261)

HCA Elective 2 (3 s.h.)

(HCA 125, HCA 225, HCA 235, HCA 240, HCA 261)

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:

HCA 101 Introduction to Healthcare

HCA 125 Introduction to Public Health

HCA 225 Public Health Issues

HCA 250 Global Healthcare

HCA 261 Epidemiology

HCA 235 Women's Healthcare Issues [SS1]

Requirements for the Minor in Healthcare Administration

18 semester hours

HCA 101 Introduction to Healthcare Administration

PHIL 230

HCA/BIOL 261 Epidemiology

Three additional HCA courses

Requirements for the Certificate in Healthcare Management (Not for HCA students)

21 semester hours

HCA 101 Introduction to Healthcare

INT 222 Social Science Statistics OR HSCI 321 Applying Statistical Concepts in Health Sciences Research

HCA 310 Healthcare Strategic Management

HCA 320 Finance of United States Healthcare Systems

Three of the following: HCA/PHIL 230, HCA 240, HCA/BIOL 261, or HCA 330

Civic Engagement Opportunities and Global Awareness

Each major completes an internship of 150 contact hours or more. As all healthcare organizations attempt to improve the health status of the community they serve, so internships are a part of that effort at providing a “community benefit”. The work of the intern through daily activities and projects will reflect the “community benefit” -both inside the organization and perhaps outside the organization as well. The HCA 387 internship therefore satisfies the university’s civic engagement requirement of the Central Curriculum as well as the internship requirement of the HCA Program. In short, the “community benefit” aspect of the internship is tied to the helping of those served by the organization. It is integrated into the daily activities of the intern.

Healthcare Administration Course Descriptions

101 Introduction to Healthcare Administration (3 s.h.)

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. Analyzes the nature and role of health policy. Reviews the roles of healthcare providers, managers, and consumers. Current issues explored at global, national, state, and local levels.

125 Introduction to Public Health (3 s.h.)

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.

225 Public Health Issues (3 s.h.)

Infectious diseases continue to challenge public health practitioners in the United States and globally. These challenges include emerging and re-emerging infectious diseases, antibiotic resistance, food and water borne outbreaks, pandemics, and bioterrorism. This course will analyze concepts of disease transmission and conditions that promote the emergence and re-emergence of diseases (for example, poverty, disasters, globalization, climate change, and disruption of ecological habitats); historical aspects of infection control and the changing landscape of infectious diseases; healthcare and community associated infections; the microbiome and its role in disease; prevention as well as recognition, investigation, and control of outbreaks (infectious and non-infectious); and the role of technological advances, including social media, in early recognition. Alternate years.

235 Women's Healthcare Issues (3 s.h.) (G, W)

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.

240 Long-Term Care Administration (3 s.h.)

The historical development of long-term care and the role of health policy. Analysis of the roles played by long term care facilities/organizations like nursing homes, home health organizations, assisted living facilities, rehabilitation centers, continuing care retirement communities, and organizations that deal with chronic healthcare concerns. Issues include medical, organizational, legal, financial, human resources, and communication. Holistic approach covers physical, mental, and social well-being. Tours/analyses of long-term care facilities included. Alternate years.

243 Introduction to Healthcare Quality and Risk Management (3 s.h.)

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.

245 Healthcare Policy, Law and Ethics (3 s.h.)

This course provides an analysis of the factors that shape healthcare policy in the United States, including public policy and various types of healthcare 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. It includes an examination of ethics and how these principles and theories are applied to current issues and policy formulation. Cross listed as POLS 245.

250 Global Healthcare (3 s.h.) (I)

Much can be learned about the U.S. healthcare 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.

261 Epidemiology (3 s.h.) (Q)

The fundamentals of distribution and determinants of health and disease in populations. Epidemiology is applied to formulation/assessment of healthcare 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.

277 Colloquium (3 s.h.)

Special topics dealing with current issues facing healthcare administration.

287 Internship (3 s.h.) (C)

Off-campus experiential learning on an exploratory basis in healthcare facilities and health related organizations. Community service/benefit component required. Placement through the Healthcare Administration Program. Forms must be submitted at registration. **Prerequisites: HCA 101 and sophomore HCA major status. Must be taken P/NC.*

300 Healthcare Research Methods (3 s.h.) (R) This course introduces the fundamentals of research in healthcare, 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 healthcare administration, and a literature review. HCA majors must receive a grade of "C" or better in HCA 300 to enter HCA 401. **Prerequisite: INT 222 or HSCI321*

310 Healthcare Strategic Management (3 s.h.) (O)

Course focuses on a variety of methods utilized in the organization of healthcare 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.

315 Introduction to Healthcare Information Management (3 s.h.)

Course Description: 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.

320 Finance of United States Healthcare Systems (3 s.h.)

Investigation of the factors and forces at work in setting healthcare 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. **Prerequisites: ECON 101*

385 WRITING A GRANT PROPOSAL (3 s.h.)

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. *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.

387 Internship (credit varies) (C)

Off-campus pre-professional experiential learning in healthcare facilities and related organizations. Projects are under the supervision of a qualified professional on-site as well as a healthcare administration faculty member. Community service/benefit component required. Placement through the Healthcare Administration Program. Forms must be submitted at registration. **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.

401 Senior Seminar (3 s.h.) (M)

The capstone course for the HCA major. Synthesizes material from the entire curriculum. Focus on healthcare 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. **Prerequisites: HCA 300 with a grade of "C" or better, HCA 387, and senior HCA major status.*

HEALTH SCIENCES

Brian Miller, Faculty

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.

Requirements for Bachelor of Arts in Health Sciences

56 semester hours

Required Core Courses (29 s.h.)

BIOL 111 Principles of Biology

BIOL 264 Human Anatomy and Physiology I

BIOL 265 Human Anatomy and Physiology II

HCA 101 Introduction to Healthcare Administration
HSCI 321 Applying Statistical Concepts in Health Sciences Research or INT 222 Social Science
Statistics OR Psych 250 Introduction to Psychology as a Social Science OR Math 233 Statistical
Methods and Theory I
PSYC 101 Introduction to Psychology as a Natural Science OR PSYC 111 Introduction to
Psychology as a Social Science
HSCI 150 Introduction to Health Professions
HSCI 180 Medical Terminology
HSCI 401 Research Methods and Evidence-based Practice
HSCI 402 Senior Project in Health Science

Electives

A minimum of 27 credit hours from any of the courses listed below. At least three credit hours from any of the courses below must be at the 300 level and an additional twelve credit hours from any of the courses listed below must be at the 200 level or above.

At least 6 hours in Biology from the following courses:

BIOL 112 Diversity of Life
CHEM 120* Nutrition for Health, Fitness, and Sport
BIOL 151 Human Health and Disease
BIOL 191 Course-based Undergraduate Research Experience
BIOL 222 Genetics
BIOL 224 Cell Biology
BIOL 252 Biology of Women
BIOL 255 Microbiology
HCA 261 Epidemiology
PSYC 305 Physiological Psychology
CHEM 324* Biochemistry I
CHEM 325* Biochemistry II
BIOL 327 Immunology
BIOL 351 Exercise Physiology
*May count for either BIOL or CHEM, but not both
***May count for either BIOL or PSYC but not both

At least 3 hours in Chemistry from the following courses:

CHEM 120* Nutrition for Health, Fitness and Sport
CHEM 121 General Chemistry I CHEM 122 General Chemistry II CHEM 221 Organic
Chemistry I CHEM 222 Organic Chemistry II CHEM 324* Biochemistry I
CHEM 325* Biochemistry II
May count for **either BIOL or CHEM, but not both.*

At least 6 additional hours in coursework from the following courses:

ANTH 120 Cultural Anthropology
ANTH 208 Medical Anthropology
COMM 280 Intercultural Communication
SOC 100 General Sociology
SOC 205 Death and Dying
SOC 260 Medical Sociology
SOWK 124 Aging
ED 212 Lifespan Development
PSYC 203 Abnormal Psychology

PSYC 210 Child Psychology
PSYC 211 Adolescent Psychology
PSYC 212 Cognition and Cognitive Neuroscience
PSYC 215 Health Psychology
PSYC 305***Physiological Psychology
PSYC 307 Drugs and Behavior
PSYC 311 Psychology of Adult Development
PSYC 313 Applied Behavioral Analysis
***May count for either BIOL or PSYC, but not both

Other Major Electives: *electives that can be taken to fulfill the total elective hours, as well as the 200 or 300 level elective requirements:*

EXSS 245 Motor Learning
EXSS 251 Personal Training
EXSS 350 Exercise for Special Populations
HCA 125 Introduction to Public Health
HCA 225 Public Health Issues
HCA 230 Medical and Healthcare Ethics
HCA 235 Women's Healthcare Issues
HCA 240 Long-Term Care Administration
HCA 245 Healthcare Policy and Politics
HCA 250 Global Health
MATH 211 Introduction to Calculus and Analytic Geometry I
MATH 212 Introduction to Calculus and Analytic Geometry II
PHYS 201 General Physics I
PHYS 202 General Physics II

Requirements for Bachelor of Science in Health Sciences

Students who plan to complete the BS degree must take the following courses as part of their core or elective requirements within the health science major, or as additional courses:

Two 200 or 300 level MATH courses

CHEM 121 General Chemistry 1 and CHEM 122 General Chemistry II

At least two 200 or 300 level lab courses from the Biology, Chemistry, or Physics course listed in the health science electives.

Health Sciences Course Descriptions

150 Introduction to Health Professions (2 s.h.)

Intended primarily for first-year students, this course provides students planning a career in healthcare 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 healthcare teams, and healthcare policies.

180 Medical Terminology (2 s.h.)

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.*

205 Introduction to Human Anatomy and Physiology (3 s.h.)

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 nonscience majors and may not satisfy prerequisites for graduate study.

206 Introduction to Pharmacology (1 s.h.)

Students will acquire a basic understanding of drugs and medicines and their effects on life processes. Topics to be explained include mechanisms of action, pharmacological effects, indications and contraindications as well as adverse effects of drugs. Emphasis is on the role of pharmacology in healthcare.

212 Lifespan Human Development (3 s.h.)

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.

321 Applying Statistical Concepts in Health Sciences Research (3 s.h.) (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-world 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. *Prerequisite: Completion of a 100-200 level undergraduate math course OR evidence of mathematical competency as demonstrated by related coursework as part of a pre-licensure curriculum.*

401 Research Methods and Evidence-based Practice (2 s.h.) (M)

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.

**Prerequisite: Students will be required to have junior status, and received a C- or better in a statistics course (MBU courses: HSCI321, INT 222 or MATH 233 or PSYC 250; or an equivalent transfer course) and medical terminology course (MBU course: HSCI 180).*

402 Senior Project in Health Science (1s.h.) (M)

This course is the second semester of the two-semester senior requirement for health science majors. In this course, students will complete an evidence-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.

**Prerequisite: HSCI 401*

HISTORY

Amy Tillerson-Brown, Department Head

Clayton Brooks, Mary Hill Cole, Katharine Franzèn

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.

Requirements for the Major in History

36 semester hours

HIST 101

HIST 102

HIST 111

HIST 112

One 300-level history course HIST 400

Six additional courses in history above the 100-level

Note: HPUB 230 and HISP 226 may count toward the history major. Teaching assistantships (no more than 3 s.h.) may count toward the major. Students must complete HIST 101, HIST 102, HIST 111, and HIST 112 before enrolling in HIST 400.

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 before enrolling in HIST 400, and they must have passed at least 9 semester hours of MBU history courses.

Requirements for the Minor in History

21 semester hours in history

HIST 101

HIST 102

HIST 111

HIST 112

Three history courses above the 100-level **Note:** The department urges history majors to complete foreign language study through the intermediate level. Directed inquiries, teaching assistantships and internships in History can be arranged on an individual basis.

Virginia Program at Oxford

The History and English departments co-sponsor the Virginia Program at Oxford. Working with British tutors in courses devoted to Tudor-Stuart England, students can earn 3 s.h. of History credit and 3 s.h. of English credit that count toward the History and English majors and minors. History majors are urged to apply to this program. For more information, see Mary Hill Cole.

Civic Engagement Opportunities

Students may develop their historical skills by working as interns in local museums, arts organizations, and historical societies. Other opportunities for civic engagement include working with MBU History faculty on oral history projects in the local community and serving as a Changemaker Student Research Archivist. For their civic engagement in HPUB 230 and HISP 226, students may receive community service credit in the General Education.

History Course Descriptions

101 Western Civilization to 1648 (3 s.h.) (H)

A survey of the civilization of Western European history from classical antiquity to the end of the Thirty Years' War. Topics include Greek and Roman empires, transmission of cultures, organization of Christianity, medieval dynasties, and the Reformation.

102 Western Civilization from 1648 (3 s.h.) (H)

A survey of the civilization of Western European history from the scientific revolution to the present. Topics include the English Civil War, the French Revolution, nationalism and imperialism, the two World Wars, the Russian Revolution, and the rebuilding of postwar Europe.

111 Survey of U.S. History to 1877 (3 s.h.) (H)

A survey of the principal events, in chronological order, of U.S. history to 1877. Students are introduced to the historical method of asking questions about the past, analyzing events, and interpreting them.

112 Survey of U.S. History from 1877 (3 s.h.) (H)

A chronological survey of the principal events of U.S. history from 1877. Students are introduced to the historical method of asking questions about the past, analyzing events, and interpreting them.

203 Women in American History (3 s.h.) (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. **Prerequisite: HIST 111 or HIST 112 or permission of Instructor.*

204 Religion in America (3 s.h.)

An introduction to the history of religion in America, its forms, and the interaction of religious convictions and American culture. Students will learn to analyze and compare religious ideas and environments. Cross listed as REL 204.

216 Hip Hop and History (3 s.h.) (W)

Through our analysis of historical scholarship, in class discussions, and formal writing assignments this course uses hip hop lyrics and culture to guide our discussion of U.S. history, from 1970. From the end of the Vietnam War, through passage of The Violent Crime Control and Law Enforcement Act of 1994, and the emergence of the Black Lives Matter Movement, this course will examine the historical roots and evolution of hip hop culture the "War and Drugs" and mass incarceration, gender wars, racial commodification and cultural appropriation, and emerging forms of activism.

217 The American West (3 s.h.) (D)

The American frontier experience has provided fuel to an endless number of popular portrayals, from *Davy Crockett* to *Deadwood*. This lecture/discussion course seeks to complicate these images of cowboys and cattle trains by examining the social, political, and economic dimensions of the United

States' various frontiers in order to integrate these peripheral places into the larger narrative of American history. Beginning with the American Revolution, and ending with World War I, this course emphasizes the conjunction of place and time in influencing the development of different frontiers, while at 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.

222 History of American Art and Architecture (3 s.h.)

For course description, see ARTH 222 in the Art History listing.

224 Diplomatic History of the United States (3 s.h.)

A study of the foreign relations of the United States from the American Revolution to the Iraq War.

**Prerequisite: HIST 111 or HIST 112 or permission of Instructor.*

227 History of the American South (3 s.h.)

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.

230 American Immigration History (3 s.h.) (D, R)

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 cannot (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. Field trip to New York City highly suggested.

235 Body, Mind, and Spirit: Renaissance and Reformation Europe, 1350–1650 (3 s.h.) (T)

This course focuses on the changes during three centuries that reshaped the European world: 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, the Protestant challenges to Catholicism, 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 as we explore the educational experiences of women and men in universities, convent and grammar schools, guilds, and at home.

238 Tudor-Stuart England, 1450–1660 (3 s.h.) (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.

239 Voices of Protest and Authority: Europe 1600–1800 (3 s.h.) (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.

241 British History to 1688 (3 s.h.) (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.

242 British History from 1688 (3 s.h.) (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 lives of women and ordinary people in Britain, the agricultural and industrial revolutions, and twentieth century wars. This course offers a historical background for courses in English literature.

243 The French Revolution (3 s.h.) (T)

An intensive study of the first six years of the French Revolution, 1789–1794. Explores major events and figures; economic, social, political, and intellectual conditions; and interpretations of the accomplishments of the era. No knowledge of French language is required; however, students who do their research in French can receive credit toward the French major. A key component of the course is participation in all discussions and projects.

246 Europe in the Twentieth Century, 1900–1939 (3 s.h.) (I, R)

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.

247 Modern Europe, 1939–Present (3 s.h.) (I, R)

A study of Europe from the beginning of the Second World War to the present. Topics include World War II and the Holocaust, the development of the Cold War, women's movements and culture wars, European relations with the superpowers, the revolutions of 1989, and German reunification. Exploring European culture through foreign films in English is a key component of the course.

255 The History of Russia (3 s.h.) (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 and the origins of the Cold War.

264 Introduction to the African Diaspora (3 s.h.) (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 interactions between diasporic Blacks and Africans.

265 Survey of African American History to 1877 (3 s.h.) (D, R)

This course presents a chronological survey of principal events in African American History from

its beginning in Africa, through the Civil War with particular focus on how Blacks experienced, and responded to, the “peculiar institution” of slavery in the Caribbean, Central and South America and the United States. We will examine the development of slave culture, formation of free communities, rise of abolitionism, and life in the immediate post-Emancipation era discussed with emphasis on the action and experiences of people of African descent. The African American experience was not monolithic; location, condition of servitude, class, and gender must all be considered when analyzing the African American past.

266 Survey of African American History from 1877 (3 s.h.) (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.

267 History of the Harlem Renaissance (3 s.h.) (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.

277 Colloquium (3 s.h.)

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.

284 The Court of Henry VIII (3 s.h.)

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. We will explore the nature of Renaissance kingship, its ceremony and pageantry, the roles of courtiers and government officials, the courts of Henry's wives and children, diplomacy and warfare, the physical environment of palaces and progresses, the fine arts, and the long afterlife of the Henrician era.

302 Virginia History (3 s.h.) (D, R)

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. **Prerequisite: HIST 111 or HIST 112 or permission of Instructor.*

325 Jacksonian America (3 s.h.) (T, W)

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 hone research and writing skills including focusing on locating, evaluating, and utilizing primary and secondary sources to hear these diverse historical

voices.

340 Revolutionary Europe, 1789–1901 (3 s.h.) (W)

Topics include the French Revolution, Napoleon, industrialization, Marx, political ideologies, suffrage movements, women, and the family.

346 European Women's History from 1700 (3 s.h.) (G, R)

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. **Prerequisite: one of HIST 102, HIST 242, HIST 246, HIST 247; or permission of instructor.*

365 History of the Civil Rights Movement (3 s.h.) (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 (1940– 1965) placing emphasis on the following: The involvement of ordinary citizens; the centrality of religion in the movement; decisive events and personalities; tactics; and consequences of the contemporary civil rights movement. This course will use primary source documents, documentaries and music in order to study this important protest movement. **Prerequisite: one of HIST 112, HIST 302, HIST 266; or permission of instructor.*

400 Senior Seminar (3 s.h.) (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.

**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.

Note: Directed inquiries, teaching assistantships and internships in history can be arranged on an individual basis.

HISTORY — PUBLIC

Amy Tillerson-Brown, Coordinator

The Public History minor prepares students for professional careers at museums, presidential libraries, historic birthplaces, volunteer organizations, professional non-profits, such as the National Trust for Historic Preservation, and government agencies, such as the National Park Service and the National Archives and Records Administration. Public historians also work as consultants, write commissioned histories, and research and direct film, radio, and television productions. The minor also provides prospective teachers with resources and ideas for enriching activities to support teaching history beyond the classroom.

Requirements for the Minor in Public History

21 semester hours

Four of the following: ARTM 340, HPUB 230, HPUB 300, HPUB 287, or HPUB 387

Two History courses at the 200-level or above One of the following: HISP 226, FILM 119, FILM 264, INT 251, or BUAD 200

Public History Course Descriptions

230 Introduction to Public History (3 s.h.) (C, R)

The practice of history in museums, archives, business, media, parks, historical societies, and government agencies, including theoretical and practical issues confronting public historians today. Readings and guest lecturers address questions of audience and authority in collecting and presenting history. Students explore the relationship between history and national, communal, and personal memory and the role politics can play in public history.

300 Special Topics in Public History (3 s.h.) (C, R)

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.

287, 387 Internship (3 s.h.)

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.

HUMAN RESOURCE MANAGEMENT

Claire Kent, 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.

Requirements for the Minor in Human Resource Management

Undergraduate residential programs and MBU Online

18 semester hours

BUAD 200 Management Principles

BUAD 202 Organizational Behavior and Interpersonal Communication

BUAD 302 Managing Human Capital

BUAD 321 Recruiting, Hiring and Onboard Employees

BUAD 322 Managing Employee Performance and Compensation

Plus, one of the following:

BUAD 266 Social Trends and their Impact on Business

BUAD 305 Global Business

BUAD 307 Business & Society

COMM 280 Intercultural Communication

ECON 247 Global Labor Issues*

*Not offered online

INTERDISCIPLINARY STUDIES

Roderic Owen, director

Courses within interdisciplinary studies derive their content and methodologies from more than one discipline or subject area.

Interdisciplinary Course Descriptions

BOLD 101 Baldwin Opportunities for Leadership and Development (.5 s.h.)

BOLD 101 is a one semester seminar taken by first-year students in undergraduate residential programs. An important part of successful college transition, students will come to understand themselves in relation to the larger Mary Baldwin community, and as scholars in pursuit of specific goals and outcomes. This seminar is an opportunity for self-discovery, for understanding the liberal arts in relation to self and career, and for establishing meaningful relationships with others on your Boldly Baldwin journey. First-year students take this course during the fall semester.

BOLD 102 Baldwin Opportunities for Leadership and Development (.5 s.h.)

A continuation of BOLD 101, 102 is a one term seminar taken by students in undergraduate residential programs during the spring semester of the first year. Students continue their path of self-discovery and begin to explore the connections between liberal arts and career/professionalism.

BOLD 201 Preparing for Professional Life (1 s.h.)

In BOLD 201, learners begin the crucial task of understanding the range of careers available and considering which careers will best align with their interests and needs. Learners will gain an in depth understanding of written and verbal communication skills and how to utilize them in a professional setting. Learners will conduct informational interviews, create strong resumes and cover letters, design an effective LinkedIn page, complete a mock interview, begin to build a professional network, and learn professional presentation skills. Learners will access tools to explore and understand the world of work and take a closer examination of the options that are most intriguing to them. Second-year students may take this course during the fall semester.

MBU 101 Planning your MBU Degree (0.5–1 s.h.)

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 MBU Online 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.

MBU 102 An Investigation of the Arts (1 s.h.)

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.

MBU 105 Success as an Adult Learner (1s.h.)

Recommended for students entering the MBU Online Program from Mary Baldwin residential programs and recommended for students returning after an extended time period. May also be recommended for students on academic warning. Focuses on the skills students need to be successful adult learners, including developing self-awareness, cultivating independent learning skills, navigating degree planning, using online technology, and understanding the philosophy and policies of Mary Baldwin University. Students must have already completed MBU 101 or BOLD 101; taken in first semester.

INT 103 Information Literacy (1 s.h.) (R)

Required for graduation. This course will develop the research and critical thinking skills necessary for academic success. Information literate students recognize when information is needed and know how to locate, evaluate, and use that information effectively in academic and other settings. Topics covered include information creation, finding different types of information in a variety of resources, and appropriate use and citation of information. Skills learned are common to all disciplines and lifelong learning.

INT 120 Essentials of Scholarship (3 s.h.)

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.

INT 130 Introduction to American Culture (3 s.h.)

Survey of the history and culture of the United States designed specifically for international students. Students will receive a broad history of the American nation since the colonial period, with a focus on such key episodes and movements as the Revolution and founding of the nation, the Civil War, the industrial revolution of the late 1800s, America's emergence in global politics, the civil rights movement, American feminism, and other modern developments. Students will also learn about Staunton and Mary Baldwin University, set within this larger historical context.

INT 155 Permeable Borders (3 s.h.) (D)

A multi-faceted course that utilizes the areas of art, human rights, education and social and political awareness. Mary Baldwin University students and faculty will collaborate with immigrant and other minority communities in and around Augusta County on projects that will help to create a cultural bridge between the mission and activities of Walls of Hope, Perquin, El Salvador and the underserved communities of Staunton and Augusta County.

INT 165 Earth and Space Science (4 s.h.) (N, Q)

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.

INT 200 Resident Assistant Training (1 s.h.)

The resident assistant's role as a peer counselor in the college residence halls is facilitated through sessions in student development theory, values clarification, women's health issues, sexuality, crisis intervention counseling, alcohol and drug concerns of college students, leadership training, small group communications, conflict mediation, and basic counseling skills. Required for all first-year resident assistants. This course is offered on a pass/fail basis.

INT 213 Bailey Colloquium (3 s.h.) (T, R)

The Bailey Colloquium is a small interdisciplinary honors seminar that counts toward the Honors Degree. It is open to Honor Scholars; other strong students may be admitted at the discretion of the professor. The colloquium fosters creativity and independent thinking. Topics vary.

INT 222 Social Science Statistics (3 s.h.) (Q)

Students learn how to interpret data tables, download data from online databases, manipulate data in a spreadsheet, and analyze social science and business data with Excel and SPSS, *Statistical Package for the Social Sciences*. Through an understanding of sampling, distributions, and summary statistics, students acquire the means to understand and critically evaluate quantitative data incorporate, government, and news reports. Cross listed as BUAD/ECON/HCA/POLS 222. **Prerequisite: Sophomore standing.*

INT 230 History and Theories of Leadership (3 s.h.)

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 all students in the Virginia Women's Institute for Leadership.

INT 251 The Writer in the World: Professional Writing (3 s.h.) (C, W)

Application of rhetorical principles in drafting and revising professional documents. Case studies examine common genres of writing in communities and workplaces: proposals, reports, electronic mail, web content, issues papers. Students gain an appreciation for the interacting demands of content, audience, and structure and learn to use their writing time more effectively. **Prerequisites: ENG 102 or equivalent, or permission of instructor.*

INT 287, 387 Internship (credit varies) (C: 387 only)

Internships provide practical experiences in working with professionals in field experiences and positions of responsibility on campus under the supervision of a faculty sponsor.

INT 330 Exploration of Leadership Development (3 s.h.)

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.

INTERNATIONAL AFFAIRS

Marina Omar, Coordinator

Mary Hill Cole, Amy Diduch, Amy Miller, Abigail Wightman

Requirements for the Major in International Affairs

39 semester hours

One year (two semesters) of one foreign language at the intermediate level or above

ANTH 120 Cultural Anthropology

ECON 101 Principles of Microeconomics

ECON 102 Principles of International and Macroeconomics

POLS 112 International Relations

INT 222 Social Science Statistics

One Course in Advanced Data Analysis: ECON 301 Advanced Data Analysis; Math 233 Statistical Methods I (Note: Additional courses recommended)

POLS 400 Senior Seminar **OR** ECON 401 Senior Project (Note: ECON 401 requires additional prerequisites)

One elective below must fulfill the Research and Information Literacy General Education Requirement.

Choose two ECON electives:

ECON 232 Topics in Economic Development

ECON 253 International Trade

ECON 272 Environmental Policy

ECON 310 Global Labor Economics

ECON 314 International Finance

Choose two POLS electives:

POLS 128 U.S. Foreign Policy

POLS 215 Politics of Developing Nations

POLS 311 Civil Wars and Ethnic Conflict

Choose two Area Studies electives:

Africa

POLS 295 Democracy in Africa and Latin America

HIST 264 African Diaspora

Europe

HIST 242 British History from 1688 to the present

HIST 246 Europe 1900–1939

HIST 247 Europe 1939–present HIST 255 History of Russia

Asia

AS/REL 212 Asian Religions

AS 246 Modern Japan

AS 247 Modern India
AS 251 Gender in Asian Cultures
AS 253 China: Tradition and Transformation

JAPANESE

Amy Miller, Coordinator, Asian Studies

Students learn to read, write, and speak Japanese through the intermediate level. There is no major or minor in Japanese; however, students interested in Japanese Studies should see the Asian Studies section in this catalog for information on the Asian Studies minor. Students wishing to advance their knowledge of Japanese are encouraged to spend a semester or a full year at one of MBU's sister schools in Japan: Doshisha Women's College, Kansai Gaidai, or Soka University.

Japanese Course Descriptions

101, 102 Beginning Japanese (4 s.h.) (F: both 101 and 102)

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. JPNS 101 offered in the fall semester; JPNS 102 in spring semester.

201, 202 Intermediate Japanese (3 s.h.) (F: both 201 and 202)

Students continue to develop the skills of reading, writing, and speaking of Japanese. Students must also register for a language lab connected with each course. *Prerequisites: JPNS 101, JPNS 102. JPNS 201 offered in the fall semester; JPNS 202 in spring semester.

LEADERSHIP STUDIES

Roderic Owen, Coordinator

Leadership Studies is a multidisciplinary field combining theory and applied coursework in a variety of organizational and cultural contexts. The Business & Professional emphasis is designed for students who are aspiring entrepreneurs, future heads of nonprofits, and organization leaders. The emphasis on Community and Social Change is for motivated students in any field who are interested in social action – enhancing their belief that direct intervention in community change is possible and consequential as well as teaching the skills and theory necessary to bring about such change. The military leadership emphasis is for VWIL students who will commission into the one of the armed services. An internship is required for all military emphasis minors and is an optional upper-level 3 s.h. elective for the other two emphasis areas.

All VWIL students are required to complete the leadership minor as part of their overall leader development program. This minor is also open to all MBU students and may complement both professional and liberal arts majors.

Requirements for the Minor in Leadership Studies

21 semester hours

INT 230 History and Theories of Leadership

INT 330 Exploration of Leadership Development

One of the following:

PHIL/REL 225 Martin Luther King and a Philosophy of Civil Rights

PHIL 235 Ethics, Community, and Leadership REL/COMM 237 Mediation and Conflict Resolution: Principles and Practices

One of the following: COMM 100 Public Speaking
COMM 280 Intercultural Communication THEA 111 Voice, Diction, and Oral Reading Emphasis requirements (*see below*)

Business and Professional Emphasis

Three of the following: BUAD 200, BUAD 202, BUAD 250, BUAD 266, BUAD 307, BUAD 287/387, CJ 235, HCA 101, HCA 235, HCA 245, REL 222, or SOWK 353.

Community and Social Change Emphasis

Three of the following: CE 281, ECON 215, HIST 203, HIST 265, HIST 266, HIST 302, HIST 365, PHIL 320, POLS 220, REL 231, REL 232, SGS 261, SGS 275, SOC 112, SOC 210, SOC 240, or SOC 248

Note: up to 3 s.h. may be used to substitute for one course in one of the two leadership emphasis areas above. These include BOLD 101, MS 109, MS 110, MS 209; other ROTC. 1 and 2 s.h. leadership-oriented courses may also contribute.

Military Leadership Emphasis

All VWIL students commissioning for the military must complete this Military Leadership emphasis (9 s.h.)
ROTC 3XX
ROTC 4XX
INT 287/387

Business Emphasis

Three of the following: BUAD 200, BUAD 202, BUAD 250, BUAD 266, BUAD 307, BUAD 287/387, CJ 235, HCA 101, HCA 235, HCA 245, REL 222, or SOWK 353.

Community and Social Change Emphasis

Three of the following: CE 281, ECON 215, HIST 203, HIST 265, HIST 266, HIST 302, HIST 365, PHIL 320, POLS 220, REL 231, REL 232, SGS 261, SGS 275, SOC 112, SOC 210, SOC 240, or SOC 248

Note: up to 3 s.h. may be used to substitute for one course in one of the two leadership emphasis areas above. These include BOLD 101, MS 109, MS 110, MS 209; other ROTC. 1 and 2 s.h. leadership-oriented courses may also contribute.

Military Leadership Emphasis

Required courses:
INT 287/387
ROTC 3XX
ROTC 4XX

Note: The Military Leadership Emphasis is only available to students seeking commission.

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.

LIBERAL ARTS AND INTERDISCIPLINARY STUDIES

Please see College of Education

MANAGEMENT

Claire Kent, 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.

Requirements for the Minor in Management

Undergraduate residential programs and MBU Online
18 semester hours

BUAD 200 Management Principles

BUAD 208 Accounting Principles

BUAD 202 Organizational Behavior and Interpersonal Communication

BUAD 250 Gender in the Workplace

BUAD 305 Global Business

BUAD 320 Managing Organizational Change

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.

MARKETING AND COMMUNICATION

Catherine Ferris McPherson, Coordinator

This interdisciplinary field combines integrated marketing and communication studies. Students develop skills in oral presentation, writing, critical thinking, and visual literacy. They also acquire knowledge about the media, market research, audiences and consumer behavior. The major prepares students for work in a wide range of careers in business, mass media, nonprofits, graduate school, as well as to pursue their passions in civic and global engagement.

Civic Engagement and International Experience

- Internships provide non-profit organizations and governmental offices with public relations, advertising, video production, writing, and editing. Examples: public relations work for LEARN (the local literacy council), special event preparation and media relations work for Riverfest, an environmental teach-in, and Staunton Earth Day.

- Students may conduct internships with local media, as well as with the Office of External Affairs.
- Class projects require production of materials, including short documentaries, news releases, and integrated marketing communication campaigns, for nonprofit organizations, such as Wild Virginia, the Community Childcare Center, and Project Grows.
- Seniors may choose a civic or global engagement focused case study, thesis, or a project, e.g., developing the social media plan for a Veterans Administration Hospital.

Requirements for the Major in Marketing and Communication

Undergraduate residential programs and MBU Online

36 sh with emphasis in either Integrated Marketing (undergraduate residential programs and MBU Online) or Communication Studies (undergraduate residential programs)

12 courses required for both tracks, 36 hours:

ART 117 Software in Visual Arts: In Design, Photoshop, Illustrator

BUAD 202 Organizational Behavior and Interpersonal Communication

BUAD 230 Marketing Principles

COMM 100 Public Speaking

COMM 115 Mass Communication

COMM 245 Social Media

COMM 345 Social Media Research

INT 251 Professional Writing

INT 222 Social Science Statistics

MKTC 300 Persuasive Campaigns

MKTC 387 or COMM 387 Internships

MKTC 400 Senior Seminar

***Note:** MKTC 401 Independent Research may serve as a required course for some students who meet discipline requirements.

Students with an emphasis in Communication Studies, choose three (3) courses from:

COMM 221 Media Writing

COMM 240 Advertising

COMM 260 Public Relations

COMM 280 Intercultural Communications

FILM/COMM 119 Video Production

FILM/COMM 219 Advanced Video Production

MKTC 401 Supervised Research

OR

Students with an emphasis in Integrated Marketing choose three (3) courses from:

BUAD 334 Multinational Marketing

BUAD 338 Audience Insight and Analysis

BUAD 362 Buyer Behavior

BUAD 375 Building Sustainable Brands

COMM 221 Media Writing

COMM 240 Advertising

COMM 260 Public Relations

MKTC 401 Supervised Research

RECOMMENDED (but not required):

BUAD 208 Accounting Principles

Minor in Marketing

Catherine Ferris McPherson, Coordinator

Marketing is defined by the American Marketing Association as the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large.

Marketing practice tends to be seen as a creative industry, which includes research, advertising, distribution, and selling. At Mary Baldwin, students will view the marketing function through the lens of sustainability and creating ethical and socially responsible business practices.

The importance of marketing oneself or one's business cannot be underestimated. The marketing minor allows students across the university to add this important skill set to any major they may choose to pursue, including business. This exciting curriculum will focus on the theory and practice of marketing and its importance to any industry or organization.

Requirements for the Minor in Marketing

Undergraduate residential programs and MBU Online

18 semester hours

BUAD 104 Sustainability and Business

BUAD 230 Marketing Principles

BUAD 338 Audience Insight and Analysis

BUAD 362 Buyer Behavior

COMM 240 Advertising

Plus, one of the following:

BUAD 334 Multinational Marketing

BUAD 375 Building Sustainable Brands

Minor in Communication

Please see Communication

Marketing and Communication Course Descriptions

100 Public Speaking (3 s.h.) (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.

115 Mass Communication (3 s.h.) (S)

An exploration of media culture includes the history, economic structures, and special issues associated with various media industries. Enhances media literacy and explores how culture influences and is influenced by media.

119 Introduction to Film/Video Production (3 s.h.)

For course description, see FILM 119 in the Film listing.

202 Organizational Behavior and Interpersonal Communication (3 s.h.)

For course description, see BUAD 202 in the Business listing.

221 Mass Media Writing (3 s.h.) (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.

229 Advanced Film/Video Production (3 s.h.)

For course description, see FILM 229 in the Film listing.

240 Advertising (3 s.h.)

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 commercial messages. Cross listed as MKTC 240. *Recommended background: COMM 100.*

245 Social Media (3 s.h.)

Develops knowledge and skills needed to understand, critique and implement social media strategies for organizations as well as individuals. Focuses on professional and ethical use of social media. Topics include: history of social media, critical analysis of relationships between social media and audiences, and relationships with traditional media, as well as strategic communication, and entrepreneurship online. Class will develop projects for nonprofit organizations.

260 Public Relations (3 s.h.)

Covers 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.*

280 Intercultural Communication (3 s.h.) (I)

Course serves as an introduction to the field by looking at the practical application of theory and research. Study focuses on the importance of culture in our everyday lives, and the ways in which culture interrelates with and influences communication processes. General topics including: identity, perception, communication accommodation skills, linguistic differences, stereotyping, and intercultural communication in education, medicine and business.

300 Persuasive Campaigns (3 s.h.)

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 as well as ethical issues related to persuasion. Cross listed as COMM 300.

334 Multinational Marketing (3 s.h.) (D, W)

For course description, see BUAD 334 in the Business listing.

338 Audience Insight and Analysis (3 s.h.)

For course description, see BUAD 338 in the Business listing.

345 Social Media Research (3 s.h.) (R)

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.

362 Buyer Behavior (3 s.h.)

For course description, see BUAD 362 in the Business listing.

375 Building Sustainable Brands (3 s.h.)

For course description, see BUAD 375 in the Business listing.

387 Internship in Marketing and Communication (3–6 s.h.)

A communication-based, practical learning experience that bridges the academic and 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.

400 Marketing and Communication Senior Seminar (3 s.h.) (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.

401 Independent Research (3 s.h.)

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 the instructor. **Prerequisites: consult discipline coordinator.*

MATHEMATICS

John Ong, Department Head, Joseph Johnson, Michael Riddell, Emmanuel des-Bordes

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.

Requirements for the Bachelor of Arts in Mathematics

35 semester hours

MATH 211

MATH 212

MATH 231

MATH 301

MATH 302

MATH 306

MATH 322

MATH 398

MATH 401

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.

Requirements for the Bachelor of Science in Mathematics

50 semester hours

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

PHYS 201

PHYS 202

MATH 2xx/3xx or 398 not counted in the BA. One other 200 or 300-level laboratory science course.

Requirements for the Minor in Mathematics

20 semester hours

MATH 211

MATH 212

MATH 231

And additional courses in Math numbered 2xx/3xx to total 20 s.h. Math 380 may not count toward the minor.

Program in Applied Mathematics

Please see Mathematics — Applied

Recommended Programs

For teachers of mathematics:

Students at Mary Baldwin University may obtain a BA in Mathematics with a Math Education Emphasis or elect to participate in a 3-2 program leading to the BA and a Master of Arts in Teaching (MAT) degree. Interested students should contact Dr. Ong or Dr. Johnson in the mathematics department in their first semester at college. Students in this program are encouraged to apply to be math tutors and are required to sign up for Math 380, a teaching assistantship in mathematics.

Requirements for the Bachelor of Arts in Mathematics with Math Education Emphasis 41

semester hours

MATH/ED 156

MATH/ED 158

MATH 211

MATH 212

MATH 221

MATH 231

MATH 233

MATH 250

MATH 301

MATH 322

MATH 380

MATH 398

MATH 401

ED 115

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.

For graduate study in mathematics: *Please see Applied Mathematics – Statistics Emphasis.*

Mathematics Course Descriptions

155 Mathematics in Contemporary Society (3 s.h.) (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 appointment, number theory and systems, and logic. Supplemental topics may be introduced depending on the interests of students enrolled in the course.

156 Numeration and Algebra for Teachers (3 s.h.) (Q)

The course reviews content of the numeration, computation & estimation, and algebra strands of the Virginia SOL for grades K-6 from a teacher and student perspective. Students develop deeper understanding of content, flexibility in solving problems, and an ability to work with a variety of algorithms and manipulatives that are appropriate for this grade span. Representing abstract mathematical concepts in developmentally appropriate ways is emphasized. Emphasis will be on exploration, problem solving, appropriate technology usage, and designing tasks to develop deeper understanding of content as a student and future teacher. In addition, the course emphasizes the development of teaching styles with a focus on inquiry teaching and learning for the concepts. Students will design tasks that foster deeper understandings as they explore the concepts. Cross listed as ED 156

158 Geometry and Measurement for Teachers (3 s.h.) (Q)

The course reviews concepts of geometry and measurement in the K-8 curriculum from a teacher and student perspective, with particular attention to Euclidean geometry, axiomatics, and deductive reasoning. Emphasis will be on exploration, inductive and deductive reasoning, problem solving, appropriate technology usage, and designing tasks to develop deeper understanding of content as a student and future teacher. Statistics will be addressed conceptually. In addition, the course emphasizes the development of teaching styles with a focus on inquiry teaching and learning for the concepts. Students will design tasks that foster a deep understanding of geometry and statistics as they explore the concepts. Cross listed as ED 158.

159 College Algebra (3 s.h.) (Q)

Students are provided with a background in algebra appropriate for the application of mathematics to other disciplines and for further study in mathematics. Topics include equations and inequalities, functions and graphs, polynomial and rational functions, exponential and logarithmic functions, and systems of equations. Emphasis is on logical analysis, deductive reasoning, problem solving and modeling. **Prerequisite: MSAT 510 or MACT 20, or C-or higher in a Q course. Fall and Spring semester.*

171 Precalculus with Trigonometry (3s.h.) (Q)

Algebraic, trigonometric, logarithmic and exponential functions are explored. The main emphasis will be on developing trigonometric functions and their properties, since they play an indispensable role in the modeling of physical phenomena and in the study of calculus. Included is

a MAPLE software project on modeling and problem solving. **Prerequisite: MATH 159, MSAT 550 or MACT 23.* Fall and Spring semester.

211, 212 Introduction to Calculus and Analytic Geometry I, II (4 s.h. each) (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.

**Prerequisite: Minimum C-in MATH 171. Fall semester.*

MATH 212 (see above)

Develops the concept of the definite integral and its applications. Integration of transcendental functions, integration techniques, L'Hopital's Rule, and improper integrals are covered. We complete the course with infinite series and the Taylor Polynomials. **Prerequisite: MATH 211.* Spring semester.

221 History of Mathematics: From Euclid's Geometry to the 21st Century. (3 s.h.) (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 the course is the axiomatic development of Euclid's geometry as expounded in the thirteen books of the Elements. We end the semester with focus given to differences between Euclidean and Non-Euclidean geometries. Throughout the course, students will explore and gain insight into the contributions made by various cultures and significant individuals, including women mathematicians, in the global history of mathematics. **Prerequisite: MATH 211 or permission of instructor.* Alternate years.

231 Discrete Mathematical Structures (3 s.h.) (Q)

This is an introduction to the 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. **Prerequisite: MATH 211.* Fall semester.

233 Statistical Methods and Theory I (3 s.h.) (Q)

An introduction to applied statistics and theory. Topics include measures of central tendency, discrete and continuous random variables, Normal distributions, Binomial distributions, sampling distributions and the Central Limit Theorem, probability, correlation and regression, producing data from sampling and experiments, hypothesis testing using the z, t, chi-square, and F distributions, confidence intervals, and analysis of variance. The statistical software package SPSS will be used to illustrate the material presented. **Prerequisite: B or higher in INT 222 and MATH 159, PSYC 250, or MATH 211.* Spring semester.

234 Statistical Methods and Theory II (3 s.h.) (Q)

This is a second course in applied statistics and theory. Topics include analysis of variance, multiple linear regression, and nonparametric statistical methods. The statistical software package SPSS will be used to illustrate the material presented. **Prerequisite: MATH 233.* Offered every third year or as needed.

250 Mathematics and Programming (3 s.h.) (Q)

In this course students examine mathematics through the lens of programming. In addition to learning how to state and solve math problems in a programming language, the student will also learn some mathematics related to computer science topics. Comparison between different programming languages will be presented. Computer science topics might include computation, automata, programming paradigms, and complexity theory. **Prerequisite: MATH 211. Alternate years.*

301 Multivariable Calculus I (3 s.h.) (Q)

Math 301 covers the first semester of Multivariable Calculus. Subjects include: vectors, the dot and cross product, functions of several variable, partial derivatives, chain rule in multiple variables, directional derivatives and the gradient, and Lagrange multipliers. Next integration in two and three dimensions including polar integrals will be covered. Time permitting, cylindrical and spherical coordinates will complete the course. **Prerequisites: MATH 212. Fall semester.*

302 Multivariable Calculus II (3 s.h.) (Q) Math 302

is the second semester of Multivariable Calculus. Subjects include: continuation of multiple integrals from the first semester, the calculus of vector valued functions, vector fields, integration over vector fields, The Fundamental Theorem for Line Integrals, Green's Theorem, Stoke's Theorem, and Gauss's Theorem. Time permitting, proof techniques in advance calculus will be introduced. **Prerequisite: MATH 301. Spring semester.*

304 Numerical Analysis and Computing (3 s.h.) (Q)

This course surveys the techniques and algorithms of numerical computing, numerical solution of algebraic equations and differential equations, interpolation, approximation, and iteration theory, numerical differentiation and numerical integration, error analysis, stability and convergence of solutions. The computer algebra system *Maple* is used. **Prerequisite: MATH 301 or taken concurrently. Alternate years.*

306 Ordinary Differential Equations (3 s.h.) (Q)

This is the study of the theory and methods of initial value problems of first and second order equations as well as systems of first order linear equations with constant coefficients. Methods such as integrating factors, undetermined coefficients, variation of parameters and the linearization of nonlinear problems will be covered. Uniqueness and existence questions will be discussed. Differential equations is a powerful modeling tool and can be applied to diverse areas of study, including environmental and population studies, radioactive decay, fluid flow, epidemiology and much of engineering. Students will be required to make a presentation in their area of interest. **Prerequisite: MATH 212. Alternate years.*

311 Probability and Distribution Theory (3 s.h.) (Q)

Sample-point and event-composition methods for calculating the probability of an event; Bayes' rule; the binomial, geometric, hypergeometric and Poisson probability distributions; mathematical expectations; moment-generating functions; Tchebysheff's theorem; continuous random variables and their probability distributions; multivariate probability distributions; and functions of random variables. This course is recommended for students planning to work in industry.

**Prerequisites: 212. Offered as needed.*

322 Linear Algebra (3 s.h.) (Q)

This class develops the theory of vector spaces and its underlying relevance to matrices and systems of linear equations. Topics include the vector space \mathbb{R}^n , abstract vector spaces, elementary operations and systems of linear equations, linear transformations, and eigenvectors and eigenvalues. Emphasis is on providing a bridge from the intuitive developments of lower level courses to the more rigorous abstract courses in mathematics. All students will be required to make a presentation on an application area. **Prerequisites: MATH 211 and 231. Alternate years.*

370 Colloquium in Mathematics (3 s.h.) (Q)

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.

398 Abstract Algebra I or Real Analysis I (3 s.h. each) (Q)

MATH 398 alternates between abstract algebra one year and real analysis the next. Both courses develop mathematical maturity through the use of intuition, deductive logic and mathematical analysis. Abstract algebra studies the structures of axiomatic mathematical systems such as groups, rings and fields. Real analysis develops the mathematical techniques necessary to understand the real line as well as functions on the reals. MATH 398 may be repeated for credit and all students who plan to attend graduate school in Mathematics must take both courses. **Prerequisites: MATH 301, MATH 322, and another MATH 3XX or permission of instructor. Fall semester.*

401 Senior Seminar (3 s.h.) (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 their research area, as well as propose their research project in the fall. The student will perform their research in the spring semester, and defend their senior research project paper when done. This requirement applies to Baldwin Online Program students as well. **Prerequisite: MATH 398 or taken concurrently.*

Note: Directed inquiries, teaching assistantships, and internships are arranged on an individual basis. Internships and teaching assistantships may include service-oriented work in the community for fulfilling civic engagement requirements.

Mathematics — Applied

John Ong, Coordinator

Applied mathematics explores the connections between mathematics and the physical world and uses mathematics in studying and solving real-world problems. In this interdisciplinary major, students learn the techniques of modeling, analysis, computing, simulation and data manipulation as applied to their area of interest, such as engineering, biology, chemistry, physics, or economics. Students can pursue a BS with a major in applied mathematics in three different ways, either at the university (Option A with a minor or Option C Statistics Emphasis) or through the MBU-UVA cooperative program in Engineering (Option B).

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.

Requirements for the Bachelor of Science in Applied Mathematics (Option A)

- MATH 211
- MATH 212
- MATH 231
- MATH 233
- MATH 2xx/3xx
- MATH 301
- MATH 302
- MATH 304
- MATH 306
- MATH 322
- MATH 398
- MATH 401
- PHYS 201
- PHYS 202

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.

MBU-UVA cooperative program in Engineering (Option B)

Mary Baldwin University students may elect to participate in a dual degree program in engineering offered by the School of Engineering and Applied Science at the University of Virginia. Qualified students attend Mary Baldwin for three years and then, based on their academic performance, are accepted into the University of Virginia for two or more years of study, leading to a Bachelor of Science degree in applied mathematics from Mary Baldwin University and a master's degree in engineering from the University of Virginia. Admission into the graduate program at UVA is based on the admissions criteria at UVA. Interested students should contact Dr. Ong during their first semester at the university *and must sign up and complete the Calculus and Physics sequence during their freshman year.*

Requirements for the Bachelor of Science in Applied Mathematics (Option B)

- MATH 211
- MATH 212
- MATH 231
- MATH 233
- MATH 250
- MATH 301
- MATH 302
- MATH 304
- MATH 306
- MATH 322

- MATH 398
- MATH 401
- CHEM 121
- CHEM 122
- PHYS 201
- PHYS 202
- Plus 15 semester hours of coursework transferred from the University of Virginia.

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 four-year program in Applied Mathematics – Statistics Emphasis (Option C)

Students who are interested in statistical analysis or data analytics should choose this option.

Requirements for the Bachelor of Science in Applied Mathematics – Statistics Emphasis (Option C).

- MATH 211
- MATH 212
- MATH 231
- MATH 233
- MATH 234
- MATH 301
- MATH 302 or MATH 250
- MATH 311
- MATH 322
- MATH 398 (preferably Real Analysis I)
- MATH 401
- PHYS 201
- PHYS 202

Two electives in Applied Statistics from the following courses: PSYC 250, ECON 301 or a Biostatistics course. There may be prerequisites for some of these courses. The student's senior project research topic must be in the area of Statistics.

Although not a requirement, the student is encouraged to take the colloquium: Mathematical Problem Solving through Programming when offered by the department.

MILITARY SCIENCE (U.S. Army ROTC)

Mary Baldwin University offers the Military Science curriculum through the U.S. Army ROTC program conducted at Virginia Military Institute. The first two years of the program are open to eligible freshmen and sophomores. Participation at the junior and senior level is limited to cadets with Army ROTC advanced level contracts.

109 Introduction to the Army & Critical Thinking

Credit Hours: 1

Orients cadets to information and competencies that are central to a commissioned officer's responsibilities in today's Army. Cadets will gain a basic understanding of the Army values and culture, officership and leadership skills. Cadets will also learn time management, health and physical fitness, critical thinking and basic military skills. Cadets will attend one field training exercise during the semester where they will focus on the practical application of the basic skills learned during the course.

110 Introduction to the Profession of Arms

Credit Hours: 1

Continues to build upon the skills learned in MS 109 with greater emphasis on the principles of ethical leadership. Cadets will continue learning the basics of leadership in demanding tactical scenarios. They will practice and improve their basic military skills in marksmanship, map reading and land navigation and first aid. Cadets will attend one field training exercise during the semester where they will focus on the practical application of basic military skills, and the use of teamwork in conducting collective tasks.

209 Innovative Team Leadership

Credit Hours: 1

MS 209 explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework (trait and behavior theories). Cadets practice aspects of personal motivation and team building in the context of planning, executing and assessing team exercises and participating in Leadership Labs. Focus is on continued development of the knowledge of leadership values and attributes through an understanding of Army rank structure, and duties and basic aspects of land navigation and squad tactics. Case studies provide tangible context for learning the Soldier's Creed and Warrior Ethos as they apply in the Contemporary Operating Environment (COE).

210 Army Doctrine and Team Development

Credit Hours: 1

MS 210 introduces Cadets to Modern Army doctrine as well as leadership ethics and decision-making. The course highlights dimensions of team building and development. Further study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. Cadets develop greater self-awareness as they assess their own leadership styles and practice communication and team building skills. Practical exercises give insight into the importance and practice of teamwork and tactics in real-world scenarios.

309 Adaptive Team Leadership

Credit Hours: 2

This is the first course in the advanced MSL program, specifically designed to prepare cadets for their responsibilities as Army officers. Emphasis is placed on the practical application of leadership and the mastery of effective planning, organizational and communication skills within the framework of Army doctrine. Cadets will examine Army leadership case studies and models in the search for their own effective leadership style. Cadets are required to read selected works on military and organizational leadership throughout the semester and must write short analytical essays.

**Corequisite: MS 319 for commissioning cadets, or LS 350 for non-commissioning cadets.*

319 Lab for MS 309

Credit Hours: 0

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).

310 Applied Team Leadership

Credit Hours: 2

Continues the lessons of MS 309, with greater emphasis on the principles of ethical leadership. Cadets will be exposed to more detailed information regarding the functions of Army commanders and staffs and will learn about the duties and responsibilities of specific Army occupation branches. Through Army values and codified leadership dimensions, cadets will learn to practice ethical leadership in dealing with external challenges and with their own subordinates. Superior-subordinate relations and practical counseling techniques are integrated into leadership exercises. Cadets are required to read selected works on military organizational leadership throughout the semester and must write short analytical essays.

**Corequisite(s): MS 320 for commissioning cadets, or LS 351 for non-commissioning cadets.*

320 Lab for MS 310

Credit Hours: 0

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).

409 Mission Command and the Army Profession

Credit Hours: 2

This course begins the cadet's transition to commissioned officer. Cadets will receive information that enables them to make sound career decisions as they prepare for accession. The training emphasis moves from the individual and squad level to the platoon level.

Cadets will gain specific knowledge and skills that they will need as professional officers, including training and maintenance management, subordinate counseling and development, Army staff operation and Military Justice. **Corequisite: MS 419 for commissioning cadets, or LS 450 for non-commissioning cadets.*

419 Advanced MS Lab for MS 409

Credit Hours: 0

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: Completion of Cadet Leaders Course (CLC) required for enrollment.*

410 Mission Command and the Company Grade Officer

Credit Hours: 2

This course continues the lessons of MS 409 and completes the transition from cadet to commissioned officer. Cadets will continue to learn the specific management skills they will need as professional officers. Special emphasis is given to “life skills” that cadets will need as young lieutenants, such as personal financial management, moving, housing and orientation to Army pay and benefits. Cadets will also become familiar with current Army operations worldwide.

*Prerequisite(s): MS 409, or waiver from the Professor of Military Science. *Corequisite: MS 420 for commissioning cadets, or LS 451 for non-commissioning cadets.*

420 Advanced MS Lab for MS 410

Credit Hours: 0

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). **Prerequisite: Completion of Cadet Leaders Course (CLC) required for enrollment.*

For Contracted or Seeking Cadets attending CLC after their senior year:

429 Adaptive Team Leadership

Credit Hours: 2

This is the first course in the advanced MSL program, specifically designed to prepare cadets for the responsibilities as Army officers. Emphasis is placed on the practical application of leadership and the mastery of effective planning, organizational and communication skills within the framework of Army doctrine. Cadets will examine Army leadership case studies and models in the search for their own effective leadership style. Cadets are required to read selected works on military and organizational leadership throughout the semester and must write short analytical essays. Instructor approval required. **Corequisite(s): MS 439.*

439 Lab for MS 429

Credit Hours: 0

The MS Lab focuses on the practical application of the subjects taught in the classroom during MS 429. Cadets will meet rigorous leadership challenges, reinforced by consistent instructor evaluation and mentorship. Leadership exercises will include tactical scenarios as well as the development and delivery of small group instruction for other cadets. This extensive training program also includes physical fitness, land navigation, drill and ceremonies, mission planning and written and oral communication skills. Cadets are required to participate in one field training exercise each semester, in which they will practice both leadership and teamwork and demonstrate their tactical and technical proficiency. This laboratory course companions the MS 429 class, and all contracted cadets must take the appropriate lab section simultaneously with those classes each semester.

*Instructor approval required. *Corequisite: MS 429.*

430 Applied Team Leadership

Credit Hours: 2

Continues the lessons of MS 429, with greater emphasis on the principles of ethical leadership. Cadets will be exposed to more detailed information regarding the functions of Army commanders and staffs and will learn about the duties and responsibilities of specific Army occupation branches. Through Army values and codified leadership dimensions, cadets will learn to practice ethical leadership in dealing with external challenges and with their own subordinates. Superior-subordinate relations and practical counseling techniques are integrated into leadership exercises. Cadets are required to read selected works on military organizational leadership throughout the semester and must write short analytical essays. Note: Instructor approval required. **Corequisite: MS 440.*

440 Lab for MS 430

Credit Hours: 0

The MS Lab focuses on the practical application of the subjects taught in the classroom during MS 430. Cadets will meet rigorous leadership challenges, reinforced by consistent instructor evaluation and mentorship. Leadership exercises will include tactical scenarios as well as the development and delivery of small group instruction for other cadets. This extensive training program also includes physical fitness, land navigation, drill and ceremonies, mission planning and written and oral communication skills. Cadets are required to participate in one field training exercise each semester, in which they will practice both leadership and teamwork and demonstrate their tactical and technical proficiency. This laboratory course companions the MS 430 class, and all contracted cadets must take the appropriate lab section simultaneously with those classes each semester. Note: Instructor approval required. **Corequisite: MS 430.*

MUSIC

Lise Keiter, Department Head

Richard Adams, Sharon Barnes, Johanna Beaver, Timothy Duncan, Pamela Fox, Andrew Gabbert, Colin Johnson, Ji Hee Kim, Jihye Lovelace, Lynne Mackey, Marie Masincup, Erin Murphy, Craig Robertson, Rafael Scarfullery, Anne Wick

The music department offers a Major in Music, a Minor in Music, and introductory courses and electives for more casual music enthusiasts. Students looking for a more Interdisciplinary Major

may also be interested in the Performing Arts Major with Concentration in Music or the Arts Management Major with Concentration in Music.

