



Academic Catalog
for Undergraduate
and Graduate Programs

2018–2019 >



2018–2019 Academic Catalog

FOR UNDERGRADUATE AND GRADUATE PROGRAMS

Accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award bachelor's, master's, and doctoral degrees. Inquiries concerning accreditation status only directed to:

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Mary Baldwin University
PO Box 1500
Staunton, VA 24402
www.marybaldwin.edu

Mary Baldwin University does not discriminate on the basis of sex (except that only women are admitted to Mary Baldwin College for Women), nor does the University discriminate on the basis of race, national or ethnic origin, color, age, disability, religion, veteran's status, or sexual orientation in its educational programs, admissions, co-curricular or other activities, or employment practices. Inquiries may be directed to Director of Human Resources and Personnel Accounting, SAC 311, 540-887-7367, Mary Baldwin University, Staunton, Virginia 24401.

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540-887-7030

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800-468-2262
540-887-7019
www.marybaldwin.edu/admissions/undergrad
admit@marybaldwin.edu

Admissions — MBU Online Programs
800-822-2460
go.marybaldwin.edu/ilearn
baldwinadmit@marybaldwin.edu

Admissions— College of Education
866-849-0676
540-887-7333
go.marybaldwin.edu/education
education@marybaldwin.edu

Admissions — Murphy Deming College of Health Sciences
540-887-4000
marybaldwin.edu/health-sciences/about/admissions/
MDCHSadmit@marybaldwin.edu

Admissions — Shakespeare and Performance
800-468-2262
go.marybaldwin.edu/shakespeare/graduate/
Shakespeare@marybaldwin.edu

MBU Online Programs (Staunton office)
800-822-2460
Staunton@marybaldwin.edu
See Locations for regional offices

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540-887-7007
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Business Office
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540-887-7363
MBU Online Programs and Graduate Programs
540-887-7364

College of Education
866-849-0676
540-887-7333
go.marybaldwin.edu/education
education@marybaldwin.edu

Early College Academy
540-887-7039
go.marybaldwin.edu/early-college
earlycollege@marybaldwin.edu

External Affairs
540-887-7009
go.marybaldwin.edu/externalaffairs
communicate@marybaldwin.edu

Financial Aid and Student Campus Employment
800-468-2262
540-887-7022
finaid@marybaldwin.edu

Martha S. Grafton Library
540-887-7085
libguides.marybaldwin.edu/home
ask@marybaldwin.edu

MLitt/MFA in Shakespeare and Performance
540-887-7237
540-887-7067
go.marybaldwin.edu/shakespeare/graduate
shakespeare@marybaldwin.edu

Murphy Deming College of Health Sciences
800-468-2262
540-887-4000
murphydeming.marybaldwin.edu
MDCHSadmit@marybaldwin.edu

Office of the President
540-887-7026
president@marybaldwin.edu

Program for the Exceptionally Gifted
540-887-7244
www.marybaldwin.edu/peg
peg@marybaldwin.edu

Safety and Security
540-887-7000

Samuel & Ava Spencer Center for Civic & Global Engagement
540-887-7181
go.marybaldwin.edu/spencer-center
globalengagement@marybaldwin.edu
civicengagement@marybaldwin.edu

Student Life
540-887-7330
go.marybaldwin.edu/student

Student Records and Transcripts — Office of the Registrar
540-887-7071
registrar@marybaldwin.edu

Switchboard
540-887-7000

University Advancement
540-887-7011
800-622-4255
giving@marybaldwin.edu

The Vantage Point: Office of Personal and Professional Development
540-887-7225
go.marybaldwin.edu/student/career-services

Virginia Women's Institute for Leadership
540-887-7042
go.marybaldwin.edu/vwil
vwil@marybaldwin.edu

REGIONAL CENTERS

Mary Baldwin University at Blue Ridge Community College
P.O. Box 80
Weyers Cave, VA 24486
540-453-2345
weyerscave@marybaldwin.edu

Mary Baldwin University at Piedmont Virginia Community College
501 College Dr.
Charlottesville, VA 22902-5414
434-961-5422
Charlottesville@marybaldwin.edu

Mary Baldwin University at Thomas Nelson Community College
1504 Santa Rosa Rd. Suite 202
Richmond, VA 23229
804-282-9162
Williamsburg@marybaldwin.edu

Mary Baldwin University at Rappahannock Community College
Locations in Glenss, Kilmarnock, and Warsaw
1504 Santa Rosa Rd. Suite 202
Richmond, VA 23229
804-282-9164
Rappahannock@marybaldwin.edu

Mary Baldwin University in Richmond
1504 Santa Rosa Rd. Suite 202
Richmond, VA 23229
804-282-9111
Richmond@marybaldwin.edu

Mary Baldwin University in Roanoke
Roanoke Higher Education Center
108 N. Jefferson St., Suite 816
Roanoke, VA 24016
540-767-6170
Roanoke@marybaldwin.edu

Mary Baldwin University in Roanoke
Roanoke Higher Education Center
108 N. Jefferson St., Suite 816
Roanoke, VA 24016
540-767-6170
Roanoke@marybaldwin.edu

Mary Baldwin University in Southside Virginia
Locations in South Hill and South Boston
434-572-5472
southside@marybaldwin.edu

UNIVERSITY CALENDARS 2018–2019

Undergraduate Residential Programs and Undergraduate MBU Online

FALL SEMESTER 2018

September 3 Fall Semester Classes Begin/Term I
October 2 Apple Day (no undergraduate classes on main campus)
October 4 Founders Day Convocation (main campus)
October 17 Term I ends
October 18 Term II begins
October 19–22 Fall Break
November 21–25 Thanksgiving Break
December 7 Term II ends
December 10 Exams begin for on-campus classes
December 14 Exams end for on-campus classes; all coursework due
December 15–January 6 Winter Break

SPRING SEMESTER 2019

January 7 Spring Semester classes begin/Term III
February 19 Term III ends
February 20 Term IV begins
March 3–10 Spring Break
April 12 Term IV ends
April 15 Exams begin for on-campus classes
April 22 Exams end for on-campus classes; all coursework due
April 23 Pre-May Term Break
April 24 May Term Begins
May 14 May Term ends/May Term exam day
May 17–19 Commencement Weekend (main campus)

SUMMER 2019

May 28–August 16 Summer Term

Graduate Programs

Business Administration

FALL SEMESTER 2018

August 20 MBA Fall graduate courses begin
October 19–22 Fall Break (at discretion of professor)
November 21–25 Thanksgiving Break
December 7 MBA Fall graduate courses end (including exams)

SPRING SEMESTER 2019

January 7 MBA Spring graduate courses begin
Week of March 4–8 Spring Break (at discretion of professor)
April 15 MBA Spring graduate courses end (including exams)
May 17–19 Commencement Weekend

SUMMER 2019

June 3–July 26 MBA Summer Term

College of Education

FALL SEMESTER 2018

August 20 Fall graduate courses begin
October 19–22 Fall Break (at discretion of professor)
November 21–25 Thanksgiving Break
December 7 Fall graduate courses end (including exams)

SPRING SEMESTER 2019

January 7 Spring graduate courses begin
Week of March 4–8 Spring Break (at discretion of professor)
April 15 Spring graduate courses end (including exams)
May 17–19 Commencement Weekend

SUMMER 2019

May 20–June 28 Graduate Summer Term I
July 8–August 16 Graduate Summer Term II

Murphy Deming College of Health Sciences

For all program calendars under the Murphy Deming College of Health Sciences, please *visit* <https://marybaldwin.edu/health-sciences/about/academic-calendars/>.

Shakespeare and Performance

FALL SEMESTER 2018

August 6–December 7 MFA Fall Semester
September 3–December 7 MLitt Fall Semester
October 19–22 Fall Break
November 21–25 Thanksgiving Break
December 7 Last Day of Fall Semester Classes
December 10–14 Fall Semester Exam Week

SPRING SEMESTER 2019

January 7–April 19 MLitt & MFA Spring Semester
March 2–10 Spring Break
April 24–May 14 MLitt May Term
May 17–19 Commencement Weekend

SUMMER 2019

April 24–June 7 MFA Summer Term

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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

Mary Baldwin University: 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 176 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).

Mary Baldwin University: The Four Colleges

MBU's academic structure comprises four 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, and the Murphy Deming College of Health Sciences.

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 students to navigate and thrive in a world in which knowledge and professions change rapidly.

Undergraduate Studies

African-American Studies (m)
Anthropology (m)
Art History (m)
Art — Studio (M, m)
Arts Management (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)
Exercise Leadership (m)
Film (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)
Music (m)
Peacebuilding and Conflict Resolution (m)
Performing Arts (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)
Theatre (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)
BA/MLitt in Shakespeare and Performance

Master of Letters in Shakespeare and Performance
Master of Fine Arts in Shakespeare and Performance

College of Business and Professional Studies

The College of Business and Professional Studies comprises the business, social work, and health care 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. The Carpenter Health Care Administration program — the only endowed undergraduate program of its kind in the United States — is led by experienced faculty and offers solid networking opportunities to jump start students' careers in the rapidly evolving, in-demand field of health care.

Undergraduate Studies

* Business (M, m)

* Business Economics (M)
Communication (m)
Criminal Justice (M, m)
Health Care Administration (M, m)
Human Resource Management (m)
Management (m)
Marketing (m)
Marketing and Communication (M)
Project Management (m)
Public Health (m)
** Social Work (M)

Graduate Studies

Master of Business Administration

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, advanced behavior analysis and Autism Spectrum Disorders, and other non-teaching 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 Educational Studies major leads to licensure for elementary 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

Education (m)
Liberal Arts and Interdisciplinary Studies (M)
Teacher Licensure Program (multiple majors and subject areas)

Graduate Studies

BA/MAT in Teaching
BA/MEd in Education
Master of Arts in Teaching
Master of Education
Master of Science

Murphy Deming College of Health Sciences

Murphy Deming College of Health Sciences is setting the standard nationally for superior interprofessional preparation of health care 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

*Health Sciences (M)
Nursing (RN-to-BSN, post-licensure)

Graduate Studies

Doctor of Physical Therapy
Doctor of Occupational Therapy
Master of Science in Nursing
Master of Science in Physician's Assistant
Master of Healthcare Administration

Dual Degrees

Master of Healthcare Administration/Master of Business Administration
Master of Nursing/Master of Healthcare Administration
Master of Nursing/Master of Business Administration

**For the most current accreditation information concerning Murphy Deming College of Health Sciences, reference www.marybaldwin.edu/health_sciences/about/accreditation.*

Mary Baldwin University: Points of Entry for Students

Students enter Mary Baldwin University through one of six entities: the College of Education, Mary Baldwin College for Women, MBU Online, Murphy Deming College of Health Sciences, Shakespeare and Performance, or University College. This structure allows the university to support the educational needs and styles of a wide variety of students in different programs, giving them academic and administrative assistance as they earn their degrees, and career guidance for what comes after graduation. From the time a student first decides to come to Mary Baldwin, faculty and staff work to create an environment centered upon community and collaboration that will foster both academic and life-long success.

College of Education

The College of Education (COE) offers co-educational undergraduate and graduate programs in education and education-related fields, teacher licensure, and professional development and certificate programs. Headquartered on the main campus in Staunton, COE extends its reach through MBU's regional centers and offers many classes online. All COE offerings develop leadership skills, encourage inquiry and reflection, integrate theory and practice, and provide opportunities for exploration and innovation.

Mary Baldwin College for Women

One option for the undergraduate residential experience at MBU, Mary Baldwin College for Women (MBCW) offers opportunities to develop women-centered leadership skills. What does the college mean by that? Students in MBCW will learn and live a vision that has the leader not at the front of a line, but in the middle of a circle — making connections, championing compassion, insisting upon inclusivity. Women leaders open doors and encourage others to join them in building a better world. Since Mary Baldwin's founding in 1842, women's leadership has been at its core. College for Women students also live in female-only residence halls, and MBCW includes two unique programs: the Program for the Exceptionally Gifted, for very young women of exceptional ability, and the Virginia Women's Institute for Leadership, the nation's only all-female corps of cadets.

MBU Online Program

The co-educational MBU Online Program offer bachelor's and master's degrees and certificates in top programs that lead to rewarding careers. With online, on-site, and hybrid options, the program is designed to be flexible and affordable, streamlining the path to degree or certificate completion, and it holds physical classes on the main campus in Staunton as well as through regional centers across the state.

Murphy Deming College of Health Sciences

Recognizing that quality health care is best achieved when practitioners work collaboratively across disciplines, Murphy Deming College of Health Sciences (MDCHS) is interprofessional by design, both through its pioneering curriculum and award-winning health sciences campus in Fishersville. This commitment to collaboration ensures that MDCHS graduates

will be ready to serve patients well in a changing health care environment. Murphy Deming College of Health Sciences offers doctoral programs in physical therapy (DPT) and occupational therapy (OTD), master's degrees in physician assistant (MSPA), nursing (MSN), and healthcare administration (MHA), as well as an online RN-to-BSN program and undergraduate health sciences major. MDCHS is committed to fostering the education of future health care professionals who are knowledgeable, competent, compassionate, and ethical, with a strong commitment to human service.

**For the most current accreditation information concerning Murphy Deming College of Health Sciences, reference www.marybaldwin.edu/health_sciences/about/accreditation.*

Shakespeare and Performance

An internationally recognized graduate program, Shakespeare and Performance (S&P), offered in partnership with the American Shakespeare Center, offers a Renaissance approach to scholarship and performance. S&P offers an initial graduate degree, the master of letters (MLitt), and students may then choose to pursue the master of fine arts (MFA), whose one-of-a-kind company model prepares graduates for a wide range of roles in theatre and education.

University College

Another option for the undergraduate residential experience at MBU, University College offers students a clear path to any of MBU's more than 50 majors and minors. It is open to men and women, who live in co-ed residence halls on campus. If students already know what their academic passion is, University College also offers special focus in healthcare and medicine, education, Shakespeare and performing arts, and

business. Added benefits in these areas include dedicated advisors, collaborative living-learning community, first-year field

experiences, professional networking, and optional four- or five-year master's degree.

Undergraduate Admission and the Undergraduate First-Year Experience

Mary Baldwin offers two options for students' undergraduate residential experience: Mary Baldwin College for Women — which is all-female and emphasizes women-centered leadership development and includes the Virginia Women's Institute for Leadership and the Program for the Exceptionally Gifted; and University College — which offers all of MBU's majors and minors in a co-educational residential setting. Mary Baldwin also offers undergraduate programs designed specifically for those with jobs, families, and other responsibilities through its MBU Online Program, 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 18 years or older, you may enter the MBU Online Program, with special provisions for

learners who have many demands on their schedules and energies. *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 to BSN), or bachelor of social work; master of letters or master of fine arts in Shakespeare and Performance; master of business administration; master of science, master of education or master of arts in teaching; or master of science in physician assistant, master of science in nursing, master of healthcare administration, doctor of occupational therapy, 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'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 Mary Baldwin College for Women and University College 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. Visit the website, www.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 Mary Baldwin College for Women and University College 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. Students with 25 credits or less of transfer work should also submit SAT or ACT scores. 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.

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 articulation agreements 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. SAT or ACT test scores may be taken into consideration.
5. 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.
6. 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.

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 admission requirements as other entering 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. The MBU Online Programs function as a community for adult students. International students also have their own community which includes intentional cultural, academic, and social immersion. Mary Baldwin College for Women and University College 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 first-year 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. University College 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)

Carla van Devander, Director; Christy Baker, Associate Director

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 just for fun. 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 may elect to take MBU 102, An Investigation of the Arts, which includes participation with the American Shakespeare Center actors and scholars at the Blackfriars Playhouse, in addition to their orientation class.

Note: Additional application and interview are required.

Ida B. Wells

Rev. Andrea Cornett Scott, Director,
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 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.

- PHIL 140 Community and Service Learning
- REL 232 African American Religion
- INT 177 Legacy & Tradition

Note: Additional application and interview are required.

Virginia Women's Institute for Leadership (VWIL)

Terry Djuric, VWIL Commandant of Cadets
(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 (ROTC: Army, Air Force, Navy/Marines (commissioning optional)).

VWIL ADVANCED LEADERSHIP CERTIFICATE

The VWIL Advanced Leadership Certificate is awarded to VWIL cadets that 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 currently 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 an

additional global studies course; 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 earn a 70% on 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.

Undergraduate 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.

Tuition and Fees for Undergraduate Residential Programs

The comprehensive fee for students in the Mary Baldwin College for Women and University College during the 2018–19 academic year is \$40,495 (\$30,690 for tuition, \$275 student organization fee, \$120 technology fee, and \$9,410 for room and board). The additional PEG housing fee is \$1,250. 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 8 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.

College for Women and University College Schedule of Payments 2018–19

Resident Students

Direct Cost (tuition and fees, room and board): \$ 40,495

(Fees include: Student Organization Fee \$275, Technology Fee \$120)

Payable as follows:

Advance Deposit (nonrefundable) due:

March 1 from returning students: \$300

May 1 from new students: \$300

August 1 from all students (less Advance Deposit payment): \$20,247.50

December 1 from all students: \$20,247.50

Commuter Students

Direct Cost (tuition and fees): \$31,085

(Fees include: Student Organization Fee \$275, Technology Fee of \$120)

Payable as follows:

Advance Deposit (nonrefundable) due:

March 1 from returning students: \$300

May 1 from new students: \$300

August 1 from all students (less Advance Deposit payment): \$15,542.50

December 1 from all students: \$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 in the College for Women or University College 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 course. The audit fee is \$230 per semester hour.

Summer Term

Individual course credits taken during the summer

- Summer coursework (2018–19): \$460 per s.h.
- Internship Fee (2018–19): \$230 per s.h.

Note: Advance Deposit payments are nonrefundable 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 \$20247.50. 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 ½ 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 (seniors 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: twelve 30-minute lessons: \$230; twelve 60-minute lessons: \$450. Approved music majors or minors receive reduced 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
 - Carriage House, King, Scott House, and Woodrow Terrace Apartments: \$175 per semester
 - Pet cleaning fee*: \$250 per semester
- *Only service animals allowed; advanced approval required.

Lost Dorm 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 assessed the student equal to the portion of the enrollment period for which the student has been charged that remains on the last day of attendance, minus any unpaid student charges, and minus a reasonable administrative fee.

When and How Are Pro Rata Refunds Applied?

The pro rata refund is applicable to students who withdraw from the institution within 60 percent or less of the enrollment period (beginning of classes to the end of exam period). After the 60% mark, refunds are not granted.

Classes begin September 3, 2018, and exams end December 14, 2018, for terms 1 and 2. Classes begin January 7, 2019, and exams end April 22, 2019, for terms 3 and 4. May Term (Term 5) begins April 24, 2019, and ends May 14, 2019. There is no additional charge for attending the May Term for currently enrolled full-time MBCW or UC students.

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

Federal law requires refunds to be returned in the following order: Direct Stafford Loans, PLUS Loans, Perkins Loans, Pell Grants, SEOG Grants, Institutional Aid.

Dates noted above may need to be adjusted to reflect posted schedules for graduate programs. An additional administration fee of \$105 will be charged.

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 faculty reported last date of attendance. 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

- Regular course work — \$460 per semester hour*
- Internships — \$230 per semester hour (only classes numbered 287 or 387)

Special Costs

- Orientation Fee — \$50*
- Extended Time Fee — \$65 per semester hour
- Prior Learning Portfolio Evaluation — \$460 per portfolio (Cost equals one credit hour per portfolio.)
- Re-activation Fee — \$50
- Graduation Fee — \$100*
- Administrative Withdrawal Fee — \$105 (in addition to any tuition that is due)
- Technology Fee — \$60.00 per 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 e-mail 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 Academy.);
- 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 www.fastweb.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 (www.fafsa.ed.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, www.fafsa.ed.gov.

For more information on federal aid, access www.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. 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 institutional awarding policy will allow. Students may apply for work-study positions at the work-study website:
www.marybaldwin.edu/financial_aid/sep.

When the student receives an award letter, she will be asked to make decisions on which types of aid she will accept. The student may also need to complete further paper work 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 and the Virginia Tuition Assistance Grant. May term

hours do not count towards spring enrollment status for 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 aid from outside sources (e.g., ROTC scholarships, outside agency scholarships, etc.), federal rules require that this aid be reported to the aid office as soon as the student becomes aware of eligibility. Rules further indicate that, in some cases adjustments to other aid may be required.

Disbursing Aid

Once a student receives an award package and complies with all the regulatory requirements, her aid package is set. Aid will only be disbursed to a student's business office account once she has 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 each month 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 \$4,000 as a freshman or sophomore, up to \$5,000 as a junior or senior. 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 her 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 www.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 www.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 e-mail 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	Degree	Hours to Complete	Max Hours May Attempt with Aid
Freshman	0–26	1.65	Bachelors	126	189
Sophomore	27–57	1.75	RN to BSN	120	180
Junior	58–89	1.95	MLitt	36	54
Senior+	90–126	2.00	MFA	66 (including MLitt)	99
Semester hours: This number of earned credit hours determines your class level.			MAT Elem or Middle School	39	58.5
Minimum GPA/Class level: This is the minimum cumulative GPA you must maintain while classified at the specified class level.			MAT Special Ed	42	63
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.			MEd	34	51
			MS – ABA	35	52.5
			MS – Higher Ed	38	57
			MBA	30	45
			MHA	39	58.5
			MSN	36	54
			MHA/MBA	45	67.5
			MSN/MHA & MSN/MBA	48	72
			DPT	125	187.5
			OTD	117	175.5
			PPOTD	30	45
			MSPA	121	181.5

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 & Performance sections of this catalog.*

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 126 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 126 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 students in the College for Women and University College; a minimum of 36 total semester hours taken at MBU for students in Baldwin Online and Adult Programs

Program Evaluation

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

Common Curriculum Requirements

All students must complete the requirements of the Common Curriculum. *For a list of courses that meet the Common Curriculum requirements, see the Common Curriculum Courses section of this catalog.*

Note: The following Common Curriculum requirements apply to all matriculates from fall 2017 onward and replace the previous General Education and Core requirements. Students who matriculated prior to fall 2017 should consult their advisors, MBU Online Program office, or the Office of the Registrar with questions.

Learning Outcome One

Demonstrate an understanding of the liberal arts and sciences through:

- Six or more hours (from two disciplines) of the humanities and history from the list of courses designated 'H'
- Six or more hours (from two disciplines) of the arts from the list of courses designated 'A'
- Six or more hours (from two disciplines) of the social sciences from the list of courses designated 'S'
- Six or more hours (from two disciplines) of the natural sciences from the list of courses

designated 'N'

- Completion of at least one course with a thematic emphasis from the list of courses designated 'T'

A liberal arts education provides students with the knowledge, context, and critical thinking abilities necessary for personal fulfillment and professional success in the 21st century. Students learn to weigh evidence, assess multiple perspectives and interpretations, and approach new ideas analytically. Students learn how different disciplines address common issues and become better equipped for participation in civic life. Liberal arts and sciences coursework consists of both a broad sampling of different disciplines and opportunities for cross-disciplinary exploration of important questions, problems, and challenges.

Learning Outcome Two

Demonstrate an understanding of the self in relationship to the broader community through:

- Six or more hours of coursework emphasizing engagement with diverse cultures in a global context. Either six hours of a single modern foreign language ('F') or six hours of coursework designated "International" ('I') in two different disciplines or a combination of "International" courses and qualifying study abroad adding to six hours.
- Three or more hours of coursework emphasizing the role of race and ethnicity in America from the list of courses designated 'D' (for 'diversity')
- Three or more hours of coursework emphasizing the role of gender in shaping identity and culture from the list of courses designated 'G'
- One or more credit hour of community involvement credit from the list of courses designated 'C' (Baldwin Online and Adult Programs students may meet this requirement through a portfolio — please see your advisor)

- Two or more credit hours of coursework emphasizing knowledge and practice of physical fitness and health from the list of courses designated 'P'

A strong sense of identity and self-efficacy combined with an understanding of others serve as a prelude for positive contribution to society as well as ethical and effective leadership. College coursework and co-curricular activities provide students with opportunities to engage with human diversity. Areas of diversity include but are not limited to: gender, race and ethnicity, socio-economic status, religion, education, sexual orientation, and cultural and linguistic heritage. Students learn to encounter the diversity of human experience with respect and open-mindedness, while also gaining the ability to express themselves and their own values and beliefs creatively and with civility and clarity.

Learning Outcome Three

Demonstrate the capacity to make a positive impact on the world by acquiring effective skills and by addressing authentic issues and problems through:

- Completion of ENG 102 or equivalent
- Completion of six or more credit hours of writing emphasis coursework beyond ENG 102 or its equivalent from the list of courses designated 'W'
- Completion of three or more credit hours of oral communication emphasis coursework from the list of courses designated 'O'
- Completion of six or more credit hours of quantitative reasoning coursework from the list of courses designated 'Q' (from two disciplines)
- Completion of INT 103 or equivalent
- Completion of three or more credit hours of coursework focused on research from the list of courses designated 'R'
- Completion of three or more credit hours of coursework addressing authentic problems and issues in one's area of academic emphasis

(met through the senior requirement) from courses designated ‘M’ (for ‘major’)

Mary Baldwin University enables graduates to be “confident, compassionate change-makers” 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: Common Curriculum courses may also count toward majors, minors, or certificates, when appropriate. For more information on rules and applicable courses, see the MBU website or contact your advisor, the Office of the Registrar, or the MBU Online Program office.

Senior Requirement

All graduates must complete a senior requirement for a minimum of three and a maximum of six semester hours of credit. It will carry a letter grade. The senior requirement 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 senior requirement 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 senior requirement. 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 senior requirements are supervised and evaluated by ranked teaching faculty at MBU. Senior requirements are listed on the student’s transcript as Senior Requirement: (title) with grade. Senior requirements 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 — ADDITIONAL REQUIREMENTS

Each discipline may elect to offer the Bachelor of Science. At a minimum, each discipline will require:

- Six semester hours in mathematics at the 200-level or above
- Three semester hours emphasizing quantitative reasoning/data analysis, and
- At least two 200-level lab science courses

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 Programs only
- 99 experimental course in MBU Online Programs 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 (temporary)
- NR no grade reported (temporary)
- ET extended time (temporary — MBU Online Programs 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 Pass/No Credit 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 Program 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 Program 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 percent 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 Program 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.
- Drops completed during the first two weeks of each term do not appear on a student's record.
- 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

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. For

Independent Majors see 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 may be done by completing the appropriate section of the Major/Minor Declaration Form and filing it in the Office of the Registrar.

Overloads and Credit Load Limits

- Academic load limits for full-time students are shown in the chart below.
- Enrollment in more than 18 semester hours per semester (unless the enrollment is for only five courses) constitutes an overload. Overload fees will apply above 20 hours to all courses except fee-based applied music.
- No student may enroll for more than 24 semester hours in a semester, or in more than one academic course during May Term except in the case of certain May-term study abroad courses.
- Overloads must be approved by the student’s advisor and a college dean using forms available 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 90 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

Mary Baldwin College for Women and University College 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 independent majors.
- In the case of independent majors, the senior requirement approval and evaluation process will include appropriate representation from faculty in the 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 Mary Baldwin College for Women and University College 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.

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 126. 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, students in the Mary Baldwin College for Women and University College 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 Programs.

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

Global 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 Global 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 Global 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 3.5 cumulative GPA in subsequent semesters. All other Global Honors Scholars must maintain a 3.5 cumulative GPA.

Honors Degree: The Honors Degree is awarded to a Global 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 a foreign language through the intermediate level, complete at least one lab science, 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 Global Honors Scholars Committee. Students who complete an Honors Degree will have the citation “Honors Degree” inscribed on their transcripts.

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 levels outlined below:

Minimum Cumulative GPA

Mid-year, first-time college students	1.50
End of first year/freshman standing	1.65
Sophomore standing	1.75
(for all those other than students completing their first year)	
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.
- MBCW, University College, 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 Program students on academic probation may take no more than seven semester hours of credit in a semester, excluding physical education courses.
- MBCW or University College 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 Program 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, Mary Baldwin College for Women, University College, 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 Program 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 and in the Mary Baldwin College for Women, University College, PBTL, and MBU Online Programs.

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.

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 Programs, Mary Baldwin College for Women and University College. More information about the guaranteed admissions program, including eligibility requirements, can be found at www.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 — for up to five MBU students. 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.

Jefferson College of Health Sciences — Nursing

Mary Baldwin students seeking nursing degrees may participate in the program at Jefferson College of Health Sciences (JCHS) in Roanoke. The articulation agreement between MBU and JCHS stipulates that, each year, JCHS will grant priority admission to five qualified Mary Baldwin baccalaureate

graduates who seek entry into their accelerated bachelor of nursing program.

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, Mandi Montgomery Smith, advisors

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 — though 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 www.marybaldwin.edu/academics/pre-law.

Pre-Med and Pre-Health Sciences

Paul Deeble, 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 in the summer.

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 pre-requisite 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 health care participate in an internship in a medical/health care 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 advisor 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 may do so their junior year for “conditional early admission” provided they meet **all admissions requirements** and are on track to complete the baccalaureate degree and prerequisite coursework in the senior year. Students should work with their faculty advisor to ensure that their four-year plan allows for completion of all necessary prerequisite coursework. There are three early admission seats available each year, and those opportunities will be offered to the most-qualified MBU applicants from each admissions pool. Faculty advisor recommendation is required in addition to the standard admission requirement for letters of recommendation.

A Mary Baldwin student who has been accepted into a school of medicine, dentistry, or veterinary medicine after her junior year may apply to the dean of the college to receive a Mary Baldwin degree following the first year of professional school, thereby waiving her senior year at Mary Baldwin. To get the pre-professional bachelor’s degree, the student must have completed 93 semester hours (36 at MBU), completed the general education and

major requirements for the major, and fulfilled the sophomore and junior residency requirements. In addition, he/she must submit a transcript after one year at the professional school showing at least 33 semester hours of credit with no grade below a “C.”

For more detailed information and recommended courses, visit the [Pre-Medical and Allied Health Fields](#) page at www.marybaldwin.edu/academics/pre-med and/or the [Murphy Deming College of Health Sciences](#) page at www.marybaldwin.edu/health_sciences.

STUDY ABROAD

During May Term, students have the opportunity to participate in short-term trips organized and led by full-time Mary Baldwin faculty with expertise in the subject and location. A May Term trip lasts for about three weeks and gives students the opportunity to study or perform community service in locations such as France, Mexico, Italy, Costa Rica, South Africa, Peru, and Japan.

Students can also study or volunteer abroad for a summer, semester, or year, either at one of Mary Baldwin’s partner colleges or through other universities and independent providers. Mary Baldwin University has partnerships with several colleges in England, India, Japan, Peru, South Korea, and Taiwan. For more information about these programs, see the descriptions listed below.

To find out more about study and service abroad opportunities at Mary Baldwin University, visit the [Spencer Center for Civic and Global Engagement](#), contact the director of international programs at globalengagement@marybaldwin.edu, or visit the [study abroad](#) page at www.marybaldwin.edu/spencer-center/study-abroad.

MBU EXCHANGE AND PARTNER PROGRAMS

England

Oxford University: The Virginia Program at Oxford is a six-week summer session 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. Students from all majors at Mary Baldwin may apply to the program. For more information and application, contact Professor of History Mary Hill Cole.

India

Lady Doak College: Lady Doak College, the first women's college in the city of Madurai, gives students the opportunity to spend a semester or year in India. Since it was established in 1948 by American missionary Katie Wilcox, the college has grown from 81 students to more than 3,000. Offering undergraduate courses in 21 disciplines, Lady Doak is committed to the empowerment and academic development of women.

Japan

Applicants for the programs in Japan must have at least a "B" average and should contact Amy Miller, assistant professor of Asian Studies.

Doshisha Women's College of Liberal Arts:

Doshisha Women's College of Liberal Arts in Kyoto has been a "sister school" to Mary Baldwin for more than 20 years. The college 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 further their experience.

Kansai Gaidai: Kansai-Gaidai, which enrolls around 13,500 students, is a private college in Hirakata, Osaka Prefecture, offering an Asian Studies program specifically designed for international students. Courses are taught in Japanese and English, though applicants are required to have two years of Japanese instruction. Established in 1945, Kansai-Gaidai is located mid-way between Osaka and Kyoto, in the commercial and cultural heart of Japan.

Soka University: Soka, which enrolls ten thousand undergraduate and graduate students, is Mary Baldwin's newest "sister school." 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.

Perú

University of Virginia Program in

Perú: Spanish is not required to study in Perú for a summer, semester, or full academic year at the Universidad Católica in Lima. Courses in anthropology, history, literature, philosophy, and sociology are taught in English. Students can also take courses taught in Spanish with Peruvian students in arts and sciences, law, education, engineering, or any of the disciplines taught at Católica.

Participants visit museums, archaeological sites, explore Lima, and attend plays. Students stay with families in safe neighborhoods. The University of Virginia operates this program in partnership with Mary Baldwin University.

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 Seoul, South Korea. Founded in 1936 by Dr. Lee Sook-chong, Sungshin University currently enrolls around 13,000 students. Previous study of Korean language is not required, but participants can enroll in language courses while at Sungshin. Apartment-style housing is provided on campus in the international residence hall.

Taiwan

National Chengchi University: Established in 1927, 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. The partnership between MBU and NCCU will enable at least two MBU students to participate in the exchange each year. Alternatively, the flexible agreement allows up to four students to each pursue one semester of study per year. Contact the director of international programs for more information.

