

Learn  
with **purpose**



**MARYMOUNT**  
UNIVERSITY

2021-2022

# University Catalog



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# UNIVERSITY CATALOG

# 2021-22

## **Hallmarks of a Marymount University Education**

Scholarship

Leadership

Service

Ethics



# The University Catalog

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The academic requirements and regulations of Marymount University are published in this official university catalog and in other university announcements. This catalog was prepared with information available at the time of publication and is subject to change. The university reserves the right to terminate programs or change its program requirements, content and sequence of courses, and program offerings. The university also reserves the right to change without notice its fees and charges, course offerings, academic policies, calendars, regulations, and other provisions cited in this publication. By enrolling in classes at Marymount University, a student consents to the use of their name, likeness, image, and voice by the university or its designees in any medium, such as publications, websites, and social media; for all purposes (including advertising and promotional materials); and in electronic or hard copy. Students who do not want their individual photograph or image to be used should notify the photographer/videographer and submit a Request to Withhold Image form through the student portal.

The provost and senior vice president for academic affairs is the official representative of the university in matters pertaining to the scholastic life of the student body. Regulations made by the provost in addition to, in abrogation of, or in interpretation of the regulations stated herein have the same force as the regulations themselves. Further information and advice regarding academic regulations may be secured by inquiring in the Office of the Provost and Senior Vice President for Academic Affairs and in the Office of the Registrar.

The requirements to be met by a student are stated in the university catalog current at the time of the student's initial matriculation or declaration of a major. Students are responsible for the information contained in the university catalog; they are to be acquainted with and assume responsibility for all requirements of their degree program. Failure to read and comply with university regulations will not exempt students from those regulations. In case of ambiguity, discrepancy, or disagreement, the regulations stated in this catalog and any subsequent modifications or interpretations by the provost and senior vice president for academic affairs will prevail. Students separating from the university for one year or more are bound by the catalog in effect when they are readmitted.

Official email correspondence from the university is sent to students' Marymount email accounts. Students are responsible for checking their Marymount email on a regular basis for important announcements. Failure to check email accounts will not exempt students from meeting university deadlines or complying with university policies and procedures announced via email.

Marymount University does not discriminate on the basis of race, color, national origin, sex, age, disability, religion, sexual orientation, or other protected class in any of its educational programs or its activities. Marymount University complies with the Family Educational Rights and Privacy Act of 1974 (as amended).

By a February 9, 1965, resolution of its board of directors, Marymount College of Virginia, now Marymount University, assured compliance with Department of Health, Education, and Welfare Title VI of the Civil Rights Act of 1964, with compliance registered as of April 2, 1965.

The university is an affirmative action/equal opportunity employer.

# General Information

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## Academic Calendar

### Fall 2021 Semester

|              |  |
|--------------|--|
| August 9     | Fall 2021 tuition payment due  |
| August 30    | Full semester, First Fall mini-mester, and online ABSN Fall 1 classes begin  |
| September 1  | Last day to add First Fall mini-mester, and online ABSN Fall 1 classes   |
| September 3  | Last day to drop First Fall mini-mester, and online ABSN Fall 1 classes  |
| September 6  | Online program classes begin (fully online M.S.N., D.N.P., D.B.A., and Ed.D.)  |
| September 7  | Last day to late register or add full semester classes   |
| September 7  | Last day to drop full semester classes without academic record   |
| September 10 | Last day to withdraw from First Fall mini-mester, and online ABSN Fall 1 classes with a grade of W                                   |
| September 13 | Last day to add a class for students in online programs (fully online M.S.N., D.N.P., D.B.A., and Ed.D.)                             |
| September 13 | Last day to drop a class without academic record for students in online programs (fully online M.S.N., D.N.P., D.B.A., and Ed.D.)    |
| October 16   | Last day of online ABSN Fall 1 classes   |
| October 23   | Last day of First Fall mini-mester classes   |
| October 25   | Second Fall mini-mester, and online ABSN Fall 2 classes begin  |
| October 27   | Last day to add Second Fall mini-mester, and online ABSN Fall 2 classes  |
| October 29   | Last day to drop Second Fall mini-mester, and online ABSN Fall 2 classes without academic record                                     |
| November 5   | Last day to withdraw from full semester, Second Fall mini-mester, and online ABSN Fall 2 classes with a grade of W                   |
| November 12  | Last day to withdraw from a class with a grade of W for students in online programs (fully online M.S.N., D.N.P., D.B.A., and Ed.D.) |

|             |   |
|-------------|---|
| December 11 | Last day of full semester, online programs (fully online M.S.N., D.N.P., D.B.A., and Ed.D.), and online ABSN Fall 2 classes |
| December 18 | Last day of Second Fall mini-mester classes   |
| December 18 | Fall 2021 Conferral date  |

### Spring 2022 Semester

|             |  |
|-------------|--|
| January 3   | Spring 2022 tuition payment due  |
| January 10  | Full semester, First Spring mini-mester, online program (fully online M.S.N., D.N.P., D.B.A., and Ed.D.), and online ABSN Spring 1 classes begin |
| January 12  | Last day to add First Spring mini-mester, and online ABSN Spring 1 classes   |
| January 14  | Last day to drop First Spring mini-mester, and online ABSN Spring 1 classes without academic record  |
| January 18  | Last day to late register or add full semester and online program (fully online M.S.N., D.N.P., D.B.A., and Ed.D.) classes                       |
| January 21  | Last day to withdraw from First Spring mini-mester, and online ABSN Spring 1 classes with a grade of W   |
| February 26 | Last day of online ABSN Spring 1 classes   |
| March 18    | Last day to withdraw from full semester and online program (fully online M.S.N., D.N.P., D.B.A., and Ed.D.) classes with a grade of W            |
| March 25    | Last day to withdraw from Second Spring mini-mester, and online ABSN Spring 2 classes  |
| April 16    | Last day of online program (fully online M.S.N., D.N.P., D.B.A., and Ed.D.) classes  |
| April 30    | Last day of full semester and online ABSN Spring 2 classes   |

May 7 Last day of Second Spring mini-mester classes

May 7 Spring 2022 Conferral date

### Summer 2022 Semester

Summer Sessions are also referred to as SU

May 2 Tuition payment due for SU I, SU III, online programs (fully online M.S.N., D.N.P., D.B.A., and Ed.D.), and online ABSN Summer 1

May 9 Online program (fully online M.S.N., D.N.P., D.B.A., and Ed.D.) and online ABSN Summer 1 classes begin

May 11 Last day to add online ABSN Summer 1 classes

May 13 Last day to drop online ABSN Summer 1 classes without academic record

May 16 SU I and SU III classes begin

May 16 Last day to late register or add online program (fully online M.S.N., D.N.P., D.B.A., and Ed.D.) classes

May 16 Last day to drop online program (fully online M.S.N., D.N.P., D.B.A., and Ed.D.) classes without academic record

May 18 Last day to add SU I classes

May 20 Last day to add SU III classes

May 20 Last day to drop SU I and SU III classes without academic record

May 20 Last day to withdraw from online ABSN Summer 1 classes

May 27 Last day to withdraw from SU I classes

June 13 Tuition payment due for SU II and online ABSN Summer 2

June 17 Last day to withdraw from SU III and online program (fully online M.S.N., D.N.P., D.B.A., and Ed.D.) classes

June 18 Last day of SU I classes

June 25 Last day of online ABSN Summer 1 classes

June 27 SU II and online ABSN Summer 2 classes begin

June 29 Last day to late register or add SU II and online ABSN Summer 2 classes

July 1 Last day to drop SU II and online ABSN Summer 2 classes without academic record

July 8 Last day to withdraw from SU II and online ABSN Summer 2 classes

July 30 Last day of SU II and SU III classes

August 13 Last day of online program (fully online M.S.N., D.N.P., D.B.A., and Ed.D.) and online ABSN Summer 2 classes

August 13 Summer 2022 Conferral date

*Note: These calendars are subject to change. The latest academic calendar information and other important dates are available on the [Office of the Registrar's website](#).*

### Accreditation

The information in this section is published exclusively for accreditation-related purposes. For inquiries regarding the admission or general educational policies and practices of Marymount University, please consult the relevant sections of this catalog.

Marymount University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award doctoral, master's, and bachelor's degrees. Contact SACSCOC at 1866 Southern Lane, Decatur, GA 30033-4097, at [www.sacscoc.org](http://www.sacscoc.org), or call (404) 679-4500 for questions about the accreditation of Marymount University.

- The B.B.A. and M.B.A. programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).
- The M.A. in counseling with specializations in clinical mental health counseling, pastoral clinical mental health counseling, and school counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
- All initial teacher licensure programs and advanced licensure preparation programs are approved by the Division of Teacher Education and Licensure of the Virginia Department of Education and are accredited by the Council for the Accreditation of Educator Preparation (CAEP).
- The M.S. in health care management program is accredited by the Commission on Accreditation of Healthcare Management Education (CAHME).
- The B.A. in interior design program and the M.A. first professional graduate program are accredited by

the Council for Interior Design Accreditation (CIDA).

- The B.S. in nursing, M.S. in nursing, and D.N.P. programs are accredited by the Commission on Collegiate Nursing Education (CCNE). The B.S.N. program is also approved by the Virginia Board of Nursing.
- The doctoral program in physical therapy is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

## Fields of Study

### College of Business, Innovation, Leadership, and Technology

#### Undergraduate Degree Programs

Accounting (B.S.)  
 Art (B.A.)  
     Art with K-12 teaching licensure  
     Arts Administration  
     Pre-Art Therapy  
 Business Administration (B.B.A.)  
 Cloud Computing Accelerated Second Degree (B.S.)  
 Cybersecurity Accelerated Second Degree (B.S.)  
 Economics (B.A.)  
 Economics (B.S.)  
 Fashion Design (B.A.)  
 Fashion Marketing (B.A.)  
 Graphic and Media Design (B.A.)  
 Information Technology (B.S.)  
 Interior Design (B.A.)

#### Combined-Degree Programs

Art (B.A./M.B.A.)  
 Business Administration (B.B.A./M.B.A.)  
 Economics (B.A./M.B.A.)  
 Fashion Marketing (B.A./M.B.A.)  
 Graphic and Media Design (B.A./M.B.A.)  
 Information Technology (B.S./M.S.)  
 Information Technology and Cybersecurity (B.S./M.S.)  
 Information Technology (B.S./M.B.A.)

#### Undergraduate Minors

Applied Statistics  
 Business Analysis  
 Business Administration  
 Ceramics

Cloud Computing  
 Computer Science  
 Cybersecurity  
 Data Science  
 Digital Forensics  
 Economics  
 Entrepreneurship  
 Fashion Design  
 Fashion Marketing  
 Finance  
 Game Design and Development  
 Graphic and Media Design  
 Illustration  
 Information Technology  
 International Business  
 Law  
 Marketing  
 Network Security  
 Social Entrepreneurship  
 Sport Management  
 Studio Art  
 UX/UI Web Design  
 Web Design

#### Post-Baccalaureate Certificate Program

Data Science

#### Graduate Degree Programs

Business Administration (M.B.A.)  
     Business Information Technology  
     Data Science  
     Healthcare Management  
     Intrapreneurship  
     Leadership  
     Organizational Development  
     Talent Management  
 Business Intelligence (D.B.A.)  
 Cybersecurity (M.S.)  
     Data Science  
     Digital Health  
 Cybersecurity (D.Sc.)  
 Emerging Technology (M.S.)  
 Health Care Management (M.S.)  
 Human Resource Management (M.A.)  
     Analytics  
     Coaching  
     Leadership

Organization Development  
Talent Development

Information Technology (M.S.)

Cybersecurity  
Data Science  
Digital Transformation  
Health Care Informatics  
Project Management and Technology Leadership  
Software Engineering

Interior Design (M.A.)

Post-Professional  
First Professional

Technology Management (M.S.)

Graduate Dual-Degree Programs

Business Administration/Cybersecurity  
(M.B.A./M.S.)  
Business Administration/Information Technology  
(M.B.A./M.S.)  
Information Technology/Cybersecurity (M.S./M.S.)

Graduate Certificate Programs

Business Information Technology  
Business Management  
Cybersecurity  
Cybersecurity for Educators  
Data Science  
Digital Health  
Digital Transformation  
Health Care Informatics  
Health Care Management  
Health Care Practice Management  
Information Technology for Educators  
Intrapreneurship  
Leadership  
Management Studies  
Organization Development  
Project Management  
Talent Management

**College of Health and Education**

**Undergraduate Degree Programs**

Health Sciences (B.S.)  
Exercise Science/Strength and Conditioning  
Pre-Physical Therapy  
Pre-Professional  
Public Health

Nursing (B.S.N.)  
Four-Year B.S.N.  
Accelerated, Second-Degree B.S.N.

**Undergraduate Education Licensure Programs**

Art Education — grades K-12 (B.A. in art)  
Elementary Education — grades PK-6 (B.A. in elementary education)  
Secondary Education — grades 6-12  
Biology (B.A. or B.S. in biology)  
English (B.A. in English)  
History/Social Science (B.A. in history)  
Mathematics (B.S. in mathematics)  
Special Education: General Curriculum — grades K-12 (B.A. in special education)

**Combined-Degree Program**

Health Sciences/Public Health Education and Promotion (B.S./M.S.)

**Undergraduate Minors**

Public Health  
Strength and Conditioning  
Education

**Graduate Degree Programs**

Counseling (M.A.)  
Clinical Mental Health Counseling  
Pastoral Clinical Mental Health Counseling  
School Counseling  
Education (M.Ed.)  
Administration and Supervision (M.Ed.) — grades PK-12  
Educational Leadership and Organizational Innovation (Ed.D.)  
Elementary Education (M.Ed.) — grades PK-6  
Secondary Education (M.Ed.) — grades 6-12  
Biology  
Chemistry  
Earth Science  
English  
History/Social Science  
Mathematics  
Physics  
Special Education: General Curriculum (M.Ed.) — grades K-12  
Public Health Education and Promotion (M.S.)  
Nursing (M.S.N.)  
Family Nurse Practitioner  
Nursing (D.N.P.)  
Occupational Therapy (transitional O.T.D.)

Physical Therapy (D.P.T.)  
Physical Therapy (transitional D.P.T.)

### Graduate Certificate Programs

Family Nurse Practitioner (post-master's)\*  
Palliative Care

*\*Denotes gainful employment program*

## College of Sciences and Humanities

### Undergraduate Degree Programs

Biology (B.A.)  
    Biology with secondary teaching licensure  
Biology (B.S.)  
    Biology with secondary teaching licensure  
Pre-Medicine  
Pre-Physical Therapy  
Bioengineering  
    Biochemistry (B.S.)  
Communication (B.A.)  
Criminal Justice (B.A.)  
Digital Writing and Narrative Design (B.A.)  
English (B.A.)  
    English with secondary teaching licensure  
    Literature  
    Media and Performance Studies  
    Writing  
History (B.A.)  
    History/Social Science secondary teaching  
    licensure  
Liberal Studies (B.A.)  
    Leadership and Systems Thinking (A.A.S. to  
    B.A.)  
Mathematics (B.S.)  
    Mathematics with secondary teaching licensure  
Philosophy (B.A.)  
Politics (B.A.)  
Psychology (B.A.)  
Sociology (B.A.)  
Theology and Religious Studies (B.A.)

### Combined-Degree Programs

Biology (B.A./M.B.A.)  
Communication (B.A./M.B.A.)  
Digital Writing and Narrative Design (B.A./M.A.)  
English (B.A./M.B.A.)  
English (B.A./M.A.)  
Liberal Studies (B.A./M.B.A.)  
Philosophy (B.A./M.B.A.)

Politics (B.A./M.B.A.)  
Psychology (B.A./M.B.A.)  
Sociology (B.A./M.B.A.)  
Theology and Religious Studies (B.A./M.B.A.)

### Undergraduate Minors

Art History  
Biology  
Chemistry  
Communication  
Criminal Justice  
Digital Writing and Narrative Design  
English  
Forensic Psychology  
Forensics and Criminal Investigations  
French  
Gender and Society  
History  
International Studies  
Journalism  
Mathematics  
Media and Performance Studies  
Philosophy  
Physical Science  
Politics  
Pre-Chiropractic  
Pre-Dentistry  
Pre-Medicine  
Pre-Occupational Therapy  
Pre-Ophthalmology  
Pre-Optometry  
Pre-Osteopathic Medicine  
Pre-Pharmacy  
Pre-Physical Therapy  
Pre-Physician Assistant  
Pre-Podiatry  
Pre-Veterinary Medicine  
Psychology  
Public History  
Public Relations  
Quantitative Science  
Sociology  
Spanish  
Sustainability  
Theology and Religious Studies  
Writing

### **Graduate Degree Programs**

English and Humanities (M.A.)  
Forensic and Legal Psychology (M.A.)  
Intelligence Studies

### **Graduate Dual-Degree Program**

Counseling with a specialization in Clinical Mental  
Health/Forensic and Legal Psychology  
(M.A./M.A.)

### **Graduate Certificate Program**

Ethics in Leadership and Criminal Justice

### **Undergraduate Minors**

Applied Statistics  
Art History  
Biology  
Business Administration  
Business Analysis  
Ceramics  
Chemistry  
Cloud Computing  
Communication  
Computer Science  
Criminal Justice  
Cybersecurity  
Data Science  
Digital Forensics  
Digital Writing and Narrative Design  
Economics  
Education  
English  
Entrepreneurship  
Fashion Design  
Fashion Merchandising  
Finance  
Forensic Psychology  
Forensics and Criminal Investigations  
French  
Game Design and Development  
Gender and Society  
Graphic and Media Design  
History  
Illustration  
Information Technology  
International Business  
International Studies

Journalism  
Law  
Marketing  
Mathematics  
Media and Performance Studies  
Network Security  
Philosophy  
Physical Science  
Politics  
Pre-Chiropractic  
Pre-Dentistry  
Pre-Medicine  
Pre-Occupational Therapy  
Pre-Ophthalmology  
Pre-Optometry  
Pre-Osteopathic Medicine  
Pre-Pharmacy  
Pre-Physical Therapy  
Pre-Physician Assistant  
Pre-Podiatry  
Pre-Veterinary Medicine  
Psychology  
Public Health  
Public History  
Public Relations  
Quantitative Science  
Social Entrepreneurship  
Sociology  
Spanish  
Sport Management  
Strength and Conditioning  
Studio Art  
Sustainability  
Theology and Religious Studies  
UX/UI Web Design  
Web Design  
Writing

### **About Marymount University**

Marymount University was founded in 1950 by the Religious of the Sacred Heart of Mary. Today, Marymount is an independent, comprehensive Catholic university serving approximately 3,400 undergraduate and graduate students. The university has three colleges: College of Business, Innovation, Leadership, and Technology; College of Health and Education; and

College of Sciences and Humanities. Programs are offered at Marymount's Main Campus, Ballston Center, and 4040 Center, as well as various corporate and government sites. The university's location in Arlington, Virginia — just minutes from Washington, DC — offers students unparalleled opportunities for academic and personal enrichment.

## University Mission

Marymount University is a comprehensive Catholic university, guided by the traditions of the Religious of the Sacred Heart of Mary, that emphasizes intellectual curiosity, service to others, and a global perspective. A Marymount education is grounded in the liberal arts, promotes career preparation, and provides opportunities for personal and professional growth. A student-centered learning community that values diversity and focuses on the education of the whole person, Marymount guides the intellectual, ethical, and spiritual development of each individual.

## Graduate Education Mission

Through its graduate programs, Marymount University gives students the opportunity to acquire a high level of competence in their fields of interest and to gain significant experience in the application of advanced knowledge and skills. Graduate programs offered at Marymount foster a stimulating intellectual community based upon close interaction with faculty, academic engagement with peers in and out of the classroom, and a university environment fully committed to supporting scholarly inquiry and professional development. Graduates from Marymount's advanced degree programs are prepared to assume positions as active leaders and caring professionals committed to ethical practice, continued learning, and the advancement of their professions.

Marymount University offers graduate programs that are

- connected to the university's undergraduate programs, building on existing strengths and contributing to the enhancement of the quality of the undergraduate experience;
- distinctive, excellent in overall quality, and responsive to the needs of diverse communities;
- committed to the intellectual growth and development of each student; and
- supportive of both faculty and student scholarly activity and its dissemination to the appropriate community of scholars and practitioners.

## A Marymount Education

Marymount University prepares students to be thoughtful and effective persons within their family, community, and society; enables students to develop the competencies necessary for entry, growth, and success in their chosen careers; builds within its students a shared sense of community among individuals drawn from diverse national, cultural, and social backgrounds; fosters in its students a spirit of service to others, a concern for social justice, and a commitment to living in an ethically responsible way; and develops in students both the ability and the motivation to be lifelong learners.

As an educational community, Marymount is formed by the heritage and traditions of liberal arts education, the American higher education community, the Catholic Church, and the Religious of the Sacred Heart of Mary.

- As a university in the liberal arts tradition, Marymount fosters the development of intellectual curiosity; an unbiased pursuit of truth; an understanding of the varying modes of inquiry utilized across the disciplines; and the skills, competencies, and motivation necessary for intellectual inquiry and lifelong learning. Marymount fosters the pursuit of excellence in teaching, learning, and scholarship and forms a community marked by intellectual freedom, civility, and diverse interpretations of the human experience.
- As a comprehensive university in the American higher education tradition, Marymount is a learning-teaching community that emphasizes excellence in teaching and places a primary focus on the learning-teaching process; strives to contribute to the development of knowledge through the scholarship of its members; and contributes to the development of its community through service outreach programs. The university recognizes the value and importance of career preparation as a fundamental purpose of a university education. The university provides both undergraduate and graduate education, serving a variety of student audiences, in response to the needs and interests of its community and region.
- As a Catholic university, Marymount affirms that the exploration of humanity's relationship to the Divine is an integral part of the academic work of the university; challenges all members of the university community to live ethically responsible lives; fosters a community of faith exploration open to individuals of diverse religious backgrounds and beliefs; and strives to exemplify its Catholic tradition within the university and in the way in which all members of



the university community interact with one another and with the larger community outside the university.

- In the spirit of the university's founders, the Religious of the Sacred Heart of Mary, Marymount inspires a shared sense of community among individuals drawn from diverse national, cultural, and social backgrounds and emphasizes a spirit of service to others and responsiveness to the needs of persons and groups who do not fully share in the bounty of the larger community.

The university also is shaped by the unique resources available through its location in the nation's capital area and by a creative, future-oriented perspective on education.

- The Marymount experience is enriched by the cultural, governmental, business, and professional resources of Washington, DC, a city with an international character and global perspective. The university's location offers extraordinary professional and scholarly opportunities for faculty; the opportunity to bring leaders from government, commerce, and professions to campus; specialized resources for instruction and research; unique internship placements for students; and outstanding employment opportunities for graduates.
- Marymount has grown and changed extensively since its founding in 1950, reflecting a dynamic period of change in American higher education and reflecting the openness, creativity, and enterprising spirit of the men and women who comprise the Marymount community. Marymount has been willing to look creatively at the educational needs of the region it serves, to respond quickly, and to try new approaches. The university strives to sustain a future-oriented perspective and to serve as a leader in responding to the educational needs of its region and in utilizing innovative instructional technologies and practices.

## History

The name "Marymount" has long been associated with excellence in education. The Religious of the Sacred Heart of Mary (RSHM), founders of Marymount University, have a long history of providing thoughtful responses to societal needs. Today, elementary, secondary, and collegiate institutions bearing the name "Marymount" are located in California, New York, Virginia, England, France, Italy, Mexico, and Colombia.

Marymount University in Arlington was founded as a women's college in 1950 by Mother Gerard Phelan,

general superior of the Religious of the Sacred Heart of Mary, with the blessing and support of Peter J. Ireton, then bishop of Richmond. Thirteen freshmen entered the first year, and nine of them comprised the first graduating class in 1952. In 1960, the institution was incorporated as Marymount College of Virginia, an independent college governed by an autonomous board of directors.

Enrollments steadily increased, and the physical plant and facilities were expanded to serve a growing student population. From the original property, which included a mansion, stone guest house, and two cottages — all comprising the residence of Rear Admiral Presley M. Rixey, White House physician to Presidents William McKinley and Theodore Roosevelt — the institution has grown to be a modern residential campus.

From 1950 to 1972, as a junior college, Marymount offered only the associate degree. In 1973, it became a senior college offering the bachelor's degree in more than 20 fields. In 1979, graduate programs leading to the master's degree were added. Marymount's first male students were admitted in 1972 in the nursing program. In 1979, coeducational graduate programs in a number of fields were added. In 1986, the institution responded to its changing student profile by becoming coeducational at all levels and changing its name to Marymount University. In 2005, Marymount was approved by the Southern Association of Colleges and Schools Commission on Colleges to offer its first doctoral degree, the clinical Doctor of Physical Therapy.

The university responded to its dramatic enrollment growth by acquiring new buildings near the Main Campus and increasing accessibility through a shuttle service. Ballston Center, established in 2017, houses classrooms, offices, computer labs, support services, an auditorium, an art gallery, and the Ballston Coakley Library Extension. The 4040 Center houses the physical therapy program.

Marymount University also reaches out to the metropolitan Washington area through off-campus offerings at corporate and government sites, medical centers, and public schools.

An independent institution related to the Roman Catholic Church, Marymount University is governed by a board of trustees that includes corporate and professional executives, members of the Religious of the Sacred Heart of Mary, and Marymount University alumni.

# Admission

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## Undergraduate Admission

Undergraduate students are admitted to Marymount University as first-year, transfer, certificate-seeking, and nondegree or visiting students. Qualified first-year and transfer students also may apply to the Honors Program. Through Marymount's Educational Partnerships program, individuals may be enrolled off-campus as degree or certificate-seeking students. The university offers a post-baccalaureate certificate program for those who already hold a bachelor's degree, and such students are also considered undergraduates. Application procedures for students in each category follow.

### Undergraduate Student Admission

Marymount seeks to enroll students whose educational interests and intellectual abilities are consistent with the goals and character of the university. A Marymount education provides a strong liberal arts foundation and solid career preparation. All undergraduate students take a specified number of credits in the Liberal Arts Core. These include courses in writing, mathematics, the natural and social sciences, humanities, philosophy, and theology/religious studies.

In reviewing applications for admission, Marymount University places primary emphasis on the strength of an applicant's academic record — the high school record for an entering first-year student or the prior college studies for a transfer student. The university also takes into consideration national test scores, breadth of academic preparation, positive recommendations, and personal character in making its decisions. All submitted documents become university property and cannot be returned.

### First-Year Student Application Deadlines

First-year admission decisions are made on a rolling basis. For priority consideration, admission applications and all supporting documents must be received no later than the date indicated:

Early Action: November 15

Regular Decision: March 1

### First-Year Applicants

At Marymount, a first-year student is defined as a first-time college student. Most first-year students enroll at

the university directly out of high school. Current high school students who have completed dual-enrollment coursework through a two- or four-year college or university will be considered a first-year applicant upon their graduation from high school.

### General Admission Requirements

For consideration of an acceptance decision, it is recommended that first-year applicants have obtained a minimum high school cumulative grade point average of 2.5.

The following minimum high school courses are recommended:

|                  |          |
|------------------|----------|
| English          | 4 units  |
| Foreign Language | 3 units  |
| Mathematics      | 3 units  |
| Science          | 2 units* |
| Social Sciences  | 3 units  |

\*It is strongly recommended that applicants to the Malek School of Nursing Professions and select (Pre-Physical Therapy, Pre-Professional) School of Health Sciences specializations have completed high school biology and chemistry.

Applicants who do not meet these regular admission standards are referred to a committee that evaluates each student's academic potential to admit those who have the best prospects for success.

All applicants must submit the following items to be considered for admission:

- a completed application form with the nonrefundable application fee of \$50
- the recommendation form completed by a high school counselor or other appropriate school official
- evidence of graduation or expected graduation from an accredited high school (Marymount will also consider on a case-by-case basis students who have participated in an approved home-school program.)
- a high school transcript showing academic performance and a minimum of 15 high school credits in preparatory courses
- An essay or untimed writing sample of at least 250 but no more than 500 words is required for applicants to Marymount scholarly programs. An

essay may also be required by the Admissions Committee on a case-by-case basis.

In reviewing an applicant's high school record, the Admissions Committee is more concerned with the quality of preparation than with the numerical distribution of courses. The Admissions Committee also takes into consideration the educational objectives and specific needs of the particular applicant.

Students entering Marymount with college-level coursework or work experience may be eligible for credit. See *Other Credit-Acquisition Opportunities* (p. 55) for further information.

### **Test Optional Consideration**

First-year students will not be required to submit SAT or ACT test scores for admission consideration. Test optional consideration is an alternative for students who believe that their test scores do not adequately reflect their level of academic achievement or predict their potential.

Applicants described below must submit standardized test scores:

- applicants who are applying for Marymount scholarly programs (Honors, PT Scholars, Clare Boothe Luce, Counseling Scholars, and Forensic and Legal Psychology Scholars)

Applicants who believe their SAT scores represent a strong, positive component of their academic portfolio may still submit them as a core element of their application package.

### **Transfer Applicants**

A transfer student is a student who has completed coursework at another college or university as well as any student who holds an associate or bachelor's degree.

#### **Transfer Student Admission Requirements**

To be considered for admission, transfer applicants must present a cumulative grade point average of at least 2.0 on a 4.0 scale from all previous postsecondary institutions. Meeting the minimum GPA requirement does not guarantee admission, as the Admissions Committee also pays close attention to a student's academic trend. Please refer to individual school sections for additional requirements for specific programs. All transfer applicants for the traditional and accelerated B.S.N. program should note additional requirements; applicants to the accelerated second-degree nursing program should review additional requirements.

Applicants who have been enrolled in a college or university prior to applying to Marymount must submit the following:

- a completed application form with the nonrefundable application fee of \$50
- official transcripts from all postsecondary institutions (delivered in a sealed envelope that bears the registrar's signature and/or seal or via an authorized online delivery system)
- official final high school transcript
- one letter of recommendation from a professor, high school teacher, or employer

Transfer credit evaluation letters will be mailed home within a few weeks of receiving a formal letter of acceptance. It is the responsibility of the student applicant to provide the transcripts necessary for this evaluation. In most instances, the university will only accept coursework in transfer from a regionally accredited institution. Other transcripts with national accreditation (including Military Joint Services Transcript) may be considered for transfer credit on a case-by-case basis. See *Transfer Policies* (p. 53) for more information. Transfer students may also receive credit for [Advanced Placement](#) coursework or similar programs as well as for work experience. See *Other Credit-Acquisition Opportunities* (p. 55) for further information.

### **Transfer Student Application Deadlines**

Transfer admission operates on a rolling basis. Students may start until the first week of classes for the fall, spring, or summer semester.

### **Articulation Agreements**

To facilitate the entrance of transfer students from Northern Virginia Community College and Montgomery College into baccalaureate programs, the university has an enrollment agreement with each institution. The agreement informs students of guaranteed admission requirements and benefits, and for Northern Virginia Community College, course equivalencies between the institutions. Information about the agreements is available from counselors at Northern Virginia Community College and Montgomery College as well as from Marymount University's Office of Admissions, Marymount's Office of the Registrar, and Marymount's Academic Advising Center. For more details, visit the [Transferring Credits](#) page on the Marymount website.

## International Student Applicants

An international student is defined as an individual wishing to enroll who is neither a U.S. citizen nor a permanent U.S. resident.

Visitors with B-1/B-2 visa status are not eligible to register. These individuals must change their status to an F-1 student visa in order to study at Marymount University. Contact the [Undergraduate Admissions Office](#) or [International Student and Scholar Services](#) for more information regarding this immigration regulation and other immigration-related questions.

### International Student Admission Requirements

All applicants must submit the following to be considered:

- a completed application form with the nonrefundable \$50 application fee
- a letter of recommendation from the applicant's school principal, teacher, or academic advisor, which must be written in, or translated into, English if requested
- official academic records translated into English that show at least three years of academic performance

The following additional items must also be submitted based on the applicant's status as a first-year or transfer student.

### International First-Year Applicants

An international first-year applicant is defined as a first-time university student with fewer than 12 completed university credit hours. The following must be submitted in addition to the aforementioned items:

- one official transcript, sent directly from the high school attended or authenticated by the Ministry of Education, and, if applicable, including official exam results and evidence of high school graduation
- evidence of language proficiency

Students residing in a country where English is not the primary language must submit official score results from the TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System), PTE (Pearson Test of English), SAT, or ACT.

Students that graduate from a high school where the primary language of instruction was English should contact the Undergraduate Admissions Office to verify whether the language proficiency requirements can be waived.

## International Transfer Applicants

An international transfer applicant is defined as a student with 12 or more completed university credit hours. The following must be submitted in addition to the aforementioned items:

- official transcripts, sent directly to Marymount from the college or university attended
- completed school official form from the last college attended or a recommendation from the dean of students at the last college attended (if attended in the United States)
- for applicants with fewer than 30 completed college or university credits, complete, official high school transcripts
- official course-by-course evaluation for university work completed outside the U.S. from one of Marymount's approved evaluation agencies — World Education Services, the World Educational Credentials Evaluators, or any agency approved by NACES or AICE.
- evidence of language proficiency

Students residing in a country where English is not the primary language must submit official score results from the TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System), PTE (Pearson Test of English), SAT, or ACT.

Students that graduate from a high school where the primary language of instruction was English should contact the Undergraduate Admissions Office to verify whether the language proficiency requirements can be waived.

Applicants who have completed 30 credit hours or more at a regionally accredited U.S. college or university and who can provide evidence of completion of English composition with a minimum grade of C at the same institution are exempt from this test score requirement.

### Minimum Score Requirements for Non-Native Speakers of English

|       |   |
|-------|---|
| SAT   | 450 Evidence-based Reading and Writing<br>950 Evidence-based Reading and Writing/Math |
| ACT   | 18 English section  |
| TOEFL | 550 paper-based, 79 Internet-based  |
| IELTS | 6.0 overall   |
| PTE   | 54 overall  |

|          |           |
|----------|-----------|
| GTEC     | 1119-1180 |
| Duolingo | 100-105   |

## Conditional Admission

Conditional admission is an option for international undergraduate applicants who meet all admission requirements except demonstrated English proficiency.\* Students seeking conditional admission must enroll in one of Marymount University's partner language institutes (listed below) and satisfactorily complete the stipulated level or levels, as described below. These programs help students develop their reading, writing, listening, and speaking skills to a level appropriate for university study. Completion of an intensive English program other than the programs listed does not meet the conditional admission requirement. If students satisfactorily complete the required level or levels at a partner language institute and are admitted to the university, they must earn a grade of C- or better in EN 101 at Marymount University within one academic year (two full, non-summer semesters) after entry. If students fail to meet this requirement, they will be withdrawn from the university. Under conditional admission, EN 101 cannot be fulfilled with either transfer or Consortium credit.

### ELS Educational Service's English for Academic

**Purposes Program:** Students who successfully complete ELS Level 112 may apply to the university without presenting a TOEFL, IELTS, or PTE score. More information about the program can be found at [www.els.edu](http://www.els.edu).

### Georgetown University English Language Center:

Students who successfully complete either the Advanced or Academic Bridge levels may apply to the university without presenting a TOEFL, IELTS, or PTE score. More information can be found at [scs.georgetown.edu/departments/52/english-language-center/](http://scs.georgetown.edu/departments/52/english-language-center/).

**Inlingua:** Students who earn a Certificate of Completion of Level 8 intensive program and present an official transcript from Inlingua may apply to the university without presenting a TOEFL, IELTS, or PTE score. More information can be found at [www.idc.edu](http://www.idc.edu).

### Virginia Tech University Language and Culture

**Institute:** Students who successfully complete level 550 may apply to the university without presenting a TOEFL, IELTS, or PTE score. More information can be found at [lci.vt.edu](http://lci.vt.edu).

**International Language Academy of Washington, D.C.:** Students who successfully complete level 12 may apply to the university without presenting a TOEFL, IELTS, or PTE score. More information can be found at [www.ila.edu](http://www.ila.edu).

*\*Transfer nursing applicants and accelerated second-degree B.S.N. applicants are not eligible for conditional admission.*

## International Student Application Deadlines

Admission applications and all supporting documents must be received no later than the date indicated for the corresponding semester:

For fall semester (late August to mid-December):

July 1

For spring semester (mid-January to early May):

December 1

For summer semester (late May to early August — first-year students may not begin in the summer semester): March 15

## Obtaining an I-20

An I-20 is a certificate of eligibility for F-1 visa status. Marymount University issues the I-20 for admitted students who submit the following items:

- a completed International Student Supplemental Information (ISSI) form and the Declaration of Finances form.
- an enrollment deposit to reserve a space at Marymount (This deposit is credited to the student's account. The deposit must be in the form of a check drawn on U.S.-based branches of U.S. banks in U.S. dollars, or with a valid credit card. A nonrefundable deposit of \$300 is required for both commuter and residential students.)
- a legible photocopy of passport ID pages
- a valid international address
- an official original bank statement showing sufficient funding in U.S. dollars for one year of study, as outlined on the current ISSI form (This statement must be signed and stamped by a bank official and dated no earlier than six months prior to the issuing of the I-20.)

Students currently enrolled in a U.S. high school or university must submit the following additional items:

- a completed Transfer Clearance Form
- photocopies of all previous I-20s
- photocopies of all previous U.S. visas

- a copy of the I-94 record (Applicants can also download their I-94 record on the [Department of Homeland Security website](#))

Marymount University will cover the cost of shipping the initial I-20. International students are responsible for all subsequent I-20 shipping fees unless an error was made by the university. If a student requires an updated I-20 due to deferral, errors in documentation submitted, or electronically approving an I-20 with errors, the student will be required to cover the cost of shipping an updated I-20 through

<https://study.eshipglobal.com/default.asp>. Shipping costs for updated I-20s due to a visa denial will be considered on a case-by-case basis.

For the most current and accurate information about immigration and visa requirements, please visit [www.travel.state.gov/content/visas/en.html](http://www.travel.state.gov/content/visas/en.html).

## Honors Program Applicants

The Honors Program is the most prestigious opportunity for academically gifted students at Marymount University. Established in 2003, Marymount's Honors Program reflects the principles of the original liberal arts (artes liberales) developed at the Universities of Paris, Oxford, and Cambridge in the Middle Ages. All academic schools are represented within the program, and students from all disciplines are encouraged to apply. The Honors Program offers rigorous courses in a wide range of disciplines. The program is aimed at helping students cultivate their research and intellectual skills, including the ability to think critically and independently and to reason, write, and communicate their ideas clearly. The program creates a supportive intellectual community centered on its distinctive curriculum; trips to museums and historically significant locations in the Washington, DC, area; guest lectures on campus; and a summer study abroad program at the University of Oxford. See the [Honors Program curriculum](#).

Honors students at Marymount receive scholarship support, one-on-one faculty instruction and mentorship, priority registration, formal recognition during graduation ceremonies, exclusive lounge facilities, and travel funds for academic conferences. Honors students choose officers to represent them in the Honors Program Organization and nominate faculty for the annual Honors Fellow.

Incoming first-year and sophomore students, as well as first-year and sophomore students transferring from other honors programs, may apply. Admission is

competitive and limited to approximately 25 new students each year. The following criteria are recommended for students who wish to apply to the program:

- minimum unweighted high school or college GPA of 3.5 on a 4.0 scale
- preferred composite (Math and Evidence-Based Reading and Writing) SAT score of 1200 on the old SAT (prior to 2016) or 1270 on the new SAT (post 2016) and/or composite (English, Reading, Math, and Science) ACT score of 26

Those seeking admission to the program must submit an Honors Program application, including an Honors essay, a writing sample, and two faculty recommendations, one of which must directly speak to the student's ability to succeed in the Honors Program, in addition to the general university admission application. As part of the application process, applicants may be invited to participate in an interview with the Honors Program director or an Honors Committee member.

Honors applicants entering Marymount with college-level coursework may be eligible for credit. See Other Credit-Acquisition Opportunities (p. 55) for further information.

Additional criteria and application requirements can be found on the [Honors Program](#) website.

## Nondegree Applicants

A nondegree undergraduate applicant is an individual who intends to enroll in a limited number of courses to increase vocational fitness, learn about recent developments in a field of interest, or transfer credits to a home institution. Nondegree applicants must submit the following items:

- a completed application form with the nonrefundable application fee of \$50
- a final high school and/or postsecondary transcript indicating a minimum GPA of 2.0

Nondegree undergraduate applicants to summer programs and courses may choose to self-report their grade point average from their home institution. An official transcript must be submitted before credit will be awarded. If the self-reported grade point average is false and the student is not qualified for acceptance, the student will forfeit the deposit and will be withdrawn from the university. If the discrepancy is not identified until after the coursework is completed, college credit will not be awarded and no refund will be given.

An F-1 visa student who is not concurrently enrolled at another U.S. college or university is not eligible to apply as a nondegree student.

### **Nondegree Enrollment**

An undergraduate nondegree student can apply no more than 15 credit hours earned under nondegree status to a degree. Nondegree students are not eligible for financial aid, may not live on campus, and may be unable to enroll in courses in some highly selective undergraduate programs.

During the academic semester, all nondegree students, including visiting nondegree students from institutions outside the Consortium of Universities of the Washington Metropolitan Area, receive academic advising from the Academic Advising Center.

### **Off-Site Special Program Applicants**

Students enrolled in off-site programs through Marymount's Educational Partnerships program are required to submit official transcripts and, depending upon their academic objective, follow admission requirements consistent with degree- or certificate-seeking students.

Students who complete certificate programs and wish to be admitted as degree-seeking students must apply for admission to the degree program. Completion of a certificate offering does not guarantee admission to a degree program.

### **Medical Requirements**

A medical form is required for all undergraduate students. This record must be completed before the student may register for classes. The form is available from Student Health Services. All full-time undergraduate students are required to have health insurance. For more details, please contact [Student Health Services](#).

### **Notification**

Marymount University has a rolling admissions policy, unless otherwise noted in this catalog or on the [Admissions website](#). The university notifies applicants if they have met the criteria for admission after the application process is completed and the Admissions Committee has acted on the application.

All acceptances to Marymount University are tentative until the applicant's final high school or college grades

are received and conditions of the acceptance, if any, are met.

If provisional admission is offered, the student must meet the provisions outlined in the official admission letter in order to continue in the program.

### **Deferral of Enrollment**

For certain programs, offers of admission may be deferred up to two times, not to exceed one year. A request for a deferral of enrollment must be in writing and must be received on or prior to the add/drop deadline for the semester to which the student initially applied. Updated transcripts must be provided prior to enrollment.

### **Graduate Admission**

Graduate students are admitted to Marymount University as degree-seeking, graduate certificate-seeking, post-master's certificate-seeking, and nondegree or visiting students. Through Marymount's Educational Partnerships program, individuals may be enrolled off-site as degree- or certificate-seeking students.

In making decisions for admission, Marymount University reviews applications holistically and takes into consideration an applicant's previous college or university coursework, work experience, and positive recommendations, as well as test scores, interviews, and an applicant's personal statement, when applicable.

### **Degree-Seeking Applicants**

For all programs, applicants who have or will have a bachelor's degree from an accredited college or university prior to enrollment are eligible to apply. Applicants must submit the following university requirements for every program to be considered for acceptance:

- a completed application form with the nonrefundable \$50 application fee. For physical therapy, apply online at [www.ptcas.org](http://www.ptcas.org). Different fees are required to apply to these programs.
- a current résumé
- official transcripts showing all postsecondary coursework (delivered in a sealed envelope that bears the registrar's signature and/or seal or via an authorized online delivery system)

Schools and individual graduate programs vary in their requirements for standardized test scores,\* portfolios, interviews, recommendations, work experience,

licensure, or other criteria. Some programs have specific application deadlines. For detailed information, students should consult the section for the school or program to which they are applying.

Unless otherwise noted, students who are admitted can choose to enroll on a full- or part-time basis for the fall, spring, and summer semesters.

\*NOTE: All scores should reflect testing within the last five years, or they will be subject to review by the relevant Graduate Admissions Committee. Applicants who already hold a master's degree are not required to submit GRE, MAT, or GMAT test scores, with the exception of applicants to the physical therapy program. Applicants to this program must submit GRE scores, even if they have a master's degree in another field.

### Note to California Students Regarding Marymount's Online Programs

*Marymount University, as a member of the National Council for State Authorization Reciprocity Agreements (SARA), has reciprocal agreements with all other SARA member states. California is currently not a SARA member state. If California residents wish to enroll in one of our online programs, they should contact the [Office of Graduate Enrollment Services](#) for more information on options.*

**Federal Regulation:** *“If an institution is offering postsecondary education through distance or correspondence education to students in a State in which it is not physically located or in which it is otherwise subject to State jurisdiction as determined by the State, the institution must meet any State requirements for it to be legally offering postsecondary distance or correspondence education in that State. (Chapter 34, § 600.9 State authorization, HIGHER EDUCATION ACT OF 1965, AS AMENDED)”*

### International Student Applicants

For purposes of university admission, international students are defined as one of the following:

1. non-U.S. citizens/permanent residents
2. students for whom English is not their first language (including U.S. citizens and permanent residents)
3. students who have non-U.S. academic credentials

Visitors in B-1/B-2 status are not eligible to register. These individuals must change their status to an F-1 student visa in order to study at Marymount University. Contact the [International Student and Scholar Services](#)

or [Office of Graduate Enrollment Services](#) for more information regarding this immigration regulation and other immigration-related questions.

### International Student Admission Requirements

Eligible international students must submit the following items to be considered:

- a completed application form with the nonrefundable \$50 application fee;
- evidence of graduation or expected graduation from an accredited college or university in the form of an official transcript or letter on institutional letterhead from a representative of that institution; and
- an official course-by-course transcript evaluation for university coursework completed outside the United States, including subjects studied, U.S. semester credit and grade equivalent for each course, U.S. grade point average on a 4.0 scale, and degree conferral or expected degree conferral.

For the transcript evaluation, applicants are responsible for the timely translation and evaluation of documents and for all costs and fees associated with these services. The following are approved evaluation agencies: World Education Services, Inc., [www.wes.org](http://www.wes.org); World Educational Credentials Evaluators, <http://users.erols.com/wecewellington>; American Association of Collegiate Registrars and Admissions Officers (AACRAO), [www.aacrao.org](http://www.aacrao.org); and Josef Silny and Associates, Inc., [www.jsilny.org](http://www.jsilny.org). Other evaluators holding membership in the National Association of Credential Evaluation Services (NACES), <http://www.naces.org>, may be considered.

- acceptable standardized test scores (see Note in the Degree-Seeking Applicants (p. 22) section of this catalog.)

In order to be considered for admission, nonnative English speakers must demonstrate English language proficiency by submitting official documentation of one of the following:

- English as the language of instruction in a completed degree program
- a satisfactory score on
  - the Test of English as a Foreign Language (TOEFL),
  - the International English Language Testing System (IELTS), or
  - the Pearson Test of English (PTE) Academic, or
  - Duolingo
- successful completion of one of the following programs:



- ELS Educational Service's English for Academic Purposes Program: ELS Level 112 (More information about the program can be found at [www.els.edu](http://www.els.edu).)
- Georgetown University English Language Center: The Advanced or Academic Bridge levels (More information can be found on the [English Language center website](#).)
- Inlingua: Certificate of Completion of Level 8 intensive program (More information can be found at <https://idc.edu/>.)
- International Language Academy Level 12 (More information can be found at <http://www.ila.edu>.)
- Virginia Tech University Language and Culture Institute: Level 550 (More information can be found at <http://lci.vt.edu/>.)

### Minimum Score Requirements for Non-native Speakers of English

|              |  |
|--------------|--|
| TOEFL        | 600 paper-based, 250 computer-based, range of 96 to 100 internet-based |
| IELTS        | 6.5 overall  |
| PTE Academic | 58   |
| Duolingo     | 105-110  |

Applicants who have a degree from an accredited school where the language of instruction is English are exempt from this requirement.

Upon acceptance, a completed International Student Supplemental Information (ISSI) form is required.

### Priority Deadlines for Students in Need of an I-20

For graduate programs without an otherwise listed deadline, admission applications and all supporting documents should be received no later than the date indicated for the corresponding semester to allow time for application review and the I-20 process:

- For fall semester (late August to mid-December): July 1
- For spring semester (mid-January to early May): November 1
- For summer semester (late May to early August): April 1

### Note for International Applicants

International students in need of an I-20 form must adequately document financial resources for the

program's duration. Students should submit the documents required for an I-20 immediately after they are offered admission. An I-20 will be issued when

- the applicant has been admitted;
- a deposit has been paid, if applicable;
- original financial documentation showing the appropriate amount as outlined on the Declaration of Finances form (last page of the ISSI form), such as a certified bank statement, has been received (These documents must be less than six months old, bear the student's name or the name of the sponsor who signed the financial declaration, and show liquid assets such as cash deposits, certificates of deposit, saving accounts, etc. Statements regarding property, jewelry, cars, loans, and other non-liquid assets are not acceptable. Statements regarding investments such as stocks and bonds are also not acceptable.);
- Declaration of Finances form has been received; and
- a copy of the ID pages of the applicant's passport has been received.

In cases where applicants have been previously enrolled in the United States, they must also submit

- an International Student Transfer Clearance Form;
- copies of all previous I-20s;
- a copy of their visa; and
- a copy of the I-94 record. Applicants can also download their I-94 record on the Department of Homeland Security website at <https://i94.cbp.dhs.gov/I94/>.

Marymount University will cover the cost of shipping the initial I-20. International students are responsible for all subsequent I-20 shipping fees unless an error was made by the university. Students who require an updated I-20 due to deferral, errors in documentation submitted, or electronic approval of an I-20 with errors will be required to cover the cost of shipping an updated I-20 through <https://study.eshipglobal.com>. Shipping costs for an updated I-20 due to a visa denial will be considered on a case-by-case basis.

### Conditional Admission

Conditional admission is an option for international graduate applicants who meet all admission requirements except for demonstrated English language proficiency. Students seeking conditional admission must be enrolled in one of Marymount University's partner language institutes and satisfactorily complete the stipulated level or levels, as described below. These programs help students develop their reading, writing, listening, and speaking skills to a level appropriate for

university study. Completion of an intensive English program other than the programs listed does not meet the conditional admission requirement.

**ELS Educational Service's English for Academic Purposes Program:** Students who demonstrate completion of ELS Level 112 may apply to the university without presenting a TOEFL, IELTS, or PTE score. More information about the program can be found at <http://www.els.edu>.

**Georgetown University English Language Center:** Students who successfully complete either the Advanced or Academic Bridge levels may apply to the university without presenting a TOEFL, IELTS, or PTE score. More information can be found at <https://scs.georgetown.edu/departments/52/english-language-center/>.

**Inlingua:** Students who demonstrate completion of a Certificate of Completion of Level 8 intensive program and present an official transcript from Inlingua may apply to the university without presenting a TOEFL, IELTS, or PTE score. More information about the program can be found at <https://idc.edu/>.

**International Language Academy:** Students who successfully complete Level 12 may apply to the university without presenting a TOEFL, IELTS, or PTE score. More information can be found at <http://www.ila.edu>.

**Virginia Tech University Language and Culture Institute:** Students who successfully complete level 550 may apply to the university without presenting a TOEFL, IELTS, or PTE score. More information can be found at <http://www.lci.vt.edu>.

Applicants to the counseling (M.A.), Master of Education (M.Ed.) licensure, family nurse practitioner (M.S.N.), forensic and legal psychology (M.A.), and Doctor of Nursing Practice (D.N.P.) programs are not eligible for conditional admission.

### Graduate Pathway

The Graduate Pathway is designed for international graduate students to earn credits toward their MU graduate degree while strengthening their academic English, sharpening their professional skills, and exploring the U.S. culture.

This is an excellent opportunity. International graduate students are permitted to attend Marymount even though they have yet to meet the English language proficiency requirements for direct admission to one of our Master's degree programs. Within this Pathway, students would

be admitted to their graduate program with full admission upon successfully completing the language program requirements.

### Graduate Pathway Admission Requirements

Students are required to

- Complete an MU graduate application
- Meet the academic admission requirements in their chosen graduate program
- Submit official documentation from one of the English proficiency examinations
- For entry into the Graduate Pathway
  - English proficiency requirement: TOEFL 90, IELTS 6.0, PTE 53, Duolingo 95-104.
  - Complete an initial interview and a pre-assessment proctored writing assignment on campus
- For direct entry into a graduate program
  - English proficiency requirement are TOEFL 96, IELTS 6.5, PTE 58, Duolingo 105-110

### How to progress from the Pathway to a Graduate Degree Program

Students in the Pathway are required to take EAP 500: English for Academic Purposes: Writing, Research and Presentation (six credits) and one 3-credit graduate-level course during their first semester at Marymount.

Once in the Graduate Pathway, students will be eligible to enroll in their chosen graduate degree program after one to two consecutive semesters of course work and upon achieving:

- Minimum grade requirement for the graduate content course (as stated in catalog)
- B or better in the EAP 500
- C or better in the exit comprehensive examination (taken only if B or above is earned in EAP 500 course)

### Graduate and Post-Master's Certificate-Seeking Applicants

The following are required for graduate and post-master's certificate-seeking applicants in order to be considered:

- a completed graduate admission application with the nonrefundable \$50 application fee
- transcripts reflecting postsecondary work and showing successful completion or expected completion of at least a bachelor's degree from an

accredited college or university (applicants to a post-master's certificate program must also present evidence of a master's degree)

- an interview with the appropriate program representative, if required by the program

Students admitted to certificate programs are limited to enrollment in those courses and prerequisites that fulfill certificate requirements. Marymount graduate certificate coursework that is applicable to a given master's degree may be applied to that degree; however, students must apply for degree status prior to or upon completion of the certificate. No more than 18 credits of courses earned in certificate programs may be applied to graduate degree requirements. Completion of a certificate offering does not guarantee admission to a degree program.

International students must follow the admission procedures for international applicants. See International Student Applicants (p. 23).

### **Nondegree Applicants**

Some programs offer nondegree applicants admission to a limited number of graduate courses taken to increase vocational fitness and to learn about recent developments in a field of interest. Such students are urged to seek academic advice from the appropriate graduate program coordinator before registration. Students with nondegree status are not eligible for federal financial aid. Students visiting from other institutions also enroll as nondegree students.

The following are required in order to be considered for acceptance:

- a completed graduate admission application with the nonrefundable \$50 application fee;
- transcripts reflecting postsecondary work and showing at least a bachelor's degree; and
- a possible interview with the appropriate program representative.

### **Nondegree Enrollment**

Nondegree admission is limited to two consecutive semesters. During these two semesters, a student may enroll in a limited number of credits. Students interested in nondegree studies should consult the school or program section in which they are interested to learn the number of nondegree credits permitted and if there are further details or restrictions concerning nondegree studies.

Students who wish to continue graduate study beyond the limits of nondegree status must apply for program admission and meet all regular admission requirements for the degree program. Graduate credits earned at Marymount University while a student is enrolled through nondegree status may be applicable to graduate degree requirements or electives.

### **Off-Site Special Program Applicants**

Students enrolled in off-site programs through Marymount's Educational Partnerships program are required to submit official transcripts and, depending upon their academic objective, follow admission requirements consistent with degree- or certificate-seeking students.

Students who complete certificate programs and wish to be admitted as degree-seeking students must apply for admission to the degree program. Completion of a certificate offering does not guarantee admission to a degree program.

### **Notification**

Marymount University has a rolling admissions policy, unless otherwise noted in this catalog or on the [Admissions website](#). The university notifies applicants as to whether they have met the criteria for admission after the application procedure is completed and the Admissions Committee has acted on the application.

All acceptances to Marymount University are tentative until the applicant's final college grades are received, degree conferral is demonstrated, and conditions of the acceptance, if any, are met.

Provisional admissions may be offered for which students must meet the provisions outlined in the official admission letter in order to continue in the program.

### **Deferral of Enrollment**

For certain programs, offers of admission may be deferred up to two times, not to exceed one year. A request for a deferral of enrollment must be in writing. Updated transcripts must be provided prior to enrollment.

# Financial Information

The following financial information applies to the 2021-22 academic year.

## Undergraduate Financial Information

### Tuition

#### Undergraduate Student Rate

|  |  |
|--|--|
| <b>Full-time</b> (12-18 credit hours, August-May)              | \$17,200 per semester<br>\$34,400 per academic year                          |
| <b>Part-time</b> (1-11 credit hours)                           | \$1,130 per credit hour  |
| <b>19 or more credit hours</b>                                 | \$1,130 per credit hour  |
| <b>Those enrolled in combined bachelor's/master's programs</b> | \$1,130 per credit hour for the fifth and subsequent years of graduate study |
| <b>Summer Session 2021 classes</b>                             | \$1,130 per credit hour  |

### Consortium Tuition

Payment for credits earned through Consortium of Universities of the Washington Metropolitan Area courses is due at the time of registration. Marymount consortium students pay the Marymount tuition rate to the Marymount Student Accounts Office. Credits taken through the consortium are counted toward full-time/part-time status at Marymount for the purposes of financial aid. Students must pay all applicable fees to the visited institution.

Refunds and credits to accounts for consortium courses follow the Marymount refund schedule.

### Tuition Payment

#### Due Dates

|                           |                 |
|---------------------------|-----------------|
| Fall Semester             | August 2, 2021  |
| Spring Semester           | January 3, 2022 |
| Summer Sessions I and III | May 2, 2022     |
| Summer Session II         | June 13, 2022   |

Payments made online or in person using a credit/debit card will be charged a 2.5% service fee. Payments made using an eCheck will be charged a \$1.75 service fee.

Service fees are assessed and applied on a transactional basis and cannot be waived or refunded.

Monthly late payment fees of \$75 will be assessed to all delinquent accounts. All payments must be made in U.S. currency and drawn on U.S. banks. Marymount University accepts cash, checks, money orders, credit cards (American Express, MasterCard, or Visa only; credit card payments can be made online through Marynet), and ACH (Automated Clearing House) electronic transfers. Do not mail cash. Checks and money orders must be made payable to Marymount University. All checks and money orders must include the student's ID number, address, and phone number on the face of the check. All returned checks are subject to a \$55 service fee.

If, for any reason, a parent, a guardian, an employer, or an embassy does not honor their financial obligation to the university on behalf of a student, the student will be held responsible for those financial obligations.

A student's pending class registration is subject to cancellation if there is a prior-term unpaid balance on the student's account.

If students have questions about charges on their accounts, they should bring the amount in question to the attention of the Student Accounts Office. Students do not have to pay that amount while it is being reviewed. However, they are obligated to pay all parts of the bill that are not in question no later than the due date.

### Address Changes

It is the responsibility of students to keep the Office of the Registrar informed of any changes in their home, local residence, and/or billing address; phone number; and/or email address. Students may submit a change in one of these ways:

- through Marynet by clicking on "Address/Phone/Email update" under the student's academic profile
- through the form available on the [Office of the Registrar website](#)
- by email to [registrar@marymount.edu](mailto:registrar@marymount.edu) from their Marymount email account

When submitting the change by email, mail, or fax, students should include their full name; student ID number; the former address; the new address for their

home, local residence, and billing purposes; a current email address; and their signature.

## Waivers

### Senior Citizens

As a service to senior citizens, the university offers people 65 years or older a 50% tuition waiver for undergraduate and graduate courses. Applicants must first meet all regular admission criteria for either degree candidacy or nondegree status. Discounts are for the current academic year only and are not retroactive for prior academic years.

See the *Graduate Financial Information* (p. 36) for details about this policy regarding the university's graduate programs.

## Fees

### Room and Board

- Housing options, information, and rates are available through the [Office of Student Living](#).
- University housing is not available without a resident board plan; meal plan options are available.

### Commuter Meal Plans

For information about commuter meal plans, visit the [Dining Services](#) page.

### New Student Fee

A one-time new student fee is assessed for all degree- and certificate-seeking students in their first semester. This fee covers such items as student ID cards, orientation, new student programs, and regular transcript requests. Students entering in the fall, spring, or summer will be assessed this fee as follows:

- First-college, first-year students: \$800
- Transfer students: \$800

A degree-seeking student who previously attended Marymount will be charged the transfer student fee upon re-enrollment.

### Graduation Fee

Effective Fall 2022, a one-time fee of \$175 will be assessed to cover graduation fees. This fee does not cover late graduation application fees.

### Student Government Activity Fee

All full-time undergraduate students pay a student government activity fee of \$100 per semester (\$200 per academic year).

## Technology Fee

Students will be assessed a technology fee each fall, spring, and summer semester of \$22 per credit, up to a maximum of \$275 per semester. This fee supports technologies that enrich the learning environment. The following are some examples of services and initiatives funded by this fee: computer labs, updates to the course management system, expanded on-campus wireless access, and help desk services. In addition, some courses require students to purchase stand-alone computer software and/or textbook software packages.

## Bloomberg Terminal Fee

Students of the College of Business, Innovation, Leadership, and Technology will be assessed a \$50 Bloomberg Terminal fee each fall, spring and summer semester.

## International Student Services Fee

International students will be assessed a \$45 International Student Services Fee each fall and spring.

## Course/Program Fees

Some programs require additional fees for specified coursework or activities. Visit the [Tuition & Fees](#) page on the Marymount website for a current list of such fees.

## Alumni Course Audit Fee

For a fee of \$330 per course, Marymount alumni may audit up to two courses per semester, if the enrollment limit has not been reached during registration and approval has been granted by the associate dean. No credit or grade will be awarded for the course. Interested alumni should contact the Office of Alumni Relations at (703) 284-1541 or visit the [Alumni Course Audit Program](#) page on the Marymount website.

## Deposits

### New Students

All new undergraduate students are required to submit a non-refundable enrollment fee. The fee is included in the overall cost of tuition and provides clearance for class registration (and housing placement for any student that wishes to reside on campus).

## Insurance

All full-time Marymount students are required to have health insurance. The university offers a comprehensive health insurance plan in accordance with the Affordable Care Act. Students can enroll by submitting an

enrollment form found on the MU Portal. Students who have enrolled in the plan previously must re-enroll by submitting an enrollment form at the start of each academic year.

Students may waive the university comprehensive health insurance plan if they have adequate coverage that will allow them to see a health care provider in Maryland, the District of Columbia, or the Commonwealth of Virginia. If a waiver is not submitted online by the specified deadline, the student will automatically be enrolled in the coverage and charged a fee for the premium. Waivers will not be accepted after the deadline.

Part-time students who need health insurance may wish to research various health insurance options at <http://www.healthinsurance.org/Virginia>.

For further information, visit the [Student Health Services](#) (SHS) website or call (703) 284-1610. Students who have missed the enrollment deadlines may contact SHS directly to be enrolled.

## Collection Policy

Students who fail to pay in full as scheduled will have their transcripts, registration, degree/enrollment verifications, and diploma withheld until the outstanding balance is paid in full. Spring and summer outstanding balances must be paid in full on or before August 15. Any student with a past-due balance from spring and/or summer may have their fall classes dropped on August 16. The university will make every effort to contact the student and collect the outstanding balance. However, if the university's attempts are unsuccessful, the account may be turned over to a collection agency and also may be reported to the credit bureau. The student will be responsible for all costs, including collection agency fees up to 33<sup>1/3</sup>% on the assigned balance. The account could also be subject to possible attorney fees and variable court costs.

## Refunds and Credits to Student Accounts

### Credit Balance Refunds

Disbursement of Federal Aid will not occur until after the last day to add or drop a class. Credit balance refunds will be processed generally within 14 days. The university does not issue refunds in cash; only check and credit card refunds are issued.

Per federal regulations, Marymount University has updated its course attendance confirmation policy and

procedures. This regulation will impact when federal aid is disbursed and refunded to students.

### Credit for Tuition and Fee Charges

To be eligible to receive a credit for tuition and fee charges, a student must officially withdraw from a class or separate from the university. Credit for tuition and fee charges will be calculated based on the actual withdrawal or separation date as follows:

**Semester Courses**

| Timeline         | Fall/Spring | Type of Credit   |
|------------------|-------------|------------------|
| By end of week 1 | 100%        | Tuition and fees |
| By end of week 2 | 75%         | Tuition only     |
| By end of week 3 | 50%         | Tuition only     |
| After week 3     | 0%          |                  |

**Summer Courses**

| Timeline   | Credit | Type of Credit   |
|--|--------|------------------|
| SU I: From the 1st day of class through the 5th day after class begins     | 100%   | Tuition and fees |
| SU II: From the 1st day of class through the 5th day after class begins    | 100%   | Tuition and fees |
| SU III: From the 1st day of class through the 5th day after class begins   | 100%   | Tuition and fees |
| SU III: From the 6th day of class through the 11th day after class begins  | 75%    | Tuition only     |
| SU III: From the 12th day of class through the 15th day after class begins | 50%    | Tuition only     |
| SU III: After the 15th day of class  | 0%     |                  |

**Weekend and Concentrated Courses**

| Timeline   | Credit | Type of Credit   |
|--|--------|------------------|
| Within 31 days before class begins                         | 100%   | Tuition and fees |
| 30 days before class begins through the first day of class | 75%    | Tuition and fees |
| First day of class and thereafter                          | 0%     |                  |

**Class/University Withdrawal Policy**

In order to receive a credit for tuition and fee charges in accordance with the advertised refund/withdrawal

period, students must officially withdraw from a class, even if someone else registered them for the class. Failure to do so will constitute a financial obligation to the university because classroom seats reserved during registration continue to be held for students until they officially withdraw from the class. Stopping payment on a tuition check or credit card authorization or not attending a class does not constitute an official withdrawal from a class.

A student who received financial aid should check with the Office of Financial Aid before withdrawing from any classes. Federal financial aid recipient refunds will be determined based on the federal pro-rata refund regulations. Information and examples of federal pro-rata refunds are available in the Office of Financial Aid.

See Adding, Dropping, or Withdrawing from Courses/Separating from the University (p. 51) for procedural information about withdrawing from a class or separating from the university.

**Withdrawal After Expiration of Tuition- and Fee-Credit Period**

A student who withdraws from one or all classes after the tuition- and fee-credit period does not qualify for a refund. An exception to this policy may be made in extraordinary circumstances such as an illness or a medical emergency that qualifies the student for a medical leave.

See Leave of Absence and Requests for Exceptions to Academic Policies for further information. Students whose accounts have been placed in collections are not eligible to pursue the appeal process for tuition refunds or assistance.

**Credit for Room and Board Charges**

If a student moves out of the residence halls before the end of the semester, credit for room and board may be available as outlined in the housing license agreement. Appeals of any charges must be submitted in writing to the Office of Student Living during the semester the student departs the residence halls.

**Credit for Commuter Meal Plan Charges**

Credits are not available for commuter meal plans. Students should also note that plans expire at the end of each semester.

**Payment Plans**

A payment plan is available to qualifying students. All arrangements, including the initial payment, must be

completed at least one week prior to the payment due date. Students may set up a payment plan by the semester. Payments are made as follows:

- For the fall semester, payments may begin as early as August 1 and must be paid in full by December 1.
- For the spring semester, payments may begin as early as January 1 and must be paid in full by May 1.
- For the summer semester, payments may begin as early as May 15 and must be paid in full by July 15. All or part of each semester's costs may be budgeted with no interest rate assessed. A nonrefundable enrollment fee of \$35 is required.

Students who need further assistance or information may call the Student Accounts Office at (703) 284-1490.

### **Military and Veteran Services**

The Office of Military and Veteran Services at Marymount University provides active duty military, veteran, and reserve service members and their families with information and financial resources that promote academic and personal success. Additional information on opportunities for veterans and military service members, including VA benefits, is available by contacting [veterans@marymount.edu](mailto:veterans@marymount.edu) or (703) 284-1530.

This institution is approved to offer GI Bill education benefits by the Virginia State Approving Agency, which is the approving authority of education and training programs for Virginia.

### **Veterans Education Benefits**

The following is a summary of the educational assistance that the Department of Veterans Affairs offers to veterans, service members, and their dependents. More detailed information is available on the [Military and Veteran Services](#) website.

1. The Montgomery GI Bill (Chapter 30) assists students who entered active duty for the first time after July 1, 1985, and who agree to have their pay reduced \$100 for 12 months. Veterans must have been honorably discharged, and active duty personnel must have served at least two years.
2. The Post 9/11 GI Bill (Chapter 33) assists students who have served at least 90 aggregate days on active duty after September 10, 2001, and are still on active duty or were honorably discharged from active duty; or released from active duty and placed on the retired list or temporary disability retired list; or released from active duty and transferred to the Fleet Reserve

or Fleet Marine Corps Reserve; or released from active duty for further service in a reserve component of the Armed Forces. Students may also be eligible if honorably discharged from active duty for a service-connected disability if they have served 30 continuous days after September 10, 2001.

3. The Montgomery GI Bill – Selected Reserve Education Assistance Program (Chapter 1606) assists students who have a six-year obligation in the Selected Reserves. Students who are officers must agree to serve six years in addition to current obligation, complete initial active duty for training, serve in a drilling Selected Reserve unit, and remains in good standing.
4. The Veterans Educational Assistance Program – VEAP (Chapter 32) assists students who enlisted in the military after December 31, 1976, and before July 1, 1985, who contributed money to the educational fund.
5. Vocational Rehabilitation and Employment (VR&E), also known as Voc Rehab (Chapter 31), provides assistance to veterans who have a service-connected disability and need vocational rehabilitation because his/her disability creates an employment handicap.
6. The Dependents' Educational Assistance Program (Chapter 35) provides education and training opportunities to eligible dependents and survivors of certain veterans who either died of or are permanently and totally disabled as the result of a service-connected disability. The disability must arise out of active service in the Armed Forces.

### **Certification of Veterans**

Students receiving Federal VA Educational Benefits must also submit a VA Enrollment Certification Form to the VA School Certifying Official each semester that he/she wishes to have enrollment sent to the VA. Certifications will not be submitted to the VA until this form has been received. Students using Chapter 1606 must verify their enrollment on the last calendar day of each month by using the Automated Verification of Enrollment (WAVE) at <https://www.gibill.va.gov/wave> or by calling 1-877-823-2378.

Students receiving VA Educational Benefits are responsible for registering only for courses that are included on their respective degree plan. Veterans' benefits will not be certified for courses previously passed, unless a grade higher than the earned grade is required, or for auditing courses. Veteran students and dependents will not be paid for courses in which an "I" (Incomplete) was previously received or for courses



which are not a part of the declared major unless approved as a substitution for a required course by the appropriate university official.

All Veterans and Dependents receiving educational benefits should contact the VA Certifying Official prior to registration to complete the proper documents for VA certification. If the enrollment period is temporarily interrupted, the VA Certifying Official will recertify when notification of re-enrollment is received from the Veteran. For more information regarding any Veteran educational benefits students may visit the Financial Aid Office. Additionally, students may contact the Department of Veterans Affairs by calling at 1-888-442-4551 or visiting their website at <http://gibill.va.gov>.

### **Military Tuition Assistance**

Active duty military persons may qualify to use the tuition assistance program. Tuition does not include the cost of textbooks or administrative fees. If a student plans to use tuition assistance, the student must complete the required application at the military education services office prior to registration and submit the completed Authorization for Tuition Assistance to the University. For questions or further information, contact the Base Education Office.

### **VA Pending Payment Compliance**

Under the Veterans Benefits and Transition Act of 2018 (section 3679 of title 38, United States Code), any covered individual will be permitted to attend classes without penalty for Department of Veteran Affairs nonpayment, as long as the covered individual has submitted a Certificate of Eligibility and VA Certification Form to the school certifying official.

NOTE: A "covered individual" is any student who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment (VR&E), also known as VA Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill. While payment to the institution is pending from the VA. This university will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

### **Veterans Withdrawing from Courses**

Students receiving VA Educational Benefits must promptly notify the VA Certifying Official when withdrawing from a class or all classes. Failure to do so may result in an overpayment from the Department of Veterans Affairs. For additional information, please contact the Financial Aid office at (703) 284-1530.

### **Yellow Ribbon**

All military, veteran, and dependents with 100% coverage under the Post 9/11 GI Bill and Vocational Rehab (Ch. 31) will automatically receive the Yellow Ribbon Award. Marymount University does not cap the amount of the Yellow Ribbon Award, and it is offered to all military, veteran, and dependent undergraduate and graduate students. Each semester, students will verify their enrollment with the Military & Veteran Services representative to confirm their documents are updated with the department of veteran affairs.

### **Financial Aid**

The Marymount University program of financial aid attempts to help students who have academic potential and limited financial resources. In addition, scholarships are awarded to students who demonstrate outstanding academic potential and performance, with financial need considered but not a prerequisite.

The objective of all federal and most state aid programs is to provide opportunities for those who would not be able to complete their college education without financial assistance. Certain states, such as the Commonwealth of Virginia, award grants without regard to financial need to students who apply and can prove state residence.

### **Eligibility for Need-Based Aid**

Financial aid is any grant, scholarship, loan, or paid employment offered for the express purpose of helping a student meet educationally related expenses. How much financial aid a student will receive is calculated in the following manner:

1. The budget for a student's academic year living and educational expenses is determined by taking into account factors such as residence, enrollment, and dependence.
2. The expected contribution by the student and family toward the student's yearly expenses is determined through a federal formula.

- The resources contributed by the student and family are subtracted from the budget, and the remaining amount is referred to as the student's "financial need."

### Financial Aid Application Procedure

Students seeking financial aid through grants, loans, the Federal Work-Study Program, and scholarships that require the filing of the Free Application for Federal Student Aid (FAFSA) should follow these steps to apply:

- Complete the FAFSA online at <http://www.fafsa.ed.gov>. The FAFSA must be completed by both new and currently enrolled undergraduate students for each year they seek financial aid. The information is analyzed, and a report on the estimated contribution expected from the family or the self-supporting student is sent to the university. Marymount's federal school code is 003724.
- Financial aid applications must be submitted by March 1 for each academic year in which financial assistance is sought.

Awards are offered when applications are complete and the student has been accepted for enrollment into a degree program.

### Types of Aid

#### Grants

The *Federal Pell Grant* program provides federal gift aid for students. The grants range from \$400 to \$6,195 a year based on enrollment status. Eligibility is determined by the federal government. A student applies for this grant by following the financial aid application procedures. Repayment is not required.

The *Federal Supplemental Educational Opportunity Grant (FSEOG)* is awarded to eligible full-time undergraduate students who demonstrate the highest level of financial need. Qualified students can be awarded grants of up to \$4,000 per academic year. Students must follow financial aid application procedures to apply.

*Marymount Grants* are sponsored by the university to make education affordable for as many full-time, first-degree undergraduate students as possible. To apply, students must follow financial aid application procedures. Awards are based on financial need.

The *Virginia Tuition Assistance Grant (VTAG) Program* is not based on financial need and is available to all legal Virginia residents who are full-time students. The

amount of the award varies each academic year based on state funding. Awards will be made by the commonwealth to students who file their applications by July 31. Repayment is not required. Late applications will be considered if funds are available. For further information, contact the Office of Financial Aid. The program is funded by the Commonwealth of Virginia.

Marymount participates in the *Yellow Ribbon Program*, part of the Post-9/11 GI Bill that provides grants to eligible veterans pursuing undergraduate or graduate degrees. The U.S. Department of Veterans Affairs (VA) matches this amount. Eligibility requirements are available through the VA or Marymount's Office of Student Affairs.

#### Loans

The *Federal Direct PLUS Loan* may be used to supplement other financial aid programs. Parents of dependent undergraduates are eligible to apply for this loan each academic year at a variable interest rate. Eligibility is based on credit worthiness. Students must follow the financial aid application procedures. Contact the Office of Financial Aid for details on this loan.

The *Federal Direct Subsidized Loan* is for students enrolled in a degree program on at least a half-time basis; it enables them to borrow an annual amount based on their grade level and length of program. The federal government will pay the interest until the repayment period begins, six months after the student leaves school. The Office of Financial Aid provides information on obtaining this loan with award letter notification. Students must complete the financial aid application process and demonstrate need in order to qualify. Students who plan to pay tuition through a Federal Direct Subsidized Loan should apply for this loan in time for it to be processed before registration.

The *Federal Direct Unsubsidized Loan* is available to students who do not demonstrate need. The terms are the same as those for the Federal Direct Subsidized Loan except that the student is responsible for the interest while in school.

#### Scholarships

Marymount University offers several performance-based academic/service scholarships. All scholarships are designed for full-time, first-degree undergraduates and can be applied to undergraduate tuition only, unless otherwise specified. Scholarships are renewable for four years of full-time study providing the student maintains a cumulative GPA of at least 2.5. Transfer students are eligible for some scholarships as well. Please see the

following list for eligibility criteria and other details about Academic/Service Scholarships. Students interested in these scholarships should contact the Office of Admissions.

Marymount also has a number of need-based and merit scholarships funded by generous donors to the university. Students deserving consideration for such scholarships are typically identified by a college or school within the university. For further information about all available scholarships, contact the Office of Admissions or the specific college or school.

### **Academic/Service Scholarships**

#### *Clare Boothe Luce Scholarship*

Offered pursuant to a major bequest to the university by Mrs. Luce.

The fund provides scholarships and support to highly qualified female undergraduate students to encourage them to study and earn a degree in biology, information technology/computer science/data science, or mathematics. Students who are committed to further study in the medical sciences are not eligible. Awards are made solely on the basis of merit. This scholarship cannot be used for study abroad or international travel. Eligibility is limited to women who are U.S. citizens or permanent residents of the U.S. Applications received by February 1 will be given priority consideration; late applications are accepted until May 1, contingent upon funding.

#### *Spirit of Service Scholarship*

Offered to students who have met high academic standards and have an outstanding record of volunteer service activity in their high school, church, and/or community agencies.

The award of \$2,500 can be added to any existing Marymount merit scholarship. Scholars must continue full-time enrollment, maintain good academic standing, and complete 60 hours of volunteer service work each semester. Applications received by March 1 will be given priority consideration; late applications are accepted until May 1, contingent upon funding.

#### *TheDream.US National Scholarship*

Marymount University recently signed a partnership with TheDream.US, the nation's largest college access and success program for DREAMers. This is an external scholarship for students with DACA and TSP status. For eligibility, application, and deadlines, please see TheDream.US National Scholarship website at

<http://www.thedream.us/scholarships/national-scholarship>.

### **Merit Scholarships**

Eligible, new full-time freshman applicants are automatically offered the highest scholarship for which they qualify. All four academic scholarships are renewable for up to four years of study, provided the student maintains a minimum cumulative GPA of at least 2.5, and can only be used toward tuition charges.

#### *Transfer Academic Scholarship*

Eligible, new full-time transfer students who intend to earn their first bachelor's degree are automatically offered the highest scholarship for which they qualify. Full-time students can renew the scholarship up to four years of study if they maintain a cumulative GPA of at least 2.5.

#### *Student Employment*

##### *Federal Work-Study (FWS)*

This program makes on-campus jobs available to students with demonstrated financial need. FWS eligibility is determined by the Financial Aid Office. To qualify for this program, students must be eligible to work in the U.S. and be enrolled full time at the time of application.

All students in this program are paid by paycheck based on a two-week pay cycle. The earnings are not directly applied to student accounts. Before students can be paid, they will be required to complete federally mandated employment paperwork, including an I-9 form, which establishes identity and work authorization, as well as federal and state tax forms. Students may also elect to complete a direct deposit form to have their paycheck sent directly to a bank of their choosing. Students must also follow financial aid application procedures by filing a FAFSA. For further information, see the Financial Aid Application Procedure (p.3333).

##### *Campus Employment*

The university employs a large number of full-time students and pays them from its own resources. Students who are not eligible for FWS awards may apply for employment under this program. Students apply for jobs through the [Handshake](#) website. Student employment is managed by the [Office of Financial Aid](#).

### **Gainful Employment Programs**

New federal regulations require colleges to inform students of their prospects for "gainful employment"

when receiving federal financial aid for nondegree programs. The disclosures were mandated to assist students in choosing the right program for their needs and to prevent them from taking on debt for programs with subpar professional placement rates. Prospective students will find Gainful Employment Disclosures for each certificate program on the appropriate school's website. Title IV federal financial aid is not available for certain nondegree programs, but private and institutional aid may be available. All degree programs are exempted from the Gainful Employment Disclosure mandate.

### Continuous Registration

Students approved for Continuous Registration will be reported to the National Student Clearinghouse as withdrawn. They will enter their federal student loan grace period as of that date, and if they have previously used up their student loan grace period, they will immediately enter into loan repayment.

### Withdrawals

Students who withdraw from the university before the 60% point of the semester will have their federal financial aid prorated according to the federal formula. In addition, students failing to earn at least one passing grade in a semester will have their federal financial aid prorated and returned.

### Satisfactory Academic Progress

Students are required to meet minimum standards of academic progress to continue to receive financial aid. The details are explained on the reverse side of the financial aid award letter and on the Office of Financial Aid's Satisfactory Academic Progress Standards web page.

### Federal Financial Aid for Degree-Applicable Courses

Federal regulations mandate that federal aid cannot be awarded for classes that do not count toward a student's academic program. If students are enrolled in courses that do not count toward their degree, certificate, or other credentials, the courses cannot be used to determine enrollment status unless they are eligible remedial courses. It is the responsibility of students to work with their advisor to ensure their credits meet this requirement. In addition, these credits must match the number of credits that the award was based on, or a revised award must be prepared.

### Repeating Courses

Students should be aware that they can only receive federal financial aid toward one retake of a previously passed course or its equivalent. This means that once a student has passed a particular course, the Office of Financial Aid can count that student as being enrolled in that course only one more time for federal aid purposes.

### Verification of Attendance

**The policy below relates ONLY to federal Title IV aid — Pell Grant, SEOG, Work-Study, Direct Loans, and PLUS loans (PPLUS and GPLUS). Institutional, state, and private awards are not included.**

Per federal regulations, students establish eligibility for aid only if they actually attend their classes. Students' presence in class will be documented by the instructor through taking attendance. This will be done at one of the class meetings within the first two weeks of class for a regular fall/spring semester (shorter time frames apply for mini-terms like summer).

All courses must be verified. Note that this policy also applies to online classes, study abroad, and internships — although the methods of "attendance collection" are modified.

Federal aid processing is affected by non-attendance in the following ways:

1. For summer terms, no federal aid will be released until attendance is confirmed.
2. Following the last day to add/drop for the term, enrollment information will be evaluated based on the courses in which students are registered. These are the credit hours that will be used to determine students' final aid eligibility for the term. Please see the Academic Calendar to confirm the last day to add/drop for each term.

After the last day to add/drop, students will be withdrawn from classes that they failed to attend and "W" grades will be posted to their records. For more information, please see the Attendance section of the catalog. Students will still be responsible for tuition and fees (see Credit for Tuition and Fee Charges).

## Graduate Financial Information

### Tuition

#### Graduate Student Rate

- \$1,140 per credit hour for fall, spring, and summer semester classes (full or part time). In the fall and spring semesters, full-time graduate students\* carry a minimum of nine (9) credit hours per semester, and part-time students carry six to eight (6-8) credit hours. In the summer, full-time graduate students carry a minimum of six (6) credit hours for all summer sessions combined, and part-time students carry three to five (3-5) credit hours for all summer sessions combined.

\*Programs designed to offer a maximum of 6 credits per semester, are considered full-time at 6 credits. See Course Load (p. 75) for more information.

#### Graduate Program Specific Tuition

##### **Business and Technology Programs in the College of Business, Innovation, Leadership, and Technology**

\$1,150 per credit hour for fall, spring, and summer semester classes (full or part time).

##### **Master of Education (M.Ed.)**

\$895 per credit hour for fall, spring, and summer semester classes (full or part time).

##### **Counselor Education and Supervision Program (Ed.D.)**

\$1,375 per credit hour for fall, spring, and summer semester classes.

##### **Physical Therapy Program (D.P.T.)**

Tuition and fees for those entering in fall 2021 (Class of 2024): Tuition: \$38,600 per year; fees \$1,775 (years 1 & 2) and \$1,890 (year 3) for a total of \$121,240 for the three-year program. This sum includes all PT courses, lab fees, and summer courses.

#### **Transitional Physical Therapy Program (t.D.P.T.)**

Tuition and fees for those entering in fall 2021 will be \$485 per credit hour for a total of \$14,550.

#### **Transitional Occupational Therapy Program (t.O.T.D.)**

Tuition and fees for those entering in fall 2021 will be \$485 per credit hour for a total of \$14,550.

#### **Consortium Tuition**

Payment for consortium credits is due at the time of registration. Marymount consortium students pay the Marymount tuition rate to the Marymount Student Accounts Office. Credits taken through the consortium are counted toward full-time/part-time status at Marymount for the purposes of financial aid. The student is responsible for all fees that the visited institution requires.

Refunds and credits to accounts for consortium courses follow the Marymount refund schedule.

#### **Tuition Payment**

##### **Due Dates**

|                           |                 |
|---------------------------|-----------------|
| Fall Semester             | August 2, 2021  |
| Spring Semester           | January 3, 2022 |
| Summer Sessions I and III | May 2, 2022     |
| Summer Session II         | June 13, 2022   |

Payments made online or in person using a credit/debit card will be charged a 2.5% service fee. Payments made using an eCheck will be charged a \$1.75 service fee. Service fees are assessed and applied on a transactional basis and cannot be waived or refunded.

Monthly late payment fees of \$75 will be assessed to all delinquent accounts. All payments must be made in U.S. currency and drawn on U.S. banks. Marymount University accepts cash, checks, money orders, credit cards (American Express, MasterCard, or Visa only; credit card payments can be made online through Marynet), and ACH (Automated Clearing House) electronic transfers. Do not mail cash. Checks and money orders must be made payable to Marymount University. All checks and money orders must include the student's ID number, address, and phone number on the face of the check. All returned checks are subject to a \$55 service fee.

If, for any reason, a parent, a guardian, an employer, or an embassy does not honor their financial obligation to the university on behalf of a student, the student will be held responsible for those financial obligations.

A student's pending class registration is subject to cancellation if there is a prior-term unpaid balance on the student's account.

If students have questions about charges on their accounts, they should bring the amount in question to the attention of the Student Accounts Office. Students do not have to pay that amount while it is being reviewed. However, they are obligated to pay all parts of the bill that are not in question no later than the due date.

## Address Changes

It is the responsibility of students to keep the Office of the Registrar informed of any changes in their home, local residence, and/or billing address; phone number; and/or email address. Students may submit a change in one of these ways:

- through Marynet by clicking on "Address/Phone/Email update" under the student's academic profile
- through the form available on the [Office of the Registrar website](#)
- by email to [registrar@marymount.edu](mailto:registrar@marymount.edu) from their Marymount email account

When submitting the change by email, mail, or fax, students should include their full name; student ID number; the former address; the new address for their home, local residence, and billing purposes; a current email address; and their signature.

## Waivers

### Catholic School Employees

Employees of Catholic schools specified by the university are eligible for a 35% tuition waiver on the published regular graduate student rate (not the graduate program-specific tuition) for the M.Ed. programs in education and the M.A. program in counseling with a school counseling specialization under the following conditions:

- The individual must be employed on a full-time basis in a position in teaching, senior administration, and/or school counseling.
- The individual must be employed by a diocesan school in the Diocese of Arlington, Virginia, or Archdiocese of Washington, DC. To learn about other Catholic schools specified for eligibility under this program, contact the School of Education.

- Requests for additional courses and/or programs covered under this waiver after the first degree is obtained will be considered on an individual basis.
- Verification from the employee's school, written by the principal on school letterhead, attesting to the individual's eligibility for a waiver must be provided at the beginning of the program and each year thereafter at the beginning of the fall semester. This verification must be sent to Marymount's Student Accounts Office.

### Senior Citizens

As a service to senior citizens, the university offers persons 65 years or older a 50% tuition waiver for undergraduate and graduate courses. Applicants must first meet all regular admission criteria for either degree candidacy or nondegree status. Discounts are for the current academic year only and are not retroactive for prior academic years.

### Fees

#### Room and Board

- Housing options, information, and rates are available through the Office of Campus and Residential Services and on the Graduate Student Housing page.
- Meal plan options are available for an additional charge.

#### Commuter Meal Plans

For information regarding commuter meal plans, contact the Office of Campus and Residential Services (OCRS) at (703) 284-1608 or visit the [OCRS website](#).

#### New Student Fee

A one-time fee of up to \$270 is charged to all graduate students. It covers such items as student ID cards, new student programs, and standard transcript requests.

#### Graduation Fee

Effective Fall 2022, a one-time fee of \$175 will be assessed to cover graduation fees. This fee does not cover late graduation application fees.

#### Technology Fee

Students will be assessed a technology fee each fall, spring, and summer semester of \$22 per credit up to a maximum of \$275 per semester. This fee supports technologies that enrich the learning environment. The following are some examples of services and initiatives funded by this fee: computer labs, updates to the course management system, expanded on-campus wireless

access, and help desk services. In addition, some courses require that students purchase stand-alone computer software and/or textbook software packages.

### **Bloomberg Terminal Fee**

Students of the College of Business, Innovation, Leadership, and Technology will be assessed a \$50 Bloomberg Terminal fee each fall, spring and summer semester.

### **Course/Program Fees**

Some programs require additional fees for specified coursework or activities. Some online courses require an exam proctoring fee. Visit the Tuition and Fees page for a current list of such fees.

### **International Student Services Fee**

International students will be assessed a \$45 International Student Services Fee each fall and spring.

### **Alumni Course Audit Fee**

For a fee of \$330 per course, Marymount alumni may audit up to two courses per semester, if the enrollment limit has not been reached during registration and approval has been granted by the associate dean. No credit or grade will be awarded for the course. Interested alumni should contact the Office of Alumni Relations at (703) 284-1541 or visit the [Alumni Course Audit Program](#) page on the alumni website.

## **Housing Information**

### **New Resident Students**

For graduate students, the nonrefundable \$500 enrollment fee must be paid to access the housing application. Assignments will be made based on availability and the date the application is completed.

For more information, visit the Graduate Student Housing page.

### **Academic Program Deposits**

A nonrefundable deposit is required from students in the following academic programs within 30 days of notification of acceptance, unless otherwise noted, in order to secure a place.

|  |       |
|--|-------|
| Physical Therapy, due within 3 weeks of acceptance | \$500 |
| All other graduate programs                        | \$500 |

## **Insurance**

All full-time Marymount students are required to have health insurance. The university offers a comprehensive health insurance plan in accordance with the Affordable Care Act. Students can enroll by submitting an enrollment form found on the MU Portal. Students who have enrolled in the plan previously must re-enroll by submitting an enrollment form at the start of each academic year.

Students may waive the university comprehensive health insurance plan if they have adequate coverage that will allow them to see a health care provider in Maryland, the District of Columbia, or the Commonwealth of Virginia. If a waiver is not submitted online by the specified deadline, the student will automatically be enrolled in the coverage and charged a fee for the premium. Waivers will not be accepted after the deadline.

Part-time students who need health insurance may wish to research various health insurance options at <http://www.healthinsurance.org/Virginia>.

For further information, visit the [Student Health Services](#) (SHS) website or call (703) 284-1610. Students who have missed the enrollment deadlines may contact SHS directly to be enrolled.

## **Collection Policy**

Students who fail to pay in full as scheduled will have their transcripts, registration, degree/enrollment verifications, and diploma withheld until the outstanding balance is paid in full. Spring and summer outstanding balances must be paid in full on or before August 15. Any student with a past-due balance from spring and/or summer may have their fall classes dropped on August 16. The university will make every effort to contact the student and collect the outstanding balance. However, if the university's attempts are unsuccessful, the account may be turned over to a collection agency and also may be reported to the credit bureau. The student will be responsible for all costs, including collection agency fees up to 33<sup>1</sup>/<sub>3</sub>% on the assigned balance. The account could also be subject to possible attorney fees and variable court costs.

## **Refunds and Credits to Student Accounts**

### **Credit Balance Refunds**

Disbursement of Federal Aid will not occur until after the last day to add or drop a class. Credit balance refunds will be processed generally within 14 days. The

university does not issue refunds in cash; only check and credit card refunds are issued.

Per federal regulations, Marymount University has updated its course attendance confirmation policy and procedures. This regulation will impact when federal aid is disbursed and refunded to students.

### Credit for Tuition and Fee Charges

To be eligible to receive a credit for tuition and fee charges, a student must officially withdraw from a class or separate from the university. Credit for tuition and fee charges will be calculated based on the actual withdrawal or separation date as follows:

#### Semester Courses

| Timeline         | Fall/Spring | Type of Credit   |
|------------------|-------------|------------------|
| By end of week 1 | 100%        | Tuition and fees |
| By end of week 2 | 75%         | Tuition only     |
| By end of week 3 | 50%         | Tuition only     |
| After week 3     | 0%          |                  |

#### Summer Courses

| Timeline   | Credit | Type of Credit   |
|--|--------|------------------|
| SU I: From the 1st day of class through the 5th day after class begins     | 100%   | Tuition and fees |
| SU II: From the 1st day of class through the 5th day after class begins    | 100%   | Tuition and fees |
| SU III: From the 1st day of class through the 5th day after class begins   | 100%   | Tuition and fees |
| SU III: From the 6th day of class through the 11th day after class begins  | 75%    | Tuition only     |
| SU III: From the 12th day of class through the 15th day after class begins | 50%    | Tuition only     |
| SU III: After the 15th day of class  | 0%     |                  |

### Weekend and Concentrated Courses

| Timeline   | Credit | Type of Credit   |
|--|--------|------------------|
| Within 31 days before class begins                         | 100%   | Tuition and fees |
| 30 days before class begins through the first day of class | 75%    | Tuition and fees |
| First day of class and thereafter                          | 0%     |                  |

### Class/University Withdrawal Policy

In order to receive a credit for tuition and fee charges in accordance with the advertised refund/withdrawal period, students must officially withdraw from a class, even if someone else registered them for the class. Failure to do so will constitute a financial obligation to the university because classroom seats reserved during registration continue to be held for students until they officially withdraw from the class. Stopping payment on a tuition check or credit card authorization or not attending a class does not constitute an official withdrawal from a class.

A student who received financial aid should check with the Office of Financial Aid before withdrawing from any classes. Federal financial aid recipient refunds will be determined based on the federal pro-rata refund regulations. Information and examples of federal pro-rata refunds are available in the Office of Financial Aid.

See Adding, Dropping, or Withdrawing from Courses/Separating from the University (p. 75) for procedural information about withdrawing from a class or separating from the university.

### Withdrawal After Expiration of Tuition- and Fee-Credit Period

A student who withdraws from one or all classes after the tuition- and fee-credit period does not qualify for a refund. An exception to this policy may be made in extraordinary circumstances such as an illness or a medical emergency that qualifies the student for a medical leave.

See Leave of Absence and Requests for Exceptions to Academic Policies for further information. Students whose accounts have been placed in collections are not eligible to pursue the appeal process for tuition refunds or assistance.



### **Credit for Room and Board Charges**

If a student moves out of the residence halls before the end of the semester, credit for room and board may be available as outlined in the housing license agreement. Appeals of any charges must be submitted in writing to the Office of Student Living during the semester the student departs the residence halls.

### **Credit for Commuter Meal Plan Charges**

Credits are not available for commuter meal plans. Students should also note that plans expire at the end of each semester.

### **Payment Plans**

A payment plan is available to qualifying students. All arrangements, including the initial payment, must be completed at least one week prior to the payment due date. Students may set up a payment plan by the semester. Payments are made as follows:

- For the fall semester, payments may begin as early as August 1 and must be paid in full by December 1.
- For the spring semester, payments may begin as early as January 1 and must be paid in full by May 1.
- For the summer semester, payments may begin as early as May 15 and must be paid in full by July 15. All or part of each semester's costs may be budgeted with no interest rate assessed. A nonrefundable enrollment fee of \$35 is required.

Students who need further assistance or information may call the Student Accounts Office at (703) 284-1490.

### **Military and Veteran Services**

The Office of Military and Veteran Services at Marymount University provides active duty military, veteran, and reserve service members and their families with information and financial resources that promote academic and personal success. Additional information on opportunities for veterans and military service members, including VA benefits, is available by contacting [veterans@marymount.edu](mailto:veterans@marymount.edu) or (703) 284-1530.

This institution is approved to offer GI Bill education benefits by the Virginia State Approving Agency, which is the approving authority of education and training programs for Virginia.

### **Veterans Education Benefits**

The following is a summary of the educational assistance that the Department of Veterans Affairs offers to veterans, service members, and their dependents. More detailed information is available on the [Military and Veteran Services](#) website.

1. The Montgomery GI Bill (Chapter 30) assists students who entered active duty for the first time after July 1, 1985, and who agree to have their pay reduced \$100 for 12 months. Veterans must have been honorably discharged, and active duty personnel must have served at least two years.
2. The Post 9/11 GI Bill (Chapter 33) assists students who have served at least 90 aggregate days on active duty after September 10, 2001, and are still on active duty or were honorably discharged from active duty; or released from active duty and placed on the retired list or temporary disability retired list; or released from active duty and transferred to the Fleet Reserve or Fleet Marine Corps Reserve; or released from active duty for further service in a reserve component of the Armed Forces. Students may also be eligible if honorably discharged from active duty for a service-connected disability if they have served 30 continuous days after September 10, 2001.
3. The Montgomery GI Bill – Selected Reserve Education Assistance Program (Chapter 1606) assists students who have a six-year obligation in the Selected Reserves. Students who are officers must agree to serve six years in addition to current obligation, complete initial active duty for training, serve in a drilling Selected Reserve unit, and remains in good standing.
4. The Veterans Educational Assistance Program – VEAP (Chapter 32) assists students who enlisted in the military after December 31, 1976, and before July 1, 1985, who contributed money to the educational fund.
5. Vocational Rehabilitation and Employment (VR&E), also known as Voc Rehab (Chapter 31), provides assistance to veterans who have a service-connected disability and need vocational rehabilitation because his/her disability creates an employment handicap.
6. The Dependents' Educational Assistance Program (Chapter 35) provides education and training opportunities to eligible dependents and survivors of certain veterans who either died of or are permanently and totally disabled as the result of a service-connected disability. The disability must arise out of active service in the Armed Forces.

## Certification of Veterans

Students receiving Federal VA Educational Benefits must also submit a VA Enrollment Certification Form to the VA School Certifying Official each semester that he/she wishes to have enrollment sent to the VA. Certifications will not be submitted to the VA until this form has been received. Students using Chapter 1606 must verify their enrollment on the last calendar day of each month by using the Automated Verification of Enrollment (WAVE) at <https://www.gibill.va.gov/wave> or by calling 1-877-823-2378.

Students receiving VA Educational Benefits are responsible for registering only for courses that are included on their respective degree plan. Veterans' benefits will not be certified for courses previously passed, unless a grade higher than the earned grade is required, or for auditing courses. Veteran students and dependents will not be paid for courses in which an "I" (Incomplete) was previously received or for courses which are not a part of the declared major unless approved as a substitution for a required course by the appropriate university official.

All Veterans and Dependents receiving educational benefits should contact the VA Certifying Official prior to registration to complete the proper documents for VA certification. If the enrollment period is temporarily interrupted, the VA Certifying Official will recertify when notification of re-enrollment is received from the Veteran. For more information regarding any Veteran educational benefits students may visit the Financial Aid Office. Additionally, students may contact the Department of Veterans Affairs by calling at 1-888-442-4551 or visiting their website at <http://gibill.va.gov>.

## Military Tuition Assistance

Active duty military persons may qualify to use the tuition assistance program. Tuition does not include the cost of textbooks or administrative fees. If a student plans to use tuition assistance, the student must complete the required application at the military education services office prior to registration and submit the completed Authorization for Tuition Assistance to the University. For questions or further information, contact the Base Education Office.

## VA Pending Payment Compliance

Under the Veterans Benefits and Transition Act of 2018 (section 3679 of title 38, United States Code), any covered individual will be permitted to attend classes without penalty for Department of Veteran Affairs nonpayment, as long as the covered individual has

submitted a Certificate of Eligibility and VA Certification Form to the school certifying official.

NOTE: A "covered individual" is any student who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment (VR&E), also known as VA Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill. While payment to the institution is pending from the VA. This university will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

## Veterans Withdrawing from Courses

Students receiving VA Educational Benefits must promptly notify the VA Certifying Official when withdrawing from a class or all classes. Failure to do so may result in an overpayment from the Department of Veterans Affairs. For additional information, please contact the Financial Aid office at (703) 284-1530.

## Yellow Ribbon

All military, veteran, and dependents with 100% coverage under the Post 9/11 GI Bill and Vocational Rehab (Ch. 31) will automatically receive the Yellow Ribbon Award. Marymount University does not cap the amount of the Yellow Ribbon Award, and it is offered to all military, veteran, and dependent undergraduate and graduate students. Each semester, students will verify their enrollment with the Military & Veteran Services representative to confirm their documents are updated with the department of veteran affairs.

## Financial Aid

Financial aid is any grant, scholarship, loan, or paid employment offered for the express purpose of helping a student meet educationally related expenses. Various programs are available to Marymount graduate students to help finance their studies.

## Types of Aid

### *Graduate Assistantships*

A limited number of full-time and part-time graduate assistantship positions are available for graduate

students at Marymount University. A full-time graduate assistantship requires 20 hours of work per week in exchange for a waiver of tuition for nine (9) credits per semester. Part-time assistantships may be either a 1/3 assistantship, which requires seven hours of work each week in exchange for a waiver of three (3) credits of tuition, or a 2/3 assistantship, which requires 14 hours of work each week in exchange for a waiver of six (6) credits of tuition. Students must be enrolled for at least six (6) credits to qualify for part-time assistantship consideration. Full-time students are given preference for all assistantships. Students on "flat-rate" tuition receive a waiver equivalent to the three, six, or nine (3, 6, or 9) credits of the 1/3, 2/3, or full assistantship, respectively.

The graduate assistant program is designed to meet several purposes. Students receive financial support for their graduate studies. In addition, students receive a valuable professional experience that supplements and supports their program of study. The university also benefits, as it gains the services of talented beginning professionals.

A list of graduate assistant positions is available from the Office of the Associate Provost of Innovation and Lifetime Education. Current openings, and application procedures for graduate assistantships, are listed on the Marymount Jobs site.

### Grants

*The Virginia Tuition Assistance Grant (TAG) Program* is available to Virginia residents who are full-time students pursuing their first graduate degree in a health professions field. Eligible programs include counseling, health care management, health education and promotion, nursing, and physical therapy. The amount of the grant varies each academic year based on state funding. Applications, which are available from the Office of Financial Aid, must be submitted annually by July 31. Late applications will be considered if funds are available. There is no requirement for repayment. This program is funded by the Commonwealth of Virginia.

Marymount participates in the *Yellow Ribbon Program*, part of the Post-9/11 GI bill that provides grants to eligible veterans pursuing undergraduate or graduate degrees. The U.S. Department of Veterans Affairs (VA) matches this amount. Eligibility requirements are available through the VA or Marymount's Military & Veterans Success Center.

### Loans

The *Federal Direct Unsubsidized Loan* is for graduate students enrolled in a degree program on at least a half-time basis (six credits per semester); it enables them to borrow an annual amount. The repayment period begins six months after the student leaves school. The student is responsible for the interest while in school. The Office of Financial Aid provides information on obtaining the loan with Award Letter notification. Students must complete the financial aid application process by filing a Free Application for Federal Student Aid (FAFSA) in order to qualify.

**Application Procedure:** Students seeking financial aid through the Federal Direct Unsubsidized Loan program should follow these steps to apply:

1. Complete a FAFSA, available at <http://www.fafsa.ed.gov>. Both new and currently enrolled graduate students must complete a FAFSA for each year they seek financial aid. The information is analyzed and a report sent to the university on the estimated contribution expected from the family or the self-supporting student. Marymount's federal school code is 003724.
2. Financial aid applications must be submitted by March 1 for each academic year in which financial assistance is required.

Awards are offered when applications are complete and the student has been accepted for enrollment into a degree program.

### Student Employment

The university employs a large number of full-time students and pays them from its own resources. Students apply for jobs through the Center for Career Development's Handshake system.

### Gainful Employment Programs

New federal regulations require colleges to inform students of their prospects for "gainful employment" when receiving federal financial aid for nondegree programs. The disclosures were mandated to assist students in choosing the right program for their needs and to prevent them from taking on debt for programs with subpar professional placement rates. Prospective students will find Gainful Employment Disclosures for each certificate program on the appropriate school's website. Title IV federal financial aid is not available for certain nondegree programs, but private and institutional aid may be available. All degree programs are exempted from the Gainful Employment Disclosure mandate.

### *Continuous Registration*

Students approved for Continuous Registration will be reported to the National Student Clearinghouse as withdrawn. They will enter their federal student loan grace period as of that date, and if they have previously used up their student loan grace period, they will immediately enter into loan repayment.

### *Withdrawals*

Students who withdraw from the university before the 60% point of the semester will have their federal financial aid prorated according to the federal formula. In addition, students failing to earn at least one passing grade in a semester will have their federal financial aid prorated and returned.

### *Satisfactory Academic Progress*

Students are required to meet minimum standards of academic progress in order to continue to receive financial aid. The details are explained on the reverse side of the financial aid award letter and on the Office of Financial Aid web page.

### *Federal Financial Aid for Degree-Applicable Courses*

Federal regulations mandate that federal aid cannot be awarded for classes that do not count toward a student's academic program. If students are enrolled in courses that do not count toward their degree, certificate, or other credentials, the courses cannot be used to determine enrollment status unless they are eligible remedial courses. It is the responsibility of students to work with their advisor to ensure their credits meet this requirement. In addition, these credits must match the number of credits that the award was based on or a revised award must be prepared.

### *Repeating Courses*

Students should be aware that, for federal financial aid purposes, they may only receive federal financial aid toward one retake of a previously passed course or its equivalent. This means that once a student has passed a particular course, the Office of Financial Aid can count that student as being enrolled in that course only one more time for federal aid purposes.

### **Verification of Attendance**

**The policy below relates ONLY to federal Title IV aid — Pell Grant, SEOG, Work-Study, Direct Loans, and PLUS loans (PPLUS and GPLUS). Institutional, state, and private awards are not included.**

Per federal regulations, students establish eligibility for aid only if they actually attend their classes. Students' presence in class will be documented by the instructor through taking attendance. This will be done at one of the class meetings within the first two weeks of class for a regular fall/spring semester (shorter time frames apply for mini-terms like summer).

All courses must be verified. Note that this policy also applies to online classes, study abroad, and internships — although the methods of "attendance collection" are modified.

Federal aid processing is affected by non-attendance in the following ways:

1. For summer terms, no federal aid will be released until attendance is confirmed.
2. Following the last day to add/drop for the term, enrollment information will be evaluated based on the courses in which students are registered. These are the credit hours that will be used to determine students' final aid eligibility for the term. Please see the Academic Calendar to confirm the last day to add/drop for each term.

After the last day to add/drop, students will be withdrawn from classes that they failed to attend and "W" grades will be posted to their records. For more information, please see the Attendance section of the catalog. Students will still be responsible for tuition and fees (see Credit for Tuition and Fee Charges).

# Academic Support Services

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## Undergraduate Academic Support Services

### Library and Learning Services

University Librarian: Alison S. Gregory

Library and Learning Services facilitates learning, teaching, scholarship, and lifelong learning opportunities by providing Marymount University students, faculty, staff, and the community with access to information and a variety of educational support services. Its facilities are the Emerson G. Reinsch Library and the Ballston Coakley Library Extension.

### Emerson G. Reinsch Library and Ballston Coakley Library Extension

The Emerson G. Reinsch Library and the Ballston Coakley Library Extension are an integral part of the university's learning resources. The Emerson G. Reinsch Library is located on the main campus, and the Ballston Coakley Library Extension is located at the Ballston Center. The collection and services at each facility reflect the curricula and general needs of the university community. Together they offer the following:

- a collection of more than 800,000 books, e-books, media, and streaming video access to more than 100,000 journals in print or electronic form
- more than 200 online information resources — many of which are full-text — available on or off campus 24 hours a day, seven days a week
- library research instruction through class-based presentations, tutorials and modules, or individual appointments in person or online
- reference assistance in person or by phone, chat, video conference, or email
- required textbooks on reserve for two-hour in-library use
- internet access on more than 60 public computers, a blend of desktops and laptops, PCs and Macs; access to many software packages on most public computers
- group study rooms that can be reserved online
- MakerSpace equipped with PCs, Macs, 3D printers, and projectors
- coffee bar
- scanners, printers, and black-and-white photocopiers

- laptops, iPads, graphing calculators, headphones, and USB drives that can be checked out
- wireless access

The library's goal is to respond to the changing needs of students, faculty, and staff. Library faculty and staff work closely with colleagues in schools to ensure that the library's resources and services meet the needs of the Marymount community.

Marymount University's membership in the Washington Research Library Consortium (WRLC) allows students and faculty members to borrow from or use on-site the collections of American University, The Catholic University of America, Gallaudet University, George Mason University, The George Washington University, Georgetown University, Howard University, and the University of the District of Columbia. Library consortium members share an online catalog of collections. Loan requests for books, articles, or media are made online and delivered to the student's home institution or via email access. Interlibrary loan requests from libraries throughout the United States can be arranged if materials are unavailable in the collection.

### The Student Academic Hub

The Student Academic Hub offers a comprehensive academic support system for students that includes:

- Academic Advising — partnering with students to develop an intentional academic plan;
- Academic Coaching — exploring with students effective ways to study, learn, and develop good habits;
- Peer-led Tutoring — supporting students as they navigate course content and academic writing; and
- Student Access Services (SAS) — partnering with students having self-disclosed disabilities in the review, determination, and coordination of reasonable accommodations and associated support.

### The Undeclared Major

When students are uncertain of their choice of major, they may begin their studies as undeclared. Students can take the time for careful reflection and exploration before selecting a major (and depending on the major chosen, there may be an application process). It is recommended that students meet with their academic advisor to discuss their strengths, interests, career goals,

and academic goals. Academic advisors can share information on the different degree programs that may fit the student's strengths, interests, and goals, allowing the student to make an informed decision.

Traditionally, a student's junior and senior years are devoted to taking classes within the major, so undeclared students should decide on a major by the end of their sophomore year. The academic advisor will encourage undeclared students to begin narrowing down their potential majors by the conclusion of the first year.

Typically, there are two types of incoming first-year students, each with a different suggested first-year course plan.

### **Undeclared Major Option 1**

Students who are open to several possibilities or do not yet have a clear idea about what major to choose should consider this option. The focus will be on taking classes required for the Liberal Arts Core and exploring introductory courses in areas of interest.

#### **Year One — Fall**

EN 101 Composition I (WR core course)\*

Humanities (FNA or HI-1) core course\*

TRS 100 Theological Inquiry (TRS-1 core course)\*

CNCT 100334 Connections\*

One (1) elective to explore majors\*\*

#### **Year One — Spring**

EN 102 Composition II (WR core course)\*

PH 100 Introduction to Philosophy (PH-1 core course)\*

Natural Science (NS) core course with lab\*

Introductory Social Science (SS-1) core course\*

One (1) elective to explore a major\*\*

### **Undeclared Major Option 2**

Students who are able to narrow down their choice of major to two or three possibilities, and at least one of those choices is a field that is mathematics- or science-intensive, should choose this option. In addition to taking Liberal Arts Core requirements, these students will take introductory mathematics and science courses. This will give students an opportunity to evaluate their aptitude in these disciplines.

#### **Year One — Fall**

EN 101354 Composition I (WR core course)\*

Mathematics (MT) core course\*

Natural Science (NS) core course with lab\*

TRS 100446 Theological Inquiry (TRS-1 core course)\*

CNCT 100334 Connections\*

#### **Year One — Spring**

EN 102 Composition II (WR core course)\*

PH 100 427 Introduction to Philosophy (PH-1 core course)\*

History (HI-1) or FNA core course\*

Introductory Social Science (SS-1) core course\*

One (1) elective to explore a major\*\*

\* Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core (p. 101) and Course Descriptions (p. 318) for further information.

\*\* Electives should be selected from courses in the subject area(s) in which the student is considering a major.

### **Saints' Center for Service**

The Saints' Center for Service (SCS) advances the vision of the ideals of the Religious of the Sacred Heart of Mary to serve others. The center promotes the integration of service with the university's commitments to student development, teaching, learning, and scholarship. The center provides support to Marymount students, faculty, and staff and offers the following services:

- promotes and participates in service opportunities that provide a meaningful learning experience
- connects students, faculty, and staff with external community partners to build capacity for service opportunities
- oversees development and maintenance of community service programming and education for students

The center is staffed by a full-time director and part-time coordinator in collaboration with the faculty coordinator of service learning who is responsible for an academic initiative that provides support across all disciplines with service learning (SL) course implementation, assessment, professional development, and development of support resources.