In all of its offerings, the department is committed to the exploration of music within the context of the liberal arts. Vocal, keyboard, and selected instrumental instruction is available to all students at beginning, intermediate, and advanced levels. The Mary Baldwin University Choir has an active schedule and is open to all students, as are other vocal and instrumental ensembles.

Music Major

The Music Major at Mary Baldwin is for students who are passionate about music and dedicated to their craft. The Music Major curriculum includes a core of music theory and music history courses, along with applied lessons and ensemble experience. Our program's flexibility also allows students to choose from an array of music history electives and develop an individualized senior project.

Students who have been accepted into the Performance Emphasis complete additional rigorous study on their major instrument or voice, along with other supporting coursework. Our two-step audition process includes an entrance audition (students may audition before they come to MBU, or in their first semester of study) and a formal audition at the end of the sophomore year. All Performance Emphasis Music Majors work closely with their Applied Teacher to improve as musicians and achieve personal goals, complete repertoire requirements, and prepare for their junior and senior recitals.

Requirements for All Music Majors:

38-42 credits

- MUS 100 Introduction to Listening (3 s.h.)
- MUS 111 Music Theory I (4 s.h.)
- MUS 112 Music Theory II (4 s.h.)
- MUS 211 Music Theory III (3 s.h.)
- MUS 212 Music Theory IV (3 s.h.)
- MUS 315 Music History to 1700 (3 s.h.)
- MUS 316 Music History 1700 to present (3 s.h.)
- Choose at least one Music History Elective (3 s.h.)
Music 151, Music 200, Music 218, Music 223, Music 226, Music 318, Music 323, or Music 326
- Choose at least one Practical Music Class (3 s.h.)
Music 217, Music 310, or Music 311
- At least four semesters of Applied Lessons (4-8 s.h.)
- At least two semesters of Music 106 (or other approved choral ensemble) (2 s.h.)
- All music majors must pass the Piano Proficiency Test
- MUS 401* or MUS 402 Senior Recital or Senior Project (3 s.h.)

*Music Majors who have been accepted into the **Performance Emphasis** complete **Music 401 (Senior Recital)**. All other Music Majors complete **Music 402 (Senior Thesis)**. See below for specific requirements for the Performance Emphasis.

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.)

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

15-23 additional credits

- MUS 141 Diction for Singers (3 s.h.)
- At least one semester of foreign language (two or more semesters recommended) (4 s.h.)
- Applied Voice Lessons every semester (4-8 additional s.h.)
- MUS 106 (or other approved choral ensemble) every semester (4-6 additional s.h.)
- Pass the formal audition at the end of sophomore year
- Complete the Department's Repertoire Requirements
- MUS 401 (3 s.h.)

Also Recommended:

- THEA 121 Acting I (3 s.h.)

Music 301 (Junior Recital) is also strongly recommended, especially for students who wish to pursue graduate study (1 s.h.)

Piano Performance Emphasis

10-15 additional credits

- MUS 323 Piano Literature (3 s.h.)
- At least one semester of MUS 210 Accompanying (1 s.h.)
- Applied Piano Lessons every semester (4-8 additional s.h.)
- At least four semesters of MUS 106 (or other approved choral ensemble) (2 additional s.h.)
- Pass the formal audition at the end of sophomore year
- Complete the Department's Repertoire Requirements
- MUS 401 (3 s.h.)

Also Recommended:

- Music 301 (Junior Recital) is also strongly recommended, especially for students who wish to pursue graduate study (1 s.h.)

Instrumental Performance Emphasis

12-17 additional credits

- Applied Lessons on Primary Instrument every semester (4-8 additional s.h.)
- Instrumental Ensemble every semester (8 s.h.)

(Students should consult the Music Department Chair to determine which ensemble(s) is/are appropriate.)

- Pass a formal audition at the end of sophomore year
- Complete the Department's Repertoire Requirements
- MUS 401 (3 s.h.)

Also Recommended:

- Music 301 (Junior Recital) is also strongly recommended, especially for students who wish to pursue graduate study (1 s.h.)

Major in Performing Arts with a Concentration in Music

Please see Performing Arts

Major in Arts Management with a Concentration in Music

Please see Arts Management

Requirements for the Minor in Music

21–25 s.h.

MUS 100

MUS 111

MUS 112

Concentration requirements (*see below*)

General Concentration

All core requirements for the minor in music

At least two three-credit courses at the 200- or 300-level

A minimum of four semesters of Applied Lessons, MUS 106, and/or MUS 108

Performance Concentration

All core requirements for the minor in music

At least two additional three-credit courses at the 200- or 300-level.

A formal audition by spring semester of the sophomore year.

A minimum of six credit hours of Applied Lessons

MUS 302

Music Education Minor

Please see Music Education in the College of Education section.

Civic Engagement Opportunities

- Performing in the community, as part of one of the music department's ensembles
- Sharing talents with the community, through the Senior Project
- Engaging with community members who attend on-campus concerts.

Music Course Descriptions

100 Introduction to Listening (3 s.h.) (A)

A general introduction to western music from Gregorian Chant to the 21st century, as well as world music, jazz, and other popular styles, designed to refine the student's listening skills and enjoyment. Emphasis will be on guided analytical listening to selected works by major composers. No previous musical experience is expected.

105 Fundamentals of Music (3 s.h.) (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 students who wish to take

MUS 111. (This course is not open to students who have passed Music 111 or the equivalent.)

106 Mary Baldwin University Choir (1 s.h.)

A large performing ensemble open to all Mary Baldwin students. The choir activities include a spring tour and concerts each semester. Can be repeated for credit.

108 Chamber Music Ensembles (credit varies)

Admission by audition. Can be repeated for credit. Ensembles include Baldwin Charm, Bella Voce, Baldwin Singers, Flute Ensemble, String Ensemble, MBU Marching Band, Jazz Combo, and chamber groups.

111, 112 Music Theory I and II (4 s.h. each) (A: 111 only)

These courses examine the role of harmonic material in tonal music, viewed in several ways: harmonization exercises, analysis, and short compositions. There is a lab component, which will emphasize aural skills and sight-singing. Required for the major or minor. Students must pass Music 111 before they may take Music 112.

**Prerequisite: Ability to read music in both treble and bass clef and/or MUS 105.*

Applied Lessons (1–2 s.h.)

Individual voice, piano, and selected instrumental lessons are available to all students, on a space available basis, regardless of present level of ability and prior music experience. Normally, approved majors and minors take Primary Applied Lessons (200-level, two credits, and 60-minute lessons), and most other students should take Elective Applied Lessons (100-level, one credit, 30-minute lessons). Students with questions about their status should consult the music department. Fees:

- 12, 30-minute lessons, \$230;
- 12, 60-minute lessons, \$450.

(Approved majors and minors pay a reduced fee. Reduced fees are based on certification by the music department at the beginning of each semester.)

120, 260 Applied Piano (credit varies)

121, 261 Applied Voice (credit varies)

Priority for Applied Voice will be given first to majors or minors and then to students registered for a choral ensemble.

123, 263 Applied Violin (credit varies)

124, 264 Applied Flute (credit varies)

125, 265 Applied Cello (credit varies)

127, 267 Applied Guitar (credit varies)

128, 268 Applied Viola (credit varies)

130, 270 Applied Saxophone (credit varies)

141 Diction for Singers (3 s.h.)

The course will include the application of the International Phonetic Alphabet, mainly to the study of Italian, English, German, and French song literature. There will be a brief study of its application to Spanish and Latin texts. Diction problems applicable to all song literature will be discussed.

150 Introduction to the Performing Arts (3 s.h.) (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.*

151 History of Jazz (3 s.h.) (D)

An examination of jazz as both a musical and sociological phenomenon; this course focuses on the musical developments that resulted in jazz, the major jazz styles from New Orleans to the present, and musicians who have strongly influenced these styles.

200, 300 Topics in Music History (credit varies)

One or more course topics will be chosen from areas such as: J. S. Bach, American Music, the Art Song, Music in Hip-Hop Culture, World Music, and Chamber Music Literature.

210 Accompanying (1 s.h.)

This course is for piano students. Each student will accompany voice or instrumental students in a performance. **Prerequisites: advanced piano skills and permission of instructor.*

211, 212 Music Theory III and IV (3 s.h. each) (Q: 212 only)

These courses are a continuation of MUS 111–112. Students will develop analytical techniques appropriate for the major styles and genres of western music, from Gregorian chant to the present, with attention as well to the historical and cultural foundation of these techniques. Focus will be on analysis projects, composition, and aural skills. Required for majors. Students must pass Music 211 before they may take Music 212. **Prerequisite: MUS 112 or permission of instructor.*

215, 315 History of Western Music to 1700 (3 s.h. each)

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.*

216, 316 History of Western Music from 1700 to the Present (3 s.h. each)

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 300 years. Music 316 is required for Music Majors. **Prerequisite: MUS 100 or permission of instructor.*

217 Conducting (3 s.h.)

Conducting is the art of teaching and communicating through verbal and gestural technique. Students will learn the foundational principles of ensemble conducting necessary for success as a conductor and teacher. In addition to exploring fundamental beat patterns, students will study conducting terminology and develop skills needed to solve gestural problems of tempo, phrasing, and articulation. While working towards gestural proficiency, students will investigate how to implement rehearsal strategies and appropriate instruction to the ensemble. Required for Music Education students.

218, 318 Women in Music (3 s.h. each) (G, O: both)

This course will examine the history of women's involvement with music as composers, performers, listeners, patrons, critics, and objects of musical representation. This course includes examples drawn from western civilization, popular music, and world music.

223, 323 Piano Literature (3 s.h. each) (A: 223 only; W: 323 only)

A survey of the music, history, and performance techniques 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. **Recommended background: MUS 100.*

226, 326 Music and the Theatre (3 s.h. each) (A: 226 only)

An introduction to opera and other theatre music (including incidental music, ballet, and musical theatre) from their origins to the 21st century. If possible, a field trip to hear an opera performance will be scheduled.

301 Junior Recital (1 s.h.)

The Junior Recital is a half-recital (25–35 minutes) that music majors with performance emphasis present in their junior year.

**Prerequisite: Students must have passed the major audition and have junior standing.*

302 Minor Recital (1 s.h.)

The Minor Recital is a half-recital (25–35 minutes) that music minors with performance concentration present in their junior or senior year. **Prerequisite: Students must have passed their minor audition and have at least junior standing.*

310 Music Methods Lab: Elementary Music Education (3 s.h.)

This course will give students a foundation for teaching music at the elementary level. Observation and participation in public school classrooms will be arranged to integrate teaching theory and practice. The course will introduce standard methods and materials appropriate for teaching general and vocal/choral music, including Orff and Kodaly systems, recorder, and autoharp.

**Prerequisite: Sophomore standing or permission of instructor.*

311 Music Methods Lab: Middle/Secondary Music Education (3 s.h.)

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. **Prerequisite: Sophomore standing or permission of instructor.*

400 Senior Seminar (3 s.h.)

This seminar will focus on developing writing and research techniques appropriate to the field of music.

401 Senior Recital (3 s.h.) (M)

The Senior Recital is a full recital (40–55 minutes) that majors with performance emphasis present in their senior year.

402 Senior Thesis (3 s.h.) (M)

The senior thesis gives students the opportunity to conduct a large-scale, independent research project. This normally includes a proposal, bibliography, a 30-page thesis (at least one component of which must discuss or analyze music), and a final defense.

Note: Directed inquiries, teaching assistantships, and internships in music can be arranged on an individual basis.

NAVAL SCIENCE

(U.S. Navy and U.S. Marine Corps ROTC) MBU offers the naval science curriculum, with Marine Corps option, through the U.S. Navy and Marine Corps ROTC program conducted at Virginia Military Institute.

Naval Science Course Descriptions

101 Introduction to Naval Science (1 s.h.)

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.

102 Sea Power and Maritime Affairs (1 s.h.)

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.

111 - Navy Lab for NS 101 (credit hours: 0)

Navy and USMC option. All Hands Leadership Lab and Drill Period. This practical lab is designed to reinforce what the student will learn in NS 101 to include practical communications exercises, maneuvering board problems and review plotting techniques, close order drill, manual of arms, physical fitness training ceremonial functions and required General Military Training.

Corequisite(s): NS 101

112 - Navy Lab for NS 102 (credit hours: 0)

Navy and USMC option. All Hands Leadership Lab and Drill Period. This practical lab is designed to reinforce what the student will learn in NS 102 to include practical communications exercises, maneuvering board problems and review plotting techniques, close order drill, manual of arms, physical fitness training ceremonial functions and required General Military Training.

Corequisite(s): NS 102

203 Leadership and Management (1s.h.)

Introduction to the principles of Naval leadership, management, and command.

205 Navigation (Navy Option) (2 s.h.)

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.*

206 Evolution of Warfare I (Marine Option) (1 s.h.)

Explores the nature of warfare throughout Western history.

211 Navigation Lab for NS 205 (Navy Option) (No credit)

For students seeking a commission in the Navy.

*Concurrent enrollment in NS 205 required.

216 - Navy Lab for NS 206 (Marine option) (No credit).

All Hands Leadership Lab and Drill Period. Corequisite(s): NS 206

303 Amphibious Warfare I (Marine Option) (2 s.h.)

Historical survey of the projection of sea power ashore. **Must concurrently register for either NS 313 or MS 350.*

304 USMC Small Unit Leadership, Weapons, and Tactics (Marine Option) (2 s.h.) Continuation of NS 303. **Must concurrently register for either NS 314 or MS 351.*

308 Naval Engineering (2 s.h.)

Familiarizes students with the types, structures, and purpose of Navy ships.

309 Naval Weapons Systems (Navy and Marine Option) (2 s.h.)

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.*

313 Amphibious Warfare I Lab for NS 303 (Marine Option) (No credit)

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.*

314 Leadership Weapons Tactics Lab for NS 304 (Marine Option) (No credit)

For students seeking a commission in the Marine Corps. **Concurrent enrollment in NS 304 required.*

318 Navy Leadership Lab I for NS 308 (Navy Option) (No credit)

For students seeking a commission in the Navy. **Concurrent enrollment in NS 308 is required.*

319 - Navy Lab for NS 309 (Navy option. No credit)

All Hands Leadership Lab and Drill Period.

402 Leadership and Ethics (Navy and Marine Option) (2 s.h.)

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.*

403 Evolution of Warfare II (Marine Option) (2 s.h.)

Seminar on leadership principles and management techniques as they apply to the duties and responsibilities of junior officers. **Must concurrently register for NS 413.*

408 Naval Operations and Seamanship (Navy Option) (2 s.h.)

Comprehensive study of the theory, principles and procedures of naval operations. **Must concurrently register for either NS 411 or LS 450.*

411 Naval Operations Lab for NS 408 (Navy Option) (No Credit)

For students seeking a commission in the Navy. **Concurrent enrollment in NS 408 required.*

412 Navy Leadership Lab II for NS 402 (Navy Option) (No credit)

For students seeking a commission in the Navy. *Concurrent enrollment in NS 402 is required.

413 Marine Leadership Lab I for NS 403 (Marine Option) (No credit)

For students seeking a commission in the Marine Corps. *Concurrent enrollment in NS 403 is required.

414 Marine Leadership Lab II for NS 402 (Marine Option) (No credit)

For students seeking a commission in the Marine Corps. *Concurrent enrollment in NS 402 is required.

NURSING

(RN to BSN, post-licensure)

Please see Murphy Deming College of Health Sciences

PEACEBUILDING AND CONFLICT RESOLUTION

Roderic Owen, Coordinator

Students with an interest in peacebuilding, global and cross-cultural diversity, and the relationship between peace and justice as well as the skills and techniques emerging from mediation, conflict resolution, and non-violence are encouraged to pursue a multi-disciplinary minor in Peacebuilding and Conflict Resolution. Topics include older forms of faith-based pacifism and diverse forms of contemporary non-violent thought and protest, as well as the skills and resources necessary for interpersonal, organizational, and cross-cultural conflict analysis, resolution, and peacebuilding. Minor requirements are structured to support cross-disciplinary study, a combination of theory and praxis, and, whenever possible, integration with a student's declared major. This minor complements an academic major in any number of different liberal arts and pre-professional areas while also enriching students' participation in various programs including Quest Interfaith, Spencer Global Citizens, CGIU, and VWIL and Leadership Studies.

Requirements for the Minor in Peacebuilding and Conflict Resolution

21 semester hours

Three of the following core courses:

COMM 280 Intercultural Communication

PHIL/REL 225 Martin Luther King and a Philosophy of Civil Rights

PHIL/REL 320 Peacemaking: Gandhi and Nonviolence

PSYC 275 Social Psychology or SOC 254 Social Psychology

REL/COMM 237 Mediation and Conflict Resolution: Principles and Practices

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

ANTH 120, ANTH 202, AS/REL 212, AS 251, AS/REL 275, AS/REL 278, BIOL 148, BUAD/COMM 202, CE 281, CJ 235, COMM 225, ECON 215, ECON 272, HCA 125, HCA225, HCA 235, HIST 266, HIST 365, INT150, INT 155, PHIL 211, PHIL 232, PHIL 235, POLS 112, POLS 209, POLS 311, PSYC 214, PSYC 216, PSYC 245, PSYC 281, REL 130, REL 202, REL 231, REL 232, SGS 261, SGS 275, SOC 112, SOC 232, SOC 240, SOC 248, SOC 262, SOC 264, SOWK 265, SOWK 353, and SPAN 227

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

CE 255

CE 287

PHIL 140

SOC 282

REL 310

SOWK 400

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.

PERFORMING ARTS

Film Concentration Coordinator: Allan Moye

Music Concentration Coordinator: Lise Keiter

Theatre Concentration Coordinator: Kerry Cooke

Requirements for the Major in Performing Arts

Core requirements: (18.5-20 s.h.)

MUS 100 or MUS 226

MUS 105 or MUS 111

THEA 114 or THEA 115

THEA 105, THEA 111, THEA 121, THEA 151, THEA 153, THEA 156, FILM 119, or 3 s.h. of THEA 201

One PHE class that is dance, yoga, or fencing

MUS/THEA/FILM 150

MUS 401, MUS 402, FILM 401, or THEA 401: Senior Project

Concentration in Film

Fulfillment of core requirements

From the core choose:

FILM 119

FILM 401

Additional requirements (15 s.h.):

FILM 254

Three of the following:

FILM 229

FILM 264

FILM 275

FILM 333

One of the following:

ARTH 206

Art 115
THEA 115
or an additional film course from above

Concentration in Music

Fulfillment of core requirements

From the core choose:

MUS 100
MUS 111
MUS 401*or 402

*Music Concentration Students pursuing the **Performance Track** complete **Music 401 (Senior Recital)**. All other Music Concentration students complete **Music 402 (Senior Thesis)**. Students in the Performance Track must pass a formal audition at the end of their sophomore year and must take applied lessons on their primary instrument or voice for a minimum of 6 semesters. (Music 301 is also recommended for Performance Track students who wish to pursue graduate study.)

Additional requirements (20-22 s.h.):

MUS 112
MUS 211
MUS 212
At least one Music History course at the 200 level (3 s.h.)
At least one Music History course at the 300 level (3 s.h.)
At least 2 semesters of Applied Music Lessons (2-4 s.h.)
At least 2 semesters of Music Ensemble (2 s.h.)

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:

THEA 105 and either THEA 121, THEA 153 or THEA 156
THEA 114
THEA 121
THEA 401

Additional requirements (14 s.h.):

THEA 210 taken twice
THEA 221
One of the following: THEA 217, THEA 218, THEA 219, or THEA 270

THEA 395

One elective from THEA or REN (undergraduate students may take up to two graduate courses without additional fees)

Strongly recommended: THEA 105 and THEA 153 and THEA 156

For course descriptions see the Film, Music, and Theatre sections of this catalog respectively.

PHILOSOPHY AND RELIGIOUS STUDIES

Edward Scott, department chair

Andrea Cornett-Scott, Katherine Low, Amy Miller, Roderic Owen

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.

Requirements for the Minor in Philosophy

21 semester hours

PHIL 101 or PHIL 102
PHIL 103
PHIL 201 or PHIL 211
Additional courses in Philosophy to total 21 s.h.

Note: The following Philosophy courses may be taken at the 300 level by declared minors:
PHIL 201
PHIL 203
PHIL 211
PHIL 232
PHIL 234

Requirements for the Minor in Religious Studies

18 semester hours

REL 101

REL 102

One of the following from Asian Religions: AS/REL 212, AS/REL 275, AS/REL 278

Additional courses in Religious Studies to total 18 s.h.

Religious Studies Course Descriptions

Please see Religious Studies

Civic Engagement Opportunities

- Civic engagement focus: PHIL 140 Community and Service Learning
- Many programs and events jointly sponsored by Religion and Philosophy, such as Black History Month events — Black Baby Doll Day, Martin Luther King Jr. Candlelight March and Memorial Service, Kwanzaa, Annual Praise House Service
- Annual Peacebuilding and World Religions presentations and campus guest speakers
- Support for diverse Spencer Center and student club civic activities
- Internship opportunities: mediation and conflict resolution, peacebuilding, interfaith programs
- International civic engagement through May Term course offerings

Philosophy Course Descriptions

101 Introduction to Philosophy (3 s.h.) (H, W)

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.

102 Introduction to Ethics (3 s.h.) (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.

103 Introduction to Logic (3 s.h.) (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.

110 Ethical Issues in Business (3 s.h.) (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, blackboard-based course.

140 Community and Service Learning (3 s.h.) (C, O)

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 include 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.

200 Contemporary Feminisms and Gender Studies (3 s.h.) (G)

For course description, see WS 200 in the Women's Studies listing.

201 Greek and Medieval Philosophy (3 s.h.) (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.

203 The Literature and Thought of Existentialism (3 s.h.) (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.

211 Modern Political Thought (3 s.h.)

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.

225 Martin Luther King and a Philosophy of Civil Rights (3 s.h.) (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.*

230 Medical and Healthcare Ethics (3 s.h.)

For course description, see HCA 230 in the Healthcare Administration listing.

232 African American Thought (3 s.h.) (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.*

234 Philosophy and the Arts (3 s.h.) (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.

235 Ethics, Community, and Leadership (3 s.h.) (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 peaceful conflict resolution. Includes analysis of major forms of moral reasoning and of classic leadership case studies.

Ethics option for the Leadership minor.

277/377 Colloquia in Philosophy (3 s.h.)

Topics not included in regularly scheduled philosophy courses. Intellectual interests of students and faculty determine the subject matter.

305 Science, Religion, and the Search for Meaning (3 s.h.) (T)

A Global Honors course inquiry into the domains and methods of the sciences and diverse religions. Introduces methodologies of Western science in their historical, philosophical, religious, and institutional contexts. A parallel examination of theological thought focuses on models of inquiry, views of nature, language, and symbols, and the relationship between the divine and the

natural. Modern cosmology, human genetic engineering, and developments in quantum physics are among the topics for examining the interactions between religion and science. Cross listed as REL 305.

306 Morality: Human Nature and Nurture (3 s.h.) (T)

For course description, see PSYC 306 in the Psychology listing.

320 Peacemaking: Gandhi and Nonviolence (3 s.h.) (T, R)

An examination of the life, writings, and ideals of Mahatma Gandhi and those influenced by him who are powerful advocates of nonviolent social change. Topics include the emergence of peace activism and peace studies and their roots in the philosophy of nonviolent social change; sources of violent conflict; alternatives to violence; and cultural models of conflict management and transformation that aim at resolving conflict in non-violent ways. Cross listed as AS 320 and REL 320.

390 Directed Inquiry (credit varies)

The student and supervising faculty member undertake an advanced study of a selected topic in philosophy.

Note: Directed inquiries, teaching assistantships, and internships in philosophy are available on an individual basis.

PHYSICAL AND HEALTH EDUCATION

Physical and health education provides instruction through movement, cognitive development, and social experiences. The program emphasis is the acquisition of physical skills, which contribute to the development of healthful lifestyles and life-long activity. Students who choose common core prior to Fall 2020 must complete one class from PHE 100 through 123, or PHE 221 (P1), as well as one credit hour from PHE 137 through PHE 193 (P2), for a total of at least two credit hours. Students who choose the 2020 General Education must complete at least one credit hour of PHE.

Minor in Exercise Leadership

Please see Exercise Science

Physical and Health Education Course Descriptions

100 Fitness (1 s.h.) (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.

101 Advanced Fitness (1 s.h.) (P1)

Self-fitness and Nutrition assessment as well as instruction in how to assess and plan group fitness. Required for VWIL freshmen. Current health issues will also be addressed.

102 Topics in Principles of Health (1 s.h.) (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.

122 Stress Management (1 s.h.) (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.

123 Consumer Health (1 s.h.) (P1)

Provides the student with knowledge and skills to become a wise consumer of health products and services.

137 Outdoor Recreation: Leadership Challenge Program (.5 s.h.) (P2)

Experiential activities that encourage individual challenge, team building, communication, and trust.

139 Topics in Principles of Dance and Health-Related Fitness (.5 s.h.) (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. *This course is cross-listed with DAN 139.*

140 Yoga (.5 s.h.) (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.

141 Aerobics (.5 s.h.) (P2)

Instruction and participation in various types of aerobics. Aerobic activities may include interval training, spinning, stepping and a variety of other activities that will improve cardiovascular fitness.

142 Weight Training (.5 s.h.) (P2)

Instruction in basic techniques of weight training.

143 Fitness Walking (.5 s.h.) (P2)

Instruction in basic techniques of fitness walking. May include use of Nordic walking poles or hiking.

144A Beginning Ballet (.5 s.h.) (P2)

Instruction in beginning level ballet. Leotard and tights required. Students may borrow slippers from the dance department. This beginner-level class is offered at the PAC does not require an additional course fee. *This course is cross-listed with DAN 144A.*

144B Intermediate Ballet (.5 s.h.) (P2)

Instruction in intermediate level ballet skills. Leotard and slippers required. Consult the physical education department for fees. Students must provide own transportation. *This course is cross-listed with DAN 144B.*

**Prerequisite: one year of ballet instruction after age 10, PHE 144A, or permission of instructor.*

144C Advanced Ballet (.5 s.h.) (P2)

Instruction in advanced level ballet skills. Leotard and slippers required. Consult the physical education department for fees. Students must provide own transportation. *This course is cross-listed with DAN 144C.*

**Prerequisite: three or more years of ballet instruction after age 10, PHE 144B, or permission of instructor.*

145 World Rhythms Dance (.5 s.h.) (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. *This course is cross-listed with DAN 145.*

146 Modern Dance (.5 s.h.) (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. *This course is cross-listed with DAN 146.*

147 Historical Dance (.5 s.h.) (P2)

Instruction in historical dance movement with emphasis on American and European social dance from the 16th to 20th centuries. *This course is cross-listed with DAN 147.*

148 Ballroom Dance (.5 s.h.) (P2)

Introduction to basic ballroom dance skills including: steps, styling, leading and following for American and Latin ballroom dance forms. *This course is cross-listed with DAN 148.*

149 Folk Dance (.5 s.h.) (P2)

Instruction and participation in international folk dances primarily from European and Middle Eastern countries. *This course is cross-listed with DAN 149.*

150 Performance Dance Group (1 s.h.) (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. *This course is cross-listed with DAN 150. *Prerequisite: permission of instructor.*

151 Broadway Jazz Dance (.5 s.h.) (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. *This course is cross-listed with DAN 151.*

152 Hip Hop Dance (.5 s.h.) (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. *This course is cross-listed with DAN 152.*

153 Contemporary Dance

This course is cross-listed with DAN 153. Please see DAN 153 for course description.

154 Dance in Community

This course is cross-listed with DAN 154. Please see DAN 154 for course description.

155 Independent Activity - Health Related (.5 – 1 s.h.) (P2)

Activities to suit individual students with special needs or those who wish to do an advanced activity not offered on campus. *This course is cross-listed with DAN 155. *Prerequisite: permission of instructor.*

156 Dance Composition and Improvisation (1 s.h.) (P2)

This course is cross-listed with DAN 156. Please see DAN 156 for course description.

157 Jazz Technique

This course is cross-listed with DAN 157. Please see DAN 157 for course description.

158 Tap Dance

This course is cross-listed with DAN 158. Please see DAN 158 for course description.

167 Outdoor Recreation (1 s.h.) (P2)

Provides knowledge, experience, and skills in outdoor adventures. Required for VWIL freshmen.

170 Racquetball (.5 s.h.) (P2)

Instruction in basic skills, rules, and strategies of racquetball for the beginner. Equipment is available.

171 Tennis (.5 s.h.) (P2)

Instruction in basic skills, rules, and strategies of tennis for the beginner. Equipment is available.

172 Golf (.5 s.h.) (P2)

Instruction in basic skills and rules of golf for the beginner. Equipment is available.

173 Fencing (.5 s.h.) (P2)

Instruction in basic skills, rules, and strategies of bouting for the beginner. Equipment is available.

174 Self-Defense (.5 s.h.) (P2)

Instruction in basic techniques of self-defense.

175 Karate (.5 s.h.) (P2)

Instruction in basic techniques of karate.

176 Outdoor Recreation (.5 s.h.) (P2)

Provides physical activity through participation in outdoor recreational activities.

177 Colloquium (credit varies) (P2)

Review current course offerings list for subject matter.

179 Horseback Riding—Beginning (.5 s.h.) (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.

279 Horseback Riding – Intermediate (.5 s.h.) (P2)

Riders improve posting and sitting trot and learn to canter with control. Prerequisite: Ability to control horse and post the trot. PHE 179 or six months of English riding instruction. Consult the physical education department for fees. Students must provide own transportation.

280 Horseback Riding – Advanced (.5 s.h.) (P2)

Prepares riders for jumping and concentrates on improving the rider's overall security and control. Prerequisite: 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. Consult the physical education department for fees. Students must provide own transportation.

180 Scuba (1 s.h.) (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.

183 Indoor Recreation (.5 s.h.) (P2)

Promotes physical activity through the skills and knowledge in indoor recreational activities.

185 Independent Activity - Sport Related(.5 – 1 s.h.) (P2)

Activities to suit individual students with special needs or those who wish to do an advanced activity not offered on campus. **Prerequisite: permission of instructor.*

189 Topics in Principles of Motor Skill and Sport-Related Fitness (.5 s.h.) (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.

197 Advanced Weight Training (.5 s.h.)

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-requisite: PHE 142 or permission of the instructor.*

PHE 199 Fitness and Independent Activities (2 s.h.) (P1 and P2)

Activities to suit individual students with special needs or those who wish to do an advanced activity not offered on campus.*Prerequisite: permission of instructor.

221 Emergency Health Care (2 s.h.) (P1)

Provides knowledge and practical experience for emergency health care procedures. American Heart Association Certification is awarded after successful completion of exam.

PHYSICS

Nadine Gergel-Hackett

Mary Baldwin University offers a minor in Physics and a major in collaboration with our consortium school Washington & Lee University (W&L) in Lexington, Virginia.

A student pursuing the major is required to have a cumulative GPA of at least 3.3 and have an average GPA for at least 3 physics courses taken at Mary Baldwin of at least 3.7 prior to registering for any courses at W&L. The student is also expected to provide her own transportation to W&L.

Requirements for the Major in Physics

41 semester hours

PHYS 201 General Physics I

PHYS 202 General Physics II

PHYS 207 Electrical Circuits

PHYS 260 Introduction to Materials Science

CHEM/PHYS 321 Physical Chemistry I Modern Physics*

Optics*

Electricity and Magnetism*

Newtonian Mechanics*

Quantum Mechanics*

Mathematical Methods for Physics and Engineering*

PHYS 400 and PHYS 401 Senior Research

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

MATH 211

MATH 212

MATH 301

MATH 302

MATH 306

CHEM 121

CHEM 122

**Courses offered at Washington & Lee University*

Requirements for the Minor in Physics

18 semester hours

PHYS 201

PHYS 202

PHYS 207

PHYS/CHEM 260

CHEM/PHYS 321

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

MATH 211

MATH 212

CHEM 121

CHEM 122

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

Civic Engagement Opportunities

- Courses throughout the physical science curriculum discuss the relevance of scientific principles to public policy and social issues.
- Students are encouraged, particularly through the local chapter of the American Chemical Society Student Affiliates and the national physics honor society Sigma Pi Sigma, to engage local schools and organizations such as the Girl Scouts in hands-on experience with science and tutoring.

Physics Course Descriptions

100 Exploring the Physical World (3 s.h.) (N, Q)

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.

201, 202 General Physics I, II (4 s.h. each) (N: 201 only)

A foundation for further study in physics, biology, chemistry, and pre-medicine. Topics include the phenomena of classical mechanics, wave motion and sound, fluids, electricity, magnetism, and light, each developed from first principles, often historic discoveries. Equations for physical laws use algebra, trigonometry, plane geometry, and calculus, as appropriate.

Laboratories provide direct familiarity with natural phenomena.

Recommended background: high school

physics. **Prerequisites: MATH 211–212, which may be taken concurrently.* Yearly.

207 Electrical Circuits (4 s.h.)

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.

260 Introduction to Materials Science (3 s.h.) (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. **Prerequisites: PHYS 202 and CHEM 122, which may be taken concurrently.* Spring alternate years.

270 Undergraduate Research (1–3 s.h.)

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. **Prerequisites: PHYS 202, consent of instructor and submission of a research contract to the department.*

321 Physical Chemistry I: Thermodynamics, Statistical Thermodynamics, and Kinetics (3 s.h.)

For course description, see CHEM 321 in the Chemistry listing.

370 Undergraduate Research (1–3 s.h.)

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. *Prerequisites: PHYS 202, PHYS 260, consent of instructor and submission of a research contract to the department.

400, 401 Senior Research (2 s.h. each) (M: both 400 and 401)

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.

Note: Directed inquiries, teaching assistantships, and internships in physics are available on an individual basis.

POLITICAL SCIENCE

Laura van Assendelft, Department Head; Marina Omar

Requirements for the Major in Political Science

39 semester hours

POLS 100 American Government

POLS 111 Comparative Politics **OR** POLS 112 International Relations

ECON 101 Principles of Microeconomics ECON 102 Principles of International and Macroeconomics

INT 222 Social Science Statistics

One Course in Advanced Data Analysis: POLS 300 Political Behavior

ECON 301 Advanced Data Analysis **OR** Math 233 Statistical Methods I

(Note: additional courses recommended) POLS 400 Senior Seminar

Additional Courses in Political Science to total 39 s.h. including one course that fulfills the Research and Information Literacy General Education Requirement.

One of the following PHIL courses may count towards the major:

PHIL 201 Greek and Medieval Philosophy

PHIL 211 Modern Political Thought
PHIL 235 Ethics, Community, and Leadership

Senior Requirement: Satisfactory completion of POLS 400 Senior Seminar

Requirements for the Minor in Political Science

18 semester hours

POLS 100 American Government POLS 111 Comparative Politics POLS 112 International Relations

Three additional Political Science courses

Civic Engagement Opportunities

- POLS 200 State and Local Politics
- POLS 220 Special Topics in Campaigns and Elections
- Civic engagement contracts associated with any course in political science
- Political science internships approved by the political science faculty supervisor
- Study abroad for academic credit through student participation in issues of public concern and reflection on the public issues encountered
- Senior projects in political science designed to emphasize civic engagement

Political Science Course Descriptions

100 Introduction to American Government and Politics (3 s.h.) (S)

Students are introduced to political science by studying the U.S. Constitution, major institutions, political processes (elections and lobbying), and political behavior.

111 Comparative Politics (3 s.h.) (I)

Students examine challenges to democratic government by studying the domestic politics of several non-U.S. political systems. Particular attention is paid to social foundations of government. The status of the individual and the rights of minorities provide themes for learning about the distinction between democratic and non-democratic political systems.

112 International Relations (3 s.h.) (I)

This is the basic course in which students apply tools of systematic study to relations among the actors in the international system: states, international organizations, and non-state actors (e.g., terrorist groups). The sources of states' behavior, including ideological and strategic motivations, are studied. The ways in which the global set of states operates as a system also are analyzed.

120 Politics of Food (3 s.h.)

This course looks at production, consumption, and import/export of food in a political context. Food politics and policies have critical implications for the environment, for public health, for political equality, for budget priorities, and for relations among states.

This course looks at food politics through a series of “food fights” —both within the U.S. and between the U.S. and its trade partners. We will examine controversies over agricultural subsidies, labeling requirements, taxation, farming practices, food safety, nutrition guidelines, import/export laws, and education.

128 U.S. Foreign Policy (3 s.h.) (I)

Students study the institutions and events that have shaped the relations of the United States with the rest of the world. Diplomatic, covert, and military techniques used to maximize U.S. national interests are addressed.

200 State and Local Government (3 s.h.) (S, C)

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.

205 Political Parties and Interest Groups (3 s.h.)

Students examine the nature of political parties and interest groups and the role they play in American politics, including analysis of platforms, purposes, strategies and influence in elections and policymaking. Students engage in writing assignments, hands-on experiments, group exercises, and oral presentations, including a mock political convention.

208 Congress and the Presidency (3 s.h.)

This course explores the historical origins and contemporary operation of the United States Congress and the Presidency as separate but equal branches, with an emphasis on the unintended consequences of divided government and increased party polarization. Students will evaluate the institutional differences between Congress and the Presidency in representation, leadership, and processes through analysis of policymaking in domestic, budget, and foreign policy arenas. Students will also gain hands-on experience through a variety of simulations.

209 Women and Politics (3 s.h.) (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.

215 Politics of Developing Nations (3 s.h.) (I, W)

This course studies political problems in the nations outside the affluent North of the globe. The political options of democratic, military, and single party forms are analyzed.

220 Special Topics in Campaigns and Elections (3 s.h.) (C)

This course covers the politics of American campaigns and elections, focusing on

election laws, candidate recruitment, campaign strategy, voting behavior, issues, and the roles played by national, state, and local politics. Students in this course also gain hands-on experience through planning and staging the Mary Baldwin Election Live Broadcast, including "war room" research, interviews, live reporting, film and sound crew, and voter engagement. The primary focus of this course changes each year to reflect presidential, gubernatorial, and midterm congressional elections.

222 Social Science Statistics (3 s.h.) (Q)

For course description, see INT 222 in the Interdisciplinary Studies listing.

244 Politics of the Middle East and North Africa (3 s.h.) (I)

This course will introduce students to the contemporary political systems of the countries of the Middle East and North Africa, the region stretching from Morocco to Iran. We will not be able to cover the politics of each country in depth, but we will study broad themes that are common throughout the region: the struggle for independence; the problems of forming nation-states; the persistence of strong social forces; the role of individual leaders; the weakness of institutions; the emergence and persistence of authoritarian regimes; the political reasons for economic underdevelopment; the importance of oil in the formation of rentier states; religion and politics; ethnicity and national identity; and the pressures for expanded participation and democracy as recently shown in the Arab Spring.

245 Healthcare Policy, Politics, and Law (3 s.h.)

For course description, see HCA 245 in the Healthcare Administration listing.

260 Public Policy (3 s.h.) (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.

277 Colloquium (3 s.h.)

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.

287 Internship (3 s.h.)

295 Democracy in Africa and Latin America (3 s.h.) (I)

This course is designed to study the underlying processes of democratization in Latin America and Africa—in comparison to the nations of Western Europe. We will try to answer the following questions using case-studies from Latin America and Africa: what are the similarities and differences between states of Latin America and Africa in their experience with democratization? And, what can we learn about democratic stability

by looking at the experiences of these regions? We will discuss the politics, economics, and legacies of colonialism in the two regions and how they may have influenced democratic transitions in Latin American and African states.

300 Political Behavior (3 s.h.) (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.

301 Advanced Data Analysis (3 s.h.) (Q)

For course description, see ECON 301 in the Economics listing.

311 Civil Wars and Ethnic Conflict (3 s.h.) (I)

This course is designed to address two questions: first, what factors make a nation-state more or less susceptible to the outbreak of civil war? Second, what factors explain the duration and outcome of civil wars (i.e., do they end in rebel victory, government victory, or some sort of peace agreement)? We will look at different explanations offered for the above questions and will evaluate them based on their explanatory power. Students will have a chance to apply their theoretical knowledge to current events.

321 Constitutional Law I: Structure and Powers (3 s.h.)

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.

322 Constitutional Law II: Civil Rights and Liberties (3 s.h.)

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.

400 Senior Seminar in Political Science (3 s.h.) (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.

PROJECT MANAGEMENT

Joe Sprangel, Coordinator

Project management focuses on the development of timely and profitable projects that are properly aligned with the goals of the organization. The successful student will learn the fundamentals of project management, the tools needed to ensure a quality project, navigation of the complex world of enterprise level projects and understanding how to define and reduce project financial implications and risks. At Mary Baldwin, we approach this discipline with an eye towards creating a sustainable business culture while giving students a well-rounded view of basic project management principles.

Requirements for the Minor in Project Management

Undergraduate residential and MBU Online programs (online)

18 semester hours

BUAD 200 Management Principles

BUAD 350 Project Management Foundation 1

BUAD 351 Project Management Foundation 2

BUAD 352 Project Management Risk

BUAD 353 Project Management Schedule

BUAD 354 Project Management: Quality

PSYCHOLOGY

Chandra Mason, Department Head

Louise Freeman, Jenna Holt, Robin Hopkins, Heather Macalister, Patricia Murphy

Requirements for the Bachelor of Arts in Psychology

39 semester hours

PSYC 101

PSYC 150

PSYC 203 or PSYC 205

PSYC 210 or PSYC 211

PSYC 212 or 310

PSYC 231, PSYC 275, PSYC 281 or a social/personality psychology-related colloquium approved by the department head

PSYC 241 or PSYC/BIOL 305

PSYC 220

PSYC 250

PSYC 360 or 381

PSYC 400 or PSYC 401 and PSYC 402

Two additional elective courses selected from the following:

PSYC 203 Abnormal Psychology

PSYC 205 Techniques of Counseling and Psychotherapy

PSYC 213 Applied Behavior Analysis or ABA 313/513 Basic Concepts and Principles of Applied Behavior Analysis

PSYC 214 Psychology of Women

PSYC 216 Multicultural Psychology

PSYC 218 Psychology of Relationships

PSYC 231 Psychology of Personality

PSYC 232 Educational Psychology

PSYC 235 Health Psychology

PSYC 245 Industrial/Organizational Psychology
PSYC 248 Forensic Psychology
PSYC 275 Social Psychology
PSYC 277 Psychology Colloquium
PSYC 281 Psychology of Global Social Justice
PSYC 302 Psychological Testing and Measurement
PSYC 305 Behavioral Neuroscience
PSYC 307 Drugs and Behavior
PSYC 311 Adult Development

Majors must take a standardized achievement test in psychology during their senior year.

Requirements for the Bachelor of Science in Psychology

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

Two mathematics courses at the 200 level or above.

One additional lab science course at the 200 level.

Senior Requirement: Satisfactory completion of PSYC 400 or 401/402

Requirements for the Minor in Psychology

20 semester hours, with at least 3 semester hours at the 300+ level

PSYC 101 and PSYC 220

One of the following: PSYC 111, PSYC 210, PSYC 211, PSYC 231, PSYC 275 or PSYC 281

One of the following: PSYC 203, PSYC 205, PSYC 213, ABA 313, or ABA 513

One of the following: PSYC 212, PSYC 241, PSYC/BIOL 305, PSYC 307, PSYC 310

One other psychology course (3–4 hrs.) of the student's choice, at the 200 level or higher, excluding PSYC 287, PSYC 387, and PSYC 380.

Emphasis Areas Child Psychology:

Majors who plan an elementary teaching license, a career in child care, or to enter a graduate program in developmental psychology, educational psychology, or a related field should take: PSYC 203, PSYC 210, PSYC 302, and PSYC 310. PSYC 232 is also recommended.

Mental Health Work:

Students who plan to work in a mental health setting or enter a graduate program in clinical or counseling psychology or a related field should take: PSYC 203, PSYC 205, PSYC 231 or 307, PSYC 302, PSYC 213, ABA 313 or ABA 513 and an internship in mental health.

Physical/Occupational Therapy:

Students interested in graduate studies in physical or occupational therapy should take: PSYC 305, BIOL 111, BIOL 264, BIOL 265, EXLD 251, and two among PSYC 235,

PSYC 310, and PSYC 213 or ABA 313/513 and an internship in a PT or OT setting.

(**Note:** this is an emphasis within the psychology major; it does not include all prerequisite courses for admission to a graduate program in PT or OT.)

Elder Care:

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

PSYC 111, PSYC 212, PSYC 307, PSYC 311, BIOL 151, HCA 240, SOWK 124 and an internship in an elder care setting. SOC 205 is also recommended.

Forensic Psychology:

Students interested in graduate studies in forensic psychology should take: PSYC 203, PSYC 205,

PSYC 248, PSYC 249, PSYC 302, PSYC 307 and an internship in a forensic or criminal justice setting (PSYC 287 or CJ 287).

Civic Engagement and International Opportunities

- Long-established internships and volunteer opportunities with agencies such as Western State Hospital, Woodrow Wilson Rehabilitation Center, and area service agencies
- May term course in Europe

Post-Baccalaureate Certificate in Psychology (PBCP)

The Post-Baccalaureate Certificate in Psychology is designed for students who have a bachelor's degree in a field other than psychology who wish to enter a master's or doctorate-level psychology graduate program. In the Certificate program, you will work with a psychology faculty adviser to design a personalized educational plan of 13-17 semester hours. You will also receive individual advising from a psychology faculty member on selecting, applying to and preparing for graduate study.

Students applying to this program should have a bachelor's degree from an accredited college or university, a 3.0 grade point average, and standardized test scores (SAT, ACT or general GRE) in the 50th percentile or higher. You should also submit a written statement of purpose detailing your educational and professional goals and explaining how the PBCP will assist you. Finally, an interview with the Psychology department is required for admission.

Requirements for PBCP

Course requirements are intentionally flexible and will depend on the student's academic record and work experience. Individual certificate plans will be prepared by the student's faculty advisor and approved by the Psychology Department Head. Minimum requirements for the certificate are Psych 151 plus 12 semester hours in

psychology, with all courses at the 200-level or above and at least 3 hours at the 300-level. All courses must be taken for a letter grade, and students must earn a 2.0 or higher for the course to count as certificate credit. Students must have a psychology GPA of 3.0 or higher to earn the certificate.

Courses:

Exact requirements may be adjusted according to the student’s experience. However, typically, a PBCP student should have the following upon completion:

PSYC 220 Experimental Psychology	4 hours
PSYC 250 Behavioral Statistics	3 hours
Two additional psychology courses at the 200-level or above, with at least 1 course at the 300 level or higher.	6 hours
PSYC 401 (Thesis) or Independent Research or Internship	3 hours
TOTAL CREDIT HOURS	17 hours

Psychology Course Descriptions

101 Introduction to Psychology as a Natural Science (4 s.h.) (N*)

A course with a required laboratory applied component emphasizing the experimental method as a procedure for discovering the principles of behavior and mental processes. Subject areas include psychobiology, sensation and perception, sex orientation, consciousness, learning and memory, intelligence, motivation, emotion, and stress. Weekly labs enable students to explore a wide variety of psychological phenomena by replicating classic experiments and collecting and analyzing behavioral data. *Must earn at least a C-to declare the Psychology major. (*Does not meet VA DOE licensure requirement for Natural Science)*

111 Introduction to Psychology as a Social Science (3 s.h.) (S)

This course is designed to introduce students to the study of psychology as a social science.

Content areas: the major theoretical approaches to the study of psychology, developmental processes, personality and its assessment, abnormal psychology, therapy, and social influences on behavior.

150 Survival Skills for the Psychology Major (1 s.h.)

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.

203 Abnormal Psychology (3 s.h.) (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. *Prerequisite: PSYC 101 or PSYC 111.

205 Techniques of Counseling and Psychotherapy (3 s.h.)

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. *Prerequisite: PSYC 101 or PSYC 111.

210 Child Psychology (3 s.h.) (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.

*Prerequisite: PSYC 101 or PSYC 111 or Sophomore standing.

211 Adolescent Psychology (3 s.h.) (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. *Prerequisite: PSYC 101 or PSYC 111 or Sophomore standing.

212 Cognition and Cognitive Neuroscience (3 s.h.) (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. *Prerequisite: PSYC101 or BIOL111.

213 Applied Behavior Analysis (3 s.h.)

Procedures for treating a variety of problems, ranging from personal behavior problems to abnormal behavior will be considered. Students will learn to design, conduct, and evaluate programs for behavior change for themselves and others. Considers procedures for establishing desirable behaviors and eliminating or reducing undesirable behaviors,

maladaptive anxiety, and other unwanted emotions. (Currently offered only online; does not count for the BCaBA© or the BCBA© certification program.)

214 Psychology of Women (3 s.h.) (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.

216 Multicultural Psychology (3 s.h.) (W)

In this class you will be studying human behavior with respect to culture. It is becoming more broadly understood that one's culture impacts development, personality, perceptions, cognition, social behavior and views of "abnormality." In order to scientifically study psychology and/or be more effective in interacting with others, we must understand cultural differences and how we each are affected by them. Some of the premises formed early in our discipline's history now need to evolve to retain truth and relevance in our world. We will look at some of these as a way to understand our own biases. As well as studying racial, ethnic, and national cultural diversity, we will also gain knowledge of the impact of differences in religion, class, age, gender, and sexual orientation. (Currently offered only online)

218 Psychology of Relationships (3 s.h.)

This course discusses and evaluates recent data, emphasizing heterosexual relationships, but including data on other intrapersonal and family relationships. It focuses on how relationships have evolved and the adaptive significance of the roles of the individuals within them. Examines the psychological principles that result in different behavioral strategies in response to changing societal demands, and addresses principles that underlie adaptive, destructive, and abnormal behaviors within relationships.

220 Experimental Psychology (4 s.h.)

This is a lecture/laboratory course that focuses on why and how experiments are conducted in psychology. Students will learn how to critically evaluate published psychological research, design and conduct experiments, and use computers for statistical analysis of results. We will investigate variables, methods, and problems pertaining to psychological research. In lab, students participate in data collection, design and conduct experiments, and analyze results with computer-generated statistics.

**Prerequisite: minimum grade of C-in PSYC 101.*

231 Psychology of Personality (3 s.h.) (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. **Prerequisite: PSYC 101 or PSYC 111.*

232 Educational Psychology (3 s.h.)

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. (Currently offered only online)

235 Health Psychology (3 s.h.)

This course on the psychology of health and wellness, with a focus on mind-body connection, explores psychological factors (e.g., cognitions, emotions, personality) at play in illness and health; and encourages a psychology-based understanding of the behaviors that protect or damage people's health. This will include using and evaluating psychological theories to explain why people act in ways that harm or protect their health (e.g., smoking, exercising) and how we can use this understanding to promote health and prevent disease. We will cover empirical work on the health and/or psychological effects of yoga, meditation, loneliness, social media, device use, pets, exercise, diet, and sleep. 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.

241 Sensation and Perception (3 s.h.) (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. **Prerequisite: PSYC 101, BIOL 111, or BIOL 151, or permission of instructor.*

245 Industrial/Organizational Psychology (3 s.h.)

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.

248 Forensic Psychology I (3 s.h.) (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.

249 Forensic Psychology II (3 s.h.)

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. (Currently offered only online)

250 Behavioral Statistics (3 s.h.) (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. **Prerequisites: PSYC 220 and MATH 159 or equivalent.*

275 Social Psychology (3 s.h.)

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 can 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.*

281 The Psychology of Global Social Justice (3 s.h.) (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.

287 Internship: Career Exploration in Psychology (1–3 s.h.)

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.

302 Psychological Testing and Measurement (3 s.h.)

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. **Prerequisite: PSYC 220 or PSYC 250. Alternate years.*

305 Behavioral Neuroscience (3 s.h.) (W)

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.*

307 Drugs and Behavior (3 s.h.) (T)

Examines drugs and their effects on human and animal behavior, with particular emphasis on the neural mechanisms underlying drug actions. Topics include the current clinical uses of drugs, drug abuse, addiction, and the effects of drugs on motivation, memory, and learning. Drugs studied include alcohol, antidepressants, antipsychotics, barbiturates, hallucinogens, narcotics, sedatives, and stimulants. **Prerequisite: PSYC 101, BIOL 111, or BIOL 151 or permission of instructor. Alternate years.*

310 Learning and Memory (3 s.h.) (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. **Prerequisite: PSYC101 and PSYC220, or permission of instructor.*

311 Psychology of Adult Development (3 s.h.)

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. **Prerequisite: PSYC 210 or PSYC 211.*

360 History and Systems of Psychology (3 s.h.)

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. *(Currently offered only online)*

381 Junior Seminar in Psychology (3 s.h.)

This course for junior psychology majors offers the opportunity for thorough analysis and critique of empirical journal articles in preparation for senior thesis. Taught like a graduate seminar, this class will introduce students to advanced issues in research methods. Students will read journal articles in preparation for each class meeting and take turns leading discussions with their classmates. Students will prepare written critiques of articles as practice for senior thesis. *Successful completion of PSYC 220 is strongly recommended.*

387 Internship: Professional Experience in Psychology (2–3 s.h.)

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.

400 Senior Thesis -Critical Literature Review (3 s.h.) (M)

Senior thesis students integrate their learning in the major by conducting a critical analysis of a comprehensive body of literature on a contemporary topic in psychology under the mentorship of a psychology faculty member. All students make a formal oral presentation of their results and present a final written thesis. **Prerequisites: PSYC 220 and PSYC 250.*

401 and 402 Senior Thesis – Data Collection (1.5 s.h. each; 3 s.h. total across two semesters) (M)

Senior thesis students integrate their learning in the major by conducting a data collection project over two semesters on a contemporary topic in psychology under the mentorship of a psychology faculty member. All students make a formal oral presentation of their results and present a final written thesis. **Prerequisites: grade of B or higher in both PSYC 220 and PSYC 250*

Note: Teaching assistantships in psychology can be arranged on an individual basis.

PUBLIC HEALTH

Director: Kim Nine

Public health involves the study of population health, including protection and improvement of community health at local, national, and global levels. The public health minor introduces students to the wide variety of public health fields including administration and policy, community health and education, epidemiology and biostatistics, and medical and public health research.

Requirements for the Minor in Public Health

18 semester hours

HCA 101 Introduction to Healthcare Administration

HCA 125 Introduction to Public Health

HCA 225 Public Health Issues

HCA 250 Global Healthcare

HCA 261 Epidemiology

HCA 235 Women's Healthcare Issues

RELIGIOUS LEADERSHIP AND MINISTRY

Katherine Low, chaplain, director

The Religious Leadership and Ministry Minor is offered to students of all faiths and backgrounds with a focus on interdisciplinary preparation for religious leadership in various types of career settings. The minor allows for students to explore leadership styles in a religiously diverse world, to learn about serving organizations and their various structures, and to prepare for more formal training in their respective institutions or seminaries. The minor also develops the student's critical ability to identify the ways that faith, religion, and worldviews help to structure one's sense of a meaningful and purposeful life and vocation.

Requirements for the Minor in Religious Leadership and Ministry

18-21 semester hours

One course in Biblical Studies: REL 101 or REL 102

One course in Asian Studies: AS/REL 212 Asian Religions, AS/REL 275 Buddhism, or AS/REL 278 Hinduism

One course on religion in context: REL 231, REL 232, REL 202, REL 204, or REL 320

One course on ethics in leadership: PHIL 235 or INT 230

One course in Business or Communication: BUAD/COMM 202, BUAD 208, or COMM 280

One or Two of the following:

REL 130, REL 222, REL 237, SOC/REL 205, SOC/REL 284, or ANTH 244

Note: Other courses appropriate for the major and/or to the career plans of the student may be chosen and substituted for the above with the approval of the director. Directed inquiries and teaching assistantships are available on an individual basis.

Carpenter Preparation for Ministry Program

This unique program provides a bridge between the intellectual rigor of the classroom and the living of faith in the world. The program is not only for those students preparing for a religious vocation, but for those with any major or career plans who are interested in integrating faith and life. Both internships and volunteer opportunities are also available.

Carpenter Quest Program

Conducted by the chaplain as part of the Carpenter Preparation for Ministry Program, this unique program helps students integrate religious commitment, intellectual development, and service. The program includes two years of spiritual direction, academic courses, and enrichment activities that support individual efforts to make sense of life, learning, and faith. When students fulfill all the requirements of Quest, including engaging in 100 hours of community service, they are inducted into The Carpenter Society in their junior or senior year.

RELIGIOUS STUDIES

Katherine Low, Coordinator

Andrea Cornett-Scott, Roderic Owen, Edward Scott, Amy Miller

Religious Studies involves the study of religious history and modern religious issues in a manner that regards all spiritual traditions equally. A minor in religious studies draws upon many of the same tools as philosophy, history, sociology, anthropology, and theology. Students will exercise strong analytical and original thinking skills and develop their ability to empathize with the perspectives and beliefs of fellow human beings. The religious studies minor provides an understanding of different religions including Christianity, Judaism, Buddhism, Hinduism, and Islam.

These diverse belief systems have had a significant influence on the lives of millions of people worldwide and served as the foundation for community and culture and also provided a way to grapple with fundamental values and questions about human existence. Also, religious faith has been the source of great artistic and literary achievements — while at the same time, served as the justification for many of the world's major conflicts, wars, and social movements. Understanding the role religion plays in conflicts and social change — and the resources it may bring to their resolution—is one key purpose for its study.