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

Major (M)

Minor (m)

All majors (M) offer a bachelor of arts (BA)

* 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)

Art History (m)

Art — Studio (M, m)

Arts Management (M)

Asian Studies (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)

Film (m)

Francophone Studies (m)

Global Poverty and Development (m)

Health Care Administration (M, m)

*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)

***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)
 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, BA/MS and BA/MEd)
 Shakespeare and Performance (BA/MLitt)
 Applied Mathematics/Engineering (BS/MS
 with UVA)

Common Curriculum

Learning Outcome One

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
 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

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 204 Children's/Young Adult 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
POLS 100 Introduction to American Government and Politics
POLS 200 State and Local Government
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

Thematic Seminar (T)

ANTH 227 Human Geography: People, Place and Culture
AS 272 Tibetan and Himalayan Cultures
BIOL 348 Conservation Biology
BUAD 104 Perspectives on Sustainability
ED 115 Foundations of Education
ENG 330 Nature in America
FREN 130 French Food Culture
FREN 225 Literature and Film in Translation
HIST 235 Body, Mind, and Spirit: Renaissance and Reformation Europe, 1350–1650
HIST 243 The French Revolution
HIST 244 Britain and World War I

HIST 325 Jacksonian America
 HIST 264 Introduction to the African
 Diaspora
 HIST 365 History of the Civil Rights
 Movement
 INT 118 Principles for Sustainable Living
 INT 213 Bailey Colloquium
 PHIL 112 Knowing the Self
 PHIL/REL 305 Science, Religion, and the
 Search for Meaning
 PHIL/PSYC 306 Human Morality: Nature and
 Nurture
 PHIL/REL/AS 320 Peacemaking: Gandhi and
 Nonviolence
 REL/HIST 204 Religion in America
 PSYC 307 Drugs and Behavior
 SOC 205 Death and Dying
 SOC 262 Environment, Society, and the
 Sustainability Movement
 SOWK 272 Vulnerable Populations in Film
 THEA 218 Shakespearean Drama in Context

Learning Outcome Two **Race and Ethnicity in the U.S. (D)**

ANTH 212 Indigenous Peoples of North
 America
 BUAD/MKTC 334 Multicultural Marketing in
 America
 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 402 Community Health Nursing

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 The Female Executive: Strategies
 in the Workplace
 ENG 235 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 Health Care 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
 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
BUAD 214 Income Tax (VITA)
CE 102 The Reflective Self in Community
CE 255 Food Insecurity and Public Education
CE 281 Civic Engagement and Social
Entrepreneurism
CE 287 Civic Engagement Internship
ED 110 Practicum in Education
ED 111 Practicum in Special Education
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 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
BUAD/MKTC 336 Cross Cultural Global
Marketing
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 Health Care
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)

EXLD 251 Personal Training
PHE 100–123, or 221 (1 hour)
PHE 137–193 (1 hour)

Learning Outcome Three

Oral Communication (O)

ARTH 205 19th Century Art
BUAD 401 Business Senior Seminar
COMM 100 Public Speaking
ED 382–393 Student Teaching
HCA 310 Health Care 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/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 Geometry for Teachers
ED/MATH 158
ED 328 Student Assessment and Technology
Integration
HCA/BIOL 261 Epidemiology
INT 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
BIOL 100 The Living World
BIOL 381 Junior Seminar
BUAD 307 Business and Society
CHEM 222 Organic Chemistry II
ECON 272 Environmental Policy
ED 310 Middle and Secondary Methods and
Practicum
ENG/THEA 216 Introduction to Shakespeare
ENG 320 Renaissance Literature
ENG 328 The Rise of the Novel
EXLD 350 Exercise for Special Populations
HCA 300 Health Care 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
 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
 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
 BIOL 351 Exercise Physiology
 BIOL 354 Comparative Physiology
 BIOL 361 Animal Behavior
 BUAD 200 Management Principles
 BUAD/MKTC 336 Cross Cultural Global 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
 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 Women’s Writing
 FILM 264 Screenwriting
 FREN 160 How to Live: Classic French Literature
 HCA 235 Women’s Health Care 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

Authentic Problems in the Major (M)

ART 401–408 Senior Projects
BIOL 400 Senior Seminar
BIOL 401 Senior Research
BIOL 402 Senior Colloquium
BUAD 400 Strategy and Sustainability in
Business Decisions
CHEM 400 Senior Research
CHEM 401 Senior Research
CJ 400 Senior Seminar
CJ 401 Senior Thesis
CLS 387 Clinical Laboratory Training II
ECON 401 Senior Project
ED 400 Senior Seminar and Project
ENG 400 Major Seminar

FILM 401 Senior Thesis
HCA 401 Senior Seminar
HIST 400 Senior Seminar
HSCI 401 and 402 Senior Project
MATH 401 Senior Seminar
MKTC 400 Senior Seminar
MUS 401 Senior Recital
MUS 402 Senior Thesis
NUR 408 Using Evidence-Based Practice in
Nursing
PHYS 400 Senior Research
PHYS 401 Senior Research
POLS 400 Senior Seminar in Political Science
PSYC 400 Senior Thesis — Critical Literature
Review
PSYC 401 and 402 Senior Thesis — Data
Collection
SOC 400 Senior Seminar
SOC 401 Sociology Senior Thesis
SOWK 400 Field Instruction in Social Work
THEA 210 Problems in Production
THEA 211 Theater in the Community
THEA 401 Senior Project

Undergraduate Offerings

Courses that fulfill Common Curriculum 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)
Authentic Problems in the Major (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.

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.*

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.*

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.*

350 Leadership and Career Development I

Lecture Hours: 0

Lab Hours: 1

Credit Hours: 0

Required for those cadets not being commissioned in the Armed Forces and who are enrolled in AS 303, MS 309, NS 308, or NS 303. The class focuses on knowing yourself, career discovery and planning, resume writing, and personal development.

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: AS 303. 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.*

351 Leadership and Career Development II

Lecture Hours: 0

Lab Hours: 1

Credit Hours: 0

Required for those cadets not being commissioned in the Armed Forces, and who are enrolled in AS 304, MS 310, NS 205, or NS 304. The class focuses on career preparation and research, networking skills, critical thinking, time management, and values and ethics in the workplace.

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.*

450 Leadership and Career Development III

Lecture Hours: 0

Lab Hours: 1

Credit Hours: 0

Required for those cadets not being commissioned in the Armed Forces, and who are enrolled in AS 403, MS 409, or NS 408. The class focuses on job search and graduate school admission activities, business correspondence, building a portfolio, recruitment, advanced interviewing skills, dressing for success, business etiquette, and using the internet in the job search.

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.*

451 Leadership and Career Development IV

Lecture Hours: 0

Lab Hours: 1

Credit Hours: 0

Required for those cadets not being commissioned in the Armed Forces, and who are enrolled in AS 404, MS 410, NS 402, or NS 404. The class focuses on post-VMI career transition, salary negotiation, business ethics, employment law, income tax preparation, basic money management and investing for the future, 401 (k) plans, starting your own business, and how much insurance is enough.

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 health care.

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.

Civic Engagement Opportunities

Anthropology minors are encouraged to take ANTH 215: Native Peoples and Museum Interpretation, which carries community involvement core curriculum credit (C). Students are encouraged to seek out global engagement opportunities, particularly 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)

An introduction to the study of humans as culture-bearing beings. Through readings, films, lectures, and discussions students come to an understanding of the extent of human cultural diversity. Using societies from around the world as examples, students will study cultural practices and beliefs regarding marriage, kinship, family life, uses of technology, religion, political organization and social stratification.

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

An introduction to the physical history of the human species by studying our closest living primate relatives and analyzing fossil remains of early hominids. Students then study the evolution of human culture from the origins of humankind to the beginnings of the first literate civilizations in the Old and New Worlds. The course concludes by looking at physical variation, including the concept of race, in contemporary human populations.

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

Explores the relationship between gender, culture, and women's status in communities around the world. Students will examine the relationship between "sex" and "gender,"

evaluate cross-cultural variations of women's roles and status, be exposed to differing constructions of gender and sexuality, and gain a greater appreciation of the influence of systems of power, such as race and colonialism, on women's lives.

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

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

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

An introduction to the cultural diversity of North American indigenous peoples and the relationship between U.S. tribal communities and the federal government. Through readings that tie specific tribal communities to larger issues, we will explore the effects of federal policies on indigenous communities, sovereignty and land rights, Indian activism, and contemporary issues such as language revitalization, identity, and reservation poverty.

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)

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)

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.

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

Explores religious belief and practice as a cultural phenomenon in a global context, paying particular attention to the relationships between religious institutions and their historical, social, and cultural contexts. Students will examine the intersection of religion with subsistence strategies, economic systems, political systems, and gender structures. Topics include magic, witchcraft, sorcery, ritual, symbolism, possession, identity, and health.

320 Theories of Culture (3 s.h.) (W)

An introduction to the history and major theories of cultural anthropology. By reading important pieces of anthropological literature, students will be exposed to the many ways anthropologists have defined “culture” and implemented those definitions in anthropological research. In addition, students will be introduced to significant ethical and philosophical trends within the field, especially as they relate to research design and the production of knowledge. 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. *Prerequisite: ANTH 120 or permission of the instructor.

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

Barbara Holt, Colleen Pendry, Laura Pogoretskiy, Nancy Ross, 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. External hard drive (250 GB min).

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 critique. 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 Adobe Lightroom and Photoshop workshops, intaglio photo-printmaking 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)

The prospective teacher is introduced to the basics of art. The class focuses on the role and implementation of art, the terms and

concepts of visual art, and the value and scope of art within cultural history. A hands-on aspect gives students a chance to experience and experiment with a variety of materials. This course is required for prospective teachers seeking the K–12 art education endorsement. Materials fee.

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: Directed Inquiries, teaching assistantships, and internships in studio art and studio art-related areas can be arranged individually.

Art Education Course Descriptions

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.

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

The prospective teacher is introduced to the basics of art. The class focuses on the role and implementation of art, the terms and concepts of visual art, and the value and scope of art within cultural history. A hands-on aspect gives students a chance to experience and experiment with a variety of materials. This course is required for prospective teachers seeking the K–12 art education endorsement. Materials fee.

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 & Post-Impressionism, Fauvism, Cubism, Futurism, Expressionism, the Bauhaus & de Stijl, Dada & Surrealism, Abstract Expressionism, Minimalism, Pop Art, Conceptual Art, Performance Art, Environmental Art, Feminist Art, and New Media Art. **Prerequisite: ARTH 102*

Arts Management

Art coordinator: Jim Sconyers, Jr.

Music coordinator: Lise Keiter

Theatre coordinator: Theresa K. Southerington

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

45 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.

Concentration in Art

21 semester hours
ARTH 101 and ARTH 102
Two additional ARTH courses
ART117
ARTM 340
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 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
Daniel Metraux, Noriko Donahue

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: Asian Civilizations 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 8 credits for Japanese language. *Prerequisite: JPNS 101, 102.
- AS 246 Modern Japan
- AS 247 Modern India
- AS 251 Gender in Asian Cultures
- AS 253 China in the Developing World
- AS 270 Australia: A Cultural History
- 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 Asian Civilizations (3 s.h.) (H, W)

Introduces students to aspects of traditional and modern civilizations of Central, East, South, and Southeast Asia, with an emphasis on key moments of political and cultural change and transformation.

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 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.

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.

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 minor in Peacebuilding and Conflict Resolution.*

253 China in the Developing World (3 s.h.)
(I)

Chinese political, economic, and cultural history from the 17th century to the present with an emphasis on 20th-century developments. Emphasis also on Taiwan.

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.*

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

Biochemistry

Please see Chemistry

Biology

Paul Callo, department head
Kadrin Anderson, Paul Deeble, Mary Jane Epps, Jennifer Hancock, Eileen Hinks, Melissa Scheiber

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

<u>Course</u>	<u>Credit Hours</u>
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 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 provides 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 health care management, the media, ethics, and economics. *This course does not count toward teacher licensure.*

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 Exercise Testing and Training (3 s.h.)

For course description, see EXLD 251 in the Exercise Leadership 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 Health Care 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.

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. 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 head
Christina Cain, Sunghil Chung, Bruce Dorries,
Janet Ewing, Jinyoung Kang, Claire Kent,
Lallon Pond

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 the 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, sustainability, project management, and women's leadership. (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.

Requirements for the Bachelor of Arts in Business Emphasis in Management

Undergraduate residential programs and MBU Online Programs

45 semester hours

BUAD 104 Perspectives on Sustainability
BUAD 200 Management Principles
BUAD 208 Accounting Principles
BUAD 209 Financial Decision Making
BUAD 220 Legal Environment of Business
BUAD 222 Social Science Statistics
BUAD 230 Marketing Principles
BUAD 307 Business & Society
BUAD 400 Strategy & Sustainability in Business Decisions
BUAD 401 Business Senior Seminar
ECON 101 Microeconomics
ECON 102 International and Macroeconomics

Plus three of the following:

BUAD 202 Organizational Behavior and Interpersonal Communication
BUAD 250 The Female Executive: Strategies in the Workplace
BUAD 260 Personal Finance
BUAD 302 Managing Human Resources
BUAD 305 Global Business
BUAD 306 The Entrepreneur
BUAD 350 Project Management for Sustainable Impact
ECON 310 Global Labor Economics*
INT 230 History and Theories of Leadership
INT 330 The Practice of Leadership Seminar*
PSYC 245 Industrial/Organizational Psychology*

**Not offered online*

Requirements for the Bachelor of Arts in Business Emphasis in Entrepreneurship

Undergraduate residential programs and MBU Online Programs

45 semester hours

BUAD 104 Perspectives on Sustainability
BUAD 200 Management Principles
BUAD 208 Accounting Principles
BUAD 209 Financial Decision Making
BUAD 220 Legal Environment of Business
BUAD 222 Social Science Statistics
BUAD 230 Marketing Principles
BUAD 306 The Entrepreneur
BUAD 400 Strategy & Sustainability in Business Decisions
BUAD 401 Business Senior Seminar
ECON 101 Microeconomics
ECON 102 International and Macroeconomics

Plus three of the following:

BUAD 214 Income Tax (VITA)
BUAD 313 Computerized Accounting for the Small Business
BUAD 338 Market Research
BUAD 350 Project Management for Sustainable Impact
BUAD 362 Consumer Behavior
CE 281 Civic Engagement and Social Entrepreneurism*
COMM 240 Advertising
COMM/MKTC 300 Persuasive Campaigns

Plus three of the following:

BUAD 313 Computerized Accounting for the Small Business
BUAD 338 Market Research
BUAD 350 Project Management for Sustainable Impact
BUAD 362 Consumer Behavior
CE 281 Civic Engagement and Social Entrepreneurism*
COMM 240 Advertising
COMM/MKTC 300 Persuasive Campaigns

**Not offered online*

**Requirements for the Bachelor of Arts in Business
Emphasis in Marketing**

Undergraduate residential programs and MBU Online Programs

45 semester hours

BUAD 104 Perspectives on Sustainability
BUAD 200 Management Principles
BUAD 208 Accounting Principles
BUAD 209 Financial Decision Making
BUAD 220 Legal Environment of Business
BUAD 222 Social Science Statistics
BUAD 230 Marketing Principles
BUAD 338 Marketing Research
BUAD 362 Consumer Behavior
BUAD 400 Strategy & Sustainability in Business Decisions
BUAD 401 Business Senior Seminar
COMM 240 Advertising
ECON 101 Microeconomics
ECON 102 International and Macroeconomics

Plus one of the following:

BUAD 334 Multi-Cultural Marketing in America
BUAD 336 Cross-Cultural and Global Marketing

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

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

45 semester hours

BUAD 104 Perspectives on Sustainability
BUAD 200 Management Principles
BUAD 210 Financial Accounting
BUAD 211 Managerial Accounting

BUAD 220 Legal Environment of Business
BUAD 222 Social Science Statistics
BUAD 230 Marketing Principles
BUAD 340 Principles of Financial Management
BUAD 400 Strategy & Sustainability in Business Decisions
BUAD 401 Business Senior Seminar
ECON 101 Microeconomics
ECON 102 International and Macroeconomics

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 Non-profits 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 Human Resource Management**

Undergraduate residential programs and MBU Online Programs

45 semester hours

BUAD 104 Perspectives on Sustainability
BUAD 200 Management Principles
BUAD 208 Accounting Principles
BUAD 209 Financial Decision Making
BUAD 220 Legal Environment of Business
BUAD 222 Social Science Statistics
BUAD 230 Marketing Principles
BUAD 302 Managing Human Resources
BUAD 400 Strategy and Sustainability in

Business Decisions
BUAD 401 Business Senior Seminar
ECON 101 Microeconomics
ECON 102 International and Macroeconomics

Plus one of the following:
BUAD 202 Organizational Behavior and Interpersonal Communication
PSYC 245 Industrial/Organizational Psychology*

Plus one of the following:
BUAD 266 Social Trends and their Impact on Business
BUAD 305 Global Business
COMM 280 Intercultural Communication
ECON 310 Global Labor Economics*

Plus one of the following:
BUAD 350 Project Management for Sustainable Impact
BUAD 387 Business and Civic Engagement Internship
BUAD 395 Business Practicum
PSYC 205 Techniques of Counseling and Psychotherapy
PSYC 302 Psychological Testing (Note: PSYC 220 or 250 is a pre-requisite for PSYC 302)
PSYC 313 Applied Behavioral Analysis*
REL/COMM 237 Mediation: Theory and Practice*

**Not offered online*

Requirements for the Bachelor of Arts in Business Emphasis in Sustainability

Undergraduate residential programs and MBU Online Programs

45 semester hours

BUAD 104 Perspectives on Sustainability
BUAD 200 Management Principles
BUAD 208 Accounting Principles

BUAD 209 Financial Decision Making
BUAD 220 Legal Environment of Business
BUAD 222 Social Science Statistics
BUAD 230 Marketing Principles
BUAD 307 Business & Society
BUAD 400 Strategy & Sustainability in Business Decisions
BUAD 401 Business Senior Seminar
ECON 101 Microeconomics
ECON 102 International and Macroeconomics

Plus one of the following:
BUAD 202 Organizational Behavior and Interpersonal Communication
BUAD 266 Social Trends and their Impact on Business
CE 281 Civic Engagement and Social Entrepreneurism*

Plus one of the following:
BUAD 250 The Female Executive: Strategies in the Workplace
BUAD 260 Personal Finance
PHIL 110 Ethical Issues in Business

Plus one of the following:
BIOL 148 Environmental Issues
BUAD 350 Project Management for Sustainable Impact
ECON 272 Environmental Policy*
SOC 262 Environmental Sociology

**Not offered online*

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

Undergraduate residential programs and MBU Online Programs

45 semester hours

BUAD 104 Perspectives on Sustainability
BUAD 200 Management Principles
BUAD 208 Accounting Principles
BUAD 209 Financial Decision Making

BUAD 220 Legal Environment of Business
 BUAD 222 Social Science Statistics
 BUAD 230 Marketing Principles
 BUAD 350 Project Management for Sustainable Impact
 BUAD 351 Project Quality Management
 BUAD 352 Project Scheduling
 BUAD 353 Project Financial/Risk Analysis
 BUAD 400 Strategy & Sustainability in Business Decisions
 BUAD 401 Business Senior Seminar
 ECON 101 Microeconomics
 ECON 102 International and Macroeconomics

Requirements for the Bachelor of Arts in Business

Emphasis in Women's Leadership *Undergraduate residential programs only*

45 semester hours

BUAD 104 Perspectives on Sustainability
 BUAD 200 Management Principles
 BUAD 208 Accounting Principles
 BUAD 209 Financial Decision Making
 BUAD 220 Legal Environment of Business
 BUAD 222 Social Science Statistics
 BUAD 230 Marketing Principles
 BUAD 250 The Female Executive: Strategies in the Workplace
 BUAD 400 Strategy & Sustainability in Business Decisions
 BUAD 401 Business Senior Seminar
 ECON 101 Microeconomics
 INT 230 History and Theories of Leadership
 INT 330 The Practice of Leadership*
 PSYC 214 Psychology of Women*
 WS 100 Focus on Women*

**Not offered online*

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 340 Principles of Financial Management
 BUAD 336 Cross-Cultural and Global Marketing

Bachelor of Arts in Marketing and Communication

Please see Marketing and Communication

Minor in Business

Undergraduate residential programs and MBU Online Programs

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 Perspectives on Sustainability
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 Programs

Please see Human Resource Management, Marketing, Management, or Project Management

Certificate Programs

Undergraduate residential programs and MBU Online Programs

MBU offers certificates in the following areas: Sustainable Business Management, Entrepreneurship, Human Resource Management, and Marketing and Communication. Twelve semester hours must be new coursework with MBU.

Requirements for Certificate in Sustainable Business Management

21 semester hours

BUAD 104 Perspectives on Sustainability
BUAD 200 Management Principles
BUAD 202 Organizational Behavior and Interpersonal Communication
BUAD 208 Accounting Principles

BUAD 230 Marketing Principles
BUAD 350 Project Management for Sustainable Impact

Plus one of the following:
BUAD 307 Business & Society
PHIL 110 Ethical Issues in Business

Requirements for Certificate in Entrepreneurship

21 semester hours

BUAD 104 Perspectives on Sustainability
BUAD 200 Management Principles
BUAD 208 Accounting Principles
BUAD 230 Marketing Principles
BUAD 306 The Entrepreneur

Plus two of the following:
BUAD 209 Financial Decision Making
BUAD 302 Managing Human Resources
BUAD 338 Marketing Research
BUAD 350 Project Management for Sustainable Impact
BUAD 362 Consumer Behavior
CE 281 Civic Leadership and Social Entrepreneurism*

**Not offered online*

Requirements for Certificate in Human Resource Management

18 semester hours

BUAD 200 Management Principles
BUAD 302 Managing Human Resources
PSYC 205 Techniques of Counseling and Psychotherapy

Plus one of the following:
BUAD 202 Organizational Behavior and Interpersonal Communication
PSYC 245 Industrial/Organizational Psychology*

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*

Plus one of the following:

BUAD 350 Project Management for Sustainable Impact
BUAD 387 Business & Civic Engagement Internship
BUAD 395 Business Practicum
PSYC 302 Psychological Testing (Note: PSY 220 or 250 is a pre-requisite for PSY 302)
PSYC 313 Applied Behavioral Analysis*
REL/COMM 237 Mediation: Theory and Practice*

**Not offered online*

Requirements for Certificate in Project Management

12 semester hours

BUAD 350 Project Management for Sustainable Impact
BUAD 351 Project Quality Management
BUAD 352 Project Scheduling
BUAD 353 Project Financial/Risk Analysis

Requirements for Certificate in Marketing and Communication

21 semester hours

BUAD 230 Marketing Principles
BUAD 338 Marketing Research
BUAD 362 Consumer 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 211, BUAD 311, BUAD 312, BUAD 314, BUAD 315, BUAD 316, BUAD 317, BUAD 318, BUAD 340, and BUAD 360.

104 Perspectives on Sustainability (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.*

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.)

Offered online only. The second semester of accounting principles designed for students planning to major in Business with an Accounting emphasis. Looks at financial accounting concepts/theories in greater depth and examines principles of managerial accounting. **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, your friends will have to file income taxes the rest of your life. Why not learn how to do it yourself now and learn to take advantage of tax credits and deductions that will result in tax savings and more spendable income in your pocket each year. This course is a required pre-requisite for BUAD 214 taught each Spring.

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 include 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.*

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.

244 Investments (3 s.h.)
An introductory study of investment management covering cash equivalents, money markets, mutual funds, stocks, corporate bonds, government bonds,

retirement plans and annuities, real estate, options, and futures, focusing on the individual investor. Investment strategies and risk and return are evaluated as well as techniques and procedures designed to aid in investment management. Course offered as needed. Optional field trip to NYC financial district at additional cost.

250 The Female Executive: Strategies in the Workplace (3 s.h.) (G)

Examines the impact of women in key leadership roles, presenting how women establish and maintain effectiveness as managers and leaders. Provides a historical perspective on women's culture and their changing roles. Topics include gender communication, leadership style development, political game playing, work and family integration, networking and mentoring, sexual harassment, perceived and real barriers to women's job mobility, and professional development planning.

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 Resources (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.*

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 Entrepreneur: Starting, Marketing, and Managing a Small Business (3 s.h.)

Students participate in feasibility studies and potential development of a new venture involving creation, planning, assessment,

development, startup, and operation. Includes feasibility assessment, business-plan development, and start-up preparation. Case studies will be used to build the skills required. **Prerequisites: BUAD 200, 208, and 230 or instructor permission.*

307 Business and Society (3 s.h.) (R)

This course explores how business processes have affected, and been affected by, social, cultural, political, and legal environments throughout history. Students gain understanding of current business trends and events, with emphasis on the broad cultural contexts in which they occur, through current readings, case analyses, and class/Blackboard discussions. **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 Systems (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.*

330 Marketing Management (3 s.h.)

Studies both management and marketing to prepare students to manage personnel within a marketing department. Students read leading theory and practitioner articles about management, marketing, and strategic planning of marketing activities.
Prerequisites: BUAD 200 and BUAD 230.
Course offered as needed.

334 Multicultural Marketing in America (3 s.h.) (D)

The United States is a mosaic of cultures and backgrounds, and this course will look at the impact these growing subcultures have on a diverse market environment. In addition to learning strategic applications of

consumer/segment insights, students will be encouraged to reflect on current biases in advertising and other messaging, and through their analysis understand the ethics and social responsibility involved with marketing to the multicultural consumer. Cross listed as COMM 334.

336 Cross Cultural Global Marketing
(3 s.h.) (I, W)

Studies marketing concepts and decision making across cultures, both domestic and international. Emphasis on comparative differences in markets, marketing functions, and socio-economic and cultural differences between domestic and international marketing. Cross listed as COMM 336. **Prerequisite: BUAD 230.*

338 Marketing Research (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.*

350 Project Management for Sustainable Impact (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. **Prerequisite: junior standing or instructor permission.*

351 Project Quality 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.

352 Project Scheduling (3 s.h.)

This course provides an in-depth look at scheduling in the complex world of enterprise level projects. Students will learn how to plan and create realistic project schedules, network diagrams and work breakdown structures. Additional topics include scheduling with agile methodology, estimating activity duration, determining the critical path, corrective actions, and generating reports. This course offers an extensive look at agile and scrum concepts through the view of real world case studies. This course aligns with the Project Management Body of Knowledge (PMBOK) teachings of the Project Management Institute.

353 Project Financial/Risk Analysis (3 s.h.)

This class delves into the financial and risk management of projects by focusing on activity based forecasting, estimating management reserve, budgeting, and cost associated with projects. Additional topics

include identifying and categorizing risks, developing a comprehensive risk management plan, earned value management, and determining proper risk response strategies. It also includes other project management tools and methodologies used in managing projects. This class is designed to provide students with an advanced look into both qualitative and quantitative risk assessment and response planning with a focus on financial impact.

360 Retail, Services, and Internet Marketing (3 s.h.)

Offered online only. Past, current, and developing trends in retailing, services marketing, and the Internet as a customer interface are examined in this course. Emphasis is on consumer interaction issues such as customer service, customer satisfaction, and experiential marketing. Practical application is provided through a retail/service consulting project.

**Prerequisite: BUAD 230. Offered as needed.*

362 Consumer Behavior (3 s.h.)

Explores the theories, principles, and current perspectives related to consumer behaviors, motivations, and experiences. Students gain understanding of cultural, socio-economic, self-concept, lifestyle, interpersonal, and perceptual factors in consumption. Cross listed as COMM 362. **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.) (M)

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.) (O)

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 254

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 112, ECON 232, ECON 253, ECON 272, ECON 310, or ECON 320

One of the following: BUAD/COMM 202, BUAD 266, BUAD 305, BUAD 362 or BUAD/ECON 387 (Internship)

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

Mary Baldwin University offers majors in Chemistry (BA) and Biochemistry (BS) and a minor in Chemistry. Both independent and profoundly collaborative, chemistry is central 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.

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 222 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 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. Fall. *Lab fee.*

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

A continuation of General Chemistry I. Topics include ionic equilibria, chemical thermodynamics, chemical kinetics, electrochemistry, materials chemistry, the chemistry of main group elements and an introduction to biochemistry. The associated lab elaborates on the material discussed in class and introduces laboratory techniques and the use of modern chemical instrumentation. **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 thermodynamics 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 metabolism, energy production, and transfer of genetic information. Recommended background: BIOL 224 and CHEM 222. **Prerequisite: CHEM 221, either BIOL 222 or 224, or permission of instructor.* Alternate years.

325 Biochemistry II (4 s.h.)

A continuation of the topics introduced in CHEM 324. 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 provide students with an opportunity to link course content with real-life issues and projects. As part of a CE course, students complete a community-based experience that pertains to the course topic and thus becomes a “text” that enriches student learning with information gleaned through firsthand experiences. During class activities and independent assignments, students critically reflect on their community experiences to integrate them with the course

material, drawing insights from their observations and interactions in the community setting.

Civic Engagement Course Descriptions

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

Faculty members intentionally link this 1 credit class with a 3 credit disciplinary course to enrich course content through the inclusion of a 25 hour community engagement project in the course requirements. Classroom activities and assignments that facilitate critical reflection about personal agency in light of pressing social issues will help students integrate their experiential data with the course materials and facilitate learning. Various methods of reflection will be utilized.

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

Students complete a 25 hour service-learning placement at a local food bank, elementary school educational farm or food program to gain firsthand experience with programs that attempt to address food insecurity in the community. Reflection, class discussion and written assignments help students critically analyze current issues related to food insecurity, especially as it effects K-12 education and student readiness to learn.

281 Civic Engagement and Social Entrepreneurism (3 s.h.) (C)

By developing leadership and business skills, as well as nurturing compassion and a willingness to work for social, economic and environmental justice, this course empowers students with tools to analyze organizations that serve others, provide jobs, build local wealth, and contribute broadly to economic and community development.

CE 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 particular pressing community issue through participation in a community organization or agency. 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 an increased sense of social responsibility, empathy, and understanding of public policy issues while connecting a major or minor with community 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 health care facilities such as Augusta Health Medical Center in Fishersville. 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 217
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.

217 Coding for Professional Communication (3 s.h.)

An introductory course, offered on line, for web design that covers HTML, and introduces other current tools. Students write code in a text editor to help them develop coding skills, with hands-on experience for assignments that build pages. Programming knowledge includes coverage of languages such Python, C++, Java. While not required, students benefit from knowledge of Adobe Creative Cloud suite of software (Photoshop, InDesign, Illustrator) covered in Art 117.

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 for *Campus Comments*, the Mary Baldwin student newspaper.

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 on line. 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 (3 s.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, Richard Plant, coordinators

Requirements for the Minor in Creative Writing

21 semester hours

ENG 245

ENG 346

ENG 347

Four of the following:

ENG 111

ENG/THEA 216

FILM 264

any literature course in English numbered 200 or above excluding ENG 208, 209, 220, and 221.

Criminal Justice

Douglas Davis and Beth Easterling, Co-Directors

Criminal Justice provides students with a thorough knowledge of crime, criminal behavior, the police and courts, law and society, and theories of crime through offerings within the disciplines of Business, Anthropology, Sociology and other disciplines related to this field of study. The major also contains a strong applied component which offers students the opportunity to learn about the criminal justice system by taking courses such as police procedure, crime scene investigation, forensics, corrections and judicial procedures. In addition, students will be offered internships in which they will work with crime agencies and police departments.

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 the criminal justice system.

Requirements for the Major in Criminal Justice

42 – 45 s.h.

CJ Core:

CJ 100 Introduction to Criminal Justice
CJ 211 Criminology
CJ 233 Comparative Criminal Justice
CJ 234 Juvenile Delinquency
SOC 232 Deviance
ANTH 120 Cultural Anthropology *or* ANTH 227 Human Geography: People, Place and Culture

CJ Electives: Select 3

CJ 141 Introduction to Information Systems
CJ 210 Prisons and Punishment
CJ 215 Criminal Investigations
CJ 220 Police Administration
CJ 225 Public Safety Response to Disasters
CJ 230 Crime Scene Investigations
CJ 235 Law Enforcement and the Community
CJ 240 Victimology
CJ 241 Introduction to Computer Security
CJ 245 Criminal Profiling
CJ 250 Criminal Law
CJ 255 Prosecution of Violent Crimes
CJ 256 Civil Liability for Criminal Justice
CJ 260 Special Topics in CJ
CJ 262 Girl Centered Initiatives
CJ 265 Introduction to Homeland Security
CJ 270 Introduction to Terrorism
CJ 277 Colloquium
CJ 300 Theory of Criminology & CJ Systems

Interdisciplinary Electives: Select 2

BUAD 200 Management Principles
BUAD 202 Organizational Behavior and Interpersonal Communication
BUAD 208 Accounting Principles

CHEM 101 Forensic Chemistry
ECON 215 Poverty, Inequality and Welfare
PHIL 102 Introduction to Ethics *or* PHIL 235 Ethics, Community and Leadership
POLS 200 State and Local Government
POLS 321 Constitutional Law I
POLS 322 Constitutional Law II
PSYC 203 Abnormal Psychology
PSYC 248 Forensic Psychology
SGS 261 Sexual Minorities
SOC 112 Social Problems
SOC 200 Drugs and Society
SOC 248 Social Inequality

Senior Requirement:

INT 222 Social Science Statistics
SOC 320 Social Research Methods
CJ 387 Senior Internship (May be waived if employment satisfies the requirements. CJ Faculty approval required.)
CJ 400 or 401 Senior Seminar/Thesis

Completion of the Criminal Justice Major Field Test is required during fall of the senior year.

Requirements for the Minor in Criminal Justice

21 semester hours

CJ 100
CJ 211
CJ 233
ANTH 120 or ANTH 227
SOC 232

Two of the following: CJ 215, CJ 220, CJ 225, CJ 230, CJ 235, CJ 255, CJ 260, CJ 265 or BUAD 208

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. This course focuses on the perspectives of all those involved in the production of crime and on the critical analysis of those perspectives.