## Student Access Services

Student Access Services (SAS), housed in the Student Academic Hub, partners with students with disabilities to help them:

- register with SAS as a student with a disability;
- apply for and use SAS-approved accommodations; and
- navigate successfully through their academics by becoming more self-aware of their unique learning patterns and disability-related challenges.

Accommodation services are offered to students with the goal of reducing the impact of their impairment(s) and providing equal opportunity to engage in Marymount's rich learning environment. Students requesting approval for reasonable accommodations are strongly encouraged to initiate a dialogue with SAS as early as possible. Doing so will allow SAS sufficient time to:

- understand the degree and impact of the student's significant impairment; and
- determine what access (disability-based accommodations) are necessary and supports might be available to the student.

All accommodation requests need to be directly related to the disability and how it limits the student's ability to engage in a typical academic experience. In order to establish a record of an existing disability, students need to submit written documentation authored by a relevant healthcare (which may include a psychological) professional/s to SAS ([access@marymount.edu](mailto:access@marymount.edu)). Information which describes SAS documentation criteria is located on the [SAS](#) pages of Marymount's website.

Students who have been approved by SAS to receive academic accommodations will get an official accommodation letter each semester from SAS. Students are asked to provide each of their instructors with a copy of this accommodation letter and discuss how approved accommodations will be implemented throughout the semester. It is important for students to request their instructors' signatures on the accommodation letters during these exchanges. These signatures inform SAS whether or not accommodations are understood, agreed upon, and collaboratively applied by student and instructor.

Student accommodations for housing, dining, emotional support animals, and other non-academic modifications are authorized by SAS and provided in conjunction with

other university offices. More information can be found in the [SAS](#) section of Marymount's website.

SAS also actively assists students in effectively using support resources and services available to them at the Student Academic Hub and throughout the university community.

## Career Development

Marymount University's Center for Career Development is committed to preparing students for successful career exploration and professional lives after their time at the university. The center provides opportunities for career preparation, professional development, and experiential learning by offering workshops, webinars, and career fairs, and through the university's internship program.

During their time at Marymount, students are encouraged to take advantage of these services to help build their career portfolios. The center offers a rapid review of student resumes and cover letters on a daily basis. Additionally, students may schedule appointments with the experienced career services staff regarding career exploration, job search strategies, and interview and negotiation advice. The center also hosts numerous career and internship fairs that students are encouraged to attend.

Further, the center organizes and hosts a variety of workshops and professional development opportunities so that students may increase their repertoire of hard and soft skills for the modern workplace. Session topics range from project coordination and strategic goal development to learning about workplace culture and etiquette. These transferable skills may aid students while working in school and afterward.

Finally, the internship experience program builds on Marymount's core curriculum and each student's academic major by offering students real-world experience in their field. While enrolled in their internship, students explore career interests; improve their understanding of a profession's responsibilities; apply teamwork skills, critical thinking, and oral and written communication in an organizational setting; and network with professionals in their fields of study.

All undergraduate students are required to complete an internship or experiential learning opportunity related to their major before graduation. Career Development works collaboratively with faculty to assist students in applying for and selecting appropriate internships. Students need to have completed at least 75

to 90 credits before beginning their internship (varies by major). Students must complete a 3- or 6-credit internship course within their major, which is graded on a pass/fail basis. Students must be registered for the internship course during the semester in which the internship takes place, including summer. Students enrolled in a teaching licensure program fulfill the internship requirement through a 6-credit student-teaching experience course and are not required to complete a separate internship.

## Graduate Academic Support Services

### Library and Learning Services

University Librarian: Alison S. Gregory

Library and Learning Services facilitates learning, teaching, scholarship, and lifelong learning opportunities by providing Marymount University students, faculty, staff, and the community with access to information and a variety of educational support services. Its facilities are the Emerson G. Reinsch Library and the Ballston Coakley Library Extension.

#### Emerson G. Reinsch Library and Ballston Coakley Library Extension

The Emerson G. Reinsch Library and the Ballston Coakley Library Extension are an integral part of the university's learning resources. The Emerson G. Reinsch Library is located on the main campus, and the Ballston Coakley Library Extension is located at the Ballston Center. The collection and services at each facility reflect the curricula and general needs of the university community. Together they offer the following:

- a collection of more than 800,000 books, e-books, media, and streaming video access to more than 100,000 journals in print or electronic form
- more than 200 online information resources — many of which are full-text — available on or off campus 24 hours a day, seven days a week
- library research instruction through class-based presentations, tutorials and modules, or individual appointments in person or online
- reference assistance in person or by phone, chat, video conference, or email
- required textbooks on reserve for two-hour in-library use
- internet access on more than 60 public computers, a blend of desktops and laptops, PCs and Macs; access to many software packages on most public computers

- group study rooms that can be reserved online
- MakerSpace equipped with PCs, Macs, 3D printers, and projectors
- coffee bar
- scanners, printers, and black-and-white photocopiers
- laptops, iPads, graphing calculators, headphones, and USB drives that can be checked out
- wireless access

The library's goal is to respond to the changing needs of students, faculty, and staff. Library faculty and staff work closely with colleagues in schools to ensure that the library's resources and services meet the needs of the Marymount community.

Marymount University's membership in the Washington Research Library Consortium (WRLC) allows students and faculty members to borrow from or use on-site the collections of American University, The Catholic University of America, Gallaudet University, George Mason University, The George Washington University, Georgetown University, Howard University, and the University of the District of Columbia. Library consortium members share an online catalog of collections. Loan requests for books, articles, or media are made online and delivered to the student's home institution or via email access. Interlibrary loan requests from libraries throughout the United States can be arranged if materials are unavailable in the collection.

### The Student Academic Hub

The Academic Hub offers a comprehensive academic support system for graduate students, which includes:

- Academic Coaching — exploring with students effective ways to study, learn, and develop good habits;
- Peer-led Tutoring — supporting students as they navigate academic writing; and
- Student Access Services (SAS) — Partnering with students having self-disclosed disabilities in the review, determination, and coordination of reasonable accommodations and associated support.

### Saints' Center for Service

The Saints' Center for Service (SCS) advances the vision of the ideals of the Religious of the Sacred Heart of Mary to serve others. The center promotes the integration of service with the university's commitments to student development, teaching, learning, and scholarship. The center provides support to Marymount



students, faculty, and staff and offers the following services:

- promotes and participates in service opportunities that provide a meaningful learning experience
- connects students, faculty, and staff with external community partners to build capacity for service opportunities
- oversees development and maintenance of community service programming and education for students

The center is staffed by a full-time director and part-time coordinator in collaboration with the faculty coordinator of service learning who is responsible for an academic initiative that provides support across all disciplines with service learning (SL) course implementation, assessment, professional development, and development of support resources.

### **Student Access Services**

Student Access Services (SAS), housed in the Student Academic Hub, partners with students with disabilities to help them:

- register with SAS as a student with a disability;
- apply for and use SAS-approved accommodations; and
- navigate successfully through their academics by becoming more self-aware of their unique learning patterns and disability-related challenges.

Accommodation services are offered to students with the goal of reducing the impact of their impairment(s) and providing equal opportunity to engage in Marymount's rich learning environment. Students requesting approval for reasonable accommodations are strongly encouraged to initiate a dialogue with SAS as early as possible. Doing so will allow SAS sufficient time to:

- understand the degree and impact of the student's significant impairment; and
- determine what access (disability-based accommodations) are necessary and supports might be available to the student.

All accommodation requests need to be directly related to the disability and how it limits the student's ability to engage in a typical academic experience. In order to establish a record of an existing disability, students need to submit written documentation authored by a relevant healthcare (which may include a psychological) professional/s to SAS ([access@marymount.edu](mailto:access@marymount.edu)).

Information which describes SAS documentation criteria is located on the [SAS](#) pages of Marymount's website.

Students who have been approved by SAS to receive academic accommodations will get an official accommodation letter each semester from SAS. Students are asked to provide each of their instructors with a copy of this accommodation letter and discuss how approved accommodations will be implemented throughout the semester. It is important for students to request their instructors' signatures on the accommodation letters during these exchanges. These signatures inform SAS whether or not accommodations are understood, agreed upon, and collaboratively applied by student and instructor.

Student accommodations for housing, dining, emotional support animals, and other non-academic modifications are authorized by SAS and provided in conjunction with other university offices. More information can be found in the [SAS](#) section of Marymount's website.

SAS also actively assists students in effectively using support resources and services available to them at the Student Academic Hub and throughout the university community.

### **Career Development**

The Center for Career Development helps graduate students prepare to enter their professional fields or further advance their education upon graduation. Career advisors are available to aid with employment exploration/searching, updating employment documentation such as résumés and cover letters, and interview practice. The center also can help graduate students develop their professional social media personae and network with experts in their fields.

There is no graduate-level academic requirement for internships; however, graduate students may receive credit for internships that are structured as independent study courses. Internships can help graduate students gain hands-on experience in their chosen field of study. Information on all types of internships and field experiences is available from both the Center for Career Development and a student's school director.

# Academic Information and Policies

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## Undergraduate Academic Information and Policies

### Academic Integrity Policy Summary

Academic integrity is founded upon and encompasses the Marymount University values of professionalism, respect, integrity, diversity, excellence, faith, and service. Supporting and affirming these values is essential to promoting and maintaining a high level of academic integrity. Educating community members about the value and practice of academic integrity is central to Marymount's mission. Each member of the academic community must stand accountable for his or her actions. As a result, a community develops in which students learn the responsibilities of citizenship and how to contribute to their professions with purpose and integrity.

If knowledge is to be gained and properly evaluated, it must be pursued under conditions free from dishonesty. Deceit and misrepresentations are incompatible with the fundamental activity of any academic institution and will not be tolerated at Marymount University. Members of the Marymount community are expected to foster the spirit of academic honesty and not to tolerate its abuse by others. The responsibility for academic integrity lies with individual students and faculty members of this community. A violation of academic integrity is an act harmful to all other students, the faculty, and, ultimately, the university.

The Marymount University Academic Integrity Code governs students' intellectual activities directly related to the academic life of the institution and is in effect during all phases of a student's academic career. In circumstances where violations are alleged after graduation, alumnae/alumni may be subject to this code for work submitted in completion of degree requirements. The code is applicable to any academically related experience involving Marymount University students whether occurring on campus, in a distance-learning situation, at host institutions or sites, or at internships; it may even be applied to claims of academic honors made to individuals outside the university. Violations of this code include cheating, plagiarism, falsification of information or citations, text-recycling/self-plagiarism, facilitating or soliciting the academic dishonesty of others, fraud or

misrepresentation in academic claims, and other forms of academic misconduct.

When a violation of academic integrity is suspected, students and faculty are encouraged to meet to determine an appropriate course of action. Penalties for first violations vary with the severity of the offense and may be assigned by the faculty member involved or through an academic integrity hearing process. The standard sanction for a second violation is suspension and must involve an academic integrity hearing. All alleged academic integrity violations will be resolved in accordance with the Academic Integrity Code.

The complete Academic Integrity Code provides detailed information on the nature of academic integrity violations, possible penalties, the adjudication process, and student rights and responsibilities under the code. The Academic Integrity Code, found on the [Office of Student Conduct and Conflict Resolution](#) page of Marymount's website, supersedes all other documents, descriptions, or summaries of the Academic Integrity Code. Students, faculty, and staff may find additional information about academic integrity, including directions on how to file a complaint and information about conferencing with students, on the Academic Integrity portal site.

### Orientation

The university provides new students with an orientation program to prepare them academically and socially for their Marymount experience.

The undergraduate new student orientation program takes place in June and is designed to provide first-year and transfer students with opportunities to learn about Marymount traditions, meet with academic advisors, familiarize themselves with campus and local resources, and interact with fellow classmates. Parents and families of future Marymount students also receive their own unique orientation experience to equip them with tools to support their student through the transition to college.

Students entering the university in the spring semester also participate in an orientation program that takes place in early January. This orientation program provides these students and their families with opportunities to learn more about Marymount, meet with an advisor, register for classes, and meet other new students.

Find more information on the [New Student Orientation](#) section of the Marymount website.

### International Student Check-In

International students bring their own unique needs to Marymount. To address these needs, the university provides both a university orientation program and an International Student Orientation Session (ISOS).

At ISOS, students will learn about maintaining their F-1 visa status, U.S. immigration regulations, the American educational system, academic program planning, and adjusting to Marymount University and the American culture. Also, this will be a great opportunity to meet other students and make new friends.

In addition to attending ISOS, all new international students are required to attend the undergraduate new student or graduate orientations. For more information about pre-arrival and orientation information, visit the [International Student and Scholar Services website](#), email [iss@marymount.edu](mailto:iss@marymount.edu), or call (703) 526-6922.

### Academic Year

Marymount University operates on a semester system. The two terms of the regular academic year are known as the fall and spring semesters. Marymount may also offer abbreviated mini-mester sessions within the academic year. The summer term is known as the summer semester, with courses taught in segments identified as sessions. Sessions of varying length offer students the opportunity to earn credit during the summer semester.

Undergraduate students at every level use the summer sessions to accelerate their studies, compensate for missed or failed courses, or continue steady progress toward the completion of their degree programs. The university encourages visiting students to use the summer sessions to acquire credits for transfer to their home institutions.

For session dates, consult the Academic Calendar (p. 9) in this catalog or visit the [Office of the Registrar](#).

### Registration

Each student is required to register at the time and in the manner designated by the registrar. Advance registration periods are posted on the [Office of the Registrar](#) website.

Students are required to seek the guidance of an academic advisor in developing a schedule of classes.

No credit will be granted for any course, including independent study, unless registration is completed prior to the start of the semester or during the designated add period as per the Academic Calendar. Students are responsible for registering for the necessary courses in the proper sequence to meet the requirements of the chosen curriculum.

All prescribed charges for the previous semester must be paid before registration may begin. All charges for the ensuing semester must be paid or provided for before registration is complete. No student whose account is in arrears will be permitted to register until all obligations are met. This includes submission of medical records and payment of parking fees.

Students are responsible for maintaining a current U.S. address on file with the university. Students should advise the Office of the Registrar of any address changes, see Address Changes (p. 27).

By enrolling in classes at Marymount University, a student consents to the use of their name, likeness, image, and voice by the university or its designees in any medium, such as publications, websites, and social media; for all purposes (including advertising and promotional materials); and in electronic or hard copy form. Students who do not want their individual photograph or image to be used should notify the photographer/videographer and submit a Request to Withhold Image form through the student portal.

### Course Load

Full-time undergraduate students normally carry a minimum of 12 and a maximum of 18 credits per semester. Part-time undergraduate students normally carry a minimum of 6 credits and a maximum of 11 credits. Students enrolled in 5 credits or less are considered less than half time. All credits are semester credits.

Registration for more than 18 credits requires permission from the student's advisor and associate dean.

### Auditing Courses

Students may request permission from their associate dean to audit a course. An audit course is considered a regular course for tuition payment and appears on the transcript. A student must request an audit course at the time of registration, and it may not be changed to a course for credit once it has been registered as an audited class. A student may not change from credit to audit after the last day to register or add as published in

the Academic Calendar. Audited courses do not count toward degree or graduation requirements.

Alumni of any Marymount degree program in good standing may audit up to two courses per semester. Alumni status is determined by university policy. Alumni enrolling as auditors may not change to credit-seeking status, and audit courses will not count toward a future degree program. Alumni will be eligible to register to audit a course beginning one week prior to the start of classes, where space permits, and not after the late registration and add period. For information on the alumni course audit policy and procedure, visit the [Alumni Course Audit Program](#) page on the Marymount website.

### Late Registration and Add Period

During the first eight days of the fall and spring semester, unregistered students, including newly admitted students, may typically enroll in or add classes as per the Academic Calendar. During the first three days of summer session I (SU I), the first three days of summer session II (SU II), and the first five days of summer session III (SU III), unregistered students may typically enroll in or add classes. Students may enroll in official mini-mester sessions through the first Wednesday of the mini-mester session as per the Academic Calendar. Students may enroll in weekend or concentrated courses until the start of the first class meeting. Please refer to the Academic Calendar for specific deadlines.

### Adding, Dropping, or Withdrawing from Courses/Separating from the University

Students can add or drop courses online or in person for full semester courses and official mini-mester courses up to the date specified in the Academic Calendar. Students may enroll in weekend or concentrated courses until the start of the first class meeting. Students wishing to drop a weekend or concentrated course have until the start of the first class meeting to drop without academic record and until the start of the third class meeting to withdraw with a grade of W.

| Course Type                    | Deadline to Add                                   | Deadline to Drop without Academic Record | Deadline to Withdraw with a Grade of W   |
|--------------------------------|---|--|--|
| Full semester (fall or spring) | Eighth day of the semester                        | Eighth day of the semester               | Friday of the tenth week of classes      |
| Full semester (summer)         | SSI: Third day of SSI                             | SSI: Fifth day of SSI                    | SSI: Twelfth day of SSI                  |
|                                | SSII: Third day of SSII                           | SSII: Fifth day of SSII                  | SSII: Twelfth day of SSII                |
|                                | SSIII: Fifth day of SSIII                         | SSIII: Fifth day of SSIII                | SSIII: Friday of the fifth week of SSIII |
| Mini-Mester                    | Third day of the start of the mini-mester session | Fifth day of the mini-mester session     | Twelfth day of the mini-mester session   |
| Weekend or Concentrated        | Start of the first class meeting                  | Start of the first class meeting         | Start of the third class meeting         |

To drop a class or classes, students should complete an Add/Drop Form at the Office of the Registrar or access their class schedule via My MU Plan.

To drop or withdraw from all classes in a semester and maintain matriculation for the next semester, students must request and obtain email approval for Continuous Registration from their associate dean (see Continuous Registration section).

Before the last day to add classes, any newly admitted students who wish to separate from the university or defer their admission should email the Office of Admissions ([admissions@marymount.edu](mailto:admissions@marymount.edu)) and the Office of the Registrar ([registrar@marymount.edu](mailto:registrar@marymount.edu)). Any returning students, or newly admitted students after the last day to add classes, who wish to separate from

the university should notify the Office of the Registrar electronically or in writing by submitting a Separation Form approved by their associate dean. The date the student notifies the Office of the Registrar of the intent to separate is the official date that determines the student's financial responsibility to the university. Any tuition refund or credit will be calculated based on the withdrawal/separation date recorded by the Office of the Registrar. The last date to file a request for separation for enrolled students is the last day to withdraw from classes as indicated by the Academic Calendar.

Students who stop attending courses without officially withdrawing from the course or separating from the university will receive an FA.

### **Continuous Registration**

All degree and certificate candidates must maintain active status at the university until all requirements are satisfied. Typically, students do so by enrolling in classes each semester. Since Marymount is a term-based credit-hour institution, it cannot offer a federally approved leave of absence option. However, students may request to be placed on Continuous Registration.

Any returning student, or newly admitted and enrolled student after the last day to add classes, who intends to temporarily discontinue studies and not enroll for a semester, must complete the Continuous Registration form on the [Registrar's website](#) and receive the appropriate approval. Continuous Registration is typically approved for one academic semester and rarely approved for longer than one academic year (two academic semesters and one summer semester).

Students approved for Continuous Registration will be reported to the National Student Clearinghouse as withdrawn. If the Continuous Registration term is a future term, the effective date of withdrawal will be the last day of the semester in which the student was enrolled or the last date of enrollment if the student was on Continuous Registration in the previous term. If the Continuous Registration term is the current term, the effective date of withdrawal will be the date the student submits the Continuous Registration request. Students who have federal student loans and go on Continuous Registration will go into repayment status on those loans. See the Continuous Registration section in Financial Information.

The date students submit their request for Continuous Registration is the official date that determines the student's financial responsibility to the university. The last date for enrolled students to request Continuous

Registration is the same date as the last day to withdraw from classes as listed in the Academic Calendar. For a returning student who has not enrolled in the current semester, the last date to request Continuous Registration is two weeks after the last day to add classes.

If a student who is not enrolled does not submit a request for Continuous Registration, the student breaks registration, will be withdrawn with an effective date of the last day they were enrolled, and may have to reapply for admission to the university. Nondegree students who do not enroll in a semester will have their program closed and must reapply for admission to the university. Students who are approved to take courses at another institution while on Continuous Registration are subject to Marymount's post-matriculation credit limits.

### **Internship Registration**

Students are registered for their internship only after receiving permission from their program and school. Students may add an internship until the last day to late register for or add a class in the fall, spring, or summer semesters. Students must have met all prerequisites, secured the internship position, confirmed their work schedule with their site supervisor, and submitted a Handshake experience request form prior to registration. Students and their academic internship mentor/advisor must agree upon and document the credit value of the field experience, depending on the nature of the academic component and the number of hours required for the work component. Academic programs may have additional requirements, so check with an academic internship mentor (AIM)/advisor. The recommended standards for academic credit may vary, but, typically, they are 120 hours a semester for a 3-credit internship experience or 240 hours a semester for a 6-credit internship experience.

Students must submit a completed experience request form on Handshake prior to the last day to add a class. The form is then approved by the site supervisor, academic program (AIM), and school. Once all approvals are submitted, the student will be automatically registered for the internship course. Occasionally, the approval process may take longer due to internship site-specific requirements such as a background check. In such cases, the Handshake experience form, with approvals pending, should still be submitted prior to the last day to add classes. If the form is not submitted by the deadline, the student will not be allowed to register for an internship course in that

semester and will have to wait for the next academic term.

In rare cases, exceptions to the above policy may be made when circumstances warrant. These exceptions can only be granted by the associate dean of each school in consultation with the associate provost of academic affairs and enrollment management. Typical exceptions may include but are not limited to: a student in his/her final semester (i.e., needs internship credit to graduate) or a student who has extenuating financial circumstances. Exceptions can only be made PRIOR to university census (October 1 for fall semester, 5th Friday of the term for spring semester).

### **Students Enrolling at Consortium Institutions**

All Marymount degree-seeking students in good academic standing are eligible to enroll in courses offered through the Consortium of Universities of the Washington Metropolitan Area and in synchronous online language courses offered by the Virginia Foundation for Independent Colleges (VFIC). See Consortium of Universities of the Washington Metropolitan Area (p. 99) for participating institutions and programs. Nondegree students are not eligible.

Degree-seeking students may enroll under the following conditions:

- The student is currently in good academic standing.
- The course must be approved by the student's advisor and associate dean prior to enrollment.
- The course may not be offered concurrently at Marymount.
- Once a student is enrolled in a course through the consortium, the course cannot be changed to transfer credit after the consortium registration deadline.
- A maximum of two courses through the consortium and two language courses through VFIC may be counted for credit toward Marymount degree requirements.
- Students should not enroll in a consortium course in their first semester at Marymount, with the exception of students enrolled in the ROTC program. Students with extenuating circumstances may be approved to take other consortium courses in their first semester.
- Students should not enroll in consortium classes during the semester of their anticipated graduation. Taking a course outside of Marymount during the student's final semester may delay his or her graduation.

Enrollment at Marymount does not guarantee enrollment at a consortium-participating institution or a VFIC-participating institution.

Students enrolled in consortium courses follow the registration, withdrawal, and grading policies of their home institution.

Consortium courses fulfill the minimum-credits requirement for residency.

#### *Registering for Consortium Classes*

For consortium class registration procedures and deadlines, please visit the [Office of the Registrar](#) website.

Marymount's Office of the Registrar must receive a completed Consortium Registration Form one week prior to the start of the Marymount semester.

Please see Consortium Tuition (p. 27) for information about consortium billing and payment.

#### *Visiting Consortium Students*

Consortium students visiting Marymount must fill out a consortium form with their home institution. Visiting consortium students are not eligible for Marymount internships, clinical nursing or physical therapy courses, or other specialized courses. Students must pay all applicable fees to their home institution. Visiting students should contact the Office of the Registrar if they have questions about course eligibility.

### **Transfer Policies**

The Washington area attracts many residents and students from other parts of the country and the world. For this reason Marymount is especially responsive to students transferring directly from other institutions or bringing academic credits earned elsewhere. Transfer students receive academic counseling from advisors who pay special attention to the quality of prior academic learning as well as degree completion requirements.

Credit will be considered if the following criteria are met:

- Courses must be completed at regionally accredited institutions.
- Courses must be completed with a grade of C or higher.
- Courses may not be taken pass/fail.

Acceptance of course credits earned elsewhere for credit toward degree requirements occurs at the sole discretion of Marymount University. Courses for which credit will

not be considered include but are not limited to: remedial courses, English language, vocational courses, orientation courses, career preparation courses, student success courses, and experiential courses such as internships, independent studies, projects, practica, and capstones.

Undergraduate courses older than 10 years will be considered for credit but may be subject to review by the appropriate school and associate dean to determine the timeliness of the content and methodologies. Marymount University does not normally accept for transfer equivalent community college specialized courses whose content appears comparable to junior- or senior-level courses at Marymount.

The application of transferred course credits toward specific program requirements is determined by the designated faculty in the relevant discipline in consultation with the school directors and the registrar. Grades earned at other institutions or through examinations do not count in the student's Marymount grade point average.

Transfer applications are welcome at any stage of degree completion. To be considered for admission, a transfer applicant should have a cumulative 2.0 grade point average.

### **Transferring Credit at Entry**

The university accepts a maximum of 75 credit hours from a two-year institution. Applicants who have successfully completed coursework at a four-year institution may transfer up to 9 additional credit hours. No student may count more than 84 transfer credit hours toward a degree. The residency requirement is a minimum of 36 credits completed at Marymount after matriculation. Courses taken at Marymount through the Consortium of Universities of the Washington Metropolitan Area are not counted toward the maximum 84 transfer credits and are counted toward the university's 36-credit minimum residency requirement.

If a student has more transfer credits than the maximum that can be counted toward a degree, including credit by examination, the Office of the Registrar will select the most appropriate credits for transfer based on applicability toward degree requirements. Students may request to alter these selections with the approval of their advisor and associate dean.

In addition to credits from regionally accredited institutions, Marymount accepts College-Level Examination Program (CLEP) subject examination, International Baccalaureate (IB) Higher Level

examination, and Advanced Placement (AP) examination credits. Marymount may also accept credit earned through ACE-accredited examinations, subject to review and approval by faculty within the discipline and in consultation with the associate deans. See Other Credit Acquisition Opportunities (p. 55) for more information.

A Marymount student can earn up to 30 undergraduate credits through any combination of approved examinations, assessment of portfolios of prior learning, or industry-standard certifications. None of these 30 credits may be used to complete the residency requirement for graduation from Marymount. Credits earned through examinations, assessment of portfolios of prior learning, or industry-standard certifications count toward the maximum of 84 transfer credits for a Marymount degree.

### **Transferring Credit after Entry**

After entry, a student may transfer to Marymount University no more than four courses (up to 16 credits) from another institution. These courses are in addition to any courses taken through the Consortium of Universities of the Washington Metropolitan Area, Virginia Foundation for Independent Colleges (VFIC), and Marymount's Center for Global Education.

The following rules govern transfer credits after entry:

- Such credits are counted as part of the maximum transfer credits that may be counted toward a Marymount degree. See Transferring Credit at Entry (p. 54) for these limits.
- Courses must be reviewed by the appropriate school director for application toward degree requirements.
- Written approval must be obtained from the student's associate dean prior to taking courses for transfer back to Marymount. Forms for this purpose are available in each school office and in the Office of the Registrar.
- If a student is approved to transfer a course from a member of the Consortium of Universities of the Washington Metropolitan Area, the course cannot be changed to consortium credit after the consortium registration deadline.
- Courses approved for transfer must be completed with a grade of C or better and may not be taken pass/fail.
- A final official transcript must be submitted to the Office of the Registrar.

- While students may take a course outside of Marymount during their final semester, doing so may delay their graduation.
- Students transferring credits from another institution in the semester in which they apply to graduate must submit final official transcripts to the Office of the Registrar no later than 30 days after degrees are conferred for that semester.
- Courses transferred after entry do not count toward the residency requirement.
- Grades earned in courses transferred after entry do not count in the student's cumulative grade point average.
- Grades earned in courses transferred after entry cannot replace grades earned in the equivalent Marymount University course.
- Students who are approved to take courses at another institution while on continuous registration are subject to Marymount's post-matriculation transfer credit limits.

### Other Credit-Acquisition Opportunities

Marymount participates in a number of programs that award credit to students for achievement or work experience, such as:

**Advanced Placement (AP):** Applicants who seek advanced placement because they have taken one or more of the AP examinations should have the examination results sent to the Office of Admissions prior to enrollment. First-year and transfer students who have earned a qualifying score may be granted credit. Advanced credit earned in this manner by entering first-year and transfer students may fulfill any university or program graduation requirement. For a list of AP subject examinations, the Marymount course for which a student may earn credit(s), and the score required to earn those credit(s), please visit the [Office of the Registrar](#) website.

**International Baccalaureate (IB):** A student who does work based on college-level studies in an International Baccalaureate program in a secondary school can earn college credits through IB examinations. Subjects examined at the higher level (HL) with an earned qualifying grade will be considered for transfer credit. Credit will not be awarded at the standard level (SL). Any student interested in receiving credit through the IB program should arrange for an official grade report to be sent directly to the Office of Admissions. For a list of IB

subject examinations, the Marymount course for which a student may earn credit(s), and the score required to earn those credit(s), please see the IB information on the [Office of the Registrar](#) website.

**Cambridge International Exams: A-Levels:** Credit is awarded for grades of A, B, or C. No credit is awarded for AS- or O-level work.

**College-Level Examination Program (CLEP):** Credit may be awarded for the CLEP subject examinations depending upon the score earned. The university follows the guidelines recommended by the American Council on Education (ACE) for awarding credit. The student's university record will carry a notation of credit, but no grade will be awarded. The university does not recognize credits from CLEP general examinations. Undergraduate students interested in receiving credit for CLEP examinations should arrange for their official score reports to be sent directly from the Educational Testing Service to the Office of Undergraduate Admissions. For a list of CLEP subject examinations, the Marymount course for which a student may earn credit(s), and the score required to earn those credit(s), please visit the [Office of the Registrar](#) website.

**French Baccalaureate:** Credit is granted for subjects with a minimum grade of 10. No credit is awarded for English or French language.

**Other ACE-Reviewed Examinations:** Credit may be awarded for other subject examinations based on ACE guidelines and additional review by Marymount faculty.

**Northern Virginia Community College Prior Learning Activity for Credit Evaluation:** Credit may be awarded for NOVA PLACE courses based on existing equivalencies.

**Credit for Military Training:** Credit may be awarded for military training after the student's school director and associate dean evaluates the official Joint Service Transcripts (JST) or Community College of the Air Force (CCAF) transcripts.

**Credit for Industry-Standard Certifications:** Credit may be awarded for industry-standard certifications or credentials. Certification must be current and awarded within five years of the student's first semester at Marymount. Credit will only be awarded if the competencies required for the certification meet industry standards and the learning outcomes or



competencies for the Marymount course. All requests for credit for certifications must be reviewed by Marymount faculty and approved by the school's associate dean. An official copy of the student's certification must be provided in order to receive credit.

### ***Information Technology/Cybersecurity Certifications***

Students who have earned the following industry-standard certifications within five years of their first semester will receive credit for the following courses:

|            |                                    |                                 |                                  |
|------------|------------------------------------|---------------------------------|----------------------------------|
| Amazon     | AWS Certified Solutions Architect  | Cloud Computing                 | IT 321                           |
| Amazon     | AWS Certified SysOps Administrator | System Administration           | IT 331                           |
| Amazon     | AWS Certified DevOps Engineer      | Software Engineering            | IT 904 (substitution for IT 210) |
| CISCO      | CCENT                              | Network Fundamentals            | IT 372                           |
| CISCO      | CCNA                               | Routing and Switching           | IT 375                           |
| CompTIA    | A+                                 | IT Support                      | IT 205                           |
| CompTIA    | Network+                           | Networking                      | IT 305                           |
| CompTIA    | Security+                          | Cybersecurity Basics            | IT 120                           |
| CompTIA    | Cloud+                             | Cloud Computing                 | IT 321                           |
| CompTIA    | Project+                           | Project Management              | MGT 345                          |
| EC Council | Certified Ethical Hacker (CEH)     | Cybersecurity Attack and Defend | IT 390                           |
| IEEE       | CSDP                               | Software Development            | IT 130                           |
| ISC2       | CISSP                              | Advanced Computer Security      | IT 535                           |

|                     |      |                  |                                  |
|---------------------|------|------------------|----------------------------------|
| QA Global Institute | CSTE | Software Testing | IT 904 (substitution for IT 355) |
|---------------------|------|------------------|----------------------------------|

### **Attendance**

There is a relationship between the academic success of the student and class attendance. The university expects students to accept their responsibility to attend class regularly and promptly. Classes are held up to the date and hour preceding vacations and they resume promptly after the recess in accordance with the Academic Calendar. Students are expected to attend class meetings prior to and immediately following holiday periods. Students not officially enrolled in a course offered by the university may not attend class.

Individual instructors have the prerogative to establish requirements for class attendance. Students are responsible for complying with the instructor's requirements and expectations. Absences for justifiable reasons such as illness; significant family crisis; observance of religious holidays; jury duty; or participation as a university representative in athletic contests, conferences, or cultural performances may be excused by the instructor if previous absences are not excessive and if the student has made prior arrangements with the instructor to make up missed work. Instructors must assess a grade of "FA" for students who fail a course due primarily to poor or nonattendance.

Students are fully responsible for making up work missed due to class absence, both excused and unexcused. When students are absent, they are responsible for obtaining class notes and assignments from reliable sources. Instructors are not required to supply notes. Assignments and projects are to be delivered to the instructor on the assigned date, even when the student does not attend class. Without permission of an individual instructor, no test or class material will be repeated or rescheduled.

Prolonged illness or extraordinary circumstances such as a death in the family must be reported to the Office of Student Affairs, which notifies the student's instructor(s) of the absence (see Short-Term Emergency Notification section). Students absent for a significant time should consult with their academic advisor or associate or assistant dean before deciding to withdraw or continue.

Faculty will be recording students who have not been attending. Students who are reported as not attending

one or more of their courses in the first two weeks of fall or spring classes will be withdrawn from those course(s) with a grade of W. Students who are reported as not attending 50% or more of their courses in the first two weeks of fall or spring classes will be withdrawn from those courses with a grade of W and may be withdrawn from the university after the first four weeks of the semester.

Students who are reported as not attending one or more of their courses in the first week of a summer session will be withdrawn from those course(s) with a grade of W. Students who are reported as not attending 50% or more of their courses in the first week of a summer session will be withdrawn from those courses with a grade of W and may be withdrawn from the university after two weeks into the summer session.

### **Classroom Code of Conduct**

Marymount University expects all members of the community to be active participants who learn from others and contribute, in turn, to the learning of others. Therefore, all members of the community agree to work together in every academic activity to create an educational environment of responsibility, cooperation, respect, and civility.

To create such an environment, all members should contribute to the learning environment by arriving on time and not leaving until dismissed. Repeatedly arriving late or departing early is not acceptable. Students who must arrive late or leave early from an individual class should notify the instructor before the scheduled class and should enter and/or leave class with minimal disruption.

During class, all electronic devices — pagers, cell phones, players, and computers — should be shut off unless required in a class activity. Those whose work or family obligations require them to remain in contact should inform the instructor in advance and use the device's least intrusive setting.

The classroom — both face-to-face and virtual — is a professional setting where appropriate behavior is expected. Every participant should focus on the educational activity and contribute to it. Electronic communication among participants should be conducted professionally. An instructor has the right to uphold these expectations through an attendance policy, a class participation grade, or another mechanism. A student whose behavior disrupts the educational environment can be asked to leave. Repeated and/or serious interruptions may be reported as violations of the

Marymount University Community Conduct Code and investigated according to the code's procedures.

This policy describes a minimum standard of expected classroom behavior, and individual professors and/or programs may have additional expectations regarding student behavior in class and consequences for failing to meet such expectations. It is the instructor's responsibility to inform students of these expectations at the beginning of the semester and students' responsibility to adapt their behavior to specific instructors' expectations.

### **Final Semester Enrollment**

In the final semester before graduation, a student should not be enrolled in a study abroad, transfer, or consortium course. Grades from these courses cannot be guaranteed to arrive before the deadline for certifying graduates and recognizing Latin honors at Commencement events.

### **Post-Baccalaureate Certificate Student Academic Policies**

Unless otherwise noted, post-baccalaureate certificate students follow the same academic policies and procedures as undergraduate students at Marymount University.

### **Graduate-Level Coursework**

Courses numbered 500 and above are not open to undergraduates, except by written permission of the appropriate advisor and the associate or assistant dean of the school. Such permission forms are available in each school. This policy also applies to students enrolled in bachelor's/master's programs and in the Honors Program.

### **Academic-Level Status**

Academic-level status at Marymount is defined according to a student's number of accumulated academic credits. The academic credits a student is currently earning are not counted in the accumulated total. Under this definition, students are classified as follows: first-year, 0 to 29 credits; sophomore, 30 to 59 credits; junior, 60 to 89 credits; senior, 90 or more credits. Students in bachelor's/master's degree programs should consult their program's section in this catalog to learn when they reach graduate student status.

## Academic Advising

Academic Advising promotes undergraduate student success from orientation to graduation by encouraging students to think critically about their academic goals in order to make informed decisions. A successful advising relationship is collaborative and supports students as they learn to take ownership of their educational journey. The university values the advising relationship as a continuous dialogue and encourages students' participation in the university community, growth of ethical awareness, fulfillment of program requirements, and advancement of a career.

In the advising relationship:

Students are responsible for

- making informed decisions based on the information and advice available to them;
- arranging appointments with an advisor;
- coming to advising meetings prepared;
- knowing where to find information about their academic program;
- understanding degree requirements;
- being self-aware and reflective as they consider goals, interests, needs, etc.; and
- contacting an advisor when their academic performance falls below Marymount or program-specific standards.

Advisors empower their students to

- learn with purpose by choosing an educational plan that will complement their academic goals, strengths, and interests;
- understand the registration process and plan future semesters to complete their graduation requirements within four years;
- utilize university catalogs and technology;
- access services on campus that support their success;
- make informed decisions pertaining to their education; and
- immerse themselves in Marymount's culture of engagement that cultivates intellectual curiosity, service to others, and a global perspective.

The university is responsible for

- promoting the central role of advising and mentoring in the academic life of the community;
- assuring that advising policies are clear, that advising procedures facilitate advisor and advisee relationships, and that advising resources are available;

- providing support and recognition for academic advisors; and
- providing advisors and advisees with user-friendly information systems.

## Degree Planning

Each degree program in this catalog specifies the course requirements necessary to earn a degree. Academic advisors guide students to plan to graduate in four years, registering for 15-16 credits in both fall and spring semesters. However, each student should pursue a degree at a pace that maximizes his or her opportunities for long-term success.

Students can view their path toward degree completion through the timeline function in My MU Plan. Meeting regularly with an academic advisor is the best way for students to discuss their courses each semester. Keep in mind the order of the curriculum is important for degree progress and that not every course is offered every semester.

All minor and certificate programs include a list of required courses that fulfill the desired program of study. There may be a recommended or specified sequence of courses. Future program planning with an academic advisor is recommended as not every course is offered every semester.

Students can monitor their progress toward degree completion through the progress function in My MU Plan.

## Required Proficiency

The university requires competence in basic skills in reading, writing, and mathematics. Any faculty member may refer a student judged to be deficient in these skills to the Academic Hub for evaluation. At the discretion of the appropriate school dean, such a student may be required to undertake and successfully complete developmental study provided by the university in the skill area in which the student is deficient.

## Evaluation of Students

The individual instructor of each course determines the method of evaluation. The final grade given for any course is based on the sum of evidence that the student gives the instructor that demonstrates understanding and retention of the material presented in the course. In addition to formal examinations, the instructor may determine the student's grade using recitation, term papers, written and oral quizzes, and participation in

class and seminar discussions. The grade is a symbol of a student's degree of mastery of a course. The university requires that all written work submitted by students conform to standard English.

### Undergraduate Grading Policies

The following is a brief explanation of the letter grades that may be further delineated by a plus sign (+), which is not used for A grades, or a minus sign (-). The numerical equivalent of letter grades is determined by the instructor and is approved by the dean of the school that offers the course. Undergraduate students permitted to enroll in graduate courses (500-level and above) should consult the Graduate Academic Information and Policies (p. 73) for graduate student grading policies.

|         |   |
|---------|---|
| A/A-    | Superior, outstanding scholarship and intellectual initiative.  |
| B+/B/B- | High attainment and a notable degree of scholastic performance.   |
| C+/C/C- | Satisfactory performance at an average level of college achievement. Indicates an understanding of the essential elements of a course. C is the minimum passing grade for courses in the major field in several schools of the university. Students should refer to school requirements in the relevant sections of this catalog. |
| D+/D/D- | Deficient but passing. A grade of D indicates a bare minimum performance. A degree program determines whether a course graded D will count as prerequisites for advanced courses. A grade of D ordinarily is not transferable.  |
| P       | Passing grade. This grade carries no quality points and is not calculated in the grade point average.   |
| F       | Failure to meet minimal standards. Course must be repeated to obtain credit. (See Minimum Grade and Course Repeat Policy (p. 60) for further details.)  |
| FA      | Failure primarily due to poor or non-attendance. Course must be repeated to obtain credit. (See Minimum Grade and Course Repeat Policy (p. 60) for further details.)  |

|           |  |
|-----------|--|
| I         | Incomplete work. An Incomplete is given at the discretion of the instructor and with approval from the school dean when circumstances beyond a student's control prevent the completion of some course requirements. A majority of coursework must be completed in order for an I to be given. A student who receives a grade of I must complete the work in the time designated by the instructor. This time may be no longer than one semester. Students receiving a grade of I in the semester in which they apply to graduate must complete the outstanding work within the time designated by the instructor, but no later than 30 days after degrees are conferred in any given semester. The Incomplete must be removed by the end of the semester immediately following, including the summer semester. Failure to remove an Incomplete by the time specified will result in a failing grade. A student must then re-enroll and matriculate successfully in the course to obtain credit. |
| W         | Authorized Withdrawal. A grade of W is given to a student who withdraws from a course up until the last date to withdraw with a grade of W or separates from the university after the last date to drop without academic record. The grade of W carries no credit or academic penalty. It is recorded on the permanent transcript.   |
| AU        | Indicates that the course was audited and no credit or grade was received.   |
| NG        | Non-graded course.   |
| PASS/FAIL | The pass/fail option may not be chosen for Liberal Arts Core requirements or requirements in the major field other than the internship. The pass/fail option must be approved by the student's advisor and dean. A student must indicate that a course is to be taken pass/fail at the time of registration and may not change this status after the last day to add a class.  |

### *Consortium Grading and Credit*

Grades for consortium courses are sent to the Office of the Registrar by the visited institution. They are recorded as Marymount University credit and calculated into the Marymount University cumulative grade point average.

Grades are recorded onto the Marymount University transcript as soon as they are received. In most cases, this will be after regular Marymount credit has been posted. In such cases, students will need to request updated transcripts.

Consortium credits are converted to Marymount University semester credits and count toward full-time/part-time status at Marymount University. If necessary, grades are converted to the nearest Marymount University equivalent.

A student may repeat a completed consortium course under the following criteria:

- a student fails the course
- a student fails to earn the minimum grade required for their program and has only taken one consortium course

In order for Marymount to replace a lower grade in a consortium course, students must repeat the same course at the same institution. A consortium course may not be taken a third time through the consortium registration process. It can only be taken for a third time at another institution, and the grade will not be replaced in the GPA calculation.

See Minimum Grade and Course Repeat Policy (p. 60).

### **Midterm Grades**

At the end of the eighth academic week for full-semester fall and spring courses, and at the end of the fourth academic week for mini-mester courses, instructors submit midterm grades in Marynet. This grade is not a part of students' permanent record but is used as an indicator of scholastic progress.

Midterm grades are an indication of the quality of the student's performance at that point in the semester; they are not an indication or a guarantee of the student's final grade in the course. Students should refer to the course syllabus for information about a course's grading policy.

Students who wish to earn a final grade that improves upon a grade received at the midterm should speak with their instructor and academic advisor.

### **Assessment of Learning Outcomes**

At Marymount University, faculty strive to improve the curriculum and teaching by assessing student learning. Within each academic major at the university, faculty have identified learning outcomes and evaluate the extent to which students achieve them. Additionally, faculty assess student mastery of the university's fundamental competencies, using various measures depending on the nature of the program: comprehensive examinations, theses, portfolio submissions, examples of student work, and/or standardized professional board examinations. Faculty use the results of these measures to continually improve and strengthen the university's programs.

Individuals interested in additional information can contact the Office of Planning and Institutional Effectiveness.

### **Cumulative Grade Point Average**

The cumulative grade point average is determined by dividing the number of quality points a student has earned by the number of measurable credits of work. Quality points per credit are as follows:

| Grade | Quality points |
|-------|----------------|
| 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     | 0.0            |
| FA    | 0.0            |

### **Minimum Grade and Course Repeat Policy**

#### **Degree- and Certificate-Seeking Students**

Degree- and certificate-seeking students are expected to maintain a minimum cumulative grade point average of 2.0, and their grades are subject to review each semester by the Undergraduate Academic Standards Committee.

Each school determines the minimum grade for a course to complete a Liberal Arts Core or major requirement. Students who do not meet the minimum grade for a course may repeat the course. A student may repeat a completed course under the following criteria:

- If the course is retaken at Marymount, the course must be an identical listing.
- The second time the course is taken at Marymount, the course cannot be taken pass/fail.
- If taken for a second time at Marymount, both courses and grades will be recorded in the student's file and transcript.
- For calculation of the cumulative grade point average and for fulfillment of curriculum requirements, only the credit and grade of the course with the higher grade will apply, and the credit and grade of the course with the lower grade will no longer count. The GPA of the term when the course was originally taken will not be changed. If the same grade is earned, the credit and grade of only one of the courses will apply.
- The course may not be taken a third time at Marymount. It can only be taken for a third time at another institution, and the Marymount grade will not be replaced in the GPA calculation.
- If a course in a field of concentration is not successfully completed the second time, the student may not be permitted to continue in the concentration.
- An undergraduate course with a grade of C or better may not be repeated unless a degree or certificate requirement demands a grade higher than C.

Individual programs may have policies related to the number of courses a student can repeat within the program. Please review specific academic program requirements for more information.

Any appeals to the policy will be handled within the college and school with approval from the associate dean.

### Nondegree Students

Nondegree students are expected to maintain a minimum cumulative grade point average of 2.0.

Courses completed with a grade below C may be unacceptable depending on the specific requirements within the student's program of study.

### Final Examinations

All courses are expected to include a final exam or comparable culminating experience. Final exams are

scheduled during a final examination week, which is part of the required contact time for every course. Students should not make travel arrangements prior to determining their final examination schedule because instructors may not schedule alternative or individual examinations in place of the course final exam. The final exam schedule can be found on the [Office of the Registrar](#) website.

## Academic Honors

### Dean's List

The Dean's List is comprised of the names of those undergraduate students who carry a full academic load for a given semester, are in good academic standing, and obtain a grade point average of at least 3.4. For this purpose, a full academic load will be considered 12 or more undergraduate credits. Graduate courses are not considered in Dean's List calculations. This list is published soon after completion of the semester; therefore, students with Incompletes will not be listed. Once Incompletes are replaced with letter grades, eligible students will be considered for Dean's List. A Dean's List notation is made on the transcript for each semester it is awarded.

### Honor Societies

**Beta Beta Beta National Biology Honor Society**, also known as the TriBeta honor society, is dedicated to overall academic excellence with a special emphasis on biology. TriBeta honor students are strongly encouraged to pursue undergraduate research opportunities. This honor society is open to biology undergraduates who meet the membership requirements, which can be obtained from the School of Natural Sciences and Mathematics.

**Delta Mu Delta International Honor Society in Business** is open to qualified juniors, seniors, and graduate students in the B.B.A. and M.B.A. programs. To be eligible, undergraduate students must have completed at least 60 credits, including 30 credits in business administration courses (21 credits at Marymount University for transfer students) with a business administration cumulative GPA of 3.5 and an overall GPA of 3.5. Graduate students must have completed at least 75% of their Marymount University graduate degree program with a cumulative GPA of 3.8.

**Kappa Delta Pi** is an international honor society in education dedicated to those demonstrating high academic achievement, a commitment to education as a

career, and a professional attitude that assures steady growth in the field. Membership is open to graduate students, undergraduates, and exceptional local leaders in education. Undergraduate students must have completed, or be enrolled in, 12 hours of education courses, be accepted into the teacher-education program, and have a minimum overall GPA of 3.0. Graduate students must have completed 12 hours of education coursework, be fully accepted into the teacher-education program, and have a minimum graduate GPA of 3.5.

**Lambda Pi Eta** is the National Communication Association's official honor society at four-year colleges and universities. Lambda Pi Eta represents the first letters of what Aristotle described in *Rhetoric* as the three modes of persuasion: logos, pathos, and ethos. Marymount is home to the Alpha Chi Omicron chapter of Lambda Pi Eta. To be eligible, students must complete 60 semester credit hours, have a minimum overall GPA of 3.0, complete 12 semester credit hours in communication at Marymount University, have a minimum GPA of 3.25 for all communication courses at Marymount University, and currently be enrolled as a student in good standing, as determined by the communication program. Eligible members are selected in the fall and spring semesters, with one induction ceremony in the spring semester.

**Omicron Delta Epsilon** is the economics honor society, accredited by the Association of College Honor Societies. Its objectives are the recognition of scholarship attainment and the promotion of closer ties between students and faculty within colleges and universities. To be eligible for membership, a student must have completed 12 or more credits in economics with a minimum 3.0 cumulative GPA in economics courses, have a minimum 3.0 overall cumulative GPA, and have a genuine interest in economics. Transfer students must have completed at least six credits in economics at Marymount with a minimum 3.0 GPA in those courses.

**Phi Alpha Theta** is the national history honor society. To be eligible, students must have completed at least 12 credit hours in history and maintain a minimum GPA of 3.0 (3.1 in history courses). Members are selected annually by the history faculty.

**Phi Eta Sigma National Honor Society** is dedicated to first-year students who obtain a 3.5 GPA or higher during their first term or year of college while enrolled full time. Eligible members are selected annually.

**The Honor Society of Phi Kappa Phi** is the nation's oldest and most selective all-discipline collegiate honor society. Membership in Phi Kappa Phi is by invitation only, extended by Marymount University (Chapter 351) members. Those invited to membership include the top 7.5% of juniors (72+ credit hours, with at least 24 of those credits completed at Marymount), the top 10% of seniors (90+ credit hours, with at least 24 of those credits completed at Marymount), and the top 10% of graduate students (with a minimum of 18 credit hours completed at Marymount). Eligible members are invited in the fall and spring semesters, with one induction ceremony in the spring semester.

**Pi Sigma Alpha** is the politics honor society, accredited by the Association of College Honor Societies. To be eligible, students must have completed at least one-half the credits required by their institution for the baccalaureate degree; they must have completed at least 10 semester-credits (or 15 quarter-credits if their institution is on the quarter system) of work in political science, including at least one upper-division course, with an average grade of B or higher in those courses; and they must have achieved an overall GPA placing them in the top one-third of their whole class (e.g., junior or senior class). They need not be political science majors to qualify for membership.

**Psi Chi International Honor Society in Psychology** is open to psychology students who have completed at least 12 semester credits (or nine and be registered for three) in psychology courses. Undergraduate psychology students must have a minimum 3.5 GPA in their psychology courses and a minimum 3.0 overall GPA. Graduate students must have a minimum GPA of 3.5.

**Sigma Iota Rho** is an honors society that promotes and rewards scholarship and service among students and practitioners of international studies, international affairs, and global studies and fosters integrity and creative performance in the conduct of world affairs. Eligible students must have a minimum GPA of 3.4 and 21 credits in international relations/international studies courses.

**Sigma Tau Delta** is an international honor society for students majoring or minoring in English. Membership is open to both undergraduate and graduate students. To be eligible for membership, undergraduates must have completed at least 12 credits in English beyond the first-year composition level and have a minimum overall GPA of 3.5. Graduate students must have completed at

least nine credits in their graduate program and have a minimum GPA of 3.7.

***Sigma Theta Tau***, the international honor society in nursing, is open to nursing students who have completed one half of their coursework leading to the bachelor's degree, have a minimum GPA of 3.0 in the nursing major, and rank in the top third of their class. Students should demonstrate their ability in nursing both academically and clinically and should exhibit overall leadership qualities. Graduate students must have completed one quarter of their coursework leading to the graduate degree, have a minimum GPA of 3.5, and demonstrate academic integrity.

***Upsilon Pi Epsilon***, the information technology (IT) honor society, is open to both undergraduate and graduate students. To be eligible, undergraduate students must have completed at least 54 credits, including at least 15 credits in IT coursework. Eligible students must have a minimum cumulative GPA of 3.0 and a minimum GPA of 3.3 in IT courses. In addition, eligible students must be in the top 35% of their class.

### Graduation Honors

Students fulfilling requirements for a bachelor's degree will be graduated with Latin honors if they have completed a minimum of 60 credits at Marymount University and their cumulative grade point average meets or exceeds the following:

- 3.8 *summa cum laude* (with highest honors)
- 3.6 *magna cum laude* (with high honors)
- 3.4 *cum laude* (with honors)

The GPA is not rounded when calculating honors. Study abroad credits (with the exception of credits earned through Marymount-sponsored programs) are not counted toward the 60-credit requirement for Latin honors eligibility. Students who take a transfer or consortium course in their final semester of enrollment may not be eligible to have their Latin honors recognized in Commencement activities.

### Graduation Awards

***The Mother Butler Gold Medal*** is awarded by the faculty to the graduating student who has shown the greatest devotion to the ideals of Marymount.

***The Bishop Ireton Gold Medal*** is presented to the graduating student who has had the greatest influence of good on his or her companions. The recipient is selected by the graduating baccalaureate class.

***The Sister Majella Berg Service Award*** is presented to the graduating student who has made the most significant contribution in the area of community service in the greater Washington metropolitan region.

### Students Pursuing a Double Major or Dual Degrees

A student who elects to pursue a double major must complete all required coursework for each program to ensure achievement of all learning outcomes, completing at least 120 credit hours.

A student who elects to pursue dual degrees must complete at least 120 hours for the first degree, an additional minimum of 36 hours at Marymount for the second degree, and required coursework for each degree.

A student who is a double major or pursuing a dual degree must successfully complete at least one internship. The replacement course for the second internship should be a 300- or 400-level course in one of the student's disciplines. If a 300- or 400-level elective course is not available, then a course in a related discipline can be substituted. Students are advised to schedule an advisor meeting early in the academic planning process to discuss in which major to complete the internship. Approval for the substitution should be made by the associate dean in the related discipline.

A student electing to pursue a double major or dual degrees must file the appropriate form and secure an advisor in each program or degree. Forms for this purpose may be obtained from school offices.

The university cannot guarantee availability of all course requirements without scheduling conflicts when pursuing a double major or dual degrees.

### Students with a Previous Bachelor's Degree

A student who has previously earned a bachelor's degree at a regionally accredited institution may enroll at Marymount to pursue a second undergraduate degree and is exempt from the Liberal Arts Core and University Requirements.

### Students Enrolled in Bachelor's/Master's Programs

Some programs allow students to accelerate their studies toward completion of their master's degree by offering a combined bachelor's/master's program. Students will achieve learning outcomes for both programs. Criteria



for acceptance into these programs are specified by the individual colleges and programs.

### Students Pursuing a Minor

A minor normally requires 15-21 credit hours in a field outside the major. Available minors are listed in each college's section of this catalog. A student electing a minor must file the appropriate form with their advisor. When a student pursues both a minor and a major field of study, the university cannot guarantee the availability of all course requirements without scheduling conflicts. Students who decide to no longer pursue a minor must file the appropriate form with the school offering the minor to remove the minor program from their record.

### Change of Major

Requests for a change of academic program must be made in writing. Forms for this purpose may be obtained on the [Registrar's website](#). Only degree-seeking students may complete this form. A request for program change must be approved by the associate or assistant dean of the school housing the requested program. A nondegree student must reapply through the Office of Admissions to become a degree-seeking student.

Students who change their major must meet the requirements outlined in the university catalog in effect at the time of the declaration of the new major. This policy also applies to undeclared students who then declare a major.

### Requirements for Graduation

#### The Bachelor's Degree

The bachelor's degree is awarded to students meeting the following requirements (or their equivalent in transferred credits in the case of transfer students):

- complete all course requirements with a minimum cumulative grade point average of 2.0
- earn a minimum of 120 credits by completing
  - all Liberal Arts Core and university requirements;
  - all requirements imposed by the school in which the student is enrolled and that are different from Liberal Arts Core and University Requirements; and
  - all major requirements.

NOTE: The following courses do not count toward a degree or fulfill any graduation requirements: EN 090 Introduction to College Reading, MA 019W Quantitative Reasoning Workshop, MA 029W

Quantitative Reasoning Workshop for Statistics, MA 094 Quantitative Reasoning, and MA 095 Intermediate Algebra.

In order to participate in Commencement ceremonies, a student must be receiving a degree during the spring or upcoming summer semester or have received a degree within the last academic year. Students expected to receive a degree in the upcoming summer semester must meet additional ceremony participation eligibility requirements. Students may only participate in one Commencement ceremony.

#### The Post-Baccalaureate Certificate

Students must obtain a minimum cumulative GPA of 3.0 to be awarded a post-baccalaureate certificate.

Students awarded a post-baccalaureate certificate are not eligible to participate in Commencement ceremonies.

#### The Undergraduate Certificate

Students must obtain a minimum cumulative GPA of 2.0 to be awarded an undergraduate certificate.

Students awarded an undergraduate certificate are not eligible to participate in Commencement ceremonies.

#### General Requirements

**Academic certification:** Certification for graduation by a student's dean and the registrar must be obtained prior to degree conferral.

**Application for graduation:** A graduation application must be received by the Office of the Registrar by the posted deadline.

**Completion requirement:** For an undergraduate degree, all coursework must be completed at Marymount University within 10 years of the date of matriculation. Students who are unable to complete their degree requirements in 10 years must obtain permission from the appropriate associate dean to continue.

**Documentation:** All final documentation must be received by the Office of the Registrar no later than 30 days after the degree conferral date for that semester. Documentation includes such items as official transcripts, test scores, completion of incompletes, and grade changes.

**Final grades:** Students receiving a grade of I in the semester in which they apply to graduate must complete the outstanding work within the time designated by the instructor, but no later than 30 days after the degree conferral date for that semester.

Students transferring credits from another institution in the semester in which they apply to graduate must submit final official transcripts to the Office of the Registrar no later than 30 days after the degree conferral date for that semester.

**Financial obligations:** All financial obligations must be met prior to receiving a diploma. These include parking fines, credit holds, tuition, etc.

**Minimum grade point average:** A minimum cumulative GPA of 2.0 must be obtained for the awarding of any undergraduate degree or undergraduate certificate. This cumulative GPA applies to Marymount University coursework.

**Program requirements:** The total number of credits required to earn a degree varies by program. Please consult individual program sections in this catalog. Marymount University requires successful completion of all Liberal Arts Core and University Requirements as well as major coursework associated with a student's degree program. The requirements to be met are stated in the university catalog in effect at the time of the student's initial matriculation or declaration of a major. Transfer students must complete all courses noted on their transfer evaluation and program of study. This includes obtaining minimum grades for courses as stipulated in other sections of this catalog.

A student who cannot successfully fulfill the requirements of a major program will be dismissed from the program. If the student is otherwise in good academic standing, the student may remain at the university by selecting another major program.

**Residency requirements:** For the bachelor's degree, students must complete a minimum of 36 credits as a student at Marymount. Credits transferred from study abroad programs, with the exception of credits earned through Marymount-sponsored programs, will not be counted toward the university's 36-credit minimum residency requirement.

## Graduation and Commencement

Degrees are conferred in May, August, and December. There is one formal Commencement ceremony in May.

A student must submit a graduation application (available online in Marynet) by the posted deadline. NOTE: The completion of a graduation application does not guarantee that a student will graduate. The Office of the Registrar will complete a student's degree audit once a student applies to graduate. The degree audit will determine if a student is eligible to graduate.

Graduation applications submitted after the posted deadline will be processed at the discretion of the university and are subject to a late processing fee. Students who submit the application after the published deadline may not receive their diplomas by the close of the semester, may not graduate until the next graduation date, and — in the spring semester — may not be listed in the Commencement program and may not participate in Commencement exercises.

Students who do not meet graduation requirements at the end of the semester in which a graduation application was submitted will automatically have their application moved to the next semester, provided they can complete their requirements within the 10-year period for degree completion. For any delays beyond one semester, the student must submit a new application and indicate the new anticipated graduation date.

Participation in the Commencement ceremony held in May is open to students who have applied to graduate in the current spring semester, the preceding fall semester, or the preceding summer semester. Students may only participate in one Commencement ceremony.

In addition, students who need to take no more than nine (9) credits during the upcoming summer semester to complete their degree requirements may also participate in the previous May Commencement ceremony if they meet both of the following conditions:

1. They complete an application for graduation by the designated deadline.
2. The Office of the Registrar confirms that the student needs to complete the degree requirements in the summer semester immediately following Commencement.

No exceptions or exemptions to these two conditions will be made or given.

## Diplomas

Diplomas for all graduates (fall, spring, and summer) are typically mailed by the Office of the Registrar within 2-4 weeks of the conferral date of the graduating semester, provided the graduation application has been submitted in a timely manner.

Diplomas are issued in the student's legal name as it appears in official university records. Diplomas are mailed at no charge. Diplomas are withheld from students who have unsettled obligations to the university.

## Diploma Replacement Policy

A replacement diploma in the name of the student as it appeared at the original time of issue will be provided upon written request by the student, return of the damaged diploma if possible, and payment of a \$90 replacement fee. The replacement will include appropriate dates, signatures, and notations where possible. If the student's name has been legally changed by marriage or court order, a new diploma may be issued upon written request. This request must include legal proof of the name change and payment of the fee.

## Posthumous Degrees

A posthumous degree is an official Marymount degree that is awarded to a deceased student in recognition of the student's academic achievement. The criteria for the award are established in order to uphold academic and institutional integrity. All posthumous degrees must be submitted by the dean to the provost for approval. A posthumous degree may be awarded if, at the time of the student's death, he or she was enrolled in Marymount University, was in good academic standing, and was nearing completion of the requirements in the major degree program.

Any student who at the time of death was in good standing in an undergraduate degree or certificate program and had completed at least 90 credits, with at least 30 credits completed at Marymount University, toward a degree upon recommendation by the faculty of the school and approval by the dean and provost may be awarded the degree or certificate posthumously.

## Transcripts

The Office of the Registrar will forward official transcripts of courses and credits to other educational institutions, agencies, or firms upon signed, written request by the student.

Requests for transcripts are usually processed within five working days; however, during registration and immediately following the end of a semester, there may be a delay of up to two weeks. In the event of unsettled obligations to the university, transcripts will be withheld.

Same-day service is available for a fee, payable in advance.

Unofficial transcripts are available to current students via My MU Plan.

## Short-Term Emergency Notification

A student who experiences an illness, medical emergency, death in the family, or family emergency that causes absence from classes for a short period of time (e.g., several days and up to two weeks) should contact the [Office of Student Health and Well-being](mailto:shhealthc@marymount.edu) at [shhealthc@marymount.edu](mailto:shhealthc@marymount.edu), which may issue an Emergency Notification to the student's instructors. This notice does not excuse students from classwork; it only makes the student's instructors aware of the situation. The student is expected to make arrangements for missed assignments directly with the instructor and follow the course attendance policy.

If a student's condition is serious enough to prevent completion of the semester, the student should follow the process for requesting a medical leave. The Dean of Students and the student's associate dean are available to consult with students as they weigh their options.

## Leave of Absence

### Medical Leave

A degree- or certificate-seeking student who cannot continue enrollment for medical reasons may request a medical leave. A medical leave means that the student will be withdrawn from all courses in which the student is enrolled that semester; the university does not grant a medical leave from only one or multiple courses.

In order to be eligible for a medical leave, students must be currently enrolled; no retroactive leaves will be reviewed. Students who have taken any final examinations or culminating assignments during the current semester are NOT eligible for medical leave.

If the medical leave occurs after the deadline to drop, the student receives a W grade on the transcript. Students granted medical leave will be placed on Continuous Registration (see Continuous Registration policy) for the current academic semester. Students who require more than one academic semester of leave can petition to extend the absence (see Continuous Registration policy). Continuous Registration is typically approved for one academic semester and rarely approved for longer than one academic year (two academic semesters and one summer semester).

Tuition and fee refunds are based on the published dates in the Academic Calendar. **There is no refund beyond these published dates.** Credits earned elsewhere while on leave will be accepted as transfer credits according to university policy.

Students (or a parent, spouse, or legal guardian) may request medical leave prior to the last day to withdraw from classes as noted in the Academic Calendar through the Continuous Registration process (see Continuous Registration policy).

If medical leave is requested after the last day to withdraw from classes, students should submit an appeal to the Appeals Committee for Academic Policies by emailing [appeal@marymount.edu](mailto:appeal@marymount.edu). Supporting medical documentation, such as a doctor's note, military papers, or a licensed clinician's note (not from a family member), that is dated, signed, and on the provider's professional letterhead and attests to the medical necessity for leave must be included. This documentation must state the exact dates the student was under the provider's care and how it affected the student's academic ability as it related to the medical leave request. Note that requests made without this documentation will not be considered. See Requests for Exception to Academic Policies for more information.

Final approval for medical leave is granted by the Appeals Committee for Academic Policies in consultation with the Division of Student Affairs.

Students requesting to re-enroll after a medical leave should do the following:

- Make an appointment to meet with the Assistant Vice President of Student Health and Well-being or designee no later than two weeks prior to the last day to add classes for the semester in which the student would like to return. No later than one week prior to the meeting, the student must provide electronic copies of the following to the Assistant Vice President of Student Health and Well-being:
  - A letter of intent to resume studies and residential living (if applicable).
  - A letter from the student's licensed health care provider recommending that the student return to academic study along with any recommendations for continued treatment; if the student lives in Marymount-sponsored housing, this documentation must also speak to the student's ability to return to community living.
- Upon receipt of the above documentation, the student may be provided a release form to complete, which will allow the Assistant Vice President of Student Health and Well-being to speak to the student's licensed health care provider in order to provide ongoing support to the student.

A student must be in good academic standing according to the university policy, and the student's account must be paid in full before registering.

#### Non-Medical Leave of Absence

A degree- or certificate-seeking student who cannot continue enrollment for non-medical reasons (i.e., employment, personal, or family) may request a non-medical leave of absence. A non-medical leave means that the student will be withdrawn from all courses in which the student is enrolled that semester; the university does not grant a non-medical leave from only one or multiple courses.

If the non-medical leave occurs after the deadline to drop, the student receives a W grade on the transcript. Students granted non-medical leave will be placed on Continuous Registration (see Continuous Registration policy). Students who require more than one academic semester of leave can petition to extend the absence (see Continuous Registration policy). Tuition and fee refunds are based on the published dates in the Academic Calendar. **There is no refund beyond these published dates.**

Students may request non-medical leave prior to the last day to withdraw from classes as noted in the Academic Calendar through the Continuous Registration process (see Continuous Registration policy).

If non-medical leave is requested after the last day to withdraw from classes, students should submit an appeal to the Appeals Committee for Academic Policies by emailing [appeal@marymount.edu](mailto:appeal@marymount.edu). Supporting documentation that attests to the necessity for leave must be included. Note that requests made without this documentation will not be considered. See Requests for Exception to Academic Policies for more information.

Nondegree students and alumni auditors are not eligible for a leave of absence and should follow the published course withdrawal policy.

#### Students Called to Military Duty

In accordance with the Higher Education Opportunity Act, Marymount University will readmit students who take a leave of absence to perform active military service and also meet the requirements defined in the act.

Furthermore, Marymount University appreciates the situation of students who attend classes while maintaining a military obligation. All administrative offices and academic programs at the university will do

their utmost to accommodate those students called to active military duty while enrolled in classes. The university aims to make the transition as efficient, equitable, and expeditious as possible.

After consultation with instructors and the academic advisor, a student may choose one of three options:

- withdraw from some or all of his/her classes
- seek an incomplete, outlined in Undergraduate Grading Policies (p. 59) and Graduate Grading Policies (p. 80)
- earn a grade

Students who withdraw from all classes will receive a complete refund of tuition and fees. If a student withdraws from some but not all classes, tuition will be reassessed according to full- or part-time status.

If the student elects to receive an Incomplete, the student must discuss arrangements for completion of coursework with the instructor; the arrangement must clearly state the work completed and graded and the work remaining. The instructor, in turn, will complete the appropriate form and send it to the Office of the Registrar. The deadline for completion of an Incomplete is six months after re-enrollment at the university.

With instructor approval, students may elect to earn a grade if they have already completed most of the coursework and can accelerate remaining assignments prior to departure from the university.

Students should make their desired option known to the dean of the school in which they are enrolled.

Students who are called to active duty must provide documentation of their orders to the Office of the Provost and senior vice president for academic affairs. Students who intend to return to the university should submit a Continuous Registration request to their associate dean. A student who returns to the university within two calendar years of the call to duty and presents documentation of military service is considered to have maintained Continuous Registration.

## Academic Standing

It is expected that all students, both full time and part time, will make continuous and timely progress toward a degree. The university monitors academic progress and takes action when a student is no longer in good academic standing. Students can determine their academic standing by checking their cumulative grade point average.

Students will earn an academic standing after their first 12 attempted credits. Part-time students must meet the same academic standards as full-time students.

### Categories of Academic Standing

At Marymount, there are three categories of academic standing for undergraduate students: good standing, academic warning, and academic probation.

**Good Standing:** Undergraduate students whose cumulative GPA is at 2.0 or higher are in good standing.

**Academic Warning:** Undergraduate students whose cumulative GPA falls below 2.0 for the first time in their academic career will earn a designation of academic warning for the semester in which the GPA dropped. The subsequent semester is considered an intervention semester in which students will be required to complete an academic improvement course, specifically SEM 101 at Marymount University, which is designed to help them achieve good standing. A minimum grade of C is required for successful course completion. Failure to earn the minimum grade requirement will result in students repeating the course in the following semester. If students fail to enroll in the course or drop/withdraw from the course at any point during the semester (with the exception of a full withdrawal from the semester due to Continuous Registration or an approved medical withdrawal), they will be withdrawn from the university.

**Academic Probation:** Undergraduate students whose cumulative GPA falls below 2.0 and who have already been on academic warning at any point in their academic career will earn a designation of academic probation for the semester in which the GPA dropped. The subsequent semester is considered an intervention semester in which students will be required to complete an academic improvement course, specifically SEM 102 at Marymount University, which is designed to help them achieve good standing. If students fail to enroll in the course or drop/withdraw from the course at any point during the semester (with the exception of a full withdrawal from the semester due to Continuous Registration or an approved medical withdrawal), they will be withdrawn from the university. At the end of this probation intervention semester, if students earn at least a 2.0 cumulative GPA, they are considered to be in good academic standing. If they do not earn a minimum cumulative GPA of 2.0, the assistant vice president for student success will review their progress and determine whether or not to issue an additional intervention semester or issue a dismissal.

**Continuous Registration:** A student facing academic warning or probation may elect to take leave for a fall or spring semester to address factors that prevent academic success. The student will return on academic warning or probation. Students planning to take leave must drop their courses and submit a request for Continuous Registration to their associate dean by the end of the first week of classes to avoid financial obligations.

**Dismissal:** Students are eligible for dismissal from the university if their cumulative GPA after a probation intervention semester is below a 2.0. There is no appeal of dismissal, but a dismissal may be reversed if and when a grade change (or grade changes) raises the cumulative GPA to a 2.0. Students who have been dismissed can only return to the university through the readmission process.

### Seeking Return to the University

Students who left the university in good standing, academic warning, or probation may be eligible to re-enroll within two years of their last course enrollment with the approval of their college.

Students who are eligible to re-enroll may request to retain the catalog requirements in effect during their initial enrollment subject to college approval.

Students who have been academically dismissed may seek readmission to the university after waiting at least one full fall or spring semester after the last semester of enrollment and successful completion of a minimum of nine (9) credits at a regionally accredited institution.

To be eligible and considered for readmission, a student must submit the following four items to the Office of Undergraduate Admissions:

1. a completed Readmission Application
2. a positive reference letter from a current or former faculty member
3. a written statement that includes
  - reasons for the student's previous lack of success at the university, including an explanation of any extenuating circumstances that contributed to the previous academic difficulties;
  - documentation (if applicable) that any extenuating circumstances have been addressed; and
  - a detailed plan of success describing specific actions the student will take to improve academic performance
4. official transcript(s) of all academic work completed at other institutions since enrollment at the

university; these transcripts must include evidence of satisfactory academic efforts, with one of the following requirements met:

- A student successfully completes at least 9 credits in the most recent fall or spring semester prior to the readmission application with a minimum GPA of 3.0. Courses must be completed at a regionally accredited institution and must be comparable to Marymount's current Liberal Arts Core requirements or major-specific requirements. Courses may not replicate requirements previously fulfilled at Marymount.
  - A student successfully completes a new undergraduate or associate degree since enrollment at the university. The degree must be earned from a regionally accredited institution.
5. Any sanctions issued by the Office of Student Conduct and Dispute Resolution or the Office of Academic Integrity have been fulfilled.

In addition, international students must submit an updated International Student Supplemental Information (ISSI) form.

| Deadline   | For readmission to |
|------------|--------------------|
| June 1     | fall semester      |
| December 1 | spring semester    |

The Undergraduate Academic Standards Committee (UASC) reviews all eligible applications and makes final decisions on readmission to the university and, in consultation with appropriate programs and offices, may impose certain conditions on such readmission. Readmission to the university does not guarantee admission into specific academic programs. The UASC will review and consider all coursework taken after dismissal from the university in making a decision on readmission. Readmitted students will be placed on academic probation and will be subject to those policies. **The committee will not review applications that are incomplete or that do not include evidence of satisfactory academic efforts.**

Students who have been readmitted to the university after three or more semesters since academic dismissal will return to the university under the procedures listed in the catalog in force at the time of their readmission and must meet the requirements of their degree program stated in that catalog.

If you have questions regarding the application process for readmission, please contact the Office of Undergraduate Admissions.

## University Suspension

The university may place a student who is found responsible for a violation of university policy, such as the Community Conduct Code or the Academic Integrity Code, on suspension. A suspension is a temporary separation from the university. Suspended students will be permitted to return after a specified period of time and upon satisfying the conditions outlined in the notice of suspension.

Upon notification, the registrar will terminate registrations for semesters that occur within the period in which the student is suspended. Once the time condition of the suspension has passed, students who have other outstanding conditions per the notice of suspension must apply for Continuous Registration in order to remain enrolled at Marymount University. Students who have fulfilled all outstanding conditions within the specified period of time but choose not to enroll in classes in the semester immediately following the suspension must also apply for Continuous Registration. Students who fail to apply for Continuous Registration will be withdrawn from the university and must seek readmittance.

Approval of Continuous Registration is subject to the terms and conditions outlined in the Marymount University Catalog. The behavioral expectations and regulations of the university apply to students while suspended. Students who violate university policy while suspended will be held accountable. Students who withdraw from the university while suspended or in anticipation of suspension may not seek readmission to the university for a period of 12 months after the end of the original suspension period. Refunds will be given according to the schedule in the appropriate university catalog and/or the housing license agreement.

## Student Complaint Process and Notices to Students

A student who has a complaint should bring it forward promptly for resolution.

### Grade Complaint Process

If the matter concerns a **final grade** for a course, students should attempt to resolve it informally in discussions with the instructor of record. A final grade is reviewed only when there is a question about whether the grade was calculated in accordance with the requirements and grading procedures stated in the course syllabus. A complaint that is not resolved informally between a student and an instructor should

be submitted in writing (email or letter sent by post) first to the appropriate school director and, if still unresolved, to the college dean. The decision of the college dean is final. Problems involving course grades must be brought forward within 45 days of the end of the semester in which the grade was earned.

### Academic Grievance Process

Students who have an academic grievance other than a grade should attempt to resolve it informally in discussions with the appropriate instructor, faculty member, or advisor. Examples of this type of grievance or complaint include but are not limited to:

- failure of faculty to uphold university policies, such as prohibition of smoking in classrooms or prohibition of early completion of semesters
- failure of an instructor to enforce the Code of Conduct with respect to students in the classroom
- failure of an instructor to fulfill instructional obligations, such as unjustified cancellation of classes, frequent absenteeism or late arrival, and excessive absences during designated office hours

A complaint that is not resolved informally between a student and a faculty member is to be submitted in writing (email or letter sent by post) to the appropriate school director. If it is not resolved, the complaint may be taken to the college dean. The decision of the college dean regarding the issue(s) of concern is final. A student should bring forward a complaint or problem no later than 45 days from the end of the semester in which the issue occurred.

### Disability Grievance Process

Students can use Marymount's grievance process to resolve a disabilities-based that concern/complaint if they believe they have:

- been subjected to unlawful discrimination, and/or
- been denied access to public information, services, activities, and/or physical spaces; and/or
- been denied their request for individual accommodations meant to mitigate the impact of a disability.

Depending upon the nature of the concern, students are encouraged to contact the following university representatives to resolve the issue within the Marymount community.

#### The Office of the Provost if:

- the student believes that Student Access Services (SAS) inappropriately denied their request for

disability-based accommodations and would like to appeal that decision. Specifically, the student considers themselves to have a definable and significant impairment that they believe could be mitigated if provided accommodations likely to reduce or remove an identified barrier to their “access.”

- the student was unable (or had compromised) access to a Marymount-sponsored, publicly-available engagement due to their disability. Students do not need to reveal themselves as disabled to SAS and be approved for use of accommodations by SAS in order to make use of public engagement options (SAS is focused on providing students with academic-related accommodations). This type of grievance, then, typically applies to students who need access to public/common areas, such as transit services, event seating, and event communications (e.g., interpreting and/or captioning services).

#### **Student Access Services (SAS) if:**

- the student was approved to use SAS accommodations and believes that the campus individual or unit whose responsibility it was to implement those accommodations fell short of doing so, or did not do so at all. Student accommodations are typically applied to their learning/instruction, campus housing, and dining accommodations. This grievance, then, would concern the person or unit who is believed to have not properly implemented the SAS-approved accommodations on behalf of the student.
- the student believes they experienced a privacy violation in the context of a disability during their participation or attempt to participate in the following: An academic program to include a course of instruction, campus housing accommodations, and/or dining services accommodations.

#### **Filing a Grievance**

When submitting a concern/grievance to either the Provost’s Office or SAS, students should include the following information:

- a clear and concise statement of the concern or issue to be reviewed;
- a summary of steps taken, if any, by the student to resolve the concern and/or related issue prior to submitting the grievance; and
- a reasonably detailed description of the relevant facts, including the student’s purported disability, names of persons with relevant information, and a description or copies of relevant documents or other

evidence related to the concern. Also appreciated are a chronology of events and the name, contact information, and signature of the student initiating the concern.

#### **Response to a Grievance**

Marymount’s response to a grievance typically includes some or all of the following steps:

- meeting in-person with the student reporting the grievance;
- contacting those persons who are reported to as having caused the grievance to discuss the events giving rise to the grievance;
- requesting relevant medical documentation or an independent medical evaluation (if not already on-hand and if needed). This step might be taken if the student wishes to appeal an SAS decision in which their accommodations request was denied;
- gathering other relevant information through a fact-finding process.

If the Disabilities Review Authority (which is typically either the Provost’s Office or SAS) determines that a fact-finding process is required (beyond the other steps described above), then the student grievant will be so informed. The Disabilities Review Authority will interview the student grievant and other fact witnesses as necessary and will review documents as well as other evidence to determine what steps, if any, should be taken on behalf of that complainant. The Disabilities Review Authority may request that an accommodation be provided on a provisional basis pending the conclusion of this fact-finding process, which could require approximately 45 university business days to complete.

Best efforts will be made to complete the investigation within 45 university working days of receipt of the complaint. If there are circumstances that affect Marymount’s ability to reach fact witnesses and to review documents (e.g., school breaks, the availability of stakeholders with information), the timeline may be extended.

#### **Confidentiality**

Marymount will strive to maintain the confidentiality of information shared throughout the grievance review process. However, disclosures may be required for the purpose of fact-finding and/or efforts to resolve the grievance. In the few instances where disclosures must be made, disclosures will be limited to those persons



necessary to proceed in the fact-finding process or to otherwise address the grievance.

All persons involved in the student's grievance will be advised about the importance of confidentiality in the process and asked to maintain the confidentiality of the information discussed and the identity of the grievant during the fact-finding process.

A grievant should understand that where a grievance is specifically directed against one or more specific individuals, the grievance itself or portions of the grievance will be disclosed to the accused individual(s) for purposes of soliciting a relevant and comprehensive response.

### **Prohibition Against Retaliation**

Marymount prohibits retaliation against any person who requests disabilities-based accommodations, files a grievance alleging disability discrimination, or participates in the grievance process. Any concerns about retaliation related to this process should be disclosed immediately to the Disabilities Review Authority.

### **Alternative Avenues for Redress of Grievances**

Although all Marymount students may avail themselves of this policy and procedure, students are encouraged to first try to resolve matters informally before engaging this grievance process. If a student believes that an informal resolution is possible, even in the context of a filed grievance, the student is encouraged to describe a proposed remedy to the Disabilities Review Authority.

While students are encouraged to use Marymount's internal process in resolving disability-related complaints (above), all students have a right to file a grievance directly with either or both of the following entities external to the university:

Arlington County Office of Human Rights  
2100 Clarendon Boulevard, Suite 318  
Arlington, Virginia 22201  
Telephone: 703-228-3929  
FAX: 703-228-4390  
TTY: 703-228-4611

Washington DC (Metro)  
Office for Civil Rights  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-1475  
Telephone: 202-453-6020

FAX: 202-453-6021  
TDD: 800-877-8339  
Email: [OCR.DC@ed.gov](mailto:OCR.DC@ed.gov)

### **Other Grievance Process and Notices to Students**

Other grievances or complaints should be addressed to the department or office in which the problem originated. Complaints not resolved at this level may be submitted in writing (email or letter sent by post) to the supervisor for that office. If students are not satisfied with the resolution of the problem by a supervisor, they may refer the concern to the office of the vice president who supervises the area in which the complaint originated. The decision of the vice president regarding the issue(s) of concern is final. Examples of this type of grievance or complaint deal with the following policies or laws:

- **Consumer Information and Student Achievement:** Information for current and prospective students regarding athletics, financial aid, health and safety, and other student issues is also publicly available. This information, along with data on student and alumni achievement, can be found on the [Office of Planning and Institutional Effectiveness](#) website.
- **Family Educational Rights and Privacy Act (FERPA) and Public Notice Designating Directory Information:** FERPA affords students certain rights with respect to their education records. Marymount also designates certain information contained in students' education records as "directory information." Directory information may be disclosed by the university without the student's prior consent pursuant to the provisions of FERPA. Information for current students regarding FERPA policies and Marymount's Public Notice Designating Directory Information can be found on the [Office of the Registrar](#) website.
- **Nondiscrimination Policy:** Marymount University does not discriminate on the basis of race, color, national origin, sex, age, disability, religion, sexual orientation, or other protected class in any of its educational programs or activities. Marymount University seeks compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and section 504 of the Rehabilitation Act of 1973, which respectively prohibit discrimination. Inquiries regarding these issues may be directed to the vice president for student affairs and Title IX coordinator. Students who want to file a complaint should contact the vice president for student affairs and Title IX coordinator.

## Final Note — Other Grievance Process

In accordance with VAC 40-31-100 of the Virginia Administrative Code, the State Council of Higher Education for Virginia (SCHEV) is responsible for investigating all written and signed complaints against postsecondary educational institutions operating in Virginia. This includes SCHEV oversight of complaints from students taking distance education classes under the aegis of the State Authorization Reciprocity Agreements (SARA). If a student has a complaint and has exhausted the avenues provided by Marymount University to resolve the complaint internally, the student can submit a Student Complaint Form to SCHEV. More details on the formal SCHEV student complaints procedure can be found on the SCHEV website at <http://www.schev.edu>.

## Requests for Exceptions to Academic Policies

In extenuating circumstances, a student may submit a request for an exception to an academic policy. Requests for exceptions to academic policies must be submitted in writing (an email sent to [appeal@marymount.edu](mailto:appeal@marymount.edu) or a letter sent by post) to the Appeals Committee for Academic Policy (ACAP) within 45 days of the end of the term in which the situation requiring an exception occurred. For details on how to appeal, see Guidelines for Appealing and Academic Policy on the MU Portal.

ACAP meets every two weeks to review requests for exceptions. Decisions of ACAP may be appealed. A one-time appeal of the committee's decision is permitted if the student can submit new information that was not initially reviewed by the committee. This one-time appeal must be submitted via email within five business days of receipt of the committee's initial decision without serious extenuating circumstances and must include all new information and documentation. Students who believe they were discriminated against within the review process may file an appeal with the vice president for enrollment management and student affairs. Appeals must be submitted in writing (email or letter sent by post) within five business days of receipt of the committee's decision.

For information on academic integrity and student community conduct code appeals, see the [Office of Student Conduct and Academic Integrity](#) website.

## Graduate Academic Information and Policies

### Academic Integrity Policy Summary

Academic integrity is founded upon and encompasses the Marymount University values of professionalism, respect, integrity, diversity, excellence, faith, and service. Supporting and affirming these values is essential to promoting and maintaining a high level of academic integrity. Educating community members about the value and practice of academic integrity is central to Marymount's mission. Each member of the academic community must stand accountable for his or her actions. As a result, a community develops in which students learn the responsibilities of citizenship and how to contribute to their professions with purpose and integrity.

If knowledge is to be gained and properly evaluated, it must be pursued under conditions free from dishonesty. Deceit and misrepresentations are incompatible with the fundamental activity of any academic institution and will not be tolerated at Marymount University. Members of the Marymount community are expected to foster the spirit of academic honesty and not to tolerate its abuse by others. The responsibility for academic integrity lies with individual students and faculty members of this community. A violation of academic integrity is an act harmful to all other students, the faculty, and, ultimately, the university.

The Marymount University Academic Integrity Code governs students' intellectual activities directly related to the academic life of the institution and is in effect during all phases of a student's academic career. In circumstances where violations are alleged after graduation, alumnae/alumni may be subject to this code for work submitted in completion of degree requirements. The code is applicable to any academically related experience involving Marymount University students whether occurring on campus, in a distance-learning situation, at host institutions or sites, or at internships; it may even be applied to claims of academic honors made to individuals outside the university. Violations of this code include cheating, plagiarism, falsification of information or citations, text-recycling/self-plagiarism, facilitating or soliciting the academic dishonesty of others, fraud or misrepresentation in academic claims, and other forms of academic misconduct.

When a violation of academic integrity is suspected, students and faculty are encouraged to meet to

determine an appropriate course of action. Penalties for first violations vary with the severity of the offense and may be assigned by the faculty member involved or through an academic integrity hearing process. The standard sanction for a second violation is suspension and must involve an academic integrity hearing. All alleged academic integrity violations will be resolved in accordance with the Academic Integrity Code.

The complete Academic Integrity Code provides detailed information on the nature of academic integrity violations, possible penalties, the adjudication process, and student rights and responsibilities under the code. The Academic Integrity Code, found on the [Office of Student Conduct and Conflict Resolution](#) page of Marymount's website, supersedes all other documents, descriptions, or summaries of the Academic Integrity Code. Students, faculty, and staff may find additional information about academic integrity, including directions on how to file a complaint and information about conferencing with students, on the Academic Integrity portal site.

## Orientation

The university provides new graduate students with a Graduate Orientation and Welcome program to academically prepare them for their Marymount graduate experience. Each school or department offers a program-specific orientation, which is mandatory for some programs, to acquaint students with their program of study. The Graduate Orientation and Welcome also offers workshops, fairs, and social events.

More information about Marymount Graduate Orientation can be found by contacting [Graduate Enrollment Services](#) or visiting the [Graduate Student Orientation](#) website.

## International Student Check-In

International students bring their own unique needs to Marymount. To address these needs, the university provides both a university orientation program and an International Student Orientation Session (ISOS).

At ISOS, students will learn about maintaining their F-1 visa status, U.S. immigration regulations, the American educational system, academic program planning, and adjusting to Marymount University and the American culture. Also, this will be a great opportunity to meet other students and make new friends.

In addition to attending ISOS, all new international students are required to attend the undergraduate new

student or graduate orientations. For more information about pre-arrival and orientation information, visit the [International Student and Scholar Services](#) website, email [iss@marymount.edu](mailto:iss@marymount.edu), or call (703) 526-6922.

## Academic Year

Marymount University operates on a semester system. The two terms of the regular academic year are known as the fall semester and the spring semester. Marymount may also offer abbreviated "mini-mester" sessions within the academic year. The summer term is known as the summer semester, with courses taught in segments identified as sessions. Graduate students may use the summer semester to continue steady progress toward the completion of their degree programs. For session dates, consult the Academic Calendar or see the latest academic date and calendar information on the [Office of the Registrar](#) website.

## Registration

Each student is required to register at the time and in the manner designated by the registrar. Advance registration periods for students are posted on the [Office of the Registrar](#) website.

Students are expected to seek the academic guidance of an advisor in developing a schedule of classes. No credit will be granted for any course, including independent study, unless registration is completed prior to the start of a semester or during the add period as per the Academic Calendar. Students are responsible for registering for the necessary courses in the proper sequence to meet the requirements of the chosen curriculum.

All prescribed charges for the previous semester must be paid before registration may begin. All charges for the ensuing semester must be paid, or provided for, before registration is complete. No student whose account is in arrears will be permitted to register until all obligations are met. This includes submission of medical records (when necessary) and payment of parking fees.

Students are responsible for maintaining a current U.S. address on file with the university. Students should advise the Office of the Registrar of any address changes. See the Address Changes (p. 37) section of this catalog for more information.

By enrolling in classes at Marymount University, a student consents to the use of their name, likeness, image, and voice by the university or its designees in

any medium, such as publications, websites, and social media; for all purposes (including advertising and promotional materials); and in electronic or hard copy. Students who do not want their individual photograph or image to be used should notify the photographer/videographer and submit a Request to Withhold Image form through the student portal.

**Course Load**

**Graduate Programs\***

| Course Load         | Fall/Spring       | Summer                                       |
|---------------------|-------------------|--|
| Full Time           | 9 or more credits | At least 6 credits combined for all sessions |
| Half Time           | 6-8 credits       | 3-5 credits combined for all sessions        |
| Less than Half Time | 5 or less credits | 2 or less credits combined for all sessions  |

Registration for more than 12 credits requires permission from the student’s academic advisor and the school’s associate dean. Some programs require permission to take more than nine (9) credits in a semester. Check the program-specific section of the catalog for more information. Students in the Doctor of Physical Therapy program will occasionally be enrolled in up to 16 credits in a semester.

\*The Ed.D and D.B.A. programs are designed to offer a maximum of 6 credits per semester and are considered full-time at 6 credits and half time at 3 credits.

**Late Registration and Add Period**

During the first eight days of the fall and spring semester, unregistered students, including newly admitted students, may typically enroll in or add classes as per the Academic Calendar. During the first three days of summer session I (SU I), the first three days of summer session II (SU II), and the first five days of summer session III (SU III), unregistered students may typically enroll in or add classes. Students may enroll in official mini-mester sessions through the first Wednesday of the mini-mester session as per the Academic Calendar. Students may enroll in weekend or concentrated courses until the start of the first class meeting. Please refer to the Academic Calendar for specific deadlines.

**Auditing Courses**

Students may request permission from their associate dean to audit a course. An audit course is considered a regular course for tuition payment and appears on the transcript. A student must request an audit course at the time of registration, and it may not be changed to a course for credit once it has been registered as an audited class. A student may not change from credit to audit after the last day to register or add as published in the Academic Calendar. Audited courses do not count toward degree or graduation requirements.

Alumni of any Marymount degree program in good standing may audit up to two courses per semester. Alumni status is determined by university policy. Alumni enrolling as auditors may not change to credit-seeking status, and audit courses will not count toward a future degree program. Alumni will be eligible to register to audit a course beginning one week prior to the start of classes, where space permits, and not after the late registration and add period. For information on the alumni course audit policy and procedure, visit the [Alumni Course Audit Program](#) page on the Marymount website.

**Adding, Dropping, or Withdrawing from Courses/Separating from the University**

Students can add or drop full semester courses and official mini-mester courses online or in person up to the date specified in the Academic Calendar. Students may enroll in weekend or concentrated courses until the start of the first class meeting. Students wishing to drop a weekend or concentrated course have until the start of the first class meeting to drop without academic record and until the start of the third class meeting to withdraw with a grade of W.

| Course Type                    | Deadline to Add            | Deadline to Drop without Academic Record | Deadline to Withdraw with a Grade of W |
|--------------------------------|----------------------------|--|--|
| Full Semester (fall or spring) | Eighth day of the semester | Eighth day of the semester               | Friday of the tenth week of classes    |
| Full Semester (summer)         | SSI: Third day of SSI      | SSI: Fifth day of SSI                    | SSI: Twelfth day of SSI                |

|                         |   |                                      |  |
|-------------------------|---|--------------------------------------|--|
|                         | SSII: Third day of SSII                           | SSII: Fifth day of SSII              | SSII: Twelfth day of SSII                |
|                         | SSIII: Fifth day of SSIII                         | SSIII: Fifth day of SSIII            | SSIII: Friday of the fifth week of SSIII |
| Mini-Mester             | Third day of the start of the mini-mester session | Fifth day of the mini-mester session | Twelfth day of the mini-mester session   |
| Weekend or Concentrated | Start of the first class meeting                  | Start of the first class meeting     | Start of the third class meeting         |

To drop a class or classes, students should complete an Add/Drop form at the Office of the Registrar or access their class schedule via My MU Plan.

To drop or withdraw from all classes in a semester and maintain matriculation for the next semester, students must request and obtain email approval for Continuous Registration from their associate dean (see Continuous Registration (p. 76) section of this catalog).

Before the last day to add classes, any newly admitted student who wishes to separate from the university or defer admission should notify via email the Office of Admissions ([admissions@marymount.edu](mailto:admissions@marymount.edu)) and the Office of the Registrar ([registrar@marymount.edu](mailto:registrar@marymount.edu)). Any returning students, or newly admitted students after the last day to add classes, who wish to separate from the university should notify the Office of the Registrar electronically or in writing by submitting a Separation form approved by their associate dean. The date students notify the Office of the Registrar of their intent to separate is the official date that determines the student's financial responsibility to the university. Any tuition refund or credit will be calculated based on the withdrawal/separation date recorded by the Office of the Registrar. The last date to file a request for separation for enrolled students is the last day to withdraw from classes as specified in the Academic Calendar.

Students who stop attending courses without officially withdrawing from the course or separating from the university will receive an FA.

### Continuous Registration

All degree and certificate candidates must maintain active status at the university until all requirements are satisfied. Typically, students do so by enrolling in classes each semester. Since Marymount is a term-based credit-hour institution, it cannot offer a federally approved leave of absence option. However, students may request to be placed on Continuous Registration.

Any returning student, or newly admitted and enrolled student after the last day to add classes, who intends to temporarily discontinue studies and not enroll for a semester, must complete the Continuous Registration form on the [Registrar's website](#) and receive the appropriate approval. Continuous Registration is typically approved for one academic semester and rarely approved for longer than one academic year (two academic semesters and one summer semester).

Students approved for Continuous Registration will be reported to the National Student Clearinghouse as withdrawn. If the Continuous Registration term is a future term, the effective date of withdrawal will be the last day of the semester in which the student was enrolled or the last date of enrollment if the student was on Continuous Registration in the previous term. If the Continuous Registration term is the current term, the effective date of withdrawal will be the date the student submits the Continuous Registration request. Students who have federal student loans and go on Continuous Registration will go into repayment status on those loans. See the Continuous Registration section in Financial Information.

The date students submit their request for Continuous Registration is the official date that determines the student's financial responsibility to the university. The last date for enrolled students to request Continuous Registration is the same date as the last day to withdraw from classes as listed in the Academic Calendar. For a returning student who has not enrolled in the current semester, the last date to request Continuous Registration is two weeks after the last day to add classes.

If a student who is not enrolled does not submit a request for Continuous Registration, the student breaks registration, will be withdrawn with an effective date of the last day they were enrolled, and may have to reapply for admission to the university. Nondegree students who do not enroll in a semester will have their program closed and must reapply for admission to the university. Students who are approved to take courses at another

institution while on Continuous Registration are subject to Marymount's post-matriculation credit limits.

### **Students Enrolling at Consortium Institutions**

All Marymount degree-seeking students in good academic standing are eligible to enroll in courses offered through the Consortium of Universities of the Washington Metropolitan Area. See the Consortium of Universities of the Washington Metropolitan Area (p. 100) section of this catalog for participating institutions and programs. Nondegree students are not eligible.

Degree-seeking students may enroll under the following conditions:

- The student is currently in good academic standing.
- The course must be approved by the student's advisor and associate dean prior to enrollment.
- The course may not be offered concurrently at Marymount.
- Once a student is enrolled in a course through the consortium, the course cannot be changed to transfer credit after the consortium registration deadline.
- A maximum of two courses through the consortium may be counted for credit toward Marymount degree requirements.
- Students should not enroll in a consortium course in their first semester at Marymount, with the exception of students who are enrolled in the ROTC program. In extenuating circumstances, students may be approved to take other consortium courses in their first semester.
- Students should not enroll in consortium classes during the semester of their anticipated graduation. Students who take a course outside of Marymount during their final semester may delay their graduation.

Enrollment at Marymount does not guarantee enrollment at a consortium institution.

Students enrolled in consortium courses follow the registration, withdrawal, and grading policies of their home institution.

Consortium courses fulfill the minimum-credits requirement for residency.

#### *Registering for Consortium Classes*

For consortium class registration procedures and deadlines, please visit the [Office of the Registrar](#) website.

A completed Consortium Registration form must be received by Marymount's Office of the Registrar one week prior to the start of the Marymount semester.

Please see Consortium Tuition (p. 36) for information about consortium billing and payment.

#### *Visiting Consortium Students*

Consortium students visiting Marymount must fill out a consortium form with their home institution. Visiting consortium students are not eligible for Marymount internships, clinical nursing or physical therapy courses, or other specialized courses. Students must pay all applicable fees to their home institution. Visiting students should contact the Office of the Registrar if they have questions about course eligibility.

### **Transfer Policies**

Acceptance of course credits earned elsewhere for credit toward degree requirements is at the sole discretion of Marymount University. Marymount University grants transfer credit for graduate courses when

- a grade of B or better was earned in the particular course or courses and an official transcript showing proof of grade(s) is submitted to the Office of Graduate Admissions or the Office of the Registrar (courses may not be taken pass/fail);
- course credit was granted by an institution of higher education that is accredited by a regional accrediting agency or by an institution that is recognized as a "Candidate for Accreditation" by a regional accrediting agency;
- the content of the applicable graduate course or courses can be determined;
- the course or courses are applicable to the student's intended graduate degree program as a requirement or an elective;
- the content of the course can be deemed relevant and current;
- written approval is obtained from both the student's school director and associate dean (forms for this purpose are available in each school office and in the Office of the Registrar); and
- a final official transcript is submitted to the Office of the Registrar. Students transferring credits from another institution in the semester in which they apply to graduate must submit final official transcripts to the Office of the Registrar no later than 30 days after degrees are conferred for that semester.

If a student is approved to transfer a course from a member of the Consortium of Universities of the

Washington Metropolitan Area, the course cannot be changed to consortium credit after the consortium registration deadline.

A maximum of 12 semester credits may be accepted in transfer to most graduate programs at Marymount; however, some programs may restrict the number of credits that a student is allowed to transfer. Students should refer to the appropriate program section of this catalog for information about the requirements or restrictions for their respective program. Courses taken at Marymount through the Consortium of Universities of the Washington Metropolitan Area are not counted toward the maximum transfer credits allowed within a program.

Students enrolling at Marymount University receive credit for courses transferred. Grades for the transferred courses do not transfer, nor do they have any effect on a student's grade point average in their graduate program at Marymount.

### **Attendance**

There is a relationship between the academic success of the student and class attendance. The university expects students to accept their responsibility to attend class regularly and promptly. Classes are held up to the date and hour preceding vacations and they resume promptly after the recess in accordance with the Academic Calendar. Students are expected to attend class meetings prior to and immediately following holiday periods. Students not officially enrolled in a course offered by the university may not attend class.

Individual instructors have the prerogative to establish requirements for class attendance. Students are responsible for complying with the instructor's requirements and expectations. Absences for justifiable reasons such as illness; significant family crisis; observance of religious holidays; jury duty; or participation as a university representative in athletic contests, conferences, or cultural performances may be excused by the instructor if previous absences are not excessive and if the student has made prior arrangements with the instructor to make up missed work. Instructors must assess a grade of "FA" for students who fail a course due primarily to poor or nonattendance.

Students are fully responsible for making up work missed due to class absence, both excused and unexcused. When students are absent, they are responsible for obtaining class notes and assignments from reliable sources. Instructors are not required to

supply notes. Assignments and projects are to be delivered to the instructor on the assigned date, even when the student does not attend class. Without permission of an individual instructor, no test or class material will be repeated or rescheduled.

Prolonged illness or extraordinary circumstances such as a death in the family must be reported to the Office of Student Affairs, which notifies the student's instructor(s) of the absence (see Short-Term Emergency Notification section). Students absent for a significant time should consult with their academic advisor or associate or assistant dean before deciding to withdraw or continue.

Faculty will be recording students who have not been attending. Students who are reported as not attending one or more of their courses in the first two weeks of fall or spring classes will be withdrawn from those course(s) with a grade of W. Students who are reported as not attending 50% or more of their courses in the first two weeks of fall or spring classes will be withdrawn from those courses with a grade of W and may be withdrawn from the university after the first four weeks of the semester.

Students who are reported as not attending one or more of their courses in the first week of a summer session will be withdrawn from those course(s) with a grade of W. Students who are reported as not attending 50% or more of their courses in the first week of a summer session will be withdrawn from those courses with a grade of W and may be withdrawn from the university after two weeks into the summer session.

### **Classroom Code of Conduct**

Marymount University expects all members of the community to be active participants who learn from others and contribute, in turn, to the learning of others. Therefore, all members of the community agree to work together in every academic activity to create an educational environment of responsibility, cooperation, respect, and civility.

To create such an environment, all members should contribute to the learning environment by arriving on time and not leaving until dismissed. Repeatedly arriving late or departing early is not acceptable. Students who must arrive late or leave early from an individual class should notify the instructor before the scheduled class and should enter and/or leave class with minimal disruption.

During class, all electronic devices — pagers, cell phones, players, and computers — should be shut off unless required in a class activity. Those whose work or family obligations require them to remain in contact should inform the instructor in advance and use the device's least intrusive setting.

The classroom — both face-to-face and virtual — is a professional setting where appropriate behavior is expected. Every participant should focus on the educational activity and contribute to it. Electronic communication among participants should be conducted professionally. An instructor has the right to uphold these expectations through an attendance policy, a class participation grade, or another mechanism. A student whose behavior disrupts the educational environment can be asked to leave. Repeated and/or serious interruptions may be reported as violations of the Marymount University Community Conduct Code and investigated according to the code's procedures.

This policy describes a minimum standard of expected classroom behavior, and individual professors and/or programs may have additional expectations regarding student behavior in class and consequences for failing to meet such expectations. It is the instructor's responsibility to inform students of these expectations at the beginning of the semester and students' responsibility to adapt their behavior to specific instructors' expectations.

### **Final Semester Enrollment**

In the final semester before graduation, a student should not be enrolled in a study abroad, transfer, or consortium course. Grades from these courses cannot be guaranteed to arrive before the deadline for certifying graduates and recognizing Latin honors at Commencement events.

### **Academic Advising**

Academic advising is one of many ways in which a student individually works with a faculty member. An advisee and advisor work collaboratively to develop and carry out an academic plan that meets the student's professional and personal goals. The university values the advising relationship as a continuous dialogue from admission through graduation. This conversation encourages the student's participation in the university community, the growth of ethical awareness, the fulfillment of program requirements, and the advancement of a career.

Students are responsible for

- making decisions based on their own best judgment and on the best information or advice available to them;
- arranging regular appointments with an advisor (typically a minimum of two per semester);
- coming prepared to advising meetings;
- knowing where to find information about their academic program;
- understanding degree requirements;
- being candid about personal reflection and self-awareness of goals, interests, needs, etc.; and
- contacting an advisor when their academic performance falls below Marymount or program-specific standards.

Faculty are responsible for

- taking the initiative to engage advisees in the academic planning process;
- assessing student needs, goals, and interests;
- monitoring the academic progress of their advisees;
- making referrals to support services and offices;
- announcing and keeping regular, sufficient hours for consulting with advisees;
- monitoring personal and professional progress; and
- becoming aware of the whole person.

Each college is responsible for

- supporting an advising model that matches the institution's mission and the needs of all students;
- encouraging the development of advising skills by promoting best practices;
- communicating assigned advisors to students; and
- evaluating faculty advisors to ensure continuous improvement.

The university is responsible for

- promoting the central role of advising in the academic life of the community;
- assuring that advising policies are clear, that advising procedures facilitate advisor and advisee relationships, and that advising resources are sufficient;
- providing support and recognition for faculty advisors;
- providing advisors and advisees with user-friendly information systems; and
- assessing the advising program regularly.



## Program Planning

All graduate programs include a list of courses required for completing the desired degree or certificate. There may be a recommended or specified enrollment sequence for courses. Consulting with an academic advisor for program planning is recommended. Students can monitor their progress toward degree completion through the progress function in My MU Plan.

## Evaluation of Students

The method of evaluation in each course is determined by the individual instructor. The final grade given for any course is based on the sum of evidence that the student gives the instructor, which demonstrates understanding and retention of the material presented in the course.

## Graduate Grading Policies

The following is a brief explanation of the letter grades that may be further delineated by a plus sign (+), which is not used for A grades, or a minus sign (-), which is not used for C grades. The numerical equivalent of letter grades is determined by the instructor and is approved by the dean of the school that offers the course.

|         |  |
|---------|--|
| A/A-    | Superior, outstanding scholarship and intellectual initiative.   |
| B+/B/B- | Satisfactory performance.  |
| C+/C    | Deficient but passing in courses that do not require a minimum passing grade. See program or school standards for minimum passing grades. A grade of C ordinarily is not transferable. |
| P       | Passing grade. This grade carries no quality points and is not calculated in the grade point average.  |
| F       | Failure to meet minimal standards. Course must be repeated to obtain credit. See Minimum Grade and Course Repeat Policy (p. 81) for further details.                                   |
| FA      | Failure primarily due to poor or non-attendance. Course must be repeated to obtain credit. See Minimum Grade and Course Repeat Policy (p. 81) for further details.                     |
| I       | Incomplete work. An Incomplete is given at the discretion of the instructor and with approval of the school dean when circumstances beyond the control                                 |

|           |   |
|-----------|---|
|           | of the student prevent the completion of some course requirements. A majority of coursework must be completed in order for an I to be given.  |
|           | A student who receives a grade of I must complete the work in the time designated by the instructor. This time may be no longer than one semester. Students receiving a grade of I in the semester in which they apply to graduate must complete the outstanding work within the time designated by the instructor, but no later than 30 days after degrees are conferred in any given semester. The Incomplete must be removed by the end of the semester immediately following, including the summer semester. Failure to remove an Incomplete by the time specified will result in a failing grade. A student must then re-enroll and matriculate successfully in the course to obtain credit. |
| IP        | In progress. Indicates a course that has not been completed by the end of the term of enrollment. This grade applies only to courses that are considered thesis-type courses. A student who receives an IP will be required to register for the course again in the following semester.   |
| W         | Authorized Withdrawal. A grade of W is given to a student who withdraws from a course up until the last date to withdraw with a grade of W or separates from the university after the last date to drop without academic record. The grade of W carries no credit or academic penalty. It is recorded on the permanent transcript.  |
| AU        | Indicates that the course was audited and the student received no credit or grade.  |
| NG        | Non-graded course.  |
| PASS/FAIL | A student may register for a course to be taken on a pass/fail basis. The pass/fail option must be approved by the student's advisor and dean. A student must indicate that a course is to be taken pass/fail at the time of registration and may not change this status after the last day to add a class.   |

### Consortium Grading and Credit

Grades for consortium courses are sent to Marymount's registrar by the visited institution. They are recorded as Marymount University credit and calculated into the Marymount University cumulative grade point average.

Grades are recorded onto the Marymount University transcript as soon as they are received. In most cases, this will be after regular Marymount credit has been posted. In such cases, students will need to request updated transcripts.

Consortium credits are converted to Marymount University semester credits and count toward full-time/part-time status at Marymount University. If necessary, grades are converted to the nearest Marymount University equivalent.

A student may repeat a completed consortium course under the following criteria:

- A student fails the course.
- A student fails to earn the minimum grade required for his or her program and has only taken one consortium course.

In order for Marymount to replace a lower grade in a consortium course, students must repeat the same course at the same institution. A course may not be taken a third time through the consortium registration process. It can only be taken for a third time at another institution for transfer credit, and the grade will not be replaced in the GPA calculation.

See Minimum Grade and Course Repeat Policy (p. 81).

### Cumulative Grade Point Average

The cumulative grade point average is determined by dividing the number of quality points a student has earned by the number of measurable credits of work. Quality points per credit are shown as follows:

| Grade | Quality points |
|-------|----------------|
| A     | 4.0            |
| A-    | 3.7            |
| B+    | 3.3            |
| B     | 3.0            |
| B-    | 2.7            |
| C+    | 2.3            |
| C     | 2.0            |
| F     | 0.0            |
| FA    | 0.0            |

### Minimum Grade and Course Repeat Policy

All students are expected to maintain a minimum cumulative grade point average of 3.0, and their grades are subject to review each semester by the Graduate Studies Committee and their program faculty.

Each program determines the minimum grade for a course to complete a degree or certificate program. Students who do not meet the minimum grade expectation for a course may repeat the course only one time, if repeating the course is allowed by the program, and it cannot be taken pass/fail. If a course is permitted to be repeated, both courses and grades will be recorded in the student's file and transcript. For calculation of the cumulative GPA and for fulfillment of curriculum requirements, only the credit and the grade of the course with the higher grade will apply, and the credit and grade of the lower-grade course will no longer count. The GPA of the term when the course was originally taken will not be changed. If the same grade is earned, the credit and grade of only one of the courses will apply.

Students must obtain approval from their associate dean to be enrolled in a repeat course. Any appeals to the policy will be handled at the school level with approval from the associate dean.

### Final Examinations

All courses are expected to include a final exam or comparable culminating experience. Final exams are scheduled during a final examination week, which is part of the required contact time for every course. Students should not make travel arrangements prior to determining their final examination schedule because instructors may not schedule alternative or individual examinations in place of the course final exam. The final exam schedule can be found on the [Office of the Registrar](#) website.

### Assessment of Learning Outcomes

At Marymount University, faculty strive to improve the curriculum and teaching by assessing student learning. Each academic degree program of the university has identified learning outcomes and evaluates the extent to which students achieve them. Various measures are used depending upon the nature of the program: comprehensive examinations, theses, portfolio submissions, examples of student work, and/or standardized professional board examinations. Faculty use the results of these measures to continually improve and strengthen the university's programs.

Individuals interested in additional information can contact the Office of Planning and Institutional Effectiveness.

## Academic Honors

### Honor Societies

*Chi Sigma Iota International Counseling Academic and Professional Honor Society* is for counseling professionals and professionals-in-training. This honor society is dedicated to excellence in scholarship, research, and clinical practice. Membership is open to qualified graduate clinical mental health counseling, pastoral counseling, and school counseling students. Students must have completed one or more terms of full-time counseling study or its equivalent with a minimum overall GPA of 3.5.