Requirements for the Minor in Religious Studies

18 semester hours

REL 101

REL 102

One of the following from Asian Religions: AS/REL 212, AS/REL 275, AS/REL 278
Additional courses in Religious Studies to total 18 s.h.

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

Minor in Religious Leadership and Ministry

Please see Religious Leadership and Ministry

Civic Engagement Opportunities

- Courses which include a civic engagement component: REL 130 Faith, Life, and Service and REL 232 African American Religion
- Quest: A co-curricular interfaith program with programming provided on campus through the Office of the Chaplain
- Programs sponsored by Philosophy and Religious Studies including Black Baby Doll Day, International Day of Peace, Martin Luther King Jr. Memorial Service, Kwanzaa, interfaith excursions, and others
- Black History Month events: Oratorical Contest with community participation, Gospel Extravaganza, Praise House Service

Religious Studies Course Descriptions

101 Old Testament (Hebrew Bible) (3 s.h.) (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.

102 New Testament (Christian Bible) (3 s.h.) (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.

130 Faith, Life, and Service (3 s.h.) (C, O)

Focuses on the relationship between life, work, and faith. Students examine the interaction between American culture and religion. Through reading, discussion and guest lecturers, they gain an appreciation for the differing ways in which individuals and communities put together faith and respond to the world.

202 Judaism, Christianity, and Islam (3 s.h.) (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.

204 Religion in America (3 s.h.)

For course description, see HIST 204 in the History listing.

205 Sociology of Death and Dying (3 s.h.)

For course description, see SOC 205 in the Sociology listing.

212 Asian Religions (3 s.h.) (H)

For course description, see AS 212 in the Asian Studies listing.

222 Internship in Ministry (credit varies)

Students work with faculty and pastors to learn and practice the basics of pastoral care, counseling, and ministry. *Prerequisite: permission of instructor. Offered as needed.

225 Martin Luther King and a Philosophy of Civil Rights (3 s.h.) (D)

For course description, see PHIL 225 in the Philosophy listing.

231 Women and Religion (3 s.h.) (G)

A study of the role and treatment of women focusing primarily on the Judeo-Christian tradition. Beginning with the biblical texts, the study looks at both traditional and feminist interpretation of scriptures concerning the “place of women.” Issues include biblical imagery for God, the ordination of women, and inclusive religious language.

232 African American Religion (3 s.h.) (D)

Focuses on the African origin and African American recreations of religions and sects. Special emphasis on the liturgical and homiletical (preaching) traditions of black women and men, and the role of the slave church as a catalyst for civil rights in the contemporary black church. Examines the evolution of womanist and black theological critiques and the counter challenge of the black Muslim movement. *Contributes to the minor in African American Studies.*

237 Mediation and Conflict Resolution: Principles and Practices (3 s.h.) (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.

244 Magic, Ritual and Religion (3 s.h.) (R)

For course description, see ANTH 244 in the Anthropology listing.

275 Buddhism (3 s.h.) (H, W)

For course description, see AS 275 in the Asian Studies listing.

277 Studies in Religion (credit varies)

Topics not included in regularly scheduled religion courses. Interests of students and faculty determine the subject matter.

277 Hinduism (3 s.h.) (H, W)

For course description, see AS 278 in the Asian Studies listing.

284 Sociology of Religion (3 s.h.)

For course description, see SOC 284 in the Sociology listing.

305 Science, Religion, and the Search for Meaning (Honors Colloquium) (3 s.h.) (T)

For course description, see PHIL 305 in the Philosophy listing.

320 Peacemaking: Gandhi and Nonviolence (3 s.h.) (T, R)

For course description, see PHIL 320 in the Philosophy listing.

355 Greek Myth and Religion (3 s.h.) (R)

Examines the myths and religious beliefs, practices, and institutions of the ancient Greeks. Primary sources for doing so include Hesiod, Homer, and Greek dramatists and poets. This course also examines theories of interpreting myth and the influence of Greek myth and religion in Western culture, literature, art, and music. **Prerequisite: sophomore standing; often offered with a global honors designation.*

390 Directed Inquiry (credit varies)

The student and supervising faculty member undertake an advanced study of a selected topic in religious studies.

SEXUALITY AND GENDER

Kathy McCleaf, Coordinator

Studies in gender and sexuality range from theoretical to practical, from institutional to individual, and from policy to practice. Students will explore the multiple dimensions of sexuality and gender framed in biological, psychological, and sociocultural analyses. An investigation of this field of study will be useful for students entering into multiple disciplines, such as sociology, psychology, and education as well as pre-professional programs such as healthcare and social work. The interdisciplinary minor in sexuality and gender studies, grounded in the social sciences, offers students an opportunity to examine the field of sexuality and gender through a bio-psycho-sociocultural

perspective. Students interested in declaring an undergraduate major in Sexuality and Gender Studies should contact Kathy McCleaf for curriculum options to design an Independent Major.

Requirements for the Minor in Sexuality and Gender Studies

18 semester hours

One of the following:

ANTH 120, PSYC 111, or SOC 100 as a pre- or corequisite for SGS 261, SGS 263, or SGS 275

Two of the following:

SGS 261, SGS 263, or SGS 275

One of the following:

SGS 226, or SGS 235, or SGS 245, or SGS261, or SGS263, or SGS 275, or SGS 215/315, or SGS 338

One of the following:

SOC 248, or ANTH 202, or PSYC 218, or PSYC 214, or other approved substitution

One of the following:

HCA 235, SOWK 235, SOWK 353, WS 240, or other approved substitution

Civic Engagement Opportunities

SGS 226 Culture and Wellness and CE 255 Assisting Local Food Programs provide students opportunities for civic engagement and applications to better understand class and gender. Students receive 3 credit hours attributed to civic engagement when participating in CE 255 and may contract for CE hours in SGS 226 beyond what is required in the course.

Sexuality and Gender Studies Course Descriptions

215, 315 Topics in Sexuality and Gender Studies (3 s.h.)

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.

226 Culture and Wellness: Understanding Access (3 s.h.)

Students examine intersections of ethnicity, gender, sexuality, ability, and class as they impact access to wellness.

235 Gender, Sex, and the Military (3 s.h.) (G)

Students will focus on current issues in the U.S. military representing constructions of gender — with a focus on masculinity. Students will engage in a critical investigation of the transitions to the Don't Ask Don't Tell policy. In addition, students will examine the

history, politics, and constructions of a modern-day warrior as it relates to American society and those individuals serving in the military. Students will also examine foreign militaries and make comparative analysis relative to access with regard to issues of religion, sex, class, and race.

245 Gender and Sport (3 s.h.) (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.

261 Sexual Minorities (3 s.h.) (S, O)

Students examine sexual minority culture. Lesbian, gay, and bisexual, person's experiences will be explored utilizing an interdisciplinary approach. Discussion topics will include civil rights, access to education, ethnicity, religion, health and other bio-psycho-social cultural issues. Coursework will include understanding and reflecting on our heterocentric culture while examining select theories in sexual identity development, and sexual orientation.

263 Dimensions of Human Sexuality (3 s.h.) (S, R)

Students are provided opportunities to develop a level of sexual literacy. Scholarly inquiry will aid personal decisions regarding sexuality while building awareness of the institutional and cultural factors that affect policy and cultural ideologies relative to gender and sexuality.

Research efforts that apply critical examination skills will be honed as students explore topics such as intimacy, assertiveness, internet dating, and sexual consumerism.

275 Trans Communities (3 s.h.) (G, W)

Students are provided with an opportunity to explore and better understand those identified (by self or by others) 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.

338 Theories in Sexuality and Gender Studies (3 s.h.) (G, W)

Students are provided an opportunity to examine select theoretical frames that inform the study of sexuality and gender. Beginning with a variety of readings in gender, LGBT, and queer theories, students will discuss and research scholarly works and engage in discourse about the intersections and contributions of each as they inform the field of sexuality and gender studies.

SOCIAL WORK

Mary Clay Thomas, Program Director, Doris Dodson, Field Director, Alberto Guerrero

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.

Requirements for the Bachelor of Social Work

51 semester hours

SOWK 153
SOWK 156
SOWK 235
SOWK 275
SOWK 317
SOWK 335
SOWK 353
SOWK 355
SOWK 365
SOWK 375
SOWK 400

Two of the following electives:

SOWK 124, SOWK 251, SOWK 262, SOWK 265, SOWK 287, or SGS 261

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

BIOL 151/252
INT 222
POLS 100
PSYC 111
SOC 100
BOLD 201

Civic Engagement Opportunities

- SOWK 355 requires students to complete 25 hours of service learning in designated community agencies.
- SOWK 400 engages students in the direct practice of social work where they fulfill 450 hours of a field placement.
- The Social Work Club allows students to work with area agencies to serve local residents and provide needed community service.

Social Work Course Descriptions

124 Aging (3 s.h.)

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.

153 Introduction to Social Work (3 s.h.)

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.

156 Interviewing in Human Service Professions (3 s.h.) (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.

235 Human Behavior and Social Environment 1 (3 s.h.)

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. **Prerequisites: SOC 100, SOWK 153, PSYC 111, and either BIOL 151or BIOL/WS 252.*

251 Child Welfare Services (3 s.h.)

This course teaches a trauma-focused, strengths-based perspective of the experiences of children involved in the child welfare system. The study of adoption, foster care, juvenile court, and other child welfare services for children in need of protection are included. Course content covers the well-being of children and attitudes and values that define parents' and society's responsibilities to children.

262 Girl-Centered Initiatives (3 s.h.)

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 of this course, students will be certified by the Girl Centered Institute (GCI) through the Delores Barr Weaver Policy Center to provide girl-centered interventions in a variety of settings including the internship SW 287. This course is designed to enhance the skills of professionals and students in the fields of education, social services, child protection, mental health, and juvenile justice, as well as volunteer mentors, coaches, and leaders involved with girl-serving organizations.

265 Mindfulness Self Compassion (3 s.h.)

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.

275 Social Welfare Policy (3 s.h.)

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. **Prerequisites: SOWK 153 and POLS 100.*

287 See the Girl Internship (3 s.h.)

Through affiliation with local elementary schools, students learn to apply the fundamentals of girl-centered practice with elementary aged girls. This internship follows the completion of Girl Centered Initiatives. Participants 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. Internship requires placement for a minimum of 100 contact hours on a weekly scheduled basis. Group supervision is also required. **Prerequisites: SOWK 262.*

317 Social Work Research (3 s.h.) (R)

Designed to increase knowledge of research as a tool for social work practice. Students acquire basic skills and knowledge to utilize existing social research for practice-related decision making and the capacity to carry out systematic methods of inquiry in their practice setting. **Prerequisites: SOWK 153 and INT 222.*

335 Human Behavior and Social Environment II (3 s.h.)

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. **Prerequisites: SOWK 153 and SOWK 235.*

353 Social Work with Diverse Populations (3 s.h.) (D, W)

Provides understanding of and sensitization toward cultural diversity, to include race/ethnicity, sex, sexual orientation, ableism 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.

355 Social Work Practice I (3 s.h.) (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. **Prerequisite: SOWK 153.*

365 Social Work Practice II (3 s.h.)

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. **Prerequisite: SOWK 355.*

375 Social Work Practice III (3 s.h.)

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. **Prerequisite: SOWK 365.*

400 Field Instruction in Social Work (15 s.h.) (M)

Supervised field instruction in a social service agency provides seniors opportunities to acquire knowledge and skills in social work practice. The field work requires a semester block placement, five days a week, 8 hours per day, for a minimum of 450 contact hours on a scheduled basis. An integrating seminar is also required. **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.*

Medical Social Work Emphasis:

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.

Medical Social Work Course Requirements:

HCA 245 Healthcare Policy, Law and Ethics

HSCI 180 Medical Terminology

And one of the following electives which counts towards one of the two required major

electives:

ANTH 208 Medical Anthropology

HCA 225 Public Health Issues

SOWK 124 Aging

Note: SOWK 400 Field Instruction will be completed in an approved medical setting.

SOCIOLOGY

Bob Robinson, Coordinator

Sociology is the scientific study of the social dimension of human experience. Sociology involves application of scientific principles and procedures in order to better understand social interaction, social groups, organizations, and institutions. Many sociologists are involved in research; others manage; some teach. Though specific areas of expertise and abilities vary, sociologists command an arsenal of skills, knowledge, and experience that can be put to good use in an increasingly complex social world.

Students can major in Sociology, Sociology with a concentration in Criminology, or Sociology with a concentration in Anthropology (available on-campus only).

Requirements for the Major in Sociology

39 semester hours

Sociology Core:

SOC 100 or 112

ANTH 120 or 227

INT 222

SOC 248

SOC/ANTH 300

SOC 320

SOC/ANTH 400

Six additional Sociology electives

Senior Requirement:

Completion of SOC/ANTH 400.

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** 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.

Requirements for the Major in Sociology with a concentration in Criminology

39 semester hours

Sociology Core:

SOC 100 or 112
ANTH 120 or 227
INT 222
SOC 248
SOC/ANTH 300
SOC 320
SOC/ANTH 400

Criminology Core:

SOC 232
SOC/ANTH 242
CJ 210
CJ 211
CJ 234
One additional CJ course at 200-level or above.

Senior Requirement:

Completion of SOC/ANTH 400.

Requirements for the Major in Sociology with a concentration in Anthropology

42 semester hours

Sociology Core:

SOC 100 or 112
ANTH 120
INT 222
SOC 248
SOC/ANTH 300
SOC 320
SOC/ANTH 400

Anthropology Concentration:

ANTH 121
ANTH 220
SOC 232 or SOC 254
Four additional Anthropology courses

Senior Requirement:

Completion of SOC/ANTH 400.

Requirements for the Minor in Sociology

18 semester hours

SOC 100
SOC 112
SOC 232, 254 or 300

Three sociology electives, all of which must be Sociology courses and two of which must be at the 200-level or higher. A maximum of three semester hours of internship credit

(SOC 287 or SOC 387) may count toward the Sociology minor.

Civic Engagement Opportunities

- The faculty aims to instill a sense of civic engagement and altruism.
- Several courses require a service component.
- Service internships are encouraged.
- The student SOC CLUB offers many service opportunities each semester.

Sociology Course Descriptions

100 General Sociology (3 s.h.) (S)

This course is designed to introduce the unique perspective of the sociologist through readings, discussions, and lectures as well as observations focused on the everyday social world. Deviant behavior, social class, and globalization are some of the more specific topics.

110 Sociology of the Family (3 s.h.) (S)

This course acquaints the 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.

112 Social Problems (3 s.h.) (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 healthcare.

222 Social Science Statistics (3 s.h.) (Q)

For course description, see INT 222 in the Interdisciplinary Studies listing.

232 Deviance (3 s.h.) (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.

242 Race in Sociological Perspective (3 s.h.) (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

historically, and cross-culturally. Cross-listed as ANTH 242 Race in Sociocultural Perspective.

248 Social Inequality (3 s.h.) (D, W)

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.

254 Social Psychology (3 s.h.) (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.

260 Medical Sociology (3 s.h.)

This course examines health/illness issues as they relate to societal conditions and social identities. Specific topics include social factors and health, the medicalization of life, the interrelationships of health and various social institutions, the healthcare delivery “system” in the United States, and selected ethical issues in medicine.

262 Environment, Society, and the Sustainability Movement (3 s.h.) (T)

This course focuses on the “sustainability movement,” a set of groups, organizations, and policies advocating human development that insures the well-being of the social and natural worlds for future generations. This movement is an attempt to resolve a long-standing dispute between those who place their hopes in unfettered technological development and those who call for the preservation of “nature.” We will consider the conceptual and organizational dimensions of the sustainability movement, as well as the social and cultural dimensions of a full range of environmental “problems.”

264 Social Movements (3 s.h.) (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.

282 Community Service and Society (3 s.h.) (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.

284 Sociology of Religion (3 s.h.)

This course examines the 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.

287 Internship: Career Exploration (credit varies)

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. **Prerequisite: permission of a member of the sociology faculty.*

300 Social Theory (3 s.h.) (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. **Prerequisite: SOC 100 or 112 and ANTH 120*

320 Research Methods (3 s.h.) (R)

This course is designed to teach techniques of the research process. Students learn to use theory in formulating hypotheses, ways in which to collect data, and methods for analysis of data. Course covers survey research, qualitative field research, classical experiments, and unobtrusive methods. Recommended: senior standing. *Highly recommended: INT 222*
**Prerequisites: SOC 100 and permission of the instructor.*

387 Internship: Professional Experience (credit varies)

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. **Prerequisite: permission of a member of the sociology faculty.*

400 Senior Seminar (3 s.h.) (M)

This course fulfills the senior requirement for the sociology major. Students will write either a series of research papers or a senior thesis. Taught every fall on-campus. Cross-listed as ANTH 400 Senior Seminar. **Prerequisite: SOC 320.*

Note: Directed inquiries, teaching assistantships, and internships in sociology can be arranged on an individual basis.

SPANISH LANGUAGE AND HISPANIC CULTURES

Brenci Patiño, Department Head, World Languages and Cultures

Students who minor in Spanish Language and Hispanic Cultures learn to speak, write, read, and understand the Spanish language while learning about the literature, culture, history, art, and music of the Spanish-speaking world, including the United States. Students who participate in May Term 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. Spanish language courses provide the linguistic foundation to prepare students for advance studies in Latin American literature and cultural studies.

Students can get additional Spanish language credits by adding a one-hour credit in Languages Across the Curriculum to courses taken in any other department.

Requirements for the Minor in Spanish Language and Hispanic Cultures (SPAN) 18 semester hours

SPAN 201 Intermediate Spanish Language I

SPAN 202 Intermediate Spanish Language II

SPAN 203 Spanish Grammar and Composition **OR** SPAN 204 Spanish for Heritage Speakers

SPAN 227 U.S. Latinx Literature and Culture

SPAN 230 Culture and Civilization of Latin America

One of the following:

SPAN 210 Advanced Spanish Abroad

SPAN 215 Let's Talk About Movies/Hablemos de cine

SPAN 218 May Term Abroad

SPAN 232 Approaches to Latin American Literature

SPAN 246 Latin American Women Writers

SPAN 277 Colloquium (as offered)

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

Spanish Language and Hispanic Cultures Course Descriptions

101, 102 Beginning Spanish (4 s.h. each) (F: both 101 and 102)

Designed to teach students the basics of the Spanish language. The goal of this two-semester sequence is to develop basic proficiency in Spanish in the four skills: listening, speaking, writing, and reading. For students who have never studied Spanish before or have taken only one year of Spanish in high school. Students with more than two years of

Spanish may NOT take Spanish 101 or 102. Additionally, students who pass 102 cannot take 101 at a later date.

150 Spanish Abroad (3 s.h.) (F)

Study Abroad. The student who is at an early stage of language study concentrates on the development of communication skills in everyday situations.

201, 202 Intermediate Spanish (3 s.h. each) (F: both 201 and 202)

This two-semester sequence continues to develop the student's proficiency in Spanish language, enabling students to communicate successfully in everyday situations. They will also build on their reading and writing skills. For students who have taken two or three years of Spanish in high school. Students with more than three years of Spanish may NOT take Spanish 201 or 202. Additionally, students who pass 202 cannot take 201 at a later date. **Prerequisite: SPAN 102 or equivalent.*

203 Advanced Grammar and Composition (3 s.h.) (I, W)

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. **Prerequisite: SPAN 202 or equivalent.*

204 Spanish for Heritage Speakers (3 s.h.) (I, W)

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. **Prerequisite: Instructor's approval.*

210 Advanced Spanish Abroad (3 s.h.) (I)

Study Abroad. Intensive oral and grammar training designed to help the student achieve more sophisticated expression in Spanish, along with good pronunciation and intonation and a reasonable degree of speed. **Prerequisite: SPAN 202 or equivalent.*

215 Let's Talk About Movies/Hablemos de Cine (3 s.h.) (I)

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. **Prerequisite: SPAN 202 or concurrent enrollment.*

218 May Term Abroad (3 s.h.) (I)

Study Abroad. Students spend the May Term abroad, where they live with native families while attending language and culture classes taught by native professors. With an MBU

director, students visit museums and monuments of artistic and historic interest. All travel and other expenses abroad are in addition to the MBU tuition already paid for the semester. Provides a total immersion experience.

220 Spanish Across the Curriculum (1 s.h., repeatable credit)

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. **Prerequisite: SPAN 202 or equivalent.*

227 U.S. Latinx Literature and Culture (3 s.h.) (D)

This course explores the complexities of the U.S. Latina/o experience through the study of fictional and nonfiction texts by or about Latinas/os. Although most Latino groups are covered, this course covers Chicana, Puerto Rican, and Cuban American writers in a more detailed manner. Taught in English.

230 Culture and Civilization of Latin America (3 s.h.) (I)

This three credit-hour course explores the political, cultural and social landscapes of Latin America through the study of historical, cultural, literary texts, and films that deal with the region. The course seeks to critically engage the students in the study of the socio-historical roots that inform present day Latin American cultural manifestations. Taught in English.

232 Approaches to Latin American Literature (3 s.h.) (H)

Introduction to literary analysis through close readings and interpretation of representative works by major Latin American writers. Students will learn to identify texts of different genres, and will become acquainted with the styles of the different periods of Hispanic literary history. Throughout the course, students will acquire the appropriate vocabulary and the critical skills that will allow them to write critical essays and comment on what a text says and how it says it. **Prerequisite: SPAN 203.*

246 Latin American Women Writers (3 s.h.) (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. **Prerequisite: SPAN 203.*

277 Colloquium (3 s.h.)

Special topics in Spanish language and/or Hispanic cultures.

TEACHER LICENSURE (MULTIPLE MAJORS AND SUBJECT AREAS)

Please see College of Education

THEATRE

Kerry Cooke, Department Head

Doreen Bechtol, J.P. Scheidler, Matt Davies, Brian Granger, Sarah Kennedy, Paul Menzer,
Allan Moyé, Molly Seremet

**For requirements for the Major in Performing Arts with a Concentration in Theatre see
the Performing Arts Major**

Major in Theatre

33 semester hours

THEA 101 or 208

THEA 114

THEA 115

THEA 121 or 323

THEA 210 4 times with 1–3 hours variable credit

THEA 395

THEA 401

One of the following: FILM/THEA 119, THEA 151, THEA 153, or THEA 156

Two of the following: THEA 217, THEA 218, THEA 219, or THEA 270

Major in Arts Management/Theatre

Please see Arts Management, Theatre

Requirements for the Minor in Theatre

21 semester hours

THEA 105, THEA 151, THEA 153, or THEA 156

THEA 114

THEA 115

THEA 121

THEA 105, THEA 151, THEA 153, THEA 156, not taken above OR THEA 119

THEA 210 OR 211

One of the following: THEA 217, THEA 218, THEA 219, or THEA 270

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

BA in Theatre or a BA in Performing Arts with a Concentration in Theatre

Students may pursue a Bachelor of Arts and Master of Letters (3–2 program) that allows completion of the BA in Performing Arts with a Concentration in Theatre and the MLitt in Shakespeare and Performance in five years. Students should see Kerry Cooke during their freshman year to discuss requirements.

Civic Engagement Opportunities

- Theatre in the Community engages students in theatre communities beyond the university
- Theatre students work with school and community theatres through service-learning contracts or directed inquiries
- Student teachers with theatre majors are encouraged to incorporate theatre in their student teaching
- International course offerings explore the role of theatre in community and public life in London and Paris

Theatre Course Descriptions

101 Plays in Performance (3 s.h.) (A,W)

Students are introduced to theatre by analyzing plays and viewing performances in professional, academic, and community theatres. No previous knowledge of theatre is required. Course may be repeated for credit. Course fee is approximately \$175.

105 Basic Theatre Production: Scene and Light (3 s.h.) (A)

A brief introduction to the technical aspects of production in set, lights, sound and props. Some additional work on MBU theatre productions, outside of class, is required. No previous theatrical knowledge is necessary.

110 Voice, Diction, and Oral Reading (3 s.h.)(O)

Students set individual goals for development of the speaking voice, standard American diction, clear and expressive speech, and poise in public situations. The course is appropriate for students whose first language is English and for international students, who prepare readings to demonstrate progress toward their goals.

114 Introduction to Theatre History: Greeks to the Renaissance (3 s.h.) (A, W)

Students are introduced to Western theatre history and drama from the ancient Greeks to the Renaissance. Prerequisite for THEA 400.

115 Introduction to Drama: Script Analysis (3 s.h.) (A, W)

Students learn a system of play script analysis and apply it to significant plays of the modern and postmodern periods.

119 Introduction to Film/Video Production (3 s.h.)

For course description, see FILM 119 in the Film listing.

121 Acting I (3 s.h.)

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 tenets 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.

150 Introduction to the Performing Arts (3 s.h.) (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.*

151 Scene and Light Design (3 s.h.) (R)

Students learn the responsibilities of scene and lighting designers and the steps involved in the design and communication of ideas through drafting, model building, lighting plots, and hands-on experience in MBC productions. Drafting supplies needed. Alternate years. 153 Stage Management (3 s.h.) Students develop and practice the duties and skills of the stage manager in facilitating and organizing a show from planning through auditions, rehearsals, performances, tours, and strikes. Special emphasis on the stage manager's role in a group process, as a problem preventer and solver, and as a morale officer. Alternate years.

153 Stage Management (3 s.h.)

Students develop and practice the duties and skills of the stage manager in facilitating and organizing a show from planning through auditions, rehearsals, performances, tours, and strikes. Special emphasis on the stage manager's role in a group process, as a problem preventer and solver, and as a morale officer. Alternate years.

156 Stage Costume (3 s.h.) (R)

Students learn the basics of costume construction, design, and history including basic hand and machine stitches, garment construction, color and fabric, pattern drafting, period research, and costume rendering. Laboratory work in the costume shop and individually-designed construction projects. Alternate years.

208 London Theatre (3 s.h.) (I)

Study-travel in London. 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. **Prerequisites: Application by November 1 and permission of instructor.* Alternate years.

210 Production Practicum (credit varies) (M)

Directed experience in MBU Theatre productions. Students take on one or more production roles such as stage management, design (costuming, lighting, sound, props), publicity, construction, or box office over the course of the term. When taken during the

May Term, working conditions approximate those of the professional theatre, as enrolled students work full time to cover all production duties. The course may be repeated for credit. **Prerequisites: Coursework or equivalent experience in the area of specific production role(s) and permission of instructor; no permission required for the May Term*

211 Theatre in the Community (credit varies) (C, M)

Supervised experience in acting, designing, stage management, producing, 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. **Prerequisites: Course work or experience at MBU in area of specialization and permission of instructor.*

216 Introduction to Shakespeare (3 s.h.) (H, R)

For course description, see ENG 216 in the English listing.

217 Continental Renaissance Drama (3 s.h.) (H)

A survey of the canonized plays and dramatic theory of the non-English Renaissance. This comparative study of the major theatrical and theoretical works from the Italian Renaissance, Spanish Golden Age, and French Neoclassical period explores how these dramatic and critical works engage with their specific historical and cultural moment, and how they inform each other through cross-cultural exchanges. Offered alternate years. **Prerequisite THEA 114.*

218 Shakespearean Drama in Context (3 s.h.)(T)

Shakespearean Drama in Context is a course that asks students to study Shakespeare's plays in the context of adaptation. It focuses on Shakespeare as a playwright whose work has been adapted over time, but also as a playwright who frequently imitated and adapted the work of others in his own time. In so doing, students re-evaluate the concept of Shakespeare as "singular" and "unique," to understand his plays and all plays — as part of a process rather than an end product.

219 Women in American Theatre and Drama (3 s.h.) (G)

This lecture-style course focuses on plays written by women in American theatre from the early 20th century to the early 21st century. The plays and practitioners discussed in the course will be studied through the lens of feminist history and theory as it has developed across time. Offered alternate years. Cross listed as WS 219.

221 Acting II: Techniques (3 s.h.)

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 component of the work.

222 Acting II: Performance Styles (3 s.h.)

For the intermediate to advanced student actor, this course explores the different manners of physical and vocal expression from the Greek to modern times by examining historical, cultural, and theatrical contexts, as well as the performance techniques within each period. Students will apply this knowledge through a variety of practical exercises, presentations, group work, monologues, and scenes. Offered alternate years.

229 Advanced Film/Video Production (3 s.h.)

For course description, see FILM 229 in the Film listing.

264 Screenwriting (3 s.h.) (W)

For course description, see FILM 264 in the Film listing.

270 African American Theatre (3 s.h.) (D)

This lecture-workshop style seminar traces the history of African American theatre from the twentieth century to present through the critical study of both representative and outsider black theatre practitioners. In addition, there will be in-class oral readings of their plays. Cross-listed as AMST 270. Offered alternate years.

315 Early English Drama (3 s.h.)

For course description, see ENG 315 in the English listing.

321 Acting III (3 s.h.)

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. **Prerequisite: permission of instructor.* Alternate years.

323 Directing Methods (3s.h.)

The director's responsibilities and practices in play selection and analysis, casting, planning and coordination of technical elements, and conducting rehearsals and performances. Focus on academic and community theatre. Previous MBU acting and technical experience is required. Students who enroll in this course are expected to take THEA 324. **Prerequisite: permission of instructor.* Alternate years.

324 Directing Practicum (3 s.h.)

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.

**Prerequisites: THEA 323 and permission of instructor. May term. Alternate years.*

333 Film Theory and Criticism (3 s.h.)

For course description, see FILM 333 in the Film listing.

395 Introduction to Theatre History II (3 s.h.) (O)

This course for theatre majors surveys Western and non-Western theatre history and drama from the Restoration to the present. Through a series of paper projects, students examine canonical and non-canonical plays in relation to their specific cultural and theatrical contexts. Required of the theatre major; open to other students by permission of the instructor.

**Prerequisites: THEA 114 and junior or senior standing. Offered alternate years.*

401 Senior Project (3 s.h.) (M)

Students demonstrate their ability to apply their skills and knowledge to the work of the theatre, present and defend a written analysis of their work and experience, and evaluate their work against their contract goals and professional standards. **Prerequisites: senior status and permission of instructor.*

Note: Directed inquiries, teaching assistantships, and internships in theatre can be arranged on an individual basis.

U.S. POVERTY ANALYSIS

Amy McCormick Diduch, Coordinator

Poverty in the United States is largely a function of education, class, race, gender, age, and marital status. The minor in U.S. poverty analysis gives students the tools to understand why poverty can persist in a high-income country and compare the possible solutions.

Requirements for the Minor in U.S. Poverty Analysis

21 semester hours

ECON 101

ECON 215

SOC 248

Three of the following: ECON 232, ECON 310, PHIL 102, PHIL 235, PHIL 320, POLS 120, POLS 209, POLS 260, REL 130, SOC 112, SOC 240, or (with permission) another course relevant to the study of U.S poverty issues.

One three-credit service-learning experience.

WOMEN'S STUDIES

Heather Macalister, program director

Women's Studies is a minor program at Mary Baldwin University. Students wishing to major in Women's Studies may talk to their advisors or the director about designing an independent major in Women's Studies.

Requirements for the Minor in Women's Studies

21 semester hours

WS 100

WS 200 or WS 277 (Intermediate Women's Studies)

At least three of the following:

ARTH 221, AS 251, BIOL/WS 252, BUAD 250, CJ/SOWK 262, ENG 235, FILM 275, FREN 270, HCA 235, HIST 203, HIST 346, MUS 218, MUS 318, POLS 209, PSYC 214, REL 231, SOC 225, SPAN 246, THEA 219, WS 240, or WS 245

No more than two of the following:

HIST 213, MUS 151, PSYC 210, PSYC 211, PSYC 311, REL 202, SOC 110, or THEA 115

Rotating topics courses and colloquia considered on individual basis.

Civic Engagement Opportunities

Co-curricular civic engagement opportunities are available to WS minors through a variety of women-focused community service organizations in the Staunton area. Students may also arrange service-based internships in the field. Consult the director or the Spencer Center for more information.

Women's Studies Course Descriptions

100 Focus on Women: An Introduction to Women's Studies (3 s.h.) (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?

200 Contemporary Feminisms and Gender Studies (3 s.h.) (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.

219 Women in American Theatre and Drama (3 s.h.) (G)

For course description, see THEA 219 in the Theatre listing.

240 Gender and Popular Culture (3 s.h.) (G, W)

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.

245 Gender and Sport (3 s.h.) (G)

For course description, see SGS 245 in the Sexuality and Gender Studies listing.

251 Gender in Asian Cultures (3 s.h.) (G)

For course description, see AS 251 in the Asian Studies Listing.

254 Biology of Women (3 s.h.) (G)

For course description, see BIOL 252 in the Biology listing.

277 Colloquium (credit varies)

A one-time only special course offered on an occasional basis.

Note: Directed Inquiries, teaching assistantships, and internships in women's studies can be arranged on an individual basis.

WORLD LANGUAGES AND CULTURES

Brenci Patiño, Department Head

Martha Walker, Amy Miller, Joelle Aaslestad, and Raven Showalter

MBU offers language instruction in French, Japanese, and Spanish and minors in Asian Studies, Francophone Studies, and Spanish Language and Hispanic Cultures.

Minor in Asian Studies

Please see Asian Studies and Japanese

Minor in Francophone Studies

Please see Francophone Studies

Minor in Spanish Language and Hispanic Cultures

Please see Spanish Language and Hispanic Cultures

COLLEGE OF EDUCATION

Pam Bailey- Associate Professor of Education

Kathy McCleaf- Director of Master of Science in Higher Education and Professor of Education and Sexuality and Gender Studies

Rachel Potter- Director of Applied Behavior Analysis & Autism Studies
Associate Professor of Education

Stephanie Sebolt- Assistant Professor of Education

Carla VanDevander- Director of the Program for the Exceptionally Gifted and Instructor of Education

Alice Waddell- Assistant Professor of Education

Tynisha D. Willingham, Dean of College of Education and Professor of Education

Tamra Willis- Professor of Education

Angela Wilson- Director of Teacher Education and Assistant Professor of Education

Our Mission

The mission of the College of Education is to prepare confident practitioners who apply solid academic knowledge, strong leadership skills, and compassion for others to serve learners in diverse communities. We support this mission by providing personalized paths to meet individual goals while modeling and encouraging inquiry and reflection, integrating theory and practice, and providing opportunities for exploration and innovation within a collaborative environment.

Accreditation

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

UNDERGRADUATE AND POST-BACCALAUREATE TEACHER LICENSURE (PBTL) OFFERINGS

There are multiple paths to teacher licensure for students at Mary Baldwin University.

Undergraduate students preparing to become a licensed teacher must complete all requirements for the major, which leads to a bachelors degree. They must also complete professional studies requirements and any additional requirements particular to the area of licensure.

Students pursuing elementary education are encouraged to pursue the Liberal Arts and Interdisciplinary Studies major. Students seeking licensure to teach at the middle or secondary level must major in the area in which they intend to teach (*see details below*), 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.

The Post-Baccalaureate Teacher Licensure Program, (PBTL) is designed for students who already hold a bachelor's degree and wishes to pursue initial licensure. This is a licensure program, which takes into account all of the credits a student has already earned and applies those towards obtaining a Virginia teaching license. This program does not lead to a graduate degree. All students enrolled in the program must devote their final semester entirely to student teaching. *For more information on PBTL, please contact the College of Education.* Students seeking both initial licensure and a graduate degree do so through the Master of Arts in Teaching program. *For more information, see the Graduate Offerings section below.*

AUTISM STUDIES & APPLIED BEHAVIOR ANALYSIS

OVERVIEW:

One of the greatest challenges schools and caregivers face today is the sharp rise in children diagnosed with Autism Spectrum Disorder (ASD). Mary Baldwin University is helping to provide educators — and others seeking employment in any human services field — with comprehensive training and experiences in the field of ASD. Approved by the Virginia Autism Council, Mary Baldwin University's Comprehensive Certificate in the Area of Autism Spectrum Disorders will help those professionals work with and provide support to individuals with ASD in schools and in the greater community.

Behavior analysis focuses on the principles that explain how learning takes place. Through decades of research, the field of behavior analysis has developed many techniques for increasing useful behaviors and reducing those that may cause harm or interfere with learning. Applied behavior analysis (ABA) is the use of these techniques and principles to bring about meaningful and positive change in behavior.

This major will include coursework in Applied Behavior Analysis (ABA) which will provide a deeper understanding about concepts and principles of ABA, behavior assessment, behavior change procedures, ethics and professional standards, personnel management, as well as additional topics.

Requirements for the Major in Autism Studies and ABA

47-48 semester hours (*students also receive the Comprehensive Certificate in Autism Spectrum Disorders*)

16-17 credit hours of ABA coursework:

All courses are 3 s.h. unless otherwise noted.

ABA 313 Basic Concepts and Principles of ABA (4 s.h.) – Bachelor's/MS students need ABA 513 instead

ABA 514 Behavior Assessment

ABA 515 Behavior Change Procedures I

ABA 516 Behavior Change Procedures II (1 s.h.)

ABA 517 ABA Ethics and Professional Standards I (2 s.h.)

ABA 518 ABA Personnel Management I (1 s.h.)

ABA 519 Data Collect. & Research Design (2 s.h.)

-Bachelor's/MS students need ABA 536 instead *Students must wait until junior status to take these ABA graduate courses, rare exceptions with approval.*

Autism Sequence (12 credit hours):

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. Only one C range grade is permitted in the certificate program.

ASD 360 Characteristics and Assessment of Autism Spectrum Disorders (3 s.h.)
ASD 361 Communication, Language, and Sensory Aspects of Autism Spectrum Disorders (3 s.h.) *Prerequisite is ED 360.*
ASD 362 Social Skills Instruction and Behavior Strategies for Students with ASD (3 s.h.)
Prerequisite is ED 360.
ASD 363/364 Practicum Experience: Autism Spectrum Disorders (1.5 + 1.5 s.h.)
Prerequisite or Corequisite ASD 361 and ASD 362.

Additional Requirements (10 credit hours): This course is offered in Staunton OR online
PSYC 101 Intro to Psychology as a Natural Science (4 s.h.)
PSYC 203 Abnormal Psychology (3 s.h.)
Prerequisite is PSYC 101 or 111
ABA 395 Senior Project I (0.5 s.h.)
ABA 400 Senior Project II (3 s.h.)

Electives (choose 3 of the following courses; this list includes Staunton and online options and any alternatives must be approved by the coordinator of the major)

SOWK 251 Child Welfare Services (3 s.h.)
SOC 110 Sociology of the Family (3 s.h.)
SOC 260 Medical Sociology (3 s.h.)
PSYC 212 Cognition and Cognitive Neuroscience (3 s.h.) – Prerequisite is PSYC 101 or BIOL 111
PSYC 241 Sensation & Perception (3 s.h.) – Prerequisite is PSYC 101, BIOL 111, BIOL 151, or instructor permission
PSYC 210 Child Psychology (3 s.h.) or ED 212 Lifespan Human Development (3 s.h.)
ED 215 Foundations and Legal Issues of Special Education*** (3 s.h.)

Note: this major does require 12-17 graduate semester hours as part of the major; only up to 18 graduate semester hours may be counted toward the BA degree.

***Bachelor's/MS students should not choose this.

Students who wish to complete a Master of Science in ABA will need to apply and be admitted to the Bachelor's/MS program by the beginning of their junior year.

Additional Requirements for Students doing the Bachelor's/Masters option, to be taken post-BA: (offered online only)

ABA 534 ABA Ethics and Professional Standards II (1 s.h.)
ABA 535 Advanced Concepts and Principles of ABA
ABA 537 ABA Personnel Management II (1 s.h.)
ED 622 Characteristics of Exceptionality (3 s.h.)
IN 620 Foundations and Legal Issues of Special Education (3 s.h.)
ABA 630 Methods of Professional Inquiry (4 s.h.)
ABA 632 Inquiry Research Project I (1.5 s.h.) – *Prerequisite is ABA 630*
ABA 633 Inquiry Research Project II (1.5 s.h.) – *Prerequisite is ABA 632*

Total Graduate Credit Hours = 35 semester hours (17 taken as a BA student)

LIBERAL ARTS AND INTERDISCIPLINARY STUDIES (LAIS)

The Liberal Arts and Interdisciplinary Studies (LAIS) major embodies the University's values of a comprehensive liberal arts education. Drawing from multiple disciplinary areas extending beyond general education requirements, this major offers students the opportunity to select a track that aligns best with their educational goals.

The Humanities track serves to offer a cross-disciplinary major with primary focus in both History and English. The Educational Foundations track provides students interested in education, but not teacher licensure, an option to earn a degree that encompasses many areas of study with coursework in pedagogy.

In addition to these two tracks that are not intended to lead to teacher licensure, this major offers two tracks that provide prospective elementary and special education teachers the breadth of subject mastery that is expected both for effective teaching of diverse students in a collaborative setting and for meeting requirements set by the Virginia Department of Education. This major (specifically, the tracks in elementary and special education) provides the best opportunity to prepare highly-qualified classroom teachers within the four years of the undergraduate degree program.

This major (within these tracks) includes content and professional studies requirements for licensure. Therefore, students seeking licensure will also be required to meet Education program admission requirements, candidacy requirements, and successfully complete student teaching in order to qualify for a Virginia Teaching License.

Requirements for the Major in Liberal Arts and Interdisciplinary Studies

The Liberal Arts and Interdisciplinary Studies (LAIS) major consists of 54-57 semester hours. Credits will vary depending on endorsement area being sought and program in which the student has been accepted. Students will complete the Core Requirements *in addition* to a Track: Elementary, Special Education, Educational Foundations (not intended to lead to licensure) or Humanities (not intended to lead to licensure). Exceptions to specified courses below must be approved. There will be minor differences in the requirements for BA/MAT students. For more information, please see the *Liberal Arts and Interdisciplinary Studies Major section* of myMBU, College of Education tab.

CORE Requirements: Elementary, Special Education, Educational Foundations, Humanities (24-25 s.h.)

(All courses are 3 s.h. unless otherwise noted.)

ED 342 Cultural Responsive Teach & Comm (D)
ENG 102 College English

ENG 220 OR 221 American Literature (H, W)
HIST 111 OR 112 Survey of U.S. Hist (H)
MATH 159 College Algebra (Q)
POLS 200 State and Local Government (S)
Research Course (R)
Science* Introductory Course (3-4 s.h.) (N)

**Students in Elementary or Special Education tracks, who plan to seek licensure, must select a course with a lab that is a survey course in biology, chemistry, physics or earth science.*

TRACK Requirements: Elementary Track (31 s.h.)

ED 110 Practicum in Educ* (C)
ED 115 Foundations of Educ (T)
ED 205 Characteristics of Exceptionality
ED 229 Methods of Teaching Social Studies
ED 230 Methods of Teaching Science
ED 238 Math Methods for Elem Teachers (Q)
ED 323 Lang Acquisition and Literacy Dev I*
ED 325 Classroom and Behavior Management*
ED 328 Assessment of and For Learning (4 s.h.)
ED 400 Senior Seminar and Project (M)

Note: This track along with the CORE satisfies the requirements for the LAIS major Elementary track. Additional courses are required for VA Elementary Education PK-6 licensure.

**ED 110 requires either PLP or fieldwork in VIRGINIA. ED 323 and 325 require either hybrid coursework at an MBU location or fieldwork in VIRGINIA.*

TRACK Requirements: Special Education (31 s.h.)

ED 111 Practicum in Special Educ* (C) ED 115 Foundations of Education (T)
ED 205 Characteristics of Exceptionality
ED 215 Foundations & Legal Issues of SpEd
ED 238 or 239 Math Methods Elem or SpEd (Q)
ED 323 Lang Acquisition & Literacy Dev I*
ED 325 Classroom & Behavior Management*
ED 328 Assessment of & For Learning (4 s.h.)
ED 350 Content Area Reading
ED 400 Senior Seminar and Project (M)

Note: This track along with the CORE satisfies the requirements for the LAIS major Special Education track. Additional courses are required for VA Special Education General Curriculum K-12 licensure. Students seeking a VA Special Education license will need practicum experience in all three levels: elementary, middle, and high school.

**ED 111 requires either PLP or fieldwork in VIRGINIA. ED 323 and 325 require either hybrid coursework at an MBU location or fieldwork in VIRGINIA.*

TRACK Requirements: Educational Foundations (30-32 s.h.)

ED 115 Foundations of Education (T)
ED 205 Characteristics of Exceptionality
ED 400 Senior Seminar and Project (M)

Plus seven (7) of the following:

ABA 313 Basic Concepts & Princ of ABA (4 s.h.)
ASD 360 Char & Assessmt of Students w/ASD
ASD 361 Comm/Lang/Sensory Aspect ASD (W)
ASD 362 Soc Skills Instr/Behavior Strat ASD (R)
ED 110 *or* 111 Practicum Educ or SpEd* (C)
ED 215 Foundations & Legal Issues of SpEd
ED 218 Transitioning for Except Learners
ED 226 Collab to Support Except Learners
ED 229 Methods of Teaching Social Studies
ED 230 Methods of Teaching Science
ED 323 Lang Acquisition & Literacy Dev I*
ED 324 Lang Acq & Lit Dev II / Pract* (4 s.h.)
ED 238 *or* 239 Math Methods Elem or SpEd (Q)
ED 325 Classroom & Behavior Management*
ED 336 Comparative Education (I, W)
ED 350 Content Area Reading

Substitutes with the approval of the Director of Teacher Education. This track along with the CORE satisfies the LAIS major Educational Foundation track.

**ED 110 and 111 requires either PLP or fieldwork in VIRGINIA. ED 323, 324, and 325 require either hybrid coursework at an MBU location or fieldwork in VIRGINIA.*

TRACK Requirements: Humanities (30 s.h.)

At least three of the electives must be taken at the 300-level.

English Elective 1
English Elective 2
English Elective 3
History Elective 1
History Elective 2
History Elective 3
Humanities* Elective 1
Humanities* Elective 2
Humanities* Elective 3

ENG 400 and/or HIST 400 Senior Project (*The project should be approved by the chair of the department in which the student plans to complete the Senior Project.*)

**May be selected from any of the following disciplines: English, History, Foreign Languages/Cultures/Literatures, Philosophy, Religious Studies, Asian Studies or Art History.*

NOTE: If any of the English/History/Humanities "electives" noted above in the Track carry NASH credit, they may not be counted for NASH credit toward the student's general education requirements.

For the purposes of the LAIS major and all of the education minors, the graduate courses listed below may count as acceptable substitutes as long as minimum credit hours needed for the major or minor are accrued (note that undergraduate students not admitted to BA/MAT are only permitted to take two graduate level courses; however, exceptions may be made with COE approval for students completing certificates or special course sequences).

UNDERGRADUATE	GRADUATE
ECON 112	IN 603
MATH 156 + 158, 238	IN 601
PSYC 210	ED 601
PSYC 211	ED 601
ED 115	ED 602
ED 205	ED 622
ED 209	ED 639
ED 212	ED 601
ED 215	IN 620
ED 218	ED 637
ED 226	ED 638
ED 229	IN 604
ED 230	IN 605
ED 238	IN 601
ED 239	IN 602
ED 300	ED 607
ED 310	ED 607
ED 305	ED 625
ED 308	ED 608
ED 315	ED 624
ED 323	ED 635 or ED 671
ED 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

MINORS IN EDUCATION

Requirements for the Applied Behavior Analysis Minor (20-21 s.h.)

PSYC 101 Psychology as a Natural Science (4 s.h.)

ABA 313 (4 s.h.) (513 may substitute, 4 s.h.)

ABA 514 (3 s.h.)

ABA 515 (3 s.h.)

ABA 516 (1 s.h.)

ABA 517 (2 s.h.)

ABA 518 (1 s.h.)

ABA 519 (2 s.h.) (536 may substitute, 3 s.h.)

LAIS and Education Minors Policy

Students who declare a major in LAIS may not declare the following minors due to too much curricular overlap. Students pursuing the BA/MAT may take graduate-level equivalents for some of these courses (see above). Students pursuing licensure in any of these areas will have additional requirements as set forth by the Virginia Department of Education. A minor in Education does not sufficiently meet the requirements for a Virginia teaching license. Students interested in pursuing licensure should arrange to meet with an education advisor to

go over specific licensure requirements.

Requirements for the Art Education Minor (18–21 s.h.)

ED 110

ED 115

ED 205

ED 212 **or** PSYC 210 **and** PSYC 211

ED 325

ART 125

Must major in studio art; emphasis in one of painting, drawing, printmaking, ceramics, or graphic design.

Requirements for the Elementary Education Minor

(22 s.h.)

ED 110

ED 115

ED 205

ED 212

ED 323

ED 324

ED 325

Any major other than LAIS (if planning to pursue a teaching endorsement in elementary education and choosing this minor instead of the LAIS major: must major in American Studies, History, Political Science, Economics, English, Math, Biology, Chemistry, or Physics.)

Requirements for the Music Education Minor (18-21 s.h.)

Coordinator: Lise Keiter

ED 115

ED 205

ED 212 **or** PSYC 210 **and** PSYC 211

MUS 217

MUS 310

MUS 311

Recommend ED 110

Must major in music or performing arts with music concentration.

**Requirements subject to change.*

Requirements for the Special Education Minor (18–21 s.h.)

ED 111

ED 115

ED 205

ED 212

ED 215

ED 305

Any major other than LAIS; a psychology major or minor is recommended, but not required.

Requirements for the English Education Minor, Math Education Minor, Science Education Minor, History & Social Science Education Minor

(18–21 s.h.)

ED 110

ED 115

ED 205

ED 212

ED 325

ED 350

Additional course for Math Education: ED 238

Additional course for Science Education: ED 230

English Education (18 s.h.): must major or co-minor in English.

Math Education (21 s.h.): must major or co-minor in Math.

Science Education (21 s.h.): must major or co-minor in one of the following Biology, Chemistry, or Physics.

History & Social Science Education (18 s.h.): must major or co-minor in one of the following: History, American Studies, Political Science, or Economics.

BACHELOR’S/MASTER’S OPTIONS

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

Course Restrictions

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

Terms of Graduate Study

Students must be continuously enrolled in the program full time at least two semesters as a Master’s degree seeking student following conferral of the Bachelor’s degree.

Transfer Credit

Up to two graduate equivalent courses taken at other institutions may be considered for transfer credit, if taken within 3 years of admission, and if a grade of B or better is earned. *Please see Transfer Credit section of the Graduate Academic Policies for specific details.*

BACHELOR'S/MASTER OF ARTS IN TEACHING

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

Concentration areas for this option are:

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

Education Leaders Learning Collective

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

Program Requirements for the Bachelor's/MAT

At least 18 semester hours must be completed over the course of two or more semesters, following Bachelor's conferral.

BACHELOR'S/MASTER OF EDUCATION

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

Concentration areas for this option are:

- Autism Spectrum Disorders
- Authentic Learning and Leadership

Program Requirements for the Bachelor's/MEd At least 18 semester hours must be completed over the course of two or more semesters, following Bachelor's degree conferral.

BACHELOR'S/MASTER OF SCIENCE

The Bachelor's/MS allows undergraduate students to complete both a bachelor's degree and a

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

Areas for this option are:

- Applied Behavior Analysis
- Higher Education

Program Requirements for the Bachelor's/MS

At least 18 semester hours must be completed over the course of two or more semesters, following Bachelor's degree conferral. All ABA-specific courses must be taken at MBU in order to meet Behavior Analyst Certification Board, Inc.® requirements.

LICENSURE ENDORSEMENT AREAS

Initial Licensure Endorsement Areas

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

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

Add-on/Additional Endorsements

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

- Elementary Education (PK-6) (additional)
- English as a Second Language (ESL)*
- Gifted Education (K-12)
- Special Education

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

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.

NON-LICENSURE PROGRAMS AND CERTIFICATES

The College of Education provides non-licensure as well as non-degree opportunities for students.

Through the Bachelor's/MEd and Bachelor's/MS programs, students have the opportunity to combine undergraduate and graduate work, in order to complete a Bachelor's and a Master of Education (MEd) or a Bachelor's and a Master of Science (MS). This option is available to all undergraduate students.

There are options for obtaining a certificate at the graduate level or adding an area of endorsement to an already existing license.

Information about these options can be found in the Graduate Offerings section below.

UNDERGRADUATE AND POST-BACCALAUREATE TEACHER LICENSURE ADMISSION REQUIREMENTS

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

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

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

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

Level One: Admission/Pre-Candidacy Requirements for Admission

Apply for Level 1 admission to the College of Education's Teacher Education Program, Post-Baccalaureate Program, or Master of Arts in Teaching Program (including BA/MAT). This includes:

- GPA 2.5 (UG and PBTL – last 60 sh)
- GPA 3.0 (Graduate – last 60 sh)
- Online application
- Two references

Program/Pre-Candidate Admission

A Level 1 “Pre-Candidate” has met requirements above and been admitted to the: Teacher Education Program, Post-Baccalaureate Teacher Licensure Program, or Master of Arts in Teaching Program (including Bachelor’s/MAT).

Level Two: Admitted Candidate Requirements for Admission

Apply for Level 2 “Admitted Candidate” meaning eligibility for methods/instructional strategies. The pre-candidate student must have:

- GPA 3.0 (in courses, so far)
- Resolved any conditions related to Level 1 admission
- ACT, SAT, or GRE scores in the top 50th percentile in each component OR
- Praxis Core Reading (5713) minimum score 168; Praxis Core Math (5733) minimum score 175; Praxis Core Writing (5723) minimum score 165 (required spring 2021 and beyond)

Admitted Candidate Admission

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

Level Three: (Selected Candidate): Requirements for admission:

Apply for Level 3 “Selected Candidate,” meaning eligibility for seminar and student teaching. The admitted candidate must have:

- GPA 3.0 (in all courses)
- Completed all prerequisite courses (courses in progress are acceptable)
- Successfully completed methods/instructional strategies
- Received an acceptable score on a dispositional assessment (completed by the methods Instructor)
- Completed Child Abuse Recognition and Reporting Training
- Completed Dyslexia training
- Completed Professional Ethics Module
- Passed VCLA Reading and Writing
- Attempted Praxis II (if applicable) and scores received (pass not required for Level 3)
- Attempted RVE (if applicable) and scores received (pass not required for Level 3)

Selected Candidate Admission

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

Level Four:

Requirements for Admission:

Proceed toward licensure application and employment. The selected candidate must have:

- Successfully completed seminar and student teaching
- Successfully completed the Student Impact Project
- Received an acceptable score on a dispositional assessment (completed by the University Supervisor)
- Passed Praxis II, if applicable
- Passed RVE, if applicable

- Completed First Aid/CPR/AED training
- Completed Civic Education Module, if applicable
- Submitted licensure application, transcripts, and certified check (or money order) to the Licensure Coordinator for processing

Completer Admission

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

Periodic reappraisal of teacher candidates will be made as the student progresses through the program. Students who have a bachelor’s degree and wish to seek initial licensure may apply for admission into the Post-Baccalaureate Teacher Licensure Program. These students follow the same admission procedure as undergraduates and are evaluated on the same criteria.

Bachelor’s/MEd Requirements

Undergraduate students must apply for acceptance into the Bachelor’s/MEd program by the end of the sophomore year *or* upon completion of 53 credit hours. Application forms are available on the MyMBU, College of Education tab.

Program Entry Requirements:

- Submit a completed application form
- Have a minimum GPA of 3.0 in the last 60 hours of coursework
- Submit two recommendation forms completed by people who have observed the professional and academic work ethic of the student and personality traits such as character, dependability, emotional stability, interpersonal skills, and temperament, as evidenced by faculty and practicum teachers
- Submit a one-page, typed writing sample (topic provided on the application form)

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

Students who do not meet the full-admission criteria for their program may be considered for conditional admission on the basis of strong evidence that they can succeed in a program that requires maintenance of an average 3.0 GPA.

Conditionally admitted students must achieve a minimum 3.0 GPA in all coursework and complete all other admissions requirements in order to be considered for full admission. In general, conditional admission status does not continue for more than three successive semesters. *Conditional admission is not available in all programs*.*

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

Moving from Conditional to Full Admission Status

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

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

Non-Degree-Seeking Students

Students who do not meet admission requirements but hold a bachelor's degree from an accredited institution are eligible to enroll in education courses as special students. No financial aid services are provided to special students. Upon completion of 9 s.h. of coursework, non-degree seeking students in non-CAEP governed MEd and MS programs may be eligible for a status change to conditional or full admission providing they have maintained a 3.0 GPA in MBU coursework. Teachers seeking recertification credits may enroll as non-degree seeking students. One must be admitted to Level 2 in the Teacher Education Program in order to enroll in ED 300, 310, 315, 345, 607, 608, 624, 649.

UNDERGRADUATE AND PBTL ACADEMIC POLICIES AND STANDARDS

Academic Progress

PBTL students are under the same academic standards as undergraduate students. Please see the *Academic Probation and Academic Suspension and Dismissal* sections under *Academic Standards* in the Undergraduate Academic Policies section of the catalog for more detail.

Students fully accepted and enrolled as undergraduates or post-baccalaureate teacher licensure (PBTL) students at Mary Baldwin University may be permitted to take up to two graduate education courses. Undergraduate students must adhere to the rules for taking online coursework found in the undergraduate section of the catalog. All students must receive permission from the College of Education with support from their academic advisor.

Examinations, Incompletes, Grades, Grade Reports, Grade Changes, CLEP and AP credit

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

- The temporary symbol of I may be given at the end of a course if, for reasons beyond his or her control, a College of Education (COE) student is unable to complete the course work.
- An Incomplete may be given only with the approval of the dean of the College of Education and the course instructor.
- Incomplete work must be completed by the end of the next calendar term, that is, by the end of Term 3 for fall semester courses, and by the end of Term 1 for spring semester courses. In unusual circumstances, such as prolonged illness, with the approval of the instructor or the dean of the College of Education, time may be extended.