210 Prisons and Punishment (3 s.h.)

Major philosophies of punishment and related history of prisons. Develops understanding of justification for punishment and how American prison systems do and do not reflect these justifications.

211 Criminology (3 s.h.)

This course introduces students to social scientific theory explaining crime and criminal behavior, with an emphasis on sociological theory. This is an introductory-level class focusing on the basic principles of criminology from a sociological perspective. Course topics include basic concepts, different methods of measuring crime, diverse theories of criminology, and a focus on the social origins of crime and criminal behavior. Criminology has captured the attention of political scientists, biologists, anthropologists, psychologists, and sociologists. Legislators, politicians, mass media, law enforcement, the courts, and the corrections system all have a profound impact on the nature of crime. Indeed, crime is an integral part of the fabric of American life.

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." This course counts as an "applied," professional — training course for the major. 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. This course counts as an “applied,” professional — training course for the major. Students are encouraged to take CJ 100 and CJ 215 prior to this course.

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. This course counts as an “applied,” professional — training course for the major. 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, we will examine various aspects of this law, to include the elements of particular offenses. We will explore all the major categories of crime and the criminal prosecution of individual offenders.

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.

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 encourage 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)

This course is one of four fulfilling the criminal justice senior requirement. Students become more familiar with some of the major theoretical traditions in the discipline. They write a scholarly paper on at least one social scientific theorist or theoretical tradition. The course also introduces students to criminal justice as an academic profession. This course is offered every spring semester for MBCW students and at least one semester per school year for MBU Online students.

**Prerequisites: CJ 100, CJ 211, CJ 233, and SOC 232.*

387 Senior Internship (3 s.h.)*

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, CJ 211, CJ 233, and SOC 232.*

400/401 Senior Seminar/Thesis (3 s.h.) (M)

This course is one of four fulfilling the criminal justice senior requirement. Students in the senior seminar will conduct an in-depth investigation of a topic in criminal justice and write two scholarly analyses. Student in Senior Thesis will conduct research on a topic in criminal justice and write a thesis presenting their findings. In both cases, senior papers will demonstrate a significant command of criminal justice theory, academic literature and research methodology. Ideally, both the seminar papers and thesis will analyze information acquired during the senior internship. **Prerequisites: INT 222, SOC 320, or POLS/ECON 301. CJ 401 also requires CJ 300.*

*Students may take up to 6 credit hours of internship toward their degree (CJ 38787). 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.

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 314

INT 222

ECON/POLS 301 or MATH 233

ECON 401

Four electives in economics or related fields (including BUAD 307, MATH 212, MATH 234 or POLS 300). At least two electives must be economics courses.

One Math course at or above MATH 159

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

53–56 semester hours

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

MATH 211

MATH 212

MATH 301 or MATH 306

Two 200-level lab science courses

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 and/or ECON 102 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, health care, 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 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, health care, 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.*

310 Global Labor Economics (3 s.h.) (I)

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.*

320 Economics and Finance of Health Care Systems (3 s.h.)

For course description, see HCA 320 in the Health Care Administration listing.

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

Richard Plant, department head
Ty Buckman, Ralph Alan Cohen, Matthew Davies, Kristen Egan, Sarah Kennedy, Paul Menzer, Katherine Turner

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.) (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 (3 s.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. 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.*

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.)

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.*

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.

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.

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.

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.

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.

Exercise Leadership

Sharon Spalding, coordinator

The Exercise Leadership minor requires 20 hours of course work and a 1 credit internship. The minor has three tracks to prepare students for work as a Personal Trainer, Athletic Coach or the Medical Fitness Field.

Requirements for the Minor in Exercise Leadership

21 semester hours

BIOL 111 Principles of Biology

BIOL 351 Exercise Physiology

CHEM 120 Nutrition for Health, Fitness, and Sport

EXLD 245 Motor Learning

INT 287 Internship (in chosen track)

Courses from one of the following tracks:

Personal Training

BUAD 200 Management Principles

EXLD 251 Personal Training

Coaching

EXLD 220 Principles of Coaching

SGS/WS 245 Gender and Sport

Medical Fitness

BIOL/HCA 261 Epidemiology

EXLD 350 Exercise and Special Populations

*Note: Must show current certification in First Aid/CPR/AED to complete the minor.

Civic Engagement Opportunities

EXLD 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 Leadership Course Descriptions

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.)

The course includes techniques for assessing blood pressure, resting heart rate, body composition, aerobic fitness, body composition, muscular strength and endurance. *Prerequisite: BIOL 351.

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.

*Prerequisite: BIOL 351.

Film

Allan Moyé, department head

Film study emphasizes cinema as 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 in conjunction with artist/activist Claudia Bernardi of the Walls of Hope organization. These have included study abroad trips to El Salvador as well as in-state projects.

- Documenting local topics of human interest.
- Required or recommended internships at area television, radio stations or video production companies.
- Videotaping campus and local events of importance.
- Opportunities to attend national and international film festivals as a student intern.
- 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 FinalCut Pro), and related audio. Projects vary to emphasize broadcasting, documentary, narrative filmmaking, 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 film/video — 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. 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 acclaimed films by examining dramatic, visual, and technical elements, and by studying the art and history of great filmmakers. Screenings each week of important silent, classic, international and modern films. Cross listed 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

Anne McGovern

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)

Two courses chosen from among the following: FREN 130, FREN 160, FREN 225, FREN 270, FREN 277 (as offered)

1 s.h. of FREN 220 in conjunction with a course in student's major

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.

130 French Food Culture (3 s.h.) (T)
How did French cuisine get its reputation? Through a variety of readings, films, and food tastings/ critiques, we will explore the concept of gastronomy as it has developed over time in France. In addition to reading literary, historical, and anthropological texts, students will write formal literary analyses and explore, orally and in writing, their own gastronomic experiences. Open to first-year undergraduate residential programs students only.

160 How to Live: Classic French Literature (3 s.h.) (H, W)

This course introduces students to some of the great works of French literature and film in translation. Our approach will be close reading and literary analysis in discussion and writing, and the common theme will be an exploration of what it means to be human and how to live well. Open to Baldwin Online and Adult Programs and first-year undergraduate residential programs students only.

201, 202 Intermediate French (4 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, POLS 120, POLS 244, POLS 295, POLS 311, REL 130, 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.

Health Care Administration

Donovan Branche, program director
Denise Osborn-Harrison, Eileen Hinks

Health Care is a rapidly changing field. The leadership and administration of programs and organizations in health care requires knowledge, skill, and a strong sense of caring for others. The major in Health Care Administration prepares students to enter, or advance, into the management area in a variety of positions and organizations related to the health care field. The major can also be a springboard for graduate work in many related fields. The MBU Health Care Administration Program is the only endowed program of its type in the United States and Canada. It is also a fully certified undergraduate member of the Association of University Programs in Health Administration. The program has five named scholarships for Health Care Administration majors. The program also coordinates the Public Health minor.

Requirements for the Major in Health Care Administration

54 semester hours

HCA 101

INT 222

HCA/PHIL 230

HCA/POLS 245

HCA/BIOL 261

HCA 300

HCA 310

HCA/ECON 320

HCA 330

HCA 387 (minimum of three semester hours)

HCA 401

Two additional courses in HCA

BUAD 208

BUAD 230

BUAD 302

ANTH 208 or SOC 260

ECON 101

Senior Requirement: Successful completion of HCA 401 with a grade of “C” or higher

Requirements for Major in Health Care Administration with Emphasis in Public Health

Students seeking a BA in Health Care Administration with a Public Health emphasis must fulfill all of the requirements for the BA, plus the following:
HCA 125
HCA 225
HCA 250

Requirements for the Minor in Health Care Administration

18 semester hours
HCA 101
HCA/PHIL 230
HCA/BIOL 261
Three additional HCA courses

Requirements for the Certificate in Long Term Care Administration

29 semester hours
HCA 101
HCA/PHIL 230
HCA 240
HCA/BIOL 261
HCA 310
HCA/ECON 320
HCA 387 (must include at least 400 hours under supervision of a preceptor approved by the Virginia Board of Nursing Home Administrators)
INT 222

Requirements for the Certificate in Health Care Management

21 semester hours
HCA 101
INT 222
HCA 310
HCA/ECON 320

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 health care 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.
- Almost every HCA course contains an international component.
- Possible student placements are available in internships abroad.
- HCA sponsored events on international themes are presented throughout the academic year.
- HCA faculty conduct research and make presentations on international topics.

Health Care Administration Course Descriptions

101 Introduction to Health Care Administration (3 s.h.)

This course introduces the nature, organization, and functions of the continuum that delivers health services in the U.S. health care system in a comprehensive fashion. Includes general management principles and practices as found in health care organizations. Analyzes the nature and role of health policy. Reviews the roles of health care providers, managers, and consumers. Current issues

explored at global, national, state, and local levels.

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.

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

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

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; health care 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.

230 Medical and Health Care Ethics (3 s.h.)

This course provides an introduction to basic and intermediate principles and theories of ethics, especially as they are relevant to medicine and health care. These principles and theories are applied to current issues in medicine and health care, including: codes of ethics; caregiver obligations and patients' rights; informed consent; medical experimentation; genetic engineering; death and dying; operational concerns inside health care organizations; access to health care; allocation of health resources including financial and human; social justice and health care policy. Cross listed as PHIL 230.

235 Women's Health Care 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 health care concerns. Issues include medical, organizational, legal, financial, human resources, and communication. Holistic approach covers physical, mental, and social well-being. Tours/analyses of long-term care facilities included. Alternate years.

245 Health Care Policy, Politics, and Law (3 s.h.)

Analysis of the factors that shape health care policy in the United States, including public policy and various types of health care policies, government structures and institutions responsible for making health policy, important actors in the health reform debate and implementation, and their strategies to influence policy. The stages of the policy process are exemplified in case studies of several significant health care policies, and health care law is reviewed. Health reform efforts at the national, state, local, and institutional levels are analyzed. Cross listed as POLS 245.

250 Global Health Care (3 s.h.) (I)

Much can be learned about the U.S. health care system by comparing it to the operation of other countries' systems. Canada, the United Kingdom, Germany, Japan, and Australia are among the countries that are explored by considering the elements of history, philosophy/values, levels of care, provider/manager/consumer roles, and delivery systems. Comparisons are made in terms of the health status of a population served. The course also includes review of health issues facing the international community (e.g., communicable and noncommunicable diseases, emergencies, etc.). Alternate years.

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 health care and public health management decisions since it is the basic science of public health and it utilizes principles of the scientific method. Epidemiology includes applications to: morbidity and mortality, and disease prevention and wellness, as well as, disease transmission, diagnostic and screening tests, population studies and study design, and determination of causation. Includes evaluation of peer-reviewed journal articles for study design and proper conclusions and recognition of study limitations and potential biases. Cross listed as BIOL 261. Alternate years.

277 Colloquium (3 s.h.)

Special topics dealing with current issues facing health care administration.

287 Internship (3 s.h.) (C)

Off-campus experiential learning on an exploratory basis in health care facilities and health related organizations. Community service/benefit component required. Placement through the Health Care Administration Program. Forms must be submitted at registration. **Prerequisites: HCA 101 and sophomore HCA major status.* Must be taken P/NC.

300 Health Care Research Methods (3 s.h.) (R)

This course introduces the fundamentals of research in health care, including institutional review boards; qualitative and quantitative methodologies; working with primary and secondary data; health services research; and evaluation studies. In addition, students will identify and develop a topic for the senior project in HCA 401 Senior Seminar, undergo a program approval process for the topic, prepare and submit IRB forms as appropriate, and complete drafts of several components of the senior project — the purpose, research question, research methodology, significance

to the field of health care administration, and a literature review. HCA majors must receive a grade of “C” or better in HCA 300 to enter HCA 401. **Prerequisite: INT 222.*

310 Health Care Strategic Management (3 s.h.) (O)

Course focuses on a variety of methods utilized in the organization of health care facilities and the delivery of services. The nature of planning is analyzed with particular attention paid to health policy, and strategic thinking and management, including internal and external environmental assessments. Health status of populations served will be addressed as it relates to population health management. Organizational behavior is analyzed in depth including leadership aspects. Different ways to organize and deliver care are analyzed such as Accountable Care Organizations and Patient Centered Medical Homes. Course focuses on managing change, as seen in health reform efforts, the influence of payment systems, leadership, and technological and scientific innovations. Case study methodology used. Strategic management tools of analysis are reviewed and used. Alternate years.

320 Economics and Finance of Health Care Systems (3 s.h.)

Investigation of the factors and forces at work in setting health care costs and impacts of those costs. Analysis of demand and supply concerns, reimbursement systems, insurance, Medicare, Medicaid, governmental regulations, legal issues, accessibility, budgeting processes and planning, and human resources concerns. Health care financial management tools and techniques are presented and used. Cross listed as ECON 320. **Prerequisites: ECON 101 and BUAD 208.* Alternate years.

330 Issues in Health Care Finance (3 s.h.)

Analysis of the nature and operations of health

insurance in the United States, including purposes of the various plans (HMO, PPO, IPA, CDHP, etc.) and how they work. Offers provider, manager and consumer perspectives. Analysis of the integration of health care delivery systems and financial aspects, including funding principles and practices, systems of reimbursement (like capitation, fee-for-service, and value-based) , and the role of health information technology. Strategic initiatives reviewed such as population health management, growth of companies and services, etc. Examines public policy initiatives. **Prerequisite: HCA 320.* Alternate years.

387 Internship (credit varies) (C)

Off-campus pre-professional experiential learning in health care facilities and related organizations. Projects are under the supervision of a qualified professional on-site as well as a health care administration faculty member. Community service/benefit component required. Placement through the Health Care Administration Program. Forms must be submitted at registration.

**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 health care administrators as professionals. Classroom material is integrated with experiential learning through a major research project. This is the last course taken in the program by HCA majors. HCA majors must earn a grade of “C” or better in HCA 401 to satisfy the senior requirement for the HCA major.

**Prerequisites: HCA 300 with a grade of “C” or better, HCA 387, and senior HCA major status.*

Health Sciences

Jennifer Hancock (health sciences advisor),
Paul Deeble, Jenna Holt

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 health care. 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, Jennifer Hancock, regarding graduate program prerequisites to ensure that courses will fulfill requirements needed to be admitted to graduate programs in health care. 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

The Health Sciences Core (29 credit hours)

BIOL 111 Principles of Biology
BIOL 264 Human Anatomy and Physiology I
BIOL 265 Human Anatomy and Physiology II
HCA 101 Introduction to Health Care Administration
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 (PSYC 111 Introduction to Psychology as a Social Science may substitute with permission)

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. At least three credit hours must be at the 300 level and an additional twelve must be at the 200 level or above.

At least 6 additional hours in Biology from among:

BIOL/CHEM 120* Nutrition for Health, Fitness, and Sport

BIOL 151 Human Health and Disease

BIOL 222 Genetics

BIOL 224 Cell Biology

BIOL 255 Microbiology

BIOL/HCA 261 Epidemiology

BIOL/PSYC 305 Physiological Psychology

BIOL/CHEM 324* Biochemistry I

BIOL/CHEM 325* Biochemistry II

BIOL 327 Immunology

At least 3 hours in Chemistry from among:

CHEM/BIOL 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/BIOL 324* Biochemistry I

CHEM/BIOL 325* Biochemistry II

* May count for **either** BIOL or CHEM, but not both.

At least 6 additional hours in coursework from among:

ANTH 120 Cultural Anthropology
ANTH 208 Medical Anthropology
SOC 100 General Sociology
SOC 260 Medical Sociology
SOWK 124 Aging
HSCI/ED 212 Lifespan Development
PSYC 203 Abnormal Psychology
PSYC 210 Child Psychology
PSYC 211 Adolescent Psychology
PSYC/BIOL 305 Physiological Psychology
PSYC 307 Drugs and Behavior
PSYC 311 Psychology of Adult Development

Other Major Electives:

EXLD 350 Exercise for Special Populations
HCA 125 Introduction to Public Health
HCA 225 Public Health Issues
HCA 230 Medical and Health Care Ethics
HCA 235 Women's Health Care Issues
HCA 245 Health Care Policy and Politics
HCA 250 Global Health
EXLD 251 Exercise Testing and Training
PHYS 201 General Physics I
PHYS 202 General Physics II

Additional coursework to reach 27 credit hours.

Requirements for Bachelor of Science in Health Sciences

All requirements listed above for the BA, with the addition of:

MATH 211 and 212
PHYS 201 General Physics I and PHYS 202 General Physics II
CHEM 121 General Chemistry I and 122 General Chemistry II
At least one 200- or 300-level lab course in Biology in addition to 264 and 265

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 health care or in a health-related field information necessary for identification of career direction as well as an overview of the various health professions and an introduction to the concepts of professionalism, cultural competence, interdisciplinary health care teams, and health care policies.

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.*

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.

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: 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 (1 s.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 evidenced-based capstone project related to health. The project will follow one of three possible project designs: experimental research, literature review, or community-based health education. For each project, students will critically evaluate published studies related to their topic. Each student will present the design, results and conclusions of their project in both a written and oral presentation. *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 other cultures through academic travel and learning foreign languages. History majors pursue careers in a variety of fields, including law, teaching, 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 common curriculum.

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.

211 The United States: The Colonial Experience, 1500–1763 (3 s.h.)

In 1692, Tituba, a Native-American slave, was

tried as a witch in the town of Salem. This course examines how this came to be by tracking the experiences of the Native peoples of North America; the Spanish settlement of the West Indies; the settlement of Jamestown; the Puritans of New England; and the process by which slavery came to be entrenched in the North American colonies. This course examines the ideas, cultural practices, and people who brought sweeping changes to the world in the aftermath of European contact with the Americas.

212 The United States: The Revolutionary Generation, 1763–1817 (3 s.h.) (W)

When we think of how this nation was created, we think of the founding fathers. But while Madison, Jefferson, Washington, and Adams were all important, what about the other founders — the men and women who not only debated what it would mean to be a citizen of the United States, but who built the towns and cities, plowed the fields, and taught the next generation exactly what it would mean to be an American? This course examines the events and people who participated in the nation’s founding, both the elites and the non-elites. It explores the processes of western expansion, the challenges faced by Native Americans confronting this new nation, and ideas about the nature of freedom, citizenship, and government in the period of near constant turbulence from the end of the Seven Years War, which set in motion the events that led to the Revolution, to the end of the War of 1812, which finally created a truly independent nation.

213 The United States: Civil War and Reconstruction (3 s.h.)

A study of the United States from the 1830s–1880s. This course examines the causes and consequences of the Civil War, political implications of disunion, national and regional understandings of slavery and race including

colonization efforts, personal experiences during the war and emancipation, and the challenges of Reconstruction.

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 to guide our analysis of U.S. history, from 1970. This course will examine the historical roots of emergence of hip hop culture that overlaps with the “War and Drugs” and mass incarceration, gender wars and new forms of activism. Inspired by W. E. B. DuBois’ use of the musical bars and lyrics of Negro Spirituals to introduce the chapters of his classic book *The Souls of Black Folk*, this course will introduce each course topic with hip hop lyrics—written by descendants of the singers of “sorrow songs” who continue to live beneath “the Veil.” Our analysis of hip hop lyrics and culture will address themes of oppression, power, identity, gender, politics and violence. Information presented in this course will lead to the analysis of the political economy of hip hop that includes racial commodification and cultural appropriation, hip hop masculinity and feminism, and perceptions of urban life in particular.

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 role of women in politics and industry, and British cultural myths. This course offers an 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, communism, and the current crises within the former Soviet Union.

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.

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 learn how to locate, evaluate, and utilize primary and secondary sources to hear these diverse historical voices. Through guided steps, students will hone research and writing skills by turning their source findings into effective thesis arguments.

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 Programs

18 semester hours

BUAD 200 Management Principles
BUAD 302 Managing Human Resources
PSYC 205 Techniques of Counseling and Psychotherapy (Note: *PSYC 101 or 111 is a prerequisite for PSYC 205*)

Plus one of the following:

BUAD 202 Organizational Behavior and Interpersonal Communication
PSYC 245 Industrial/Organizational Psychology*

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*

Plus one of the following:

BUAD 350 Project Management for a Sustainable Impact
BUAD 387 Business and Civic Engagement Internship
BUAD 395 Business Practicum
PSYC 302 Psychological Testing (Note: *PSYC 220 or 250 is a prerequisite for PSYC 302*)
PSYC 313 Applied Behavioral Analysis*
REL/COMM 237 Mediation: Theory and Practice*

**Not offered online*

Interdisciplinary Studies

Anne McGovern, director

Courses within interdisciplinary studies derive their literature and methodologies from more than one discipline.

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 Baldwin Online and Adult Programs also emphasize skills necessary for successful adult learners, including navigating degree planning, using online technology, and understanding the philosophy and policies of the university. Students take this course their first semester at Mary Baldwin.

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 (1 s.h.)

Required of students entering the Baldwin Online and Adult Programs from Mary Baldwin residential programs and recommended for Online and Adult students

returning after an extended time period. Focuses on the skills students need to be successful adult learners, including developing self-awareness, cultivating independent learning skills, navigating degree planning, using online technology, and understanding the philosophy and policies of Mary Baldwin University. Students must have already completed MBU 101 or BOLD 101; taken in first semester.

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 118 Principles for Sustainable Living (3 s.h.) (T)

Sustainability means the capacity to endure. Sustainable living incorporates not only the choices we make but also the impact we have on the future quality of our environment and the lives of the next generation. Each student will examine readings, complete assignments and engage in discussion about how their lives can be enhanced through eco-friendly health and consumer choices. Course materials will integrate discipline materials from economics, psychology, sociology, ecology and health in order to inform the study of sustainability. Students will identify and plan for a sustainable and an enhanced quality of life.

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 Science (3 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 correctly interpret data tables, download data from online databases, manipulate the data in a spreadsheet, and analyze social science and business data with Excel, SPSS, and Systat statistical software. Through an understanding of sampling, distributions, and summary statistics, students acquire the means to understand and evaluate quantitative reasoning in corporate, government, and news reports. Cross listed as

BUAD/ECON/HCA/POLS 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 is required for all students seeking a minor in leadership studies including 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 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 258 Globalization and its Impact on World Affairs (3 s.h.)

Introduction to the concept of globalization and its economic and political impact on selected countries and regions.

INT 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 BUAD 266.

INT 268 Truth, Beauty, and Persuasion: Histories and Theories of Writing and Rhetoric (3 s.h.) (H)

Introductory survey of high points in the Western tradition of writing and rhetoric, including ancient Greece and Rome and the rise of English rhetoric during the Renaissance. The course also provides attention to evolving assumptions about text and authorship from the Enlightenment through the 20th century, with a speculative look forward. **Prerequisite: ENG 102 or equivalent.*

INT 270 Teaching Writing: Introduction to Theory and Practice (3 s.h.) (W)

Introduction to the major developments in the history of writing instruction in the U.S. as well as composition studies and writing pedagogy. Students will practice collaborative writing and research, and, through observation and practice in MBU's Writing Center, gain first-hand experience assisting student writers across the curriculum. Students who complete this course and meet additional requirements may apply to work in the College's Writing Center. Offered 2017-2018. **Prerequisite: ENG 102 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

Laura Van Assendelft , coordinator
Mary Hill Cole, Amy Diduch, Amy Miller,
Marina Omar, 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 Research Methods: 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)

Choose two ECON electives:

- ECON 210 Food Population and Technology
- ECON 232 Topics in Economic Development
- ECON 253 International Trade
- ECON 254 International Finance

- ECON 310 Global Labor Economics

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 and the Middle East

- AS/REL 212 Asian Religions
- AS 246 Modern Japan
- AS 247 Modern India
- AS 251 Gender in Asian Cultures
- AS 253 China in the Developing World

Japanese

Noriko Donahue

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 invited 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 (4 s.h.) (F: both 201 and 202)

Students continue to develop 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 multi-disciplinary 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 non-profits, 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

Certificate in Leadership Studies

The certificate is available to degree-seeking students also involved regularly in volunteer or campus activities or who have significant work experience. Adult learners may be either degree-seeking or non-degree-seeking students.

Requirements for the Certificate 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

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 Programs

18 semester hours

BUAD 200 Management Principles
BUAD 208 Accounting Principles

Plus two of the following:

BUAD 202 Organizational Behavior and Interpersonal Communication
BUAD 220 The Legal Environment of Business
BUAD 250 The Female Executive: Strategies in the Workplace
ECON 310 Global Labor Economics*
INT 230 History and Theories of Leadership

Plus two of the following:
BUAD 302 Managing Human Resources
BUAD 305 Global Business
BUAD 306 The Entrepreneur
BUAD 350 Project Management for a Sustainable Impact
INT 330 Exploration of Leadership Development

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.

*Not offered online

Marketing and Communication

Bruce Dorries, Claire Kent, and Catherine Ferris McPherson, coordinators

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 Programs

45 s.h. with emphases in either Integrated Marketing (Undergraduate residential programs and MBU Online Programs) or Communication Studies (Undergraduate residential programs)

9 courses required for both tracks, 27 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
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 six (6) courses from:

COMM 221 Media Writing

COMM 240 Advertising
COMM 245 Social Media
COMM 260 Public Relations
COMM 280 Intercultural Communications
FILM/COMM 119 Video Production
FILM/COMM 219 Advanced Video
Production
FILM/COMM 264 Screenwriting
INT 251 Professional Writing
INT 268 Rhetoric and Writing
MKTC 401 Supervised Research
REL/COMM 237 Mediation and Conflict
Resolution: Principles and Practices

OR

**Students with an emphasis in Integrated
Marketing choose six (6) courses from:**

ART 218 Production for Print
BUAD 334 Multi-Cultural Marketing in
America
BUAD 336 Cross-Cultural & Global
Marketing
BUAD 338 Marketing Research
BUAD 362 Consumer Behavior
COMM 221 Media Writing
COMM 240 Advertising
COMM 245 Social Media
COMM 260 Public Relations
FILM/COMM 119 Video Production
INT 251 Professional Writing
MKTC 401 Supervised Research
SOC 320 Sociological Research Methods

*Students should consult with their advisor to
determine course selections best suited to
their desired career path.*

RECOMMENDED (but not required):

BUAD 208 Accounting Principles
BUAD 250 Female Executive

Minor in Marketing

Claire Kent and Catherine Ferris McPherson,
coordinators

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 Programs*

18 semester hours
BUAD 104 Perspectives on Sustainability
BUAD 230 Marketing Principles
BUAD 338 Marketing Research
BUAD 362 Consumer Behavior
COMM 240 Advertising

Plus one of the following:

BUAD 334 Multi-Cultural Marketing in
America
BUAD 336 Cross-Cultural and Global
Marketing

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.

237 Mediation and Conflict Resolution: Principles and Practices (3 s.h.) (O)

For course description, see REL 237 in the Religion 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 on line. 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 Multicultural Marketing in America (3 s.h.) (D)

For course description, see BUAD 334 in the Business listing.

336 Cross Cultural Global Marketing (3 s.h.) (I, W)

For course description, see BUAD 336 in the Business listing.

338 Marketing Research (3 s.h.)

For course description, see BUAD 338 in the Business listing.

362 Consumer Behavior (3 s.h.)

For course description, see BUAD 362 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, Christy Lowery-Carter, Mike Riddell, Kari Salois

The mathematics curriculum at Mary Baldwin emphasizes the development of a student's ability to think and engage in the process of problem solving. Techniques associated with logic, analysis, data manipulation, computing, pedagogy, and the understanding of mathematical assumptions and structures are taught. Students will be exposed to both pure and applied mathematics, gaining analytical and practical skills necessary for succeeding in industry, as an educator, or in graduate school.

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 2x/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 student's senior project research topic must be in the area of mathematics education. A member of the defense committee must be from the education department.

For graduate study in mathematics:

MATH 211, MATH 212, MATH 221, MATH 231, MATH 233, MATH 250, MATH 301, MATH 302, MATH 304, MATH 306, MATH 311, MATH 322, MATH 370, MATH 398 in both the junior and senior year, MATH 401. Directed inquiry courses in Topology and Complex Analysis are strongly recommended. Students in this program should also apply to be math tutors at the College.

For graduate study in statistics or data analytics:

Please see Mathematics – Applied section.

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 (3 s.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 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 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 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 as needed.*

250 Mathematics and Programming (3 sh.) (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 302, and MATH 322 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 her research area, as well as propose her research project in the fall. She will perform her research in the spring semester, and defend her senior research project paper when done. This requirement applies to Adult Degree Program students as well. **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 or through the MBU-UVA cooperative program in Engineering.

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. 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 freshmen 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.

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 to learning the basics of leadership in demanding tactical scenarios. They will practice and improve their basic military skills in marksmanship, map reading and land navigation and first aid. Cadets will attend one field training exercise during the semester where they will focus on the practical application of basic military skills, and the use of teamwork in conducting collective tasks.

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).

350 Leadership and Career Development I

Lecture Hours: 0

Lab Hours: 1

Credit Hours: 0

Required for those cadets not being commissioned in the Armed Forces and who are enrolled in AS 303, MS 309, NS 308, or NS 303. The class focuses on knowing yourself, career discovery and planning, resume writing, and personal development.

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).

351 Leadership and Career Development II

Lecture Hours: 0

Lab Hours: 1

Credit Hours: 0

Required for those cadets not being commissioned in the Armed Forces, and who are enrolled in AS 304, MS 310, NS 205, or NS 304. The class focuses on career preparation and research, networking skills, critical thinking, time management, and values and ethics in the workplace.

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.*

450 Leadership and Career Development III

Lecture Hours: 0
Lab Hours: 1
Credit Hours: 0

Required for those cadets not being commissioned in the Armed Forces, and who are enrolled in AS 403, MS 409, or NS 408. The class focuses on job search and graduate school admission activities, business correspondence, building a portfolio, recruitment, advanced interviewing skills, dressing for success, business etiquette, and using the internet in the job search.

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.*

451 Leadership and Career Development IV

Lecture Hours: 0

Lab Hours: 1

Credit Hours: 0

Required for those cadets not being commissioned in the Armed Forces, and who are enrolled in AS 404, MS 410, NS 402, or NS 404. The class focuses on post-VMI career transition, salary negotiation, business ethics, employment law, income tax preparation, basic money management and investing for the future, 401 (k) plans, starting your own business, and how much insurance is enough.

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 complements 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
 Sharon Barnes, Johanna Beaver, Kathleen Bell, Timothy Duncan, Pamela Fox, Andrew Gabbert, Jihye Lovelace, Lynne Mackey, Marie Masincup, Erin Murphy, Yvette Rodriguez, Rafael Scarfullery, David Tate, Anne Wick

The music department offers a Major in Performing Arts with a Concentration in Music, a Minor in Music, and introductory courses and electives for more casual music enthusiasts. In all 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 Choir has an active schedule and is open to all students by

audition, as are other vocal and instrumental ensembles.

Requirements for the Major in Performing Arts with a Concentration in Music

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 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.)

(Please see the Performing Arts Section of the Catalog for more information about the Performing Arts Major.)

**Music Majors who entered Mary Baldwin prior to August 2016 should consult the 2015–16 Catalog for a list of requirements.*

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
A formal audition by spring semester of the sophomore year
A minimum of six credit hours of Applied Lessons
MUS 302
At least two additional three-credit courses at the 200- or 300-level

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 teacher licensure or for students who wish to take MUS 111. (This course is not open to

students who have passed Music 111 or the equivalent.)

106 Mary Baldwin 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, Flute Ensemble, String Ensemble, MBU Marching Band, Jazz Combo, and chamber groups. Singers for Baldwin Charm and Bella Voce are selected by audition from the Mary Baldwin Choir. (Choir membership is a requirement for participation in either small vocal ensemble.)

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 sightsinging. Required for the major or minor.
**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. Reduced

fee for approved majors or minors: 12, 30-minute lessons, \$130; 12, 60-minute lessons, \$195. (Reduced fees are based on certification by the music department at the beginning of each semester.) Students should consult their teachers about which course is appropriate for them.

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 MUS 106 (Mary Baldwin Choir). All students in Applied Voice are required to enroll in MUS 106.

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 (2 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 such areas as: J. S. Bach, American Music, the Art Song, 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 **music** majors. **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 400 years. Music 316 is required for Music

Majors. **Prerequisite: MUS 100 or permission of instructor.*

217 Choral Conducting (3 s.h.)

Choral conducting is the choreography of sound. In addition, it is the art of teaching and communicating through verbal and gestural technique. The major goal of this course is to secure for the student the fundamental skills necessary for success as a conductor and teacher. Required for Music Education students.

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 the opera and related

theatre music from their origins to the 21st century. Well known operas by Mozart, Rossini, Verdi, Wagner, Puccini, and others will be treated in lectures and audio and video recordings. If possible, a field trip to hear an operatic 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 Education in the Elementary School (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 Education in the Secondary School (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.

**Prerequisite: Students must have passed the major audition and have senior standing.*

402 Senior Thesis (3 s.h.) (M)

The senior thesis affords students the opportunity to conduct a large-scale, independent research project. This will include 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.

203 Leadership and Management (1 s.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.*

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 309 (Navy Option) (No credit)
For students seeking a commission in the Navy. **Concurrent enrollment in NS 309 is required.*

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, HCA 225, HCA 235, HIST 266, HIST 365, INT 150, 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, or 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

Doreen Bechtol, Ralph Alan Cohen, Kerry Cooke, Matt Davies, Sarah Kennedy, Lise Keiter, Paul Menzer, Allan Moye, J.P.Scheidler, Terry Southerington

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 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

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 or 110
THEA 114
THEA 121
THEA 401

Additional requirements (17-21 s.h.):

THEA 210 taken twice
THEA 221 or THEA 222
One of the following: THEA 217, THEA 218, THEA 219, or THEA 270
Two electives from THEA or REN (undergraduate students may take up to two graduate courses without additional fees)
THEA 400

Strongly recommended:

THEA 105 and THEA 110

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, and PHIL 234.