*Delta Mu Delta International Honor Society in Business* is open to qualified juniors, seniors, and graduate students in the B.B.A. and M.B.A. programs. Eligibility is determined in early October for the fall induction ceremony. Graduate students must have completed at least 75% of their Marymount University M.B.A. program and have a minimum cumulative GPA of 3.8 in their M.B.A. courses.

*Kappa Delta Pi* is an international honor society in education dedicated to those demonstrating high academic achievement, a commitment to education as a career, and a professional attitude that assures steady growth in the field. Membership is open to graduate students, undergraduates, and exceptional local leaders in education. Graduate students must have completed 12 hours of education coursework, be fully accepted into the teacher-education program, and have a minimum graduate GPA of 3.5.

*The Honor Society of Phi Kappa Phi* is the nation's oldest and most selective all-discipline collegiate honor society. Membership in Phi Kappa Phi is by invitation only, extended by Marymount University (Chapter 351) officers. Those invited to membership include the top 7.5% of juniors (72+ credit hours, with at least 24 of those credits completed at Marymount), the top 10% of seniors (90+ credit hours, with at least 24 of those credits completed at Marymount), and the top 10% of graduate students (with a minimum of 18 credit hours completed at Marymount). Eligible members are invited in the fall and spring semesters, with one induction ceremony in the spring semester.

*Psi Chi International Honor Society in Psychology* is open to psychology students who have completed at

least 12 semester credits (or completed nine and currently registered for three) of psychology courses. Graduate students must have a minimum GPA of 3.5. Students in good standing receive a card and certificate of membership.

*Sigma Tau Delta* is an international honor society for students majoring or minoring in English. Membership is open to both undergraduate and graduate students. To be eligible for membership, graduate students must have completed at least nine credits in their graduate program and have a minimum GPA of 3.7.

*Sigma Theta Tau*, the international honor society in nursing, is open to graduate nursing students who have completed one quarter of their coursework leading to the master's degree, have a minimum GPA of 3.5, and demonstrate academic integrity. Applications must be endorsed by two members of Sigma Theta Tau, one of whom must be a nursing faculty member.

*The Order of the Sword and Shield* is the first and only academic and professional honor society dedicated exclusively to homeland security, intelligence, emergency management, cyber and information security, and all protective security disciplines. It is open to students in the forensic and legal psychology M.A. intelligence studies concentration. The mission of the society shall be to promote critical thinking, high scholarship, and professional development; to further enhance the ethical standards of the protective security professions; and to cultivate a high order of personal living. In addition to its academic purpose, the society is strongly committed to helping communities prepare for safety and emergency conditions and sponsors many types of informational events throughout the year.

*Upsilon Phi Delta* is the health care management honor society. Membership is open to both undergraduate and graduate students. To be eligible, graduate students must have a minimum GPA of 3.5 and/or be in the top 10% of their class. Members are selected on the basis of academic achievement, service to the community, and/or contributions to the health care management profession.

*Upsilon Pi Epsilon* is the information technology honor society. Membership is open to both undergraduate and graduate students. To be eligible, graduate students must have completed 18 graduate credits with a minimum GPA of 3.6, exclusive of research and seminar courses.

## Dual Academic Programs or Degrees

Each graduate degree program is considered separate from any other degree program and has its own learning outcomes. Graduate students who pursue a dual degree must achieve the learning outcomes outlined for each program. Therefore, the policy governing the pursuit of a second Marymount graduate degree is essentially the same as that for the pursuit of a first degree, including the minimum number of credits required for residency, consortium course restrictions, and probation/dismissal policies. The second degree must include at least two-thirds of the total number of credit hours normally required for a single degree, unless specifically noted by a particular dual-degree program. (See program requirement details in each college section of this catalog.)

The university cannot guarantee availability of all course requirements without scheduling conflicts when pursuing a dual academic program or degree.

## Change of Program

Students who wish to change their academic program of study must reapply to the university through the Office of Graduate Enrollment Services and seek admission to that program, with the exception of M.Ed. students in the elementary, curriculum and instruction, secondary, and special education programs who may request to change between those four programs within the school. Curriculum and instruction students must submit official documentation of the required scores on the Praxis-Math and the VCLA in order to be considered for a change to the elementary, secondary, or special education programs. A nondegree student must apply to become a degree-seeking student.

## Requirements for Graduation

### The Doctoral Degree and the Master's Degree

A graduate degree is awarded to students who satisfy all university degree requirements and all requirements established by each degree program. In order to participate in graduation ceremonies, a student must be receiving a degree during the spring or upcoming summer semester or have received a degree within the last academic year. Students who expect to receive a degree in the upcoming summer semester must meet additional ceremony participation eligibility requirements. Students may only participate in one ceremony. Please see the General Requirements that follow as well as specific degree requirements, which are set forth in the program descriptions in this catalog.

### The Graduate Certificate and the Post-Master's Certificate

A graduate or post-master's certificate is awarded to students who satisfy all certificate requirements established by each program and as set forth in the program descriptions in this catalog. Certificate students are not eligible to participate in graduation ceremonies unless they have completed their certificate in conjunction with a degree program. Please see General Requirements, which follow, as well.

### General Requirements

**Academic certification:** Certification for graduation by a student's dean and the registrar must be obtained prior to degree conferral.

**Application for graduation:** A graduation application must be received by the Office of the Registrar by the posted deadline.

**Completion requirement:** For a graduate degree or certificate less than or equal to 60 credits, coursework must be completed at Marymount University within five years of the date of matriculation into the program. For programs greater than 60 credits, coursework must be completed at Marymount University within seven years of the date of matriculation into the program. Students not meeting this requirement must have permission from the program director to continue. School/program ramifications (i.e., retaking outdated courses, considering program changes) may result.

**Documentation:** All final documentation must be received by the Office of the Registrar no later than 30 days after the degree conferral date for that semester. Documentation includes such items as official transcripts, test scores, completion of incompletes and in progress grades, and grade changes.

**Final grades:** Students receiving a grade of I in the semester in which they apply to graduate must complete the outstanding work within the time designated by the instructor, but no later than 30 days after degrees are conferred for that semester.

Students transferring credits from another institution in the semester in which they apply to graduate must submit final official transcripts to the Office of the Registrar no later than 30 days after degrees are conferred for that semester.

**Financial obligations:** All financial obligations must be met prior to receiving a diploma. These include parking fines, credit holds, tuition, etc.

**Minimum grade point average (GPA):** A cumulative GPA of 3.0 or better must be obtained for the awarding of any graduate degree or certificate.

**Program requirements:** The total number of credits required to earn a degree or certificate varies by program. Please consult individual program sections in this catalog. Marymount University requires successful completion of all coursework associated with a student's degree or certificate program. The requirements to be met are stated in this catalog. This includes obtaining minimum grades for courses as stipulated in other sections of this catalog.

A student who cannot successfully fulfill the requirements of a program will be dismissed from the program. If the student is otherwise in good academic standing, the student may remain at the university by seeking admission to another program.

### **Graduation and Commencement**

Degrees are conferred in May, August, and December. There is one formal Commencement ceremony in May.

A student must submit a graduation application (available online in Marynet) by the posted deadline. NOTE: The completion of a graduation application does not guarantee that a student will graduate. The Office of the Registrar will complete a student's degree audit once a student applies to graduate. The degree audit will determine if a student is eligible to graduate.

Graduation applications submitted after the posted deadline will be processed at the discretion of the university and are subject to a late processing fee. Students who submit the application after the published deadline may not receive their diplomas by the close of the semester, may not graduate until the next graduation date, and — in the spring semester — may not be listed in the Commencement program and may not participate in Commencement exercises.

Students who do not meet graduation requirements at the end of the semester in which a graduation application was submitted will automatically have their application moved to the next semester provided they can complete their requirements within the maximum period for degree completion. Students who are unable to complete their degree requirements within the maximum period for completion must obtain permission from the program director to continue. For any delays beyond one semester, the student must submit a new application and indicate the new anticipated graduation date.

Participation in the Commencement ceremony held in May is open to students who have applied to graduate in the current spring semester, the preceding fall semester, or the preceding summer semester. Students may only participate in one Commencement ceremony.

In addition, students who are not in the Ed.D. or D.B.A programs\* and need to take no more than two courses (up to 8 credits) during the upcoming summer semester to complete their degree requirements may also participate in the previous May Commencement ceremony if they meet both of the following conditions:

1. They complete an application for graduation by the designated deadline.
2. The Office of the Registrar confirms that the student needs to complete their degree requirements in the summer semester immediately following Commencement.

No exceptions or exemptions to these two conditions will be made or given.

\*NOTE: Ed.D. and D.B.A. students must have completed their dissertations before they may participate in a Commencement ceremony.

### *Diplomas*

Diplomas for all graduates (fall, spring, and summer) are typically mailed by the Office of the Registrar within two to four weeks of the conferral date of the graduating semester, provided the graduation application has been submitted in a timely manner.

Diplomas are issued in the student's legal name as it appears in official university records. Diplomas are mailed at no charge. Diplomas are withheld from students who have unsettled obligations to the university.

### **Diploma Replacement Policy**

A replacement diploma in the name of the student as it appeared at the original time of issue will be provided upon written request by the student, return of the damaged diploma if possible, and payment of a \$90 replacement fee. The replacement will include appropriate dates, signatures, and notations where possible. If the student's name has been legally changed by marriage or court order, a new diploma may be issued upon written request. This request must include legal proof of the name change and payment of the fee.

### *Posthumous Degrees*

A posthumous degree is an official Marymount degree that is awarded to a deceased student in recognition of

the student's academic achievement. The criteria for the award are established in order to uphold academic and institutional integrity. All posthumous degrees must be submitted by the dean to the provost for approval. A posthumous degree may be awarded if, at the time of the student's death, they were enrolled in Marymount University, were in good academic standing, and were nearing completion of the requirements in the major degree program.

Any student who at the time of death was in good standing in a graduate degree program and had completed approximately two-thirds of the requirements toward a graduate degree or certificate at Marymount University shall, upon recommendation by the faculty of the program and approval of the dean and provost, be awarded the degree posthumously.

## Transcripts

The Office of the Registrar will forward official transcripts of courses and credits to other educational institutions, agencies, or firms upon signed, written request by the student.

Requests for transcripts are usually processed within five working days; however, during registration and immediately following the end of a semester, there may be a delay of up to two weeks. In the event of unsettled obligations to the university, transcripts will be withheld.

Same-day service is available for a fee, payable in advance.

Unofficial transcripts are available to current students via My MU Plan.

## Short-Term Emergency Notification

A student who experiences an illness, medical emergency, death in the family, or family emergency that causes absence from classes for a short period of time (e.g., several days and up to two weeks) should contact the [Office of Student Health and Well-being](mailto:shealthc@marymount.edu) at [shealthc@marymount.edu](mailto:shealthc@marymount.edu), which may issue an Emergency Notification to the student's instructors. This notice does not excuse students from classwork; it only makes the student's instructors aware of the situation. The student is expected to make arrangements for missed assignments directly with the instructor and follow the course attendance policy.

If a student's condition is serious enough to prevent completion of the semester, the student should follow

the process for requesting a medical leave. The Dean of Students and the student's associate dean are available to consult with students as they weigh their options.

## Leave of Absence

### Medical Leave

A degree- or certificate-seeking student who cannot continue enrollment for medical reasons may request a medical leave. A medical leave means that the student will be withdrawn from all courses in which the student is enrolled that semester; the university does not grant a medical leave from only one or multiple courses.

In order to be eligible for a medical leave, students must be currently enrolled; no retroactive leaves will be reviewed. Students who have taken any final examinations or culminating assignments during the current semester are NOT eligible for medical leave.

If the medical leave occurs after the deadline to drop, the student receives a W grade on the transcript. Students granted medical leave will be placed on Continuous Registration (see Continuous Registration policy) for the current academic semester. Students who require more than one academic semester of leave can petition to extend the absence (see Continuous Registration policy). Continuous Registration is typically approved for one academic semester and rarely approved for longer than one academic year (two academic semesters and one summer semester).

Tuition and fee refunds are based on the published dates in the Academic Calendar. **There is no refund beyond these published dates.** Credits earned elsewhere while on leave will be accepted as transfer credits according to university policy.

Students (or a parent, spouse, or legal guardian) may request medical leave prior to the last day to withdraw from classes as noted in the Academic Calendar through the Continuous Registration process (see Continuous Registration policy).

If medical leave is requested after the last day to withdraw from classes, students should submit an appeal to the Appeals Committee for Academic Policies by emailing [appeal@marymount.edu](mailto:appeal@marymount.edu). Supporting medical documentation, such as a doctor's note, military papers, or a licensed clinician's note (not from a family member), that is dated, signed, and on the provider's professional letterhead and attests to the medical necessity for leave must be included. This documentation must state the exact dates the student

was under the provider's care and how it affected the student's academic ability as it related to the medical leave request. Note that requests made without this documentation will not be considered. See Requests for Exception to Academic Policies for more information.

Final approval for medical leave is granted by the Appeals Committee for Academic Policies in consultation with the Division of Student Affairs.

Students requesting to re-enroll after a medical leave should do the following:

- Make an appointment to meet with the Assistant Vice President of Student Health and Well-being or designee no later than two weeks prior to the last day to add classes for the semester in which the student would like to return. No later than one week prior to the meeting, the student must provide electronic copies of the following to the Assistant Vice President of Student Health and Well-being:
  - A letter of intent to resume studies and residential living (if applicable).
  - A letter from the student's licensed health care provider recommending that the student return to academic study along with any recommendations for continued treatment; if the student lives in Marymount-sponsored housing, this documentation must also speak to the student's ability to return to community living.
- Upon receipt of the above documentation, the student may be provided a release form to complete, which will allow the Assistant Vice President of Student Health and Well-being to speak to the student's licensed health care provider in order to provide ongoing support to the student.

A student must be in good academic standing according to the university policy, and the student's account must be paid in full before registering.

#### Non-Medical Leave of Absence

A degree- or certificate-seeking student who cannot continue enrollment for non-medical reasons (i.e., employment, personal, or family) may request a non-medical leave of absence. A non-medical leave means that the student will be withdrawn from all courses in which the student is enrolled that semester; the university does not grant a non-medical leave from only one or multiple courses.

If the non-medical leave occurs after the deadline to drop, the student receives a W grade on the transcript. Students granted non-medical leave will be placed on

Continuous Registration (see Continuous Registration policy). Students who require more than one academic semester of leave can petition to extend the absence (see Continuous Registration policy). Tuition and fee refunds are based on the published dates in the Academic Calendar. **There is no refund beyond these published dates.**

Students may request non-medical leave prior to the last day to withdraw from classes as noted in the Academic Calendar through the Continuous Registration process (see Continuous Registration policy).

If non-medical leave is requested after the last day to withdraw from classes, students should submit an appeal to the Appeals Committee for Academic Policies by emailing [appeal@marymount.edu](mailto:appeal@marymount.edu). Supporting documentation that attests to the necessity for leave must be included. Note that requests made without this documentation will not be considered. See Requests for Exception to Academic Policies for more information.

Nondegree students and alumni auditors are not eligible for a leave of absence and should follow the published course withdrawal policy.

#### Students Called to Military Duty

In accordance with the Higher Education Opportunity Act, Marymount University will readmit students who take a leave of absence to perform active military service and also meet the requirements defined in the act.

Furthermore, Marymount University appreciates the situation of students who attend classes while maintaining a military obligation. All administrative offices and academic programs at the university will do their utmost to accommodate those students called to active military duty while enrolled in classes. The university aims to make the transition as efficient, equitable, and expeditious as possible.

After consultation with instructors and the academic advisor, a student may choose one of three options:

- withdraw from some or all of his/her classes
- seek an incomplete, outlined in Undergraduate Grading Policies (p. 59) and Graduate Grading Policies (p. 80)
- earn a grade

Students who withdraw from all classes will receive a complete refund of tuition and fees. If a student withdraws from some but not all classes, tuition will be reassessed according to full- or part-time status.

If the student elects to receive an Incomplete, the student must discuss arrangements for completion of coursework with the instructor; the arrangement must clearly state the work completed and graded and the work remaining. The instructor, in turn, will complete the appropriate form and send it to the Office of the Registrar. The deadline for completion of an Incomplete is six months after re-enrollment at the university.

With instructor approval, students may elect to earn a grade if they have already completed most of the coursework and can accelerate remaining assignments prior to departure from the university.

Students should make their desired option known to the dean of the school in which they are enrolled.

Students who are called to active duty must provide documentation of their orders to the Office of the Provost and senior vice president for academic affairs. Students who intend to return to the university should submit a Continuous Registration request to their associate dean. A student who returns to the university within two calendar years of the call to duty and presents documentation of military service is considered to have maintained Continuous Registration.

## **Academic Probation, Dismissal, and Suspension**

### **Academic Probation**

Graduate students are expected to make continuous progress toward a degree in a timely manner. In support of those efforts, the university, through the Graduate Studies Committee and the Office of the Provost and Vice President for Academic Affairs, affirm the following:

- Graduate students are required to maintain a cumulative grade point average of 3.0 or higher.
- A graduate student whose cumulative GPA falls below 3.0 during enrollment at Marymount University is on academic probation.
- To be removed from academic probation, students must bring their cumulative GPA to 3.0 or higher within nine graduate credit hours or be dismissed.

Some graduate degree programs have additional academic requirements governing dismissal. Students should refer to the appropriate program section of the catalog for information about continuation and academic dismissal requirements for their respective programs.

### **Academic Dismissal**

Graduate students are dismissed if they fail to achieve the academic performance necessary to be removed from academic probation or if they fail to achieve minimum program-level criteria. Some graduate degree programs have additional academic requirements governing dismissal that can result in dismissal without first being on probation. Students should refer to the appropriate program section of the catalog for information about academic dismissal for their respective programs.

#### *Appeal of Dismissal*

Students dismissed from the university due to academic performance have the opportunity to appeal the dismissal. The university notifies students of dismissal within two weeks of the grade submission deadline for the semester and informs them of the appeal procedures and deadlines.

If a student wishes to appeal dismissal, the following procedures must be observed:

1. All appeals must be in writing and are to be addressed to the school director in which the student was enrolled.
2. Appeals are due to the school director within three months of notification of dismissal. This date will be specified in the notification of dismissal. No appeals will be accepted after this date. Specific programs may have additional policies related to the timing of appeals, which should also be followed.
3. The university will make every attempt to contact the student in writing using the Marymount email address on file with the Office of the Registrar. Students, whether in the United States or abroad, are responsible for checking their Marymount email account on a regular basis. An appeal must explain in full the student's reasons for seeking a reversal of the academic dismissal and provide a plan for returning the student to good academic standing. The school director or designated faculty appeal committee reviews all materials related to the student's appeal and renders a decision, which will be communicated to the student within four weeks of receiving the appeal.
4. A student who wishes to further appeal the decision may, within two weeks of receiving the program decision, appeal in writing to the dean of the school in which the student is enrolled. The Office of the Dean will communicate the dean's decision to the student within two weeks of receiving the appeal letter. The response of the dean is final.



Some graduate degree programs have additional academic requirements regarding dismissal. Students should refer to the appropriate program section of the *University Catalog* for information about the requirements for academic dismissal from their respective programs.

#### *Seeking Readmission to the University*

Graduate students dismissed from the university may not apply for readmission to the same academic program, but they may seek admission to another academic program. Graduate students appealing dismissal may not take graduate courses at the university during the appeals process.

#### **University Suspension**

The university may place a student who is found responsible for a violation of university policy, such as the Community Conduct Code or the Academic Integrity Code, on suspension. A suspension is a temporary separation from the university. Suspended students will be permitted to return after a specified period of time and upon satisfying the conditions outlined in the notice of suspension.

Upon notification, the registrar will terminate registrations for semesters that occur within the period in which the student is suspended. Once the time condition of the suspension has passed, students who have other outstanding conditions per the notice of suspension must apply for Continuous Registration in order to remain enrolled at Marymount University. Students who have fulfilled all outstanding conditions within the specified period of time but choose not to enroll in classes in the semester immediately following the suspension must also apply for Continuous Registration. Students who fail to apply for Continuous Registration will be withdrawn from the university and must seek readmittance.

Approval of Continuous Registration is subject to the terms and conditions outlined in the Marymount University Catalog. The behavioral expectations and regulations of the university apply to students while suspended. Students who violate university policy while suspended will be held accountable. Students who withdraw from the university while suspended or in anticipation of suspension may not seek readmission to the university for a period of 12 months after the end of the original suspension period. Refunds will be given according to the schedule in the appropriate university catalog and/or the housing license agreement.

#### **Student Complaint Process and Notices to Students**

A student who has a complaint should bring it forward promptly for resolution.

#### **Grade Complaint Process**

If the matter concerns a **final grade** for a course, students should attempt to resolve it informally in discussions with the instructor of record. A final grade is reviewed only when there is a question about whether the grade was calculated in accordance with the requirements and grading procedures stated in the course syllabus. A complaint that is not resolved informally between a student and an instructor should be submitted in writing (email or letter sent by post) first to the appropriate school director and, if still unresolved, to the college dean. The decision of the college dean is final. Problems involving course grades must be brought forward within 45 days of the end of the semester in which the grade was earned.

#### **Academic Grievance Process**

Students who have an academic grievance other than a grade should attempt to resolve it informally in discussions with the appropriate instructor, faculty member, or advisor. Examples of this type of grievance or complaint include but are not limited to:

- failure of faculty to uphold university policies, such as prohibition of smoking in classrooms or prohibition of early completion of semesters
- failure of an instructor to enforce the Code of Conduct with respect to students in the classroom
- failure of an instructor to fulfill instructional obligations, such as unjustified cancellation of classes, frequent absenteeism or late arrival, and excessive absences during designated office hours

A complaint that is not resolved informally between a student and a faculty member is to be submitted in writing (email or letter sent by post) to the appropriate school director. If it is not resolved, the complaint may be taken to the college dean. The decision of the college dean regarding the issue(s) of concern is final. A student should bring forward a complaint or problem no later than 45 days from the end of the semester in which the issue occurred.

#### **Disability Grievance Process**

Students can use Marymount's grievance process to resolve a disabilities-based that concern/complaint if they believe they have:

- been subjected to unlawful discrimination, and/or
- been denied access to public information, services, activities, and/or physical spaces; and/or
- been denied their request for individual accommodations meant to mitigate the impact of a disability.

Depending upon the nature of the concern, students are encouraged to contact the following university representatives to resolve the issue within the Marymount community.

**The Office of the Provost if:**

- the student believes that Student Access Services (SAS) inappropriately denied their request for disability-based accommodations and would like to appeal that decision. Specifically, the student considers themselves to have a definable and significant impairment that they believe could be mitigated if provided accommodations likely to reduce or remove an identified barrier to their “access.”
- the student was unable (or had compromised) access to a Marymount-sponsored, publicly-available engagement due to their disability. Students do not need to reveal themselves as disabled to SAS and be approved for use of accommodations by SAS in order to make use of public engagement options (SAS is focused on providing students with academic-related accommodations). This type of grievance, then, typically applies to students who need access to public/common areas, such as transit services, event seating, and event communications (e.g., interpreting and/or captioning services).

**Student Access Services (SAS) if:**

- the student was approved to use SAS accommodations and believes that the campus individual or unit whose responsibility it was to implement those accommodations fell short of doing so, or did not do so at all. Student accommodations are typically applied to their learning/instruction, campus housing, and dining accommodations. This grievance, then, would concern the person or unit who is believed to have not properly implemented the SAS-approved accommodations on behalf of the student.
- the student believes they experienced a privacy violation in the context of a disability during their participation or attempt to participate in the following: An academic program to include a course of instruction, campus housing accommodations, and/or dining services accommodations.

*Filing a Grievance*

When submitting a concern/grievance to either the Provost’s Office or SAS, students should include the following information:

- a clear and concise statement of the concern or issue to be reviewed;
- a summary of steps taken, if any, by the student to resolve the concern and/or related issue prior to submitting the grievance; and
- a reasonably detailed description of the relevant facts, including the student’s purported disability, names of persons with relevant information, and a description or copies of relevant documents or other evidence related to the concern. Also appreciated are a chronology of events and the name, contact information, and signature of the student initiating the concern.

*Response to a Grievance*

Marymount’s response to a grievance typically includes some or all of the following steps:

- meeting in-person with the student reporting the grievance;
- contacting those persons who are reported to as having caused the grievance to discuss the events giving rise to the grievance;
- requesting relevant medical documentation or an independent medical evaluation (if not already on-hand and if needed). This step might be taken if the student wishes to appeal an SAS decision in which their accommodations request was denied;
- gathering other relevant information through a fact-finding process.

If the Disabilities Review Authority (which is typically either the Provost’s Office or SAS) determines that a fact-finding process is required (beyond the other steps described above), then the student grievant will be so informed. The Disabilities Review Authority will interview the student grievant and other fact witnesses as necessary and will review documents as well as other evidence to determine what steps, if any, should be taken on behalf of that complainant. The Disabilities Review Authority may request that an accommodation be provided on a provisional basis pending the conclusion of this fact-finding process, which could require approximately 45 university business days to complete.

Best efforts will be made to complete the investigation within 45 university working days of receipt of the complaint. If there are circumstances that affect

Marymount's ability to reach fact witnesses and to review documents (e.g., school breaks, the availability of stakeholders with information), the timeline may be extended.

#### *Confidentiality*

Marymount will strive to maintain the confidentiality of information shared throughout the grievance review process. However, disclosures may be required for the purpose of fact-finding and/or efforts to resolve the grievance. In the few instances where disclosures must be made, disclosures will be limited to those persons necessary to proceed in the fact-finding process or to otherwise address the grievance.

All persons involved in the student's grievance will be advised about the importance of confidentiality in the process and asked to maintain the confidentiality of the information discussed and the identity of the grievant during the fact-finding process.

A grievant should understand that where a grievance is specifically directed against one or more specific individuals, the grievance itself or portions of the grievance will be disclosed to the accused individual(s) for purposes of soliciting a relevant and comprehensive response.

#### *Prohibition Against Retaliation*

Marymount prohibits retaliation against any person who requests disabilities-based accommodations, files a grievance alleging disability discrimination, or participates in the grievance process. Any concerns about retaliation related to this process should be disclosed immediately to the Disabilities Review Authority.

#### *Alternative Avenues for Redress of Grievances*

Although all Marymount students may avail themselves of this policy and procedure, students are encouraged to first try to resolve matters informally before engaging this grievance process. If a student believes that an informal resolution is possible, even in the context of a filed grievance, the student is encouraged to describe a proposed remedy to the Disabilities Review Authority.

While students are encouraged to use Marymount's internal process in resolving disability-related complaints (above), all students have a right to file a grievance directly with either or both of the following entities external to the university:

Arlington County Office of Human Rights  
2100 Clarendon Boulevard, Suite 318  
Arlington, Virginia 22201  
Telephone: 703-228-3929  
FAX: 703-228-4390  
TTY: 703-228-4611

Washington DC (Metro)  
Office for Civil Rights  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-1475  
Telephone: 202-453-6020  
FAX: 202-453-6021  
TDD: 800-877-8339  
Email: [OCR.DC@ed.gov](mailto:OCR.DC@ed.gov)

#### **Other Grievance Process and Notices to Students**

Other grievances or complaints should be addressed to the department or office in which the problem originated. Complaints not resolved at this level may be submitted in writing (email or letter sent by post) to the supervisor for that office. If students are not satisfied with the resolution of the problem by a supervisor, they may refer the concern to the office of the vice president who supervises the area in which the complaint originated. The decision of the vice president regarding the issue(s) of concern is final. Examples of this type of grievance or complaint deal with the following policies or laws:

- **Consumer Information and Student Achievement:** Information for current and prospective students regarding athletics, financial aid, health and safety, and other student issues is also publicly available. This information, along with data on student and alumni achievement, can be found on the [Office of Planning and Institutional Effectiveness](#) website.
- **Family Educational Rights and Privacy Act (FERPA) and Public Notice Designating Directory Information:** FERPA affords students certain rights with respect to their education records. Marymount also designates certain information contained in students' education records as "directory information." Directory information may be disclosed by the university without the student's prior consent pursuant to the provisions of FERPA. Information for current students regarding FERPA policies and Marymount's Public Notice Designating Directory Information can be found on the [Office of the Registrar](#) website.
- **Nondiscrimination Policy:** Marymount University does not discriminate on the basis of race, color,

national origin, sex, age, disability, religion, sexual orientation, or other protected class in any of its educational programs or activities. Marymount University seeks compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and section 504 of the Rehabilitation Act of 1973, which respectively prohibit discrimination. Inquiries regarding these issues may be directed to the vice president for student affairs and Title IX coordinator. Students who want to file a complaint should contact the vice president for student affairs and Title IX coordinator.

within the review process may file an appeal with the vice president for enrollment management and student affairs. Appeals must be submitted in writing (email or letter sent by post) within five business days of receipt of the committee's decision.

For information on academic integrity and student community conduct code appeals, see the [Office of Student Conduct and Academic Integrity](#) website.

### **Final Note — Other Grievance Process**

In accordance with VAC 40-31-100 of the Virginia Administrative Code, the State Council of Higher Education for Virginia (SCHEV) is responsible for investigating all written and signed complaints against postsecondary educational institutions operating in Virginia. This includes SCHEV oversight of complaints from students taking distance education classes under the aegis of the State Authorization Reciprocity Agreements (SARA). If a student has a complaint and has exhausted the avenues provided by Marymount University to resolve the complaint internally, the student can submit a Student Complaint Form to SCHEV. More details on the formal SCHEV student complaints procedure can be found on the SCHEV website at [schev.edu](http://schev.edu).

### **Requests for Exceptions to Academic Policies**

In extenuating circumstances, a student may submit a request for an exception to an academic policy. Requests for exceptions to academic policies must be submitted in writing (an email sent to [appeal@marymount.edu](mailto:appeal@marymount.edu) or a letter sent by post) to the Appeals Committee for Academic Policy (ACAP) within 45 days of the end of the term in which the situation requiring an exception occurred. For details on how to appeal, see Guidelines for Appealing and Academic Policy on the MU Portal.

ACAP meets every two weeks to review requests for exceptions. Decisions of ACAP may be appealed. A one-time appeal of the committee's decision is permitted if the student can submit new information that was not initially reviewed by the committee. This one-time appeal must be submitted via email within five business days of receipt of the committee's initial decision without serious extenuating circumstances and must include all new information and documentation. Students who believe they were discriminated against

# Academic Opportunities

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## Undergraduate Academic Opportunities

### Undergraduate Pre-Professional Studies

#### Pre-Law Studies and Advising

Students who plan to pursue a law degree after graduation should contact their academic advisor and the pre-law advisor. The pre-law advisor will help with selecting courses, researching law schools, applying to law schools, and preparing for the LSATs.

In general, to be a successful law school candidate, a student must achieve good grades in challenging courses, develop excellent writing skills, demonstrate analytical ability, and be involved in one's community, especially in leadership positions. Required LSAT scores vary by school.

Marymount University has a direct entry affiliation agreement with Catholic University's Columbus School of Law. This enables qualified third-year Marymount students in designated majors to be admitted to the first year of law school during their senior year at Marymount. Students in these designated majors (communication, criminal justice, economics, English, politics, and sociology) who are interested in direct entry to the Columbus School of Law after their junior year at Marymount should discuss the 3+3 partnership with their major advisor as soon as they become interested. The advisor will guide students through the selection of Marymount courses and refer them to the Office of Admissions of the Columbus School of Law as potential applicants. Qualified students may receive credit from both Marymount and Catholic University for a maximum of 29 credits taken at the Columbus School of Law. For students to be eligible to apply to the Columbus School of Law through this program, they must meet the following criteria:

- complete at least three years of coursework
- earn a minimum cumulative GPA of 3.6 by the end of the third (junior) year
- score above the 66th percentile on the LSAT
- remain in good academic and disciplinary standing
- meet all of the fitness, character, and other criteria for admission required by the Office of Admission of the Columbus School of Law

Qualified graduating seniors who have earned a minimum cumulative GPA of 3.5 by the end of the

fourth (senior) year may also apply for direct entry but will not receive Marymount credit for Columbus School of Law courses.

For additional information, refer to the following sections of the catalog: communication (p. 297), criminal justice (p. 302), economics (p. 117), English (p. 244), politics (p. 92), and sociology (p. 310).

#### Pre-Chiropractic Studies and Advising

Students will have a pre-chiropractic studies advisor in the School of Natural Sciences and Mathematics or the School of Health Sciences in addition to their degree advisor. See pre-chiropractic studies (p. 289) for more information.

#### Pre-Dentistry Studies and Advising

Students will have a pre-dentistry studies advisor in the School of Natural Sciences and Mathematics in addition to their degree advisor. See pre-dentistry studies (p. 289) for more information.

#### Pre-Medicine Studies and Advising

Students who plan to pursue a medical degree after graduation for a career in medicine should contact the School of Natural Sciences and Mathematics and the pre-med advisor. The pre-med advisor will help with selecting courses, researching medical schools, completing the medical school application process, and preparing for the MCATs.

Although medical schools do not require specific degrees as prerequisites for admission, most require strong academic performance in specific courses. The courses most often required include General Biology I and II, Principles of Chemistry I and II, Organic Chemistry I and II, General Physics I and II, Calculus I, and General Psychology. For Marymount students who choose to major in biology, a pre-med track is offered. Pre-medicine and other pre-health profession minors are also offered. See the School of Natural Sciences and Mathematics (p. 267) for more information on Marymount's programs. To be a successful medical school applicant, a student must also demonstrate an understanding of the medical profession through work or volunteer activities. Required MCAT scores vary by school.

At Marymount, students considering professional study in health fields usually consider biology as an undergraduate major, but pre-professional requirements

can be met through a variety of undergraduate fields. Students should consider majoring in the subject area in which they have the strongest aptitude and interest. Acceptance into health-related professional schools is highly competitive and requires the maintenance of a fairly high undergraduate grade point average. The pre-med advisor can help design the best possible course sequence for all students interested in a pre-med curriculum regardless of their major.

### **Pre-Occupational Therapy Studies and Advising**

Students will have a pre-occupational therapy advisor in the School of Health Sciences in addition to their degree advisor. See pre-occupational therapy studies (p. 290) for more information.

### **Pre-Ophthalmology Studies and Advising**

Students will have a pre-ophthalmology studies advisor in the School of Natural Sciences and Mathematics in addition to their degree advisor. See pre-ophthalmology studies (p. 291) for more information.

### **Pre-Optometry Studies and Advising**

Students will have a pre-optometry studies advisor in the School of Natural Sciences and Mathematics in addition to their degree advisor. See pre-optometry studies (p. 291) for more information.

### **Pre-Osteopathic Studies and Advising**

Students will have a pre-osteopathic medicine advisor in the School of Natural Sciences and Mathematics in addition to their degree advisor. See pre-osteopathic medicine (p. 292) for more information.

### **Pre-Pharmacy Studies and Advising**

Students will have a pre-pharmacy studies advisor in the School of Natural Sciences and Mathematics in addition to their degree advisor. See pre-pharmacy studies (p. 292) for more information.

### **Pre-Physical Therapy Studies and Advising**

Students will have access to a pre-physical therapy advisor from the School of Health Sciences in addition to their degree major advisor.

Students may also minor in pre-physical therapy through the School of Natural Sciences and Mathematics. See pre-physical therapy minor requirements (p. 293) for further information.

### **Pre-Physician Assistant Studies and Advising**

Students will have a pre-physician assistant studies advisor in the School of Natural Sciences and

Mathematics in addition to their degree advisor. See pre-physician assistant studies (p. 293) for more information.

### **Pre-Podiatry Studies and Advising**

Students will have a pre-podiatry studies advisor in the School of Natural Sciences and Mathematics in addition to their degree advisor. See pre-podiatry studies (p. 293) for more information.

### **Pre-Veterinary Medicine Studies and Advising**

Students will have a pre-veterinary medicine studies advisor in the School of Natural Sciences and Mathematics in addition to their degree advisor. See pre-veterinary medicine studies (p. 294) for more information.

## **Student Research — DISCOVER**

DISCOVER promotes undergraduate research and creativity throughout the academic programs of the university. Research and creative work with a faculty mentor provide undergraduates with a unique opportunity to apply course knowledge in their areas of interest and explore careers.

DISCOVER helps match students with faculty mentors; coordinates a summer research program for undergraduate students and faculty mentors; and sponsors the annual Student Research Conference, which showcases undergraduate and graduate student work.

More information can be found on the [DISCOVER](#) pages on the university website.

### **Honors Program**

The Honors Program offers courses in a wide range of disciplines, emphasizing academic rigor and pedagogical creativity. The Honors Program encourages academic independence in its students by emphasizing inquiry, self-direction, and self-regulation in all academic endeavors. The program celebrates an interdisciplinary approach to learning. Through tutorials and seminars, honors students are challenged to synthesize information across disciplines, developing a broad awareness of knowledge connectedness. Honors students are challenged to apply the knowledge and skills gained in the classroom in ways that provide stewardship and service to the Marymount community, the surrounding DC community, and the environment. The Honors Program, through its academic and extracurricular programs, encourages initiative,

responsibility, integrity, and collaboration among its students.

Honors students must fulfill all program requirements, maintain a minimum GPA of 3.5, and participate in Honors Program events and activities to maintain program benefits. Participants must earn at least a B in each honors course.

The professional advising center will provide primary academic advising. The honors director will provide additional advising specific to the honors curriculum.

## Curriculum Overview

Students in the Honors Program are required to earn at least 24 credits of honors coursework. Typically, students are expected to earn all honors credits while enrolled at Marymount. The curriculum is designed so that each incoming first-year student in the Honors Program completes one honors course (3 credits) per semester to successfully achieve the 24-credit-hour requirement. Students admitted to the Honors Program after the first semester will be expected to take more than one honors course per semester in some instances to successfully complete the 24-credit-hour requirement. Students are permitted to enroll in a maximum of two honors courses per semester.

- HON 101 The Quest: An Introduction to the Honors Program (3 credits)
- Advanced Honors Seminars (9 credits)
- Honors Tutorials: one Traditional (HON 200) and one Advanced (HON 300) (6 credits)
- HON 399 Research Tutorial: Thesis Proposal (3 credits)
- HON 400 Research Tutorial: Thesis (3 credits)

## Typical Timeline

### Year One — Fall

HON 101 The Quest: An Introduction to the Honors Program \*

### Year One — Spring

First Advanced Seminar

### Year Two — Fall

HON 200 Traditional Tutorial

### Year Two — Spring

Second Advanced Seminar

### Year Three — Fall

HON 300 Advanced Tutorial

### Year Three — Spring

HON 399 Research Tutorial: Thesis Proposal \*

### Year Four — Fall

HON 400 Research Tutorial: Honors Thesis \*

### Year Four — Spring

Third Advanced Seminar and Thesis Defense

## The Curriculum

### HON 101 The Quest: An Introduction to the Honors Program:

This seminar is devoted to introducing first-year honors students to the Honors Program, as well as various forms of scholarship, and the skills necessary for academic inquiry (i.e., “The Quest” for knowledge). Students participate in a variety of experiential learning activities, learn how to lead and participate in group discussion, conduct research, write, and present a traditional undergraduate research paper. Honors students take this course to fulfill EN 101 and the CNCT 100 University Requirements.

**Advanced Honors Seminars:** At least three courses (9 credits) must be completed in advanced Honors Seminars. The Honors Seminars, typically 12 to 15 students, are taught by select faculty who are encouraged to construct innovative and rigorous courses for the benefit of honors students. These credits may be fulfilled in honors-designated sections of the Liberal Arts Core courses, in graduate seminars (with instructor’s permission), and in courses created by Marymount faculty especially for the Honors Program. This approach provides breadth in the honors curriculum while simultaneously allowing students to earn honors credits in specific interest areas and majors.

*Liberal Arts Core honors classes:* Students may choose to take Advanced Honors Seminars that satisfy the university’s Liberal Arts Core requirements. Honors sections of these courses, developed and offered by individual professors and schools, will present a greater challenge to those enrolled in non-honors sections. On rare occasions, these honors sections will be open to students outside the program with approval from the honors director and the instructor. Past examples include TRS 100, PH 301, and PSY 311.

*Honors seminars:* Qualified Marymount faculty are specifically recruited by the director to develop new and innovative undergraduate seminars for honors students. These courses demonstrate pedagogical creativity as well as academic rigor.

*Graduate courses:* Honors students may petition to take a graduate course for honors credit. They will need approval of the instructor, the school director, and the honors director. This is normally done during the junior

or senior year and is especially encouraged for students who intend to pursue graduate study in a particular field.

*Course overload:* Honors students may petition to take up to two credit hours above the standard maximum of 18 credit hours of academic coursework in a given semester without incurring an overage charge. Students will need approval of their advisor and the director.

**Honors Tutorials: Honors Tutorials begin in the student's sophomore year. There are two types: the Traditional Tutorial and the Research Tutorial.**

**HON 200/HON 300 Traditional and Advanced Tutorials:** The traditional undergraduate tutorial, developed in the Middle Ages at Oxford and Cambridge, is an intimate and intense learning experience. Traditional Tutorials consist of one to two students meeting once a week over a nine-week period with a professor on a specialized topic. The topic need not be in the student's major. During each one- to two-hour meeting, students are expected to have completed readings from an agreed-upon list and to have produced a short response paper; students will read the paper and receive feedback on it. At the end of the semester, students are required to produce a traditional research paper and an annotated bibliography.

**HON 399 Research Tutorial: Thesis Proposal:** The thesis proposal process is typically commenced during the second semester of the junior year, is conducted one-on-one with the student's identified faculty mentor, and must be focused on the topic of the student's Senior Honors Thesis. Each student will work with a mentor on a scholarly research project. At the end of the semester, the student is required to submit a research proposal, approved by the faculty mentor, to the honors director for review. Once the proposal is approved and, if necessary, revised, the student may then commence the research for the Senior Honors Thesis (HON 400). At the end of this tutorial and during the senior year, the student will produce and defend their Senior Honors Thesis. As HON 399 is a writing-intensive (WI) course, the proposal must be at least 15 pages in length.

**HON 400 Research Tutorial: Honors Thesis:** Honors students, during their senior year, will work with a faculty mentor on their thesis. Successful completion of the thesis is required to graduate with honors. Students must earn a B or higher for the course to count toward their Honors Program requirements.

**Thesis Defense:** The Senior Honors Thesis will typically be 30+ pages, exclusive of the scholarly apparatus, or 15+ pages for papers that accompany

creative/design projects. All honors students are required to present and defend their theses before a committee consisting of the thesis advisor, a second reader, and the honors director or the director's designee. This normally occurs during the spring semester of the senior year or during the student's last semester at the university. Thesis defenses are open to the entire university community. Student theses are archived on the [Library and Learning Services](#) website. Students must successfully pass their thesis defense to graduate with honors.

### **Oxford Summer Study Program**

The Honors Program's mix of seminars, tutorials, and lectures fits Marymount's intimate educational environment, pays tribute to the liberal arts tradition of Oxford and Cambridge, and prepares Marymount honors students for graduate and professional school. To reinforce these aims and to provide a global perspective for honors students, the program offers 10 tuition scholarships to students every other summer for a six-week study tour at the University of Oxford. Students take a total of six academic credits: three credits with a Marymount faculty member in an Advanced Honors Seminar and three credits with an Oxford faculty member in a Traditional or Advanced Tutorial (HON 200/300). They also travel on sponsored trips to London, Stratford, Windsor, and other British sites. Some Marymount students choose to spend an entire semester abroad studying at Oxford or schools throughout Europe and Asia.

Contact the Honors Program director or director of the Center for Global Engagement for further information.

### **Global Scholars Program**

Through the Global Scholars Program, students from diverse backgrounds and all academic program will develop global competencies and skills needed to become emerging leaders in an ever-changing world. The program will focus on discovering what it means to be a global citizen and how students can apply this knowledge to their academic and professional endeavors. Upon completion of all program requirements, students will earn the identification of "Global Scholar" on their transcripts and will receive specialized regalia for graduation.

### **Program Benefits**

By participating in the Global Scholars Program, students will:



- Develop Marymount’s core global competencies through curricular, co-curricular, and experiential learning opportunities
- Broaden their global perspective and understanding through study, volunteering, and/or interning abroad
- Gain proficiency in another language and conduct research with an international or intercultural focus
- Partake in unique intercultural experiences in Washington D.C.
- Build a network of globally-minded peers and professionals
- Develop an understanding of worldwide social justice issues

**Program Requirements**

The Global Scholars Program has four distinct components: coursework, research, experiential and service-learning activities, and co-curricular engagement.

**Coursework**

Four one-credit colloquium courses (4 credits)

|         |                                      |
|---------|--------------------------------------|
| GSP 201 | The Intercultural Leader             |
| GSP 202 | From Local Activism to Global Impact |
| GSP 203 | The Global City                      |
| GSP 204 | Global Scholar Capstone Seminar      |

**Global Perspective**

In addition to these colloquium courses, Global Scholars must complete three courses (9 credits) that meet the university Global Perspective requirement or are otherwise approved by the Global Scholars Academic Director.

**Language Requirements**

Global Scholars must show a level of skill in a non-native modern language equivalent resulting in successful completion of a second-semester, college-level language course. There are two different ways to meet this requirement:

- Complete six credits of college-level foreign language coursework at the elementary level, which may include courses combining language and culture, or complete three credits of college-level foreign language coursework at the intermediate level. AP, IB, and CLEP equivalencies are accepted.
- Receive a waiver from the Global Scholars Program director. Waivers will be granted when a student can demonstrate knowledge of a language equivalent to two semesters of college-level work, typically in a proctored exam.

**Research**

Global Scholars are required to pursue research within their field that is globally focused. Research may be conducted independently within the student’s discipline, but it must be approved by the Global Scholars Academic Director and supervised by a Marymount faculty supervisor.

**Experiential and Service-Learning**

In addition, Global Scholars are required to enhance coursework and inquiry through participation in any two of the following experiential and/ or service-learning opportunities:

- an internship with a global focus, approved by the program director
- study abroad coursework
- an independent study or project that uses second-language proficiency
- a service-learning project with a global focus that can be done locally or internationally

**Co-Curricular Requirements**

Beyond curricular requirements, it is also expected that Global Scholars engage with the university community and local community through participation in various co-curricular activities. Co-curricular opportunities will be identified by the Center for Global Engagement, and students will be asked to log participation in at least two co-curricular activities per semester. Participation in these activities will be noted on students’ co-curricular transcripts.

**Study Abroad**

Marymount’s Center for Global Engagement administers, supports, and coordinates all university programs that take place outside the United States.

In today’s international world, study abroad contributes meaningfully to a liberal arts education. When combined with practical experience such as an internship, its value is even greater. Individuals studying abroad integrate into the daily life of the host country and its people.

**Semester Programs**

Marymount University’s Center for Global Engagement helps students from a variety of majors study around the globe to enrich their academic experience.

One program is sponsored by Marymount; others are hosted by other institutions but facilitated by Marymount’s Center for Global Engagement.

Marymount's Rome Program is sponsored by the university and is offered in partnership with the American University of Rome. Students can enroll for the fall, spring, or summer semester. Qualified second-semester sophomores, juniors, and first-semester seniors are eligible. The fall and spring semester programs require full-time enrollment for 12-15 credits; students enroll for six credits in the summer. Students in both the semester and summer programs receive direct Marymount credit.

Semester programs hosted by other institutions are available to Marymount students who wish to study in locations including Africa, Australia, Austria, Central and South America, China, France, Ireland, Italy, Japan, the Middle East, Spain, and more. Some of these programs are available for summer study as well. Students in these programs receive Marymount transfer credit.

Students who are in the education licensure program have the opportunity to complete seven weeks of the student-teaching experience abroad in such places as New Zealand and Italy. As part of the education department's study abroad program, students have been to Uganda, Panama, and Costa Rica. The Center for Global Engagement can also help students who seek alternative study abroad options meet specific academic or professional goals. Such programs are typically sponsored by other universities or agencies.

All students who participate in study abroad programs must receive prior approval from their advisor, the dean of the school offering their major, and the Center for Global Engagement. To receive credit for any study abroad program, students must complete a course approval form before departure. These forms are available in the Center for Global Engagement. (Students in the Rome Program or short-term Marymount-sponsored programs do not need to complete this form because they receive direct Marymount credit.)

Full details about cost, the program's calendar, academic criteria, and admission requirements, including deadlines for applications, can be found online. All costs are subject to change, based on fluctuating international currency exchange rates.

More information about all of these opportunities is available through the Center for Global Engagement and on the study abroad pages of the Marymount University website. Visit [www.marymount.edu](http://www.marymount.edu) and search for "study abroad."

### **Marymount Short-Term Programs**

Periodically, short-term, faculty-led study abroad programs sponsored by Marymount University are available to undergraduate and graduate students. Past programs have included a marine biology and a community health nursing program in Belize, an art and architecture study tour in Italy, a study of operations and management in Belgium, and a forensic psychology program in London.

Students in these programs typically receive direct Marymount credit.

Marymount's Center for Global Engagement can provide additional information about these programs and the criteria for enrollment. The study abroad pages of the university website provide additional information about such programs as well. Visit [www.marymount.edu](http://www.marymount.edu) and search for "study abroad."

### **Transferring Study Abroad Credit**

All coursework taken through study abroad programs will be processed as transfer credit toward a Marymount degree, provided all courses are approved by a faculty member and the student meets the university's requirements for transfer credit. (This does not apply to credits earned through the Rome Program or Marymount-sponsored short-term programs; these students receive direct Marymount credit.)

In accordance with the university regulations on post-admission transfer credit, undergraduate students are eligible to transfer no more than 15 credits from either a fall or spring semester abroad or no more than a total of 30 credits from an academic year abroad, since this is the full-time course load for undergraduate study and the amount of credit that might be earned in a similar period at Marymount.

The student must earn a grade of C or better to receive transfer credit. Further, grades will not transfer to Marymount nor will they be factored into the student's GPA. Credits transferred from study abroad programs will not count toward the university's 36-credit minimum residency requirement and will not count toward the 60-credit requirement for eligibility for Graduation Honors.

Students studying abroad in programs not sponsored by Marymount should consult the Center for Global Engagement to learn if they must also maintain Continuous Registration at Marymount. Those who must maintain Continuous Registration but fail to do so

will be considered separated from the university. See Continuous Registration (p. 52) for details.

### **Service Learning (SL Course Designation)**

Marymount University's mission, consistent with its Catholic identity and the traditions of the Religious of the Sacred Heart of Mary, emphasizes service to others. This commitment to service is expressed in the classroom through service learning. Service learning is a pedagogical method in which classroom learning and service with a community partner are integrated. In a service learning course, students are expected to draw upon their classroom learning to help meet the needs of a community partner, and, in turn, this service experience enhances students' classroom learning.

Marymount students engage in service in a number of ways, including through classroom projects, but certain courses are designated as service learning (SL) because the service learning pedagogy is central to the course. This designation helps the university ensure that best practices for community engagement are being met and provides faculty and students with clear expectations for the course. Courses designated as SL must meet a number of criteria:

- Students engage in an experiential service project.
- The service project is performed on behalf of and/or in collaboration with one or more community partners.
- The desired goal of the service project is defined primarily by the community partner(s), and the community partner(s) are able to give feedback both during the project and after its completion.
- Service projects are a pedagogical tool for achieving the learning outcomes of the course.
- The course includes at least two learning outcomes specifically linked to service learning.
- Students must devote at least 20 hours, or approximately 20 percent of students' total time, to out-of-class coursework, service project(s), and related assignments in a three-credit course.
- The course must include assignments in which students critically reflect on their service experience in light of course content.
- Students are assessed on their service learning experience, both in terms of the course's learning outcomes and outcomes specific to service learning.

Courses currently designated as SL include:

- BIO 127SL Introduction to Marine Biology and Tropical Ecology

- BIO 327SL Marine Biology and Tropical Ecology
- ED 200SL Foundations of Teaching and Learning
- ED 500SL Foundations of Education: Teaching and Learning
- ED 544SL Special Projects: Healthy Environments and Inclusive Education in a Global Society
- GMD 360SL Communication and Design Studio
- GMD 400SL GMD Service Learning Internship
- HI 400SL HI Service Learning Internship
- HPR 300SL Essentials of Personal Training
- ID 528SL Community Engaged Design
- NU 339 Global Service Learning
- PH 305SL Business Ethics
- TRS 351SL Christian Ethics in the Contemporary World
- TRS 353SL Faith, Justice, and Public Life

### **Marymount University Partnership with University of North Dakota Engineering**

Marymount University has an agreement with the University of North Dakota for students to earn both a degree in mechanical engineering from the University of North Dakota and a degree in Liberal Studies or Mathematics from Marymount University. Students fulfill all requirements for both degrees while maintaining full-time status at Marymount University and enrolling in online courses at the University of North Dakota. Tuition each semester is due to Marymount University. This tuition covers Marymount courses as well as University of North Dakota courses. University of North Dakota courses are delivered online during the academic year. Students are required to complete three laboratory courses during two summers at the University of North Dakota. Interested students should work with their academic advisor at the beginning of their academic career to understand the full requirements of both programs. The advisor will guide the student through the application process and subsequent registrations. Application to the University of North Dakota occurs early during the fall semester of the first year.

The course plan for both degrees is designed to be completed in five years. Students making satisfactory progress towards both degrees and who have been awarded Marymount University financial aid for their first four years will be eligible for Marymount University financial aid during the fifth year. Tuition for the summer laboratory courses will be paid to

Marymount University, but travel and lodging are the responsibility of the student.

Marymount University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award doctoral, master's, and bachelor's degrees. The University of North Dakota is not accredited by SACS Commission on Colleges and the accreditation of Marymount University does not extend to or include the University of North Dakota or its students. Further, although Marymount University agrees to accept certain course work from the University of North Dakota to be applied toward an award from Marymount University, that course work may not be accepted by other colleges or universities in transfer, even if it appears on a transcript from Marymount University. The decision to accept course work in transfer from any institution is made by the institution considering the acceptance of credits or course work.

For additional information on the sample degree plans for each of the dual-degree options, refer to the following sections of the catalog: Liberal Studies (p. 250) and Mathematics (p. 282).

### **Consortium of Universities of the Washington Metropolitan Area**

Marymount University is a member of the Consortium of Universities of the Washington Metropolitan Area. Eligible students from Marymount may take approved courses at member institutions. A list of all members can be found at [www.consortium.org](http://www.consortium.org).

Students wishing to enroll in a course offered through the consortium must select one that is acceptable to both Marymount University and the visited institution. See Students Enrolling at Consortium Institutions (p. 53) under Registration for further information about consortium student registration requirements.

Enrollment procedures may be found under the Consortium Information section of the Marymount [Office of the Registrar](#) website.

### **Virginia Foundation for Independent Colleges (VFIC)**

Marymount University is a member of the Virginia Foundation for Independent Colleges (VFIC). Eligible Marymount students may take approved synchronous online language courses from VFIC institutions.

For more information on enrollment procedures, visit the Consortium Information page on the [Office of the Registrar](#) website.

### **Military Science—Army/Air Force ROTC Program**

ROTC, in conjunction with Marymount University, prepares students for careers as officers with the United States Army and the United States Air Force. Fields of military specialization include, but are not limited to, nursing, military intelligence, engineering, infantry, and military police. ROTC's purpose is to instill leadership techniques and principles.

As a part of the consortium of local universities, Marymount's Army ROTC is taught at George Mason University, and Marymount's Air Force ROTC is taught at Howard University. Registration must be completed through Marymount's Office of the Registrar. Students are allowed to take more than two ROTC courses through the consortium. For more information regarding ROTC at Marymount, please contact Marymount University's Office of Admission. Information about the Army ROTC program is also available at [arotc.gmu.edu](http://arotc.gmu.edu), and information about the Air Force ROTC program is also available at [airforce.howard.edu](http://airforce.howard.edu).

## **Graduate Academic Opportunities**

### **Study Abroad**

The Center for Global Education administers, supports, and coordinates all university programs taking place outside the United States.

### **Short-Term Programs**

Periodically, short-term, faculty-led study abroad programs sponsored by Marymount University are available to graduate and undergraduate students. Past programs have included an art and architecture study tour in Italy, a study of operations and management in Belgium, and a forensic and legal psychology program in London.

Students in these programs typically receive direct Marymount credit.

Marymount's Center for Global Education can provide additional information about these programs and the criteria for enrollment. The study abroad pages on the individual school websites also offer additional information about such programs. Visit [www.marymount.edu](http://www.marymount.edu) and search for "study abroad."

### **Transferring Study Abroad Credit**

Credits transferred from study abroad are not included in the university's minimum residency requirement.

(This does not apply to credits earned through Marymount-sponsored short-term programs.)

Acceptance of credits earned in a study abroad program is at the discretion of the university. Work must be completed with a grade of B or better to be accepted.

Students studying abroad in programs not sponsored by Marymount should consult the Center for Global Education to learn if they must also maintain Continuous Registration at Marymount. Those who must maintain Continuous Registration but fail to do so will be considered separated from the university. See the Continuous Registration (p. 76) section in this catalog.

### **Student Research — DISCOVER**

Marymount University's DISCOVER program coordinates an annual Student Research Conference, where both graduate and undergraduate students may present research projects. The program also offers a small travel stipend to graduate and undergraduate students who are presenting at professional conferences in their fields of study.

### **Service Learning (SL Designation)**

Marymount University's mission, consistent with its Catholic identity and the traditions of the Religious of the Sacred Heart of Mary, emphasizes service to others. This commitment to service is expressed in the classroom through service learning. Service learning is a pedagogical method in which classroom learning and service to a community partner are integrated. In a service learning course, students are expected to draw upon their classroom learning to help meet the needs of a community partner; in turn, this service experience enhances students' classroom learning.

Marymount students engage in service in a number of ways, including classroom projects, but certain courses are designated as Service Learning (SL) to communicate that the service learning pedagogy is central to the course. This designation helps the university ensure that best practices for community partnerships are being met and provides faculty and students with clear expectations for the course. Courses designated as SL must meet a number of criteria:

- Students engage in an experiential service project.
- The service project is performed on behalf of and/or in collaboration with one or more community partners.
- The desired goal of the service project is defined primarily by the community partner(s), and the

community partner(s) should be able to give feedback on the project both during and after its completion.

- Service projects are a pedagogical tool for achieving the learning outcomes of the course.
- The course includes at least two learning outcomes specifically linked to service learning.
- Students must devote at least 20 hours, or approximately 20% of students' total time devoted to out-of-class coursework, to the service project(s) and related assignments in a 3-credit course.
- The course must include assignments in which students critically reflect on their service experience in light of course content.
- Students will be assessed on their service learning experience, both in terms of the course's learning outcomes and outcomes specific to service learning.

The following graduate courses are currently designated as SL, and others will be offered in the future:

- ED 500SL Foundations of Education: Teaching and Learning
- HPR 570 Evidence-Based Programs for Older Adults
- NU 539 Global Service Learning for the Advanced Practice Nurse

### **Consortium of Universities of the Washington Metropolitan Area**

Marymount University is a member of the Consortium of Universities of the Washington Metropolitan Area. Eligible students from Marymount may take approved courses at member institutions. A list of all members can be found at [www.consortium.org/](http://www.consortium.org/).

Students wishing to enroll in a course offered through the consortium must select one that is acceptable to both Marymount University and the visited institution. See Students Enrolling at Consortium Institutions under Registration (p. 77) for further information about consortium student registration requirements.

Enrollment procedures may be found under the Consortium Information section of the Marymount [Office of the Registrar](#) website.

# University Requirements and the Liberal Arts Core

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*49 credits, plus 3 credits for CNCT 101*

Students in all undergraduate academic majors and minors at Marymount University complete a common curriculum, known as the Liberal Arts Core. The Liberal Arts Core is an integrated learning experience that develops intellectual as well as practical skills. Its purpose is to enable Marymount students to become critical thinkers and lifelong learners who value and pursue knowledge for its own sake, as well as apply knowledge within their chosen professions.

The Liberal Arts Core reflects the mission of Marymount University — its Catholic identity and the heritage of its founders, the Religious of the Sacred Heart of Mary. Central to this mission is a commitment to the Catholic intellectual tradition for which faith and reason are in harmony; education of the whole person is centered on examining fundamental questions of human existence and values to deepen an appreciation of life. The Liberal Arts Core is therefore grounded in the traditional humanities and sciences, the study of which provides students with a broad understanding of human cultures and the world around them, prompts them to examine their own lives and values, and encourages them to cultivate their sense of personal and social responsibility. Required subjects include theology, religion, philosophy, history, literature, social science, natural science, and mathematics. Additionally, all first-year undergraduate students are required to enroll in CNCT 100 at Marymount during their first semester.

There are several other hallmarks or unifying themes of a Marymount education that are supported by the Liberal Arts Core and other University Requirements. The Liberal Arts Core emphasizes the importance of ethical awareness and reflection by requiring a course in moral principles, and the study of ethical issues permeates the rest of the curriculum. The university curriculum prepares students for life in an increasingly interdependent world by requiring a global perspective course that focuses on contemporary transnational or cross-cultural issues. Many required courses throughout the curriculum focus on developing written communication, critical thinking, and independent research skills. The Liberal Arts Core also provides students with opportunities to develop aesthetic appreciation through the study of fine art and literature.

Together, the courses in the Liberal Arts Core curriculum and University Requirements promote the following regularly assessed fundamental competencies:

- critical thinking
- information literacy
- written communication
- inquiry-based learning

The Liberal Arts Core lies at the heart of academic pursuits at Marymount. It enriches students' learning, lives, and careers. It fosters each student's intellectual, spiritual, and moral growth through study, reflection, and application of knowledge. It prepares Marymount students for the challenges of the 21st century by developing the knowledge, skills, and attitudes necessary to succeed, adapt to change, and contribute to society.

## **Breadth of Learning in an Atmosphere of Inquiry**

The Liberal Arts Core requires courses in designated fields of study at both introductory and advanced levels. The Liberal Arts Core includes requirements that can be completed by taking designated courses in the core, the major, or the elective. These are called University Requirements.

There are University Requirements in the following:

- Experiential Learning (EXP)
- Global Perspective (GP)
- Inquiry Learning (DSINQ)
- Writing-Intensive (WI)

There are Liberal Arts Core requirements in the following:

- Humanities
  - Introductory and Advanced History (HI-1 and HI-2)
  - Introductory and Advanced Literature (LT-1 and LT-2)
  - Fine Arts (FNA)
- Mathematics and Sciences
  - Mathematics (MT)
  - Natural Science (NS)
  - Introductory and Advanced Social Science (SS-1 and SS-2)
- Philosophy and Theology

- Introductory and Advanced Philosophy/Philosophical Ethics moral principles courses (PH-1, PH-2, and PH-E)
- Introductory and Advanced Theology and Religious Studies/Theological Ethics moral principles courses (TRS-1, TRS-2, and TRS-E)
- Written Communication (WR)

A full list of courses identified as fulfilling University Requirements or the Liberal Arts Core follows. Any course that fulfills either requirement is also noted in the Course Descriptions (p. 318). Such courses include the appropriate designation, such as EXP, GP, etc.

### University Requirements

*In the course lists throughout this catalog, courses meeting University Requirements are designated with \*.*

### Experiential Learning (EXP Designation)

An internship, research, student-teaching, or clinical experience is required. Most students meet this requirement through the internship in their majors. Some majors offer a service learning internship (approximately 20 hours of service) that provides a structured real-world experience where service is performed by students for the common good. Note: Please see the policy on internship registration requirements and deadlines under Internship Registration (p. 52).

#### The following courses are designated EXP:

|          |                                       |
|----------|---------------------------------------|
| ACT 490  | Internship *                          |
| AH 433   | Research                              |
| ART 400  | Internship                            |
| BIO 400  | Internship *                          |
| BIO 433  | Research *                            |
| CHM 433  | Research *                            |
| CJ 400   | Internship *                          |
| CJ 433   | Research *                            |
| COMM 400 | Internship *                          |
| COMM 433 | Research *                            |
| ECO 433  | Research *                            |
| ECO 490  | Internship *                          |
| ED 433   | Research *                            |
| ED 460E  | Student Teaching: PK-6 *              |
| ED 460S  | Student Teaching: Secondary *         |
| ED 460SE | Student Teaching: Special Education * |
| EN 400   | Internship *                          |
| EN 433   | Research *                            |
| FD 400   | Internship                            |
| FD 433   | Research                              |
| GMD 400  | Internship *                          |
| GMD      | Internship *                          |

|          |  |
|----------|--|
| 400SL    |  |
| GMD 433  | Research *   |
| HPR 400  | Senior Internship *                                  |
| HPR 433  | Research *   |
| HI 400   | Internship *   |
| HI 400SL | Service Learning Internship *                        |
| ID 400   | Internship *   |
| IT 433   | IT Research *  |
| IT 490   | IT Internship  |
| LS 400   | Liberal Studies Internship *                         |
| MA 400   | Internship *   |
| MA 433   | Research *   |
| MGT 433  | Research *   |
| MGT 490  | Internship *   |
| NU 433   | Research *   |
| NU 489   | Nursing Internship: Transition to Practice *         |
| NU 490   | Nursing Internship *                                 |
| PH 400   | Internship *   |
| POL 400  | Internship *   |
| PSY 400  | Internship *   |
| PSY 405  | General Psychology Laboratory Instructor Practicum * |
| PSY 433  | Research *   |
| SOC 400  | Internship *   |
| SOC 433  | Research *   |
| SOC 497  | Community Engagement Experience *                    |
| TRS 400  | Internship *   |

### Global Perspective (GP Designation)

One designated course, study abroad, or foreign language course is required.

#### The following courses are designated GP:

|          |  |
|----------|--|
| COMM 220 | Intercultural Communication *              |
| ECO 350  | Economics of Poverty *                     |
| ECO 485  | International Economics *                  |
| EN 204   | Global Literary Voices II *                |
| FIN 485  | International Finance *                    |
| FR 101   | Introductory French I *                    |
| FR 102   | Introductory French II *                   |
| GER 101  | Introductory German I *                    |
| GER 102  | Introductory German II *                   |
| HPR 240  | Principles of Epidemiology *               |
| HPR 308  | Global Health and Culture *                |
| IT 110   | Information Technology in the Global Age * |
| MGT 385  | International Business *                   |
| MGT 485  | International Management *                 |
| MKT 485  | International Marketing *                  |
| POL 102  | International Relations *                  |
| POL 103  | Comparative Politics *                     |

|         |  |
|---------|--|
| POL 240 | Global Security *                                |
| POL 241 | Global Political Economy *                       |
| POL 380 | Politics of Latin America *                      |
| POL 381 | Politics of Sub-Saharan Africa *                 |
| POL 382 | Politics of Western Europe *                     |
| POL 385 | Politics of South Asia *                         |
| POL 386 | Politics of East Asia *                          |
| POL 388 | Politics of North America *                      |
| PSY 230 | Abnormal Psychology *                            |
| PSY 325 | Cultural Psychology *                            |
| SOC 131 | Principles of Sociology in Global Perspective *  |
| SOC 203 | The Global Village *                             |
| SOC 261 | Through the Sociological Lens I *                |
| SOC 325 | Latinx Migration and Transnational Connections * |
| SOC 361 | Through the Sociological Lens II *               |
| SOC 365 | Gender Inequality in Global Perspective *        |
| SOC 375 | Topics in Human Rights *                         |
| SOC 385 | Global Inequality and Community Development *    |
| SP 101  | Introductory Spanish I *                         |
| SP 102  | Introductory Spanish II *                        |
| TRS 201 | Understanding Religion *                         |
| TRS 202 | Religions of the World *                         |
| TRS 325 | Religious Approaches to Death *                  |
| TRS 340 | Judaism in Thought and Practice *                |
| TRS 345 | Buddhist Traditions *                            |

### Inquiry Learning (DSINQ Designation)

Four designated inquiry-guided learning courses are required. At least three courses in the major are designated as inquiry-guided learning. In addition, CNCT 100 is an inquiry course.

The following courses are designated DSINQ and one is required by all majors/programs:

|          |               |
|----------|---------------|
| CNCT 100 | Connections * |
|----------|---------------|

#### Art

|         |                                 |
|---------|---------------------------------|
| ART 213 | Painting                        |
| ART 395 | Advanced 2D Studio              |
| ART 396 | Advanced Ceramics and 3D Studio |
| ART 422 | Senior Project                  |

#### Biology

|          |                                     |
|----------|-------------------------------------|
| BIO 151L | General Biology I Lab *             |
| BIO 300  | Writing for Science *               |
| BIO 423  | Pathways in STEM - 4th Year Seminar |

#### Business Administration

|          |                                |
|----------|--------------------------------|
| DATA 300 | Advanced Business Statistics * |
| MGT 451  | Strategic Management *         |
| MGT 489  | Senior Business Seminar *      |

#### Communication

|          |                                   |
|----------|-----------------------------------|
| COMM 209 | Contemporary Journalism *         |
| COMM 304 | Media Criticism *                 |
| COMM 402 | Organizational Communication *    |
| COMM 425 | Senior Seminar in Communication * |
| COMM 360 | Communication and Gender *        |

#### Criminal Justice

|        |                               |
|--------|-------------------------------|
| CJ 209 | The Criminal Justice System * |
| CJ 304 | Applied Research Methods *    |
| CJ 495 | Senior Seminar *              |

#### Economics

|         |                                    |
|---------|------------------------------------|
| ECO 305 | Business and Economics of Sports * |
|         | OR                                 |
| ECO 330 | Managerial Economics *             |
|         |                                    |
| ECO 431 | Contemporary Issues in Economics * |
| ECO 450 | Research Methods in Economics *    |

#### Education

|          |                                      |
|----------|--------------------------------------|
| ED 200SL | Foundations of Teaching and Learning |
| ED 301   | Foundation of Literacy Development * |
| ED 480   | Senior Seminar *                     |

#### English

|        |   |
|--------|---|
| EN 200 | Approaches to Literary Study *            |
| EN 208 | Digital Approaches to Literature *        |
| EN 235 | Digital and Nonlinear Storytelling *      |
|        |   |
| EN 240 | Introduction to Film and Visual Studies * |
|        | OR  |
| IS 240 | Introduction to Film and Visual Studies * |
|        |   |
| EN 301 | The Writing Process: Theory and Practice* |
| EN 321 | Modern Drama *                            |
| EN 360 | Book Histories, Book Futures *            |
|        |   |
| EN 390 | Digital Projects in the Humanities *      |
|        | OR  |
| HU 390 | Digital Projects in the Humanities *      |
|        |   |
| EN 424 | Senior Seminar *                          |
| EN 429 | Studies in Performance *                  |
| EN 490 | Major Author(s) *                         |

#### Fashion Design

|        |                        |
|--------|------------------------|
| FD 265 | Fashion Illustration I |
| FD 407 | Product Development II |



**Fashion Marketing**

|         |                                     |
|---------|-------------------------------------|
| FD 407  | Product Development II              |
| MKT 483 | Senior Seminar in Fashion Marketing |

**Graphic and Media Design**

|           |                                   |
|-----------|-----------------------------------|
| GMD 202   | Illustration I *                  |
| GMD 360   | Communication and Design Studio * |
| GMD 360SL | Communication and Design Studio * |
| GMD 404   | Performance Media Lab *           |

**Health Sciences**

|         |   |
|---------|---|
| HPR 225 | Health Psychology *                           |
| HPR 302 | Fitness and Health Assessment *               |
| HPR 308 | Global Health and Culture *                   |
| HPR 415 | Exercise Guidelines for Special Populations * |
| HPR 430 | Public Health Capstone *                      |

**History**

|        |                                      |
|--------|--------------------------------------|
| HI 250 | Historical Research and Writing *    |
| HI 322 | Colonial and Revolutionary America * |
| HI 420 | Senior Seminar *                     |

**Honors**

|         |  |
|---------|--|
| HON 101 | The Quest: An Introduction to the Honors Program * |
| HON 400 | Research Tutorial: Honors Thesis *                 |

**Information Technology**

|          |                                |
|----------|--------------------------------|
| DATA 300 | Advanced Business Statistics * |
| IT 120   | Cybersecurity Principles *     |
| IT 205   | Digital Technology *           |
| IT 489   | Capstone Project *             |

**Interdisciplinary Studies**

|        |                         |
|--------|-------------------------|
| IS 404 | Performance Media Lab * |
|--------|-------------------------|

**Interior Design**

|        |                         |
|--------|-------------------------|
| ID 204 | Foundation Studio III * |
| ID 306 | Practice Studio II *    |
| ID 409 | Senior Capstone II *    |

**Liberal Studies**

|        |                  |
|--------|------------------|
| LS 420 | Senior Seminar * |
|--------|------------------|

**Mathematics**

|        |  |
|--------|--|
| MA 257 | Introduction to Number Theory and Proof Techniques * |
| MA 325 | Differential Equations *                             |
| MA 420 | Abstract Algebra *                                   |
| MA 425 | Introduction to Real Analysis *                      |

**Nursing**

|        |  |
|--------|--|
| NU 230 | Introduction to Professional Nursing & Scholarship * |
| NU 400 | Health Promotion and Risk Reduction in Communities * |
| NU 403 | Research and Evidence-Based Practice *               |

**Philosophy**

|        |  |
|--------|--|
| PH 325 | Ancient Philosophy *                         |
| PH 326 | Medieval Philosophy *                        |
| PH 327 | Modern Philosophy *                          |
| PH 328 | Contemporary Philosophy: 19th-21st Century * |

**Politics**

|         |                           |
|---------|---------------------------|
| POL 230 | American Policy Process * |
| POL 250 | Research and Writing *    |
| POL 420 | Senior Seminar *          |

**Psychology**

|         |                                  |
|---------|----------------------------------|
| PSY 260 | Learning and Cognition *         |
| PSY 302 | Research Design for Psychology * |
| PSY 497 | Senior Seminar *                 |

**Sociology**

|         |   |
|---------|---|
| SOC 251 | Working for Justice, Working for Change*              |
| SOC 351 | Addressing Injustice: Research Methods*               |
| SOC 352 | Addressing Injustice: Quantitative Research Methods * |
| SOC 365 | Gender Inequality in Global Perspective *             |
| SOC 495 | Senior Practicum *                                    |
| SOC 497 | Community Engagement Experience *                     |

**Theology and Religious Studies**

|         |                                       |
|---------|---------------------------------------|
| TRS 201 | Understanding Religion *              |
| TRS 361 | Grace and Sin, Heaven and Hell *      |
| TRS 451 | Christian Faith in the Modern World * |
|         | OR                                    |
| TRS 499 | Senior Seminar *                      |

**Writing Intensive (WI Designation)**

Three designated writing-intensive courses are required in addition to the Liberal Arts Core requirement of the Written Communication sequence. The number of required WI courses for transfer students is dependent upon the number of credits needed to complete an undergraduate degree at Marymount at time of entry.

- 36 credits remaining — one WI
- 37-60 credits remaining — two WI
- 61+ credits remaining — three WI

**The following courses are designated WI:**

|          |                              |
|----------|------------------------------|
| ACT 420  | Advanced Accounting Topics * |
| AH 380   | Movements in Modern Art      |
| AH 410   | Topics in Art History        |
| BIO 300  | Writing for Science *        |
| BIO 368  | Advanced Research Methods *  |
| CJ 304   | Applied Research Methods *   |
| CJ 495   | Senior Seminar *             |
| COMM 209 | Contemporary Journalism *    |
| COMM     | Media Criticism *            |

|          |  |
|----------|--|
| 304      |  |
| COMM 315 | Writing for Digital Media *                              |
| ECO 431  | Contemporary Issues in Economics *                       |
| ECO 450  | Research Methods in Economics *                          |
| ED 357   | Teaching Social Studies and Visual Arts*                 |
| ED 480   | Senior Seminar *   |
| EN 200   | Approaches to Literary Study *                           |
| EN 240   | Introduction to Film and Visual Studies *                |
| EN 270   | Approaches to Creative Writing *                         |
| EN 301   | The Writing Process: Theory and Practice *               |
| EN 303   | Literary Nonfiction *                                    |
| EN 305   | Topics in Creative Writing *                             |
| EN 308   | Style and Revision *                                     |
| EN 321   | Modern Drama *   |
| EN 326   | Literature and Environments *                            |
| EN 340   | Major Women Writers *                                    |
| EN 345   | Ethnic Literary Traditions *                             |
| EN 350   | The American Dream *                                     |
| EN 424   | Senior Seminar *   |
| EN 426   | Studies in the Novel *                                   |
| EN 429   | Studies in Performance *                                 |
| EN 490   | Major Author(s) *  |
| FD 361   | Survey of Fashion  |
| FD 485   | Senior Design Research and Development                   |
| FIN 400  | Senior Seminar in Finance *                              |
| GEND 200 | Approaches to Gender and Society *                       |
| GMD 301  | History of Graphic Design *                              |
| HI 250   | Historical Research and Writing *                        |
| HI 314   | Revolutionary and Napoleonic France *                    |
| HI 322   | Colonial and Revolutionary America *                     |
| HI 365   | The Middle Ages *  |
| HI 370   | History of Christianity in the Middle Ages *             |
| HI 375   | The Renaissance and the Reformation *                    |
| HI 420   | Senior Seminar *   |
| HON 399  | Research Tutorial: Thesis Proposal *                     |
| HPR 301  | Health/Fitness Program Management *                      |
| HPR 330  | Designing Public Health Programs *                       |
| HPR 415  | Exercise Guidelines for Special Populations *            |
| HPR 430  | Public Health Capstone *                                 |
| ID 408   | Senior Capstone I *                                      |
| ID 434   | Business Procedures *                                    |
| ID 435   | Professional Development *                               |
| ID 454   | Historic Preservation *                                  |
| IS 240   | Introduction to Film and Visual Studies *                |
| IT 210   | Software Engineering *                                   |
| IT 355   | Software Testing, Documentation, and Quality Assurance * |
| IT 489   | Capstone Project *                                       |

|         |  |
|---------|--|
| LS 300  | Liberal Studies Readings and Portfolio Development * |
| LS 420  | Senior Seminar *                                     |
| MA 420  | Abstract Algebra *                                   |
| MA 425  | Introduction to Real Analysis *                      |
| MGT 291 | Business Communication *                             |
| MGT 304 | Organizational Management                            |
| MGT 451 | Strategic Management *                               |
| MKT 204 | Sustainable Marketing *                              |
| MKT 483 | Senior Seminar in Fashion Marketing                  |
| NU 230  | Introduction to Professional Nursing & Scholarship * |
| NU 234  | Promoting Health Across the Life-Span *              |
| NU 425  | Nursing Capstone *                                   |
| PH 345  | Philosophy of Religion *                             |
| PH 355  | Existentialism and Phenomenology *                   |
| PH 360  | Philosophy and Literature *                          |
| PH 365  | Asian Philosophy *                                   |
| PH 370  | Philosophy of Art *                                  |
| PH 422  | Senior Seminar *                                     |
| POL 250 | Research and Writing *                               |
| POL 380 | Politics of Latin America *                          |
| POL 381 | Politics of Sub-Saharan Africa *                     |
| POL 382 | Politics of Western Europe *                         |
| POL 385 | Politics of South Asia *                             |
| POL 386 | Politics of East Asia *                              |
| POL 420 | Senior Seminar *                                     |
| PSY 311 | Early Childhood Development *                        |
| PSY 363 | Abnormal Primate Psychology *                        |
| PSY 497 | Senior Seminar *                                     |
| SOC 204 | Cultural Diversity *                                 |
| SOC 261 | Through the Sociological Lens I *                    |
| SOC 361 | Through the Sociological Lens II *                   |
| SOC 365 | Gender Inequality in Global Perspective*             |
| SOC 495 | Senior Practicum *                                   |
| TRS 361 | Grace and Sin, Heaven and Hell *                     |
| TRS 362 | Friendship, Marriage, and God *                      |
| TRS 380 | The History of the Early Church *                    |
| TRS 381 | Medieval and Reformed Theology *                     |
| TRS 499 | Senior Seminar *                                     |

### Liberal Arts Core Requirements

*In the course lists throughout this catalog, courses meeting Liberal Arts Core requirements are designated with \*.*

### Humanities

*12 credits*

Introductory college-level courses are required in history and literature. Students also select two courses in two different fields from designated fine arts, advanced history, or advanced literature courses.

**Introductory History (HI-1 Designation)**

*One course from the following is required:*

|        |   |
|--------|---|
| HI 103 | The West and the World I *                |
| HI 104 | The West and the World II *               |
| HI 110 | History of the United States to 1877 *    |
| HI 111 | History of the United States since 1877 * |
| HI 114 | Introduction to World History *           |

**Introductory Literature (LT-1 Designation)**

*One course from the following is required:*

|        |   |
|--------|---|
| EN 202 | Global Literary Voices I *                                  |
| EN 204 | Global Literary Voices II *                                 |
| EN 207 | Theater History *   |
| EN 208 | Digital Approaches to Literature *                          |
| EN 210 | Gender and Sexuality in Literature and Culture *            |
| EN 220 | The Movie or the Book? Narrative Adaptation in the Cinema * |
| EN 225 | Heroes, Antiheroes, and Superheroes *                       |
| EN 227 | Short Fiction *   |
| EN 230 | American Voices *   |
| EN 231 | Literature of the British Isles *                           |
| EN 235 | Digital and Nonlinear Storytelling *                        |
| EN 240 | Introduction to Film and Visual Studies *                   |
| FR 305 | Topics in French Literature *                               |
| IS 220 | The Movie or the Book? Narrative Adaptation in the Cinema * |
| IS 240 | Introduction to Film and Visual Studies *                   |
| SP 305 | Topics in Spanish and Latin American Literature *           |

**Fine Arts, Advanced History with a prerequisite, Advanced Literature with a prerequisite (FNA, HI-2, or LT-2 Designation)**

*Two courses in two different designations from the following are required:*

|         |   |
|---------|---|
| AH 201  | Introduction to Art History: Ancient to Medieval                  |
| AH 202  | Introduction to Art History: Renaissance to Modern                |
| AH 380  | Movements in Modern Art   |
| AH 410  | Topics in Art History   |
| ART 105 | Drawing I   |
| ART 107 | Hand-Built Ceramics   |
| ART 211 | Printmaking   |
| ART 213 | Painting  |
| ART 215 | Wheel-Thrown Ceramics   |
| EN 321  | Modern Drama *  |
| EN 322  | 19th Century British Literature: Self, Community, and the World * |
| EN 326  | Literature and Environments *                                     |

|         |  |
|---------|--|
| EN 330  | Chaucer and the Courtly Love Tradition *           |
| EN 340  | Major Women Writers *                              |
| EN 345  | Ethnic Literary Traditions *                       |
| EN 350  | The American Dream *                               |
| EN 351  | Literature of Childhood and Adolescence*           |
| EN 355  | Shakespeare *                                      |
| EN 357  | Topics in Literature Before 1800 *                 |
| EN 360  | Book Histories, Book Futures *                     |
| EN 426  | Studies in the Novel *                             |
| EN 428  | Studies in Contemporary Literature *               |
| EN 429  | Studies in Performance *                           |
| EN 490  | Major Author(s) *                                  |
| MUS 121 | Music History I                                    |
| MUS 122 | Music History II                                   |
| MUS 150 | History of Jazz                                    |
| DAN 161 | Dance Appreciation                                 |
| DAN 165 | Beginning Modern Dance                             |
| DAN 170 | Beginning Jazz Dance                               |
| HI 304  | History of the British Isles: Iron Age to 1603 *   |
| HI 310  | Modern European History: 1815-1914 *               |
| HI 311  | Modern European History: 1914 to the Present *     |
| HI 314  | Revolutionary and Napoleonic France *              |
| HI 322  | Colonial and Revolutionary America *               |
| HI 323  | The Early National Period and the Jacksonian Era * |
| HI 324  | The Frontier *                                     |
| HI 327  | Race and Myth in Southern History *                |
| HI 331  | Women in the United States *                       |
| HI 334  | America and the World Wars *                       |
| HI 339  | Ethnicity and Immigration *                        |
| HI 341  | African Americans Since 1865 *                     |
| HI 342  | The Old West in American Memory *                  |
| HI 345  | The Gilded Age and the Progressive Era *           |
| HI 350  | Modern United States History *                     |
| HI 365  | The Middle Ages *                                  |
| HI 370  | History of Christianity in the Middle Ages *       |
| HI 375  | The Renaissance and the Reformation *              |
| HPR 170 | Beginning Jazz Dance *                             |

**Mathematics and Sciences**

*19 credits*

College-level courses are required in mathematics, natural science, and social science. Four fields — economics, politics, psychology, and sociology — constitute the social sciences, and requirements vary depending upon the degree being sought.

**Mathematics (MT Designation)**

One course from the following is required. Credits from MA 019W, MA 029W, MA 094, and MA 095 may not be applied toward any degree.

|        |  |
|--------|--|
| MA 119 | Math for Liberal Arts with Quantitative Reasoning Workshop *           |
| MA 121 | Math for Liberal Arts *  |
| MA 124 | History of Mathematics *   |
| MA 127 | Applied Geometry *   |
| MA 129 | Statistical Analysis with Quantitative Reasoning Review for Statistics |
| MA 132 | Statistical Analysis *   |
| MA 151 | Mathematical Methods for Business *                                    |
| MA 171 | Calculus with Precalculus A *  |
| MA 181 | Calculus I *   |
| MA 200 | Calculus II *  |
| MA 218 | Probability and Statistics *   |
| MA 260 | Discrete Mathematics for Information Technology *                      |

**Natural Science (NS Designation)**

At least one course with laboratory from the following is required. Some students have the option of completing a second Natural Science (NS) course, lab optional, or a third Introductory Social Science (SS-1) course.

|           |   |
|-----------|---|
| ASTR 101  | Astronomy *   |
| BIO 110   | Introduction to Environmental Science *               |
| BIO 111   | Human Genetics for Non-Majors *                       |
| BIO 120   | Introduction to the Biological World *                |
| BIO 127SL | Introduction to Marine Biology and Tropical Ecology * |
| BIO 151   | General Biology I *                                   |
| BIO 152   | General Biology II *                                  |
| BIO 161   | Anatomy and Physiology I *                            |
| BIO 162   | Anatomy and Physiology II *                           |
| BIO 262   | Genetics for Majors *                                 |
| BIO 327SL | Marine Biology and Tropical Ecology *                 |
| CHM 110   | Science of Light and Color *                          |
| CHM 125   | Life Chemistry *                                      |
| CHM 151   | Principles of Chemistry I *                           |
| CHM 152   | Principles of Chemistry II *                          |
| GEOL 102  | Principles of Geology *                               |
| PSC 103   | Introduction to the Physical Sciences *               |
| PHYS 161  | College Physics I *                                   |
| PHYS 162  | College Physics II *                                  |
| PHYS 271  | General Physics I *                                   |
| PHYS 272  | General Physics II *                                  |

**Introductory Social Science (SS-1 Designation)**

The following requirements apply to all students, except those completing a Bachelor of Business Administration (B.B.A.):

Two introductory courses in two different fields are required; students must also select between one or more of the following courses in a third field or a second Natural Science (NS) course, lab optional.

Accounting and B.B.A. students: ECO 210; ECO 211; and one Introductory Social Science (SS-1) course from politics, psychology, or sociology are required.

|          |   |
|----------|---|
| COMM 201 | Research Methods in Communication *             |
| COMM 220 | Intercultural Communication *                   |
| ECO 210  | Principles of Microeconomics *                  |
| ECO 211  | Principles of Macroeconomics *                  |
| POL 102  | International Relations *                       |
| POL 103  | Comparative Politics *                          |
| POL 104  | American Government *                           |
| PSY 101  | General Psychology *                            |
| PSY 110  | Human Growth and Development *                  |
| SOC 121  | Principles of Sociology *                       |
| SOC 131  | Principles of Sociology in Global Perspective * |
| SOC 200  | Law and Society in Global Perspective *         |
| SOC 203  | The Global Village *                            |
| SOC 204  | Cultural Diversity *                            |
| SOC 251  | Working for Justice, Working for Change *       |
| SOC 261  | Through the Sociological Lens I *               |

**Advanced Social Science (SS-2 Designation)**

All students, except B.B.A. students, select one Advanced Social Science (SS-2) course with a prerequisite from the following.

Accounting and B.B.A. students select an Advanced Social Science (SS-2) or second Natural Science (NS) course, lab optional.

|          |                                    |
|----------|------------------------------------|
| CJ 305   | Criminology *                      |
| COMM 360 | Communication and Gender *         |
| COMM 402 | Organizational Communication *     |
| ECO 304  | Environmental Economics *          |
| ECO 305  | Business and Economics of Sports * |
| ECO 310  | Intermediate Microeconomics        |
| ECO 311  | Intermediate Macroeconomics        |
| ECO 332  | Money and Banking *                |
| ECO 350  | Economics of Poverty *             |

|         |   |
|---------|---|
| ECO 353 | Law and Economics *                                   |
| ECO 363 | Behavioral Economics *                                |
| ECO 431 | Contemporary Issues in Economics *                    |
| HPR 406 | Stress Management *                                   |
| POL 230 | American Policy Process *                             |
| POL 231 | Media and Politics *                                  |
| POL 240 | Global Security *                                     |
| POL 241 | Global Political Economy *                            |
| POL 300 | State and Urban Politics *                            |
| POL 307 | Race and Politics *                                   |
| POL 310 | Political Parties and Interest Groups *               |
| POL 315 | The Presidency *                                      |
| POL 320 | The Congress *  |
| POL 325 | Voting Behavior                                       |
| POL 330 | Judicial Politics *                                   |
| POL 375 | Politics of Environmental Issues *                    |
| POL 380 | Politics of Latin America *                           |
| POL 381 | Politics of Sub-Saharan Africa *                      |
| POL 382 | Politics of Western Europe *                          |
| POL 385 | Politics of South Asia *                              |
| POL 386 | Politics of East Asia *                               |
| POL 388 | Politics of North America *                           |
| PSY 230 | Abnormal Psychology *                                 |
| PSY 311 | Early Childhood Development *                         |
| PSY 313 | Adulthood and Aging *                                 |
| PSY 321 | Psychology of Gender *                                |
| PSY 325 | Cultural Psychology *                                 |
| PSY 333 | Abnormal Child and Adolescent Psychology *            |
| PSY 341 | Psychology of Individuals with Exceptionalities *     |
| PSY 363 | Abnormal Primate Psychology *                         |
| SOC 222 | Race and Ethnic Diversity *                           |
| SOC 306 | Poverty, Wealth, and Inequality *                     |
| SOC 325 | Latinx Migration and Transnational Connections *      |
| SOC 350 | Social Justice *                                      |
| SOC 351 | Addressing Injustice: Research Methods *              |
| SOC 352 | Addressing Injustice: Quantitative Research Methods * |
| SOC 361 | Through the Sociological Lens II *                    |
| SOC 365 | Gender Inequality in Global Perspective *             |
| SOC 375 | Topics in Human Rights *                              |
| SOC 385 | Global Inequality and Community Development *         |
| SOC 395 | Cities in the 21st Century                            |

**Philosophy/Theology and Religious Studies, including moral principles courses**

12 credits

All students take introductory and advanced courses in philosophy and in theology/religious studies. When choosing courses from the advanced sequence, one course must be a designated moral principles course. If a student chooses an Advanced Philosophy (PH-2) course, the other course must be chosen from the Theological Ethics (TRS-E) courses. If a student chooses an Advanced Theology/Religious Studies (TRS-2) course, the other course must be chosen from the Philosophical Ethics (PH-E) courses.

**Introductory Philosophy (PH-1 Designation)**

All students take the following course:

|        |                              |
|--------|------------------------------|
| PH 100 | Introduction to Philosophy * |
|--------|------------------------------|

**Advanced Philosophy (PH-2 Designation)**

To be chosen by students who have taken, or will take, a Theological Ethics course (TRS-E):

|        |  |
|--------|--|
| PH 215 | Knowledge, Truth, and Reality *              |
| PH 250 | Philosophy of Science *                      |
| PH 300 | Modern Logic *                               |
| PH 325 | Ancient Philosophy *                         |
| PH 326 | Medieval Philosophy *                        |
| PH 327 | Modern Philosophy *                          |
| PH 328 | Contemporary Philosophy: 19th-21st Century * |
| PH 330 | Philosophy of Mind *                         |
| PH 345 | Philosophy of Religion *                     |
| PH 355 | Existentialism and Phenomenology *           |
| PH 360 | Philosophy and Literature *                  |
| PH 365 | Asian Philosophy *                           |
| PH 370 | Philosophy of Art *                          |

**Philosophical Ethics (PH-E moral principles Designation)**

To be chosen by students who have taken, or will take, an Advanced Theology/Religious Studies (TRS-2) course:

|          |  |
|----------|--|
| PH 301   | Social and Political Philosophy *      |
| PH 303   | Animals, the Environment, and Ethics * |
| PH 305   | Business Ethics *                      |
| PH 305SL | Business Ethics *                      |
| PH 307   | Philosophy of Law *                    |
| PH 309   | Ethical Theory *                       |
| PH 311   | Biomedical Ethics *                    |
| PH 313   | Cyberethics *                          |

**Introductory Theology (TRS-1 Designation)**

All students take the following course:

|         |                       |
|---------|-----------------------|
| TRS 100 | Theological Inquiry * |
|---------|-----------------------|

**Advanced Theology/Religious Studies (TRS-2 Designation)**

*To be chosen by students who have taken, or will take, a Philosophical Ethics course (PH-E):*

|         |                                       |
|---------|---------------------------------------|
| TRS 201 | Understanding Religion *              |
| TRS 202 | Religions of the World *              |
| TRS 251 | The Religion of the Old Testament *   |
| TRS 260 | The New Testament Gospels *           |
| TRS 261 | The New Testament Epistles *          |
| TRS 270 | Christ in Christianity *              |
| TRS 271 | The Christian God: One and Three *    |
| TRS 272 | The Mystery of the Church *           |
| TRS 273 | Worship in Christian Theology *       |
| TRS 280 | Faith & Doubt in Christian Theology * |
| TRS 320 | American Religious History *          |
| TRS 325 | Religious Approaches to Death *       |
| TRS 330 | Religious Journeys of Young Adults *  |
| TRS 361 | Grace and Sin, Heaven and Hell *      |
| TRS 362 | Friendship, Marriage, and God *       |
| TRS 370 | The Bible as Literature *             |
| TRS 380 | The History of the Early Church *     |
| TRS 381 | Medieval and Reformed Theology *      |
| TRS 382 | The Church in the Modern World *      |

**Theological Ethics (TRS-E moral principles Designation)**

*One course to be chosen by students who have taken, or will take, an Advanced Philosophy (PH-2) course:*

|           |   |
|-----------|---|
| TRS 351SL | Christian Ethics in the Contemporary World* |
| TRS 352   | Catholic Health Care Ethics *               |
| TRS 353SL | Faith, Justice, and Public Life *           |

**Written Communication**

*6 credits*

**Written Communication (WR Designation)**

*All students take the following two courses:*

|        |                  |
|--------|------------------|
| EN 101 | Composition I *  |
| EN 102 | Composition II * |

# College of Business, Innovation, Leadership, and Technology

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Dean: Mr. Jonathan Aberman

Drawing upon the resources of its unique location, the College of Business, Innovation, Leadership, and Technology follows its mission to enable learners to apply effective practices in business, technology and creativity for a better global society. At the undergraduate level, the college offers degree programs in accounting, art, business administration, cloud computing, cybersecurity, economics, fashion merchandising and marketing, fashion design, graphic and media design, information technology, and interior design. At the graduate level, students may pursue degrees in business administration, business intelligence, cybersecurity, emerging technology, health care management, human resource management, information technology, interior design, and technology management.

The College of Business, Innovation, Leadership, and Technology also offers combined programs that allow undergraduate students to begin their graduate coursework for business administration, cybersecurity, and information technology while completing their bachelor degrees.

Marymount's premiere location near the nation's capital allows the university to work with senior officers of various multinational corporations and government agencies who serve as executives-in-residence for undergraduate and graduate business degree programs. These executives assist the faculty by acting as technical and teaching resources. They also serve as mentors for students by providing information for career planning.

As affirmation of its mission, the school commits to the students

- a quality undergraduate education combining a foundation in the liberal arts with a professional education that provides a sound knowledge base, basic analytical skills, and solid values for successful career preparation;
- a quality graduate education that increases knowledge, hones analytical skills, reinforces ethical values, and augments academic and professional development through an advanced program of study;
- a student-focused learning environment where the curriculum builds on both the scholarly world and the real world of business activities;

- a challenging interactive and inquiry-based learning experience in small class settings with enthusiastic and skilled faculty; and
- a respect for ethical responsibilities in how we teach, what we teach, and how we work.

The school commits to the community

- an ongoing dialogue and interaction among the community, the faculty, and students;
- graduates who understand the relevance of professional education to professional practice; and
- graduates who understand the changing complexities and globalization of the world marketplace and the social responsibilities these create.

The school commits to its faculty

- the recognition of the importance of excellence in teaching and learning;
- the confirmation of scholarly and professional development that strengthens teaching and learning; and
- the affirmation of the importance of service that creates and reinforces linkages with the business, professional, university, higher education, government, and student communities.

## School of Business

### Undergraduate Degrees

#### Accounting (B.S.)

Students earning a Bachelor of Science in accounting degree will gain both a breadth of knowledge in core business fields as well as the depth of knowledge in accounting required for them to successfully enter the professional accounting field. Students will complete a 58-credit interdisciplinary business core that provides an overview of the primary business functions and 24 credits of specialized accounting coursework. This program of study seeks to prepare students to be qualified to sit for the CPA exam, which is a credential required by accounting firms for managerial positions in the field.

All B.S. in accounting students complete an internship in the field, which provides an opportunity for application of accounting knowledge within a professional environment.

Upon successful completion of the B.S. in accounting program, students will be able to

- Demonstrate competence and understanding of basic business disciplines and accounting concepts.
- Apply collaboration skills in a team environment.
- Have a global perspective of business.
- Communicate effectively in quantitative and qualitative terms orally and in writing.
- Use a range of business technologies to perform analysis, synthesize information and draw conclusions.
- Apply contemporary accounting practices to specific problems.
- Apply an ethical perspective when analyzing contemporary business issues and practices.

**Internship Requirements:** To register for an accounting internship, students must have a minimum of 90 credits with a minimum overall GPA of 2.0 and a minimum cumulative GPA of 2.0 in all major courses. Students should have completed a minimum of 12 credit hours in their upper-level accounting requirements. For more information about internship opportunities and processes, students should consult with their advisor and/or the Dean's Office.

**Minimum Grade Requirements:** B.S. in accounting students must earn a minimum of a 2.0 in all of their major courses. Students must also earn a minimum grade of C in ACT 201, ACT 202, ACT 202L, ACT 303, ACT 304, and ACT 410.

### Degree Requirements — Accounting

This degree requires 122 total credits.

#### Liberal Arts Core and University Requirements

See University Requirements and the Liberal Arts Core (p. 101) for details.

#### Major Requirements

To fulfill the requirements of the major, all students in this program will take the following coursework in a sequence determined in collaboration with an advisor. Some courses also satisfy Liberal Arts Core and/or University Requirements.

|          |                              |
|----------|------------------------------|
| ACT 201  | Principles of Accounting I   |
| ACT 202  | Principles of Accounting II  |
| ACT 202L | Principles of Accounting Lab |
| ACT 303  | Intermediate Accounting I    |
| ACT 304  | Intermediate Accounting II   |
| ACT 306  | Cost Accounting              |
| ACT 406  | Tax Accounting               |

|          |   |
|----------|---|
| ACT 410  | Auditing                                  |
| ACT 420  | Advanced Accounting Topics *              |
| ACT 430  | Government and Not-for-Profit Accounting  |
| ACT 490  | Internship *                              |
| DATA 300 | Advanced Business Statistics *            |
| ECO 210  | Principles of Microeconomics *            |
| ECO 211  | Principles of Macroeconomics *            |
| ECO 485  | International Economics *                 |
| FIN 485  | International Finance *                   |
| FIN 301  | Financial Management                      |
| IT 110   | Information Technology in the Global Age* |
| LA 248   | Business Law I                            |
| LA 249   | Business Law II                           |
| MA 132   | Statistical Analysis *                    |
| MGT 123  | The Business Experience                   |
| MGT 291  | Business Communication *                  |
| MGT 304  | Organizational Management                 |
| MGT 345  | Project Management                        |
| MGT 451  | Strategic Management *                    |
| MGT 489  | Senior Business Seminar *                 |
| MKT 301  | Principles of Marketing                   |
| PH 305   | Business Ethics *                         |

### Sample Degree Plan — Accounting

Please note that this is a sample plan; all students must consult with an advisor in making course selections.

#### Year One — Fall

|          |   |
|----------|---|
| MGT 123  | The Business Experience   |
| EN 101   | Composition I *   |
|          | Introductory Social Science (SS-1) core course (politics, psychology, or sociology) * |
|          | Natural Science (NS) core course with lab *   |
| CNCT 100 | Connections *   |

*EN 101: WR core course*

#### Year One — Spring

|        |  |
|--------|--|
| IT 110 | Information Technology in the Global Age * |
| EN 102 | Composition II *                           |
| HI     | Introductory History (HI-1) core course *  |
| MA 132 | Statistical Analysis *                     |
| PH 100 | Introduction to Philosophy *               |

*IT 110: GP course*

*EN 102: WR core course*

*MA 132: MT core course*

*PH 100: PH-1 core course*

#### Year Two — Fall

|         |                            |
|---------|----------------------------|
| ACT 201 | Principles of Accounting I |
|---------|----------------------------|



|         |  |
|---------|--|
| ECO 210 | Principles of Microeconomics *               |
| LA 248  | Business Law I                               |
| EN      | Introductory Literature (LT-1) core course * |
| TRS 100 | Theological Inquiry *                        |

*ECO 210: SS-1 core course*

*TRS 100: TRS-1 core course*

### Year Two — Spring

|          |   |
|----------|---|
| ACT 202  | Principles of Accounting II   |
| ACT 202L | Principles of Accounting Lab  |
| ECO 211  | Principles of Macroeconomics *  |
| LA 249   | Business Law II   |
| MGT 291  | Business Communication *  |
|          | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |

*ECO 211: SS-1 core course*

*MGT 291: WI course*

### Year Three — Fall

|          |  |
|----------|--|
| ACT 303  | Intermediate Accounting I  |
| ACT 306  | Cost Accounting  |
| FIN 301  | Financial Management   |
| DATA 300 | Advanced Business Statistics *                                       |
|          | Advanced Social Science (SS-2) or Natural Science (NS) core course * |

*DATA 300: DSINQ course*

### Year Three — Spring

|          |                            |
|----------|----------------------------|
| ACT 304  | Intermediate Accounting II |
| ACT 406  | Tax Accounting             |
| MGT 304  | Organizational Management  |
| MKT 301  | Principles of Marketing    |
| PH 305   | Business Ethics *          |
|          | OR                         |
| PH 305SL | Business Ethics *          |

*MGT 304: WI course*

*PH 305 or PH 305SL: PH-E core course*

### Year Four — Fall

|         |   |
|---------|---|
| ACT 410 | Auditing  |
| ACT 430 | Government and Not-for-Profit Accounting  |
| MGT 345 | Project Management  |
| MGT 451 | Strategic Management *  |
|         | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |

*MGT 451: DSINQ course*

### Year Four — Spring

|         |                              |
|---------|------------------------------|
| ACT 420 | Advanced Accounting Topics * |
| ACT 490 | Internship *                 |
| ECO 485 | International Economics *    |
|         | OR                           |
| FIN 485 | International Finance *      |

|         |   |
|---------|---|
| MGT 489 | Senior Business Seminar *                                 |
|         | Advanced Theology/Religious Studies (TRS-2) core course * |

*ACT 420: WI course*

*ACT 490: EXP course*

*MGT 489: DSINQ course*

\* Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core (p. 101) and the Course Descriptions (p. 318) for further information.

### Business Administration (B.B.A.)

Students earning a Bachelor of Business Administration degree complete a 61-credit business core that provides an overview of the primary business functions. In addition, students must take either four (4) upper-level business courses, which include any 200-level Marketing courses, any 200-level Law courses, and any 300 or 400-level courses identified in the minors, or they must complete a minor\*\*, which will provide more in-depth study of particular business areas. Students may focus on one or more of the following business minors:

#### Entrepreneurship

A minor in entrepreneurship provides students the opportunity to create, explore, and refine their ideas for new business ventures. Not only does the minor benefit students aspiring to start their own businesses, but it also provides the entrepreneurial skillsets that a variety of companies like Amazon, Microsoft, and Google, as well as government agencies, desire in their employees. In addition to being part of SBT's B.B.A. program, the minor offers students in a variety of non-business fields the opportunity to learn the skills needed to be a successful entrepreneur. See the entrepreneurship minor (p. 123) for more details.

#### Fashion Marketing

A minor in fashion marketing provides students with specialized knowledge in the fashion industry, specifically in retail buying, product development, and fashion promotion. Students minoring in fashion marketing acquire expertise applicable to jobs in fields such as assistant retail buyer, wholesale account manager, product allocator, retail manager, visual merchandiser, and fashion event coordinator. See the fashion marketing minor (p. 124) for more details.

#### Finance

This minor prepares students to pursue careers in corporate finance. The program of study provides instruction in the theory and quantitative techniques used to analyze organizational performance, financing, and investment decisions. See the finance minor (p. 124) for more details.

### **International Business**

This minor provides students with the initial skills required to succeed in the diverse and complex environment of international business. See the international business minor (p. 124) for more details.

### **Marketing**

This minor provides students with marketing expertise for jobs in the fields of advertising, social media marketing, marketing research and analytics, sales, consumer behavior, and sports marketing. See the marketing minor (p. 125) for more details.

### **Sport Management**

This minor prepares students for a career focused on the business operations of sports teams or facilities. See the sport management minor (p. 126) for more details.

### **Retail Analytics**

The fashion industry is rapidly changing from a brick-and-mortar focused retailing environment to an industry that uses marketing analytics, artificial intelligence, and online venues to reach consumers and to create a brand identity. The retail analytics minor will help students understand the industry, and the data that now supports it. This minor provides a path for students to enter jobs such as market research analyst, wholesale account buyer, and retail manager. See the see the retail analytics minor (p. 125) for more details.

In addition to these business minors, students may elect to complete any other minor in the School of Business (p. 123) or the School of Technology and Innovation (p. 162), including:

- Applied Statistics
- Business Analysis
- Cloud Computing
- Computer Science
- Cybersecurity
- Data Science
- Digital Forensics
- Economics

- Game Design and Development
- Information Technology
- Law
- Network Security
- Social Entrepreneurship
- Sustainability

These 21 minors provide business students with a variety of options to tailor their education to their career goals.

\*\*Students who would prefer to have the designation of specialty, rather than minor, on their transcript may choose to complete any School of Business or the School of Technology and Innovation minor and receive this designation instead. The minor and specialty designations require the exact same courses to complete. Students may not declare both a minor and specialty in the same field. Please work with your academic advisor on the process to declare this alternative option.

In addition to the classroom experience, all B.B.A. students complete an internship, which provides an opportunity for the application of theory and the cultivation of business skills. It also enables students to include experience working in a Washington-area business, government agency, or financial institution on their résumés.

Upon successful completion of the business administration program, students will be able to

- Demonstrate competence and understanding of basic business disciplines and accounting concepts.
- Apply collaboration skills in a team environment.
- Have a global perspective of business.
- Communicate effectively in quantitative and qualitative terms both orally and in writing.
- Use a range of business technologies to perform analysis, synthesize information and draw conclusions.
- Apply an ethical perspective when analyzing contemporary business issues and practices.

**Internship Requirements:** All students complete an internship. This requirement may be substituted in exceptional cases but requires approval by the School of Business internship coordinator and the Dean's Office.

**Internship Prerequisites:** To register for an internship, students must have a minimum of 90 credits with a minimum cumulative GPA of 2.0 and a minimum cumulative GPA of 2.0 in all major courses. Students also should have completed a minimum of nine credits in their specialty courses. Students should consult their

academic advisor and/or the School of Business internship coordinator for more information.

**Minimum Grade Requirements:** To continue in the B.B.A. degree program, a C or better must be earned in each of the following courses: MGT 123, ACT 201, MGT 304, and MGT 489. All B.B.A. students must have a cumulative GPA of 2.0 or better in any declared minor, the major core courses, and any upper-level business course used to meet program requirements.

**Degree Requirements — Business Administration**

This degree requires 120 total credits.

**Liberal Arts Core and University Requirements**

See University Requirements and the Liberal Arts Core (p. 101) for details.

**Major Requirements**

To fulfill the requirements of the major, all students in this program will take the following coursework in a sequence determined in collaboration with an advisor. Some courses also satisfy Liberal Arts Core and/or University Requirements.

|          |   |
|----------|---|
| ACT 201  | Principles of Accounting I                |
| ACT 202  | Principles of Accounting II               |
| ACT 202L | Principles of Accounting Lab              |
| DATA 300 | Advanced Business Statistics *            |
| ECO 210  | Principles of Microeconomics *            |
| ECO 211  | Principles of Macroeconomics *            |
| FIN 301  | Financial Management                      |
| IT 110   | Information Technology in the Global Age* |
| LA 248   | Business Law I                            |
| LA 249   | Business Law II                           |
| MA 132   | Statistical Analysis *                    |
|          | OR  |
| MA 218   | Probability and Statistics *              |
| MGT 123  | The Business Experience                   |
| MGT 291  | Business Communication *                  |
| MGT 304  | Organizational Management                 |
| MGT 345  | Project Management                        |
| MGT 451  | Strategic Management *                    |
| MGT 489  | Senior Business Seminar *                 |
| MGT 490  | Internship *                              |
| MKT 301  | Principles of Marketing                   |
| PH 305   | Business Ethics *                         |
| ECO 485  | International Economics *                 |
|          | OR  |
| FIN 485  | International Finance *                   |
|          | OR  |
| MGT 385  | International Business *                  |
|          | OR  |

|         |                                   |
|---------|-----------------------------------|
| MGT 485 | International Management *        |
|         | OR                                |
| MKT 440 | Fashion in the Global Marketplace |
|         | OR                                |
| MKT 485 | International Marketing *         |

12 credits of an approved minor or upper-level business electives.

**Sample Degree Plan — Business Administration**

Please note that this is a sample plan; all students must consult with an advisor in making course selections.

**Year One — Fall**

|          |   |
|----------|---|
| MGT 123  | The Business Experience   |
| EN 101   | Composition I *   |
|          | Introductory Social Science (SS-1) core course (politics, psychology, or sociology) * |
|          | Natural Science (NS) core course with lab *   |
| CNCT 100 | Connections *   |

*EN 101: WR core course*

**Year One — Spring**

|        |  |
|--------|--|
| IT 110 | Information Technology in the Global Age * |
| EN 102 | Composition II *                           |
| HI     | Introductory History (HI-1) core course *  |
| MA 132 | Statistical Analysis *                     |
|        | OR   |
| MA 218 | Probability and Statistics *               |
| PH 100 | Introduction to Philosophy *               |

*IT 110: GP course*

*EN 102: WR core course*

*MA 132 or MA 218: MT core course*

*PH 100: PH-1 core course*

**Year Two — Fall**

|         |  |
|---------|--|
| ACT 201 | Principles of Accounting I                   |
| ECO 210 | Principles of Microeconomics *               |
| LA 248  | Business Law I                               |
| EN      | Introductory Literature (LT-1) core course * |
| TRS 100 | Theological Inquiry *                        |

*ECO 210: SS-1 core course*

*TRS 100: TRS-1 core course*

**Year Two — Spring**

|          |   |
|----------|---|
| ACT 202  | Principles of Accounting II   |
| ACT 202L | Principles of Accounting Lab  |
| ECO 211  | Principles of Macroeconomics *  |
| LA 249   | Business Law II   |
| MGT 291  | Business Communication *  |
|          | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |

*ECO 211: SS-1 core course*

*MGT 291: WI course*

**Year Three — Fall**

|          |   |
|----------|---|
| FIN 301  | Financial Management  |
| MKT 301  | Principles of Marketing   |
| DATA 300 | Advanced Business Statistics *  |
|          | Advanced Social Science (SS-2) or<br>Natural Science (NS) core course * |
|          | One (1) approved minor or upper-level<br>business course                |

*DATA 300: DSINQ course*

*Minor or upper-level business elective course: See major requirements above and specific minors listed for course selections.*

**Year Three — Spring**

|          |   |
|----------|---|
| MGT 304  | Organizational Management   |
| MGT 345  | Project Management  |
| PH 305   | Business Ethics *   |
| PH 305SL | Business Ethics *   |
|          | Fine Arts (FNA), Advanced Literature<br>(LT-2), or Advanced History (HI-2)<br>core course * |
| ECO 485  | International Economics *   |
| FIN 485  | International Finance *   |
| MGT 385  | International Business *  |
| MGT 485  | International Management *  |
| MKT 485  | International Marketing *   |
| MKT 440  | Fashion in the Global Marketplace   |

*PH 305 or PH 305SL: PH-E core course*

*MGT 304: WI course*

*Note: Please work with your academic advisor on when to take your international course, as some are only offered in a fall or spring term, which may alter the semester in which this course is planned.*

**Year Four — Fall**

|         |  |
|---------|--|
| MGT 451 | Strategic Management *                                       |
|         | Advanced Theology/Religious Studies<br>(TRS-2) core course * |
|         | Two (2) minor or upper-level business<br>courses             |
|         | One (1) elective   |

*MGT 451: DSINQ and WI course*

*Minor or upper-level business elective course: See major requirements above and specific minors listed for course selections.*

**Year Four — Spring**

|         |                           |
|---------|---------------------------|
| MGT 489 | Senior Business Seminar * |
|---------|---------------------------|

|         |  |
|---------|--|
| MGT 490 | Internship *   |
|         | One (1) approved minor or upper-level<br>business course |
|         | Two (2) electives  |

*MGT 489: DSINQ course*

*MGT 490: EXP course*

*Minor or upper-level business elective course: See major requirements above and specific minors listed for course selections.*

\* Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core (p. 101) and the Course Descriptions (p. 318) for further information.