- If the work is not completed within the time specified, the College of Education office will assign the grade awarded by the instructor based on the work completed to date.
- Note that the MBU Online policy regarding ET (extended time) does not apply to COE coursework.
- Professional Studies (Education) coursework may only be repeated twice for a total of three attempts.
- COE students are allowed one grade below C- to count toward licensure requirements (Gen Ed or Professional Studies).
- CLEP and AP credit shall count as CR (credit), not P (pass) for the purposes of the COE policy toward licensure content requirements and co-requisite courses outside their primary discipline.

Requests for grade changes will not be considered if initiated by students later than the first week of classes in the semester following distribution of the official grade which is being contested. A student with questions about a grade should first contact the course instructor to determine if there is an error. If so, the instructor must report the correct grade to the dean of the College of Education immediately. If there is no error, and the student desires to contest the grade, the student must submit written reason(s) for the appeal to the dean of the College of Education. The dean forms a hearing committee consisting of the dean, the director of academic and student services, the student's advisor, and two faculty members. The committee reviews the written appeal, hears statements from both the student and the instructor involved, and approves or disallows a change.

Prior Learning Portfolios

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

Requirement for Coursework, Continuous Enrollment, and Leave of Absence for PBTL students

Undergraduate students admitted to the Teacher Education Program who plan to roll into the PBTL program to complete coursework and/or student teaching must begin and complete the coursework or student teaching within one calendar year from 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 course work for a semester or two. The decision to do so should be made by the student in consultation with the advisor. Students who do not enroll in 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 undergraduate section of the catalog.*

Seminar and Student Teaching

Students who are admitted to Level Three – Selected Candidate in the Education program are eligible to apply for seminar and student teaching during their final semester.

Requirements for Seminar and Student Teaching -Level Three Selected Candidate

Submit an application to student teach prior to the published deadline (available online) Full admission to the Teacher Education Program and continue to meet requirements, resolving any remedies or conditional admissions status requirements:

- Overall GPA of 3.0 or higher (in courses on program checklist)
- Completed all prerequisite courses (courses in progress are acceptable)
- Successfully completed methods/instructional strategies
- Received an acceptable score on a dispositional assessment (completed by the methods Instructor)
- Completed Child Abuse Recognition and Reporting Training
- Completed Dyslexia training
- Completed Professional Ethics Module
- Passed VCLA Reading and Writing
- Attempted Praxis II (if applicable) and scores received (pass not required for Level 3)
- Attempted RVE (if applicable) and scores received (pass not required for Level 3)

Selected Candidate Admission

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

Note: Approval for student teaching does not necessarily guarantee licensure approval. Candidates for licensure must meet the requirements to move to Level Four – Completer and earn a grade of B-or better in student teaching and an overall 3.0 GPA on courses on the licensure checklist. Additionally, candidates must successfully complete all relevant assessments for licensure as outlined in the Requirements for Teacher Licensure section below and as required by the Virginia Department of Education.

Requirements for Initial Teacher Licensure Application

- Professional studies and teaching area requirements approved by the Virginia

Department of Education

- Successful completion of student teaching experience demonstrated by a grade of B-or better
- Successful completion of the Student Impact Project
- 3.0 GPA (in courses on licensure checklist)
- Professional studies courses offered through MBU may not be taken for P/NC credit
- Passing score on Praxis II assessment for applicable endorsement area
- Passing score on Virginia Communication and Literacy Assessment (VCLA)
- Passing score on the Reading for Virginia Educators (RVE) Assessment for Elementary and Special Education licensure only
- Successful completion of Child Abuse Recognition and Reporting training
- 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 Dyslexia Awareness training
- Successful completion of Professional Ethics Module
- Computer technology competency which is embedded in the courses leading to teacher licensure through a variety of demonstrations, applications, and projects
- Successful completion of Virginia State and Local Civic Education module (for Elementary, Middle History & Social Science, and Secondary History & Social Science endorsements only)
- Submitting your licensure application, transcripts, and certified check (or money order) to the Licensure Coordinator for processing

Professional Qualities and Dispositional Traits

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

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

GRADUATE OFFERINGS

Mary Baldwin University offers three unique graduate programs for teachers and prospective

teachers:

The **Master of Arts in Teaching (MAT)** balances liberal arts courses with professional studies, and includes requirements for initial teacher licensure in:

- Elementary PK–6
- English as a Second Language* (ESL)
- Middle School 6–8 (Language Arts, Math, Science, and Social Studies)
- Secondary Education 6–12 (English, Math, and History & Social Science)
- Special Education -General Curriculum K–12

Through coursework, students may concurrently complete an add-on/additional endorsement in the following areas:

- Elementary Education (PK-6) (additional)
- English as a Second Language* (ESL)
- Gifted Education
- Special Education

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

The **Master of Education (MEd)** program flexibly addresses the needs of teachers who are already licensed, and other educators whose careers do not require a teaching license.

The MEd offers emphasis options in:

- Autism Spectrum Disorders
- Elementary Education
- English as a Second Language* (ESL)
- Gifted Education
- Authentic Learning and Leadership
- Reading Education**
- Special Education

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

***Candidates pursuing this program must hold a bachelor's degree as well as a teaching license before starting the program and must have successfully completed at least three years of full-time teaching before program completion/graduation.*

The **Master of Science (MS)** program flexibly addresses the needs of educators and other professionals seeking careers in applied fields of education and/or clinical practice, specifically Higher Education or Applied Behavior Analysis (ABA).

The MS offers the following degree options:

- Applied Behavior Analysis
- Higher Education

Additionally, Mary Baldwin University offers a Comprehensive Certificate in Autism Spectrum Disorders and a Certificate in Authentic Learning. We also offer the approved course sequence for students pursuing board certification in ABA.

Admission

All students who matriculate at Mary Baldwin University agree to abide by the rules, regulations, and standards set by the college. The college will offer the MAT, MEd, or 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

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

Level One (Admission/Pre-Candidate) Requirements for admission:

Apply for Level 1 admission to the College of Education's Teacher Education Program, Post-Baccalaureate Program, or Master of Arts in Teaching Program (including BA/MAT). This includes:

- GPA 2.5 (UG and PBTL – last 60 s.h.)
- GPA 3.0 (Graduate – last 60 s.h.)
- Online application
- Two references

Program/Pre-Candidate Admission

A Level 1 "Pre-Candidate" has met requirements above and been admitted to the: Teacher Education Program, Post-Baccalaureate Teacher Licensure Program, or Master of Arts in Teaching Program (including BA/MAT).

Level Two (Admitted Candidate) Requirements for admission:

Apply for Level 2 "Admitted Candidate," meaning eligibility for methods/instructional strategies. The pre-candidate student must have:

- GPA 3.0 (in courses, so far)
- Resolved any conditions related to Level 1 admission
- ACT, SAT, or GRE scores in the top 50th percentile in each component OR
- Praxis Core Reading (5713) minimum score 168; Praxis Core Math (5733) minimum score 175; Praxis Core Writing (5723) minimum score 165 (required spring 2021 and beyond)

Admitted Candidate Admission

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

Level Three (Selected Candidate) Requirements for admission:

Apply for Level 3 “Selected Candidate,” meaning eligibility for seminar and student teaching.

The admitted candidate must have:

- GPA 3.0 (in all courses)
- Completed all prerequisite courses (courses in progress are acceptable)
- Successfully completed methods/instructional strategies
- Received an acceptable score on a dispositional assessment (completed by the methods instructor)
- Completed Child Abuse Recognition and Reporting Training
- Completed Dyslexia training
- Completed Professional Ethics Module
- Passed VCLA Reading and Writing
- Attempted Praxis II (if applicable) and scores received (pass not required for Level 3)
- Attempted RVE (if applicable) and scores received (pass not required for Level 3)

Selected Candidate Admission

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

Level Four Requirements for admission:

Proceed toward licensure application and employment. The selected candidate must have:

- Successfully completed seminar and student teaching
- Successfully completed the Student Impact Project
- Received an acceptable score on a dispositional assessment (completed by the University Supervisor)
- Passed Praxis II, if applicable
- Passed RVE, if applicable
- Completed First Aid/CPR/AED training
- Completed Civic Education Module, if applicable
- Submitted licensure application, transcripts, and certified check (or money order) to the Licensure Coordinator for processing

Completer Admission

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

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

In the event that a MAT student does not meet the Candidate requirements for Methods/Instructional Strategies or Student Teaching, or does not complete student teaching for other reasons, reviewed by the Dean on a case-by-case basis, the MAT student may request to change programs to the Master of Education in Educational Foundations

program in order to complete their Master's degree. This program utilizes their current MAT coursework substituting student teaching, seminar, and reflective synthesis with IN 630 Methods of Professional Inquiry and ED 632 Inquiry Research Project. Graduation requirements would no longer include other licensure obligations.

Admission Requirements for the MEd and MS

Applicants to the MEd and MS programs must submit the following to the College of Education at Mary Baldwin University. In some cases, depending on program and concentration, admissions requirements must comply with our accrediting agency, CAEP.

- Online application for admission/enrollment
- A bachelor's degree from a regionally accredited institution
- Have a minimum GPA of 3.0 in the last 60 hours of coursework
- Correct, fluent written and spoken English. Non-native English speakers must submit a TOEFL score of 600 or above on the paper-based test or 75 on the computer-based test with a minimum score of 18 in each section. Alternately an overall score on the IELTS of 7.0 or above may be accepted in lieu of the TOEFL
- Two recommendation forms from professional educators (including higher education faculty and administrators) and/or employers, school faculty and administrators who have observed/supervised the applicant in instructional, administrative, tutoring, training or guidance roles (for degree-seeking students)
- A goal-statement essay (for degree-seeking students)

Note: An interview is suggested and may be required.

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

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 and the date of the next orientation. At the time of admission, applicants are advised by the College of Education regarding any additional undergraduate course requirements that must be fulfilled as conditions of enrollment. Any individual may be denied admission or have admission retracted to the graduate Education program for the following reasons:

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

Full Admission

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

Conditional Admission

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

Conditional admission is not available in all programs.

Moving from Conditional to Full Admission Status

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

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

Non-Degree Seeking Students

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

Admission Requirements for the Comprehensive Certificate in Autism Spectrum Disorders

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

Graduate Tuition and Fees 2020–21

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

- Initial Registration Fee: \$50
- Re-Enrollment Fee: \$50 (See Requirement for Continuous Enrollment below)
- Technology and Library Fee: \$60/semester
- Graduation Fee: \$100 (all students pay this fee regardless of participation in

commencement)

Financial Aid

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

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

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

GRADUATE ACADEMIC POLICIES AND STANDARDS

Academic policies applicable to graduate students are published in this catalog. Other statements of program policies are maintained in the College of Education. Policies may be amended at any time by the faculty, who determine the date at which amended policies become effective. The completion requirements for each student are those in effect on the date of first enrollment as a fully accepted, continuously enrolled, degree-seeking student. Occasionally, some exceptions may apply if changes are made to teacher licensure regulations at the state level. Students are required to report name, address, email, and telephone number changes to the registrar and to the graduate program. Students may petition for exemption from academic policies. The request must include the recommendation of the student's advisor. Petitions are granted only for cause, and only with the approval of the Education Policy Committee. A petition for exemption from or modification of a completion requirement may be granted only by the graduate faculty.

Academic Progress

Degree-seeking graduate education students are required to maintain a minimum cumulative GPA of 3.0 in graduate work to remain in good standing and to graduate from the program. No more than one "C" in their program may be counted on the student's records. To maintain degree-seeking status, students must repeat any other courses in their program in which they receive a grade of "C" or lower. The original grade is not removed from the permanent record, but the lower grade is removed from the GPA calculation. Repeated work must be done at MBU. In order to be recommended by Mary Baldwin University's MAT or MEd program to the Commonwealth of Virginia for an initial teaching license or for an additional endorsement on

an existing license, a student must earn a letter grade of "B-" or better in ED 609, ED 610 or ED 614 (Student Teaching) or ED 608 or ED 615 (Field Experience). A student whose GPA falls below 3.0 at the end of any semester is placed on warning. At the end of the second semester during which a student's GPA is below 3.0, the student's record is reviewed by the College of Education, which may place the student on probation for a stated period, attach conditions to the probation, or dismiss the student. To be removed from probation or to complete the degree, a student must fulfill any conditions attached to the probation.

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

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

Auditing Courses

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

Code of Conduct

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

Contact Hours

The syllabus of each graduate course includes a schedule of class contact hours required for the course. The syllabus includes goals, requirements, assignments, and attendance and grading policies, as well as criteria for evaluating students' writing and speaking skills.

Copyright Policy

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

Course Substitution Policy

Students who are in a program pursuing licensure who have taken a licensure-required course at another institution at the undergraduate level in the last five years with a grade of B

or better may request taking another graduate elective in lieu of taking a graduate version of an undergraduate course they have already taken. This may be done for no more than two courses. Note that course substitutions are not accepted for ED 607 unless the undergraduate equivalent was taken at MBU.

Examinations, Incompletes, Grade Reports, Grade Changes

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

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

Requests for grade changes will not be considered if initiated by students later than the first week of classes in the semester following distribution of the official grade which is being contested. A student with questions about a grade should first contact the course instructor to determine if there is an error. If so, the instructor must report the correct grade to the dean of the College of Education immediately. If there is no error, and the student desires to contest the grade, the student must submit written reason(s) for the appeal to the dean of the College of Education. The dean forms a hearing committee consisting of the dean, the director of academic and student services, the student's advisor, and two faculty members. The committee reviews the written appeal, hears statements from both the student and the instructor involved, and approves or disallows a change.

Grades

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

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

D-	0.7
F	0

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

The Master of Science Higher Education program uses the following 7-point grading scale in all courses in the program, except HIED 632 and HIED 633. (There is no A+). All students must complete HIED 630 with a B- or better to be enrolled in HIED 632 and HIED 633. Please carefully read your course syllabus.

A	(970-1000 pts)
A-	(930-969 pts)
B+	(900-929 pts)
B	(870-899 pts)
B-	(830-869 pts)
C	(790-829 pts)
F	<790 pts

Honor System

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

Moral and Ethical Responsibility

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

Requirement for Continuous Enrollment, Leave of Absence

Students are expected to remain enrolled continuously from the date of their initial registration for courses until completion of the degree. However, because of family emergencies or special situations, students may need to stop registering for new course work for a semester or two. The decision to do so should be made by the student in consultation with the advisor. Students who do not enroll in graduate education courses for three consecutive sessions (or one calendar year) are considered "inactive" and are withdrawn from the University. Inactive students who wish to re-enter the program must reapply and must pay a re-enrollment fee of \$50, if accepted. Records of inactive students who wish to re-enter the program are reviewed for reactivation. Certain conditions may be set for re-entry into the program: e.g., if program requirements have changed during the time students were

on inactive status, they may have to meet the new requirements. Students may also request a Leave of Absence, which upon approval, gives the student one calendar year of inactive status without being withdrawn. Leave of Absence requires the approval of the Dean of the College of Education. There is no re-entry fee and the student returns under the same catalog requirements prior to the Leave.

Research on Human Subjects

Federal, state, and college policies regarding research on human subjects apply to all research involving MBU students, faculty, or staff as researchers or as subjects, including research undertaken in the graduate Education programs.

Transfer Credit

The graduate Education program may accept up to six hours of transfer credit from another accredited graduate program. Such transfers will be considered only if all the following conditions are met:

- The Dean of the College of Education determines based on catalog and course materials submitted by the student that the course content is identifiable with the aims and philosophies of the graduate curriculum.
- The credit was earned in a regionally accredited graduate program.
- The credit was earned no earlier than three calendar years before the student's admission to the program, and a grade of B or better was earned.
- No transfer credit is accepted toward the BCaBA and BCBA credentials in the ABA programs.

The student is responsible for determining in advance of enrollment whether courses taken in the graduate program can be transferred to another graduate program or will satisfy credential requirements outside Virginia. After the drop deadline, a determination that courses are not transferable is not grounds for refund of tuition or fees.

GRADUATE ACADEMIC PROCEDURES

Add-Drop

Once the semester has begun, graduate students may add an additional course to their registration during the first week of each term. A graduate student may drop a course without penalty during the first two weeks of each term. A course may be dropped for medical or providential reasons at any time, upon approval of the Dean of the College of Education. The Dean in consultation with the teaching team determines the student's final course grade when the course is dropped after the official drop period. These policies also apply to practica, field experiences, and student teaching enrollments. *Please see the Tuition and Financial Aid section of this catalog for the policy concerning tuition refunds.*

Advising

Each graduate student is assigned an advisor who is a member of the education department. The advisor and student work together in making course selections, meeting competency requirements, enrolling and participating in Professional Development Institutes, and preparing for the final project. The advisor reviews academic progress and performance

related to professional qualities and dispositional traits standards. He or she may make recommendations concerning a student's status to the graduate faculty, committees, and administration upon request or as necessary. Students are responsible for knowing and completing the content of their academic program and licensure area.

Course Enrollment Priorities

Graduate education students are enrolled in courses according to the following priorities: candidates for graduation in the MAT, MEd or MS first, followed by fully admitted degree-seeking MAT, MEd or MS students, conditional students, and non-degree seeking students.

Orientation

Students are required to participate in an online orientation prior to enrollment.

Sequence of Courses

Each graduate education student's advisor recommends a sequence of courses which considers the student's preparation and educational needs.

Professional Qualities and Dispositional Traits

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

Graduate faculty, advisors, director of academic and student services and the dean of the College of Education review all students' professional qualities and dispositional traits through an evaluation process at admission, after the methods course, and after student teaching. If in their judgment a pattern of concern about professional qualities from either the course performance or practicum evaluations is evident, both the students and their academic advisors are notified in writing. In an effort to address or remediate any concerns, students may be placed on warning or probation with conditions or stipulations. Ongoing or grave concerns may result in dismissal from the Teacher Education Program.

Master of Arts in Teaching

Overview

The Master of Arts in Teaching (MAT) is designed to offer realistic, practical preparation for enriched classroom teaching through a balanced program of liberal arts and professional studies. All courses are team-taught by graduate faculty members and classroom teachers who serve as "teaching partners." Courses throughout the 35–45 semester hour program focus on inquiry — the processes by which students and teachers ask questions, study, and learn about human experience. Program coursework includes requirements for initial teacher licensure in the areas of Elementary Education (PK–6), Middle Education (6–8), Secondary Education (6–

12), and Special Education – General Curriculum (K–12). Those who already hold a valid teaching license can earn additional endorsements in Gifted Education (K–12), Elementary Education (PK–6), English as a Second Language (ESL), and Special Education (K–12). To be recommended for teacher licensure, students must complete all relevant program requirements and receive the MAT degree. The MAT program offers close contact with faculty members and advisors and extensive observation and hands-on experience in the classroom.

Practicum Requirement

The practicum experience is designed for MAT students who are preparing to teach as a career. Students have the opportunity to observe and assist teachers in the classroom, and to discuss their experiences with the instructor and other students. Students are required to complete 140 clock hours of practicum experience. Through this experience, students become familiar with the dynamic culture of schools and classrooms and their curricula, teaching strategies, and organizational and management features.

Students learn more from the practicum experience if they actively assist in the classroom. The student should confer with the cooperating teacher regarding graduate course assignments to be completed in the practicum and plan how the MAT course assignments can best be accomplished. In practicum, students work under the supervision of an experienced teacher and begin to apply the knowledge and skills gained in MAT courses in the context of today's classrooms. The practicum requirement also includes completion of a practicum journal, documenting the student's actual time in the classroom (clock hour form) as well as activities and reflections upon the classroom experiences. Students should refer to the "Graduate Practicum Handbook" available on the MyMBU College of Education tab for additional information on this requirement.

Requirements for the Master of Arts in Teaching

Required minimum credit hours: 35

Requirements for the Master of Arts in Teaching

Required minimum credit hours: 35

Required courses for Elementary Education (PK-6):

- ED 510/511/512/513 Practicum/Practica (0.5 s.h. each)
- ED 601 Lifespan Human Development
- ED 602 Foundations of Education
- ED 603 Assessment of and For Learning
- ED 607 Instructional Strategies
- ED 622 Characteristics of Exceptionality
- ED 625 Classroom and Behavior Management
- ED 635 Language Acquisition and Literacy Development I
- ED 636 Language Acquisition and Literacy Development II
- IN 601 Methods of Teaching Mathematics
- IN 604 Methods of Teaching Social Studies
- IN 605 Methods of Teaching Science

- ED 609 Student Teaching/Internship (6 s.h.)
- ED 611 Seminar (2 s.h.)
- ED 613 Reflective Synthesis Project (1 s.h.)

Required courses for Middle Education (6-8):

- ED 510/511/512/513 Practicum/Practica (0.5 s.h. each)
- ED 546, 547, 548, or 549 Subject Area Methods Lab: MS and Secondary
- ED 601 Lifespan Human Development
- ED 602 Foundations of Education
- ED 603 Assessment of and For Learning
- ED 606 Integrating Literacy to Improve Content Area Learning
- ED 607 Instructional Strategies
- ED 622 Characteristics of Exceptionality
- ED 625 Classroom and Behavior Management
- ED 635 Language Acquisition and Literacy Development I
- ED 645 Language and Linguistics for Educators (Language Arts Only)
- ED 610 Student Teaching/Internship (6 s.h.)
- ED 611 Seminar (2 s.h.)
- ED 613 Reflective Synthesis Project (1 s.h.)

Required courses for Secondary Education (6-12):

- ED 510/511/512/513 Practicum/Practica (0.5 s.h. each)
- ED 546, 547, or 548 Subject Area Methods Lab: MS and Secondary
- ED 601 Lifespan Human Development
- ED 602 Foundations of Education
- ED 603 Assessment of and For Learning
- ED 606 Integrating Literacy to Improve Content Area Learning
- ED 607 Instructional Strategies
- ED 622 Characteristics of Exceptionality
- ED 625 Classroom and Behavior Management
- ED 610 Student Teaching/Internship (6 s.h.)
- ED 611 Seminar (2 s.h.)
- ED 613 Reflective Synthesis Project (1 s.h.)

Required courses for Special Education General Curriculum (K-12):

- ED 510/511/512/513 Practicum/Practica (0.5 s.h. each)
- ED 601 Lifespan Human Development
- ED 602 Foundations of Education
- ED 603 Assessment of and For Learning
- ED 606 Integrating Literacy to Improve Content Area Learning
- ED 622 Characteristics of Exceptionality
- ED 624 IEP Development and Implementation
- ED 625 Classroom and Behavior Management
- ED 635 Language Acquisition and Literacy Development I
- ED 637 Transitioning for Exceptional Learners
- ED 638 Collaboration to Support Exceptional Learners

- ED 639 Assessment and Evaluation for Exceptional Students
- IN 601 or 602 Mathematics Methods: Elem or Special Ed
- IN 620 Foundations and Legal Issues of Special Education
- ED 614 Student Teaching/Internship (6 s.h.)
- ED 611 Seminar (2 s.h.)
- ED 613 Reflective Synthesis Project (1 s.h.)

Required courses for English as a Second Language (PK-12):

- ED 510/511/512/513 Practicum/Practica (0.5 s.h. each)
- ED 601 Lifespan Human Development
- ED 602 Foundations of Education
- ED 603 Assessment of and For Learning
- ED 606 Integrating Literacy to Improve Content Area Learning
- ED 622 Characteristics of Exceptionality
- ED 625 Classroom and Behavior Management
- ED 635 Language Acquisition and Literacy Development I
- ED 645 Language and Linguistics for Educators
- ED 646 Culturally Responsive Teaching and Communication
- ED 647 ESL Assessment and Curriculum Design
- ED 648 Literacy Instruction for ELLs
- ED 649 Methods of ESL Instruction with Practicum (4 s.h.)
- ED 650 Student Teaching ESL (6 s.h.)
- ED 611 Seminar (2 s.h.)
- ED 613 Reflective Synthesis Project (1 s.h.)

Additional requirements:

- Any additional content courses or co-requisite requirements for specific endorsement areas
- Students seeking an ESL endorsement must complete the equivalent of a spoken modern foreign language through the intermediate level prior to applying for the ESL endorsement
- Minimum GPA of 3.0 in program
- To be processed for licensure, students must earn a B-or better in Student Teaching
- Satisfactory oral and written language skills
- Satisfactory performance on professional qualities and dispositional traits standards
- Participation in required student and program evaluations
- Passing scores on applicable standardized tests required by the Commonwealth of Virginia, which, depending on licensure sought, may include: Praxis II, VCLA, and the RVE
- Successful completion of certification or training in emergency first aid, hands-on cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED)
- Successful completion of Virginia State and Local Civic Education module (for Elementary, Middle History, and Social Science, and Secondary History and Social Science endorsements only)
- Computer technology competency which is embedded in the courses leading to teacher licensure through a variety of demonstrations, applications, and projects
- Successful completion of Child Abuse Recognition and Reporting training

- Successful completion of a Virginia Board of Education-approved industry credential examination (for Secondary Business endorsement only)
- Successful completion of Dyslexia Awareness training
- Successful completion of Professional Ethics Module

Master of Education

Overview

The Master of Education (MEd) is a professional degree designed for those who seek advanced study in education and related fields. The program is intended for teachers who are already licensed or individuals who are pursuing careers that do not require teacher licensure.

The degree and following areas of emphasis consist of a minimum of 30 graduate semester hours, focused on a common set of 15–16 semester hours of core coursework, and followed by an area of emphasis of the student’s choice. The areas of emphasis are:

- Autism Spectrum Disorders
- Elementary Education (with additional licensure option)
- English as a Second Language (ESL)
- Gifted Education (with add-on licensure option)
- Special Education (with additional licensure option)

The degree and following area of emphasis consists of a minimum of 30 graduate semester hours. These areas of emphasis do not have a common set of 15–16 semester hours of core coursework. The complete list of coursework is below.

- Authentic Learning and Leadership
- Reading Education

Requirements for the Master of Education

Required minimum semester hours: 30 s.h. (All courses 3 s.h. unless noted.)

Required Core Courses (for all areas of emphasis except Authentic Learning and Leadership and Reading Education):

- IN 627 Contemporary Learning Theory for Diverse Learners
- IN 629 Leadership in Education
- IN 630 Methods of Professional Inquiry
- ED 631 Technologies to Advance Learning
- ED 632 Inquiry Research Project (*IN 630 is a prerequisite for this class; ED 632 must be taken post-Bachelor’s for Bachelor’s/MEd students.*)
- ED 732, 733, 734 Inquiry Research Project Extension I, II, III (2 s.h. each) (only if ED 632 is not completed in one semester)

Plus completion of at least one of the following areas of emphasis:

Autism Spectrum Disorders

- ASD 640 Characteristics and Assessment of Students with Autism Spectrum Disorder
- ASD 641 Communication, Language, and

- Sensory Aspects of Autism Spectrum Disorder
- ASD 642 Social Skills Instruction and Behavioral Strategies for Students with Autism Spectrum Disorder
- ASD 643/644 Practicum Experience: Autism Spectrum Disorder
- Two additional 3 s.h. graduate courses approved by the advisor

Elementary Education

- ED 607 Instructional Strategies
- ED 625 Classroom and Behavior Management
- ED 635 Language Acquisition and Literacy Development I
- ED 636 Language Acquisition and Literacy Development II
- IN 601 Methods of Teaching Mathematics
- IN 604 Methods of Teaching Social Studies
- IN 605 Methods of Teaching Science
- ED 608 Field Experience in Elementary Education

Note: Additional co-requisites apply and are determined following a detailed transcript analysis. Additional courses may be required depending on courses taken as part of initial licensure program.

English as a Second Language

- ED 645 Language and Linguistics for ESL Educators
- ED 646 Culturally Responsive Teaching and Communication
- ED 647 ESL Assessment and Curriculum Design
- ED 648 Literacy Instruction for ELL's
- ED 649 Methods of ESL Instruction with Practicum
- ED 608 Field Experience: ESL
- Required: 6 s.h. spoken, modern foreign language through intermediate level

Gifted Education

- ED 623 Advanced Studies of Gifted Learners
- ED 639 Assessment and Evaluation in Special Ed and Gifted Ed
- ED 644 Gifted Learners: Social/Emotional Development
- IN 631 or 633 Curriculum Development and Design or Assessment and Planning for Instructional Improvement
- Graduate Elective
- Graduate Elective
- ED 615 Gifted Education Field Experience (1 s.h.)
- Required: Proof of English Composition/Writing

Special Education General Curriculum K-12 (for those students seeking the “full” Special Education endorsement to add to any active VA teaching license, except CTE)

- ED 624 IEP Development and Implementation (*see note below*)
- ED 637 Transitioning for Exceptional Learners
- ED 638 Collaboration to Support Exceptional Learners
- ED 639 Assessment and Evaluation in Special Ed and Gifted Ed

- IN 601 or 602 Mathematics Methods Elem or Special Ed
- IN 620 Foundations and Legal Issues of Special Education
- Graduate Elective
- ED 614 Student Teaching/Special Ed (6 s.h.) (*see note below*)
- ED 611 Seminar (2 s.h.)
- Required: Proof of English Composition/Writing
- Required: Professional Ethics Exam
- Required: RVE

Note: Students are required to meet CAEP requirements for the Special Education K-12 endorsement. Students must meet the Levels of Teacher Education Program Progression for ED 624 and ED 614/611. Please see the initial licensure section of the catalog for details.

Additional requirements include verification that the following courses were completed during initial licensure (if missing, they will need to be taken): Characteristics of Exceptionality, Classroom and Behavior Management, Lifespan Human Development, Assessment of and For Learning, Foundations of Education, Language Acquisition & Literacy, Content Area Reading. IN 627 and IN 629 may be substituted for other necessary coursework.

Special Education General Curriculum K-6 (for students with an existing Elementary license)

- ED 624 IEP Development and Implementation
- ED 635 Language Acquisition and Literacy Development I
- ED 639 Assessment and Evaluation in Special Ed and Gifted Ed
- IN 601 or 602 Mathematics Methods Elem or Special Ed
- IN 620 Foundations and Legal Issues of Special Education
- Graduate Elective
- ED 691 Special Education K-6 Add-On Practicum* (1 s.h.) **OR**
- ED 525 Special Education Applied Practicum**
- Required: Proof of English Composition/Writing
- Required: Professional Ethics Exam

Special Education General Curriculum 6-8 (for students with an existing Middle School license)

- ED 624 IEP Development and Implementation
- ED 635 Language Acquisition and Literacy Development I
- ED 637 Transitioning for Exceptional Learners
- IN 601 or 602 Mathematics Methods Elem or Special Ed
- IN 620 Foundations and Legal Issues of Special Education
- Graduate Elective
- ED 692 Special Education 6-8 Add-On Practicum* (1 s.h.) **OR**
- ED 525 Special Education Applied Practicum**
- Required: Proof of English Composition/Writing
- Required: Professional Ethics Exam

Special Education General Curriculum 6-12 (for students with an existing Secondary

Education license)

- ED 624 IEP Development and Implementation
- ED 635 Language Acquisition and Literacy Development I
- ED 637 Transitioning for Exceptional Learners
- IN 601 or 602 Mathematics Methods Elem or Special Ed
- IN 620 Foundations and Legal Issues of Special Education
- Graduate Elective
- ED 693 Special Education 6-12 Add-On Practicum* (1 s.h.) **OR**
- ED 525 Special Education Applied Practicum**
- Required: Proof of English Composition/Writing
- Required: Professional Ethics Exam

Note for Special Education Endorsements (K-6, 6-8 and 6-12): Additional co-requisites apply and are determined following a detailed transcript analysis.

**Hours must be done in the context of a 12-week full-time placement and must reflect direct instruction. Examples of non-instructional hours include planning, observation, educational meetings, professional development, etc. Also, 20 or more hours must be at a different grade level (elementary, middle/high). In order to be eligible to complete the field experience (ED 691, 692, or 693) one must have completed, or be concurrently enrolled in, all remaining endorsement courses.*

***Please consult with your advisor regarding the choice on this course. Students seeking licensure must complete ED 691, 692 or 693. Students seeking a “degree only” (not seeking licensure) will complete ED 525.*

Requirements for the Master of Education in Authentic Learning and Leadership

Required minimum semester hours: 30 s.h. (All courses 3 s.h. unless noted.)

Required Core Courses (18 s.h.)

- IN 626 Authentic Learning: Theory and Research
- IN 629 Leadership in Education
- IN 633 Assessment and Planning for Instructional Improvement
- ED 669 The Mindful, Bias-Aware, and Reflective Teacher
- IN 630 Methods of Professional Inquiry
- ED 632 Inquiry Research Project (*IN 630 is a prerequisite for this class; ED 632 must be taken post-Bachelor's for Bachelor's/MEd students.*)

Concentration Courses: (Choose & Complete at least 12 s.h.)

- IN 628 Public Policy and Community Relations in Education
- IN 634 Place-Based Learning: Connecting Curriculum to the Real World
- ED 620 Creating Authentic Learning Environments: Inside and Out
- ED 670 Instructional Coaching and Mentoring
- Elective (from electives below)
- Elective (from electives below)

Other Electives: *These allow for educators to take a few courses related to specific curricular interests.*

Experiential Courses for Other Electives:

- ED 626 Chesapeake Classrooms**
- ED 629 Trail to Every Classroom**
- ED 630 Teachers on the Estuary**
- ED 633 Independent Experiential Course

Exceptional Learners Courses for Other Electives:

- ED 622 Characteristics of Exceptionality – Online
- ED 623 Advanced Studies of Gifted Learners – Online
- ED 624 IEP Development and Implementation – Online
- ED 638 Collaborations to Support Exceptional Learners
- ED 639 Assessment and Evaluation for Exceptional Students
- ED 683 Gifted Learners: Social/Emotional Development
- IN 620 Foundations and Legal Issues of Special Education

General Teaching Courses for Other Electives:

- ED 625 Classroom and Behavior Management – Online
- ED 631 Technologies to Advance Learning – Online
- IN 627 Contemporary Learning Theory for Diverse Learners - Online
- IN 631 Curriculum Development and Design – Online

Subject/Content Focused Courses for Other Electives:

- ED 606 Integrating Literacy to Improve Content Area Learning – Online
- ED 616 Nature Journaling Across the Curriculum**
- ED 618 Natural Research: Plant & Animal Studies in Outdoors**
- ED 619 Trout in the Classroom – Online
- ED 628 Reading for Real**
- IN 601 Mathematics Methods for Elementary Education Teachers
- IN 604 Methods of Teaching Social Studies - Online
- IN 605 Methods of Teaching Science – In Person and Online

**Evening class meetings throughout the semester.*

***Week-long with online follow up.*

Requirements for the Master of Education in Reading Education

Candidates pursuing this program must hold a bachelor's degree as well as a teaching license before starting the program and must have successfully completed at least three years of full-time teaching before program completion/graduation. (Students may request permission for a May graduation date if concluding their third year of teaching that May/June when K12 finishes their academic year.)

Required minimum semester hours: 37 s.h. (All courses 3 s.h. unless noted.)

- ED 606 Integrating Literacy to Improve Content Area Learning
- ED 624 IEP Development and Implementation
- ED 631 Technologies to Advance Learning
- ED 648 Literacy Instruction for ELL's

- ED 671 Literacy Diagnosis and Remediation I with Practicum* (4 s.h.)
- ED 672 Literacy Diagnosis and Remediation II with Practicum* (4 s.h.)
- ED 673 Child and Adolescent Literature for Educators
- ED 674 Word Knowledge, Phonics, Spelling, Vocabulary
- ED 675 Literacy Leadership with Practicum* (4 s.h.)
- IN 630 Methods of Professional Inquiry
- ED 632 Inquiry Research Project
- ED 732, 733, 734 Inquiry Research Project Extension I, II, III (2 s.h. each) (*only if ED 632 is not completed in one semester*)

*These courses must be taken in the following order: ED 671, ED 672, ED 675. Furthermore, these classes have a 30-hour practicum requirement in three different settings that correspond to each course; for at least 20 hours of each practicum, the teacher candidate must show evidence of direct teaching.

Additional degree requirements:

- PSYC 210 Child Psychology (3 s.h.) or ED 601 Lifespan Human Development (3 s.h.)**
- ED 205 or ED 622 Characteristics of Exceptionality (3 s.h.)**
- Professional Ethics Exam
- Employment Verification

***Students must have completed two equivalent prerequisites prior to starting the program or complete during the program.*

Comprehensive Certificate in Autism Spectrum Disorders

Overview

One of the greatest challenges schools and caregivers face today is the sharp rise in children diagnosed with Autism Spectrum Disorder (ASD). Mary Baldwin University is helping to provide educators and others seeking employment in any human services field with comprehensive training and experiences in the field of ASD. Approved by the Virginia Autism Council, Mary Baldwin University’s Comprehensive Certificate in the Area of Autism Spectrum Disorders will help those professionals work with and provide support to individuals with ASD in schools and in the greater community.

Students may complete the certificate program as a special student or as a degree-seeking student (in combination with an MAT, MEd or MS).

Requirements for the Comprehensive Certificate in Autism Spectrum Disorders

- ASD 640 Characteristics and Assessment of Students with Autism Spectrum Disorder
- ASD 641 Communication, Language, and Sensory Aspects of Autism Spectrum Disorder
- ASD 642 Social Skills Instruction and Behavior Strategies for Students with Autism Spectrum Disorder
- ASD 643/644 Practicum Experience: Autism Spectrum Disorder

Earning the Comprehensive Certificate in Autism Spectrum Disorders requires:

- 3.0 in the 4-course sequence

- not more than one C range grade in the 4-course sequence
- a B-or better in ASD 643, the practicum course

Master of Science

Applied Behavior Analysis

Behavior Analyst Certification Board – 5th Edition Task List (Verified Course Sequence)

All courses are 3 s.h. unless otherwise noted.

- ED 622 Characteristics of Exceptionality*
- IN 620 Foundations and Legal Issues of Special Education*
- ABA 630 Methods of Professional Inquiry (4 s.h.)
- ABA 632 Inquiry Research Project I (1.5 s.h.) + ABA 633 Inquiry Research Project II (1.5 s.h.)
- ABA 513 Basic Concepts and Principles of ABA (4 s.h.)
- ABA 514 Behavior Assessment
- ABA 515 Behavior Change Procedures I
- ABA 516 Behavior Change Procedures II (1 s.h.)
- ABA 517 ABA Ethics and Professional Standards I (2 s.h.)
- ABA 534 ABA Ethics and Professional Standards II (1 s.h.)
- ABA 518 ABA Personnel Management I (1 s.h.)
- ABA 537 ABA Personnel Management II (1 s.h.)
- ABA 536 Measurement, Data, and Experimental Design
- ABA 535 Advanced Concepts and Principles of ABA
- ABA 630 Methods of Professional Inquiry (4 s.h.)
- ABA 632 Inquiry Research Project I (1.5 s.h.)
- ABA 633 Inquiry Research Project II (1.5 s.h.)
- ABA 732, 733, 734 Inquiry Research Project Extension I, II, III (2 s.h. each) (*only if ABA 632/633 is not completed in two consecutive 8-week sessions*)

**Students interested in the Comprehensive Certificate in Autism Spectrum Disorders along with the MS ABA are allowed to substitute two of the graduate level ASD courses for ED 622 and IN 620.*

Higher Education (38 s.h.)

- HIED 654 Internship in Adult and Higher Education*
- HIED 655 Internship in Adult and Higher Education*
- HIED 656 Introduction to Higher Education Professions Institute (1 s.h.)
- HIED 657 Design, Assessment, and Response to Social Media and eLearning Structures
- HIED 658 Strategic Planning, Program Evaluation, and Institutional Research
- HIED 659 Legal and Political Considerations of Institutions of Higher Education
- HIED 660 Diversity, Inclusivity, and Social Justice in Higher Education
- HIED 661 Resource Management and the Economics of Higher Education
- HIED 662 Theory and Practice of Student Learning and Engagement
- HIED 663 Innovation and Change in Higher Education Leadership
- HIED 664 Adult Learners in the 21st Century
- HIED 665 Quantitative Reasoning
- HIED 630 Methods of Professional Inquiry (4 s.h.)**
- HIED 632 Inquiry Research Project I (1.5 s.h.) (*HIED 630 is a prerequisite; HIED 632/633*)

- *must be taken post-Bachelor's for Bachelor's/MEd students.)*
- HIED 633 Inquiry Research Project II (1.5 s.h.) (*HIED 632 is a prerequisite; HIED 632/633 must be taken post-Bachelor's for Bachelor's/MEd students.)*)
- HIED 732, 733, 734 (2 s.h.) Inquiry Research Project Extension I–III (*only if HIED 632/633 is not completed in two consecutive 8-week sessions*)

**HIED 654/655 students must have arranged internship/GA placement prior to enrolling. Recommended after 15 hours of coursework.*

***HIED 630 must be completed with a B- or better in order to meet the prerequisite for taking HIED 632*

****HIED 665 is strongly suggested to take shortly after HIED 630 or prior to HIED 632/633.*

Behavior Analysis Certification Board® Verified Course Sequence in Applied Behavior Analysis

Overview

The BACB® has approved a 16-semester hour sequence at Mary Baldwin University toward eligibility for taking the Board Certification Exam to be a Board Certified *Assistant* Behavior Analyst (BCaBA). This sequence is well-suited to those in teaching, social work, mental health, criminal justice and behavioral services field. Additional requirements for eligibility to take the BCaBA exam include an *undergraduate or graduate degree* in an approved field and supervised fieldwork. MBU does not provide for or arrange fieldwork experiences and supervision, but the program is able to provide advice and suggestions to students seeking such opportunities. Please see the Behavior Analyst Certification Board® website for more details about degree and fieldwork requirements (bacb.com).

Mary Baldwin University also has BACB® and faculty approval for a 22-semester hour course sequence towards eligibility for taking the Board Certification Exam to be a Board Certified Behavior Analyst (BCBA). This sequence is well-suited to those in teaching, social work, mental health, criminal justice and behavioral services field. Additional requirements for eligibility to take the BCBA exam include a *graduate degree* and supervised fieldwork. MBU does not provide for or arrange fieldwork experiences and supervision, but the program is able to provide advice and suggestions to students seeking such opportunities. Please see the Behavior Analyst Certification Board® website for more details about degree and fieldwork requirements bacb.com.

Requirements for the BCaBA course sequence

All courses are 3 s.h. unless otherwise noted.

- ABA 313 Basic Concepts and Principles of ABA (4 s.h.)
- ABA 514 Behavior Assessment
- ABA 515 Behavior Change Procedures I
- ABA 516 Behavior Change Procedures II (1 s.h.)
- ABA 517 ABA Ethics and Professional Standards I (2 s.h.)
- ABA 518 ABA Personnel Management I (1 s.h.)

- ABA 519 Data Collect. & Research Design (2 s.h.)

Requirements for the BCBA course sequence

All courses are 3 s.h. unless otherwise noted.

- ABA 513 Basic Concepts and Principles of ABA (4 s.h.)
- ABA 514 Behavior Assessment
- ABA 515 Behavior Change Procedures I
- ABA 516 Behavior Change Procedures II (1 s.h.)
- ABA 517 ABA Ethics and Professional Standards I (2 s.h.)
- ABA 534 ABA Ethics and Professional Standards II (1 s.h.)
- ABA 518 ABA Personnel Management I (1 s.h.)
- ABA 537 ABA Personnel Management II (1 s.h.)
- ABA 536 Measurement, Data, and Experimental Design
- ABA 535 Advanced Concepts and Principles of ABA

EDUCATION COURSE DESCRIPTIONS

Applied Behavior Analysis (ABA) Course Descriptions

277 Colloquium in Applied Behavior Analysis (1-3 s.h.)

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 one credit hour assigned per 15 instructional hours.

287/387 Internship in Applied Behavior Analysis (1-3 s.h.)

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. Preapproval by the department is required prior to registration.

Prerequisite: ABA 313 or ABA 513.

313 Basic Concepts & Principles of ABA (4 s.h.)

This 45-hour course is designed to cover the basic concepts and principles of behavior analysis, as it evolved and derived from the earlier experimental analysis of behavior and as it related to the profession of applied behavior analysts. This class emphasizes the skills from sections A and B of the Fifth Edition Task List of the Behavior Analysis Certification Board©. It will outline a brief history of behavior analysis, its goals as a science, and key concepts of learning and behavior that govern how organisms, especially humans, behave and change in their environments. *(For undergraduate students, ABA 313 or 513 is a prerequisite for all other ABA coursework)*

380 Teaching Assistantship in Applied Behavior Analysis (1-3 s.h.)

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 may 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. *Prerequisite: ABA 313 or ABA 513.*

390 Directed Inquiry in Applied Behavior Analysis (1-3 s.h.)

This directed inquiry (independent study) course designation is used for a course in the discipline of applied Behavior Analysis that may vary in title and in credit hours. It is designed for the purposes of a special offering of a course to address a unique topic of study or research endeavor under the supervision of an ABA faculty member, with 1 credit hour assigned per 15 instructional/engagement hours.

395 Senior Seminar I (0.5 s.h., P/NC, 1st 8-weeks)

This course serves as the first component of the culminating research project for students majoring in Autism Studies & Applied Behavior Analysis. In this course, students (a) select a topic under the umbrella of autism studies and/or ABA that is of interest, (b) develop research questions based on the topic of interest – either empirical or theoretical, (c) compose a written review of professional literature on the topic, and (d) either complete (i.) an empirical or action-research component of the study, or (ii.) develop a 3-hour training module and related materials on the topic for a selected target audience (teachers, parents, RBTs, etc.), and (e) present their project orally (in-person or remotely). Students complete this P/NC course in the first half of the semester in which they are taking ABA 400 (ABA 400 serves as the project completion semester, and “M” gen ed credit is awarded with ABA 400, not ABA 395). ABA 395 and 400 must be taken in the same semester.

400 Senior Seminar (3sh, letter grade, “M” credit, 2nd 8-weeks)

This course serves as the final component of the culminating research project for students majoring in Autism Studies & Applied Behavior Analysis. In this course, students (a) select a topic under the umbrella of autism studies and/or ABA that is of interest, (b) develop research questions based on the topic of interest – either empirical or theoretical, (c) compose a written review of professional literature on the topic, and (d) either complete (i.) an empirical or action-research component of the study, or (ii.) develop a 3-hour training module and related materials on the topic for a selected target audience (teachers, parents, RBTs, etc.), and (e) present their project orally (in-person or remotely). *Pre-requisite: ABA 395*

513 Basic Concepts & Principles of ABA (4 s.h.)

This 45-hour course is designed to cover the basic concepts and principles of behavior analysis, as it evolved and derived from the earlier experimental analysis of behavior and as it related to the profession of applied behavior analysts. This class emphasizes the skills from sections A and B of the Fifth Edition Task List of the Behavior Analysis Certification Board®. It will outline a brief history of behavior analysis, its goals as a science, and key concepts of learning and behavior that govern how organisms, especially humans, behave and change in their environments. *(For undergraduate students, ABA 313 or 513 is a prerequisite for all other ABA coursework)*

514 Behavior Assessment (3 s.h.)

This 45-hour course is designed to cover behavior assessment procedures as conducted in the profession of applied behavior analysis. This class emphasizes the skills from section F of the Fifth Edition Task List of the Behavior Analysis Certification Board©. It will focus on the skills required for the assessment of students or clients being considered for, or receiving, behavior analytic services. The course will address assessments to determine a need for services, as well as assessments that may be conducted during ongoing work with a client, to include functional analyses, skills assessments, preference assessments, etc. Students will demonstrate how to utilize and interpret data from such assessments.

515 Behavior Change Procedures I (3 s.h.)

This 45-hour course is designed to cover behavior change procedures as conducted in the profession of applied behavior analysis. This class emphasizes the skills from section G, and partially from section H, of the Fifth Edition Task List of the Behavior Analysis Certification Board©. It will focus on the application of interventions and instructional procedures, including the selection of such interventions. Students will demonstrate the ability to select and implement appropriate procedures including, but not limited to: modeling, shaping, chaining, extinction, reinforcement, punishment, token economies, group contingencies, and strategies that promote generalization. Particular modules will be devoted to teaching verbal behavior.

516 Behavior Change Procedures II (1 s.h.)

This 15-hour course is designed to cover continuing behavior change procedures as conducted in the profession of applied behavior analysis. This class emphasizes the skills from section H (in part) of the Fifth Edition Task List of the Behavior Analysis Certification Board©, building on those addressed in ABA 515. It will focus on using assessment and scientific evidence to guide procedural decision-making, while considering other relevant factors unique to the individual situation and environment. The course will focus on monitoring treatment using data and making subsequent decisions, including collaboration with others in the process.

517 ABA Ethics & Professional Standards I (2 s.h.)

This 30-hour course is designed to cover ethical and professional standards as held to in the profession of applied behavior analysis. This class emphasizes the skills from section E of the Fifth Edition Task List of the Behavior Analysis Certification Board©. It will focus on ensuring that students have a clear understanding of the ethical and professional obligations that they will face as practitioners in this field and the consequences of failing to uphold these standards of practice. Students will have an understanding as to why these standards are of critical importance and their role as responsible service providers.

518 ABA Personnel Management I (1 s.h.)

This 15-hour course is designed to cover the basics of personnel management and supervision as applicable in the profession of applied behavior analysis. This class emphasizes the skills from section I of the Fifth Edition Task List of the Behavior Analysis Certification Board©. It

will focus primarily on the role and importance of the supervision process, training of others (including using monitoring, feedback, and reinforcement), and using effective strategies to improve performance of supervisees and of themselves as a supervisor.

519 Data Collection, Use, & Research Design (2 s.h.)

This 30-hour course is designed to cover the basics of measurement, data display & interpretation, and experimental design, as applicable in the profession of applied behavior analysis. This class emphasizes the skills from sections C and D of the Fifth Edition Task List of the Behavior Analysis Certification Board©. It will focus on operationally defining and measuring behavior of significance in multiple ways, selecting appropriate measures, graphing data, correctly interpreting graphed data, and exploring single-subject research design parameters. (Note: Students pursuing the BCBA credential or in the BA/MS program should not enroll in this course; they should enroll in ED 536 instead.)

534 ABA Ethics & Professional Standards II (1 s.h.)

This 15-hour course is designed to address advanced exploration of ethics and professional standards, as applicable in the profession of applied behavior analysis. This class emphasizes the skills from section E of the Fifth Edition Task List of the Behavior Analysis Certification Board©, building on content from ABA 517. It will explore additional case studies and ask students to reflect on how they might handle situations they may encounter in the profession. Dilemmas of increasing difficulty will be presented for consideration and debate. Students will reflect on the immense power and responsibility that behavior analysts hold with the knowledge that they have regarding changing (manipulating) human behavior.

535 Advanced Concepts and Principles of ABA (3 s.h.)

This 45-hour course is designed to address advanced concepts and principles of applied behavior analysis. This class emphasizes the skills from sections A & B of the Fifth Edition Task List of the Behavior Analysis Certification Board©, building on content from ABA 513. Students will review further and more complex examples demonstrating these principles and demonstrate their understanding both receptively and expressively. Students will be expected to exhibit fluency with key terms and errorlessly identify examples and non-examples of various principles.

536 Measurement, Data, & Experimental Design (3 s.h.)

This 45-hour course is designed to address advanced measurement, data display, data interpretation, and experimental design, as applicable to the field of applied behavior analysis. This class emphasizes the skills from sections C & D of the Fifth Edition Task List of the Behavior Analysis Certification Board©. It will focus on operationally defining and measuring behavior of significance in multiple ways, selecting appropriate measures, graphing data, correctly interpreting graphed data, and exploring single-subject research design parameters.

537 ABA Personnel Management II (1 s.h.)

This 15-hour course is designed to address advanced personnel management and supervision, as applicable to the field of applied behavior analysis. This class emphasizes the

skills from section I of the Fifth Edition Task List of the Behavior Analysis Certification Board©. It will focus on the role and importance of the supervision process, training of others (including using monitoring, feedback, and reinforcement), and using effective strategies to improve performance of supervisees and of themselves as a supervisor. Students will understand and describe the role of the BCBA in the supervision of BCaBAs and RBTs, as well as the role/responsibility they may have in the fieldwork supervision of individuals in the future working toward a BCBA credential.

577 Colloquium in Applied Behavior Analysis (1-3 s.h.)

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 one credit hour assigned per 15 instructional hours.

587/687 Internship in Applied Behavior Analysis (1-3 s.h.)

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 587 is a prerequisite for 687. Preapproval by the department is required prior to registration.

Prerequisite: ABA 313 or ABA 513.

580 Teaching Assistantship in Applied Behavior Analysis (1-3 s.h.)

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 may 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. Prerequisite: ABA 313 or ABA 513.

590 Directed Inquiry in Applied Behavior Analysis (1-3 s.h.)

This directed inquiry (independent study) course designation is used for a course in the discipline of applied Behavior Analysis that may vary in title and in credit hours. It is designed for the purposes of a special offering of a course to address a unique topic of study or research endeavor under the supervision of an ABA faculty member, with 1 credit hour assigned per 15 instructional/engagement hours.

630 Methods of Professional Inquiry (ABA) (4 s.h.)

This course will prepare students to conduct scholarly research related to the field of ABA using a variety of approaches and integrating multiple resources. Students will learn the history of human subjects research, the role of the Institutional Review Board, and will explore the options that are available for the master's thesis project. Students will also utilize this course to prepare for their thesis by establishing their preliminary topic, proposed research questions, methodology, and begin to approach the review of the literature. Students will begin to work with peers in the ABA program as part of a peer review process for their intended thesis work.

632 Inquiry Research Project I (1.5 s.h.)

Students work with their assigned project chair to complete a culminating capstone project for the Master of Science in Applied Behavior Analysis degree. Students will select a research project pathway, identify a research question, and develop a project for investigation. Though comprehensive scholarly study and applied/empirical research (as applicable) students complete a project that is then presented (virtually/online) for evaluation on its merits. The grade for ABA 632 shall be listed as “not recorded” until completion of ABA 633 (if the student successfully completes the project during ABA 633) or the extension course in which the project is successfully completed; at that time, the final project grade will be posted for both ABA 632 and 633. **Prerequisite: ABA 630.*

633 Inquiry Research Project II (1.5 s.h.)

ABA 633 is the second part of the Inquiry Research Project. Students work with their assigned project chair to complete a culminating capstone project for the Master of Science in Applied Behavior Analysis degree. Students will select a research project pathway, identify a research question, and develop a project for investigation. Though comprehensive scholarly study and applied/empirical research (as applicable) students complete a project that is then presented (virtually/online) for evaluation on its merits. The grade for ABA 632 shall be listed as “not recorded” until completion of ABA 633 (if the student successfully completes the project during ABA 633) or the extension course in which the project is successfully completed; at that time, the final project grade will be posted for both ABA 632 and 633. **Prerequisite: ABA 632*

Special note about ABA 632/633: Students not completing ABA 632/633 within two consecutive 8-week sessions will be required to maintain ongoing enrollment in the extension course series, ABA 732, 733, 734, the 2 semester hour continuance/extension of the course (these will be offered in 8-week sessions). Students will be billed per semester that the student continues work on the project. Students may choose to not enroll during summer months, provided that the student does not plan to complete during the summer. If the student plans to work with their project chair or complete the project during the summer, the student must first check with the project chair to make sure that they are available to do so. The student must be enrolled during all fall and spring term sessions until completing the project. The student must be enrolled in ABA 632 or ABA 732, 733, or 734 during the semester that the project is completed. If a semester of enrollment is skipped (other than summer) prior to completing the project, a grade of F will be entered for ABA 632/633 (NC for thesis extension courses, 732, 733, 734, if applicable) and the student will be withdrawn from the program. If the student reapplies and is readmitted to the program, ABA 632/633 must be retaken at the full 3 semester hour tuition rate. The previous F will remain on the record though removed from GPA calculation once repeated with a successful grade.

732 ABA Inquiry Research Project Extension 1 (2 s.h.)

Students who did not complete ABA 632 must register for ABA 732, the first in the extension course series (ABA 732, 733, 734), during all fall and spring semesters following the semester in which ABA 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 session during summer, after confirming the availability of their project chair. ABA 732, 733, 734 will appear on the transcript as Pass/No Credit. The ABA 732, 733, 734 series may be taken once each for a maximum of three semesters. If the student has not defended his or her thesis upon the conclusion of ABA 734, the student receives a grade of F for ABA 632/633 and NC for ABA 734 and is withdrawn from the program. If a semester of enrollment is skipped (other than summer) prior to completing the project, a grade of F will be entered for ABA 632/633, NC for the thesis extension course, and the student will be withdrawn from the program. If the student reapplies and is readmitted to the program, ABA 632/633 must be retaken at the full 3 semester hour tuition rate. The student must include a proposal outlining the timeline for completing the project. The previous F will remain on the record though removed from GPA calculation once repeated with a successful grade. Offered every term. Fee: per semester hour.

733 MEd Inquiry Research Project Extension 2 (2 s.h.)

This is the second extension in the three course extension series attempting to complete ABA 632/633. Students who still need to complete ABA 632/633, after ABA 732, must register for ABA 733, during all fall and spring semesters following the semester in which ABA 732 was taken until they have completed and defended their project. If students plan to work with their project chair or defend their project during the summer, they must also register for one session during summer, after confirming the availability of their project chair. ABA 732, 733, 734 will appear on the transcript as Pass/No Credit. The ABA 732, 733, 734 series may be taken once each for a maximum of three semesters. If the student has not defended his or her thesis upon the conclusion of ABA 734, the student receives a grade of F for ABA 632/633 and NC for ABA 734 and is withdrawn from the program. If a semester of enrollment is skipped (other than summer) prior to completing the project, a grade of F will be entered for ABA 632/633, NC for the thesis extension course, and the student will be withdrawn from the program. If the student reapplies and is readmitted to the program, ABA 632/633 must be retaken at the full 3 semester hour tuition rate.

The student must include a proposal outlining the timeline for completing the project. The previous F will remain on the record though removed from GPA calculation once repeated with a successful grade. The student may apply for readmission but must include a proposal outlining the timeline for completing the project.

If the student is readmitted, he or she must begin again by taking ABA 632/633. Offered every term. Fee: per semester hour.