Requirements for the Minor in Religious Studies

21 semester hours

REL 101

REL 102

AS/REL 212

Additional courses in Religious Studies to total 21 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 includes hands-on experience in an approved community agency or religious or humanitarian organization, and critical reading, discussion, and written reflection about service work. Students make connections between personal and professional goals, their roles as liberal arts students, and their evolving commitment.

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 Health Care Ethics (3 s.h.)
For course description, see HCA 230 in the Health Care 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 the 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 non-violent social change; sources of violent conflict; alternatives to violence; and cultural models of conflict management and transformation that aim at resolving conflict in non-violent ways. Cross listed as 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

Sharon Spalding, department head
Sheree Kiser, Melissa Anderson Morgan,
Renee Monger, Patty Davis and Jeremy West

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 must complete one class from PHE 100 through 123, and 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. In addition to the basic instructional program in physical education, the department offers a minor in Exercise Leadership (EXLD).

Minor in Exercise Leadership

Please see Exercise Leadership

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.

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.

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. **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. **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.

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.

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.

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.

149 Folk Dance (.5 s.h.) (P2)

Instruction and participation in international folk dances primarily from European and Middle Eastern countries.

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. **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.

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.

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.

**Prerequisite: permission of instructor.*

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 (.5 s.h.) (P2)

Consult the physical education department for fees. Students must provide own transportation.

PHE 179A Beginning – Horseback riding basics for the beginning for student with minimal riding instruction or limited trail riding experience. Prerequisite: None

PHE 179B Intermediate – Riders improve posting and sitting trot and learn to canter with control. Prerequisite: Ability to control horse and post the trot. PHE 179A or six months of English riding instruction

PHE 179C Advanced – 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 179B or one year of English riding instruction.

Students may continue their equestrian program through independent study.

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.

190 Fall Varsity Sports (.5 s.h.) (P2)

Varsity Athletes in soccer, volleyball, cross country, may enroll. **Prerequisite: permission of instructor. Offered P/NC only.*

191 Winter Varsity Sports (.5sh) (P2)

Varsity athletes in indoor track and basketball may enroll. **Prerequisite: permission of instructor. Offered P/NC only.*

192 Spring Varsity Sports (.5 s.h.) (P2)

Varsity athletes in tennis, outdoor track and softball may enroll. **Prerequisite: permission of instructor. Offered P/NC only.*

193 Advanced Fencing (1 s.h.) (P2)

Provides skill development in the student's chosen weapon (foil or épée). Students are expected to compete intercollegiately as a part of the class. **Prerequisite: PHE 173.*

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 Red Cross Certification is awarded after successful completion of ARC 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
Amy Diduch, Marina Omar, Mandi
Montgomery Smith

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 Research Methods: POLS 300

Political Behavior; POLS 260 Public Policy;

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.

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 220 Special Topics in Campaigns and Elections
- Civic engagement contracts associated with any course in political science
- MBU Election Live Broadcast
- 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)

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 Health Care Policy, Politics, and Law
(3 s.h.)

For course description, see HCA 245 in the Health Care 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 programs and Baldwin Online and Adult Programs (online)

18 semester hours

BUAD 200 Management Principles
BUAD 208 Accounting Principles
BUAD 350 Project Management for Sustainable Impact
BUAD 351 Project Quality Management
BUAD 352 Project Scheduling
BUAD 353 Project Financial/Risk Analysis

Psychology

Heather Macalister, department head
Louise Freeman, Jenna Holt, Robin Hopkins,
Chandra Mason, Patricia Murphy

Requirements for the Bachelor of Arts in Psychology

39 semester hours

PSYC 101

PSYC 150

PSYC 111 or PSYC 231 or PSYC 275, or a social/personality psychology related colloquium approved by the department head
PSYC 203 or PSYC 205

PSYC 210 or PSYC 211

PSYC 241 or PSYC/BIOL 305

PSYC 212 or 310

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 111 Psychology as a Social Science

PSYC 203 Abnormal Psychology

PSYC 205 Techniques of Counseling and Psychotherapy

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 302 Psychological Testing and Measurement

PSYC 306 Human Morality (Honors Colloquium)

PSYC 307 Drugs and Behavior

PSYC 311 Adult Development

PSYC 313/513 Applied Behavior Analysis

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 or PSYC 275

One of the following: PSYC 203, PSYC 205, or PSYC 313

One of the following: PSYC 212, PSYC 241, PSYC/BIOL 305, PSYC 307, or 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 313; and an internship in mental health.

Physical/Occupational Therapy:

Students interested in graduate studies in physical or occupational therapy should take: PSYC 305, PSYC 310, PSYC 313, BIOL 111, BIOL 264, BIOL 265, EXLD 251 and an internship in a PT or OT setting. PSYC 235 is also recommended. (Note: this is an emphasis within the psychology major; it does not include all pre-requisite 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

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, 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.*

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. Offered online only.

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.

235 Health Psychology (3 s.h.)

This course on the psychology of health and wellness, with a focus on mind-body connection, provides an overview of the field of health psychology, one of the specialty areas of the discipline of psychology. Students will learn the history of health psychology, major theories in the field, and methods of applying health psychology knowledge to promoting health and preventing disease. Particular attention will be given to the roles of individual, social, cultural, and economic factors in health; including the relevance of age, gender identity, sexual orientation, and race.

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 (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.

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 Physiological Psychology (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.

306 Human Morality: Nature and Nurture (3 s.h.) (T)

This Honors colloquium focuses on the cross-disciplinary debate about the implications of research in evolutionary psychology, neuroscience, and social sciences for our understanding of human morality. Students will move beyond the classic *nature vs. nurture* debates to understand newly merging models of the complex interaction between evolutionary accounts of human morality and diverse perspectives in ethical theory. Cross listed as PHIL 306. Alternate years.

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.*

313 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.

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.

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 have students read journal articles in preparation for each class meeting and take turns presenting articles to their classmates. Students will prepare written critiques of articles chosen by the faculty in each major topic area of psychology. *Successful completion of PSYC 220 is strongly recommended.*

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

Donovan Branche, director
Eileen Hinks

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

HCA 125
HCA 225
HCA 250
HCA/BIOL 261
INT 222

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

21–23 semester hours
REL 101 or REL 102
AS/REL 212
REL 231 or REL 232
PHIL 235 or INT 230
BUAD/COMM 202

Two of the following: REL 130, REL 202, REL 222, REL 237, REL 320, BUAD 208, BUAD 250, COMM 280, HIST/REL 204, 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

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

21 semester hours

REL 101

REL 102

One of the following from Asian Religions:
AS/REL 212, AS/REL 275, AS 278

Four of the following: REL 130, REL 202, HIST/REL 204, AS 212/REL 212, PHIL/REL 225, REL 231, REL 232, COMM/REL 237, AS/REL 275, AS/REL 278, SOC/REL 284, PHIL/REL 305, REL/PHIL 320, REL 355, PHIL 101, ANTH/REL 244, HIST 365, SOC/REL 205

Note: Minors may take the following at the 300-level: REL 231, REL 232, AS/REL 275, 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
- Participation in Habitat for Humanity and Amnesty International
- Internship opportunities through the Spencer Center
- International civic engagement: South Africa, India, Spain

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)

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.

278 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 Studies

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 health care 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 co-requisite 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 exam the history, politics, and constructions of a modern day warrior as it relates to American

society and those individuals serving in the military. Students will also examine foreign militaries and make comparative analysis relative to access with regard to issues of religion, sex, class, and race.

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 other) with a gender variance outside of the binary constructs of male/female; man/woman. An examination of

the history, biology, theory, and psycho-social-cultural ideologies that frame the lives of this subset of gender minorities will guide the student's reading, discussion, and research.

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, Gauri Rai, May Guenin

Students interested in social work may receive professional training by majoring in social work. This major requires a sequence of courses as described in the Social Work section below, including supervised field instruction in a social service agency. This field practicum, for 15 s.h. credit, 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 272, SOWK 307, SOWK 287/387, 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

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 151 or BIOL/WS 252.*

251 Child Welfare Services (3 s.h.)

Study of adoption, foster care, child care protective services, juvenile court, and other child welfare services for children in need of protection. We study the well-being of children and attitudes and values that define parents' and society's responsibilities to children.

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 in this course, students will be certified by the Girl Centered Institute (GCI) through the Delores Barr Weaver Policy Center to provide girl-centered interventions in a variety of settings. This course is designed to enhance the skills of professionals and students in the fields of education, social services, child protection,

mental health, and juvenile justice, as well as volunteer mentors, coaches, and leaders involved with girl-serving organizations. GCI participants/graduates will become more effective in including girls' voices in their work by learning strategies for translating research into policies, processes, programs and services that emphasize the safety, dignity, and growth of girls.

265 Mindfulness and 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.

272 Vulnerable Populations in Film (3 s.h.) (T)

This course provides students an opportunity to explore the enduring theme of vulnerable populations in society with the use of selected references from a variety of sources and relate this to commercial films. Students gain deeper understanding of vulnerable populations from a sociological and social work point of view and practice skills in writing.

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.*

287/387 Social Work Field Observation

(3 s.h.)

Through affiliation with a social service agency, students observe the nature of the client-worker relationship. Perceptual orientation and descriptive skills are emphasized through varied levels of observation. Internship requires placement for a minimum of 120 contact hours on a scheduled basis. Group supervision is also required. **Prerequisites: SOWK 153 and SOWK 156.*

307 School Social Work (3 s.h.)

Teaches students the skills and knowledge needed to work in a school setting as a social worker. With an emphasis on planning, assessment, and successful interventions, students learn theoretical framework as applied in a school setting. Students also learn the value of interdisciplinary team planning, models of service delivery, program planning and the value of community resources.
**Prerequisite: SOWK 153*

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.*

387 Social Work Field Observation (3 s.h.)

For course description, see SOWK 287/387.

**Prerequisites: SOWK 153 and SOWK 156.*

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.*

Sociology

Bob Robinson, coordinator

Russ Crescimanno, Sheila Smith, Daniel Stuhlsatz

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.

Requirements for the Major in Sociology

39 semester hours

SOC 100

ANTH 120 or ANTH 227

INT 222

SOC 248

SOC 300

SOC 320

SOC 400 or SOC 401

Six additional Sociology courses

Completion of Senior Achievement Test

Senior Requirement: Completion of SOC 400 or SOC 401 and completion of the Senior Achievement Test.

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 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)

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)

Acquaints student with the field of marriage and family from a sociological perspective. Focuses include mate selection, dating, premarital sex, the marriage contract, parenthood, communal living, and divorce. Alternate years.

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 health care. The course includes a service component.

200 Drugs and Society (3 s.h.)

Acquaints student with the relationship among drug use, the individual, and society at large. Topics covered include regulation of narcotics and dangerous drugs; drugs, crime, and violence; drugs and sports; tranquilizers and depressants; and marijuana, cocaine, and the use of LSD.

205 Death and Dying (3 s.h.) (T)

Topics covered through reading, discussion,

and lecture are: concepts of death, death rites of other cultures, experiences of death, preparing for death, and contemporary attitudes toward death. Recommended background: SOC 100. Alternate years.

214 Sociology of Popular Culture (3 s.h.)

Acquaints students with study of popular culture in America with a focus upon sociological significance of such cultural products as television, radio, magazines, and popular music.

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

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

225 Sex Roles and Male-Female Relationships (3 s.h.) (G)

Examines nature and dynamics of male/female relationships. Traditional notions of masculinity and femininity and changing sex role identities in modern society are analyzed. Focuses upon socialization process, theoretical attempts to explain sex role division, and biographical case studies of men and women.

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.

236 Men and Society (3 s.h.)

Acquaints the student with men's studies using a sociological perspective in examination of portrayal of men in films. Students will understand male socialization process and development of personality in a changing society.

240 Community and Urban Sociology (3 s.h.) (W)

Examines relationships between humans and place and their effects on community from a sociological perspective. Students become acquainted with ecological and socio-spatial perspectives regarding origins of urbanization, and social and psychological consequences of the urban environment. *Recommended background: SOC 100.* Alternate years.

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

Race is one of the most contentious aspects of our national life; it is also one of the more confusing concepts in sociology. This course offers students the opportunity to objectively and systematically consider racial statuses and how they function as elements of "racialized" social systems. How do racialized systems come into being, and why? What do they actually look like? How are they reproduced over time? How are they legitimated (justified)? The focus will be on the American colonies and the United States, but we will also consider a full range of examples of racialization from the historical record. The course will finish with an extended analysis of race relations today, using conceptual tools developed over the semester. Students will write a term paper on the current racial issue of their choice.

248 Social Inequality (3 s.h.) (D, W)

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.)

Examines health/illness issues as they relate to societal conditions and social identities. Specific topics include social factors and health, the medicalization of life, the interrelationships of health and various social institutions, the health care delivery “system” in the United States, and selected ethical issues in medicine. Alternate years.

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 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)

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 sociology faculty.*

300 Sociological Theory (3 s.h.) (W)

This course is designed to acquaint students

with the general development of sociological theory from its earliest foundations to the modern era. The nature of theories and the historical context of the writers will be explored in detail by focusing upon abstract concepts, propositions, major events and individual biographies. Some of the theories and theorists include Marx, Durkheim, Weber, Structural-Functionalism, Symbolic Interactionism, Feminism, and W.E.B. Du Bois. Furthermore, students will write one standard sociological research paper on a special topic in sociology using one or more of the theories covered in class to explain the issue or problem. **Prerequisite: SOC 100 and permission of the instructor.*

320 Research Methods (3 s.h.) (R)

Designed to teach nature and techniques of research process. Students learn to use theory in formulating hypotheses, ways in which to collect data, and methods for analysis of data. Course covers survey research, qualitative field research, classical experiments, and unobtrusive methods. Recommended: senior standing. Highly recommended: INT 222 **Prerequisites: SOC 100 and permission of the instructor.*

387 Internship: Professional Experience (credit varies)

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 sociology faculty.*

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

The first third of the course includes seminar discussions on issues in sociological theory and professional development. For the remainder of the semester, students write their senior research papers and give oral reports on their work, drawing conclusions from areas of

study within the field of sociology. **Prerequisite: SOC 320.*

401 Sociology Senior Thesis (3 s.h.) (M)

Students work with their thesis advisor to complete and defend their senior thesis. **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, Latin American and Francophone Studies

Students who minor in Spanish Language and Hispanic Cultures learn to speak, write, read, and understand the language. Literature, culture, history, art, and music enhance their learning experience. Students who participate in May Term in a Spanish-speaking country participate in a total immersion experience giving them opportunities to further their knowledge of the Spanish language and Hispanic Cultures. Spanish 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)

20 semester hours

SPAN 201 Intermediate Spanish Language I
SPAN 202 Intermediate Spanish Language II

SPAN 203 Spanish Grammar and Composition
SPAN 227 U.S. Latina/o 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 the student the basics of the Spanish language. The goal of this two-semester sequence is to develop basic proficiency in Spanish in the four skills: listening, speaking, writing, and reading. For students who have never studied Spanish before or have taken only one year of Spanish in high school. Students with more than two years of Spanish may NOT take Spanish 101 or 102. Additionally, students who pass 102 cannot take 101 at a later date.

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 (4 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.*

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. Latino 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 non-fictional texts by or about Latinas/os. Although most Latino groups are covered, this course studies Chicanos, Puerto Ricans, and Cuban Americans in a more detailed manner. Students read, reflect on, and discuss texts from a variety of disciplines including history, law, sociology, film studies, public health, literature, and ethnomusicology. Taught in English.

230 Latin American Culture and Civilization (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, the students will acquire the appropriate vocabulary and the critical skills that will allow them to write critical essays and comment on what a text says and how it says it. **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

Terry K. Southerington, department head
Doreen Bechtol, Kerry Cooke, Matt Davies,
Sarah Kennedy, Paul Menzer, Allan Moyé,
J.P.Scheidler

Requirements for the Major in Performing Arts with a Concentration in Theatre

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 Theatre

Fulfillment of core requirements

From the core choose:

THEA 105 or 110
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, THEA 270, or THEA 400

One elective from THEA or REN
(undergraduate students may take up to 2
graduate courses without additional fees)
Strongly recommended: Both THEA 105 and
THEA 110

Senior Requirement: Successful completion
of THEA 400 and an approved senior project
registered as THEA 401 during the senior
year.

Major in Arts Management/Theatre

Please see Arts Management, Theatre

Requirements for the Minor in Theatre

21 semester hours
THEA 105 or THEA 110
THEA 114
THEA 115
THEA 121
THEA 105 or THEA 110 not taken above **OR**
FILM/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.

3-2 Program for BA/MLitt

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 Terry Southerington
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. Extensive work in MBU theatre productions is required. No previous knowledge is necessary.

110 Basic Theatre Production: Costumes and Stage Management (3 s.h.) (A)

A brief introduction to the technical aspect of production in costumes and stage management. Extensive work in MBU theatre productions is required. No previous knowledge is necessary.

111 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.*

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 acting, directing, or production in the Mary Baldwin University Theatre. When taken in May Term, working conditions approximate those of the professional theatre, as enrolled students work full time. The course may be repeated for credit. **Prerequisites: Coursework or experience at MBU in the area of specialization and permission of instructor; no permission required for 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)

A survey of American plays by and about women and the contributions of American female theatre practitioners. This course traces the development of the role of women in American theatre by examining the work of diverse American female theatre artists (playwrights, directors, actors, producers, etc.) from over the past 100 years of American theatre history. Offered alternate years. Cross listed as WS 219.

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 components 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 survey traces the history of African-American theatre from 1959 to the present through the study of representative plays and

theatre practitioners. Cross-listed as AMST 270. Offered every third year.

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.

400 Seminar (3 s.h.) (O)

This final course for theatre majors surveys Western theatre history and drama from the Restoration to the present. Through a series of paper projects, students examine canonized

plays in relation to their specific cultural and theatrical contexts. Required of the theatre major; open to other students by permission of the instructor. **Prerequisites: THEA 114 and junior or senior standing.* 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

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, HPUB 300*, 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

*HPUB 300: MBC History; other 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.

252 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.

COLLEGE OF EDUCATION

Pam Bailey, Tiffany Barber, Emily Ely, Kathy McCleaf, Melissa Morgan, Rachel Potter, Stephanie Sebolt, Sharon Spalding, Carla VanDevander, Alice Waddell, Tamra Willis, Angela Wilson

The College of Education includes Education, Health, and Physical Education. For Health and Physical Education course offerings and descriptions, *please see the Undergraduate Section of the catalog.*

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

The College of Education at Mary Baldwin University is accredited by the Virginia Department of Education and by the Teacher Education Accreditation Council (now the Council for the Accreditation of Educator Preparation or 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 and they are outlined below.

Undergraduate students preparing to teach must complete all requirements for the BA or BS, which includes a major. They must also complete professional studies requirements and any additional requirements particular to the area of licensure.

Students pursuing Elementary Education Licensure are encouraged to pursue the Liberal Arts and Interdisciplinary Studies major. Students seeking licensure to teach at the middle or secondary level must major in the area in which they intend to teach (*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.

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

Students seeking both initial licensure and a graduate degree do so through the Master of Arts in Teaching program. *For more information, see the Graduate Offerings section below.*

AUTISM STUDIES & APPLIED BEHAVIOR ANALYSIS

Lori Wall, program coordinator

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 credit hours of ABA coursework:

ABA courses (titles and descriptions) do not appear in this edition of the catalog, but will be available online at a later date. MBU's current coursework sequences have been verified to meet the coursework requirements for eligibility to take the Board Certified Behavior Analyst Examination® and Board Certified Assistant Behavior Analyst Examination®.

Students must wait until junior status to take these graduate courses, rare exceptions with approval.

Autism Sequence (12 credit hours): offered online only (except that practicum requires 70 direct hours of fieldwork)

ED 360 Characteristics and Assessment of Autism Spectrum Disorders

ED 361 Communication, Language, and Sensory Aspects of Autism Spectrum Disorders

ED 362 Social Skills Instruction and Behavior Strategies for Students with ASD

ED 363 Practicum Experience: Autism Spectrum Disorders

Additional Requirements (10 credit hours):

PSYC 101 Intro to Psychology as a Natural Science

PSYC 203 Abnormal Psychology

ABA 400 Senior Seminar

Electives (choose 3 of the following courses:

(any alternatives must be approved by the coordinator of the major)

SOWK 251 Child Welfare Services

SOC 110 Sociology of the Family

SOC 260 Medical Sociology

PSYC 212 Cognition and Cognitive Neuroscience

PSYC 241 Sensation & Perception

PSYC 210 Child Psychology **or** ED 212

Lifespan Human Development

ED 215 Foundations and Legal Issues of Special Education

Note: this major does require 12-17 graduate credit hours as part of the major; only up to 18 graduate credit hours may be counted toward the BA degree.

Students who wish to complete a Master of Science in ABA will need to apply and be admitted to the BA/MS program by the beginning of their junior year.

Additional Requirements for Students doing the BA/Masters option, to be taken post-BA: (offered online only)

5 additional credit hours of ABA coursework
ED 622 An Integrated Approach to Exceptionality

IN 620 Inquiry into the Legal and Political Processes of Exceptionality

IN 630 Methods of Professional Inquiry

ED 632 Inquiry Research Project

Total Graduate Credit Hours = 35 credit hours (17 taken as a BA student)

LIBERAL ARTS AND INTERDISCIPLINARY STUDIES (LAIS)

In addition to 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 62-71 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.

LAIS Elementary Track (62-68 s.h.) or Special Education Track (67-74 s.h.)

CORE Requirements (40–46 sh)

Civics (3 s.h.)

POLS 100 Intro to American Government and Politics

Economics: One of the following (3 s.h.)

ECON 101 Principles of Microeconomics

ECON 112 Economic Geography*

ECON 150 Experimental Economics

**NOTE: ECON 112 will satisfy the Economic and Geography requirement. If taking ECON 112, it is not necessary to also take ANTH 227 or other ECON course.*

English: Two of the following (6 s.h.)

ENG 204 Children's/Young Adult Literature

ENG 220 American Literature: Colonial to Romantic

ENG 221 American Literature: Realism to Present

Geography: One of the following (3 s.h.)

ANTH 227 People, Place and Culture

ECON 112 Economic Geography*

**NOTE: ECON 112 will satisfy the Economic and Geography requirement. If taking ECON 112, it is not necessary to also take ANTH 227 or other ECON course.*

History (9 s.h.)

HIST 111 Survey of U.S. History to 1877

HIST 112 Survey of U.S. History from 1877

Plus one of the following:

HIST 101 Western Civilization to 1648

HIST 102 Western Civilization from 1648

Math (9 s.h.)

MATH/ED 156 Numeration and Algebra for Teachers

MATH/ED 158 Geometry and Measurement for Teachers

Plus one of the following:

MATH 155 Mathematics in Contemporary Society

MATH 159 College Algebra

MATH 171 Pre-calculus with Trigonometry

Natural Science: Two of the following from different disciplines with one course containing a lab (7 s.h.)

BIOL 100 The Living World

BIOL 111 Principles of Biology

BIOL 112 Diversity of Life

BIOL 141 Field Biology

CHEM 121 General Chemistry I

INT 165 Earth Science

PHYS 100 Exploring the Physical World

Psychology (3 s.h.)

Students completing the Elementary Education Track must complete:

ED 212 Lifespan Human Development **OR**

PSYC 210 Child Psychology

Students completing the Special Education Track must complete:

ED 212 Lifespan Human Development **OR**

PSYC 210 Child Psychology **and** PSYC 211

Adolescent Psychology

TRACK Requirements: Elementary Education PK-6 (22 s.h.)

ED 110 Practicum in Education

ED 115 Foundations of Education

ED 205 Characteristics of Exceptional Individuals

ED 323 Language Acquisition and Reading I

ED 324 Language Acquisition and Reading II and Practicum (*4sh*)

ED 325 Classroom and Behavior Management

ED 400 Senior Seminar and Project

TRACK Requirements: Special Education General Curriculum PK-12 (27-28 s.h.)

ED 111 Practicum in Special Education

ED 115 Foundations of Education

ED 205 Characteristics of Exceptionality

ED 215 Foundations and Legal Issues of Special Education

ED 218 Transitioning in the Special Education Environment

ED 305 Classroom Management and

Collaboration in Special Education Setting

ED 323 Language Acquisition and Reading I

ED 324 Language Acquisition and Reading II

and Practicum (*4sh*) **or** ED 350 Content Area Reading

ED 400 Senior Seminar and Project

LAIS Educational Foundations Track (60-65 s.h.)

CORE Requirements (33-36 s.h.)

Civics (3 s.h.)

POLS 100 Intro to American Government and Politics

Economics: One of the following (3 s.h.)

ECON 101 Principles of Microeconomics

ECON 112 Economic Geography*

ECON 150 Experimental Economics

**NOTE: ECON 112 will satisfy the Economic and Geography requirement. If taking ECON 112, it is not necessary to also take ANTH 227 or other ECON course.*

English: Two of the following (6 s.h.)

ENG 204 Children's/Young Adult Literature

ENG 220 American Literature: Colonial to Romantic

ENG 221 American Literature: Realism to Present

Geography: One of the following (3 s.h.)

ANTH 227 People, Place and Culture
ECON 112 Economic Geography*
**NOTE: ECON 112 will satisfy the Economic and Geography requirement. If taking ECON 112, it is not necessary to also take ANTH 227 or other ECON course.*

History (9 s.h.)

HIST 111 Survey of U.S. History to 1877
HIST 112 Survey of U.S. History from 1877

Plus one of the following:

HIST 101 Western Civilization to 1648
HIST 102 Western Civilization from 1648

Math (3 s.h.) One of the following:

MATH 155 Mathematics in Contemporary Society
MATH 159 College Algebra
MATH 171 Pre-calculus with Trigonometry

Natural Science: Two of the following from different disciplines; lab science not required

(6 s.h.)

BIOL 100 The Living World
BIOL 111 Principles of Biology
BIOL 112 Diversity of Life
BIOL 141 Field Biology
CHEM 121 General Chemistry I
INT 165 Earth Science
PHYS 100 Exploring the Physical World
Other MBU online non-lab sciences with BIOL or CHEM prefix

Psychology (3 s.h.)

ED 212 Lifespan Human Development **OR**
PSYC 210 Child Psychology

TRACK Requirements: Educational Foundations (27 – 29 s.h.)

ED 115 Foundations of Education
ED 205 Characteristics of Exceptional Individuals
ED 400 Senior Seminar and Project

At least SIX of the following:

ABA 313

ART 125*

ED 110 Practicum in Education* (*Requires PLP or fieldwork IN VIRGINIA*)
ED 111 Practicum in Special Education* (*Requires PLP or fieldwork IN VIRGINIA*)
ED 215 Foundations and Legal Issues of Special Education
ED 218 Transitioning in the Special Education Environment
ED 328 Student Assessment and Technology Integration
ED 305 Classroom Management and Collaboration in Special Education Setting
ED 323 Language Acquisition and Reading I*
ED 324 Language Acquisition and Reading II and Practicum*
ED 325 Classroom and Behavior Management*
ED 336 Comparative Education
ED 342 Culturally Responsive Teaching and Communication
ED 350 Content Area Reading
ED 360 Characteristics and Assessment of Autism Spectrum Disorders
ED 361 Communication, Language, and Sensory Aspects of Autism Spectrum Disorders
ED 362 Social Skills Instruction and Behavior Strategies for Students with ASD
ED 363 Practicum Experience: Autism Spectrum Disorders
MATH/ED 156 Numeration and Algebra for Teachers*
MATH/ED 158 Geometry and Measurement for Teachers*
Other course with approval of the Director of Teacher Education

**These courses require either hybrid coursework at an MBU location or fieldwork IN VIRGINIA.*

LAIS Humanities Track (57-60 s.h.)

CORE Requirements (36-39 s.h.)

Civics (3 s.h.)

POLS 100 Intro to American Government and Politics

Economics: One of the following (3 s.h.)

ECON 101 Principles of Microeconomics

ECON 112 Economic Geography*

ECON 150 Experimental Economics

**NOTE: ECON 112 will satisfy the Economic and Geography requirement. If taking ECON 112, it is not necessary to also take ANTH 227 or other ECON course.*

English: Two of the following (6 s.h.)

ENG 204 Children's/Young Adult Literature

ENG 220 American Literature: Colonial to Romantic

ENG 221 American Literature: Realism to Present

Geography: One of the following (3 s.h.)

ANTH 227 People, Place and Culture

ECON 112 Economic Geography*

**NOTE: ECON 112 will satisfy the Economic and Geography requirement. If taking ECON 112, it is not necessary to also take ANTH 227 or other ECON course.*

History (9 s.h.)

HIST 111 Survey of U.S. History to 1877

HIST 112 Survey of U.S. History from 1877

Plus one of the following:

HIST 101 Western Civilization to 1648

HIST 102 Western Civilization from 1648

Math (6 s.h.) Two of the following:

ED 328 Student Assessment and Technology Integration

MATH 155 Mathematics in Contemporary Society

MATH 159 College Algebra

MATH 171 Pre-calculus with Trigonometry
Additional other course meeting (Q) credit not counting for another requirement for this major

Natural Science: Two of the following from different disciplines; lab science not required

(6 s.h.)

BIOL 100 The Living World

BIOL 111 Principles of Biology

BIOL 112 Diversity of Life

BIOL 141 Field Biology

CHEM 121 General Chemistry I

INT 165 Earth Science

PHYS 100 Exploring the Physical World

Other MBU online non-lab sciences with BIOL or CHEM prefix

Psychology (3 s.h.)

ED 212 Lifespan Human Development **OR**

PSYC 210 Child Psychology

TRACK Requirements: Humanities

(21 s.h.)

At least three of these courses must be taken at the 300-level.

English 111 Introduction to Literature

English Elective

History Elective

History Elective

Humanities Elective

Humanities Elective

ENG 400 or HIST 400 Senior Project (Must be an interdisciplinary project ENG/HIST in some capacity)

This major should be approved by the chair of the department in which the student plans to complete the Senior Project

ELECTIVES for Humanities track:

ENGLISH ELECTIVES

ENG 208 British Literature Before 1780

ENG 209 British Literature after 1780

ENG 216 Intro to Shakespeare

ENG 235 Women's Writing

ENG 241 American Women's Autobiography

ENG 315 Early English Drama

ENG 320 Renaissance Literature

ENG 328 The Rise of the Novel

ENG 330 Nature in America
 ENG 350 Modern Literature
 ENG 364 African-American Literature
 ENG 375 Special Topics in Language and Literature (CC Designations may vary)

OTHER LITERATURE ELECTIVES
(Courses in this section typically not offered online.)

FREN 270 African and Caribbean Women Writers
 FREN 225 Literature and Film in Translation
 SPAN 227 US Latino Literature and Culture
 SPAN 232 Approaches to Latin American Literature
 SPAN 246 Latin American Women Writers

HISTORY ELECTIVES

HIST 235 Body, Mind Spirit: Renaissance and Reformation Europe 1350-1650
 HIST 238 Tudor-Stuart England 1450-1660
 HIST 255 History of Russia
 HIST 264 Introduction to African Diaspora
 HIST 265 Survey of African-American History to 1877
 HIST 266 Survey of African-American History to 1877
 HIST 302 Virginia History
 HIST 325 Jacksonian America
 HIST 340 Revolutionary Europe, 1789-1901
 HIST 346 European Women's History from 1700
 HIST 365 History of the Civil Rights Movement

OTHER HUMANITIES ELECTIVES:

A 300-level course from Philosophy, Religious Studies, Asian Studies, or Art History.

Any substitutions of courses in the major should be approved by the chair of the department in which the student plans to complete the Senior Project.

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	IN 601
PSYC 210	ED 601
PSYC 211	ED 601
ED 212	ED 601
ED 218	ED 627
ED 115	ED 602
ED 205	ED 622
ED 215	IN 620
ED 230	IN 605
ED 300	ED 607
ED 310	ED 607
ED 305	ED 625
ED 315	ED 624 + ED 328/603
ED 323	ED 605 or ED 671
ED 324	ED 605 or ED 672 <i>(or ED 606, if ED 605 was taken for ED 323)</i>

ED 325 ED 625
 ED 328 ED 603
 ED 350 ED 606

MINORS IN EDUCATION

Students who declare a major in LAIS may not declare one of these 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 **or** PSYC 210
 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 Foreign Language Education Minor or Theatre Arts Education Minor

(18–21 s.h.)

ED 110
 ED 115
 ED 205
 ED 212 **or** PSYC 210 **and** PSYC 211
 ED 325
 ED 350

Foreign Language: must major or co-minor in French, Spanish, or LALC.

Theatre Arts: must major or co-minor in Theatre.

Requirements for the Music Education Minor

Lise Keiter, coordinator

(18–21 s.h.)

ED 110
 ED 115
 ED 205
 ED 212 **or** PSYC 210 **and** PSYC 211
 MUS 310
 MUS 311

Must major in music, either performance emphasis or music history and literature emphasis, including: MUS 217, a minimum of one year of piano, a minimum of one year of voice, and a minimum of six semesters of choir.

Requirements for the Special Education Minor

(18–21 s.h.)

ED 111
 ED 115

ED 205

ED 212 **or** PSYC 210 **and** 211

ED 215

ED 305

Any major other than LAIS; a psychology major or minor is recommended, but not required.

Requirements for the Business Education Minor, 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 **or** PSYC 211

ED 325

ED 350

Additional courses for Math Education:

MATH 156 **or** MATH 158

Additional course for Science Education:

ED 230

Business Education (18 s.h.): must major or co-minor in Business.