**Business Administration (B.B.A.) to M.B.A. Program**

This pre-M.B.A. program allows advanced B.B.A. students to begin coursework that satisfies M.B.A. degree requirements while completing their undergraduate degree. If students begin their graduate coursework while completing their undergraduate programs, they could earn their undergraduate and graduate degrees at an accelerated rate.

B.B.A. students can supplement their undergraduate coursework with up to six credits of specified M.B.A. graduate courses. The M.B.A. courses would satisfy both graduate and undergraduate program requirements.

Students are allowed to enroll in up to four graduate-level M.B.A. courses while completing undergraduate coursework; however, only two of those courses (six credits) would be eligible for application to the undergraduate degree. If students opt to take an additional two courses at the graduate level while completing their undergraduate degree, these courses would only apply to the graduate program requirements. All four graduate courses would satisfy M.B.A. program requirements.

**Admission Requirements**

In addition to meeting the university's undergraduate admission requirements, students are permitted to submit an application and, if approved, take graduate M.B.A. courses if they have

- at least 60 credits but no more than 90 credits and
- a minimum cumulative GPA of 3.4.

**MBA Courses**

|         |                                 |
|---------|---------------------------------|
| MBA 511 | Management Foundations          |
| MBA 512 | Accounting for Managers         |
| MBA 515 | Management in Organizations     |
| MBA 521 | Marketing Concepts and Practice |

BBA students must take MBA 511 as the first graduate-level course in this combined program.

#### Graduate Student Status

Upon completion of up to four 500-level MBA courses (each with a minimum grade of C) and the awarding of their bachelor's degree, students must apply to the M.B.A. program to attain admission to this program.

#### Business Administration (B.B.A.)/M.B.A. Guaranteed Admission Program

The standardized test requirement for admission to Marymount's M.B.A. program will be waived for students who have earned a business degree in the past three years with a minimum cumulative GPA of 3.4 overall and a minimum cumulative GPA of 3.4 in their business courses.

**Graduate Student Status:** Upon the awarding of their B.B.A. degree and the completion of the M.B.A. admissions process, the student will attain full admission to the M.B.A. program and become subject to all graduate student policies and procedures. The program requirements for the M.B.A can be found in the Business Administration (M.B.A.) (p. 128) section.

#### Economics (B.A.)

Economics is a social science that seeks to understand human behavior by analyzing how changes in incentives affect the choices individuals and groups of individuals make. The basic challenge of economic decision making involves satisfying unlimited human wants with limited resources. Exploring this central economic concept becomes even more complex when a specific society's values, objectives, and institutions are considered. Marymount's B.A. in economics uses this economic framework to understand a broad range of diverse issues, including business operations, environmental policy issues, poverty, law, financial institutions, and international trade, among others.

Marymount's location in the metropolitan Washington, DC, area provides the perfect setting for real-time analysis and experience via site visits, internship opportunities, and guest speakers from think tanks and government agencies. Small class sizes allow extensive individual interaction with professors.

A degree in economics prepares students for careers in government, consulting, and business. Indeed, average starting salaries for undergraduate economics majors are routinely among the highest among all undergraduate programs. Studying economics also provides an excellent foundation for graduate studies in law, public policy, international studies, or business.

Advisors will encourage students majoring in economics to choose their elective courses with specific postgraduate goals in mind. The economics degree provides ample elective credits for students to explore additional academic interests in fields like business, politics, mathematics, history, English, sociology, philosophy, and psychology.

Upon successful completion of the economics program, students will be able to

- Analyze, interpret, and present economic data that provides insight into a wide range of human concerns.
- Communicate economic information effectively in quantitative and qualitative terms in writing and orally.
- Apply economic reasoning to analyze a wide range of human behavior.

**Internship Prerequisites:** A minimum of 90 credits in the program with a minimum cumulative GPA of 2.0 and a minimum cumulative GPA of 2.0 in all 300- and 400-level economics courses are required to register for the internship (ECO 490). Students should also have completed a minimum of nine credits in 300- and 400-level economics courses. Students should consult their academic advisor and the School of Business and Technology internship coordinator for more information.

**Residency Requirement:** Students must complete a minimum of 18 credits from the 300- and 400-level major degree requirements at Marymount.

#### Degree Requirements — Economics (B.A.)

##### Liberal Arts Core and University Requirements

See University Requirements and the Liberal Arts Core (p. 101) for details.

##### Major Requirements

To fulfill the requirements of the major, all students in this program will take the following coursework in a sequence determined in collaboration with an advisor. Some courses also satisfy Liberal Arts Core and/or University Requirements.

|         |                                |
|---------|--------------------------------|
| ECO 210 | Principles of Microeconomics * |
| ECO 211 | Principles of Macroeconomics * |
| ECO 310 | Intermediate Microeconomics    |
| ECO 311 | Intermediate Macroeconomics    |
| ECO 485 | International Economics *      |
| ECO 490 | Internship *                   |
| MA 132  | Statistical Analysis *         |

|        |                                    |
|--------|------------------------------------|
| MA 218 | OR<br>Probability and Statistics * |
|--------|------------------------------------|

An additional 15 credits of 300/400 economics electives are required.

### Sample Degree Plan — Economics (B.A.)

Please note that this is a sample plan; all students must consult with an advisor in making course selections.

#### Year One — Fall

|          |   |
|----------|---|
| EN 101   | Composition I *                             |
|          | Natural Science (NS) core course with lab * |
| TRS 100  | Theological Inquiry *                       |
| CNCT 100 | Connections *                               |
|          | One (1) elective (MGT 123 recommended)      |

*EN 101: WR core course*

*TRS 100: TRS-1 core course*

#### Year One — Spring

|         |   |
|---------|---|
| ECO 211 | Principles of Macroeconomics *  |
|         | Introductory Social Science (SS-1) core course (politics, psychology, or sociology) * |
| EN 102  | Composition II *  |
| HI      | Introductory History (HI-1) core course *   |
|         | One (1) elective (MA 171 or MA 181 recommended)                                       |

*ECO 211: SS-1 core course*

*EN 102: WR core course*

#### Year Two — Fall

|         |  |
|---------|--|
| ECO 210 | Principles of Microeconomics *                                 |
| MA 132  | Statistical Analysis *   |
|         | OR   |
| MA 218  | Probability and Statistics *                                   |
| EN      | Introductory Literature (LT-1) core course *                   |
|         | One (1) elective - 1st DSINQ course if not already completed * |
|         | One (1) elective   |

*ECO 210: SS-1 core course*

*MA 132 or MA 218: MT core course*

#### Year Two — Spring

|         |   |
|---------|---|
| ECO 311 | Intermediate Macroeconomics   |
| PH 100  | Introduction to Philosophy *  |
|         | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course *               |
|         | Introductory Social Science (SS-1) in a third discipline or Second Natural Science (NS) core course * |
|         | One (1) elective - 1st WI course if not already completed *   |

*PH 100: PH-1 core course*

*ECO 311: SS-2 core course*

#### Year Three — Fall

|         |   |
|---------|---|
| ECO 310 | Intermediate Microeconomics   |
|         | One (1) 300/400-level economics course  |
|         | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |
|         | One (1) elective - 2nd DSINQ course required if not already completed *               |
|         | One (1) elective  |

*ECO 310: SS-2 core course*

#### Year Three — Spring

|         |  |
|---------|--|
| ECO 485 | International Economics *  |
|         | One (1) 300/400-level economics course   |
|         | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course - PH 301 or PH 305 recommended * |
|         | One (1) elective   |
|         | One (1) elective - 2nd WI course if not already completed *  |

#### Year Four — Fall

|  |   |
|--|---|
|  | Two (2) 300/400-level economics courses   |
|  | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |
|  | One (1) elective - 3rd DSINQ course required if not already completed *               |
|  | One (1) elective  |

#### Year Four — Spring

|         |   |
|---------|---|
| ECO 490 | Internship *  |
|         | One (1) 300/400-level economics course                      |
|         | One (1) elective - 3rd WI course if not already completed * |
|         | Two (2) electives   |

*ECO 490: EXP course*

*Note: Students must take at least three Writing Intensive (WI) courses.*

\* Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core (p. 101) and the Course Descriptions (p. 318) for further information.

### Economics (B.A.) 3+3 Partnership with Catholic University Law School

Marymount has a direct entry affiliation agreement with Catholic University's Columbus School of Law. This enables qualified third-year Marymount students in designated majors to be admitted to the first year of law school during their senior year at Marymount. Economics students who are interested in direct entry to

the Columbus School of Law after their junior year at Marymount should discuss the 3+3 partnership with their major advisor as soon as they become interested. The advisor will guide students through the selection of Marymount courses and refer them to the Office of Admissions of the Columbus School of Law as potential applicants. Qualified students may receive credit from both Marymount and Catholic University for a maximum of 29 credits taken at the Columbus School of Law. For more information and details on eligibility, please see Pre-Law Studies and Advising (p. 92).

### Sample Degree Plan — Economics (B.A.) 3+3 Partnership with Catholic University Law School

Please note that this is a sample plan; all students must consult with an advisor in making course selections. Interested students are highly encouraged to explore adding a minor or double major to their program of study.

#### Year One — Fall

|          |   |
|----------|---|
| EN 101   | Composition I *                             |
|          | Natural Science (NS) core course with lab * |
| TRS 100  | Theological Inquiry *                       |
| CNCT 100 | Connections *                               |
|          | One (1) elective (MGT 123 recommended)      |

*EN 101: WR core course*

*TRS 100: TRS-1 core course*

#### Year One — Spring

|         |   |
|---------|---|
| ECO 211 | Principles of Macroeconomics *  |
| EN 102  | Composition II *  |
| HI      | Introductory History (HI-1) core course *   |
|         | Introductory Social Science (SS-1) core course (politics, psychology, or sociology) * |
|         | One (1) elective (MA 171 or MA 181 recommended)                                       |

*ECO 211: SS-1 core course*

*EN 102: WR core course*

#### Year Two — Fall

|         |   |
|---------|---|
| ECO 210 | Principles of Microeconomics *  |
| MA 132  | Statistical Analysis *  |
| MA 218  | OR<br>Probability and Statistics *  |
| EN      | Introductory Literature (LT-1) core course *  |
|         | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |
|         | One (1) elective - 1st WI course if not already completed *                           |

*ECO 210: SS-1 core course*

*MA 132 or MA 218: MT core course*

#### Year Two — Spring

|         |   |
|---------|---|
| ECO 311 | Intermediate Macroeconomics   |
| PH 100  | Introduction to Philosophy *  |
|         | One (1) 300/400-level economics course  |
|         | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course *               |
|         | Introductory Social Science (SS-1) in a third discipline or Second Natural Science (NS) core course * |

*PH 100: PH-1 core course*

*ECO 311: SS-2 core course*

#### Year Three — Fall

|         |   |
|---------|---|
| ECO 310 | Intermediate Microeconomics   |
|         | Two (2) 300/400-level economics courses   |
|         | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |
|         | One (1) elective - 2nd DSINQ course required if not already completed *               |

*ECO 310: SS-2 core course*

*Students should complete their second WI course in this semester if they have not already completed it.*

#### Year Three — Spring

|         |  |
|---------|--|
| ECO 485 | International Economics *  |
|         | Two (2) 300/400-level economics courses  |
| ECO 490 | Internship *   |
|         | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course - PH 301 or PH 305 recommended * |

*ECO 485: GP course*

*ECO 490: EXP course*

#### Year Four — Fall (classes to be completed at Columbus School of Law)

Criminal Law (substitute for elective)

Civil Procedure (yearlong course split over fall and spring — substitute for elective)

Lawyering Skills (yearlong course split over fall and spring — substitute for WI/INQ)\*

Contracts (yearlong course split over fall and spring — substitute for elective)

#### Year Four — Spring (classes to be completed at Columbus School of Law)

Contracts (yearlong course split over fall and spring)

Lawyering Skills (yearlong course split over fall and spring)

Civil Procedure (yearlong course split over fall and spring)

Property (substitute for elective)

Torts (substitute for elective)

Constitutional Law (substitute for elective)

*Note: Students must take at least two (2) Writing Intensive (WI) courses in addition to ECO 431, for a total of three (3) WI courses.*

\* Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core (p. 101) and the Course Descriptions (p. 318) for further information.

### **Economics (B.A.) to M.B.A. Program**

This pre-M.B.A. program allows advanced economics students to begin to pursue their M.B.A. degree while completing their undergraduate program. If students begin their graduate coursework while completing their undergraduate programs, they could earn their undergraduate and graduate degrees at an accelerated rate.

Economics students can supplement their undergraduate coursework with up to six credits of specified M.B.A. graduate courses. The M.B.A. courses would satisfy both graduate and undergraduate program requirements.

Students are allowed to enroll in up to four graduate-level M.B.A. courses while completing undergraduate coursework; however, only two of those courses (six credits) would be eligible for application to the undergraduate degree. If students opt to take an additional two courses at the graduate level while completing the undergraduate degree, these courses would only apply to the graduate program requirements. All four graduate courses would satisfy M.B.A. program requirements.

### **Admission Requirements**

In addition to meeting the university's undergraduate admission requirements, students are permitted to submit an application and, if approved, take graduate M.B.A. courses if they have

- at least 60 credits but no more than 90 credits and
- a minimum cumulative GPA of 3.4.

### **MBA Courses**

|         |                                 |
|---------|---------------------------------|
| MBA 511 | Management Foundations          |
| MBA 512 | Accounting for Managers         |
| MBA 515 | Management in Organizations     |
| MBA 521 | Marketing Concepts and Practice |

Economics students must take MBA 511 as one of the graduate-level options, and this must be the first graduate-level course in which the students enroll.

Students who would like to obtain a minor in business, along with their undergraduate program, as part of the B.A. to M.B.A. option can apply two MBA courses to their business minor.

### **Graduate Student Status**

Upon completion of up to four 500-level MBA courses (each with a minimum grade of C) and the awarding of their bachelor's degree, students must apply to the M.B.A. program to attain admission to this program.

### **Economics (B.A.)/M.B.A. Guaranteed Admission Program**

The standardized test requirement for admission to Marymount's M.B.A. program will be waived for students who have earned a business degree in the past three years with a minimum cumulative GPA of 3.4 overall and a minimum cumulative GPA of 3.4 in their business courses.

**Graduate Student Status:** Upon the awarding of their B.B.A. degree and the completion of the M.B.A. admissions process, the student will attain full admission to the M.B.A. program and become subject to all graduate student policies and procedures. The program requirements for the M.B.A. can be found in under the School of Business Graduate Degrees (p. 126) section.

### **Economics (B.S.)**

Economics is a social science that seeks to understand human behavior by analyzing how changes in incentives affect the choices individuals and groups of individuals make. The basic challenge of economic decision making involves satisfying unlimited human wants with limited resources. Exploring this central economic concept becomes even more complex when a specific society's values, objectives, and institutions are considered. Marymount's B.S. in economics uses this economic framework to understand a broad range of diverse issues, including business operations, environmental policy issues, poverty, law, financial institutions, and international trade, among others.

Additionally, the B.S. in economics teaches students rigorous quantitative, statistical, econometric, and computational skills. The B.S. is an ideal choice for students interested in data science or pursuing graduate education in economics.



Marymount's location in the metropolitan Washington, DC, area provides the perfect setting for real-time analysis and experience via site visits, internship opportunities, and guest speakers from think tanks and government agencies. Small class sizes allow extensive individual interaction with professors.

A degree in economics prepares students for careers in government, consulting, and business. Indeed, average starting salaries for undergraduate economics majors are routinely among the highest among all undergraduate programs. Studying economics also provides an excellent foundation for graduate studies in law, public policy, international studies, or business.

Advisors will encourage students majoring in economics to choose their elective courses with specific postgraduate goals in mind. The economics degree provides ample elective credits for students to explore additional academic interests in fields like business, politics, mathematics, history, English, sociology, philosophy, and psychology.

Upon successful completion of the economics program, students will be able to

- Analyze, interpret, and present economic data that provides insight into a wide range of human concerns.
- Communicate economic information effectively in quantitative and qualitative terms in writing and orally.
- Analyze complex relationships in quantitative information to make meaningful decisions from data.

**Internship Prerequisites:** A minimum of 90 credits in the program with a minimum cumulative GPA of 2.0 and a minimum cumulative GPA of 2.0 in all 300- and 400-level economics courses are required to register for the internship (ECO 490). Students should also have completed a minimum of nine credits in 300- and 400-level economics courses. Students should consult their academic advisor and the School of Business internship coordinator for more information.

**Residency Requirement:** Students must complete a minimum of 18 credits from the 300- and 400-level major degree requirements at Marymount.

### Degree Requirements — Economics (B.S.)

#### Liberal Arts Core and University Requirements

See University Requirements and the Liberal Arts Core (p. 101) for details.

### Major Requirements

To fulfill the requirements of the major, all students in this program will take the following coursework in a sequence determined in collaboration with an advisor. Some courses also satisfy Liberal Arts Core and/or University Requirements.

|         |                                |
|---------|--------------------------------|
| ECO 210 | Principles of Microeconomics * |
| ECO 211 | Principles of Macroeconomics * |
| ECO 310 | Intermediate Microeconomics    |
| ECO 311 | Intermediate Macroeconomics    |
| ECO 335 | Econometrics                   |
| ECO 490 | Internship *                   |
| IT 129  | Python Scripting               |
| MA 181  | Calculus I *                   |
| MA 200  | Calculus II *                  |
| MA 218  | Probability and Statistics *   |

An additional 15 credits of economics courses at the 300/400 level (for a total of 33 economics credits) are required.

### Sample Degree Plan — Economics (B.S.)

Please note that this is a sample plan; all students must consult with an advisor in making course selections.

#### Year One — Fall

|          |   |
|----------|---|
| EN 101   | Composition I *                             |
|          | Natural Science (NS) core course with lab * |
| TRS 100  | Theological Inquiry *                       |
| CNCT 100 | Connections *                               |
|          | One (1) elective (MGT 123 recommended)      |

*EN 101: WR core course*

*TRS 100: TRS-1 core course*

#### Year One — Spring

|         |   |
|---------|---|
| ECO 211 | Principles of Macroeconomics *  |
|         | Introductory Social Science (SS-1) core course (politics, psychology, or sociology) * |
| EN 102  | Composition II *  |
| HI      | Introductory History (HI-1) core course *   |
| MA 181  | Calculus I *  |

*ECO 211: SS-1 core course*

*EN 102: WR core course*

*MA 181: MT core course*

#### Year Two — Fall

|         |  |
|---------|--|
| ECO 210 | Principles of Microeconomics *               |
| IT 129  | Python Scripting                             |
| EN      | Introductory Literature (LT-1) core course * |
|         | Introductory Social Science (SS-1) in a      |

|  |   |
|--|---|
|  | third discipline or Second Natural Science (NS) core course * |
|  | One (1) elective - 1st WI course if not already completed *   |

*ECO 210: SS-1 core course*

### Year Two — Spring

|         |   |
|---------|---|
| ECO 311 | Intermediate Macroeconomics   |
| PH 100  | Introduction to Philosophy *  |
| MA 218  | Probability and Statistics *  |
|         | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course * |
|         | One (1) elective - 1st DSINQ course if not already completed *                          |

*PH 100: PH-1 core course*

*ECO 311: SS-2 core course*

*MA 218: MT core course*

### Year Three — Fall

|         |   |
|---------|---|
| ECO 310 | Intermediate Microeconomics   |
|         | One (1) 300/400-level economics course  |
|         | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |
|         | One (1) elective - 2nd WI course if not already completed *                           |
|         | One (1) elective - GP course if not already completed *                               |

*ECO 310: SS-2 core course*

### Year Three — Spring

|         |  |
|---------|--|
| ECO 335 | Econometrics   |
| MA 200  | Calculus II *  |
|         | One (1) 300/400-level economics course   |
|         | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course - PH 301 or PH 305 recommended * |
|         | One (1) elective - 2nd DSINQ course required if not already completed *                                |

### Year Four — Fall

|  |  |
|--|--|
|  | Two (2) 300/400-level economics courses  |
|  | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course* |
|  | One (1) elective - 3rd WI course if not already completed *                          |
|  | One (1) elective   |

### Year Four — Spring

|         |  |
|---------|--|
| ECO 490 | Internship *                           |
|         | One (1) 300/400-level economics course |
|         | Two (2) or three (3) electives         |

*ECO 490: EXP course*

*Note: Students must take at least three Writing Intensive (WI) courses. Students should also take their third DSINQ course in this semester if they have not already completed it.*

\* Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core (p. 101) and the Course Descriptions (p. 318) for further information.

### Fashion Merchandising and Marketing (B.A.)

The major in fashion merchandising and marketing focuses on retail buying, product development, and fashion promotion. Graduates attain positions such as assistant retail buyer, wholesale account manager, product allocator, retail manager, visual merchandiser, fashion stylist, and fashion event coordinator. The Liberal Arts Core requirements serve as a foundation for the critical thinking needed to be successful in fashion marketing courses and in the industry. Ample elective choices permit a variety of minors that include fashion design, business, and communication. The required senior-year internship offers students valuable and practical hands-on experience with a variety of retailers, such as department and specialty stores, manufacturers, and distributors, and helps develop a career path in fashion merchandising.

Students in fashion merchandising and marketing can join the Marymount Fashion Club to participate in various activities related to real-world experiences in the fashion industry, such as assisting with fashion shows on and off campus or organizing guest lectures with fashion industry professionals.

Juniors and seniors have the opportunity to study product development and take part in the production of the annual student fashion show, *Portfolio in Motion*. Seniors complete a seminar in which they solve real-world merchandising problems using the case study and simulation method.

Upon successful completion of the fashion merchandising and marketing program, students will be able to

- evaluate apparel based on analyses of specific consumer markets, market positioning, and fashion trends;
- promote apparel effectively through various written, oral, and visual communication techniques;
- simulate the process of product development and explore various channels of distribution; and
- conduct consumer and fashion research to solve merchandising problems.

**Minimum Grade Requirements:** A minimum grade of D is required in any course within the fashion merchandising major and marketing that serves as a prerequisite for a higher-numbered course. To continue in the Fashion Merchandising and Marketing program, a C or better must be earned in each of the following courses: VIS 101, VIS 111, and VIS 121.

### Degree Requirements — Fashion Merchandising and Marketing

This degree requires a total of 120 credits.

#### Liberal Arts Core and University Requirements

See University Requirements and the Liberal Arts Core (p. 101) for details.

#### Major Requirements

To fulfill the requirements of the major, all students in this program will take the following coursework in a sequence determined in collaboration with an advisor. Some courses also satisfy Liberal Arts Core and/or University Requirements.

|         |  |
|---------|--|
| FD 111  | Fashion Apparel and Accessory Coordination |
| FD 251  | Textiles                                   |
| FD 307  | Product Development I                      |
| FD 361  | Survey of Fashion                          |
| FD 400  | Internship                                 |
| FD 407  | Product Development II                     |
| FD 414  | Fashion Show Production                    |
| GMD 200 | Digital Publishing<br>OR                   |
| GMD 308 | Web and Social Media Design                |
| MA 132  | Statistical Analysis *                     |
| MKT 211 | Visual Merchandising                       |
| MKT 230 | Omnichannel Fashion Merchandising          |
| MKT 282 | Merchandise Planning and Analysis          |
| MKT 301 | Principles of Marketing                    |
| MKT 319 | Promotion and Digital Marketing            |
| MKT 360 | Consumer Behavior                          |
| MKT 440 | Fashion in the Global Marketplace          |
| MKT 483 | Senior Seminar in Fashion Marketing        |
| VIS 101 | User Centered Design                       |
| VIS 111 | Intro to Color and Design                  |
| VIS 121 | Intro to Digital Tools                     |

### Sample Degree Plan — Fashion Merchandising and Marketing

Please note that this is a sample plan; all students must consult with an advisor in making course selections.

#### Year One — Fall

|         |                           |
|---------|---------------------------|
| VIS 101 | User Centered Design      |
| VIS 111 | Intro to Color and Design |

|          |                        |
|----------|------------------------|
| EN 101   | Composition I *        |
| MA 132   | Statistical Analysis * |
| CNCT 100 | Connections *          |

*EN 101: WR core course*

#### Year One — Spring

|         |  |
|---------|--|
| VIS 121 | Intro to Digital Tools                     |
| FD 111  | Fashion Apparel and Accessory Coordination |
| EN 102  | Composition II *                           |
| TRS 100 | Theological Inquiry *                      |
| HI      | Introductory History (HI-1) core course *  |

*EN 102: WR core course*

*TRS 100: TRS-1 core course*

#### Year Two — Fall

|         |                                   |
|---------|-----------------------------------|
| MKT 211 | Visual Merchandising              |
| GMD 200 | Digital Publishing<br>OR          |
| GMD 308 | Web and Social Media Design       |
| FD 251  | Textiles                          |
| MKT 282 | Merchandise Planning and Analysis |
| PH 100  | Introduction to Philosophy *      |

*PH 100: PH-1 core course*

#### Year Two — Spring

|         |   |
|---------|---|
| MKT 230 | Omnichannel Fashion Merchandising   |
| MKT 301 | Principles of Marketing   |
| EN      | Introductory Literature (LT-1) core course *  |
|         | Natural Science (NS) core course with lab *   |
|         | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |

#### Year Three — Fall

|         |   |
|---------|---|
| MKT 319 | Promotion and Digital Marketing   |
|         | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |
| PH      | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course *               |
|         | Introductory Social Science (SS-1) core course *                                      |
|         | One (1) elective - 1st WI course if not already completed *                           |

#### Year Three — Spring

|         |   |
|---------|---|
| FD 307  | Product Development I                   |
| FD 361  | Survey of Fashion                       |
| MKT 360 | Consumer Behavior                       |
| MKT 440 | Fashion in the Global Marketplace       |
|         | Introductory Social Science (SS-1) core |

|  |                                 |
|--|---------------------------------|
|  | course in a second discipline * |
|--|---------------------------------|

*FD 361: WI course*

#### Year Four — Fall

|        |   |
|--------|---|
| FD 407 | Product Development II  |
|        | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course *   |
|        | Introductory Social Science (SS-1) in a third discipline or Second Natural Science (NS) core course - POL 104, ECO 210, ECO 211 recommended * |
|        | One (1) elective - GP course if not already completed *   |
|        | One (1) elective  |

*FD 407: DSINQ course*

#### Year Four — Spring

|         |   |
|---------|---|
| FD 400  | Internship  |
| FD 414  | Fashion Show Production   |
| MKT 483 | Senior Seminar in Fashion Marketing                                     |
|         | Advanced Social Science (SS-2) core course *                            |
|         | One (1) elective - 3rd DSINQ course required if not already completed * |

*FD 400: EXP course*

*MKT 483: DSINQ and WI course*

\* Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core (p. 101) and the Course Descriptions (p. 318) for further information.

## Minors

### Business Administration (Minor)

A minor in business provides students with an overview of the functional areas of business. Students are exposed to the basic concepts and current issues being addressed in the fields of accounting, finance, business law, marketing, and management. Many jobs, regardless of major, are housed within a business environment, so having the background this minor provides is invaluable. Additionally, students considering graduate studies in business will be introduced to the areas of study within an M.B.A.

**Minimum Grade Requirements:** A cumulative GPA of 2.0 or better is required for courses in the business minor.

**Residency Requirement:** Students must complete at least 12 credits of the minor requirements at Marymount.

### Minor Requirements

|         |                            |
|---------|----------------------------|
| MGT 123 | The Business Experience    |
| FIN 200 | Personal Finance           |
| ACT 201 | Principles of Accounting I |
| LA 248  | Business Law I             |
| MKT 301 | Principles of Marketing    |
| MGT 304 | Organizational Management  |

### Economics (Minor)

**Residency Requirement:** Students must complete at least 12 credits of the minor requirements at Marymount.

### Minor Requirements

|         |                                |
|---------|--------------------------------|
| ECO 210 | Principles of Microeconomics * |
| ECO 211 | Principles of Macroeconomics * |

Four (4) additional economics electives approved by an economics faculty advisor.

### Entrepreneurship (Minor)

A minor in entrepreneurship provides students the opportunity to create, explore, and refine their ideas for new business ventures. Not only does the minor benefit students aspiring to start their own businesses, but entrepreneurial skill sets are also helpful in a significant number and variety of professional opportunities in companies like Amazon, Microsoft, and Google as well as in government agencies. In addition to being part of the School of Business and Technology's B.B.A. program, the minor offers students in a variety of non-business fields the opportunity to learn the skills needed to be a successful entrepreneur.

**Minimum Grade Requirements:** A cumulative GPA of 2.0 or better is required for courses in the minor.

**Residency Requirement:** Students must complete at least 12 credits of the minor requirements at Marymount.

### Minor Requirements

|         |  |
|---------|--|
| MGT 123 | The Business Experience  |
| LA 248  | Business Law I   |
| ENT 301 | Entrepreneurship: The Principles                                       |
| ENT 302 | Entrepreneurship: Ideation   |
| ENT 401 | Entrepreneurship: Creating and Starting a New Venture                  |
| ENT 402 | Entrepreneurship: Funding, Launching, Growing, and Exiting the Venture |

**Fashion Marketing (Minor)**

A minor in fashion marketing provides students with specialized knowledge in the fashion industry, specifically in retail buying, product development, and fashion promotion. Students minoring in fashion marketing acquire expertise applicable to jobs in fields such as assistant retail buyer, wholesale account manager, product allocator, retail manager, visual merchandiser, and fashion event coordinator.

**Minimum Grade Requirements:** A cumulative GPA of 2.0 or better is required for courses in the minor.

**Residency Requirement:** Students must complete at least 12 credits of the minor requirements at Marymount.

**Minor Requirements****Minor Required Courses**

|         |                                   |
|---------|-----------------------------------|
| MA 132  | Statistical Analysis *            |
| GMD 200 | Digital Publishing                |
| MKT 230 | Omnichannel Fashion Merchandising |
| MKT 301 | Principles of Marketing           |
| MKT 440 | Fashion in the Global Marketplace |

**Minor Elective Course**

Pick one (1) course from the following:

|         |                         |
|---------|-------------------------|
| FD 306  | Apparel Design II<br>OR |
| MKT 211 | Visual Merchandising    |

**Fashion Merchandising (Minor)****Minor Requirements**

|         |                                   |
|---------|-----------------------------------|
| MKT 230 | Omnichannel Fashion Merchandising |
| MKT 282 | Merchandise Planning and Analysis |
| FD 361  | Survey of Fashion                 |

Twelve (12) additional credits from the following:

|         |  |
|---------|--|
| FD 111  | Fashion Apparel and Accessory Coordination |
| FD 204  | Methods in Fashion Construction            |
| FD 251  | Textiles                                   |
| FD 307  | Product Development I                      |
| FD 407  | Product Development II                     |
| FD 414  | Fashion Show Production                    |
| MKT 301 | Principles of Marketing                    |
| MKT 211 | Visual Merchandising                       |
| MKT 310 | Event Planning                             |

**Finance (Minor)**

This minor prepares students to pursue careers in corporate finance through the study of financial theory

and the quantitative techniques used to analyze organization performance, financing, and investment decisions.

**Minimum Grade Requirements:** A cumulative GPA of 2.0 or better is required for courses in the minor. Students must earn at least a C in FIN 301.

**Residency Requirement:** Students must complete at least 18 credits of the minor requirements at Marymount.

**Minor Requirements**

|          |                                    |
|----------|------------------------------------|
| ACT 201  | Principles of Accounting I         |
| ACT 202  | Principles of Accounting II        |
| ACT 202L | Principles of Accounting Lab       |
| DATA 300 | Advanced Business Statistics *     |
| ECO 211  | Principles of Macroeconomics *     |
| FIN 301  | Financial Management               |
| ECO 332  | Money and Banking *                |
| FIN 334  | Investments                        |
| FIN 362  | Intermediate Financial Management  |
| FIN 425  | Applied Portfolio Management<br>OR |
| FIN 488  | Seminar in Corporate Finance       |
| FIN 485  | International Finance *            |
| MA 132   | Statistical Analysis *             |

**International Business (Minor)**

A minor in international business provides students with specialized knowledge in this dynamic business area. Students minoring in international business acquire expertise applicable to jobs in any global field, including nonprofit management, global marketing research and analytics, global sales, consulting, and government operations. In addition to being a part of the B.B.A. program, the minor complements programs such as communication, politics, history, education, public health, and information technology.

**Minimum Grade Requirements:** A cumulative GPA of 2.0 or better is required for courses in the minor.

**Residency Requirement:** Students must complete at least 12 credits of the minor requirements at Marymount.

**Minor Requirements**

|         |                                |
|---------|--------------------------------|
| ECO 210 | Principles of Microeconomics * |
| ECO 211 | Principles of Macroeconomics * |
| MGT 385 | International Business *       |
| MGT 485 | International Management *     |
| MKT 301 | Principles of Marketing        |

|         |                           |
|---------|---------------------------|
| ECO 485 | International Economics * |
| MKT 485 | International Marketing * |

### Law (Minor)

This interdisciplinary minor is open to students in any major. It is designed for students who are interested in learning about the law or interested in attending law school. It introduces students to the law and focuses on substantive law and constitutional law. In addition, legal writing and research are key components of multiple courses.

**Minimum Grade Requirement:** Cumulative GPA of 2.0 or better in courses used to fulfill the minor requirements.

**Residency Requirement:** Students must complete at least 12 credits of the minor requirements at Marymount.

### Minor Requirements

Take 15 credits from the following:

|         |                                  |
|---------|----------------------------------|
| LA 280  | Introduction to the Legal System |
| LA 301  | Civil Litigation                 |
| LA 302  | Criminal Litigation              |
| PH 300  | Modern Logic *                   |
| POL 335 | American Constitutional Law I    |
| POL 336 | American Constitutional Law II   |

*For BBA or ECO students only: LA 249 or ECO 353*

### Marketing (Minor)

A minor in marketing provides students with specialized knowledge in this dynamic business area. Students minoring in marketing acquire expertise applicable to jobs in fields such as advertising, social media marketing, marketing research and analytics, sales, consumer behavior, and sport marketing. In addition to being part of the B.B.A., the minor complements programs such as communication, fashion merchandising, graphic design, and information technology.

**Minimum Grade Requirements:** A cumulative GPA of 2.0 or better is required for courses in the minor.

**Residency Requirement:** Students must complete at least 12 credits of the minor requirements at Marymount.

### Minor Requirements

|         |                                 |
|---------|---------------------------------|
| MA 132  | Statistical Analysis *          |
| MKT 301 | Principles of Marketing         |
| MKT 319 | Promotion and Digital Marketing |
| MKT 412 | Marketing Research              |

|          |                             |
|----------|-----------------------------|
|          | OR                          |
| DATA 325 | Data Analytics              |
| MKT 416  | Marketing Management        |
| MKT 305  | Sport Marketing             |
|          | OR                          |
| MKT 313  | Sales Skills and Strategies |
|          | OR                          |
| MKT 360  | Consumer Behavior           |

### Retail Analytics (Minor)

The fashion industry is rapidly changing from a brick-and-mortar focused retailing environment to an industry that uses marketing analytics, artificial intelligence, and online venues to reach consumers and to create a brand identity. The retail analytics minor will help students understand the industry, and the data that now supports it. This minor provides a path for students to enter jobs such as market research analyst, wholesale account buyer, and retail manager.

**Minimum Grade Requirements:** A cumulative GPA of 2.0 or better is required for courses in the minor.

**Residency Requirement:** Students must complete at least 12 credits of the minor requirements at Marymount.

### Minor Requirements

#### Minor Required Courses

|          |                                   |
|----------|-----------------------------------|
| MA 132   | Statistical Analysis *            |
| MKT 301  | Principles of Marketing           |
| MKT 230  | Omnichannel Fashion Merchandising |
| MKT 282  | Merchandise Planning and Analysis |
| DATA 325 | Data Analytics                    |
| DATA 390 | Data Science Applications         |

### Social Entrepreneurship (Minor)

This interdisciplinary minor is open to students in any major. It is designed for students who are socially minded entrepreneurs who want to develop skills in the nonprofit and for-profit sectors. Students analyze social issues in today's global economy and learn how to apply business skills to address those issues, thereby fostering change. Students will be required to complete a community-based project of inquiry for their final project.

This minor provides students with the opportunity to develop their sense of civic responsibility and business prowess to address social issues through enterprise. The social entrepreneurship minor allows students to take courses in both the School of Business and the School of Social and Behavioral Sciences. This minor also

provides a strong base for future additional studies in business, sociology, education, and law.

### Minor Requirements

|         |  |
|---------|--|
| ENT 301 | Entrepreneurship: The Principles                   |
| MKT 301 | Principles of Marketing                            |
| ENT 302 | Entrepreneurship: Ideation                         |
| MGT 345 | OR<br>Project Management                           |
| SOC 131 | Principles of Sociology in Global<br>Perspective * |
| SOC 203 | OR<br>The Global Village *                         |
| SOC 350 | Social Justice *                                   |
| SOC 351 | Addressing Injustice: Research Methods *           |

One (1) course from the following:

|         |                   |
|---------|-------------------|
| SOC 421 | Project           |
| SOC 433 | Research *        |
| MGT 490 | Internship *      |
| MGT 499 | Independent Study |

*MGT 490: as a community-based inquiry/service-learning opportunity*

### Sport Management (Minor)

A minor in sport management provides students with a focus on marketing, law, economics, strategy, and promotions within a sports context. Students will learn the planning, organizing, managing, and budgeting aspects of a department or organization whose main purpose is related to sports or physical activities. Graduates with a sport management minor are prepared for a variety of positions in all levels of sports, including recreation, private and public athletics, amateur sports, school/college athletics, and professional sports.

**Minimum Grade Requirements:** A cumulative GPA of 2.0 or better is required for courses in the minor.

**Residency Requirement:** Students must complete at least 12 credits of the minor requirements at Marymount.

### Minor Requirements

|         |                                    |
|---------|------------------------------------|
| ECO 210 | Principles of Microeconomics *     |
| MKT 301 | Principles of Marketing            |
| ECO 305 | Business and Economics of Sports * |
| LA 315  | Sport Law                          |
| MKT 305 | Sport Marketing                    |
| MGT 405 | Sport Management                   |

## Graduate Degrees

### Business Intelligence (D.B.A.)

The mission of the DBA in Business Intelligence is to prepare working professionals for leadership positions in the changing government and business environment with state-of-the-art knowledge and skills for intelligent decision-making, managing change, data analysis, innovation, leadership, and strategic planning for technological impact.

This doctorate program is unique in terms of its relevance to the changing environment in government, business, and nonprofit organizations, which all focus on data-driven decision making. It is designed for business and technology professionals who want to develop their higher-order thinking and research skills by applying theory to practice (applied research).

The program is interdisciplinary with courses and research at the intersection of business, data, innovation, leadership, and technology. Working professionals are given an opportunity to work in a highly collaborative environment, with faculty and other students, while critically examining the technology, ethics, management, leadership, policy, teaching, and data science aspects of business.

Marymount's DBA in Business Intelligence provides graduates with the knowledge, skills, and abilities they need to meet the business challenges facing governments, businesses, and nonprofits in this "what's next?" economy.

The DBA is designed for individuals who have successfully completed at least 36-credits of master's level business or technology courses and who also have 5 – 20 years of work experience in their field. This is a part-time program designed to be completed over a 3-year timeframe.

Graduates with this highly-applicable terminal degree will be prepared to take leadership roles in academia, business, or the nonprofit community and make a significant impact on the viability of the economy. Students will expand their knowledge of business intelligence, both in terms of its theoretical underpinnings and its practical applications. The focus of the program is applied research, advancing the field of business intelligence, and its applications in the real world.

The DBA in Business Intelligence is an online program. Students are expected to be engaged throughout the program and adhere to the requirements for ethical behavior, respect for others, and appropriate research

and writing standards.

Upon completion of the program, students will be able to:

- Integrate theory and practice to solve emerging business challenges;
- Develop an implementation plan for business intelligence in an organization;
- Develop ethical solutions to complex business and technology problems, including the emergence of artificial intelligence;
- Formulate strategies to integrate business, innovation, leadership and technology;
- Develop new knowledge in business intelligence using applied management research methods;
- Assess effective leadership practices needed for innovation and data-driven decision making; and
- Communicate research findings, in oral and written form, for professional industries.

### Admission Requirements

1. Application
2. Application fee: \$40
3. Official transcripts for all attempted coursework — must include at least 36 credits of master’s level work in a related field — with a minimum GPA of 3.5 – and considerable work experience. Note: Students whose work experience or master's degree demonstrates gaps in fundamental quantitative or qualitative business concepts may be required to complete one or more MBA level courses (i.e., MBA 512, MBA 522, MBA 515 or MBA 521).
4. Resume
5. A Statement of Research Background and Interests that describes research-focused coursework, papers, and work-related business projects completed. Please provide evidence of this work and/or college-level writing samples (at least three documents).
6. Interview invitation is extended to qualified applicants upon application completion.

**Residency Requirements:** Students must apply for residency to ensure that they benefit and contribute to the full spectrum of educational and professional opportunities provided by the university. To establish residency, students should interact with faculty and peers by regularly participating in class (online or in the classroom), attending professional events sponsored by the university or other institutions, and actively using the university’s library resources. The doctoral residency requirements may be satisfied only after admission into the doctoral program and completion of

18 credits of doctoral-level courses over at least three consecutive semesters (Fall, Spring, and Summer).

**Minimum Grade Requirements:** Students in the DBA in Business Intelligence must earn a minimum grade of B- in all courses in the program to earn credit. All graduate students in the College of Business, Innovation, Leadership, and Technology must maintain a minimum cumulative GPA of 3.0.

**Commencement Participation Requirements:** DBA in Business Intelligence students cannot participate in the University commencement ceremony until they have successfully defended their dissertation, and successfully completed DBA 850.

**Dismissal from Program:** A DBA in Business Intelligence student may repeat one (1) grade of F. If a student receives a second F grade, in the same or a different course, they will be dismissed from the program.

**Candidacy Requirements:** Students must then apply for candidacy in the DBA in Business Intelligence. They may do so after they have completed 24 credits of the 700- and 800-level courses and have met the following requirements:

- achieved a minimum GPA of 3.5 or passed a comprehensive exam;
- submitted documentation verifying a professional paper was presented at a professional event;
- completed at least two service commitments (18 hours) which increased business knowledge and expertise in the community; and
- formed a dissertation committee.

### Degree Requirements - Business Intelligence (D.B.A.)

*36 credits*

#### 800-Level Courses

Six (6) research and dissertation courses (in this order):

|         |  |
|---------|--|
| DBA 800 | Beginning Applied Research in Business Intelligence          |
| DBA 810 | Applied Research Topics and Methods in Business Intelligence |
| DBA 820 | Qualitative and Quantitative Research Designs                |
| DBA 830 | Applied Research: The Dissertation Proposal                  |
| DBA 840 | Applied Research: Dissertation Data Collection and Analysis  |
| DBA 850 | Applied Research: Dissertation and Oral Defense              |



**700-Level Courses: Innovation Elective**

One (1) course in the innovation discipline:

|         |                                       |
|---------|---------------------------------------|
| DBA 712 | Fostering Creativity in the Workplace |
|---------|---------------------------------------|

**700-Level Courses: Leadership Elective**

One (1) course in the Leadership discipline:

|         |   |
|---------|---|
| DBA 714 | Ethical Leadership for Success in Uncertain Times |
|---------|---|

**700-Level Courses: Business Electives**

Two (2) courses from the following in the business discipline:

|         |   |
|---------|---|
| DBA 710 | Strategy in a Changing Business Climate |
| DBA 720 | Economics for Business Decision Making  |
| DBA 730 | Government as Business                  |
| DBA 740 | Managing Organizational Change          |

**700-Level Courses: Technology Electives**

Two (2) courses from the following in the technology discipline:

|         |                                      |
|---------|--------------------------------------|
| DBA 716 | Using Data for Business Intelligence |
| DBA 726 | Risk Management in an Unsecure World |
| DBA 736 | Maximizing Digital Transformation    |
| DBA 746 | Artificial Intelligence Applications |

**Business Administration (M.B.A.)**

The M.B.A. program prepares business professionals to identify emerging business problems, think critically about options and design, and recommend and manage principled and effective solutions in an evolving global world.

Upon successful completion of the M.B.A. program, students will be able to

- Create innovative solutions to business problems using analytical tools across disciplines.
- Formulate leadership strategies to enhance team performance.
- Demonstrate effective communication skills.
- Develop ethical solutions for complex business problems.
- Assess diverse global business opportunities.

The 36-credit program can be taken full time or part time.

The M.B.A. program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Students may also choose to pursue a specialized M.B.A. by completing one of the 12-credit tracks below. This optional specialized M.B.A. is 45-48 credits. All tracks, except hospitality innovation, also correspond to a stand-alone certificate. A student may

earn the certificate alongside the MBA; however, they must complete all requirements of the M.B.A. and the specialized track, before receiving either degree.

**Admission Requirements:** In addition to the university's requirements (p. 22), applicants to the M.B.A. program are required to submit a GRE or GMAT test score unless they qualify for a waiver by meeting one of the criteria below.

- 1. If applicants to the MBA program have earned a business-related degree, they may qualify for a test waiver if the following conditions are met:**
  - a. Applicants earned an undergraduate business-related degree from Marymount or another ACBSP- or AACSB-accredited business program with a cumulative GPA of 3.0 or better.
  - b. International applicants must also meet the language proficiency standards set forth below to qualify.
- 2. If applicants to the MBA program have not earned a business-related degree, they may qualify for a test waiver if the following conditions are met:**
  - a. Applicants earned a non-business baccalaureate degree from Marymount or an accredited college or university with a cumulative GPA of 3.0 or higher, and earned a grade of B or better in either a statistics or a calculus-level course; or
  - b. Applicants earned a master's degree from an accredited college or university.
  - c. International applicants must also meet the language proficiency requirements below to qualify.
- 3. If applicants to the MBA program have demonstrated professional experience, they may qualify for a test waiver if the following conditions are met:**
  - a. Applicants who hold at least 3 years of post-baccalaureate work experience that both demonstrates career progression and exposure to core MBA competencies can request a waiver. Work experience alone will not qualify an applicant, and the merit of the waiver request will be considered on a case-by-case basis by the School Director using evidence that core MBA competencies were met in some manner in the career path of the applicant.
  - b. International applicants must also meet the language proficiency requirements below to qualify.

**4. If applicants do not meet the above criteria, but would prefer not to take the GRE or GMAT, they may qualify for a waiver if the following conditions are met:**

- Applicants may enroll in MBA 500: Fundamental Quantitative Tools for Business. If they earn a B or higher in this course, they may receive full admission to the MBA program.
- International Applicants must also meet the language proficiency requirements below to qualify.

### International Applicants

In order to be considered for admission, international applicants must demonstrate English language proficiency by submitting official documentation of one of the following:

- The applicant completed an undergraduate or graduate degree at a regionally accredited institution in the United States, or studied in an approved country where the language of instruction is in English.
- a satisfactory score on
  - the Test of English as a Foreign Language (TOEFL),
  - the International English Language Testing System (IELTS), or
  - the Pearson Test of English (PTE) Academic
- successful completion of one of the following programs:
  - ELS Educational Service's English for Academic Purposes Program: ELS Level 112 (More information about the program can be found at [www.els.edu](http://www.els.edu).)
  - Georgetown University English Language Center: The Advanced or Academic Bridge levels (More information can be found at <https://scs.georgetown.edu/departments/52/english-language-center/>.)
  - Inlingua: Certificate of Completion of Level 8 intensive program (More information can be found at <https://idc.edu/>.)
  - International Language Academy Level 12 (More information can be found at [www.ila.edu](http://www.ila.edu).)
  - Virginia Tech University Language and Culture Institute: Level 550 (More information can be found at [www.lci.vt.edu](http://www.lci.vt.edu).)

### Minimum Score Requirements for Non-native Speakers of English

|              |  |
|--------------|--|
| TOEFL        | 600 paper-based, 250 computer-based, range of 93 to 100 internet-based |
| IELTS        | 6.5 overall  |
| PTE Academic | 58   |

Upon acceptance, a completed International Student Supplement Information (ISSI) form is required.

**Transfer Credits:** Students who have completed an equivalent graduate course within five years at an accredited college or university, and received a grade of B or better, may be permitted to transfer those graduate credits at the discretion of the school director. No transfer credit is given for internship or practicum experience at the graduate level. Ordinarily, no more than 12 graduate credit hours may be transferred.

**Minimum Grade Requirements:** A minimum grade of C is needed to receive credit for any MBA course in this dual-degree program. A minimum grade of B- is needed to receive credit for any IT course in this dual-degree program. All graduate students in the College of Business, Innovation, Leadership, and Technology must maintain a minimum cumulative GPA of 3.0.

Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Students must bring their cumulative GPA to 3.0 or higher within nine (9) graduate credits or be dismissed. A student whose cumulative GPA falls below 3.0 a second time will be dismissed.

### Degree Requirements — Business Administration

*36 credits*

#### Degree Required Courses

|         |                                 |
|---------|---------------------------------|
| MBA 511 | Management Foundations          |
| MBA 514 | Business Analytics              |
| MBA 512 | Accounting for Managers         |
| MBA 515 | Management in Organizations     |
| MBA 516 | Business Law and Ethics         |
| MBA 519 | Operations Management           |
| MBA 520 | Economics for Managers          |
| MBA 517 | Leading in Business             |
| MBA 521 | Marketing Concepts and Practice |
| MBA 522 | Corporate Finance               |
| MBA 585 | Global Business Experience      |
| MBA 626 | Strategic Management Seminar    |

**Track Options**

Students may also choose a 15-16-course (45-48 credit) M.B.A program with the following tracks:

**Talent Management***12 Credits*

|         |  |
|---------|--|
| HRM 538 | Human Resource Selection and Recruitment |
| HRM 539 | Performance Management                   |
| MBA 585 | Global Business Experience               |
| HRM 586 | People Analytics                         |

**Organizational Development***12 Credits*

|         |  |
|---------|--|
| MGT 515 | Leading and Managing Teams                     |
| OD 521  | Organization Development Change and Consulting |
| MBA 515 | Management in Organizations                    |
| HRM 532 | Seminar in Human Resource Management Topics    |

**Intrapreneurship***12 Credits*

|         |  |
|---------|--|
| INN 510 | Entrepreneurial Thinking                             |
| INN 520 | Intrapreneurship                                     |
| INN 530 | Strategic Growth for Entrepreneurs and Intrapreneurs |
| INN 540 | Emerging Business Formation and Financing            |

**Leadership***12 Credits*

|         |  |
|---------|--|
| MGT 502 | Leading Collaboration and Innovation           |
| MGT 590 | Organization Policy and Strategy               |
| OD 521  | Organization Development Change and Consulting |
| INN 510 | Entrepreneurial Thinking                       |

**Business IT***12 Credits*

|        |   |
|--------|---|
| IT 510 | Requirements Analysis and Management    |
| IT 520 | Enterprise Infrastructure and Networks  |
| IT 530 | Computer Security                       |
| IT 540 | Enterprise Data Management and Analysis |

**Healthcare Management***12 Credits*

|         |                                     |
|---------|-------------------------------------|
| HCM 510 | Health Care Management              |
| HCM 520 | Healthcare Reimbursement Strategies |
| HCM 535 | Healthcare Policy, Ethics, and Law  |
| IT 545  | Health Care Informatics             |

**Data Science***12 Credits*

|        |  |
|--------|--|
| IT 540 | Enterprise Data Management and Analysis      |
| IT 546 | Principles of Data Science                   |
| IT 566 | Computer Scripting Techniques                |
| IT 576 | Natural Language Processing (NLP) Techniques |
| OR     |  |
| IT 586 | Machine Learning                             |

**Hospitality Innovation***12 Credits*

|         |   |
|---------|---|
| INN 510 | Entrepreneurial Thinking  |
| HRM 586 | People Analytics  |
| MGT 573 | Hospitality Industry: Innovation, Strategy, and Design Thinking |
| MGT 575 | Hospitality Industry: Analytics and Business Intelligence       |

**Business Administration/Cybersecurity (M.B.A./M.S.)**

The M.B.A./M.S. in cybersecurity dual-degree program is designed for students looking to meet the growing needs of today's business and government environments where cybersecurity is now a major business consideration. This dual degree will prepare students for management and executive-level positions by enabling them to understand the business context of cybersecurity in business and government.

Upon successful completion of all dual-degree requirements, students will receive both an M.B.A. and an M.S. in cybersecurity. Students who successfully complete both degrees will achieve the learning outcomes of each of the two programs. See the M.B.A. program (p. 128) for its student outcomes and the M.S. in cybersecurity degree program (p. 168) for its learning outcomes.

**Admission Requirements:** In addition to the university's requirements, students applying to the business administration/cybersecurity dual-degree program must meet the admission requirements of each of the two programs.

**Transfer Credits:** Students who have completed an equivalent graduate course within five years at an accredited college or university, and received a grade of B or better, may be permitted to transfer those graduate credits at the discretion of the school director. No transfer credit is given for internship or practicum experience at the graduate level. Ordinarily, no more than 12 graduate credit hours may be transferred.

**Minimum Grade Requirements:** For students in dual-degree programs, the minimum grade requirement for each degree remains in effect. For students in the business administration/cybersecurity dual-degree program, all course requirements drawn from the M.S. in cybersecurity must be completed with a B- or better. Courses drawn from the M.B.A. program must be completed with a C or better. All graduate students in the College of Business, Innovation, Leadership, and Technology must maintain a minimum cumulative GPA of 3.0.

Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Students must bring their cumulative GPA to 3.0 or higher within nine (9) graduate credits or be dismissed. A student whose cumulative GPA falls below 3.0 a second time will be dismissed.

### Dual-Degree Requirements — Business Administration/Cybersecurity

*57 credits*

#### Degree Required Courses

|         |   |
|---------|---|
| MBA 511 | Management Foundations  |
| MBA 512 | Accounting for Managers   |
| MBA 514 | Business Analytics  |
| MBA 515 | Management in Organizations   |
| MBA 516 | Business Law and Ethics   |
| MBA 517 | Leading in Business   |
| MBA 519 | Operations Management   |
| MBA 520 | Economics for Managers  |
| MBA 521 | Marketing Concepts and Practice                                     |
| MBA 522 | Corporate Finance   |
| MBA 585 | Global Business Experience  |
| IT 504  | Cybersecurity Technology for Managers                               |
| IT 557  | Measuring Systems Security: Monitoring and Auditing                 |
| IT 567  | Global Cybersecurity and Cyber Warfare                              |
| IT 575  | Information Security Management                                     |
| IT 577  | Human Factors in Cybersecurity                                      |
| IT 547  | OR<br>Security and Privacy of Electronic Documents                  |
| MBA 626 | Strategic Management Seminar  |
| IT 680  | IT Master's Project   |
|         | One (1) cybersecurity or data science 500/600-level course elective |

### Business Administration/Information Technology Dual Degree (M.B.A./M.S.)

The M.B.A. and M.S. in information technology dual-degree program is designed to meet the needs of those

students desiring a strong business background with an emphasis in information technology (IT). A dual degree will prepare students for management responsibilities in today's fast-growing IT industry that exists in a global and competitive business environment.

Upon successful completion of all dual-degree requirements, students will receive both an M.B.A. and an M.S. in information technology. Students successfully completing both degrees will achieve the learning outcomes of each of the two programs. See the M.B.A. program (p. 128) for its student outcomes and the M.S. in information technology program (p. 171) for its student outcomes.

**Admission Requirements:** In addition to the university's requirements, students applying to the business administration/information technology dual-degree program must meet the admission requirements for each of the two programs.

**Transfer Credits:** Students who have completed an equivalent graduate course within five years at an accredited college or university, and received a grade of B or better, may be permitted to transfer those graduate credits at the discretion of the school director. No transfer credit is given for internship or practicum experience at the graduate level. Ordinarily, no more than 12 graduate credit hours may be transferred.

**Minimum Grade Requirements:** A minimum grade of C is needed to receive credit for any MBA course in this dual-degree program. A minimum grade of B- is needed to receive credit for any IT course in this dual-degree program. All graduate students in the College of Business, Innovation, Leadership, and Technology must maintain a minimum cumulative GPA of 3.0.

Students whose cumulative GPA falls below 3.0 during enrollment in this dual degree will be placed on academic probation. Students must bring their cumulative GPA to 3.0 or higher within nine (9) graduate credits or be dismissed. A student whose cumulative GPA falls below 3.0 a second time will be dismissed.

### Dual-Degree Requirements — Business Administration/Information Technology

*57 credits*

Courses are listed in recommended sequence of enrollment.

|         |                         |
|---------|-------------------------|
| MBA 511 | Management Foundations  |
| MBA 514 | Business Analytics      |
| MBA 512 | Accounting for Managers |

|         |   |
|---------|---|
| MBA 515 | Management in Organizations             |
| MBA 516 | Business Law and Ethics                 |
| MBA 517 | Leading in Business                     |
| MBA 519 | Operations Management                   |
| MBA 520 | Economics for Managers                  |
| MBA 521 | Marketing Concepts and Practice         |
| MBA 522 | Corporate Finance                       |
| MBA 585 | Global Business Experience              |
| IT 510  | Requirements Analysis and Management    |
| IT 520  | Enterprise Infrastructure and Networks  |
| IT 530  | Computer Security                       |
| IT 540  | Enterprise Data Management and Analysis |
| IT 546  | Principles of Data Science              |
| IT 610  | IT Governance and Strategy              |
| IT 680  | IT Master's Project                     |
| MBA 626 | Strategic Management Seminar            |

### **Business Administration/Human Resource Management Dual Degree (M.B.A./M.A.)**

The M.B.A. and M.A. in human resource management dual-degree program is designed to meet the needs of those students desiring a strong business and human resource management background. A dual degree will prepare students for executive-level responsibilities in human resource departments by better enabling them to understand the business context within which human resource decisions are made.

Upon successful completion of all dual-degree requirements, students will receive both an M.B.A. and an M.A. in human resource management. Students successfully completing both degrees will achieve the learning outcomes of each of the two programs. See the M.B.A. program for its student outcomes and the M.A. in human resource management for its student outcomes.

**Admission Requirements:** In addition to the university's requirements, students applying to the business administration/human resource management dual-degree program must meet the admission requirements of each of the two programs.

**Minimum Grade Requirements:** For students in dual-degree programs, the minimum grade requirement for each degree remains in effect. For students in the business administration/human resource management dual-degree program, all course requirements drawn from the M.A. in human resource management must be completed with a B- or better. Courses drawn from the M.B.A. program must be completed with a C or better. All graduate students in the School of Business and

Technology must maintain a minimum cumulative GPA of 3.0.

Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Students must bring their cumulative GPA to 3.0 or higher within nine (9) graduate credits or be dismissed. A student whose cumulative GPA falls below 3.0 a second time will be dismissed.

### **Dual-Degree Requirements — Business Administration/Human Resource Management**

*57 credits*

Courses are listed in recommended sequence of enrollment.

|         |  |
|---------|--|
| MBA 511 | Management Foundations                         |
| MBA 514 | Business Analytics                             |
| MBA 512 | Accounting for Managers                        |
| MBA 515 | Management in Organizations                    |
| MBA 516 | Business Law and Ethics                        |
| MBA 519 | Operations Management                          |
| MBA 520 | Economics for Managers                         |
| MBA 517 | Leading in Business                            |
|         | OR   |
| MGT 515 | Leading and Managing Teams                     |
| MBA 521 | Marketing Concepts and Practice                |
| MBA 522 | Corporate Finance                              |
| MBA 585 | Global Business Experience                     |
|         | OR   |
| HRM 585 | Global Human Resource Issues                   |
| OD 521  | Organization Development Change and Consulting |
| OD 523  | Executive Coaching                             |
| HRM 534 | Total Pay Perspective                          |
| HRM 538 | Human Resource Selection and Recruitment       |
| HRM 539 | Performance Management                         |
| MBA 626 | Strategic Management Seminar                   |
| HRM 533 | Strategic Human Resource Management            |
|         | One (1) 500/600-level elective                 |

### **Health Care Management (M.S.)**

The mission of Marymount University's graduate health care management program is to prepare graduates to lead and manage health care delivery systems in a competitive, global environment. The program aims to develop students' managerial and leadership skills while sharpening their policy perspectives on health care issues. Graduates of the program are prepared to deliver the highest professional standards in formulating, evaluating, and implementing effective and efficient health care delivery systems and policies for diverse populations. Program graduates are well prepared for

mid-level management positions throughout the health care delivery system. Many program alumni have gone on to be leaders and high-level executives in the field.

The vision of Marymount University's M.S. in health care management program is to be the national capital area's premier learning environment focused on building student competencies in business, health policy, and leadership integrity that promote excellence in health care delivery. The program prepares graduates for successful careers in various sectors of the health care delivery system, such as hospitals, managed care organizations, government agencies, associations, and health care consulting firms.

Upon successful completion of the health care management program, students will be able to

- analyze and interpret data to make sound strategic and operational business decisions in the health care industry;
- demonstrate strong, confident communication skills that reflect ethical standards in business and health care delivery;
- lead and participate as professionals in the field of health care management; and
- develop a foundational knowledge of policies, practices, and emerging trends in the health care field and apply this knowledge to organizational decisions.

The M.S. in health care management program is accredited by the Commission on Accreditation of Healthcare Management Education (CAHME).

**Admission Requirements:** In addition to the university's (p. 22) and the College of Business, Innovation, Leadership and Technology admission requirements, each application to the Healthcare Management program is reviewed holistically by the program director. Each applicant is required to:

- submit a statement of purpose. Statements will be assessed for interest in understanding the health care system, willingness to work hard, writing skills;
- submit a resume/CV; and
- interview by request of the program director, who will assess potential students' professionalism and oral communication skills.

**Transfer Credits:** Students who have completed an equivalent graduate course within five years at an accredited college or university, and received a grade of B or better, may be permitted to transfer those graduate credits at the discretion of the school director. No transfer credit is given for internship or practicum

experience at the graduate level. Ordinarily, no more than 12 graduate credit hours may be transferred.

**Minimum Grade Requirements:** A minimum grade of C is required to receive credit for a course in the health care management program. All graduate students in the College of Business, Innovation, Leadership and Technology must maintain a minimum cumulative GPA of 3.0.

Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Students must bring their cumulative GPA to 3.0 or higher within nine (9) graduate credits or be dismissed. A student whose cumulative GPA falls below 3.0 a second time will be dismissed.

### Degree Requirements — Health Care Management

45 credits

Courses are listed in recommended sequence of enrollment.

|         |   |
|---------|---|
| HCM 500 | Accounting Basics for Health Care Managers          |
| HCM 510 | Health Care Management                              |
| ECO 590 | Health Care Economics                               |
| MBA 514 | Business Analytics                                  |
| HCM 530 | Human and Organizational Development in Health Care |
| IT 545  | Health Care Informatics                             |
| HCM 520 | Healthcare Reimbursement Strategies                 |
| HCM 535 | Healthcare Policy, Ethics, and Law                  |
| HCM 550 | Health Care Finance                                 |
| LA 540  | Health Care Law                                     |
| HCM 590 | Population Health and Epidemiology                  |
| HCM 560 | Health Care Operations Management                   |
| HCM 555 | Health Care Strategic Planning and Marketing        |
|         | Two (2) graduate-level electives from the College   |

### Health Care Management/Business Administration Dual Degree (M.S./M.B.A.)

The M.S. in health care management and M.B.A. dual-degree program is designed to meet the needs of students who desire a strong business background with a prominent emphasis on the U.S. health care industry. A dual degree will prepare students for middle- or senior-level management positions in hospitals or other health care organizations.

Upon successful completion of all dual-degree requirements, students will receive both an M.S. in health care management and an M.B.A. Students successfully completing both degrees will achieve the

learning outcomes of each of the two programs. See the M.S. in health care management program for its student outcomes and the M.B.A. program for its student outcomes.

**Admission Requirements:** In addition to meeting the university's requirements, students applying to the health care management/business administration dual-degree program must meet the admission requirements of each of the two programs.

**Transfer Credits:** Students who have completed an equivalent graduate course within five years at an accredited college or university, and received a grade of B or better, may be permitted to transfer those graduate credits at the discretion of the school director. No transfer credit is given for internship or practicum experience at the graduate level. Ordinarily, no more than 12 graduate credit hours may be transferred.

**Minimum Grade Requirements:** A minimum grade of C is required to receive credit for a course in this dual-degree program. All graduate students in the College of Business, Innovation, Leadership, and Technology must maintain a minimum cumulative GPA of 3.0.

Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Students must bring their cumulative GPA to 3.0 or higher within nine (9) graduate credits or be dismissed. A student whose cumulative GPA falls below 3.0 a second time will be dismissed.

### Dual-Degree Requirements — Health Care Management/Business Administration

63 credits

Courses are listed in recommended sequence of enrollment.

|         |   |
|---------|---|
| HCM 500 | Accounting Basics for Health Care Managers          |
| HCM 510 | Health Care Management                              |
| MBA 511 | Management Foundations                              |
| MBA 514 | Business Analytics                                  |
| IT 545  | Health Care Informatics                             |
| MBA 515 | Management in Organizations                         |
| ECO 590 | Health Care Economics                               |
| HCM 535 | Health Care Policy and Ethics                       |
| LA 540  | Health Care Law                                     |
| HCM 530 | Human and Organizational Development in Health Care |
| HCM 590 | Population Health and Epidemiology                  |
| MBA 585 | Global Business Experience                          |
| HCM 585 | OR<br>Global Health Care                            |

|         |   |
|---------|---|
| HCM 520 | Health Care Reimbursement Systems                 |
| HCM 550 | Health Care Finance                               |
| MBA 522 | Corporate Finance                                 |
| MBA 521 | Marketing Concepts and Practice                   |
| HCM 555 | Health Care Strategic Planning and Marketing      |
| MBA 626 | Strategic Management Seminar                      |
|         | Two (2) graduate-level electives from the College |

### Health Care Management/Information Technology Dual Degree (M.S./M.S.)

The M.S. in health care management and M.S. in information technology dual-degree program is designed to meet the needs of students who wish to work in the growing field of health care information technology. Students will develop strategies for implementing information technology systems specifically designed to aid health care professionals in managing patient records, payments, and other financial data, among other things.

Upon successful completion of all dual-degree requirements, students will receive both an M.S. in health care management and an M.S. in information technology. Students successfully completing both degrees will achieve the learning outcomes of each of the two programs. See the M.S. in health care management program for its student outcomes and the M.S. in information technology program for its student outcomes.

**Admission Requirements:** In addition to the university's requirements, students applying to the health care management/information technology dual-degree program must meet the admission requirements of each of the two programs.

**Transfer Credits:** Students who have completed an equivalent graduate course within five years at an accredited college or university, and received a grade of B or better, may be permitted to transfer those graduate credits at the discretion of the school director. No transfer credit is given for internship or practicum experience at the graduate level. Ordinarily, no more than 12 graduate credit hours may be transferred.

**Minimum Grade Requirements:** A minimum grade of C is needed to receive credit for any HCM course in this dual-degree program. A minimum grade of B- is needed to receive credit for any IT course in this dual-degree program. All graduate students in the College of Business, Innovation, Leadership, and Technology must maintain a minimum cumulative GPA of 3.0.

Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Students must bring their cumulative GPA to 3.0 or higher within nine (9) graduate credits or be dismissed. A student whose cumulative GPA falls below 3.0 a second time will be dismissed.

### Dual-Degree Requirements — Health Care Management/Information Technology

63 credits

#### Required Health Care Courses

Courses are listed in recommended sequence of enrollment.

|         |   |
|---------|---|
| HCM 510 | Health Care Management                              |
| ECO 590 | Health Care Economics                               |
| MBA 514 | Business Analytics                                  |
| HCM 530 | Human and Organizational Development in Health Care |
| IT 545  | Health Care Informatics                             |
| HCM 520 | Health Care Reimbursement Systems                   |
| HCM 535 | Health Care Policy and Ethics                       |
| HCM 550 | Health Care Finance                                 |
| LA 540  | Health Care Law                                     |
| HCM 590 | Population Health and Epidemiology                  |
| IT 510  | Requirements Analysis and Management                |
| IT 520  | Enterprise Infrastructure and Networks              |
| IT 530  | Computer Security                                   |
| IT 540  | Enterprise Data Management and Analysis             |
| IT 610  | IT Governance and Strategy                          |
| HCM 560 | Health Care Operations Management                   |
| HCM 555 | Health Care Strategic Planning and Marketing        |
| IT 680  | IT Master's Project                                 |
|         | Two (2) graduate-level electives from the College   |

#### Human Resource Management (M.A.)

This master's degree program prepares students to excel as specialists or generalist human resource professionals, managers, and consultants. Students acquire competencies in all of the core human resource management functional areas (including organization development) by utilizing a systems approach to strategically support organizational performance.

Upon successful completion of the human resource management program, students will be able to

- select an OD/HRM analysis model to organize strategic trends within organizations, formulate and explain aligned recommendations for new or

improved HR/OD structures, and develop an implementation plan to support business goals;

- survey and organize performance and total pay systems within organizations and design new or improved performance/total pay structures that measure strategic results at the individual, team, or organizational level;
- investigate and evaluate the OD/HR leadership and team behaviors within organizations that support a healthy culture and produce HR/OD leadership and team development projects that increase engagement and business results; and
- appraise alignments of HR/OD initiatives concerning employment law, ethics, labor, international relations, and diversity and create a plan for improved initiatives.

This program is certified by the Society for Human Resource Management (SHRM) and the Association for Talent Management (ATD) to be in alignment with the designated competencies required by each association.

**Admission Requirements:** See the university's requirements for admission.

**Transfer Credits:** Students who have completed an equivalent graduate course within five years at an accredited college or university, and received a grade of B or better, may be permitted to transfer those graduate credits at the discretion of the school director. No transfer credit is given for internship or practicum experience at the graduate level. Ordinarily, no more than 12 graduate credit hours may be transferred.

**Minimum Grade Requirements:** Students in the human resource management program must meet the university's academic standards for graduate students and achieve a minimum grade of B- for each course required for the degree. All graduate students in the College of Business, Innovation, Leadership, and Technology must maintain a minimum cumulative GPA of 3.0.

Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Students must bring their cumulative GPA to 3.0 within nine (9) graduate credits or be dismissed. A student whose cumulative GPA falls below 3.0 a second time will be dismissed.

#### Degree Requirements — Human Resource Management

36 credits

Courses are listed in recommended, but not required, sequence of enrollment.



|         |  |
|---------|--|
| HRM 538 | Human Resource Selection and Recruitment       |
| HRM 539 | Performance Management                         |
| HRM 534 | Total Pay Perspective                          |
| LA 535  | Employment Law<br>OR                           |
| LA 561  | Law and the Business Environment<br>OR         |
| MBA 516 | Business Law and Ethics                        |
| HRM 585 | Global Human Resource Issues                   |
| OD 521  | Organization Development Change and Consulting |
| HRM 509 | The Learning Organization                      |
| MGT 515 | Leading and Managing Teams                     |
| HRM 533 | Strategic Human Resource Management            |
| HRM 590 | Practicum                                      |

Students in the program must complete one of the following four tracks and submit a Change of Program form to declare the track with the school office.

#### General HR Track

|         |   |
|---------|---|
| HRM 590 | Practicum   |
|         | Two (2) College of Business, Innovation, Leadership and Technology graduate-level electives |

#### Analytics Track

|         |                    |
|---------|--------------------|
| MBA 514 | Business Analytics |
| HRM 586 | People Analytics   |

*HRM 590: must be an analytics project*

#### Coaching Track

|         |   |
|---------|---|
| OD 523  | Executive Coaching  |
| OD 522  | Organization Development Implementation and Coaching<br>OR                |
| MBA 517 | Leading in Business<br>OR   |
| MBA 515 | Management in Organizations<br>OR   |
| CE 503  | Advanced Human Growth and Development<br>OR                               |
| CE 530C | Career Development Counseling (Clinical Mental Health Counseling section) |

*HRM 590: must be a coaching project*

*CE courses require joint permission from the program directors.*

#### Leadership Track

|         |  |
|---------|--|
| MGT 507 | Leadership<br>OR                           |
| MBA 517 | Leading in Business                        |
| MGT 502 | Leading Collaboration and Innovation<br>OR |
| OD 523  | Executive Coaching                         |

*HRM 590: must be a leadership project*

#### Organization Development Track

|         |  |
|---------|--|
| MGT 502 | Leading Collaboration and Innovation<br>OR                 |
| MBA 515 | Management in Organizations                                |
| OD 522  | Organization Development Implementation and Coaching<br>OR |
| OD 523  | Executive Coaching   |

*HRM 590: must be an organization development project*

#### Talent Development Track

|          |  |
|----------|--|
| HRM 503  | Adult Learning<br>OR                                       |
| ED 500SL | Foundations of Education and the Teaching Profession       |
| OD 522   | Organization Development Implementation and Coaching<br>OR |
| OD 523   | Executive Coaching   |

*HRM 590: must be a training project*

*ED course requires joint permission from program directors.*

## Graduate Certificates

### Business Management (Graduate Certificate)

The certificate is for individuals who have a bachelor or master's degree in any subject, particularly IT, who are interested in enhancing their business knowledge to gain managerial roles in government and industry.

Employees need to understand the basic business functions and skills in all levels of an organization and in all functional areas.

The certificate program is designed to give students an in-depth understanding of the principles of business whatever their industry.

Upon successful completion of the program, students will be able to:

- Analyze and apply basic financial and micro- and macro-economic concepts to business operations
- Evaluate and assess ethical challenges and decision-making encountered in organizations
- Identify and apply effective communication techniques

### Admission Requirements

Preference is given to applicants who have one of the following:

- An overall minimum GPA of 3.0 in an accredited undergraduate program;
- Nine (9) recent credits in an accredited graduate program with a minimum GPA of 3.0; or

- A satisfactory score on the GRE or GMAT with a background or experience in business or technology.

**Minimum Grade:** A minimum grade of C is needed to receive credit for a course in the certificate. All graduate students in the College of Business, Innovation, Leadership, and Technology must maintain a minimum cumulative GPA of 3.0.

Students whose GPA falls below 3.0 at the end of any semester will be placed on academic probation. Students must bring their cumulative GPA to 3.0 or higher within nine (9) graduate credits or be dismissed. A student whose cumulative GPA falls below 3.0 a second time will be dismissed.

Title IV federal financial aid is not available for the certificate program unless it is included in the M.S. in Technology Management program.

### Certificate Requirements

#### 12 Credits

#### Required Courses

|         |                                 |
|---------|---------------------------------|
| MBA 512 | Accounting for Managers         |
| MBA 515 | Management in Organizations     |
| MBA 520 | Economics for Managers          |
| MBA 521 | Marketing Concepts and Practice |

### Healthcare Management (Graduate Certificate)

The certificate is aimed at individuals who have a bachelor or master's degree in any subject, particularly business and technology, who are interested in gaining industry-specific knowledge in healthcare. The certificate program is designed to give students an in-depth understanding of the principles of the healthcare industry. Title IV federal financial aid is not available for this certificate program, but private and institutional aid may be available.

Upon successful completion of the program, students will be able to:

- Evaluate business strategies and organizational structures in the healthcare industry.
- Understand analyze payment models used in different healthcare settings and critique their relevance to quality of care.
- Assess the ethical use of data in the healthcare industry.

### Admissions and Graduation Requirements

Preference is given to applicants who have one of the following:

- An overall minimum GPA of 3.0 in an accredited undergraduate program.
- Nine (9) recent credits in an accredited graduate program with a minimum GPA of 3.0.
- A satisfactory score on the GRE or GMAT with a background or experience in business or technology.

A minimum grade of C is needed to receive credit for a course in the certificate. All graduate students in the College of Business, Innovation, Leadership, and Technology must maintain a minimum cumulative GPA of 3.0.

Students whose GPA falls below 3.0 at the end of any semester will be placed on academic probation. Students must bring their cumulative GPA to 3.0 or higher within nine (9) graduate credits or be dismissed. A student whose cumulative GPA falls below 3.0 a second time will be dismissed.

Upon successful completion of the program, students will be able to:

- Evaluate business strategies and organizational structures in the healthcare industry.
- Understand analyze payment models used in different healthcare settings and critique their relevance to quality of care.
- Assess the ethical use of data in the healthcare industry.

### Certificate Requirements

#### 12 Credits

#### Required Courses

|         |                                     |
|---------|-------------------------------------|
| HCM 510 | Health Care Management              |
| HCM 520 | Healthcare Reimbursement Strategies |
| HCM 535 | Healthcare Policy, Ethics, and Law  |
| IT 545  | Health Care Informatics             |

### Health Care Practice Management (Graduate Certificate)

This certificate prepares those with some clinical and/or administrative experience in the health care field with the necessary skill set to integrate business expertise into health care decisions. It is highly recommended that students have prior knowledge of Excel. This certificate is not eligible for Title IV funding.

**Minimum Grade Requirement:** A minimum grade of C is required to receive credits for a course in the certificate program. All students in the College of Business, Innovation, Leadership, and Technology must maintain a cumulative GPA of 3.0. Students whose cumulative GPA falls below 3.0 will be placed on

academic probation. Students must bring their cumulative GPA to 3.0 or higher within nine (9) graduate credits or be dismissed. A student whose cumulative GPA falls below 3.0 a second time will be dismissed.

### Certificate Requirements

15 credits

#### Certificate Required Courses

|         |  |
|---------|--|
| MBA 512 | Accounting for Managers                      |
| MBA 515 | Management in Organizations                  |
| HCM 520 | Healthcare Reimbursement Strategies          |
| HCM 560 | Health Care Operations Management            |
| HCM 555 | Health Care Strategic Planning and Marketing |

#### Intrapreneurship (Graduate Certificate)

This certificate program is designed for students who want to use their entrepreneurial spirit and skills in existing organizations rather than start their own. Intrapreneurship and innovation drive the growth of many successful Washington area businesses in media, hospitality, government contracting, health care, and information technology.

Upon successful completion of the program, students will be able to:

- Design and conduct evidence-based research on successful intrapreneurial and entrepreneurial growth strategies.
- Evaluate innovation ideas and develop a plan to integrate them into a commercial market.
- Judge how professional communications and group behaviors necessary to achieve entrepreneurial objectives in a corporate setting.

**Admission Requirements:** Students interested in earning this certificate must have good general IT and business knowledge, demonstrated by either their education or work experience. Title IV federal financial aid is not available for the certificate program unless it is included in the M.S. in emerging technology program.

**Certificate Completion Requirements:** All coursework must be completed at Marymount within three years of the date of matriculation. If the certificate is completed as part of the M.S. in emerging technology, students must complete all certificate requirements by the conferral date of the master's degree.

### Certificate Requirements

12 credits

#### Required Courses

|         |  |
|---------|--|
| INN 510 | Entrepreneurial Thinking                             |
| INN 520 | Intrapreneurship                                     |
| INN 530 | Strategic Growth for Entrepreneurs and Intrapreneurs |
| INN 540 | Emerging Business Formation and Financing            |

#### Leadership (Graduate Certificate)

The leadership certificate is designed for business and technology professionals who need to extend their knowledge of contemporary leadership techniques. Leadership is an important credential to have as businesses and nonprofit organizations restart and reinvent their business models.

Upon successful completion of the program, students will be able to

- Identify the major forces underlying organizational change theory and the critical incidents involved in the process of change—and apply these to a real company undergoing a major change project.
- Articulate and apply concepts of strategy, strategic planning, and strategic thinking to immediate managerial challenges and design management interventions for change initiatives.
- Promote and manage innovation.

**Admission Requirements:** In addition to the university's requirements (p. 22) for graduate school admission, the applicant should hold a bachelor's degree with some education or experience in any business environment. Title IV federal financial aid is not available for the certificate program unless it is included in the M.S. in emerging technology program.

**Program Completion Requirements:** Twelve (12) credits of coursework must be completed at Marymount University within three years of the date of matriculation.

### Certificate Requirements

12 credits

#### Required Courses

|         |  |
|---------|--|
| MGT 502 | Leading Collaboration and Innovation           |
| MGT 590 | Organization Policy and Strategy               |
| OD 521  | Organization Development Change and Consulting |
| MBA 517 | Leading in Business                            |
| OR      |  |
| INN 510 | Entrepreneurial Thinking                       |

### Organization Development (Graduate Certificate)

This certificate program allows students to concentrate on organization development (OD) applications and fieldwork in today's fast-changing business world with an emphasis on team dynamics and building efficiencies within a variety of industries. Title IV federal financial aid is not available for this certificate program, but private and institutional aid may be available.

**Minimum Grade Requirements:** Students in this certificate program must meet the university's academic standards for graduate students and achieve a minimum grade of B- for each course required in the certificate. All graduate students in the College of Business, Innovation, Leadership, and Technology must maintain a minimum cumulative GPA of 3.0.

Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Students must bring their cumulative GPA to 3.0 or higher within nine (9) graduate credits or be dismissed. A student whose cumulative GPA falls below 3.0 a second time will be dismissed.

#### Certificate Requirements

*12 credits*

|         |  |
|---------|--|
| MGT 515 | Leading and Managing Teams                     |
| OD 521  | Organization Development Change and Consulting |
| MBA 515 | Management in Organizations                    |
| HRM 532 | Seminar in Human Resource Management Topics    |

### Talent Management (Graduate Certificate)

This certificate program prepares students to practice in the core areas of talent management. The program consists of a set of integrated human resource courses that reflect the importance of a global perspective in talent development, the key role of data analysis for talent management decisions, and a strategic systems perspective for recruiting and retaining talent in the workplace. Title IV federal financial aid is not available for this certificate program, but private and institutional aid may be available.

**Minimum Grade Requirements:** Students in this certificate program must meet the university's academic standards for graduate students and achieve a minimum grade of B- in each course required for the certificate. All graduate students in the College of Business, Innovation, Leadership, and Technology must maintain a minimum cumulative GPA of 3.0.

Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Students must bring their cumulative GPA to 3.0 or higher within nine (9) graduate credits or be dismissed. A student whose cumulative GPA falls below 3.0 a second time will be dismissed.

Upon successful completion of the program students will be able to:

- Explain the relationship between a firm's selection system and key HR functions.
- Evaluate individual and organizational performance measures.
- Apply a global perspective when making business decisions.
- Apply statistical analyses in the HR decision making process.

#### Certificate Requirements

*12 credits*

|         |  |
|---------|--|
| HRM 538 | Human Resource Selection and Recruitment |
| HRM 539 | Performance Management                   |
| MBA 585 | Global Business Experience               |
| HRM 586 | People Analytics                         |

## School of Design and Art

### Undergraduate Degrees

#### Art (B.A.)

The art major provides an education in diverse media and focuses on creating, studying, and evaluating art. The program capitalizes on Marymount faculty expertise in fine arts and profits from easy access to the many art galleries and museums in the greater Washington, DC, region.

Upon successful completion of the art major, students will be able to

- skillfully differentiate, select, and apply visual arts media, techniques, and processes;
- differentiate and interpret meaning in the visual arts from past to present by researching cultural and historical context;
- integrate academic knowledge with the work environment; and
- effectively present and exhibit portfolio-quality work.

Foundation courses in design, drawing, and art history introduce basic skills of observation and visual communication, and many are open to all Marymount

students. The studio courses provide rigorous training in the necessary skills for creating art in any medium, and art history courses supply a background in the traditions of visual art and the opportunity to analyze works of art in greater detail.

After completing the foundation curriculum, art majors broaden their studio experience by enrolling in courses that apply their foundation skills in a variety of artistic media. Art majors also take upper-division courses in art history, one of which focuses on art in the modern world, and complete an internship in a regional art agency, gallery, or museum, or an apprenticeship under a professional artist. Students complete their studies at the senior level by creating a body of work that demonstrates their breadth of talent and by assembling a new portfolio of work that highlights their skills and achievements. Their work is evaluated by school faculty and invited guests, and it is juried for a group exhibition on campus that is open to the public.

Students are also encouraged to complete a minor in business, marketing, entrepreneurship, or the pre-professional track in pre-art therapy.

The pre-art therapy track provides a full curriculum of art classes plus the psychology courses needed for entry into a graduate program to earn the master's degree that is required to be a practicing art therapist. The undergraduate pre-art therapy degree can also prepare students to pursue graduate studies in related fields such as mental health counseling and counseling psychology.

The art major also leaves non-pre-professional track students a sufficient number of university electives to pursue other minors or a double major, allowing students the opportunity to prepare themselves for professional careers in the arts.

**Minimum Grade Requirement:** A grade of a C or better is required in any Art course that counts toward the degree.

### Degree Requirements — Art

This degree requires a total of 120 credits.

### Liberal Arts Core and University Requirements

See University Requirements and the Liberal Arts Core (p. 101) for details.

### Major Requirements

To fulfill the requirements of this major, all students in this program will take the following courses in a sequence determined in collaboration with their advisor.

|         |  |
|---------|--|
| AH 201  | Introduction to Art History: Ancient to Medieval                       |
| AH 202  | OR<br>Introduction to Art History: Renaissance to Modern               |
| AH 380  | Movements in Modern Art  |
| AH 410  | Topics in Art History  |
| ART 105 | Drawing I  |
| ART 205 | Drawing II   |
| ART 210 | Three-Dimensional Design   |
| ART 301 | Professional Portfolio   |
| ART 395 | Advanced 2D Studio   |
| ART 396 | OR<br>Advanced Ceramics and 3D Studio                                  |
| ART 400 | Internship   |
| ART 422 | Senior Project   |
| VIS 101 | User Centered Design   |
| VIS 111 | Intro to Color and Design  |
| VIS 121 | Intro to Digital Tools   |
|         | Nine (9) credits in art studio electives, in three (3) different media |

### Pre-Art Therapy Track

Students in the pre-art therapy track should add the following courses:

#### Required Courses

|         |                                 |
|---------|---------------------------------|
| PSY 101 | General Psychology *            |
| PSY 105 | General Psychology Laboratory   |
| PSY 110 | Human Growth and Development *  |
| PSY 230 | Abnormal Psychology *           |
| PSY 330 | Counseling Theories and Process |

#### Required Electives

One (1) advanced psychology course from the following:

|         |                               |
|---------|-------------------------------|
| PSY 311 | Early Childhood Development * |
| PSY 312 | Adolescent Psychology         |
| PSY 313 | Adulthood and Aging *         |

### Sample Degree Plan — Art

Please note that this is a sample plan; all students must consult with an advisor in making course selections. This plan will differ for students who wish to pursue any minor or track.

#### Year One — Fall

|          |                           |
|----------|---------------------------|
| ART 105  | Drawing I                 |
| VIS 101  | User Centered Design      |
| VIS 111  | Intro to Color and Design |
| EN 101   | Composition I *           |
| CNCT 100 | Connections *             |

*ART 105: FNA core course*

*EN 101: WR core course*

**Year One — Spring**

|         |   |
|---------|---|
| ART 210 | Three-Dimensional Design                  |
| VIS 121 | Intro to Digital Tools                    |
| EN 102  | Composition II *                          |
| TRS 100 | Theological Inquiry *                     |
| HI      | Introductory History (HI-1) core course * |

EN 102: WR core course

TRS 100: TRS-1 core course

**Year Two — Fall**

|         |  |
|---------|--|
| ART 205 | Drawing II                                   |
|         | One (1) art studio elective                  |
| PH 100  | Introduction to Philosophy *                 |
| EN      | Introductory Literature (LT-1) core course * |
| MA      | Mathematics (MT) core course *               |

Art studio elective: See Major Requirements above for course selections.

PH 100: PH-1 core course

**Year Two — Spring**

|        |  |
|--------|--|
| AH 201 | Introduction to Art History: Ancient to Medieval   |
|        | OR   |
| AH 202 | Introduction to Art History: Renaissance to Modern |
|        | One (1) art studio elective                        |
|        | Natural Science (NS) core course with lab *        |
|        | Introductory Social Science (SS-1) core course *   |
|        | One (1) elective                                   |

AH 202: FNA core course

Art studio elective: See Major Requirements above for course selections.

**Year Three — Fall**

|        |  |
|--------|--|
| AH 380 | Movements in Modern Art  |
|        | OR   |
| AH 410 | Topics in Art History  |
|        | One (1) art studio elective  |
|        | Advanced Literature (LT-2) or Advanced History (HI-2) core course *                                  |
|        | Introductory Social Science (SS-1) in a second discipline or Second Natural Science (NS) core course |
|        | One (1) elective - GP course if not already completed *  |

Art studio elective: See Major Requirements above for course selections.

AH 380 or AH 410: WI core course

**Year Three — Spring**

|         |                         |
|---------|-------------------------|
| AH 380  | Movements in Modern Art |
|         | OR                      |
| AH 410  | Topics in Art History   |
| ART 395 | Advanced 2D Studio      |

|         |   |
|---------|---|
|         | OR  |
| ART 396 | Advanced Ceramics and 3D Studio   |
| ART 301 | Professional Portfolio  |
| PH      | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course * |
|         | Introductory Social Science (SS-1) in a third discipline *              |

AH 380 or AH 410 (should be a different topic than previously taken): WI core course

ART 395 or ART 396: DSINQ core course

**Year Four — Fall**

|         |   |
|---------|---|
| ART 422 | Senior Project  |
|         | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course * |
|         | Advanced Social Science (SS-2) core course*   |
|         | One (1) elective - 3rd WI course if not already completed *                             |
|         | One (1) elective  |

ART 422: DSINQ core course

**Year Four — Spring**

|         |   |
|---------|---|
| ART 400 | Internship  |
|         | One (1) elective - 3rd DSINQ course required if not already completed * |
|         | Three (3) electives   |

\* Fulfills Liberal Arts Core/University Requirements.

See University Requirements and the Liberal Arts Core (p. 101) and the Course Descriptions (p. 318) for further information.

**Art (B.A.) to M.B.A. Program**

This pre-M.B.A. program allows advanced art students to begin to pursue their M.B.A. degree while completing their undergraduate program. If students begin their graduate coursework while completing their undergraduate programs, they could earn their undergraduate and graduate degrees at an accelerated rate.

Art students can supplement their undergraduate coursework with up to six credits of specified M.B.A. graduate courses. The M.B.A. courses would satisfy both graduate and undergraduate program requirements.

Students would be allowed to enroll in up to four graduate-level M.B.A. courses while completing undergraduate coursework; however, only two of those courses (six credits) would be eligible for application to the undergraduate degree. If students opt to take an additional two courses at the graduate level while

completing the undergraduate degree, these courses would only apply to the graduate program requirements. All four graduate courses would satisfy M.B.A. program requirements.

### Admission Requirements

In addition to meeting the university's undergraduate admission requirements, students are permitted to submit an application and, if approved, take graduate M.B.A. courses if they have

- at least 60 credits but no more than 90 credits and
- a minimum cumulative GPA of 3.4.

### MBA Courses

|         |                                 |
|---------|---------------------------------|
| MBA 511 | Management Foundations          |
| MBA 512 | Accounting for Managers         |
| MBA 515 | Management in Organizations     |
| MBA 521 | Marketing Concepts and Practice |

### Art with K-12 Teaching Licensure (B.A. in Art)

This program of study allows students to complete a baccalaureate degree in art and also be licensed to teach art at the K-12 level at the end of four years. Students pursuing licensure in this manner complete all requirements necessary for Virginia licensure, including field experience and student teaching.

**Admission Requirements:** Students in this program must seek admission to the teacher licensure program and apply for student teaching. See the education section (p. 195) for admission requirements and procedures.

**Degree Planning:** Students in this program must take courses as specified to ensure fulfillment of state licensure requirements. In addition to working with an academic advisor and faculty mentor in the School of Design and Art, students must also see an education advisor in the School of Education for further information.

Also, course rotations vary, and not every course is available each semester. Individual advising is important to ensure students meet all major and teaching licensure requirements.

**Minimum Grade Requirements:** Students must maintain a 3.0 grade point average in their major. A grade of a C or better is required in any Art course that counts toward the degree. A grade of a C or better is required in professional studies courses with a minimum 3.0 GPA. Professional studies courses are those associated with teacher preparation. An overall 2.5 GPA is required.

### Degree Requirements — Art with K-12 Teaching Licensure (B.A. in Art)

This degree requires a total of 122 credits.

#### Liberal Arts Core and University Requirements

See University Requirements and the Liberal Arts Core for details.

#### Major Requirements

To fulfill the requirements of the major, all students in this program will take the following coursework in a sequence determined in collaboration with an advisor. Some courses also satisfy Liberal Arts Core and/or University Requirements. Some coursework fulfills teaching licensure requirements as specified by the Commonwealth of Virginia.

|          |  |
|----------|--|
| AH 201   | Introduction to Art History: Ancient to Medieval         |
| AH 202   | OR<br>Introduction to Art History: Renaissance to Modern |
| AH 380   | Movements in Modern Art                                  |
| AH 410   | Topics in Art History                                    |
| ART 105  | Drawing I  |
| ART 107  | Hand-Built Ceramics                                      |
| ART 215  | OR<br>Wheel-Thrown Ceramics                              |
| ART 205  | Drawing II   |
| ART 210  | Three-Dimensional Design                                 |
| ART 211  | Printmaking  |
| ART 213  | Painting   |
| ART 301  | Professional Portfolio                                   |
| ART 395  | Advanced 2D Studio                                       |
| ART 396  | OR<br>Advanced Ceramics and 3D Studio                    |
| ART 422  | Senior Project   |
| ED 200SL | Foundations of Teaching and Learning                     |
| ED 254   | Technology for the K-12 Classroom                        |
| ED 337   | Literacy in the Content Areas                            |
| ED 338   | Secondary Education: Curriculum and Methods              |
| ED 351   | Assessment to Support Learning in K-12                   |
| ED 357   | Teaching Social Studies and Visual Arts *                |
| ED 452   | Managing the K-12 Classroom                              |
| ED 460S  | Student Teaching: Secondary *                            |
| PSY 110  | Human Growth and Development *                           |
| PSY 341  | Psychology of Individuals with Exceptionalities *        |
| VIS 101  | User Centered Design                                     |
| VIS 111  | Intro to Color and Design                                |
| VIS 121  | Intro to Digital Tools                                   |

*ED 452 and ED 460S must be taken at the same time.*

### Sample Degree Plan — Art with K-12 Teaching Licensure (B.A. in Art)

Please note that this is a sample plan; all students must consult with an advisor in making course selections. This plan will differ for students who wish to pursue any minor.

#### Year One — Fall

|          |                           |
|----------|---------------------------|
| ART 105  | Drawing I                 |
| VIS 101  | User Centered Design      |
| VIS 111  | Intro to Color and Design |
| EN 101   | Composition I *           |
| CNCT 100 | Connections *             |

ART 105: FNA core course

EN 101: WR core course

#### Year One — Spring

|         |                                |
|---------|--------------------------------|
| VIS 121 | Intro to Digital Tools         |
| ART 107 | Hand-Built Ceramics<br>OR      |
| ART 215 | Wheel-Thrown Ceramics          |
| EN 102  | Composition II *               |
| PSY 110 | Human Growth and Development * |
| MA      | Mathematics (MT) core course * |

EN 102: WR core course

PSY 110: SS-1 core course

#### Year Two — Fall

|          |  |
|----------|--|
| AH 201   | Introduction to Art History: Ancient to Medieval |
| ART 205  | Drawing II                                       |
| ED 200SL | Foundations of Teaching and Learning             |
| TRS 100  | Theological Inquiry *                            |
| EN       | Introductory Literature (LT-1) core course *     |

TRS 100: TRS-1 core course

#### Year Two — Spring

|         |  |
|---------|--|
| AH 202  | Introduction to Art History: Renaissance to Modern |
| ART 210 | Three-Dimensional Design                           |
| ED 254  | Technology for the K-12 Classroom                  |
| ED 351  | Assessment to Support Learning in K-12             |
| PH 100  | Introduction to Philosophy *                       |

PH 100: PH-1 core course

#### Year Three — Fall

|         |   |
|---------|---|
| AH 410  | Topics in Art History                             |
| ART 213 | Painting  |
| ED 338  | Secondary Education: Curriculum and Methods       |
| PSY 341 | Psychology of Individuals with Exceptionalities * |
| HI      | Introductory History (HI-1) core course *         |

ART 213: DSINQ core course

ART 410: WI core course

PSY 341: SS-2 core course

#### Year Three — Spring

|         |  |
|---------|--|
| ART 211 | Printmaking  |
| ART 301 | Professional Portfolio   |
| ART 395 | Advanced 2D Studio<br>OR   |
| ART 396 | Advanced Ceramics and 3D Studio  |
| ED 337  | Literacy in the Content Areas  |
|         | Introductory Social Science (SS-1) core course (economics, politics, or sociology - GP recommended if not already completed) * |

ART 395 or ART 396: DSINQ core course

#### Year Four — Fall

|         |   |
|---------|---|
| AH 380  | Movements in Modern Art   |
| ART 422 | Senior Project  |
| ED 357  | Teaching Social Studies and Visual Arts *   |
|         | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course * |
|         | Natural Science (NS) core course with lab *   |

AH 380: WI core course

ART 422: DSINQ core course

ED 357: WI core course

#### Year Four — Spring

|         |   |
|---------|---|
| ED 452  | Managing the K-12 Classroom   |
| ED 460S | Student Teaching: Secondary *   |
|         | Introductory Social Science (SS-1) in a third discipline or Second Natural Science (NS) core course * |
| PH      | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course *                               |
|         | Advanced Literature (LT-2) or Advanced History (HI-2) core course *                                   |

ED 460S: EXP core course

\* Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core (p. 101) and the Course Descriptions (p. 318) for further information.

### Fashion Design (B.A.)

The fashion design major prepares students for assistant designer and pattern/drafting/tailoring specialist positions in the fashion industry as well as positions in apparel manufacturing and product development and merchandising and buying opportunities in the garment industry.

Students in fashion design participate in an annual juried fashion show, *Portfolio in Motion*, featuring garments they have designed and constructed. The



program culminates in a noted designer's professional evaluation of the student's original designs. Opportunities to cultivate professional skills are developed through participation in the Marymount Fashion Club and the Pattern Makers Club; affiliations with the Fashion Group International of Greater Washington, DC, Inc.; and internships.

Upon successful completion of the fashion design program, students will be able to

- conduct design research with an in-depth understanding of various customer profiles and global and domestic fashion markets to critically analyze a design problem and explore various design solutions in the creation of a fashion line that meets the needs of the specified target market;
- critically assess and research a design problem to appropriately source fabrics and notions for a fashion line based on specific criteria;
- demonstrate skills in drawing the fashion figure, rendering fabrications, and applying color in a professional manner for presentation in a professional portfolio upon entry into the industry;
- demonstrate digital communication skills (digital/CAD software) in the presentation of detailed technical flats and tech packs for a professional presentation to factories for successful product manufacturing on- and/or offshore; and
- create a cohesive line of garments that demonstrate quality construction and workmanship, functional properties, and aesthetic merits that the fashion industry would submit to seasonal runway shows.

**Minimum Grade Requirements:** To continue in the Fashion Design program, a C or better must be earned in each of the following courses: FD 102, FD 103, FD 204, FD 265, FD 275, FD 305, FD 306, FD 307, FD 408, FD 485, GMD 200, GMD 308, VIS 101, VIS 111, and VIS 121.

### Degree Requirements — Fashion Design

This degree requires a total of 120 credits.

### Liberal Arts Core and University Requirements

See University Requirements and the Liberal Arts Core for details.

### Major Requirements

To fulfill the requirements of the major, all students in this program will take the following coursework in a sequence determined in collaboration with an advisor. Some courses also satisfy Liberal Arts Core and/or University Requirements.

|         |  |
|---------|--|
| ART 105 | Drawing I                              |
| FD 102  | Sample Room Techniques                 |
| FD 103  | Apparel Design I                       |
| FD 204  | Methods in Fashion Construction        |
| FD 251  | Textiles                               |
| FD 265  | Fashion Illustration I                 |
| FD 275  | Fashion Illustration II                |
| FD 305  | Draping                                |
| FD 306  | Apparel Design II                      |
| FD 307  | Product Development I                  |
| FD 355  | CAD/CAM Fashion Design Fundamentals    |
| FD 361  | Survey of Fashion                      |
| FD 400  | Internship                             |
| FD 407  | Product Development II                 |
| FD 408  | Advanced Problems in Fashion Design I  |
| FD 409  | Advanced Problems in Fashion Design II |
| FD 485  | Senior Design Research and Development |
| FD 495  | Senior Fashion Design Portfolio        |
| GMD 200 | Digital Publishing<br>OR               |
| GMD 308 | Web and Social Media Design            |
| VIS 101 | User Centered Design                   |
| VIS 111 | Intro to Color and Design              |
| VIS 121 | Intro to Digital Tools                 |

### Sample Degree Plan — Fashion Design

Please note that this is a sample plan; all students must consult with an advisor in making course selections.

#### Year One — Fall

|          |   |
|----------|---|
| FD 102   | Sample Room Techniques                    |
| VIS 101  | User Centered Design                      |
| VIS 111  | Intro to Color and Design                 |
| CNCT 100 | Connections *                             |
| EN 101   | Composition I *                           |
| HI       | Introductory History (HI-1) core course * |

*EN 101: WR core course*

#### Year One — Spring

|         |                                |
|---------|--------------------------------|
| ART 105 | Drawing I                      |
| FD 103  | Apparel Design I               |
| VIS 121 | Intro to Digital Tools         |
| EN 102  | Composition II *               |
| MA      | Mathematics (MT) core course * |

*EN 102: WR core course*

#### Year Two — Fall

|         |  |
|---------|--|
| FD 204  | Methods in Fashion Construction                  |
| FD 251  | Textiles   |
| FD 265  | Fashion Illustration I                           |
| TRS 100 | Theological Inquiry *                            |
|         | Introductory Social Science (SS-1) core course * |

FD 265: DSINQ course

TRS 100: TRS-1 core course

**Year Two — Spring**

|        |   |
|--------|---|
| FD 275 | Fashion Illustration II   |
| PH 100 | Introduction to Philosophy *  |
| EN     | Introductory Literature (LT-1) core course *                        |
|        | Advanced Literature (LT-2) or Advanced History (HI-2) core course * |
|        | One (1) elective - GP course if not already completed *             |

PH 100: PH-1 core course

**Year Three — Fall**

|         |   |
|---------|---|
| FD 305  | Draping   |
| FD 355  | CAD/CAM Fashion Design Fundamentals                                     |
| GMD 200 | Digital Publishing  |
| GMD 308 | OR<br>Web and Social Media Design                                       |
|         | Introductory Social Science (SS-1) core course in a second discipline * |
|         | Natural Science (NS) core course with lab *                             |

**Year Three — Spring**

|        |   |
|--------|---|
| FD 306 | Apparel Design II   |
| FD 307 | Product Development I   |
| FD 361 | Survey of Fashion   |
|        | Introductory Social Science (SS-1) in a third discipline or Second Natural Science (NS) core course * |
|        | One (1) elective - 2nd DSINQ course required if not already completed *                               |

FD 361: WI course

**Year Four — Fall**

|        |   |
|--------|---|
| FD 407 | Product Development II                                      |
| FD 408 | Advanced Problems in Fashion Design I                       |
| FD 485 | Senior Design Research and Development                      |
|        | Advanced Social Science (SS-2) core course *                |
|        | One (1) elective - 3rd WI course if not already completed * |

FD 407: DSINQ course

FD 485: WI course

**Year Four — Spring**

|        |   |
|--------|---|
| FD 400 | Internship  |
| FD 409 | Advanced Problems in Fashion Design II                                  |
| FD 495 | Senior Fashion Design Portfolio   |
| PH     | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course * |
|        | Advanced Theology/Religious Studies                                     |

|   |
|---|
| (TRS-2) or Theological Ethics (TRS-E) core course * |
|---|

FD 400: EXP course

\* Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core and the Course Descriptions for further information.

**Graphic and Media Design (B.A.)**

Marymount's graphic and media design program prepares students for careers as creative, proficient, and ethically responsible graphic and media designers. The curriculum provides a foundation in graphic and media design theory and the development of research, writing, critical thinking, and creativity. Students develop the conceptual and technical skills to create graphic and media designs, digital photography, illustration, video productions, and motion graphics. Coursework includes branding and marketing campaigns, publication design, poster and brochure design, and social media campaigns. The program emphasizes communication design solutions for the contemporary media environment, including print, online publications, websites, and social media.

Graduates are prepared for entry-level positions in graphic and media design at corporations; nonprofits; institutions; government agencies; design studios; advertising agencies; public relation firms; book, magazine, and newspaper publishers; web and mobile app developers; and exhibit design, video, and motion graphic production companies.

Upon successful completion of the graphic and media design major, students will be able to

- communicate effectively to a wide variety of audiences verbally, in writing, and electronically;
- utilize knowledge of typography, graphics, photography, and video to communicate ideas and information visually via print, web, mobile, and social media; and
- apply critical thinking and aesthetic judgments in creating print and digital media.

**Internship Prerequisites:** A minimum of 90 credits with a minimum cumulative GPA of 2.0 is required to register for the internship.

**Minimum Grade Requirements:** A grade of a C or better is required in any course required for the degree.

**Program Requirement:** Students entering the sophomore-level graphic and media design curriculum are required to have a personal computer, a color

printer, and the software supported by the major. Recommended computer specifications are available from an advisor or the Marymount website.

**Residency Requirement:** Students must complete 21 credits of their graphic and media design major or specialty courses at Marymount.

### Degree Requirements — Graphic and Media Design

This degree requires a total of 120 credits.

### Liberal Arts Core and University Requirements

See University Requirements and the Liberal Arts Core (p. 101) for details.

### Major Requirements

Students will take 46 credits of core Graphic and Media Design coursework in a sequence determined in collaboration with their advisor. Some courses also satisfy Liberal Arts Core and/or University Requirements.

|           |   |
|-----------|---|
| ART 105   | Drawing I   |
| GMD 200   | Digital Publishing  |
| GMD 202   | Illustration I *  |
| GMD 203   | Digital Photography   |
| GMD 205   | Video Production: Promotional and Informational Communication |
| GMD 231   | Intro to UX/UI Design   |
| GMD 255   | Typography  |
| GMD 301   | History of Graphic Design *                                   |
| GMD 305   | Publication Design  |
| GMD 308   | Web and Social Media Design                                   |
| GMD 360   | Communication and Design Studio *                             |
| GMD 360SL | OR<br>Communication and Design Studio *                       |
| GMD 400   | Internship *  |
| GMD 400SL | OR<br>Internship *  |
| GMD 405   | Portfolio   |
| VIS 101   | User Centered Design  |
| VIS 111   | Intro to Color and Design                                     |
| VIS 121   | Intro to Digital Tools  |

### Writing and Presentation

Students will choose two (2) courses for a total of six (6) credits from the following for the writing for industry component of the degree:

|          |   |
|----------|---|
| COMM 209 | Contemporary Journalism *                     |
| COMM 302 | Public Relations Writing and Media Techniques |
| COMM 307 | Broadcast Writing and Delivery                |
| COMM 315 | Writing for Digital Media *                   |

|        |                                      |
|--------|--------------------------------------|
| EN 235 | Digital and Nonlinear Storytelling * |
|--------|--------------------------------------|

### Sample Degree Plan — Graphic and Media Design

Please note that this is a sample plan; all students should consult with an advisor in making course selections.

#### Year One — Fall

|          |                                |
|----------|--------------------------------|
| VIS 101  | User Centered Design           |
| VIS 111  | Intro to Color and Design      |
| EN 101   | Composition I *                |
| CNCT 100 | Connections *                  |
| MA       | Mathematics (MT) core course * |

*EN 101: WR core course*

#### Year One — Spring

|         |   |
|---------|---|
| ART 105 | Drawing I                                   |
| VIS 121 | Intro to Digital Tools                      |
| EN 102  | Composition II *                            |
| TRS 100 | Theological Inquiry *                       |
|         | Natural Science (NS) core course with lab * |

*EN 102: WR core course*

*TRS 100: TRS-1 core course*

*ART 105: FNA core course*

#### Year Two — Fall

|         |  |
|---------|--|
| GMD 200 | Digital Publishing                               |
| GMD 202 | Illustration I *                                 |
| PH 100  | Introduction to Philosophy *                     |
| EN      | Introductory Literature (LT-1) core course *     |
|         | Introductory Social Science (SS-1) core course * |

*PH 100: PH-1 core course*

#### Year Two — Spring

|         |   |
|---------|---|
| GMD 203 | Digital Photography   |
| GMD 255 | Typography  |
| GMD 231 | Intro to UX/UI Design                                       |
| HI      | Introductory History (HI-1) core course *                   |
|         | One (1) elective - 1st WI course if not already completed * |

#### Year Three — Fall

|         |   |
|---------|---|
| GMD 305 | Publication Design  |
| GMD 308 | Web and Social Media Design   |
|         | One (1) writing for industry program elective                           |
| PH      | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course * |
|         | One (1) elective - GP course if not already completed *                 |

#### Year Three — Spring

|         |   |
|---------|---|
| GMD 205 | Video Production: Promotional and Informational Communication |
|---------|---|

|           |   |
|-----------|---|
| GMD 301   | History of Graphic Design *   |
| GMD 360   | Communication and Design Studio *                                       |
| GMD 360SL | OR<br>Communication and Design Studio *                                 |
|           | One (1) writing for industry program elective                           |
|           | Introductory Social Science (SS-1) core course in a second discipline * |

*GMD 360/GMD 360SL: DSINQ course*

#### Year Four — Fall

|         |   |
|---------|---|
| GMD 405 | Portfolio   |
|         | Advanced Literature (LT-2) or Advanced History (HI-2) core course *   |
|         | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course *   |
|         | Introductory Social Science (SS-1) in a third discipline or Second Natural Science (NS) core course - POL 104, ECO 210, ECO 211 recommended * |
|         | One (1) elective  |

#### Year Four — Spring

|           |   |
|-----------|---|
| GMD 400   | Internship *  |
| GMD 400SL | OR<br>Internship *  |
|           | Advanced Social Science (SS-2) core course *                            |
|           | One (1) elective - 3rd WI course if not already completed *             |
|           | One (1) elective - 3rd DSINQ course required if not already completed * |
|           | One (1) elective  |

\* Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core (p. 101) and the Course Descriptions (p. 318) for further information.

#### Graphic and Media Design (B.A.) to M.B.A. Program

This pre-M.B.A. program allows advanced graphic and media design students to begin to pursue their M.B.A. degree while completing their undergraduate program. If students begin their graduate coursework while completing their undergraduate programs, they could earn their undergraduate and graduate degrees at an accelerated rate.

Graphic and media design students can supplement their undergraduate coursework with up to six credits of specified M.B.A. graduate courses. The M.B.A. courses

would satisfy both graduate and undergraduate program requirements.

Students would be allowed to enroll in up to four graduate-level M.B.A. courses while completing undergraduate coursework; however, only two of those courses (six credits) would be eligible for application to the undergraduate degree. If students opt to take an additional two courses at the graduate level while completing the undergraduate degree, these courses would only apply to the graduate program requirements. All four graduate courses would satisfy M.B.A. program requirements.