734 MEd Inquiry Research Project Extension 3 (2 s.h.)

This is the final extension in the three course extension series attempting to complete ABA 632/633. Students who still need to complete ABA 632/633, after ABA 733, must register for ABA 734, during all fall and spring semesters following the semester in which ABA 733 was taken until they have completed and defended their project. If students plan to work with their

project chair or defend their project during the summer, they must also register for one session during summer, after confirming the availability of their project chair. ABA 732, 733, 734 will appear on the transcript as Pass/No Credit. The ABA 732, 733, 734 series may be taken once each for a maximum of three semesters. If the student has not defended his or her thesis upon the conclusion of ABA 734, the student receives a grade of F for ABA 632/633 and NC for ABA 734 and is withdrawn from the program. If a semester of enrollment is skipped (other than summer) prior to completing the project, a grade of F will be entered for ABA 632/633, NC for the thesis extension course, and the student will be withdrawn from the program. If the student reapplies and is readmitted to the program, ABA 632/633 must be retaken at the full 3 semester hour tuition rate. The student must include a proposal outlining the timeline for completing the project. The previous F will remain on the record though removed from GPA calculation once repeated with a successful grade. Offered every term. Fee: per semester hour.

Autism Studies (ASD) Course Descriptions

360 Characteristics and Assessment of Students with Autism Spectrum Disorders (3 s.h.)

This is the first of four courses in the Autism Sequence. This course provides an overview of autism and related developmental disabilities across the lifespan, including Asperger Syndrome and other pervasive developmental disorders. The course will cover assessment, diagnostic criteria and identification, characteristics, collaboration with families, an overview of educational impact and trends, transitioning to adulthood, controversial topics regarding etiology and treatment, and an overview of national and state resources.

361 Communication, Language, and Sensory Aspects of Autism Spectrum Disorders (3 s.h.) (W)

This is the second of four courses in Autism Sequence. This course provides students with an overview of typical language acquisition and development as compared with students with Autism Spectrum Disorders. The course emphasizes the visual aspects of language learning as well as the notion of “communication as behavior” and addresses the role of assistive and augmentative communication technologies to support individuals on the Spectrum. Additionally, this course introduces students to the common sensory integration issues often associated with Autism. The course provides classroom strategies for supporting individualized sensory and communication needs of children who have Autism Spectrum Disorders, including an introduction to applied behavioral analysis techniques used for language development and collaboration with families and related service providers, as well as focusing on the importance of teaching skill-generalization across multiple settings and situations. **Prerequisite: ED 360.*

362 Social Skills Instruction and Behavior Strategies for Students with Autism Spectrum Disorders (3 s.h.)(R)

This is the third of four courses in the Autism Sequence. This course provides students with an overview of typical social and behavioral development as compared with students with Autism Spectrum Disorders. The course emphasizes the role of functional behavior assessments and applied behavioral techniques as related to addressing challenging or

inappropriate behaviors that may be exhibited by persons with Autism Spectrum Disorders. Additionally, the course addresses social skill deficits that persons with Autism may have and provides instructional strategies and techniques to address these issues in the classroom using methods that are purposeful and individualized, including the role of peers. This course will focus on collaboration with families and related service providers, as well as the importance of teaching skill generalization across multiple settings and situations. **Prerequisite: ED 360.*

363 Practicum Experience: Autism Spectrum Disorders I (1.5 s.h.) (O, C)

This practicum experience begins the Autism Sequence (first part of practicum semester). The two-part experience 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 two-part course requires that students complete a practicum experience (minimum of 70 in-class hours) in a setting that serves children with Autism Spectrum Disorders. This could include a self-contained setting, and inclusive setting or a combination of the two; the population served must be between the ages of 2 and 21, inclusive. Students enrolled in the course will meet three times during the semester to process experiences, share ideas, and engage in inquiry-based discussion. This is in addition to ongoing on-line requirements. Students will receive a grade of “not recorded” until completion of ASD 364 during the second 8-week term. At that time, the same final grade will be posted for both course halves. **Prerequisites (or co-requisites): ABA 360, 361, and 362.*

364 Practicum Experience: Autism Spectrum Disorders II (1.5 s.h.) (O, C)

This practicum experience concludes the Autism Sequence (second part of practicum semester). It is intended to be a culminating experience so that students have an opportunity to concretely demonstrate skills, techniques, and strategies learned in the previous three courses. This course requires that students complete a practicum experience (minimum of 70 in-class hours) in a setting that serves children with Autism Spectrum Disorders. This could include a self-contained setting, and inclusive setting or a combination of the two; the population served must be between the ages of 2 and 21, inclusive. Students enrolled in the course will meet three times during the semester to process experiences, share ideas, and engage in inquiry-based discussion. This is in addition to ongoing on-line requirements. Students will receive a grade of “not recorded” until completion of ASD 364 during the second 8-week term. At that time, the same final grade will be posted for both course halves. **Prerequisite: ASD 363.*

640 Characteristics and Assessment of Students with Autism Spectrum Disorders (3 s.h.)

This is the first of four courses in the proposed 12-credit Autism Certificate Program. This course provides an overview of autism and related developmental disabilities across the lifespan, including Asperger Syndrome and other pervasive developmental disorders. The course will cover assessment, diagnostic criteria and identification, characteristics, collaboration with families, an overview of educational impact and trends, transitioning to adulthood, controversial topics regarding etiology and treatment, and an overview of national and state resources.

641 Communication, Language, and Sensory Aspects of Autism Spectrum Disorders (3 s.h.)

This is the second of four courses in the 12-credit Autism Certificate Program. This course provides students with an overview of typical language acquisition and development as compared with students with Autism Spectrum Disorders. The course emphasizes the visual aspects of language learning as well as the notion of “communication as behavior” and addresses the role of assistive and augmentative communication technologies to support individuals on the Spectrum. Additionally, this course introduces students to the common sensory integration issues often associated with Autism. The course provides classroom strategies for supporting individualized sensory and communication needs of children who have Autism Spectrum Disorders, including an introduction to applied behavioral analysis techniques used for language development and collaboration with families and related service providers, as well as focusing on the importance of teaching skill-generalization across multiple settings and situations. **Prerequisite: ED 640.*

642 Social Skills Instruction and Behavior Strategies for Students with Autism Spectrum Disorders (3 s.h.)

This is the third of four courses in the 12-credit Autism Certificate Program. This course provides students with an overview of typical social and behavioral development as compared with students with Autism Spectrum Disorders. The course emphasizes the role of functional behavior assessments and applied behavioral techniques as related to addressing challenging or inappropriate behaviors that may be exhibited by persons with Autism Spectrum Disorders. Additionally, the course addresses social skill deficits that persons with Autism may have and provides instructional strategies and techniques to address these issues in the classroom using methods that are purposeful and individualized, including the role of peers. This course will focus on collaboration with families and related service providers, as well as the importance of teaching skill-generalization across multiple settings and situations.

**Prerequisite: ED 640.*

643 Practicum Experience: Autism Spectrum Disorders I (1.5 s.h.)

This two-part practicum experience concludes the four-course program for the 12-credit Autism Certificate. It is intended to be the first part of a culminating experience so that students have an opportunity to concretely demonstrate skills, techniques, and strategies learned in the previous three courses. This course requires that students complete a practicum experience (minimum of 70 in-class hours) in a setting that serves children with Autism Spectrum Disorders. This could include a self-contained setting, and inclusive setting, or a combination of the two; the population served must be between the ages of 2 and 21, inclusive. Students enrolled in the course will meet three times during the semester to process experiences, share ideas, and engage in inquiry-based discussion. This is in addition to ongoing on-line requirements. **Prerequisites (or co-requisites): ED 640, ED 641, and ED 642.*

644 Practicum Experience: Autism Spectrum Disorders II (1.5 s.h.)

This practicum experience concludes the Autism Sequence (second part of practicum

semester). It is intended to be a culminating experience so that students have an opportunity to concretely demonstrate skills, techniques, and strategies learned in the previous three courses. This course requires that students complete a practicum experience (minimum of 70 in-class hours) in a setting that serves children with Autism Spectrum Disorders. This could include a self-contained setting, and inclusive setting or a combination of the two; the population served must be between the ages of 2 and 21, inclusive. Students enrolled in the course will meet three times during the semester to process experiences, share ideas, and engage in inquiry-based discussion. This is in addition to ongoing on-line requirements. Students will receive a grade of “not recorded” until completion of ASD 364 during the second 8-week term. At that time, the same final grade will be posted for both course halves. *Prerequisites (or co-requisites): ED 640, ED 641, and ED 642.

Professional Education (ED) Course Descriptions

110 Practicum in Education (3 s.h.) (C)

This course is designed to provide students who are contemplating teaching as a career to acquire early and varied experiences in area school classrooms. Students will meet several afternoons with their practicum supervisor for the practicum seminar. A minimum of 60 hours will be spent in the classroom, with the exception of College for Women and University College students, who will complete a minimum of 90 hours during May Term. Students should complete this course prior to the senior year.

111 Practicum in Special Education (3 s.h.) (C)

This course is designed to provide students who are contemplating a career in special education an opportunity to observe and assist teachers in the classroom. A minimum of 60 hours will be spent in the classroom, with the exception of College for Women and University College students, who will complete a minimum of 90 hours during May Term. Students should complete this course prior to the senior year.

115 Foundations of Education (3 s.h.) (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.

125 Introduction to Art Education (3 s.h.) (A) *For course description, see ART 125 in the Art and Art History, Art Education listing.*

156 Numeration and Algebra for Teachers (3 s.h.) (Q)

(This course will be phased out at the end of the 20-21 academic year.)

For course description, see MATH 156 in the Mathematics listing.

157 Computer Technology for Teachers (3 s.h.)

This online course prepares teachers to use computer technology within the classroom to

enhance, augment, and enlarge opportunities for learning. Offered as needed to MBU Online students.

158 Geometry and Measurement for Teachers (3 s.h.) (Q)

(This course will be phased out at the end of the 20-21 academic year.)

For course description, see MATH 158 in the Mathematics listing.

205 Characteristics of Exceptionality (3 s.h.)

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.

209 Assessment and Evaluation for Exceptional Students (3 s.h.)

In this course, students will review and understand the key concepts of assessment and evaluation of exceptional students. Students will develop a ED 209 ED 639 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.

212 Lifespan Human Development (3 s.h.) (S)

Lifespan Human Development is required as a 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.

215 Foundations and Legal Issues of Special Education (3 s.h.)

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.

218 Transitioning for Exceptional Learners (3 s.h.) (Formerly: Transitioning in the Special Education Environment)

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.

226 Collaboration to Support Exceptional Learners (3 s.h.)

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.

229 Methods of Teaching Social Studies (3 s.h.)

This course will equip elementary preservice teachers with the knowledge, skills and processes of teaching history and social sciences necessary to plan thorough, effective lessons using a variety of instructional strategies that are deemed effective in social studies classrooms. Students will plan, develop and evaluate social studies lessons and instructional units that are age appropriate. Teaching through inquiry will be an instructional focus in which students will learn how to develop the curiosity of learners as they provide authentic learning experiences. The focus of the course will be on pedagogy with the required social studies content being covered in content courses in United States history, state and local Virginia government, geography and/or economics.

230 Methods of Teaching Science (3 s.h.) (Formerly: Engaging PK–8 Students in 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 their 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.

238 Mathematics Methods for Elementary Teachers (3 s.h.) (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. Preservice teachers will develop a deeper understanding of content, gain flexibility in solving problems, apply the NCTM Process Standards, and acknowledge the effective practices (NCTM, 2014) for facilitating mathematical instruction through a focus on rich inquiry-based tasks. As a pre-service teacher, you will be introduced to vertical and

horizontal progression of the standards for student learning as well as nontraditional algorithms, manipulatives, and technology that are appropriate for this grade span. Differentiation strategies will be shared and applied in classroom instruction and assignments in order to meet all student needs in a general education classroom that might also include students with disabilities. The assignments and classroom activities will enable the preservice teacher an opportunity to experience teaching and learning through the lens of a teacher and a student.

239 Mathematics Methods for Special Education Teachers (3 s.h.) (Q)

The course addresses the interactions and support of special education teachers with general education teachers in order to meet all the needs of students with disabilities. Instructional methods will be investigated that will not only address academic needs but also the social, emotional, and behavioral needs. Mathematical content in the K-12 topics will be investigated to determine how to meet the Virginia Standards of Learning, NCTM Process Standards, and IEP criteria. The usage of technology will be investigated as to how its usage will support students with disabilities. Through an online course delivery approach, discussions will need to simulate face to face discourse of the classroom through postings and responses to the postings of your peers. Researching topics on the internet will be necessary in addition to textbook readings.

276 The Mediterranean Way: Examining the Culture, History, and Educational System of Cyprus (3 s.h.) (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.

300 Elementary School Methods and Practicum (4 s.h.)

This course conceptualizes the teacher as one who makes and carries out decisions about curriculum and instruction, based on principles of teaching and learning. Instructional planning and classroom management are emphasized. Students will gain an in depth understanding of the Virginia Standards of Learning and how to implement those standards with diverse groups of learners. A 30-hour field experience in a PK–6 classroom integrates theory with practice. *NOTE: Must meet Candidate requirements for the Teacher Education Program in order to register for this course. Prerequisite for student teaching.*

305 Classroom Management and Collaboration in Special Education Setting (3 s.h.)

Prospective teachers learn classroom and behavior management techniques and individual interventions, develop skills required to collaborate with regular education colleagues and

with families of students with disabilities, learn and practice skills in consultation, case management, and collaboration needed to assist and support students and families in successful transitions within the K–12 school system and beyond.

308 Field Experience (3 s.h.)

This course serves as the 12-week field experience (including at least 150 direct instructional hours) for individuals adding ESL to an existing license or pursuing an ESL endorsement concurrently with another endorsement. *ED 608 is the graduate-level version of this course.*

310 Middle/Secondary/K12 Methods and Practicum [subject] (4 s.h.) (R)

This course conceptualizes the teacher as one who makes and carries out decisions about curriculum and instruction, based on principles of teaching and learning. Instructional planning and classroom management are emphasized. Students will gain an in depth understanding of the Virginia Standards of Learning and how to implement those standards with diverse groups of learners. A 30-hour field experience in an appropriate 6th-12th grade classroom (or K12 in the case of K12 endorsements) integrates theory with practice. *NOTE: Must meet Candidate requirements for the Teacher Education Program in order to register for this course. Prerequisite for student teaching.*

315 IEP Development and Implementation (4 s.h.)

(Formerly: Differentiated Strategies in Instruction and Assessment for Special Education)

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. Required 30-hour practicum.

NOTE: Must meet Candidate requirements in the Teacher Education Program in order to register for this course.

Other students must obtain COE permission.

**Prerequisite for student teaching.*

323 Language Acquisition and Literacy Development I (3 s.h.)

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.

324 Language Acquisition and Literacy Development II (4 s.h.)

This course 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. 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.

325 Classroom and Behavior Management (3 s.h.)

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 affect learning.

328 Assessment of and For Learning (4 s.h.) (Q) (Formerly: Student Assessment and Technology Integration)

In this course, assessment types, creation, selection, analysis, and interpretation will be addressed that is applicable for general education students as well as students with disabilities. Legal and ethical issues of assessment creation, administration, and reporting will be explored along with assessment validity and reliability. The relationship between assessment OF and FOR learning, instruction, and monitoring of student progress will be explored and data (including state assessment data) is linked to improving teacher planning and instruction. Student academic results and the link to teacher evaluation will be discussed. Additionally, how self-assessment by students leads to improving academic performance toward clearly defined instructional objectives will be explored. Students encounter many different types of assessments in their educational experiences. These will be explored to determine the different functions they serve along with limitations for diverse student learners. Lastly, students will explore best practices related to integrating technology into the classroom to engage and assess students.

336 Comparative Education (3 s.h.) (I,W)

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.

339 Art Methods Lab: Visual Art PK-12 (3 s.h.)

Students pursuing an endorsement in visual art will explore how the Virginia Standards of Learning provide a foundation for teaching within the discipline. Students will learn how to apply their knowledge and skills of the visual arts with the processes and pedagogy for teaching art appropriate to the developmental levels and academic needs of students in preK-12. The instructional framework taught in this course serves to supplement instruction in art skills that student will have from their studies in coursework in the visual arts.

341 Language and Linguistics for Educators (3 s.h.)

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. *ED 645 is the graduate-level version of this course.*

342 Culturally Responsive Teaching and Communication (3 s.h.) (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. *ED 646 is the graduate-level version of this course.*

343 ESL Assessment and Curriculum Design (3 s.h.)

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. *ED 647 is the graduate-level version of this course.*

344 Literacy Instruction for ELLs (3 s.h.)

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 12 textbooks currently in use around the world, evaluate already developed lesson plans, develop lesson plans of their own, engage in short demonstration lessons that showcase state-of-the-art teaching techniques, and complete a literature review on a topic of personal interest. *ED 648 is the graduate-level version of this course.*

345 Methods of ESL Instruction and Practicum (4 s.h.)

This course examines classroom assessment and instructional best practices in order to meet 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/practicum. *ED 649 is the graduate-level version of this course.*

346 English Methods Lab: MS and Secondary (3 s.h.)

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.

347 Math Methods Lab: MS and Secondary (3 s.h.)

The course reviews content through pedagogical practices for middle and high school topics such as Algebra, Geometry, and Probability/Statistics from a teacher and student perspective. Pre-service teachers will develop a deeper understanding of content, gain flexibility in solving problems, apply the NCTM Process Standards, and acknowledge the effective practices (NCTM, 2014) for facilitating mathematical instruction through a focus on rich inquiry-based tasks. As a pre-service teacher, you will be introduced to vertical and horizontal progression of the standards for student learning as well as nontraditional algorithms, manipulatives, and technology that are appropriate for this grade span. Differentiation strategies will be shared and applied in classroom instruction and assignments in order to meet all student needs in a general education classroom that might also include students with disabilities. The assignments and classroom activities will enable the pre-service teacher an opportunity to experience teaching and learning through the lens of a teacher and a student.

348 Social Studies Methods Lab: MS and Secondary (3 s.h.)

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.

349 Science Methods Lab: MS and Secondary (3 s.h.)

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.

350 Integrating Literacy to Improve Content Area Learning (3 s.h.)

(Formerly: Content Area Reading)

This course explores how teachers can assist middle and secondary students with and without disabilities in the process of reading to learn. Students will learn how to increase content learning through reading and writing activities. The course encourages students to apply their understanding of how basic reading skills influence middle and high school students' ability to comprehend content area curriculum. Students will explore ways to assess, as well as build vocabulary and comprehension of content areas with a variety of texts including fiction and nonfiction. This class emphasizes how teachers can use engaging, student-driven strategies in practical ways to facilitate learning and ultimately foster independent readers/learners. Additionally, students will explore, try, and consider ways to integrate technology to enhance content learning.

Student Teaching Courses (12 s.h. each) (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.*

382 Student Teaching - Elementary**383 Student Teaching - Middle Education****384 Student Teaching - Secondary Education****385 Student Teaching - Visual Art****392 Student Teaching - Music Education****393 Student Teaching in Special Education (12 s.h.) (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.*

394 Student Teaching - ESL (12 s.h.) (O)

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 grade level range of 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. 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.*

386 Seminar (2 s.h.)

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.

400 Senior Seminar and Project (3 s.h.) (M)

This course is the capstone course for the Liberal Arts and Educational Studies Major. In this course, students will demonstrate a clear understanding of the pedagogy and processes involved in teaching elementary school students. An action research project associated with student teaching or other elementary classroom experience will be required. College for Women and University College students are expected to take ED 400 while student teaching. MBU Online students may choose to take ED 400 the term immediately prior, during, or immediately following student teaching.

510/511/512/513/514 Practicum (.5 s.h.)

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.

525 Special Education Applied Practicum (3 s.h.)

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 the requirements for an additional special education endorsement. This is for students pursuing the MEd with a concentration in Special Education who do not want the additional endorsement of Special Education. This is not the

pathway for students on a provisional license.)

546 English Methods Lab: MS and Secondary (3 s.h.)

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.

547 Mathematics Methods Lab: MS and Secondary (3 s.h.)

The course reviews content through pedagogical practices for middle and high school topics such as Algebra, Geometry, and Probability/Statistics from a teacher and student perspective. Pre-service teachers will develop a deeper understanding of content, gain flexibility in solving problems, apply the NCTM Process Standards, and acknowledge the effective practices (NCTM, 2014) for facilitating mathematical instruction through a focus on rich inquiry-based tasks. As a pre-service teacher, you will be introduced to vertical and horizontal progression of the standards for student learning as well as nontraditional algorithms, manipulatives, and technology that are appropriate for this grade span. Differentiation strategies will be shared and applied in classroom instruction and assignments in order to meet all student needs in a general education classroom that might also include students with disabilities. The assignments and classroom activities will enable the pre-service teacher an opportunity to experience teaching and learning through the lens of a teacher and a student.

548 Social Studies Methods Lab: MS and Secondary (3 s.h.)

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.

549 Science Methods Lab: MS and Secondary (3 s.h.)

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.

577 Special Topics in Graduate Study (credit varies)

On an occasional basis, this course is offered to a student(s) to explore topics related to graduate education.

601 Lifespan Human Development (3 s.h.)

(Formerly: Inquiry into Human Growth, Development and Diversity)

Lifespan Human Development is required as prerequisite for admission to MDCHS and also meets the VA DOE licensure requirement for 3 hours of human growth and development coursework. This course will focus on theory, philosophy, and research on learning and human development from birth through late adulthood, as well as real-life applications in these areas through experiential projects and related assignments. Topics include physical, psychosocial, emotional, cognitive, language, and gender development in family, school, peer, and work contexts.

602 Foundations of Education (3 s.h.)

(Formerly: Meaning and Purpose: The 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.

603 Assessment of and For Learning (3 s.h.)

(Formerly: Thoughtful Assessment and Technology Integration)

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.

605 An Integrated Approach to Language Arts (3 s.h.)

(This course will be phased out at the end of the 20-21 academic year.)

Prepares pre-service teachers to teach reading and writing in elementary and middle school. Content delivered in this course is intended to help future educators improve literacy outcomes for all students, including those with varying abilities, linguistic and cultural challenges, and reading-related disabilities. Students enrolled in this course explore research-supported literacy practices and consider ways to differentiate instruction, such as selecting appropriately leveled text and providing spelling activities at students' developmental spelling stages. The course emphasizes assessment and instruction of the five components of effective reading instruction as identified by the National Reading Panel including (a) phonemic awareness, (b) phonics, (c) fluency, (d) vocabulary, and © comprehension. Best practices of technology, as well as opportunities to explore and gain familiarity with their use, are integrated into the curriculum.

606 Integrating Literacy to Improve Content Area Learning (3 s.h.)

This course explores how teachers can assist middle and secondary students with and without disabilities in the process of reading to learn. Students will learn how to increase content learning through reading and writing activities. The course encourages students to apply their understanding of how basic reading skills influence middle and high school students' ability to comprehend content area curriculum. Students will explore ways to assess, as well as build vocabulary and comprehension of content areas with a variety of texts including fiction and nonfiction. This class emphasizes how teachers can use engaging, student-driven strategies in practical ways to facilitate learning and ultimately foster independent readers/learners. Additionally, students will explore, try, and consider ways to integrate technology to enhance content learning.

607 Instructional Strategies: Elementary and Instructional Strategies: Middle and Secondary Ed [subject] (3 s.h.) (Formerly: Instructional Strategies for Inquiry-Based Classrooms)

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: Students must meet Candidate requirements in the Teacher Education Program in order to register for this course. Other students must obtain COE permission. Course title will be adjusted for endorsement area after enrollment. *Prerequisite for student teaching.*

608 Field Experience (3 s.h.)

This course serves as the 12-week field experience (including at least 150 direct instructional hours) for individuals adding ESL to an existing license or pursuing an ESL endorsement concurrently with another endorsement. **Students enrolling in ED 608 seeking an additional endorsement must have completed or be concurrently enrolled in all required endorsement area courses.*

609 Student Teaching: Elementary (6 s.h.)

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 this Academic Catalog.*

610 Student Teaching: Middle and Secondary Grades (6 s.h.)

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 this Academic Catalog.*

611 Seminar (2 s.h.)

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. **ED 611 is to be taken concurrently with ED 609/610/614 or ED612.*

612 Professional Development Project (3 s.h.)

In lieu of student teaching (for teachers who hold a collegiate professional license), students choose among options for their professional development: a classroom research project, a supervision project, or a self-designed project. The project is planned with the student's advisor and presented to a committee of three from the graduate faculty. **Prerequisite: IN 630.*

613 Reflective Synthesis Project (1 s.h.)

In a final paper graduating students reflect on and analyze their entire MAT experience, including coursework, 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.*

614 Student Teaching: Special Education (6 s.h.)

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 this Academic Catalog.

615 Gifted Education Field Experience (1 s.h.)

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.

616 Nature Journaling across the Curriculum (3 s.h.)

Educators study a variety of journaling techniques and artistic medium for observing and documenting the natural world, including the use of field sketching, map making, daily logs, data collection, observational notes, and writing for reflection. The course is designed to 1) introduce educators to strategies for improving the artistic, written and reflective abilities of K–12 students using nature experiences; 2) encourage educators to use the outdoors around the school and community as sites for nature-related observation, documentation, and artistic/written expression; and 3) help educators develop school-based curriculum strategies for integrating art with science and writing through nature journaling.

617 Math in the Garden (3 s.h.)

Educators learn how to use the garden and local environment to teach standards-based math skills to students in grades K-8. Using outdoor connections, the course will address the concepts, practice, and applications of math, from basic operations to geometry and data analysis. Educators will learn ways to make math more meaningful for students, through problem-solving and task-oriented strategies that help answer the question, “Why do we have to learn this?” The course will include field trips to gardens, an historic cemetery, and natural areas for implementation practice.

618 Natural Research: Plant and Animal Studies in the Outdoors (3 s.h.)

The goal of this course is to help educators get their students “wild about science.” Using wildlife and habitat studies as the focus, the course provides elementary, middle and high school educators the skills needed to work with students as they design and perform their own field-based investigations related to the local environment. Educators will participate in plant and animal studies, ask questions and develop plans for finding answers, observe and collect data in natural settings, and present results and conclusions. Participants will plan curriculum for effective “environment-based learning” instruction by implementing strategies and techniques presented in class. The course will address learning standards for all grade levels.

619 Trout in the Classroom (3 s.h.)

Educators learn to implement the science-based curriculum, Trout in the Classroom (TIC) developed through the conservation organization, Trout Unlimited. In TIC programs, students in grades K–12 raise trout from eggs, monitor tank water quality, engage in stream habitat

study, and release their trout in a local state-approved stream. The course focuses on integrating TIC across the curriculum, finding resource support and funding, and tank set-up and maintenance. Field experiences include stream/watershed studies, data collection and field technology practice, and fisheries biology.

620 Creating Authentic Learning Environments: Inside and Out (3 s.h.)

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.

621 Storytelling: A Pathway to Curriculum Integration (3 s.h.)

The oral tradition of storytelling provides a window into the context of culture and environment; the process addresses content standards in language arts, science, and social studies. Educators come to understand how to use this timeless tradition as a tool for motivating student learning while enhancing the oral and writing abilities of K–12 students. Students learn to observe, reflect upon and document their own sense of place in time.

622 Characteristics of Exceptionality (3 s.h.) (Formerly: An Integrated Approach to 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.

623 Advanced Studies of Gifted Learners (3 s.h.)

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.

624 IEP Development and Implementation (3 s.h.)

(Formerly: An Inquiry Approach to Differentiated Curriculum and Instruction)

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: Students must meet Candidate requirements in the Teacher Education Program in order to register for this course. Other students must obtain COE permission. *Prerequisite for student teaching.*

625 Classroom and Behavioral Management: Theory and Practice (3 s.h.)

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 affect learning.

626 Chesapeake Classrooms (3 s.h.)

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 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.

627 Collaboration and Transitions for Exceptional Students (3 s.h.)

(This course will be phased out at the end of the 20-21 academic year.)

Understanding the educational process of transitions from childhood to adulthood for exceptional students, including developing secondary transition. Strategies to develop and foster family and professional partnerships honoring diversity and culture, while emphasizing the role of collaborative planning in the preparation and delivery of developmentally appropriate services for exceptional learners is explored through collaboration with all stakeholders — students, families, teachers, related service providers, paraprofessionals, and other school staff— to develop communication and leadership skills conducive to implementing quality student programs.

628 Reading for Real (3 s.h.)

In this course, educators learn to build upon students' natural curiosities to develop an environment-based literacy program for students in grades K–12. By connecting research-

supported literacy instruction to experiences in the outdoors, educators can create reading and writing activities that are relevant and motivational for students. In the course, educators study pedagogical skills and strategies that align instruction to local and state literacy standards. Methods, resources, and technology for teaching foundational reading skills and for using informational text, literature, writing, and assessments are explored.

629 The Trail to Every Classroom (3 s.h.)

This course is offered in partnership with the Appalachian Trail Conservancy and the National Park Service to provide graduate credit for the high-quality professional development program, The Trail to Every Classroom (TTEC). The TTEC course provides K–12 educators with the tools and training needed to implement a place-based curriculum and to conduct service-learning with students on the Appalachian Trail (A.T.). During the course, educators develop their own experiential learning curriculum based on state educational standards that integrate a hands-on study of the A.T. The TTEC program goals are to: engage youth in volunteer activities; encourage a love of learning; promote healthy lifestyles; create a conservation ethic; and to form a respect for the Appalachian Trail. *Note: MBU students must be accepted into the TTEC program before registering for this course.*

630 Teachers on the Estuary (3 s.h.)

MBU partners with the Chesapeake Bay Foundation (CBF), the Chesapeake Bay National Estuarine Research Reserve --Maryland (CBNERRMD), and National Oceanic and Atmospheric Administration (NOAA) to provide graduate credit for the TOTE program. This middle and high school level course is recommended for previous participants of CBF's Chesapeake Classrooms and teachers already familiar with the basics of estuarine ecology. Teachers on The Estuary (TOTE) is designed to support teacher's understanding of the environment using technology and scientific instrumentation to enhance local, participant-driven field experiences and authentic research. (3 credit hours).

Note: MBU students must be accepted into and participate in any of the 5-day summer TOTES Maryland residential programs before registering for this course

631 Technologies to Advance Learning (3 s.h.)

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.

632 Inquiry Research Project (3–9 s.h.)

Students work with their assigned project chair to identify a research question and develop a project for investigation. The student will conduct a comprehensive scholarly study, write a paper as part of their project, and present, to their committee, conclusions that offer innovation or resolution to their research question. *Must be completed at MBU. *Prerequisite: IN 630.*

Special note about ED 632: Students not completing ED 632 within the semester will be

required to maintain ongoing enrollment in the extension course series, ED 732, 733, 734, the 2 semester hour continuance/extension of the course. Students will be billed per semester that the student continues work on the project. Students may choose to not enroll during summer months, provided that the student does not plan to use college resources (including faculty support) on the project and provided that the student does not plan to defend in the summer. If the student plans to work with their project chair or defend the project during the summer, the student must first check with the project chair to make sure that they are available to do so. The student must be enrolled during all fall and spring semesters until completing and defending the project. The student must be enrolled in ED 632 or ED 732, 733, or 734 during the semester that the project is defended. If a semester of enrollment is skipped (other than summer) prior to completing the project, a grade of F will be entered for ED 632 (NC for thesis extension courses, 732, 733, 734, if applicable) and the student will be withdrawn from the program. If the student reapplies and is readmitted to the program, ED 632 must be retaken at the full 3 semester hour tuition rate. The previous F will remain on the record though removed from GPA calculation once repeated with a successful grade.

633 Independent Experiential Course (3 s.h.)

This is a twelve-week placement where students participate in an internship that supports their individual research project or interests. The internship can be arranged for the summer, fall or spring semester, based on student and faculty supervisor schedules. The internship is an in-depth practical experience of a more professional nature. It can be a valuable practical experience or provide a testing ground for future career opportunities. It requires keeping a log/journal and writing a final paper based upon the experience. This internship should be related to the student's area of study or research. This course provides the student with the opportunity to observe and participate with professionals performing education-related jobs in a variety of employment fields. Students must apply for an internship with a faculty member in the COE graduate program who will serve as their supervisor. The student and the faculty member will negotiate the terms of the internship with the on-site supervisor. Credit is offered at 3 graduate credits per 120 hours of observation/participation. The student must complete an internship proposal in writing (after discussions with faculty supervisor) and submit the final papers and time sheet to their faculty supervisor.

635 Language Acquisition and Literacy Development I (3 s.h.)

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.

636 Language Acquisition and Literacy Development II (3 s.h.)

This course 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.

637 Transitioning for Exceptional Learners (3 s.h.)

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.

638 Collaboration to Support Exceptional Learners (3 s.h.)

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.

639 Assessment and Evaluation for Exceptional Students (3 s.h.)

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.

644 Gifted Learners: Social/Emotional Development (3 s.h.)

Development of a deeper understanding of, and appreciation for, the unique and highly complex cognitive, social, and emotional characteristics of gifted learners, and the special populations therein, is the aim of this course. Several facets of contemporary research issues regarding giftedness and gifted education are addressed, including: identity development, underachievement, multiple exceptionalities, culturally and linguistically diverse giftedness, student advocacy skills, holistic assessment, delivery of appropriate services, and use of alternative programs. Practical application of differentiated curricula and instructional models,

methodologies, and strategies to meet the wide variety of needs of gifted students are also explored. Performance based pedagogy, especially through proficiency in written expression, will be incorporated as both instructional and assessment tools.

645 Language and Linguistics for Educators (3 s.h.)

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 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. This course meets requirements for Middle School Language Arts.

646 Culturally Responsive Teaching and Communication (3 s.h.)

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.

647 ESL Assessment and Curriculum Design (3 s.h.)

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 U.S.

648 Literacy Instruction for ELLs (3 s.h.)

This course provides an overview of second language (L2) methods and materials, focusing specifically on the teaching and learning of L2 literacy skills: reading and writing. Additional attention will be given to vocabulary and grammar. Class sessions will focus on theory and practice related to these four important components of language learning. In addition, students will critique popular L2 textbooks currently in use around the world, evaluate already developed lesson plans, develop lesson plans of their own, engage in short demonstration lessons that showcase state-of-the-art teaching techniques, and complete a literature review on a topic of personal interest.

649 Methods of ESL Instruction with Practicum (4 s.h.)

This course examines classroom assessment and instructional best practices useful in order to meet 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/practicum.

650 Student Teaching – ESL (6 s.h.)

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.

669 The Mindful, Bias-Aware and Reflective Teacher (3 s.h.)

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.

670 Instructional Coaching and Mentoring (3 s.h.)

This course provides an introduction to instructional coaching, a form of job-embedded professional development focused on improving teaching practice in order to improve student learning. The course will provide an overview of tools used in instructional coaching. Educators at all levels and in all roles — current and aspiring instructional coaches, educators who would like to collaborate with a colleague in peer coaching structures, K-12 principals and teacher leaders who want to understand the power of instructional coaching — will benefit from this course.

671 Literacy Diagnosis and Remediation I with Practicum (4 s.h.)

This course is designed to prepare students to teach reading and language arts in PreK-2 nd grade. Content delivered in this course is intended to improve learning of all students, including those at risk for or with learning disabilities, as well as students with cultural or linguistic diversity. Attendees will consider ways to differentiate instruction to meet diverse learner needs. The course emphasizes assessment and instruction of the five components of effective reading instruction as identified by the National Reading Panel (including (a) phonological awareness, (b) early phonics, (c) fluency, (d) vocabulary (e.g., specific word instruction), and (e) comprehension of literary text, as well as (f) elements of writing. Additional topics include oral language development, guided reading, and remediation for students with dyslexia or related reading difficulties. Practicum required.

672 Literacy Diagnosis and Remediation II with Practicum (4 s.h.)

This course is designed to prepare students to teach reading and language arts in upper elementary grades (3rd -8 th grade). With higher grades being a focus in this class, you will focus on helping kids “read to learn” as opposed to “learning to read”. Like ED6X1, the emphasis is on differentiating instruction to meet varying and diverse student needs. The course emphasizes assessment and instruction of the following topics: (a) advanced phonics,

(b) fluency, (c) vocabulary (e.g., word learning strategies), (d) comprehension of literary and informational text, (e) writing, and (f) new literacies of the Internet. Students will administer and analyze the Qualitative Reading Inventory (QRI). Practicum required. *Prerequisites: ED 671*

673 Child and Adolescent Literature (3 s.h.)

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.

674 Word Knowledge: Phonics, Spelling, and Vocabulary (3 s.h.)

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.

675 Literacy Leadership and Practicum (4 s.h.) 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. *Prerequisites: ED671 and ED672*

691 Special Education K-6 Add-On Practicum (1 s.h.)

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.

692 Special Education 6-8 Add-On Practicum (1 s.h.)

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 6th -8 th 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.

693 Special Education 6-12 Add-On Practicum (1 s.h.)

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.

732 Inquiry Research Project Extension 1 (2 s.h.)

Students who did not complete ED 632 must register for ED 732, the first in the extension course series (ED 732, 733, 734), during all fall and spring semesters following the semester in which ED 632 was taken until they have completed and defended their project. If students plan to work with their project chair or defend their project during the summer, they must also register for one session during summer, after confirming the availability of their project chair. ED 732, 733, 734 will appear on the transcript as Pass/No Credit. The ED 732, 733, 734 series may be taken once each for a maximum of three semesters. If the student has not defended his or her thesis upon the conclusion of ED 734, the student receives a grade of F for ED 632 and NC for ED 734, and is withdrawn from the program. If a semester of enrollment is skipped (other than summer) prior to completing the project, a grade of F will be entered for ED 632, NC for the thesis extension course, and the student will be withdrawn from the program. If the student reapplies and is readmitted to the program, ED 632 must be retaken at the full 3 semester hour tuition rate. The student must include a proposal outlining the timeline for completing the project. The previous F will remain on the record though removed from GPA calculation once repeated with a successful grade. Offered every term. Fee: per semester hour.

733 Inquiry Research Project Extension 2 (2 s.h.)

This is the second extension in the three course extension series attempting to complete ED 632. Students who still need to complete ED 632, after ED 732, must register for ED 733, during all fall and spring semesters following the semester in which ED 732 was taken until they have completed and defended their project. If students plan to work with their project chair or defend their project during the summer, they must also register for one session during summer, after confirming the availability of their project chair. ED 732, 733, 734 will appear on the transcript as Pass/No Credit. The ED 732, 733, 734 series may be taken once each for a maximum of three semesters. If the student has not defended his or her thesis upon the conclusion of ED 734, the student receives a grade of F for ED 632 and NC for ED 734, and is

withdrawn from the program. If a semester of enrollment is skipped (other than summer) prior to completing the project, a grade of F will be entered for ED 632, NC for the thesis extension course, and the student will be withdrawn from the program. If the student reapplies and is readmitted to the program, ED 632 must be retaken at the full 3 semester hour tuition rate. The student must include a proposal outlining the timeline for completing the project. The previous F will remain on the record though removed from GPA calculation once repeated with a successful grade. The student may apply for readmission, but must include a proposal outlining the timeline for completing the project.

If the student is readmitted, he or she must begin again by taking ED 632. Offered every term. Fee: per semester hour.

734 Inquiry Research Project Extension 3 (2 s.h.)

This is the final extension in the three course extension series attempting to complete ED 632. Students who still need to complete ED 632, after ED 733, must register for ED 734, during all fall and spring semesters following the semester in which ED 733 was taken until they have completed and defended their project. If students plan to work with their project chair or defend their project during the summer, they must also register for one session during summer, after confirming the availability of their project chair. ED 732, 733, 734 will appear on the transcript as Pass/No Credit. The ED 732, 733, 734 series may be taken once each for a maximum of three semesters. If the student has not defended his or her thesis upon the conclusion of ED 734, the student receives a grade of F for ED 632 and NC for ED 734, and is withdrawn from the program. If a semester of enrollment is skipped (other than summer) prior to completing the project, a grade of F will be entered for ED 632, NC for the thesis extension course, and the student will be withdrawn from the program. If the student reapplies and is readmitted to the program, ED 632 must be retaken at the full 3 semester hour tuition rate. The student must include a proposal outlining the timeline for completing the project. The previous F will remain on the record though removed from GPA calculation once repeated with a successful grade. Offered every term. Fee: per semester hour.

Higher Education (HIED) Course Descriptions

630 Methods of Professional Inquiry (4 s.h.)

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. All students must receive a grade of B- or better to move forward with enrollment in HIED 632/633. Must be completed at MBU.

632 Inquiry Research Project I (1.5 s.h.)

The Inquiry Research Project is the culminating experience of the MSHE 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 eight-week sessions (HIED 632 and HIED 633) are 1.5 credit hours – totaling 3 credit hours. *Must be completed at MBU. *Prerequisite: IN 630 with a grade of B- or better.*

633 Inquiry Research Project II (1.5 s.h.)

The Inquiry Research Project is the culminating experience of the MSHE 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 eight-week sessions (HIED 632 and HIED 633) are 1.5 credit hours – totaling 3 credit hours. *Must be completed at MBU. *Prerequisite: IN 630 with a grade of B- or better.*

Special note about HIED 632/633: Students not completing HIED 632/633 within two consecutive 8-week sessions will be required to maintain ongoing enrollment in the extension course series, HIED 732, 733, 734, the 2 semester hour continuance/extension of the course (these will be offered in 8-week sessions). Students will be billed per semester that the student continues work on the project. Students may choose to not enroll during summer months, provided that the student does not plan to complete during the summer. If the student plans to work with their project chair or complete the project during the summer, the student must first check with the project chair to make sure that they are available to do so. The student must be enrolled during all fall and spring term sessions until completing the project. The student must be enrolled in HIED 632 or HIED 732, 733, or 734 during the semester that the project is completed. If a semester of enrollment is skipped (other than summer) prior to completing the project, a grade of F will be entered for HIED 632/633 (NC for thesis extension courses, 732, 733, 734, if applicable) and the student will be withdrawn from the program. If the student reapplies and is readmitted to the program, HIED 632/633 must be retaken at the full 3 semester hour tuition rate. The previous F will remain on the record though removed from GPA calculation once repeated with a successful grade.

654 Internship in Adult and/or Higher Education (1.5 s.h.)

The purpose of this course is for students to experience workplace environments in adult and/or higher education. Students will complete a minimum of 120 hours working in such a setting (at least 20 of which need to be in a second setting or second type of experience). Students who currently are employed in adult and higher education will need to complete a minimum of 20 of these hours in another office or capacity to broaden their experience. Students will be given assignments to demonstrate their reflection and analysis of how these experiences relate to philosophical, cultural and political aspects of the field of Adult and Higher Education. Each of the two eight-week sessions (HIED 654 and HIED 655) are 1.5 credit hours – totaling 3 credit

hours. A minimum of three credit hours are required in the MSHE program.

655 Internship in Adult and/or Higher Education (1.5 s.h.)

The purpose of this course is for students to experience workplace environments in adult and or/higher education. Students will complete a minimum of 120 hours working in such a setting (at least 20 of which need to be in a second setting or second type of experience). Students who currently are employed in adult and higher education will need to complete a minimum of 20 of these hours in another office or capacity to broaden their experience. Students will be given assignments to demonstrate their reflection and analysis of how these experiences relate to philosophical, cultural and political aspects of the field of Adult and Higher Education. Each of the two eight-week sessions (HIED 654 and HIED 655) are 1.5 credit hours – totaling 3 credit hours. A minimum of three credit hours are required in the MSHE program.

656 Introduction to Higher Education Professions Inventory/Institute (1 s.h.)

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.

657 Design, Assessment, and Response to Social Media and eLearning Structures (3 s.h.)

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.

658 Strategic Planning, Program Evaluation, and Institutional Research (3 s.h.)

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.

659 Legal and Political Considerations of Institutions of Higher Education (3 s.h.)

Legal and Political Considerations in colleges and universities has become more complex and

no longer can be managed by an in-house legal team. The purpose of this course will be to introduce to learners the most pressing legal issues that present challenges for institutions of higher education and examine how these issues have been managed. Key issues to be addressed include such topics as academic freedom and tenure; student conduct both in and outside of the classroom; student privacy and well-being, affirmative action; sexual harassment; sponsored research and intellectual property. Legislation to be examined, as it pertains to all institution constituents, include: Title VI, Title IX, FERPA, HIPPA, Title VII, Equal Pay Act, ADA Compliance and Sexual Orientation and Gender Identity discrimination policies. Students will engage in policy considerations through case study and legal case review.

660 Diversity, Inclusivity, and Social Justice in Higher Education (3 s.h.)

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 policy making 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.

661 Resource Management and the Economics of Higher Education (3 s.h.)

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.

662 Theory and Practice of Student Learning and Engagement (3 s.h.)

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.

663 Innovation and Change in Higher Education Leadership (3 s.h.)

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.

664 Adult Learners in the 21st Century (3 s.h.)

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.

665 Quantitative Reasoning (3 s.h.)

The need for Quantitative Reasoning has become imperative in higher education with the emergence of evidence-based practices and evaluation of educational research reaching a new level of importance in leadership and management, quantitative reasoning and analysis skills will be crucial for leaders as they make decisions for their institutions. This 3-semester hour course will develop students’ quantitative reasoning and analysis skills with a focus on the following: understanding descriptive statistics, including mean, median, mode, standard deviation; reporting quantitative measures; inferential statistics, including group differences, the use of covariates, and linear modeling. The application of quantitative reasoning skills for executing and reviewing quantitative research designs.

732 Inquiry Research Project Extension 1 (2 s.h.)

Students who did not complete HIED 632/633 must register for HIED 732, the first in the extension course series (ED 732, 733, 734), in the first available term during all fall and spring semesters following the semester in which HIED 632/633 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 session 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 once each for a maximum of three terms. If the student has not defended his or her thesis upon the conclusion of HIED 734, the student receives a grade of F for HIED 632/633 and NC for HIED 734 and is withdrawn from the program. If a term of enrollment is skipped (other than summer) prior to completing the project, a grade of F will be entered for HIED 632,633 NC for the thesis extension course, and the student will be withdrawn from the program. If the student reapplies and is readmitted to the program, HIED 632/633 must be retaken at the full 3 semester hour tuition rate. The student must include a proposal outlining the timeline for completing the project. The previous F will remain on the record though removed from GPA calculation once repeated with a successful grade. Offered every term. Fee: per semester hour.

733 Inquiry Research Project Extension 2 (2 s.h.)

This is the second extension in the three course extension series attempting to complete HIED 632/633. Students who still need to complete HIED 632/633, after HIED 732, must register for HIED 733, in the first available term during all fall and spring semesters 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 session 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 once each for a maximum of three terms. If the student has not defended his or her thesis upon the conclusion of HIED 734, the student receives a grade of F for HIED 632/633 and NC for HIED 734 and is withdrawn from the program. If a term of enrollment is skipped (other than summer) prior to completing the project, a grade of F will be entered for HIED 632/633, NC for the thesis extension course, and the student will be withdrawn from the program. If the student reapplies and is readmitted to the program, HIED 632/633 must be retaken at the full 3 semester hour tuition rate. The student must include a proposal outlining the timeline for completing the project. The previous F will remain on the record though removed from GPA calculation once repeated with a successful grade. Offered every term. Fee: per semester hour.

734 Inquiry Research Project Extension 3 (2 s.h.)

This is the final extension in the three course extension series attempting to complete HIED 632/633. Students who still need to complete HIED 632/633, after HIED 733, must register for HIED 734, in the first available term during all fall and spring semesters 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 session 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 once each for a maximum of three terms. If the student has not defended his or her thesis upon the conclusion of HIED 734, the student receives a grade of F for HIED

632/633 and NC for HIED 734 and is withdrawn from the program. If a term of enrollment is skipped (other than summer) prior to completing the project, a grade of F will be entered for HIED 632/633, NC for the thesis extension course, and the student will be withdrawn from the program. If the student reapplies and is readmitted to the program, HIED 632/633 must be retaken at the full 3 semester hour tuition rate. The student must include a proposal outlining the timeline for completing the project. The previous F will remain on the record though removed from GPA calculation once repeated with a successful grade. Offered every term. Fee: per semester hour.

Inquiry (IN) Course Descriptions

577 Special Topics in Graduate Study (Credit varies)

On an occasional basis, this course is offered to a student(s) to explore topics related to graduate education.

601 Mathematics Methods for Elementary Education Teachers (3 s.h.) (Formerly: Inquiry in Mathematics)

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. Preservice teachers will develop a deeper understanding of content, gain flexibility in solving problems, apply the NCTM Process Standards, and acknowledge the effective practices (NCTM, 2014) for facilitating mathematical instruction through a focus on rich inquiry-based tasks. As a pre-service teacher, you will be introduced to vertical and horizontal progression of the standards for student learning as well as nontraditional algorithms, manipulatives, and technology that are appropriate for this grade span. Differentiation strategies will be shared and applied in classroom instruction and assignments in order to meet all student needs in a general education classroom that might also include students with disabilities. The assignments and classroom activities will enable the preservice teacher an opportunity to experience teaching and learning through the lens of a teacher and a student. *Prerequisite: College Algebra.

602 Mathematics Methods for Special Education Teachers (3 s.h.)

The course addresses the interactions and support of special education teachers with general education teachers in order to meet all the needs of students with disabilities. Instructional methods will be investigated that will not only address academic needs but also the social, emotional, and behavioral needs. Mathematical content in the K-12 topics will be investigated to determine how to meet the Virginia Standards of Learning, NCTM Process Standards, and IEP criteria. The usage of technology will be investigated as to how its usage will support students with disabilities. Through an online course delivery approach, discussions will need to simulate face to face discourse of the classroom through postings and responses to the postings of your peers. Researching topics on the internet will be necessary in addition to textbook readings.

603 Inquiry in Social Science (3 s.h.)

(This course will be phased out at the end of the 20-21 academic year.)

Questions social scientists ask about the human experience, institutions and interactions, and the methods of inquiry used to investigate those questions are studied. Conceptual themes include economic development and geography, (including political systems, cultural themes, and physical characteristics both nationally and globally). The range of understandings and skills K–12 students should develop when participating in these investigations are explored. The course cultivates a conceptual framework for graduate students to plan and teach geography and economics.

604 Methods of Teaching Social Studies (3 s.h.)

This course will equip elementary preservice teachers with the knowledge, skills and processes of teaching history and social sciences necessary to plan thorough, effective lessons using a variety of instructional strategies that are deemed effective in social studies classrooms. Students will plan, develop and evaluate social studies lessons and instructional units that are age appropriate. Teaching through inquiry will be an instructional focus in which students will learn how to develop the curiosity of learners as they provide authentic learning experiences. The focus of the course will be on pedagogy with the required social studies content being covered in content courses in United States history, state and local Virginia government, geography and/or economics.

605 Methods of Teaching Science (3 s.h.) (Formerly: Inquiry in Natural 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 their 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.

608 Inquiry in the Arts and Humanities (3 s.h.)

(This course will be phased out at the end of the 20-21 academic year.)

Students investigate various cultural legacies of creative endeavor utilizing materials from artistic practice, philosophy, literature, cultural criticism, and educational theory. Students will use methods of formal and contextual analysis to assist with understanding and interpretation artistic expression styles and the appreciation of art (1) as formal constructions in which meaning resides in selection and arrangement of materials, and (2) as the expressions of cultures, eras, and makers with distinctive qualities of mind and spirit, and distinctive interpretations of natural and human experiences. Instructional strategies for integrating arts and humanities across the curriculum are emphasized, as well as exploring the nature of creativity and various goals of an arts integrated curriculum generally. Writing and communication skills regarding the practice of personal intellectual inquiry, discussion controversial topics, and communications of complex ideas are strengthened.

620 Foundations and Legal Issues of Special Education (3 s.h.)

(Formerly: Inquiry into the Legal and Political Processes of Exceptionality)

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.

626 Authentic Learning: Theory and Research (3 s.h.)

The real world provides numerous opportunities for connections to K-12 standards in all content areas and for addressing big idea, 21st century concepts via inquiry-based, project-based, place-based, problem-based, and other authentic types of learning. In this course, educators will learn about the history, philosophy, and theory of using authentic learning experiences in K-12 educational programs. Educators will explore a variety of proven effective programs from around the world and examine various methodologies for implementing authentic learning in their own educational settings.

627 Contemporary Learning Theory for Diverse Learners (3 s.h.)

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.

628 Public Policy and Community Relations in Education (3 s.h.)

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.

629 Leadership in Education (3 s.h.)

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.

630 Methods of Professional Inquiry (3 s.h.)

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. *Must be completed at MBU.*

631 Curriculum Development and Design (3 s.h.)

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.

632 Education Law (3 s.h.)

A study of the relevant legal principles that affect the operation, organization, and administration of schools in Virginia and the United States, students examine how judicial interpretation of common, statutory, and constitutional law influences educational policy making. This course assists teachers and others in related professions to gain knowledge about legal issues to help them effectively perform professional duties.

633 Assessment and Planning for Instructional Improvement (3 s.h.)

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.

634 Place-Based Learning: Connecting Curriculum to the Real World (3 s.h.)

In this course, we will explore Authentic Learning (AL) curriculum development, design, and implementation as it relates to place. Students will learn to integrate concepts and topics of their local communities and natural surroundings into the curriculum, with a focus on the integrated relationships of people and cultures to their environments. Explorations will include history, geography, literature, ecological principles, and cultural connections aligned with strategies for implementing place-based projects with K-12 students.

COLLEGE OF BUSINESS AND PROFESSIONAL STUDIES

MASTER OF BUSINESS ADMINISTRATION

Joe Sprangel, dean of the College of Business and Professional Studies
Joanne Tritsch, MBA Program Director
Sungil Chung, Jinyoung Kang, Jan Triplett, Morgan Veyna

The Master of Business Administration (MBA) at Mary Baldwin University is part of the Dr. Susan Nolan Palmer Graduate Programs in Business, funded by a generous gift from alumna Dr. Susan Nolan Palmer.

OVERVIEW

Graduate Offerings

- Business Core Graduate Certificate
 - Healthcare Administration Graduate Certificate
 - Nonprofit Management Graduate Certificate
 - Strategic Management Graduate Certificate
 - Sustainable Enterprise Graduate Certificate
 - Master of Business Administration (MBA)
 - Master of Healthcare Administration/Master of Business Administration (MHA/MBA dual degree)*
 - Master of Nursing/Master of Business Administration (MSN/MBA dual degree)*
- Note:** Please see the Murphy Deming College of Health Sciences section of this catalog for information.

ADMISSION

General Requirements for Admission

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

- GPA: Minimum standard of 3.0 in a business related undergraduate or graduate program; consideration given for work experience and/or other degree work.
- Bachelor's degree: If the degree is not in business, accounting, or an approved business-related field, the applicant may be required to take an exam to evaluate his or her level of business knowledge. Based on exam results, applicants may be required to take a pre-MBA module course.
- Work experience: Preferred, but not required. Prospective students should submit a resume to have work experience considered as part of an overall application.
- Essay: A short written essay is required by marginally qualified applicants to evaluate their level of interest in the program and writing capability.
- Interview: The review committee may request individual interviews.

Prerequisite Courses

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

Conditional Acceptance

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

Conditional Early Admission Program

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

Admission Decision

The MBA Admissions Committee makes admission decisions after completion of applications, the interviews have been given (if necessary), and the committee has reviewed all submitted materials in the context of the applicant pool. Upon completion, applicants receive their admission status. Applicants learn at the time of their admission notice any additional pre-MBA course requirements that must be fulfilled as conditions of enrollment.

FINANCIAL INFORMATION

Tuition and Fees 2020-21

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

Financial Assistance

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

Aid for Which Graduate Students May Qualify

(Subject to approval and funding by federal and state agencies)

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

ACADEMIC POLICIES

Graduate Policies

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

Honor System

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

Copyright Policy

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

Advising

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

Academic Progress for Graduate Programs

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

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

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

Grades

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

A	Excellent
A-, B+	Very good

B	Good
B-	Competent
C	Less than competent
D, F	Failing

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

Grade point equivalents are:

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

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

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

Transfer Credit

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

Incompletes

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

Incomplete work must be completed no later than the end of the next calendar term: that is, by the end of Term 3 for fall semester courses, and by the end of Term 1 for spring semester courses or at the time set by the instructor and shown on the Incomplete Form. In unusual circumstances, such as prolonged illness, with the approval of the instructor and the MBA Program Director, time may be extended.

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

Academic Grade Appeal

A student with questions about a grade should first contact the course instructor to determine

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

Moral and Ethical Responsibility

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

Requirement for Continuous Enrollment, Leave of Absence

Students are expected to remain enrolled continuously from the date of their initial registration for courses until completion of the degree. However, because of family emergencies or unusual situations, students may need to stop registering for new course work for a semester or two. The decision to do so should be made by the student in consultation with the program advisor. Students who do not enroll in graduate business courses for three consecutive sessions (or one calendar year) are considered "inactive" and no longer receive mailings from the College of Business and Professional Studies. Inactive students who wish to re-enter the program must reapply and must pay a re-enrollment fee of \$50 if accepted. Records of inactive students who want to re-enter the program are reviewed for reactivation. Certain conditions may be set for re-entry into the program: e.g., if program requirements have changed during the time students were on inactive status, they may have to meet the new requirements.

CURRICULUM

Program Sequence

The MBA is built on a Business Core that includes courses in (3 credits each):

- BUAD 501 - Marketing Management
- BUAD 502 - Managing & Leading Others
- BUAD 503 - Business Communication
- BUAD 504 - Managerial Accounting
- BUAD 505 - Financial Management
- BUAD 600 – Strategic Planning & Process Improvement

The MBA Business Core provides students with foundational knowledge for leading and managing in a wide variety of organizations, with a focus on efficient and effective business practices and the skills and abilities most desired by employers. This blend of theory, practice,

and application, with a keen eye on stakeholder benefit, is embedded throughout the Business Core and the concentrations.