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 (BA/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 (six 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 OF ARTS/MASTER OF ARTS IN TEACHING (BA/MAT)

The BA/MAT is designed as a program which allows students to complete a Bachelor of Arts (BA), a 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 BA degree but prior to the start of their teaching careers enriching their pre-service preparation. Students interested in the BA/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 Cohort

The Education Leaders cohort allows high performing and motivated College for Women and University College students to complete both the BA and MAT degrees in four years, essentially accelerating through the undergraduate curriculum in three years (same BA requirements as all BA 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 BA/MAT

At least 18 semester hours must be completed over the course of two or more semesters, following BA conferral. All students are required to complete three Professional Development Institutes (PDI's). *All PDI's and required licensure assessments must be complete prior to MAT graduation.*

BACHELOR'S/MASTER OF EDUCATION (BA/MEd or BS/MEd)

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.

Concentration areas for this option are:

- Autism Spectrum Disorders
- Environment-Based Learning

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.

Required Core Courses (16 s.h.)

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 (Thesis) *IN 630 is a pre-requisite for this class; ED 632 must be taken post-Bachelor's.*

ED 732, 733, 734 Inquiry Research Project Extension I, II, III (*only if ED 632 is not completed in one semester*)

Autism Spectrum Disorders (18 s.h.)

ED 640 Characteristics and Assessment of Students with ASD

ED 641 Communication, Language and Sensory Aspects of ASD

ED 642 Social Skills Instruction and Behavior Strategies for Students with ASD

ED 643 Practicum Experience: ASD

Graduate Education Elective

Graduate Education Elective

Environment Based Learning (18 s.h.)

IN 626 Environment-Based Learning
IN 634 The Intersection of Life and Land:
Issue-Driven Investigations
ED 618 Natural Research: Plant and Animal
Studies in the Outdoors
ED 620 The Outdoor Classroom
EBL Elective Course (summer)
EBL Elective Course (summer)

BACHELOR'S/MASTER OF SCIENCE (BA/MS or BS/MS)

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.

Concentration 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 conferral. All ABA-specific courses must be taken at MBU in order to meet Behavior Analysis Certification Board requirements.

Applied Behavior Analysis (35 s.h.)

Core Course Requirements (16 s.h.)

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

Courses for Concentration (18 sh)

PSYC 513 Basic Concepts and Principles of
Behavior Analysis

ED 592 Behavior Analysis: Measurement and
Assessment

ED 593 Ethics and Special Considerations in
Behavior Analysis

ED 594 Fundamental Elements of Behavior
Change and Change Procedures

Graduate Elective* or ED 595**

Graduate Elective* or ED 596**

* Students pursuing BCBA coursework must
take ED 595 and ED 596. For other students,
Graduate Electives can be chosen from any
graduate course approved by program
director(s) and MS advisor.

**Last offering of these courses. Students
must have begun the sequence no later than
Fall 2018.

Higher Education (38 s.h.)

ED 655 Internship in Adult and Higher
Education*

ED 656 Introduction to Higher Education
Professions Institute (*1 s.h.*)

ED 657 Design, Assessment, and Response to
Social Media and eLearning Structures

ED 658 Strategic Planning, Program
Evaluation, and Institutional Research

ED 659 Legal and Political Considerations of
Institutions of Higher Education

ED 660 Diversity, Inclusivity, and Social
Justice in Higher Education

ED 661 Resource Management and the
Economics of Higher Education

ED 662 Theory and Practice of Student
Learning and Engagement

ED 663 Innovation and Change in Higher
Education Leadership

ED 664 Adult Learners in the 21st Century

ED 665 Quantitative Reasoning

IN 630 Methods of Professional Inquiry

ED 632 Inquiry Research Project

ED 732, 733, 734 (2 s.h.) Inquiry Research
Project Extension I–III (*only if ED 632 is not
completed in one semester*)

*ED 655 students must have arranged internship/GA placement prior to enrolling. Recommended after 15 hrs coursework.
***ED 665 is strongly suggested to take shortly after IN 630 or prior to ED 632.

LICENSURE ENDORSEMENT AREAS

Initial Licensure Endorsement Areas

- Elementary Education (PK–6)
- Foreign Language — French or Spanish (PK–12)
- Middle Education (in a teaching subject area for grades 6–8)
- Music Education — Vocal/Choral (PK–12)
- Secondary Education (in a teaching subject area for grades 6–12)
- Special Education — General Curriculum (K–12)
- Theatre Arts (PK–12)
- Visual Arts (PK–12)

Add-on Endorsements

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

- English as a Second Language (ESL)*
- Mathematics – Algebra I

**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 of Arts or Science (BA/BS) and a Master of Education (MEd) or a Bachelor of Arts or Science (BA/BS) 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 BA/MAT and PBTL

Undergraduate students seeking admission to the Education program and undergraduate students seeking admission to the BA/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 Cohort may apply to the BA/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 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 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:

A Level One student is any student who has begun to take Education courses who has not officially been admitted to the College of Education.

Level Two:

To move to Level Two, one must apply to the College of Education and meet the program entry requirements below. A Level Two student is any student who has been admitted to the College of Education Teacher Education Program. These students are allowed to take "methods" courses.

Level Two Program Entry Requirements:

- Submit a completed application form

- Have a minimum GPA of 2.5 in the last 60 hours of coursework (undergraduates & PBTL)
- Have a minimum GPA of 3.0 in the last 60 hours of coursework (BA/MAT)
- Submit official transcripts from all institutions where college coursework was completed
- 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)
- Submit passing test scores as shown by one of the following options:
 1. Praxis Core* scores (Reading, Writing, Math)
 2. SAT* or ACT* scores
 3. Virginia Communication and Literacy Assessment* (VCLA) and Praxis Core Math* scores (or remedy option for students who fail to achieve a passing score on the Praxis Core Math assessment but fall within a faculty-approved near-passing score band)

PBTL students only must also meet this additional requirement:

- 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

*Acceptable minimum passing scores can be found at the following link:
http://www.doe.virginia.gov/teaching/educator_preparation/college_programs/entry_assessment.pdf

Level Three:

To move to Level Three, one must apply for “candidacy” meaning eligibility for seminar and student teaching and meet the candidacy requirements below. A Level Three student is any student who has been admitted to “candidacy” and is eligible for seminar and student teaching.

Level Three Candidacy Requirements:

- Completion of all pre-requisite courses (courses in progress are acceptable)
- Have a minimum overall GPA of 3.0 in courses on licensure checklist
- Resolved any remedies or conditions related to Level Two admission
- Received an acceptable score on a dispositional assessment (completed by methods instructors)
- Provide ACT, SAT or GRE scores in the top 50th percentile **or**
- Praxis Core Reading with a minimum score of 169 **and** Praxis Core Math with a minimum score of 163
- Take and pass VCLA Reading and Writing assessment (applies to those student teaching Fall 2019 and beyond)
- Praxis II (if applicable) must be attempted (not passed) and scores received (applies to those student teaching Fall 2019 and beyond)
- RVE must be attempted (not passed) and scores received (applies to those student teaching Fall 2019 and beyond)
- Completion of Child Abuse Recognition and Reporting Training
- Completion of Dyslexia Awareness Training
- Completion of Professional Ethics Module

Level Four:

To move to Level Four, a student is proceeding toward licensure application. A Level Four student is considered a “completer” of the MBU Teacher Education Program. His/her licensure application has

been submitted to the Virginia Department of Education for processing.

Level Four Licensure Application

Requirements:

- Successful completion of seminar and student teaching
- Successful completion of the Student Impact Project
- Receiving an acceptable score on a dispositional assessment (completed by University Supervisor)
- Passed Praxis II, if applicable
- Passed RVE, if applicable
- Completion of First Aid/CPR/AED training
- Completion of Civic Education Module, if applicable
- Submit your licensure application, transcripts, and certified check (or money order) to the Licensure Coordinator for processing
- Completion of three Professional Development Institutes for BA/MAT students only

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

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 teacher preparation program that requires maintenance of an average 3.0 GPA. Students who do not provide qualifying program entry assessments but fall within a faculty-approved near-passing score band may be admitted as conditional students to the Teacher Education Program. Working with an advisor, opportunities will be presented to address and remedy deficit areas. Conditionally admitted students must achieve a minimum 3.0 GPA in all professional studies 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.

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.

Special 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, special 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 re-certification credits may enroll as special students. One must be admitted to the Teacher Education Program in order to enroll in ED 300, 310, 315, 607, or 624.

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, 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 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.

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 must include a minimum of 60 verified classroom hours; 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. *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 BA 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 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 — Candidacy 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 Candidacy

- 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 licensure checklist)
- ACT, SAT, **or** GRE scores in the top 50th percentile, **or**
- Praxis Core Reading minimum score of 169 **and** Praxis Core Math minimum score of 163
- Received an acceptable score on a dispositional assessment (completed by methods instructors)

- Completion of at least one practicum experience through MBU prior to the semester of student teaching
- Completion of Child Abuse Recognition and Reporting Training
- Completion of Dyslexia Awareness Training
- Completion of Professional Ethics Module
- Take and pass VCLA Reading and Writing assessment (applies to those student teaching Fall 2019 and beyond)
- Praxis II (if applicable) must be attempted (not passed) and scores received (applies to those student teaching Fall 2019 and beyond)
- RVE must be attempted (not passed) and scores received (applies to those student teaching Fall 2019 and beyond)

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)
- Successful completion of a Virginia Board of Education-approved industry credential examination (for Secondary Business endorsement only)
- Successful completion of three Professional Development Institutes for BA/MAT students 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.

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.

GRADUATE ADMISSION

Graduate Offerings

Mary Baldwin University offers two 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
- 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 endorsement in the following areas:

- English as a Second Language (ESL)*
- Gifted Education
- Mathematics – Algebra I

**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)*
- Environment-Based Learning
- Gifted Education
- 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.

The MS offers the following concentration options:

- Applied Behavior Analysis
- Higher Education

Additionally, Mary Baldwin University offers a Comprehensive Certificate in Autism Spectrum Disorders and a Certificate in Environment-Based Learning. We also offer the approved course sequence for students pursuing board certification in ABA.

Graduate education programs are nonresidential and are available on MBU's Staunton campus and at our regional locations in Charlottesville, Richmond, and Roanoke. Courses for the MAT, MEd and MS programs are offered throughout the calendar year, including a full complement of courses during the summer. Note that the MEd focus on Environment-Based Education has a summer component offered on the historic Staunton Campus; the MS in Higher Education is an online-only program; the MS in Applied Behavior Analysis is available fully online with some courses also available on the Staunton Campus.

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 Program Progression to meet new requirements. Students are admitted and progress through varying levels of program progression. This process is outlined below.

Level One:

A Level One student is any student who has begun to take Education courses in the MAT program who has not been conditionally or fully admitted to Mary Baldwin University's College of Education.

Level Two:

To move to Level Two, one must apply to Mary Baldwin University College of Education and meet the program entry requirements below. A Level Two student is any student who has been conditionally or fully admitted to the MAT program. These students are allowed to take "methods" courses.

Level Two Program Entry Requirements:

- Submit a completed application form
- Have a bachelor's degree from a regionally accredited institution
- Have a minimum GPA of 3.0 in the last 60 hours of coursework
- Submit official transcripts from all institutions where college coursework was completed
- 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)
- 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
- Submit passing test scores as shown by one of the following options:
 1. Praxis Core* scores (Reading, Writing, Math)
 2. SAT* or ACT* scores
 3. Virginia Communication and Literacy Assessment* (VCLA) and Praxis Core Math* scores (or remedy option for students who fail to achieve a passing score on the Praxis Core Math assessment but fall within a faculty-approved near-passing score band)

*Acceptable minimum passing scores can be found at the following link:

http://www.doe.virginia.gov/teaching/educator_preparation/college_programs/entry_assessment.pdf

Note: An interview is suggested and may be required.

Level Three:

To move to Level Three, one must apply for "candidacy" meaning eligibility for seminar and student teaching and meet the candidacy requirements below. A Level Three student is any student who has been admitted to "candidacy" and is eligible for seminar and student teaching.

Level Three Candidacy Requirements:

- Completion of all pre-requisite courses (courses in progress are acceptable)
- Have a minimum overall GPA of 3.0 in courses on licensure checklist

- Resolved any remedies or conditions related to Level Two admission
- Received an acceptable score on a dispositional assessment (completed by methods instructors)
- Provide ACT, SAT or GRE scores in the top 50th percentile **or**
- Praxis Core Reading with a minimum score of 169 **and** Praxis Core Math with a minimum score of 163
- Completion of Child Abuse Recognition and Reporting Training
- Completion of Dyslexia Awareness Training
- Completion of Professional Ethics Module
- Take and pass VCLA Reading and Writing assessment (applies to those student teaching Fall 2019 and beyond)
- Praxis II (if applicable) must be attempted (not passed) and scores received (applies to those student teaching Fall 2019 and beyond)
- RVE must be attempted (not passed) and scores received (applies to those student teaching Fall 2019 and beyond)

Level Four:

To move to Level Four, a student is proceeding toward licensure application. A Level Four student is considered a “completer” of the MBU MAT program. His/her licensure application has been submitted to the Virginia Department of Education for processing.

Level Four Licensure Application Requirements:

- Successful completion of seminar and student teaching
- Successful completion of the Student Impact Project
- Receiving an acceptable score on a dispositional assessment (completed by University Supervisor)
- Passed Praxis II, if applicable
- Passed RVE, if applicable
- Completion of First Aid/CPR/AED training

- Completion of Civic Education Module, if applicable
- MAT students, completion of four Professional Development Institutes (BA/MAT students complete three.)
- Submit your licensure application, transcripts, and certified check (or money order) to the Licensure Coordinator for processing

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

Students who do not provide qualifying program entry assessments may be admitted as conditional students to the MAT program and work with their advisors for opportunities to address and remedy any deficit areas. *See Conditional Admission below.*

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 to the graduate Education 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
- 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. Students who do not provide qualifying program entry assessments but fall within a faculty-approved near-passing score band may be admitted as conditional students to the MAT program. Working with an advisor, opportunities will be presented to address and remedy deficit areas.

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.

Special 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. Teachers seeking re-certification credits may enroll as special students. One must be admitted to the Teacher Education Program in order to enroll in ED 607 and ED 624.

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 graduate-level work.)
- Minimum 3.0 (B) average in last 60 semester hours of coursework.

Graduate Tuition and Fees 2018-2019

Tuition for all courses in the graduate education program is determined on an annual basis and is detailed on the MBU website. 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 special 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 and Comments
Unsubsidized Stafford Loan	full-time, half-time	monetary repayment	File the 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,

e-mail, 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" 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 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 any course in the 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. (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

P = Pass
NC = No Credit

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 credit attempted in the graduate Education program. Transfer courses are not included in the GPA.

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 program.

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 of the following conditions are met:

- The Dean of the College of Education determines on the basis of catalog and course materials submitted by the student that the course content is identifiable with the aims and philosophies of the graduate curriculum.
- The credit was earned in a regionally accredited graduate program.
- The credit was earned no earlier than three calendar years before the student's admission to the program, and a grade of B or better was earned.

The student is responsible for determining in advance of enrollment whether courses taken in the graduate program can be transferred to another graduate program or will satisfy credential requirements 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 the semester. A graduate student may drop a course without penalty during the first two weeks of each semester for semester long courses. 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 assists the student 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.

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 special 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 takes into account 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 (MAT)

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 39–45 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. Students may opt to complete Virginia Department of Education licensure requirements in advance of receiving the MAT degree, with an option called *Licensure First*. In the Licensure First option, students complete licensure requirements for their area of endorsement, and apply for an initial teaching license, while continuing to complete

the remaining master’s degree requirements. 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: 39

Required courses:

ED 601 Inquiry into Human Growth, Development, and Diversity

ED 602 Meaning and Purpose: The Foundations of Education
ED 603 Thoughtful Assessment and Technology Integration
ED 605 An Integrated Approach to Language Arts (not required for secondary education)
ED 606 Integrating Literacy to Improve Content Area Learning

ED 607 Instructional Strategies for Inquiry-based Classrooms (except those pursuing special education licensure)
ED 625 Classroom and Behavior Management

Select 3 of the following 5 courses
Secondary education students select 2, one of which must be in the discipline area sought. Middle education students select 3, one of which must be in the discipline area is sought.

IN 601 Inquiry in Mathematics (required for elementary licensure)
IN 603 Inquiry in Social Sciences
IN 605 Inquiry in Natural Sciences (required for elementary licensure)
IN 608 Inquiry in the Arts and Humanities

Additional required courses for students pursuing special education licensure:

IN 620 Inquiry into the Legal and Political Processes of Exceptionality
ED 622 An Integrated Approach to Exceptionality
ED 624 An Inquiry Approach to Differentiated Curriculum and Instruction
ED 627 Collaborations and Transitions for Exceptional Students

Additional required courses for students pursuing secondary education licensure:

ED 622 An Integrated Approach to Exceptionality
ED 624 An Inquiry Approach to Differentiated Curriculum and Instruction

Student teaching sequence:

ED 609/610/614 Student Teaching/Internship (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
- Participation in four Professional Development Institutes
- 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 & Social Science, and Secondary History & 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 (MEd)

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 33 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)
- Environment-Based Learning
- Gifted Education (with add-on licensure option)
- Leadership
- Special Education (with additional licensure option)

The degree and following area of emphasis consists of a minimum of 36 graduate semester hours. This area of emphasis does not have a common set of 15–16 semester hours of core coursework. The complete list of coursework is below.

- Reading Education

Requirements for the Master of Education

Required minimum semester hours: 34 s.h.
(All courses 3 s.h. unless noted.)

Required Core Courses (for all areas of emphasis except Higher Education and Reading Education):

IN 627 Contemporary Learning Theory for Diverse Learners
 IN 629 Leadership in Education
 IN 630 Methods of Professional Inquiry (4 s.h.)
 ED 631 Technologies to Advance Learning
 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*)

Plus completion of at least one of the following areas of emphasis:

Autism Spectrum Disorders

ED 640 Characteristics and Assessment of Students with Autism Spectrum Disorder
 ED 641 Communication, Language, and Sensory Aspects of Autism Spectrum Disorder
 ED 642 Social Skills Instruction and Behavioral Strategies for Students with Autism Spectrum Disorder
 ED 643 Practicum Experience: Autism Spectrum Disorder
 Two additional 3 s.h. graduate courses approved by the advisor

Elementary Education

ED 605 An Integrated Approach to Language Arts

ED 606 Integrating Literacy to Improve Content Area Learning
 ED 607 Instructional Strategies for Inquiry-based Classrooms
 ED 608 Field Experience in Elementary Education

ED 625 Classroom and Behavior Management
IN 605 Inquiry in Natural Sciences

Note: Additional co-requisites apply and are determined following a detailed transcript analysis.

English as a Second Language

ED 645 Linguistics for ESL Teachers
ED 646 Culturally Responsive Teaching and Communication with Practicum
ED 647 ESL Assessment and Curriculum Design
ED 648 Literacy Instruction for ESL Students
ED 649 Methods of ESL Instruction with Practicum
ED 608 Field Experience: ESL
Students are required to have completed a modern, spoken language through the intermediate level before finishing the program. Prior college coursework will apply to this requirement.

Environment-Based Learning

IN 626 Environment-Based Learning
IN 634 The Intersection of Life and Land: Issue-driven Investigations
ED 620 The Outdoor Classroom: EBL Program Development, Implementation, and Evaluation
Two additional Environment-Based Learning courses
One additional 3 s.h. graduate course approved by the advisor.

Gifted Education

ED 603 Thoughtful Assessment and Technology Integration
ED 615 Gifted Education Field Experience (1 s.h.)

ED 622 An Integrated Approach to Exceptionality
ED 623 Advanced Studies of Gifted Learners
ED 624 An Inquiry Approach to Differentiated Curriculum and Instruction

Two additional 3 s.h. graduate courses approved by the advisor.

Leadership

IN 628 Public Policy and Community Relations in Education
IN 631 Curriculum Development and Design
IN 632 Education Law
IN 633 Assessment and Planning for Instructional Improvement
Two additional 3 s.h. graduate courses approved by the advisor.
(Some courses may require the director's approval.)

Special Education

IN 620 Inquiry in the Legal and Political Processes of Exceptionality
ED 622 An Integrated Approach to Exceptionality
ED 624 An Integrated Approach to Differentiated Curriculum and Instruction
ED 625 Classroom and Behavioral Management: Theory and Practice
ED 627 Collaborations and Transitions for Exceptional Students
ED 608 Field Experience in Special Education

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.

Required minimum semester hours: 36 s.h.
(All courses 3 s.h. unless noted.)

ED 606 Integrating Literacy to Improve Content Area Learning

ED 624 An Integrated Approach to Differentiated Curriculum and Instruction
 ED 631 Technologies to Advance Learning
 ED 648 Literacy Instruction for ESL Students
 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 (4 s.h.)
 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 Inquiry into Human Growth, Development, & Diversity (3 s.h.)**
 ED 120 Understanding Exceptional Individuals (3 s.h.) or ED 622 An Integrated Approach to 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.

Each course in the four-course sequence (12 semester hours) meets online 4–6 times throughout the semester and is supplemented with additional online requirements. Students may complete the certificate program as a special student or as a degree-seeking student (in combination with an MAT or MED).

Requirements for the Comprehensive Certificate in Autism Spectrum Disorders

ED 640 Characteristics and Assessment of Students with Autism Spectrum Disorder
 ED 641 Communication, Language, and Sensory Aspects of Autism Spectrum Disorder
 ED 642 Social Skills Instruction and Behavior Strategies for Students with Autism Spectrum Disorder
 ED 643 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 ED 643, the practicum course

MASTER OF SCIENCE (MS)

Applied Behavior Analysis

(BACB Fourth Edition Task List)

Students matriculating after Fall 2018 may not do this concentration.

IN 627 Contemporary Learning Theory for Diverse Learners

IN 629 Leadership in Education

IN 630 Methods of Professional Inquiry (4 s.h.)

ED 631 Technologies to Advance Learning

ED 632 Inquiry Research Project (Thesis) *IN 630 is a pre-requisite for this class; ED 632 must be taken post-Bachelor's.*

PSYC 513 Basic Concepts and Principles of Behavior Analysis (4 sh) (Must take Fall 2018)*

ED 592 Behavior Analysis: Measurement and Assessment (Must take Spring 2019)*

ED 593 Ethics and Special Considerations in Behavior Analysis (Must take Fall 2019)*

ED 594 Fundamental Elements of Behavior Change and Change Procedures (Must take Spring 2020)*

ED 595 Special Topics in Behavior Analysis (Must take Fall 2018)*

ED 596 Societal Considerations for Behavior Analysis (Must take Spring 2019)*

*Last offering of these courses.

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)*

Behavior Analysis Certification Board®

Verified Course Sequence in Applied Behavior Analysis

Overview

The BACB® has approved a four-course 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 will work with students to assist in setting up field placement experiences, though there may be an additional required cost for private supervision of those hours. Please see the Behavior Analyst Certification Board® website for more details about degree and fieldwork requirements (www.bacb.com).

Mary Baldwin University also has BACB® and faculty approval for an additional two courses (a six-course sequence in total) 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* in an approved field and supervised fieldwork. MBU will work with students to assist in setting up field placement experiences, though there may be an additional required cost for private supervision of those hours. Please see the Behavior Analyst Certification Board® website for more details about degree and fieldwork requirements (www.bacb.com).

Requirements for the BCaBA course sequence

PSYC 513 or PSYC 313 Basic Concepts and Principles of Behavior Analysis
ED 592 Behavior Analysis: Measurement and Assessment
ED 593 Ethics and Special Considerations in Behavior Analysis
ED 594 Fundamental Elements of Behavior Change and Change Procedures

Requirements for the BCBA course sequence

PSYC 513 Basic Concepts and Principles of Behavior Analysis
ED 592 Behavior Analysis: Measurement and Assessment
ED 593 Ethics and Special Considerations in Behavior Analysis
ED 594 Fundamental Elements of Behavior Change and Change procedures
ED 595 Special Topics in Behavior Analysis
ED 596 Societal Considerations for Behavior Analysis

EDUCATION COURSE DESCRIPTIONS

Applied Behavior Analysis (ABA-prefix) Course Descriptions

ABA 400 Senior Seminar (3 s.h.) (M)
This course is the capstone course for the Autism Studies and ABA Major. In this course, students will demonstrate a clear understanding of the pedagogy and processes involved in working with individuals with Autism Spectrum Disorders (ASD). A research project will be required culminating in a formal presentation and defense. Residential students are expected to take ABA 400 in the spring of their senior year. MBU

Online students should take this course their final semester (fall or spring only).

Professional (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 must complete this course prior to the senior year.

111 Practicum in Special Education (3 s.h.) (C)
This course is designed to give students who are contemplating a career in special education an opportunity to observe and assist teachers in the classroom. A minimum of 60 hours will be spent in the classroom, with the exception of College for Women and University College students, who will complete a minimum of 90 hours during May Term. Students should complete this course prior to the senior year.

115 Foundations of Education (3 s.h.) (T)
The goals of this introductory course are: to acquaint students with the historical, philosophical, and societal influences that have shaped educational theory and practice; and to enhance students' skills in reading, writing, thinking, and discussing critically and analytically.

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)

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 Program students.

158 Geometry and Measurement for Teachers (3 s.h.) (Q)

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 youth with giftedness and identified disabilities, including: learning disabilities, emotional disabilities, intellectual disabilities, developmental delay, autism, traumatic brain injury, attention deficit disorders, other health impairments, and multiple disabilities, among others. They develop understanding of typical patterns of development (physical, psychomotor, cognitive, linguistic, social, emotional) and educational implications of various exceptionalities.

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.

215 Foundations and Legal Issues of Special Education (3 s.h.)

Prospective teachers learn the foundation for educating students with disabilities, including: historical perspectives, theories and philosophies, and current trends in the field of special education. They develop an understanding and application of legal aspects and regulatory requirements associated with the identification, education and evaluations of disabled students. Emphasizes ability to analyze ethical issues and to apply accepted standards of professional behavior.

218 Transitioning in the Special Education Environment (3 s.h.)

This course is a requirement for students who are seeking teacher licensure with an endorsement in Special Education. Focus will be on development of skills and knowledge in preparation for working with parents and families to provide post-secondary transitions as well as transitions while in school, case management, consultation and collaboration. Emphasis will be on transition planning in the IEP — Individualized Education Plan, transition system delivery, independent living skills, career development, community resources, available agencies, self-advocacy, guardianship, and implementation of inter-agency agreements for successful transitioning to employment and self-sustainment. Students will develop an understanding of the best practices in transitioning, the Model of Transition Pathways, transition assessment, Federal Legislation, transition provisions in IDEA 2004, NCLB 2001, and alignment of transition with Standards-Based Education. Participants will learn how to become a transition leader for their students when they are a Special Education teacher, and they will know how to improve transition outcomes

during the school years as well as postsecondary for youth with disabilities and for youth placed at risk.

230 Engaging PK–8 Students in Science
(2 s.h.)

This course will focus on the teaching and learning of science through inquiry. With an inquiry approach, students in grades PK–8 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.

300 Elementary School Methods and Practicum (4 s.h.)

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. A 30 hour field experience in a PK–6 classroom integrates theory with practice. **NOTE:** Must be accepted to Level Two in the Teacher Education Program in order to register for this course. Other students must obtain COE permission. *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: ESL (3 s.h.)

This course serves as the 300 hour field experience (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 and Secondary Methods and Practicum (4 s.h.) (R)

Experience with methods and materials for grades 6-12. They demonstrate knowledge and skills in setting goals and objectives, unit and lesson planning, varying teaching techniques, classroom management, individualizing instruction, measuring and evaluating learning, selecting teaching materials, using multimedia, and developing an effective teaching style and confidence in speaking. A 30 hour field experience in a grade 6-12 classroom integrates theory with practice. Students will be enrolled in a section of this course that is specific to the teaching endorsement being sought. **NOTE:** Must be accepted to Level Two in the Teacher Education Program in order to register for this course. Other students must obtain COE permission. **Prerequisite for student teaching.*

315 Differentiated Strategies in Instruction and Assessment for Special Education and Practicum (4 s.h.)

Students learn service delivery models, curriculum, instruction of students with disabilities, and skills for application. Includes alternative ways to teach content, curriculum adaptation and modification, strategies for integration of students with disabilities with non-disabled peers, uses of technology in learning. Examines procedures to develop, provide, and evaluate instruction consistent

with students' individual needs: procedures for screening, pre-referral, referral, eligibility determination. Considers factors that may influence assessment findings, related ethical issues, application of results to guide development of individual education plans. Required 30 hour practicum. **NOTE:** Must be accepted to Level Two 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 Reading I (3 s.h.)

This is a 3-credit course designed to develop a thorough understanding of the complex nature of language acquisition and literacy. This course focuses on reading instruction in lower elementary grades (pre-kindergarten, kindergarten, first, and second grade). Content includes but is not limited to phonological awareness, concepts of print, phonics, vocabulary development, and comprehension. Students will investigate formal and informal diagnostic measures as well as corrective strategies to meet varied reading difficulties. Students will learn and apply evidence-based reading practices to promote reading achievement in diverse settings with varying cultural and linguistic needs, including English Language Learners. Students will become familiar with elements of a balanced reading program.

324 Language Acquisition and Reading II and Practicum (4 s.h.)

Learning to read and write is a developmental process that can be systematically advanced through the use of instructional strategies. This 4-credit course is geared toward preparing teachers of upper elementary grades (3rd - 5th grades). The course provides future teachers with the knowledge and skills required to recognize, assess, and respond to children's learning needs in various areas

(such as advanced phonics, vocabulary, comprehension). Word study is an integral part of this course. Students will explore learning opportunities for children who are moving along in the reading continuum more rapidly than their classmates. Strategies for drawing children into literature and utilizing children's trade books during reading instruction are included. Students will field test literacy strategies introduced in ED323/324 in a 30-hour practicum placement.

325 Classroom and Behavior Management (3 s.h.)

This course presents behavioral, cognitive, and psycho-educational theories along with behavior management strategies and positive behavior intervention plans. Emphasis will include current research on behavior management in the classroom for grades K–12, cognitive restructuring for the social cognitive approach, and current practices. Strategies for learning how to help students with intrinsic motivation will be taught. These strategies can enable students to remain in control of their behavior and make positive choices. Focus will be on teaching students to perceive situations in an appropriate manner which will change their thought patterns regarding social situations and assist them in becoming efficient problem solvers. This focus views students as change agents whereby teachers guide them to manage their own behavior change as well as their own behavior patterns. Research has shown that these strategies have significant impact on interpersonal conflicts within the educational setting. Students will examine the structure of effectively managed whole group classrooms as well as individual behavior management and the development of social behaviors. Response measures will be presented for use in data analysis for behavior management within the classroom. Participants will development a behavior management plan for their classroom which incorporates

management plans needed for individual students as they utilize skills for enhancing a supportive learning environment.

328 Student Assessment and Technology Integration (4 s.h.) (Q)

In this course on understanding and using assessment to measure and improve K–12 student learning, students will explore the types and purposes of assessments used in today’s classrooms. Students will learn how to define expectations/objectives, select and develop appropriate assessment tools, modify assessment practices for individual needs, read and interpret standardized test scores, reflect upon student learning outcomes, and make appropriate inferences and instructional decisions based upon assessment data. Additionally, students will explore best practices related to integrating technology in 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.

341 Linguistics for ESL Teachers (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. *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. *ED 647 is the graduate-level version of this course.*

344 Literacy Instruction for ESL Students (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.*

350 Content Area Reading (3 s.h.)

This course requires students to examine research and instructional subjects concentrating on high school students and adults. Students design experiences that examine uses of content area texts capitalizing on critical reading and writing. Course participants will field test all activities described and studied in this course.

ED 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.

ED 361 Communication, Language, and Sensory Aspects of Autism Spectrum Disorders (3 s.h.)

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.

ED 362 Social Skills Instruction and Behavior Strategies for Students with Autism Spectrum Disorders (3 s.h.)

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.

ED 363 Practicum Experience: Autism Spectrum Disorders (3 s.h.)

This practicum experience concludes the Autism Sequence. It is intended to be a culminating experience so that students have an opportunity to concretely demonstrate skills, techniques, and strategies learned in the previous three courses. This course requires that students complete a practicum experience (minimum of 70 in-class hours) in a setting that serves children with Autism Spectrum 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 360, ED 361, and ED 362.

Student Teaching Courses (12 s.h. each) (O)

Student teaching requires one semester working directly with students in a classroom on a full-time basis, for a minimum of 12 weeks under the direction of a classroom teacher and college supervisor. For students seeking endorsement in Art, Music or Special Education, the student teaching experience shall be split into 8 weeks in an elementary setting and 8 weeks in a secondary setting, to total a 16-week placement. Student teachers may not work, take courses, or participate in varsity sports. Application must be made the semester prior to student teaching. *Please see the *Requirements for Approval to Student Teach* section above.

382 Elementary Education (PK–6)

383 Middle Education (6–8)

384 Secondary Education (6–12)

385 Student Teaching in Art Education (PK–12)

389 Student Teaching in Foreign Language (PK–12)

391 Student Teaching in Theatre (PK–12)

392 Student Teaching in Music Education (PK–12)

393 Student Teaching in Special Education (K–12)

386 Student Teaching 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 College for Women and University College 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 Program 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.

520 Applied Behavior Analysis Practicum
(credit varies)

Students will be engaged in a series of practicum activities designed to develop understanding of concepts, theories, and research related to the field of Applied Behavior Analysis. Students will learn to design and evaluate a program for behavior change while understanding the procedures for establishing desired behaviors and reducing unhealthy and maladaptive behaviors, and apply this to a real setting.

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.)

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.