#### Admission Requirements

In addition to meeting the university's undergraduate admission requirements, students are permitted to submit an application and, if approved, take graduate M.B.A. courses if they have

- at least 60 credits but no more than 90 credits and
- a minimum cumulative GPA of 3.4.

#### MBA Courses

|         |                                 |
|---------|---------------------------------|
| MBA 511 | Management Foundations          |
| MBA 512 | Accounting for Managers         |
| MBA 515 | Management in Organizations     |
| MBA 521 | Marketing Concepts and Practice |

#### Interior Design (B.A.)

The mission of the M. Wilhelmina Boldt Interior Design undergraduate program is to prepare students for careers as creative, ethically responsible, proficient interior designers. The curriculum combines the Liberal Arts Core requirements with professionally directed coursework to develop practitioners with a commitment to critical thinking, lifelong learning, and concern for the well-being of people and the environment. Graduates enter practice as entry-level interior designers for both residential and commercial interior spaces, possessing a theoretical and practical knowledge in design, space planning, and programming.

Graduates may pursue careers with interior design firms, architectural firms, corporate facilities, and government agencies. The program is accredited by the Council for Interior Design Accreditation (CIDA).

Internships are available during the junior and senior years with nationally recognized architectural and design firms, furniture and interior retailers, contract designers, and other organizations utilizing design consultants. The program offers exhibitions of student and professional work, takes students on field trips, and

taps the resources of the Washington, DC, design community.

Upon successful completion of the interior design program, students will be able to

- articulate a global view and integrate considerations of social, cultural, economic, and ecological contexts in their work;
- demonstrate awareness of the role of interior designers in the design process and the value of integrated design practices in order to effectively collaborate with multiple disciplines in developing design solutions;
- demonstrate an understanding of the fundamental principles and processes that define the profession of interior design and the value of interior design to society;
- apply knowledge of human experience and behavior to designing the built environment;
- employ all aspects of the design process to creatively solve a design problem;
- communicate effectively in both oral and written formats;
- apply knowledge of history and theory of interiors, architecture, decorative arts, and art when solving design problems;
- apply elements and principles of design;
- use color effectively in communication and design work;
- develop design solutions that integrate furnishings, products, materials, and finishes;
- effectively use the principles of lighting, acoustics, thermal comfort, and indoor air quality in relation to environmental impact and human well-being;
- demonstrate an understanding of interior construction and its interrelationship with base building construction and systems; and
- formulate designs that are in compliance with laws, codes, standards, and guidelines that impact human experience of interior spaces.

Interior design majors are encouraged to join the student Interior Design Alliance, which supports individual memberships in the American Society of Interior Designers (ASID) and the International Interior Design Association (IIDA).

**Admission Criteria for Nondegree Students:** Only interior design practitioners and students from other accredited colleges or universities may take courses on a nondegree basis, provided prerequisites are fulfilled.

**Admission Criteria for Transfer Students:** Transfer admission to the interior design program is limited and competitive. A school admissions committee reviews student portfolio work to determine placement. A minimum GPA of 3.0 and a letter of intent are recommended.

**Program Requirement:** Each student entering the first-year interior design curriculum is required to have a laptop computer and specific industry-standard software. Laptop and software specifications are available on the Marymount website. State-of-the-art electronic studios allow students to access industry-standard software and printers.

**Minimum Grade Requirements:** To continue in the Interior Design program, a C- or better must be earned in each of the following courses: ID 102, ID 121, ID 122, ID 203, ID 204, ID 223, ID 305, ID 306, ID 325, ID 407, ID 408, ID 409. In addition, a C or better must be earned in each of the following courses: VIS 101, VIS 111, and VIS 121.

**Residency Requirements:** Students must complete a minimum of 36 credits at Marymount. These credits must include ID 407 Practice Studio III, ID 408 Senior Capstone I, ID 409 Senior Capstone II, ID 400 Internship, and two three-credit ID electives.

### Degree Requirements — Interior Design

This degree requires a minimum of 124 credits.

### Liberal Arts Core and University Requirements

See University Requirements and the Liberal Arts Core (p. 101) for details. Interior design majors will satisfy the three-course university Writing Intensive (WI) requirement in the following way: ID 408 Senior Capstone I, ID 454 Historic Preservation, and ID 435 Advanced Professional Practice.

### Major Requirements

To fulfill the requirements of the major, all students in this program will take the following coursework in a sequence determined in collaboration with an advisor. Some courses also satisfy Liberal Arts Core and/or University Requirements.

|        |  |
|--------|--|
| AH 202 | Introduction to Art History: Renaissance to Modern |
| ID 101 | Introduction to Interior Design and Theory         |
| ID 102 | Foundation Studio I                                |
| ID 121 | Freehand Drafting                                  |
| ID 122 | Sketching and Rendering for Ideas                  |

|         |                               |
|---------|-------------------------------|
| ID 203  | Foundation Studio II          |
| ID 204  | Foundation Studio III *       |
| ID 223  | Presentation Drawings         |
| ID 231  | Textiles and Finish Materials |
| ID 305  | Practice Studio I             |
| ID 306  | Practice Studio II *          |
| ID 325  | Construction Documents        |
| ID 332  | Building Technology           |
| ID 333  | Lighting Design               |
| ID 350  | History of Interiors I        |
| ID 351  | History of Interiors II       |
| ID 400  | Internship *                  |
| ID 407  | Practice Studio III           |
| ID 408  | Senior Capstone I *           |
| ID 409  | Senior Capstone II *          |
| ID 434  | Business Procedures *         |
| VIS 101 | User Centered Design          |
| VIS 111 | Intro to Color and Design     |
| VIS 121 | Intro to Digital Tools        |

Six (6) credits in interior design electives.

### Sample Degree Plan — Interior Design

Please note that this is a sample plan; all students must consult with an advisor in making course selections.

#### Year One — Fall

|          |  |
|----------|--|
| VIS 101  | User Centered Design                       |
| VIS 111  | Intro to Color and Design                  |
| ID 101   | Introduction to Interior Design and Theory |
| ID 121   | Freehand Drafting                          |
| EN 101   | Composition I *                            |
| CNCT 100 | Connections *                              |

*EN 101: WR core course*

#### Year One — Spring

|         |                                   |
|---------|-----------------------------------|
| VIS 121 | Intro to Digital Tools            |
| ID 102  | Foundation Studio I               |
| ID 122  | Sketching and Rendering for Ideas |
| EN 102  | Composition II *                  |
| PH 100  | Introduction to Philosophy *      |

*EN 102: WR core course*

*PH 100: PH-1 core course*

#### Year Two — Fall

|         |   |
|---------|---|
| ID 203  | Foundation Studio II  |
| ID 231  | Textiles and Finish Materials   |
| TRS 100 | Theological Inquiry *   |
|         | Introductory Social Science (SS-1) core course (GP course recommended if not already completed) * |
| HI      | Introductory History (HI-1) core course *   |
| MA      | Mathematics (MT) core course *  |

*TRS 100: TRS-1 core course*

#### Year Two — Spring

|        |  |
|--------|--|
| AH 202 | Introduction to Art History: Renaissance to Modern |
| ID 204 | Foundation Studio III *                            |
| ID 223 | Presentation Drawings                              |
| EN     | Introductory Literature (LT-1) core course *       |
|        | Natural Science (NS) core course with lab *        |

*ID 204: DSINQ course*

#### Year Three — Fall

|        |   |
|--------|---|
| ID 305 | Practice Studio I   |
| ID 325 | Construction Documents  |
| ID 332 | Building Technology   |
| ID 350 | History of Interiors I  |
|        | Introductory Social Science (SS-1) core course in a second discipline * |

#### Year Three — Spring

|        |   |
|--------|---|
| ID 306 | Practice Studio II *  |
| ID 333 | Lighting Design   |
| ID 351 | History of Interiors II   |
|        | Advanced Social Science (SS-2) core course*   |
|        | Introductory Social Science (SS-1) in a third discipline or Second Natural Science (NS) core course * |

*ID 306: DSINQ course*

#### Year Four — Fall

|        |   |
|--------|---|
| ID 407 | Practice Studio III   |
| ID 408 | Senior Capstone I *   |
| ID 434 | Business Procedures *   |
|        | One (1) interior design elective  |
| PH     | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course * |

*ID 408: WI course*

*ID 434: WI course*

#### Year Four — Spring

|        |  |
|--------|--|
| ID 400 | Internship *   |
| ID 409 | Senior Capstone II *   |
|        | One (1) interior design elective   |
|        | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course *                    |
|        | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course - 3rd WI recommended * |

*ID 400: EXP course*

*ID 409: DSINQ course*

Interior design elective ID 435 or ID 454 is recommended to also complete the third WI core course requirement, if not already completed.

\* Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core (p. 101) and the Course Descriptions (p. 318) for further information.

**Minors**

**Ceramics (Minor)**

**Minor Requirements**

|         |                                 |
|---------|---------------------------------|
| ART 107 | Hand-Built Ceramics             |
| ART 215 | Wheel-Thrown Ceramics           |
| ART 222 | Mold Making and Slip Casting    |
| ART 225 | Intermediate Wheel & Materials  |
| ART 396 | Advanced Ceramics and 3D Studio |

**Fashion Design (Minor)**

**Minor Requirements**

Twenty-one (21) credits from the following:

|        |  |
|--------|--|
| FD 102 | Sample Room Techniques                 |
| FD 103 | Apparel Design I                       |
| FD 204 | Methods in Fashion Construction        |
| FD 265 | Fashion Illustration I                 |
| FD 275 | Fashion Illustration II                |
| FD 305 | Draping                                |
| FD 306 | Apparel Design II                      |
| FD 307 | Product Development I                  |
| FD 407 | Product Development II                 |
| FD 408 | Advanced Problems in Fashion Design I  |
| FD 409 | Advanced Problems in Fashion Design II |
| FD 485 | Senior Design Research and Development |
| FD 495 | Senior Fashion Design Portfolio        |

**Graphic and Media Design (Minor)**

**Minor Requirements**

|         |   |
|---------|---|
| GMD 200 | Digital Publishing  |
| GMD 255 | Typography  |
| GMD 202 | Illustration I *<br>OR  |
| GMD 203 | Digital Photography<br>OR                                     |
| GMD 205 | Video Production: Promotional and Informational Communication |
| VIS 121 | Intro to Digital Tools  |

Six (6) additional credits in GMD courses at the 300 or 400 level.

**Illustration (Minor)**

**Minor Requirements**

|         |                                 |
|---------|---------------------------------|
| ART 105 | Drawing I                       |
| ART 205 | Drawing II<br>OR                |
| ART 209 | Figure Drawing                  |
| VIS 111 | Intro to Color and Design<br>OR |
| ART 213 | Painting                        |
| GMD 202 | Illustration I *                |

Three (3) additional credits, choosing from the following:

|         |                           |
|---------|---------------------------|
| VIS 111 | Intro to Color and Design |
| ART 205 | Drawing II                |
| ART 209 | Figure Drawing            |
| ART 211 | Printmaking               |
| ART 213 | Painting                  |
| ART 395 | Advanced 2D Studio        |
| ART 422 | Senior Project            |
| GMD 303 | Illustration II           |

**Studio Art (Minor)**

**Minor Requirements**

|         |                           |
|---------|---------------------------|
| VIS 111 | Intro to Color and Design |
| ART 105 | Drawing I                 |

Nine (9) additional credits, chosen from the following:

|         |                          |
|---------|--------------------------|
| ART 107 | Hand-Built Ceramics      |
| ART 205 | Drawing II               |
| ART 209 | Figure Drawing           |
| ART 210 | Three-Dimensional Design |
| ART 211 | Printmaking              |
| ART 213 | Painting                 |
| ART 215 | Wheel-Thrown Ceramics    |
| ART 395 | Advanced 2D Studio       |
| ART 422 | Senior Project           |

**UX/UI Web Design (Minor)**

This minor prepares students to enter careers that require a knowledge of good design principles as well as core IT skills. Students will learn how to develop appealing user mobile and web applications that are also user friendly.

**Minimum Grade Requirements:** A cumulative GPA of 2.0 or better is required for courses in the minor.

**Residency Requirement:** Students must complete at least 12 credits of the minor requirements at Marymount.

### Minor Requirements

#### Minor Required Courses

|         |                             |
|---------|-----------------------------|
| GMD 231 | Intro to UX/UI Design       |
| IT 125  | Web Development             |
| IT 345  | Human Computer Interaction  |
| GMD 332 | UX/UI Design Project        |
| GMD 308 | Web and Social Media Design |

#### Minor Elective Courses

Select one course (3 credits) from:

|        |                              |
|--------|------------------------------|
| IT 225 | Advanced Web Development     |
| IT 227 | Mobile App Development       |
| IT 229 | Advanced Python Applications |
| IT 230 | Advanced Java Programming    |
| IT 310 | Database Technology          |

### Web Design (Minor)

#### Minor Requirements

|         |                             |
|---------|-----------------------------|
| GMD 308 | Web and Social Media Design |
| GMD 404 | Performance Media Lab *     |
| IT 125  | Web Development             |
| IT 130  | Java Programming            |
| IT 225  | Advanced Web Development    |
| IT 310  | Database Technology         |

Six (6) additional credits in IT or GMD courses approved by an advisor.

### Graduate Degree

#### Interior Design (M.A.)

The M. Wilhelmina Boldt interior design program offers two tracks leading to a Master of Arts in interior design. The post-professional track is for those with an accredited undergraduate degree in interior design or architecture. The first professional track is for those with a baccalaureate degree not in interior design or architecture.

The first-professional graduate program is accredited by the Council for Interior Design Accreditation (CIDA).

Upon successful completion of the interior design program, students will be able to

- articulate a global view and integrate considerations of social, cultural, economic, and ecological contexts in their work;
- demonstrate awareness of the role of interior designers in the design process and the value of

integrated design practices in order to effectively collaborate with multiple disciplines in developing design solutions;

- demonstrate an understanding of the fundamental principles and processes that define the profession of interior design and the value of interior design to society;
- apply knowledge of human experience and behavior to designing the built environment;
- employ all aspects of the design process to creatively solve a design problem;
- communicate effectively in both oral and written formats;
- apply knowledge of history and theory of interiors, architecture, decorative arts, and art when solving design problems;
- apply elements and principles of design;
- use color effectively in communication and design work;
- develop design solutions that integrate furnishings, products, materials, and finishes;
- use effectively the principles of lighting, acoustics, thermal comfort, and indoor air quality in relation to environmental impact and human well-being;
- demonstrate an understanding of interior construction and its interrelationship with base building construction and systems; and
- formulate designs that are in compliance with laws, codes, standards, and guidelines that impact human experience of interior spaces.

**Completion Requirement:** Requirements for the post-professional program must be completed within five years of initial registration unless extenuating circumstances exist and an extension is authorized by the dean of the College of Business, Innovation, Leadership, and Technology. Requirements for the first professional program must be completed within seven years of initial registration unless extenuating circumstances exist and an extension is authorized by the dean of the College of Business, Innovation, Leadership, and Technology.

**Nondegree Admission:** Under certain circumstances, a student may be admitted on a nondegree basis with permission of the director of the interior design graduate program. Nondegree students are limited to no more than two courses, up to six (6) credits.

**Program Requirement:** Students are required to have a laptop computer and specific industry-standard software. Laptop and software specifications are



available on the Technology Requirements page of the program website. State-of-the-art electronic studios allow students to access industry-standard software and printers.

**Residency Requirement:** Students pursuing the post-professional track are expected to complete a minimum of 21 of the 30 required credits at Marymount University, including ID 600, ID 698, and ID 699. Students pursuing the first professional track are expected to complete a minimum of 36 of the 66 required credits at Marymount University, including ID 600, ID 605, ID 606, ID 607, ID 698, and ID 699.

**Minimum Grade Requirements:** To continue in the Interior Design first-professional program, a B- or better must be earned in each of the following courses: ID 102, ID 121, ID 122, ID 204, ID 223, ID 545, ID 605, ID 606, and ID 607. In addition, a C or better must be earned in each of the following courses: VIS 111, and VIS 121.

**Thesis or Design Research Project:** Students in each track will complete a research thesis or an evidence-based design project. Students must present their work in a final critique or oral examination before the interior design faculty. Final projects or studies are presented in the May Interior Design Student Show.

**Thesis IP Grade:** A student who does not complete the required work in ID 698 or ID 699 and is not eligible for an Incomplete may be given a grade of IP (in-progress). The next semester the student must register for continuation of the course in which the IP was received. If the necessary work is not completed in two semesters, the IP becomes an F. Students may register for a continuation of the course up to two times.

**Transfer Credits:** A maximum of six (6) semester credits of transfer graduate credit after matriculation at Marymount may be applied toward the degree if approved by the School Director. Students may transfer credits for the leveling courses into the first professional program before matriculation. The School Director reviews a portfolio of student work to determine placement. The school website has further information about portfolio requirements and submission.

### The Post-Professional Degree Track

The post-professional degree program's mission is to prepare practitioners to develop a greater capacity to engage in interior design practice, education, and research; to become more proficient in a specific area of the interior design practice; and to actively engage in

evidence-based research pertaining to interior design to increase the body of knowledge in the field.

Students in this track must complete 30 graduate credits, including six (6) credits of thesis culminating in an evidence-based design project.

**Application Priority Deadlines:** Admission to the program is competitive. Applications must be completed by the following priority deadlines to assure an admissions decision by the start of the semester.

|             |                 |
|-------------|-----------------|
| July 16     | fall semester   |
| November 16 | spring semester |
| April 16    | summer semester |

Applications received after these deadlines will be considered on a time and space-available basis.

**Admission Requirements:** Students may attend on a full- or part-time basis. In addition to the university's requirements for graduate admission (p. 22), applicants who have or will have a bachelor's degree from an accredited interior design or architecture program prior to enrollment in the post-professional track must provide the following items to be considered for admission:

- proof of a professional degree in interior design, or its equivalent, in the form of an official transcript of all postsecondary coursework
- two letters of recommendation from educators or employers who can attest to the applicant's potential for graduate work
- if applicable, evidence of passing the examination of the National Council for Interior Design Qualification (NCIDQ) or the National Council of Architectural Registration Boards (NCARB) 22
- a statement of personal goals, objectives, motivations, and intended area of concentration
- a portfolio of student and/or professional design work demonstrating creative ability and professional competence, including hand drawing, sketching, and design thinking as seen in creative ideation and process work

Students with an accredited interior design or architecture degree must demonstrate completion of an equivalent series of prerequisites that assures an understanding of a common body of knowledge within the field. If a review of a student's previous coursework and/or portfolio reveals deficiencies in the common body of knowledge, the student may be required to complete additional undergraduate and/or graduate course(s). Alternatively, students with degrees in

interior design or architecture who want a CIDA-accredited degree may choose the first professional M.A. program and transfer credits into it. However, a minimum of 36 credits must be completed at Marymount University, and a portfolio of work is required for placement. The school website has information on portfolio requirements and submission.

### Degree Requirements — The Post-Professional Degree Track

30 credits

|        |                                      |
|--------|--------------------------------------|
| ID 600 | User Centered Design Seminar         |
| ID 607 | Graduate Practice Studio III         |
| ID 608 | Graduate Practice Studio IV          |
| ID 626 | Graduate Seminar                     |
| ID 698 | Thesis or Design Research Project I  |
| ID 699 | Thesis or Design Research Project II |

Twelve (12) credits from interior design electives, or students may choose to take any certificate and its corresponding courses from the College of Business, Innovation, Leadership, and Technology.

### The First Professional Degree Track

The first professional degree program's mission is to prepare professional interior designers to work effectively within contemporary constraints in a changing society and profession and as professionals to formulate design concepts for a better human environment.

The first professional degree track is accredited by the Council for Interior Design Accreditation (CIDA) guidelines and standards with these specific objectives:

- to cultivate intellectual growth, independent learning, and competency in design practice, education, and research
- to develop proficiency in a specific aspect of the profession of interior design
- to advance the knowledge, skills, and techniques necessary for the competent practice of interior design
- to create a framework of inquiry and analysis to increase the body of knowledge in the field
- to create design solutions that meet specific client and end-user needs

**Application Priority Deadlines:** Admission to the program is competitive. Applications must be completed by the following priority deadlines to assure an admissions decision by the start of the semester.

|         |               |
|---------|---------------|
| July 16 | fall semester |
|---------|---------------|

|             |                 |
|-------------|-----------------|
| November 16 | spring semester |
| April 16    | summer semester |

Applications received after these deadlines will be considered on a time and space-available basis.

**Admission Requirements:** Students may attend on a full- or part-time basis. In addition to the university's requirements for graduate admission (p. 22), applicants must have or expect to earn a bachelor's degree from an accredited college or university before enrollment in the first professional graduate degree program.

To meet CIDA requirements, the applicant's transcript must show a minimum of 30 credits of liberal arts and sciences coursework in such disciplines as English composition, literature, foreign language, history, sociology, mathematics, biology, philosophy, humanities, psychology, and economics. Coursework in professional disciplines, such as business, cannot be included in this total. Applicants with fewer than 30 credits in the required coursework will be expected to make up the deficit within the first year of matriculation.

In addition, applicants to this program must provide the following items to be considered:

- two letters of recommendation from educators or employers who can attest to the applicant's potential for graduate work
- a statement of personal goals, objectives, motivations, and intended area of concentration
- undergraduate GPA of a 2.75 or better

### Degree Requirements — The First Professional Degree Track

#### Undergraduate Leveling or Prerequisite Courses

24 credits

|         |                                   |
|---------|-----------------------------------|
| ID 102  | Foundation Studio I               |
| ID 121  | Freehand Drafting                 |
| ID 122  | Sketching and Rendering for Ideas |
| ID 204  | Foundation Studio III *           |
| ID 223  | Presentation Drawings             |
| ID 231  | Textiles and Finish Materials     |
| VIS 111 | Intro to Color and Design         |
| VIS 121 | Intro to Digital Tools            |

See Courses (p. 318) for course descriptions of the leveling/prerequisite courses. Students are subject to graduate student academic policies and procedures as stated in this catalog while taking the undergraduate foundation courses.

**Graduate Courses***36 credits*

|        |  |
|--------|--|
| ID 532 | Construction and Environmental Systems   |
| ID 533 | Illumination Systems                     |
| ID 534 | Professional Practice                    |
| ID 545 | Graduate Construction Documents          |
| ID 550 | History of Architecture and Interiors I  |
| ID 551 | History of Architecture and Interiors II |
| ID 600 | User Centered Design Seminar             |
| ID 605 | Graduate Practice Studio I               |
| ID 606 | Graduate Practice Studio II              |
| ID 607 | Graduate Practice Studio III             |
| ID 698 | Thesis or Design Research Project I      |
| ID 699 | Thesis or Design Research Project II     |

Six (6) credits from interior design electives.

**School of Technology and Innovation****Undergraduate Degrees****Cloud Computing Accelerated Second Degree (B.S.)**

Cloud computing has emerged as a major computer infrastructure technology, and many organizations have moved, or are planning to move, their systems from on-premise equipment to the cloud. This technology has created a large demand for IT professionals with cloud knowledge and skills. The accelerated second degree B.S. in cloud computing may be completed in four semesters, or less, by students who have earned, or are earning, a bachelor's degree in another program. Students admitted to this program must have completed a previous baccalaureate degree, or are completing one, and have met the Liberal Arts Core and possibly some prerequisite requirements (six credits described below).

Upon successful completion of the second degree accelerated cloud computing program, students will be able to

- identify existing and emerging cloud technology;
- demonstrate the ability to design, develop, and operate complex multi-cloud architectures to meet business needs;
- be effective at oral and written communication with business and technology professionals; and
- work successfully as an individual contributor or as a member of a multicultural team.

**Admission Requirements:** To be eligible for admission, students must have a bachelor's degree from a regionally accredited college or university with a minimum cumulative GPA of 2.5 or be completing one.

**Residency Requirements:** Students must take at least 36 credits at Marymount University.

**Program Prerequisites:** These courses or their equivalents must be completed prior to starting the accelerated second degree cloud computing program: statistics (equivalent to MA 132) and introductory computing class (equivalent to IT 110).

**Minimum Grade Requirements:** A minimum grade of C is required in all information technology (IT) courses. A minimum grade of C+ is required for IT 423 and IT 489.

**Major Requirements**

This degree requires 68 credits.

|          |  |
|----------|--|
| IT 120   | Cybersecurity Principles *                               |
| IT 125   | Web Development  |
| IT 129   | Python Scripting   |
| IT 205   | Digital Technology *                                     |
| IT 210   | Software Engineering *                                   |
| IT 225   | Advanced Web Development                                 |
| IT 229   | Advanced Python Applications                             |
| IT 305   | Computer Networking                                      |
| IT 310   | Database Technology                                      |
| IT 315   | Operating Systems and Virtualization                     |
| IT 321   | Cloud Computing  |
| IT 323   | Junior IT Seminar  |
| IT 331   | On-Premise and Cloud System Administration               |
| IT 341   | Data in the Cloud  |
| IT 351   | Cloud Security and DevSecOps                             |
| IT 355   | Software Testing, Documentation, and Quality Assurance * |
| IT 357   | Malware Analysis   |
| IT 370   | Digital Forensics  |
| IT 423   | Senior IT Seminar  |
| IT 433   | IT Research *  |
| IT 489   | Capstone Project *                                       |
| DATA 325 | Data Analytics   |
| MGT 345  | Project Management                                       |
| PH 305   | Business Ethics *  |
|          | OR   |
| PH 305SL | Business Ethics *  |
|          | OR   |
| PH 313   | Cyberethics *  |

**Sample Degree Plan**

Please note that this is a sample plan; all students must consult with an advisor in making course selections.

**Semester One — Fall or Spring**

|        |                            |
|--------|----------------------------|
| IT 120 | Cybersecurity Principles * |
|--------|----------------------------|

|        |                        |
|--------|------------------------|
| IT 129 | Python Scripting       |
| IT 205 | Digital Technology *   |
| IT 210 | Software Engineering * |
| IT 321 | Cloud Computing        |
| PH 305 | Business Ethics *      |
|        | OR                     |
| PH 313 | Cyberethics *          |

**Semester Two — Spring or Summer**

|        |                                      |
|--------|--------------------------------------|
| IT 125 | Web Development                      |
| IT 229 | Advanced Python Applications         |
| IT 305 | Computer Networking                  |
| IT 310 | Database Technology                  |
| IT 315 | Operating Systems and Virtualization |
| IT 323 | Junior IT Seminar                    |

**Semester Three — Summer or Fall**

|         |  |
|---------|--|
| IT 351  | Cloud Security and DevSecOps                             |
| IT 355  | Software Testing, Documentation, and Quality Assurance * |
| IT 357  | Malware Analysis   |
| IT 370  | Digital Forensics  |
| IT 423  | Senior IT Seminar  |
| MGT 345 | Project Management                                       |

**Semester Four — Fall or Spring**

|          |  |
|----------|--|
| DATA 325 | Data Analytics                             |
| IT 225   | Advanced Web Development                   |
| IT 331   | On-Premise and Cloud System Administration |
| IT 341   | Data in the Cloud                          |
| IT 433   | IT Research *                              |
| IT 489   | Capstone Project *                         |

**Cybersecurity Accelerated Second Degree (B.S.)**

Cybersecurity is a national priority and critical to our society, business sector, and national defense. A large number of experts with cybersecurity skills, knowledge, and abilities, and with a variety of backgrounds, is needed to close the widening workforce gap in government and industry.

The accelerated second degree B.S. in cybersecurity may be completed in four consecutive semesters by students who have earned a bachelor's degree in another program, including criminal justice, politics, history, and communications. The program is specifically designed for career changers. Students should have a good understanding of technology and how it works.

Students admitted to this program have completed, or are in the process of completing, a previous baccalaureate degree and are considered to have met the Liberal Arts Core. They may need to meet some prerequisite requirements (six credits described below).

Upon successful completion of the accelerated second degree cybersecurity program, students will be able to

- identify and remediate cybersecurity attack vectors;
- demonstrate the knowledge and skills to preserve the security and privacy of sensitive information;
- be effective at oral and written communication with business and technology professionals; and
- work successfully as an individual contributor or as a member of a multicultural team.

**Admission Requirements:** To be eligible for admission, students must have a bachelor's degree from a regionally accredited college or university with a minimum cumulative GPA of 2.5, or be in the process of completing the degree.

**Residency Requirements:** Students must take at least 36 credits at Marymount University.

**Program Prerequisites:** These courses or their equivalents must be completed prior to starting the accelerated second degree cybersecurity program: statistics (equivalent to MA 132) and introductory computing class (equivalent to IT 110).

**Minimum Grade Requirements:** A minimum grade of C is required in all information technology (IT) courses. A minimum grade of C+ is required for IT 423 and IT 489.

**Major Requirements**

This degree requires 71 credits.

|        |  |
|--------|--|
| IT 120 | Cybersecurity Principles *                               |
| IT 129 | Python Scripting   |
| IT 205 | Digital Technology *                                     |
| IT 210 | Software Engineering *                                   |
| IT 229 | Advanced Python Applications                             |
| IT 305 | Computer Networking                                      |
| IT 310 | Database Technology                                      |
| IT 315 | Operating Systems and Virtualization                     |
| IT 321 | Cloud Computing  |
| IT 323 | Junior IT Seminar  |
| IT 335 | Corporate Cybersecurity                                  |
| IT 341 | Data in the Cloud  |
| IT 355 | Software Testing, Documentation, and Quality Assurance * |
| IT 357 | Malware Analysis   |
| IT 370 | Digital Forensics  |
| IT 372 | Cisco Networking I                                       |
| IT 375 | Cisco Networking II                                      |
| IT 390 | Cybersecurity: Attack and Defend                         |
| IT 385 | Managing Big Data  |
| IT 423 | Senior IT Seminar  |
| IT 489 | Capstone Project *                                       |

|          |                    |
|----------|--------------------|
| DATA 325 | Data Analytics     |
| MGT 345  | Project Management |
| PH 305   | Business Ethics *  |
|          | OR                 |
| PH 305SL | Business Ethics *  |
|          | OR                 |
| PH 313   | Cyberethics *      |

### Sample Degree Plan

Please note that this is a sample plan; all students must consult with an advisor in making course selections.

#### Semester One — Fall or Spring

|         |                            |
|---------|----------------------------|
| IT 120  | Cybersecurity Principles * |
| IT 129  | Python Scripting           |
| IT 205  | Digital Technology *       |
| IT 210  | Software Engineering *     |
| IT 323  | Junior IT Seminar          |
| MGT 345 | Project Management         |

#### Semester Two — Spring or Summer

|          |                                      |
|----------|--------------------------------------|
| DATA 325 | Data Analytics                       |
| IT 229   | Advanced Python Applications         |
| IT 305   | Computer Networking                  |
| IT 310   | Database Technology                  |
| IT 315   | Operating Systems and Virtualization |
| IT 335   | Corporate Cybersecurity              |

#### Semester Three — Summer or Fall

|        |  |
|--------|--|
| IT 321 | Cloud Computing  |
| IT 355 | Software Testing, Documentation, and Quality Assurance * |
| IT 357 | Malware Analysis   |
| IT 370 | Digital Forensics  |
| IT 372 | Cisco Networking I                                       |
| IT 385 | Managing Big Data  |
| IT 423 | Senior IT Seminar  |

#### Semester Four — Fall or Spring

|        |                                  |
|--------|----------------------------------|
| IT 341 | Data in the Cloud                |
| IT 375 | Cisco Networking II              |
| IT 390 | Cybersecurity: Attack and Defend |
| IT 490 | IT Internship                    |
| IT 489 | Capstone Project *               |
| PH 305 | Business Ethics *                |
|        | OR                               |
| PH 313 | Cyberethics *                    |

### Information Technology (B.S.)

Marymount's information technology (IT) program recognizes the role of technology in all aspects of today's world — in business, in society, and in our personal lives.

The IT program provides the following:

- A solid foundation of all of the parts of technology that are essential to understand how technology is used today and how it may be applied in the future. This includes defining requirements, developing software applications, building and administering complex computer infrastructure on the premises and in the cloud, and successfully managing IT projects.
- Knowledge and experience in a specialized area of technology or its application leading to jobs in those fields. Students can either select a designated embedded minor in a particular area of technology or tailor the program to their needs by selecting five elective courses to further the current integration of business and technology. Students may select minors from the IT program, the business program, and the economics program in the School of Business and Technology; from the graphics and media design program or digital writing and narrative design program in the School of Design, Arts and Humanities; or from the criminal justice or mathematics programs in the School of Science, Mathematics, and Education.

Students can focus on one or more of the following IT specialized areas by applying for the embedded minor or by completing five higher-level IT courses.

#### Business Analysis

This minor provides students with the specialized knowledge to analyze business processes and improve them through digital transformation. See business analysis minor (p. 162) for details.

#### Cloud Computing

This minor provides students with the specialized knowledge to support technology implementation on cloud infrastructures, including architecting, developing, and managing systems. See cloud computing minor (p. 162) for details.

#### Computer Science

This minor is for students who plan to be software developers and design and build modern software products. See computer science minor (p. 163) for details.

#### Cybersecurity

This minor is designed for students who wish to work in the growing field of cybersecurity, other than in network security. See cybersecurity minor (p. 163) for details.

**Data Science**

This minor provides students with the specialized knowledge in the fast-growing field of data science and artificial intelligence. See data science minor (p. 163) for details.

**Digital Forensics**

This minor is for students who wish to investigate digital incidents, both corporate and criminal, and prepare digital evidence increasingly used in courts of law. See digital forensics minor (p. 164) for details.

**Game Design and Development**

This minor is for students who wish to develop high-quality games for a variety of media in the gaming industry and increasingly in business. See game design and development minor (p. 164) for details.

**Network Security**

This minor provides students with specialized knowledge and skills to work in the administration and security of complex computer networks. See network security minor (p. 164) for details.

In addition to these IT minors, students may elect any other minor offered by the School of Business, including:

- Applied Statistics
- Business
- Economics
- Entrepreneurship
- Finance
- International Business
- Law
- Social Entrepreneurship
- Sport Management
- Sustainability

See the School of Business (p. 123) section for the details of these minors.

Alternatively, students may select a minor from a related field, including from the graphics and media design program:

- Graphic and Media Design
- UX/UI Web Design
- Web Design

Or from the digital writing and narrative design program:

- Digital Writing and Narrative Design

See the graphics and media design (p. 150) or the digital writing and narrative design (p. 263) programs for details on these minors.

Minors can also be taken from the criminal justice program or the mathematics program, including:

- Criminal Justice
- Forensic Science and Criminal Investigations
- Mathematics

See the College of Sciences and Humanities (p. 228) for details on these minors.

These 25 minors provide IT students with a variety of options to tailor their education to their career goals.

\*\*Students who would prefer to have the designation of specialty, rather than the minor, on their transcript may choose to complete any business or information technology minor and receive this designation instead. The minor and specialty designations require the exact same courses. Students may not declare both a minor and specialty in the same field. Please work with your academic advisor on the process to declare this alternative option.

The B.S. in information technology program prepares students for the fast-moving fields of information technology, computer science, and computational thinking. Students experience a broad range of technology so that they can effectively analyze problems and implement state-of-the-art solutions. Students learn the many sub-disciplines (e.g., coding, software testing, networking, databases, cybersecurity) and apply them in a variety of experiential learning activities, including individual and team projects, faculty-student research, and internships in government and businesses. Students are also prepared for transition to the information technology workforce through a series of seminars emphasizing soft skills such as communications, ethics, interviewing skills, and project management.

The Marymount IT program is recognized as a Center for Academic Excellence in Cyber Defense Education (CAE-CDE), a group of elite universities recognized by the Department of Homeland Security (DHS) and the National Security Agency (NSA).

Upon successful completion of the information technology program, students will be able to

- demonstrate proficiency in a broad base of information technology skills, including programming, networking, databases, cybersecurity, and software testing.

- evaluate business problems and design and implement technology solutions.
- conduct a capstone project that includes research on an aspect of technology of interest to business or society in general.
- compose written documents and give professional-level presentations that articulate needs, identify solutions, and demonstrate information and data literacy.

Students learn the body of knowledge associated with specified industry-wide certifications. Recognized certifications can also be used as transfer credit for the program.

Marymount University has worked with community colleges in the region to maximize the credits that can be transferred into the program.

The faculty for this program, full time and part time, are experienced and knowledgeable in the specific subjects they teach and, when applicable, use extensive hands-on activities to support learning.

Students are encouraged to engage in research with full-time faculty in areas such as cybersecurity, data science including machine learning and natural language processing (NLP), computer crime investigations, digital health, and digital transformation.

**Internship Prerequisites:** All students must take a for-credit internship in the IT field before graduation. A minimum of 90 credits with a minimum cumulative GPA of 2.0 and grade of C or better in IT3 23, Junior IT Seminar, are required to register for the internship.

**Credits Required:** The B.S. in information technology degree requires at least 120 total credits and may include an embedded minor.

**Minimum Grade Requirements:** A minimum grade of C is required in all IT courses except for IT 110. A minimum grade of C+ is required for IT 423 Senior IT Seminar and IT 489 Capstone Project.

**Residency Requirement:** Students must complete 21 credits of their IT major or specialty courses at Marymount.

### Degree Requirements — Information Technology

This degree requires a minimum of 120 total credits.

### Liberal Arts Core and University Requirements

See University Requirements and the Liberal Arts Core (p. 101) for details.

### Major Requirements

To fulfill the requirements of the major, all students in this program will take the following coursework in a sequence determined in collaboration with an advisor. Some courses also satisfy Liberal Arts Core and/or University Requirements.

|          |  |
|----------|--|
| IT 110   | Information Technology in the Global Age*                |
| IT 120   | Cybersecurity Principles *                               |
| IT 130   | Java Programming   |
| IT 125   | OR<br>Web Development                                    |
| IT 129   | OR<br>Python Scripting                                   |
| IT 205   | Digital Technology *                                     |
| IT 210   | Software Engineering *                                   |
| IT 223   | Sophomore IT Seminar                                     |
| IT 230   | Advanced Java Programming                                |
| IT 225   | OR<br>Advanced Web Development                           |
| IT 227   | OR<br>Mobile App Development                             |
| IT 229   | OR<br>Advanced Python Applications                       |
| IT 305   | Computer Networking                                      |
| IT 310   | Database Technology                                      |
| IT 323   | Junior IT Seminar  |
| IT 345   | Human Computer Interaction                               |
| IT 355   | Software Testing, Documentation, and Quality Assurance * |
| IT 490   | IT Internship  |
| IT 423   | Senior IT Seminar  |
| IT 489   | Capstone Project *                                       |
| MGT 123  | The Business Experience                                  |
| MGT 345  | Project Management                                       |
| MA 132   | Statistical Analysis *                                   |
| MA 121   | Math for Liberal Arts *                                  |
| MA 171   | OR<br>Calculus with Precalculus A *                      |
| MA 181   | OR<br>Calculus I *                                       |
| MA 260   | OR<br>Discrete Mathematics for Information Technology *  |
| DATA 300 | OR<br>Advanced Business Statistics *                     |
| DATA 310 | OR<br>Decision Analysis                                  |
| PH 305   | Business Ethics *  |
| PH 305SL | OR<br>Business Ethics *                                  |
| PH 313   | OR<br>Cyberethics *                                      |

|  |  |
|--|--|
|  | Two (2) Information Technology Electives |
|--|--|

An approved minor or five (5) upper-level IT or DATA courses.

### Sample Degree Plan — Information Technology

Please note that this is a sample plan; all students must consult with an advisor in making course selections.

#### Year One — Fall

|          |   |
|----------|---|
| IT 110   | Information Technology in the Global Age* |
| MGT 123  | The Business Experience                   |
| EN 101   | Composition I *                           |
| MA 132   | Statistical Analysis *                    |
| CNCT 100 | Connections *                             |

EN 101: WR core course

IT 110: GP course

MA 132: MT core course

#### Year One — Spring

|        |  |
|--------|--|
| IT 120 | Cybersecurity Principles *                       |
| IT 130 | Java Programming<br>OR                           |
| IT 125 | Web Development<br>OR                            |
| IT 129 | Python Scripting                                 |
| EN 102 | Composition II *                                 |
| PH 100 | Introduction to Philosophy *                     |
|        | Introductory Social Science (SS-1) core course * |

EN 102: WR core course

PH 100: PH-1 core course

IT 120 DSINQ course

#### Year Two — Fall

|          |   |
|----------|---|
| IT 205   | Digital Technology *                              |
| IT 210   | Software Engineering *                            |
| IT 223   | Sophomore IT Seminar                              |
| MA 121   | Math for Liberal Arts *                           |
| MA 171   | Calculus with Precalculus A *                     |
| MA 181   | Calculus I *                                      |
| MA 260   | Discrete Mathematics for Information Technology * |
| DATA 300 | Advanced Business Statistics *                    |
| DATA 310 | Decision Analysis                                 |
| PH 305   | Business Ethics *                                 |
| PH 305SL | Business Ethics *                                 |
| PH 313   | Cyberethics *                                     |

|    |  |
|----|--|
| EN | Introductory Literature (LT-1) core course * |
|----|--|

PH 305, PH 305SL, PH 313: PH-E core course

IT 205: DSINQ course

IT 210: WI course

#### Year Two — Spring

|         |  |
|---------|--|
| IT 230  | Advanced Java Programming<br>OR              |
| IT 225  | Advanced Web Development<br>OR               |
| IT 227  | Mobile App Development<br>OR                 |
| IT 229  | Advanced Python Applications                 |
|         | Natural Science (NS) core course with lab *  |
| TRS 100 | Theological Inquiry *                        |
|         | One (1) IT or DATA elective outside of minor |

TRS 100: TRS-1 core course

#### Year Three — Fall

|        |   |
|--------|---|
| IT 305 | Computer Networking   |
| IT 310 | Database Technology   |
| IT 323 | Junior IT Seminar   |
|        | Introductory Social Science (SS-1) core course in a second discipline *               |
|        | One (1) approved minor or upper-level IT or DATA course                               |
|        | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |

Minor Course: See Major Requirements above for minor options and course selections.

#### Year Three — Spring

|         |   |
|---------|---|
| IT 345  | Human Computer Interaction  |
| IT 355  | Software Testing, Documentation, and Quality Assurance *  |
| MGT 345 | Project Management  |
|         | One (1) approved minor or upper-level IT or DATA course   |
|         | Introductory Social Science (SS-1) in a third discipline or Second Natural Science (NS) core course * |

IT 355: WI course

Minor Course: See Major Requirements above for minor options and course selections.

#### Year Four — Fall

|        |   |
|--------|---|
| IT 490 | IT Internship   |
| IT 423 | Senior IT Seminar   |
|        | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |
|        | Two (2) approved minor or upper-level IT or DATA courses                              |



|  |  |
|--|--|
|  | One (1) IT or DATA elective outside of minor |
|--|--|

*Minor Course: See Major Requirements above for minor options and course selections.*

#### **Year Four — Spring**

|        |   |
|--------|---|
| IT 489 | Capstone Project *  |
|        | Advanced Social Science (SS-2) core course *              |
|        | One (1) approved minor or upper-level IT or DATA course   |
|        | Advanced Theology/Religious Studies (TRS-2) core course * |

*IT 489: DSINQ and WI course*

*Minor Course: See Major Requirements above for minor options and course selections.*

\* Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core (p. 101) and the Course Descriptions (p. 318) for further information.

#### **Information Technology (B.S.) to M.B.A Program**

This pre-M.B.A. program allows advanced IT students to begin coursework that satisfies M.B.A degree requirements while completing their undergraduate program. If students begin their graduate coursework while completing their undergraduate programs, they could earn their undergraduate and graduate degrees at an accelerated rate.

IT students can supplement their undergraduate coursework with up to six credits of specified M.B.A. graduate courses. The M.B.A. courses would satisfy both graduate and undergraduate program requirements.

Students are allowed to enroll in up to four graduate-level M.B.A. courses while completing undergraduate coursework; however, only two of those courses (six credits) would be eligible for application to the undergraduate degree. If students opt to take an additional two courses at the graduate level while completing their undergraduate degree, these courses would only apply to the graduate program requirements. All four graduate courses would satisfy M.B.A. program requirements.

**Admission Requirements:** In addition to meeting the university's undergraduate admission requirements, students are permitted to submit an application and, if approved, take graduate M.B.A. courses if they have:

- at least 60 credits but no more than 90 credits in the program and

- a minimum cumulative GPA of 3.4.

#### **Graduate M.B.A. Courses:**

|         |                                 |
|---------|---------------------------------|
| MBA 511 | Management Foundations          |
| MBA 512 | Accounting for Managers         |
| MBA 515 | Management in Organizations     |
| MBA 521 | Marketing Concepts and Practice |

IT students must take MBA 511 as the first graduate-level course in this combined program.

**Graduate Student Status:** Upon completion of up to four 500-level MBA courses (each with a minimum grade of C) and the awarding of their bachelor's degree, students must apply to the M.B.A. program to attain admission to this program.

#### **Information Technology (B.S.)/M.B.A. Guaranteed Admission Program**

The standardized test requirement for admission to Marymount's M.B.A. program will be waived for students who have earned an IT degree in the past three years with a minimum cumulative GPA of 3.4 overall and a minimum cumulative GPA of 3.4 in their business courses.

**Graduate Student Status:** Upon the awarding of their IT degree and the completion of the M.B.A. admissions process, the student will attain full admission to the M.B.A. program and become subject to all graduate student policies and procedures. See the Business Administration (M.B.A.) (p. 128) for additional program information.

#### **Information Technology and Cybersecurity, Combined B.S./M.S. Program**

This pre-M.S. program allows advanced information technology students to begin coursework that satisfies M.S. in cybersecurity degree requirements while completing their undergraduate degree. If students begin their graduate coursework while completing their undergraduate programs, they could earn their undergraduate and graduate degrees at an accelerated rate.

B.S. in IT students can supplement their undergraduate coursework with up to six credits of specified cybersecurity graduate courses. The cybersecurity courses would satisfy both graduate and undergraduate program requirements.

Students are allowed to enroll in up to four graduate-level cybersecurity courses while completing

undergraduate coursework; however, only two of those courses (six credits) would be eligible for application to the undergraduate degree. If students opt to take an additional two courses at the graduate level while completing their undergraduate degree, these courses would only apply to the graduate program requirements. All four graduate courses would satisfy cybersecurity program requirements.

**Admission Requirements:** In addition to meeting the university's undergraduate admission requirements, students are permitted to submit an application and, if approved, take graduate cybersecurity courses if they have

- a declared major in information technology with a specialty in applied cybersecurity, cloud computing, or networking and cybersecurity;
- at least 60 credits but no more than 90 credits in the program; and
- a minimum cumulative GPA of 3.4.

### Minimum Grade and Residency

**Requirements:** Students should consult the requirements for the B.S. in information technology. The following also applies:

- A minimum grade of C is required for all information technology undergraduate courses and a minimum grade of B for graduate courses.
- Students must complete 21 credits of their undergraduate IT courses and all of their graduate courses at Marymount.

### Graduate IT Courses:

|        |  |
|--------|--|
| IT 530 | Computer Security                                  |
| IT 570 | Cybersecurity: Law, Policy, Ethics, and Compliance |
| IT 575 | Information Security Management                    |
| IT 670 | Computer Network Defense                           |
| IT 543 | Project Management                                 |

**Graduate Student Status:** Upon completion of four specified 500-level courses from the cybersecurity program courses (each with a minimum grade of B-) and the awarding of their bachelor's degree, students must apply for admission to the M.S. in cybersecurity program to attain admission.

Upon the awarding of the B.S. in information technology degree and the completion of the M.S. in

cybersecurity admission process, students will become subject to all graduate student policies and procedures. See the Cybersecurity (M.S.) (p. 168) for additional program information.

### Information Technology, Combined B.S./M.S. Program

This pre-M.S. program allows advanced information technology students to begin coursework that satisfies M.S. in information technology degree requirements while completing their undergraduate degree. If students begin their graduate coursework while completing their undergraduate programs, they could earn their undergraduate and graduate degrees at an accelerated rate.

B.S. in IT students can supplement their undergraduate coursework with up to six credits of specified IT graduate courses. The IT courses would satisfy both graduate and undergraduate program requirements.

Students are allowed to enroll in up to four graduate-level IT courses while completing undergraduate coursework; however, only two of those courses (six credits) would be eligible for application to the undergraduate degree. If students opt to take an additional two courses at the graduate level while completing their undergraduate degree, these courses would only apply to the graduate program requirements. All four graduate courses would satisfy IT program requirements.

**Admission Requirements:** In addition to meeting the university's undergraduate admission requirements, students are permitted to submit an application and, if approved, take graduate information technology courses if they have

- a declared major in information technology with a specialty in applied IT, computer science, game design and development, or information systems;
- at least 60 credits but no more than 90 credits in the program; and
- a minimum overall GPA of 3.4.

### Minimum Grade and Residency Requirements:

Students should consult the requirements for their major program. The following also applies:

- A minimum grade of C is required in all information technology undergraduate courses, and a minimum grade of B is required for all graduate courses.

- Students must complete 21 credits of their undergraduate IT courses and all of their graduate courses at Marymount.

### Graduate IT Courses:

|        |  |
|--------|--|
| IT 510 | Requirements Analysis                  |
| IT 515 | Decision Making for IT                 |
| IT 520 | Enterprise Infrastructure and Networks |
| IT 530 | Computer Security                      |

**Graduate Student Status:** Upon completion of up to four 500-level IT courses (each with a minimum grade of B-) and the awarding of their bachelor's degree, students must apply for admission to the M.S. in information technology program to attain admission to the M.S. program.

Students complete their M.S. degree by following a general program of studies or choosing one of the seven tracks in their final year: cybersecurity, data science, digital transformation, health care informatics, project management and technology leadership, or software engineering.

Upon the awarding of the B.S. in information technology degree and the completion of the M.S. in information technology admission process, the student will become subject to all graduate student policies and procedures. See the Information Technology (M.S.) (p. 171) for additional program information.

## Minors

### Applied Statistics (Minor)

Understanding statistics and data analysis is an increasingly valuable skill — both in the job market and in civic life. This minor provides this skill and is open to students in any major.

To fulfill the requirements of the minor, all students will take the following coursework in the sequence determined in collaboration with an advisor.

### Minor Requirements

|        |                              |
|--------|------------------------------|
| MA 218 | Probability and Statistics * |
| MA 230 | Scientific Computing         |

A minimum of nine (9) additional credits from the following with a minimum of one 300-level course and one 400-level course selected from this list:

|          |                                |
|----------|--------------------------------|
| ECO 335  | Econometrics                   |
| MA 318   | Data Analysis with R           |
| DATA 300 | Advanced Business Statistics * |

|          |                                     |
|----------|-------------------------------------|
| DATA 325 | Data Analytics                      |
| ECO 450  | Research Methods in Economics *     |
| MA 418   | Mathematical Modeling               |
| DATA 430 | Statistical Analysis of Time Series |

*Students are highly encouraged (but not required) to enroll in a calculus sequence: MA 171 and MA 172 or MA 181 and MA 200.*

### Business Analysis (Minor)

A business analyst (BA) analyzes an organization's business domain, documents its business processes, and then assesses and recommends the use of additional technology to improve these business processes. A minor in business analysis provides students with specialized knowledge in this growing area of information technology; a variety of government agencies and businesses are automating some or all of their IT operations as part of digital transformation initiatives. In addition to being part of the B.S. in information technology, the minor complements other Marymount programs, such as business administration or fashion merchandising.

**Minimum Grade Requirement:** A minimum grade of C is required in any course in the business analysis minor.

**Residency Requirement:** Students must complete at least 12 credits of the minor requirement at Marymount University.

### Minor Requirements

|          |   |
|----------|---|
| IT 125   | Web Development                           |
| IT 210   | Software Engineering *                    |
| IT 310   | Database Technology                       |
| IT 321   | Cloud Computing                           |
| IT 380   | Electronic Document and Record Management |
| IT 385   | Managing Big Data                         |
| DATA 325 | Data Analytics                            |
| MA 132   | Statistical Analysis *                    |
|          | OR  |
| MA 218   | Probability and Statistics *              |

### Cloud Computing (Minor)

A minor in cloud computing provides students with specialized knowledge in a growing area of information technology. A variety of jobs are available at cloud providers, such as Amazon, Microsoft, and Google, as well as in government agencies and businesses moving some or all of their IT operations to the cloud. In addition to being part of the B.S. in information technology program, the minor complements programs

such as criminal justice, mathematics, and business administration.

**Minimum Grade Requirement:** A minimum grade of C is required in any course in the cloud computing minor.

**Residency Requirement:** Students must complete at least 12 credits of the minor requirement at Marymount.

### Minor Requirements

|        |  |
|--------|--|
| IT 205 | Digital Technology *                       |
| IT 305 | Computer Networking                        |
| IT 315 | Operating Systems and Virtualization       |
| IT 321 | Cloud Computing                            |
| IT 331 | On-Premise and Cloud System Administration |
| IT 341 | Data in the Cloud                          |
| IT 351 | Cloud Security and DevSecOps               |

### Computer Science (Minor)

A minor in computer science complements programs such as mathematics and biology, as computer analysis is a major part of other applied mathematics and scientific programs.

**Minimum Grade Requirements:** A minimum grade of C is required in any course within the computer science minor.

**Residency Requirement:** Students must complete at least 12 credits of the minor requirements at Marymount.

### Minor Requirements

|        |                                    |
|--------|------------------------------------|
| IT 205 | Digital Technology *               |
| IT 130 | Java Programming                   |
| MA 181 | Calculus I *                       |
| IT 230 | Advanced Java Programming          |
| IT 305 | Computer Networking                |
| IT 320 | Structure of Programming Languages |
| IT 340 | Data Structures and Algorithms     |

### Cybersecurity (Minor)

A minor in cybersecurity is designed for students who wish to examine how and why cyberattacks are happening with increased volume and impact and how to protect against them, either personally or at the corporate or government levels.

**Minimum Grade Requirements:** A minimum grade of C is required in any course in the cybersecurity minor.

**Residency Requirement:** Students must complete at least 12 credits of the minor requirements at Marymount.

### Minor Requirements

|        |                                      |
|--------|--------------------------------------|
| IT 120 | Cybersecurity Principles *           |
| IT 129 | Python Scripting                     |
| IT 305 | Computer Networking                  |
| IT 315 | Operating Systems and Virtualization |
| IT 321 | Cloud Computing                      |
| IT 335 | Corporate Cybersecurity<br>OR        |
| IT 351 | Cloud Security and DevSecOps         |
| IT 390 | Cybersecurity: Attack and Defend     |

### Data Science (Minor)

Data is everywhere. It is estimated that about 90% of all data in the world has been produced in the past two years, and the volume continues to grow. These large amounts of data mean opportunities for data scientists to collect data from many sources and transform it into a usable format, solve business-related problems using data-driven analysis techniques, and work with a variety of programming languages, including R and Python. Organizations in all sectors are recruiting data scientists, and, according to Glassdoor, it is currently the best job in the U.S. A minor in data science complements programs such as business, biology, and mathematics, and data scientist is a strong career option in the business and science fields.

**Minimum Grade Requirements:** A minimum grade of C is required in any course within the data science minor.

**Residency Requirement:** Students must complete at least 12 credits of the minor requirements at Marymount.

### Minor Requirements

|          |                                      |
|----------|--------------------------------------|
| MA 132   | Statistical Analysis *<br>OR         |
| MA 218   | Probability and Statistics *         |
| IT 310   | Database Technology                  |
| DATA 310 | Decision Analysis                    |
| DATA 325 | Data Analytics                       |
| IT 385   | Managing Big Data                    |
| DATA 385 | Current Topics in Data Science<br>OR |
| DATA 395 | Data Visualization                   |
| DATA 390 | Data Science Applications<br>OR      |
| DATA 370 | Machine Learning Technologies        |

**Digital Forensics (Minor)**

Digital forensics includes the identification, recovery, investigation, validation, and presentation of facts regarding digital evidence found on computers, networks, or digital storage media devices. A minor in digital forensics is designed for students who are interested in the detection, analysis, and attribution of the use of digital technologies in a variety of criminal activities.

**Minimum Grade Requirements:** A minimum grade of C is required in any course within the forensic computing minor.

**Residency Requirement:** Students must complete at least 12 credits of the minor requirements at Marymount.

**Minor Requirements**

|        |                                      |
|--------|--------------------------------------|
| IT 129 | Python Scripting                     |
| IT 205 | Digital Technology *                 |
| CJ 320 | Cybercrime and Digital Terrorism     |
| IT 120 | Cybersecurity Principles *           |
|        | OR                                   |
| IT 335 | Corporate Cybersecurity              |
| IT 305 | Computer Networking                  |
|        | OR                                   |
| IT 315 | Operating Systems and Virtualization |
| IT 321 | Cloud Computing                      |
| IT 370 | Digital Forensics                    |

**Game Design and Development (Minor)**

A minor in game design and development is designed for gamers who wish to learn how to design and develop games, not just play them. Today, games are not just for entertainment; games are now extensively used for training (e.g., for first responders) and for learning. The minor provides students with an educational outlet for their creativity.

**Minimum Grade Requirements:** A minimum grade of C is required in any course in the game design and development minor.

**Residency Requirement:** Students must complete at least 12 credits of the minor requirements at Marymount.

**Minor Requirements**

|        |                        |
|--------|------------------------|
| IT 205 | Digital Technology *   |
| IT 227 | Mobile App Development |
|        | OR                     |
| IT 130 | Java Programming       |
|        | OR                     |
| IT 129 | Python Scripting       |

|        |   |
|--------|---|
| IT 322 | Game Design                                     |
| IT 324 | Story and Narrative Development for Video Games |
| IT 325 | 3-D Modeling and Animation                      |
| IT 326 | Game Development and Production                 |
| IT 328 | Mobile Gaming                                   |

**Information Technology (Minor)**

Technology drives our digital world, and students entering the workplace in any field are expected to be able to use technology effectively. This minor is open to students pursuing a degree other than the B.S. in information technology and provides students with a general understanding of the information technology field, including computer hardware and networks, information security, database management, and Java software development. A minor in information technology is a valuable complement to many programs, particularly business administration, as computers play an increasingly important role in today's workplace.

**Minimum Grade Requirements:** A minimum grade of C is required in any course within the information technology minor.

**Residency Requirement:** Students must complete at least 12 credits of the minor requirements at Marymount.

**Minor Requirements**

|        |  |
|--------|--|
| IT 110 | Information Technology in the Global Age * |
| IT 120 | Cybersecurity Principles *                 |
| IT 130 | Java Programming                           |
|        | OR   |
| IT 125 | Web Development                            |
|        | OR   |
| IT 229 | Advanced Python Applications               |
| IT 205 | Digital Technology *                       |
| IT 210 | Software Engineering *                     |
| IT 305 | Computer Networking                        |
| IT 310 | Database Technology                        |

**Network Security (Minor)**

A minor in computer networking and its security prepares students to manage computer networks and to ensure the security of information systems from an operational perspective. Students are prepared for industry certifications such as those from CompTIA (Network+, Security+) and from Cisco (CCENT and CCNA).

**Minimum Grade Requirements:** A minimum grade of C is required in any course in the network security minor.

**Residency Requirement:** Students must complete at least 12 credits of the minor requirements at Marymount.

### Minor Requirements

|        |                                      |
|--------|--------------------------------------|
| IT 205 | Digital Technology *                 |
| IT 305 | Computer Networking                  |
| IT 315 | Operating Systems and Virtualization |
| IT 120 | Cybersecurity Principles *           |
| IT 335 | Corporate Cybersecurity              |
| IT 372 | Cisco Networking I                   |
| IT 375 | Cisco Networking II                  |
| IT 390 | Cybersecurity: Attack and Defend     |

Students in the IT program must take IT 335.

## Undergraduate Certificate

### Data Science (Post-Baccalaureate Certificate)

This program is for students who have previously earned a bachelor of science (B.S.) degree in any discipline. The certificate is designed to prepare individuals for a data scientist position in the specific industry related to their initial degree. Title IV federal financial aid is not available for this certificate program, but private and institutional aid may be available.

Upon successful completion of the data science post-baccalaureate certificate, students will be able to

- use statistical and other management techniques to solve a problem where significant numerical data exists;
- configure a large database to optimize query and retrieval operations;
- evaluate data analysis tools in the market, open-source and others; and
- apply a range of data science techniques to analyze and visualize a data problem.

**Admission Requirements:** In addition to meeting the university's requirements for post-baccalaureate certificate admissions, the student must demonstrate knowledge of high school algebra. Students with insufficient mathematics preparation will be advised to take appropriate undergraduate courses to prepare for the certificate curriculum.

**Program Completion Requirement:** All coursework must be completed at Marymount University within three years of matriculation.

### Certificate Requirements

This certificate requires 18 credits.

|          |                               |
|----------|-------------------------------|
| IT 229   | Advanced Python Applications  |
| IT 310   | Database Technology           |
| DATA 325 | Data Analytics                |
| DATA 310 | Decision Analysis             |
| IT 385   | Managing Big Data             |
| DATA 370 | Machine Learning Technologies |
| DATA 390 | Data Science Applications     |

## Graduate Degrees

### Cybersecurity (D.Sc.)

The mission of the Doctorate of Science (D.Sc.) in cybersecurity is to prepare highly qualified cybersecurity professionals to lead the increasingly complex cyber challenges of the digital world in which we live and protect the digital infrastructure that is critical to the nation's society and economy. This doctorate program is unique in its location at the center of the United States government's cybersecurity initiatives; emphasis on the intersections of the technology, ethics, management, leadership, policy, teaching, and data science aspects of cybersecurity; and focus on working practitioners in the field.

Marymount's D.Sc. in cybersecurity program provides the knowledge, skills, and abilities needed to meet the cybersecurity challenges facing governments, businesses, and individuals in the increasingly hostile online environment.

The D.Sc. in cybersecurity is offered in two formats:

- 72-credit D.Sc. in cybersecurity for students entering with a qualified undergraduate degree
- 36-credit D.Sc. in cybersecurity for students entering with a master's degree in a cybersecurity-relevant field

Graduates with this terminal degree will be prepared to take leadership roles in cybersecurity in academia, business, or the nonprofit community and make a significant difference to the safety and security of today's digital world. Students will expand their knowledge of cybersecurity, both from its theoretical underpinnings and its practical applications. The focus of the program is applied research, advancing the field of cybersecurity, and applications in the real world.

Courses are available in online and face-to-face formats, and students may take any combination of course formats to meet the requirements of the program. Students are expected to be engaged throughout the program and adhere to the requirements for ethical

behavior, respect for others, and research and writing standards.

Upon completion of the program, students will be able to

- lead cybersecurity programs in government, business, and society by researching, analyzing, and applying current and future cybersecurity techniques;
- research contemporary cybersecurity theory and practice and apply these concepts to protecting an increasingly threatened computer infrastructure;
- demonstrate advanced levels of judgment, critical thinking, and accountability in designing and evaluating cybersecurity measures;
- communicate effectively very technical cybersecurity and related computer concepts with others, including academics, cybersecurity professionals, and those who may be less technical;
- apply ethical analysis when generating cybersecurity policy, research, and practice;
- use cybersecurity skills and knowledge to teach or train others in cybersecurity awareness, operation, and defense; and
- publish in professional cybersecurity journals and present at professional cybersecurity conferences.

#### **Admission Requirements:**

##### **Post-Bachelor's Entry**

1. Application
2. Application fee: \$40
3. Official transcripts for all attempted coursework with a minimum GPA of 3.0 or considerable work experience
4. Resume
5. A Statement of Research Background and Interests that describes research-focused coursework, papers, and projects completed. Please provide evidence of this work and/or college-level writing samples (at least two documents).
6. Interview invitation is extended to qualified applicants upon application completion.

##### **Post-Master's Entry**

1. Application
2. Application fee: \$40
3. Official transcripts for all attempted coursework — must include a master's degree in a related field — with a minimum GPA of 3.5 or considerable work experience. Note: Students who do not have a solid background in cybersecurity will be required to take relevant courses as prerequisites to the program.

##### 4. Resume

5. A Statement of Research Background and Interests that describes research-focused coursework, papers, and work-related cybersecurity projects completed. Please provide evidence of this work and/or college-level writing samples (at least three documents).
6. Interview invitation is extended to qualified applicants upon application completion.
7. College-level statistics course with a B- or better

**Minimum Grade Requirements:** Students in the DSc in Cybersecurity must earn a minimum grade of B- in all courses in the program to earn credit. All graduate students in the College of Business, Innovation, Leadership, and Technology must maintain a minimum cumulative GPA of 3.0.

**Residency Requirements:** Students must apply for residency to ensure that they benefit and contribute to the full spectrum of educational and professional opportunities provided by the university. To establish residency, students should interact with faculty and peers by regularly participating in class (online or in the classroom), attending professional events sponsored by the university or other institutions, and actively using the university's library resources. The doctoral residency requirements may be satisfied only after admission into the doctoral program and completion of 18 credits of doctoral-level courses for at least three consecutive semesters (fall, spring, and summer).

**Candidacy Requirements:** Students must then apply for candidacy in the D.Sc. in cybersecurity program. They may do so after they have completed 24 credits of the 700- and 800-level courses and have met the following requirements:

- achieved a minimum GPA of 3.5 or passed a comprehensive exam;
- submitted documentation verifying a professional paper was presented at a professional event;
- completed at least two service commitments involving increasing the cybersecurity knowledge and expertise in the community; and
- formed a dissertation committee.

**Commencement Participation Requirements:** DSc in Cybersecurity students cannot participate in the University commencement ceremony until they have successfully defended their dissertation, and successfully completed IT 850.

**Dismissal from Program:** A DSc in Cybersecurity student may repeat one (1) grade of F. If a student

receives a second F grade, in the same or a different course, they will be dismissed from the program.

### School of Technology and Innovation Cybersecurity (D.Sc.) Student Handbook:

DSc in Cybersecurity students must comply with additional program-specific policies and requirements found in the DSc Cybersecurity Student Handbook. The handbook is available through the DSc Cybersecurity Advising site on Canvas. All DSc students are required to read the handbook upon matriculation in the program and to review the handbook each time it is revised. Notification of revisions is made through the Canvas site.

### Degree Requirements — Cybersecurity (D.Sc.) Post-Baccalaureate

*Degree requirements for those entering with a B.S. in information technology, computer science, or other technical degree.*

72 credits

#### Degree Required Courses

|        |  |
|--------|--|
| IT 530 | Computer Security                                  |
| IT 535 | Advanced Computer Security                         |
| IT 560 | Applications of Cryptography                       |
| IT 570 | Cybersecurity: Law, Policy, Ethics, and Compliance |
| IT 575 | Information Security Management                    |
| IT 580 | Technology Leadership                              |
| IT 585 | OR<br>Managing Technical People                    |
| IT 543 | OR<br>Project Management                           |
| IT 670 | Computer Network Defense                           |

#### 500-Level Degree Electives

Take five (5) of the following courses in any order:

|        |   |
|--------|---|
| IT 537 | Computer Forensics and Incident Response            |
| IT 540 | Enterprise Data Management and Analysis             |
| IT 546 | Principles of Data Science                          |
| IT 547 | Security and Privacy of Electronic Documents        |
| IT 552 | Operating Systems                                   |
| IT 557 | Measuring Systems Security: Monitoring and Auditing |
| IT 566 | Computer Scripting Techniques                       |
| IT 567 | Global Cybersecurity and Cyber Warfare              |
| IT 576 | Natural Language Processing (NLP) Techniques        |
| IT 577 | Human Factors in Cybersecurity                      |
| IT 586 | Machine Learning                                    |
| IT 587 | Cybersecurity Systems: Certification and            |

|        |   |
|--------|---|
|        | Accreditation                           |
| IT 597 | Security and Privacy of Medical Devices |
| IT 680 | IT Master's Project                     |

#### 700-Level Degree Electives

Take six (6) of the following courses in any order:

|        |   |
|--------|---|
| IT 727 | Managing Cybersecurity Risk   |
| IT 737 | Securing the Evolving Technology Infrastructure                             |
| IT 745 | Machine Learning in Cybersecurity   |
| IT 747 | Cybersecurity in the Systems Life Cycle                                     |
| IT 757 | Cyber Threat Intelligence   |
| IT 767 | Workforce Development: Cybersecurity Education, Training, and Certification |
| IT 777 | Malware Analysis  |
| IT 787 | Cybersecurity Applied Research Practicum                                    |
| IT 797 | Advanced Topics in Cybersecurity  |

#### 800-Level Courses

Take each of the following 800-level courses in sequence:

|        |  |
|--------|--|
| IT 800 | Beginning Applied Research in Cybersecurity  |
| IT 810 | Applied Research Topics and Methods in Cybersecurity   |
| IT 820 | Applied Research: Qualitative and Quantitative Research  |
| IT 830 | Applied Research: the Dissertation Proposal  |
| IT 840 | Applied Research: Dissertation Data Collection and Analysis  |
| IT 850 | Dissertation and Oral Defense Designs  |
| IT 835 | Students may extend their proposal preparation timeline to reach candidacy by taking the following 1-credit course (maximum 3 times)<br>Continuing Dissertation Proposal Preparation   |
| IT 845 | Students may extend their data collection and data analysis by taking the following 1-credit course (maximum 3 times)<br>Continuing Dissertation Data Collection And Analysis  |
| IT 855 | Students may extend their dissertation preparation timeline to reach a successful oral defense and complete the dissertation itself by taking the following 1-credit course (maximum 3 times)<br>Continuing Dissertation Preparation |



### Degree Requirements — Cybersecurity (D.Sc.) Post-Master's

*Degree requirements for those entering with a master's degree in cybersecurity or equivalent.*

36 credits

#### Degree Electives

Take six (6) of the following courses in any order:

|        |   |
|--------|---|
| IT 727 | Managing Cybersecurity Risk   |
| IT 737 | Securing the Evolving Technology Infrastructure                             |
| IT 745 | Machine Learning in Cybersecurity   |
| IT 747 | Cybersecurity in the Systems Life Cycle                                     |
| IT 757 | Cyber Threat Intelligence   |
| IT 767 | Workforce Development: Cybersecurity Education, Training, and Certification |
| IT 777 | Malware Analysis  |
| IT 787 | Cybersecurity Applied Research Practicum                                    |
| IT 797 | Advanced Topics in Cybersecurity  |

#### 800-Level Courses

|        |  |
|--------|--|
| IT 800 | Beginning Applied Research in Cybersecurity  |
| IT 810 | Applied Research Topics and Methods in Cybersecurity   |
| IT 820 | Applied Research: Qualitative and Quantitative Research  |
| IT 830 | Applied Research: the Dissertation Proposal  |
| IT 840 | Applied Research: Dissertation Data Collection and Analysis  |
| IT 850 | Dissertation and Oral Defense Designs  |
| IT 835 | Students may extend their proposal preparation timeline to reach candidacy by taking the following 1-credit course (maximum 3 times)<br>Continuing Dissertation Proposal Preparation |
| IT 845 | Students may extend their data collection and data analysis by taking the following 1-credit course (maximum 3 times)<br>Continuing Dissertation Data Collection And Analysis        |
| IT 855 | Continuing Dissertation Preparation  |

#### Cybersecurity (M.S.)

Marymount's cybersecurity program is designed to prepare individuals for high-level positions in cybersecurity by developing the necessary knowledge, skills, and abilities in the technology and management of cybersecurity. Graduates will be able to protect the

digital world for the federal government, state and local governments, nonprofits, and industry.

Students may take elective courses to meet their professional needs or take a specialized track in either data science or digital health. Students may pursue a dual degree in cybersecurity and information technology to broaden their knowledge in technology.

Because of the university's proximity to federal agencies, including the Department of Homeland Security, Department of Defense, and National Science Foundation, faculty members in the program are involved in and aware of current federal government initiatives and requirements. Further, program leaders are able to call on practitioners in the field as guest speakers and adjunct professors.

This 36-credit program is offered in online and face-to-face formats, and students may take any combination of course formats to meet the requirements of the program. Courses are rigorous and include readings, collaboration, and practical assignments using inquiry-based learning techniques with online multimedia presentations, online tools, and online simulations and labs. The program is designed to prepare individuals for promotion to a cybersecurity analysis position and to meet the certification requirements currently imposed on the profession, particularly by the Department of Defense. While all other coursework may be completed online, the culminating course is recommended to be completed in residency in order to take advantage of the cybersecurity resources of the Washington, DC, area. Students will gain hands-on practice with equipment and tools as they interact with cybersecurity experts in government and industry.

The program is committed to exhibiting the highest professional and ethical standards that address the needs of working individuals, full-time students, and business and government organizations. A variety of electives enable individual students to tailor the program to their knowledge base and career aspirations.

Upon successful completion of the cybersecurity program, students will be able to

- Identify and solve cybersecurity issues in business and society by managing cybersecurity operations using available tools and techniques such as vulnerability assessments, risk mitigation, auditing, and certification and accreditation of information systems.
- Review and understand the legal, regulatory, policy, and ethical issues related to securing cyberspace and

ensuring the privacy of personally identifiable information (PII).

- Communicate effectively with others, including technologists and managers in cybersecurity and IT as well as users and managers in the business context.
- Work effectively as a member or as a leader of a cross-disciplinary team in the cybersecurity field where teamwork is essential to the success of a time-critical project.
- Develop the knowledge and skills required to pursue lifelong learning in areas relating to cybersecurity and to adapt to an ever-changing global technological and business environment through information literacy activities relevant to a fast-changing discipline.

**Admission Requirements:** In addition to meeting the university's requirements (p. 22), it is preferred that applicants for this program hold certification or demonstrate work experience in computer networking. Those lacking this credential or work experience must take IT 520 Enterprise Infrastructure and Networks before taking the technical courses in the program.

**Transfer Credits:** Students who have completed an equivalent graduate course within five years at an accredited college or university, and received a grade of B or better, may be permitted to transfer those graduate credits at the discretion of the school director. No transfer credit is given for internship or practicum experience at the graduate level. Ordinarily, no more than 12 graduate credit hours may be transferred.

**Course Substitution Policy:** If a student can exhibit a depth of knowledge gained through prior experience, advanced certifications, and/or previous coursework, more advanced courses may be substituted for lower-level program requirements.

**Minimum Grade Requirements:** A minimum grade of B- is needed to receive credit for a course in the cybersecurity program. All graduate students in the College of Business, Innovation, Leadership, and Technology must maintain a minimum cumulative GPA of 3.0.

Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Students must bring their cumulative GPA to 3.0 or higher within nine (9) graduate credits or be dismissed. A student whose cumulative GPA falls below 3.0 a second time will be dismissed.

## Degree Requirements — Cybersecurity (M.S.)

36 credits

### Degree Required Courses

|        |  |
|--------|--|
| IT 530 | Computer Security                                  |
| IT 535 | Advanced Computer Security                         |
| IT 560 | Applications of Cryptography                       |
| IT 570 | Cybersecurity: Law, Policy, Ethics, and Compliance |
| IT 670 | Computer Network Defense                           |
| IT 575 | Information Security Management                    |
| IT 543 | Project Management                                 |
| IT 580 | OR<br>Technology Leadership                        |
| IT 585 | OR<br>Managing Technical People                    |
| IT 680 | IT Master's Project                                |

Take a specialized track or select four (4) courses from the following:

|        |  |
|--------|--|
| IT 510 | Requirements Analysis and Management                   |
| IT 537 | Computer Forensics and Incident Response               |
| IT 540 | Enterprise Data Management and Analysis                |
| IT 546 | Principles of Data Science                             |
| IT 547 | Security and Privacy of Electronic Documents           |
| IT 552 | Operating Systems                                      |
| IT 557 | Measuring Systems Security: Monitoring and Auditing    |
| IT 566 | Computer Scripting Techniques                          |
| IT 567 | Global Cybersecurity and Cyber Warfare                 |
| IT 576 | Natural Language Processing (NLP) Techniques           |
| IT 577 | Human Factors in Cybersecurity                         |
| IT 586 | Machine Learning                                       |
| IT 587 | Cybersecurity Systems: Certification and Accreditation |
| IT 590 | Topics in Information Technology                       |
| IT 597 | Security and Privacy of Medical Devices                |

### Degree Track Courses

#### Data Science Track

|        |  |
|--------|--|
| IT 546 | Principles of Data Science                   |
| IT 566 | Computer Scripting Techniques                |
| IT 576 | Natural Language Processing (NLP) Techniques |
| IT 586 | Machine Learning                             |

#### Digital Health Track

|        |  |
|--------|--|
| IT 545 | Health Care Informatics                      |
| IT 546 | Principles of Data Science                   |
| IT 547 | Security and Privacy of Electronic Documents |
| IT 597 | Security and Privacy of Medical Devices      |

### Emerging Technology (M.S.)

Marymount's emerging technology program offers advanced study in many aspects of new technology, allowing IT professionals to be "reskilled" as technology changes. The program provides maximum flexibility for IT professionals, allowing them to take three 12-credit certificates in a five-year time frame leading to 36 credits in emerging technology and its implementation. Students can select two or three of the following emerging technology certificates:

- Cybersecurity
- Data Science
- Digital Health
- Digital Transformation

As well as one of the following implementation certificates:

- Intrapreneurship
- Leadership
- Project Management

The program is designed for IT professionals who need "reskilling" in these emerging technologies.

Upon completion of the emerging technology program, students will be able to

- Evaluate organization technology requirements and recommend solutions to improve business processes and meet customer needs.
- Exercise leadership in the selection and implementation of new technologies in the digital workplace.
- Communicate the advantages of emerging technology to a variety of stakeholders.
- Collaborate in the workplace to ensure timely and effective implementation of emerging technology.

**Admission Requirements:** Preference is given to applicants who have one of the following:

- an overall minimum GPA of 3.0 in an accredited undergraduate program such as computer science, computer engineering, information technology, or related areas;
- nine (9) recent credits in an accredited graduate program with a minimum GPA of 3.0;
- a high-level certificate such as PMP, CISSP, or CCNA; or
- a satisfactory score on the GRE or GMAT with a background or experience in information technology.

An interview with the School Director or a designee may be required.

If the admissions review reveals some deficiencies in general information technology knowledge, the student may be required to complete additional undergraduate or graduate courses.

**Transfer Credits:** Students who have completed an equivalent graduate course within five years at an accredited college or university, and received a grade of B or better, may be permitted to transfer those graduate credits at the discretion of the school director. No transfer credit is given for internship or practicum experience at the graduate level. Ordinarily, no more than 12 graduate credit hours may be transferred.

**Course Substitution Policy:** If students have a depth of knowledge in the subject of a specific course, they can apply to take an alternative course in the specialized area. If courses in two of the selected certificates overlap, students will be required to substitute the course in the second certificate for another course in the certificate subject matter.

**Minimum Grade Requirements:** A minimum grade of B- is needed to receive credit for a course in any of the certificates in the emerging technology program. All graduate students in the College of Business, Innovation, Leadership, and Technology must maintain a minimum cumulative GPA of 3.0.

Students whose GPA falls below 3.0 at the end of any semester will be placed on academic probation. Students must bring their cumulative GPA to 3.0 or higher within nine (9) graduate credits or be dismissed. A student whose cumulative GPA falls below 3.0 a second time will be dismissed.

### Degree Requirements

*36 credits*

Credits are taken from three graduate certificates.

At least two of these certificates must be from the following list:

- Cybersecurity
- Data Science
- Digital Health
- Digital Transformation

Optionally, one certificate may be taken from these implementation certificates:

- Intrapreneurship
- Leadership
- Project Management

See individual catalog entries for the requirements for each certificate.

### **Information Technology (M.S.)**

Marymount's information technology program offers advanced study to prepare individuals for leadership roles in the IT industry, whether managing enterprise infrastructure, designing computer systems with current systems life cycle methodologies, creating value for data, creating and maintaining high-quality computer software, engaging in cybersecurity management or technical operations, or managing complex IT projects. Individuals can tailor their graduate studies to their career needs in government or industry by pursuing a dual degree in information technology and cybersecurity, a dual degree in information technology and business administration (M.B.A.), a dual degree in information technology and health care management, a variety of electives, a research or project option, a global experience, and specialized tracks.

Students can choose from the following specialized tracks to complete their program:

- Cybersecurity
- Data Science
- Digital Transformation
- Health Care Informatics
- Project Management and Technology Leadership
- Software Engineering

The program is designed to provide the academic foundation for those seeking to become a chief information officer (CIO) or attain a similar senior IT position.

The full-time faculty for this program conduct research in information technology, cybersecurity, data management, open source software, natural language processing (NLP), human computer interaction, technology for health care, and other areas. Adjunct faculty work in the field in areas such as requirements analysis, cybercrime, hardware design, software development, database management, cybersecurity, and operations management for government and business.

Upon successful completion of the information technology program, students will be able to

- analyze complex problems in business and society to identify effective solutions utilizing contemporary digital technologies and methodologies;
- design, develop, and manage enterprise-wide digital systems that adhere to industry-wide standards with strong ethical principles;

- design and conduct evidence-based research on advanced digital technology and its implementation;
- demonstrate knowledge, skills, and abilities in the range of digital technology domains, including applications, enterprise infrastructures, database and storage technology, and cybersecurity;
- optimize the effectiveness of IT in an organization through effective IT decision making, governance, strategy, and policy development;
- communicate effectively with other technology professionals, end users, and managers;
- work successfully in a cross-disciplinary team on a time-critical project, both as a team leader and as a team participant.

**Admission Requirements:** Preference is given to applicants who have one of the following:

- an overall minimum GPA of 3.0 in a regionally accredited undergraduate program;
- nine (9) recent credits in an accredited graduate program with a minimum GPA of 3.0;
- a high-level certification, such as PMP, CISSP, or CCNA; or
- a satisfactory score on the GRE or GMAT.

An interview with the program director or a designee may be required.

If a departmental review reveals deficiencies in a student's information technology knowledge, the student may be required to complete additional undergraduate courses.

**Course Substitution Policy:** If a student can exhibit a depth of knowledge gained through prior experience, advanced certifications, and/or previous coursework, more advanced courses may be substituted for lower graduate-level program requirements. This evidence should be submitted at the time of admission; the latest it can be submitted is at the end of the first semester of attendance.

**Minimum Grade Requirements:** A minimum grade of B- is required for this program. All graduate students in the College of Business, Innovation, Leadership, and Technology must maintain a minimum cumulative GPA of 3.0.

Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Students must bring their cumulative GPA to 3.0 or higher within nine (9) graduate credits or be dismissed. A student whose cumulative GPA falls below 3.0 a second time will be dismissed.

**Degree Requirements — Information Technology**

36 credits

Courses are listed in recommended sequence of enrollment.

|         |  |
|---------|--|
| IT 510  | Requirements Analysis and Management               |
| IT 515  | Decision Making for Managing IT                    |
| IT 520  | Enterprise Infrastructure and Networks             |
| IT 530  | Computer Security                                  |
| IT 540  | Enterprise Data Management and Analysis            |
| IT 550  | Ethics, Law, and Policy in the Information Age     |
| IT 570  | Cybersecurity: Law, Policy, Ethics, and Compliance |
| MBA 516 | Business Law and Ethics                            |
| IT 610  | IT Governance and Strategy                         |
| IT 680  | IT Master's Project                                |
| IT 670  | Computer Network Defense                           |

*IT 670: for those in cybersecurity track*

**Degree Track Courses**

Students must choose a specialized track to complete their program.

**Cybersecurity Track**

|        |  |
|--------|--|
| IT 535 | Advanced Computer Security                   |
| IT 547 | Security and Privacy of Electronic Documents |

Two (2) courses from the following:

|        |  |
|--------|--|
| IT 537 | Computer Forensics and Incident Response               |
| IT 557 | Measuring Systems Security: Monitoring and Auditing    |
| IT 560 | Applications of Cryptography                           |
| IT 567 | Global Cybersecurity and Cyber Warfare                 |
| IT 575 | Information Security Management                        |
| IT 587 | Cybersecurity Systems: Certification and Accreditation |
| IT 590 | Topics in Information Technology                       |
| IT 630 | Information Technology Practicum                       |

**Data Science Track**

|        |  |
|--------|--|
| IT 546 | Principles of Data Science                   |
| IT 556 | Data Visualization                           |
| IT 566 | Computer Scripting Techniques                |
| IT 576 | Natural Language Processing (NLP) Techniques |
| IT 586 | Machine Learning                             |

**Digital Transformation Track**

|        |  |
|--------|--|
| IT 544 | The Technologies Behind Digital Transformation |
| IT 546 | Principles of Data Science                     |
| IT 548 | Managing Digital Transformation                |
| IT 504 | Cybersecurity Technology for Managers          |
| IT 586 | Machine Learning                               |

**Health Care Informatics Track**

|         |  |
|---------|--|
| IT 545  | Health Care Informatics                      |
| IT 547  | Security and Privacy of Electronic Documents |
| IT 630  | Information Technology Practicum             |
| HCM 510 | Health Care Management                       |
| HCM 520 | Healthcare Reimbursement Strategies          |

*(Students who have successfully completed this track may apply for the health care informatics graduate certificate in addition to the degree.)*

**Project Management and Technology Leadership Track**

|        |                           |
|--------|---------------------------|
| IT 543 | Project Management        |
| IT 580 | Technology Leadership     |
| IT 585 | Managing Technical People |

Two (2) course from the following:

|         |                                      |
|---------|--------------------------------------|
| IT 548  | Managing Digital Transformation      |
| IT 630  | Information Technology Practicum     |
| MBA 515 | Management in Organizations          |
| MBA 517 | Leading in Business                  |
| MGT 502 | Leading Collaboration and Innovation |
| MGT 551 | Influence and Negotiation Strategies |

**Software Engineering Track**

Four (4) courses from the following:

|        |   |
|--------|---|
| IT 500 | Programming Language Selection and Design |
| IT 552 | Operating Systems                         |
| IT 565 | Creating and Managing User Interfaces     |
| IT 566 | Computer Scripting Techniques             |
| IT 630 | Information Technology Practicum          |

**Business Administration/Information Technology Dual Degree (M.B.A./M.S.)**

See dual-degree program under Business Administration/Information Technology Dual Degree (M.B.A./M.S.) (p. 131).

**Information Technology/Cybersecurity Degree (M.S./M.S.)**

The M.S. in information technology and M.S. in cybersecurity dual-degree program is designed to meet the needs of students who desire a broad information technology background with a very strong cybersecurity

emphasis. The dual degree will prepare students for cybersecurity technical and management positions where they are responsible for the security of a variety of technologies.

Upon successful completion of all dual-degree requirements, students will receive both an M.S. in information technology and an M.S. in cybersecurity. Students successfully completing both degrees will achieve the learning outcomes of each of these two programs. See the M.S. in information technology (p. 171) for its student outcomes and the M.S. in cybersecurity (p. 168) for its student outcomes.

**Admission Requirements:** Students in the dual-degree program must meet the requirements of both the M.S. in information technology and M.S. in cybersecurity programs.

**Transfer Credits:** Students who have completed an equivalent graduate course within five years at an accredited college or university, and received a grade of B or better, may be permitted to transfer those graduate credits at the discretion of the school director. No transfer credit is given for internship or practicum experience at the graduate level. Ordinarily, no more than 12 graduate credit hours may be transferred.

**Minimum Grade Requirements:** A minimum grade of B- is needed to receive credit for a course in the dual-degree program. All graduate students in the College of Business, Innovation, Leadership, and Technology must maintain a minimum cumulative GPA of 3.0.

Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Students must bring their cumulative GPA to 3.0 or higher within nine (9) graduate credits or be dismissed. A student whose cumulative GPA falls below 3.0 a second time will be dismissed.

### Dual-Degree Requirements — Information Technology/Cybersecurity

*54 credits*

Courses are listed in recommended sequence of enrollment.

|        |   |
|--------|---|
| IT 510 | Requirements Analysis and Management    |
| IT 515 | Decision Making for Managing IT         |
| IT 543 | Project Management                      |
| IT 520 | Enterprise Infrastructure and Networks  |
| IT 530 | Computer Security                       |
| IT 540 | Enterprise Data Management and Analysis |
| IT 535 | Advanced Computer Security              |
| IT 570 | Cybersecurity: Law, Policy, Ethics, and |

|        |  |
|--------|--|
|        | Compliance   |
| IT 547 | Security and Privacy of Electronic Documents           |
| IT 580 | Technology Leadership                                  |
| IT 585 | OR<br>Managing Technical People                        |
| IT 630 | OR<br>Information Technology Practicum                 |
| IT 560 | Applications of Cryptography                           |
| IT 537 | Computer Forensics and Incident Response               |
| IT 575 | Information Security Management                        |
| IT 610 | IT Governance and Strategy                             |
| IT 557 | Measuring Systems Security: Monitoring and Auditing    |
| IT 587 | Cybersecurity Systems: Certification and Accreditation |
| IT 670 | Computer Network Defense                               |
| IT 680 | IT Master's Project                                    |

### Technology Management (M.S.)

Marymount's technology management program offers advanced study in many aspects of managing technology in today's digital world, allowing IT and business professionals to be "reskilled" as technology and management change. The program provides maximum flexibility for IT and business professionals, allowing them to take three 12-credit certificates in a five-year time frame leading to 36 credits in technology and its implementation. Students can select two or three of the following management certificates:

- Business Management
- Intrapreneurship
- Leadership
- Project Management
- Talent Management

As well as up to one of the following technology certificates:

- Business Information Technology
- Cybersecurity
- Data Science
- Digital Health
- Digital Transformation

The program is designed for IT and business professionals who need "reskilling" in technology and its management.

Upon completion of the technology management program, students will be able to

- Apply new technologies to modernize government or business processes.

- Develop computer security recommendations with consideration of their technical, social, legal, and ethical context.
- Evaluate a business process and determine the best management approach to use digital technology to improve the effectiveness of the process.
- Determine how to manage technology in different business situations.
- Work in a cross-disciplinary team to justify and manage new and emerging technologies.
- Communicate effectively with others in the workplace technical, business, and users to ensure successful management of technology.
- Design and conduct evidence-based research on digital technologies and their management.

**Admission Requirements:** In addition to university-wide requirements for graduate school admission, the applicant should hold a bachelor's degree with some education or experience in any business or information technology environments.

**Transfer Credits:** Students who have completed an equivalent graduate course within five years at an accredited college or university, and received a grade of B or better, may be permitted to transfer those graduate credits at the discretion of the school director. No transfer credit is given for internship or practicum experience at the graduate level. Ordinarily, no more than 12 graduate credit hours may be transferred.

**Program Completion Requirements:** 36-credits of coursework must be completed at Marymount University within five years of the date of matriculation.

### Degree Requirements

*36 credits*

Credits are taken from three graduate certificates.

At least two of these certificates must be from the following list:

- Business Management
- Intrapreneurship
- Leadership
- Project Management
- Talent Management

Optionally, one certificate may be taken from these technology certificates:

- Business Information Technology
- Cybersecurity
- Data Science

- Digital Health
- Digital Transformation

See individual catalog entries for the requirements for each certificate.

### Graduate Certificates

#### Business Information Technology (Graduate Certificate)

The certificate is for individuals who have a bachelor or master's degree in any subject, particularly business, who are interested in enhancing their business information technology knowledge to participate in the increasingly digital functions in government and industry. Technology is now a business necessity. It provided a faster, more convenient, and more efficient way of performing business transactions. Employees need information technology skills in all levels of an organization and in all functional areas. The certificate program is designed to give students an in-depth understanding of the principles of business information technology whatever their industry.

Upon successful completion of the program, students will be able to:

- Discuss the impact of information technology on a given business environment and sector.
- Identify and evaluate security incidents.
- Evaluate the data management associated with Web-based applications.

Admissions and Graduation Requirements

#### Admission Requirements

Preference is given to applicants who have one of the following:

- An overall minimum GPA of 3.0 in an accredited undergraduate program;
- Nine (9) recent credits in an accredited graduate program with a minimum GPA of 3.0; or
- A satisfactory score on the GRE or GMAT with a background or experience in business or technology.

Title IV federal financial aid is not available for the certificate program unless it is included in the M.S. in Technology Management program.

**Minimum Grade:** A minimum grade of B- is needed to receive credit for a course in the certificate. All graduate students in the College of Business, Innovation, Leadership, and Technology must maintain a minimum cumulative GPA of 3.0.

Students whose GPA falls below 3.0 at the end of any semester will be placed on academic probation. Students must bring their cumulative GPA to 3.0 or higher within nine (9) graduate credits or be dismissed. A student whose cumulative GPA falls below 3.0 a second time will be dismissed.

### Certificate Requirements

#### 12 Credits

#### Required Courses

|        |   |
|--------|---|
| IT 510 | Requirements Analysis and Management    |
| IT 520 | Enterprise Infrastructure and Networks  |
| IT 530 | Computer Security                       |
| IT 540 | Enterprise Data Management and Analysis |

### Cybersecurity for Educators (Graduate Certificate)

This certificate program is designed for practicing secondary school (middle and high school) teachers who wish to enhance their careers and qualify to teach dual-enrollment classes in the cybersecurity field. Title IV federal financial aid is not available for this certificate program when taken alone but is available when taken as a component of the M.S. in cybersecurity or M.Ed. program.

Upon successful completion of the program, students will be able to:

- Analyze network traffic using an industry standard network protocol analyzer.
- Evaluate security and privacy policies.
- Identify and evaluate computer security incidents.

**Admission Requirements:** In addition to meeting the university's requirements (p. 22), applicants interested in earning this certificate must hold an undergraduate degree in business, information technology, or related field, or an undergraduate degree in another field and at least two years of experience teaching middle school or high school in one of these fields.

**Course Substitution Policy:** If an applicant can demonstrate a depth of prior experience and/or education in a required content area, an elective may be substituted for a required course.

**Minimum Grade Requirements:** Students in the program must meet graduate student requirements and achieve a minimum grade of B for each course required in the degree. All graduate students in the College of Business, Innovation, Leadership, and Technology must maintain a minimum GPA of 3.0. Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Students must bring their

cumulative GPA to 3.0 or higher within nine (9) graduate credits or be dismissed. A student whose cumulative GPA falls below 3.0 a second time, will be dismissed.

**Program Completion Requirements:** All coursework must be completed within five years of the date of matriculation.

### Certificate Requirements

#### Required Courses

#### 18 credits

|        |  |
|--------|--|
| IT 520 | Enterprise Infrastructure and Networks             |
| IT 530 | Computer Security                                  |
| IT 570 | Cybersecurity: Law, Policy, Ethics, and Compliance |

#### Electives

Take three (3) electives from the following:

|        |   |
|--------|---|
| IT 535 | Advanced Computer Security                          |
| IT 537 | Computer Forensics and Incident Response            |
| IT 546 | Principles of Data Science                          |
| IT 547 | Security and Privacy of Electronic Documents        |
| IT 557 | Measuring Systems Security: Monitoring and Auditing |
| IT 588 | Cybersecurity Risk Management                       |
| IT 630 | Information Technology Practicum                    |
| IT 670 | Computer Network Defense                            |
| IT 680 | IT Master's Project                                 |

### Cybersecurity Graduate Certificate

This certificate program prepares students with an existing IT background for the cybersecurity field in business and government, which is expanding locally and globally. The field continues to have high job growth, and many job opportunities are available in the Washington metropolitan region. Students may select to cover the body of knowledge required for the Certified Information Systems Security Professional (CISSP) by taking the elective IT 535 Advanced Computer Security, or for the Certified Ethical Hacker (CEH) by taking the elective IT 670 Computer Network Defense.

Upon successful completion of the program, students will be able to:

- Evaluate security and privacy policies.
- Identify and evaluate computer security incidents.
- Evaluate the product certification and accreditation processes.



**Admission Requirements:** In addition to the university's requirements (p. 22) for graduate school admission, the applicant should hold a bachelor's degree in a field such as information technology, computer science, or a related field, or a degree in an unrelated field with at least two years of experience in an IT position. Title IV federal financial aid is not available for the certificate program unless it is included in the M.S. in emerging technology program.

**Course Substitution Policy:** If a student can demonstrate a depth of prior experience, industry certification, or graduate cybersecurity courses, 500-level courses can be substituted with higher-level courses.

**Program Completion Requirements:** Twelve (12) credits of coursework must be completed at Marymount University within three years of the date of matriculation.

### Certificate Requirements

*12 credits*

#### Required Courses

|        |  |
|--------|--|
| IT 530 | Computer Security                                  |
| IT 570 | Cybersecurity: Law, Policy, Ethics, and Compliance |

#### Electives

Two (2) electives from the following:

|        |  |
|--------|--|
| IT 535 | Advanced Computer Security               |
| IT 537 | Computer Forensics and Incident Response |
| IT 560 | Applications of Cryptography             |
| IT 575 | Information Security Management          |
| IT 588 | Cybersecurity Risk Management            |
| IT 670 | Computer Network Defense                 |

### Data Science (Graduate Certificate)

This certificate program prepares students for the data science field in business and government, which is expanding locally and globally. The field continues to have high job growth, and many job opportunities are available in the Washington metropolitan region.

Upon successful completion of the program, students will be able to:

- Evaluate the data management associated with Web-based applications.
- Critically evaluate available scripts and modify and enhance them.

- Analyze relevant factors to select and utilize data science techniques in extracting and identifying useful information and knowledge.

**Admission Requirements:** In addition to the university's requirements (p. 22) for graduate school admission, the applicant should hold a bachelor's degree in a field such as information technology, computer science, or a related field, or hold a degree in an unrelated field with at least two years of experience in an information technology position. Title IV federal financial aid is not available for the certificate program unless it is included in the M.S. in emerging technology program.

**Course Substitution Policy:** If a student can demonstrate a depth of prior experience, industry certification, or graduate data science courses, 500-level courses can be substituted by higher-level courses.

**Program Completion Requirements:** Twelve (12) credits of coursework must be completed at Marymount University within three years of the date of matriculation.

### Certificate Requirements

*12 credits*

#### Required Courses

|        |   |
|--------|---|
| IT 540 | Enterprise Data Management and Analysis |
| IT 546 | Principles of Data Science              |
| IT 566 | Computer Scripting Techniques           |

#### Electives

Take one (1) elective from the following:

|        |  |
|--------|--|
| IT 576 | Natural Language Processing (NLP) Techniques |
| IT 586 | Machine Learning                             |

### Digital Health (Graduate Certificate)

This certificate program prepares students for the growing digital health field, which is expanding locally and globally. The field continues to have high job growth, and many job opportunities are available in the Washington metropolitan region.

Upon successful completion of the program, students will be able to:

- Examine the importance of advances in technology in the design and development of new healthcare informatics.
- Analyze document and management software for compliance with security and privacy requirements

and their use in business, including legal and medical environments.

- Develop risk assessment plans, contingency plans, and incident response plans for effective management of medical devices and network risks.

**Admission Requirements:** In addition to the university's requirements (p. 22) for graduate school admission, the applicant should hold a bachelor's degree in a field such as information technology, computer science, or a related field, or hold a degree in an unrelated field with at least two years of experience in an information technology position. Title IV federal financial aid is not available for the certificate program unless it is included in the M.S. in emerging technology program.

**Course Substitution Policy:** If a student can demonstrate a depth of prior experience, industry certification, or graduate digital health courses, 500-level courses can be substituted by higher-level courses.

**Program Completion Requirements:** Twelve (12) credits of coursework must be completed at Marymount University within three years of the date of matriculation.

### Certificate Requirements

*12 credits*

#### Required Courses

|        |  |
|--------|--|
| IT 545 | Health Care Informatics                      |
| IT 546 | Principles of Data Science                   |
| IT 547 | Security and Privacy of Electronic Documents |
| IT 597 | Security and Privacy of Medical Devices      |

### Digital Transformation (Graduate Certificate)

This certificate program prepares students for the digital transformation field in business and government, which is expanding locally and globally. The field continues to have high job growth, and many job opportunities are available in the Washington metropolitan region.

Upon successful completion of the program, students will be able to:

- Analyze relevant factors to select and utilize data science techniques in extracting and identifying useful information and knowledge.
- Predict when and how to implement a specific technology.
- Identify key drivers of technology's impact on the organizational ecosystem.

**Admission Requirements:** In addition to the university's requirements (p. 22) for graduate school admission, the applicant should hold a bachelor's degree in a field such as information technology, computer science, or a related field, or hold a degree in an unrelated field with at least two years of experience in an information technology position. Title IV federal financial aid is not available for the certificate program unless it is included in the M.S. in emerging technology program.

**Course Substitution Policy:** If a student can demonstrate a depth of prior experience, industry certification, or graduate digital transformation courses, 500-level courses can be substituted by higher-level courses.

**Program Completion Requirements:** Twelve (12) credits of coursework must be completed at Marymount University within three years of the date of matriculation.

### Certificate Requirements

*12 credits*

#### Required Courses

|        |  |
|--------|--|
| IT 544 | The Technologies Behind Digital Transformation |
| IT 546 | Principles of Data Science                     |
| IT 548 | Managing Digital Transformation                |
| IT 504 | Cybersecurity Technology for Managers<br>OR    |
| IT 586 | Machine Learning                               |

### Health Care Informatics (Graduate Certificate)

This certificate program is designed for those who wish to pursue an information technology career in a health care organization.

Upon successful completion of the program, students will be able to:

- Examine the importance of advances in technology in the design and development of new healthcare informatics.
- Identify the elements of a strategic plan in the healthcare delivery system, and evaluate organizational strategy in the context of trends in the U.S. healthcare system.
- Evaluate the role of government-run initiatives such as Medicare and Medicaid as well as the functioning of federal and state-run exchanges.

**Admission Requirements:** Students interested in earning this certificate must be enrolled in the M.S. in information technology program (p. 171) or the

M.S. in health care management program (p. 132). Application to this certificate program after matriculation requires approval from the student's advisor and associate dean, and all paperwork must be submitted to the College of Business, Innovation, Leadership, and Technology. To receive the certificate, the courses below must be completed in addition to the degree program requirements.

### Certificate Requirements for Information Technology Students

12 credits

#### Certificate Requirements

|         |  |
|---------|--|
| IT 545  | Health Care Informatics                            |
| IT 547  | Security and Privacy of Electronic Documents<br>OR |
| IT 630  | Information Technology Practicum                   |
| HCM 510 | Health Care Management                             |
| HCM 520 | Healthcare Reimbursement Strategies                |

### Certificate Requirements for Health Care Management Students

12 credits

#### Certificate Requirements

|        |  |
|--------|--|
| IT 510 | Requirements Analysis and Management         |
| IT 540 | Enterprise Data Management and Analysis      |
| IT 545 | Health Care Informatics                      |
| IT 547 | Security and Privacy of Electronic Documents |

### Information Technology for Educators (Graduate Certificate)

This certificate program is designed for practicing secondary school (middle and high school) teachers who wish to enhance their careers and qualify to teach dual-enrollment classes in the information technology field. Title IV federal financial aid is not available for this certificate program when taken alone but is available when taken as a component of the M.S. in cybersecurity or M.Ed. program.

Upon successful completion of the program, students will be able to:

- Analyze network traffic using an industry standard network protocol analyzer.
- Evaluate the data management associated with Web-based applications.
- Critically evaluate available scripts and modify and enhance them.

**Admission Requirements:** In addition to meeting the university's requirements (p. 22), applicants interested in earning this certificate must hold an undergraduate degree in business, information technology, or related field, or an undergraduate degree in another field and at least two years of experience teaching middle school or high school in one of these fields.

**Course Substitution Policy:** If an applicant can demonstrate a depth of prior experience and/or education in a required content area, an elective may be substituted for the required course.

**Minimum Grade Requirements:** Students in the program must meet graduate student requirements and achieve a minimum grade of B- for each course required in the degree. All graduate students in the College of Business, Innovation, Leadership, and Technology must maintain a minimum GPA of 3.0. Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Students must bring their cumulative GPA to 3.0 or higher within nine (9) graduate credits or be dismissed. A student whose cumulative GPA falls below 3.0 a second time will be dismissed.

**Program Completion Requirements:** All coursework must be completed within five years of the date of matriculation.

### Certificate Requirements

18 credits

#### Required Courses

|        |   |
|--------|---|
| IT 520 | Enterprise Infrastructure and Networks  |
| IT 540 | Enterprise Data Management and Analysis |
| IT 566 | Computer Scripting Techniques           |

#### Electives

Three (3) electives from the following:

|        |  |
|--------|--|
| ED 554 | Educational Technology                   |
| EN 571 | Technology for Literature and Writing    |
| IT 530 | Computer Security                        |
| IT 537 | Computer Forensics and Incident Response |
| IT 546 | Principles of Data Science               |
| IT 565 | Creating and Managing User Interfaces    |
| IT 630 | Information Technology Practicum         |
| IT 670 | Computer Network Defense                 |

### Project Management (Graduate Certificate)

This certificate program is designed for practicing IT professionals who wish to update their knowledge in the increasingly important field of project management.

Upon successful completion of the program, students will be able to:

- Design a project plan that demonstrates a comprehensive understanding of a project lifecycle.
- Have skills in recognizing the ethical dimensions of managing in a high tech work environment.
- Identify key drivers of technology's impact on the organizational ecosystem.

**Admission Requirements:** Students interested in earning this certificate must have good general IT knowledge, demonstrated by either their education or work experience. Title IV federal financial aid is not available for the certificate program unless it is included in the M.S. in emerging technology program.

**Certificate Completion Requirements:** All coursework must be completed at Marymount within three years of the date of matriculation. If the certificate is completed as part of the M.S. in emerging technology, students must complete all certificate requirements by the conferral date of the master's degree.

### Certificate Requirements

*12 credits*

#### Required Courses

|        |                                 |
|--------|---------------------------------|
| IT 543 | Project Management              |
| IT 585 | Managing Technical People<br>OR |
| IT 580 | Technology Leadership           |

#### Electives

Two (2) courses from the following:

|         |                                      |
|---------|--------------------------------------|
| IT 548  | Managing Digital Transformation      |
| IT 630  | Information Technology Practicum     |
| MBA 515 | Management in Organizations          |
| MBA 517 | Leading in Business                  |
| MGT 502 | Leading Collaboration and Innovation |
| MGT 551 | Influence and Negotiation Strategies |

# College of Health and Education

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Dean: Dr. Kenneth Harwood

The College of Health and Education aims to support the university's mission to foster the individual development of each student and enable students to become competent health and education professionals.

The College offers undergraduate degrees in health sciences, elementary education, special education, secondary education, and nursing. At the graduate level, students may pursue master's degrees in counseling, public health education and promotion, administration and supervision in education, elementary, secondary and special education, and nursing. The College offers doctoral programs in educational leadership and innovation, nursing and physical therapy, and transitional doctoral programs for occupational and physical therapy.

Within an ethical framework and an open and welcoming environment for all individuals, the College of Health and Education will

- provide student-centered, inquiry-guided, evidence-based, collaborative programs of study that meet or exceed professional standards and the needs of the community;
- enable students to develop a philosophy of professionalism and the skills necessary to become excellent health care and education professionals who contribute to the body of knowledge that supports best practices across the disciplines through education, research, and scholarship;
- provide visionary leaders in education, counseling, public health promotion and health care delivery, who are developers of innovative health care systems, change agents, health advocates, and members of professional organizations; and
- foster a commitment to lifelong learning and service to the community.

## Malek School of Nursing Professions

### Vision, Mission, and Values

#### Vision Statement

The Marymount University Malek School of Nursing Professions aims to inspire future leaders in the advancement of the profession and promote the art and

science of nursing in a collaborative, culturally sensitive, evolving health care environment.

#### Mission Statement

In keeping with the mission of Marymount University and the tradition of the Religious of the Sacred Heart of Mary, the Malek School of Nursing Professions prepares future nurses and nurse leaders using a framework that is student-centered and evidence-informed. Students actively engage in providing high-quality care focusing on optimizing health outcomes for diverse individuals, families, and communities.

#### Values

- Social Justice/Advocacy
- Respect
- Pursuit of Excellence
- Ethical Reasoning
- Scholarship
- Leadership
- Service
- Compassion

#### Undergraduate Programs

Marymount's Bachelor of Science in nursing (B.S.N.) program prepares nurses to be knowledgeable, skilled, and caring health professionals qualified to practice in the contemporary health care environment. Our graduates provide patient-centered quality care utilizing the nursing process and evidence-based practice. Laboratory and clinical experiences are provided to develop competence in the care of patients throughout the life cycle.

Upon successful completion of the B.S.N., students will be able to

- demonstrate respect for the inherent worth and uniqueness of individuals and populations by integrating ethical reasoning, social justice, and a global perspective in the provision of nursing care;
- employ the nursing process using clinical reasoning to deliver compassionate, safe, culturally relevant, and patient/family-centered care;
- synthesize knowledge from the humanities and sciences into professional nursing practice, scholarship, and service to others;

- appraise research findings to engage in evidence-based practice that promotes optimal health outcomes;
- utilize effective inter- and intra-professional communication and collaboration to optimize health outcomes;
- demonstrate professional leadership by advocating for a culture of patient safety and systems thinking;
- incorporate principles of population health, health promotion, and disease prevention in partnership with diverse communities to promote health equity;
- utilize informatics and patient care technologies to promote health across the life course; and
- commit to intellectual curiosity and lifelong learning.

Marymount's Bachelor of Science in nursing, Master of Science in nursing, and Doctor of nursing practice programs are accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, Suite 530, Washington, DC, 20036. The B.S.N. program is also approved by the Virginia Board of Nursing of the Commonwealth of Virginia.

**Admission Requirements:** See individual programs.

**Nondegree Admission:** Nondegree students may not enroll in courses in the nursing program.

**Clinical Requirements:** In order to be eligible to attend clinical experiences, nursing students must provide the following to the clinical agency coordinator:

- *Provider Attestation: Clinical Fitness and Technical Standards for Academic Progression and Graduation, Provider Guide in Completion of Attestation Form*
- written verification of two-step tuberculin skin test (required annually) (If PPD is positive, an initial chest X-ray is required followed by a yearly TB symptom survey.)
- written verification of the following immunizations: hepatitis B, MMR, chicken pox, tetanus/diphtheria/pertussis, and influenza (Note: Influenza immunization is an annual requirement.)
- written verification of accident and health insurance coverage, submitted to Student Health Services
- written verification of current CPR certification, provided each semester, from the American Heart Association (BLS for Healthcare Provider)
- criminal background check, which is a federal requirement for all persons working with vulnerable populations
- negative 9-panel (or more) drug screen

*Students will not be permitted to attend clinicals until all requirements are met.*

Students must attend all course clinical days. Repeated absences will be grounds for course failure.

Students should refer to the *Undergraduate Nursing Handbook* for the clinical attendance policy.

**Clinical Experience Transportation:** Students are responsible for providing their own transportation to and from clinical experiences. The university's free shuttle service connects the Main Campus, the Ballston Center, and the Ballston-MU Metro station.

**Legal Limitations of Licensure:** The practice of nursing is regulated by state laws. Questions concerning licensure in a specific state should be directed to that state's board of nursing. Applicants for nursing licensure in Virginia are required to notify the Virginia Board of Nursing if they have

- been convicted of (or pled *nolo contendere* to) a violation of any federal or state law;
- been hospitalized or received treatment for chemical dependence during the two years preceding application to complete the licensing examination; or
- a mental or physical condition that could interfere with their ability to practice.

#### **Minimum Grade and Academic Progression**

**Requirements:** Nursing students must achieve satisfactory performance each semester and make satisfactory progress toward graduation. Failure to meet the following requirements will result in program dismissal. To maintain satisfactory progress toward degree completion, students must also attend all clinical days as described in the aforementioned "Clinical Requirements."

Nursing students must maintain a grade point average of 2.5 or better, earn a minimum grade of C+ in all nursing courses, and earn a minimum grade of C in the following courses: BIO 161, BIO 161L, BIO 162, BIO 162L, BIO 260, BIO 260L, CHM 125, CHM 125L, HPR 345, MA 132, PSY 110, and SOC 131. A student who fails to achieve the minimum required grade in one natural science or one nursing course may repeat the course; however, progression in the nursing program may be delayed. A student who fails to earn the minimum required grade in a second (or repeated) natural science course or nursing course will be automatically dismissed from the nursing program.

In the B.S.N. program, a nursing course withdrawal occurring after the fifth Friday of the semester is

considered equivalent to a nursing course failure if the student has a course grade below 78% at the time of withdrawal.

In courses with clinical or laboratory components, failure to obtain a satisfactory evaluation for clinical or laboratory performance at the end of the semester constitutes a clinical or laboratory failure and, therefore, a course failure.