Students then choose one of four strategic MBA concentrations aligned with job growth and marketability:

- Healthcare Administration – Delivering knowledge on efficient and effective management for the delivery of healthcare and medical services
- Nonprofit Management – Focusing on developing a strategic plan for the organization to build productive revenue streams, fundraising, marketing, and community outreach
- Strategic Management – Providing internal strategic management or external consulting on ways to improve operations through systems or organizational change
- Sustainable Enterprise – Targeting business planning to launch a new social or environmentally-focused business

All students finish their degree with the Apex Project: the comprehensive application of the MBA curriculum in a strategic context. The Apex Project course is a platform for demonstrating the students detailed knowledge of their concentrations business systems and functions through the completion of a business planning or strategic planning project, simultaneously showcasing everything they have learned in the program and preparing them for their future.

Our MBA program features personalized advising and a low student to professor ratio in lively and vibrant classes.

Concentration Courses

Upon completion of the business core, MBA students will select to follow their choice of MBA concentration. The concentrations include 1) healthcare administration, 2) nonprofit management, 3) strategic management, and 4) sustainable enterprise.

Healthcare Administration - This concentration is targeted to those desiring to manage day-to-day administrative operations in a wide variety of healthcare settings. These professionals will plan and supervise all types of medical services. Duties include monitoring budgets, continuous improvement, change management, innovation, project management, developing teams, and strategic planning.

- BUAD 561 – Entrepreneurial Leadership & Strategies in Healthcare
- BUAD 562 – Medical Innovation & Project Management
- BUAD 563 – Marketing & Branding in Healthcare
- BUAD 564 – Human Capital Management in Healthcare
- BUAD 565 – Healthcare Information Management

Nonprofit Management - Those desiring a role in defining and fulfilling the organization's mission of a nonprofit will benefit from this area of study. The offering is focused on the merger of nonprofit missions with effective and efficient business operations. The successful executive director will require essential skills for running a nonprofit organization, including

resource and program development, board relations, and entrepreneurial sustainability.

- BUAD 620 - Resource Development and Grant Writing
- BUAD 621 - Program Development and Evaluation
- BUAD 622 – Community Transformation
- BUAD 623 – Impact Governance
- BUAD 624 – Maximizing Human Capital

Strategic Management - This area of study prepares graduates to provide strategic management consulting within or external to companies and businesses. The focus is on ways to improve operations, increase efficiency, reduce costs, and increase revenues. The work is accomplished by developing recommended systems for organizational change that leads to more sustainable operations, defined as both business longevity and through positive social and environmental impact.

- BUAD 630 - Assessing Organizations
- BUAD 631 – Building Effective Cultures
- BUAD 632 – Developing the Desired Future State
- BUAD 624 – Maximizing Human Capital
- BUAD 634 – Accelerating Transformational Change

Sustainable Enterprise - Where interest aligns with learning to be future business leaders to develop the skills needed to lead organizations that see the possibility of making a positive social and/or environmental impact while making a good living. Graduates of the concentration develop new ventures or transition existing business organizations to those that conduct themselves as community citizens that treat all stakeholders with respect and act in their mutual best interests.

- BUAD 622 – Community Transformation
- BUAD 641 – Sustainable Business Products & Services
- BUAD 642 – Responsible Business Environments
- BUAD 623 – Impact Governance
- BUAD 624 – Maximizing Human Capital

Apex Project Course (3 credits)

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.

- BUAD 701 - Apex Project

Students are allowed to substitute one course from another concentration in place of one in their chosen concentration.

MBA COURSE DESCRIPTIONS

Business Core Courses

BUAD 501 Marketing Management (3 credits)

The course introduces students to optimal methods of pricing, promoting, and distributing

business offerings is to identify, measure, and deliver the needs and wants of customers. They will further be introduced to defining target markets, to determine which targets the business can and should serve, and to decide on the appropriate offerings to serve these markets.

BUAD 502 Managing & Leading Others (3 credits)

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.

BUAD 503 Business Communication (3 credits)

The course introduces students to the process to organize and construct useful business messages. The application of best practices in business writing and speaking in a variety of mediums is integral to the student experience to clearly and concisely communicate with their future stakeholders.

BUAD 504 Managerial Accounting (3 credits)

The course introduces students to managerial skills in reading and interpretation of financial statements, product costing, budgeting, cost-volume-profit relationship, and planning and control. The application of this knowledge will include proper decision making and planning-control evaluation activities.

BUAD 505 Financial Management (3 credits)

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.

BUAD 560 Managerial Accounting & Finance

The course introduces the student to key concepts, issues, tools, and vocabulary used by hospital administrators. This includes understanding of key financial and managerial accounting tools and concepts to healthcare problems through development of healthcare financial statements, recording of transactions, financial statement analysis, full costing, differential costing, budgeting, and responsibility accounting (MHA/MBA & MSN/MBA students only).

BUAD 561 Entrepreneurial Leadership & Strategies in Healthcare (3 credits)

The course introduces using proactive entrepreneurial behavior through personal responsibility. Students learn to organize employees to achieve a common goal using innovative approaches. These allow them 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. The covered topics include an overview of supply chain

management, outsourcing, and insourcing, as well as mergers and acquisitions.

BUAD 562 Medical Innovation & Project Management (3 credits)

This course focuses on evaluating and crafting medical innovation through consumer-focused, technology-driven integrations that create 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 the development of management skills necessary to meet project goals on time and within budget while maintaining quality standards.

BUAD 563 Marketing & Branding in Healthcare (3 credits)

This course studies the processes for creating, communicating, and delivering value through the functional development of marketing links within an overall business system. The course content includes the development of marketing plans, where students gain an understanding of specific tools and techniques used by healthcare marketers. The course consists of methods used to develop a brand to draw in new patients and maintain existing ones through the development of trust and an identity that has traits and personality where people buy into the brand and the security that it offers.

BUAD 564 Human Capital Management in Healthcare (3 credits)

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. The focus includes the strategic workforce development that leads to the selection and management of highly talented healthcare professionals.

BUAD 565 Healthcare Information Management (3 credits)

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 for hospital administrators.

BUAD 600 Strategic Planning & Process Improvement (3 credits)

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.

BUAD 620 Resource Development and Grant Writing (3 credits)

This course focuses on resource development in the nonprofit sector. Attention will focus on developing relationships for successful development initiatives and volunteer management. Specifically, students will learn about developing fundraising plans and recruiting/retaining volunteers. The class will explore how to find and successfully apply for grants. Students will learn how to succinctly and effectively communicate needs and benefits to procure external

funding. Students will also learn the concept of strategic partnerships.

BUAD 621 Program Development and Evaluation (3 credits)

This course provides students with the tools to develop programs and organizations, as well as how to evaluate the effectiveness of their efforts. Students will be introduced to assessment and evaluation tools to measure the efficiency and effectiveness of the initiatives. This course will also allow students to investigate real-world examples of nonprofit's innovative practices and their role in diversifying revenue streams for program sustainability.

BUAD 622 Community Transformation (3 credits)

This course investigates the role of the organization in engaging with the community on a local, regional, and global scale. In doing this, we take a worldwide perspective and investigate the approaches taken by organizations to be a catalyst in developing thriving communities in the locals where they operate. Students will learn and apply how organizations can make positive social change by transforming how people think and behave in their social relationships, institutions, and social structures as individuals and as community stakeholders.

BUAD 623 Impact Governance (3 credits)

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.

BUAD 624 Maximizing Human Capital (3 credits)

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.

BUAD 630 Assessing Organizations (3 credits)

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.

BUAD 631 Building Effective Cultures (3 credits)

The course will introduce the students on 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.

BUAD 632 Developing the Desired Future State (3 credits)

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.

BUAD 634 Accelerating Transformational Change (3 credits)

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.

BUAD 641 Sustainable Business Products & Services (3 credits)

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.

BUAD 642 Responsible Business Environments (3 credits)

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.

BUAD 660 Strategic Planning & Process Improvement (3 credits)

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 (MHA/MBA & MSN/MHA students only).

BUAD 701 – Apex Project (3 credits)

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.

MURPHY DEMING COLLEGE OF HEALTH SCIENCES

Deborah Greubel, Vice President and Dean of Health Sciences

Susan Stevens, Associate Dean for Academic Affairs

Our Mission

The mission of the Murphy Deming College of Health Sciences (MDCHS) is to prepare compassionate and ethical health professionals that strive for excellence through interprofessional collaboration that is responsive to an ever-changing global environment. This mission will be accomplished by fostering a dynamic learning community dedicated to innovative teaching and learning, engaged scholarship, and service.

Programs

Health sciences graduate, RN-BSN, and Health Informatics and Information Management undergraduate programs are nonresidential and are offered through the MBU branch campus in Fishersville, VA, 7.6 miles from Staunton. Undergraduate programs in Exercise Science, Health Sciences, and Healthcare Administration are offered as residential programs on the MBU main campus in Staunton. Students enrolled in the Entry-Level Occupational Therapy (OT), Physical Therapy (PT) and Physician Assistant (PA) programs are admitted once a year; are full-time, year-round students; and must maintain continuous enrollment throughout the duration of the program. Students enrolled in the Health Informatics and Information Management (HIIM), RN-BSN (licensed, Registered Nurse to Bachelor of Science in Nursing), Master of Healthcare Administration (MHA), Master of Science in Nursing (MSN), and Post-Professional Occupational Therapy Doctoral (PPOTD) Programs are admitted twice a year, and have flexibility in enrollment. The HIIM, RN-BSN, MSN, MHA, and PPOTD programs are delivered in an online format. Undergraduate degrees in Health Sciences and Health Care Administration are offered in both a residential and online format.

The information provided in this Catalog is subject to change. The most up-to-date information can be found at: https://go.marybaldwin.edu/health_sciences/

Residential undergraduate programs follow the undergraduate policies found in the front section of this catalog.

ADMISSION DECISIONS

The undergraduate programs in Exercise Science, Health Care Administration, Health Informatics and Information Management, and Health Sciences do not have a separate admissions' process. Mary Baldwin University students can declare these majors and should refer to the Undergraduate Section of this Catalog for more information.

The Health Sciences Graduate and RN-BSN Undergraduate Programs use multiple criteria to select the most promising candidates from the applicant pool. Admission decisions are made by the Admissions Committee after applications are completed, interview has been given (if required), and committee review in the context of the applicant pool. Applicants are informed in writing of their admission status. Admission into Mary Baldwin University does not guarantee admission into these programs. Mary Baldwin University reserves the right to rescind admission for students whose criminal background check comes back positive for any conviction.

Conditional Acceptance

Conditional Acceptance will be used for students finishing their prerequisite course work or other admission requirements such as RN Licensing Examination, etc. Acceptance is conditional pending confirmation the applicant has met all admission requirements, including official transcript(s) showing final course work is completed and meets minimum GPA and course grade requirements and the applicant has earned any required degree(s). All other required official documentation as outlined in their conditional acceptance notification must also be submitted; before enrollment into the program.

Conditional Admission

Conditional Admission does not apply to Entry-level Doctor of Occupational Therapy, Doctor of Physical Therapy, and Master of Science in Physician Assistant Programs. Conditional Admission will be used in cases where applicants do not meet all of the requirements for regular admission but allows them to begin program course work. Conditionally admitted students must meet any conditions outlined in the conditional admissions notification document and earn at least a 3.0 GPA during the first nine credits taken in the program.

Transfer Credit

The undergraduate programs follow University policy regarding transfer of credits. Graduate programs in health sciences may allow up to six (6) graduate-level transfer credits with prior program director approval. Prior courses may be used to meet prerequisite requirements. There is no waiver of coursework or advanced standing granted in any program.

Procedures

Undergraduate students applying to MDCHS will have their transcript(s) evaluated at time of application and will be informed of courses/credits needed to complete their undergraduate degree. Graduate Students requesting a transcript review will submit the request in writing to the program director of the program in which he or she is seeking acceptance. Acceptance of transfer credit is at the discretion of the program director. In order for transfer credit to be awarded, the following conditions must be met:

- The credit was earned at an MBU approved, regionally accredited institution.
- The credit was not used for a previously earned degree.

- The student earned a minimum grade of a “B” or greater. (“S”/“U” grades are only accepted for a “P”/“NC” graded course at MDCHS.)
- The course is applicable to the anticipated program of study.
- A written request for a transcript evaluation is received prior to the prospective student being accepted into the graduate program.
- The request is approved by the program director for the graduate program in which the student is accepted.
- The approval is only valid for the program of enrollment, if the student transfers to a different program of study within MBU or MDCHS, the student will need to petition the new program director for approval.

Articulation Agreements

Murphy Deming College of Health Sciences has articulation agreements with a select group of institutions to guarantee interviews to applicants who meet all admission requirements as outlined in the agreements. Admission is not guaranteed under these programs but guarantees interviews to highly qualified candidates from partner schools to our competitive health sciences graduate programs.

Advising

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

TUITION AND FINANCIAL AID

Tuition and Fees

Tuition and fees are detailed on the tuition and fee tab of the MDCHS Admissions website:

<https://marybaldwin.edu/health-sciences/about/admissions/>

For more information about Student Accounts, call 540-887-7176 or visit:

<https://marybaldwin.edu/business-and-finance/accounting-and-budgeting/#panel1v>

Credit and Refund Policy:

Students may be entitled to a credit of refund of tuition dollars. Credits and refunds are based on semester. Credits outstanding at the end of the semester are applied to the next semester. Refunds are processed according to the Refund Schedule. The Student Accounts Office assumes responsibility for the administration of university policy related to payment of fees.

Returned Check

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

Procedure

Application for Credits and Refunds:

The date on which written notice is received by the university is considered the date of withdrawal. See withdrawal policy in MDCHS section of Academic Catalog for additional information about withdrawals.

Rules applied to determine whether a refund or credit is granted:

- No student will be permitted to register or reside on campus until applicable charges for the current semester have been paid in full.
- Refunds are made only to the guarantor of the student's financial obligation.
- Enrollment deposits, program fees, and course fees are nonrefundable.
- Federal Financial Aid recipients withdrawing completely will have their aid returned to the proper accounts according to federal regulations. See Pro Rata Refunds in the Academic Catalog for Undergraduate and Graduate Programs.
- Please note if a student has a federal student loan, any type of withdrawal or leave causes the student to be reported as "withdrawn" to the National Student Loan Database and the student's federal loan grace period will begin from the last date of class attendance.

REFUND SCHEDULE

12-15 week term	
Withdrawal Date	Refund
Up through first day of classes	100%
Day 2 – end of 2 nd week	80%
Week 3 and 4	50%
Week 5	20%
Remainder of semester	0%
4-8 week term	
Up through first day of classes	100%
Day 6-9	80%
Remainder of semester	0%

Withdrawal (Counseled, Disciplinary, Academic, or Voluntary)

Students who withdraw receive a refund in accordance with the refund schedule for the semester in which the withdrawal is granted, plus an administrative fee. If withdrawal occurs prior to the first day of classes, students are not charged for the semester.

Authorized Leave of Absence (Including Medical and Military Leaves)

When an authorized leave is granted, a credit is issued based on the refund schedule, less an administrative fee. Administrative fee is waived for military leave. When an authorized leave of absence is granted prior to the first day of classes, the student is not charged for the semester.

Financial Aid

Students are referred to the Office of Financial Aid (<https://marybaldwin.edu/financial-aid/>) for the most accurate and up-to-date information. Please do not hesitate to contact them with questions at 540-887-7022 or finaid@marybaldwin.edu.

MURPHY DEMING COLLEGE OF HEALTH SCIENCES ACADEMIC POLICIES

UNDERGRADUATE

Undergraduate students follow the academic policies, honor code, and student governance as outlined in the undergraduate section of this catalog. Additional information can be found in the MDCHS Student Handbooks.

GRADUATE

Academic policies applicable to health sciences graduate students are published in this section. Other program policies are provided to graduate students in the MDCHS Student Handbook and the Clinical Education Manual. Policies may be amended at any time by the faculty, who determine the date at which amended policies become effective.

The following grading scale will be used by all graduate programs in the Murphy Deming College of Health Sciences:

90-100%	A	4.0 points per semester hour
80-89%	B	3.0 points per semester hour
70-79%	C	2.0 points per semester hour
60-69%	D	1.0 points per semester hour
< 60%	F *	0.0
	I	Incomplete (used for extenuating circumstances)
	NR	No Grade Reported (temporary)
	P **	Passing (used only in pass/fail)
	W	Withdrawal

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

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

Incompletes

A grade of "I" (for incomplete) may be given at the end of a course if, for reasons beyond the student's control, the student is unable to complete the work. An incomplete is given upon the recommendation of the course instructor and the approval of the program director and vice president for health sciences. In order to receive an "I" students must have achieved a passing grade to date in the class. Work must be completed by the end of the next semester and the student cannot progress to the next phase of professional study until the incomplete has been resolved successfully resulting in the assigning of a passing grade for the course. If the work is not completed within the time specified, the registrar's office will assign the grade awarded by the instructor based on the work completed to date.

Not Reported (NR)

An NR grade can be given for clinical education courses and research experiences. The NR is

used in the event there is a delay in completing the clinical assignment (not attributable to the student) or the course requirements by the time grades are due.

In the event that a student does not successfully complete the doctoral project or practicum in time for graduation, the student must enroll in a "Continuing Credit" course in order to complete the program.

Honor System

The students, faculty, and administration of the Murphy Deming College of Health Sciences join together in support of the HONOR CODE for the purposes of (a) providing an atmosphere of mutual trust, concern, and respect; (b) fostering honorable and ethical behavior; and (c) cultivating lifelong professional conduct. To promote this purpose, matters regarding misconduct shall fall under the jurisdiction of the Honor Code.

Copyright Policy

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

Research on Human Subjects

Federal, state, and College policies regarding research on human subjects apply to all research involving MBU students, faculty, or staff as researchers or as subjects, including research undertaken in the health sciences programs. The Mary Baldwin University Institutional Review Board (IRB) is responsible for the oversight of all research activities at the College that involve human subjects. For more information, please visit:

<https://go.marybaldwin.edu/research/irb/>

ACADEMIC RESOLUTIONS AND APPEALS

Unprofessional Behavior

Students are expected to demonstrate professional behavior at all times in the classroom, lab, and clinical setting (refer to Professional Behaviors in the 21st Century, approved for all programs). Students are expected to treat all individuals (students, faculty, patient, clinicians, etc.) with respect at all times. Unprofessional behaviors in any setting will be brought to the student's attention by academic and clinical faculty. The student will be expected to correct any unprofessional behavior immediately upon receiving feedback about this behavior. Students that demonstrate a pattern of unprofessional behavior in any combination of settings will receive more formal counseling and behavior will be documented. That student may be dismissed if patterns of unacceptable professional behaviors persist despite counseling for improvement. The student must understand and model the characteristics defined by their professions. The faculty expects students comply with these professional behavior expectations at all times (i.e. classroom, laboratory, meetings with faculty, program sponsored service activities, and clinical settings). The faculty believes prompt remediation of actions, attitudes, or characteristics that demonstrate a student's failure to comply with the expected

professional behaviors is essential to facilitate successful completion of a program.

As such, potential action may be taken if a student does not comply with the Professional Behavior as outlined previously. Please note, depending on the severity of the specific violation, the faculty may initiate remediation and sanction procedures at any of the four steps described below (skip verbal warning and initiate a written warning, etc.) In addition, all remediation and sanction procedures will be documented and discussed with the student.

REMEDICATION AND SANCTION PROCEDURES:

1. Verbal Warning: to the student by the involved faculty member or advisor emphasizing the need to discontinue the behavior that is inconsistent with professional expectations. Documentation will note that a verbal warning has taken place and briefly describe the behavior violation.
2. Written Warning: from the program director to the student indicating the need to discontinue the behavior that is inconsistent with the expected professional behaviors. This letter will contain:
 - a. detailed description of the nature of the unsatisfactory performance,
 - b. parties who observed or were affected by the behavior,
 - c. actions needed to correct the behavior,
 - d. a timeline for correction,
 - e. actions to be taken if the problem is not corrected by the timeline expected, and
 - f. 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:
 - a. The specific inappropriate behavior(s);
 - b. The recommendations for rectifying this/these behaviors;
 - c. The time frame for probation during which the behavior(s) is expected to be corrected; and
 - d. 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 VP 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:

- a. Technical standards have been violated;
- b. Severe violations of the College and profession Code of Ethics have taken place;
- c. Imminent physical or psychological harm to a fellow student, patient, instructor, or other individual is a major factor; or
- d. 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 WITHDRAWAL

Academic Withdrawal

All graduate courses in the College must be passed with a grade of "C" or better. A student receiving a grade of "D" or "F" in any course may be dismissed from the program in which they are enrolled. Students must maintain an overall GPA of 3.0 or better to continue in the program and graduate. Students falling below a GPA of 3.0 in any given semester will be placed on academic probation. A student may remain on academic probation for one additional semester in order to reach a 3.0 overall GPA. If the 3.0 GPA is not met at that time the student will be dismissed from the program.

Once dismissed, the program director and faculty will determine whether a student is eligible for return, and any stipulations for doing so, on a case-by-case basis. The Office of the Registrar will note the dismissal on the student's academic record.

Voluntary Academic Withdrawal

A student who wishes to voluntarily withdraw from a program for financial, medical, or personal reasons should:

1. talk with their faculty advisor,
2. talk to the program director,
3. provide a written letter to the program director stating his/her reasons for withdrawal, and
4. complete a Withdrawal Form, an exit interview, and an appointment with the Financial Aid and Business Offices.

If a withdrawal is granted a refund for the current term is issued based on college policy less an administrative fee. Students will not be charged for subsequent semesters.

Counseled Withdrawal

A student may request and be granted a counseled withdrawal from the college. If, in the judgment of the vice president of health sciences, and the program director or designee, it is either in the student's best interest or the best interest of the college, a student will be granted a counseled withdrawal. A Withdrawal Form, an exit interview, and an appointment with the Financial Aid and Business Offices are required. If a withdrawal is granted a refund for the current term is issued based on college policy less an administrative fee. Students will not be charged for subsequent semesters.

Disciplinary Withdrawal

Students may be required to withdraw from the college for disciplinary reasons, having been served a major penalty by the Honor Council or administration. Students who withdraw for disciplinary reasons receive a refund in accordance with college policy for the semester in which the penalty is determined, and subject to an administrative fee.

Health Issues or Leaves of Absence

From time to time, a student may develop a health-related problem that necessitates a medical leave of absence or withdrawal from the program and college. A student may be granted a medical leave of absence. If a student wishes to request a medical leave of absence, he/she should meet with the Program Director first. Then, the student would be required to provide documentation from a physician or other relevant health professional regarding the need for a medical leave. This will be provided to the MDCHS Vice President's Office for evaluation. To return to the program after a medical leave, the student would be required to provide written documentation from a physician or other relevant health professional that he/she is mentally and/or physically able to return to classes. Because of the physical and mental nature of the OT, PT and PA health sciences programs, the student will be required to have a completed "Participation Readiness Form," as this documentation ensures the student can meet the Technical Standards of the program in which he or she is enrolled. The student should work with the program director to address sequencing of course work and the appropriate returning date to allow for a smooth transition back into the program. (See Appendix B of the OT, PT, or PA MDCHS Student Handbook.)

A student who withdraws from a program secondary to medical issues is welcome to reapply for admission through a regular admissions cycle at a later time.

Leaves of absence will not be granted to students on academic probation. As a general rule, short- and long-term leaves of absence are not allowed except for the following reasons:

- Maternity/paternity leave
- Health reasons (either one's own or a family member's)
- Compelling problems of a personal nature (such as a death of a loved one or marital breakdown)

Any student requesting a leave of absence must submit the request to his/her program director, explaining the reason for the request and all the activities that the student intends to

undertake while on leave. Any relevant supporting documentation should be included, such as a health care provider's note in case of illness. Leaves of absence must be approved. Approved leaves of absence may be subject to rules and regulations which will be delineated in a contract signed by the student and his/her Program Director.

No leaves of absence during the clinical phase of the program may exceed three months.

Military Withdrawal

Military withdrawal is granted to students whose military reserve obligations may require a period of absence from the academic program when they are called to extended active duty. Readmission is guaranteed. The student will need to meet with the specific program director and VPHS to determine appropriate curriculum to be completed in the remainder of the degree program.

Program Suspension

Suspension is defined as a temporary separation from the institution. The duration of the suspension will be determined by the VPHS. Students may be assigned independent studies during suspension to remain current; however, these independent studies do not replace course attendance or rotation requirements. If the terms set out under the suspension are not fulfilled and the period of the suspension is six months or greater, the student will be dismissed from MDCHS. The VPHS may grant an exception for extreme circumstances beyond the control of the student.

Student Grievance Policy

The College 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.

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 <https://go.marybaldwin.edu/title-ix/>)
- Honor Code violations
- Grade appeals, suspensions or dismissals
- Removal from clinical sites

The College also recognizes the responsibility of the student to express their concerns in a professional and ethical manner.

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 VPHS, or
 - d. Resolution with no future action.
2. If the concern involves the Program Director, the complaint should be submitted directly to the VPHS.
 3. If the grievance cannot be resolved in the above manner the student may submit the complaint to the VPHS.
 4. 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.
 5. Records regarding general grievances will be housed in the VPHS administrative office.
 6. 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: <https://go.marybaldwin.edu/title-ix/> .
 7. For Honor Code Violations see the Honor Code Policy.
 8. For grade appeals, suspensions, dismissals or removal from a clinical site please refer to the 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 Handbook, in the course syllabus, or during the class/program in written or oral communications directed to the class/program as a whole;

or

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:
 - a. The student presents compelling evidence that one or more individual elements were graded on arbitrary or impermissible grounds;
 - b. Grounds can be established for determining a professionally sound grade for the appealed element(s); and
 - c. 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 VPHS Office. Upon receipt of the appeal and aforementioned materials, the Associate Dean for Academic Affairs (ADAA) 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 VPHS 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.

SCHOOL OF HEALTH AND HUMAN PERFORMANCE

School Director: Lisa D. Shoaf

Programs in The School of Health and Human Performance:

GRADUATE

Occupational Therapy:

- Entry-Level Occupational Therapy Doctorate (OTD)
- Post-Professional Occupational Therapy Doctorate (OTD) *online program*

Physical Therapy:

- Doctor of Physical Therapy (DPT)

Physician Assistant:

- Master of Science in Physician Assistant (MSPA)

UNDERGRADUATE

- Bachelor of Health Sciences (BS and BA) *
- Bachelor of Exercise Science (BS and BA)*

**offered on Staunton campus; please see undergraduate programs section of this catalog*

Occupational Therapy Doctoral Programs

Overview

The occupational therapy programs at Mary Baldwin University offer two distinct avenues to earning the occupational therapy doctorate (OTD) degree. The first is a full-time, on-campus, entry-level occupational therapy doctoral program. This entry-level program is for students aspiring to become occupational therapists. The second is a part-time, primarily online post-professional occupational therapy doctoral program. This post-professional program is for licensed occupational therapists who wish to earn the clinical doctoral degree.

Entry-Level Occupational Therapy Doctorate (OTD)

Program Director: Allison Ellington

Director of Clinical Education: Emily Budd,

Capstone Coordinator: Hannah Harris

Faculty: Lisa Burns, Greg Hansen, Pamela Stephenson, Sandy Wagoner

Overview

The Entry-Level Occupational Therapy Doctorate (OTD) is a post-baccalaureate, professional doctoral degree that will prepare the student for work in any practice setting following graduation and license acquisition. The curriculum integrates the occupational therapy profession's foundational knowledge requirements, its basic theoretical tenets and perspectives, and a strong didactic and fieldwork education focus to support students in achieving competencies in screening, evaluation, and delivery of evidence-based plans of care. The curriculum is deliberately intended to incorporate the contexts associated with occupational therapy service delivery and will have an emphasis on interprofessional education in class and lab settings. Interprofessional activities will extend to opportunities for service to the local and regional community.

The OTD student must successfully complete each didactic year prior to progress to the fieldwork education course that follows. The total length of the program will be 109 credit hours, 3.0 years (nine semesters) at the completion of the curricular process. The curriculum will include two, 12-week fieldwork experiences and one, 14-week Capstone Experience. Successful completion of the terminal clinical practicum sequence and evidence of meeting the competencies for entry-level occupational therapy practice must be met in order to graduate.

OTD Program Vision Statement

The Occupational Therapy Doctorate program at Murphy Deming College of Health Sciences at Mary Baldwin University will provide dynamic and innovative, student-centered teaching and learning that develops practitioners who pioneer, practice, teach, and lead in a globally linked inter-disciplinary healthcare environment. The program will be a model for the Occupational Therapy profession. The graduates and faculty are committed to lifelong learning and demonstrate high levels of competence for and in the profession. The program, students, and faculty will be nationally and internationally recognized through its contributions to the profession and other entities, as well as be recognized regionally as an authority and primary source for occupational therapy information, education, and services related to occupation, health, and wellness.

Mission Statement

The mission of the Murphy Deming OTD program is to prepare compassionate graduates who will provide client-centered, occupation-focused, and evidence-based practice. Our graduates will work collaboratively on interprofessional teams and provide supportive leadership at every opportunity. Through ethical decision-making and with high standards of care, they

will enhance engagement in meaningful, productive, and satisfying occupations for individuals and communities.

Program Philosophy

The MDCHS OT program is committed to student-centered teaching and learning experiences that innovatively address current and future occupational therapy practice needs for an ever-changing global environment. Students learn the process of occupational therapy by exploring and applying principles of 1) client-centered and evidence-based occupational therapy practice that is based upon occupation and recognizes the influence and importance of culture, 2) teaching and learning theory, and 3) interprofessional practice. The program seeks to develop graduates who will become lifelong learners, continually strive for excellence, and make substantial contributions to the improvement of the human condition. The MDCHS OT Philosophy statement is divided into beliefs about the human experience, health, occupational therapy, education and learning.

ACCREDITATION

The information below is current as of printing, however, our most current accreditation information can be found on our website: <https://marybaldwin.edu/health-sciences/school-of-health-human-performance/doctor-of-occupational-therapy/accreditation-outcomes>

ACOTE

Accredited Doctoral Degree Level Occupational Therapy Program

The Entry-Level Occupational Therapy Doctoral Degree Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD, 20825-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Process for Filing Complaints with ACOTE

The process for filing complaints has been established by ACOTE. The process is outlined in the Accreditation Council for Occupational Therapy Education Policy for Complaints Against Educational Program, Revised August 2016. Link to this information: <http://www.aota.org/-/media/Corporate/Files/EducationCareers/Accredit/Policies/Procedures/VB%20Complaints.pdf>

Admission Requirements/Process for the Entry-Level Occupational Therapy Doctorate (OTD) Program

Application cycle begins: July 18 (in OTCAS) Application deadline: January 15

- College Transcripts: A bachelor’s degree from an MBU approved, regionally accredited institution is required prior to enrollment.
- Application: Applications will be accepted online through the Occupational Therapy Centralized Application Service (OTCAS) once the application cycle has begun.
- Application Fee: In addition to the OTCAS fee, a non-refundable supplemental fee of \$45 is required.
- GRE: GRE must have been taken within five years of application to our program.
- Prerequisite Courses:

Required Courses	Credit Hours	Comments
Introduction to Biology	3-4	Lab recommended
Human or Vertebrate Anatomy	3-4	Lab recommended
Human or Vertebrate Physiology	3-4	Lab recommended
Physics	3-4	Recommended but not required
Introduction to Psychology	3	
Abnormal Psychology	3	
Introduction to Sociology or Anthropology	3	
Lifespan Human Development	3	Birth to Death
Introduction to Research Methods	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.

Prerequisite course work may be completed during the admission cycle. Please add planned courses in OTCAS transcript section. Course work must be completed by May.

- GPA: A minimum of 3.0 overall GPA required. We expect most accepted students will surpass this minimum. In addition, all prerequisite courses must reflect a “C” or better.
- References: Three references are required (submitted via OTCAS). At least one reference must be from an occupational therapist. Reference from a college professor who can attest to your ability to enter a competitive professional program is recommended but not required.
- OT Observation Hours: 40 hours are required to explore occupational therapy as a career in at least two different settings. Information on how to provide this information can be found on the OTCAS application form.
- Essay: The OTCAS application form will require a brief personal essay.

- Interview: The Admissions Committee will send invitations to selected candidates to interview. Not all applicants will be invited to interview. An interview does not guarantee acceptance into the program.

Before registering for classes, students must provide:

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

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

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

PROGRAM POLICIES

Grading, Student Standing, and Academic Probation for the PT, and Entry-Level OT Graduate Programs

The health sciences Entry-Level OT and PT graduate programs are full-time programs. Students will not be permitted to reduce the course load in a semester as the professional programs are sequential and require the student to complete them in a specific period of time. Any special circumstances related to course work for students will be addressed on a case-by-case basis with the Accessibility Services Program Coordinator, the program director, and the faculty.

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

Graduate courses in the school must be passed with a grade of "C" or better. A student receiving a grade of "D" or "F" in any course will be dismissed from the program in which they are enrolled. Students must maintain an overall GPA of 3.0 or better to continue in the program and graduate. Students falling below a GPA of 3.0 in any given semester will be placed on academic probation. A student may remain on academic probation for one additional semester in order to reach a 3.0 overall GPA. If the 3.0 GPA is not met at that time the student will be dismissed from the program.

For students in the Entry-Level OT or PT Programs:

A student on probation at the completion of the first spring semester academic year may be permitted to proceed to Clinical Education 1 or Fieldwork 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.

Entry-Level Occupational Therapy Doctorate (OTD) Curriculum

SUMMER SEMESTER, YEAR 1:

OTH 700 Human Anatomy
OTH 705 Introduction to Occupational Therapy
OTH 711 Teaching and Learning 1

FALL SEMESTER, YEAR 1:

OTH 701 Kinesiology
OTH 702 Introduction to Neuroscience
OTH 706 Foundations of Occupational Therapy
OTH 712 Psychosocial Aspects of Care
OTH 714 Occupational Therapy Practice Contexts
OTH 721 Research and Critical Inquiry
OTH 726 Occupational Patterns in Life and Culture

SPRING SEMESTER, YEAR 1:

OTH 704 Neuroanatomy
OTH 713 Topics in Health Care
OTH 727 Occupational Therapy in Mental Health
OTH 728 Health Promotion & Community Practice
OTH 729 Motor Learning & Movement Analysis
OTH 730 Clinical Seminar 1
OTH 751 Occupational Therapy Process 1

SUMMER SEMESTER, YEAR 2:

OTH 715 Professional Engagement & Leadership
OTH 717 Applied Theory & Occupational Science
OTH 734 Introduction to Assistive Technology
OTH 737 Clinical Fieldwork 1B (Mental Health)

OTH 752 Occupational Therapy Process 2
OTH 802 Conditions in Occupational Therapy 1
OTH 811 Teaching and Learning 2
OTH 825 OT and Adult Musculoskeletal Conditions
OTH 832 Technology & Environmental Adaptation

FALL SEMESTER, YEAR 2:

OTH 753 Occupational Therapy Process 3
OTH 803 Conditions in Occupational Therapy 2
OTH 812 Community Practicum (fall or spring)
OTH 813 Teaching and Learning 3
OTH 821 Research and Critical Inquiry 2
OTH 822 Capstone Preparation 1
OTH 828 OT and Adult Neurologic Conditions
OTH 830 Clinical Seminar 2
OTH 831 Select Topics in OT Practice
OTH 841 Research and Critical Inquiry 3
OTH 842 Clinical Fieldwork 1C (Adult)

SPRING SEMESTER YEAR 2:

OTH 754 Occupational Therapy Process 4
OTH 759 Fieldwork Preparation
OTH 812 Community Practicum (fall or spring)
OTH 814 Organization and Management of Practice
OTH 815 Leadership, Policy and Advocacy
OTH 823 Capstone Preparation 2
OTH 829 Pediatric Practice in Occupational Therapy
OTH 840 Clinical Seminar 3

SUMMER SEMESTER, YEAR 3:

OTH 843 Clinical Fieldwork 1D (Pediatrics)
OTH 845 Clinical Fieldwork 2A (12 weeks)

FALL SEMESTER, YEAR 3:

OTH 835 Professional Competency
OTH 855 Clinical Fieldwork 2B (12 weeks)
OTH 921 Capstone Preparation 3

SPRING SEMESTER, YEAR 3:

OTH 865 Capstone Experience (16 weeks)
OTH 922 Capstone Project

TOTAL CREDITS = 109

ENTRY-LEVEL OCCUPATIONAL THERAPY DOCTORATE (OTD) COURSE

DESCRIPTIONS

OTH 700 Human Anatomy (5 s.h.)

Lecture and Lab. This course provides in depth study and analysis of the regional and systemic organization of the human body through lecture and cadaver dissection. This course is cross listed with PTH 700 and is an interprofessional collaborative course.

OTH 701 Kinesiology (3 s.h.)

Lecture and Lab. This course will introduce the student to the kinematics and kinetics of human movement. Emphasis will be placed on understanding of regional functional anatomy and applying this information to movement. This course is cross listed with PTH 701 and is an interprofessional collaborative course.

OTH 702 Introduction to Neuroscience (1 s.h.)

This lecture course will introduce students to the cellular physiology of the nervous system and provide students with an overview of the development of the nervous system in the embryo. This course will also introduce the physiology of the endocrine system and its control over other body systems. Prerequisite: completion of all coursework in Summer 1.

OTH 704 Neuroanatomy (2 s.h.)

The course includes the study of functional neuroanatomy and neuroscience to understand the basic structure and function of the nervous system with special emphasis on topics of greatest concern to occupational and physical therapists. This course is cross listed with PTH 704 and is an interprofessional collaborative course.

OTH 705 Introduction to Occupational Therapy (1 s.h.)

In this course, students will gain a foundational knowledge of the occupational therapy profession and occupation as central to the human experience. Students will also explore other foundational topics including the history of the occupational therapy profession, occupational therapy practitioners, professional associations and organizations, ethical considerations, professionalism. Students will also explore the practice of occupational therapy in other countries to compare and contrast with practice in the United States.

OTH 706 Foundations of Occupational Therapy (3 s.h.)

In this course the student will examine the critical reasoning behind the service provision for clients with whom they work. Developing OT critical reasoning includes: screening and identification of problems to support students in referral, assessment, goal setting, intervention planning, reassessment, discontinuation for client, and family-centered care. Included will be applications of theory in various settings in order to utilize evidenced-based practice.

OTH 711 Teaching and Learning 1 (1 s.h.)

The course provides an understanding of teaching and learning theories with application to clinical practice for occupational and physical therapy. This course is cross listed with PTH 711 and is an interprofessional collaborative course.

OTH 712 Psychosocial Aspects of Care (3 s.h.)

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.

OTH 713 Topics in Health Care (2 s.h.)

This course will provide the student an overview of key topics in health care that are important for health professionals to understand. Topics will include an introduction to health care systems organization, health care financing, Medicare, Medicaid, and managed care. This course is cross listed with PTH 713 and is an interprofessional collaborative course.

OTH 714 Occupational Therapy Practice Contexts (2 s.h.)

The course will provide a general examination of the current and emerging practice contexts associated with the practice of occupational therapy and provision of related services. Topics will include service environments, legislative impact and involvement, reimbursement systems, practitioner roles, application of frames of reference and theoretical models within practice contexts, and supervision guidelines and skills.

OTH 715 Professional Engagement & Leadership (1 s.h.)

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.

OTH 717 Applied Theory & Occupational Science (1 s.h.)

This course provides students with an opportunity to explore more deeply key theories of occupational therapy and apply theoretical concepts to contemporary occupational therapy practice. Additionally, students will gain deeper understanding of important principles of occupational science. Students will demonstrate the ability to use the terminology of occupational science to describe societal and population-based situations.

OTH 721 Research and Critical Inquiry (3 s.h.)

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.

OTH 722 Special Topics (variable s.h.)

Exploration of current special topics in occupational therapy examination and intervention.

OTH 723 Continuing Registration for Final Project (1 s.h.)

Non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.

OTH 724 Independent Study (variable s.h.)

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.

OTH 725 Perspectives in Global Health Care (1–2 s.h., variable)

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. This course is cross-listed with PTH 725.

OTH 726 Occupational Patterns in Life and Culture (3 s.h.)

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.

OTH 727 Occupational Therapy in Mental Health (3 s.h.)

In this course, students will develop skills and knowledge in utilizing a client-centered, recovery- focused, and evidence-based approach to work with clients who experience mental health challenges. Students will apply critical reasoning, selected theories, and current evidence to evaluate, plan, implement, and review outcomes for intervention approaches across the spectrum of mental health practice. Students will enhance their reflective practice skills throughout the course. Emphasis is placed on facilitating optimal mental health and managing mental illness through engagement in meaningful occupation.

OTH 728 Health Promotion and Community Practice (3 s.h.)

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.

OTH 729 Motor Learning and Movement Analysis (3 s.h.)

Concepts related to motor learning and motor control are considered within the context of occupational therapy practice. Furthermore, deficits in postural control, mobility, and upper extremity function are considered in relation to their impact on occupational performance. Additionally, this course emphasizes the development of skills necessary for clinical practice with persons with physical disabilities: these skills include transfers, proper positioning, and facilitation of safe mobility.

OTH 730 Clinical Seminar 1 (1 s.h.)

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.

OTH 734 Introduction to Assistive Technology (1 s.h.)

This course provides students with an introduction to assistive technology. Students will be introduced to key considerations for incorporating assistive technology into a comprehensive occupational therapy treatment plan. Students will explore funding sources and strategies. Additionally, students will explore commercially available products for impact on occupational performance and analyze environments.

OTH 737 Clinical Fieldwork 1B (Mental Health) (1 s.h.)

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.

OTH 751 Occupational Therapy Process 1 (1 s.h.)

This course is the first in a series of four Process courses. It provides students with the opportunity to engage in the occupational therapy process using case-based collaborative learning approaches. Students will engage in real-time evaluation and intervention practice, consider the roles of other interprofessional team members, and plan for discharge. An emphasis on clinical reasoning and documentation is woven throughout the course. Each course in this series presents different cases and practice contexts, requiring students to synthesize material across multiple courses.

OTH 752 Occupation Therapy Process 2 (1 s.h.)

This course is the second in a series of Process courses. It provides students with the opportunity to engage in the occupational therapy process using case-based collaborative learning approaches. Students will engage in real-time evaluation and intervention practice, with emphasis on selecting and administering appropriate evaluations while interpreting and reporting evaluation data. Students will further develop clinical reasoning skills. Each course in this series presents different cases and practice contexts, requiring students to synthesize

material across multiple courses.

OTH 753 Occupational Therapy Process 3 (1 s.h.)

This course is the third in a series of four Process course. It provides students with the opportunity to engage in the occupational therapy process using case-based collaborative learning approaches. Students will engage in real-time practice skills, develop higher level clinical reasoning, and collaborate to establish discharge plans. Additional emphasis is placed on documentation and intraprofessional collaboration skills. Each course in this series presents different cases and practice contexts, requiring students to synthesize material across multiple courses.

OTH 754 Occupational Therapy Process 4 (1 s.h.)

This course is the fourth in a series of Process courses. It provides students with the opportunity to engage in the occupational therapy process using case-based collaborative learning approaches. Students will engage in real-time evaluation and intervention practice while demonstrating high level synthesis and clinical reasoning skills to provide evidence-based, occupation-based care. Collaboration and documentation throughout the OT process is emphasized. Each course in this series presents different cases and practice contexts, requiring students to synthesize material across multiple courses.

OTH 759 Fieldwork Preparation (1 s.h.)

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.

OTH 802 Conditions in Occupational Therapy 1 (1 s.h.)

This course provides students with an opportunity to explore pathological and system factors underlying musculoskeletal conditions commonly encountered during delivery of occupational therapy services. Students examine key features of common musculoskeletal diseases, disability, trauma, and injury and the impact on occupational performance. Pharmacological, surgical, and other medical interventions are also explored.

OTH 803 Conditions in Occupational Therapy 2 (1 s.h.)

This course provides students with an opportunity to explore pathological and system factors underlying neurological conditions commonly encountered during delivery of occupational therapy services. Students examine key features of common neurological diseases, disability, genetic conditions, trauma, and injury and the impact on occupational performance. Pharmacological, surgical, and other medical interventions are also included.

OTH 811 Teaching and Learning 2 (1 s.h.)

The course provides an understanding of teaching and learning theories with application to clinical practice for occupational and physical therapy students. Students will examine the means by which one successfully implements teaching and evaluates learning in a clinical setting. This course is cross listed with PTH 811 and is an interprofessional collaborative course.

OTH 812 Community Practicum (Fall or Spring 2nd Year) (2 s.h.)

Lecture and Lab. Occupational therapy, physical therapy students, and physician assistant students working in teams with local community agencies will develop a requested service project that is health related. This course is cross listed with PTH 812 and PAS 612 and is an interprofessional collaborative course.

OTH 813 Teaching and Learning 3 (2 s.h.)

In this course students will formulate appropriate learning goals then plan learning activities to engage students in ways that will achieve those goals. Each student will be responsible for teaching a specific subject area associated with Occupational Therapy practice and will have the opportunity to be evaluated and receive feedback on their efforts.

OTH 814 Organization and Management of Practice (3 s.h.)

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.

OTH 815 Leadership, Policy and Advocacy (3 s.h.)

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.

OTH 821 Research & Critical Inquiry 2 (1 s.h.)

This course covers qualitative research methodologies and enables students to become competent consumers of qualitative research. Readings include content in phenomenology, ethnography, grounded theory, narrative, qualitative case study and disability studies. Additionally, strategies to increase rigor in qualitative research are discussed. This course is cross listed with OTH/PTH 821 and is an interprofessional collaborative course.

OTH 822 Capstone Preparation 1 (1 s.h.)

This course is the first in a sequence that leads to the completion of a culminating project for the OTD curriculum. The course will include review of content from Research and Critical Inquiry. It is the first in a series that will lead to the completion of a culminating project during

a 16-week Doctoral Experience. Students are expected to begin the doctoral sequence by identifying areas of interest, developing a literature review, and interviewing experts in the student's area of interest.

OTH 823 Capstone Project 2 (3 s.h.)

This course is the second in the Capstone sequence leading up to the completion of a culminating 14-week experience and related project for the OTD curriculum. Working with faculty advisors, students further define a capstone project area of concentration, develop the project, and plan for project implementation during OTH 865 Capstone Experience.

OTH 825 OT with Adult Musculoskeletal Conditions (4. s.h.)

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.

OTH 828 OT and Adult Neurologic Conditions (3 s.h.)

In this course, students will understand, analyze, and implement occupationally-based theories as well as 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.

OTH 829 Pediatric Practice in Occupational Therapy (4 s.h.)

This course focuses on evidence-based, occupation-focused, occupational therapy practice with pediatric populations. It identifies skills and strategies for evaluation and intervention with pediatric clients and their families. This includes the selection and application of appropriate assessment tools/strategies, goal development, intervention planning and outcome measurement. The emphasis is on analyzing barriers that impact childhood occupations and developing evidence-based interventions to maximize participation and occupational engagement. The course also identifies the roles of OT practitioners within interprofessional teams across multiple pediatric settings.

OTH 830 Clinical Seminar 2 (1 s.h.)

This is the second in a sequence of courses that utilizes a case-based learning model to integrate clinical management of common patient diagnoses across the professional disciplines of physical therapy and occupational therapy. 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 is an interprofessional collaborative course.

OTH 831 Select Topics in OT Practice (3 s.h.)

In this course, comprised of lecture and lab components, students examine and learn to perform specific assessments and interventions that are associated with contemporary areas of practice. Course content areas may include health and wellness, lifestyle redesign, productive aging, lymphedema, chronic disease management, cardio-pulmonary health, imaging, ergonomics, work injury management, and virtual reality. The course is augmented by expertise drawn from practicing clinicians and researchers both within and outside the field of occupational therapy. Students are provided with opportunities to practice and apply knowledge and skills in current practice areas.

OTH 832 Technology & Environmental Adaptation (2 s.h.)

This course exposes students to a variety of types of assistive technology and approaches for context modification to enhance occupational performance. The course allows students to explore concepts related to the design and development of assistive technology and client-centered practice approaches including modification, compensation, and adaptation as it relates to occupational roles and context.

OTH 835 Professional Competency (1 s.h.)

This course is a self-paced application of program learning in preparation for the Department Exit Exam (DEE) and the National Board for Certification in Occupational Therapy (NBCOT). The course uses critical analyses of professional entry competencies for the occupational therapist including certification, licensure, and professional development responsibilities. A programmatic review and professional self-assessment are conducted.

OTH 840 Clinical Seminar 3 (1 s.h.)

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.

OTH 841 Research & Critical Inquiry 3 (1 s.h.)

This course is taught concurrently with Research & Critical Inquiry 2 and provides students opportunities to develop qualitative research skills. Readings include content related to qualitative research, qualitative research design, and conducting qualitative research. Furthermore, this course requires students to complete a qualitative research project. Approaches to qualitative data collection include semi-structured interviews, focus groups, and observation. Data analysis techniques include the coding of textual data to inform thematic development.

OTH 842 Clinical Fieldwork 1C (Adult) (1 s.h.)

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.

OTH 843 Clinical Fieldwork 1D (Pediatrics) (1 s.h.)

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.

OTH 845 Clinical Fieldwork 2A (12 weeks) (6 s.h.)

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.

OTH 855 Clinical Fieldwork 2B (12 weeks) (6 s.h.)

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.

OTH 865 Capstone Experience (16 weeks) (7 s.h.)

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 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.

OTH 921 Capstone Preparation 3 (1 s.h.)

This course is the third in a sequence that leads to the completion of a culminating project in the OTD curriculum. The focus of this course is to prepare to implement the proposed project/research.

OTH 922 Capstone Project (2 s.h.)

This is the final course in a sequence that leads to the completion of a culminating project for the OTD curriculum. The student will complete the analysis of data, write up results and

discussion/conclusion as well as present the final project in a poster presentation prior to graduation.

Post-Professional Occupational Therapy Doctoral (PPOTD) Program

Program Director: Allison Ellington

Faculty: Sheri Montgomery

The Post-Professional Occupational Therapy Doctoral (PPOTD) program is an avenue for licensed occupational therapists to earn the clinical Occupational Therapy Doctorate (OTD) degree. The PPOTD program emphasizes areas including evidence-based practice and knowledge translation as well as leadership, advocacy, program development, program assessment, and teaching skills. Each student will create a customized knowledge translation process with the support of a faculty advisor. Each course allows students to customize assignments and learning to apply new learning to their current occupational therapy practice or prepare for future practice transitions. The 10-course, 30-credit curriculum includes two interprofessional elective courses.

Mission Statement

The mission of the Mary Baldwin University Post-Professional Doctor of Occupational Therapy Program is to provide practitioner-students an enriched learning community to expand their knowledge and empower them to realize greater potentials in leadership, teaching-learning, scholarship, and interprofessional collaboration that will positively impact those they serve in the occupational therapy profession.

Program Vision

The Mary Baldwin University Post-Professional Doctorate of Occupational Therapy will be the program of choice for occupational therapists who wish to tailor their educational experience to most effectively advance their careers and become leaders in their current or desired area of practice.

Program Core Values

- Interprofessional education that influences and promotes interprofessional practice
- Excellence in teaching and learning (clinical, academic, and leadership contexts)
- Innovative and best practice delivery of online occupational therapy education
- A learning model focused on dual application within practice and classroom
- Translation of knowledge into evidence-informed practice
- Professional engagement including scholarly contributions and advocacy initiatives
- Leadership building (formal and informal contexts and roles)
- Advocacy for individuals, communities, populations, and the profession across varied settings and contexts including organizational, emerging/underserved practice, policy, and legislative.

Admission Requirements/Process for the Post-Professional Occupational Therapy

Doctoral 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.

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:

- a. OTH 770 - Academic and Professional Writing (3 credits)
- b. OTH 775 – Theory, Occupation, and Practice (3 credits)
- c. OTH 780 – Foundations in Research and Evidence-Based Practice (3 credits)
- d. OTH 790 – Contemporary Leadership in Occupational Therapy (3 credits)

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.

Post-Professional Occupational Therapy Doctoral (PPOTD) Curriculum

B-OT to PPOTD Transition Option Courses

(4 courses)

OTH 770: Academic and Professional Writing

OTH 775: Theory, Occupation, and Practice

OTH 780: Foundations in Research and Evidence-Based Practice

OTH 790: Contemporary Leadership in Occupational Therapy

Core Courses (8 courses)

OTH 870: Doctoral Orientation and Professional Advancement

OTH 880: Evidence Inquiry and Appraisal

OTH 881: Examination of Research Methodologies that Inform Practice

OTH 885: Health Promotion Programming for Persons, Populations, and Society

OTH 886: Advanced Teaching and Learning in Occupational Therapy

OTH 940: Knowledge Translation - Project Development and Design

OTH 950: Knowledge Translation - Project Implementation

OTH 960: Knowledge Translation - Project Outcomes and Professional Dissemination

Interprofessional Educational Elective Options (4 courses)

OTH 890: Occupational Therapy in Education

OTH 891: Occupational Therapy in Education 2

OTH 895: Business and Leadership in Occupational Therapy

OTH 896: Business and Leadership in Occupational Therapy 2

Post-Professional Occupational Therapy Doctoral (PPOTD) Course Descriptions

OTH 770: Academic and Professional Writing (3 s.h.)

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. *Prerequisite: OTH 870*

OTH 775: Theory, Occupation, and Practice (3 s.h.)

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*

OTH 780: Foundations in Research and Evidence-Based Practice (3 s.h.)

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. *Prerequisite: OTH 775*

OTH 790: Contemporary Leadership in Occupational Therapy (3 s.h.)

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. *Prerequisite: OTH 775*

OTH 870: Doctoral Orientation and Professional Advancement (3 s.h.)

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. *Prerequisite: Admission to the PPOTD program.*

OTH 880: Evidence Inquiry and Appraisal (3 s.h.)

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: OTH 870*

OTH 881: Examination of Research Methodologies that Inform Practice (3 s.h.)

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: OTH 880*

OTH 885: Health Promotion Programming for Persons, Populations, and Society (3 s.h.)

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: OTH 870.*

OTH 886: Advanced Teaching and Learning in Occupational Therapy (3 s.h.)

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. *Prerequisite: OTH 870.*

OTH 890: Occupational Therapy in Education (3 s.h.)

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. *Prerequisite: OTH 870.*

OTH 891 Occupational Therapy in Education 2 (3 s.h.)

Students will participate in a second interdisciplinary education elective experience within the Master of Higher Education (MSHE) department. Students enrolled in OTH 891 will select a course not previously taken during OTH 890 from the program approved courses offered through the 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).

OTH 895: Business and Leadership in Occupational Therapy (3 s.h.)

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. *Prerequisite: OTH 870.*

OTH 896: Business and Leadership in Occupational Therapy 2 (3. s.h.)

Students will participate in a second interdisciplinary education elective experience within the Master of Health Administration (MHA) department. Students enrolled in OTH 896 will select a course not previously taken during OTH 895 from the program approved courses offered through the MHA department. In addition to meeting the individual 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. *Prerequisite: OTH 895* (Meets with MHA 501, 502, or 613).

OTH 940: Knowledge Translation - Project Development and Design (3 s.h.)

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. *Prerequisite: OTH 881.*

OTH 950: Knowledge Translation - Project Implementation (3 s.h.)

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. Prerequisite: OTH 940.

OTH 960: Knowledge Translation - Project Outcomes and Professional Dissemination (3 s.h.)

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. *Prerequisite: OTH 950.*

Doctor of Physical Therapy (DPT) Program

Program Director: Lisa D. Shoaf

Director of Clinical Education: Gail Tarleton

Assistant Director of Clinical Education - Corey Woldenberg

Faculty: Marty Fontenot, Carolyn Moore, Ann Tuzson, Deborah Diaz, Julie Skrzat

Overview

The Doctor of Physical Therapy (DPT) program will prepare the student as an entry-level physical therapist who can work in any practice setting upon graduation and licensure. The DPT program will focus on developing the important skills of critical thinking, and application of evidence-based practice, for optimizing patient outcomes within the context of compassionate care delivery. Murphy Deming College of Health Sciences will have an emphasis on interprofessional education. Students from various health professions will work collaboratively in class and lab settings. Interprofessional activities will also extend to opportunities for service to local and regional communities.

The DPT is a post-baccalaureate, entry-level, professional doctoral degree. Applicants must have completed a bachelor's degree prior to matriculation into the program. Students will be required to complete a full-time curriculum over nine semesters. The DPT student must successfully complete each didactic year prior to matriculation to the clinical education course that follows. Students will complete two shorter full-time clinical experiences during the program at the completion of the first and second years of didactic course work to help integrate course content into the clinical setting. Two longer clinical experiences of 16 weeks each will be completed during the final year of the program leading to achievement of entry-level practice skills. Students will complete clinical experiences in outpatient orthopedics and in a setting treating medically ill and complex patients. There will be opportunities for specialty rotations such as pediatrics, sports medicine, manual therapy practice, neuro rehab, and aquatics. Successful completion of the terminal clinical practicum sequence and evidence of meeting the competencies for entry-level physical therapy practice must be met in order to graduate.

Mission of the Physical Therapy Program

The mission of the doctor of physical therapy program is to prepare individuals to be compassionate and ethical entry-level physical therapists who optimize movement by utilizing critical thinking skills and evidence-based knowledge for decision making. Students, graduates, and faculty demonstrate strong interprofessional collaboration for patient centered care that enhances function and promotes a healthy society. Graduates will be lifelong learners that utilize contemporary practice models in a variety of practice settings across the lifespan.

In realizing its mission, the Doctor of Physical Therapy program at Murphy Deming College of Health Sciences is committed to serving the Commonwealth of Virginia, the nation, and beyond by:

- Preparing health professionals who demonstrate the ability to respond effectively to an ever-changing global environment;
- Conducting engaged scholarship through exploration and discovery of knowledge meaningful to teaching and health;
- Providing a dynamic and student-centered teaching and learning environment that fosters interprofessional collaboration and the development of compassionate and ethical health professionals; and
- Striving for excellence among students and faculty through community service, life-long learning, advocacy, and leadership with a focus on enhancing the well-being of the individual and society.