592 Behavior Analysis: Measurement and Assessment (3 s.h.)

This graduate-level 45-hour course covers the basic concepts and principles of measurement and experimental design, as it relates to the profession of applied behavioral analysis. The present course covers tasks from the content areas of B. Measurement and the Basic Behavior Analytic Skills of Measurement and Experimental Design as outlined in the BACB's Fourth Edition Task List. Specific emphasis will be given to: 1) selecting proper

measurement systems to obtain data in an applied setting, 2) designing and implementing observational measurement systems, and 3) different methods for evaluating interventions to determine effectiveness.

593 Ethics and Special Considerations in Behavior Analysis (3 s.h.)

This graduate-level 45-hour course covers both the ethical standards surrounding the professional field of behavior analysis as well as the key concepts related to the implementation of assessment and intervention. This class emphasizes the Guidelines for Responsible Conduct (BACB) as well as content from the areas of: A. Identification of the Problem, C. Assessment, D. Intervention, and E. Implementation, Management, and Supervision (from the BACB Fourth Edition Task List). Behavioral Change Considerations (TC:01-TC:03) and Behavior Change Systems (TS:01-TS:08) are also reviewed. Upon completion of the class, the student will have an understanding of both the ethical standards and the application of these standards and the concepts, as well as the applications necessary for both successful interventions and assessment across a variety of settings.

594 Fundamental Elements of Behavior Change and Change Procedures (3 s.h.)

This graduate 45-hour course covers in depth concepts, principles, and processes related to the elements of behavior change. Specific consideration is given to: 1) the appropriate use of reinforcement, 2) the concepts of shaping and chaining, 3) the proper use of mand, tact, intraverbal, and listener training, 4) the use of differential reinforcement, 5) discrimination procedures, 6) using interventions based on antecedents, and 7) errorless learning procedures. This class emphasizes the content areas of Fundamental Elements of Behavior Change (TE-01 to TE-

21) and Specific Behavior Change Procedures (TP-01 to TP-13) from the Behavior Analyst Certification Board's Fourth Edition Task List.

595 Special Topics in Behavior Analysis (3 s.h.)

This graduate 45-hour course covers in depth concepts, principles, and processes related to the elements of behavior change. Specific consideration is given to measurement and data analysis, experimental design, behavior change systems, intervention, implementation, management, and supervision within behavior analysis. This class emphasizes the content from the: A. Identification of the Problem, C. Assessment, D. Intervention, and E. Implementation, Management, and Supervision as well as B. Measurement and the Basic Behavior Analytic Skills of Measurement and Experimental Design as outlined in the BACB's Fourth Edition Task List (from the BACB Fourth Edition Task List). Behavioral Change Considerations (TC:01-TC:03) and Behavior Change Systems (TS:01-TS:08) are also reviewed.

596 Societal Considerations for Behavior Analysis (3 s.h.)

This graduate 45-hour course covers in depth concepts, principles, and processes related to the elements of behavior change. This class emphasizes the Guidelines for Responsible Conduct (BACB) as well as discretionary content. Upon completion of the class, the student will have an understanding of both the ethical standards and application of these standards and the concepts, and will also have reviewed a number of ethical dilemmas that will aid in their future ethical conduct as behavior analysts.

601 Inquiry into Human Growth, Development, and Diversity (3 s.h.)

Normal patterns of human development during the K–12 school years, including the

theoretical, pragmatic and complex nature of language acquisition, and socio-emotional well-being of K–12 students are studied. Variations in physical, socio-cultural, ethnic, religious in the contexts of schools, families (e.g. the effects of daycare and divorce), and society, as a whole, are studied through difference and similarities. Developmental patterns for at-risk populations, students with disabilities and identified gifted students as related to age, level of involvement and effect on learning are examined. Intervention strategies grounded in current research will focus on successful learning for K–12 students.

602 Meaning and Purpose: The Foundations of Education (3 s.h.)

Historical, philosophical, and sociological foundations underlying the role of education in the United States are studied. Contemporary issues such as multicultural understanding, citizenship, moral education, and critical thinking are examined.

603 Thoughtful Assessment and Technology Integration (3 s.h.)

Methods of assessing student learning and achievement are discussed. With an awareness of current standards of learning, curriculum criteria, and scoring rubrics, students will focus on the learning tasks, developing criteria, assessments and tests appropriate to the student's interests and levels of development. Students will obtain an understanding of the various types of assessments, the different functions they can serve, and reflect on their uses and limitations with diverse students/learners. Students will have a working knowledge of teacher and commercially made assessments. With each assessment, students will learn how to use data to guide instructional decision making. Current trends and issues in assessment, such as standardized tests, diagnostic assessments, high-stakes testing, and school accountability

will be discussed. Additionally, students will explore best practices related to integrating technology in the classroom to engage and assess students.

605 An Integrated Approach to Language Arts (3 s.h.)

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 (e) 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 upper elementary and secondary students in the process of reading to learn. You will learn how to increase student content learning through reading and writing activities. The course encourages you to apply your understanding of how basic reading skills influence students' ability to comprehend content area curriculum. You will explore ways to assess and build comprehension of content areas with a variety of texts including expository and narrative. This class emphasizes how teachers can use engaging,

student-driven strategies in practical ways to facilitate learning and ultimately foster independent learners. Additionally, you will explore, try, and consider ways to integrate technology to enhance content learning. *It is encouraged that you take ED605 prior to this course, if possible.*

607 Instructional Strategies for Inquiry-Based Classrooms (3 s.h.)

Students develop pedagogical skills in the areas of classroom management, differentiating instructional goals and objectives, writing lesson and unit plans, and assessing student progress. Graduate students develop a range of instructional options from which to choose when working in heterogeneous classrooms. Using current standards of learning (SOLs), curriculum criteria, and scoring rubrics, students focus on the learning tasks by planning effective lessons and developing criteria, assessments and tests appropriate to the children's interests and levels of development. Students will be enrolled in a section of this course that is specific to the teaching endorsement being sought. NOTE: Students must be accepted to Level Two in the Teacher Education Program in order to register for this course. Other students must obtain COE permission. **Prerequisite for student teaching.*

608 Field Experience: Elementary, Special Education, or ESL (3 s.h.)

This is a 300-hour classroom experience (150 hours must involve direct instruction) for licensed teachers seeking an additional endorsement in either Elementary, Special Education for the General Curriculum, or ESL. Students receive mentored practice in planning, instructing and assessing student learning. In addition, they develop an understanding of the ethical issues and the practice of accepted standards of professional behavior and legal factors applied to exceptional students in the general curriculum.

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 (minimum) 12-week classroom placement requires full classroom teacher responsibility for a minimum of five consecutive weeks, and accumulates a total of 300 hours with 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.

610 Student Teaching: Middle and Secondary Grades (6 s.h.)

A (minimum) 12-week classroom placement requires full classroom teacher responsibility for a minimum of five consecutive weeks, a total of 300 hours with a minimum of 150 of direct instruction.

611 Seminar (2 s.h.)

Students explore with peers the insights and understandings they gain in the Student Teaching (ED609/610/614) or Professional Development Project (ED612). During the seminar students critically analyze their own teaching through written and oral presentations. **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 course work, practica, and student teaching. They synthesize their understanding of what it means to be an inquiring teacher, both conceptually and practically, who cultivates inquiry in K–12 students. **ED 613 is to be taken concurrently with ED 609/610/614 or ED 612.*

614 Student Teaching: Special Education for the General Curriculum (6 s.h.)

A 12-week (minimum) classroom placement requires full classroom teacher responsibility for a minimum of five consecutive weeks, and accumulates a total of 300 hours with a minimum of 150 clock hours of direct instruction. Students receive mentored practice in ethical issues, accepted standards of professional behavior, planning, instructing and assessing student learning. Addresses assessment, evaluation, differentiated instruction, best practices, and technology to promote K–12 student learning within the scope and sequence of the general curriculum while addressing individualized needs and implementing IEPs.

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 The Outdoor Classroom: EBL Program Development, Implementation and Evaluation (3 s.h.)

A variety of pedagogical issues related to environment-based learning (EBL) are studied, including: outdoor learning methods, management of students and materials, program and student assessment, working with special needs students and diverse populations in the outdoors, lesson planning, technology, curriculum resource development, area mapping, and schoolyard habitat development and management.

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 An Integrated Approach to Exceptionality (3 s.h.)

Characteristics of students with learning disabilities, emotional disturbance, intellectual disabilities, developmental delays, autism, traumatic brain injury, multiple disabilities, giftedness, overlapping exceptionalities. These and other health impairments are studied across age-span/developmental issues, levels of severity, cognitive functioning, language development, emotional and behavioral adjustment, social development, related medical aspects impacting learning, and cultural/ethnic and socioeconomic factors. Various forms of communication including verbal, non-verbal, and written; skill development in understanding the dynamic influence of the family system and cultural/environmental milieu as applied to the education of exceptional students and emphasis on case management and collaboration with other entities, including students, parents, general education teachers, administrators, paraprofessionals and agencies responsible for implementing IEPs on the continuum of placements. Practical applications of service delivery, curriculum, and instruction related to exceptional learners is explored.

623 Advanced Studies of Gifted Learners (3 s.h.)

With historical background in gifted education, students develop a deep understanding and appreciation for the cognitive, social, and emotional characteristics of gifted learners and skills in meeting associated educational needs of these gifted learners. Multiple perspectives on intelligence

are discussed with current issues in the field of gifted education, including: alternative approaches to identification for special populations of gifted learners and meeting needs of gifted learners with multiple exceptionalities. Advocacy skills for gifted, identification, holistic assessment, appropriate models and strategies, alternative programs and options in delivering appropriate services are emphasized.

624 An Inquiry Approach to Differentiated Curriculum and Instruction (3 s.h.)

Recognizing that students in today's classrooms are widely diverse, attention is given to the scope and sequence of the general education curriculum (including the Standards of Learning and the state accountability system) and to strategies to promote successful integration of students with disabilities with their non-disabled peers at the elementary, middle, and secondary levels. Included: the use of technology to support learning, strategies to develop, provide and evaluate instruction consistent with students' individual needs (including educational implications of various disabilities). Diverse learning needs for all students, including exceptional learners, through curriculum development and differentiation, skill development plans, individual assessment strategies, and flexible planning and grouping strategies are studied. Particular complexities regarding literacy and numeracy acquisition are addressed with assignments targeted at demonstrating differentiated instruction in these areas. Environmental factors, connections among conceptual, curricular and social/emotional issues, effective strategies for working collaboratively with professionals, parents/families and students in and with other school settings are addressed. NOTE: Students must be accepted to Level Two 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 practices associated with establishing, implementing, and maintaining classroom and behavioral management procedures are emphasized, along with preventing behavior problems and modifying classroom environments to enhance student learning. Response to Intervention theory (RTI) and strategies are included. Participants develop and analyze specific techniques to increase positive behavior and decrease inappropriate behavior that affects learning. Methods of behavioral/environmental assessment are addressed.

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 (www.cbf.org/chesapeakeclassrooms) and complete the MBU requirements. Chesapeake Classrooms equips educators with the knowledge, skills, and confidence to include the environment in the K–12 curriculum and involve students in outdoor learning. Educators explore the watershed and examine the connection between land-use and water quality through hands-on, standards-based investigations and action projects. Note: MBU students must be accepted into the Chesapeake Classrooms program before registering for this course.

627 Collaboration and Transitions for Exceptional Students (3 s.h.)

Understanding the educational process of transitions from childhood to adulthood for exceptional students, including developing independent living skills, pre-vocational and career skills, self-advocacy/self-determination skills, and pursuit of post-secondary education is studied with legal and regulatory components related to transition planning within the IEP, including the provision of

transition services and effective models of instruction for 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 on the River (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.

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. Through comprehensive scholarly study, the student presents conclusions that offer innovation or resolution to their research question to a faculty panel. *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.

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 (3 s.h.)

This practicum experience concludes the four-

course program for the 12-credit Autism Certificate. It is intended to be a culminating experience so that students have an opportunity to concretely demonstrate skills, techniques, and strategies learned in the previous three courses. This course requires that students complete a practicum experience (minimum of 70 in-class hours) in a setting that serves children with Autism Spectrum Disorders. This could include a self-contained setting, and inclusive setting, or a combination of the two; the population served must be between the ages of 2 and 21, inclusive. Students enrolled in the course will meet three times during the semester to process experiences, share ideas, and engage in inquiry-based discussion. This is in addition to ongoing on-line requirements. **Prerequisites (or co-requisites): ED 640, ED 641, and ED 642.*

645 Linguistics for ESL Teachers (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.

648 Literacy Instruction for ESL Students (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.

651 Structure, Power, and Freedom: Perspectives on U.S. Higher Education (3 s.h.)

This course will acquaint students with the history, purposes, origins, structures, and challenges of the complex system of post-secondary education in the U.S. The course will consider the different uses to which higher education has been applied. We will examine the European roots of American higher education and will explore a broad array of issues, controversies, traditions, and reforms.

655 Internship in Adult and Higher Education (3 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 are currently employed in adult and higher education will need to complete a minimum of 20 of these hours in another office or capacity to broaden their experience. Students will be given assignments to demonstrate their reflection and analysis of how these experiences relate to philosophical, cultural, and political aspects of the field.

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 an 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 policymaking underscores the focus on issues in social justice. This course is part of a three course approach that will draw the foundations for understanding the multiple bodies of research that underpin student identity development, learning models and best practices for engaging today’s learners. Course work is designed to interest those individuals interested in pursuing work in student affairs, administration, non-profits, human resource management and other areas where a more complex understanding of diversity and social justice can assist with decision making, policy development and furthering a personal understanding of the

complexity of student, faculty and staff lives in institutions of higher education and in the communities that they serve.

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.

ED 665 Quantitative Reasoning (3 s.h.)

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.

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 early elementary classrooms (PreK-2nd grade). This class focuses on how students learn to read and is a prerequisite to ED 672. Students will learn to regard the language arts (reading, writing, speaking, listening, literature study) as an integrated whole. 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. Students will consider ways to differentiate (i.e., individualize) instruction to meet a wide array of learner needs. Specifically, 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. Students must complete a 30-hour practicum in grade K-2 in which they will implement class-related assessments and strategies.

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–8th grade). With higher grades being a focus in this class, students will focus on helping kids “read to learn” as opposed to “learning to read”. Like ED 671, 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 (e.g., self-regulated strategy development), and (f) new literacies of the Internet. Students will administer and analyze the Qualitative Reading Inventory (QRI). Students must complete a 30-hour practicum in grade 3–8 in which they will implement class-related assessments and strategies.

Prerequisites: ED 671

673 Child and Adolescent Literature for Educators (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 you to assess students' spelling stages and to use diagnostic information to improve students' word knowledge. You 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 with 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 to set goals to 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, you will examine methods to determine and disseminate targeted, differentiated professional development. You will develop a repertoire of strategies to coach teachers and model evidence-based reading instruction. You must complete a 30-hour practicum with either a reading specialist and/or reading coach, in which you work alongside these literacy leaders and complete class-related leadership tasks. *Prerequisites: ED671 and ED672*

732 MEd 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 MEd 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 MEd 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.

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 Inquiry in Mathematics (3 s.h.)

This course is designed to emphasize reasoning in mathematics, as applied to solving problems and as used in the logical development of mathematical systems. Topics, processes, and problems are selected from elementary to middle school learners. The focus will be on strategies and methods for planning and teaching. Operational definitions of various strategies and methods will be presented and modeled in order to bring about a more thorough understanding of school mathematics. Constructivist theory, NCTM standards, VA Standards of Learning and meaningful mathematical tasks will guide the presentations in this course. Students will examine, analyze and construct meaning of mathematical ideas by working

collaboratively, responding to ideas, using manipulatives, making presentations, creating lessons, and providing analysis of lessons. Students are involved in solving problems and in presenting, explaining, and defending their solution strategies. *Prerequisite: College Algebra.

603 Inquiry in Social Science (3 s.h.)

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.

605 Inquiry in Natural Science (3 s.h.)

Students investigate the nature of science and processes for acquiring scientific knowledge. Multiple branches of Natural Sciences are explored through readings, discussions, activities and investigations. Guided discovery of teaching science, involving hands-on experiments and active-learning techniques, emphasizes the learning and teaching of science. Students examine ways to integrate inquiry-based science across the curriculum, assess active science, use science education tools and technology, and address the diverse characteristics of students and their learning environments.

608 Inquiry in the Arts and Humanities (3 s.h.)

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 Inquiry into the Legal and Political Processes of Exceptionality (3 s.h.)

Historical and current foundations for legal and regulatory requirements influencing educational programs for students with a wide range of exceptionalities are explored. The Individuals with Disabilities Education Improvement Act (IDEA), Section 504 of the Rehabilitation Act, the Javits Act, the Americans with Disabilities Act, the Virginia Comprehensive Services Act and No Child Left Behind are considered. Current regulations governing special education, including disciplinary policies, alternative placements along the continuum, rights and responsibilities of students, parents, teachers, and schools are examined. Communication and leadership skills needed for case management, consultation, collaboration, conflict resolution/mediation, and professional decision-making used for IEP planning and transitioning students into adulthood are studied. Students consider their leadership abilities in becoming effective advocates and committed, ethical, and persuasive leaders in the field, honoring the dynamics of culture

and family pertinent to educating exceptional students.

626 Environment Based Learning (3 s.h.)

The local environment provides numerous opportunities for connections to K–12 academic standards in all content areas and for addressing big idea concepts via project-based learning. In this course, students learn to integrate problem-based themes of the local community into the curriculum. Using the complex interconnections of natural and built environments, educators from rural to urban areas can facilitate investigations of real-world issues from a variety of perspectives: historical, scientific, socio-cultural, economic, and personal. This course emphasizes the history, philosophy, and theory of using Environment-Based Learning (EBL) to teach state and national standards.

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 (4 s.h.)

This course will prepare students to conduct scholarly research through a wide variety of resources. Using both primary and secondary sources, students will learn how to search traditional and contemporary documents for furthering an answer to pressing research questions. Further, students will learn how to formulate a thesis and appropriately document supporting evidence through literature reviews and research methodologies. *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 The Intersection of Life and Land: Issue-Driven Investigations (3 s.h.)

This course is designed as a model of the environment-based learning process with an emphasis on topics in social studies and geography. Students participate in an investigation of a local socio/environmental issue, focusing on the integrated relationship of environment to people and culture. Investigations involve field trips and studies of history, literature, ecological principles, and cultural connections, and include strategies for implementing EBL projects with K–12 students.

Psychology/ABA (PSYC) Course Descriptions

513 Basic Concepts and Principles of Behavior Analysis (4 s.h.)

This undergraduate, 45-hour course is designed to cover the basic concepts and principles of behavior analysis, as it evolved and derived from the earlier experimental analysis of behavior and as it related to the profession of applied behavior analysts. This class emphasizes the skills outlined in the Foundational Knowledge Accompanying the BACB Fourth Edition Task List, and will cover this section in its entirety. It will outline a brief history of behavior analysis, and topics related to conditioning and simple measurement concepts. The required books will be paired with a virtual lab, designed to allow for experiential learning and a deeper understanding of the concepts.

Master of Business Administration

Joe Sprangel, dean of the College of Business and Professional Studies; Sungil Chung, MBA Program Director; Karen Hiltz, Jinyoung Kang, Jan Triplett, Joanne Tritsch

The Master of Business Administration (MBA) at Mary Baldwin University is part of the Susan Nolan Palmer Graduate Programs in Business, funded by a generous gift from alumna Susan Nolan Palmer '67.

Overview

Vision

The vision of the MBA program at Mary Baldwin University is one where:
Graduates of the program are developing or working for business organizations that conduct themselves as community citizens that treat all stakeholders with respect and act in their mutual best interests.

Mission Statement

The mission of the MBA program at Mary Baldwin University is:
Educating business leaders with the skills they need to lead organizations that see possibility in making a positive social and/or

environmental impact while making a good living.

Accreditation

SACS-COC

Mary Baldwin University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACA-COC) to award bachelor's, master's, and doctoral degrees. Inquiries concerning accreditation status only should be directed to: SACS-COC, 1866 Southern Lane, Decatur, GA 30033-4097; 404-679-4500.

Graduate Offerings

For-Benefit 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 is designed with similar rigor to other MBA degrees, but it is intended to be accessible to those with business and non-business undergraduate degrees. Prospective students will be evaluated from a holistic perspective, and the following admissions criteria will be taken into consideration:

- Bachelor's degree: If the degree is not in business, accounting, or an approved business-related field, the applicant will 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.
- GPA: Minimum standard of 3.0; consideration given for work experience and/or other degree work
- Work experience: Preferred, but not required. Prospective students should submit a resume to have work experience taken into account as part of an overall application.
- Essay: A short written essay is required to evaluate an applicant's level of interest in the program and writing capability.
- Interview: Individual interviews may be requested by the review committee.

Pre-requisite 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, 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. In order 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 prior to graduation. Students must have graduated with a bachelor's degree in order to matriculate to this program.

Admission Decisions

Admission decisions are made by the MBA Admissions Committee after applications are completed, the interview has been given (if necessary), and the committee has reviewed applications in the context of the applicant pool. Applicants are informed of their admission status. Applicants are advised at the time of their admission regarding any additional Pre-MBA course requirements that must be fulfilled as conditions of enrollment.

Financial Information

Tuition and Fees 2018–19

Tuition for all courses in the MBA program is determined on an annual basis and is 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. To qualify for aid, students must be accepted into the MBA program, 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)

- 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 provided to graduate students in the MBU Graduate Student Handbook. Policies may be amended at any time by the faculty, who determine the date at which amended policies become effective.

Honor System

The provisions of the MBU 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.

Copyright Policy

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

All MBA graduate students must maintain a minimum cumulative GPA of 3.0 or better to remain in the good standing and graduate from the program. No more than one “C” may be counted on the student’s record. To maintain degree seeking status, that student must repeat any course that does not meet this standard. Students falling below a GPA of 3.0 in any given semester may 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 may be dismissed from the program. Further details on the MBA Academic policy may be found in the MBU Graduate Student Handbook.

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 on a regular basis to facilitate their academic improvement.

Transfer Credit

The courses in the MBA program are arranged in a specific sequence with some unique content, and therefore we have limited ability to accept transfer of credits to this graduate 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 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

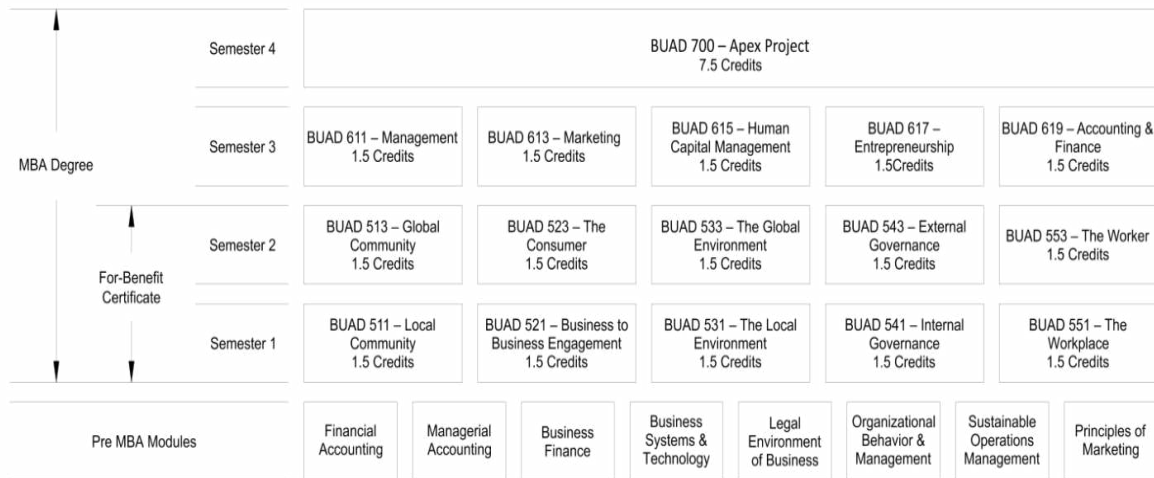
Students are expected to remain enrolled continuously from the date of their initial registration for courses until completion of the degree. However, because of family emergencies or special situations, students may need to stop registering for new course work for a semester or two. The decision to do so should be made by the student in consultation with the 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 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.

Curriculum

Course Sequence

All BUAD 500 level courses must be completed prior to beginning BUAD 600 level courses. The courses in the BUAD 600 level must be completed prior to beginning BUAD 700. The sequence is shown in the below diagram. Exceptions to this policy will require advisor or director approval.



MBA Course Descriptions

BUAD 511 Local Community (1.5 s.h.)

This course investigates the role of the organization in engaging with its community. Organizations that seek to make a positive social change assume the tasks of transforming the way in which people think and behave, their social relationships,

institutions and social structures in order to make a positive impact on individuals, communities, and the environment. While they may do this as for-profit organizations, the benefits that result go beyond those generated for the firm (Stephan, Patterson, Kelly & Mair, 2016).

BUAD 513 Global Community (1.5 s.h.)

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 global perspective and investigate the approaches taken by organizations to community engagement in the United States as well as in Europe, Asia, and elsewhere around the globe.

BUAD 521 Business to Business Engagement (1.5 s.h.)

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. Fairness and issues concerning socially responsible behavior arise in the areas of anti-corruption; regulation and the relationship of the firm to its regulators; fair competition and anti-competitive activity; the promotion of sustainable practices throughout a firm's value chain; and in the protection of property rights.

BUAD 523 The Consumer (1.5 s.h.)

This course investigates the role of the organization in providing products and services to consumers. In doing this, organizations have responsibilities to their customers that are in part shaped by regulation and contract, but also that stem from the concept of fair dealing and ethical conduct. Responsibilities include providing education and accurate information; using fair, transparent, and helpful marketing information and contractual processes; and promoting sustainable consumption and designing products and services that provide access to all and cater, where appropriate, for the vulnerable and disadvantaged.

Responsibilities also involve minimizing risks from the use of products and services, through

design, manufacture, distribution, information provision, support services, and withdrawal and recall procedures. Many organizations collect or handle personal information and have a responsibility to protect the security of such information and the privacy of consumers.

BUAD 531 The Local Environment (1.5 s.h.)

This course investigates the role of the organization in managing its environmental impact. In doing this, we take a global perspective and investigate the approaches taken by organizations to community engagement in the United States as well as in Europe, Asia and elsewhere around the globe. This considers the use of natural resources in the design and production of goods and services; in the construction and use of the facilities in which they are produced, delivered, and used; and in the materials and methods used to transport them. It contemplates cradle-to-cradle design and usage of products and it further contemplates the events and developments organizations need to consider in their long range planning, based on anticipated changes in earth's environment.

BUAD 533 The Global Environment and Planning for Environmental Change (1.5 s.h.)

This course investigates the role of the organization in managing its environmental impact. In doing this, we take a global perspective and investigate the approaches taken by organizations to community engagement in the United States as well as in Europe, Asia, and elsewhere around the globe. In this course we will consider the global implications of climate change. While governments as well as individual

organizations are taking steps to control the use of greenhouse gases and other pollutants as well as to mitigate their impact, the situation is far from being solved.

Developments in environmental technologies are explored as are the concept and application of sustainable development — both in terms of industrialization and infrastructure developments as well as in terms of sustainable patterns of production and consumption. We also consider how to anticipate and plan for impending changes in the global climate.

BUAD 541 Internal Governance (1.5 s.h.)

This course investigates the role of the organization in developing its internal governance systems. In doing this, we consider organizational forms and methods of governance. The B Corporation has a unique place in organizational structure as it represents a hybrid between traditional for-profit and not-for-profit forms. Forms of internal governance are also examined, including the structures and processes needed to establish policies and the types of policies that organizations may be expected to have. The role of the board and of internal auditors are also considered both as agents acting on behalf of the firm and in its best interest, but also in the establishment of an organizational culture. The role of transparency in supporting ethical decision making is also discussed.

BUAD 543 External Governance (1.5 s.h.)

This course investigates the role of the organization in establishing and maintaining organizational governance. Governance is a system of mechanisms, both internal and external to the organization. While internal mechanisms, such as directors, employee representatives, and owners, do much to ensure that the organization is operating

ethically and within the bounds of the law, other actors also participate in this process. Chief among them are the regulators whose task it is to ensure that other stakeholders — organizational customers and consumers, labor and the environment — are protected. In this course, special attention is also given to the regulations concerning online communications and transactions.

BUAD 551 The Workplace (1.5 s.h.)

This course investigates the role of the organization in managing its workplace environment. The labor practices of an organization encompass all policies and practices relating to work performed within, by, or on behalf of the organization, including subcontracted work. Labor practices extend beyond the relationship of an organization with its direct employees or the responsibilities that an organization has at a workplace that it owns or directly controls. They include the recruitment and promotion of workers; disciplinary and grievance procedures; the transfer and relocation of workers; termination of employment; training and skills development; health, safety, and industrial hygiene; and any policy or practice affecting conditions of work, in particular working time and remuneration. Labor practices also include the recognition of worker organizations and representation and participation of both worker and employer organizations in collective bargaining, social dialogue, and tripartite consultation to address social issues related to employment.

BUAD 553 The Worker (1.5 s.h.)

This course investigates the role of the employee in the organization. Employees are considered to be an organization's greatest and most critical asset. An engaged and dedicated workforce can generate value for

shareholders, for stakeholders, and for the general public. In this course, we consider issues including compensation and benefits, working conditions and technology, and “right-to-work” legislation. Also considered are the concepts of participative decision making and the best practices in developing and engaging employees. Finally, a comparison is made between the rights and protections of workers in the US and those in other countries.

BUAD 560 Managerial Accounting and Finance (3 s.h.)

The course introduces the student to key concepts, issues, tools, and vocabulary used by hospital administrators. This includes understanding of key financial and managerial accounting tools and concepts to healthcare problems through development of healthcare financial statements, recording of transactions, financial statement analysis, full costing, differential costing, budgeting, and responsibility accounting. While my goals cannot be to make you expert financial analysts within eight weeks, you will be able to evaluate important corporate concepts and decisions coherently.

BUAD 561 Entrepreneurial Leadership and Strategies in Healthcare (3 s.h.)

The course introduces using proactive entrepreneurial behavior through personal responsibility to organize employees to achieve a common goal using innovative approaches to take advantage of opportunities through effective and efficient change management that optimizes risk to create a dynamic environment for the benefit of an organization. This includes an overview of supply chain management, outsourcing and insourcing as well as mergers and acquisitions.

BUAD 611 Management (1.5 s.h.)

This course investigates how organizations are managed. The course begins with a brief overview of the history of management theory and introduces contemporary studies of theory and practice. We will consider multiple perspectives of management in order to understand how individuals relate to the firm and how the firm relates to the local and global communities. We will address how management and managers have been viewed in the past and present and how organizational forms and structures have evolved over time. It will also address the critical functions of management: planning, organizing, leading, and controlling, with a special emphasis on understanding individual and organizational behavior, motivation, leadership, communication, and sustainability.

BUAD 613 Marketing (1.5 s.h.)

Marketing is defined by the American Marketing Association as “the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large.” It is one of the core activities of any organization, whether for-profit or not-for-profit, and provides both the structure and the principles for communicating with customers, potential customers, regulators, suppliers, and all of the other external stakeholders in the firm. Marketing includes identifying the needs and wants of potential purchasers, specifying product or service design, assessing competitive offerings, identifying target markets, and developing a communications strategy. The course is intended to enable the student to apply the principles of marketing

strategy to create sustainable products and services, and, in doing so, achieve a competitive advantage in the marketplace.

BUAD 615 Human Capital Management (1.5 s.h.)

Human capital management, which is also known as human resource management (HRM), provides organizational leaders with the concepts and practices that align the structure, culture, and values of the firm with its human capital. Its purpose is to create a strategic advantage for the organization through the recruitment and selection of employees, providing them with appropriate compensation and a fulfilling work experience, and maximizing the mutual benefit of employment for both the employee and the employer. Human capital management entails developing a code of ethics, establishing an organizational culture, managing the societal impact of business decisions, and improving the quality of life of employees, their families, and the community at large. It includes components such as the recruitment and selection of employees, compensation, benefits, training, and motivation as well as assessment.

BUAD 617 Entrepreneurship (1.5 s.h.)

An entrepreneur is a person who pioneers change and, in the context of this course, organizes, manages, and takes on the risks of a new enterprise. We will consider the trends and forces underlying the changing character of the business-environment relationship and how they are creating significant entrepreneurial opportunities for individuals and companies. Further, we develop the concept of the “triple bottom line” approach, which gauges organizational performance across economic, social, and environmental indicators. Those measures serve as indicators of fiduciary responsibility to a growing set of concerned investors and therefore can help

ensure access to capital. They also enable innovators to lower costs, create strategic differentiation, reduce risk, and position themselves for competitive advantage over rivals less attuned to trends.

BUAD 619 Accounting & Finance (1.5 s.h.)

The Accounting & Finance course will give the student the ability to identify, measure, analyze, interpret, and communicate information describing the financial health of an organization. The accounting and finance disciplines are cornerstones of the enterprise system, as good financial management is vital to the economic health of organizations – both for-profit and not-for-profit. This course examines the principles, techniques, and uses of accounting in the planning and control of business organizations from a management perspective. We will study the concepts, theory, and practice of the cost-control function of management. In doing this, we will analyze what information is needed within an organization; where to obtain this information; and how managers can use this information to plan, control, and make decisions. Topics include cost behavior and forecasting; capital budgeting; activity-based costing and management; costs of quality and productivity improvement programs; cost-volume analysis; and capital and operating budgeting.

BUAD 700 Apex Project (7.5 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 MHA 701 and MHA 701.

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 will be accomplished by fostering a dynamic learning community dedicated to innovative teaching and learning, engaged scholarship, and service.

Programs

Health sciences graduate and the RN-BSN undergraduate programs are nonresidential and are offered through the MBU branch campus in Fishersville, VA, 7.6 miles from 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 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 RN-BSN (for licensed, registered nurses), MSN, MHA, and PPOTD programs are delivered in an online format.