Satisfactory progress toward graduation is defined as successful regular matriculation unless sufficient requirements have been fulfilled by acceptance of transfer credit. No nursing course may be repeated more than once.

Students should maintain continuous enrollment in nursing courses. If enrollment is interrupted, skill competency testing may be required prior to enrollment in the subsequent nursing course.

Passing scores on nursing comprehensive examinations taken at the end of the program are required for graduation from B.S.N. programs.

**Undergraduate Nursing Student Handbook:** B.S.N. students must comply with additional program-specific policies found in the Nursing Undergraduate Student Handbook. The handbook is available through the B.S.N. Students Canvas organization. All B.S.N. students are required to read the handbook upon matriculation in the program and to review the handbook each time it is revised. Notification of revisions is made through the B.S.N. Students Canvas.

**Technology Requirement:** Traditional and accelerated B.S.N. students are required to have a laptop computer. Recommended specifications are available from Information Technology Services.

### **Nursing (B.S.N.) Four-Year Program Track**

The B.S.N. program prepares students to practice as professional nurses in a demanding and rapidly changing health care system. The program is ideal for entering first-year students and students with general education transfer credits in non-nursing fields.

#### **Admission Requirements for First-Year Students:**

First-year students are admitted to the nursing program through the admissions process described in the admissions section. Prerequisite courses and Liberal Arts Core courses are taken during the first and second years of the nursing program; they provide the foundation for nursing major courses that are taken during the third and fourth years. The prerequisite sciences require a strong foundation in basic sciences,

and, therefore, completion of high school biology and chemistry is strongly recommended. High school sciences grades and overall high school grade point average are critical factors in the admissions process for the nursing major. SAT scores, when available, are also considered in the nursing admissions process.

Progression to the nursing major courses is contingent on meeting specific academic requirements that prepare students to succeed in the rigorous nursing courses. Upon completion of the second year of the B.S.N. program, students are eligible to progress into the junior year nursing major courses provided they have met the academic criteria listed below. *Note: The program does not limit the number of academically qualified students who are allowed to progress into nursing major courses.*

Students are required to earn a minimum grade of C in BIO 161, BIO 161L, BIO 162, BIO 162L, BIO 260, BIO 260L, MA 132, CHM 125, CHM 125L, HPR 345, PSY 110, and SOC 131 and have a minimum cumulative GPA of 2.5. Students who meet these criteria but who have a cumulative GPA below 3.0 in the courses listed above are required to take an assessment examination and attain a competitive score in order to progress to nursing major courses. *Note: The cumulative GPA calculation includes all grades earned in the prerequisite science courses at Marymount University and/or at other regionally accredited institutions. If a course is repeated, both grades are included in the calculation.*

#### **Admission Requirements for Transfer Students:**

Admission to the nursing program is competitive. Criteria for admission include a competitive score on the ATI Test of Essential Academic Skills (ATI-TEAS) and a satisfactory GPA in classes being transferred to Marymount, particularly science courses. The submission of a personal statement is required.

Most transfer students require at least five semesters to complete the program and must follow the progression of nursing courses in the semesters as indicated in the degree plan. Nursing courses are not offered in the summer for four-year B.S.N. students.

Current Marymount University students who transferred into the university as undeclared students or in a major other than nursing may request admission to the B.S.N. program after the completion of at least one semester at Marymount. Admission to the nursing program is competitive. Students requesting a change of major to nursing must provide the following to the School Director, Malek School of Nursing Professions in the

College of Health and Education: a completed change of academic program form, a personal statement, and ATI-TEAS scores.

### Degree Requirements — Nursing (Four-Year B.S.N. Program Track)

This degree requires a total of 124 credits.

#### Liberal Arts Core and University Requirements

See University Requirements and the Liberal Arts Core (p. 101) for details. Nursing majors will satisfy the three-course university Writing Intensive (WI) requirements in the following way: Two WI courses (NU 230 and NU 234) will be completed in the nursing major. Majors must take an additional WI course from the Liberal Arts Core or as a university elective.

#### Major Requirements

To fulfill the requirements of the major, all students in this program will take the following coursework in a sequence determined in collaboration with an advisor. Some courses also satisfy Liberal Arts Core and/or University Requirements.

|          |  |
|----------|--|
| BIO 161  | Anatomy and Physiology I *   |
| BIO 161L | Anatomy and Physiology I Lab                                       |
| BIO 162  | Anatomy and Physiology II *  |
| BIO 162L | Anatomy and Physiology II Lab                                      |
| BIO 260  | Microbiology   |
| BIO 260L | Microbiology Lab   |
| CHM 125  | Life Chemistry *   |
| CHM 125L | Life Chemistry Lab   |
| HPR 345  | Clinical Nutrition   |
| MA 132   | Statistical Analysis *   |
| NU 230   | Introduction to Professional Nursing & Scholarship *               |
| NU 231   | Principles and Applications of Fundamental Nursing Technologies    |
| NU 234   | Promoting Health Across the Life-Span *                            |
| NU 302   | Health Assessment *  |
| NU 306   | Basic Concepts in Pathophysiology & Pharmacology                   |
| NU 307   | Nursing Care of Adults with Chronic Health Problems                |
| NU 308   | Nursing Care of Adults with Acute Complex Health Problems          |
| NU 333   | Health Promotion and Illness Management in the Childbearing Family |
| NU 334   | Mental Health Promotion and Illness Management                     |
| NU 335   | Illness Management in Children and Adolescents                     |
| NU 400   | Health Promotion and Risk Reduction in                             |

| Communities * |  |
|---------------|--|
| NU 403        | Research and Evidence-Based Practice *                           |
| NU 406        | Nursing Care of Adults with Multi-System/Complex Health Problems |
| NU 407        | Applied Clinical Reasoning                                       |
| NU 430        | Leadership in Nursing Practice                                   |
| NU 489        | Nursing Internship: Transition to Practice *                     |
| PSY 110       | Human Growth and Development *                                   |
| SOC 131       | Principles of Sociology in Global Perspective *                  |

### Sample Degree Plan — Nursing (Four-Year B.S.N. Program Track)

Please note that this is a sample plan; all students must consult with an advisor in making course selections.

#### Year One — Fall

|          |   |
|----------|---|
| CHM 125  | Life Chemistry *                                |
| CHM 125L | Life Chemistry Lab                              |
| EN 101   | Composition I *                                 |
| PSY 110  | Human Growth and Development *                  |
| SOC 131  | Principles of Sociology in Global Perspective * |
| CNCT 100 | Connections *                                   |

*CHM 125: NS core course*

*CHM 125L: NS Lab core course*

*EN 101: WR core course*

*PSY 110: SS-1 core course*

*SOC 131: SS-1, GP core course*

#### Year One — Spring

|          |   |
|----------|---|
| BIO 161  | Anatomy and Physiology I *  |
| BIO 161L | Anatomy and Physiology I Lab  |
| EN 102   | Composition II *  |
| TRS 100  | Theological Inquiry *   |
| PH 100   | Introduction to Philosophy *  |
|          | Advanced Social Science (SS-2) core course (psychology or sociology recommended)* |

*BIO 161: NS core course*

*EN 102: WR core course*

*TRS 100: TRS-1 core course*

#### Year Two — Fall

|          |   |
|----------|---|
| BIO 162  | Anatomy and Physiology II *   |
| BIO 162L | Anatomy and Physiology II Lab   |
| HI       | Introductory History (HI-1) core course *                               |
| EN       | Introductory Literature (LT-1) core course *                            |
| PH       | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course * |
|          | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS- |



|  |                  |
|--|------------------|
|  | E) core course * |
|--|------------------|

**Year Two — Spring**

|          |   |
|----------|---|
| BIO 260  | Microbiology  |
| BIO 260L | Microbiology Lab  |
| HPR 345  | Clinical Nutrition  |
| MA 132   | Statistical Analysis *  |
|          | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |
|          | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |

MA 132: MT core course

**Year Three — Fall**

|        |   |
|--------|---|
| NU 230 | Introduction to Professional Nursing & Scholarship *            |
| NU 231 | Principles and Applications of Fundamental Nursing Technologies |
| NU 302 | Health Assessment *   |
| NU 306 | Basic Concepts in Pathophysiology & Pharmacology                |
| NU 307 | Nursing Care of Adults with Chronic Health Problems             |

NU 230: DSINQ and WI course

**Year Three — Spring**

|        |  |
|--------|--|
| NU 234 | Promoting Health Across the Life-Span *                            |
| NU 308 | Nursing Care of Adults with Acute Complex Health Problems          |
| NU 333 | Health Promotion and Illness Management in the Childbearing Family |
| NU 335 | OR<br>Illness Management in Children and Adolescents               |

NU 234: DSINQ and WI course

**Year Four — Fall**

|        |  |
|--------|--|
| NU 334 | Mental Health Promotion and Illness Management                     |
| NU 333 | Health Promotion and Illness Management in the Childbearing Family |
| NU 335 | OR<br>Illness Management in Children and Adolescents               |
| NU 403 | Research and Evidence-Based Practice *                             |
| NU 406 | Nursing Care of Adults with Multi-System/Complex Health Problems   |

NU 403: DSINQ course

**Year Four — Spring**

|        |  |
|--------|--|
| NU 400 | Health Promotion and Risk Reduction in Communities * |
| NU 407 | Applied Clinical Reasoning                           |
| NU 430 | Leadership in Nursing Practice                       |

|        |  |
|--------|--|
| NU 489 | Nursing Internship: Transition to Practice * |
|        | Comprehensive exam                           |

NU 400: DSINQ course

\* Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core (p. 101) and the Course Descriptions (p. 318) for further information.

**Nursing — Accelerated Second-Degree (B.S.N.) Program Track**

The accelerated second-degree B.S.N. may be completed in four consecutive semesters by students who have earned a non-nursing bachelor's degree. Students admitted to this program have completed a previous baccalaureate degree and are considered to have met the Liberal Arts Core and University Requirements.

**Admission Requirements:** Students are admitted to this program track in the fall and the spring. Admission to the nursing program is competitive. To be eligible to be reviewed for admission, students must have earned a non-nursing bachelor's degree and must achieve a competitive score on the ATI-TEAS. The submission of a personal statement is required. Exemption from the ATI-TEAS is automatically granted for students with a bachelor's degree from a U.S.-accredited college or university with a minimum composite GPA of 2.8. The determination to waive the exam will be made by the Nursing Admissions Committee upon receipt of all official transcripts.

All applicants with a grade of C or lower in any of the science prerequisites are strongly advised to submit official ATI-TEAS results. The prerequisites include chemistry, anatomy and physiology I and II, psychology, sociology, nutrition, statistics and microbiology.

**Program Prerequisites:** These courses or their equivalents must be completed prior to starting the accelerated second-degree nursing program: PSY 110 Human Growth and Development (3 credits), BIO 161 and BIO 162 Anatomy and Physiology I and II with lab (8 credits), BIO 260 Microbiology with lab (4 credits), CHEM 125 General Chemistry with lab (4 credits), HPR 345 nutrition (3 credits), SOC 131 Principles of Sociology (3 credits), and MA 132 statistics (3 credits). These prerequisites must have been completed within 10 years prior to the program start date.

### Degree Requirements — Nursing (Accelerated Second-Degree B.S.N. Program Track)

This degree requires a total of 91-92 credits.

#### Prerequisite Requirements

Prior to starting Nursing courses NU 230, 231, 302, 306 and 307 the following prerequisites must be completed:

|          |   |
|----------|---|
| PSY 110  | Human Growth and Development *                  |
| BIO 161  | Anatomy and Physiology I *                      |
| BIO 161L | Anatomy and Physiology I Lab                    |
| BIO 162  | Anatomy and Physiology II *                     |
| BIO 162L | Anatomy and Physiology II Lab                   |
| BIO 260  | Microbiology                                    |
| BIO 260L | Microbiology Lab                                |
| CHM 125  | Life Chemistry *                                |
| CHM 125L | Life Chemistry Lab                              |
| HPR 345  | Clinical Nutrition                              |
| SOC 131  | Principles of Sociology in Global Perspective * |
| MA 132   | Statistical Analysis *                          |

#### Major Requirements

To fulfill the requirements of the major, all students in this program will take the following coursework in a sequence determined in collaboration with an advisor.

|        |  |
|--------|--|
| NU 230 | Introduction to Professional Nursing & Scholarship *               |
| NU 231 | Principles and Applications of Fundamental Nursing Technologies    |
| NU 234 | Promoting Health Across the Life-Span *                            |
| NU 302 | Health Assessment *  |
| NU 306 | Basic Concepts in Pathophysiology & Pharmacology                   |
| NU 307 | Nursing Care of Adults with Chronic Health Problems                |
| NU 308 | Nursing Care of Adults with Acute Complex Health Problems          |
| NU 333 | Health Promotion and Illness Management in the Childbearing Family |
| NU 334 | Mental Health Promotion and Illness Management                     |
| NU 335 | Illness Management in Children and Adolescents                     |
| NU 400 | Health Promotion and Risk Reduction in Communities *               |
| NU 403 | Research and Evidence-Based Practice *                             |
| NU 406 | Nursing Care of Adults with Multi-System/Complex Health Problems   |
| NU 407 | Applied Clinical Reasoning   |
| NU 430 | Leadership in Nursing Practice                                     |
| NU 489 | Nursing Internship: Transition to Practice *                       |

|  |                                      |
|--|--------------------------------------|
|  | One (1) three-credit ethics elective |
|--|--------------------------------------|

### Sample Degree Plan — Nursing (Accelerated Second-Degree B.S.N. Full-Time Program Track)

Please note that this is a sample plan; all students must consult with an advisor in making course selections.

#### Semester One — Fall or Spring

|        |   |
|--------|---|
| NU 230 | Introduction to Professional Nursing & Scholarship *            |
| NU 231 | Principles and Applications of Fundamental Nursing Technologies |
| NU 302 | Health Assessment *   |
| NU 306 | Basic Concepts in Pathophysiology & Pharmacology                |
| NU 307 | Nursing Care of Adults with Chronic Health Problems             |

#### Semester Two — Spring or Summer

|        |  |
|--------|--|
| NU 234 | Promoting Health Across the Life-Span *  |
| NU 308 | Nursing Care of Adults with Acute Complex Health Problems                                    |
| NU 333 | Health Promotion and Illness Management in the Childbearing Family<br>OR<br>NU 335           |
| NU 335 | Illness Management in Children and Adolescents   |
| NU 334 | Mental Health Promotion and Illness Management<br>OR<br>One (1) three-credit ethics elective |

*Cohorts that begin in the fall will take NU 334 in semester two. Cohorts that begin in the spring will take their ethics elective in semester two.*

#### Semester Three — Summer or Fall

|        |  |
|--------|--|
| NU 333 | Health Promotion and Illness Management in the Childbearing Family<br>OR<br>NU 335           |
| NU 335 | Illness Management in Children and Adolescents   |
| NU 334 | Mental Health Promotion and Illness Management<br>OR<br>One (1) three-credit ethics elective |
| NU 403 | Research and Evidence-Based Practice *   |
| NU 406 | Nursing Care of Adults with Multi-System/Complex Health Problems                             |

*Cohorts that begin in the fall will take their ethics elective in semester three. Cohorts that begin in the spring will take NU 334 in semester three.*

#### Semester Four — Fall or Spring

|        |  |
|--------|--|
| NU 400 | Health Promotion and Risk Reduction in Communities * |
| NU 407 | Applied Clinical Reasoning                           |

|        |  |
|--------|--|
| NU 430 | Leadership in Nursing Practice               |
| NU 489 | Nursing Internship: Transition to Practice * |
|        | Comprehensive exam                           |

### Sample Degree Plan — Nursing (Accelerated Second-Degree B.S.N. Part-Time Program Track)

Please note that this is a sample plan; all students must consult with an advisor in making course selections.

#### Semester One — Fall or Spring

|        |  |
|--------|--|
| NU 230 | Introduction to Professional Nursing & Scholarship * |
| NU 306 | Basic Concepts in Pathophysiology & Pharmacology     |

#### Semester Two — Spring or Summer

|        |   |
|--------|---|
| NU 231 | Principles and Applications of Fundamental Nursing Technologies |
| NU 234 | Promoting Health Across the Life-Span *                         |
| NU 302 | Health Assessment *   |

#### Semester Three — Summer or Fall

|        |   |
|--------|---|
| NU 307 | Nursing Care of Adults with Chronic Health Problems |
|        | One (1) ethics elective                             |

#### Semester Four — Fall or Spring

|        |   |
|--------|---|
| NU 308 | Nursing Care of Adults with Acute Complex Health Problems |
|--------|---|

#### Semester Five — Spring or Summer

|        |  |
|--------|--|
| NU 334 | Mental Health Promotion and Illness Management |
| NU 335 | Illness Management in Children and Adolescents |

#### Semester Six — Summer or Fall

|        |  |
|--------|--|
| NU 333 | Health Promotion and Illness Management in the Childbearing Family |
| NU 403 | Research and Evidence-Based Practice *                             |

#### Semester Seven — Fall or Spring

|        |  |
|--------|--|
| NU 406 | Nursing Care of Adults with Multi-System/Complex Health Problems |
|--------|--|

#### Semester Eight — Spring or Summer

|        |  |
|--------|--|
| NU 400 | Health Promotion and Risk Reduction in Communities * |
| NU 407 | Applied Clinical Reasoning                           |

#### Semester Nine — Summer or Fall

|        |  |
|--------|--|
| NU 430 | Leadership in Nursing Practice               |
| NU 489 | Nursing Internship: Transition to Practice * |
|        | Comprehensive exam                           |

\* Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core

(p. 101) and the Course Descriptions (p. 318) for further information.

### Nursing — Hybrid Online R.N.-to-B.S.N. Program Track

Admissions to the R.N.-to-B.S.N. program track were suspended effective fall 2018.

### Graduate Programs

Marymount offers the Doctor of Nursing Practice (D.N.P.) and the Master of Science in Nursing (M.S.N.). Marymount's D.N.P. and M.S.N. programs are accredited by the Commission on Collegiate Nursing Education (CCNE).

#### Admission Requirements for Degree and Certificate Programs:

In addition to the university's graduate admission requirements (p. 22) for degree-seeking applicants<sup>22</sup> or post-master's certificate applicants<sup>25</sup>, individuals must do the following:

- Provide evidence of having earned a nursing degree from a CCNE-accredited college or university.
  - M.S.N. applicants must hold a B.S.N. with a minimum GPA of 3.0.
  - Certificate applicants must hold an M.S.N. with a minimum GPA of 3.0.
  - D.N.P. applicants entering with a B.S.N. as their highest credential must have a minimum GPA of 3.0.
  - D.N.P. applicants with an M.S.N. as their highest credential must have a minimum GPA of 3.5.
- On-campus applicants must hold an unencumbered R.N. licensure in Virginia or be eligible for licensure in Virginia. Applicants in the online program must hold an unencumbered RN license in the jurisdiction/s where they will complete clinical placement. Once enrolled, family nurse practitioner students in the on-campus program are required to have an unencumbered license in two of the three local jurisdictions prior to placement in clinical courses (DC, MD, VA).
- Provide two letters of recommendation from professionals who can attest to the applicant's potential for graduate work. At least one recommendation should be from a direct supervisor (not a charge nurse) within the past two years and the other from an employer or professor who can attest to the applicant's potential for graduate work.
- Submit a 250- to 500-word professional essay describing professional goals and motivation for seeking the degree.

- Provide a copy of APN certification, as applicable.
- D.N.P. applicants should also identify an area of interest for their scholarly project.

In addition, individuals must meet these requirements:

- D.N.P. applicants and post-master's family nurse practitioner certificate applicants must provide documentation of clinical hours at the master's level.
- M.S.N. family nurse practitioner degree and post-master's certificate program applicants must have two years of experience as a registered nurse or the equivalent before beginning clinical practicum courses.
- Post-master's D.N.P. applicants must have completed a graduate-level statistics course within the last five years.

After a preliminary review of application materials, applicants may be invited to interview with members of the admissions committee.

## Enrollment Policies and Application Deadlines

### On-Campus Program:

**M.S.N.** (fall or spring start)

**Post-Master's Certificate** (fall start only)

Fall enrollment application: March 1 (early-decision deadline)

Final deadline, if space permits: June 1

Spring enrollment application: October 15

### Online Program:

Fall, spring, and summer starts with rolling admission

### D.N.P.

#### On-Campus Program:

Enrollment application (fall only): March 1 (early-decision deadline)

Final deadline: June 1

#### Online Program:

Fall, spring, and summer starts with rolling admission

**Transfer Credit Policy:** M.S.N. students may request that up to 12 credit hours be reviewed for acceptance as transfer credit. D.N.P. students may request that up to nine (9) credit hours be reviewed. Only courses in which a student has earned a grade of B or better will be considered.

**Nondegree Admission:** Faculty approval is required for nondegree student enrollment in graduate nursing courses. Approval is based on applicant qualifications and class space availability. The following courses may be taken on a nondegree basis: NU 501, NU 510, NU 552, NU 554, NU 590, and NU 700/IPE 715. No more than nine (9) credits may be taken without enrolling in the M.S.N. program.

A student may take core D.N.P. courses with the approval of the D.N.P. director or graduate program chair.

**Clinical Requirements:** All graduate nursing students must submit evidence of a recent health examination and required immunizations upon entering the university and criminal background check prior to matriculation into all graduate nursing programs. Additionally, students must submit the Provider Attestation and Technical Standards forms prior to starting clinical.

Students must provide evidence of the following before entering each practicum course:

- written verification of negative PPD or serum TB screening test (required annually) (If PPD is positive, an initial chest X-ray is required.)
- written verification of active CPR certification from the American Heart Association (BLS for health care providers)
- health insurance coverage
- documentation of malpractice insurance as an RN
- criminal background check within the past year, which is a federal requirement for all persons working with vulnerable populations
- written verification of complete vaccinations for hepatitis B, MMR, varicella tetanus/diphtheria/pertussis, and influenza (Note: influenza immunization is an annual requirement.)
- negative 9-panel (or more) drug screen
- additional requirements as stated by specific health care agencies and the Nursing Graduate Student Handbook

Students enrolled in clinical courses are not guaranteed their choice of placement site. Additional details about placements are outlined in the Nursing Graduate Student Handbook.

**Clinical-Experience Transportation:** Students provide their own transportation to and from clinical experiences. The university's free shuttle service connects the Main Campus, the Ballston Center, and the Ballston-MU Metro station.

**Registration:** Graduate students enrolled in the online nursing programs are only permitted to take online nursing classes. Students in the on-campus program can enroll in online courses with permission of program faculty if space permits.

**Graduation Requirements:** All graduate nursing students fulfilling FNP requirements must take and pass a comprehensive examination prior to graduation.

**Legal Limitations of Licensure:** The practice of nursing is regulated by state laws. Questions concerning advanced practice licensure in a specific state should be directed to that state’s board of nursing. Applicants for advanced practice nursing licensure in Virginia are required to notify the Virginia Board of Nursing if they have

- been convicted of (or pled *nolo contendere*) a violation of any federal or state law;
- been hospitalized or received treatment for chemical dependence during the two years preceding application to complete the licensing examination; or
- have a mental or physical condition that could interfere with their ability to practice.

**Minimum Grade Requirements:** Successful completion of a graduate nursing course requires a minimum grade of B. A student may repeat one course in which a grade of B- or lower is earned. A grade of B- in a second course will result in dismissal from the program.

**Residency Requirements for Certificate Students:** Certificate-seeking students must complete two-thirds of the required credits at Marymount.

**Nursing Graduate Student Handbook:** Graduate nursing students must comply with additional program-specific policies found in the Nursing Graduate Student Handbook. The handbook is available on the Graduate (M.S.N./D.N.P.) Nursing Student Canvas site. All graduate nursing students are required to read the handbook upon matriculation in the program and to review the handbook each time it is revised. Notification of revisions is made through the Graduate Nursing Student Canvas site.

**Nursing (D.N.P)**

Marymount’s Doctor of Nursing Practice (D.N.P.) program provides the knowledge, skills, and abilities needed to negotiate and improve the health care system.

Acquired skills include those needed to develop evidence-based practice protocols, develop and utilize databases, and apply epidemiological methods. Students

will endeavor to develop new models of care delivery and to become expert in a specific area of nursing. Further, students will expand their knowledge of health care policy and finance to better negotiate and influence the health care delivery system and to advocate for improved care for individuals and aggregates. Graduates with this terminal degree will be prepared for roles in direct care or indirect, systems-focused care.

Upon successful completion of the D.N.P. program, students will be able to

- develop new approaches to advanced nursing practice and health care delivery based on scientific knowledge and theories of nursing and other disciplines;
- demonstrate clinical, organizational, and systems-level leadership through design of innovative models of caring;
- design methods for evaluating clinical outcomes to direct evidence-based practice for improving health care outcomes;
- utilize knowledge drawn from epidemiological, statistical, and technological data to implement quality improvement initiatives for practice with individuals, aggregates, or populations;
- lead inter-professional teams in the analysis of complex practice and organizational issues;
- demonstrate leadership in health policy advocacy at the local, state, and federal level;
- demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes;
- apply ethical analysis when generating policy, research, and practice; and
- use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.

**Doctoral Scholarly Project:** Students complete a project that integrates the practice and scholarship essentials of the D.N.P. degree. The project is designed to be completed in two semesters. Students are expected to present a summary of their scholarly project at a university, regional, or national conference.

**Degree Requirements — Nursing (D.N.P.)**

**Degree Requirements for those entering with a B.S.N.**

63-70 credits

|        |   |
|--------|---|
| NU 501 | Theoretical, Ethical, and Profession Foundations of Advanced Nursing Practice |
|--------|---|

|         |  |
|---------|--|
| NU 510  | Population Health  |
| NU 552  | Advanced Pharmacology  |
| NU 554  | Advanced Pathophysiology   |
| NU 590  | Health Care Data Analysis  |
| NUF 500 | Advanced Assessment and Health Screening for the Family Nurse Practitioner |
| NUF 501 | Introduction to Primary Care of the Family                                 |
| NUF 503 | Primary Care of the Family I   |
| NUF 504 | Primary Care of the Family II  |
| NU 700  | Evidence-Based Practice  |
| NU 701  | Innovative Models of Care Delivery   |
| NU 702  | Epidemiology   |
| NU 703  | Research Methods and Applications  |
| NU 705  | Multivariate Analysis  |
| NU 706  | Policy and Advocacy in Health Care   |
| NU 707  | Leadership, Quality, and Ethics in Health Care                             |
| HCM 500 | Accounting Basics for Health Care Managers                                 |
| NU 800  | Residency  |
| NU 801  | Doctoral Project   |
| NU 899  | Independent Study  |

*Students must complete a minimum of 1,200 supervised post-baccalaureate clinical practicum hours to fulfill program requirements. 700 clinical hours must be in direct patient care to meet the requirements for FNP certification; 500 hours must be spent in DNP practicum. Residency hours are established in courses.*

#### **Degree Requirements for those entering with an M.S.N.**

*30-39 credits*

All students must have taken a graduate-level statistics course within five years of admission.

|         |  |
|---------|--|
| NU 700  | Evidence-Based Practice                        |
| NU 701  | Innovative Models of Care Delivery             |
| NU 702  | Epidemiology                                   |
| NU 703  | Research Methods and Applications              |
| NU 705  | Multivariate Analysis                          |
| NU 706  | Policy and Advocacy in Health Care             |
| NU 707  | Leadership, Quality, and Ethics in Health Care |
| HCM 550 | Health Care Finance                            |
| NU 800  | Residency                                      |
| NU 801  | Doctoral Project                               |
| NU 899  | Independent Study                              |

*Post-baccalaureate clinical hours must total to a minimum of 1000 at the completion of the DNP degree. 500 of these hours are completed in 800 level course work and are typically project-focused. Students whose master's degree does not include clinical hours that lead to certification as an advanced practice registered nurse must complete an*

*additional 500 residency hours at the doctoral level for a total of 1000 post baccalaureate clinical hours. If more than one semester is required for completion of NU 800, students may complete it by registering for independent study credits (NU 899) for a maximum of three (3) subsequent semesters.*

#### **Nursing – Family Nurse Practitioner (M.S.N.)**

Marymount's Master of Science in Nursing (M.S.N.) family nurse practitioner program prepares nurse practitioners to provide primary care to the family. An in-depth study is made of health as well as common acute and chronic illnesses throughout the life cycle. Laboratory and clinical experiences are provided to develop competence in the diagnosis and treatment of common illnesses. This degree program prepares graduates to sit for nationally recognized certification examinations offered by the American Association of Nurse Practitioners and the American Nurses Credentialing Center.

Marymount's family nurse practitioner curriculum is designed and based on the American Association of Colleges of Nursing's *The Essentials of Master's Education in Nursing* (2011) as well as "The Criteria for the Evaluation of Nurse Practitioner Programs" from the National Organization of Nurse Practitioner Faculties.

Upon successful completion of the M.S.N. program, students will be able to

- translate theoretical knowledge from the sciences and humanities into the delivery of advanced nursing care to diverse populations;
- utilize organizational and systems leadership strategies to promote high-quality and safe care to individuals, families, groups, and communities;
- integrate theory and evidence-based practice principles to optimize patient care;
- incorporate informatics and health care technologies to deliver, coordinate, and optimize health care;
- analyze the influence of health care policy development, regulation, and finance on health care organizations and delivery systems;
- apply principles of inter-professional collaboration to improve patient and population health outcomes;
- design preventative clinical strategies to promote health and reduce the risk of disease and chronic illness;
- demonstrate advanced practice competencies in the delivery of safe, quality care to diverse populations; and

- integrate professional and ethical standards in advanced nursing practice.

### Degree Requirements — Nursing – Family Nurse Practitioner (M.S.N.)

*45 credits and minimum of 700 clinical hours*

|         |   |
|---------|---|
| NU 501  | Theoretical, Ethical, and Profession Foundations of Advanced Nursing Practice |
| NU 510  | Population Health   |
| NU 552  | Advanced Pharmacology   |
| NU 554  | Advanced Pathophysiology  |
| NU 590  | Health Care Data Analysis   |
| NUF 500 | Advanced Assessment and Health Screening for the Family Nurse Practitioner    |
| NUF 501 | Introduction to Primary Care of the Family                                    |
| NUF 503 | Primary Care of the Family I  |
| NUF 504 | Primary Care of the Family II   |
| NU 700  | Evidence-Based Practice   |
| NU 701  | Innovative Models of Care Delivery  |
| NU 706  | Policy and Advocacy in Health Care  |
| NU 707  | Leadership, Quality, and Ethics in Health Care                                |

### Nursing – Family Nurse Practitioner (Post-Master's Certificate)

This certificate program prepares nurse practitioners to provide primary care to the family. Title IV federal financial aid is available for this certificate program. [Click here to review the Gainful Employment Disclosure for this certificate program.](#)

#### Certificate Requirements

*30 credits and a minimum of 700 clinical hours*

|         |  |
|---------|--|
| NU 510  | Population Health  |
| NU 552  | Advanced Pharmacology  |
| NU 554  | Advanced Pathophysiology   |
| NU 707  | Leadership, Quality, and Ethics in Health Care                             |
| NUF 500 | Advanced Assessment and Health Screening for the Family Nurse Practitioner |
| NUF 501 | Introduction to Primary Care of the Family                                 |
| NUF 503 | Primary Care of the Family I   |
| NUF 504 | Primary Care of the Family II  |

### Nursing Education (M.S.N.)

Since fall 2012, new students are no longer accepted into the M.S.N. in nursing education or the post-master's

certificate in nursing education. Admission to these program tracks has been temporarily suspended.

### Nursing Education (Post-Master's Certificate)

Since fall 2012, new students are no longer accepted into the M.S.N. in nursing education or the post-master's certificate in nursing education. Admission to these program tracks has been temporarily suspended.

## School of Counseling

Marymount offers the M.A. in counseling with three specialization options: clinical mental health counseling, pastoral clinical mental health counseling, and school counseling.

The clinical mental health counseling, pastoral clinical mental health counseling, and school counseling specializations are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The school counseling specialization, all teacher licensure programs (elementary, secondary, and special education), and the M.Ed. in administration and supervision program are accredited by the Division of Teacher Education and Licensure of the Virginia Department of Education, and the Council for the Accreditation of Educator Preparation (CAEP).

Marymount also offers a forensic and legal psychology option for students in the clinical mental health counseling program. This is a unique opportunity to earn both a master's degree in clinical mental health counseling and a master's degree in forensic and legal psychology, then complete the post-master's clinical supervisory requirements needed to become a licensed professional counselor (LPC).

**Admission Policies:** Students admitted to other Marymount graduate programs must reapply to the university and meet the counseling program's admissions requirements before they will be admitted into a counseling program.

*Nondegree Students:* Students who have been denied admissions to any of the counseling programs will need to be approved by the school. Nondegree students may only register for the following courses with permission from the school director and if space permits after registration ends for fully admitted students: CE 500, CE 501, CE 502, CE 503, CE 505, CE 520, CE 529, CE 532, CE 540, CE 541, CE 542, CE 549, and CE 551.

**Admission Requirements for Master's Degree**

**Programs:** In addition to the university's graduate admission requirements (p. 22), the following are required:

- acceptable GPA (An undergraduate major in psychology is preferred; however, candidates from other fields will be considered.)
- satisfactory scores on the GRE (including the Analytical Writing score), as determined by the school
- two letters of recommendation that speak directly to the applicant's academic and interpersonal skills
- personal statement describing the applicant's background and motivation for entering the field of study

**Enrollment Policies and Application Deadlines:**

*Clinical mental health counseling and pastoral clinical mental health counseling specializations:* Students are admitted for the fall semester only. Completed applications must be received by the January 15 priority deadline or March 1 final deadline. Applications received after these deadlines will be considered for a future admission date. If space permits, students may be admitted for the spring semester. Contact the Office of Graduate Enrollment Services for information.

*School counseling specialization:* Students are admitted for the summer or fall only. Completed applications must be received by the January 15 priority deadline or by the final deadline of March 11. Applications received after these deadlines will be considered for the summer, space permitting.

**Process:** After the initial review of applicants' preliminary materials, they may be invited to participate in an on-campus interview process with the faculty. The process includes group and individual interviews and a mandatory orientation to the program. All application materials must be received in order to be considered for an interview. The Office of Graduate Enrollment Services will contact those applicants selected for an interview with the date.

Following the interview process, the counseling faculty will review the entire application and render a final decision based on an assessment of both academic and interpersonal appropriateness for the program and the counseling profession. Applicants will be notified of their status by the Office of Graduate Enrollment Services and should not contact the School of Counseling directly.

**Academic Progression:** The counseling faculty will review the academic, clinical, and professional development of students in all graduate programs each semester. Students must demonstrate appropriate academic, clinical, professional, and interpersonal skills in order to progress in the program and to be placed into a practicum and internship. Details of the review process and procedures can be found in the graduate program handbook.

**Academic Probation:** Students may only be on nonconsecutive probation once during their graduate studies. If a student's cumulative GPA falls below 3.0 for a second time, the student will be dismissed. Students who wish to appeal their dismissal should refer to the Academic Dismissal (p. 87) section of this catalog for the proper procedure.

**Legal Limitations of Practice:** The practice of counseling is regulated by state laws. Questions concerning licensure in a specific state should be directed to that state's board of professional counselors. Before clinical mental health counseling and pastoral clinical mental health counseling students are placed in a practicum or internship site, agencies may require them to undergo a national criminal background check. Students are responsible for the cost of the investigation. Students are required to obtain and present proof of liability insurance prior to the start of a practicum or internship experience and carry the insurance until graduation.

**Maximum Credits:** Students enrolled in the M.A. programs in counseling are limited to registering for a maximum of 12 credits per semester.

**Minimum Grade Requirements:** For the clinical mental health counseling and pastoral clinical mental health counseling M.A. specializations, a minimum grade of B is required in the following courses to advance in the program: CE 501, CE 502, CE 508, CE 520, CE 522C, CE 523C, CE 597C, and CE 599C.

For the school counseling M.A. specialization, a minimum grade of B is required in the following courses to advance in the program: CE 508, CE 520, CE 522S, CE 523S, CE 560, CE 561, CE 597S, and CE 599S.

**Practicum and Internship Prerequisites:** For the clinical mental health counseling, pastoral clinical mental health counseling, and school counseling M.A. specializations, in order to be admitted to a practicum or an internship, students must have completed the practicum and internship application process, which



includes attendance at a mandatory meeting one semester prior to the placement, attainment of a satisfactory review of student academic progress, completion of the appropriate paperwork, submission of documentation of student professional liability insurance, and permission of the faculty.

Students must complete all prerequisites and 24 credits prior to registering for CE 597C or CE 597S Practicum. The practicum and 30 credit hours of the program must be completed prior to being admitted to CE 599C or CE 599S Internship.

**Research Requirement:** All students in the clinical mental health counseling, pastoral clinical mental health counseling, and school counseling specializations are required to log a minimum of 20 hours of research assistance under the guidance of one or more members of the counseling faculty or another approved faculty member. See the specific programs in the *Counseling Student Handbook* for details.

**Service Requirement:** All graduate students in pastoral clinical mental health counseling are required to log a minimum of 30 hours of service to Marymount or the community. See the Pastoral Counseling Student Handbook for details.

**Residency Requirement for M.A. Students:** Clinical courses (CE 522C or CE 522S; CE 523C or CE 523S; CE 597C or CE 597S; CE 599C or CE 599S) must be taken at Marymount.

**Scheduling of Courses:** Courses are not offered every semester. Students should consult their program advisor for guidance on course rotations and scheduling. Students in any of the counseling programs may enroll in a maximum of 12 credits per semester.

**Service Requirements:** All graduate students in any pastoral counseling program are required to log a minimum of 30 hours of service to Marymount or the community. See the *Pastoral Counseling Student Handbook* for details.

**Transfer Policies:** For the clinical mental health counseling, pastoral clinical mental health counseling, and school counseling M.A. specializations, students requesting course substitutions or course transfer from other institutions must submit paperwork for the required courses to the counseling school's Course Review Committee. Upon approval by the school, students may transfer a maximum of 12 credits. After admission into a program, students may transfer a maximum of six (6) credits. Students must gain approval from the counseling school's Course Review

Committee prior to enrolling in a course outside of Marymount. Students must take CE522C, CE523, CE597, and CE597 at Marymount.

## Graduate Programs

### Counseling (M.A.)

Marymount offers an M.A. in counseling with three specialization options: clinical mental health counseling, pastoral clinical mental health counseling, and school counseling.

Marymount's CACREP, licensure-track counseling programs provides an opportunity to earn a degree and complete coursework needed to become a licensed professional counselor (LPC) in 60 credit hours. Individuals are eligible to sit for the National Board of Certified Counselors (NBCC) examination at Marymount toward the end of their program of study and begin the supervised experience necessary to become an LPC upon completion of this degree program. Electives in any specializations should be selected in consultation with advisors to meet licensure requirements in other states.

Upon successful completion of the clinical mental health counseling, pastoral clinical mental health counseling, and school counseling specializations, students will be able to demonstrate a knowledge base required for professional counselors. That knowledge base, as outlined by CACREP, includes the following:

- advanced human growth and development
- multicultural counseling
- individual skills
- group counseling
- career development and counseling
- testing and assessment
- research methods
- professional, legal, and ethical issues in counseling.

Students also will demonstrate an understanding of current trends in the job market through self-marketing strategies.

### Degree Requirements — Counseling

60 credits

#### Shared Degree Requirements

45 credits

|        |                                       |
|--------|---------------------------------------|
| CE 500 | Research and Evaluation               |
| CE 501 | Bases of Psychopathology              |
| CE 503 | Advanced Human Growth and Development |

|         |   |
|---------|---|
| CE 508  | Crisis Assessment and Intervention  |
| CE 509  | Substance Abuse Assessment and Intervention                               |
| CE 510  | Survey of Testing and Assessment  |
| CE 520  | Theories of Counseling  |
| CE 522C | Counseling for Individuals (Counseling section)                           |
|         | OR  |
| CE 522S | Counseling for Individuals (School Counseling section)                    |
| CE 523C | Group Counseling Techniques (Clinical Mental Health Counseling section)   |
|         | OR  |
| CE 523S | Group Counseling Techniques (School Counseling section)                   |
| CE 524  | Theories and Techniques of Family Counseling                              |
| CE 530C | Career Development Counseling (Clinical Mental Health Counseling section) |
|         | OR  |
| CE 530S | Career Development Counseling (School Counseling section)                 |
| CE 551  | Multicultural Counseling  |
| CE 597C | Clinical Mental Health Counseling Practicum                               |
|         | OR  |
| CE 597S | School Counseling Practicum   |
| CE 599C | Internship: Clinical Mental Health Counseling                             |
|         | OR  |
| CE 599S | Internship: School Counseling   |

### Specialization Courses

In addition to the courses above, a student must choose from one of three specializations (18 credits).

#### Clinical Mental Health Specialization

|        |   |
|--------|---|
| CE 502 | Foundations, Ethics, and Professional Issues in Clinical Mental Health Counseling |
| CE 536 | Advanced Counseling: Theories and Techniques                                      |

Nine (9) elective credits in counseling education or forensic legal psychology courses.

*Electives must have approval from an advisor. Students should consult with their state licensing board to determine appropriate electives.*

#### Pastoral Clinical Mental Health Specialization

|        |   |
|--------|---|
| CE 502 | Foundations, Ethics, and Professional Issues in Clinical Mental Health Counseling |
| CE 540 | Contemporary and Historical Religious Perspectives                                |
| CE 541 | Pastoral Counseling Integration   |

|        |  |
|--------|--|
| CE 542 | Grief and Loss   |
| CE 549 | Moral and Spiritual Development and Ethical Issues in Counseling |

*No electives*

### School Counseling Specialization

The school counseling specialization provides the education and training necessary to work as a school counselor in elementary, middle, or high school. Students who successfully complete this program will be eligible for licensure as a school counselor (grades PK-12) in the Commonwealth of Virginia. Students also meet the requirements for the LPC with completion of CE 501.

Field experience, practicum, and internship hours must be completed when school is in regular session: September through June, Monday through Friday, from 7 a.m. to 3:30 p.m.

|        |   |
|--------|---|
| CE 505 | Advanced Study of Individuals with Exceptionalities               |
| CE 534 | Counseling Children and Adolescents                               |
| CE 560 | Foundations, Ethics, and Professional Issues in School Counseling |
| CE 561 | Practices of School Counseling                                    |

An elective from counseling education or forensic legal psychology graduate courses, three (3) credits.

### Counseling with Clinical Mental Health Specialization/Forensic and Legal Psychology Dual Degree (M.A./M.A.)

Marymount offers a forensic and legal psychology option for students in the clinical mental health counseling program. Through this program, the student has an opportunity to earn an M.A. in clinical mental health counseling and an M.A. in forensic and legal psychology.

Marymount's forensic and legal psychology program balances traditional counseling knowledge and skills with a specialized understanding of the criminal justice and legal systems while tapping into the rich resources of the nation's capital. Coursework is interdisciplinary, combining study in law, criminal justice, and public policy, in addition to many subfields in psychology. See forensic and legal psychology (p. 314) for more information.

The clinical mental health counseling program provides an opportunity to earn a degree, be eligible to sit for the National Board for Certified Counselors (NBCC) examination toward the end of the program of study, and begin the supervised experience necessary to become a licensed professional counselor.

**Admission Requirement:** To be admitted to this program, students are admitted to one program at a time and must meet the application and deadline requirements for each program. Students who are admitted from the forensic and legal psychology program can begin classes in the clinical mental health counseling program only after completing 18 forensic and legal psychology program credits. In addition, they must plan to begin classes in the clinical mental health counseling program in the fall semester that immediately follows their acceptance into the program. Students who are admitted from the clinical mental health counseling program can begin classes in the forensic and legal psychology program only after completing 40 clinical mental health counseling program credits.

### Dual-Degree Requirements — Counseling with Clinical Mental Health Specialization/Forensic and Legal Psychology

75 credits

|         |   |
|---------|---|
| CE 500  | Research and Evaluation   |
| CE 502  | Foundations, Ethics, and Professional Issues in Clinical Mental Health Counseling |
| CE 503  | Advanced Human Growth and Development   |
| CE 508  | Crisis Assessment and Intervention  |
| CE 509  | Substance Abuse Assessment and Intervention                                       |
| CE 510  | Survey of Testing and Assessment  |
| CE 520  | Theories of Counseling  |
| CE 522C | Counseling for Individuals (Counseling section)                                   |
| CE 523C | Group Counseling Techniques (Clinical Mental Health Counseling section)           |
| CE 524  | Theories and Techniques of Family Counseling                                      |
| CE 530C | Career Development Counseling (Clinical Mental Health Counseling section)         |
| CE 536  | Advanced Counseling: Theories and Techniques                                      |
| CE 551  | Multicultural Counseling  |
| CE 597C | Clinical Mental Health Counseling Practicum                                       |
| CE 599C | Internship: Clinical Mental Health Counseling                                     |
| FLP 501 | Bases of Psychopathology<br>OR  |
| CE 501  | Bases of Psychopathology  |
| FLP 511 | Legal and Investigative Psychology  |
| FLP 512 | Issues in the American Legal System   |
| FLP 527 | Psychology, Public Policy, and Law  |

|         |                                 |
|---------|---------------------------------|
| FLP 531 | Psychology of Criminal Behavior |
| FLP 540 | Forensic Assessment             |

*CE 500: FLP 502 will not count in place of CE 500 due to CACREP and licensure requirements.*

*FLP 501 must cover the entire DSM-5 to meet counseling requirements.*

Nine (9) elective credits from counseling education and forensic legal psychology courses.

Electives must have approval from an advisor. Students should consult with their state licensing board to determine appropriate electives.

## School of Education

Marymount University's professional programs leading to teaching licensure are dedicated to the mission: preparing education leaders for diverse learning communities. The three tenets comprising the conceptual framework — critical thinker, effective practitioner, and caring professional — synergistically interact. The foundation for our professional programs are knowledge of the learner and learning, content, instructional practice, and professional responsibility. All courses and experiences are designed to achieve this mission.

Upon successful completion of the teacher education program, students will be able to

- create evidence-based lesson plans;
- demonstrate knowledge of the curriculum by creating lesson plans that integrate higher-order thinking skills;
- plan for differentiated instruction to meet the needs of all learners; and
- align instructional objectives to a variety of assessments.

Through a variety of programs, Marymount undergraduate students may earn Virginia licensure in elementary, secondary, and special education. Undergraduates major in elementary education, special education, or an appropriate content discipline and complete their teacher licensure program requirements as outlined. All programs are designed to prepare graduates to enter the job market as beginning professionals in their respective fields. Undergraduate students also have the option of majoring in education without seeking licensure.

Students seeking teaching licensure reserve one semester for the student-teaching experience. This experience is a 14-week, full-time placement. Student teaching is the culmination of the Marymount teacher

education program and reflects the degree to which a student will be effective as a classroom teacher. See complete information about application procedures below.

All Marymount University teacher education programs are approved by the Virginia Department of Education and the Council for the Accreditation of Educator Preparation (CAEP). Program requirements are subject to revision based on changes in the licensure requirements set forth by the Commonwealth of Virginia.

## Undergraduate Programs

**Admission Requirements:** In addition to the university's admission requirements (p. 17), applicants to the undergraduate teaching licensure programs must do the following to be considered for acceptance into the program:

- notify their major advisor of intent to pursue licensure during the student's freshman or sophomore year;
- complete ED 200SL Foundations of Teaching and Learning during the student's sophomore year with a grade of C or better;
- have a minimum overall GPA of 2.5;
- have a minimum GPA of 3.0 in the major for secondary programs;
- submit an application for the teacher licensure program upon completion of ED 200SL;
- submit two references;
- submit an essay on a provided topic;
- submit evidence of math competency;
- submit a résumé; and
- present passing scores, as set by the Virginia Department of Education, for the Virginia Communication and Literacy Assessment (VCLA) (Passing scores are required in both the reading and writing sections or composite score.)

No more than 12 education credits may be taken prior to acceptance into the teacher licensure program. Refer to the *Undergraduate Teacher Candidate Handbook*, available through the School of Education, for further information.

**Legal Limitations of Practice:** The practice of teaching is regulated by state laws. Questions concerning licensure in a specific state should be directed to that state's board of education. Students may be required to submit a national criminal background check before

being placed in field experiences or as a student teacher. The student must pay the cost of the investigation.

**Minimum Grade Requirements:** For successful program completion, a minimum grade of C is necessary in all required professional studies (education) courses.

**Transfer Policy:** Transfer students must be enrolled in ED 200SL before applying to the program.

**Teaching Licensure Programs:** The program of studies for each teaching licensure program is described in the major discipline section of this catalog. Students in the following programs will fulfill the curriculum requirements of the respective discipline — earning a degree in that field — and complete all professional studies requirements needed for Virginia licensure, including field experience and student teaching:

**Art with K-12 Teaching Licensure (B.A. in art)**

— See art (p. 142) under School of Design and Art for program requirements.

**Biology with Secondary (grades 6-12) Teaching Licensure (B.S. or B.A. in biology)** — See biology (p. 272) for program requirements.

**Elementary Education (grades PK-6) Licensure (B.A. in elementary education)** — See elementary education (p. 197) for program requirements.

**English with Secondary (grades 6-12) Teaching Licensure (B.A. in English)** — See English (p. 245) under School of Humanities for program requirements.

**History/Social Science with Secondary (grades 6-12) Teaching Licensure (B.A. in history)** — See history (p. 248) under School of Humanities for program requirements.

**Mathematics with Secondary (grades 6-12) Teaching Licensure (B.S. in mathematics)** — See mathematics (p. 286) under School of Natural Sciences and Mathematics for program requirements.

**Special Education: General Curriculum, K-12 Teaching Licensure (B.A. in special education)** — See special education (p. 198) under School of Education for program requirements.

## Periodic Progress Review

Each month, the education faculty meets to evaluate all students' academic progress and professional dispositions. The education faculty consider not only academic performance, but also personal characteristics

that affect one's ability to be a teacher or administrator, such as valuing learning, diversity, and collaboration and demonstrating professionalism and personal integrity. If the faculty identifies a problem during the periodic review or evidence of personal difficulty that has the potential to negatively affect the student's capacity to function as a future teacher or administrator, the school is notified at its monthly school meeting. The student will first be required to meet with his or her advisor for support. The student may be referred to the education school's Teacher Education Committee. Failure to meet academic and professional standards may result in dismissal from the Marymount University education program. Also, if the faculty identifies an outstanding candidate during the periodic review, the faculty may send a letter of commendation to the student to recognize outstanding achievement.

### The Student-Teaching Experience

Individuals seeking licensure complete their program with a student-teaching experience. Students must pass all required licensure exams before applying to student teach. Students apply for student teaching at the beginning of the semester prior to their anticipated student-teaching experience. Students register for student teaching through Marymount University regardless of the geographic location of the placement site.

Student teachers are supervised by a university supervisor in the School of Education and by an on-site mentor teacher. Students should consult the *Marymount University Student Teaching Handbook* for full information on student teaching.

Placement is available in public schools in the greater Washington metropolitan area, the Diocese of Arlington, the Archdiocese of Washington, and accredited private schools. Placement is made in conjunction with the local school districts and our Educational Clinical Experiences (ECE) Office, and no particular placement can be guaranteed. The student is responsible for transportation to and from the cooperating school. While student teaching, all students assume the role of guest in the host school and must abide by the policies and regulations of the host school.

Placement for student teaching is dependent upon the school's and faculty's judgment regarding the student's performance in both coursework and field placements.

Deadlines are set annually for student-teaching applications. Contact the Educational Clinical Experiences Office for exact deadlines. Passing scores

must be obtained for the Praxis II, Virginia Communication and Literacy Assessment (VCLA), and Reading for Virginia Educators (RVE) licensure exams before submitting an application. Please see an advisor for the required exams needed for a particular licensure area. Information and directions for application completion are available in the Educational Clinical Experiences Office or on the ECE website.

### Student Teaching Abroad

Students who would like to student teach abroad must contact the clinical experiences office two semesters before they will apply to student teach. Placements are currently available in Europe, South America, and New Zealand for seven of the required 14 weeks. Tuition for student teaching abroad remains the same; however, student teachers are responsible for their own transportation, housing expenses, and any additional program fees.

### Applying for Student Teaching

To be considered for placement, a student must fulfill the following requirements:

- gain full admission into the teacher licensure program;
- submit a student-teaching application packet (see deadlines previously noted);
- submit passing scores on the Virginia Communication and Literacy Assessment (VCLA) and demonstrate math competency;
- submit passing scores on the Praxis II exam (Specialty Area Test for secondary education and art education students; Content Knowledge for elementary education students);
- submit passing scores on the Reading for Virginia Educators (RVE) exam (for elementary education and special education students);
- complete all licensure and professional studies requirements;
- earn a minimum 2.5 GPA overall;
- earn a minimum 3.0 GPA in the major for secondary programs;
- earn a minimum 3.0 GPA in professional studies courses;
- gain the approval of the Undergraduate Teacher Licensure Advisory Board (UTLAB); and
- be endorsed by a School of Education faculty member.

Prior to beginning student-teaching placements, student teachers must clear a criminal background check as required by the local school division and must submit verification of current health insurance.

### Elementary Education PK-6 (B.A. in Elementary Education)

The B.A. in elementary education allows students to complete a baccalaureate degree in elementary education with a choice of specializations - licensure or non-licensure. Students who choose the licensure specialization will be licensed to teach grades PK-6. Students pursuing licensure in this manner complete all requirements necessary for Virginia licensure, including field experiences and student teaching by the end of four years. Students who choose the non-licensure specialization will not be required to meet the Virginia teacher licensure testing requirements.

**Admission Requirements:** Students in this program must seek admission to the teacher licensure program and apply for student teaching. See the education section (p. 195) for admission requirements and procedures.

**Degree Planning:** Students in both the licensure and non-licensure specializations need to take courses as specified to ensure fulfillment of state licensure or degree requirements. Also, course rotations vary, and not every course is available each semester. Individual advising is important to ensure students meet all major and teaching licensure requirements.

**Minimum Grade Requirements:** A grade of a C or better is required in professional studies courses. Professional studies courses are those associated with teacher preparation. An overall 2.5 GPA is required.

### Degree Requirements — Elementary Education PK-6 (B.A. in Elementary Education)

This degree requires 120 credits.

#### Liberal Arts Core and University Requirements

See University Requirements and the Liberal Arts Core (p. 101) for details. Elementary education majors will satisfy the three-course university Writing Intensive (WI) requirement in the following way: All majors must take ED 480 Senior Seminar and EN 301 The Writing Process: Theory and Practice. Majors must take an additional WI course from the Liberal Arts Core or as a university elective. Majors must also complete the GP requirement from the Liberal Arts Core or as a university elective.

### Major Requirements

To fulfill the requirements of the major, all students in this program will take the following coursework in a sequence determined in collaboration with a faculty and professional advisor. Some courses also satisfy Liberal Arts Core and/or University Requirements. Some coursework fulfills teaching licensure requirements as specified by the Commonwealth of Virginia.

Take all of the following:

|          |   |
|----------|---|
| BIO 120  | Introduction to the Biological World *                |
| BIO 120L | Introduction to the Biological World Lab              |
| ED 200SL | Foundations of Teaching and Learning                  |
| ED 254   | Technology for the K-12 Classroom                     |
| ED 301   | Foundation of Literacy Development *                  |
| ED 329   | Collaborative Models for Special Education            |
| ED 351   | Assessment to Support Learning in K-12                |
| ED 355   | Literacy Instruction for Diverse Learners: PK-2       |
| ED 356   | Literacy Instruction for Diverse Learners: Grades 3-6 |
| ED 357   | Teaching Social Studies and Visual Arts *             |
| ED 358   | Teaching Mathematics and Science                      |
| ED 480   | Senior Seminar *                                      |
| EN 301   | The Writing Process: Theory and Practice *            |
| GEO 201  | Introduction to Geography                             |
| HI 110   | History of the United States to 1877 *                |
| HI 111   | History of the United States since 1877 *             |
| HI 114   | Introduction to World History *                       |
| MA 121   | Math for Liberal Arts *                               |
| MA 124   | History of Mathematics *                              |
| MA 127   | Applied Geometry *                                    |
|          | Natural Science (NS) core course *                    |
| POL 104  | American Government *                                 |
| PSY 110  | Human Growth and Development *                        |
| PSY 341  | Psychology of Individuals with Exceptionalities *     |

*Licensure specialization: Add ED 452 and ED 460E (which must be taken at the same time).*

*Non-licensure specialization: Add ED 433 (1-6 credits) and an elective or electives with approval from an education advisor.*

### Sample Degree Plan — Elementary Education PK-6

Please note that this is a sample plan; all students must consult with an advisor in making course selections.

#### Year One — Fall

|         |                         |
|---------|-------------------------|
| EN 101  | Composition I *         |
| MA 121  | Math for Liberal Arts * |
| POL 104 | American Government *   |

|          |                       |
|----------|-----------------------|
| TRS 100  | Theological Inquiry * |
| CNCT 100 | Connections *         |

*EN 101: WR core course*

*MA 121: MT core course*

*POL 104: SS-1 core course*

*TRS 100: TRS-1 core course*

### Year One — Spring

|         |                                    |
|---------|------------------------------------|
| EN 102  | Composition II *                   |
| HI 114  | Introduction to World History *    |
| MA 124  | History of Mathematics *           |
|         | Natural Science (NS) core course * |
| PSY 110 | Human Growth and Development *     |

*EN 102: WR core course*

*HI 114: HI-1 core course*

*PSY 110: SS-1 core course*

### Year Two — Fall

|          |  |
|----------|--|
| ED 200SL | Foundations of Teaching and Learning         |
| HI 111   | History of the United States since 1877 *    |
| MA 127   | Applied Geometry *                           |
| PH 100   | Introduction to Philosophy *                 |
| EN       | Introductory Literature (LT-1) core course * |

*PH 100: PH-1 core course*

*ED 200SL: DSINQ course*

### Year Two — Spring

|          |  |
|----------|--|
| BIO 120  | Introduction to the Biological World *   |
| BIO 120L | Introduction to the Biological World Lab   |
| ED 301   | Foundation of Literacy Development *   |
| GEO 201  | Introduction to Geography  |
| HI 110   | History of the United States to 1877 *   |
|          | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course - TRS 201 or TRS 202 recommended * |

*BIO 120: NS core course*

*BIO 120L: NS lab core course*

*ED 301: DSINQ course*

### Year Three — Fall

|         |   |
|---------|---|
| ED 254  | Technology for the K-12 Classroom   |
| ED 355  | Literacy Instruction for Diverse Learners: PK-2                                       |
| EN 301  | The Writing Process: Theory and Practice *  |
| PSY 341 | Psychology of Individuals with Exceptionalities *                                     |
|         | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |

*EN 301: WI and DSINQ course*

*PSY 341: SS-2 core course*

### Year Three — Spring

|        |  |
|--------|--|
| ED 329 | Collaborative Models for Special Education   |
| ED 356 | Literacy Instruction for Diverse Learners: Grades 3-6  |
| ED 358 | Teaching Mathematics and Science   |
|        | Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) - EN 351 recommended * |
|        | One (1) elective   |

### Year Four — Fall

|        |   |
|--------|---|
| ED 351 | Assessment to Support Learning in K-12                                  |
| ED 357 | Teaching Social Studies and Visual Arts *                               |
| ED 480 | Senior Seminar *  |
| PH     | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course * |
|        | One (1) elective  |

*ED 480: WI and DSINQ course*

*ED 357: WI course*

### Year Four — Spring (specialization - licensure)

|         |   |
|---------|---|
| ED 452  | Managing the K-12 Classroom                             |
| ED 460E | Student Teaching: PK-6 *                                |
|         | One (1) elective - GP course if not already completed * |

*ED 460E: EXP course*

### Year Four — Spring (specialization - non-licensure)

|        |            |
|--------|------------|
| ED 433 | Research * |
|        | Electives  |

*The number of electives required for students in the non-licensure track varies with the number of credits for which they take ED-433. Students must take enough credits in electives to meet the university's 120-credit requirement. Students must take a GP course if not already completed.*

\* Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core (p. 101) and the Course Descriptions (p. 318) for further information.

### Special Education K-12 (B.A. in Special Education)

The B.A. in special education allows students to complete a baccalaureate degree in special education with a choice of specializations - licensure or non-licensure. Students who choose the licensure specialization will be licensed to teach K-12 special education. Students pursuing licensure in this manner complete all requirements necessary for Virginia licensure, including field experiences and student teaching, by the end of four years. Students who choose the non-licensure specialization will not be required to meet the Virginia teacher licensure testing requirements.

**Admission Requirements:** Students in this program must seek admission to the teacher licensure program and apply for student teaching. See the education section (p. 195) for admission requirements and procedures.

**Degree Planning:** Students in both the licensure and non-licensure specializations need to take courses as specified to ensure fulfillment of state licensure or degree requirements. Also, course rotations vary, and not every course is available each semester. Course rotations are specified in the course descriptions (p. 318). Individual advising by the School of Education is important to ensure students meet all major and teaching licensure requirements.

**Minimum Grade Requirements:** A grade of a C or better is required in professional studies courses. Professional studies courses are those associated with teacher preparation. An overall 2.5 GPA is required.

### Degree Requirements — Special Education K-12 (B.A. in Special Education)

This degree requires 120 credits.

#### Liberal Arts Core and University Requirements

See University Requirements and the Liberal Arts Core (p. 101) for details. Special education majors will satisfy the three-course university Writing Intensive (WI) requirement in the following way: All majors must take ED 480 Senior Seminar and EN 301 The Writing Process: Theory and Practice. Majors must take an additional WI course from the Liberal Arts Core or as a university elective. Majors must also complete the GP requirement from the Liberal Arts Core or as a university elective.

#### Major Requirements

To fulfill the requirements of the major, all students in this program will take the following coursework in a sequence determined in collaboration with an advisor. Some courses also satisfy Liberal Arts Core and/or University Requirements. Some coursework fulfills teaching licensure requirements as specified by the Commonwealth of Virginia.

|          |   |
|----------|---|
| ED 200SL | Foundations of Teaching and Learning  |
| ED 254   | Technology for the K-12 Classroom   |
| ED 323   | Literacy Instruction: Diagnosis and Corrective Strategies                   |
| ED 329   | Collaborative Models for Special Education                                  |
| ED 339   | Individualized Education Programs and Strategies for the General Curriculum |
| ED 345   | Transition, Family, and Community   |

|         |  |
|---------|--|
|         | Services for Individuals with Disabilities                     |
| ED 351  | Assessment to Support Learning in K-12                         |
| ED 355  | Literacy Instruction for Diverse Learners: PK-2                |
| ED 358  | Teaching Mathematics and Science                               |
| ED 366  | Secondary Teaching Methods in Science                          |
| ED 367  | OR<br>Secondary Teaching Methods in History and Social Science |
| ED 368  | OR<br>Secondary Teaching Methods in English                    |
| ED 369  | OR<br>Secondary Teaching Methods in Mathematics                |
| ED 480  | Senior Seminar *   |
| EN 301  | The Writing Process: Theory and Practice *                     |
| PSY 110 | Human Growth and Development *                                 |
| PSY 341 | Psychology of Individuals with Exceptionalities *              |

*Licensure specialization: Add ED 449 and ED 460SE (which must be taken at the same time).*

*Non-licensure specialization: Add ED 433 (1-6 credits) and an elective or electives with approval from an education advisor.*

Nine (9) credits in one of the following: biology, English, history, or mathematics, with at least one (1) class at the 300+ level.

### Sample Degree Plan — Special Education K-12 (B.A. in Special Education)

Please note that this is a sample plan; all students must consult with an education advisor in making course selections.

#### Year One — Fall

|          |  |
|----------|--|
| EN 101   | Composition I *  |
| TRS 100  | Theological Inquiry *  |
| CNCT 100 | Connections *  |
| HI       | Introductory History (HI-1) core course *  |
|          | Introductory Social Science (SS-1) core course (economics, politics, or sociology) * |

*EN 101: WR core course*

*TRS 100: TRS-1 core course*

#### Year One — Spring

|          |  |
|----------|--|
| BIO 120  | Introduction to the Biological World *   |
| BIO 120L | Introduction to the Biological World Lab |
| EN 102   | Composition II *                         |
| PH 100   | Introduction to Philosophy *             |
| PSY 110  | Human Growth and Development *           |
|          | One (1) elective                         |



EN 102: WR core course

PH 100: PH-1 core course

PSY 110: SS-1 core course

### Year Two — Fall

|          |   |
|----------|---|
| ED 200SL | Foundations of Teaching and Learning  |
|          | Introductory Literature (LT-1) core course - EN 225 or EN 227 recommended *   |
|          | Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course (Advanced Literature recommended) * |
|          | Mathematics (MT) core course - MA 127 recommended *   |
|          | One (1) content area course   |

ED 200SL: DSINQ course

Content area courses will be chosen from biology, English, history, or mathematics.

### Year Two — Spring

|         |  |
|---------|--|
| EN 301  | The Writing Process: Theory and Practice *   |
| PSY 341 | Psychology of Individuals with Exceptionalities *  |
|         | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course *                                    |
|         | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course - TRS 201 or TRS 202 recommended * |
|         | Introductory Social Science (SS-1) in a third discipline or Second Natural Science (NS) core course *                    |
|         | One (1) content area course  |

Content area courses will be chosen from biology, English, history, or mathematics.

EN 301: DSINQ and WI course

PSY 341: SS-2 core course

### Year Three — Fall

|        |  |
|--------|--|
| ED 254 | Technology for the K-12 Classroom  |
| ED 345 | Transition, Family, and Community Services for Individuals with Disabilities |
| ED 351 | Assessment to Support Learning in K-12                                       |
| ED 355 | Literacy Instruction for Diverse Learners: PK-2                              |
|        | One (1) elective - 2nd WI course if not already completed *                  |

Content area courses will be chosen from biology, English, history, or mathematics.

### Year Three — Spring

|        |   |
|--------|---|
| ED 323 | Literacy Instruction: Diagnosis and Corrective Strategies |
|--------|---|

|        |  |
|--------|--|
| ED 329 | Collaborative Models for Special Education |
| ED 358 | Teaching Mathematics and Science           |
|        | One (1) content area course                |

### Year Four — Fall

|        |   |
|--------|---|
| ED 339 | Individualized Education Programs and Strategies for the General Curriculum |
| ED 366 | Secondary Teaching Methods in Science OR                                    |
| ED 367 | Secondary Teaching Methods in History and Social Science OR                 |
| ED 368 | Secondary Teaching Methods in English OR                                    |
| ED 369 | Secondary Teaching Methods in Mathematics                                   |
| ED 480 | Senior Seminar *  |
| PH     | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course *     |
|        | One (1) elective - 3rd DSINQ course required if not already completed *     |

ED 480: DSINQ and WI course

### Year Four — Spring (specialization - licensure)

|          |   |
|----------|---|
| ED 449   | Strategies for Behavior Management for the Special Educator |
| ED 460SE | Student Teaching: Special Education *                       |
|          | One (1) elective - GP course if not already completed *     |

### Year Four — Spring (specialization - non-licensure)

|        |            |
|--------|------------|
| ED 433 | Research * |
|        | Electives  |

The number of electives required for students in the non-licensure track varies with the number of credits for which they take ED-433. Students must take enough credits in electives to meet the university's 120-credit requirement. Students must take a GP course if not already completed.

\* Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core (p. 101) and the Course Descriptions (p. 318) for further information.

### Education (Minor)

This minor is open to students in any major. It is geared toward students who are interested in the education profession but who may or may not be working toward Virginia teaching licensure. Completion of the minor prepares students to work in a preschool setting, Catholic schools, other independent schools, or industry training. This minor can be the basis for a licensure program, but completion of the minor is not a licensure program.

## Minor Requirements

|          |   |
|----------|---|
| ED 200SL | Foundations of Teaching and Learning              |
| ED 351   | Assessment to Support Learning in K-12            |
| PSY 110  | Human Growth and Development *                    |
| PSY 341  | Psychology of Individuals with Exceptionalities * |

Two (2) of the following:

|        |   |
|--------|---|
| ED 254 | Technology for the K-12 Classroom                     |
| ED 301 | Foundation of Literacy Development *                  |
| ED 337 | Literacy in the Content Areas                         |
| ED 338 | Secondary Education: Curriculum and Methods           |
| ED 355 | Literacy Instruction for Diverse Learners: PK-2       |
| ED 356 | Literacy Instruction for Diverse Learners: Grades 3-6 |

Please see an education advisor for further information.

## Graduate Programs

Marymount University's professional programs leading to the Master of Education are dedicated to the mission of "preparing educational leaders for diverse learning communities." All courses and experiences are designed to achieve this mission. Critical thinker, effective practitioner, and caring professional are the three synergistically interacting tenets that comprise the conceptual framework model. Knowledge of the learner and learning, content, instructional practice, and professional responsibility provide the foundation for our programs.

Upon successful completion of any Master of Education licensure program, students will be able to

- design evidence-based lesson plans;
- apply knowledge of the curriculum by creating lesson plans that integrate higher-order thinking skills;
- illustrate differentiated instruction which meets the needs of all learners;
- develop a clear alignment between instructional objectives and a variety of assessments;

Graduate programs leading to a Master of Education and initial teaching licensure in Virginia are elementary education (grades PK-6); secondary education (grades 6-12 in biology, chemistry, earth science, English, history and social science, mathematics, and physics); and special education: general curriculum (grades K-12). The administration and supervision program offers an add-on endorsement for Virginia licensure in

administration and supervision (grades PK-12). The school also offers a non-licensure program — the Master of Education in curriculum and instruction (36 credits) — and 15-credit certificates in special education; English as a second language; and science, technology, engineering, and math (STEM).

Upon completion of the non-licensure education programs, students will be able to

- research and write critically about issues in education;
- apply specialized knowledge and skills in a selected concentration area;
- analyze data for educational decision making and problem solving; and
- demonstrate leadership and collaboration by modeling ethical behavior and responsibility to help advance the profession.

Students seeking teaching licensure reserve one semester for the student-teaching experience. This experience is a 14-week, full-time placement. Student teaching is the culmination of the Marymount teacher-education licensure program and reflects the degree to which a student will be effective as a classroom teacher. See the Student-Teaching Experience section of this catalog for complete information about application procedures for student teaching.

All Marymount University teacher education programs are approved by the Council for Accreditation of Educator Preparation (CAEP) and the Virginia Department of Education. Program requirements are subject to revision based upon changes set forth by the Commonwealth of Virginia.

## Periodic Progress Review

Each month, the education faculty meet to evaluate all students' academic progress and professional dispositions. The education faculty consider not only academic performance, but also personal characteristics, such as maturity, judgment, emotional stability, sensitivity to others, and self-awareness, that affect one's ability to be a teacher or administrator. If the faculty identify a problem during the periodic review or evidence of personal difficulty that has the potential to negatively affect the student's capacity to function as a future teacher or administrator, the faculty is notified at the monthly School meeting. The student will first be required to meet with their advisor for support. Upon recommendation by the advisor, the student may be referred to the Teacher Education Committee. Failure to meet academic and professional standards may result in

dismissal from the Marymount education program. Also, if the faculty identify an outstanding candidate during the periodic review, the faculty may send a letter of commendation to the student to recognize outstanding achievement.

### Graduate Programs in Education

**Application Priority Deadlines:** Admission to the program is competitive. Applications should be completed by the following priority deadlines to assure an admissions decision by the start of the semester.

|             |                 |
|-------------|-----------------|
| July 16     | fall semester   |
| November 16 | spring semester |
| April 16    | summer semester |

Applications received after these deadlines will be considered on a time and space-available basis.

#### Admission Requirements for Degree

**Programs:** Formal application for admission to the teacher education program is required. In addition to the university's graduate admission requirements, applicants to the M.Ed. program must do the following:

- submit proof of a bachelor's degree with a minimum GPA of 2.75 or 3.25 in the last 60 hours or a 3.0 in their endorsement area
- submit two recommendations
- submit all undergraduate transcripts so that the adequacy of undergraduate general education coursework needed for licensure requirements can be determined
- interview with a faculty advisor in the education department
- provide evidence of math competency
- present passing scores, as set by the Virginia Department of Education, for Virginia Communication and Literacy Assessment (VCLA)\*

Degree programs require at least one of the following:

- CSLP/PDS writing sample
- VCLA writing score at appropriate level (see an academic advisor for further information)
- "in-house" writing sample scored using designated rubric

\*Applicants for the administration and supervision program and the non-licensure M.Ed. program are not required to take the Praxis or VCLA examinations.

**Academic Progression Requirements:** Education students must achieve satisfactory progress each semester. Failure to meet requirements for progression

to any course or portion of the program will result in review by the Teacher Education Committee and may result in dismissal from the program.

**Academic Probation:** Students may only be on nonconsecutive probation once during their graduate studies. If a student's cumulative GPA falls below 3.0 for a second time, the student will be dismissed. Students who wish to appeal their dismissal should refer to the Academic Dismissal section of this catalog for the proper procedures.

**Legal Limitations of Practice:** The practice of teaching is regulated by state laws. Questions concerning licensure in a specific state should be directed to that state's board of education. Students may be required to submit to a national criminal background check before being placed in field experiences or as a student-teacher. The student is responsible for the cost of the investigation.

**Program Completion Requirements:** The education programs require completion of all methods coursework, a teacher work sample, and the presentation of a professional standards-based portfolio. A successful student-teaching experience as well as passing scores on all licensure examinations required by the Virginia Department of Education are also necessary for all teaching licensure programs.

The university does not accept credit on standardized tests, such as CLEP, toward graduate coursework required for any graduate education program. (CLEP or standardized test credits may be accepted for undergraduate coursework needed for licensure requirements.)

Upon completion of all licensure requirements, students submit an Application for Initial Virginia Teacher Licensure to the Office of Clinical Experiences, School of Education and are then recommended by the faculty to the Commonwealth of Virginia for endorsement.

NOTE: Once admitted to a master's program, students are allowed a maximum of five years from their first semester to complete their coursework.

#### The Student-Teaching Experience

Students seeking licensure complete their program with a student-teaching experience.

Student teachers are supervised by a university supervisor in the School of Education and by an on-site cooperating teacher. Students should consult the *Marymount University Graduate Teacher Candidate*

*Handbook* and the *Student Teaching Handbook* for further information on student teaching.

Placement for student teaching is dependent upon the school's and faculty's judgment regarding the student's performance in coursework, dispositions, and field placement.

Deadlines are set annually for student-teaching applications. Contact the Office of Clinical Experiences for exact deadlines. Passing scores must be obtained for the Praxis II, Virginia Communication and Literacy Assessment (VCLA), and Reading for Virginia Educators (RVE) licensure exams before submitting an application. Please see an advisor for specific exams needed for licensure areas. Information and directions for application completion are available in the Office of Clinical Experiences.

Placement is available in many public schools in the greater Washington metropolitan area, the Diocese of Arlington, the Archdiocese of Washington, and in accredited private schools. Placement is made in conjunction with the local school districts, and no particular placement can be guaranteed. Transportation to and from the placement school is the responsibility of the student. If a student needs a student-teaching assignment outside of the local area, the student must meet the written requirements available from the Office of Clinical Experiences and must have approval from the director of the school. While student teaching, all students assume the role of guest in the host school and must abide by the host school's policies and regulations.

### **Student Teaching Abroad**

Students who would like to student teach abroad must contact the clinical experiences office two semesters before applying to student teach. Placements are currently available in Europe, South America, and New Zealand. Tuition for student teaching abroad remains the same; however, student teachers are responsible for their own transportation, housing expenses, and any additional program fees.

### **Student Teaching Out-of-Area**

Students who want to student teach out of the local area within the United States must contact the clinical experiences office two semesters before applying to student teach. Out-of-area placements are granted on a case-by-case basis based on the student's need to relocate due to personal and/or financial reasons. If the out-of-area student-teaching assignment is granted, the student teacher is responsible for any additional costs exceeding that which Marymount provides to the

cooperating teachers and supervisors. Students register for student teaching through Marymount regardless of the geographic location of the placement.

### **Applying for Student Teaching**

In order to register for student teaching, a student must fulfill the following requirements:

- gain full admission into a licensure program
- submit a student-teaching application packet (see deadlines previously noted)
- complete all stipulated methods coursework
- submit passing scores for the Virginia Communication and Literacy Assessment (VCLA) and demonstrate math competency
- submit passing scores on the Praxis II exam
- submit passing scores on the Reading for Virginia Educators (RVE) exam (for elementary education and special education programs)
- be endorsed by an education faculty member to student teach based upon ability and dispositions

Prior to beginning the student-teaching placement, student teachers must clear a criminal background check as required by the local school division and must submit verification of current health insurance.

### **Educational Leadership and Organizational Innovation (Ed.D.)**

The Ed.D. program in educational leadership and organizational innovation is expected to achieve four significant outcomes.

Graduates of the Ed.D. program will be able to

- use transformative leadership to promote change across diverse instructional and organizational settings;
- collaborate with diverse audiences and stakeholders about organizational research, practice, and theories;
- create innovative processes or systems that foster continuous improvement;
- develop analytical thinking skills to evaluate change processes.

The program coursework is intended to provide frameworks for thinking and reflecting about the research that can inform ideas about organizational change through a dissertation in practice.

The Ed.D. serves students by providing online graduate studies to reach worldwide populations. The Ed.D. is designed to reach local, national, and international

markets and does not purport to provide licensure or certification in any particular state or country.

**Admission Requirements:** In order to be admitted into the online Doctor of Education in educational leadership and organizational innovation at Marymount University, applicants must hold a bachelor's degree as well as a master's degree from a regionally accredited institution. Applicants must also show evidence of three years of work experience relevant to their professional goals. In order to apply, prospective students must submit a completed application as well as official transcripts from all colleges or universities attended, verifying completion of their bachelor's and master's degrees with a minimum 2.75 grade point average (GPA). Other required documents include two professional letters of recommendation, a current resume, personal interview, and a written essay that discusses the applicant's aspirations and goals, including how their current skills, along with doctoral studies of leadership and innovation, will help them attain those goals.

**Standards of Work:** Conferral of an Ed.D. degree requires at least a 3.0 GPA. No grade below a C will be accepted on any coursework that is part of a student's program of study. Students who earn a course grade below a C must retake the course. Students will only be allowed to retake a course one time. Students whose GPA falls below 3.0 will be put on probation and must raise the GPA to or above 3.0 by the end of the following term. If a student's cumulative GPA falls below 3.0 for a second time, the student will be dismissed. Students who wish to appeal their dismissal should refer to the Academic Dismissal (p. 87) section of this catalog for the proper procedures.

**Transfer Policies:** Marymount University may accept a maximum of six (6) transfer credit hours of doctoral coursework with a grade of B or better from a regionally accredited college or university earned within the past five years. Transfer credit is only awarded for coursework that is evaluated to be substantially equivalent in content with the required coursework in the Ed.D. program. No letter grades will appear on the Marymount University transcript for transferred courses, nor will they be calculated into the student's GPA. Any request for transfer of credit must be recommended by an advisor and approved by the school director before final review and acceptance by the dean's office.

**Time Limit:** Doctoral students have five years from the date of admission to complete the degree requirements. Students who do not complete their requirements within

the time limit may continue graduate study at Marymount University only after their circumstances have been reviewed by the school director.

**Academic Concerns and Appeal Policy:** Doctoral students who wish to file a complaint need to submit a written letter to the following people sequentially: (1) faculty member related to the concern, (2) program director, (3) School Director, (4) dean of the College of Health and Education (whose decision is final). See Requests for Exceptions to Academic Policy for more information.

## Degree Requirements

48 credits

### Required Courses

|        |  |
|--------|--|
| ED 700 | Leading an Organization: Theory, Practice, and Reflection    |
| ED 701 | Ethical Leadership and Social Justice                        |
| ED 702 | Transformative Leadership: Leading Organization Change       |
| ED 703 | Approaches to Research Methods                               |
| ED 704 | Professional Collaboration and Engagement                    |
| ED 705 | Integrating Learning Technologies to Transform Organizations |
| ED 710 | Models of Leadership and Coaching                            |
| ED 711 | Challenges of Leadership: Conflict and Crisis Management     |
| ED 712 | Program Evaluation and Decision Making                       |
| ED 713 | Applied Research Methods                                     |
| ED 714 | Global Leadership and Policy                                 |
| ED 715 | Communicating Research Findings                              |
| ED 800 | Administering Social and Human Capital                       |
| ED 801 | Doctoral Seminar   |
| ED 802 | Doctoral Project/Final Research Paper                        |

### Administration and Supervision, PK-12 (M.Ed.)

This master's degree program is designed to prepare candidates for school administration in public and private schools. It also provides the Catholic values and perspectives essential to fostering Catholic unity and identity within a school community. In addition to developing competencies in educational leadership, the program focuses on the church's history, teaching, and moral perspectives while encouraging participants' own faith and spiritual growth. A unique feature of the program is that most of the courses are offered online.

Students in this program may complete an internship and should contact the program director for instructions on applying for the internship.

Students seeking licensure are required to successfully complete the School Leaders Licensure Assessment (SLLA) during their second year. Students who complete the program, including the internship, and pass the SLLA are eligible for Virginia endorsement in administration and supervision (PK-12).

Upon successful completion of the administration and supervision program, students will be able to

- develop, advocate, and enact a shared mission, vision, and core values of high-quality education by acting ethically through equitable and culturally responsive practices to promote student academic success and well-being;
- develop supportive, inclusive, and rigorous learning communities through coherent systems of curriculum, instruction, and assessment to promote student academic success and well-being;
- develop and engage a network of learning community stakeholders in meaningful and reciprocal ways to promote student academic success and well-being; and
- act as agents of continuous school improvement to promote student academic success and well-being.

### Degree Requirements — Administration and Supervision, PK-12

*36 credits*

|        |  |
|--------|--|
| ED 581 | Foundations of American Education for School Leadership        |
| ED 582 | Building School Community Relations                            |
| ED 583 | Administration in the Schools                                  |
| ED 584 | Advanced Curriculum and Instruction for Educational Leadership |
| ED 586 | Current Issues in Education                                    |
| ED 587 | School Law   |
| ED 588 | Educational Leadership and Supervision                         |
| ED 589 | Fostering Moral and Ethical Development                        |
| ED 591 | School Finance and Development                                 |
| ED 592 | Administrative Issues in Special Education                     |
| ED 593 | Project, Thesis, or Internship                                 |

### Counseling with a Specialization in School Counseling (M.A.)

Offered by the School of Counseling, this program prepares students for licensure as school counselors at elementary, middle, and high school levels. A Master of Arts degree is awarded upon completion of the required graduate credits. See the Counseling (p. 192) section of this catalog for more information.

### Curriculum and Instruction (non-licensure M.Ed.)

This master's degree program is designed for those students who are not seeking a Virginia teaching license. Students in this program may be practicing teachers, education professionals who are not working in a classroom setting, or students who intend to teach in international or private schools. Along with completing a core of professional courses intended to develop the knowledge, skills, and dispositions to the field of education, students will complete a concentration area and a capstone project designed to meet the individual needs, interests, and goals of the student.

### Degree Requirements — Curriculum and Instruction (non-licensure)

*36 credits*

#### Shared Degree Required Courses

*18 credits*

|          |  |
|----------|--|
| ED 500SL | Foundations of Education and the Teaching Profession                       |
| ED 509   | Special Education: Foundations and Characteristics of Exceptional Learners |
| ED 526   | Cross-Cultural/International Curricula<br>OR                               |
| ED 541   | Global Perspectives for the Special Educational Needs of All Students      |
| ED 551   | Instruction and Assessment   |
| ED 554   | Educational Technology   |
| ED 580   | Capstone: Curriculum and Instruction Program                               |

Students with an undergraduate education equivalent may waive the content of ED 500SL and replace it with additional elective hours.

#### Concentration Courses

In addition to the courses above, a student must choose from one of four concentrations (18 credits).

Other courses may be selected with the consent of an advisor.

#### Curriculum and Instruction Concentration

|        |  |
|--------|--|
| ED 537 | Literacy Across the Curriculum: Secondary<br>OR    |
| ED 555 | Literacy Methods for Diverse Learners: Grades PK-2 |
| ED 558 | Elementary Math Methods<br>OR                      |
| ED 566 | Teaching Science in Secondary Schools (6-12)<br>OR |
| ED 567 | Teaching History and Social Science in             |

|        |  |
|--------|--|
|        | Secondary Schools (6-12)                               |
| ED 568 | OR<br>Teaching English in Secondary Schools (6-12)     |
| ED 569 | OR<br>Teaching Mathematics in Secondary Schools (6-12) |

**English as a Second Language (ESL) Concentration**

|        |  |
|--------|--|
| ED 511 | Psychoeducational Assessment and Instruction             |
| ED 523 | Diagnostic and Corrective Literacy Instruction           |
| ED 526 | Cross-Cultural/International Curricula                   |
| ED 553 | Teaching English as a Second Language                    |
| ED 555 | Literacy Methods for Diverse Learners: Grades PK-2       |
| EN     | One (1) linguistics course                               |
|        | or another approved graduate course from a related field |

**Science, Technology, Engineering, and Math (STEM) Concentration**

|        |   |
|--------|---|
| ED 537 | Literacy Across the Curriculum: Secondary                             |
|        | OR  |
| ED 555 | Literacy Methods for Diverse Learners: Grades PK-2                    |
| ED 558 | Elementary Math Methods   |
| ED 566 | OR<br>Teaching Science in Secondary Schools (6-12)                    |
| ED 569 | OR<br>Teaching Mathematics in Secondary Schools (6-12)                |
| ED 559 | Elementary Science Methods  |
| ED 538 | OR<br>Secondary Teaching Methods                                      |
| ED 556 | Literacy Methods for Diverse Learners: Grades 3-6                     |
| ED 557 | Social Studies and the Visual Arts                                    |
| ED 567 | OR<br>Teaching History and Social Science in Secondary Schools (6-12) |
| ED 568 | OR<br>Teaching English in Secondary Schools (6-12)                    |

**Special Education Concentration**

|        |  |
|--------|--|
| ED 511 | Psychoeducational Assessment and Instruction                 |
| ED 523 | Diagnostic and Corrective Literacy Instruction               |
| ED 529 | Collaboration and Consultation in Special Education Settings |
| ED 539 | Instructional Implementation of the                          |

|        |  |
|--------|--|
|        | Individualized Education Program                               |
| ED 545 | Transition and Family Issues for Individuals with Disabilities |

**Elementary Education, PK-6 (M.Ed.)**

This program is designed for those who wish to earn licensure to teach in the preschool and/or elementary setting (grades PK-6). For Virginia licensure, individuals must provide evidence of a wide range of general studies competencies in undergraduate coursework and a course in human growth and development.

**Degree Requirements — Elementary Education, PK-6**

*36 credits*

Many courses require field experience. For details, see education in Course Descriptions.

ED 500SL and ED 509 are required as the first courses in this program, as they provide the foundation for all other courses.

|          |  |
|----------|--|
| ED 500SL | Foundations of Education and the Teaching Profession                       |
| ED 509   | Special Education: Foundations and Characteristics of Exceptional Learners |
| ED 551   | Instruction and Assessment   |
| ED 552   | Effective Classroom Management   |
| ED 554   | Educational Technology   |
| ED 555   | Literacy Methods for Diverse Learners: Grades PK-2                         |
| ED 556   | Literacy Methods for Diverse Learners: Grades 3-6                          |
| ED 557   | Social Studies and the Visual Arts   |
| ED 558   | Elementary Math Methods  |
| ED 559   | Elementary Science Methods   |
| ED 570E  | Student Teaching: PK-6   |

*ED 552 and ED 570E must be taken at the same time.*

**Secondary Education, 6-12 (M.Ed.)**

This master's degree program is designed for persons who already have a bachelor's degree and seek licensure in any of the following content areas: biology, chemistry, earth science, English, history and social science, mathematics, or physics.

In order to remain current in the content area, students seeking a teaching license at the secondary level (grades 6-12) must have satisfactorily completed a course in their licensure endorsement area within five years prior to applying for a Virginia teaching license through Marymount. Three (3) credit hours in human growth

and development are required for licensure in addition to the graduate program requirements.

### Degree Requirements — Secondary Education, 6-12

36 credits

Many courses require field experience. For details, see education in Course Descriptions.

ED 500SL and ED 509 are required as the first courses in this program, as they provide the foundation for all other courses.

|                        |   |
|------------------------|---|
| ED 500SL               | Foundations of Education and the Teaching Profession  |
| ED 509                 | Special Education: Foundations and Characteristics of Exceptional Learners  |
| ED 526<br>OR<br>ED 541 | Cross-Cultural/International Curricula<br>OR<br>Global Perspectives for the Special Educational Needs of All Students |
| ED 529                 | Collaboration and Consultation in Special Education Settings  |
| ED 537                 | Literacy Across the Curriculum: Secondary   |
| ED 538                 | Secondary Teaching Methods  |
| ED 551                 | Instruction and Assessment  |
| ED 552                 | Effective Classroom Management  |
| ED 554                 | Educational Technology  |
| ED 566<br>OR<br>ED 567 | Teaching Science in Secondary Schools (6-12)<br>OR<br>Teaching History and Social Science in Secondary Schools (6-12) |
| ED 568<br>OR<br>ED 569 | Teaching English in Secondary Schools (6-12)<br>OR<br>Teaching Mathematics in Secondary Schools (6-12)                |
| ED 570S                | Student Teaching: Secondary   |

*ED 552 and ED 570S must be taken at the same time.*

### Special Education: General Curriculum, K-12 (M.Ed.)

This master's degree program is designed for those who wish to earn licensure and teach children with special education needs in a K-12 classroom setting. Three (3) credit hours in human growth and development are required for licensure in addition to the graduate program requirements.

The M.Ed. in special education: general curriculum is available at Marymount's Main Campus. The program is also available through Marymount's Professional Development School (PDS) partnership with Fairfax

County Public Schools in the format of a one-year, full-time internship.

**Additional Endorsement Options:** An additional endorsement in elementary education is available to students in this program. See Elementary Education Teaching Licensure Additional Endorsement (p. 207) in this catalog for requirements.

### Degree Requirements — Special Education: General Curriculum, K-12

36 credits

Many courses require field experience. For details, see education in Course Descriptions.

ED 500SL and ED 509 are required as the first courses in this program, as they provide the foundation for all other courses.

|          |  |
|----------|--|
| ED 500SL | Foundations of Education and the Teaching Profession                       |
| ED 509   | Special Education: Foundations and Characteristics of Exceptional Learners |
| ED 511   | Psychoeducational Assessment and Instruction                               |
| ED 523   | Diagnostic and Corrective Literacy Instruction                             |
| ED 529   | Collaboration and Consultation in Special Education Settings               |
| ED 539   | Instructional Implementation of the Individualized Education Program       |
| ED 545   | Transition and Family Issues for Individuals with Disabilities             |
| ED 549   | Assessments, Techniques, and Interventions in Behavior Management          |
| ED 555   | Literacy Methods for Diverse Learners: Grades PK-2                         |
| ED 558   | Elementary Math Methods  |
| ED 570SE | Student Teaching: Special Education General Curriculum K-12                |

*ED 549 and ED 570SE must be taken at the same time.*

### Elementary Education Teaching Licensure Additional Endorsement

Students in the special education program who seek the add-on endorsement in elementary education must complete all PK-6 general studies requirements for licensure, an additional three-credit student-teaching experience (contact the Office of Clinical Experiences for information), and additional coursework.



### Graduate Certificates in English as a Second Language; Science, Technology, Engineering, and Math (STEM); and Special Education

Each certificate consists of five courses at three (3) credits each, for a total of 15 credits. A student may complete one of these three specific course sequences in order to earn a certificate. **THIS IS NOT A LICENSURE PROGRAM.** Students interested in a licensure program should see an education advisor or contact the Office of Graduate Admissions.

These 15-credit education certificates are for students who have an undergraduate degree and meet university's requirements for graduate certificate admissions (p. 25). Students who choose to apply these certificate courses to earn the 36-credit M.Ed. in curriculum and instruction must meet all the current graduate admissions requirements set by Marymount and the Commonwealth of Virginia. All coursework must be completed at Marymount within three years of matriculation. Title IV federal financial aid is not available for these certificate programs, but private and institutional aid may be available.

**Minimum Grade Requirements:** Students in these certificate programs must meet the university's academic standards for graduate students and achieve a minimum grade of C for each course required for the certificate. All graduate students in the School of Education must maintain a minimum cumulative GPA of 3.0. A student whose cumulative GPA falls below 3.0 will be placed on academic probation. The student must bring their cumulative GPA to 3.0 or higher within nine (9) graduate credits or be dismissed. A student whose cumulative GPA falls below 3.0 a second time will be dismissed.

**Prerequisite:** Prospective students need to have an introductory curriculum/instruction course or one year of validated teaching experience. Students may also take ED 500SL Foundations of Education and the Teaching Profession or ED 551 Curriculum and Assessment as a corequisite to meet this entrance requirement.

#### Certificate Requirements — English as a Second Language

*15 credits*

|        |  |
|--------|--|
| ED 509 | Special Education: Foundations and Characteristics of Exceptional Learners |
| ED 511 | Psychoeducational Assessment and Instruction                               |
| ED 523 | Diagnostic and Corrective Literacy Instruction                             |

|        |   |
|--------|---|
| ED 526 | Cross-Cultural/International Curricula<br>OR                          |
| ED 541 | Global Perspectives for the Special Educational Needs of All Students |
| ED 553 | Teaching English as a Second Language                                 |

#### Certificate Requirements — Science, Technology, Engineering, and Math (STEM)

*15 credits*

|        |  |
|--------|--|
| ED 537 | Literacy Across the Curriculum: Secondary<br>OR          |
| ED 555 | Literacy Methods for Diverse Learners: Grades PK-2<br>OR |
| ED 556 | Literacy Methods for Diverse Learners: Grades 3-6        |
| ED 558 | Elementary Math Methods<br>OR                            |
| ED 566 | Teaching Science in Secondary Schools (6-12)<br>OR       |
| ED 569 | Teaching Mathematics in Secondary Schools (6-12)         |
| ED 538 | Secondary Teaching Methods<br>OR                         |
| ED 559 | Elementary Science Methods                               |
| ED 554 | Educational Technology                                   |
| ED 580 | Capstone: Curriculum and Instruction Program             |

#### Certificate Requirements — Special Education

*15 credits*

|        |  |
|--------|--|
| ED 509 | Special Education: Foundations and Characteristics of Exceptional Learners |
| ED 511 | Psychoeducational Assessment and Instruction                               |
| ED 523 | Diagnostic and Corrective Literacy Instruction                             |
| ED 529 | Collaboration and Consultation in Special Education Settings               |
| ED 539 | Instructional Implementation of the Individualized Education Program       |

## School of Health Sciences

### Undergraduate Programs

#### Health Sciences (B.S.)

This undergraduate program, grounded in the university's Liberal Arts Core, provides students resources for developing professional skills in exercise testing, physical activity leadership, health and fitness

assessment, exercise programming, wellness coaching, planning health promotion programs, and public health. Graduates are prepared for beginning administrative, supervisory, and leadership positions in commercial and community health and athletic clubs, corporate fitness and wellness programs, and public health nonprofit and government agencies, and for undertaking graduate study in health education, exercise science, occupational therapy, athletic training, chiropractic medicine, physical therapy, and public health. In addition, qualified students may apply for an accelerated B.S. to M.S. program in public health education and promotion.

Students will choose from four emphasis areas: exercise science/strength and conditioning, public health, pre-physical therapy, or pre-professional.

Students completing the baccalaureate degree in Marymount's health sciences programs are prepared to apply for exercise physiologist or personal trainer certifications offered by the American College of Sports Medicine (ACSM), strength and conditioning certification offered by the National Strength and Conditioning Association (NSCA), or Certified Health Education Specialist (CHES) certification.

Upon successful completion of the health sciences program, students will be able to

- demonstrate the knowledge required to function as competent entry-level professionals in the health/fitness industry;
- demonstrate competence in using equipment, industry tools/inventories, and/or other practical "hands-on" applications typically used in health and wellness settings and/or clinical settings;
- demonstrate the ability to effectively educate and/or counsel individuals regarding behavior modification for the promotion of health and wellness;
- apply ethical standards to the conduct of health and wellness programs; and
- evaluate information to address the health needs/concerns of individuals or groups.

### **Exercise Science/Strength and Conditioning Emphasis**

The exercise science/strength and conditioning emphasis provides students with a theoretical understanding of the anatomical, neuromuscular, physiological, and psychological responses and adaptations to exercise. Through concentration-specific courses, electives, and internship, a health sciences (exercise science/strength and conditioning) degree provides students with the

knowledge and skills to assess physical function and prescribe exercise for healthy individuals and special populations. This emphasis in health sciences enables graduates to gain employment in a variety of settings as exercise specialists for youth, adult, geriatric, and special populations, including those with medically controlled diseases. Graduates also work as business owners and communication specialists and successfully enter graduate and professional schools. This emphasis prepares students to sit for certifications offered by the American College of Sports Medicine (ACSM), including those for personal trainers and exercise physiologists. Students taking this emphasis are strongly encouraged to consider the accelerated B.S. to M.S. program in Public Health Education and Promotion and should consult an advisor for more information. See B.S. to M.S. program (p. 216).

**Internship Prerequisites:** A cumulative grade point average of 2.0 or better; a grade of C- or better in HPR 202, HPR 301, and HPR 410; and a minimum of 12 credits earned at Marymount are needed to register for the internship.

**Internship Requirements:** When other requirements are completed and minimum grade requirements are met, the student completes a 120-hour, three-credit internship.

**Minimum Grade Requirement:** A minimum cumulative grade point average of 2.0 and a minimum grade of C- in BIO 151, BIO 151L, BIO 161, BIO 161L, BIO 162, BIO 162L, MA 132, PSY 110, HPR 202, HPR 260, HPR 300SL, HPR 301, HPR 302, HPR 304, HPR 307, HPR 410, and HPR 415.

### **Degree Requirements — Health Sciences (Exercise Science/Strength and Conditioning Emphasis)**

This degree requires a total of 120 credits.

### **Liberal Arts Core and University Requirements**

See University Requirements and the Liberal Arts Core (p. 101) for details. Health sciences (exercise science/strength and conditioning) majors will satisfy the three-course university Writing-Intensive (WI) requirement in the following way: All majors must take HPR 301 Health/Fitness Program Management and HPR 415 Exercise Guidelines for Special Populations. Majors must take an additional WI course from the Liberal Arts Core or as a university elective.

### **Major Requirements**

To fulfill the requirements of the major, all students in this program will take the following coursework in a sequence determined in collaboration with an advisor.

Some courses also satisfy Liberal Arts Core and/or University Requirements (\*).

|           |  |
|-----------|--|
| BIO 151   | General Biology I *                                    |
| BIO 151L  | General Biology I Lab *                                |
| BIO 161   | Anatomy and Physiology I *                             |
| BIO 161L  | Anatomy and Physiology I Lab                           |
| BIO 162   | Anatomy and Physiology II *                            |
| BIO 162L  | Anatomy and Physiology II Lab                          |
|           | One (1) health and human performance activity elective |
| HPR 115   | Medical Terminology                                    |
| HPR 201   | Introduction to Health and Exercise Science            |
| HPR 202   | Exercise Physiology                                    |
| HPR 210   | First Aid and Safety                                   |
| HPR 225   | Health Psychology *                                    |
| HPR 260   | Introduction to Sports Medicine                        |
| HPR 300SL | Essentials of Personal Training                        |
| HPR 301   | Health/Fitness Program Management *                    |
| HPR 302   | Fitness and Health Assessment *                        |
| HPR 304   | Developing Physical Training Programs                  |
| HPR 307   | Strength and Conditioning of Athletes                  |
| HPR 340   | Nutrition for Optimal Health                           |
| HPR 400   | Senior Internship *                                    |
| HPR 406   | Stress Management *                                    |
| HPR 410   | Anatomical Kinesiology                                 |
| HPR 415   | Exercise Guidelines for Special Populations *          |
| HPR 430   | Public Health Capstone *                               |
| MA 132    | Statistical Analysis *                                 |
| PSY 110   | Human Growth and Development *                         |

#### Sample Degree Plan — Health Sciences (Exercise Science/Strength and Conditioning Emphasis)

Please note that this is a sample plan; all students must consult with an advisor in making course selections.

#### Year One — Fall

|          |   |
|----------|---|
| BIO 151  | General Biology I *                         |
| BIO 151L | General Biology I Lab *                     |
| EN 101   | Composition I *                             |
| HPR 201  | Introduction to Health and Exercise Science |
| CNCT 100 | Connections *                               |
|          | One (1) elective                            |

*BIO 151: NS core course*

*BIO 151L: DSINQ course and NS lab core course*

*EN 101: WR core course*

#### Year One — Spring

|         |                                      |
|---------|--------------------------------------|
| EN 102  | Composition II *                     |
| TRS 100 | Theological Inquiry *                |
| HPR 115 | Medical Terminology                  |
| HPR 202 | Exercise Physiology                  |
|         | One (1) health and human performance |

|    |   |
|----|---|
|    | activity elective                         |
| HI | Introductory History (HI-1) core course * |

*EN 102: WR core course*

*TRS 100: TRS-1 core course*

#### Year Two — Fall

|          |  |
|----------|--|
| BIO 161  | Anatomy and Physiology I *                   |
| BIO 161L | Anatomy and Physiology I Lab                 |
| HPR 225  | Health Psychology *                          |
| HPR 260  | Introduction to Sports Medicine              |
| EN       | Introductory Literature (LT-1) core course * |
|          | One (1) elective                             |

*BIO 161: NS core course*

*HPR 225: DSINQ course*

#### Year Two — Spring

|          |  |
|----------|--|
| BIO 162  | Anatomy and Physiology II *  |
| BIO 162L | Anatomy and Physiology II Lab  |
| MA 132   | Statistical Analysis *   |
| PH 100   | Introduction to Philosophy *   |
|          | Introductory Social Science (SS-1) core course (economics, politics, or sociology) * |
|          | One (1) elective   |

*BIO 162: NS core course*

#### Year Three — Fall

|         |   |
|---------|---|
| HPR 301 | Health/Fitness Program Management *                                     |
| HPR 302 | Fitness and Health Assessment *   |
| HPR 210 | First Aid and Safety  |
| PSY 110 | Human Growth and Development *  |
| PH      | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course * |
|         | One (1) elective  |

*HPR 301: WI course*

*HPR 302: DSINQ course*

*PSY 110: SS-1 core course*

#### Year Three — Spring

|         |   |
|---------|---|
| HPR 304 | Developing Physical Training Programs   |
| HPR 406 | Stress Management *   |
|         | One (1) writing intensive (WI) course *   |
|         | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |
|         | One (1) global perspective (GP) course - HPR 308 recommended *                        |

*HPR 406: SS-2 core course*

#### Year Four — Fall

|           |                                       |
|-----------|---------------------------------------|
| HPR 300SL | Essentials of Personal Training       |
| HPR 307   | Strength and Conditioning of Athletes |
| HPR 340   | Nutrition for Optimal Health          |
| HPR 410   | Anatomical Kinesiology                |
|           | Advanced Theology/Religious Studies   |

|  |   |
|--|---|
|  | (TRS-2) or Theological Ethics (TRS-E) core course * |
|--|---|

**Year Four — Spring**

|         |   |
|---------|---|
| HPR 400 | Senior Internship *   |
| HPR 415 | Exercise Guidelines for Special Populations *   |
|         | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |
|         | One (1) elective  |

HPR 400: EXP course

HPR 415: DSINQ and WI course

**Pre-Physical Therapy Emphasis**

This emphasis is intended for those interested in pursuing a doctoral degree in physical therapy and includes coursework in biology and the physical sciences.

**Internship Prerequisites:** A cumulative grade point average of 2.0 or better; a grade of C- or better in HPR 202, HPR 301, and HPR 410; and a minimum of 12 credits earned at Marymount are needed to register for the internship.

**Internship Requirements:** When other requirements are completed, and minimum grade requirements are met, the student is placed in a 120-hour, three-credit internship.

**Minimum Grade Requirement:** A minimum cumulative GPA of 2.0 and a minimum grade of C- in BIO 151, BIO 151L, BIO 152, BIO 152L, BIO 161, BIO 161L, BIO 162, BIO 162L, PHYS 161, PHYS 161L, PHYS 162, PHYS 162L, CHM 151, CHM 151L, CHM 152, CHM 152L, MA 132, PSY 101 OR PSY 110, HPR 202, HPR 260, HPR 301, HPR 302, HPR 304, HPR 410, and HPR 415.

**Degree Requirements — Health Sciences (Pre-Physical Therapy Emphasis)**

This degree requires a total of 120 credits.

**Liberal Arts Core and University Requirements**

See University Requirements and the Liberal Arts Core (p. 101) for details. Health sciences (pre-physical therapy) majors will satisfy the three-course university Writing Intensive (WI) requirement in the following way. All majors must take HPR 301 Health/Fitness Program Management and HPR 415 Exercise Guidelines for Special Populations. Majors must take an additional WI course from the Liberal Arts Core or as a university elective.

**Major Requirements**

To fulfill the requirements of the major, all students in this program will take the following coursework in a sequence determined in collaboration with an advisor. Some courses also satisfy Liberal Arts Core and/or University Requirements (\*).

|           |   |
|-----------|---|
| BIO 151   | General Biology I *                           |
| BIO 151L  | General Biology I Lab *                       |
| BIO 152   | General Biology II *                          |
| BIO 152L  | General Biology II Lab                        |
| BIO 161   | Anatomy and Physiology I *                    |
| BIO 161L  | Anatomy and Physiology I Lab                  |
| BIO 162   | Anatomy and Physiology II *                   |
| BIO 162L  | Anatomy and Physiology II Lab                 |
| CHM 151   | Principles of Chemistry I *                   |
| CHM 151L  | Principles of Chemistry I Lab                 |
| CHM 152   | Principles of Chemistry II *                  |
| CHM 152L  | Principles of Chemistry II Lab                |
| HPR 201   | Introduction to Health and Exercise Science   |
| HPR 202   | Exercise Physiology                           |
| HPR 225   | Health Psychology *                           |
| HPR 230   | Community Health                              |
| HPR 260   | Introduction to Sports Medicine               |
| HPR 301   | Health/Fitness Program Management *           |
| HPR 302   | Fitness and Health Assessment *               |
| HPR 304   | Developing Physical Training Programs         |
| HPR 308   | Global Health and Culture *                   |
| HPR 340   | Nutrition for Optimal Health                  |
| HPR 400   | Senior Internship *                           |
| HPR 410   | Anatomical Kinesiology                        |
| HPR 415   | Exercise Guidelines for Special Populations * |
| MA 132    | Statistical Analysis *                        |
| PHYS 161  | College Physics I *                           |
| PHYS 161L | College Physics I Lab                         |
| PHYS 162  | College Physics II *                          |
| PHYS 162L | College Physics II Lab                        |
| PSY 110   | Human Growth and Development *                |
|           | OR  |
| PSY 101   | General Psychology *                          |

**Sample Degree Plan — Health Sciences (Pre-Physical Therapy Emphasis)**

Please note that this is a sample plan; all students must consult with an advisor in making course selections.

**Year One — Fall**

|          |   |
|----------|---|
| BIO 151  | General Biology I *                         |
| BIO 151L | General Biology I Lab *                     |
| EN 101   | Composition I *                             |
| HPR 201  | Introduction to Health and Exercise Science |

|          |                                |
|----------|--------------------------------|
| CNCT 100 | Connections *                  |
| PSY 110  | Human Growth and Development * |
| PSY 101  | OR<br>General Psychology *     |

*BIO 151: NS core course*

*BIO 151L: DSINQ course, NS lab core course*

*EN 101: WR core course*

*PSY 110 OR PSY 101: SS-1 core course*

#### Year One — Spring

|          |   |
|----------|---|
| BIO 152  | General Biology II *                      |
| BIO 152L | General Biology II Lab                    |
| EN 102   | Composition II *                          |
| HI       | Introductory History (HI-1) core course * |
| HPR 230  | Community Health                          |
| TRS 100  | Theological Inquiry *                     |

*BIO 152: NS course*

*EN 102: WR core course*

*TRS 100: TRS-1 core course*

#### Year Two — Fall

|          |  |
|----------|--|
| BIO 161  | Anatomy and Physiology I *                   |
| BIO 161L | Anatomy and Physiology I Lab                 |
| HPR 225  | Health Psychology *                          |
| HPR 260  | Introduction to Sports Medicine              |
| HPR 308  | Global Health and Culture *                  |
| EN       | Introductory Literature (LT-1) core course * |

*BIO 161: NS core course*

*EN course: LT-1 core course*

*HPR 225: DSINQ core course*

*HPR 308: DSINQ and GP course*

#### Year Two — Spring

|          |   |
|----------|---|
| BIO 162  | Anatomy and Physiology II *   |
| BIO 162L | Anatomy and Physiology II Lab   |
| HPR 202  | Exercise Physiology   |
| MA 132   | Statistical Analysis *  |
|          | Introductory Social Science (SS-1) core course (economics, politics, or sociology)* |
| PH 100   | Introduction to Philosophy *  |

*BIO 162: NS core course*

*MA 132: MT core course*

*PH 100: PH-1 core course*

#### Year Three — Fall

|           |   |
|-----------|---|
| PH        | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course * |
| HPR 301   | Health/Fitness Program Management *                                     |
| HPR 302   | Fitness and Health Assessment *   |
| PHYS 161  | College Physics I *   |
| PHYS 161L | College Physics I Lab   |

*HPR 301: WI course*

*HPR 302: DSINQ course*

*PHYS 161: NS core course*

*PH: Adv-PH core course*

#### Year Three — Spring

|           |   |
|-----------|---|
|           | One (1) writing intensive (WI) course *   |
| HPR 304   | Developing Physical Training Programs   |
| PHYS 162  | College Physics II *  |
| PHYS 162L | College Physics II Lab  |
|           | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |
|           | Advanced Social Science (SS-2) core course (psychology recommended) *                 |

*PSY: SS-2 core course*

*PHYS 162: NS core course*

#### Year Four — Fall

|          |   |
|----------|---|
| CHM 151  | Principles of Chemistry I *   |
| CHM 151L | Principles of Chemistry I Lab   |
| HPR 340  | Nutrition for Optimal Health  |
| HPR 410  | Anatomical Kinesiology  |
|          | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course * |
|          | One (1) elective  |

*CHM 151: NS core course*

#### Year Four — Spring

|          |   |
|----------|---|
| CHM 152  | Principles of Chemistry II *  |
| CHM 152L | Principles of Chemistry II Lab  |
|          | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |
| HPR 400  | Senior Internship *   |
| HPR 415  | Exercise Guidelines for Special Populations*  |

*CHM 152: NS core course*

*HPR 400: EXP core course*

#### Pre-Professional Emphasis

This emphasis is intended for those interested in pursuing a general health sciences plan of study or advanced study in a health sciences-related professional field, such as the master's degree in occupational therapy (OT) or athletic training (AT), or the doctorate in chiropractic medicine (DCM). Students will work with an advisor to satisfy the college/university prerequisite coursework needed to apply for advanced academic preparation.

**Pre-Occupational Therapy:** Suggested prerequisite courses include statistics, anatomy and physiology I and II, human growth and development, abnormal

psychology, medical terminology, and general psychology.

**Pre-Athletic Training:** Suggested prerequisite courses include statistics, anatomy and physiology I and II, biology I and II, exercise science, physics I, college math or statistics, English, social sciences, and nutrition.

**Pre-Chiropractic Medicine:** Suggested prerequisite materials include a health sciences degree with coursework in English, psychology, social sciences, biology, general chemistry, organic chemistry, physics, kinesiology, statistics, and exercise physiology.

**Internship Prerequisites:** A minimum cumulative GPA of 2.0, a grade of C- or better in HPR 202, HPR 301, and HPR 410, and a minimum of 12 credits earned at Marymount are needed to register for the internship.

**Internship Requirements:** When other requirements are completed, and minimum grade requirements are met, the student is placed in a 120-hour, three-credit internship.

**Minimum Grade Requirements:** A minimum cumulative GPA of 2.0 and a minimum grade of C- in HPR 202, HPR 260, HPR 301, HPR 302, HPR 410, HPR 415, BIO 151, BIO 151L, BIO 152, BIO 152L, BIO 161, BIO 161L, BIO 162, and BIO 162L.