ACCREDITATION

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

<https://marybaldwin.edu/health-sciences/school-of-health-human-performance/doctor-of-physical-therapy/accreditation-outcomes/>

CAPTE

The Doctor of Physical Therapy program at Mary Baldwin University/Murphy Deming College of Health Sciences is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>.

If needing to contact the program/institution directly, please call 540-887-4317 or e-mail lshoaf@marybaldwin.edu.

Admission Requirements/Process for the Doctor of Physical Therapy Program

Application cycle begins: July 5 (in PTCAS) Application deadline: December 3

- College Transcripts: A bachelor's degree from an MBU approved regionally accredited institution is required prior to enrollment.

- Application: Applications will be accepted online through the Physical Therapy Centralized Application Service (PTCAS) once the application cycle has begun.
- Application Fee: In addition to the PTCAS fee, a non-refundable supplemental fee of \$45 is required.
- GRE: GRE must have been taken within five years of application to our program.
- Prerequisite Courses:

Required Courses	Credit Hours	Comments
Human or Vertebrate Anatomy	4*	Lab recommended
Human or Vertebrate Physiology	4*	Lab recommended
Biology	3	At least on course; Upper level biology such as cell biology or histology are recommended, but not required
Chemistry	8	Must include labs
Physics	8	General physics, must include labs
Psychology	6	1 intro and 1 upper or 2 upper level psychology courses; abnormal and developmental psychology are preferred.
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 8 credits.*

Prerequisite course work may be completed during the admission cycle. Please add planned courses in PTCAS transcript section. Course work must be completed by May.

- GPA: A minimum of 3.0 overall GPA required. We expect that most accepted students will surpass this minimum. In addition, all prerequisite courses must reflect a “C” or better.
- References: Two references are required. At least one reference must be from a physical therapist. The online application will provide a form for you to send to your references.
- PT Observation Hours: 40 hours are required in at least two different settings, such as hospital inpatient, outpatient, pediatrics, long-term care, etc. Instructions on how to provide this information can be found on the online application form.
- Essay: The PTCAS application form will require a brief personal essay.
- Interview: The Admissions Committee will send invitations to selected candidates to interview. Not all applicants will be invited to interview. An interview does not guarantee acceptance into the program.

Before registering for classes, students must provide:

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

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

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

PROGRAM POLICIES

Grading, Student Standing, and Academic Probation for the PT, and Entry-Level OT Graduate Programs

The health sciences Entry-Level OT and PT graduate programs are full-time programs. Students will not be permitted to reduce the course load in a semester as the professional programs are sequential and require the student to complete them in a specific period of time. Any special circumstances related to course work for students will be addressed on a case-by-case basis with the Accessibility Services Program Coordinator, the program director, and the faculty.

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

Graduate courses in the school must be passed with a grade of "C" or better. A student receiving a grade of "D" or "F" in any course will be dismissed from the program in which they are enrolled. Students must maintain an overall GPA of 3.0 or better to continue in the program and graduate. Students falling below a GPA of 3.0 in any given semester will be placed on academic probation. A student may remain on academic probation for one additional semester in order to reach a 3.0 overall GPA. If the 3.0 GPA is not met at that time the student will be dismissed from the program.

For students in the Entry-Level OT or PT Programs:

A student on probation at the completion of the first spring semester academic year may be permitted to proceed to Clinical Education 1 or Fieldwork 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.

Doctor of Physical Therapy Curriculum

SUMMER SEMESTER, TERM II, YEAR 1:

PTH 700 Human Anatomy
PTH 711 Principles of Teaching and Learning 1
PTH 714 Professional Issues 1

FALL SEMESTER, YEAR 1:

PTH 701 Kinesiology
PTH 702 Physiology
PTH 705 Foundations of PT Practice
PTH 706 Foundations of Clinical Exercise
PTH 712 Psychosocial Aspects of Care
PTH 721 Research and Critical Inquiry

SPRING SEMESTER, YEAR 1:

PTH 703 Pathophysiology
PTH 704 Neuroanatomy
PTH 707 Biomechanics
PTH 713 Topics in Health Care
PTH 726 Musculoskeletal Management 1
PTH 727 Therapeutic Agents
PTH 730 Clinical Seminar 1

SUMMER SEMESTER, TERM I, YEAR 1:

PTH 740 Clinical Education 1

SUMMER SEMESTER, TERM II, YEAR 2:

PTH 801 Pharmacology
PTH 802 Clinical Imaging
PTH 804 Foundations of Motor Control & Learning
PTH 811 Principles of Teaching and Learning 2
PTH 826 Musculoskeletal Management 2

FALL SEMESTER, YEAR 2:

PTH 805 Human Development Across the Lifespan
PTH 812 Community Practicum (fall or spring 2nd year)
PTH 813 Professional Issues 2
PTH 821 Research & Critical Inquiry 2
PTH 822 Doctoral Project 1
PTH 825 Special Topics and Special Adult Populations
PTH 828 Neuromuscular Management 1 - Adult
PTH 830 Clinical Seminar 2

SPRING SEMESTER, YEAR 2:

PTH 823 Doctoral Project 2
PTH 829 Neuromuscular Management 2 - Pediatrics
PTH 831 Cardiovascular and Pulmonary Management
PTH 832 Integumentary Management
PTH 833 Health Promotion and Wellness
PTH 840 Clinical Seminar 3

SUMMER SEMESTER, TERM I, YEAR 2:

PTH 845 Clinical Education 2

SUMMER SEMESTER, TERM II, YEAR 3:

PTH 814 Administration and Organization of Practice Settings
PTH 815 Professional Issues 3
PTH 835 Comprehensive Outcomes

FALL SEMESTER, YEAR 3:

PTH 855 Clinical Education 3
PTH 921 Doctoral Project 3

SPRING SEMESTER, YEAR 3:

PTH 865 Clinical Education 4
PTH 922 Doctoral Project 4

TOTAL HOURS = 125

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.

PHYSICAL THERAPY (PTH) COURSE DESCRIPTIONS

PTH 700 Human Anatomy (5 s.h.)

This course provides in-depth study and analysis of the regional and systemic organization of the human body through lecture and cadaver dissection. This course is cross listed with OTH 700 and is an interprofessional collaborative course.

PTH 701 Kinesiology (3 s.h.)

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.

PTH 702 Physiology (3 s.h.)

The goal of this course is to prepare students to discuss how organ systems interact with each other to maintain homeostasis. This course addresses the structure and function of the body's systems at the molecular, cellular, tissue and organ levels. It also focuses on the development of organ systems within the embryo and fetus, and the role of genetics in heredity.

PTH 703 Pathophysiology (3 s.h.)

This course will cover pathophysiology contrasted with normal physiology for systems related to PT practice and differential diagnosis. Content will prepare students to understand systems review, 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.

PTH 704 Neuroanatomy (2 s.h.)

The course includes the study of functional neuroanatomy and neuroscience to understand the basic structure and function of the nervous system with special emphasis on topics of greatest concern to occupational and physical therapists.

This course is cross listed with OTH 704 and is an interprofessional collaborative course.

PTH 705 Foundations of PT Practice (3 s.h.)

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.

PTH 706 Foundations of Clinical Exercise (3 s.h.)

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.

PTH 707 Biomechanics (3 s.h.)

Lecture and Lab. This course will continue to build on course content from Kinesiology further developing knowledge and understanding related to selected biomechanical factors influencing normal and pathological human form and movement including posture and gait analysis.

PTH 711 Principles of Teaching and Learning 1 (1 s.h.)

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.

PTH 712 Psychosocial Aspects of Care (3 s.h.)

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.

PTH 713 Topics in Health Care (2 s.h.)

This course will provide the student an overview of key topics in health care that are important for health professionals to understand. Topics will include an introduction to health care systems organization, health care financing, Medicare, Medicaid, managed care, and future trends in health care. This course is cross listed with OTH 713 and is an interprofessional collaborative course.

PTH 714 Professional Issues 1 (1 s.h.)

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.

PTH 721 Research and Critical Inquiry (3 s.h.)

This course covers concepts and principles of the research process including question, theory and hypothesis development, research design and methodology, and statistical reasoning and analysis. Critical review of professional literature and determination of the relevance and applicability of research findings to specific patient problems is introduced with the goal of promoting evidence-based practice in health care. This course is cross listed with OTH 721/ and is an interprofessional collaborative course.

PTH 722 Special Topics (variable s.h.)

Exploration of current special topics in physical therapy examination and intervention.

PTH 723 Continuing Registration for Final Project (1 s.h.)

Non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.

PTH 724 Independent Study (variable s.h.)

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.

PTH 725 Perspectives in Global Health Care (1–2 s.h., variable)

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. This course is cross-listed with OTH 725.

PTH 726 Musculoskeletal Management 1 (4 s.h.)

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.

PTH 727 Therapeutic Agents (2 s.h.)

The course examines the theoretical bases for and therapeutic application of soft tissue mobilization, thermal, mechanical, light and electrical agents. Emphasis is placed on the physical and physiological effects, indications and contraindications, and clinical evidence for the various modalities and agents, with a focus on musculoskeletal conditions. The course also includes basic concepts of the psychophysiology of pain and pain management. Scientific evidence about the use of these therapeutic agents will be discussed and appropriate documentation of treatment will be introduced.

PTH 730 Clinical Seminar 1 (1 s.h.)

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 and PAS 530 and is an interprofessional collaborative course.

PTH 740 Clinical Education 1 (3 s.h.)

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 course work 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.

PTH 801 Pharmacology (2 s.h.)

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.

PTH 802 Clinical Imaging (1 s.h.)

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.

PTH 804 Foundations of Motor Control & Learning (2 s.h.)

This course provides students with didactic information about the theoretical and physiological principles that govern motor control and motor learning and motor relearning. Factors that influence postural control throughout the lifespan are addressed. Particular emphasis is placed upon intervention and feedback variables that impact the learning process and guide the examination, evaluation, and treatment of individuals with neurologic dysfunction.

PTH 805 Human Development Across the Lifespan (2 s.h.)

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

PTH 811 Principles of Teaching and Learning 2 (1 s.h.)

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.

PTH 812 Community Practicum (fall or spring 2nd Year) (2 s.h.)

Lecture and lab. Occupational therapy, physical therapy, and physician assistant students, working in teams with local community agencies will develop a requested service project that is health related. This course is cross listed with OTH 812 and PAS 612 and is an interprofessional collaborative course.

PTH 813 Professional Issues 2 (1 s.h.)

This course builds on Professional Issues 1 with the student exploring in more depth issues related to professional socialization including conflict management and negotiation, practice and reimbursement issues, use of substitutes, further integration of ethical decision making, and classroom teaching principles.

PTH 814 Administration and Organization of Practice Settings (2 s.h.)

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.

PTH 815 Professional Issues 3 (2 s.h.)

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, an understanding about the governance structure, and an overview of emerging specialty practice areas in the profession of physical therapy. 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.

PTH 821 Research & Critical Inquiry 2 (1 s.h.)

This course covers qualitative research methodologies and enables students to become competent consumers of qualitative research. Readings include content in phenomenology, ethnography, grounded theory, narrative, qualitative case study and disability studies. Additionally, strategies to increase rigor in qualitative research are discussed. This course is cross listed with OTH 821 and is an interprofessional collaborative course.

PTH 822 Doctoral Project 1 (1 s.h.)

This course is the first in a sequence, leading to the completion of the culminating project for the DPT curriculum. Students will develop skills in application of high-quality evidence (research, clinical expertise and patient preferences) to the physical therapy clinical practice. In addition, students will begin the doctoral project experience through a literature review and preliminary project planning.

PTH 823 Doctoral Project 2 (1 s.h.)

This course is the second in a sequence that leads to the completion of a culminating project for the DPT curriculum. Students will select a project from the selections by faculty that could include research or program development. The student will work with a faculty advisor to develop, plan, and implement a project that will be presented at the completion of the third year prior to graduation.

PTH 825 Special Topics and Special Adult Populations (4 s.h.)

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.

PTH 826 Musculoskeletal Management 2 (4 s.h.)

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.

PTH 828 Neuromuscular Management 1 – Adult (4 s.h.)

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 laboratory 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 similarly central nervous system conditions. The assessment and treatment of gait disorders in neurologic dysfunction is presented and applied.

PTH 829 Neuromuscular Management 2 – Pediatrics (4 s.h.)

This course is the second in a neuromuscular sequence with a focus on pediatrics. It covers a brief review of 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.

PTH 830 Clinical Seminar 2 (1 s.h.)

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, 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.

PTH 831 Cardiovascular and Pulmonary Management (3 s.h.)

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.

PTH 832 Integumentary Management (3 s.h.)

This course prepares the student to evaluate, assess, and design treatment for the patient with Integumentary conditions or injuries. Content includes wound care and management, conditions that lead to amputation, limb care and prosthetics, burn management, bariatric issues, and lymphedema and management of the patient with cancer.

PTH 833 Health Promotion and Wellness (2 s.h.)

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.

PTH 835 Comprehensive Outcomes (1 s.h.)

The comprehensive outcomes course is designed to require the student to review all course content for the didactic portion of the curriculum. This will be followed by written testing to ensure the student has integrated the course content and demonstrates readiness to matriculate to the terminal clinical experiences. Focus will be on safety, content knowledge, psychomotor skills for practice, and appropriate clinical reasoning skills. This course is offered only on a pass/fail basis.

PTH 840 Clinical Seminar 3 (1 s.h.)

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.

PTH 845 Clinical Education 2 (3 s.h.)

This 4-week, full-time clinical learning experience is designed to allow students the opportunity to develop competence in physical therapy evaluation and treatment. Students will hone clinical reasoning skills and apply scientific rationale in the assessment, planning, and implementation of physical therapy. The focus of this clinical experience will be evaluation and management of patients with complex medical conditions. This course is offered only on a pass/fail basis.

PTH 855 Clinical Education 3 (13 s.h.)

This 14-week, full-time clinical learning experience is the first of two terminal clinical education courses. The course is designed to allow students the opportunity to demonstrate competence in physical therapy evaluation and treatment, applying sound scientific rationale 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.

PTH 865 Clinical Education 4 (13 s.h.)

This 16-week, full-time clinical learning experience is the final of two terminal clinical education courses. The course is designed to allow students the opportunity to demonstrate competence in physical therapy evaluation and treatment, applying sound scientific rationale 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.

PTH 921 Doctoral Project 3 (1 s.h.)

This course is the third in a sequence that leads to the completion of a culminating project in the DPT curriculum. The focus of this course is to prepare to implement the proposed project/research.

PTH 922 Doctoral Project 4 (1 s.h.)

This is the final course in a sequence that leads to the completion of a culminating project for the DPT curriculum. The student will present the final project via a poster exhibition during Doctoral Project Week prior to graduation.

Master of Science in Physician Assistant (MSPA) Program

Program Director: B. Kent Diduch

Medical Director: Ben Farley

Director of Clinical Education: Sarah "Whit" Worman

Director of Academic Education: Jennifer Hunt

Faculty: Emily Greene

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.

Prerequisite Courses:

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

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

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. 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 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

Didactic Phase

SPRING (1) SEMESTER YEAR 1

PAS 500 Human Anatomy

PAS 501 Microbiology & Immunology
PAS 502 Pathophysiology
PAS 511 Professional Issues and the Physician Assistant Profession
PAS 513 History and Physical Diagnosis I
PAS 530 Clinical Seminar I

SUMMER SEMESTER YEAR 1

PAS 503 Pharmacology I
PAS 526 Clinical Medicine I
PAS 527 Clinical Medicine I Casework
PAS 528 Laboratory and Diagnostic Studies
PAS 529 History and Physical Diagnosis II

FALL SEMESTER YEAR 1

PAS 504 Pharmacology II
PAS 525 Critical Inquiry, Research and Epidemiology
PAS 531 History and Physical Diagnosis III
PAS 532 Clinical Medicine II
PAS 533 Clinical Medicine II Casework
PAS 540 Clinical Seminar II

SPRING (2) SEMESTER YEAR 2

PAS 612 Community Practicum
PAS 620 Policy, Ethics, & Populations
PAS 625 Clinical Medicine III
PAS 626 Clinical Reasoning
PAS 627 Clinical Skill and Procedures

SUMMER SEMESTER YEAR 2

PAS 622 Pre-Clinical Comprehensive Assessment

CLINICAL PHASE (12 months - 49 semester hours)

Core Clinical Rotations

PAS 641 Behavioral and Mental Healthcare – 6 credits
PAS 642 Emergency Medicine – 6 credits
PAS 643 Family Medicine – 6 credits
PAS 644 Internal Medicine – 6 credits
PAS 645 Pediatrics – 6 credits
PAS 646 Surgery – 6 credits
PAS 647 Women's Health – 6 credits

Additional Clinical Preparation

- PAS 648 Clinical Elective – 6 credits

- PAS 623 Advanced Comprehensive Assessment – 1 credit

Total Clinical Phase Credit Hours: 49

TOTAL HOURS = 122 (73 hours didactic phase, 49 hours clinical phase)

MSPA COURSE DESCRIPTIONS

PAS 500 Human Anatomy (5 s.h.)

This course provides in depth study and analysis of the regional and systemic organization of the human body through lecture and cadaver dissection.

PAS 501 Microbiology and Immunology (1 s.h.)

This is a self-directed review course that provides a systematic review of the more important infectious disease agents and the principles and techniques employed in their laboratory diagnosis. There will be several case-based lectures during the term to supplement and reinforce the material. The course also explores the components and response of the immune system in mounting defense against common pathogens. Relevant pharmacotherapy and preventative measures will be examined.

PAS 502 Pathophysiology (5 s.h.)

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.

PAS 503 Pharmacology I (4 s.h.)

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.

PAS 504 Pharmacology II (4 s.h.)

This is the second of two courses designed to provide a systematic presentation of pharmacologic agents based upon drug group classification, nature, mode of action, toxicity and clinical therapeutic applications. This course reinforces concepts learned in the clinical medicine courses with special emphasis on medications and agents utilized in emergency medicine, obstetrics and gynecology, surgery, pediatrics, and psychiatry.

PAS 511 Professional Issues and The Physician Assistant Profession (1 s.h.)

This course explores all aspects of the Physician Assistant Profession including PA licensure, credentialing, historical, and professional organizational topics along with laws, regulations and current trends regarding PA Practice. Topics affecting the Physician-PA team relationship and political issues affecting PA Practice will also be examined. Attention is placed upon team-based and inter-professional collaboration. This also begins the program-long awareness and

discussion of professional topics and practice as related to the PA.

PAS 513 History and Physical Diagnosis I (4 s.h.)

This course is the first of three designed to provide the PA student with the skills and knowledge necessary to obtain a medical history and perform a physical examination while remaining sensitive to the diverse needs of the patient. This course focuses on the patient-provider communication skills, theories and techniques necessary to provide the student with the competence to correlate historical information with the performance of the physical examination to be expanded on in subsequent courses. 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.

PAS 525 Critical Inquiry, Research and Epidemiology (3 s.h.)

This course will introduce the physician assistant student to clinical problem solving assisted 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 health care professional whether it be from expert opinion, textbooks, 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. It 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.

PAS 526 Clinical Medicine I (5 s.h.)

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.

PAS 527 Clinical Medicine I Casework (1 s.h.)

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.

PAS 528 Laboratory and Diagnostic Studies (4 s.h.)

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.

PAS 529 History and Physical Diagnosis II (4 s.h.)

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.

PAS 530 Clinical Seminar I (1 s.h.)

This course utilizes a case-based learning model to integrate clinical management of common patient problems/diagnoses across the professional disciplines of physical therapy, occupational therapy, and physician assistant. This course is cross-listed with OTH/PTH 730 and is an interprofessional collaborative course.

PAS 531 History & Physical Diagnosis III (4 s.h.)

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.

PAS 532 Clinical Medicine II (6 s.h.)

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, Pediatrics, Geriatrics, Obstetrics and Gynecology. The discussion of medicine occurs with attention placed upon team-based and interprofessional collaboration.

PAS 533 Clinical Medicine II Casework (1 s.h.)

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.

PAS 540 Clinical Seminar II (1 s.h.)

This course is a continuation the utilization of IPE and utilizes a problem-based learning model to integrate clinical management of common patient diagnoses across the professional disciplines of physical therapy, occupational therapy, and physician assistant. The focus will be on interprofessional understanding and collaboration in a patient-centered health care delivery model. Teaching will occur through a case study model with students exploring various professional roles in the context of delivering quality care to the patient. This is an interprofessional collaborative course cross-listed with OTH/PTH 830.

PAS 612 Community Practicum (2 s.h.)

Students may research, design and/or participate in various community-based activities or work in teams including OT/PT students to develop a health-related community service project designed to enrich the community. Students may continue research/teaching projects begun previously. All research and/or projects are subject to faculty approval and the tenets of sound academic rigor. This course is cross listed with OTH 812 and PTH 812 and is an interprofessional collaborative course.

PAS 620 Policy, Ethics & Populations (3 s.h.)

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. Also, this course 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 a health care practitioners and as individuals.

PAS 622 Pre-Clinical Comprehensive Assessment (1 s.h.)

The Pre-Clinical Comprehensive Assessment 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.

PAS 623 Advanced Comprehensive Assessment (1 s.h.)

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.

PAS 625 Clinical Medicine III (5 s.h.)

This course explores the intricacies of human disease. The course divides various medical disciplines into individual modules including: Cardiology, Pulmonary, Infectious Diseases, Surgery and Surgical sub-specialties, Emergency Medicine, and Psychiatry and Behavioral Medicine. The discussion of medicine occurs with attention placed upon team-based and interprofessional collaboration.

PAS 626 Clinical Reasoning (4 s.h.)

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.

PAS 627 Clinical Skills and Procedures (2 s.h.)

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, among others. This course will also include instruction in the documentation of procedures and review history and physical examination skills.

PAS 641 Behavioral and Mental Health Care (6 s.h.)

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.

PAS 642 Emergency Medicine (6 s.h.)

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.

PAS 643 Family Medicine (6 s.h.)

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.

PAS 644 Internal Medicine (6 s.h.)

Six week required rotation providing practical exposure to adult patients requiring preventative, acute and chronic medical care in outpatient and/or inpatient setting.

PAS 645 Pediatrics (6 s.h.)

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.

PAS 646 Surgery (6 s.h.)

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.

PAS 647 Women's Health (6 s.h.)

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.

PAS 648 Clinical Elective (6 s.h.)

Six-week elective rotation providing practical exposure to patients across the life span in a wide range of medical and surgical specialties.

SCHOOL OF PUBLIC HEALTH

School Director: Kim L. Nine

Graduate

- Master of Healthcare Administration (MHA)*
- Master of Healthcare Administration and Master of Business Administration (MHA/MBA)*
- Bachelor of Arts in Healthcare Administration to Master of Healthcare Administration (BA to MHA)- *please see the Undergraduate Healthcare Administration section of this catalog.*

*Indicates Online program

Undergraduate

(Please see undergraduate programs section of this catalog)

- Health Care Administration (BA) offered on the Staunton Campus and online
- Health Informatics and Information Management (BS) - *online program*
- Public Health Minor
- Health Care Administration Minor

Certificates

- Certificate in Healthcare Management (Not for HCA students)
- Healthcare Administration Graduate Certificate*
- Quality and Systems Safety Graduate Certificate*
- Health Systems Leadership Graduate Certificate*
- Healthcare Business Certificate- Offered by COBPS, please see MBA section of this catalog

*Indicates Online program

Master of Healthcare Administration (MHA)

Program Director: Kim L. Nine

Faculty: William Cundiff

Overview

The Master of Healthcare Administration (MHA) has been developed to meet the call for fundamental changes in the healthcare delivery system. The MHA program will offer a certificate in *Healthcare Administration* at the completion of the core courses (18 s.h.). Students may then select from two different tracks, either *Master of Healthcare Administration in Quality and Systems Safety* (21 s.h.) or the *Master of Healthcare Administration in Health Systems Leadership* (21 s.h.). Stackable certificates are earned in either Quality and Systems Safety or Health Systems Leadership prior to completing the capstone course. The MHA will be delivered in an all- online format to meet the needs of working professionals with varying shift schedules. Advising and technical support will be available to students virtually. Both the *Health Systems Leadership* and *Quality and Systems Safety* tracks were designed to fill a significant regional and national void. Employment of medical and health care managers nationally is expected to grow 23% from 2012 to 2022, faster than the average for all occupations. Virginia employment data shows employer demand has increased 115% for these types of positions, most notably in the area of quality and patient safety.

Courses are offered year round in 8 week sessions with matriculation in spring or fall.

Mission of the Master of Healthcare Administration Program

To prepare individuals to grow as leaders in health systems administration and quality and system safety by providing practical, progressive, and innovative education in the knowledge, skills and abilities needed to help systems improve health and health care value.

Admission Requirements/Process for the Master of Healthcare Administration (MHA) Program

Application deadline for fall start: July 31 Application deadline for spring start: November 30

Murphy Deming College of Health Sciences will admit new MHA students each August and January.

- College Transcripts: A bachelor's degree from an MBU approved, regionally accredited institution is required prior to enrollment. Your official transcripts from your degree-granting institution must be sent to Murphy Deming College of Health Sciences/Mary Baldwin University, 100 Baldwin Blvd., Fishersville, VA 22939 or mdchsadmit@marybaldwin.edu. Unofficial transcripts are allowable for initial review of an application, however, you will not be able to enroll in our program until your official transcript has been received verifying completion of the bachelor's degree and that you still meet the minimum GPA required.

- Application: Applications are available online.
- Test Scores: No entrance exam is required; however, applicants may submit GMAT or GRE scores if they believe the scores will strengthen their application. If English is not your native language, you will be required to submit TOEFL or IELTS scores. Mary Baldwin University's TOEFL institution code is 5397. You do not need to submit scores if you:
 - Earned an undergraduate or graduate degree at an MBU approved, regionally accredited U.S. college or university
 - Conducted your total education in English in a native English-speaking country
- Prerequisite Course: Statistics or Research Methods (3 cr.)
- GPA: A minimum of 2.8 overall GPA required. We expect that most accepted students will surpass this minimum. In addition, prerequisite course must be completed with a "C" or better.
- References: One professional reference is required. The online application will provide a link to your recommender.
- Essay: The personal statement should describe your reason for applying to the MHA program and how admission to the program relates to your professional goals.
- Conditional Admission: Conditional Admission may be considered for students who do not fully meet all of the requirements for regular admission, but allows them to begin program course work. If Conditional Admission is granted, the student must earn at least a 3.0 GPA during the first nine credits taken in the program.

MEETING ADMISSIONS CRITERIA DOES NOT GUARANTEE ADMISSION TO THE PROGRAM.

PROGRAM POLICIES

Grading, Student Standing, and Academic Probation for MHA Program

The MHA graduate program, offered in an online format, provides flexibility in scheduling courses and offered on a part-time or full-time basis.

Students must maintain an overall GPA of 3.0 or better to graduate. Students falling below a GPA of 3.0 in any given semester will be placed on academic probation. If placed on probation, the student will be notified in writing of the criteria necessary to be removed from probation. Students on academic probation should communicate with their faculty advisor and course instructors on a regular basis. An Academic Plan will be developed to facilitate their academic progress.

Program Matriculation and Completion— MHA Program

At the end of each semester faculty review the academic performance of all students. Any course in which the student has earned a grade below a "C" will not be counted toward completion of a graduate degree requirement. A student receiving a grade of "D" or "F" in any course must repeat the course. Students are allowed to repeat an MHA course for a total of two attempts. Students must maintain an overall 3.0 GPA to continue in the program and

graduate. Students falling below a GPA of 3.0 in any given semester will be placed on academic probation. A student may remain on academic probation for one additional semester in order to reach a 3.0 GPA. An academic plan will be initiated with the student advisor to ensure successful completion of the program.

Curriculum

Healthcare Administration Graduate Certificate (Core Courses) (18 s.h.)

MHA 501 Organizational & Systems Leadership
MHA 502 The Business of Healthcare
MHA 503 Foundations of Research Methods in Administration
MHA 504 Policy, Ethics, and Legal Perspectives
MHA 506 Health Analytics and Decision Support
MHA 508 Health Care as a Socio-Technical System

Master of Healthcare Administration in Health Systems Leadership Track (21 s.h.)

MHA 600 Human Resources Management and Interprofessional Healthcare Teams
MHA 601 Quantitative and Qualitative Methods for Decisions in Healthcare
MHA 602 Community, Public & Population Health
MHA 603 Health Care Management and Information Systems
MHA 604 Health Planning and Program Evaluation
MHA 605 Health Care Marketing and Public Relations
MHA 620 Comprehensive Case Study Analysis

Master of Healthcare Administration in Quality and Systems Safety Track (21 s. h.)

MHA 606 Epidemiology, Vulnerable Populations, and Health Promotion
MHA 610 Quality Improvement & Patient Safety MHA 611 Accountability & Public Policy
MHA 613 Leading Teams and Change Management
MHA 614 Environment of Care and Disaster Management
MHA 615 Patient and Family Engagement and Activation
MHA 620 Comprehensive Case Study Analysis

TOTAL HOURS: 39

MASTER OF HEALTHCARE ADMINISTRATION (MHA) Course Descriptions

MHA 501 Organizational & Systems Leadership (3 s.h.)

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.

MHA 502 The Business of Healthcare (3 s.h.)

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 health care, 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 and control; performance measurement, accountability and reporting; and performance excellence, improvement and innovation.

MHA 503 Foundations of Research Methods in Administration (3 s.h.) (R)

This course will cover the concepts and principles of the research process including question, theory, hypothesis development, research design and methodology, and statistical reasoning and analysis. Critical review of professional literature and determination of the relevance and applicability of research findings to specific problems will be undertaken. Students will learn how to set up a study.

MHA 504 Policy, Ethics, and Legal Perspectives (3 s.h.)

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.

MHA 506 Health Analytics and Decision Support (3 s.h.)

Addresses role of information systems in health care organizations, the use of IT for management control and project evaluation, along with applications of analytics and decision-making. Provides an understanding of the difference between process, structure and outcome measures and how to use data analytics to facilitate decision-making. Topics such as establishing data definitions, data validation and integrity, and selection of information systems will be explored. Students will be required to create and use data analysis and presentation tools and resources.

MHA 508 Health Care as a Socio-Technical System (3 s.h.)

The class will provide a fundamental skill set towards understanding the relationship between organizational policies, human resources, patient outcome, health care tasks and processes, tools and technology, the physical environment, and how these are affected by external factors such as state and federal regulations, outside vendors, professional societies, etc. The course will help students understand how to address challenges in a health care system considering the complexity of health care.

MHA 600 Human Resources Management and Interprofessional Health Care Teams (3 s.h.)

Course will examine how human resources management is applied in different health care settings with a focus on the major elements of human resources management: recruitment, benefits, contracts/agreements/ retention, performance evaluation, compensation, legal and regulatory issues, productivity analysis, and strategic planning. The course will also examine the interprofessional health care team with a focus around emotional intelligence, professional engagement, staff development and retention, multigenerational considerations, working with DYADs, and communication challenges and opportunities.

MHA 601 Quantitative and Qualitative Methods for Decisions in Health Systems (3 s.h.)

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.

MHA 602 Community, Public & Population Health (3 s.h.)

This course will examine the role that population health, public health, health disparities, and community health play in designing programs and services, addressing reimbursement issues, and the importance of working across the continuum of care to identify solutions. The importance of data collection strategies and processes will be emphasized. Gain both a conceptual and operational understanding of population health, public health, community health, and health disparities.

MHA 603 Health Care Management and Information Systems (3 s.h.)

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.

MHA 604 Health Planning and Program Evaluation (3 s.h.)

Students will develop skills in a variety of approaches to evaluation, including techniques that are particularly suitable for evaluating health promotion, community health improvement, and related health and social services programs. Course learning will be synthesized through design of an evaluation framework and methodology for a relevant program.

MHA 605 Health Care Marketing and Public Relations (3 s.h.)

This course will address the theories, concepts and techniques of marketing and public relations applied to the distinctive properties of health care services. 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 will be emphasized.

MHA 606 Epidemiology, Vulnerable Populations & Health Promotion (3 s.h.)

This course will analyze the social variables that affect population health, including socioeconomic status, risk factors, and health disparities of disease. The concepts and methods of epidemiology and their application in measuring, studying, and improving the health populations will also be explored.

MHA 610 Quality Improvement & Patient Safety (3 s.h.)

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.

MHA 611 Accountability & Public Policy (3 s.h.)

Health care is a highly regulated business. As such students will be introduced to various accreditation and licensing agencies; their requirements; and strategies for survey readiness. Students will also gain understanding of the HIM role in data analysis and public reporting, use of comparative data bases to improve performance measures, the various external reporting entities, creating performance reports such as organization dashboards, and the role of benchmarking through application activities.

MHA 613 Leading Teams and Change Management (3 s.h.)

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.

MHA 614 Environment of Care and Disaster Management (3 s.h.)

Emergency response is a key component for successful health systems as part of the overall community safety planning. Understanding how to develop a facility emergency preparedness plan, to undertake a risk analysis, and mitigate high risk areas will be addressed in this course.

The role of the health system as part of the larger community preparedness plan in such things as evacuation, shelter designations, victim and fatality management, family and public communications will also be addressed.

MHA 615 Patient and Family Engagement and Activation (3 s.h.)

Health care has become a consumer market. Patients are becoming more discerning in their health care 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.

MHA 620 Comprehensive Case Study Analysis (3 s.h.)

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 analyze and solve a comprehensive problem.

**Master of Healthcare Administration & Master of Business Administration (MHA/MBA)
Dual Degree**

Overview

The MHA/MBA dual degree curriculum is designed for those who wish to expand their career potential in business management and healthcare administration. With core business courses that focus on the healthcare market and business industry, and healthcare administration courses that are deeply rooted in healthcare management, this program provides the student with the knowledge, skills, and abilities necessary to forge a career in high-level healthcare leadership.

Program Policies of the MHA apply to the MHA/MBA

Admission Requirements/Process for the Master of Healthcare Administration & Master of Business Administration (MHA/MBA) Dual Degree

Application deadline for fall: July 31

Application deadline for spring: November 30

Murphy Deming College of Health Sciences will admit new MHA students each August and January.

- College Transcripts: A bachelor’s degree from an MBU approved, regionally accredited university is required prior to enrollment. Your official transcripts from your degree-granting institution must be sent to Murphy Deming College of Health Sciences/Mary Baldwin University, 100 Baldwin Blvd., Fishersville, VA 22939 or mdchsadmit@marybaldwin.edu. Unofficial transcripts are allowable for initial review of an application, however, you will not

be able to enroll in our program until your official transcript has been received verifying completion of the bachelor's degree and that you still meet the minimum GPA required.

- Students without a background in business, accounting, or an approved business-related field will be required to take an exam to evaluate his or her level of business knowledge. Based on exam results, applicants may be required to take one or more pre- MBA module courses offered at MBU.
- Application: Applications are available online.
- Test Scores: No entrance exam is required, however, applicants may submit GMAT or GRE scores if they believe the scores will strengthen their application.
- If English is not your native language, you will be required to submit TOEFL or IELTS scores. Mary Baldwin University's TOEFL institution code is 5397. You do not need to submit scores if you:
 - Earned an undergraduate or graduate degree at a U.S. college or university
 - Conducted your total education in English in a native English-speaking country
- Prerequisite Courses:
 1. Statistics (3 cr)
 2. Research (3 cr)
- Students may apply prior to completion of the prerequisite courses, as long as a plan for completion is in place.
- GPA: A minimum of 3.0 overall GPA required. We expect that most accepted students will surpass this minimum. In addition, prerequisite courses must be completed with a "C" or better.
- References: One professional reference is required. The online application will provide a link to your recommender.
- Essay: The personal statement should describe your reason for applying to the MHA/MBA dual degree program and how admission to the program relates to your professional goals.
- Conditional Admission: may be considered for students who do not fully meet all of the requirements for regular admission, but allows them to begin program coursework. If Conditional Admission is granted, the student must earn at least a 3.0 GPA during the first nine credits taken in the program.

Prerequisite Courses

Pre-MBA Module: Students without an undergraduate business or related degree will be required to take an internal exam to determine their level of business knowledge. Based on the exam results, students may need to take one or more of the competency-based pre-MBA modules. These will be online and self-paced. Areas included in these core competencies are accounting, business finance, business law, management, and marketing.

Meeting Admissions Criteria Does Not Guarantee Admission to the program.

MHA/MBA COURSE REQUIREMENTS

TOTAL HOURS: 45

Cross-Listed Course

MHA/BUAD 701 Capstone/Apex Project (6 s.h.)

MHA REQUIREMENTS (21 s.h.)

MHA 501 Organizational & Systems Leadership (3 s.h.)

MHA 502 The Business of Healthcare (3 s.h.)

MHA 504 Policy, Ethics & Legal Perspectives (3 s.h.)

MHA 506 Health Analytics and Decision Support (3 s.h.)

MHA 606 Epidemiology, Vulnerable Populations, and Health Promotion (3 s.h.)

MHA 610 Quality Improvement & Patient Safety (3 s.h.)

MHA 611 Accountability and Public Policy (3 s.h.)

MBA REQUIREMENTS (18 s.h.)

BUAD 560 Managerial Accounting & Finance (3 s.h.)

BUAD 561 Entrepreneurial Leadership & Strategies in Healthcare (3 s.h.)

BUAD 562 Medical Innovation & Project Management (3 s.h.)

BUAD 563 Marketing & Branding in Healthcare (3 s.h.)

BUAD 564 Human Capital Management in Healthcare (3 s.h.)

BUAD 660 Strategic Planning & Process Improvement (3 s.h.)

The MBA program will offer a certificate in Healthcare Business at the completion of the 18 semester hours of the BUAD courses in this dual degree program.

MHA/MBA COURSE DESCRIPTIONS

For BUAD 560-564 and BUAD 660 course descriptions, please refer to the Master of Business Administration portion of this Catalog.

MHA 501 Organizational & Systems Leadership (3 s.h.)

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.

MHA 502 The Business of Healthcare (3 s.h.)

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.

MHA 503 Foundations of Research Methods in Administration (3 s.h.)

This course will cover the concepts and principals of the research process including questions, theory, hypothesis development, research design and methodology, and statistical reasoning and analysis. Critical review of professional literature and determination of the relevance and applicability of research findings to specific problems will be undertaken. Students will learn how to set up a study.

MHA 504 Policy, Ethics, and Legal Perspectives (3 s.h.)

This course examines the ethical and legal framework within the healthcare industry, including laws and regulations, such as anti-trust, privacy and confidentiality, medical malpractice, etc., that impact the business of healthcare. 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.

MHA 506 Health Analytics and Decision Support (3 s.h.)

Addresses role of information systems in healthcare organizations, the use of IT for management control and project evaluation, along with applications of analytics and decision-making. Provides an understanding of the difference between process, structure and outcome measures and how to use data analytics to facilitate decision-making. Topics such as establishing data definitions, data validation and integrity, and selection of information systems will be explored. Students will be required to create and use data analysis and presentation tools and resources.

MHA 606 Epidemiology, Vulnerable Populations, and Health Promotion (3 s.h.)

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.

MHA 610 Quality Improvement and Patient Safety (3 s.h.)

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 healthcare and the role of a fair and just culture to create a learning environment will also be addressed.

MHA 611 Accountability and Public Policy (3 s.h.)

Healthcare is a highly regulated business. As such students will be introduced to various accreditation and licensing agencies; their requirements; and strategies for survey readiness. Students will also gain understanding of the HIM role in data analysis and public reporting, use of comparative data bases to improve performance measures, the various external reporting entities, creating performance reports such as organization dashboards, and the role of benchmarking through application activities.

MHA 701 Apex Project (6 s.h.)

The course must be taken during the student's final semester at Mary Baldwin University and is intended to be a platform for demonstrating (1) the student's comprehensive knowledge of business systems and functions, and (2) the student's understanding of the concept of sustainability in designing a new enterprise or repurposing an existing one. This course is cross-listed with BUAD 701 and NUR 701.

HEALTH INFORMATICS AND INFORMATION MANAGEMENT**Overview**

The Health Informatics and Information Management major at the Murphy Deming College of Health Sciences, Mary Baldwin University prepares students for job opportunities in healthcare organizations as well as with healthcare information technology vendors and consulting firms. HIIM professionals work to improve healthcare provider communication, increase the safety of patient care, and make healthcare more efficient. Health Informatics and Information Management graduates may also be employed to manage information and communication technologies as part of research trials, such as real-time remote data capture systems. Working in HIIM increasingly includes technology such as wearable medical devices that include watches, eyeglasses and necklaces to monitor ECG and vital signs. These innovative technologies allow for a more complete picture of patients, medical conditions, and the healthcare process in general, resulting in increased quality and safety of care and a more efficient and effective healthcare system.

Vision Statement

The vision of the Health Informatics and Information Management Program is to transform healthcare to provide safe and quality care to all through the leadership of graduates of the program.

Mission Statement

The mission of the Health Informatics and Information Management Program education and train compassionate, ethical and skilled health informatics and health information management professionals who strive for excellence in a rapidly changing healthcare environment.

Program Goals

- Graduates will be prepared to advance quality and safety in the fiscally responsible healthcare system through the use of health informatics
- Graduates will have the knowledge skills and abilities to communicate effectively across all levels of the organization
- Graduates will be prepared to meet evolving healthcare informatics needs in the healthcare system
- Graduates will have the knowledge, skills and abilities to be innovative leaders and change agents
- Graduates will have the knowledge skills and abilities to build and lead effective teams
- Graduates will have the knowledge, skills and abilities to develop innovative information technology practices in support of a learning healthcare system

Requirements for the Health Informatics and Information Management Major:

In addition to the courses to complete the General Education, students will complete 18 credits of required supporting science courses, and 45 credits of course in the Health Informatics and Information Systems major (HINF), and 56 credits from the General Education for the BS degree. An additional 6 credits of electives will be allowed. Total credits are 120-122.

Health Informatics and Information Management Core Course List

Total Hours: 45

HINF 150 Introduction to Health Informatics
HINF 201 Information Systems and Structured Queries
HINF 204 Coding and Classification Systems
HINF 224 Electronic Health and Medical Records
HINF 230 Regulatory and Legal Aspects of Health Informatics
HINF 310 Introduction to Project Management
HINF 315 Health Information Exchange and Data Standards
HINF 320 Computer Concepts and Applications
HINF 324 Healthcare Enterprise Management Systems
HINF 326 Emerging Technology and Patient Engagement
HINF 330 Knowledge Discovery, Data Mining and Evidence-Based Practice
HINF 340 Healthcare Financial Management
HINF 345 Advanced Project Management
HINF 350 Capstone Proposal
HINF 401 Senior Capstone

Required Supporting Courses

Total Hours 18

BIO 151 Human Health & Disease
HCA 125 Introduction to Public Health

HCA 300 Health Care Research Methods
HSCI 180 Medical Terminology
HSCI 205 Human Anatomy and Physiology
HSCI 206 Introduction to Pharmacology
INT 222 Social Sciences Statistics

Elective Courses: 6 credit hours *with Faculty Approval*

Course Descriptions:

HINF 150 Introduction to Health Informatics (3 s.h.)

Students will acquire a foundational knowledge of Health Informatics. Subjects to be explained include healthcare information systems, data collection and management, privacy and security of patient data, legal and regulatory concerns, remote and home-based patient monitoring. Emphasis is on the impact of health informatics on the U.S. healthcare system, organizations and vendors.

HINF 201 Information Systems and Structured Queries (3 s.h.)

Students will acquire an understanding of database architecture and the design of information systems in healthcare. Topics to be explained include systems lifecycle, relational database architecture and design, building queries for data extraction and report generation. Emphasis is on the impact of information system design on data quality and integrity.

HINF 204 Coding and Classification Systems (3 s.h.)

Students will acquire knowledge of medical coding and classification systems used to capture patient care, diagnoses, procedures and outcomes. Topics to be explained include the International Classification of Diseases (ICD), Diagnostic Related Groups (DRG) and Current Procedural Terminology (CPT) coding systems. Nursing classification systems will also be explored. Emphasis is on the importance of coding for evidence-based practice analyses.

Prerequisite: HINF 150, HSCI 180

HINF 224 Electronic Health and Medical Records (3 s.h.)

Students will acquire knowledge of the structure, management and uses of electronic health and medical record systems across healthcare organizations and care settings. Topics to be explained include the EMR/EHR user community and the acquisition, management and use of patient data. Relational database design, and SQL programming will also be explored. Emphasis is on the role of EMR and EHR in the quality and safety of healthcare delivery.

Prerequisite: HINF 150

HINF 230 Regulatory and Legal Aspects of Health Informatics (3 s.h.)

Students will acquire knowledge of the structure, management and uses of electronic health and medical record systems across healthcare organizations and care settings. Topics to be explained include the EMR/EHR user community and the acquisition, management and use of patient data. Relational database design, and SQL programming will also be explored.

Emphasis is on the role of EMR and EHR in the quality and safety of healthcare delivery.

Prerequisite: HINF 150

HINF 310 Introduction to Project Management (3 s.h.)

Students learn the responsibilities and essential tools and techniques required to successfully plan, manage, control, and evaluate a project in a complex environment. Demonstrates how these approaches can be successfully applied in the development and management of a major project. Sustainability principles and practices will be studied and applied with a focus on environmental impact. This course is cross-listed with PRST 350 Project Management: Foundations 1. *Prerequisite: HINF 150*

HINF 315 Health Information Exchange and Data Standards (3 s.h.)

Students will acquire an understanding of health information exchange and the standards that are necessary for information exchange. Topics to be explained include patient and organizational benefits and challenges, Infrastructure and technical requirements, established standards and best practices. Emphasis is on information systems interoperability and the practical applications and tools used in information exchange. *Prerequisite: HINF 150*

HINF 320 Computer Concepts and Applications (3 s.h.)

Students will acquire a foundational knowledge of the computing concepts, principles, practice and applications. Topics to be explained include computer hardware and software, operating systems, internet connectivity, cloud computing and applications. Emphasis is on the computing infrastructure and environment.

HINF 324 Healthcare Enterprise Management Systems (3 s.h.)

Students will acquire knowledge of the enterprise systems that support a healthcare organization and care processes. The course will also explore vendor customer relationship management systems. Topics include administrative systems, human resource management systems, billing and coding systems, and practice management systems. Emphasis is on the healthcare organization at the enterprise level and the vendor systems required to do business in the healthcare arena. *Prerequisite: HINF 150*

HINF 326 Emerging Technology and Patient Engagement (3 s.h.)

Students will acquire knowledge of emerging health information technologies and how they can empower patients, facilitate communication and promote a patient-centric healthcare model. Topics to be explored include new health monitoring technologies, disruptive innovations, and their impact on patients and healthcare organizations. Emphasis is on emerging health information technologies and how they will impact the landscape of healthcare.

HINF 330 Knowledge Discovery, Data Mining and Evidence-Based Practice (3 s.h.)

Students will acquire understanding of knowledge discovery and data mining (KDDM) and evidence-based practice (EBE) analytics. Topics to be explained include selection of

appropriate metrics for analysis, database querying, data extraction, data mining and analytic methods. Emphasis is on leveraging healthcare data and analytics for health system improvement. *Prerequisite: HINF 150, HINF 204, HINF 224, INT 222*

HINF 340 Healthcare Financial Management (3 s.h.)

Students will acquire a base of knowledge of the systems involved in Health Systems Revenue Cycle Management. Students will also acquire an understanding of the financial realities of healthcare delivery. Topics to be explained include Finance and Revenue Cycle content, the complex payment systems involved with healthcare, and the financial and revenue cycle information needs of executives and frontline staff. Emphasis is on the role of health informatics in healthcare enterprise finance. *Prerequisite: HINF 150, HINF 204*

HINF 345 Advanced Project Management (3 s.h.)

Students will gain insight and knowledge into quality and process improvement for creating project or program deliverables. Specific topics include six sigma, lean, quality control, testing, ISO, TQM, continuous improvement and requirements verification. Special emphasis will be placed on customer satisfaction within a project environment. This course is cross-listed with PRST 351 Project Management: Foundations 2. *Prerequisite: HINF 150, HINF 310.*

HINF 350 Capstone Proposal (3 s.h.)

Students will work to identify Capstone sites and projects. Students will develop and present a formal Capstone Proposal for faculty approval, using their project management skill and communication/presentation skills as well as skills acquired in other coursework. The project will be developed by the student with the guidance of faculty. Approval of the formal Capstone Proposal provides the project plan for the Senior Capstone course. *Prerequisite: Successful completion of prior Health Informatics core courses*

HINF 401 Senior Capstone (3 s.h.)

This Senior Capstone course is taken in the last semester of the program and after students have successfully completed the core courses and the Capstone Planning and Proposal course. The Capstone Project, determined by the approved Capstone Proposal involves practical work and research in an area of healthcare informatics. This course provides an opportunity to integrate knowledge gained in coursework through a real-world project that brings value to a healthcare organization or vendor. *Prerequisite: HINF 35*

SCHOOL OF NURSING

School Director: Drew Ellen Gogian

Mission of the School of Nursing

The mission of the School of Nursing is to provide a high quality, rigorous online educational program that prepares current practitioners to be transformational and innovative nurse leaders. This will be accomplished by fostering evidence-based practice, promoting critical

decision making, engendering effective interprofessional cooperation, collaboration, and practice, and being responsive to community healthcare needs.

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).

The master's degree program in nursing at Mary Baldwin University is pursuing initial accreditation by the Commission on Collegiate Nursing Education (www.ccneaccreditation.org).

Applying for accreditation does not guarantee that accreditation will be granted.

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>

Programs of the School of Nursing

School Director: Drew Ellen Gogian

Faculty: Pam Dressler, Monica Heck

The School of Nursing offers the following programs:

GRADUATE

Master of Science in Nursing (MSN)

- MSN in Patient Safety and Healthcare Quality
- MSN/Master of Healthcare Administration (MSN/MHA)
- MSN/Master of Business Administration (MSN/MBA)
- Registered Nurse to Bachelor of Science in Nursing to Master of Science in Nursing (RN-BSN-MSN)

UNDERGRADUATE

Bachelor of Science in Nursing (RN-BSN)

PROGRAM POLICIES

Grading, Student Standing, and Academic Probation

Grading Scale

Grading within the RN to BSN Program is consistent with MBU undergraduate programs.

The Community Health Practicum course is graded on a Pass/Fail basis. A student receiving a grade below a “C” or a “Fail” for the practicum must repeat the course.

Students are allowed to repeat nursing program courses once for a total of two attempts. A learning contract must be developed in consultation with the Program Director and in place prior to students repeating any nursing course in the Program.

The RN-BSN-MSN Program timeframe for completion of all program requirements is specified as seven years from the date of initial enrollment. The RN-BSN and MSN Program timeframe for completion of all program requirements is specified as five years from the date of initial enrollment

Master of Science in Nursing (MSN)

Program Director: Drew Ellen Gogian

Admission Requirements/Process for the Master of Science in Nursing Program

Application deadline for spring: December 1 Application deadline for fall: August 1

Murphy Deming College of Health Sciences will admit new MSN students each August and January.

- College Transcripts: A bachelor’s degree in nursing is required from an MBU approved, regionally accredited university prior to enrollment.
- Application: Applications will be accepted online through the Nursing Centralized Application Service (NursingCAS) once the application cycle has begun.
- Test Scores: No entrance exam is required, however, applicants may submit GMAT or GRE scores if they believe the scores will strengthen their application.
- If English is not your native language, you will be required to submit TOEFL or IELTS scores. Mary Baldwin University’s TOEFL institution code is 5397. You do not need to submit scores if you:
 - Earned an undergraduate or graduate degree at a U.S. college or university
 - Conducted your total education in English in a native English-speaking country

Prerequisite Courses:

Required Courses	Credit Hours	Comments
Statistics	3	Can be from biology, mathematics, social sciences, business, health sciences or nursing.
Research	3	

Students may apply prior to completion of the prerequisite courses as long as a plan for completion is in place.

- GPA: A minimum of 3.0 overall GPA required. We expect that most accepted students will surpass this minimum. In addition, prerequisite courses must be completed with a “C” or better. You may qualify for conditional acceptance if your GPA does not meet minimum requirements. See below.
- RN License: Current unrestricted RN license in the Commonwealth of Virginia or state participating in the National Council for State Authorization Reciprocity Agreements (NC-SARA). A copy of the licensure document is required.
- Current resume or curriculum vitae.
- Essay: The personal statement should describe your reason for applying to the MSN program and how admission to the program relates to your professional goals.
- Conditional Admission: may be considered for students who do not fully meet all of the requirements for regular admission but allows them to begin program course work. If Conditional Admission is granted, the student must earn at least a 3.0 GPA during the first nine credits taken in the program.

ADDITIONAL ADMISSION REQUIREMENTS FOR MSN/MBA:

Students without a background in business, accounting, or an approved business-related field will be required to take an exam to evaluate his or her level of business knowledge. Based on exam results, applicants may be required to take one or more pre-MBA module courses offered at MBU.

PREREQUISITE COURSES

Pre-MBA Module:

Students without an undergraduate business or related degree will be required to take an internal exam to determine their level of business knowledge. Based on the exam results, students may need to take one or more of the competency-based pre-MBA modules. These will be online and self-paced. Areas included in these core competencies are accounting, business finance, business law, management, and marketing.

MEETING ADMISSIONS CRITERIA DOES NOT GUARANTEE ADMISSION TO THE PROGRAM.

Requirements for the Master of Science in Nursing (MSN)

MSN in Patient Safety and Healthcare Quality

Total Hours: 36 s.h.

The MSN in Patient Safety and Healthcare Quality degree is designed to prepare registered nurses to implement evidence-based practices for measuring and improving quality patient outcomes and managing risks in a dynamic healthcare environment. The innovative curriculum provides graduates with the leadership skills necessary to advance in the healthcare industry as it moves towards reimbursement models directly linked to quality and safety. Upon completion of the MSN in Patient Safety and Healthcare Quality degree program,

graduates will be prepared to employ research-based methods to lead positive change and advance health.

NUR 501/MHA 501 Organizational & Systems Leadership (3 s.h.)
NUR 502 Theoretical Foundations for Advanced Nursing Practice (3 s.h.)
NUR 503 Managing Health Outcomes through Informatics (3 s.h.)
NUR 504/MHA 504 Policy, Ethics & Legal Perspectives (3 s.h.)
NUR 505 Population Health & Interprofessional Collaboration (3 s.h.)
NUR 602 Quality Improvement in Healthcare Practicum (3 s.h.)
NUR 606/MHA 606 Epidemiology, Vulnerable Populations & Health Promotion (3 s.h.)
NUR 610/MHA 610 Quality Improvement & Patient Safety (3 s.h.)
NUR 612 Translational Nursing Scholarship in Practice (Capstone) (3 s.h.)
MHA 611 Accountability & Public Policy (3 s.h.)
MHA 613 Leading Teams and Change Management (3 s.h.)
MHA 615 Patient and Family Engagement and Activation (3 s.h.)

The MHA program will offer a Certificate in Quality and Systems Safety at the completion of the first 18 semester hours of MHA course work.

SAMPLE COURSE SCHEDULE

(Based on a full time, two courses per 8-week session model).

SEMESTER 1, SESSION 1

NUR 501/MHA 501 Organizational & Systems Leadership
MHA 613 Leading Teams and Change Management

SEMESTER 1, SESSION 2

NUR 502 Theoretical Foundations for Advanced Nursing Practice
NUR 504/MHA 504 Policy, Ethics & Legal Perspectives

SEMESTER 2, SESSION 1

NUR 503 Managing Health Outcomes through Informatics
MHA 611 Accountability & Public Policy

SEMESTER 3, SESSION 1

NUR 505 Population Health & Interprofessional Collaboration
NUR 602 Quality Improvement in Healthcare Practicum

SEMESTER 3, SESSION 2

NUR 606/MHA 606 Epidemiology, Vulnerable Populations & Health Promotion
NUR 610/MHA 610 Quality Improvement & Patient Safety

SEMESTER 4, SESSION 1

MHA 615 Patient and Family Engagement and Activation
NUR 612 Translational Nursing Scholarship in Practice (Capstone)

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.

Master of Science in Nursing & Master of Healthcare Administration (MSN/MHA) Dual Degree

Total Hours: 48 s.h.

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.

CROSS-LISTED COURSES BETWEEN THE MSN AND MHA TRACKS (12 s.h.)

NUR 501/MHA 501 Organizational & Systems Leadership (3 s.h.)
NUR 504/MHA 504 Policy, Ethics & Legal Perspectives (3 s.h.)
NUR 606/MHA 606 Epidemiology, Vulnerable Populations & Health Promotion (3 s.h.)
NUR 610/MHA 610 Quality Improvement & Patient Safety (3 s.h.)

MSN REQUIREMENTS (15 s.h.)

NUR 502 Theoretical Foundations for Advanced Nursing Practice (3 s.h.)
NUR 503 Managing Health Outcomes through Informatics (3 s.h.)
NUR 505 Population Health & Interprofessional Collaboration (3 s.h.)
NUR 600 Practicum/Role of the Nurse Administrator (3 s.h.)
NUR 612 Translational Nursing Scholarship in Practice (Capstone) (3 s.h.)

MHA REQUIREMENTS (21 s.h.)

MHA 502 The Business of Healthcare (3 s.h.)
MHA 506 Health Analytics and Decision Support (3 s.h.)
MHA 508 Healthcare as a Sociotechnical System (3 s.h.)
MHA 600 Human Resources Management & Interprofessional Health Care Teams (3 s.h.)
MHA 601 Quantitative & Qualitative Methods for Decisions in Health Systems (3 s.h.)
MHA 605 Health Care Marketing & Public Relations (3 s.h.)
MHA 611 Accountability & Public Policy (3 s.h.)
The MHA program will offer a certificate in Health Systems Leadership at the completion of the first 18 semester hours of MHA course work.