The information provided in this Catalog is subject to change. The most up-to-date information is posted on the webpage

https://go.marybaldwin.edu/health_sciences/

Out-of-State Students Interested in an Online Degree from Mary Baldwin University

State and federal laws require colleges and universities to be authorized to offer online degree programs in states other than their own. Mary Baldwin University (MBU) is authorized to offer the online programs to students residing in the following states noted on <http://nc-sara.org/sara-states-institutions>. If your state of residence is not listed, please contact admissions (mdchsadmit@marybaldwin.edu) to inquire about applying.

ACCREDITATION

The information below is current as of printing, however, our most current accreditation information can be found on our website: www.marybaldwin.edu/health_sciences/about/accreditation.

SACS-COC

Mary Baldwin University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) to award bachelor's, master's, and doctoral degrees. Inquiries concerning accreditation status only

should be directed to: SACS-COC, 1866 Southern Lane, Decatur, GA 30033-4097; 404- 679-4500.

ADMISSION DECISIONS

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 Murphy Deming College of Health Sciences 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. Applicants are advised at the time of their admission regarding any additional undergraduate course or other requirements that must be fulfilled as conditions of enrollment. Mary Baldwin University reserves the right to rescind admission for students whose criminal background check comes back positive for any conviction.

Admission into Mary Baldwin University does not guarantee admission into these programs. The Bachelor of Health Sciences Program does not have a separate admissions' process. Mary Baldwin University students can declare this major and should refer to the Undergraduate Section of this Catalog for more information.

Conditional Acceptance

Conditional Acceptance will be used for students finishing their prerequisite course work or other admission requirements for graduate programs. Their acceptance, through a written document, will be conditional pending confirmation they have met all admissions requirements, including official transcript(s) showing final course work was completed; meeting GPA and minimum course grade requirements; and confirming they have earned their baccalaureate degree, before enrollment into the program.

Conditional Admission

Conditional Admission does not apply to Occupational Therapy Doctoral (OTD), Doctor of Physical Therapy (DPT), and Master of Science in Physician Assistant (MSPA) 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. For the MHA and RN-BSN programs, conditionally admitted students must 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:

1. The credit was earned at an MBU approved, regionally accredited institution.
2. The credit was not used for a previously earned degree.
3. 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.)
4. The course is applicable to the anticipated program of study.
5. A written request for a transcript evaluation is received prior to the prospective student being accepted into the graduate program.
6. The request is approved by the program director for the graduate program in which the student is accepted.
7. 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 for all graduate and undergraduate programs in health sciences is determined on an annual basis and billed per semester. Tuition and fees are detailed on the MBU website. RN-BSN tuition is equivalent to MBU Online tuition, but fees may differ. For more information, call 540-887-7178 or visit

<https://go.marybaldwin.edu/business-and-finance/student/>.

Credit and Refund Policy:

Students may be entitled to a credit or 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 through end of 2nd week	80%
Weeks 3 and 4	50%
Weeks 5	20%
Remainder of the semester	0%

4-8 week term	
Withdrawal Date	Refund
Up through fifth 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

In general, financial aid for health sciences graduate programs is primarily comprised of unsubsidized loan funding. You will also have the option for Grad PLUS loan funding to help finance your degree. Although the amount varies by student, the loan amount you can be awarded typically covers the cost of tuition, books, and offers a substantial allowance for room and board expenses if desired. The Virginia tuition assistance grant (VTAG) is available for full-time graduate students who are in health related fields (CIP code 51 series), submit their VTAG application by July 31 and meet the residency requirements.

In order to apply for federal financial aid, you will need to complete a FAFSA (Free Application for Federal Student Loans). If you have never completed a FAFSA, you will need to apply for a Federal Student Aid ID or FSA ID. You can do that at <https://fsaid.ed.gov>. This will be your electronic signature to the application. The FAFSA has an IRS data retrieval tool to help pull your tax information over from the IRS, but it is always a good idea to have your tax forms ready just in case. As a graduate student, you are considered independent, and will not need any parental information to complete the FAFSA.

Please do not hesitate to contact the Office of Financial Aid with questions at 540-887-7022 or finaid@marybaldwin.edu.

MURPHY DEMING COLLEGE OF HEALTH SCIENCES ACADEMIC POLICIES

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⁾	1.0 point per semester hour
<60%	F ⁽¹⁾	0.0
	I	Incomplete (used for extenuating circumstances)
	NR	No Grade Reported (temporary)
	P ⁽²⁾	Passing (used only in pass/fail grading status)
	W	Withdraw

(1) Does not count toward graduate degree requirement; does count on grade point average.

(2) Does count toward graduate degree; does not count on grade point average.

UNDERGRADUATE

Undergraduate health sciences 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.

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. Graduate students may refer to their MDCHS Program’s Student Handbook.

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.

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 Appendix A in the MDCHS Program Student Handbooks). 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 in the MDCHS Program Student Handbook. 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.

Undergraduate

Undergraduate health sciences 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 Program Student Handbooks.

REMIEDIATION 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) 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 LEAVE OF ABSENCES

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/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 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).

GROUND'S 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 agrees

with the professional judgment of the faculty member who made the decision.

The committee shall be convened no later than ten working days from the time the request was made to the 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

Lisa Shoaf, school director

Programs in Occupational Therapy, Physical Therapy, Physician Assistant, and Health Sciences

The School of Health and Human Performance offers the following programs:

GRADUATE

- Occupational Therapy Doctorate (OTD)
 - Entry-Level Occupational Therapy

Doctorate

- Post-Professional Occupational Therapy

Doctorate— *online program*

- Doctor of Physical Therapy (DPT)
- Master of Science in Physician Assistant

(MSPA)

UNDERGRADUATE

- Bachelor of Health Sciences (BS and BA) — offered on Staunton campus; please see undergraduate programs section of this catalog

SCHOOL POLICIES

Grading, Student Standing, and Academic Probation for the PT, PA, and Entry-Level OT Graduate Programs

The health sciences Entry-Level OT, PT and PA 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 Disability Services professional, 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 in the 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 Field Work 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.

For students in the PA 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 appropriate faculty 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.

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 Doctoral 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 Manuals which will be provided prior to clinical placement.

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 passed. The student must demonstrate appropriate professional behaviors as expected in all courses. To enter the clinical phase, a student must successfully complete all didactic courses and clinical assignments, successfully complete the core competency 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.

Occupational Therapy 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.

Mission of the Occupational Therapy Program

The mission of the MDCHS OT department is to apply strong teaching and learning methodologies that will build upon each students' diverse background in preparing them to deliver compassionate practice through an interprofessional team, with strong leadership skills, and the highest ethical standards for evidenced-based-client centered care that will increase engagement in meaningful productive living.

ACCREDITATION

The information below is current as of printing, however, our most current accreditation information can be found on our website: www.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 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. 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.

Entry-Level Occupational Therapy Doctorate (OTD)

Allison Ellington, OTD, program director; K. M. "Shelley" Knewstep-Watkins, director of clinical education; Lisa Burns, faculty; Greg Hansen, faculty; Pamela Stephenson, faculty; Sandy Wagoner, faculty; Hannah Harris, doctoral experience coordinator

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 clinical education focus to support students in achieving competencies in screening, evaluation, fabrication, 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 clinical education course that follows. The total length of the program will be 117 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, 16-week Doctoral Experience. Students must successfully complete a practical examination at the completion of their second year in order to begin Fieldwork II practicum. They must also take and pass a comprehensive Exit Exam prior to matriculation to the final clinical experience (16 weeks). 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.

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.

Entry-Level Occupational Therapy Doctorate (OTH) Curriculum

SUMMER SEMESTER, YEAR 1:

OTH 705 Introduction to Occupational Therapy
OTH 711 Teaching and Learning 1
OTH 700 Human Anatomy

FALL SEMESTER, YEAR 1:

OTH 706 Foundations of Occupational Therapy
OTH 701 Kinesiology
OTH 712 Psychosocial Aspects of Care
OTH 721 Research and Critical Inquiry
OTH 726 Occupational Patterns in Life and Culture
OTH 714 Occupational Therapy Practice Contexts
OTH 736 Clinical Fieldwork 1A (Introductory)

SPRING SEMESTER, YEAR 1:

OTH 704 Neuroanatomy
OTH 727 Occupational Therapy in Mental Health
OTH 729 Motor Learning & Movement Analysis
OTH 703 Conditions in Occupational Therapy
OTH 713 Topics in Health Care
OTH 730 Clinical Seminar 1
OTH 737 Clinical Fieldwork 1B (Mental Health)

SUMMER SEMESTER, YEAR 2:

OTH 827 Physical Agent Modalities
OTH 826 OT and Adult Populations 1
OTH 832 Technology & Environmental Adaptation
OTH 811 Teaching and Learning 2
OTH 801 Pharmacology

FALL SEMESTER, YEAR 2:

OTH 828 OT and Adult Neurologic Conditions
OTH 813 Teaching and Learning 3
OTH 812 Community Practicum (fall or spring)
OTH 831 Select Topics in OT Practice
OTH 830 Clinical Seminar 2
OTH 822 Doctoral Project 1
OTH 821 Research and Critical Inquiry 2
OTH 842 Clinical Fieldwork 1C (Adult)

SPRING SEMESTER YEAR 2:

OTH 829 Pediatric Practice in Occupational Therapy
OTH 814 Organization and Management of Practice
OTH 815 Leadership, Policy and Advocacy
OTH 840 Clinical Seminar 3
OTH 823 Doctoral Project 2
OTH 812 Community Practicum (fall or spring)
OTH 843 Clinical Fieldwork 1D (Pediatrics)

SUMMER SEMESTER, YEAR 3:

OTH 845 Clinical Fieldwork 2A (12 weeks)
OTH 921 Doctoral Project 3

FALL SEMESTER, YEAR 3:

OTH 855 Clinical Fieldwork 2B (12 weeks)
OTH 835 Professional Competency

SPRING SEMESTER, YEAR 3:

OTH 865 Doctoral Experience (16 weeks)
OTH 922 Doctoral Project 4

TOTAL CREDITS = 117

**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 703 Conditions in Occupational Therapy (2 s.h.)

This course provides students with an opportunity to explore pathological and system factors underlying conditions commonly encountered during delivery of occupational therapy services. Concepts and perspectives of individual and population health, culture, determinants of health, wellness, prevention, and the World Health Organization's International Classification of Diseases are introduced. Students examine key features of common diseases throughout the lifespan in order to understand the effects of heritable and acquired diseases, genetic conditions, disability, trauma, and injury on physical and mental health, and on occupational performance.

OTH 704 Neuroanatomy (4 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 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/PAS 521 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 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 736 Clinical Fieldwork 1A (Introductory)
(1 s.h.)

In this course the student will apply the knowledge and skills learned in the first two semesters of graduate OT course work. Various practice settings are utilized to expose the student to the role of an OT as an interdisciplinary team member, the uses of OT theory and frames of references, as well as the role of the OTA and other disciplines. This course is offered on a pass/fail basis.

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 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. This course is cross listed with PTH 801 and is an interprofessional collaborative course.

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 Doctoral Project 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 Doctoral Project 2 (3 s.h.)

This course is the second in a sequence that leads to the completion of a culminating project for the OTD curriculum. Students will select an area of concentration from clinical practice, research, education, service, or advocacy. The student will work with a faculty advisor to develop and plan a project that will be presented at the completion of the third year prior to graduation. This course is cross listed with PTH 823 and is an interprofessional collaborative course.

OTH 826 OT and Adult Populations 1 (3 s.h.)

Lecture and Lab. The course will introduce the area of upper extremity function and dysfunction. The course will examine musculoskeletal disorders to include fractures, nerve compressions, and injuries to the shoulder, wrist, and hand. The use of appropriate assessments and interventions for impairments, illnesses, or injuries related to adult health conditions (including older adults) are addressed.

OTH 827 Physical Agent Modalities (2 s.h.)

Lecture and Lab. In this course the student will understand the use of physical agent modalities as an intervention and adjunctive therapy. Assessment (implications/contraindications), implementation, and discontinuance of specific modalities will be addressed.

OTH 828 OT and Adult Neurologic Conditions (3 s.h.)

In this course, students will understand, analyze, and implement occupationally-based theories and evidence-based approaches to the care of adults with neurologic conditions. OT practice among adults with cerebral vascular accidents, traumatic brain injuries, spinal cord injuries, and degenerative diseases will be explored. Additionally, OT practice related to common impairments including cognition, communication, dysphagia, visual-perceptual function, and motor control will be discussed. Current evidence is used to inform the selected approaches for assessment and intervention across the continuum of care.

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 (3 s.h.)

Lecture and Lab. The course guides the student through the design, development, modifications, compensation, and adaptations of personal needs and the environment, 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 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) (10 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) (10 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 Doctoral Experience (16 weeks) (13 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 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 OTD curriculum. The focus of this course is to prepare to implement the proposed project/research.

OTH 922 Doctoral Project 4 (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

Allison Ellington, program director; David Pallister, program coordinator; Sheri Montgomery, faculty

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.

Admission Requirements/Process for the Post-Professional Occupational Therapy Doctoral Program

Application Deadline – spring: December 15

Application Deadline– fall: August 15

Murphy Deming College of Health Sciences admits new PPOTD students twice a year.

- 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
- Application: Applications are available online.
If your anticipated start date changes during the application process, just let us know. A new application is not needed.
- College transcripts: 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 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.

Program Policies

For Post-Professional Occupational Therapy Doctoral Program's policies, please see the PPOTD Program's Student Handbook.

PPOTD Curriculum

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

OTH 890: Occupational Therapy in Education
OTH 895: Business and Leadership in Occupational Therapy

TOTAL HOURS = 30

POST-PROFESSIONAL OCCUPATIONAL THERAPY DOCTORAL (PPOTD) COURSE DESCRIPTIONS

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 Doctoral Orientation and Professional Advancement.

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 Evidence Inquiry and Appraisal.

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 Doctoral Orientation and Professional Advancement.

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 Doctoral Orientation and Professional Advancement.

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 Doctoral Orientation and Professional Advancement.

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 Doctoral Orientation and

Professional Advancement.

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 Examination of Research Methodologies that Inform Practice.

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 Knowledge Translation – Project Development and Design.

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 Knowledge Translation – Project Implementation.

Doctor of Physical Therapy (DPT) Program

Lisa D. Shoaf, program director; Gail Tarleton, director of clinical education; Keith Bishop, faculty; Bess Maxwell, faculty; Marty Fontenot, faculty; Carolyn Moore, faculty; Ann Tuzson, faculty; Deborah Diaz, faculty

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 slightly more than three years (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, and demonstrate strong interprofessional collaboration for patient-centered care that enhances function and decreases the influence of illness on 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 one course; Upper level biology such as cell biology or histology are recommended, but not required.
Chemistry	8	Must include labs
Physics	8	General physics, must include labs
Psychology	6	1 intro and 1 upper or 2 upper level psychology courses; Abnormal and developmental psychology are preferred.
Statistics	3	Can be from biology, mathematics, psychology, or business; NOTE: if a psychology course is used to meet this requirement it cannot also be used for the psychology requirement.

**Can be combined A/P for 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.

Doctor of Physical Therapy Curriculum

SUMMER SEMESTER, TERM II, YEAR 1:

PTH 700 Human Anatomy
PTH 714 Professional Issues 1
PTH 711 Principles of Teaching and Learning 1

FALL SEMESTER, YEAR 1:

PTH 706 Foundations of Clinical Exercise 1
PTH 701 Kinesiology
PTH 712 Psychosocial Aspects of Care
PTH 705 Foundations of PT Practice
PTH 702 Cellular Systems Physiology
PTH 721 Research and Critical Inquiry

SPRING SEMESTER, YEAR 1:

PTH 707 Biomechanics
PTH 703 Pathophysiology
PTH 713 Topics in Health Care
PTH 726 Musculoskeletal Management 1
PTH 727 Therapeutic Agents
PTH 704 Neuroanatomy
PTH 730 Clinical Seminar 1

SUMMER SEMESTER, TERM I, YEAR 1:

PTH 740 Clinical Education 1

SUMMER SEMESTER, TERM II, YEAR 2:

PTH 826 Musculoskeletal Management 2
PTH 801 Pharmacology
PTH 802 Clinical Imaging
PTH 811 Principles of Teaching and Learning 2
PTH 804 Foundations of Motor Control & Learning

FALL SEMESTER, YEAR 2:

PTH 827 Musculoskeletal Management 3
PTH 813 Professional Issues 2
PTH 828 Neuromuscular Management 1 — Adult
PTH 803 Foundations of Clinical Exercise 2
PTH 821 Research & Critical Inquiry 2
PTH 822 Doctoral Project 1
PTH 812 Community Practicum (fall or spring 2nd year)
PTH 830 Clinical Seminar 2

SPRING SEMESTER, YEAR 2:

PTH 829 Neuromuscular Management 2 — Pediatrics
PTH 831 Cardiovascular and Pulmonary Management
PTH 832 Integumentary Management
PTH 823 Doctoral Project 2
PTH 833 Health Promotion and Wellness
PTH 840 Clinical Seminar 3
PTH 834 Neuromuscular Management 3 — Adults

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

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 Cellular Systems Physiology (3 s.h.)

This course is designed to present the important features of histology and embryology for cell and system function in the human, providing the foundation to study pathophysiological changes in cells and systems that lead to dysfunction from development to aging.

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 (3 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 1 (3 s.h.)

Lecture and Lab. 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 musculoskeletal and neuromuscular issues across the lifespan. This course will serve as a foundation for designing appropriate exercise programs for individuals with musculoskeletal issues and/or neuromuscular issues.

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/PAS 521 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. *Prerequisite: Students must have successfully completed all prior academic and clinical coursework in the professional program in order to enroll in this course.*

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. This course is cross listed with OTH 801 and is an interprofessional collaborative course.

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 803 Foundations of Clinical Exercise 2 (3 s.h.)

Lecture and Lab. This course is a continuation of Foundations of Clinical Exercise 1. This course will serve as a foundation for designing appropriate exercise programs for individuals with cardiopulmonary and neuromuscular issues. Elements of exercise testing and specific prescription will be addressed with focus on the role of the physical therapist in primary, secondary, and tertiary prevention and their role in exercise testing and prescription. Foundational knowledge on nutrition as it relates to exercise will also be included in this course.

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 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 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 827 Musculoskeletal Management 3 (3 s.h.)

Lecture and lab. This course continues from Musculoskeletal Management 2 with content for examination and treatment of musculoskeletal conditions in physical therapy. Content will be provided on injuries and conditions from acute to post-rehabilitation across the lifespan with a focus on advancing clinical decision making for complex cases, occupational health and work hardening, fabrication and utilization of special equipment, and advanced manual therapy.

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 laboratories experiences about neurologic pathology, clinical reasoning processes regarding the examination, evaluation, and

treatment of adults with neurologic dysfunction. Current theory and practice of neuro-therapeutic exercise are applied to adult patient diagnoses of stroke, brain injury and 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.)

Lecture and lab. This course is the second in a neuromuscular sequence with a focus on pediatrics. It covers normal motor, psychosocial, neurological, and musculoskeletal development birth through adolescence, models of neurologic dysfunction in pediatrics, principles of examination and evaluation in pediatrics, commonly seen diagnoses, and treatment planning for a pediatric population.

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 834 Neuromuscular Management 3 – Adults (3 s.h.)

This is the second of a two-part series about physical therapy management of adults with neurological conditions. Students will participate in didactic and laboratory experiences about neurologic pathology, clinical reasoning processes that guide the examination, evaluation, and treatment of adults with neurologic dysfunction. Current theory and practice of neuro-therapeutic exercise are applied to adults diagnosed with spinal cord injury, balance dysfunction, degenerative conditions and vestibular deficits. This includes assessment and treatment of seated postural dysfunction and wheeled mobility prescription.

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

Harold Felton, program director; Ben Farley, medical director; Sarah “Whit” Worman, director of clinical education; Don Solimini, director of academic education; Jennifer Hunt, faculty; Kim Powell, faculty; Kent Diduch, faculty.

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. This collaboration extends, but is not limited to, students from occupational therapy and physical therapy. The MSPA curriculum is a full-time rigorous professional program with course work that builds sequentially over 27 months (4 didactic semesters and 1 clinical year). We believe 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.

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

At its March 2018 meeting, the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) placed the Mary Baldwin University/Murphy Deming College of Health Sciences Physician Assistant Program sponsored by Mary Baldwin University on Accreditation-Probation status until its next review in March 2020. Probation is a temporary status of accreditation conferred when a program does not meet the Standards and when the capability of the program to provide an acceptable educational experience for its students is threatened. Once placed on probation, programs that still fail to comply with accreditation requirements in a timely manner, as specified by the ARC-PA, may be scheduled for a focused site visit and/or risk having their accreditation withdrawn. Specific questions regarding the Program and its plans should be directed to the Program Director and/or the appropriate institutional official(s).

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 or MCAT: GRE or MCAT 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 <u>OR</u> 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 Health Care 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

Transfer Credit

The Physician Assistant Program does not accept transfer of credits. Prior courses may, however, be used to meet the prerequisite requirements. There is no waiver of coursework or advanced standing granted in any program.

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

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

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

PAS 641–647 Core Clinical Rotations
PAS 648 Clinical Elective Rotation (Subject to availability & program approval)

SUMMER (2) SEMESTER YEAR 2

2 Clinical Rotations

FALL (2) SEMESTER YEAR 2

3 Clinical Rotations

SPRING (3) SEMESTER YEAR 3

3 Clinical Rotations
PAS 623 Advanced Comprehensive Assessment

TOTAL HOURS = 121 (72 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, gastrointestinal, 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, text books, online aids or the medical literature. This course will also explore health issues from a population-based perspective and look at the role that epidemiology has on the care provided to individuals and populations. 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 (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 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 outpatient 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 General 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

Kim McDonald, school director

GRADUATE

- Master of Healthcare Administration (MHA) — *online program*
- Master of Healthcare Administration and Master of Business Administration (MHA/MBA) — *online program*

CERTIFICATES

- Healthcare Administration Graduate Certificate
- Quality and Systems Safety Graduate Certificate
- Health Systems Leadership Graduate Certificate

Master of Healthcare Administration (MHA)

Kim McDonald, PhD, program director

Overview

The Master of Healthcare Administration (MHA) has been developed to meet the call for fundamental changes in the healthcare delivery system. The MHA 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. Students must successfully complete all courses with a grade of “C” or better and maintain a 3.0 GPA to graduate. A student receiving a grade of “D” or “F” in any course will need to repeat the course satisfactorily and will be placed on academic probation. Students that drop below an overall GPA of 3.0 in any given semester will be placed on academic probation. 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.)

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:
 - Statistics (3 cr.)
 - 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: 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 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.

School of Nursing

Drew Ellen Gogian, school director

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.ccnaccreditation.org). The master's degree program in nursing at Mary Baldwin University is pursuing initial accreditation by the Commission on Collegiate Nursing Education (www.ccnaccreditation.org). Applying for accreditation does not guarantee that accreditation will be granted.

Programs of the School of Nursing

Drew Ellen Gogian, director, school of nursing;
Pam Dressler, faculty; Monica Heck, faculty;
Roena Clarke, adjunct; Pam Carter, adjunct.

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)

Master of Science in Nursing (MSN)

Admission Requirements/Process for the Master of Science in Nursing Program

Application deadline for spring: December 1
Application deadline for fall: August 1

Murphy Deming College of Health Sciences will admit new MSN students each August and January.

- College Transcripts: A bachelor's degree in nursing is required from an MBU approved, regionally accredited university prior to enrollment. 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 a U.S. college or university

- Conducted your total education in English in a native English-speaking country
- Prerequisite Courses:

REQUIRED COURSES	Semester Hours	COMMENTS
Statistics	3	Can be from biology,
Research	3	mathematics, social sciences, business, or nursing.

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: 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)

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)

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
MHA 502 The Business of Healthcare

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 560 Managerial Accounting & Finance

SEMESTER 3, SESSION 1

NUR 505 Population Health & Interprofessional Collaboration
BUAD 561 Entrepreneurial Leadership & Strategies in Healthcare

SEMESTER 3, SESSION 2

NUR 610/MHA 610 Quality Improvement & Patient Safety
BUAD 562 Medical Innovation & Project Management

SEMESTER 4, SESSION 1

NUR 601 Practicum/Role of the Nurse Executive
BUAD 563 Marketing & Branding in Healthcare

SEMESTER 4, SESSION 2

BUAD 564 Human Capital Management in Healthcare
BUAD 660 Strategic Planning & Process Improvement

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 in Healthcare Administration dual degree; MSN/Master 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.

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)

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)

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. Your official transcripts from your
degree-granting institution(s) must be sent to

Murphy Deming College of Health Sciences. If you are still taking nursing courses during the application cycle, please note that you will not be able to enroll into the RN to BSN course work until your official transcript has been received verifying completion of these courses, that you have received a “C” or better, and that you still meet the minimum GPA

required. Transcripts are to be sent to: Mary Baldwin University/Murphy Deming College of Health Sciences, Office of Admissions, 100 Baldwin Blvd. Fishersville, VA 22939

- Application: Applications are available online. Please complete the application based on your anticipated start date. When completing the application, please indicate that you are interested in Undergraduate, then select Transfer as type of student.
- 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.

PROGRAM POLICIES

Grading, Student Standing, and Academic Probation

Grading Scale

Grading within the RN to BSN Program is consistent with MBU undergraduate programs. All courses in the RN to BSN Program must be passed with a grade of “C” or better to remain in good standing. A student receiving a grade of “C-”, “D+”, “D”, “D-” or “F” must repeat the course.

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 RN to BSN 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 course in the RN to BSN Program.

Incompletes (I)

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. 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 only. The NR is used in the event there is a delay in completing the clinical assignment (not attributable to the student) by the time grades are due. The clinical education course will need to be successfully completed in order to complete the RN-BSN Program and graduate.

The RN-BSN Program timeframe for completion of all program requirements is specified as five years from the date of initial enrollment.

Academic Integrity

The students, faculty, and administration of Murphy Deming College of Health Sciences join together in support of the MDCHS HONOR CODE for the purpose of (a) providing an atmosphere of mutual trust, concern and respect; (b) fostering honorable and ethical behavior; and (c) cultivating lifelong professional conduct. The Honor Code and policies regarding the Honor Council are detailed in the RN to BSN Student Handbook.

Academic Probation

Students must maintain an overall GPA of 2.0 or better to graduate. Students falling below a GPA of 2.0 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.

Suspension

Suspension is defined as a temporary separation from the institution. Students may be suspended if they have been on academic probation for one full year without showing significant improvement. 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 that are beyond the control of the student.

Immediate Suspension

Students whose semester GPA is 1.0 or below may be subject to immediate suspension without having spent the usual time on probation. Such suspensions may be for one semester or a full year.

Dismissal

A student readmitted following a suspension will be dismissed if the student's work requires academic probation. Dismissal means that Mary Baldwin University will not consider the student for readmission.

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 36 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. Students can complete the BSN in as few as

3 semesters or take up to 5 years working at their own pace.

General Education Courses Needed

ADN/Diploma Course work (39 cr. max)
English Composition (3–6 cr.)
Information Literacy (1–3 cr.)
Psychology (3 cr.)
Humanities (3 cr.)
Elective (Social Sciences) (3 cr.)
Anatomy & Physiology (6–8 cr.)
International/Global Studies (3 cr.)
Gender Studies (3 cr.)
Introductory Statistics (3 cr.)
Chemistry OR Microbiology (3–4 cr.)
Arts OR Humanities with writing emphasis* (3 cr.)

SEMESTER HOURS NEEDED TO GRADUATE: 120

*Writing emphasis courses must be pre-approved

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

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.)

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.)

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.)

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.)

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.)

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.)

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.)

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)

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.

SHAKESPEARE AND PERFORMANCE

Paul D. Menzer, director; Julie D. Fox, assistant director
Ralph Alan Cohen, director of mission, American Shakespeare Center
Doreen Bechtol, Kerry Cooke, Matthew Davies, Mary Hill Cole, J.P. Scheidler, Terry Southerington

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 non-residential and open to qualified men and women. Offers of admission are extended to the strongest candidates. Firmly grounded in the liberal arts tradition, the program offers a combination of stagecraft and scholarship, with interdisciplinary emphasis on acting, directing, dramaturgy, and teaching. Study proceeds from a common group of required courses, ensuring mastery of Shakespeare and his plays and the world and theatre in which he worked. Many classes follow the traditional semester format; others have a modular format lasting several weeks, or are held on weekends and during the summer months. Each student works closely with the faculty and with a faculty advisor on the Mary Baldwin campus, and courses combine traditional academic scholarship with practical experience. All students have access to the American Shakespeare Center's Blackfriars Playhouse, the only modern reconstruction in the world of Shakespeare's Blackfriars. Resident faculty instruction is augmented with internationally recognized visiting scholars and artists.

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's Baldwin Online and Adult Programs. 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.
- General GRE scores (including minimum verbal score of 550, writing of 5.0)
- 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 transcript 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
- GRE scores: minimum verbal score 550, writing 5.0

Selected candidates will be invited for an interview or an audition, whichever is appropriate. 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 S&P 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 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 Performing Arts and Master of Letters degree in Shakespeare and Performance in five academic years. *For more details, see Undergraduate Offerings, Performing Arts.*

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 summer of the year they will matriculate in the fall term.

Advising

On 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 research 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.

Professional MFA

Candidates with three-to-five years of professional theatre work may apply/audition for the program’s Professional 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 Pro-MFA is open to actors, directors, and dramaturgs.

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 course work 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 S&P 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. All enrolled students and those who have paid the re-enrollment fee are eligible to use university facilities and to receive such services as e-mail 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 REN 800) 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 Vice President of Academic Affairs and the 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 Vice President for Academic Affairs. In any case, withdrawal procedures may be initiated at the discretion of the director in consultation with the Vice President for Academic Affairs.

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 pro-rated 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, 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. Only those courses designated as “available for

audit” in the course descriptions that follow may be audited. 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 resident 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 2018–19

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 and Technology fee: \$60 per semester

MLitt Productions annual fee: \$50 each fall term

MFA Productions annual fee: \$100 each fall term

Re-Enrollment (if absent): \$50

MLitt Graduation fee: \$100 in semester of graduation

MFA Graduation fee: \$100 in semester of graduation

REN 701/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

(4.5 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:
www.fastweb.com or *www.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 for three-to-six semester hours of credit plus an annual stipend that is distributed as twelve monthly checks on the 25th of each month, beginning in September. 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 staff in the MBU Sponsored Programs office.

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)

37 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 9 to 12 s.h. of elective credits to complete degree total of 37 or 40* s.h.

*Students staying for the MFA degree are encouraged to complete at least 40 s.h. before matriculating into the MFA degree program, which requires a total of 70 s.h.

(An MFA student may graduate from the MLitt degree program with 37 s.h. of course credits, then take the additional required 3 s.h. during the summer after MLitt graduation or during the MFA year.)

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 Project consists of:

- a thesis;
- a 25-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.

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 MFA degree will embark upon a 30 s.h. thesis project called “Company.” 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;
- a 10-minute oral presentation in support of the thesis; and
- an oral defense before an examining panel of at least two faculty members.

NOTE: MFA students are required to be on campus to defend the thesis in person.