#### Degree Requirements — Health Sciences (Pre-Professional Emphasis)

This degree requires a total of 120-122 credits.

#### Liberal Arts Core and University Requirements

See University Requirements and the Liberal Arts Core (p. 101) for details. Health sciences (pre-professional) majors will satisfy the three-course university Writing Intensive (WI) requirement in the following way: All majors must take HPR 301 Health/Fitness Program Management and HPR 415 Exercise Guidelines for Special Populations. Majors must take an additional WI course from the Liberal Arts Core or as a university elective.

#### Major Requirements

To fulfill the requirements of the major, all students in this program will take the following coursework in a sequence determined in collaboration with an advisor. Some courses also satisfy Liberal Arts Core and/or University Requirements (\*).

|          |                            |
|----------|----------------------------|
| BIO 151  | General Biology I *        |
| BIO 151L | General Biology I Lab *    |
| BIO 152  | General Biology II *       |
| BIO 152L | General Biology II Lab     |
| BIO 161  | Anatomy and Physiology I * |

|          |   |
|----------|---|
| BIO 161L | Anatomy and Physiology I Lab                  |
| BIO 162  | Anatomy and Physiology II *                   |
| BIO 162L | Anatomy and Physiology II Lab                 |
| HPR 201  | Introduction to Health and Exercise Science   |
| HPR 202  | Exercise Physiology                           |
| HPR 215  | Introduction to Public Health<br>OR           |
| HPR 240  | Principles of Epidemiology *                  |
| HPR 225  | Health Psychology *                           |
| HPR 230  | Community Health                              |
| HPR 260  | Introduction to Sports Medicine               |
| HPR 301  | Health/Fitness Program Management *           |
| HPR 302  | Fitness and Health Assessment *               |
| HPR 304  | Developing Physical Training Programs         |
| HPR 308  | Global Health and Culture *                   |
| HPR 340  | Nutrition for Optimal Health                  |
| HPR 400  | Senior Internship *                           |
| HPR 410  | Anatomical Kinesiology                        |
| HPR 415  | Exercise Guidelines for Special Populations*  |
| HPR      | One (1) health and human performance elective |
| PSY 110  | Human Growth and Development *                |
|          | OR  |
| PSY 101  | General Psychology *                          |

#### Sample Degree Plan — Health Sciences (Pre-Professional Emphasis)

Please note that this is a sample plan; all students must consult with an advisor when making course selections. Total credits may exceed 120, and some summer coursework may be required to meet all degree and pre-professional requirements.

#### Year One — Fall

|          |   |
|----------|---|
| BIO 151  | General Biology I *                         |
| BIO 151L | General Biology I Lab *                     |
| HPR 201  | Introduction to Health and Exercise Science |
| EN 101   | Composition I *                             |
| CNCT 100 | Connections *                               |
| PSY 110  | Human Growth and Development *              |
|          | OR  |
| PSY 101  | General Psychology *                        |

*BIO 151: NS core course*

*BIO 151L: DSINQ course, NS lab core course*

*EN 101: WI core course*

*PSY 110 OR PSY 101: SS-1 core course*

#### Year One — Spring

|          |                                      |
|----------|--------------------------------------|
| BIO 152  | General Biology II *                 |
| BIO 152L | General Biology II Lab               |
| EN 102   | Composition II *                     |
|          | Mathematics (MT) core course or pre- |

|         |   |
|---------|---|
|         | professional prerequisite mathematics requirement * |
| TRS 100 | Theological Inquiry *                               |
| HPR 215 | Introduction to Public Health<br>OR                 |
| HPR 240 | Principles of Epidemiology *                        |

*BIO 152: NS core course*

*EN 102: WI core course*

*TRS 100: TRS-1 core course*

*HPR 240: GP course*

#### Year Two — Fall

|          |   |
|----------|---|
| BIO 161  | Anatomy and Physiology I *  |
| BIO 161L | Anatomy and Physiology I Lab  |
| HPR 225  | Health Psychology *   |
| HPR 260  | Introduction to Sports Medicine   |
|          | Introductory Social Science (SS-1) core course (economics, politics, or sociology)* |
| PH 100   | Introduction to Philosophy *  |

*BIO 161: NS core course*

*HPR 225: DSINQ core course*

*PH 100: PH-1 core course*

#### Year Two — Spring

|          |  |
|----------|--|
| BIO 162  | Anatomy and Physiology II *  |
| BIO 162L | Anatomy and Physiology II Lab  |
| HPR 202  | Exercise Physiology  |
| HPR 230  | Community Health   |
| HI       | Introductory History (HI-1) core course *  |
|          | One (1) elective (HPR 240 Principles of Epidemiology or pre-professional course) |

*BIO 162: NS core course*

*HPR 240: GP core course*

*HI: HI-1 core course*

#### Year Three — Fall

|         |   |
|---------|---|
| HPR 301 | Health/Fitness Program Management *           |
| HPR 302 | Fitness and Health Assessment *               |
| HPR 308 | Global Health and Culture *                   |
| HPR     | One (1) health and human performance elective |
| EN      | Introductory Literature (LT-1) core course *  |
|         | One (1) elective                              |
|         | or pre-professional course                    |

*HPR 301: WI core course*

*HPR 302: DSINQ core course*

*HPR 308: GP and DSINQ course*

#### Year Three — Spring

|         |   |
|---------|---|
| HPR 304 | Developing Physical Training Programs   |
|         | One (1) writing intensive (WI) course *   |
|         | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |

|    |  |
|----|--|
| PH | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course* |
|----|--|

#### Year Four — Fall

|         |   |
|---------|---|
|         | One (1) elective or pre-professional course   |
| HPR 340 | Nutrition for Optimal Health  |
| HPR 410 | Anatomical Kinesiology  |
|         | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course *   |
|         | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course * |

#### Year Four — Spring

|         |   |
|---------|---|
| HPR 400 | Senior Internship *   |
| HPR 415 | Exercise Guidelines for Special Populations*                          |
|         | Advanced Social Science (SS-2) core course (psychology recommended) * |
|         | One (1) elective or pre-professional course                           |

*HPR 400: EXP core course*

*PSY: SS-2 core course*

*HPR 415: DSINQ and WI core course*

#### Public Health Emphasis

This emphasis is based on recommendations by the Council on Education for Public Health (CEPH) and the American Public Health Association (APHA). Students complete work in health promotion, natural sciences, socio-cultural perspectives, public health, and interdisciplinary health-related courses to positively influence the health knowledge, attitudes, skills, and behaviors of individuals and communities.

Students are prepared to take the Certified Health Education Certification (CHES) exam through the National Commission for Health Education Credentialing (NCHEC) at the completion of this health sciences (public health) degree. This degree can lead to career opportunities in nonprofit and community health organizations, health departments, government agencies, corporate wellness programs, hospitals, and wellness coaching.

Students taking this emphasis are strongly encouraged to consider the accelerated B.S. to M.S. program in public health education and promotion (p. 216) and should consult an advisor for more information.

**Internship Prerequisites:** A cumulative grade point average of 2.0 or better; a grade of C- or better in HPR

202, HPR 301, and HPR 410; and a minimum of 12 credits earned at Marymount are needed to register for the internship.

**Internship Requirements:** When other requirements are completed, and minimum grade requirements are met, the student completes a 120-hour, three-credit internship.

**Minimum Grade Requirement:** A minimum cumulative grade point average of 2.0 and a minimum grade of C- in HPR 202, HPR 215, HPR 240, HPR 301, HPR 330, HPR 410, and HPR 430.

#### Degree Requirements — Health Sciences (Public Health Emphasis)

This degree requires a total of 120 credits.

#### Liberal Arts Core and University Requirements

See University Requirements and the Liberal Arts Core (p. 101) for details. Health sciences (public health) majors will satisfy the three-course university Writing Intensive (WI) requirement in the following way. All majors must take HPR 301 Health/Fitness Program Management, HPR 330 Designing Public Health Programs, and HPR 430 Public Health Capstone.

#### Major Requirements

To fulfill the requirements of the major, all students in this program will take the following coursework in a sequence determined in collaboration with an advisor. Some courses also satisfy Liberal Arts Core and/or University Requirements (\*).

|          |   |
|----------|---|
| BIO 151  | General Biology I *                         |
| BIO 151L | General Biology I Lab *                     |
| BIO 152  | General Biology II *                        |
| BIO 152L | General Biology II Lab                      |
| BIO 161  | Anatomy and Physiology I *                  |
| BIO 161L | Anatomy and Physiology I Lab                |
| BIO 162  | Anatomy and Physiology II *                 |
| BIO 162L | Anatomy and Physiology II Lab               |
| HPR 115  | Medical Terminology                         |
| HPR 201  | Introduction to Health and Exercise Science |
| HPR 202  | Exercise Physiology                         |
| HPR 215  | Introduction to Public Health               |
| HPR 225  | Health Psychology *                         |
| HPR 230  | Community Health                            |
| HPR 240  | Principles of Epidemiology *                |
| HPR 301  | Health/Fitness Program Management *         |
| HPR 308  | Global Health and Culture *                 |
| HPR 330  | Designing Public Health Programs *          |
| HPR 340  | Nutrition for Optimal Health                |
| HPR 400  | Senior Internship *                         |

|          |  |
|----------|--|
| HPR 406  | Stress Management *                                    |
| HPR 410  | Anatomical Kinesiology                                 |
| HPR 430  | Public Health Capstone *                               |
|          | One (1) health and human performance activity elective |
| PSY 110  | Human Growth and Development *                         |
| PSY 101  | General Psychology *                                   |
| COMM 101 | Public Speaking  |
| LA 250   | Legal Aspects of Health Care                           |

#### Sample Degree Plan — Health Sciences (Public Health Emphasis)

Please note that this is a sample plan; all students must consult with an advisor in making course selections.

#### Year One — Fall

|          |   |
|----------|---|
| BIO 151  | General Biology I *                         |
| BIO 151L | General Biology I Lab *                     |
| EN 101   | Composition I *                             |
| HPR 201  | Introduction to Health and Exercise Science |
| CNCT 100 | Connections *                               |
| PSY 110  | Human Growth and Development *              |
| PSY 101  | General Psychology *                        |

*BIO 151: NS core course*

*BIO 151L: DSINQ and NS Lab core course*

*EN 101: WR core course*

*PSY 110 or PSY 101: SS-1 core course*

#### Year One — Spring

|          |   |
|----------|---|
| BIO 152  | General Biology II *                                |
| BIO 152L | General Biology II Lab                              |
| EN 102   | Composition II *                                    |
| TRS 100  | Theological Inquiry *                               |
| HPR 215  | Introduction to Public Health                       |
|          | Mathematics (MT) core course - MA 132 recommended * |

*BIO 152: NS core course*

*EN 102: WR core course*

*TRS 100: TRS-1 core course*

#### Year Two — Fall

|          |  |
|----------|--|
| BIO 161  | Anatomy and Physiology I *   |
| BIO 161L | Anatomy and Physiology I Lab   |
| HPR 225  | Health Psychology *  |
| PH 100   | Introduction to Philosophy *   |
| COMM 101 | Public Speaking  |
|          | Introductory Social Science (SS-1) core course (economics, politics, or sociology) * |

*BIO 161: NS core course*

*HPR 225: DSINQ course*

*PH 100: PH-1 core course*



**Year Two — Spring**

|          |   |
|----------|---|
| BIO 162  | Anatomy and Physiology II *               |
| BIO 162L | Anatomy and Physiology II Lab             |
| HPR 115  | Medical Terminology                       |
| HPR 202  | Exercise Physiology                       |
| HPR 230  | Community Health                          |
| HI       | Introductory History (HI-1) core course * |

*BIO 162: NS core course*

**Year Three — Fall**

|         |  |
|---------|--|
| HPR 301 | Health/Fitness Program Management *          |
| HPR 308 | Global Health and Culture *                  |
| EN      | Introductory Literature (LT-1) core course * |
| HPR 240 | Principles of Epidemiology *                 |
| LA 250  | Legal Aspects of Health Care                 |

*HPR 301: WI course*

*HPR 240: GP course*

*HPR 308: GP and DSINQ course*

**Year Three — Spring**

|         |   |
|---------|---|
| HPR 330 | Designing Public Health Programs *  |
|         | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course *                       |
|         | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course - TRS-2 recommended * |
|         | One (1) health and human performance activity elective  |
|         | One (1) elective - HPR 335 Current Topics in Public Health recommended                                      |
|         | One (1) elective  |

*HPR 330: WI course*

**Year Four — Fall**

|         |   |
|---------|---|
| HPR 340 | Nutrition for Optimal Health  |
| HPR 410 | Anatomical Kinesiology  |
|         | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course *               |
|         | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course - PH 311 (PH-E) recommended * |
|         | One (1) elective  |

**Year Four — Spring**

|         |                          |
|---------|--------------------------|
| HPR 400 | Senior Internship *      |
| HPR 406 | Stress Management *      |
| HPR 430 | Public Health Capstone * |
|         | One (1) elective         |

*HPR 400: EXP course*

*HPR 406: SS-2 core course*

*HPR 430: WI, DSINQ course*

\* Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core (p. 101) and the Course Descriptions (p. 318) for further information.

**Health Sciences/Public Health Education and Promotion, Combined B.S./M.S. Program**

This program allows advanced students to complete a B.S. in health sciences with a public health emphasis and an M.S. in public health education and promotion in five years.

**Admission Requirements:** In addition to meeting the university's undergraduate admission requirements, (p. 17) undergraduate students with a major in health sciences with a public health emphasis must have the following prerequisites to apply:

- Students may apply at any time to the combined program, but they are strongly advised to do so upon entry to the university or in their freshman year.
- Prior to being admitted, applicants must submit a letter of intent to the Director of the School of Health Sciences with contact information and indicating an interest in both the program and a career in public health education/promotion.
- Students in the program must maintain an overall undergraduate GPA of 3.0. Students falling below an overall 3.0 GPA will be placed on academic probation for the program in the following semester during which time they must raise their GPA to  $\geq$  3.0. Students with a GPA that remains below 3.0 at the conclusion of a probationary semester will be dismissed from the combined program and placed in the traditional four-year health sciences health promotion track.
- To remain in the program, HPR 202, HPR 215, HPR 240, HPR 330, HPR 410, and HPR 430 must be completed with a minimum grade of C-.

Students in good standing will take graduate public health education and promotion courses during their junior and/or senior year. These students are automatically admitted to the M.S. program at the end of their senior year, typically after completing a total of 120 undergraduate and graduate credits while maintaining the required GPA. The GRE and interview are waived. Students complete 36 graduate credits in their fourth and fifth years of study to complete the M.S. in public health education and promotion. Please see the Public Health Education and Promotion (M.S.) (p. 225) for details on the program.

**Graduate Student Status:** Upon satisfactory completion of HPR 501, HPR 502, HPR 520, and HPR 540, and the awarding of the B.S. degree in health sciences, the student attains full admission to the M.S. program and is subject to all graduate student policies and procedures.

### Combined-Degree Requirements — Health Sciences/Public Health Education and Promotion

This degree requires a total of 154 credits.

#### Liberal Arts Core and University Requirements

See University Requirements and the Liberal Arts Core (p. 101) for details. Health sciences (public health) majors will satisfy the three-course university Writing Intensive (WI) requirement in the following way. All majors must take HPR 301 Health/Fitness Program Management, HPR 330 Designing Public Health Programs, and HPR 430 Public Health Capstone.

#### B.S./M.S. Requirements

To fulfill the requirements of the bachelor's and master's degrees, all students in this program will take the following coursework in a sequence determined in collaboration with an advisor. Some courses satisfy Liberal Arts Core and/or University Requirements (\*).

|          |  |
|----------|--|
| BIO 151  | General Biology I *                                    |
| BIO 151L | General Biology I Lab *                                |
| BIO 152  | General Biology II *                                   |
| BIO 152L | General Biology II Lab                                 |
| BIO 161  | Anatomy and Physiology I *                             |
| BIO 161L | Anatomy and Physiology I Lab                           |
| BIO 162  | Anatomy and Physiology II *                            |
| BIO 162L | Anatomy and Physiology II Lab                          |
| COMM 101 | Public Speaking  |
| LA 250   | Legal Aspects of Health Care                           |
| HPR 115  | Medical Terminology                                    |
| HPR 201  | Introduction to Health and Exercise Science            |
| HPR 202  | Exercise Physiology                                    |
| HPR 215  | Introduction to Public Health                          |
| HPR 225  | Health Psychology *                                    |
| HPR 230  | Community Health                                       |
| HPR 240  | Principles of Epidemiology *                           |
| HPR 301  | Health/Fitness Program Management *                    |
| HPR 308  | Global Health and Culture *                            |
| HPR 330  | Designing Public Health Programs *                     |
| HPR 340  | Nutrition for Optimal Health                           |
| HPR 406  | Stress Management *                                    |
| HPR 410  | Anatomical Kinesiology                                 |
| HPR 430  | Public Health Capstone *                               |
|          | One (1) health and human performance activity elective |

|         |  |
|---------|--|
| HPR 501 | Foundations of Health Education and Health Promotion   |
| HPR 502 | Introduction to Public Health and Preventive Medicine  |
| HPR 520 | Principles of Epidemiology   |
| HPR 540 | Designing and Evaluating Health Promotion Programs   |
| HPR 555 | Health Communication   |
| IPE 715 | Critical Assessment and Research Methods I for Evidence-Based Health Care Practice           |
| HPR 598 | Internship   |
| HPR 599 | OR<br>Research Project   |
|         | Nine (9) credits of health and human performance electives at the 500-level                  |
|         | Six (6) credits of electives at the 500-level from HPR listings or outside of the department |

### Sample Combined-Degree Plan — Health Sciences/Public Health Education and Promotion

Please note that this is a sample plan; all students must consult with an advisor in making course selections.

#### Year One — Fall

|          |   |
|----------|---|
| BIO 151  | General Biology I *                         |
| BIO 151L | General Biology I Lab *                     |
| HPR 201  | Introduction to Health and Exercise Science |
| EN 101   | Composition I *                             |
| CNCT 100 | Connections *                               |
| PSY 110  | Human Growth and Development *              |
| PSY 101  | OR<br>General Psychology *                  |

*BIO 151: NS core course*

*BIO 151L: GP and DSINQ course*

*EN 101: WR core course*

*PSY 110 or PSY 101: SS-1 core course*

#### Year One — Spring

|          |   |
|----------|---|
| BIO 152  | General Biology II *                                |
| BIO 152L | General Biology II Lab                              |
| EN 102   | Composition II *                                    |
| HPR 215  | Introduction to Public Health                       |
| TRS 100  | Theological Inquiry *                               |
|          | Mathematics (MT) core course - MA 132 recommended * |

*EN 102: WR core course*

*TRS 100: TRS-1 core course*

#### Year Two — Fall

|          |                              |
|----------|------------------------------|
| BIO 161  | Anatomy and Physiology I *   |
| BIO 161L | Anatomy and Physiology I Lab |
| HPR 225  | Health Psychology *          |

|          |  |
|----------|--|
| PH 100   | Introduction to Philosophy *                     |
| COMM 101 | Public Speaking                                  |
|          | Introductory Social Science (SS-1) core course * |

*BIO 161: NS core course*

*PH 100: PH-1 core course*

#### Year Two — Spring

|          |   |
|----------|---|
| BIO 162  | Anatomy and Physiology II *               |
| BIO 162L | Anatomy and Physiology II Lab             |
| HPR 115  | Medical Terminology                       |
| HPR 202  | Exercise Physiology                       |
| HPR 230  | Community Health                          |
| HI       | Introductory History (HI-1) core course * |

#### Year Three — Fall

|         |  |
|---------|--|
| HPR 301 | Health/Fitness Program Management *          |
| HPR 308 | Global Health and Culture *                  |
| LA 250  | Legal Aspects of Health Care                 |
| HPR 240 | Principles of Epidemiology *                 |
| EN      | Introductory Literature (LT-1) core course * |

*HPR 301: WI course*

*HPR 308: GP course*

#### Year Three — Spring

|         |   |
|---------|---|
| HPR 330 | Designing Public Health Programs *  |
|         | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course *                       |
|         | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course - TRS-2 recommended * |
|         | One (1) health and human performance activity elective  |
|         | One (1) elective - HPR 335 Current Topics in Public Health recommended                                      |

*HPR 330: WI course*

#### Year Four — Fall

|         |   |
|---------|---|
| HPR 340 | Nutrition for Optimal Health  |
| HPR 410 | Anatomical Kinesiology  |
| HPR 501 | Foundations of Health Education and Health Promotion  |
| HPR 502 | Introduction to Public Health and Preventive Medicine   |
|         | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course - PH 311 (PH-E) recommended * |

#### Year Four — Spring

|         |  |
|---------|--|
| HPR 406 | Stress Management *                                |
| HPR 430 | Public Health Capstone *                           |
| HPR 520 | Principles of Epidemiology                         |
| HPR 540 | Designing and Evaluating Health Promotion Programs |

|  |   |
|--|---|
|  | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |
|--|---|

*HPR 406: SS-2 core course*

*HPR 430: WI course*

#### Year Four — Summer

|  |  |
|--|--|
|  | Two (2) Health and Human Performance or other graduate electives |
|--|--|

#### Year Five — Fall

|         |  |
|---------|--|
|         | Two (2) Health and Human Performance or other graduate electives |
| HPR 555 | Health Communication   |

#### Year Five — Spring

|         |  |
|---------|--|
| IPE 715 | Critical Assessment and Research Methods I for Evidence-Based Health Care Practice |
| HPR 598 | Internship<br>OR   |
| HPR 599 | Research Project   |
|         | One (1) graduate-level elective  |

### Physical Therapy Scholars Program

This competitive program, open to first-time college students, guarantees admission into the physical therapy (PT) doctoral program to a select group of well-qualified incoming first-year students. These students, chosen by the PT admissions committee, must meet stringent acceptance and continuation requirements. To be accepted into the program, a student must have

- a score of 1100 or above on the SATs;
- a minimum high school GPA of 3.3;
- a minimum high school mathematics and science GPA of 3.3, or its equivalent;
- three years of high school science (chemistry, biology, and physics preferred);
- three years of high school mathematics;
- four years of high school English; and
- a completed essay for the Marymount University undergraduate admissions application.

To continue in the program, a student must

- maintain a minimum overall GPA of 3.5;
- maintain a minimum science GPA of 3.5 (a science GPA is defined as the grades received in the prerequisite science courses);
- demonstrate active involvement in the greater Marymount community;
- complete 40 hours of observation or volunteer service work in a physical therapy clinical setting, verified by a physical therapist from the clinical

setting (These hours may be completed at more than one clinical facility.);

- obtain a letter of recommendation from a faculty member in the student's academic major;
- maintain communication with PT faculty liaison (i.e., respond to emails from the faculty liaison upon request); and
- complete the Physical Therapy Centralized Application Service (PTCAS) online application by the established deadline.

Decisions regarding general undergraduate admission to the university and admission to the PT Scholars Program are made separately. Qualified applicants interested in the PT Scholars Program should contact the Office of Admissions for specific application instructions.

### Pre-Physical Therapy

Marymount University offers opportunities to prepare for entry to Marymount's doctor of physical therapy program. The pre-professional requirements for this program can be met through a variety of undergraduate fields.

The College of Health and Education, School of Health Sciences outlines one option through its health sciences major with pre-physical therapy emphasis.

An academic advisor can help students interested in preparing for entry to a physical therapy graduate program. For information about Marymount's doctor of physical therapy program, see the School of Health Sciences Graduate Programs (p. 220). Special admission consideration is given to current Marymount students who have completed at least two full-time semesters at Marymount prior to applying, Marymount graduates, and persons from minority groups who are underrepresented in the profession.

A pre-physical therapy plan of study is rigorous, and substantial academic discipline is needed to complete the coursework consistent with stated program prerequisites.

### Public Health (Minor)

This minor is premised on the understanding that public health is an interdisciplinary field, including natural and social sciences, that aims to promote health and well-being, prevent disease, and build healthy societies.

**Admission Requirement:** This minor is open to students in good academic standing.

**Minimum Grade Requirements:** Students must earn a minimum grade of C- in HPR 215, HPR 240, and HPR 330 in order to register for HPR 430.

### Minor Requirements

This minor requires a total of 27 credits.

|         |                                    |
|---------|------------------------------------|
| HPR 215 | Introduction to Public Health      |
| HPR 240 | Principles of Epidemiology *       |
| HPR 308 | Global Health and Culture *        |
| HPR 330 | Designing Public Health Programs * |
| HPR 430 | Public Health Capstone *           |

One (1) course from the following:

|          |                                    |
|----------|------------------------------------|
| MA 132   | Statistical Analysis *             |
| DATA 300 | Advanced Business Statistics *     |
| PSY 201  | Statistics for the Social Sciences |

One (1) course from the following:

|         |                              |
|---------|------------------------------|
| HPR 115 | Medical Terminology          |
| LA 250  | Legal Aspects of Health Care |

### Required Electives

One (1) Natural Science (NS) core course. See Liberal Arts Core (p. 107) for approved courses.

One (1) interdisciplinary health-related course, suggestions below (or approval from advisor):

|          |  |
|----------|--|
| HPR 225  | Health Psychology *                        |
| HPR 230  | Community Health                           |
| HPR 301  | Health/Fitness Program Management *        |
| HPR 335  | Current Topics in Public Health            |
| HPR 340  | Nutrition for Optimal Health               |
| HPR 345  | Clinical Nutrition                         |
| HPR 406  | Stress Management *                        |
| NU 234   | Promoting Health Across the Life-Span *    |
| COMM 220 | Intercultural Communication *              |
| IT 110   | Information Technology in the Global Age * |
| GEND 200 | Approaches to Gender and Society *         |
| ECO 210  | Principles of Microeconomics *             |
| MGT 123  | The Business Experience                    |
| MGT 291  | Business Communication *                   |
| PH 311   | Biomedical Ethics *                        |
| POL 300  | State and Urban Politics *                 |
| PSY 101  | General Psychology *                       |
| PSY 110  | Human Growth and Development *             |
| PSY 220  | Social Psychology                          |
| PSY 311  | Early Childhood Development *              |
| PSY 312  | Adolescent Psychology                      |
| PSY 313  | Adulthood and Aging *                      |
| PSY 321  | Psychology of Gender *                     |
| PSY 325  | Cultural Psychology *                      |
| PSY 332  | Psychology of Addictions                   |

|         |   |
|---------|---|
| SOC 121 | Principles of Sociology *                       |
| SOC 131 | Principles of Sociology in Global Perspective * |
| SOC 200 | Law and Society in Global Perspective *         |
| SOC 203 | The Global Village *                            |
| SOC 204 | Cultural Diversity *                            |
| SOC 222 | Race and Ethnic Diversity *                     |
| SOC 251 | Working for Justice, Working for Change *       |

### Strength and Conditioning (Minor)

This minor will prepare students as entry-level strength and conditioning practitioners through a scientific-based curriculum focused on the knowledge necessary to train athletes with the primary goal of improved athletic performance.

**Admission Requirement:** All students who are in good academic standing may declare a minor in strength and conditioning (except those who are exercise science majors).

**Minimum Grade Requirements:** A minimum GPA of 2.0 is required in all courses applied to the minor.

### Minor Requirements

This minor requires a total of 18 credits.

|           |   |
|-----------|---|
| HPR 201   | Introduction to Health and Exercise Science |
| HPR 202   | Exercise Physiology                         |
| HPR 300SL | Essentials of Personal Training             |
| HPR 307   | Strength and Conditioning of Athletes       |
| HPR 340   | Nutrition for Optimal Health<br>OR          |
| HPR 345   | Clinical Nutrition                          |
| HPR 410   | Anatomical Kinesiology                      |

## Graduate Programs

### Occupational Therapy (Transitional O.T.D.)

The Marymount University transitional Doctor of Occupational Therapy (t.O.T.D.) program provides an opportunity for all U.S. licensed occupational therapists who hold a master's degree in occupational therapy or a related field to transition their academic credential to the O.T.D. This fully online program, offered in association with Rehab Essentials Inc., employs a dynamic learning-in-context environment that is designed to engage the learner at their speed and level within their context of practice.

This innovative t.O.T.D. curriculum is taught by nationally recognized faculty and is strongly rooted in evidence-based practice. Marymount t.O.T.D. students

will be connected to a diverse online community of experienced professional peers. Through completion of this comprehensive curriculum, students will advance their critical thinking skills and professional knowledge and behaviors necessary to excel in the science and art of occupational therapy.

There are two start windows for a cohort each year: January and August. Each cohort will follow in sequence the progression of courses listed below associated with their degree entry point. The master's to O.T.D program is 30 credits long and designed to be completed in five semesters.

Upon successful completion of the t.O.T.D. program, students will be better equipped to incorporate all aspects of current occupational therapy patient management and professional practice responsibilities. The transitional Occupational Therapy Doctoral degree program outcome expectations state that each t.O.T.D. student will

- function independently as a generalist OT with a broad application of the theories, delivery models, and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service;
- articulate and apply occupational therapy evaluations and occupation-based interventions with persons, groups, and populations for the purpose of facilitating performance and participation in activities, occupations, and roles and situations in home, school, workplace, community, and other settings, as informed by the Occupational Therapy Practice Framework;
- be an effective consumer and contributor of research and knowledge bases that support occupational therapy practice and contribute to the growth and dissemination of research and knowledge;
- demonstrate ongoing commitment to lifelong learning by: 1) keeping current with evidence-based professional practice, 2) upholding the ethical standards, values, and attitudes of the occupational therapy profession, and 3) demonstrating active involvement in professional development, leadership, and advocacy;
- analyze and apply the distinct roles and responsibilities of the occupational therapist interacting intra- and inter-professionally in the collaborative and supervisory process with all who provide services and programs for persons, groups, and populations;

- advocate as a professional for access to occupational therapy services offered and for the recipients of those services; and
- demonstrate the ability to synthesize in-depth knowledge in a practice area through the development and completion of a doctoral capstone in one or more of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.

### Admission Requirements and Eligibility:

If you attained your OT from an ACOTE-accredited institute:

- M.O.T., M.S.O.T., or master's in related health field
- official transcript(s) from all degrees
- copy of U.S. occupational therapy license

If you attained your OT from a non-ACOTE (or foreign) institute:

- M.O.T., M.S.O.T., or master's in related health field
- official transcript(s) from all degrees
- copy of U.S. occupational therapy license
- Academic equivalency documentation from member institutions of National Association of Credential Evaluation Services (NACES) or Association of International Credential Evaluators (AICE)

**Due Dates:** All material must be postmarked no later than the date(s) identified on [marymount.rehabessentials.com](http://marymount.rehabessentials.com). Spots are limited and assigned on a first-come, first-served basis.

### Minimum Grade and Academic Progression

**Requirements:** Occupational therapy students must meet all the university academic standards for graduate students. In addition, occupational therapy students are expected to receive a minimum course grade of C in all required courses. Course grades lower than a C are considered unsatisfactory. If a student does not attain a grade of C or higher, they will be allowed to remediate that course in the following semester. In the case of a remediation course, the student will need to attain a B or better. Should a student not be able to attain a B or better in the remediation course the student may be dismissed from the program.

### Degree Requirements — Occupational Therapy (Transitional O.T.D.)

30 credits

#### Semester One

|         |   |
|---------|---|
| OTD 700 | Advanced Occupational Therapy Theory, Concepts, and Application |
| OTD 701 | Professional Ethical Reasoning                                  |

#### Semester Two

|         |  |
|---------|--|
| OTD 702 | Evidence-Based Practice Methods and Application        |
| OTD 703 | Methods of Evaluation in Occupational Therapy Practice |

#### October/November Weekend On-site at Marymount

|         |  |
|---------|--|
| OTD 704 | Professionalism — The Doctoring Profession in OT |
|---------|--|

#### Semester Three

|         |                                     |
|---------|-------------------------------------|
| OTD 705 | Prevention, Health, and Disability  |
| OTD 706 | Outcomes Measurement and Assessment |

#### Semester Four

|         |   |
|---------|---|
| OTD 707 | Personal Leadership for the Health Professional: Essentials to Transform Practice |
| OTD 708 | Capstone I  |

#### Semester Five

|         |   |
|---------|---|
| OTD 709 | Teaching and Learning: Continuum of Education |
| OTD 710 | Capstone II                                   |

### Physical Therapy (D.P.T.)

The Marymount University Doctor of Physical Therapy (D.P.T.) program prepares generalist practitioners to deliver the best available physical therapist practice for improving movement, function, and health across diverse individuals and communities. The program employs a dynamic learning-in-context environment that is warm and welcoming. All classroom, clinic, and community activities are grounded in critical thinking, professionalism, respect for individual differences, and adherence to ethical practices. The program utilizes a modified problem-based curriculum unique to the region.

Upon successful completion of the D.P.T. program, students will be able to

- function independently, managing patients with a wide variety of simple or complex conditions;
- perform skilled physical therapist examinations, interventions, and clinical reasoning proficiently and consistently;
- apply best available scientific evidence, clinical judgment, and patient preferences in physical therapy patient management;

- manage a full-time physical therapist's caseload to achieve resource-efficient and patient-effective outcomes;
- exhibit care, compassion, and empathy in delivering physical therapy services sensitive to individual, cultural, and social differences; and
- create a self-directed plan for professional development and lifelong learning.

The physical therapy program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

**Admission Requirements and Eligibility:** The physical therapy program is a three-year, full-time program. Applicants have a separate admissions process and a notification of admission status shortly after the required interview. Entry into the program is in the fall semester only. Class size is limited to 38 students. The deadline to submit a completed application is October 15th.

Students applying for admission to the graduate program in physical therapy at Marymount University must meet the following minimum standards to be eligible for consideration:

- bachelor's degree from an accredited college or university prior to entry into the physical therapy program
- 3.0 or higher cumulative GPA for all college and university coursework
- 3.0 or higher cumulative GPA for all prerequisite science coursework (see list below under "Prerequisite Coursework")
- recommended completion of 40 hours of observation or volunteer service work in a physical therapy clinical setting, verified by a physical therapist from the clinical setting (hours may be completed at more than one clinical facility)
- GRE scores from within the last five years
- not more than one prerequisite course with a grade of C or C+; grades of B- or better for all other prerequisite courses
- Up to 12 credits of prerequisite coursework may remain incomplete at the time of application to the program; any remaining prerequisite coursework must be completed with a grade of B- or better before entering the D.P.T. program.

**Prerequisite Coursework:** For program consideration, the prerequisite courses below must be completed.

Note: Marymount course equivalencies are listed in parentheses for comparison/informational purposes only.

- two (2) courses of biological sciences with lab (BIO 151 and BIO 152 General Biology I and II)
- one (1) course of anatomy/anatomy and physiology I with lab (BIO 161 Anatomy and Physiology I)
- one (1) course of physiology/anatomy and physiology II with lab (BIO 162 Anatomy and Physiology II)
- two (2) courses of general chemistry with lab (CHM 151 and CHM 152 Principles of Chemistry I and II)
- two (2) courses of general physics with lab
- one (1) course of psychology (PSY 101 General Psychology)
- one (1) course of statistics (MA 132 Statistical Analysis)

International students for whom English is a second language should review the International Graduate Students page for TOEFL, IELTS, or PTE Academic test score requirements.

**Required Application Materials:** Marymount University participates in the Physical Therapy Centralized Application Service (PTCAS), which is used by the majority of U.S. physical therapy programs. With PTCAS, students complete one central application. PTCAS sends the completed application to the programs that students designate. As part of the process, applicants will need to submit a supplemental fee directly to the Office of Graduate Admissions. Instructions for sending this fee and more information about the online application process are found on the PTCAS website.

The following materials must be submitted as part of the PTCAS application:

- PTCAS application form
- \$30 supplemental application fee (in addition to the PTCAS fee) sent directly to the Office of Graduate Admissions, 2807 N. Glebe Road, Arlington, VA 22207
- essay, as described on the PTCAS application
- official transcripts for all college and university coursework
- verification of completion of 40 hours of clinical observation or work in a physical therapy setting under the supervision of a licensed physical therapist
- two letters of recommendation (using the form provided by PTCAS) from faculty, academic advisors, physical therapists, or employers

addressing the applicants' ability, motivation, and interest in pursuing graduate studies in physical therapy

- scores from the GRE; the GRE code for Marymount's Doctor of Physical Therapy program is 7738

The physical therapy program's admissions committee reviews all applications. Initial evaluation of applicants includes assessment of overall GPA, prerequisite science GPA, GRE scores, applicant's written statement, community activities, and recommendations.

Special consideration is given to current Marymount students who have completed at least two full-time semesters at Marymount prior to applying, Marymount University graduates, and persons from minority groups that are underrepresented in the profession.

Applicants are selected based on their qualifications and potential to contribute to the profession and their community. The program also aims to have students who represent a broad diversity of backgrounds.

After the initial review of applicants' preliminary materials, all individuals being considered for admission are invited to participate in an interview with Physical Therapy faculty, typically a Saturday in late November. Interview Day consists of a personal interview, group activity, and facility tour. Please check the university website or call the Office of Graduate Enrollment Services to find out the date of Interview Day for the upcoming year. Admission decisions are announced to applicants within 30 days following their scheduled interview. All accepted students must confirm acceptance within three weeks of notification.

**Clinical Education:** Clinical activities are integrated throughout the three-year curriculum. Integrated part-time clinical experiences take place in local physical therapy clinics and coincide directly with didactic learning activities. Clinical full-time practicums take place in clinics locally and nationally. The majority of full-time clinical placements occur within the greater metropolitan Washington area and nearby states. Students complete three (3) full-time practicums in 10- or 12-week rotations at three different clinic sites.

**Clinical Requirements:** For admission to the program, students must submit the items below.

- medical examination
- criminal background check, which is a federal requirement for all persons working with vulnerable populations
- drug screen, required by clinical agencies

- written verification of testing for tuberculosis or screening (If PPD is positive, a clear chest X-ray is required.)
- written verification of the following immunizations: hepatitis B, MMR, varicella titer, and Tdap
- documentation of health insurance coverage
- documentation of American Heart Association CPR for health care providers

**Clinical Education Transportation:** Students provide their own transportation to and from courses and clinical experiences. The university's free shuttle service connects the Main Campus, Ballston Center, and the Ballston-MU Metro station.

**Comprehensive Examination:** Each student must pass a comprehensive written examination in order to graduate.

#### **Minimum Grade and Academic Progression**

**Requirements:** Physical therapy students must meet all of the university academic standards for graduate students. In addition, physical therapy students are expected to receive a minimum grade of B in all required courses. However, students may be allowed to continue in the program without interruption with up to two course grades of B-. Course grades lower than a B- are considered unsatisfactory. Students who receive three course grades of B- or any course grade lower than a B- are dismissed from the program.

#### **Degree Requirements — Physical Therapy**

*102 credits*

##### **Year One — Fall**

|        |   |
|--------|---|
| PT 700 | Clinical Neuroscience                         |
| PT 701 | Applied Pathophysiology                       |
| PT 702 | Health Care Delivery and Contemporary Society |

##### **Year One — Spring**

|         |  |
|---------|--|
| PT 710  | Gross Anatomy  |
| PT 711  | Foundations of Physical Therapy Examination, Evaluation, and Diagnosis             |
| IPE 715 | Critical Assessment and Research Methods I for Evidence-Based Health Care Practice |

##### **Year One — Summer**

|        |   |
|--------|---|
| PT 713 | Therapeutic and Scientific Principles of Exercise |
|--------|---|

##### **Year Two — Fall**

|        |  |
|--------|--|
| PT 714 | Foundations of Physical Agents and Therapeutic Technologies in the Physical Therapist Practice |
|--------|--|



|         |  |
|---------|--|
| PT 720  | Evaluation and Management of Patients with Orthopedic Disorders                            |
| PT 721  | Clinical Applications of Physical Therapy Management of Patients with Orthopedic Disorders |
| IPE 716 | Research Methods II for Evidence Based Practice  |

**Year Two — Spring**

|        |   |
|--------|---|
| PT 730 | Evaluation and Management of Patients in Acute Care                           |
| PT 731 | Clinical Application of Physical Therapy Management of Patients in Acute Care |
| PT 732 | The Physical Therapist as a Manager   |
| PT 735 | Physical Therapy and the Older Adult  |

**Year Two — Summer**

|        |                      |
|--------|----------------------|
| PT 800 | Clinical Practicum I |
|--------|----------------------|

**Year Three — Fall**

|        |  |
|--------|--|
| PT 740 | Evaluation and Management of Patients with Neurological Disorders                            |
| PT 741 | Clinical Applications of Physical Therapy Management of Patients with Neurological Disorders |
| PT 744 | Case Report I: Foundations   |
| PT 745 | Clinical Practice Synthesis  |
| PT 746 | Physical Therapy in Pediatrics   |

**Year Three — Spring**

|        |   |
|--------|---|
| PT 757 | Leadership, Professional Development, and Expert Practice |
| PT 801 | Clinical Practicum II                                     |
| PT 803 | Clinical Case Reports                                     |

**Year Three — Summer**

|        |                        |
|--------|------------------------|
| PT 802 | Clinical Practicum III |
|--------|------------------------|

**Physical Therapy (Transitional D.P.T.)**

The Marymount University transitional Doctor of Physical Therapy (t.D.P.T.) program develops licensed practitioners with a master's- or bachelor's-level education into doctors of physical therapy. Offered in association with Rehab Essentials Inc., this fully online program employs a dynamic learning-in-context environment that is designed to engage learners at their speed and level within their context of practice.

There are three anticipated start windows for a cohort each year: January, May, and August. Each cohort will follow in sequence the progression of courses listed below associated with their degree entry point. The bachelor's to D.P.T. program is 30 credits long and is completed in seven semesters. The master's to D.P.T. program is 30 credits long (with the potential of up to 6 credits of course waivers) and designed to be completed in five or seven semesters.

Upon successful completion of the t.D.P.T. program, students will be better equipped to incorporate all aspects of current PT patient management and professional practice responsibilities consistent with Marymount's entry-level D.P.T. program expectations:

- function independently, managing patients with a wide variety of simple or complex conditions;
- perform skilled physical therapist examinations, interventions, and clinical reasoning proficiently and consistently;
- apply best available scientific evidence, clinical judgment, and patient preferences in physical therapy patient management;
- manage a full-time physical therapist's caseload to achieve resource-efficient and patient-effective outcomes;
- exhibit care, compassion, and empathy in delivering physical therapy services sensitive to individual, cultural, and social differences; and
- implement a self-directed plan for professional development and lifelong learning.

It is anticipated that these program outcomes will translate to t.D.P.T. students reporting improved professional performance as evidenced by such behaviors as

- increased commitment to the ideals of the profession;
- consistent application of critical thinking paradigms into clinical decision making and patient management approaches;
- ability to apply higher-level principles of management and leadership in professional practice environments;
- ability to transition from a general consumer of scientific literature to using the scientific literature to inform best practice decisions; and
- increased awareness and engagement in contemporary issues of practice.

The transitional doctor of physical therapy program is accredited by the Southern Association of Colleges and Schools Commission on Colleges.

**Admission Requirements and Eligibility:****1. U.S. Bachelor's-Trained Practitioners Interested in the D.P.T.**

If you attained your B.P.T. or B.S.P.T. from a CAPTE-accredited institute:

- official transcript(s)
- copy of U.S. physical therapy license

If you attained your B.P.T. or B.S.P.T. from a non-CAPTE (or foreign) institute:

- official transcript(s)
- copy of U.S. physical therapy license
- academic equivalency report from a NACES- or AICE-approved agency

## 2. U.S. Master's-Trained Practitioners Interested in the D.P.T.

If you attained your M.P.T. or M.S.P.T. from a CAPTE-accredited institute:

- official transcript(s)
- copy of U.S. physical therapy license

If you attained your M.P.T. or M.S.P.T. from a non-CAPTE (or foreign) institute:

- official transcript(s)
- copy of U.S. physical therapy license
- academic equivalency report from a NACES- or AICE-approved agency

**Due Dates:** All material must be postmarked no later than the date(s) identified on [marymount.rehabessentials.com](http://marymount.rehabessentials.com). Spots are limited and assigned on a first-come, first-served basis.

### Minimum Grade and Academic Progression

**Requirements:** Physical therapy students must meet all of the university academic standards for graduate students. In addition, physical therapy students are expected to receive a minimum grade of C in all required courses. If a student does not attain a grade of C or higher, they will be allowed to remediate that course in the following semester. In the case of the remediation course, the student will need to attain a B or better. Should a student not be able to attain a B or better in the remediation course, the student may be dismissed from the program.

### Degree Requirements — Physical Therapy (t.D.P.T.) Post-Bachelor's

30 credits

#### Semester One

|        |  |
|--------|--|
| PT 772 | Pharmacology in Rehabilitation                               |
| PT 774 | Clinical Decision Making: Utilizing the Guide to PT Practice |

#### Semester Two

|        |  |
|--------|--|
| PT 773 | Legal and Ethical Issues for Physical Therapists |
| PT 775 | Business and Marketing                           |

#### Semester Three

|        |                                   |
|--------|-----------------------------------|
| PT 771 | Medical Imaging in Rehabilitation |
|--------|-----------------------------------|

|        |  |
|--------|--|
| PT 776 | Documentation, Coding, Payment, and Compliance |
| PT 777 | Professionalism — The Doctoring Profession     |

#### Semester Four

|        |  |
|--------|--|
| PT 770 | Screening for Medical Disorders                                      |
| PT 778 | Critical Assessment of the Literature and Evidence-Informed Practice |

#### Semester Five

|        |  |
|--------|--|
| PT 780 | Clinical Reasoning in Orthopedic and Manual Therapy                |
| PT 781 | Management of Patients with Cardiovascular and Pulmonary Disorders |

#### Semester Six

|        |   |
|--------|---|
| PT 782 | Management of Patients with Neurological Disorders  |
| PT 783 | Management of Patients with Integumentary Disorders |
| PT 784 | Foundations in Population Health                    |

#### Semester Seven

|        |                  |
|--------|------------------|
| PT 779 | Capstone Project |
|--------|------------------|

### Public Health Education and Promotion (PHEP) (M.S.)

The public health education and promotion graduate program at Marymount University prepares new and current health promotion professionals to plan, implement, and evaluate health promotion and wellness programs in a variety of settings: nonprofit organizations, community health agencies, health departments, government agencies, academic campuses, health maintenance organizations, health clubs, hospitals, and corporations. The program's coursework provides a foundation of knowledge and skills in public health and health promotion, behavior change, health communication, theoretical frameworks, and research methods needed in public health education and promotion careers, as defined by the Council on Education for Public Health (CEPH), American Public Health Association (APHA), and Society for Public Health Education (SOPHE). The public health education and promotion graduate program is based on the competencies necessary to become a Certified Health Education Specialist (CHES) through the National Commission for Health Education Credentialing (NCHEC).

Upon successful completion of the public health education and promotion graduate program, students will be able to

- exhibit the knowledge to function as competent graduate-level health educators;
- apply theories and/or models to the process of needs assessment and planning health education and promotion strategies, interventions, and programs;
- apply ethical standards to the development and implementation of health education and promotion programs;
- utilize resource materials, equipment, industry tools/inventories, and/or other practical hands-on applications used in health education and programming;
- interpret research related to health education and promotion; and
- communicate about and promote health and health education.

**Application Priority Deadlines:** Admission to the program is competitive. Applications must be completed by the following priority deadlines to assure an admissions decision by the start of the semester.

|             |                 |
|-------------|-----------------|
| July 16     | fall semester   |
| November 16 | spring semester |
| April 16    | summer semester |

Applications received after these deadlines will be considered on a time and space-available basis.

**Admission Requirements:** The PHEP program’s admissions committee reviews all applications. Initial evaluation of applicants includes assessment of overall GPA, GRE/MAT scores (if applicable), applicant’s written statement, and recommendations. In addition to the university’s requirements for graduate admission (p. 22) applicants must also

- present either an undergraduate or graduate degree with a cumulative GPA of 3.0; and
- provide two written recommendations from educators or employers who can attest to the applicant’s potential for graduate work; and
- an interview with a faculty member from the school.

International students for whom English is a second language should review the Graduate International Student Applicants (p. 23) page for TOEFL, IELTS, or PTE Academic test score requirements.

**Nondegree Admission:** Students may enroll in public health education and promotion classes as nondegree students. No more than nine (9) credits may be taken

without being admitted to the public health education and promotion degree program.

**Minimum Grade Requirement:** A grade of B- or better is needed to pass core courses. No course may be repeated more than once. Students who receive a grade below B- in three or more graduate courses are dismissed, even if the courses were repeated for a higher grade. Students are required to maintain a cumulative GPA of 3.0 or higher.

**Degree Requirements — Public Health Education and Promotion**

36 credits

|         |  |
|---------|--|
| HPR 501 | Foundations of Health Education and Health Promotion                                     |
| HPR 502 | Introduction to Public Health and Preventive Medicine                                    |
| HPR 520 | Principles of Epidemiology   |
| HPR 540 | Designing and Evaluating Health Promotion Programs                                       |
| HPR 555 | Health Communication   |
| IPE 715 | Critical Assessment and Research Methods I for Evidence-Based Health Care Practice       |
|         |  |
| HPR 598 | Internship   |
|         | OR   |
| HPR 599 | Research Project   |
|         | Nine (9) credits of health and human performance electives at the 500-level              |
|         | Six (6) credits of electives at the 500-level from HPR listings or outside of the school |

**Palliative Care (Graduate Certificate)**

*Pending approval by the Southern Association of Colleges and Schools Commission on Colleges*

This certificate is designed for current and prospective health care and allied health care workers who have career interests in the palliative care field.

**Admission Requirements**

In addition to meeting the University wide requirements for graduate admission, applicants must:

- have a GPA of 3.0 or higher from an undergraduate program (B.S or B.A) at an accredited institution
- provide two letters of recommendation
- submit a personal statement, maximum 500 words, describing the applicant’s background and motivation for entering the field of study as well as

the applicant's rationale for applying to Marymount's Graduate Certificate in Palliative Care

### **Minimum Grade**

A minimum grade of B- is needed to receive credit for a course in this certificate. All graduate students in the College of Health and Education must maintain a minimum cumulative GPA of 3.0.

Students whose GPA falls below 3.0 at the end of any semester will be placed on academic probation. Students must bring their cumulative GPA to 3.0 or higher within nine (9) graduate credits or be dismissed. A student whose cumulative GPA falls below 3.0 a second time will be dismissed.

### **Certificate Requirements**

*12 Credits*

#### **Required Courses**

|         |  |
|---------|--|
| IPE 501 | Introduction to Palliative Care                        |
| IPE 502 | Grief and Loss in Advanced Illness and Palliative Care |
| IPE 503 | Palliative Care Management and Leadership              |
| IPE 504 | Pain and Symptom Management in Palliative Care         |

# College of Sciences and Humanities

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Interim Dean: Dr. Marnel Niles Goins

The College of Sciences and Humanities supports the university's mission and is dedicated to promoting the formation of a well-rounded person, empowering students to reflect on our natural and social worlds and thrive as informed members of a global society.

Within the School of Humanities, at the undergraduate level, the college offers degree programs in digital writing and narrative design, English, history, liberal studies, philosophy, politics, and theology and religious studies.

Within the School of Social and Behavioral Sciences, at the undergraduate level, the college offers degree programs in communication, criminal justice, psychology, and sociology.

Within the School of Natural Sciences and Mathematics, at the undergraduate level, the college offers degree programs in biochemistry, biology, and mathematics.

Undergraduate students seeking teaching licensure on the secondary level (grades 6-12) in biology, English, history/social science, or mathematics follow a prescribed program of studies that both fulfills the requirements of their major discipline and leads to secondary teaching licensure.

At the graduate level, students may pursue degrees in English and humanities as well as forensic and legal psychology. A graduate certificate is available in ethics and leadership in criminal justice.

In addition, the College of Sciences and Humanities offers many of the courses that fulfill the Liberal Arts Core Requirements.

**Minimum Grade Requirements:** For degree-seeking students, unless otherwise indicated, a minimum grade of C is needed to receive credit for a graduate course in the school. See individual programs for further requirements.

**Nondegree Admission:** Graduate nondegree admission, in programs that permit it, is limited to a total of nine (9) credits and two (2) consecutive semesters in the College of Sciences and Humanities. Students who are denied admission to a degree program in the College of Sciences and Humanities will need school approval before being accepted as a nondegree student. See

individual program descriptions for further restrictions or requirements.

## School of Humanities

### Undergraduate Degrees

#### Digital Writing and Narrative Design (B.A.)

The digital writing and narrative design program merges technological sophistication with humanistic inquiry, connecting the work of our Liberal Arts Core with digital literacy and strong writing and storytelling skills. This program prepares students to enter a variety of career fields in the creative economy, from multimedia content creation and nonprofit work to marketing and social media management, and more. Students can tailor their course of study in ways informed both by their creativity and passions, the employment landscape of the creative economy, and the advice of their mentors.

Through the foundation and capstone courses of this major, students learn how to engage with written texts in creative, inquiry-driven ways, culminating in a substantial digital or multimedia writing and research project in their senior year. Students also choose courses from three clusters — humanities, writing, and digital production and design — allowing majors to tailor their degree to their interests. Through the cluster in humanities, students learn how to develop critical reading, writing, and research skills, seeking to understand how stories shape human thought and behavior. Through the writing cluster, students can develop skills in creative writing, professional and journalistic writing, and digital content creation. Through the cluster in digital production and design, students can gain a range of skills from web development and game design to electronic publishing and video production.

Emphasizing writing, critical thinking, and integrative, technologically minded approaches to writing in the public sphere, the digital writing and narrative design program foregrounds the work of intentional, purpose-driven design in the products of human thought and creativity.

The number of electives available in this program makes it exceptionally well-suited to minors and double majors. Minors that work particularly well include English, gender studies, fine arts, business, information

technology, web design, graphic & media design, communication, sustainability, media & performance studies, and more.

Upon graduating from this program, students will be able to demonstrate

- the ability to analyze the design elements and their effects in creative writing and media;
- multimodal literacy by producing high-quality work informed by technology;
- informational literacy by integrating appropriate research into their own analyses;
- awareness of public voice through effective presentation or display of their own work;
- strong writing and storytelling skills in their own critical and creative work; and
- the ability to connect educational experiences to professional employment contexts.

A minor in Digital Writing and Narrative Design is also available. Please see the School of Humanities minors (p. 262) section for details.

**Residency Requirements:** Students must complete at least 18 credits in program coursework at Marymount. Those credits must include EN 240 Introduction to Film and Visual Storytelling, EN 235 Digital and Nonlinear Storytelling, and EN 424 Senior Seminar.

### Degree Requirements — Digital Writing and Narrative Design

This degree requires a total of 120 credits.

#### Liberal Arts Core and University Requirements

See University Requirements and the Liberal Arts Core (p. 101) for details. Digital writing and narrative design majors will satisfy the three-course university Writing Intensive (WI) requirement in the following way: by completing EN 240 Introduction of Film and Visual Studies (required for all majors) and by choosing EN 424 Senior Seminar or other WI courses in the clusters, Liberal Arts Core, or university electives.

#### Major Requirements

To fulfill the requirements of the major, all students in this program will take the following coursework in a sequence determined in collaboration with an academic advisor. Some courses also satisfy Liberal Arts Core and/or University Requirements.

|        |   |
|--------|---|
| EN 235 | Digital and Nonlinear Storytelling *      |
| EN 240 | Introduction to Film and Visual Studies * |
| EN 400 | Internship *<br>OR                        |

|           |                               |
|-----------|-------------------------------|
| GMD 400   | Internship *                  |
| GMD 400SL | OR<br>Internship *            |
| EN 424    | Senior Seminar *              |
| GMD 404   | OR<br>Performance Media Lab * |

#### Major Electives

All majors also complete coursework in the three following clusters.

#### Humanities Cluster

All majors take nine (9) credits from the following options:

|        |   |
|--------|---|
| EN 208 | Digital Approaches to Literature *                                |
| EN 220 | The Movie or the Book? Narrative Adaptation in the Cinema *       |
| IS 220 | OR<br>The Movie or the Book? Narrative Adaptation in the Cinema * |
| EN 225 | Heroes, Antiheroes, and Superheroes *                             |
| EN 360 | Book Histories, Book Futures *                                    |
| EN 390 | Digital Projects in the Humanities *                              |
| HU 390 | OR<br>Digital Projects in the Humanities *                        |
| HI 295 | Introduction to Public History                                    |
| HI 307 | Museum Studies  |

#### Writing Cluster

All majors take nine (9) credits from the following options:

|          |   |
|----------|---|
| EN 270   | Approaches to Creative Writing *              |
| EN 301   | The Writing Process: Theory and Practice *    |
| EN 303   | Literary Nonfiction *                         |
| EN 305   | Topics in Creative Writing *                  |
| EN 308   | Style and Revision *                          |
| COMM 209 | Contemporary Journalism *                     |
| COMM 302 | Public Relations Writing and Media Techniques |
| COMM 307 | Broadcast Writing and Delivery                |
| COMM 315 | Writing for Digital Media *                   |

#### Digital Production and Design Cluster

All majors take nine (9) credits from the following options:

|          |  |
|----------|--|
| COMM 204 | Video Production: Multimedia Communication |
| VIS 101  | User Centered Design                       |
| GMD 105  | Video Editing                              |
| GMD 106  | Motion Graphics                            |
| GMD 200  | Digital Publishing                         |

|           |   |
|-----------|---|
| GMD 255   | Typography                                      |
| GMD 305   | Publication Design                              |
| GMD 308   | Web and Social Media Design                     |
| IT 125    | Web Development                                 |
| IT 225    | Advanced Web Development                        |
| IT 227    | Mobile App Development                          |
| IT 322    | Game Design                                     |
| IT 324    | Story and Narrative Development for Video Games |
| IT 325    | 3-D Modeling and Animation                      |
| EN 400    | Internship *                                    |
| GMD 400   | Internship *                                    |
| GMD 400SL | Internship *                                    |

Students may take an additional internship (EN 400, GMD 400, or GMD 400SL).

### Sample Degree Plan — Digital Writing and Narrative Design

Please note that this is a sample plan; all students should consult with an advisor in making course selections. Students should take lower-level courses before upper-level courses. Course substitutions are approved on a case-by-case basis.

#### Year One — Fall

|          |  |
|----------|--|
| EN 101   | Composition I *                                  |
| TRS 100  | Theological Inquiry *                            |
| CNCT 100 | Connections *                                    |
|          | Introductory Social Science (SS-1) core course * |
|          | One (1) elective                                 |

*EN 101: WR core course*

*TRS 100: TRS-1 core course*

#### Year One — Spring

|        |   |
|--------|---|
| EN 102 | Composition II *                            |
|        | Natural Science (NS) core course with lab * |
| HI     | Introductory History (HI-1) core course *   |
|        | Two (2) electives                           |

*EN 102: WR core course*

#### Year Two — Fall

|        |   |
|--------|---|
| EN 240 | Introduction to Film and Visual Studies *                               |
| PH 100 | Introduction to Philosophy *  |
|        | Humanities cluster major elective                                       |
|        | Introductory Social Science (SS-1) core course in a second discipline * |
|        | One (1) elective  |

*EN 240: DSINQ, WI, and LT-1 core course*

*PH 100: PH-1 core course*

#### Year Two — Spring

|        |                                      |
|--------|--------------------------------------|
| EN 235 | Digital and Nonlinear Storytelling * |
|--------|--------------------------------------|

|    |   |
|----|---|
|    | Writing cluster major elective  |
|    | Introductory Social Science (SS-1) in a third discipline or Second Natural Science (NS) core course * |
| MA | Mathematics (MT) core course *  |
|    | One (1) elective - GP course if not already completed *   |

#### Year Three — Fall

|  |  |
|--|--|
|  | Digital Production and Design cluster major elective   |
|  | Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course - EN 360 recommended * |
|  | Advanced Social Science (SS-2) core course *   |
|  | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course *                      |
|  | One (1) elective - 2nd WI course if not already completed *  |

*EN 360 (recommended): DSINQ, LT-2 core course*

#### Year Three — Spring

|  |   |
|--|---|
|  | Humanities cluster major elective   |
|  | Writing cluster major elective  |
|  | Digital Production and Design cluster major elective                                    |
|  | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course * |
|  | One (1) elective  |

#### Year Four — Fall

|         |   |
|---------|---|
| EN 424  | Senior Seminar *  |
|         | OR  |
| GMD 404 | Performance Media Lab *   |
|         | Humanities cluster major elective                                       |
|         | Writing cluster major elective  |
| PH      | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course * |
|         | One (1) elective - 3rd DSINQ course required if not already completed * |

*EN 424: DSINQ and WI core course*

*GMD 404: DSINQ course*

#### Year Four — Spring

|           |  |
|-----------|--|
| EN 400    | Internship *   |
|           | OR   |
| GMD 400   | Internship *   |
|           | OR   |
| GMD 400SL | Internship *   |
|           | Digital Production and Design cluster major elective |
|           | One (1) elective - 3rd WI course if not              |

|  |                     |
|--|---------------------|
|  | already completed * |
|  | Two (2) electives   |

\* Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core (p. 101) and the Course Descriptions (p. 318) for further information.

### **Digital Writing and Narrative Design (B.A.) to English and Humanities (M.A.)**

This program allows full-time students to complete a B.A. in Digital Writing and Narrative Design and an M.A. in English & Humanities in five years.

**Admission Requirements:** In addition to meeting the university's undergraduate admission requirements, undergraduate students in the Digital Writing and Narrative Design Program must meet the following criteria:

- Students must apply to the program no later than the semester before their final undergraduate year. Students are strongly advised to apply upon entry to the university, or in their first or second year.
- Students in the program must maintain an overall undergraduate GPA of 3.0. Students falling below an overall 3.0 GPA will be placed on academic probation for the program in the following semester during which time they must raise their GPA to  $\geq 3.0$ . Students with a GPA that remains below 3.0 at the conclusion of a probationary semester will be dismissed from the combined program and placed in the traditional four-year track.
- To remain in the program, EN 200 and EN 424 (or GMD 404 if permitted) must be completed with a minimum grade of C, and the minimum grades for all graduate level courses must be met.

Students in good standing in this program will take graduate English & Humanities courses during their senior year. Up to six credits of graduate coursework would satisfy both undergraduate and graduate requirements. They may take an additional six credits of graduate coursework that will be applied to their M.A. program requirements. These students are granted their B.A. and automatically admitted to the M.A. program at the end of their senior year after meeting all B.A. requirements. Students then complete 21-27 graduate credits in their fifth year of study to complete the M.A. in English & Humanities. Please see the English and Humanities (M.A.) (p. 266) for details on the program. Upon being admitted to the M.A. program, students are subject to all graduate student policies and procedures.

**Residency requirements:** Students must complete at least 21 credits in undergraduate program coursework at Marymount. Those credits must include EN 240: Introduction to Film and Visual Studies and EN 424: Senior Seminar (or GMD 404 if permitted).

**Consortium Courses:** A maximum of six (6) graduate semester credits, selected in conjunction with the director of the graduate program in English and Humanities, may be taken through the Consortium of Universities of the Washington Metropolitan Area. Students should not enroll in a consortium course during the semester of their anticipated graduation. Taking a course outside of Marymount during the student's final semester may delay their graduation.

### **Program Requirements**

This degree requires a total of 147 credits.

#### **Liberal Arts Core and University Requirements**

See University Requirements and the Liberal Arts Core (p. 101) for details. English majors will satisfy part of the three-course university Writing Intensive (WI) requirement through: EN 200 Approaches to Literary Study and EN 424 Senior Seminar.

#### **Major Requirements**

To fulfill the requirements of the major, all students in this program will take the following coursework in a sequence determined in collaboration with an academic advisor. Some courses also satisfy Liberal Arts Core and/or University Requirements.

|           |   |
|-----------|---|
| EN 235    | Digital and Nonlinear Storytelling *      |
| EN 240    | Introduction to Film and Visual Studies * |
| EN 400    | Internship *                              |
|           | OR  |
| GMD 400   | Internship *                              |
|           | OR  |
| GMD 400SL | Internship *                              |
| EN 424    | Senior Seminar *                          |
|           | OR  |
| GMD 404   | Performance Media Lab *                   |

#### **Major Electives**

All majors also complete coursework in the three following clusters.

#### **Humanities Cluster**

All majors take nine (9) credits from the following options:

|        |   |
|--------|---|
| EN 208 | Digital Approaches to Literature *                          |
| EN 220 | The Movie or the Book? Narrative Adaptation in the Cinema * |



|        |  |
|--------|--|
| IS 220 | OR<br>The Movie or the Book? Narrative<br>Adaptation in the Cinema * |
| EN 225 | Heroes, Antiheroes, and Superheroes *                                |
| EN 360 | Book Histories, Book Futures *                                       |
| EN 390 | Digital Projects in the Humanities *                                 |
| HU 390 | OR<br>Digital Projects in the Humanities *                           |
| HI 295 | Introduction to Public History                                       |
| HI 307 | Museum Studies   |

### Writing Cluster

All majors take nine (9) credits from the following options:

|          |  |
|----------|--|
| EN 270   | Approaches to Creative Writing *                 |
| EN 301   | The Writing Process: Theory and<br>Practice *    |
| EN 303   | Literary Nonfiction *                            |
| EN 305   | Topics in Creative Writing *                     |
| EN 308   | Style and Revision *                             |
| COMM 209 | Contemporary Journalism *                        |
| COMM 302 | Public Relations Writing and Media<br>Techniques |
| COMM 307 | Broadcast Writing and Delivery                   |
| COMM 315 | Writing for Digital Media *                      |

### Digital Production and Design Cluster

All majors take nine (9) credits from the following options:

|              |  |
|--------------|--|
| COMM 204     | Video Production: Multimedia<br>Communication      |
| GMD 105      | Video Editing                                      |
| GMD 106      | Motion Graphics                                    |
| GMD 200      | Digital Publishing                                 |
| GMD 255      | Typography   |
| GMD 305      | Publication Design                                 |
| GMD 308      | Web and Social Media Design                        |
| IT 125       | Web Development                                    |
| IT 225       | Advanced Web Development                           |
| IT 227       | Mobile App Development                             |
| IT 322       | Game Design  |
| IT 324       | Story and Narrative Development for<br>Video Games |
| IT 325       | 3-D Modeling and Animation                         |
| EN 400       | Internship *                                       |
| GMD 400      | Internship *                                       |
| GMD<br>400SL | Internship *                                       |

Students may take an additional internship (EN 400, GMD 400, or GMD 400SL).

### English and Humanities Electives

Take fifteen to twenty-four (15-24) credits in English above 501.

Take three to twelve (3-12) credits in Humanities, History, Fine Arts, Philosophy, or TRS at the 500 level.

### MA Capstone Project

Take EN 690, EN 695, HUM 690 or HUM 695 for three (3) credits.

### Sample Degree Plan — Digital Writing and Narrative Design to English and Humanities

Please note that this is a sample plan; all students should consult with an advisor in making course selections. Students should take lower-level courses before upper-level courses. Course substitutions are approved on a case-by-case basis.

#### Year One — Fall

|          |   |
|----------|---|
| EN 101   | Composition I *                                     |
|          | Introductory Social Science (SS-1) core<br>course * |
| TRS 100  | Theological Inquiry *                               |
| CNCT 100 | Connections *                                       |
|          | One (1) elective                                    |

*EN 101: WR core course*

*TRS 100: TRS-1 core course*

#### Year One — Spring

|        |   |
|--------|---|
| EN 102 | Composition II *  |
|        | Introductory History (HI-1) core course -<br>HI 103 or HI 104 recommended * |
|        | Natural Science (NS) core course with<br>lab *                              |
|        | Two (2) electives   |

*EN 102: WR core course*

*HI 103, HI 104: HI-1 core course*

#### Year Two — Fall

|        |  |
|--------|--|
| EN 240 | Introduction to Film and Visual Studies *                                  |
| PH 100 | Introduction to Philosophy *   |
|        | Humanities cluster major elective  |
|        | Introductory Social Science (SS-1) core<br>course in a second discipline * |
|        | One (1) elective   |

*EN 240: DSINQ, WI, and LT-1 core course*

*PH 100: PH-1 core course*

#### Year Two — Spring

|        |   |
|--------|---|
| EN 235 | Digital and Nonlinear Storytelling *  |
|        | Writing cluster major elective  |
|        | Introductory Social Science (SS-1) in a<br>third discipline or Second Natural<br>Science (NS) core course * |
| MA     | Mathematics (MT) core course *  |

|  |   |
|--|---|
|  | One (1) elective - GP course if not already completed * |
|--|---|

**Year Three — Fall**

|    |  |
|----|--|
|    | Digital Production and Design cluster major elective   |
|    | Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course - EN 360 recommended * |
|    | Advanced Social Science (SS-2) core course *   |
|    | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course *                      |
| PH | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course *                                    |
|    | One (1) elective - 2nd WI course if not already completed *  |

*EN 360 (recommended): DSINQ, LT-2 core course*

**Year Three — Spring**

|  |   |
|--|---|
|  | Humanities cluster major elective   |
|  | Writing cluster major elective  |
|  | Digital Production and Design cluster major elective                                    |
|  | Digital Production and Design cluster major elective                                    |
|  | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course * |
|  | One (1) elective  |

**Year Four — Fall**

|         |                                   |
|---------|-----------------------------------|
| EN 424  | Senior Seminar *                  |
|         | OR                                |
| GMD 404 | Performance Media Lab *           |
|         | Humanities cluster major elective |
|         | One (1) elective                  |
| EN 501  | Building Textual Interpretation   |
|         | One (1) EN/HUM 5XX elective       |

*EN 424: DSINQ and WI core course*

*GMD 404: DSINQ course*

**Year Four — Spring**

|           |                             |
|-----------|-----------------------------|
| EN 400    | Internship *                |
|           | OR                          |
| GMD 400   | Internship *                |
|           | OR                          |
| GMD 400SL | Internship *                |
|           | Two (2) electives           |
| EN 559    | Studies in Creative Writing |
|           | One (1) EN/HUM 5XX elective |

**Year Five — Fall**

|  |   |
|--|---|
|  | Three (3) graduate electives in EN or HUM |
|--|---|

**Year Five — Spring**

|  |   |
|--|---|
|  | Three (3) graduate electives in EN or HUM |
|--|---|

**Year Five — Summer**

|         |                  |
|---------|------------------|
| EN 690  | Practicum        |
|         | OR               |
| HUM 690 | Practicum        |
|         | OR               |
| EN 695  | Master's Project |
|         | OR               |
| HUM 695 | Master's Project |

**English (B.A.)**

The study of literature and writing deepens students' understanding of the moral questions at the center of the human experience and of our shared humanity across cultures and across time. Marymount's English major and minor develop students' range of experience and cultural understanding by examining texts that represent a variety of points of view and historical perspectives. It also provides students with valuable skills in writing, analysis, and critical thinking.

The English major and minor provide preparation for entry into graduate study, professional schools, and a wide variety of meaningful career fields, including research, creative, editorial, teaching, advocacy, and governmental fields. English majors have the option of choosing a track in literature, media and performance studies, or writing, or a secondary-teaching licensure program.

Through the literature and writing courses required for the major, students develop valuable writing, critical reading, and research skills. The study of literature provides tools of critical analysis, awareness of major authors and literary traditions, and insight into how literary developments mirror and influence major societal developments. The writing courses teach the principles of clear and effective writing for a variety of purposes and audiences.

All English majors complete an internship, which provides valuable practical experience and the opportunity to apply skills in a professional context. In addition to the required internship, seniors must successfully complete a senior research seminar.

By choosing minors in such areas as gender and society, media and performance, writing, politics, and psychology, students can prepare themselves to apply their skills in the professional world. The English major, meanwhile, is a lifelong resource in its provision of a broad liberal arts education.

Upon successful completion of the English program, students will be able to

- respond to a literary text in a way that reflects an awareness of aesthetic values, historical context, ideological orientation, and critical approach;
- write coherent, well-organized essays that establish a clear focus, provide appropriate evidence, and are grammatically correct;
- conduct appropriate research and synthesize their own original ideas with those advanced by literary critics and other scholars;
- demonstrate a thoughtful understanding of their own writing process;
- analyze literary works — in all genres — with respect to structure, style, and theme;
- demonstrate information and technological literacy in research and competence in Modern Language Association (MLA) documentation; and
- deliver oral presentations that are focused, well-organized, and effective and that establish a connection with the audience.

A minor in English is also available. Please see the School of Humanities minors (p. 262) section for details.

**Residency Requirements:** Students must complete at least 21 credits in English at Marymount. Those credits must include EN 200 Approaches to Literary Study; EN 290 Literary Theory and Practice or EN 240 Introduction to Film and Visual Studies; three credits in English at the 400 level; and nine additional credits at the 300 level or above.

### Literature Track

#### Liberal Arts Core and University Requirements

See University Requirements and the Liberal Arts Core (p. 101) for details. English majors will satisfy part of the three-course university Writing Intensive (WI) requirement through: EN 200 Approaches to Literary Study and EN 424 Senior Seminar. In addition, majors on the literature track must take EN 490 Major Author(s).

#### Literature Track Requirements

|        |  |
|--------|--|
| EN 200 | Approaches to Literary Study *             |
| EN 301 | The Writing Process: Theory and Practice * |
|        | OR   |
| EN 308 | Style and Revision *                       |
| EN 400 | Internship *                               |
| EN 424 | Senior Seminar *                           |
| EN 490 | Major Author(s) *                          |

### Literature Track Electives

Take nine (9) credits from the following:

|        |                                   |
|--------|-----------------------------------|
| EN 202 | Global Literary Voices I *        |
| EN 204 | Global Literary Voices II *       |
| EN 230 | American Voices *                 |
| EN 231 | Literature of the British Isles * |

### Literature Track Electives

Take six (6) credits in electives numbered EN 202 or above.

Take nine (9) credits in electives numbered EN 321 or above.

### Sample Degree Plan — English (Literature Track)

Please note that this is a sample plan; all students must consult with an advisor in making course selections. This sample plan is based on the literature track and will differ for students pursuing other tracks.

#### Year One — Fall

|          |  |
|----------|--|
| EN 101   | Composition I *                                  |
|          | Introductory Social Science (SS-1) core course * |
| TRS 100  | Theological Inquiry *                            |
| CNCT 100 | Connections *                                    |
|          | One (1) elective                                 |

*EN 101: WR core course*

*TRS 100: TRS-1 core course*

#### Year One — Spring

|        |  |
|--------|--|
| EN 102 | Composition II *   |
|        | Introductory History (HI-1) core course - HI 103 or HI 104 recommended * |
|        | Natural Science (NS) core course with lab *                              |
|        | Two (2) electives  |

*EN 102: WR core course*

*HI 103, HI 104: HI-1 core course*

#### Year Two — Fall

|        |   |
|--------|---|
| EN 200 | Approaches to Literary Study *  |
| PH 100 | Introduction to Philosophy *  |
| EN 202 | Global Literary Voices I *  |
|        | OR  |
| EN 204 | Global Literary Voices II *   |
|        | OR  |
| EN 230 | American Voices *   |
|        | OR  |
| EN 231 | Literature of the British Isles *                                       |
|        | Introductory Social Science (SS-1) core course in a second discipline * |
|        | One (1) elective  |

*PH 100: PH-1 core course*

*EN 200: DSINQ and WI course*

*EN 202: LT-1 core course*

EN 204: GP and LT-1 core course

EN 230: LT-1 core course

EN 231: LT-1 core course

**Year Two — Spring**

|        |   |
|--------|---|
| EN 202 | Global Literary Voices I *  |
|        | OR  |
| EN 204 | Global Literary Voices II *   |
|        | OR  |
| EN 230 | American Voices *   |
|        | OR  |
| EN 231 | Literature of the British Isles *   |
| MA     | Mathematics (MT) core course *  |
|        | Introductory Social Science (SS-1) in a third discipline or Second Natural Science (NS) core course * |
|        | Two (2) electives   |

**Year Three — Fall**

|        |  |
|--------|--|
| EN 202 | Global Literary Voices I *                               |
|        | OR   |
| EN 204 | Global Literary Voices II *                              |
|        | OR   |
| EN 230 | American Voices *  |
|        | Advanced Social Science (SS-2) core course *             |
|        | Fine Arts (FNA) or Advanced History (HI-2) core course * |
|        | One (1) major elective at the 200 level or above         |
|        | One (1) elective   |

**Year Three — Spring**

|        |   |
|--------|---|
| EN 301 | The Writing Process: Theory and Practice *  |
|        | OR  |
| EN 308 | Style and Revision *  |
|        | Two (2) major electives - EN 321 or above   |
|        | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course * |
|        | One (1) elective  |

**Year Four — Fall**

|        |   |
|--------|---|
| EN 424 | Senior Seminar *  |
|        | One (1) major elective at the 200 level or above                        |
| PH     | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course * |
|        | One (1) elective  |
|        | One (1) elective - GP course if not already completed *                 |

EN 424: DSINQ and WI course

**Year Four — Spring**

|        |              |
|--------|--------------|
| EN 400 | Internship * |
|--------|--------------|

|        |  |
|--------|--|
| EN 490 | Major Author(s) *                        |
|        | One (1) major elective - EN 321 or above |
|        | Two (2) electives                        |

EN 400: EXP course

EN 490: DSINQ, WI, and LT-2 core course

**Media and Performance Track**

**Liberal Arts Core and University Requirements**

See University Requirements and the Liberal Arts Core (p. 101) for details. English majors will satisfy part of the three-course university Writing Intensive (WI) requirement through: EN 200 Approaches to Literary Study and EN 424 Senior Seminar. In addition, majors on the media and performance studies track must take EN 321 Modern Drama or EN 240 Introduction to Film and Visual Studies.

**Media and Performance Track Requirements**

|         |   |
|---------|---|
| EN 200  | Approaches to Literary Study *                              |
| EN 240  | Introduction to Film and Visual Studies *                   |
| EN 207  | Theater History *   |
|         | OR  |
| EN 220  | The Movie or the Book? Narrative Adaptation in the Cinema * |
| AH 201  | Introduction to Art History: Ancient to Medieval            |
|         | OR  |
| AH 202  | Introduction to Art History: Renaissance to Modern          |
| EN 321  | Modern Drama *  |
|         | OR  |
| EN 355  | Shakespeare *   |
| EN 400  | Internship *  |
| EN 429  | Studies in Performance *                                    |
| EN 424  | Senior Seminar *  |
|         | OR  |
| GMD 404 | Performance Media Lab *                                     |

**Media and Performance Track Electives**

Take an additional twelve (12) credits in literature, six (6) credits above EN 300.

**Media and Performance Track Electives**

Take nine (9) credits from the following:

|          |                                      |
|----------|--------------------------------------|
| EN 212   | Topics in Acting                     |
| EN 235   | Digital and Nonlinear Storytelling * |
| EN 270   | Approaches to Creative Writing *     |
| EN 360   | Book Histories, Book Futures *       |
| EN 305   | Topics in Creative Writing *         |
| EN 390   | Digital Projects in the Humanities * |
|          | OR                                   |
| HU 390   | Digital Projects in the Humanities * |
| COMM 101 | Public Speaking                      |
| COMM 204 | Video Production: Multimedia         |

|         |   |
|---------|---|
|         | Communication   |
| GMD 202 | Illustration I *  |
| GMD 203 | Digital Photography   |
| GMD 205 | Video Production: Promotional and Informational Communication |
| GMD 308 | Web and Social Media Design                                   |

**Media and Performance Track Electives**

Take three (3) credits from the following:

|        |                                   |
|--------|-----------------------------------|
| EN 202 | Global Literary Voices I *        |
| EN 204 | Global Literary Voices II *       |
| EN 230 | American Voices *                 |
| EN 231 | Literature of the British Isles * |

**Sample Degree Plan — English (Media and Performance Track)**

Please note that this is a sample plan; all students must consult with an advisor in making course selections. This sample plan is based on the media and performance track and will differ for students pursuing other tracks.

**Year One — Fall**

|          |  |
|----------|--|
| EN 101   | Composition I *                                  |
|          | Introductory Social Science (SS-1) core course * |
| TRS 100  | Theological Inquiry *                            |
| CNCT 100 | Connections *                                    |
|          | One (1) elective                                 |

EN 101: WR core course

TRS 100: TRS-1 core course

**Year One — Spring**

|        |  |
|--------|--|
| EN 102 | Composition II *   |
|        | Introductory History (HI-1) core course - HI 103 or HI 104 recommended * |
|        | Natural Science (NS) core course with lab *                              |
|        | Two (2) electives  |

EN 102: WR core course

HI 103, HI 104: HI-1 core course

**Year Two — Fall**

|        |   |
|--------|---|
| EN 200 | Approaches to Literary Study *  |
| EN 240 | Introduction to Film and Visual Studies *                               |
| EN 202 | Global Literary Voices I *  |
|        | OR  |
| EN 204 | Global Literary Voices II *   |
|        | OR  |
| EN 230 | American Voices *   |
|        | OR  |
| EN 231 | Literature of the British Isles *                                       |
| PH 100 | Introduction to Philosophy *  |
|        | Introductory Social Science (SS-1) core course in a second discipline * |

PH 100: PH-1 core course

EN 200: DSINQ and WI course

EN 202: LT-1 core course

EN 204: GP and LT-1 core course

EN 230: LT-1 core course

EN 231: LT-1 core course

**Year Two — Spring**

|        |   |
|--------|---|
| EN 207 | Theater History *   |
|        | OR  |
| EN 220 | The Movie or the Book? Narrative Adaptation in the Cinema *   |
|        | One (1) support skills major elective   |
| MA     | Mathematics (MT) core course *  |
|        | Introductory Social Science (SS-1) in a third discipline or Second Natural Science (NS) core course * |
|        | One (1) elective  |

**Year Three — Fall**

|        |  |
|--------|--|
| EN 321 | Modern Drama *                                     |
|        | OR   |
| EN 355 | Shakespeare *                                      |
| AH 201 | Introduction to Art History: Ancient to Medieval   |
|        | OR   |
| AH 202 | Introduction to Art History: Renaissance to Modern |
|        | One (1) support skills major elective              |
|        | Advanced Social Science (SS-2) core course*        |
|        | One (1) elective                                   |

EN 321 or EN 355: LT-2 core course

FA 201 or FA 202: FNA core course

**Year Three — Spring**

|  |   |
|--|---|
|  | One (1) major elective  |
|  | One (1) major elective at the 300-level or above  |
|  | One (1) support skills major elective   |
|  | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course * |
|  | One (1) elective  |

**Year Four — Fall**

|         |   |
|---------|---|
| EN 424  | Senior Seminar *  |
|         | OR  |
| GMD 404 | Performance Media Lab *   |
| PH      | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course * |
|         | One (1) major elective at the 300-level or above                        |
|         | One (1) elective - GP course if not already completed *                 |
|         | One (1) elective  |

EN 424: DSINQ and WI course

**Year Four — Spring**

|        |                          |
|--------|--------------------------|
| EN 400 | Internship *             |
| EN 429 | Studies in Performance * |
|        | One (1) major elective   |
|        | Two (2) electives        |

EN 400: EXP core course

EN 429: DSINQ, WI, and LT-2 course

**Writing Track****Liberal Arts Core and University Requirements**

See University Requirements and the Liberal Arts Core (p. 101) for details. English majors will satisfy part of the three-course university Writing Intensive (WI) requirement through: EN 200 Approaches to Literary Study and EN 424 Senior Seminar. In addition, majors on the writing track must take EN 301 The Writing Process and EN 308 Style and Revision.

**Writing Track Requirements**

|        |  |
|--------|--|
| EN 200 | Approaches to Literary Study *             |
| EN 211 | Principles of Language                     |
| EN 301 | The Writing Process: Theory and Practice * |
| EN 308 | Style and Revision *                       |
| EN 400 | Internship *                               |
| EN 424 | Senior Seminar *                           |

**Writing Track Electives**

Take six (6) credits from the following:

|        |                                   |
|--------|-----------------------------------|
| EN 202 | Global Literary Voices I *        |
| EN 204 | Global Literary Voices II *       |
| EN 230 | American Voices *                 |
| EN 231 | Literature of the British Isles * |

**Writing Track Electives**

Take three (3) credits in advanced literature (LT-2). See Liberal Arts Core requirements (p. 106) for more information.

**Writing Track Electives**

Take twelve (12) credits in English and/or communication writing courses.

|          |   |
|----------|---|
| EN 270   | Approaches to Creative Writing *              |
| EN 303   | Literary Nonfiction *                         |
| EN 305   | Topics in Creative Writing *                  |
| COMM 209 | Contemporary Journalism *                     |
| COMM 302 | Public Relations Writing and Media Techniques |
| COMM 307 | Broadcast Writing and Delivery                |
| COMM 315 | Writing for Digital Media *                   |

**Writing Track Electives**

Take three (3) credits in support skills electives in digital publishing.

|         |                             |
|---------|-----------------------------|
| GMD 103 | Adobe Photoshop             |
| GMD 104 | Adobe Illustrator           |
| GMD 105 | Video Editing               |
| GMD 106 | Motion Graphics             |
| GMD 200 | Digital Publishing          |
| GMD 305 | Publication Design          |
| GMD 308 | Web and Social Media Design |
| GMD 404 | Performance Media Lab *     |
| IT 125  | Web Development             |

**Sample Degree Plan — English (Writing)**

Please note that this is a sample plan; all students must consult with an advisor in making course selections. This sample plan is based on the writing track and will differ for students pursuing other tracks.

**Year One — Fall**

|          |  |
|----------|--|
| EN 101   | Composition I *                                  |
|          | Introductory Social Science (SS-1) core course * |
| TRS 100  | Theological Inquiry *                            |
| CNCT 100 | Connections *                                    |
|          | One (1) elective                                 |

EN 101: WR core course

TRS 100: TRS-1 core course

**Year One — Spring**

|        |  |
|--------|--|
| EN 102 | Composition II *   |
|        | Introductory History (HI-1) core course - HI 103 or HI 104 recommended * |
|        | Natural Science (NS) core course with lab *                              |
|        | Two (2) electives  |

EN 102: WR core course

HI 103, HI 104: HI-1 core course

**Year Two — Fall**

|        |   |
|--------|---|
| EN 200 | Approaches to Literary Study *  |
| EN 202 | Global Literary Voices I *  |
| EN 204 | Global Literary Voices II *   |
| EN 230 | American Voices *   |
| EN 231 | Literature of the British Isles *                                       |
| PH 100 | Introduction to Philosophy *  |
|        | Introductory Social Science (SS-1) core course in a second discipline * |
|        | One (1) elective  |

PH 100: PH-1 core course

EN 200: DSINQ and WI course

EN 202: LT-1 core course

EN 204: GP and LT-1 core course

EN 230: LT-1 core course

EN 231: LT-1 core course

**Year Two — Spring**

|        |   |
|--------|---|
| EN 211 | Principles of Language  |
| EN 202 | Global Literary Voices I *  |
|        | OR  |
| EN 204 | Global Literary Voices II *   |
|        | OR  |
| EN 230 | American Voices *   |
|        | OR  |
| EN 231 | Literature of the British Isles *   |
| MA     | Mathematics (MT) core course *  |
|        | Introductory Social Science (SS-1) in a third discipline or Second Natural Science (NS) core course * |
|        | Advanced Literature (LT-2) core course *  |

**Year Three — Fall**

|        |  |
|--------|--|
| EN 301 | The Writing Process: Theory and Practice *               |
|        | One (1) support skills major elective                    |
|        | Advanced Social Science (SS-2) core course *             |
|        | Fine Arts (FNA) or Advanced History (HI-2) core course * |
|        | One (1) elective   |

*EN 301: DSINQ and WI course*

**Year Three — Spring**

|        |   |
|--------|---|
| EN 308 | Style and Revision *  |
|        | Two (2) major electives - writing   |
|        | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course * |
|        | One (1) elective  |

**Year Four — Fall**

|         |   |
|---------|---|
| EN 424  | Senior Seminar *  |
|         | OR  |
| GMD 404 | Performance Media Lab *   |
|         | One (1) major elective - writing  |
| PH      | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course * |
|         | One (1) elective - GP course if not already completed *                 |
|         | One (1) elective  |

*EN 424: DSINQ and WI course*

**Year Four — Spring**

|        |                                  |
|--------|----------------------------------|
| EN 400 | Internship *                     |
|        | One (1) major elective - writing |
|        | Three (3) electives              |

*EN 400: EXP core course*

*EN 429: DSINQ, WI, and LT-2 course*

\* Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core

(p. 101) and the Course Descriptions (p. 318) for further information.

**English (B.A.) to English and Humanities (M.A.)**

This program allows students to complete a B.A. in English in the Literature, Writing, or Media & Performance Studies tracks and an M.A. in English & Humanities in five years.

**Admission Requirements:** In addition to meeting the university's undergraduate admission requirements, undergraduate students in the English Literature, Writing or Media & Performance Studies tracks must meet the following criteria:

- Students must apply to the program no later than the semester before their final undergraduate year. Students are strongly advised to apply upon entry to the university, or in their first or second year.
- Students in the program must maintain an overall undergraduate GPA of 3.0. Students falling below an overall 3.0 GPA will be placed on academic probation for the program in the following semester during which time they must raise their GPA to  $\geq$  3.0. Students with a GPA that remains below 3.0 at the conclusion of a probationary semester will be dismissed from the combined program and placed in the traditional four-year track.
- To remain in the program, EN 200 and EN 424 (or GMD 404 if permitted) must be completed with a minimum grade of C, and the minimum grades for all graduate level courses must be met.

Students in good standing in this program will take graduate English & Humanities courses during their senior year. Up to six credits of graduate coursework would satisfy both undergraduate and graduate requirements. They may take an additional six credits of graduate coursework that will be applied to their M.A. program requirements. These students are granted their B.A. and automatically admitted to the M.A. program at the end of their senior year after meeting all B.A. requirements. Students then complete 21-27 graduate credits in their fifth year of study to complete the M.A. in English & Humanities. Please see the English and Humanities (M.A.) (p. 266) for details on the program. Upon being admitted to the M.A. program, students are subject to all graduate student policies and procedures.

**Residency requirements:** Students must complete at least 21 credits in undergraduate program coursework at Marymount. Those credits must include EN 200: Approaches to Literary Study and EN 424: Senior Seminar (or GMD 404 if permitted).

**Consortium Courses:** A maximum of six (6) graduate semester credits, selected in conjunction with the director of the graduate program in English and Humanities, may be taken through the Consortium of Universities of the Washington Metropolitan Area. Students should not enroll in a consortium course during the semester of their anticipated graduation. Taking a course outside of Marymount during the student's final semester may delay their graduation.

### Literature Track

This degree requires a total of 147 credits.

### Liberal Arts Core and University Requirements

See University Requirements and the Liberal Arts Core (p. 101) for details. English majors will satisfy part of the three-course university Writing Intensive (WI) requirement through: EN 200 Approaches to Literary Study and EN 424 Senior Seminar.

### Literature Track Requirements

|        |  |
|--------|--|
| EN 200 | Approaches to Literary Study *             |
|        |  |
| EN 301 | The Writing Process: Theory and Practice * |
|        | OR   |
| EN 308 | Style and Revision *                       |
|        |  |
| EN 400 | Internship *                               |
| EN 424 | Senior Seminar *                           |
| EN 590 | Major Author(s)                            |

### Literature Track Electives

Take nine (9) credits from the following:

|        |                                   |
|--------|-----------------------------------|
| EN 202 | Global Literary Voices I *        |
| EN 204 | Global Literary Voices II *       |
| EN 230 | American Voices *                 |
| EN 231 | Literature of the British Isles * |

### Literature Track Electives

Take six (6) credits in electives numbered EN 202 or above.

Take six (6) credits in electives numbered EN 321 or above.

Take EN 501 Building Textual Interpretation for three (3) credits.

### English and Humanities Electives

Take fifteen to twenty-four (15-24) credits in English above 501.

Take three to twelve (3-12) credits in Humanities, History, Fine Arts, Philosophy, or TRS at the 500 level.

### MA Capstone Project

Take EN 690, EN 695, HUM 690 or HUM 695 for three (3) credits.

### Sample Degree Plan — English (Literature Track)

Please note that this is a sample plan; all students must consult with an advisor in making course selections. This sample plan is based on the literature track and will differ for students pursuing other tracks.

#### Year One — Fall

|          |  |
|----------|--|
| EN 101   | Composition I *                                  |
|          | Introductory Social Science (SS-1) core course * |
| TRS 100  | Theological Inquiry *                            |
| CNCT 100 | Connections *                                    |
|          | One (1) elective                                 |

*EN 101: WR core course*

*TRS 100: TRS-1 core course*

#### Year One — Spring

|        |  |
|--------|--|
| EN 102 | Composition II *   |
|        | Introductory History (HI-1) core course - HI 103 or HI 104 recommended * |
|        | Natural Science (NS) core course with lab *                              |
|        | Two (2) electives  |

*EN 102: WR core course*

*HI 103, HI 104: HI-1 core course*

#### Year Two — Fall

|        |   |
|--------|---|
| EN 200 | Approaches to Literary Study *  |
| PH 100 | Introduction to Philosophy *  |
| EN 202 | Global Literary Voices I *  |
|        | OR  |
| EN 204 | Global Literary Voices II *   |
|        | OR  |
| EN 230 | American Voices *   |
|        | OR  |
| EN 231 | Literature of the British Isles *                                       |
|        | Introductory Social Science (SS-1) core course in a second discipline * |
|        | One (1) elective  |

*PH 100: PH-1 core course*

*EN 200: DSINQ and WI course*

*EN 202: LT-1 core course*

*EN 204: GP and LT-1 core course*

*EN 230: LT-1 core course*

*EN 231: LT-1 core course*

#### Year Two — Spring

|        |                             |
|--------|-----------------------------|
| EN 202 | Global Literary Voices I *  |
|        | OR                          |
| EN 204 | Global Literary Voices II * |
|        | OR                          |



|        |   |
|--------|---|
| EN 230 | American Voices *   |
|        | OR  |
| EN 231 | Literature of the British Isles *   |
| MA     | Mathematics (MT) core course *  |
|        | Introductory Social Science (SS-1) in a third discipline or Second Natural Science (NS) core course * |
|        | One (1) elective - 2nd DSINQ course required if not already completed *                               |
|        | One (1) elective  |

**Year Three — Fall**

|        |  |
|--------|--|
| EN 202 | Global Literary Voices I *                       |
|        | OR   |
| EN 204 | Global Literary Voices II *                      |
|        | OR   |
| EN 230 | American Voices *                                |
|        | OR   |
| EN 231 | Literature of the British Isles *                |
|        | Advanced Social Science (SS-2) core course*      |
|        | One (1) major elective at the 200 level or above |
|        | One (1) major elective at the 300-level or above |
|        | One (1) elective                                 |

**Year Three — Spring**

|        |   |
|--------|---|
| EN 301 | The Writing Process: Theory and Practice *  |
|        | OR  |
| EN 308 | Style and Revision *  |
|        |   |
|        | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course * |
|        | Two (2) major electives - EN 321 or above   |
|        | Two (2) electives   |

**Year Four — Fall**

|        |   |
|--------|---|
| EN 424 | Senior Seminar *  |
|        | One (1) elective  |
|        | One (1) elective - GP course if not already completed * |
|        | One (1) EN/HUM 5XX elective                             |

*EN 424: DSINQ and WI course*

**Year Four — Spring**

|        |  |
|--------|--|
| EN 590 | Major Author(s)  |
|        | One (1) elective   |
|        | Fine Arts (FNA) or Advanced History (HI-2) core course * |
| EN 400 | Internship *   |
|        | One (1) EN/HUM 5XX elective                              |

*EN 400: EXP course*

**Year Five — Spring**

|  |   |
|--|---|
|  | Three (3) graduate electives in EN or HUM |
|--|---|

**Year Five — Fall**

|  |   |
|--|---|
|  | Three (3) graduate electives in EN or HUM |
|--|---|

**Year Five — Summer**

|         |                  |
|---------|------------------|
| EN 690  | Practicum        |
|         | OR               |
| HUM 690 | Practicum        |
|         | OR               |
| EN 695  | Master's Project |
|         | OR               |
| HUM 695 | Master's Project |

**Media and Performance Track**

This degree requires a total of 147 credits.

**Liberal Arts Core and University Requirements**

See University Requirements and the Liberal Arts Core (p. 101) for details. English majors will satisfy part of the three-course university Writing Intensive (WI) requirement through: EN 200 Approaches to Literary Study and EN 424 Senior Seminar.

**Media and Performance Track Requirements**

|         |   |
|---------|---|
| EN 200  | Approaches to Literary Study *                              |
| EN 240  | Introduction to Film and Visual Studies *                   |
| EN 207  | Theater History *   |
|         | OR  |
| EN 220  | The Movie or the Book? Narrative Adaptation in the Cinema * |
| AH 201  | Introduction to Art History: Ancient to Medieval            |
|         | OR  |
| AH 202  | Introduction to Art History: Renaissance to Modern          |
| EN 321  | Modern Drama *  |
|         | OR  |
| EN 355  | Shakespeare *   |
| EN 400  | Internship *  |
| EN 424  | Senior Seminar *  |
|         | OR  |
| GMD 404 | Performance Media Lab *                                     |
| EN 560  | Topics in Performance                                       |

**Media and Performance Electives**

Take three (3) credits from the following:

|        |                                   |
|--------|-----------------------------------|
| EN 202 | Global Literary Voices I *        |
| EN 204 | Global Literary Voices II *       |
| EN 230 | American Voices *                 |
| EN 231 | Literature of the British Isles * |

**Media and Performance Electives**

Take nine (9) credits from the following:

|        |                  |
|--------|------------------|
| EN 212 | Topics in Acting |
|--------|------------------|

|          |  |
|----------|--|
| EN 235   | Digital and Nonlinear Storytelling *                             |
| EN 270   | Approaches to Creative Writing *                                 |
| EN 360   | Book Histories, Book Futures *                                   |
| EN 390   | Digital Projects in the Humanities *<br>OR                       |
| HU 390   | Digital Projects in the Humanities *                             |
| COMM 101 | Public Speaking  |
| COMM 204 | Video Production: Multimedia<br>Communication                    |
| GMD 202  | Illustration I *   |
| GMD 203  | Digital Photography  |
| GMD 205  | Video Production: Promotional and<br>Informational Communication |
| GMD 308  | Web and Social Media Design                                      |

**English and Humanities Electives**

Take fifteen to twenty-four (15-24) credits in English above 501.

Take three to twelve (3-12) credits in Humanities, History, Fine Arts, Philosophy, or TRS at the 500 level.

**MA Capstone Project**

Take EN 690, EN 695, HUM 690 or HUM 695 for three (3) credits.

**Sample Degree Plan — English (Media and Performance Track)**

Please note that this is a sample plan; all students must consult with an advisor in making course selections. This sample plan is based on the media and performance track and will differ for students pursuing other tracks.

**Year One — Fall**

|          |  |
|----------|--|
| EN 101   | Composition I *                                  |
|          | Introductory Social Science (SS-1) core course * |
| TRS 100  | Theological Inquiry *                            |
| CNCT 100 | Connections *                                    |
|          | One (1) elective                                 |

EN 101: WR core course

TRS 100: TRS-1 core course

**Year One — Spring**

|        |   |
|--------|---|
| EN 102 | Composition II *  |
|        | Introductory History (HI-1) core course -<br>HI 103 or HI 104 recommended * |
|        | Natural Science (NS) core course with<br>lab *                              |
|        | Two (2) electives   |

EN 102: WR core course

HI 103, HI 104: HI-1 core course

**Year Two — Fall**

|        |   |
|--------|---|
| EN 200 | Approaches to Literary Study *            |
| EN 240 | Introduction to Film and Visual Studies * |

|        |  |
|--------|--|
| EN 202 | Global Literary Voices I *<br>OR   |
| EN 204 | Global Literary Voices II *<br>OR  |
| EN 230 | American Voices *<br>OR  |
| EN 231 | Literature of the British Isles *  |
| PH 100 | Introduction to Philosophy *   |
|        | Introductory Social Science (SS-1) core<br>course in a second discipline * |

PH 100: PH-1 core course

EN 200: DSINQ and WI course

EN 202: LT-1 core course

EN 204: GP and LT-1 core course

EN 230: LT-1 core course

EN 231: LT-1 core course

EN 240: DSINQ, LT-1, and WI course

**Year Two — Spring**

|        |   |
|--------|---|
| EN 207 | Theater History *<br>OR   |
| EN 220 | The Movie or the Book? Narrative<br>Adaptation in the Cinema *  |
|        | One (1) support skills major elective   |
| MA     | Mathematics (MT) core course *  |
|        | Introductory Social Science (SS-1) in a<br>third discipline or Second Natural<br>Science (NS) core course * |
|        | One (1) elective  |

**Year Three — Fall**

|        |   |
|--------|---|
| EN 321 | Modern Drama *<br>OR  |
| EN 355 | Shakespeare *   |
|        | One (1) support skills major elective   |
|        | Advanced Social Science (SS-2) core<br>course *   |
|        | Advanced Theology/Religious Studies<br>(TRS-2) or Theological Ethics (TRS-E)<br>core course * |
|        | Two (2) electives   |

EN 321 or EN 355: LT-2 core course

**Year Three — Spring**

|    |   |
|----|---|
|    | One (1) major elective at the 300-level or<br>above                           |
|    | One (1) support skills major elective   |
| PH | Advanced Philosophy (PH-2) or<br>Philosophical Ethics (PH-E) core<br>course * |
|    | One (1) elective - 2nd DSINQ course<br>required if not already completed *    |
|    | Two (2) electives   |

**Year Four — Fall**

|        |                        |
|--------|------------------------|
| EN 424 | Senior Seminar *<br>OR |
|--------|------------------------|

|         |   |
|---------|---|
| GMD 404 | Performance Media Lab *                                 |
|         | One (1) major elective                                  |
|         | One (1) elective - GP course if not already completed * |
|         | One (1) EN/HUM 5XX elective                             |
| EN 501  | Building Textual Interpretation                         |

EN 424: *DSINQ* and *WI* course

#### Year Four — Spring

|        |  |
|--------|--|
| AH 201 | Introduction to Art History: Ancient to Medieval   |
|        | OR   |
| AH 202 | Introduction to Art History: Renaissance to Modern |
| EN 560 | Topics in Performance                              |
| EN 400 | Internship *                                       |
|        | One (1) elective                                   |
|        | One (1) EN/HUM 5XX elective                        |

EN 400: *EXP* core course

#### Year Five — Fall

|  |   |
|--|---|
|  | Three (3) graduate electives in EN or HUM |
|--|---|

#### Year Five — Spring

|  |   |
|--|---|
|  | Three (3) graduate electives in EN or HUM |
|--|---|

#### Year Five — Summer

|         |                  |
|---------|------------------|
| EN 690  | Practicum        |
|         | OR               |
| HUM 690 | Practicum        |
|         | OR               |
| EN 695  | Master's Project |
|         | OR               |
| HUM 695 | Master's Project |

### Writing Track

This degree requires a total of 147 credits.

#### Liberal Arts Core and University Requirements

See University Requirements and the Liberal Arts Core (p. 101) for details. English majors will satisfy part of the three-course university Writing Intensive (WI) requirement through: EN 200 Approaches to Literary Study and EN 424 Senior Seminar. In addition, majors on the writing track must take EN 301 The Writing Process and EN 308 Style and Revision.

#### Writing Track Requirements

|        |  |
|--------|--|
| EN 200 | Approaches to Literary Study *             |
| EN 211 | Principles of Language                     |
| EN 301 | The Writing Process: Theory and Practice * |
| EN 308 | Style and Revision *                       |
| EN 400 | Internship *                               |
| EN 424 | Senior Seminar *                           |

### Writing Track Electives

Take six (6) credits from the following:

|        |                                   |
|--------|-----------------------------------|
| EN 202 | Global Literary Voices I *        |
| EN 204 | Global Literary Voices II *       |
| EN 230 | American Voices *                 |
| EN 231 | Literature of the British Isles * |

### Writing Track Electives

Take three (3) credits in advanced literature (LT-2). See Liberal Arts Core (p. 101) requirements for more information.

Take nine (9) credits in English and/or communication writing courses.

Take EN 559 Studies in Creative Writing (3)

Take three (3) credits in support skills electives in digital publishing.

Take EN 501 for three (3) credits.

### English and Humanities Electives

Take fifteen to twenty-four (15-24) credits in English above 501.

Take three to twelve (3-12) credits in Humanities, History, Fine Arts, Philosophy, or TRS at the 500 level.

### MA Capstone Project

Take EN 690, EN 695, HUM 690 or HUM 695 for three (3) credits.

### Sample Degree Plan — English (Writing)

Please note that this is a sample plan; all students must consult with an advisor in making course selections. This sample plan is based on the writing track and will differ for students pursuing other tracks.

#### Year One — Fall

|          |  |
|----------|--|
| EN 101   | Composition I *                                  |
|          | Introductory Social Science (SS-1) core course * |
| TRS 100  | Theological Inquiry *                            |
| CNCT 100 | Connections *                                    |
|          | One (1) elective                                 |

EN 101: *WR* core course

TRS 100: *TRS-1* core course

#### Year One — Spring

|        |  |
|--------|--|
| EN 102 | Composition II *   |
|        | Introductory History (HI-1) core course - HI 103 or HI 104 recommended * |
|        | Natural Science (NS) core course with lab *                              |
|        | Two (2) electives  |

EN 102: *WR* core course

*HI 103, HI 104: HI-1 core course*

**Year Two — Fall**

|        |   |
|--------|---|
| EN 200 | Approaches to Literary Study *  |
| EN 202 | Global Literary Voices I *  |
|        | OR  |
| EN 204 | Global Literary Voices II *   |
|        | OR  |
| EN 230 | American Voices *   |
|        | OR  |
| EN 231 | Literature of the British Isles *                                       |
| PH 100 | Introduction to Philosophy *  |
|        | Introductory Social Science (SS-1) core course in a second discipline * |
|        | One (1) elective  |

*PH 100: PH-1 core course*

*EN 200: DSINQ and WI course*

*EN 202: LT-1 core course*

*EN 204: GP and LT-1 core course*

*EN 230: LT-1 core course*

*EN 231: LT-1 core course*

**Year Two — Spring**

|        |   |
|--------|---|
| EN 211 | Principles of Language  |
| EN 202 | Global Literary Voices I *  |
|        | OR  |
| EN 204 | Global Literary Voices II *   |
|        | OR  |
| EN 230 | American Voices *   |
|        | OR  |
| EN 231 | Literature of the British Isles *   |
| MA     | Mathematics (MT) core course *  |
|        | Introductory Social Science (SS-1) in a third discipline or Second Natural Science (NS) core course * |
|        | Advanced Literature (LT-2) core course *  |

**Year Three — Fall**

|        |   |
|--------|---|
| EN 301 | The Writing Process: Theory and Practice *  |
|        | One (1) support skills major elective   |
|        | Advanced Social Science (SS-2) core course *  |
|        | Fine Arts (FNA) or Advanced History (HI-2) core course *                                |
|        | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course * |
|        | One (1) elective  |

*EN 301: DSINQ and WI course*

**Year Three — Spring**

|        |   |
|--------|---|
| EN 308 | Style and Revision *  |
|        | Two (2) major electives - writing   |
|        | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course * |

|  |   |
|--|---|
|  | One (1) elective - 2nd DSINQ course required if not already completed * |
|  | One (1) elective  |

**Year Four — Fall**

|        |   |
|--------|---|
| EN 424 | Senior Seminar *  |
|        | One (1) major elective - writing                        |
|        | One (1) elective - GP course if not already completed * |
| EN 501 | Building Textual Interpretation                         |
|        | One (1) EN/HUM 5XX elective                             |

*EN 424: DSINQ and WI course*

**Year Four — Spring**

|        |                             |
|--------|-----------------------------|
| EN 559 | Studies in Creative Writing |
| EN 400 | Internship *                |
|        | Two (2) electives           |
|        | One (1) EN/HUM 5XX elective |

*EN 400: EXP core course*

**Year Five — Fall**

|  |   |
|--|---|
|  | Three (3) graduate electives in EN or HUM |
|--|---|

**Year Five — Spring**

|  |   |
|--|---|
|  | Three (3) graduate electives in EN or HUM |
|--|---|

**Year Five — Summer**

|         |                  |
|---------|------------------|
| EN 690  | Practicum        |
|         | OR               |
| HUM 690 | Practicum        |
|         | OR               |
| EN 695  | Master's Project |
|         | OR               |
| HUM 695 | Master's Project |

**English (B.A.) to M.B.A. Program**

This pre-M.B.A. program allows advanced English students to begin to pursue their M.B.A. degree while completing their undergraduate program. If students begin their graduate coursework while completing their undergraduate programs, they could earn their undergraduate and graduate degrees at an accelerated rate.

English students can supplement their undergraduate coursework with up to six credits of specified M.B.A. graduate courses. The M.B.A. courses would satisfy both graduate and undergraduate program requirements.

Students would be allowed to enroll in up to four graduate-level M.B.A. courses while completing undergraduate coursework; however, only two of those courses (six credits) would be eligible for application to the undergraduate degree. If students opt to take an additional two courses at the graduate level while completing the undergraduate degree, these courses would only apply to the graduate program requirements.

All four graduate courses would satisfy M.B.A. program requirements.

### Admission Requirements

In addition to meeting the university's undergraduate admission requirements, students are permitted to submit an application and, if approved, take graduate M.B.A. courses if they have

- at least 60 credits but no more than 90 credits and
- a minimum cumulative GPA of 3.4.

### MBA Courses

|         |                                 |
|---------|---------------------------------|
| MBA 511 | Management Foundations          |
| MBA 512 | Accounting for Managers         |
| MBA 515 | Management in Organizations     |
| MBA 521 | Marketing Concepts and Practice |

### English (B.A.) 3+3 Partnership with Catholic University Law School

Marymount has a direct-entry affiliation agreement with Catholic University's Columbus School of Law. This enables qualified third-year Marymount students in designated majors to be admitted to the first year of law school during their senior year at Marymount. English students who are interested in direct entry to the Columbus School of Law after their junior year at Marymount should discuss the 3+3 partnership with their advisor as soon as they become interested. The advisor will guide students through the selection of Marymount courses and refer them to the Office of Admissions of the Columbus School of Law as potential applicants. Qualified students may receive credit from both Marymount and Catholic University for a maximum of 29 credits taken at the Columbus School of Law. For more information and details on eligibility, please see Pre-Law Studies and Advising (p. 92).

### Sample Degree Plan — English 3+3 Partnership with Catholic University Law School

Please note that this is a sample plan; all students must consult with an advisor in making course selections. This sample plan is based on the literature track and will differ for students pursuing other tracks.