SAMPLE COURSE SCHEDULE

(Based on a full time, two courses per 8-week session model).

SEMESTER 1, SESSION 1

NUR 501/MHA 501 Organizational & Systems Leadership
MHA 506 Health Analytics and Decision Support

SEMESTER 1, SESSION 2

NUR 502 Theoretical Foundations for Advanced Nursing Practice
NUR 504/MHA 504 Policy, Ethics & Legal Perspectives

SEMESTER 2, SESSION 1

NUR 503 Managing Health Outcomes through Informatics
MHA 611 Accountability & Public Policy

SEMESTER 3, SESSION 1

NUR 505 Population Health & Interprofessional Collaboration
MHA 502 The Business of Healthcare

SEMESTER 3, SESSION 2

NUR 606/MHA 606 Epidemiology, Vulnerable Populations & Health Promotion
NUR 610/MHA 610 Quality Improvement & Patient Safety

SEMESTER 4, SESSION 1

NUR 600 Practicum/Role of the Nurse Administrator
MHA 508 Healthcare as a Sociotechnical System

SEMESTER 4, SESSION 2

MHA 600 Human Resources Management & Interprofessional Health Care Teams
MHA 601 Quantitative & Qualitative Methods for Decisions in Health Systems

SEMESTER 5, SESSION 1

MHA 605 Health Care Marketing & Public Relations
NUR 612 Translational Nursing Scholarship in Practice (Capstone)

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.

Master of Science in Nursing & Master of Business Administration (MSN/MBA) Dual Degree

Total Hours: 48 s.h.

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.

CROSS-LISTED COURSES BETWEEN THE MSN AND MBA TRACKS (6 s.h.)

NUR 701/BUAD 701 Apex Project (6 s.h.)

MSN REQUIREMENTS – 21 s.h.

NUR 501/MHA 501 Organizational & Systems Leadership (3 s.h.)

NUR 502 Theoretical Foundations for Advanced Nursing Practice (3 s.h.)

NUR 503 Managing Health Outcomes through Informatics (3 s.h.)

NUR 504/MHA 504 Policy, Ethics & Legal Perspectives (3 s.h.)

NUR 505 Population Health & Interprofessional Collaboration (3 s.h.)

NUR 601 Practicum/Role of the Nurse Executive (3 s.h.)

NUR 610/MHA 610 Quality Improvement & Patient Safety (3 s.h.)

MBA REQUIREMENTS – 21 s.h.

MHA 502 The Business of Healthcare (3 s.h.)

BUAD 560 Managerial Accounting & Finance (3 s.h.)

BUAD 561 Entrepreneurial Leadership & Strategies in Healthcare (3 s.h.)

BUAD 562 Medical Innovation & Project Management (3 s.h.)

BUAD 563 Marketing & Branding in Healthcare (3 s.h.)

BUAD 564 Human Capital Management in Healthcare (3 s.h.)

BUAD 660 Strategic Planning & Process Improvement (3 s.h.)

The MBA program will offer a certificate in Healthcare Business at the completion of the first 18 semester hours of the BUAD courses in this dual degree program.

SAMPLE COURSE SCHEDULE

(Based on a full-time, two courses per 8-week session model).

SEMESTER 1, SESSION 1

NUR 501/MHA 501 Organizational & Systems Leadership

BUAD 560 Managerial Accounting & Finance

SEMESTER 1, SESSION 2

NUR 502 Theoretical Foundations for Advanced Nursing Practice

NUR 504/MHA 504 Policy, Ethics & Legal Perspectives

SEMESTER 2, SESSION 1

NUR 503 Managing Health Outcomes through Informatics

BUAD 562 Medical Innovation & Project Management

SEMESTER 3, SESSION 1

NUR 505 Population Health & Interprofessional Collaboration

BUAD 563 Marketing & Branding in Healthcare

SEMESTER 3, SESSION 2

NUR 610/MHA 610 Quality Improvement & Patient Safety

BUAD 564 Human Capital Management in Healthcare

SEMESTER 4, SESSION 1

NUR 601 Practicum/Role of the Nurse Executive

BUAD 660 Strategic Planning & Process Improvement

SEMESTER 4, SESSION 2

BUAD 561 Entrepreneurial Leadership & Strategies in Healthcare

MHA 502 The Business of Healthcare

SEMESTER 5, SESSION 1

NUR 701/BUAD 701 Apex Project

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.

MASTER OF SCIENCE IN NURSING (MSN) COURSE DESCRIPTIONS

NUR 501/MHA 501 Organizational & Systems Leadership (3 s.h.) (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.

NUR 502 Theoretical Foundations for Advanced Nursing Practice (3 s.h.)

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.

NUR 503 Managing Health Outcomes through Informatics (3 s.h.) (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.

NUR 504/ MHA 504 Policy, Ethics & Legal Perspectives (3 s.h.)

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.

NUR 505 Population Health & Interprofessional Collaboration (3 s.h.)

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.

NUR 600 Practicum/Role of the Nurse Administrator (3 s.h.)

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.

NUR 601 Practicum/Role of the Nurse Executive (3 s.h.)

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.

NUR 602 Quality Improvement in Healthcare Practicum (3 s.h.)

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.

NUR 606/MHA 606 Epidemiology, Vulnerable Populations & Health Promotion (3 s.h.)

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.

NUR 610/MHA 610 Quality Improvement & Patient Safety (3 s.h.)

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.

NUR 612 Translational Nursing Scholarship in Practice (Capstone) (3 s.h.)

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.

NUR 701 Apex Project (6 s.h.)

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. This course is cross-listed with BUAD 701 and MHA 701.

Registered Nurse to Bachelor of Science in Nursing to Master of Science in Nursing (RN-BSN-MSN) Program

The accelerated RN-BSN-MSN program is for registered nurses seeking to ultimately earn a Master of Science in nursing. Students are able to complete their BSN degree while enrolled in an MSN program by enrolling in dual-credit courses, reducing the overall credit requirement for an MSN degree by six credits. Depending on the MSN concentration (MSN in Patient Safety and Healthcare Quality; MSN/ Master's in Healthcare Administration dual degree; MSN/Master's in Business Administration dual degree) chosen, students on this track may complete the program in as few as 7 or 8 semesters. Alternatively, students may take up to 7 years working at their own pace.

Overview of RN-BSN-MSN Curriculum *Accelerated Options*

Students who are pursuing the Master of Science in Nursing program using the RN-BSN-MSN option, may apply up to six credit hours of graduate coursework to Bachelor of Science in Nursing degree requirements. The BSN degree will be conferred at the completion of all BSN requirements; the MSN degree does not need to be earned prior to the BSN being conferred.

MBU accepts the Associate Degree in Nursing fulfillment of general education coursework.

SAMPLE COURSE SCHEDULE

(Based on a full time, two courses per 8-week session model.)

SEMESTER 1, SESSION 1

NUR 407 Cultural Nursing: Uniting Our World
General Education course (as indicated)

SEMESTER 1, SESSION 2

NUR 304 Contemporary Issues in Professional Nursing Practice
NUR 305 Research in Nursing

SEMESTER 2, SESSION 1

NUR 403 Community Health Practicum
NUR 413 Community Health Nursing and Emergency Preparedness

SEMESTER 3, SESSION 1

NUR 501/MHA 501 Organizational & Systems Leadership
General Education course (as indicated)

SEMESTER 3, SESSION 2

NUR 404 Nursing Across the Lifespan
NUR 405 Pathophysiology

SEMESTER 4, SESSION 1

NUR 408 Using Evidence-Based Practice in Nursing
NUR 503 Managing Health Outcomes through Informatics

SEMESTER 5, SESSION 1

MSN Specialty Track
MSN Specialty Track

SEMESTER 5, SESSION 2

NUR 502 Theoretical Foundations for Advanced Nursing Practice
NUR 504/MHA 504 Policy, Ethics & Legal Perspectives

SEMESTER 6, SESSION 1

MSN Specialty Track
MSN Specialty Track

SEMESTER 6, SESSION 2

NUR 505 Population Health & Interprofessional Collaboration
MSN Specialty Track

SEMESTER 7, SESSION 1

NUR 610/MHA 610 Quality Improvement & Patient Safety
MSN Specialty Track

SEMESTER 8, SESSION 1

MSN Specialty Track (As applicable)
MSN Specialty Track (As applicable)

SEMESTER 8, SESSION 2

MSN Specialty Track (As applicable)
MSN Specialty Track (As applicable)

HSCI 321 Applying Statistical Concepts in Health Sciences Research (Or other approved statistics course 200-level or above) – can be taken at any time during the RN-BSN program or transferred in.

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.

Registered Nurse to Bachelor of Science in Nursing (RN-BSN)

Program Director: Monica Heck

Overview

The RN-BSN Program is a post-licensure program that will lead to a Bachelor of Science in Nursing (BSN) degree. Prospective students must meet the following admission requirements prior to matriculation into the program.

Admission Requirements/Process for the RN-BSN Program

Application deadline for spring: Dec 1
Application deadline for fall: Aug 1

Murphy Deming College of Health Sciences admits new RN-BSN students each August and January.

- Associate Degree or Diploma in Nursing required prior to enrolling in nursing course work.

- Official transcripts reflecting a cumulative GPA on all college work attempted of 2.5 or better on a 4-point scale. All transferring course work must reflect a “C” or better.
- Current unrestricted RN license (students may begin general studies while waiting to take the licensing examination).
- Employment as a RN for a minimum of 6 months OR plans to practice concurrently with course work.
- Ability to meet the Nursing Department’s Technical Standards for nursing practice.

Application Checklist

- College transcripts: An Associate Degree or Diploma in Nursing from an MBU approved, regionally accredited institution is required prior to enrolling in nursing course work. All transferring course work must reflect a “C” or better.
- Application: Applications will be accepted online through the Nursing Centralized Application Service (NursingCAS) once the application cycle has begun.
- Licensure: You will need to submit a copy of your current, unrestricted RN license prior to enrollment into any of the RN to BSN course work. You may begin general studies while waiting to take the licensing examination.

Requirements for the Bachelor of Science in Nursing, RN-BSN

To graduate from Mary Baldwin University with a Bachelor of Science in Nursing, RN-BSN students must complete 120 semester hours. A minimum of 30 semester hours must be earned from Mary Baldwin University. The RN to BSN curriculum consists of 30 credits. Most of the remaining 90 hours can be met with transfer credits or prior learning credits. Students may apply for prior learning credits using a portfolio application process. The total number of transfer and prior learning credits applied to the 120 total credit hour graduation requirement cannot exceed 90 credit hours.

MBU accepts the Associate Degree in Nursing fulfillment of general education coursework.

SEMESTER HOURS NEEDED TO GRADUATE: 120

RN-BSN CURRICULUM

SAMPLE COURSE SCHEDULE

(Based on full time, two courses per 8 week session model.)

SEMESTER 1, SESSION 1:

NUR 302 Professional Nursing Leadership and Management
NUR 303 Nursing Informatics

SEMESTER 1, SESSION 2:

NUR 304 Contemporary Issues in Professional Nursing Practice
NUR 305 Research in Nursing

SEMESTER 2, SESSION 1:

NUR 403 Community Health Practicum

NUR 413 Community Health Nursing and Emergency Preparedness

SEMESTER 2, SESSION 2:

NUR 404 Nursing Across the Lifespan

NUR 405 Pathophysiology

SEMESTER 3, SESSION 1:

NUR 407 Cultural Nursing: Uniting Our World

NUR 408 Using Evidence Based Practice in Nursing

HSCI 321 Applying Statistical Concepts in Health Sciences Research (Or other approved statistics course 200-level or above) – can be taken at any time during the RN-BSN program or transferred in.

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.

RN-BSN COURSE DESCRIPTIONS

NUR 302 Professional Nursing Leadership and Management (3 s.h.) (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.

NUR 303 Nursing Informatics (3 s.h.) (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.

NUR 304 Contemporary Issues in Professional Nursing Practice (3 s.h.) (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.

NUR 305 Research In Nursing (3 s.h.) (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.

NUR 403 Community Health Practicum (1 s.h.) (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.

NUR 404 Nursing Across the Lifespan (3 s.h.)

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.

NUR 405 Pathophysiology (3 s.h.)

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 maladaptation. Diagnostic assessments will be discussed for each of these disease processes.

NUR 407 Cultural Nursing: Uniting Our World (3 s.h.) (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.

NUR 408 Using Evidence-Based Practice in Nursing (3 s.h.) (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.

NUR 413 Community Health Nursing & Emergency Preparedness (5 s.h.) (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.

COLLEGE OF VISUAL AND PERFORMING ARTS

SHAKESPEARE AND PERFORMANCE

Paul D. Menzer, director

Ralph Alan Cohen, Doreen Bechtol, Kerry Cooke, Matthew Davies, Mary Hill Cole, J.P. Scheidler, Molly Seremet

OVERVIEW

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 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, ensuring mastery of Shakespeare and his plays and the culture in which he worked. Many classes follow the traditional semester format; others have a modular format lasting several weeks. 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. Resident faculty instruction is augmented with internationally recognized visiting scholars and artists as well as personnel from the American Shakespeare Center.

ADMISSION

All students who matriculate into the Mary Baldwin University Shakespeare and Performance (S&P) program agree to abide by the rules, regulations, and standards set by the university. Students who seek the MLitt and MFA are eligible for financial aid services. The Declarations section of this catalog states Mary Baldwin's policies on non-discrimination, student privacy rights, and other important provisions.

Note for prospective teachers:

Post Baccalaureate Teacher Licensure (PBTL) is offered through the academic outreach program of MBU Online. It is not part of the S&P program. Students also can earn initial Virginia Licensure in K–12 Theatre or Secondary English through the MBU Master of Arts in Teaching program.

Admission Requirements

- Admission will be limited to the most qualified applicants
- Bachelor's degree from an accredited institution
- An academic major in the arts and sciences or other appropriate discipline (or interdisciplinary major)
- Minimum 3.0 GPA in the last sixty hours of college work
- Fluent written and spoken English. Nonnative English speakers must submit a TOEFL score of 600 or above.
- An interview (campus or phone) and/or audition with the S&P Admissions

Committee.

- See Transfer Credit section below.

Admission Process

- Applicants to the S&P program must submit the following to the Office of Graduate Admissions at Mary Baldwin University:
- Application for admission
- Official transcripts of all post-secondary work
- Two letters of reference from professional educators, employers, or those who have observed professional work
- A goal statement of approximately 500 words

Admissions decisions are made by the S&P Admissions Committee. The program director will inform applicants, in writing, of their admission status. In rare cases, applicants will be advised at the time of their admission regarding any additional undergraduate course requirements that must be fulfilled as conditions of enrollment. Any person may be denied admission to the S&P program for the following reasons:

- Attempting to obtain admission by fraudulent means or through misrepresentation of material facts
- Falsification of records or documents
- Conviction of any felony
- Conviction of any misdemeanor involving moral turpitude, sexual offense, drug distribution, or physical injury

Full Admission

Full admission to the MLitt program as degree-seeking candidates will be offered to the most qualified applicants who meet all admissions requirements. Those who complete the MLitt may be approved as candidates for the MFA (see Master of Fine Arts below).

Conditional Admission

In rare cases a student may be admitted on a conditional basis, requiring, for example, specific work to be completed early in the student's career in the program, or the maintenance of a specific GPA during the first semester or academic year. In accepting the student, the program director will inform the student of the conditions under which the student is accepted and the time allowed for the fulfillment of those conditions.

Transition from Conditional to Full Acceptance

The program director will monitor any conditional student, reporting to the VPA Educational Policy Committee on the student's academic progress at the end of each semester. Within two weeks of that review, the program director will inform the student in writing of the committee's recommendations regarding the student's continuation in the program, admission to full degree-seeking status, or requesting the student to withdraw from the program.

Five Year BA/MLitt Option

Undergraduate Theatre or Performing Arts majors at MBU may elect to apply to the S&P program through a 3-2 option that allows selected students to receive the Bachelor of Arts degree in 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. In practice, however, students usually gravitate towards the faculty member most qualified to advise them on their professional interests and, as they select their final degree project, towards the person likely to advise their thesis. All students should feel free to consult the program director, or any faculty member, at any time.

Transfer Credit

A student may present no more than six semester hours of graduate credit for transfer on approval by the program director, who grants that approval on a case by case basis. Courses may be presented only if graded "B" or better. Transfer credit is awarded only if ALL the following conditions are met:

- The S&P director determines on the basis of catalog and course materials submitted by the student that the course content is equivalent to an MBU course.
- The credit was earned in an accredited graduate program.
- The credit was earned no earlier than three calendar years prior to the student's admission to the program.

Note: Because MBU's S&P program is, by its nature, different from many other English and theatre graduate programs, program transcripts are accompanied by a "key" noting course similarities to more standard English and theatre courses. In advance of enrollment, students are responsible for determining whether courses taken in the program can be transferred to another graduate program or will satisfy credential requirements the student intends to meet. After the course drop deadlines, a determination that courses are not transferable is not grounds for refund of tuition or fees. The program neither accepts nor offers credit toward the Master of Letters degree for out-of-class learning through prior learning credit, correspondence courses, independent study, learning contracts, or credit by examination.

Accelerated MFA

Candidates with appropriate professional theatre work may apply and audition for the program's Accelerated MFA, a two-year MFA including a professional, paid internship with the American Shakespeare Center. Interested candidates must follow conventional application

policies and also interview/audition with the artistic staff of the American Shakespeare Center. The Accelerated MFA is open to actors, directors, and dramaturgs. Accelerated MFA students do not earn the Master of Letters degree.

Invitational Post-Baccalaureate Portfolio Option

Students with a master's degree, extensive graduate work, or extraordinary professional experience may be invited to present a Post-Baccalaureate Portfolio. The program director, in consultation with faculty, will review the portfolio, and may grant 15–18 semester hours of credit, allowing the applicant to proceed towards completion of the Master of Fine Arts degree requirements within an abbreviated timeframe (without first completing the Master of Letters degree). The Post-Baccalaureate Portfolio should provide a detailed account of relevant coursework or professional experience and how it relates to analogous courses in the S&P graduate catalog. (Certain courses are exempt from consideration for prior credit.)

Granted credit hours and course credit for work at Mary Baldwin University must total 54 credit hours for completion of the MFA. In other words, students granted 15–18 hours of prior credit must complete a minimum of 36 hours in the S&P program. A Post-Baccalaureate student must complete all non-exempt MLitt required courses and complete the requirements for the MFA degree, including the MFA thesis. If a Post-Baccalaureate Portfolio applicant is deemed eligible for fewer than 15 granted credits, he or she will be advised to proceed with the standard MLitt/MFA academic program, with a possibility for award of transfer credits.

Special Students

Individuals who possess a bachelor's degree from an accredited institution are eligible to enroll in courses as special students. Special students must meet the entry standards for the graduate program and should apply to the MBU Office of Admissions. No financial aid services are provided to special students. Students currently enrolled as undergraduates or graduates or post-graduate teacher certification students at Mary Baldwin University may be permitted to take up to two MLitt courses as special students. They must receive permission from the program director to do so. A GPA of 3.0 is normally required.

ACADEMIC POLICIES

Academic policies applicable to MLitt and MFA students are published in this catalog. Other statements of program policies are maintained in the program director's office and/or published in the S&P *Student Handbook*. Policies may be amended at any time by the graduate faculty, who determine the date at which amended policies become effective.

Exemption from Policy

Students may petition for exemption from academic policies. Petitions are granted only for cause and only with the approval of the VPA Educational Policy Committee. A petition for exemption from or modification of a completion requirement may be granted only by the S&P faculty and the program director.

Requirement for Continuing Enrollment

Degree-seeking S&P students are required to remain continuously enrolled from the date of their initial registration for courses until completion of the degree. A student who does not enroll in new work in any semester must pay a re-enrollment fee of \$50 if more than one academic year has elapsed since they took course work. All enrolled students and those who have paid the re-enrollment fee are eligible to use university facilities and to receive such services as email accounts, advising, Academic Resource Center and Writing Center assistance, and career counseling. MLitt and MFA students completing their projects or theses who have satisfied all other course requirements for the degree (including REN 700 and REN815/825) must maintain their enrollment by registering for REN 701 or REN 801 during each additional semester. They are eligible to use university facilities and to receive the same services as enrolled and re-enrolled students. *For more information, see Tuition and Fees.*

Time Limit for Completion

Students seeking the MLitt degree are required to complete the program within five and a half calendar-years from the date of initial registration; the limit for the MFA degree is seven years from the date of initial registration.

Application for Graduation

Students who expect to complete degree requirements must be enrolled in the semester or summer term in which they intend to graduate. They must apply for graduation by the end of the second week of the term in which they expect to graduate.

Policy on Participation

The plays taught and performed in the program may contain controversial themes and sexual content. Students are expected to engage with all the material and are encouraged to discuss with faculty any concerns they may have. Accepting a role in a program-sponsored performance event constitutes a *de facto* agreement to perform, direct, and/or dramaturg the play in its entirety.

Grading

The grading symbols used by the university's S&P program are:

A	Distinguished	4.0
A-	Excellent	3.7
B+	Good	3.3
B	Competent	3.0
B-	Minimum Passing	2.7
C	Unacceptable work	2.0
F	Failing	0
NR	No grade reported (temporary)	
CR	Credit awarded	
NC	No credit awarded	
P	Pass (credit earned)	
I	Incomplete (temporary)	
W	Withdrawn	

Pass/No Credit Grading Option

MLitt/MFA faculty may elect to offer a course with the Pass/No Credit grading option;

however, students may not choose to take a regular, graded course for Pass/No Credit.

Academic Progress

The program director reviews each student's academic record after each semester to determine whether students are making satisfactory progress towards the degree. The degree completion requirements for each student are those in effect on the date of first enrollment as a degree-seeking student.

Academic Standing

To remain in good academic standing, degree-seeking S&P students are required to maintain a 3.0 cumulative GPA. A student not in good standing may be placed on probation or asked to withdraw from the program. All students are responsible for monitoring their own progress towards the degree and in each of their courses. Where they are experiencing academic difficulties, they should consult the relevant faculty to decide what remedial measures need to be taken. They are expected to know and understand the specific requirements for their degree. To ensure their own compliance with those requirements, they should consult frequently with their advisor or the program director.

Probation and Dismissal

The program director may place students on probation if their cumulative GPA falls below 3.0 or if their semester GPA falls below 3.0 for two consecutive semesters. The program director in consultation with the Provost and the College of Visual and Performing Arts Educational Policy Committee may require a student to withdraw from the program: if, after one semester on probation, the cumulative GPA remains below 3.0 or when other conditions attached to the probation have not been met; if, in any semester, a student receives a C or lower in a course (including a NC), irrespective of the number of credit hours awarded for that course. Students subject to dismissal may be continued on probation at the director's discretion. Additionally, students may be placed on probation or dismissed for flagrant non-participation in program activities or violation of the "Moral and Ethical Responsibility" clause in the catalog at the discretion of the director in consultation with the Provost. In any case, withdrawal procedures may be initiated at the discretion of the director in consultation with the Provost.

Leave of Absence, Withdrawal

- Students may request a Leave of Absence by completing a form available on the program web site.
- Students who re-enroll within one year of the withdrawal date pay no re-enrollment fee.
- Students who re-enroll after one year from the withdrawal date must pay a re-enrollment fee.
- Transcripts cannot be released until all financial obligations have been met.

Students should consult with the Business Office and the Office of Financial Aid regarding these matters. Students who withdraw from the program must notify the director in writing. Prorated tuition refunds, if any, are given consistent with university policy.

Syllabi, Examinations

The syllabus of each graduate course includes a schedule of class contact hours required, goals, requirements, assignments, and attendance and grading policies. The determination of whether students will be required to take a final examination is the sole province of the instructor of each course. Similarly, the instructor will determine when and the circumstances under which the examination is to be completed, and the weight of the examination in determining course grades. These guidelines are provided in the syllabus at the first class meeting.

Add/Drop

A graduate student may drop a course before the second class meeting. If a graduate student wishes to drop a course after the second class meeting, she or he will be financially obligated to meet tuition costs on a prorated basis. (See "Pro Rata Refund Procedures" in the Admissions and Financial Aid section of this catalog.) A course may be dropped for medical or providential reasons at any time, upon approval of the director, and in accordance with the provisions of the pro rata policy. The instructor will determine and report the student's final course grade when the course is dropped after the official drop period. A student may add a course prior to the second meeting of the course, or at any time with the permission of the instructor.

Grade Reports, Incompletes, Grade Changes

Official grade reports, including cumulative averages, will be posted online after the conclusion of the fall semester and the May term, and at the conclusion of the summer session. The grades posted following the May term will include work completed during the spring semester.

A temporary symbol of "I" (for Incomplete) may be given at the end of a course if, for reasons beyond the student's control, the student is unable to complete the work. An incomplete will be given upon the recommendation of the instructor and the approval of the program director. Work must be completed by the end of the next regular semester. In unusual circumstances, such as prolonged illness, the program director and the dean of the college may extend the time. If the work is not completed within the time specified when the Incomplete is granted, or within the explicitly authorized extended time, a grade of "F" will be recorded.

Students requesting a grade change must make such requests initially to the instructor of the course. Students must initiate the grade change request/contest within one week of the official online grade report for the course. The instructor will then communicate in writing a recommendation to the S&P program director and the registrar. This procedure must be completed by the end of the semester following the semester in which the course was taken. If a student wishes to contest a grade, the reasons must be submitted in writing to the program director and the dean of the college. A committee consisting of the dean of the VPA, program director, instructor whose grade is being contested, and two other graduate faculty members will review the case and approve or disapprove the change.

Course Enrollment Priorities

S&P students are enrolled in courses according to the following priorities: first fully admitted degree-seeking MLitt or MFA students, according to seniority in the program, followed by conditionally admitted students and special students, in that order.

Auditing Courses

Students may audit one S&P elective course during their pursuit of the MLitt/MFA degree(s). The student will not be charged for the course and will not receive credit. The course will appear on the student transcript with the designation "AU" in place of a grade. Permission to audit a class is solely at the discretion of the instructor, as are the terms of the audit with respect to student participation and work. The program also offers an "alumni audit" for graduates of the program. The same permission policies apply to alumni audits.

MBU-S&P Attendance Policy

Every S&P faculty member (both full-time and adjunct) is responsible for developing his or her own attendance policy and publishing it on his or her own syllabus. Every S&P student is responsible for requesting an excused absence from a faculty member in advance. Legitimate medical absences are exempted from attendance policies, though extended or multiple absences may necessitate the student withdrawing or taking an Incomplete in the course.

TUITION AND FEES 2020–21

Tuition for courses in the S&P program is \$765 per credit hour for all students. In addition, the following fees apply:

Application fee	None
Library/Technology fee	\$60 per semester
MLitt Productions annual fee	\$50 each fall term
MFA Productions annual fee	\$100 in fall term
Re-Enrollment (if absent)	\$50
MLitt Graduation fee	\$100 in semester of graduation
MFA Graduation fee	\$100 in semester of graduation
REN701/REN 801 Thesis Continuation fee	\$765/semester (as needed)

FINANCIAL AID

Financial aid is available to S&P students. In general, students must be at least half-time (5 or more credit hours per semester) to receive financial aid. While there are very few grant opportunities available for graduate students through the federal or state governments, most students are eligible for Federal Stafford Loans to assist with tuition and living expenses.

Some Possible Financial Aid Opportunities

- Federal Stafford Loans
- Veteran's benefits for those who qualify
- Private sources: fastweb.com or scholarships.com
- Tuition-reimbursement programs. These are available to employees of cities, counties, states, and private corporations. Contact your employer for details.
- Scholarships and assistantships, as awarded through the admission process to the S&P program. Each year the program distributes a good number of merit scholarships in the form of course tuition waivers for three-to-six semester hours per term or year. These awards are posted on students' tuition invoices and deducted from the balance due.
- The S&P program also funds six graduate assistantships each year. The recipients receive an annual tuition waiver plus an annual stipend that is distributed as twelve, monthly checks on the last business day of each month, beginning in September unless otherwise stipulated. In addition, the program awards several Federal Work-Study positions that require students to work approximately 7.5 hours per week for \$8.25/hour. All assistants must complete and submit monthly timesheets.
- MLitt/MFA students who hold a master's degree also may apply for Graduate Teaching Fellowships available in the theatre, English, and communication departments. GTFs teach one class in exchange for a 3 s.h. tuition waiver. MLitt and MFA students also are hired as teaching assistants for visiting or resident faculty, on a 1-semester basis.
- Students in the S&P program generally find part-time jobs in the Staunton area, to help reduce the amount of loan money needed for living expenses.

Methods of Tuition Payment

- VISA, Mastercard, and personal checks.
- Pay up front each semester or set up a convenient monthly payment plan.
- Tuition is deducted from loan amounts and checks for the balance are distributed to students the second week of classes. Students sign for and pick up checks from the MBU Business Office on the ground floor of the Administration Building.
- For more information, contact the Financial Aid Office at 540-887-7323.

Honor Code and Code of Conduct

The provisions of the university's Honor System apply to S&P students, who are responsible for understanding the provisions of the Honor System and for seeking information from professors as to the application of the Honor Code to course activities. The provisions of the

university's Code of Conduct apply to S&P students.

Fundraising Policy

Students may not solicit financial donations from MBU faculty and staff for program-approved productions. Any outside donations must be made payable to "MBU Shakespeare and Performance," to take advantage of Mary Baldwin University's non-profit status and tax-deductible benefits.

Copyright Policy

The university enforces all provisions of copyright law. Students are responsible for informing themselves about copyright laws, particularly with respect to copying materials.

Research on Human Subjects

Federal, state, and university policies regarding research on human subjects apply to all research involving MBU students, faculty, or staff as researchers or as subjects, including research undertaken in the S&P program. Students whose thesis work involves people other than themselves must consult with MBU's Institutional Review Board (IRB).

Moral and Ethical Responsibility

S&P students may not engage in behaviors or actions that endanger themselves or others, either while on MBU's property or while engaged in a program or activity connected with the university and/or its programs. Students are required to comply with professional standards of schools in which they engage in research, internship work, teaching, or other activities connected with the university and/or its programs.

MASTER OF LETTERS IN SHAKESPEARE AND PERFORMANCE (MLITT)

Requirements for the Master of Letters Degree (MLitt)

40 total semester hours including the required 28 s.h of core courses:

REN 500 Shakespeare (3 s.h.)

REN 501 Research Methods (1 s.h.)

REN 510 Shakespeare and Textual Culture (3 s.h.)

REN 520 Tudor-Stuart History or REN 550 Social History of Early Modern England (3 s.h.)

REN 530 The Language of Performance (3 s.h.)

REN 531 Performance of the Language (3 s.h.)

REN 551 Shakespeare Pedagogy (3 s.h.)

REN 553 Directing I (3 s.h.)

REN 670 Dramaturgy (3 s.h.)

REN 700 MLitt Thesis Project (3 s.h.)

Plus 12 s.h. of elective credits to complete degree total of 40*s.h.

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.

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, below.*

The MLitt Thesis Project Consists of:

- A thesis;
- A 20-minute staged presentation in support of the thesis; and
- An oral defense before an examining panel of at least two faculty members.

Note: MLitt students are required to be on campus to defend the thesis in person unless the S&P Director waives the requirement upon request of the student or recommendation of the thesis supervisor.

Progress towards the MLitt degree normally requires an enrollment of at least nine hours per semester. However, students receiving financial aid should ensure that they maintain the minimum enrollment for aid, usually five hours per semester. Typically, students complete the MLitt degree in two years. For more information, see Continuing Enrollment, Time Limit for Completion, and Tuition and Fees.

MLitt Thesis Proposals and Enrollment

Students may enroll for their final projects after they have completed 18 s.h. of coursework towards the MLitt degree, and when their proposals have been approved by the following process: Students submit formal proposals for their thesis projects, obtain the consent of an appropriate faculty member to act as project supervisor, and a minimum of one other faculty to act with the supervisor as examiner(s). Occasionally, qualified outside examiners may form part of the examining committee. Once these steps have been taken, the program director must approve the project. Where resources, including actors, are drawn from the American Shakespeare Center, the consent of the American Shakespeare Center is also required.

Details of and forms for this process are available from the program office. Only after obtaining the necessary approvals may a student enroll for the final project (REN 700). A grade is awarded for the course leading to completion of the project; the project itself is not graded but is the basis for the decision to award or withhold the degree. It is in the student’s best interests to consult regularly with the project supervisor and any other faculty who may provide helpful advice during development of the thesis and planning for performances. It is also advisable to prepare for work on the thesis by taking REN 695 in May Term or an

exploratory REN 590 Directed Inquiry. It is extremely unwise to leave preparation of the thesis until the student's final semester.

After the oral defense, a thesis may be accepted without revision; accepted conditionally, in which case the examiners will specify the revisions or additions needed; or rejected. In the case of rejection, a student may be required to resubmit the thesis, or an alternative thesis, for a second and final attempt. Acceptance, and the award of the degree, requires the unanimous consent of the examining committee. Students should consult the most recent *Student Handbook* for details of the process, format for preparation of the thesis, the steps required for enrollment, etc.

MASTER OF FINE ARTS IN SHAKESPEARE AND PERFORMANCE (MFA)

The Master of Fine Arts (MFA) degree is the terminal degree in practical theatre. Admission is not automatic, and applications for the MFA program should be made during the fall semester of the year in which the MLitt graduation is expected. An interview and audition with MFA faculty is required. Acceptances granted to students in the final year of their MLitt studies are conditional on the successful completion of that degree. Upon completion of their MLitt requirements, students admitted to the 30 s.h. MFA degree. The twelve-month (early May to late April) degree is an immersive, collaborative experience during which students rotate through the program's four core competencies (teaching, acting, directing, dramaturgy) while producing and performing a repertory of plays. Course work will be modular, allowing for flexibility of scheduling and instruction. The experience culminates in a festival presentation of all of the Company's shows. In addition to fulfilling all evaluated components of the program, students will produce an assessed piece of writing, a collaborative thesis, with their fellow MFA students.

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

REN 810 Company Dramaturgy (3 s.h.)

REN 811 Company Management (3 s.h.)

Fall Term

REN 812 Company Acting A (3 s.h.) REN 813 Company Directing A (3 s.h.)

REN 814 Company Dramaturgy A (3 s.h.) REN 815 Thesis A (3 s.h.)

Spring Term

REN 822 Company Acting B (3 s.h.) REN 823 Company Directing B (3 s.h.)

REN 824 Company Dramaturgy B (3 s.h.) REN 825 Thesis B (3 s.h.)

The MFA Thesis Project Consists of:

A chapter for the MFA Thesis book

An oral presentation in support of the thesis

An oral defense before an examining panel of at least one faculty member

Note: MFA students are required to be on campus to defend the thesis in person unless the S&P Director waives the requirement upon request of the student or recommendation of the thesis supervisor.

MLitt Course Descriptions

REN 500 Shakespeare (3 s.h.)

This course designs to make all holders of the degree fully conversant with the fundamentals of Shakespeare, including the major themes and narratives of his plays and poems, the basics of prosody, early English staging, the main issues of textual transmission, and the facts surrounding the life of the author. *Required for MLitt core; must be taken in first fall term.*

REN 501 Research Methods (1 s.h.)

This course introduces students to basic methods of research into early English drama, particularly in service of the MLitt degree thesis. Students also learn conventions of academic writing as needed. Assignments derive in part from components of the research paper required for REN 500. *Required for MLitt core; must be taken in first fall term.*

REN 510 Shakespeare and Textual Culture (3 s.h.)

This course introduces students to basic terms and methods of critical bibliography with an emphasis on contemporary theories of textual studies. Students focus on the composition, transmission, printing, and editing of early modern dramatic scripts. *Required for MLitt core. Offered annually in spring terms.*

REN 520 Tudor-Stuart History (3 s.h.)

This course explores the politics, religions, and cultural developments in England from 1460 to 1660. The course focuses on the dynastic turmoil of the late fifteenth century, the Reformation and its impact, the concept of personal monarchy, the lives and courts of Elizabeth I and James I, and the English Civil War. *Either 520 or 550 is required for MLitt core. Offered annually in spring terms. Available for audit if taken as an elective.*

REN 530 The Language of Performance (3 s.h.)

This course examines the language tools that Shakespeare and his fellow playwrights used to convey meaning to an audience. Students study the mechanics of scanning verse before exploring in detail the ways in which these playwrights used verse forms and rhetoric to guide actors in performance. Students also learn to read both explicit and implicit stage directions in the text. *Required for MLitt core; must be taken in first fall term.*

REN 531 Performance of the Language (3 s.h.) 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. *Prerequisite: REN 530. Required for MLitt core; must be taken in first spring term.*

REN 540 Early English Drama and Theatre History (3 s.h.)

This course stresses the institutional and commercial auspices of early English drama — its place, its space, and its occasions — against the backdrop of major developments in theatre history. *Elective for students who have not completed a theatre history survey course. Offered annually. Cross-listed with undergraduate THEA course.*

REN 550 Social History of Early Modern England (3 s.h.)

This course takes a topical approach to exploring significant aspects of daily life in England between 1460 and 1660. Topics include the structures of power and authority, family life, the roles of women and men, urban and rural life, popular religion, and ritual. *Either 520 or 550 is required for MLitt core. Offered annually in fall terms. Available for audit if taken as an elective.*

REN 551 Shakespeare Pedagogy (3 s.h.)

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.*

REN 553 Directing for the Early Modern Stage (3 s.h.)

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. Offered in fall and spring terms.*

REN 554 Shakespeare's Theatre (3 s.h.)

This course provides an in-depth study of the architecture and theatrical conventions of Shakespeare's theatre. Among the subjects covered are architecture and design of theatre spaces, organization of acting companies, acting conventions, composition and configurations of audiences, and pacing and presentation of plays. *Elective. Offered bi-annually in fall terms. Available for audit.*

REN 555 Voice (3 s.h.)

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.*

REN 556 The Body in Performance (3 s.h.)

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.*

REN 557 Shakespeare's Contemporaries (3 s.h.)

This course examines the work of playwrights in the Elizabethan and Jacobean periods. Concentrating on the textual ambience in which these playwrights wrote, the course will provide students with a greater understanding of the issues of influence, intertextuality, and notions of "originality" in the work of Shakespeare and his contemporaries. *Elective. Offered as needed. Available for audit.*

REN 560 Stage Combat Performance Essentials (3 s.h.)

The main purpose of violence in theatre is to share the story of characters with powerful and desperate needs whose actions have great impact on others and their own situations. This course will train students, using exercises and choreography, to creating illusionary acts of violence for the stage. Students use multiple weapon types, including unarmed, knife, single rapier, and broadsword to explore the skills needed when performing theatrical violence. Skills include: partnering, physical awareness with precision, manipulation of energy and force, blending of tempos and portraying pain reactions, with special focus on safety of performers and building an effective story in which the violence appears realistic. Actors must be in good physical condition and maintain a healthy awareness of their scene partner in order to safely commit to the physically dynamic give-and-take of stage violence. Students are expected to run, jump, crawl and make physical contact in numerous exercises and choreographed scenes. *Elective. Offered annually in fall terms.*

REN 577 Special Topic Colloquium courses (1–3 s.h.)**REN 587 Shakespeare Pedagogy Internship (3–6 s.h.)**

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.

REN 590 Directed Inquiry for the MLitt Degree (1–6 s.h.)

Independent inquiry directed by a faculty member on a topic relevant to the MLitt student's program and/or thesis. A directed inquiry is strongly recommended for all students in the summer or semester prior to the MLitt thesis project. *Approval of faculty supervisor and program director is required. *Elective. Offered every term.*

REN 603 Studio (3 s.h.)

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.

Prerequisites: REN 530, REN 531. Elective. Offered as needed.

REN 605 Performance on the Blackfriars Stage (3 s.h.)

Students will examine action and character development for the stage through analysis and application of acting fundamentals and methods of actor training under an umbrella of Shakespearean staging conditions. Students will explore ensemble building, action awareness, space, and physicality to enhance understanding and practical uses for the actor, director, dramaturg, and teacher of Elizabethan drama. *Elective. Offered as needed.*

REN 607 Early English Art and Architecture (3 s.h.)

A chronological, stylistic analysis of art, architecture, book illumination, visual culture, and connoisseurship in England from medieval beginnings until the death of Shakespeare.

Students explore the sources for art made in England and that imported from the continent. Course emphasizes unique qualities of art in England. Special focus on art and architecture that Shakespeare and his contemporaries would have known. Cross listed as ARTH 314.

Elective. Offered as needed. Cross-listed with undergraduate ARTH course. Available for audit.

REN 608 Shakespeare and Music (3 s.h.)

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.*

REN 609 Social and Theatrical Dance in the Renaissance (3 s.h.)

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.*

REN 620 Audience Studies (3 s.h.)

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.*

REN 630 Visual Design on the Early Modern Stage (3 s.h.)

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 balcony scenes. *Elective. Offered as needed.*

REN 640 Combat (3 s.h.)

Students focus on performing stage combat that is both safe and dramatically effective. The course offers a physical vocabulary in one or more techniques: unarmed, single sword, rapier and dagger, broadsword, quarterstaff, or knife. At the discretion of the instructor, students can qualify for Skills Proficiency Testing with the Society of American Fight Directors on the last day of class. This course may be taken more than once, as different weapon proficiencies are featured, cyclically. *Elective. Offered twice annually in fall and summer terms.*

REN 650 Topics in Directing (3 s.h.)

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.*

REN 660 Acting for the Early Modern Stage (3 s.h.)

This course continues the work normally included in an acting class, but stresses acting for the Shakespearean stage. Students experiment with a range of acting techniques from the most traditional to the most contemporary, but always with a view to the architecture and audience environment of Shakespeare's theatre. *Strongly suggested prerequisites: REN 530, 531, 555, and 556. Elective. Offered annually in fall terms.*

REN 670 Dramaturgy (3 s.h.)

This practicum course focuses on production dramaturgy for Shakespearean plays and adaptations for the American stage. Students experience the dramaturg's role in each phase of the theatrical process, from the pre-production, rehearsal, and post-show stage of production. The course provides instruction in the component skills of the art of dramaturgy, and teaches

students how to creatively collaborate as dramaturgs with members of a production team seeking to produce Shakespeare for audiences today. *Required for MLitt core. Offered annually in fall terms for second year MLitt students.*

REN 675 Early Modern Costume (3 s.h.)

Students research contemporary records, museum pieces, and portraiture; learn play analysis from the costumer's point of view; prepare costume dramaturgy reports; design costumes for characters from an early modern play; and learn and practice early modern construction techniques. Students also work closely with actors in the annual MFA acting production.

Elective. Offered as needed.

REN 680 Gender and Performance: Theory and Practice (3 s.h.)

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.

REN 682 Playwriting (3 s.h.)

This course combines a 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.*

REN 686 Clown (3 s.h.)

Students in this performance-based class investigate the internal logic of the clown mind and the clown's external physical characteristics. Students engage in exercises, improvisations, drills, and scene work to explore these concepts. Clown history, make-up, a brief overview of Mask, the art of physical comedy, and intellectual and physical exploration of "What is Funny" will be covered. A willingness to publicly make a fool out of oneself while supporting others in that artistic risk is mandatory. *Elective. Generally offered alternate summers.*

REN 690 Directed Inquiry for the MLitt or MFA Degree (1 – 6+ s.h.)

REN 690 may be taken after 6 s.h. of REN 590 have been completed, as needed.

Elective. Offered every term.

REN 687 Internship (1–6 s.h.)

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 1s.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.

REN 695 Thesis Symposium (3 s.h.)

The symposium prepares students to plan, research, write, present, and defend his or her MLitt thesis. The course begins with a consideration of the aims, kinds, purpose, audience, and scope of theses and includes analysis of pre-existing student theses. Ultimately, the objective of the short course is for each student, through workshops and one-on-one work with the instructor, to produce a thesis prospectus and bibliography. *Elective. Offered annually in May Terms.*

REN 700 Thesis Project for the MLitt (3 s.h.)

The MLitt thesis is an individually designed project with written and practical components. *Required for MLitt core. Strongly recommended prerequisite: REN 590 or REN 695. Approval of faculty supervisor and program director is required. Offered every term.*

REN 701 MLitt Thesis Extension (0 s.h.)

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.*

MFA COURSE DESCRIPTIONS

REN 810 Company Dramaturgy (3 s.h.)

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.

REN 811 Company Management (3 s.h.)

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.

REN 812 Company Acting A (3 s.h.)

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.

REN 813 Company Directing A (3 s.h)

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.

REN 814 Company Dramaturgy A (3. s.h.)

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.

REN 815 Thesis A (3 s.h.)

Working with resident and guest faculty, MFA degree candidates dramaturg, rehearse, direct, and perform four to five early modern and early modern inspired pieces over the course of the calendar year. Each student will also contribute a chapter to a collectively composed "Company Book" that chronicles the research into and performance of the company repertory but also explores a particular theme as directed by program faculty.

REN 822 Company Acting B (3 s.h.)

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.

REN 823 Company Directing B (3 s.h)

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.

REN 824 Company Dramaturgy B (3. s.h.)

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.

REN 825 Thesis B (3 s.h.)

Working with resident and guest faculty, MFA degree candidates dramaturg, rehearse, direct, and perform four to five early modern and early modern inspired pieces over the course of the calendar year. Each student will also contribute a chapter to a collectively composed "Company Book" thesis project that chronicles the research into and performance of the company repertory but also explores a particular theme as directed by program faculty.

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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

PAUL RYAN (1992–2016)

Professor Emeritus of Art; BA, Principia College; MFA, Virginia Commonwealth University

ETHEL M. SMEAK (1965–1995)

Professor Emerita of English and former holder of the Margaret Hunt Hill Distinguished Chair in the Humanities; BA, Mary Baldwin College; MA, PhD, Vanderbilt 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

PATRICIA C. WESTHAFFER (1984–2010)

Professor Emerita of Education; BS, James Madison University; MEd, EdD, University of Virginia

WILLIAM J. WINTER (1985–2000)

Assistant Professor Emeritus of Computer Science; BS, West Texas University; MBA, Tulane University

MBU FACULTY 2020–2021

KADRIN ANDERSON (2012)

Instructor of Biology, BA, Houghton College; MS, Old Dominion University

PAMELA R. H. BAILEY (2014)

Associate Professor of Education; BS, West Virginia State College; MA, University of Phoenix; PhD, George Mason University

DOREEN BECHTOL (2012)

Assistant Professor of Shakespeare and Performance; BS, Western Michigan University; MFA, Mary Baldwin College

DONOVAN BRANCHE (2015)

Assistant Professor of Business; BA, Mary Baldwin College; MA, PhD, James Madison University

CLAYTON BROOKS (2012)

Assistant Professor of History; BA, Roanoke College; MA, PhD, University of Virginia

TY F. BUCKMAN (2017)

Professor of English and Provost; BA, Nyack College, MA and PhD, University of Virginia

EMILY V. BUDD (2020)

Assistant Professor, Occupational Therapy Program; BS, Bridgewater College; MOT, James Madison University; OTD, University of Saint Augustine for Health Sciences

LISA A. BURNS (2014)

Associate Professor, Occupational Therapy Program; BS, Indiana University/Purdue University at Indianapolis School of Medicine; MA, University of Scranton; PhD, Marywood University

PAUL A. CALLO (2003)

Professor of Biology; BS, MS, Virginia Polytechnic Institute and State University; PhD, University of Maryland

SUNG IL CHUNG (2017)

Assistant Professor of Business; BM and BA, Handong Global University; MBA, Korea University/University of Florida; PhD, James Madison University

RALPH A. COHEN (2003)

Professor of Shakespeare and Performance and English; Virginia Worth Gonder Fellow in Theatre; AB, Dartmouth College; MA, PhD, Duke University

MARY HILL COLE (1987)

Professor of History; BA, James Madison University; MA, PhD, University of Virginia

KERRY COOKE (2015)

Assistant Professor of Theatre and Shakespeare and Performance; BA, MA, University of Nevada, Reno; MA, PhD, The Shakespeare Institute, The University of Birmingham, UK

ANDREA CORNETT-SCOTT (1996)

Adjunct Faculty Member and Associate Provost for Inclusive Excellence; BA, Morris Brown College; MDiv, Payne Theological Seminary

MARIA CRAIG (2008)

Associate Professor of Chemistry; BS, James Madison University; PhD, University of Wisconsin-Madison

WILLIAM CUNDIFF (2018)

Assistant Professor, Master of Healthcare Administration Program; BS, MBA, Wagner College; JD, Touro College Law Center

MATTHEW DAVIES (2010)

Associate Professor of Shakespeare and Performance and English; BA, Exeter University; MA, PhD, The University of Texas at Austin

PAUL D. DEEBLE (2003)

Professor of Biology; BS, Pennsylvania State University; PhD, University of Virginia

DEBORAH S. DIAZ (2016)

Associate Professor, Physical Therapy Program; BS, MA, California State University; PhD, University of California

AMY McCORMICK DIDUCH (1995)

Professor of Economics; BA, College of William and Mary; MA, PhD, Harvard University

BARRY KENT DIDUCH (2018)

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

DORIS DODSON (2011)

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

BRUCE R. DORRIES (2000)

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

PAMELA J. DRESSLER (2015)

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

BETH EASTERLING (2015)

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

KRISTEN EGAN (2011)

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

ALLISON L. ELLINGTON (2013)

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

MARY JANE EPPS (2015)

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

MARK ERATH (2017)

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

JANET S. EWING (1977)

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

BENJAMIN G. FARLEY (2015)

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

MARTY W. FONTENOT (2015)

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

PAMELA FOX (2003)

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

KATHARINE M.G. FRANZÉN (1991)

Assistant Professor of History (part-time); MA, St. Andrews University; PhD, University of Virginia

LOUISE M. FREEMAN (2000) *Leave of absence for 2020-2021.*

Professor of Psychology; BS, Emory University; MA, PhD, University of California at Berkeley

NADINE GERGEL-HACKETT (2010)

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

DREW E. GOGIAN (2014)

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

BRIAN GRANGER (2019)

Assistant Professor of Theatre; BA, Kenyon College; MFA, The Ohio State University; MFA, Tisch School of the Arts at New York University; PhD, University of California, Santa Barbara

EMILY GREENE (2016)

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

ALBERTO GUERRERO (2020)

Assistant Professor of Social Work; BS, Manhattan College; MSW, Hunter College; PhD, University of Massachusetts Amherst

JENNIFER A. HANCOCK (2015)

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

GREGORY G. HANSEN (2014)

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

REBECCA HABERMAN (2020)

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

CHRISTOPHER HARNISH (2019)

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

HANNAH L. HARRIS (2017)

Assistant Professor, Occupational Therapy Program; BS, Shenandoah University; OTD, Belmont University

MONICA HECK (2017)

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

JENNA HOLT (2011)

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

ROBIN FAIN HOPKINS (2018)

Assistant Professor of Psychology; PhD, University of Louisville

JENNIFER B. HUNT (2014)

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

JOSEPH JOHNSON (2012)

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

JINYOUNG KANG (2017)

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

LISE KEITER (1998)

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

SARAH KENNEDY (2000)

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

CLAIRE T. KENT (1991)

Associate Professor of Business and holder of the Bertie Wilson Murphy Distinguished Chair in Business Administration; BBA, MBA, James Madison University

KATHERINE LOW (2011)

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

HEATHER E. MACALISTER (2003)

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

CHANDRA MASON (2008)

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

KATHY McCLEAF (1984)

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

CATHERINE FERRIS McPHERSON (1993)

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

PAUL D. MENZER (2007)

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

PAIGE MERKORD-REED (2020)

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

AMY SIMS MILLER (2006)

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

BRIAN MILLER (2019)

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

KERRY MILLS (2005)

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

SHERI LEE MONTGOMERY (2018),

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

CAROLYN J. MOORE (2015)

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

JAMES ALLAN MOYÉ (1995)

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

PATRICIA LYNN MURPHY (2004)

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

KIM L. NINE (2017)

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

MARINA OMAR (2017)

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

JOHN ONG (1989)

Associate Professor of Mathematics; BE, University of Malaya; MS, MA, University of Kansas; MS, Virginia Polytechnic Institute and State University; PhD, University of Virginia

RODERIC L. OWEN (1980)

Professor of Philosophy; BA, College of Wooster; MA, Kent State University; EdD, College of William and Mary

BRENCI PATIÑO (2011)

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

LALLON G. POND (1992)

Associate Professor of Business Administration; BS, University of Georgia; MBA, Florida State University

RACHEL POTTER (2003)

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

CRAIG ROBERTSON (2019)

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

ROBERT ROBINSON (2006)

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

PETER RUIZ-HAAS (2008)

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

MARTHA SAUNDERS (2003)

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

JOHN P. SCHEIDLER (2004)

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

JIM R. SCONYERS JR. (2003)

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

EDWARD A. SCOTT (1990)

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

STEPHANIE SEBOLT (2015)

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

MOLLY SEREMET (2020)

Assistant Professor of Theatre (part-time) and Asst. Director of Shakespeare and Performance; BA, Allegheny College; M.Res, University of Roehampton; MLitt, MFA, Mary Baldwin University

LISA D. SHOAF (2012)

Professor, Director, School of Health & Human Performance, Director, Physical Therapy Program; BS, Medical College of Virginia/Virginia Commonwealth University; MS, James Madison University; PhD, DPT Virginia Commonwealth University

JULIE M. SKRZAT (2020)

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

JOSEPH SPRANGEL, JR (2010)

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

PAMELA STEPHENSON (2015)

Assistant 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 Dean for Academic Affairs; BA, Capital University; MS, Indiana State University; EdD, University of North Carolina at Greensboro

GAIL M. TARLETON (2015)

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

MARY CLAY THOMAS (2008)

Associate Professor and Director of Social Work; BA, University of Montana; MSW, University of Vermont

AMY J. TILLERSON (2004)

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

JOANNE TRITSCH (2014)

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

ANNMARIE TROST (2019)

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

KATHERINE TURNER (2005)

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

ANN E. TUZSON (2015)

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

CAREY L. USHER (2002)

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

LAURA A. VAN ASSENDELFT (1994)

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

CARLA VAN DEVANDER (2013)

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

ALICE WADDELL (2003)

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

SANDRA WAGONER (2015)

Assistant Professor, Occupational Therapy Program; BA, Virginia Commonwealth University; MOT, Texas Woman's University; OTD, Rocky Mountain University of Health Sciences

MARTHA J. WALKER (1996)

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

ANNE WICK (1997)

Assistant Professor of Music (part-time); BA Converse College; MM University of Michigan; DMA, James Madison University

ABIGAIL WIGHTMAN (2009)

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

TYNISHA WILLINGHAM (2020)

Professor of Education and Dean of the College of Education; BS, The Pennsylvania State University; MEd, University of Texas, Pan-American; PhD, The Pennsylvania State University

TAMRA WILLIS (2004)

Professor of Education; BS, Appalachian State University; MEd, James Madison University; PhD, University of Tennessee, Knoxville

ANGELA B. WILSON (2018)

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

COREY B. WOLDENBERG (2020)

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

SARAH W. WORMAN (2017)

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

Additional Faculty

ANN C. RIDDER

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

UNIFORM STUDENT GRIEVANCE POLICY

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

1. The Ombuds Officers (i.e., first point of contact) for students who wish to explore the possibility of filing a complaint or lodging a grievance at Mary Baldwin University are:
 - a. The dean of the respective college for matters dealing with academic programs and coursework.
 - b. The vice president for student engagement for matters dealing with student life, residence life, extra-curricular programs, and other issues not involving academic programs and coursework.
2. Grievances involving academic programs, faculty, and coursework:
 - a. Grade Appeals: The respective college dean will explain the university's grade appeal policy (see Grade changes, p. 23), 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.
 - b. Complaints about Faculty Members: The department head will hear the student's concern and determine an appropriate course of action. In most cases, this course of action will consist of one or more of the following: mediation, counseling, referral to the college dean, submission of a written statement to the college dean, or resolution with no further action.
 - c. 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:
 - a. 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.
 - b. 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.
 - c. 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:
 - a. 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.
 - b. If the president receives the appeal, she will, at her sole discretion, determine whether or not further intervention is necessary and take whatever steps she feels are appropriate. The president will report steps taken to the complainant within 90 days of receiving the complaint.
 - c. 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:
 - a. 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."
 - b. 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:
 - a. 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)
 - b. If a distance learning student residing out-of-state while enrolled in a Mary Baldwin University course has exhausted the student complaint avenues provided by MBU and the complaint has not been resolved internally, the student can submit a complaint about MBU to the state in which the student resides. The list of contact information for all state agencies with links to complaint process information can be found at nc-sara.org/state-portal-entity-contacts in compliance with the U.S. Department of Education State Authorization regulations.
 - c. 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

FOR VETERANS AND OTHER ELIGIBLE PERSONS WITH VA EDUCATION BENEFITS

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

ROOM AND BOARD REFUND - COVID-19 ADDENDUM

The 2019 Novel Coronavirus, or COVID-19, remains a significant public health threat as we head into the 2020-2021 academic school year. Mary Baldwin University is committed to protecting the health and safety of students, faculty and staff and minimizing the potential for the spread of disease within our community. Safety protocols consistent with those recommended by the CDC and Virginia Department of Health have been implemented across campus and to address every aspect of student life. To be fully effective they require a strong commitment and full compliance from every member of the Mary Baldwin family. As a residence hall student, COVID-19 may impact your housing experience if it becomes necessary to make public health-informed decisions in response to circumstances that are subject to rapid change. The provisions below are an addendum to the Room and Board Refund Policy and are applicable to all students living in University-operated housing. Students who are immuno-compromised or otherwise have health conditions that place them in higher-risk categories need to make personal decisions as to whether living in the residence halls can offer them the environment needed for their health and safety, as it is impossible to guarantee a housing option that does not present some level of risk for students to exposure to COVID-19.

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

COVID-19 Related Room and Board Refund Schedule:

Cancelation Occurs:	% of Room and Board Fees Refunded
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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.