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 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 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 an historical focus on the playwriting culture of early modern England with practical experience creating plays within the period's theatrical conventions. Stresses collaboration in both its historical and practical emphases. *Elective. Offered as needed.*

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 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 1 s.h. of credit. 1–6 s.h. of internship credit can count towards the total number of hours required for graduation. Any internship hours above 6 require special approval from the program director. See *Student Handbook* for more detailed information about internships and approval forms. *Elective. Approval of program director is required. Offered every term. Not recommended for first year students until summer.*

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 paratextual 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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CATHERINE FERRIS McPHERSON (1993) Associate Professor of Business, Associate Dean of the College of Business and Professional Studies, and holder of the The Bertie Wilson Murphy Distinguished Chair in Business Administration; BA, Mary Baldwin College; MBA, West Virginia Graduate College

GREGORY S. MEEK (2017) Adjunct Faculty Member; MEd, James Madison University; PhD, The College of William and Mary

PAUL D. MENZER (2007) Professor of Shakespeare and Performance and English; Director of the MLitt/MFA Program in Shakespeare and Performance; BA, University of Maryland; AM, Georgetown University; PhD, University of Virginia

DANIEL METRAUX (1983) Adjunct Faculty Member, BA, Beloit College; MIA, PhD, Columbia University

AMY SIMS MILLER (2006) Assistant Professor of Asian Studies; BA, Wesleyan University; MA, PhD, University of Virginia

SUZANNE MILLER (2011) Adjunct Faculty Member; BA, Mary Baldwin College; MEd, Vanderbilt 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

MELISSA MORGAN (2017) Assistant Professor of Physical Education; BA, James Madison University; MS, EdD, University of Virginia

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

JON N. OLSON (2018) Adjunct Faculty Member, Physician Assistant Program; BA, University of Florida; MA, Wake Forest 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

DAVID PALLISTER (2018) Associate Professor, Program Coordinator, Post-Professional Doctor of Occupational Therapy Program; BS, Wagner College; MA, New York University; JD, Rutgers Law School

TIFFANY PARK (2014) Adjunct Faculty Member; BA, Longwood University; MMC, The University of Georgia

DIANNA PARRISH (2014) Adjunct Faculty Member; BA, Roanoke College; MSW, Virginia Commonwealth University

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

MICHAEL PELTON (2010) Adjunct Faculty Member; BS, University of Tennessee; MS, PhD, University of Georgia

LINDA PETZKE (2002) Adjunct Faculty Member; BA State University of New York College at Cortland; MAT, James Madison University

JANE PIETROWSKI (2016) Adjunct Faculty Member, BA, PhD, University of South Carolina

BRIAN RICHARD PLANT (1988) Professor of English; BA, Oklahoma State University; AM, MFA, Washington University

LALLON G. POND (1992) Associate Professor of Business Administration; BS, University of Georgia; MBA, Florida State University

RACHEL POTTER (2003) Associate Professor of Education, Dean of the College of Education; BA, MAEd, College of William and Mary; EdD, University of Virginia

GAURI S. RAI (2004) Professor of Social Work; BA, MAS, Kashi Vidyapith University; MSW, St. Louis University; PhD, Rutgers University

KIMBERLY POWELL (2017) Instructor, Physician Assistant Program; BA, James Madison University; MHS, PA-C, Duke University Medical School

MARY B. PRESTON (2015) Clinical Partner, Physician Assistant Program; BA, Hollins College; MD, University of Connecticut School of Medicine

STEPHANIE RALEIGH (2013) Adjunct Faculty Member; BS, MEd, Georg Mason University

JENNIFER RAMIREZ (2016) Adjunct Faculty Member; BA, Western Maryland College; MA and PhD, Virginia Commonwealth University

MARTA R. RAMSEY (2007) Adjunct Faculty Member; AA, Marymount College of Virginia; BA, MA, Virginia Polytechnic Institute and State University

PAIGE M. REED (2017) Adjunct Faculty Member; BA, Mary Baldwin College; MS, Fairmont State University

CARLA M. RENNER (2011) Adjunct Faculty Member; BA, University of Nebraska; MSW, Virginia Commonwealth University

JAMES RESPESS (1989) Adjunct Faculty Member; BA, Mary Baldwin College; MFA, Virginia Commonwealth University

MATTHEW C. RHEINECKER (2018) Adjunct Faculty Member; BA, Siena Heights University; MEd, Bowling Green State University; PhD, The University of Toledo

MICHAEL RIDDELL (2015) Adjunct Faculty Member; BS, University of New England, Australia; Graduate Diploma, University of Canberra, Australia

ROBERT ROBINSON (2006) Assistant Professor of Sociology; AS, Piedmont Virginia Community College; BS, Longwood College; MS, North Carolina State University

STEPHANIE ROBINSON (2010) Adjunct Faculty Member; BS, MA, Longwood College

NANCY H. ROSS (2002) Adjunct Faculty Member; BA, University of Maryland; MA, James Madison University

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

KARI SALOIS (2014) Adjunct Faculty Member and Academic Advisor; BA, Mary Baldwin College; MS, Radford University

MARTHA SAUNDERS (2003) Assistant Professor of Art; BFA, Virginia Commonwealth University; MFA, Mount Royal School of Painting, Maryland Institute, College of Art

MELISSA SCHEIBER (2017) Assistant Professor of Biology; AS, BS, Indiana University Northwest; PhD, Medical University of South Carolina

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

THERESA A. SCHMITT (2007) Adjunct Faculty Member; BS, Springfield College; MEd, Lynchburg College

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

KENDRA LYNN SHEARD (2017) Adjunct Faculty Member, Occupational Therapy Program; AAS, Pennsylvania College of Technology; BS, Pennsylvania State 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

MANDI M. SMITH (2013) Adjunct Faculty Member; BS, Virginia Polytechnic Institute and State University; JD, Washington and Lee School of Law

MORGAN C. ALBERTS SMITH (2017) Adjunct Faculty Member; BA, Mary Baldwin College; MA, Loyola University Maryland

SHEILA W. SMITH (2007) Adjunct Faculty Member; BA, University of Liverpool; MA, George Mason University
Yvonne D. Smith-Jones (2011) Adjunct Faculty Member; BS, Norfolk State University, MS, EdS, EdD, College of William and Mary

DONALD A. SOLIMINI (2014) Assistant Professor, Director of Academic Education, Physician Assistant Program; BA, St. Michael's College; PA Certificate, St. Louis University Physician Assistant Program; MHA, Quinnipiac University

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

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

JOSEPH SPRANGEL, JR (2010) Associate Professor of Business Administration and the holder of the H. Gordon and Mary Beth Reed Smyth Chair in Business; Chief Online Officer and Outreach Strategist, 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

ERICA STEWART (2015) Adjunct Faculty Member; BA, Virginia State University; MSW, Virginia Commonwealth University

DANIEL M. STUHLSATZ (1999) Professor of Sociology; BA, Wichita State University; MA, University of Wyoming; PhD, University of Virginia

GAIL M. TARLETON (2015) Assistant Professor, Director of Clinical Education, Physical Therapy Program; BS, Plymouth State University; BS, University of Vermont; DPT Utica College

DAVID TATE (2004) Adjunct Faculty Member; BS, Bridgewater 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

BRADLEY M. TIPLER (2015) Adjunct Faculty Member, Physical Therapy Program; BA, Davidson College; MD, University of Alabama

KERON TOMLINSON (2016) Adjunct Faculty Member; BS, Providence College; MSA, James Madison University

NANCY TOMS (2014) Adjunct Faculty Member; BS Randolph-Macon Women's College; MS, Johns Hopkins University

KRISTI TREVILLIAN (2013) Adjunct Faculty Member; BS, Oklahoma State University; MEd, Virginia Commonwealth University; PhD, University of Virginia

Kathy Tucker (2009) Adjunct Faculty Member; BA, James Madison University; MEd, University of Virginia

JAN FRANCES TRIPLETT (2018) Adjunct Faculty Member; BA, Mary Baldwin College; MA, University of Denver; PhD, The University of Texas at Austin

JOANNE TRITSCH (2014) Adjunct Faculty Member; BA, University of Pennsylvania; MBA, New York University; MBA Fordham University; DM, University of Maryland

VIRGINIA P. TROVATO (2011) Director of Advising, MBU Online and Adjunct Instructor of Education; BA, University of Virginia; MLA, University of Richmond; EdS, Appalachian State University

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, 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

TAMMIE VANCE (2014) Adjunct Faculty Member; BA, Marshall University; MEd, College of William and Mary

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

ANNA HOFFER VANHOY (2016) Adjunct Faculty Member; BA, University of Virginia; MSW, University of North Carolina at Chapel Hill

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

LORI WALL (2013) Adjunct Faculty Member and Field Placement Coordinator; BS, MEd, James Madison University

CHERYL G. WATKINS (2009) Adjunct Faculty Member; BS, Virginia Union University; MEd, Virginia State University; EdD, Virginia Tech

MICHAEL W. WEIR (2018) Adjunct Faculty Member, Master of Healthcare Administration Program; BS, Pennsylvania State University; MBA, Golden Gate University; MS, University of Missouri

JEREMY L. WEST (2012) Adjunct Faculty Member; BA, Jacksonville State University; MFA, University of Exeter

JOHN WETTER (2015) Adjunct Faculty Member, BS, MBA, University of Scranton; PhD, George Washington University
ANNE WICK (1997) Adjunct Faculty Member; BA Converse College; MM University of Michigan; PhD, James Madison University
ABIGAIL WIGHTMAN (2009) Associate Professor of Anthropology; BA, Miami University; MA, PhD, University of Oklahoma
ANGELA WILLIAMS (2014) Adjunct Faculty Member; BA, Oglethorpe University; MEd, PhD, Virginia Tech
DOREEN WILLIAMS (2012) Adjunct Faculty Member; BS, Longwood College; MEd, PhD, Virginia Commonwealth University
JAMES WILLIAMS (2013) Adjunct Faculty Member; BS, MS, Virginia Commonwealth University
LOIS ANN GASPARRO WILLIAMS (2001) Adjunct Faculty Member; BA, State University of New York; MEd, EdS, EdD, University of Virginia
TAMRA WILLIS (2004) Associate 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
WESLEY E. WILSON (2017) Adjunct Faculty Member; BS, Baylor University; MA, The University of Texas at San Antonio; EdD, University of Florida
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

ELLIE COGGINS
Program Director, School of Clinical Laboratory Science, Augusta Medical Center;
BS, Radford University, MT, Augustan Medical Center School of Clinical Laboratory Science, MSHA, Virginia Commonwealth University

Administrative Staff 2018–19

ACADEMIC AFFAIRS

TY F. BUCKMAN (2017) Provost and Professor of English; BA, Nyack College; MA, PhD, University of Virginia
TERRI WALKER (1992) Executive Assistant, Office of the Provost; Danville Community College; Mary Baldwin College
JOSEPH SPRANGEL, JR (2010) Chief Online Officer and Outreach Strategist, Dean of the College of Business and Professional Studies, Associate Professor of Business Administration, and the holder of the H. Gordon and Mary Beth Reed Smyth Chair in Business; BA, Eastern Michigan University; MBA, Spring Arbor University; PhD, Lawrence Technological University
CAREY USHER (2002) Dean of the Mary Baldwin College for Women, Associate Provost for Academic Affairs and Student Success, and Associate Professor of Sociology; BA, Converse College; MA, PhD, University of Alabama at Birmingham
MARTHA J. WALKER (1996) Dean of the College Arts and Sciences and Professor of French; AB, Duke University; MA, University of Virginia; PhD, Harvard University
DONNA S. BOWYER (1994) Faculty Resource Coordinator
ELIZABETH K. POTTS (2010) Lab Manager and Chemical Safety Officer; BS, Roanoke College, Virginia
ASHLEY STRICKLAND (2015) Faculty Resource Coordinator

Athletics/Physical Activities Center

JONAS WORTH (2018) Director of Athletics; BA, McGill University; MA, University of British Columbia
HEATHER ELY (2015) Head Cross Country and Track Coach; BA and MA, University of Alabama

AMANDA EVANS (2018) Head Women's Soccer Coach
ROSS JAMES (2017) Head Women's Basketball Coach
SAMUEL JEFFRIES (2018) Head Strength and Conditioning Coach
MARA H. JONES (2018) Head Athletic Trainer
ROBERT ROSE (2017) Head Men's Soccer Coach
CHRISTY M. SHELTON (2000) Athletic Events Coordinator, Head Coach of Softball; Senior Woman Administrator
CHRIS STAMBAUGH (2018) Head Tennis Coach
BECKI TEERLINK (2012) Administrative Assistant for Athletics and Wellness; Associate's Degree in Early Childhood Education, Ricks College
RUTH THOMPSON (2017) Head Women's Volleyball Coach

MBU Online Programs

Staunton Campus

ELLEN LUCIUS (2011) Academic Advisor; BSEd, University of Wisconsin-Madison; MEd (Educational Administration), MEd (Reading Education), James Madison University
ROBERT ROBINSON (2006) Academic Advisor, Assistant Professor of Sociology; AS, Piedmont Virginia Community College; BS, Longwood College; MS, North Carolina State University
VIRGINIA TROVATO (2011) Director of Advising; BA, University of Virginia; MA, University of Richmond; EdS, Appalachian State University
TINA WITHEROW (2007) Director of Operations; BA, Mary Baldwin College

Mary Baldwin University in Charlottesville
TIFFANY BARBER (2005) Associate
Professor of Education; BA, James Madison
University; MEd, PhD, University of Virginia

**Mary Baldwin University in Richmond,
Rappahannock, and Williamsburg**
CATHERINE FERRIS McPHERSON (1993)
Associate Professor of Business; BA, Mary
Baldwin College; MBA, West Virginia
Graduate College
KERRY MILLS (2005) Academic Advisor,
Instructor of Art History, Recruiter; BS, BFA,
MA, Virginia Commonwealth University
PATRICIA MURPHY (2004) Associate
Professor of Psychology; BS, George
Washington University; MA, University of
Vermont; PhD, University of Vermont,
Burlington

Mary Baldwin University in Roanoke
SHARON BARNES (1997) Director,
Academic Advisor; BA, MLS, Hollins
College
KARI SALOIS (2011) Academic Advisor;
BA, Mary Baldwin College; MS, Radford
University
DIANNA PARRISH (2015) Academic
Advisor; BA, Roanoke College; MSW,
Virginia Commonwealth University

Mary Baldwin University in Southside
SANDRA BAGBEY (2008) Director,
Academic Advisor; BS, MS, Longwood
College

Mary Baldwin University in Weyers Cave
SUSAN SCHMEISSING (2003) Director,
Academic Advisor; BS, Purdue University;
MEd, Mary Baldwin College
MARION A. WARD (1990) Academic
Advisor; BA, Elizabethtown College; MEd,
EdS, University of Virginia

Building Services
CINDY SMITH (2014) Housekeeping
Supervisor

Business and Finance
JENNIFER M. SAUER (2018) Vice President
of Business and Finance; BS, Virginia Tech
WENDY CARTER (2018) Cashier/Perkins
Loan Administrator
RICK R. CZERWINSKI (2006) Director of
Budgets and Risk Management; BBA, MBA,
James Madison University
PATRICIA W. DAVIS (1979) Associate
Controller; AAS, Blue Ridge Community
College; BA, Mary Baldwin College
LINDA S. FRETWELL (1990) Supervisor of
Student Accounts
JESSICA GRANT (2016) BA, Mary Baldwin
College; Student Accounts Coordinator
ELIZABETH G. HYLTON (2014) Human
Resources Generalist; BS, Eastern Mennonite
University; MA, Mary Baldwin College
MICHELLE C. IRVINE (1983) Director of
Human Resources; BA, Mary Baldwin
College
BECKY MCCRAY (1989) Payroll
Administrator; BS, James Madison University
JESSIE L. MOYERS (2005) Controller; BBA,
James Madison University
KAY M. REXRODE (1999) Office
Administrator
DEBORAH T. SNYDER (1997) Accounting
Coordinator
CALLA TINSLEY (2018) Accounts Payable
Administrator

Campus Post Office
MATTHEW CRUM (2017) Mail Services
Coordinator

Campus Store
BRADLEY A. CLATTERBUCK (1990)
Campus Store Manager

Central Receiving and Stockroom

VALERIE PURCELL (2008) Stockroom Coordinator; BS, Lamar University

College of Education

RACHEL POTTER (2003) Dean of the College of Education, Associate Professor of Education; BA, MAEd, College of William and Mary; EdD, University of Virginia

ROBIN LYNNE GRIVETTI (2018)

Administrative Coordinator

LORI S. JOHNSON (1999) Licensure Coordinator

TERI VREULS MAERKI (2003) Director of Academic & Student Services; BS, Eastern Mennonite University; MEd, Mary Baldwin College

LORI MARIE WALL (2013) Field Placement Coordinator, Adjunct Faculty Member

ANGELA B. WILSON (2018) Assistant Professor of Education, Director of Teacher Education; BS, Virginia Commonwealth University; MEd, PhD, Virginia State University

Dining Services

TRACY G. HINER (2004) Director of Dining Services; BA, Mary Baldwin College; AAS, Johnson & Wales University; FMP (Food Management Professional)

YVETTE D. AKERS (2015) Administrative Assistant

MARY ALMARODE (2005) University Café Manager; FMP (Food Management Professional)

BENJAMIN R. DIEMER (2018) Catering Manager

CHRIS SORRELLS (2015) Executive Chef

ASLAN TUGMAN (2016) Production Manager

MARY VAN NORTWICK (2006) Wellness Dietitian/Wellness Coordinator; BS, University of Akron; MS, University of Maryland; MPM, George Washington University; FMP (Food Management Professional), Registered Dietitian Nutritionist, Certified Wellness Coach

Enrollment Management

JAMES MCCOY (2017) Interim Vice President of Enrollment; BS, Virginia Tech; MS, PhD, Pennsylvania State University

Undergraduate Residential Programs

Admissions

MATTHEW MUNSEY (2017) Director of Admissions; BA, Hampden-Sydney College

ALLISON BURCH (2013) Director of Admissions Operations; BA, Bridgewater College

ROBERT CLEMMER (2018) Admissions Counselor; BA, Hampden-Sydney College

EMILY MILLER CROWLEY (2017) Assistant Director of Admissions Operations; BA, MEd, Mary Baldwin College

SARAH DAUGHDRILL (2016) Coordinator of Prospective Student Communications; BA, Mary Baldwin College

ANTHONY HAMMER (2017) Admissions Counselor; BA, Bridgewater College

SAGE HASTERT (2018) Welcome Center Coordinator; BA, Mary Baldwin University

DAESHA HORDGE (2017) Admissions Counselor; BA, Mary Baldwin University

KIRSTIN LAZRI (2017) Associate Director of Admissions; BA, Mary Baldwin College; MBA, DeVry University

AUTUMN LIGHTNER (2017) Admissions Counselor, Event Coordinator; BA, Liberty University

NORA MOTURI (2018) Admissions Counselor; BA, Mary Baldwin University

BRITTANY ROBERTS (2017) Admissions Counselor; BS, James Madison University

Online and Graduate Admissions

ERICKA DAVIS (2018) Assistant Vice President for Online and Graduate Enrollment;
GREG ANDERSON (2015) Assistant Director of Admissions; BS, Colorado Technical University R.J.
ASHLEY BUCHANAN (2001) Director of Admissions Operations for Online & Graduate Studies; BA, Mary Baldwin College
ASHLEY MILES (2017) Assistant Director of Admissions; BA, Ferrum College
BILLY SAULLE (2016) Assistant Director of Operations; BA, Lynchburg College

External Affairs

AIMEE ROSE (2017) Vice President of Integrated Communications and Chief Strategy Officer; BA, University of Rhode Island
LEIGHTON CARRUTH (2011) Senior Copywriter; BA, University of Virginia; MA, Brown University
GINNY CLEMENKO (2017) Senior Associate Vice President of Integrated Communications and Managing Director
BILLY COFFEY (2006) Copywriter
LIESEL NOWAK CROSIER (2009) Associate Vice President of External Affairs; ABJ, University of Georgia
PAM DIXON (2007) Art Director; BFA, James Madison University
NICOLE GOODNOUGH (2017) Social and Digital Media Manager; BA, Virginia Intermont College
LISA HA (2017) Associate Vice President of Marketing and Advertising; BS, MPA, James Madison University
PHOEBE SCHWEIZER WEST (2012) Director of Creative Strategy; BA, Hollins University

Facilities Maintenance

TOMMY CAMPBELL (1981) Engineering Supervisor

MICHAEL R. HANGER (1986) Maintenance Supervisor

JEFF WAGNER (1980) Grounds Supervisor, Campus Support and Events Supervisor

Health Services

DONNA DUFF (1987) Office Manager, Student Health Center
ERIN MARLEY, NP (2015) Nurse Practitioner; BSN, MSN University of Virginia
LISA TUTTLE (2017) RN; Lynchburg School of Nursing

Library

CAROL CREAGER (1993) University Librarian; BA, College of William and Mary; MLS, University of Maryland
LUCY CREWS (1989) Catalog and Serials Librarian; BA, Virginia Polytechnic Institute and State University; MLIS, University of North Carolina at Greensboro
SEAN CROWLEY (2009) Interlibrary Loan Coordinator; BIS, James Madison University; MSLS, Clarion University
CHRISTINA DANIEL (2001) Circulation and Student Staff Coordinator; BBA, Radford University
ANAYA JONES (2013) Information Literacy Librarian; BA, Mary Baldwin College; MLIS, Drexel University

Murphy Deming College of Health Sciences

DEBORAH L. GREUBEL (2017) Vice President and Dean of the Murphy Deming College of Health Sciences; BSN, The University of Tulsa; MS, University of Oklahoma; DNP, Oklahoma City University
DEBBY BIBENS (1999) Director of Operations and Administration; BA, Mary Baldwin College
SARA BLAKE (2017) Assistant Director of Admissions; BA, University of Virginia; MEd, Columbia College
DONNA R. BLETZ (2017) Receptionist/Office Assistant

CYNTHIA BONO (2016) Assistant Director of Student Services; BA, Bridgewater College; MS, University of Oregon
LISA BYRD (2016) Technology Support Specialist; AAS, Blue Ridge Community College
MICHAEL D. DUNAWAY (2014) Interprofessional Simulation Center Coordinator; AAS, Piedmont Virginia Community College
ALLISON L. ELLINGTON (2013) Assistant Professor, Program Director, Occupational Therapy Program; BS, MS, Ithaca College; OTD, Chatham College
BENJAMIN G. FARLEY (2015) Associate Professor, Medical Director, Physician Assistant Program; BA, Bucknell University; MD, Medical University of South Carolina
HAROLD A. FELTON (2017) Associate Professor, Program Director, Physician Assistant Program; BS, Long Island University; MSPA, University of Nebraska; DHE, AT Still University
LAUREN FERNANDEZ (2017) Executive Assistant; BA, Patrick Henry College
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
BERNADETTE GRIFFITH (2018) Special Projects Assistant for Academic Affairs; BA, Duquesne University; MEd, Cabrini University
CRYSTAL H. JOHNSON (2018) Director of Enrollment and Student Services; BA, University of Oklahoma
K. MICHELLE KNEWSTEP-WATKINS (2017) Assistant Professor, Director of Clinical Education, Occupational Therapy Program; BS, The College of William and Mary; MOT, OTD, University of Saint Augustine for Health Sciences

ALECIA LAWHORNE (2018) Clinical Placement Assistant, Physician Assistant Program
SARA LIGHTNER (2018) Programs Resource Assistant; BA, The College of William and Mary
KIM L. MCDONALD (2017) Assistant Professor, Program Director, Master of Healthcare Administration Program; AS, Farmingdale State College; BS, Empire State College; MS, Capella University; PhD, Walden University
DAVID PALLISTER (2018) Associate Professor, Program Coordinator, Post-Professional Doctor of Occupational Therapy Program; BS, Wagner College; MA, New York University; JD, Rutgers Law School
LISA D. SHOAF (2012) Professor, Director, School of Health & Human Performance, Program Director, Physical Therapy Program; BS, Medical College of Virginia/Virginia Commonwealth University; MS, James Madison University; PhD, DPT, Virginia Commonwealth University
DONALD A. SOLIMINI (2014) Assistant Professor, Director of Academic Education, Physician Assistant Program; BA, St. Michael's College; PA Certificate, St Louis University Physician Assistant Program; MHA, Quinnipiac University
SUSAN 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
ELISABETH M. WALLACE (2016) Clinical Placement Assistant, Physician Assistant Program; BS, University of Texas; MPH, University of Oklahoma Health Sciences Center

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

Office of the Chaplain

KATHERINE LOW (2011) Assistant Professor of Religion and College Chaplain; BA, Doane College; MDiv and PhD, Brite Divinity School, Texas Christian University

Office of Financial Aid and Student Employment Program

ROBIN DIETRICH (2005) Director of Financial Aid; BA, Carleton College

PRISCILA CAVALCANTE (2017) Assistant Director of Financial Aid; BS, Champlain College

JENNIFER EIBERT (2018) Financial Aid Counselor; BA, Mary Baldwin University

MEGAN SPETH (2018) Assistant Director of Financial Aid; BA, BS, Virginia Tech; MA, Louisiana State University

CAROL WALDMANN (2017) Associate Director of Financial Aid, Technology Services

Office of Information Technology

MICHAEL ENGLE (2017) Systems Administrator

GEORGE GUBA (2014) Instructional Designer

DIANE HARRINGTON (2017) Enterprise Applications Support Analyst

KARIUS KIRACOFÉ (2018) IT Client Support Specialist

REID OECHSLIN (2011) Director of Internal Operations; BA, University of Virginia

LEE REID (2014) Director, Enterprise Systems Management; BS, Oklahoma State University

BEVERLY RIDDELL (2010) Coordinator, Instructional Technology; BA, College of William and Mary

SAMUEL SAUDER (2017) Enterprise Applications Support Analyst; BS, Eastern Mennonite University

LAURA C. SHEFFEY (2014) Enterprise Applications Support Analyst; BS, Bridgewater College

ELIZABETH STELLING (2012) Coordinator of Client Services; AAS, J. Sargeant Reynolds Community College

MATTHEW SWATS (2015) Coordinator, Hardware Services; Blue Ridge Community College

KENDAL WHITE (2018) Systems Administrator

Office of the President

PAMELA FOX (2003) President; BA, MA, PhD, University of Cincinnati, College Conservatory of Music

SHARON S. BOSSERMAN (2010) Executive Presidential Assistant

Office of the Registrar

KIMBERLY ROBINSON (2004) Registrar; BS, Shepherd College

CATHERINE M. PROVOST (2011) Associate Registrar; BSLA, Pennsylvania State University

ANDREINA ARROYO (2015) Registration & Records Assistant; BA, Mary Baldwin College

BRIAN YUROCHKO (2015) Assistant Director of Technology and Operations; BA, Duquesne University; MA Duquesne University

Physical Plant Administration

MARION KEITH CALLAHAN (2018) Associate Vice President, Facilities Management and Capital Planning

SYLVIA FIELDING (2003) Facilities Office Manager; BS, Shepherd College

Program for the Exceptionally Gifted

CARLA R. VAN DEVANDER (2013) Director, Instructor of Education; BA, George Mason University; MEd, Eastern Mennonite University

CHRISTINE M. BAKER (2000) Associate Director of Early College Student Life; BA, James Madison University

CAROL SHEPHERD (2013) Driver/Office Assistant; BA, Roanoke College

Safety and Security

TOM BYERLY (2014) Director of Safety and Security; BA, Eastern Mennonite University

ANN KOONTZ (2007) Office Manager/Switchboard

Shakespeare and Performance

PAUL D. MENZER (2007) Director of the MLitt/MFA Program in Shakespeare and Performance; BA, University of Maryland; MA, Georgetown University; PhD, University of Virginia Graceland University; MLitt/MFA, Mary Baldwin College; PhD, The Shakespeare Institute, University of Birmingham

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

RALPH A. COHEN (2003) Professor, MLitt/MFA Program in Shakespeare and Performance; AB, Dartmouth College; MA, PhD, Duke University

MATTHEW DAVIES (2010) Assistant Professor, MLitt/MFA Program in Shakespeare and Performance; BA, Exeter University; MA, PhD, The University of Texas at Austin

JULIE D. FOX (2007) Assistant Director for Operations, MLitt/MFA; BA, James Madison University; MAE and PhD, Texas Tech University, Lubbock

The Samuel R. Jr. and Ava Spencer Center for Civic and Global Engagement

CHRISTINA HARRISON (2017) Director, Spencer Center for Civic and Global Engagement; BA, Western Michigan University; MSW, University of Michigan

CHARIS TUCKER (2017) Assistant Director, Spencer Center for Civic and Global Engagement

ABIGAIL WIGHTMAN (2009) Faculty-in-Residence, Associate Professor of Anthropology; BA, Miami University; MA, PhD, University of Oklahoma

AMY MILLER (2006) International Student Advisor, Assistant Professor of Asian Studies; BA, Wesleyan University; MA, PhD, University of Virginia

SUNG IL "CALVIN" CHUNG (2017) Faculty Fellow, College of Business and Professional Studies

DEBORAH DIAZ Faculty Fellow, Murphy Deming College of Health Sciences

STEPHANIE SEBOLT Faculty Fellow, College of Education

AMY TILLERSON-BROWN Faculty Fellow, College of Arts and Sciences

Sponsored Programs and Undergraduate Research

LYDIA J. PETERSSON (1989) Director of Sponsored Programs and Undergraduate Research; BA, MA, University of Tennessee; PhD, University of Virginia

Student Affairs

ERNEST E. JEFFRIES (2018) Vice President of Student Engagement; BA, MEd, University of South Carolina; MDiv, Hood Theological Seminary; DMin, United Theological Seminary

MARY BARKER (2016) Administrative Assistant; BS, James Madison University

LAURA CAMMAROTO (2015) *Director of the First Year Experience*; BS, MA, and EdS, James Madison University
ERICKA JACKSON (2016) Director of Residence Life; BA, MPA, Albany State University; MDiv, Virginia Union University
AMBER OCASIO (2015) *Director of Student Activities*; BA, Mary Baldwin College

Support Services

SUE HOWDYSHELL (1994) Support Services Coordinator; Phillips Business College

University Advancement and Office of Alumni Engagement

Vice President for University Advancement – TBD

BARBARA BELL (2017) Data Entry Specialist; AAS, Westwood College Denver North

GENEVIEVE CHANDLER (2014) Director of Advancement Services

AMY DAVENPORT (2017) Associate Director of Alumni Engagement

RHONDA HARWLEY (2014) Executive Assistant to the Vice President of University Advancement; BS, James Madison University

ANNE MCINTOSH HOLLAND (1989) Director of Alumni Events; BA, Mary Baldwin College

STEPHANIE JETTON (2017) Office Manager, Office of Alumni Engagement; BBA, Liberty University

MEGAN McALLISTER (2017) Assistant Director of Development; BS, Bridgewater College; MEd, Mary Baldwin University

The Vantage Point: Office of Personal and Professional Development

NELL DESMOND (2015) Director of the Vantage Point: Office of Personal and Professional Development; BA, George Mason University; MA, University of Leicester

LINDSEY WALSH (2016) Assistant Director; BA, Christopher Newport University

Virginia Women's Institute for Leadership (VWIL)

BRIG. GEN. TERESA "TERRY" DJURIC (2013) *Commandant of Cadets*; BS, Mary Washington College; MA, University of Colorado, Colorado Springs; MSS, Army War College

GERALD JOHNSON (2018) Senior Enlisted Advisor

Uniform Student Grievance Policy and Declarations

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 dean of adult and graduate programs 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

egis 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 SCHEV agency page (<http://www.schev.edu/index/students-and-parents/resources/student-complaints>)). 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 <https://www.nc-sara.org/content/state-portal-entity-contacts> in compliance with the U.S. Department of Education State Authorization regulations.

b) 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 (SACS-COC) 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 SACS-COC office (www.sacs.org/regional-headquarters).

Grievance Policy for Students with Disabilities

1. Student with a documented disability takes a Confidential Memo to his/her instructor to request accommodations.
2. If a student is dissatisfied with the accommodations at any time during the academic term, the student consults with the director of the Academic Resource Center.
3. The student talks with his/her instructor; the director of the Academic Resource Center will meet with the student and instructor if requested by either the instructor or the student.
4. If the accommodations issue is not resolved satisfactorily, the student may ask for a hearing with the Disabilities Committee.
5. After hearing from the student and the instructor and consulting with other individuals as needed (e.g., faculty; staff), the committee will recommend a course of action.
6. The student and instructor will have a week to respond to this recommendation.
7. If the student or instructor is dissatisfied with the recommendation, he/she may appeal and meet with the committee.
8. The committee will make a decision.
9. If the student is unsatisfied with the committee's decision, the student shall pursue steps 5 and/or 6 of the Uniform Student Grievance Policy.

Disabilities Committee

Director of the Academic Resource Center
Associate Provost or College Dean
Registrar

Director of Counseling and Psychological Services

Education Department Faculty Member

Vice-President of Business and Finance

Vice-President of Student Engagement

Declarations

- The provisions of this catalog are not to be regarded as an irrevocable contract between Mary Baldwin University and the student. The university reserves the right to change any provision, program, regulation or requirement at any time and to determine its applicability to present or previous students.

- Mary Baldwin University complies strictly with the Family Educational Rights and Privacy Act of 1974, as amended, for access to and release of information contained in student records. The Act accords all students certain rights which are summarized as: (1) to be informed of rights under the Act; (2) to inspect and review education records; (3) to request a change in an education record which a student believes to be inaccurate, misleading, or in violation of privacy or other rights; (4) to exercise a limited control over disclosure of information contained in a student's education records; and (5) to file complaints. The university's Policy Statement is available from the Office of the Registrar. Pursuant to the Act, the university has adopted the following policies: Mary Baldwin University considers the following to be directory information: name, class, local address, email, and telephone number, home address and phone number, date of birth, major field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received. 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. A student has the right to refuse to permit the release of any or all directory information, and/or the use of her/his image or voice (if clearly identifiable in photograph or recording), without the student's prior written consent. Any refusal must be received in writing by the registrar prior to the end of the second week of the academic year, and designate the information not to be released.

- The regulations as stated in the catalog form the official basis for all academic performance. Members of the faculty and staff are available for conference and advice, but the individual student is fully responsible for compliance with all catalog requirements and regulations.

Information

The following list shows various information that will be disclosed to current and prospective students upon request pursuant to the Higher Education Amendments of 1998.

- Financial Aid Information: Information about programs available, application forms and procedures, eligibility requirements, criteria for selection, criteria for determining amount, satisfactory progress standards, disbursement methods, loan terms, and employment details when employment is part of the student's financial aid package is available from Mary Baldwin University admissions and office of financial aid and student campus employment, Mary Baldwin University, Staunton, VA 24401, 800-468-2262 or 540-887-7019 (admit@marybaldwin.edu).

• Completion and Graduation Rates:
Information available from the office of institutional research and assessment, Mary Baldwin University, Staunton, VA 24401, 540-887-7220.

Director of Human Resources and Personnel
Accounting, SAC 311, 540-887-7367, Mary Baldwin University, Staunton, Virginia 24401.

• Institutional Security Policies and Crime Statistics: Information available from campus security office, Mary Baldwin University, Staunton, VA 24401, 540-887-7000 and at www.marybaldwin.edu/safety.

• Athletic Program Participation Rates: Information available from athletic director, Mary Baldwin University, Staunton, VA 24401, 540-887-7062.

• Equity in Athletics/EADA Report: The report is available from athletic director, Mary Baldwin University, Staunton, VA 24401, 540-887-7062.

Accreditation Statement

Accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award bachelor's, master's, and doctoral degrees. Inquiries concerning accreditation status only directed to:

SACS COC
1866 Southern Lane
Decatur, Georgia 30033-4097
404-679-4500

Nondiscrimination Statement

Mary Baldwin University does not discriminate on the basis of sex (except that only women are admitted to Mary Baldwin College for Women), nor does the University discriminate on the basis of race, national or ethnic origin, color, age, disability, religion, veteran's status, or sexual orientation in its educational programs, admissions, co-curricular or other activities, or employment practices. Inquiries may be directed to