#### Year One — Fall

|          |  |
|----------|--|
| EN 101   | Composition I *  |
| CNCT 100 | Connections *  |
|          | Introductory History (HI-1) core course - HI 103 or HI 104 recommended * |
| MA       | Mathematics (MT) core course *   |
|          | Introductory Social Science (SS-1) core course *                         |
|          | One (1) elective   |

EN 101: WR core course

HI 103, HI 104: HI-1 core course

#### Year One — Spring

|         |   |
|---------|---|
| EN 102  | Composition II *  |
| TRS 100 | Theological Inquiry *   |
|         | Natural Science (NS) core course with lab *                             |
|         | Introductory Social Science (SS-1) core course in a second discipline * |
|         | One (1) elective  |

EN 102: WR core course

TRS 100: TRS-1 core course

#### Year Two — Fall

|        |   |
|--------|---|
| EN 200 | Approaches to Literary Study *  |
| EN 202 | Global Literary Voices I *  |
|        | OR  |
| EN 204 | Global Literary Voices II *   |
|        | OR  |
| EN 230 | American Voices *   |
|        | OR  |
| EN 231 | Literature of the British Isles *   |
| PH 100 | Introduction to Philosophy *  |
|        | Fine Arts (FNA) or Advanced History (HI-2) core course *  |
|        | Introductory Social Science (SS-1) in a third discipline or Second Natural Science (NS) core course * |

EN 200: DSINQ and WI core course

EN 202: LT-1 core course

EN 204: GP and LT-1 core course

EN 230: LT-1 core course

EN 231: LT-1 core course

PH 100: PH-1 core course

#### Year Two — Spring

|        |   |
|--------|---|
| EN 202 | Global Literary Voices I *  |
|        | OR  |
| EN 204 | Global Literary Voices II *   |
|        | OR  |
| EN 230 | American Voices *   |
|        | OR  |
| EN 231 | Literature of the British Isles *   |
| EN 301 | The Writing Process: Theory and Practice *  |
|        | OR  |
| EN 308 | Style and Revision *  |
|        | One (1) major elective at the 200 level or above  |
|        | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course * |
|        | Advanced Social Science (SS-2) core course *  |

#### Year Three — Fall

|        |                            |
|--------|----------------------------|
| EN 202 | Global Literary Voices I * |
|--------|----------------------------|

|        |   |
|--------|---|
| EN 204 | OR<br>Global Literary Voices II *                                       |
| EN 230 | OR<br>American Voices *   |
| EN 231 | OR<br>Literature of the British Isles *                                 |
| EN 424 | Senior Seminar *  |
|        | Two (2) major electives - EN 321 or above                               |
| PH     | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course * |

*EN 424: DSINQ and WI core course*

### **Year Three — Spring**

|        |   |
|--------|---|
| EN 400 | Internship *  |
| EN 490 | Major Author(s) *                                       |
|        | One (1) major elective at the 200 level or above        |
|        | One (1) major elective - EN 321 or above                |
|        | One (1) elective - GP course if not already completed * |

*EN 400: EXP core course*

*EN 490: DSINQ and LT-2 core course*

### **Year Four — Fall (classes to be completed at Columbus School of Law)**

Criminal Law (substitute for elective)

Civil Procedure (yearlong course split over fall and spring — substitute for elective)

Lawyering Skills (yearlong course split over fall and spring — substitute for elective)

Contracts (yearlong course split over fall and spring — substitute for elective)

### **Year Four — Spring (classes to be completed at Columbus School of Law)**

Contracts (yearlong course split over fall and spring)

Lawyering Skills (yearlong course split over fall and spring)

Civil Procedure (yearlong course split over fall and spring)

Property (substitute for elective)

Torts (substitute for elective)

Constitutional Law (substitute for elective)

\* Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core (p. 101) and the Course Descriptions (p. 318) for further information.

### **English with Secondary Teaching Licensure (B.A. in English)**

This program of study allows students to complete a baccalaureate degree in English and also be licensed to teach secondary English at the end of four years. Students pursuing licensure in this manner complete all requirements necessary for Virginia licensure, including field experience and student teaching.

**Admission Requirements:** Students in this program must seek admission to the teacher licensure program and apply for student teaching. See the education section (p. 195) for admission requirements and procedures.

**Degree Planning:** Students in this program must take courses as specified to ensure fulfillment of state licensure requirements. Also, course rotations vary, and not every course is available each semester. Individual advising is important to ensure students meet all major and teaching licensure requirements.

Also, course rotations vary, and not every course is available each semester. Individual advising is important to ensure students meet all major and teaching licensure requirements.

**Minimum Grade Requirements:** Students must maintain a 3.0 grade point average in their major. A grade of a C or better is required in professional studies courses. Professional studies courses are those associated with teacher preparation. An overall 2.5 GPA is required.

### **Degree Requirements — English with Secondary Teaching Licensure (B.A. in English)**

This degree requires a total of 120 credits.

#### **Liberal Arts Core and University Requirements**

See University Requirements and the Liberal Arts Core (p. 101) for details. Writing Intensive course requirements for this program are satisfied in this way: EN 200 Approaches to Literary Study, EN 424 Senior Seminar, and EN 490 Major Author(s).

#### **Major Requirements**

To fulfill the requirements of the major, all students in this program will take the following coursework in a sequence determined in collaboration with an advisor. Some courses also satisfy Liberal Arts Core and/or University Requirements. Some coursework fulfills teaching licensure requirements as specified by the Commonwealth of Virginia.

|          |   |
|----------|---|
| EN 212   | Topics in Acting<br>OR  |
| COMM 101 | Public Speaking   |
| HI 103   | The West and the World I *  |
| HI 104   | The West and the World II *   |
| HI 110   | History of the United States to 1877 *                              |
| HI 111   | History of the United States since 1877 *                           |
| ED 200SL | Foundations of Teaching and Learning                                |
| ED 254   | Technology for the K-12 Classroom                                   |
| ED 337   | Literacy in the Content Areas                                       |
| ED 338   | Secondary Education: Curriculum and Methods                         |
| ED 351   | Assessment to Support Learning in K-12                              |
| ED 368   | Secondary Teaching Methods in English                               |
| ED 452   | Managing the K-12 Classroom   |
| ED 460S  | Student Teaching: Secondary *                                       |
| EN 200   | Approaches to Literary Study *                                      |
| EN 202   | Global Literary Voices I *  |
| EN 204   | Global Literary Voices II *   |
| EN 230   | American Voices *   |
| EN 231   | Literature of the British Isles *                                   |
| EN 211   | Principles of Language  |
| EN 240   | Introduction to Film and Visual Studies *                           |
| EN 220   | The Movie or the Book? Narrative Adaptation in the Cinema *         |
| EN 301   | The Writing Process: Theory and Practice *                          |
| EN 424   | Senior Seminar *  |
| EN 490   | Major Author(s) *   |
| EN 351   | Literature of Childhood and Adolescence *                           |
| EN 345   | Ethnic Literary Traditions *  |
|          | Three (3) credits of literature electives at the 200-level or above |
|          | Three (3) credits of literature electives at the 300-level or above |
| PSY 110  | Human Growth and Development *                                      |
| PSY 341  | Psychology of Individuals with Exceptionalities *                   |

*ED 452 and ED 460S must be taken at the same time.*

### Sample Degree Plan — English with Secondary Teaching Licensure (B.A. in English)

Please note that this is a sample plan; all students must consult with an advisor in making course selections.

#### Year One — Fall

|        |                            |
|--------|----------------------------|
| EN 101 | Composition I *            |
| HI 103 | The West and the World I * |

|          |   |
|----------|---|
| HI 104   | OR<br>The West and the World II *               |
| HI 110   | OR<br>History of the United States to 1877 *    |
| HI 111   | OR<br>History of the United States since 1877 * |
| PSY 110  | Human Growth and Development *                  |
| CNCT 100 | Connections *                                   |
| MA       | Mathematics (MT) core course *                  |

*EN 101: WR core course*

*HI 103, HI 104, HI 110, HI 111: HI-1 core course*

*PSY 110: SS-1 core course*

#### Year One — Spring

|          |  |
|----------|--|
| EN 212   | Topics in Acting<br>OR                     |
| COMM 101 | Public Speaking                            |
| EN 102   | Composition II *                           |
| TRS 100  | Theological Inquiry *                      |
|          | Natural Science (NS) core course with lab* |
|          | One (1) elective                           |

*EN 102: WR core course*

*TRS 100: TRS-1 core course*

#### Year Two — Fall

|          |  |
|----------|--|
| ED 200SL | Foundations of Teaching and Learning   |
| EN 211   | Principles of Language   |
| EN 200   | Approaches to Literary Study *   |
| PH 100   | Introduction to Philosophy *   |
|          | Introductory Social Science (SS-1) core course (economics, politics, or sociology) * |

*PH 100: PH-1 core course*

*EN 200: DSINQ and WI course*

#### Year Two — Spring

|        |  |
|--------|--|
| ED 254 | Technology for the K-12 Classroom          |
| ED 351 | Assessment to Support Learning in K-12     |
| EN 202 | Global Literary Voices I *                 |
| EN 204 | OR<br>Global Literary Voices II *          |
| EN 230 | American Voices *                          |
| EN 301 | The Writing Process: Theory and Practice * |

*EN 202: LT-1 core course*

*EN 204: GP and LT-1 core course*

*EN 301: WI course*

#### Year Three — Fall

|         |   |
|---------|---|
| ED 338  | Secondary Education: Curriculum and Methods       |
| EN 231  | Literature of the British Isles *                 |
| EN 351  | Literature of Childhood and Adolescence *         |
| PSY 341 | Psychology of Individuals with Exceptionalities * |

|  |   |
|--|---|
|  | Three (3) credits of literature electives at the 200-level or above |
|--|---|

*EN 351: LT-2 core course*

*PSY 341: SS-2 core course*

### Year Three — Spring

|        |   |
|--------|---|
| ED 337 | Literacy in the Content Areas   |
| EN 240 | Introduction to Film and Visual Studies *   |
| EN 220 | OR<br>The Movie or the Book? Narrative Adaptation in the Cinema *                                     |
|        | Fine Arts (FNA) or Advanced History (HI-2) core course *  |
| PH     | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course *                               |
|        | Introductory Social Science (SS-1) in a third discipline or Second Natural Science (NS) core course * |

### Year Four — Fall

|        |   |
|--------|---|
| EN 424 | Senior Seminar *  |
| ED 368 | Secondary Teaching Methods in English   |
| EN 345 | Ethnic Literary Traditions *  |
|        | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course * |
|        | Three (3) credits of literature electives at the 300-level or above                     |

*EN 424: DSINQ and WI course*

### Year Four — Spring

|         |   |
|---------|---|
| ED 452  | Managing the K-12 Classroom                             |
| ED 460S | Student Teaching: Secondary *                           |
| EN 490  | Major Author(s) *                                       |
|         | One (1) elective - GP course if not already completed * |

*ED 460S: EXP course*

*EN 490: DSINQ course*

\* Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core (p. 101) and the Course Descriptions (p. 318) for further information.

### History (B.A.)

History is the story of past human events and the study of social, cultural, or intellectual continuity and change over time. The history program at Marymount focuses primarily on the areas of European and American history. Resources for the study of history in the Washington area are extraordinary, and many students find opportunities to witness firsthand history-making events in this capital city.

The history major — traditionally a preparation for careers in law, business, teaching, research, and many

other fields — includes courses essential to the study of the European and American traditions. The requirements of the major are deliberately flexible to accommodate a variety of options within the discipline and with other fields of study.

Internship opportunities in the Washington area are outstanding. The study abroad program offers internship and study programs in numerous locations. The most popular destinations include England, Ireland, and Italy.

History majors are encouraged to consider a minor concentration in another discipline.

Upon successful completion of the history program, students will be able to

- demonstrate the ability to critically analyze and assess primary and secondary sources within their historical contexts;
- demonstrate the ability to interpret history through research and synthesis of evidentiary sources and application of theory and method; and
- demonstrate the ability to apply historical knowledge effectively through the construction and communication of oral and written arguments in a professional forum.

Minors are offered in history and public history. Please see the School of Humanities minors (p. 262) section for details.

### Degree Requirements — History

This degree requires a total of 120 credits.

### Liberal Arts Core and University Requirements

See University Requirements and the Liberal Arts Core (p. 101) for details. History majors will satisfy the three-course university Writing Intensive (WI) requirement in the following way: HI 250 Research and Writing and HI 420 Senior Seminar, and one elective course from HI 322 Colonial and Revolutionary America or HI 365 History of Medieval Europe.

### Major Requirements

To fulfill the requirements of the major, all students in this program will take the following coursework in a sequence determined in collaboration with an advisor. Some courses also satisfy Liberal Arts Core and/or University Requirements.

|        |   |
|--------|---|
| HI 103 | The West and the World I *                |
| HI 104 | The West and the World II *               |
| HI 110 | History of the United States to 1877 *    |
| HI 111 | History of the United States since 1877 * |
| HI 250 | Historical Research and Writing *         |



|          |                               |
|----------|-------------------------------|
| HI 400   | Internship *<br>OR            |
| HI 400SL | Service Learning Internship * |
| HI 420   | Senior Seminar *              |

Eighteen (18) credits in history electives at the 300 level.

### Sample Degree Plan — History

Please note that this is a sample plan; all students must consult with an advisor in making course selections.

#### Year One — Fall

|          |  |
|----------|--|
| HI 103   | The West and the World I *   |
| EN 101   | Composition I *  |
| MA       | Mathematics (MT) core course *   |
|          | Introductory Social Science (SS-1) core course - POL 104 recommended * |
| CNCT 100 | Connections *  |

*EN 101: WR core course*

*HI 103: HI-1 core course*

#### Year One — Spring

|         |   |
|---------|---|
| HI 104  | The West and the World II *   |
| EN 102  | Composition II *  |
|         | Introductory Social Science (SS-1) core course in a second discipline * |
|         | Natural Science (NS) core course with lab *                             |
| TRS 100 | Theological Inquiry *   |

*EN 102: WR core course*

*TRS 100: TRS-1 core course*

#### Year Two — Fall

|        |  |
|--------|--|
| HI 110 | History of the United States to 1877 *       |
| HI 250 | Historical Research and Writing *            |
| EN     | Introductory Literature (LT-1) core course * |
| PH 100 | Introduction to Philosophy *                 |
|        | One (1) elective                             |

*PH 100: PH-1 core course*

*HI 250: DSINQ and WI course*

#### Year Two — Spring

|        |   |
|--------|---|
| HI 111 | History of the United States since 1877 *   |
|        | Fine Arts (FNA) or Advanced Literature (LT-2) core course *   |
|        | Introductory Social Science (SS-1) in a third discipline or Second Natural Science (NS) core course * |
|        | Two (2) electives   |

#### Year Three — Fall

|  |  |
|--|--|
|  | One (1) 300-level history (HI-2) core course * |
|  | One (1) 300-level history course               |
|  | Advanced Theology/Religious Studies            |

|  |   |
|--|---|
|  | (TRS-2) or Theological Ethics (TRS-E) core course *         |
|  | One (1) elective - 2nd WI course if not already completed * |
|  | One (1) elective  |

#### Year Three — Spring

|    |   |
|----|---|
|    | Two (2) 300-level history courses                                       |
| PH | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course * |
|    | Advanced Social Science (SS-2) core course (politics recommended) *     |
|    | One (1) elective - 2nd DSINQ course required if not already completed * |

#### Year Four — Fall

|  |                                   |
|--|-----------------------------------|
|  | Two (2) 300-level history courses |
|  | Three (3) electives               |

#### Year Four — Spring

|          |   |
|----------|---|
| HI 400   | Internship *<br>OR                                      |
| HI 400SL | Service Learning Internship *                           |
| HI 420   | Senior Seminar *  |
|          | One (1) 300-level history course                        |
|          | One (1) elective - GP course if not already completed * |
|          | One (1) elective  |

*HI 400: EXP course. Internship may be taken for 6 credits or 3 credits plus one (1) 300-level history course.*

*HI 420: DSINQ and WI course*

\* Fulfills Liberal Arts Core/University Requirements.

See University Requirements and the Liberal Arts Core (p. 101) and the Course Descriptions (p. 318) for further information.

### History/Social Science with Secondary Teaching Licensure (B.A. in History)

This program of study allows students to complete a baccalaureate degree in history and also be licensed to teach secondary history and social science at the end of four years. Students pursuing licensure in this manner complete all requirements necessary for Virginia licensure, including field experiences and student teaching.

**Admission Requirements:** Students in this program must seek admission to the teacher licensure program and apply for student teaching. See the education section (p. 195) for admission requirements and procedures.

**Degree Planning:** Students in this program must take courses as specified to ensure fulfillment of state licensure requirements. Course rotations vary, and not

every course is available each semester. Course rotations are specified in the course descriptions in this catalog. Individual advising is important to ensure students meet all major and teaching licensure requirements.

Also, course rotations vary, and not every course is available each semester. Course rotations are specified in the course descriptions in this catalog. Individual advising is important to ensure students meet all major and teaching licensure requirements.

**Minimum Grade Requirements:** Students must maintain a 3.0 grade point average in their major. A grade of a C or better is required in professional studies courses. Professional studies courses are those associated with teacher preparation. An overall 2.5 GPA is required.

### Degree Requirements — History/Social Science with Secondary Teaching Licensure (B.A. in History)

This degree requires a total of 122 credits.

#### Liberal Arts Core and University Requirements

See University Requirements and the Liberal Arts Core (p. 101) for details. Students will satisfy the three-course university Writing Intensive (WI) requirement in the following way: HI 250 Historical Research and Writing, HI 322 Colonial and Revolutionary America, and HI 420 Senior Seminar. (If the student elects to take HI 327 Race and Myth in Southern History, another WI course must be substituted for HI 322 Colonial and Revolutionary America.)

#### Major Requirements

To fulfill the requirements of the major, all students in this program will take the following coursework in a sequence determined in collaboration with an advisor. Some courses also satisfy Liberal Arts Core and/or University Requirements. Some coursework fulfills teaching licensure requirements as specified by the Commonwealth of Virginia.

|          |  |
|----------|--|
| ECO 211  | Principles of Macroeconomics *                           |
| ED 200SL | Foundations of Teaching and Learning                     |
| ED 254   | Technology for the K-12 Classroom                        |
| ED 337   | Literacy in the Content Areas                            |
| ED 338   | Secondary Education: Curriculum and Methods              |
| ED 351   | Assessment to Support Learning in K-12                   |
| ED 367   | Secondary Teaching Methods in History and Social Science |
| ED 452   | Managing the K-12 Classroom                              |
| ED 460S  | Student Teaching: Secondary *                            |
| GEO 201  | Introduction to Geography                                |

|         |   |
|---------|---|
| HI 103  | The West and the World I *                        |
| HI 104  | The West and the World II *                       |
| HI 110  | History of the United States to 1877 *            |
| HI 111  | History of the United States since 1877 *         |
| HI 114  | Introduction to World History *                   |
| HI 250  | Historical Research and Writing *                 |
| HI 311  | Modern European History: 1914 to the Present *    |
|         | OR  |
| HI 350  | Modern United States History *                    |
| HI 322  | Colonial and Revolutionary America *              |
|         | OR  |
| HI 327  | Race and Myth in Southern History *               |
| HI 420  | Senior Seminar *                                  |
|         | Twelve (12) credits in 300-level history courses  |
| POL 103 | Comparative Politics *                            |
| POL 104 | American Government *                             |
| PSY 110 | Human Growth and Development *                    |
| PSY 341 | Psychology of Individuals with Exceptionalities * |

*ED 452 and ED 460S must be taken at the same time.*

### Sample Degree Plan — History/Social Science with Secondary Teaching Licensure (B.A. in History)

Please note that this is a sample plan; all students must consult with an advisor in making course selections.

#### Year One — Fall

|          |                                |
|----------|--------------------------------|
| HI 103   | The West and the World I *     |
| EN 101   | Composition I *                |
| POL 104  | American Government *          |
| MA       | Mathematics (MT) core course * |
| CNCT 100 | Connections *                  |

*HI 103: HI-1 core course*

*EN 101: WR core course*

*POL 104: SS-1 core course*

#### Year One — Spring

|         |                                |
|---------|--------------------------------|
| HI 104  | The West and the World II *    |
| EN 102  | Composition II *               |
| POL 103 | Comparative Politics *         |
| PSY 110 | Human Growth and Development * |
| TRS 100 | Theological Inquiry *          |

*EN 102: WR core course*

*PSY 110: SS-1 core course*

*TRS 100: TRS-1 core course*

*POL 103: GP course*

#### Year Two — Fall

|          |   |
|----------|---|
| HI 110   | History of the United States to 1877 *  |
| HI 250   | Historical Research and Writing *       |
| ECO 211  | Principles of Macroeconomics *          |
| ED 200SL | Foundations of Teaching and Learning    |
|          | One (1) elective - 2nd WI course if not |

|  |                     |
|--|---------------------|
|  | already completed * |
|--|---------------------|

*HI 250: DSINQ and WI course*

*ECO 211: SS-1 core course*

*ED 200SL: DSINQ core course*

#### Year Two — Spring

|         |   |
|---------|---|
| HI 111  | History of the United States since 1877 *         |
| ED 254  | Technology for the K-12 Classroom                 |
| PSY 341 | Psychology of Individuals with Exceptionalities * |
| PH 100  | Introduction to Philosophy *                      |
| EN      | Introductory Literature (LT-1) core course *      |

*PH 100: PH-1 core course*

*PSY 341: SS-2 core course*

#### Year Three — Fall

|        |   |
|--------|---|
| HI 114 | Introduction to World History *                             |
| HI 311 | Modern European History: 1914 to the Present *              |
|        | OR  |
| HI 350 | Modern United States History *                              |
| ED 338 | Secondary Education: Curriculum and Methods                 |
| ED 351 | Assessment to Support Learning in K-12                      |
|        | Fine Arts (FNA) or Advanced Literature (LT-2) core course * |

*HI 311, HI 350: HI-2 core course*

#### Year Three — Spring

|         |   |
|---------|---|
| HI 322  | Colonial and Revolutionary America *  |
|         | OR  |
| HI 327  | Race and Myth in Southern History *   |
|         | One (1) 300-level history course  |
| ED 337  | Literacy in the Content Areas   |
| GEO 201 | Introduction to Geography   |
|         | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course * |

#### Year Four — Fall

|        |   |
|--------|---|
|        | Two (2) 300-level history courses                                       |
| ED 367 | Secondary Teaching Methods in History and Social Science                |
| PH     | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course * |
|        | Natural Science (NS) core course with lab *                             |

#### Year Four — Spring

|         |                                  |
|---------|----------------------------------|
| HI 420  | Senior Seminar *                 |
|         | One (1) 300-level history course |
| ED 452  | Managing the K-12 Classroom      |
| ED 460S | Student Teaching: Secondary *    |

*HI 420: DSINQ and WI course*

*ED 460S: EXP course*

\* Fulfills Liberal Arts Core/University Requirements.

See University Requirements and the Liberal Arts Core (p. 101) and the Course Descriptions (p. 318) for further information.

#### Liberal Studies (B.A.)

Liberal studies is a unique major at Marymount that provides a broad general education and the opportunity to gain knowledge in two major fields that are designated as concentrations. Some examples of concentration options are biology/physical sciences, business and information technology, communication, English, fine and applied arts, gender and society, graphic design, history, humanities, mathematics, philosophy/religious studies/theology, politics, and social sciences (psychology/sociology/criminal justice). Concentrations may also be interdisciplinary such as digital advocacy, performance development, race and ethnic studies, future climates, gaming world: design and build, the American dream, or the big questions. Other concentrations may be considered.

Liberal studies is also a degree completion program for students changing majors in junior year or later, for transfer students from other institutions, and for nontraditional students with previously earned college credits and full-time work experience. The program provides an efficient way to maximize the number of transfer credits and/or shorten the time required for graduation in a single discipline. Students must have completed at least 45 credits to enter the program.

The liberal studies program consists of three components: the Liberal Arts Core, the two concentrations, and the liberal studies triad (LS 300, LS 400, and LS 420).

Upon successful completion of the liberal studies program, students will be able to

- demonstrate appropriate knowledge of content from two areas of concentration;
- apply and integrate methods from different disciplines in research and analysis that examine an issue from multiple perspectives, effectively incorporating and synthesizing information from two different disciplines;
- find, use, and evaluate a variety of sources of information and demonstrate competence in a documentation style appropriate to their discipline;
- produce a well-structured and well-written argumentative essay of substantial length that supports students' claims, evaluates opposing and/or

alternate viewpoints, and reaches a conclusion logically arising from the discussion;

- communicate ideas clearly in an oral presentation, defending conclusions effectively and responding extempore to questions and critiques; and
- demonstrate an understanding of the value of lifelong learning by articulating how educational experiences relate to careers and daily life.

The portfolio contains a collection of experiential and scholarly writings, including a lengthy senior thesis in which the student conducts scholarly research that integrates knowledge of the student's two fields of concentration. The portfolio is often sent to prospective employers to demonstrate students' high level of research and writing skills and knowledge of the controversial issues in their fields of concentration.

### Degree Requirements — Liberal Studies

This degree requires a total of 120 credits.

#### Liberal Arts Core and University Requirements

See University Requirements and the Liberal Arts Core (p. 101) for details. Liberal studies majors will satisfy the three-course university Writing Intensive (WI) requirement in the following way: LS 300 Liberal Studies Readings and Portfolio Development, LS 420 Senior Seminar, and one additional WI course from an area of concentration or from the Liberal Arts Core or university electives.

#### Major Requirements

To fulfill the requirements of the major, all students in this program will take the following coursework in a sequence determined in collaboration with an advisor. Some courses also satisfy Liberal Arts Core and/or University Requirements.

#### Major Required Courses

Students will take a triad of liberal studies-specific courses:

|        |  |
|--------|--|
| LS 300 | Liberal Studies Readings and Portfolio Development * |
| LS 400 | Liberal Studies Internship *                         |
| LS 420 | Senior Seminar *                                     |

*Students with significant work history may fulfill the internship requirement through submission of a portfolio (LS 400 PACE Internship), with approval of the dean of the College of Sciences and Humanities.*

#### Concentrations

Liberal studies majors will complete two concentrations for a total of 36 credits.

Students may take 18 credits in each field or as few as 15 credits in one of the fields, as long as the required 36-credit total for the two concentrations is met. Of these 36 credits, a total of 18 credits must be completed in concentration courses numbered 300 or above; students may take nine (9) credits in each field, or as few as six (6) credits in one of the fields, as long as the required total of 18 credits of 300-level courses is met.

NOTE: Courses used to fulfill students' requirements in their two concentrations cannot be used to fulfill Liberal Arts Core requirements.

Liberal studies majors who desire a concentration in either gender and society or humanities must satisfy the requirements listed below.

#### Gender and Society Concentration

Five to seven courses in a minimum of three academic disciplines from the following:

|          |   |
|----------|---|
| COMM 220 | Intercultural Communication *             |
| COMM 304 | Media Criticism *                         |
| EN 230   | American Voices *                         |
| EN 340   | Major Women Writers *                     |
| GEND 200 | Approaches to Gender and Society *        |
| GEND 300 | Advanced Gender Studies                   |
| GEND 420 | Gender and Society Capstone               |
| HI 331   | Women in the United States *              |
| PSY 110  | Human Growth and Development *            |
| PSY 321  | Psychology of Gender *                    |
| SOC 350  | Social Justice *                          |
| SOC 365  | Gender Inequality in Global Perspective * |
| SOC 375  | Topics in Human Rights *                  |
| TRS 362  | Friendship, Marriage, and God *           |

*Courses used for this concentration cannot be used to fulfill Liberal Arts Core requirements.*

#### Humanities Concentration

Five to seven courses in a minimum of three of the following academic disciplines: English, fine arts, history, philosophy, and theology and religious studies. Courses selected for this concentration cannot be used to fulfill Liberal Arts Core requirements.

#### Sample Degree Plan — Liberal Studies

Due to the nature of the liberal studies degree, each student will create an individualized two-year completion plan in conjunction with an advisor. The

required liberal studies triad courses should be scheduled as follows.

- LS 300 — Fall, Year One
- LS 400 — Fall, Year Two
- LS 420 — Spring, Year Two

### Marymount University Liberal Studies (B.A.) and UND Mechanical Engineering (B.S.)

Marymount University has an agreement with the University of North Dakota for students to earn both a degree in mechanical engineering from the University of North Dakota and a degree in Liberal Studies from Marymount University. Students fulfill all requirements for both degrees while maintaining full-time status at Marymount University and enrolling in online courses at the University of North Dakota. Tuition each semester is due to Marymount University. This tuition covers Marymount courses as well as University of North Dakota courses. University of North Dakota courses are delivered online during the academic year. Students are required to complete three laboratory courses during two summers at the University of North Dakota. Interested students should work with their academic advisor at the beginning of their academic career to understand the full requirements of both programs. The advisor will guide the student through the application process and subsequent registrations. Application to the University of North Dakota occurs early during the fall semester of the first year. For more information and details, please see Marymount University Partnership with University of North Dakota Engineering (p. 98).

Please note that this is a sample plan and requires 5 years; all students must consult with an advisor in making course selections. Some courses are offered only every other year, and this plan assumes beginning in the fall of an odd year, but the program can be completed beginning any year. This sample plan is based on a liberal studies degree with concentrations in mathematics and mechanical engineering.

#### Year One - Fall

|          |                               |
|----------|-------------------------------|
| CNCT 100 | Connections *                 |
| CHM 151  | Principles of Chemistry I *   |
| CHM 151L | Principles of Chemistry I Lab |
| EN 101   | Composition I *               |
| MA 181   | Calculus I *                  |
| TRS 100  | Theological Inquiry *         |

*CHM 151: NS core course; fulfills a requirement for the UND degree in Mechanical Engineering*  
*CHM 151L: NS lab core course; fulfills a requirement for the UND degree in Mechanical Engineering*

*EN 101: WR core course*

*MA 181: MT core course; fulfills a requirement for the UND degree in Mechanical Engineering (Not all students should begin with MA 181. Follow placement recommendations and advisor guidance in course selection.)*

*TRS 100: TRS-1 core course*

#### Year One - Spring

|         |  |
|---------|--|
| MA 200  | Calculus II *                          |
| MA 218  | Probability and Statistics *           |
| EN 102  | Composition II *                       |
| PH 100  | Introduction to Philosophy *           |
| ME 101+ | Introduction to Mechanical Engineering |

*EN 102: WR core course*

*PH 100: PH-1 core course*

*MA 200: Fulfills a requirement for the UND degree in Mechanical Engineering*

*MA 218: Fulfills a requirement for the UND degree in Mechanical Engineering*

*ME 101: Fulfills a requirement for the UND degree in Mechanical Engineering*

#### Year Two - Fall

|           |   |
|-----------|---|
| PHYS 271  | General Physics I *                             |
| PHYS 271L | General Physics I Lab                           |
| SOC 131   | Principles of Sociology in Global Perspective * |
| EN        | Introductory Literature (LT-1) core course *    |
| HI        | Introductory History (HI-1) core course *       |
| ENGR 200+ | Computer Applications in Engineering            |

*PHYS 271: Second NS core course; fulfills a requirement for the UND degree in Mechanical Engineering*

*PHYS 271L: Fulfills a requirement for the UND degree in Mechanical Engineering*

*SOC-131: GP; SS-1 core course*

*ENGR 200: Fulfills a requirement for the UND degree in Mechanical Engineering*

#### Year Two - Spring

|           |   |
|-----------|---|
| MA 221    | Multivariable Calculus                    |
|           | Philosophical Ethics (PH-E) core course * |
| PHYS 272  | General Physics II *                      |
| PHYS 272L | General Physics II Lab                    |
| ENGR 201+ | Statics                                   |
| ME 201C+  | Student Design Lecture                    |

*MA 221: Fulfills a requirement for the UND degree in Mechanical Engineering*

*PH: Fulfills a requirement for the UND degree in Mechanical Engineering*

*PHYS 272 and PHYS 272L: Fulfill a requirement for the UND degree in Mechanical Engineering*

*ENGR 201: Fulfills a requirement for the UND degree in*

**Mechanical Engineering**

*ME 201C: Fulfills a requirement for the UND degree in Mechanical Engineering*

**Year Two - Summer**

|          |                        |
|----------|------------------------|
| ME 201C+ | Student Design Lecture |
|----------|------------------------|

*ME 201C: Fulfills a requirement for the UND degree in Mechanical Engineering*

**Year Three - Fall**

|           |   |
|-----------|---|
|           | Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course which is also WI and DSINQ (HI 322 recommended) |
|           | Advanced Theology/Religious Studies (TRS-2) core course *   |
|           | Introductory Social Science (SS-1) core course in a second discipline *   |
| ENGR 202+ | Dynamics  |
| ME 341+   | Thermodynamics  |

*ENGR 202: Fulfills a requirement for the UND degree in Mechanical Engineering*

*ME 341: Fulfills a requirement for the UND degree in Mechanical Engineering*

**Year Three - Spring**

|           |  |
|-----------|--|
| MA 418    | Mathematical Modeling                  |
| ENGR 203+ | Mechanics of Materials                 |
| ENGR 206+ | Fundamentals of Electrical Engineering |
| ENGR 460+ | Engineering Economy                    |
| ME 322+   | Design of Machinery                    |

*MA 418: Fulfills a requirement for the UND degree in Mechanical Engineering*

*ENGR 203: Fulfills a requirement for the UND degree in Mechanical Engineering*

*ENGR 206: Fulfills a requirement for the UND degree in Mechanical Engineering*

*ENGR 460: Fulfills a requirement for the UND degree in Mechanical Engineering*

*ME 322: Fulfills a requirement for the UND degree in Mechanical Engineering*

**Year Four - Fall**

|            |  |
|------------|--|
| LS 300     | Liberal Studies Readings and Portfolio Development * |
| MATH 266+  | Elementary Differential Equations                    |
| ME 301+    | Materials Science                                    |
| ME 306+    | Fluid Mechanics                                      |
| Tech Elec+ | ME Technical Elective                                |

*LS 300: WI course*

*MATH 266 transfers as MA 325: DSINQ course; fulfills a requirement for the UND degree in Mechanical*

**Engineering**

*ME 301: Fulfills a requirement for the UND degree in Mechanical Engineering*

*ME 306: Fulfills a requirement for the UND degree in Mechanical Engineering*

*Tech Elective: Fulfills a requirement for the UND degree in Mechanical Engineering*

**Year Four - Spring**

|          |  |
|----------|--|
|          | Advanced Social Science (SS-2) core course *   |
|          | Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course in second discipline |
| ME 323+  | Machine Component Design   |
| ME 323L+ | Machine Component Design Lab   |
| ME 418+  | Manufacturing Processes  |
| ME 474+  | Fundamentals of Heat and Mass Transfer   |

*ME 418: Fulfills a requirement for the UND degree in Mechanical Engineering*

*ME 323 and 323L: Fulfills a requirement for the UND degree in Mechanical Engineering*

*ME 474: Fulfills a requirement for the UND degree in Mechanical Engineering*

**Year Four - Summer**

|           |                             |
|-----------|-----------------------------|
| ME 418L++ | Manufacturing Processes Lab |
| ME 483++  | Mechanical Measurements Lab |

*ME 418L: Fulfills a requirement for the UND degree in Mechanical Engineering*

*ME 483: Fulfills a requirement for the UND degree in Mechanical Engineering*

**Year Five - Fall**

|            |                                |
|------------|--------------------------------|
| LS 400     | Liberal Studies Internship *   |
| ME 480+    | Mechanical Engineering Seminar |
| ME 487+    | Engineering Design             |
| Tech Elec+ | ME Technical Elective          |
| Tech Elec+ | ME Technical Elective          |

*LS 400: EXP course*

*ME 480: Fulfills a requirement for the UND degree in Mechanical Engineering*

*ME 487: Fulfills a requirement for the UND degree in Mechanical Engineering*

*Tech Elective: Fulfills a requirement for the UND degree in Mechanical Engineering*

**Year Five - Spring**

|            |                       |
|------------|-----------------------|
| LS 420     | Senior Seminar *      |
| ME 487+    | Engineering Design    |
| Tech Elec+ | ME Technical Elective |
| Tech Elec+ | ME Technical Elective |
| Tech Elec+ | ME Technical Elective |

*LS 420: DSINQ and WI course*

*ME 488: Fulfills a requirement for the UND degree in Mechanical Engineering*

*Tech Elective: Fulfills a requirement for the UND degree in Mechanical Engineering*

Courses marked with + are completed online through UND.

Courses marked with ++ are completed in person at UND.

\* Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core (p. 101) and the Course Descriptions (p. 318) for further information.

### **Liberal Studies (A.A.S. to B.A.) - Leadership and Systems Thinking Tracks**

The Leadership and Systems Thinking tracks in Liberal Studies is an A.A.S to B.A. degree completion program designed to prepare students for advancement in their 21st century workforce careers. Students will develop skills in management, marketing, critical thinking, writing, presentation, communication, research, and human interaction. Course work is deeply targeted to ensure that students have an efficient route to completing coursework that enhances the technical and practical skills they already bring to the table.

**Admission Requirements:** A student must possess a transferrable AAS degree\*\* with at least 60 earned credits in transferable courses. These 60 credits must include 3 credits of writing. Other transfer requirements include: 6 credits in Social Science (SOC, ECO, or POL), 3 credits in mathematics, and 4 credits in Science with a lab. Students admitted to this track cannot transfer to another program without a full re-evaluation of their prior coursework according to applicable transfer.

\*\*Students in the following A.A.S disciplines are eligible for this track:

Accounting  
Administration of Justice  
Biotechnology  
Business Administration  
Business Management  
Criminology and Criminal Justice  
Cybersecurity  
Early Childhood Development  
Graphic Design  
Health Information Management  
Information Systems Technology  
Marketing  
Paralegal Studies  
Photography and Media  
Physical Therapist Assistant

### **Degree Requirements — Liberal Studies**

This degree requires a total of 120 credits.

#### **Liberal Arts Core and University Requirements**

See University Requirements and the Liberal Arts Core (p. 101) for details. Liberal studies majors will satisfy the three-course university Writing Intensive (WI) requirement in the following way: LS 301 Readings and Portfolio Writing, LS 420 Senior Seminar, and one additional WI course from an area of concentration or from the Liberal Arts Core or university electives. Students will also take two additional DSINQ courses if they are not transferred at the time of admission.

#### **Major Requirements**

##### **Liberal Arts Core Required Courses**

The courses listed below must be completed by all students in this program. They will all meet certain Liberal Arts Core requirements.

|           |  |
|-----------|--|
| EN 350    | The American Dream *                         |
| HI 339    | Ethnicity and Immigration *                  |
| PH 309    | Ethical Theory *                             |
| PSY 101   | General Psychology *                         |
| PSY 230   | Abnormal Psychology *                        |
| TRS 351SL | Christian Ethics in the Contemporary World * |

##### **Major Required Courses**

To fulfill the requirements of the major, all students in this program will take the following coursework in a sequence determined in collaboration with an advisor. Some courses also satisfy Liberal Arts Core and/or University Requirements.

|        |                                |
|--------|--------------------------------|
| LS 301 | Readings and Portfolio Writing |
| LS 400 | Liberal Studies Internship *   |
| LS 420 | Senior Seminar *               |

*In lieu of EN 102 and LS 300, students in these tracks will complete LS 301.*

##### **Tracks**

Students must complete all courses in both the Leadership and Systems Thinking tracks.

##### **Leadership Track**

Students must complete all of the following courses. Some courses also satisfy University Requirements.

|          |                                       |
|----------|---------------------------------------|
| COMM 310 | Career and Professional Communication |
| EN 225   | Heroes, Antiheroes, and Superheroes * |
| MGT 304  | Organizational Management             |
| MKT 301  | Principles of Marketing               |

**Systems Thinking Track**

Students must complete all of the following courses. Some courses also satisfy University Requirements.

|          |                             |
|----------|-----------------------------|
| COMM 315 | Writing for Digital Media * |
| GEND 300 | Advanced Gender Studies     |
| IT 345   | Human Computer Interaction  |
| PH 305   | Business Ethics *           |
|          | OR                          |
| PH 305SL | Business Ethics *           |

**Sample Degree Plan — Liberal Studies (A.A.S. to B.A.)****Year One - Fall**

|          |                                       |
|----------|---------------------------------------|
| LS 301   | Readings and Portfolio Writing        |
| COMM 310 | Career and Professional Communication |
| EN 225   | Heroes, Antiheroes, and Superheroes * |
|          | DSINQ course if not transferred *     |

Students should take one (1) DSINQ course if it was not transferred at the time of admission.

**Year One - Spring**

|          |                                   |
|----------|-----------------------------------|
| COMM 315 | Writing for Digital Media *       |
| PH 100   | Introduction to Philosophy *      |
| PSY 101  | General Psychology *              |
| MGT 304  | Organizational Management         |
|          | DSINQ course if not transferred * |

COMM 315: WI course

PH 100: PH-1 core course

MGT 304: WI course

PSY 101: SS-1 core course

Students should take one (1) DSINQ course if it was not transferred at the time of admission.

**Year One - Summer**

|         |   |
|---------|---|
| TRS 100 | Theological Inquiry *                     |
| HI      | Introductory History (HI-1) core course * |

TRS 100: TRS-1 core course

**Year Two - Fall**

|          |                            |
|----------|----------------------------|
| PH 305   | Business Ethics *          |
|          | OR                         |
| PH 305SL | Business Ethics *          |
| EN 350   | The American Dream *       |
| IT 345   | Human Computer Interaction |
| PSY 230  | Abnormal Psychology *      |

PH 305: PH-E core course

EN 350: WI and LT-2 core course

PSY 230: GP and SS-2 core course

**Year Two - Spring**

|          |                         |
|----------|-------------------------|
| LS 420   | Senior Seminar *        |
| PH 309   | Ethical Theory *        |
| GEND 300 | Advanced Gender Studies |
| MKT 301  | Principles of Marketing |

LS 420: DSINQ and WI course

PH 309: PH-E core course

**Year Two - Summer**

|           |  |
|-----------|--|
| HI 339    | Ethnicity and Immigration *                  |
| TRS 351SL | Christian Ethics in the Contemporary World * |
| LS 400    | Liberal Studies Internship *                 |

HI 339: HI-2 core course

TRS 351: TRS-E core course

\* Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core (p. 101) and the Course Descriptions (p. 318) for further information.

**Liberal Studies (B.A.) to M.B.A. Program**

This pre-M.B.A. program allows advanced liberal studies students to begin to pursue their M.B.A. degree while completing their undergraduate program. If students begin their graduate coursework while completing their undergraduate programs, they could earn their undergraduate and graduate degrees at an accelerated rate.

Liberal Studies students can supplement their undergraduate coursework with up to six credits of specified M.B.A. graduate courses. The M.B.A. courses would satisfy both graduate and undergraduate program requirements.

Students would be allowed to enroll in up to four graduate-level M.B.A. courses while completing undergraduate coursework; however, only two of those courses (six credits) would be eligible for application to the undergraduate degree. If students opt to take an additional two courses at the graduate level while completing the undergraduate degree, these courses would only apply to the graduate program requirements. All four graduate courses would satisfy M.B.A. program requirements.

**Admission Requirements**

In addition to meeting the university wide undergraduate admission requirements, students are permitted to submit an application and, if approved, take graduate M.B.A. courses if they have

- at least 60 credits but no more than 90 credits and
- a minimum cumulative GPA of 3.4.

**MBA Courses**

|         |                                 |
|---------|---------------------------------|
| MBA 511 | Management Foundations          |
| MBA 512 | Accounting for Managers         |
| MBA 515 | Management in Organizations     |
| MBA 521 | Marketing Concepts and Practice |



**Philosophy (B.A.)**

The study of philosophy promotes rational and critical thinking and provides a sense of our intellectual traditions from the ancient, medieval, and modern periods.

The philosophy major aims to develop a critical and articulated understanding of basic beliefs and value judgments. Students of philosophy become acquainted with the intellectual foundation of much of Western culture and find opportunities to compare it to the tenets of other cultures. They also learn to analyze problems through a variety of methods.

Philosophy majors become qualified for careers in which a liberal arts degree is desirable. It is the recommended undergraduate major for students intending to pursue advanced studies in philosophy, religion, or theology, or in many areas of professional study, such as law. Internships in a variety of human service agencies or congressional offices add to the practical dimension of the study.

Upon successful completion of the philosophy program, students will be able to

- demonstrate an awareness of the broad and deep understanding of issues concerning fundamental problems of human existence;
- synthesize and assess ethical and moral arguments;
- articulate the role of reason in the understanding and in the creation of personal world views;
- conduct appropriate research to develop considered responses to questions about philosophical problems using their knowledge of philosophical claims and theories; and
- demonstrate epistemic virtues such as intellectual curiosity, courage to engage in independent inquiry, humility to hold beliefs provisionally, and a commitment to perfect one's personal world view.

A minor in philosophy is also available. Please see the School of Humanities minors (p. 262) section for details.

**Degree Requirements — Philosophy**

This degree requires a total of 120 credits.

**Liberal Arts Core and University Requirements**

See University Requirements and the Liberal Arts Core (p. 101) for details. Philosophy majors will satisfy the three-course university Writing Intensive (WI) requirement by taking three of the following courses: PH 330 Philosophy of Mind, PH 345 Philosophy of

Religion, PH 355 Phenomenology and Existentialism, PH 360 Philosophy and Literature, PH 365 Asian Philosophy, and PH 370 Philosophy of Art.

**Major Requirements**

To fulfill the requirements of the major, all students in this program will take the following coursework in a sequence determined in collaboration with an advisor. Some courses also satisfy Liberal Arts Core and/or University Requirements.

|        |   |
|--------|---|
| PH 100 | Introduction to Philosophy *                  |
| PH 300 | Modern Logic *                                |
| PH 400 | Internship *                                  |
| PH 422 | Senior Seminar *                              |
|        | Eighteen (18) credits in philosophy electives |

**Sample Degree Plan — Philosophy**

Please note that this is a sample plan; all students must consult with an advisor in making course selections.

**Year One — Fall**

|          |  |
|----------|--|
| EN 101   | Composition I *                                  |
| HI       | Introductory History (HI-1) core course *        |
|          | Introductory Social Science (SS-1) core course * |
| MA       | Mathematics (MT) core course *                   |
| CNCT 100 | Connections *                                    |

*EN 101: WR core course*

**Year One — Spring**

|         |   |
|---------|---|
| EN 102  | Composition II *                            |
| PH 100  | Introduction to Philosophy *                |
|         | Natural Science (NS) core course with lab * |
| TRS 100 | Theological Inquiry *                       |
|         | One (1) elective                            |

*EN 102: WR core course*

*PH 100: PH-1 core course*

*TRS 100: TRS-1 core course*

**Year Two — Fall**

|    |   |
|----|---|
|    | One (1) philosophy course - PH 309 recommended                          |
|    | One (1) philosophy course   |
| EN | Introductory Literature (LT-1) core course *                            |
|    | Introductory Social Science (SS-1) core course in a second discipline * |
|    | One (1) elective - GP course if not already completed *                 |

*PH 309: PH-E core course*

**Year Two — Spring**

|        |                           |
|--------|---------------------------|
| PH 300 | Modern Logic *            |
|        | One (1) philosophy course |

|  |   |
|--|---|
|  | Introductory Social Science (SS-1) in a third discipline or Second Natural Science (NS) core course * |
|  | Theological Ethics (TRS-E) core course *  |
|  | One (1) elective - 1st DSINQ course if not already completed *  |

*PH 300: PH-2 core course*

#### **Year Three — Fall**

|  |   |
|--|---|
|  | One (1) philosophy course                                   |
|  | Advanced Social Science (SS-2) core course *                |
|  | One (1) elective - 1st WI course if not already completed * |
|  | Two (2) electives   |

#### **Year Three — Spring**

|  |   |
|--|---|
|  | One (1) philosophy course   |
|  | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |
|  | One (1) elective - 2nd WI course if not already completed *                           |
|  | Two (2) electives   |

#### **Year Four — Fall**

|  |   |
|--|---|
|  | One (1) philosophy course   |
|  | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |
|  | One (1) elective - 2nd DSINQ course required if not already completed *               |
|  | Two (2) electives   |

#### **Year Four — Spring**

|        |   |
|--------|---|
| PH 400 | Internship *  |
| PH 422 | Senior Seminar *  |
|        | One (1) elective - 3rd DSINQ course required if not already completed * |
|        | Two (2) electives   |

*PH 400: EXP course*

*PH 422: WI course*

\* Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core (p. 101) and the Course Descriptions (p. 318) for further information.

#### **Philosophy (B.A.) to M.B.A. Program**

This pre-M.B.A. program allows advanced philosophy students to begin to pursue their M.B.A. degree while completing their undergraduate program. If students begin their graduate coursework while completing their undergraduate programs, they could earn their undergraduate and graduate degrees at an accelerated rate.

Philosophy students can supplement their undergraduate coursework with up to six credits of specified M.B.A. graduate courses. The M.B.A. courses would satisfy both graduate and undergraduate program requirements.

Students would be allowed to enroll in up to four graduate-level M.B.A. courses while completing undergraduate coursework; however, only two of those courses (six credits) would be eligible for application to the undergraduate degree. If students opt to take an additional two courses at the graduate level while completing the undergraduate degree, these courses would only apply to the graduate program requirements. All four graduate courses would satisfy M.B.A. program requirements.

#### **Admission Requirements**

In addition to meeting the university's undergraduate admission requirements, students are permitted to submit an application and, if approved, take graduate M.B.A. courses if they have

- at least 60 credits but no more than 90 credits and
- a minimum cumulative GPA of 3.4.

#### **MBA Courses**

|         |                                 |
|---------|---------------------------------|
| MBA 511 | Management Foundations          |
| MBA 512 | Accounting for Managers         |
| MBA 515 | Management in Organizations     |
| MBA 521 | Marketing Concepts and Practice |

#### **Politics (B.A.)**

Resources for the study of politics in the Washington area are extraordinary, and students frequently have the opportunity to participate in history-making events that occur in this capital city. The program presents a structured curriculum of courses in political theory, international relations, and the politics and governmental institutions of the United States and foreign countries. Students majoring in politics are encouraged to consider a minor in communication, economics, English, history, information technology, international studies, or philosophy.

Seniors are required to complete an internship in a government agency, congressional office, corporate government affairs department, or other site approved by the academic internship mentor for politics. Seniors must also complete the senior seminar.

Upon successful completion of the politics program, students will be able to

- explain the internal logic of basic political science concepts such as power, institutions, political systems, the state, conflict, and citizenship;
- acquire factual knowledge using appropriate sources;
- interpret information as a way to evaluate abstract or conceptual ideas;
- understand the motivations and beliefs of political actors from their own perspectives;
- use conceptual ideas to evaluate novel situations;
- express analysis and conclusions in clear writing;
- understand the structure and conclusions of scholarly articles in political science; and
- understand, correctly, the basic working of political institutions in the United States and around the world.

A minor in politics is also available. Please see the School of Humanities minors (p. 262) section for details.

**Politics Honors:** Students who major in politics, achieve at graduation a minimum GPA of 3.5 in politics courses (at least eight credits of which must be completed at Marymount University), and achieve superior performance in the senior thesis are eligible to graduate with honors in politics.

### Degree Requirements — Politics

This degree requires a total of 120 credits.

### Liberal Arts Core and University Requirements

See University Requirements and the Liberal Arts Core (p. 101) for details. Politics majors will satisfy the three-course university Writing Intensive (WI) requirement in the following way: POL 250 Research and Writing, POL 420 Senior Seminar, and one additional WI course. They will satisfy the Global Perspective requirement with POL 102 International Relations.

### Major Requirements

To fulfill the requirements of the major, all students in this program will take the following coursework in a sequence determined in collaboration with an advisor. Some courses also satisfy Liberal Arts Core and/or University Requirements.

|         |                               |
|---------|-------------------------------|
| POL 102 | International Relations *     |
| POL 103 | Comparative Politics *        |
| POL 210 | Western Political Concepts I  |
| POL 211 | Western Political Concepts II |
| POL 230 | American Policy Process *     |
| POL 250 | Research and Writing *        |

|         |                  |
|---------|------------------|
| POL 400 | Internship *     |
| POL 420 | Senior Seminar * |

Eighteen (18) additional credits in politics courses.

### Sample Degree Plan — Politics

Please note that this is a sample plan; all students must consult with an advisor in making course selections.

#### Year One — Fall

|          |   |
|----------|---|
| POL 102  | International Relations *                 |
| EN 101   | Composition I *                           |
| PH 100   | Introduction to Philosophy *              |
| HI       | Introductory History (HI-1) core course * |
| CNCT 100 | Connections *                             |

*POL 102: GP and SS-1 core course*

*EN 101: WR core course*

*PH 100: PH-1 core course*

#### Year One — Spring

|         |   |
|---------|---|
| EN 102  | Composition II *                            |
| POL 103 | Comparative Politics *                      |
| TRS 100 | Theological Inquiry *                       |
|         | Natural Science (NS) core course with lab * |
|         | One (1) elective                            |

*EN 102: WR core course*

*TRS 100: TRS-1 core course*

#### Year Two — Fall

|         |   |
|---------|---|
| POL 210 | Western Political Concepts I                        |
| POL 230 | American Policy Process *                           |
| POL 250 | Research and Writing *                              |
| EN      | Introductory Literature (LT-1) core course *        |
|         | Mathematics (MT) core course - MA 132 recommended * |

*POL 230: DSINQ and SS-2 core course*

*POL 250: DSINQ and WI course*

#### Year Two — Spring

|         |   |
|---------|---|
| POL 211 | Western Political Concepts II   |
|         | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course *                 |
|         | Introductory Social Science (SS-1) core course in economics, psychology, or sociology *               |
|         | Introductory Social Science (SS-1) in a third discipline or Second Natural Science (NS) core course * |
|         | One (1) elective  |

#### Year Three — Fall

|  |  |
|--|--|
|  | One (1) politics course  |
|  | Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core |

|    |   |
|----|---|
|    | course (Advanced History recommended) *                                 |
| PH | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course * |
|    | One (1) elective - 2nd WI course if not already completed *             |
|    | One (1) elective  |

**Year Three — Spring**

|  |   |
|--|---|
|  | Two (2) politics courses  |
|  | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course * |
|  | Two (2) electives   |

**Year Four — Fall**

|         |                          |
|---------|--------------------------|
| POL 400 | Internship *             |
|         | Two (2) politics courses |
|         | Two (2) electives        |

*POL 400: EXP course. Internship may be taken for 3 or 6 credits.*

**Year Four — Spring**

|         |                         |
|---------|-------------------------|
| POL 420 | Senior Seminar *        |
|         | One (1) politics course |
|         | Three (3) electives     |

*POL 420: DSINQ and WI course*

\* Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core (p. 101) and the Course Descriptions (p. 318) for further information.

**Politics (B.A.) to M.B.A. Program**

This pre-M.B.A. program allows advanced politics students to begin to pursue their M.B.A. degree while completing their undergraduate program. If students begin their graduate coursework while completing their undergraduate programs, they could earn their undergraduate and graduate degrees at an accelerated rate.

Politics students can supplement their undergraduate coursework with up to six credits of specified M.B.A. graduate courses. The M.B.A. courses would satisfy both graduate and undergraduate program requirements.

Students would be allowed to enroll in up to four graduate-level M.B.A. courses while completing undergraduate coursework; however, only two of those courses (six credits) would be eligible for application to the undergraduate degree. If students opt to take an additional two courses at the graduate level while completing the undergraduate degree, these courses would only apply to the graduate program requirements.

All four graduate courses would satisfy M.B.A. program requirements.

**Admission Requirements**

In addition to meeting the university's undergraduate admission requirements, students are permitted to submit an application and, if approved, take graduate M.B.A. courses if they have

- at least 60 credits but no more than 90 credits and
- a minimum cumulative GPA of 3.4.

**MBA Courses**

|         |                                 |
|---------|---------------------------------|
| MBA 511 | Management Foundations          |
| MBA 512 | Accounting for Managers         |
| MBA 515 | Management in Organizations     |
| MBA 521 | Marketing Concepts and Practice |

**Politics (B.A.) 3+3 Partnership with Catholic University Law School**

Marymount has a direct-entry affiliation agreement with Catholic University's Columbus School of Law. This enables qualified third-year Marymount students in designated majors to be admitted to the first year of law school during their senior year at Marymount. Politics students who are interested in direct entry to the Columbus School of Law after their junior year at Marymount should discuss the 3+3 partnership with their advisor as soon as they become interested. The advisor will guide students through the selection of Marymount courses and refer them to the Office of Admissions of the Columbus School of Law as potential applicants. Qualified students may receive credit from both Marymount and Catholic University for a maximum of 29 credits taken at the Columbus School of Law. For more information and details on eligibility, please see Pre-Law Studies and Advising (p. 92).

**Sample Degree Plan — Politics 3+3 Partnership with Catholic University Law School**

Please note that this is a sample plan; all students must consult with an advisor in making course selections.

**Year One — Fall**

|          |   |
|----------|---|
| POL 102  | International Relations *   |
| EN 101   | Composition I *   |
| CNCT 100 | Connections *   |
| HI       | Introductory History (HI-1) core course *   |
|          | Introductory Social Science (SS-1) core course in economics, psychology, or sociology * |
|          | One (1) elective  |

*EN 101: WR core course*

*POL 102: GP and SS-1 core course*

**Year One — Spring**

|         |   |
|---------|---|
| EN 102  | Composition II *                            |
| POL 103 | Comparative Politics *                      |
| TRS 100 | Theological Inquiry *                       |
|         | Natural Science (NS) core course with lab * |
|         | One (1) elective                            |

*EN 102: WR core course*

*TRS 100: TRS-1 core course*

**Year Two — Fall**

|         |   |
|---------|---|
| POL 210 | Western Political Concepts I                        |
| POL 230 | American Policy Process *                           |
| POL 250 | Research and Writing *                              |
| EN      | Introductory Literature (LT-1) core course *        |
|         | Mathematics (MT) core course - MA 132 recommended * |

*POL 230: DSINQ and SS-2 core course*

*POL 250: DSINQ and WI course*

**Year Two — Spring**

|         |   |
|---------|---|
| POL 211 | Western Political Concepts II   |
| PH 100  | Introduction to Philosophy *  |
|         | Introductory Social Science (SS-1) in a third discipline or Second Natural Science (NS) core course * |
|         | Two (2) electives   |

*PH 100: PH-1 core course*

**Year Three — Fall**

|    |  |
|----|--|
|    | Two (2) politics courses   |
|    | Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course (Advanced History recommended) * |
| PH | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course *  |
|    | One (1) elective - 2nd WI course if not already completed *  |

**Year Three — Spring**

|         |   |
|---------|---|
| POL 400 | Internship *  |
| POL 420 | Senior Seminar *  |
|         | One (1) politics course   |
|         | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course * |
|         | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course *   |

*POL 400: EXP course*

*POL 420: DSINQ and WI course*

**Year Four — Fall (classes to be completed at Columbus School of Law)**

Criminal Law (substitute for major elective)

Civil Procedure (yearlong course split over fall and spring — substitute for major elective)

Lawyering Skills (yearlong course split over fall and spring — substitute for elective)

Contracts (yearlong course split over fall and spring — substitute for elective)

**Year Four — Spring (classes to be completed at Columbus School of Law)**

Contracts (yearlong course split over fall and spring)

Lawyering Skills (yearlong course split over fall and spring)

Civil Procedure (yearlong course split over fall and spring)

Property (substitute for elective)

Torts (substitute for elective)

Constitutional Law (substitute for POL 335 American Constitutional Law)

**Theology and Religious Studies (B.A.)**

This program invites students to examine the significance of religious experience through the disciplines of theology and religious studies. Courses explore the human encounter with the divine through its historical and contemporary expressions in the lives of individuals and communities.

As a Catholic university, Marymount offers courses that examine the richness of the Catholic faith and its theological heritage. This program offers introductory and advanced courses in systematic and moral theology, scripture studies, and church history. These theology courses are combined with religious studies courses that introduce students to the complexity of the religious experience in human existence, the major religious traditions of the world, and the interaction of religion and culture. The program reflects the university's emphasis on ethics by offering an array of courses concerned with social justice and employing service learning.

The major in theology and religious studies aims to develop in students a critical understanding of basic religious beliefs and their embodiment in dynamic religious traditions. The approach to theology and religious studies is critical and analytical. Students in the major are expected to take introductory courses in

both theology and religious studies. Students will then concentrate their upper-division courses. Senior students complete a senior seminar, which assesses the student's comprehensive knowledge and requires a thesis.

Upon successful completion of the theology and religious studies program, students will be able to

- demonstrate an understanding of the relationship between the moral and spiritual dimension of the self and the individual's role in establishing a just community;
- demonstrate an awareness of the dialogue between faith and reason;
- demonstrate an awareness of elementary scriptural, historical, and doctrinal source materials;
- demonstrate respect for the dignity of the human person and for the condition of human diversity through thoughtful engagement with diverse religious traditions;
- practice civil engagement through discussion of religious differences and the possibility of pluralism; and
- demonstrate a global and historical perspective by examining a wide range of religious traditions in their cultural contexts.

A minor in theology and religious studies is also available. Please see the School of Humanities minors (p. 262) section for details.

**Degree Planning:** Students in this program who are interested in pursuing graduate studies are strongly encouraged to take a foreign language to fulfill the Global Perspective component of the University Requirements, as well as the history of philosophy sequence, PH 325 Ancient Philosophy and PH 326 Medieval Philosophy.

### Degree Requirements — Theology and Religious Studies

This degree requires a total of 120 credits.

#### Liberal Arts Core and University Requirements

See University Requirements and the Liberal Arts Core (p. 101) for details. Theology and religious studies majors will satisfy the three-course university Writing Intensive (WI) requirement in the following way: TRS 499 Senior Seminar and two elective courses from among TRS 320 American Religious History; TRS 361 Grace and Sin, Heaven and Hell; TRS 362 Friendship, Marriage, and God; TRS 380 Early Christian History; and TRS 381 Medieval and Reformed Theology.

### Major Requirements

To fulfill the requirements of the major, all students in this program will take the following coursework in a sequence determined in collaboration with an advisor. Some courses also satisfy Liberal Arts Core and/or University Requirements.

|         |                                       |
|---------|---------------------------------------|
| TRS 100 | Theological Inquiry *                 |
| TRS 201 | Understanding Religion *              |
| TRS 202 | Religions of the World *              |
| TRS 400 | Internship *                          |
| TRS 451 | Christian Faith in the Modern World * |
| TRS 499 | Senior Seminar *                      |

### Major Elective Courses

One (1) course from the following:

|         |                                     |
|---------|-------------------------------------|
| TRS 251 | The Religion of the Old Testament * |
| TRS 260 | The New Testament Gospels *         |
| TRS 261 | The New Testament Epistles *        |

One (1) course from the following:

|         |                                   |
|---------|-----------------------------------|
| TRS 380 | The History of the Early Church * |
| TRS 381 | Medieval and Reformed Theology *  |
| TRS 382 | The Church in the Modern World *  |

Twelve (12) credits in theology and religious studies electives.

### Sample Degree Plan — Theology and Religious Studies

Please note that this is a sample plan; all students must consult with an advisor in making course selections.

#### Year One — Fall

|          |  |
|----------|--|
| EN 101   | Composition I *                                  |
| MA       | Mathematics (MT) core course *                   |
|          | Introductory Social Science (SS-1) core course * |
| TRS 100  | Theological Inquiry *                            |
| CNCT 100 | Connections *                                    |

*EN 101: WR core course*

*TRS 100: TRS-1 core course*

#### Year One — Spring

|        |   |
|--------|---|
| EN 102 | Composition II *                            |
| HI     | Introductory History (HI-1) core course *   |
|        | Natural Science (NS) core course with lab * |
| PH 100 | Introduction to Philosophy *                |
|        | One (1) elective                            |

*EN 102: WR core course*

*PH 100: PH-1 core course*

#### Year Two — Fall

|         |                          |
|---------|--------------------------|
| TRS 201 | Understanding Religion * |
|---------|--------------------------|

|         |   |
|---------|---|
| TRS 251 | The Religion of the Old Testament *                                     |
|         | OR  |
| TRS 260 | The New Testament Gospels *   |
|         | OR  |
| TRS 261 | The New Testament Epistles *  |
| EN      | Introductory Literature (LT-1) core course *                            |
|         | Introductory Social Science (SS-1) core course in a second discipline * |
|         | One (1) elective  |

TRS 201: DSINQ, GP, and TRS-2 core course

#### Year Two — Spring

|         |  |
|---------|--|
| TRS 202 | Religions of the World *                     |
| TRS 380 | The History of the Early Church *            |
|         | OR   |
| TRS 381 | Medieval and Reformed Theology *             |
|         | OR   |
| TRS 382 | The Church in the Modern World *             |
|         | Philosophical Ethics (PH-E) core course *    |
|         | Advanced Social Science (SS-2) core course * |
|         | One (1) elective                             |

TRS 380, TRS 381: WI and TRS-2 core course

TRS 382: TRS-2 core course

#### Year Three — Fall

|  |   |
|--|---|
|  | Two (2) theology/religious studies courses                  |
|  | One (1) elective - 1st WI course if not already completed * |
|  | Two (2) electives   |

#### Year Three — Spring

|  |   |
|--|---|
|  | Two (2) theology/religious studies courses  |
|  | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course *                 |
|  | Introductory Social Science (SS-1) in a third discipline or Second Natural Science (NS) core course * |
|  | One (1) elective - 2nd WI course if not already completed *   |

#### Year Four — Fall

|         |   |
|---------|---|
| TRS 451 | Christian Faith in the Modern World *   |
|         | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |
|         | Three (3) electives   |

TRS 451: DSINQ course

#### Year Four — Spring

|         |                     |
|---------|---------------------|
| TRS 400 | Internship *        |
| TRS 499 | Senior Seminar *    |
|         | Three (3) electives |

TRS 400: EXP course

TRS 499: DSINQ and WI course

\* Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core (p. 101) and the Course Descriptions (p. 318) for further information.

### Theology and Religious Studies (B.A.) to M.B.A. Program

This pre-M.B.A. program allows advanced theology and religious studies students to begin to pursue their M.B.A. degree while completing their undergraduate program. If students begin their graduate coursework while completing their undergraduate programs, they could earn their undergraduate and graduate degrees at an accelerated rate.

Theology and Religious Studies students can supplement their undergraduate coursework with up to six credits of specified M.B.A. graduate courses. The M.B.A. courses would satisfy both graduate and undergraduate program requirements.

Students would be allowed to enroll in up to four graduate-level M.B.A. courses while completing undergraduate coursework; however, only two of those courses (six credits) would be eligible for application to the undergraduate degree. If students opt to take an additional two courses at the graduate level while completing the undergraduate degree, these courses would only apply to the graduate program requirements. All four graduate courses would satisfy M.B.A. program requirements.

### Admission Requirements

In addition to meeting the university's undergraduate admission requirements, students are permitted to submit an application and, if approved, take graduate M.B.A. courses if they have

- at least 60 credits but no more than 90 credits and
- a minimum cumulative GPA of 3.4.

### MBA Courses

|         |                                 |
|---------|---------------------------------|
| MBA 511 | Management Foundations          |
| MBA 512 | Accounting for Managers         |
| MBA 515 | Management in Organizations     |
| MBA 521 | Marketing Concepts and Practice |

### Minors

#### Art History (Minor)

#### Minor Requirements

|        |  |
|--------|--|
| AH 201 | Introduction to Art History: Ancient to Medieval   |
| AH 202 | Introduction to Art History: Renaissance to Modern |

Nine (9) additional credits, choosing from the following (at least six credits must be in art history courses with an AH prefix):

|         |   |
|---------|---|
| AH 380  | Movements in Modern Art                                     |
| AH 410  | Topics in Art History                                       |
| FD 361  | Survey of Fashion   |
| EN 220  | The Movie or the Book? Narrative Adaptation in the Cinema * |
| IS 220  | The Movie or the Book? Narrative Adaptation in the Cinema * |
| EN 240  | Introduction to Film and Visual Studies *                   |
| IS 240  | Introduction to Film and Visual Studies *                   |
| GMD 301 | History of Graphic Design *                                 |
| ID 350  | History of Interiors I                                      |
| ID 351  | History of Interiors II                                     |
| PH 370  | Philosophy of Art *   |

AH 410: can be taken multiple times

### Digital Writing and Narrative Design (Minor)

The digital writing and narrative design minor provides students in an array of majors the opportunity to develop their writing skills in digital, publicly minded ways.

### Minor Requirements

|        |   |
|--------|---|
| EN 235 | Digital and Nonlinear Storytelling *  |
|        | Three (3) credits from the Humanities cluster, including the option of EN 240 Introduction to Film and Visual Studies |
|        | Six (6) credits from the Digital Production and Design cluster  |
|        | Six (6) credits from the Writing cluster  |

### English (Minor)

The study of literature deepens students' understanding of the moral questions at the center of the human experience and of our shared humanity across cultures and time. Marymount's English minor develops students' range of experience and cultural understanding by examining texts that represent a variety of points of view and historical perspectives. It also provides students with valuable skills in writing, analysis, and critical thinking.

The English minor works especially well with majors in social sciences, computer science, biology, and more, signaling to future employers an ability to write, conduct context-specific research, think critically, and work collaboratively.

### Minor Requirements

The English minor requires a total of 18 credits.

|        |                                |
|--------|--------------------------------|
| EN 200 | Approaches to Literary Study * |
|--------|--------------------------------|

Six (6) credits from EN 202, EN 204, EN 230, and EN 231.

Nine (9) credits from EN courses numbered 321 or above.

### Foreign Languages

Marymount offers minors in French and Spanish. Foreign language courses in French, German, and Spanish are also offered as electives. The introductory-level courses also satisfy the Global Perspective component of the University Requirements. See the Global Perspectives section under University Requirements (p. 102).

The study of a foreign language is both an excellent means to understand other people and cultures and a valuable asset for a growing number of careers in business, industry, and government service.

Marymount students wishing to continue language study or to study additional languages may do so through Marymount's membership in the Consortium of Universities of the Washington Metropolitan Area and in synchronous online language courses offered by the Virginia Foundation for Independent Colleges (VFIC). Information on scheduling and registering for courses offered by consortium and VFIC members is available from the Office of the Registrar at Marymount. See the Students Enrolling at Consortium Institutions<sup>53</sup> section for further information concerning consortium and VFIC guidelines.

### French (Minor)

The French minor offers students the opportunity to combine Marymount's intermediate and advanced language courses with courses offered by other universities and programs. Through this minor, students will develop their language skills and fluency while exploring a different culture. The advisor and the Center for Global Education guide students in choosing the consortium, transfer, or online study abroad courses that best fit their interests. Please see Graduation Honors (p. 63) for information about counting study abroad credits toward graduation honors.

### Minor Requirements

The French minor requires a total of 18 credits.



Three to fifteen (3-15) credits from the following 200- and 300-level courses:

|        |                               |
|--------|-------------------------------|
| FR 201 | Intermediate French I         |
| FR 202 | Intermediate French II        |
| FR 303 | Topics in French Civilization |
| FR 305 | Topics in French Literature * |

Three to fifteen (3-15) credits in intermediate or advanced French courses from approved programs.

### Spanish (Minor)

The Spanish minor offers students the opportunity to combine Marymount's intermediate and advanced language courses with courses offered by other universities and programs. Through this minor, students will develop their language skills and fluency while exploring a different culture. The Spanish advisor and the Center for Global Education guide students in choosing the consortium, transfer, or online study abroad courses that best fit their interests. Please see Graduation Honors (p. 63) for information about counting study abroad credits toward graduation honors.

### Minor Requirements

The Spanish minor requires a total of 18 credits.

Three to fifteen (3-15) credits from the following 200- and 300-level courses:

|        |   |
|--------|---|
| SP 201 | Intermediate Spanish I                            |
| SP 202 | Intermediate Spanish II                           |
| SP 301 | Communicating in Spanish                          |
| SP 303 | Topics in Spanish Civilization and Culture        |
| SP 305 | Topics in Spanish and Latin American Literature * |

Three to fifteen (3-15) credits in intermediate or advanced Spanish courses from an approved study abroad immersion program.

### Gender and Society (Minor)

The gender and society minor provides students with the tools they need to participate competently in society's current and ongoing conversation about gender. It illuminates the images of femininity and masculinity that shape cultural representations of gender, offers new insight into human difference and diversity, and enhances individual choice and our common humanity. This minor enhances career preparation in that students will be well suited for jobs with advocacy groups; human rights organizations; environmental and consumer groups; health care organizations; and youth, elderly, and social services.

### Minor Requirements

|          |                                    |
|----------|------------------------------------|
| GEND 200 | Approaches to Gender and Society * |
| GEND 420 | Gender and Society Capstone        |

Twelve (12) credits in a minimum of three academic disciplines (9 credits outside the major), choosing from the following:

|          |   |
|----------|---|
| COMM 220 | Intercultural Communication *             |
| COMM 304 | Media Criticism *                         |
| EN 230   | American Voices *                         |
| EN 340   | Major Women Writers *                     |
| GEND 300 | Advanced Gender Studies                   |
| HI 331   | Women in the United States *              |
| PSY 110  | Human Growth and Development *            |
| PSY 321  | Psychology of Gender *                    |
| SOC 350  | Social Justice *                          |
| SOC 365  | Gender Inequality in Global Perspective * |
| SOC 375  | Topics in Human Rights *                  |
| TRS 362  | Friendship, Marriage, and God *           |

### History (Minor)

### Minor Requirements

|        |   |
|--------|---|
| HI 103 | The West and the World I *                |
|        | OR  |
| HI 104 | The West and the World II *               |
| HI 110 | History of the United States to 1877 *    |
|        | OR  |
| HI 111 | History of the United States since 1877 * |

Nine (9) additional credits in history courses beyond the introductory level.

### Media and Performance Studies (Minor)

The media and performance studies minor provides an interdisciplinary examination of film, video, television, multimedia, and Web 2.0 texts with a primary emphasis on textual interpretation and theory and a secondary focus on production. The program seeks to improve students' fluency with media, both for academic and commercial applications, in order to enhance students' understanding of their major disciplinary field. Students will apply their interdisciplinary knowledge through a capstone project that results in a creative presentation, documentary, ethnographic visual text, or other multimedia production.

### Minor Requirements

|        |   |
|--------|---|
| IS 240 | Introduction to Film and Visual Studies * |
|--------|---|

|         |   |
|---------|---|
|         | OR  |
| EN 240  | Introduction to Film and Visual Studies * |
| GMD 404 | Performance Media Lab *                   |

### Minor Elective Courses

Nine (9) credits (6 outside of the student's major) from the following:

|        |   |
|--------|---|
| EN 207 | Theater History *   |
| EN 220 | The Movie or the Book? Narrative Adaptation in the Cinema * |
| IS 220 | The Movie or the Book? Narrative Adaptation in the Cinema * |
| EN 321 | Modern Drama *  |
| EN 429 | Studies in Performance *                                    |
| AH 380 | Movements in Modern Art                                     |

Six (6) additional credits outside of the student's major from the following:

|          |   |
|----------|---|
| COMM 204 | Video Production: Multimedia Communication                    |
| EN 212   | Topics in Acting  |
| EN 270   | Approaches to Creative Writing *                              |
| EN 305   | Topics in Creative Writing *                                  |
| ART 395  | Advanced 2D Studio  |
| GMD 202  | Illustration I *  |
| GMD 203  | Digital Photography   |
| GMD 205  | Video Production: Promotional and Informational Communication |
| GMD 308  | Web and Social Media Design                                   |
| GMD 404  | Performance Media Lab *                                       |

### Philosophy (Minor)

#### Minor Requirements

|        |  |
|--------|--|
| PH 100 | Introduction to Philosophy *                         |
|        | Twelve (12) additional credits in philosophy courses |

### Politics (Minor)

#### Minor Requirements

Fifteen (15) credits in POL or HU courses, including at least one course that carries the WI designation.

### Public History (Minor)

The public history minor is an innovative, interdisciplinary program that provides the skills and information associated with careers in museums, historical societies, national parks, corporate archives, and heritage tourism industries. Capitalizing on Marymount's proximity to some of the nation's premiere cultural and historical institutions, this minor combines hands-on experience with traditional coursework.

### Minor Requirements

Fifteen (15) credits total

Required: three (3) credits

|        |                                |
|--------|--------------------------------|
| HI 295 | Introduction to Public History |
|--------|--------------------------------|

*HI 295 may be taken at any time. It is not a prerequisite for the rest of the program.*

Six (6) credits (two courses), choosing from among the following:

|        |  |
|--------|--|
| HI 307 | Museum Studies                                 |
| HI 330 | Race, Civil War, and Reconstruction in America |
| HI 342 | The Old West in American Memory *              |

Six (6) credits, choosing among the following:

|         |  |
|---------|--|
| AH 201  | Introduction to Art History: Ancient to Medieval   |
| AH 202  | Introduction to Art History: Renaissance to Modern |
| AH 410  | Topics in Art History                              |
| GMD 308 | Web and Social Media Design                        |
| ID 453  | Modern Design and Architecture                     |
| ID 454  | Historic Preservation *                            |
| IT 125  | Web Development                                    |
| VIS 101 | User Centered Design                               |

*To ensure adequate contextual grounding, it is recommended that non-history majors take at least two of the following survey courses: HI 103, HI 104, HI 110, or HI 111.*

*Working in consultation with the history faculty, students may also take relevant courses through the consortium and may arrange internships at public history agencies. Public history minors are encouraged to gear their internship toward public history when compatible with their major.*

### Sustainability (Minor)

The minor in sustainability prepares students from any major to become environmentally literate citizens who can incorporate sustainable practices in their lives and careers. As an interdisciplinary program, it provides students with the opportunity to focus and refine the knowledge gained from their own fields of study by adding the perspective of other disciplines.

#### Minor Requirements

|         |   |
|---------|---|
| BIO 110 | Introduction to Environmental Science * |
|---------|---|

A minimum of twelve (12) additional credits from the following:

|          |                                  |
|----------|----------------------------------|
| GEOL 102 | Principles of Geology *          |
| ECO 304  | Environmental Economics *        |
| ID 336   | Principles of Sustainable Design |
| IS 205   | Introduction to Sustainability   |

|         |  |
|---------|--|
| MKT 204 | Sustainable Marketing *  |
| PH 303  | Animals, the Environment, and Ethics *   |
| POL 375 | Politics of Environmental Issues *   |
| SOC 351 | Addressing Injustice: Research Methods *   |
|         | Sustainability-themed study abroad courses                                       |
|         | Project or internship in the student's major field in the area of sustainability |

### Theology and Religious Studies (Minor)

#### Minor Requirements

|         |   |
|---------|---|
| TRS 100 | Theological Inquiry *   |
| TRS 201 | Understanding Religion *  |
|         | OR  |
| TRS 202 | Religions of the World *  |
|         | Twelve (12) credits in theology and religious studies electives |

#### Writing (Minor)

Writing is a fundamental skill in today's world, and the writing minor helps prepare students for professional careers and/or graduate education in a variety of fields. The minor develops students' persuasive, stylistic, creative, and analytical skills through an examination of the characteristics of successful writing, along with the implementation of successful writing strategies in multiple modes and genres.

The writing minor pairs well with many majors and signals to future employers an ability to construct effective arguments and reports, conduct context-specific research, and work collaboratively.

#### Minor Requirements

The writing minor requires a total of 18 credits.

|        |  |
|--------|--|
| EN 301 | The Writing Process: Theory and Practice * |
| EN 308 | Style and Revision *                       |

Twelve (12) additional credits from the following courses:

|          |                                      |
|----------|--------------------------------------|
| COMM 209 | Contemporary Journalism *            |
| COMM 315 | Writing for Digital Media *          |
| EN 211   | Principles of Language               |
| EN 235   | Digital and Nonlinear Storytelling * |
| EN 270   | Approaches to Creative Writing *     |
| EN 303   | Literary Nonfiction *                |
| EN 305   | Topics in Creative Writing *         |

*EN 305: may be taken more than once for credit*

## Graduate Degree

### English and Humanities (M.A.)

Marymount's Master of Arts in English and humanities is a flexible, student-centered, interdisciplinary program of study that immerses students in the unique cultural resources and opportunities of the Washington, DC, area while deepening their understanding of the human condition. Graduate study in the humanities enhances historical consciousness, fosters clear and critical thinking, and hones writing and presentation skills. The program's small seminar classes engage students with the world of ideas through close textual study, individual research, and classroom discussion.

The M.A. in English and humanities program prepares students for an array of academic and alternative academic futures. The program prepares students for further advanced study and entry into competitive doctoral programs; for career development or advancement in secondary and community college teaching; or for master's-level careers invested in research, writing, editing, and the nonprofit sector.

This program requires the completion of 33 credit hours of coursework. Students can elect to cap their coursework with either a thesis or an internship practicum. Students planning to pursue advanced work in a doctoral program are encouraged to complete a thesis, which requires an oral defense, while those seeking professional enhancement and/or a career change are encouraged to complete an internship practicum, which also requires public presentation.

Upon successful completion of this program, students will be able to

- design an approach for scholarly or professional inquiry that is theoretically informed and original;
- conduct original research with informed consideration of source material;
- demonstrate advanced critical thinking skills by synthesizing research or professional findings in a substantive written work;
- deliver professional and engaging digital and/or oral presentations of academic work that demonstrate thorough research and preparation; and
- demonstrate a mastery of language, purpose, and rhetorical strategy.

**Application Priority Deadlines:** Admission to the program is competitive. Applications must be complete by the following priority deadlines to assure an admissions decision by the start of the

semester.

|             |                 |
|-------------|-----------------|
| July 16     | fall semester   |
| November 16 | spring semester |
| April 16    | summer semester |

Applications received after these deadlines will be considered on a time and space-available basis.

**Admission Requirements:** In addition to meeting the university requirements for graduate admission (p. 22), applicants must submit

- evidence of a bachelor's degree with a major in a humanities discipline, such as English, history, philosophy, art history, or comparative religion, comprising at least 18 credits in the discipline;
- a 250-word personal statement stating goals for graduate study;
- a sample 8- to 10-page critical paper; and
- two letters of recommendation.

**Consortium Courses:** A maximum of six (6) semester credits, selected in conjunction with the director of the graduate program in English and Humanities, may be taken through the Consortium of Universities of the Washington Metropolitan Area. Students should not enroll in a consortium course during the semester of their anticipated graduation. Taking a course outside of Marymount during the student's final semester may delay their graduation.

**Nondegree Admission:** Applicants wishing to enroll for limited coursework may do so as nondegree students for a maximum of nine (9) credits and two consecutive semesters. See nondegree applicants 26 for more information.

**Transfer Credits:** A maximum of six (6) semester credits of transfer or consortium graduate credit may be applied toward the degree, if approved by the dean of the College of Sciences and Humanities and the registrar.

### Degree Requirements — English and Humanities

33 credits

#### Required Courses

##### Foundation Courses

Three (3) credits as follows:

|        |                                 |
|--------|---------------------------------|
| EN 501 | Building Textual Interpretation |
|--------|---------------------------------|

#### Program Courses

English 500-level literature, linguistics, or composition courses (15-24 credits).

Humanities courses (3-12 credits) selected from 500-level courses in fine arts, history, humanities, religious studies, theology, or philosophy.

Approved graduate courses in other fields, including education, interior design, marketing, and information technology, may be substituted for humanities courses upon approval from the dean of the College of Sciences and Humanities and the school director.

#### Capstone Courses

Three (3) credits, chosen from the following:

|         |                        |
|---------|------------------------|
| EN 690  | Practicum<br>OR        |
| HUM 690 | Practicum              |
| EN 695  | Master's Project<br>OR |
| HUM 695 | Master's Project       |

## School of Natural Sciences and Mathematics

### Undergraduate Degrees

#### Biochemistry (B.S.)

Biochemistry is the study of biological molecules and chemical processes that make up all living systems, which in turn relates to the study and understanding of whole organisms. To fully interact with known biochemical information and make future contributions to our molecular understanding of life, students must obtain a broad background in biology and a firm foundation in chemistry, mathematics, and physics.

The program prepares students for professional school (medicine, dentistry, or veterinary medicine) and graduate school in biochemistry, molecular biology, or another biological science discipline. Graduates will find employment opportunities in university research programs or industrial and government laboratories.

Upon successful completion of the biochemistry program, students will be able to

- independently conduct and evaluate scientific research;
- demonstrate effective oral and written scientific communication skills;
- understand the moral and ethical impact of science on their communities, both local and global;
- integrate a range of scientific concepts and ideas; and

- demonstrate an understanding of fundamental biochemistry principles.

**Minimum Grade Requirements:** A minimum grade of C- is required in any course within the major courses (biology, chemistry, physics, and mathematics) that serves as a prerequisite for a higher-numbered course. Courses in which the minimum grade is not achieved may not be repeated more than once without permission of the School of Natural Sciences and Mathematics director.

### Degree Requirements — Biochemistry

This degree requires a total of 123 credits.

#### Liberal Arts Core and University Requirements

See University Requirements and the Liberal Arts Core (p. 101) for details. Biochemistry majors will satisfy the three-course university Writing Intensive (WI) requirement in the following way: BIO 300 Writing for Science, BIO 368 Advanced Research Methods, and one additional WI course from the Liberal Arts Core or as a university elective. Students should fulfill the third WI course and the GP requirement with a general elective or a Liberal Arts Core course.

#### Major Requirements

To fulfill the requirements of the major, all students in this program will take the following coursework in a sequence determined in collaboration with an advisor. Some courses also satisfy Liberal Arts Core and/or University Requirements.

|          |                                     |
|----------|-------------------------------------|
| BIO 151  | General Biology I *                 |
| BIO 151L | General Biology I Lab *             |
| BIO 152  | General Biology II *                |
| BIO 152L | General Biology II Lab              |
| BIO 260  | Microbiology                        |
| BIO 260L | Microbiology Lab                    |
| BIO 262  | Genetics for Majors *               |
| BIO 262L | Genetics for Majors Lab             |
| BIO 300  | Writing for Science *               |
| BIO 363  | Cellular Biology                    |
| BIO 368  | Advanced Research Methods *         |
| BIO 400  | Internship *                        |
| BIO 423  | Pathways in STEM - 4th Year Seminar |
| BIO 441  | Biochemistry                        |
| BIO 441L | Biochemistry Lab                    |
| BIO 442  | Nucleic Acids and Metabolism        |
| BIO 449  | Advanced Molecular Biology          |
| CHM 151  | Principles of Chemistry I *         |
| CHM 151L | Principles of Chemistry I Lab       |
| CHM 152  | Principles of Chemistry II *        |
| CHM 152L | Principles of Chemistry II Lab      |

|           |                               |
|-----------|-------------------------------|
| CHM 221   | Organic Chemistry I           |
| CHM 221L  | Organic Chemistry I Lab       |
| CHM 222   | Organic Chemistry II          |
| CHM 222L  | Organic Chemistry II Lab      |
| CHM 441   | Physical Biochemistry         |
| MA 171    | Calculus with Precalculus A * |
|           | AND                           |
| MA 172    | Calculus with Precalculus B   |
|           | OR                            |
| MA 181    | Calculus I *                  |
| MA 218    | Probability and Statistics *  |
| PHYS 271  | General Physics I *           |
| PHYS 271L | General Physics I Lab         |
| PHYS 272  | General Physics II *          |
| PHYS 272L | General Physics II Lab        |

Six (6) credits from the following (a minimum of 3 credits must be at the 300 level or higher):

|           |                                       |
|-----------|---------------------------------------|
| BIO 224   | Endocrinology                         |
| BIO 250   | General Botany                        |
| BIO 272   | Parasitology                          |
| BIO 327SL | Marine Biology and Tropical Ecology * |
| BIO 444   | Immunology                            |
| BIO 446   | Animal Virology                       |

### Sample Degree Plan — Biochemistry

Please note that this is a sample plan; all students must consult with an advisor in making course selections.

#### Year One — Fall

|          |                         |
|----------|-------------------------|
| BIO 151  | General Biology I *     |
| BIO 151L | General Biology I Lab * |
| MA 181   | Calculus I *            |
| EN 101   | Composition I *         |
| CNCT 100 | Connections *           |

*BIO 151: NS core course*

*BIO 151L: DSINQ and NS lab course*

*MA 181: MT core course*

*EN 101: WR core course*

#### Year One — Spring

|          |   |
|----------|---|
| BIO 152  | General Biology II *                      |
| BIO 152L | General Biology II Lab                    |
| EN 102   | Composition II *                          |
| MA 218   | Probability and Statistics *              |
| TRS 100  | Theological Inquiry *                     |
| HI       | Introductory History (HI-1) core course * |

*EN 102: WR core course*

*TRS 100: TRS-1 core course*

**Year Two — Fall**

|          |   |
|----------|---|
| BIO 260  | Microbiology  |
| BIO 260L | Microbiology Lab  |
| BIO 300  | Writing for Science *   |
| CHM 151  | Principles of Chemistry I *   |
| CHM 151L | Principles of Chemistry I Lab   |
| EN       | Introductory Literature (LT-1) core course *  |
|          | Introductory Social Science (SS-1) core course (GP course recommended if not already completed) * |

*BIO 300: DSINQ and WI course*

*CHM 151: NS core course*

**Year Two — Spring**

|          |   |
|----------|---|
| BIO 262  | Genetics for Majors *   |
| BIO 262L | Genetics for Majors Lab   |
| CHM 152  | Principles of Chemistry II *  |
| CHM 152L | Principles of Chemistry II Lab  |
| PH 100   | Introduction to Philosophy *  |
|          | Introductory Social Science (SS-1) core course in a second discipline * |

*PH 100: PH-1 core course*

**Year Three — Fall**

|           |  |
|-----------|--|
| BIO 363   | Cellular Biology                             |
| BIO 368   | Advanced Research Methods *                  |
| CHM 221   | Organic Chemistry I                          |
| CHM 221L  | Organic Chemistry I Lab                      |
| PHYS 271  | General Physics I *                          |
| PHYS 271L | General Physics I Lab                        |
|           | Advanced Social Science (SS-2) core course * |

*BIO 368: WI course*

**Year Three — Spring**

|           |   |
|-----------|---|
| BIO 441   | Biochemistry  |
| BIO 441L  | Biochemistry Lab  |
| CHM 222   | Organic Chemistry II  |
| CHM 222L  | Organic Chemistry II Lab  |
| PHYS 272  | General Physics II *  |
| PHYS 272L | General Physics II Lab  |
|           | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |

**Year Four — Fall**

|         |  |
|---------|--|
| BIO 442 | Nucleic Acids and Metabolism   |
| BIO 423 | Pathways in STEM - 4th Year Seminar  |
|         | One (1) biology elective course  |
| PH      | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course *                                    |
|         | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course - 3rd WI recommended * |

*Biology elective course: See Major Requirements above for course selections.*

**Year Four — Spring**

|         |   |
|---------|---|
| BIO 400 | Internship *  |
| BIO 449 | Advanced Molecular Biology  |
| CHM 441 | Physical Biochemistry   |
|         | One (1) biology elective course   |
|         | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course * |

*Biology elective course: See Major Requirements above for course selections.*

\* Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core (p. 101) and the Course Descriptions (p. 318) for further information.

**Biology (B.A.)**

This program provides students a strong background in biology so they may enter the workforce, pursue additional education after graduation, or strengthen other programs of study. In addition, students who graduate from this program will have the critical thinking, analytic, and writing skills employers seek. Positions are available in a variety of federal, state, and local government agencies — especially science, health, forensics, or environmental agencies. Private research and commercial companies also offer employment to students as research assistants, writers, technicians, and managers and in sales. With additional education courses, students in this program will be able to enter the teaching profession directly or after a master's program in education. If students decide to pursue related fields of study or new fields of graduate study (e.g., law, business, biotechnology, and bioinformatics), this program gives them an excellent basis for any continued education necessary to meet their goals.

Upon successful completion of the biology B.A. program, students will be able to

- demonstrate a comprehensive knowledge of the field of biology and the ability to synthesize a range of biological concepts and ideas;
- demonstrate an understanding of modern scientific research, including a familiarity with current methods for designing experiments, applications of laboratory skills, and the ability to analyze and interpret data; and
- demonstrate effective oral and written communication skills, including an ability to effectively communicate and work with diverse groups.

Students who are in the pre-med or pre-physical therapy tracks, in licensure programs, or also pursuing minors should work carefully with their advisor to ensure they meet all requirements. See also the sample degree plan below.

A minor in biology is also available. Please see the School of Natural Sciences and Mathematics minors (p. 288) section for details.

**Minimum Grade Requirements:** A minimum grade of C- is required in any course within the major courses (biology, chemistry, and physics) that serve as a prerequisite for a higher-numbered course. This requirement may apply to other courses as indicated in the course catalog. Courses in which the minimum grade is not achieved may not be repeated more than once without permission of the School of Natural Sciences and Mathematics director.

### Degree Requirements — Biology (B.A.)

This degree requires a total of 120 credits.

#### Liberal Arts Core and University Requirements

See University Requirements and the Liberal Arts Core (p. 101) for details. Biology majors will satisfy the three-course university Writing Intensive (WI) requirement in the following way: BIO 300 Writing for Science, BIO 368 Advanced Research Methods, and one additional WI course. Students should fulfill the third WI course and the GP requirement with a general elective or a Liberal Arts Core course.

#### Major Requirements

To fulfill the requirements of the major, all students in this program will take the following coursework in a sequence determined in collaboration with an advisor. Some courses also satisfy Liberal Arts Core and/or University Requirements.

|          |                                     |
|----------|-------------------------------------|
| BIO 151  | General Biology I *                 |
| BIO 151L | General Biology I Lab *             |
| BIO 152  | General Biology II *                |
| BIO 152L | General Biology II Lab              |
| BIO 260  | Microbiology                        |
| BIO 260L | Microbiology Lab                    |
| BIO 262  | Genetics for Majors *               |
| BIO 262L | Genetics for Majors Lab             |
| BIO 300  | Writing for Science *               |
| BIO 363  | Cellular Biology                    |
| BIO 368  | Advanced Research Methods *         |
| BIO 400  | Internship *                        |
| BIO 423  | Pathways in STEM - 4th Year Seminar |
| CHM 125  | Life Chemistry *                    |

|           |  |
|-----------|--|
|           | or higher level                          |
| CHM 125L  | Life Chemistry Lab<br>or higher level    |
| MA 132    | Statistical Analysis *                   |
| MA 181    | Calculus I *                             |
| PH 250    | Philosophy of Science *                  |
| PH 303    | Animals, the Environment, and Ethics *   |
| PH 311    | Biomedical Ethics *                      |
| PH 330    | Philosophy of Mind *                     |
| PHYS 161  | College Physics I *<br>or higher level   |
| PHYS 161L | College Physics I Lab<br>or higher level |

At least ten (10) credits from science elective courses:

|           |   |
|-----------|---|
| BIO 224   | Endocrinology                                     |
| BIO 250   | General Botany                                    |
| BIO 250L  | General Botany Lab                                |
| BIO 272   | Parasitology                                      |
| BIO 272L  | Parasitology Lab                                  |
| BIO 327SL | Marine Biology and Tropical Ecology *             |
| ED 366    | Secondary Teaching Methods in Science             |
| BIO 441   | Biochemistry                                      |
| BIO 441L  | Biochemistry Lab                                  |
| BIO 442   | Nucleic Acids and Metabolism                      |
| BIO 444   | Immunology  |
| BIO 446   | Animal Virology                                   |
| BIO 449   | Advanced Molecular Biology                        |
| CHM 151   | Principles of Chemistry I *<br>or higher level    |
| CHM 151L  | Principles of Chemistry I Lab<br>or higher level  |
| CHM 152   | Principles of Chemistry II *<br>or higher level   |
| CHM 152L  | Principles of Chemistry II Lab<br>or higher level |
| CHM 221   | Organic Chemistry I                               |
| CHM 221L  | Organic Chemistry I Lab                           |
| CHM 222   | Organic Chemistry II                              |
| CHM 222L  | Organic Chemistry II Lab                          |
| CHM 441   | Physical Biochemistry                             |
| PHYS 162  | College Physics II *<br>or higher level           |
| PHYS 162L | College Physics II Lab<br>or higher level         |

**Note:** Students must check prerequisites for all science elective courses when determining elective course

selections. Some prerequisite courses are not requirements in the biology B.A. program.  
 BIO 385: Students must be accepted into the biology with secondary-level teaching licensure program prior to taking this course.

### Sample Degree Plan — Biology (B.A.)

Please note that this is a sample plan. All students must consult with an advisor in making course selections. This plan will differ for students who wish to pursue the pre-med track, a pre-physical therapy course of study, a minor, licensure, or a certification program.

#### Year One — Fall

|          |   |
|----------|---|
| BIO 151  | General Biology I *                       |
| BIO 151L | General Biology I Lab *                   |
| EN 101   | Composition I *                           |
| HI       | Introductory History (HI-1) core course * |
| CNCT 100 | Connections *                             |
|          | One (1) elective                          |

*BIO 151: NS core course*

*BIO 151L: DSINQ course and NS lab core course*

*EN 101: WR core course*

#### Year One — Spring

|          |  |
|----------|--|
| BIO 152  | General Biology II *                             |
| BIO 152L | General Biology II Lab                           |
| EN 102   | Composition II *                                 |
| MA 132   | Statistical Analysis *                           |
|          | OR   |
| MA 181   | Calculus I *                                     |
| TRS 100  | Theological Inquiry *                            |
|          | Introductory Social Science (SS-1) core course * |

*BIO 152: NS core course*

*EN 102: WR core course*

*MA 132 or MA 181: MT core course*

*TRS 100: TRS-1 core course*

#### Year Two — Fall

|          |   |
|----------|---|
| BIO 260  | Microbiology  |
| BIO 260L | Microbiology Lab  |
| BIO 300  | Writing for Science *   |
| CHM 125  | Life Chemistry *<br>or higher level                                     |
| CHM 125L | Life Chemistry Lab<br>or higher level                                   |
| EN       | Introductory Literature (LT-1) core course *                            |
|          | Introductory Social Science (SS-1) core course in a second discipline * |

*BIO 300: DSINQ and WI course*

#### Year Two — Spring

|         |                       |
|---------|-----------------------|
| BIO 262 | Genetics for Majors * |
|---------|-----------------------|

|          |   |
|----------|---|
| BIO 262L | Genetics for Majors Lab   |
| PH 100   | Introduction to Philosophy *  |
|          | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |
|          | One (1) elective - GP course if not already completed *                               |

*PH 100: PH-1 core course*

#### Year Three — Fall

|         |   |
|---------|---|
| BIO 363 | Cellular Biology  |
| BIO 368 | Advanced Research Methods *   |
|         | One (1) science elective  |
|         | One (1) elective  |
|         | Advanced Philosophy (PH-2) core course:<br>PH 250 or PH 330 *<br>OR<br>Philosophical Ethics (PH-E) core course:<br>PH 303 or PH 311 * |

*BIO 368: WI course*

*Science elective course: See Major Requirements above for course selections.*

#### Year Three — Spring

|  |   |
|--|---|
|  | One (1) science elective  |
|  | Advanced Social Science (SS-2) core course *  |
|  | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course * |
|  | Two (2) electives   |

*Science elective course: See Major Requirements above for course selections.*

#### Year Four — Fall

|           |   |
|-----------|---|
| BIO 400   | Internship *  |
| BIO 423   | Pathways in STEM - 4th Year Seminar   |
| PHYS 161  | College Physics I *   |
| PHYS 161L | College Physics I Lab   |
|           | One (1) elective  |
|           | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |

*BIO 400: EXP course*

*BIO 423: DSINQ course*

#### Year Four — Spring

|  |   |
|--|---|
|  | One (1) science elective with lab                           |
|  | Two (2) electives   |
|  | One (1) elective - 3rd WI course if not already completed * |

*Science elective course: See Major Requirements above for course selections.*

\* Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core



(p. 101) and the Course Descriptions (p. 318) for further information.

### **Biology with Secondary Teaching Licensure (B.A. in Biology)**

This program of study allows students to complete a baccalaureate degree in biology and also be licensed to teach secondary biology at the end of four years. Students pursuing licensure in this manner complete all requirements necessary for Virginia licensure, including field experiences and student teaching.

**Admission Requirements:** Students in this program must seek admission to the teacher licensure program and apply for student teaching. See the education section (p. 195) for admission requirements and procedures.

**Degree Planning:** Students in this program must take courses as specified to ensure fulfillment of state licensure requirements. Course rotations vary, and not every course is available each semester. Course rotations are specified in the Course descriptions (p. 318) in this catalog. Individual advising is important to ensure students meet all major and teaching licensure requirements.

**Minimum Grade Requirements:** Students must maintain a 3.0 grade point average in their major. A grade of a C or better is required in professional studies courses. Professional studies courses are those associated with teacher preparation. An overall 2.5 GPA is required.

### **Degree Requirements — Biology with Secondary Teaching Licensure (B.A. in Biology)**

This degree requires a total of 121 credits.

#### **Liberal Arts Core and University Requirements**

See University Requirements and the Liberal Arts Core (p. 101) for details. Biology majors will satisfy the three-course university Writing Intensive (WI) requirement in the following way: BIO 300 Writing for Science, BIO 368 Advanced Research Methods, and one additional WI course. Students should fulfill the third WI course and the GP requirement with a general elective or a Liberal Arts Core course.

#### **Major Requirements**

To fulfill the requirements of the major, all students in this program will take the following coursework in a sequence determined in collaboration with an advisor. Some courses also satisfy Liberal Arts Core and/or University Requirements. Some coursework fulfills

teaching licensure requirements as specified by the Commonwealth of Virginia.

|           |   |
|-----------|---|
| BIO 151   | General Biology I *                               |
| BIO 151L  | General Biology I Lab *                           |
| BIO 152   | General Biology II *                              |
| BIO 152L  | General Biology II Lab                            |
| BIO 260   | Microbiology                                      |
| BIO 260L  | Microbiology Lab                                  |
| BIO 262   | Genetics for Majors *                             |
| BIO 262L  | Genetics for Majors Lab                           |
| BIO 300   | Writing for Science *                             |
| BIO 363   | Cellular Biology                                  |
| BIO 368   | Advanced Research Methods *                       |
| BIO 400   | Internship *                                      |
| BIO 423   | Pathways in STEM - 4th Year Seminar               |
| CHM 125   | Life Chemistry *                                  |
| CHM 125L  | Life Chemistry Lab                                |
| ED 200SL  | Foundations of Teaching and Learning              |
| ED 254    | Technology for the K-12 Classroom                 |
| ED 337    | Literacy in the Content Areas                     |
| ED 338    | Secondary Education: Curriculum and Methods       |
| ED 351    | Assessment to Support Learning in K-12            |
| ED 366    | Secondary Teaching Methods in Science             |
| ED 452    | Managing the K-12 Classroom                       |
| ED 460S   | Student Teaching: Secondary *                     |
| MA 132    | Statistical Analysis *                            |
| PH 250    | Philosophy of Science *                           |
| PH 303    | OR<br>Animals, the Environment, and Ethics *      |
| PH 311    | OR<br>Biomedical Ethics *                         |
| PH 330    | OR<br>Philosophy of Mind *                        |
| PHYS 161  | College Physics I *                               |
| PHYS 161L | College Physics I Lab                             |
| PSY 110   | Human Growth and Development *                    |
| PSY 341   | Psychology of Individuals with Exceptionalities * |

*ED 452 and ED 460S must be taken at the same time.*

Ten (10) credits from science elective courses:

|           |                                       |
|-----------|---------------------------------------|
| BIO 224   | Endocrinology                         |
| BIO 250   | General Botany                        |
| BIO 250L  | General Botany Lab                    |
| BIO 272   | Parasitology                          |
| BIO 272L  | Parasitology Lab                      |
| BIO 327SL | Marine Biology and Tropical Ecology * |
| BIO 441   | Biochemistry                          |
| BIO 441L  | Biochemistry Lab                      |

|           |                                |
|-----------|--------------------------------|
| BIO 442   | Nucleic Acids and Metabolism   |
| BIO 444   | Immunology                     |
| BIO 446   | Animal Virology                |
| BIO 449   | Advanced Molecular Biology     |
| CHM 151   | Principles of Chemistry I *    |
| CHM 151L  | Principles of Chemistry I Lab  |
| CHM 152   | Principles of Chemistry II *   |
| CHM 152L  | Principles of Chemistry II Lab |
| CHM 221   | Organic Chemistry I            |
| CHM 221L  | Organic Chemistry I Lab        |
| CHM 222   | Organic Chemistry II           |
| CHM 222L  | Organic Chemistry II Lab       |
| CHM 441   | Physical Biochemistry          |
| PHYS 162  | College Physics II *           |
| PHYS 162L | College Physics II Lab         |

**Note:** Students must check prerequisites for all science elective courses when determining elective course selections. Some prerequisite courses are not requirements in the biology B.A. program.

**BIO 385:** Students must be accepted into the biology with secondary teaching licensure program prior to taking this course.

### Sample Degree Plan — Biology with Secondary Teaching Licensure (B.A. in Biology)

Please note that this is a sample plan. All students must consult with an advisor in making course selections. This plan will differ for students who wish to pursue the pre-med track, a pre-physical therapy course of study, a minor, licensure, or a certification program.

#### Year One — Fall

|          |   |
|----------|---|
| BIO 151  | General Biology I *                       |
| BIO 151L | General Biology I Lab *                   |
| EN 101   | Composition I *                           |
| CNCT 100 | Connections *                             |
| HI       | Introductory History (HI-1) core course * |
|          | One (1) elective - GP course recommended* |

**BIO 151:** NS core course

**BIO 151L:** DSINQ and NS lab course

**EN 101:** WR core course

#### Year One — Spring

|          |                                |
|----------|--------------------------------|
| BIO 152  | General Biology II *           |
| BIO 152L | General Biology II Lab         |
| EN 102   | Composition II *               |
| MA 132   | Statistical Analysis *         |
| TRS 100  | Theological Inquiry *          |
| PSY 110  | Human Growth and Development * |

**BIO 152:** NS core course

**EN 102:** WR core course

**MA 132:** MT core course

**TRS 100:** TRS-1 core course

**PSY 110:** SS-1 core course

#### Year Two — Fall

|          |  |
|----------|--|
| BIO 260  | Microbiology   |
| BIO 260L | Microbiology Lab   |
| BIO 300  | Writing for Science *  |
| CHM 125  | Life Chemistry *   |
| CHM 125L | Life Chemistry Lab   |
| ED 200SL | Foundations of Teaching and Learning   |
|          | Introductory Social Science (SS-1) core course (economics, politics, or sociology) * |

#### Year Two — Spring

|          |   |
|----------|---|
| BIO 262  | Genetics for Majors *   |
| BIO 262L | Genetics for Majors Lab   |
| ED 254   | Technology for the K-12 Classroom   |
| PH 100   | Introduction to Philosophy *  |
| PSY 341  | Psychology of Individuals with Exceptionalities *                                     |
|          | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |

**PH 100:** PH-1 core course

**PSY 341:** SS-2 core course

#### Year Three — Fall

|         |   |
|---------|---|
| BIO 363 | Cellular Biology  |
| BIO 368 | Advanced Research Methods *                                 |
| ED 338  | Secondary Education: Curriculum and Methods                 |
| ED 351  | Assessment to Support Learning in K-12                      |
|         | Advanced Philosophy (PH-2) core course: PH 250 or PH 330 *  |
|         | OR  |
|         | Philosophical Ethics (PH-E) core course: PH 303 or PH 311 * |
|         | One (1) science elective                                    |

**BIO 368:** WI course

**Science elective course:** See Major Requirements above for course selection.

#### Year Three — Spring

|        |   |
|--------|---|
| ED 337 | Literacy in the Content Areas   |
|        | One (1) science elective  |
|        | One (1) science elective with lab   |
|        | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course * |
| EN     | Introductory Literature (LT-1) core course *  |

**Science elective course:** See Major Requirements above for course selections.

#### Year Four — Fall

|         |                                       |
|---------|---------------------------------------|
| BIO 400 | Internship *                          |
| BIO 423 | Pathways in STEM - 4th Year Seminar   |
| ED 366  | Secondary Teaching Methods in Science |

|           |   |
|-----------|---|
| PHYS 161  | College Physics I *   |
| PHYS 161L | College Physics I Lab   |
|           | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |

*BIO 400: EXP course*

*BIO 423: DSINQ course*

*Science elective course: See Major Requirements above for course selection.*

#### **Year Four — Spring**

|         |   |
|---------|---|
| ED 460S | Student Teaching: Secondary *                               |
| ED 452  | Managing the K-12 Classroom                                 |
|         | One (1) elective - 3rd WI course if not already completed * |

*Science elective course: See Major Requirements above for course selection.*

\* Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core (p. 101) and the Course Descriptions (p. 318) for further information.

#### **Biology (B.A.) to M.B.A. Program**

This pre-M.B.A. program allows advanced biology students to begin to pursue their M.B.A. degree while completing their undergraduate program. If students begin their graduate coursework while completing their undergraduate programs, they could earn their undergraduate and graduate degrees at an accelerated rate.

B.A. in biology students can supplement their undergraduate coursework with up to six credits of specified M.B.A. graduate courses. The M.B.A. courses would satisfy both graduate and undergraduate program requirements.

Students would be allowed to enroll in up to four graduate-level M.B.A. courses while completing undergraduate coursework; however, only two of those courses (six credits) would be eligible for application to the undergraduate degree. If students opt to take an additional two courses at the graduate level while completing the undergraduate degree, these courses would only apply to the graduate program requirements. All four graduate courses would satisfy M.B.A. program requirements.

#### **Admission Requirements**

In addition to meeting the university's undergraduate admission requirements, students are permitted to submit an application and, if approved, take graduate M.B.A. courses if they have

- at least 60 credits but no more than 90 credits and

- a minimum cumulative GPA of 3.4.

#### **MBA Courses**

|         |                                 |
|---------|---------------------------------|
| MBA 511 | Management Foundations          |
| MBA 512 | Accounting for Managers         |
| MBA 515 | Management in Organizations     |
| MBA 521 | Marketing Concepts and Practice |

#### **Biology (B.S.)**

Study in the biological sciences responds to the increasing demand for scientific expertise in a variety of professional settings, including industry and law.

The program permits students to build on a common foundation of introductory courses in biology and chemistry. It provides preparation for advanced studies in biology and health-related professional fields or for entry into a variety of areas within the biotechnology industries.

Upon successful completion of the biology program, students will be able to

- independently conduct and evaluate scientific research;
- demonstrate effective oral and written scientific communication skills;
- understand the moral and ethical impact of science on their communities, both local and global; and
- integrate a range of scientific concepts and ideas.

Students in the pre-med track have additional specific requirements, which follow. These students can choose to be assisted with MCAT preparation in their junior and/or senior year. These students will also have a pre-med primary advisor to ensure that all medical school questions are answered and that proper progress is being made toward completion of the pre-med designated curriculum. The pre-med advisor will also assist students in choosing medical schools and advocating on behalf of students for a selection of medical schools.

Students who wish to prepare for admission to Marymount's doctor of physical therapy program should supplement the biology program requirements with four additional courses, as noted under that track. See also the sample degree plan below.

A minor in biology is also available. Please see the School of Natural Sciences and Mathematics minors (p. 288) section for details.

**Minimum Grade Requirements:** A minimum grade of C- is required in any course within the major courses (biology, chemistry, and physics) that serve as a prerequisite for a higher-numbered course. Courses in which the minimum grade is not achieved may not be

repeated more than once without permission of the School of Natural Sciences and Mathematics director.

**Pre-Med Admission Requirements:** The pre-med track is reserved for students who have and will maintain a high academic standard. The pre-med designation will be available to entering first-year students who have a minimum high school GPA of 3.6. Students who are accepted into Marymount University, but do not initially meet the requirements for entry into the pre-med track, can apply for entry any time after completing one semester at Marymount University with a minimum GPA of 3.5.

**Pre-Med Degree Planning:** See the sample degree plan. Students intending to seek admission to medical school immediately following graduation should work closely with an advisor to develop their course schedules, with chemistry, physics, and most biology coursework completed by their senior year. If such a plan is not followed, the student in this track will be advised to take the MCAT after graduation and delay his or her application to medical school for one year.

**Pre-Med Minimum Grade Requirements:** Students will earn the pre-med designation if they maintain a cumulative Marymount University GPA of 3.5 or higher.

### Degree Requirements — Biology (B.S.)

This degree requires a total of 120 credits.

#### Liberal Arts Core and University Requirements

See University Requirements and the Liberal Arts Core (p. 101) for details. Biology majors will satisfy the three-course university Writing Intensive (WI) requirement in the following way: BIO 300 Writing for Science and BIO 368 Advanced Research Methods, and one additional WI course. Students should fulfill the third WI course and the GP requirement with a general elective or a Liberal Arts Core course.

#### Major Requirements

To fulfill the requirements of the major, all students in this program will take the following coursework in a sequence determined in collaboration with an advisor. Some courses also satisfy Liberal Arts Core and/or University Requirements.

|          |                         |
|----------|-------------------------|
| BIO 151  | General Biology I *     |
| BIO 151L | General Biology I Lab * |
| BIO 152  | General Biology II *    |
| BIO 152L | General Biology II Lab  |
| BIO 260  | Microbiology            |

|           |                                     |
|-----------|-------------------------------------|
| BIO 260L  | Microbiology Lab                    |
| BIO 262   | Genetics for Majors *               |
| BIO 262L  | Genetics for Majors Lab             |
| BIO 300   | Writing for Science *               |
| BIO 363   | Cellular Biology                    |
| BIO 368   | Advanced Research Methods *         |
| BIO 400   | Internship *                        |
| BIO 423   | Pathways in STEM - 4th Year Seminar |
| CHM 151   | Principles of Chemistry I *         |
| CHM 151L  | Principles of Chemistry I Lab       |
| CHM 152   | Principles of Chemistry II *        |
| CHM 152L  | Principles of Chemistry II Lab      |
| CHM 221   | Organic Chemistry I                 |
| CHM 221L  | Organic Chemistry I Lab             |
| CHM 222   | Organic Chemistry II                |
| CHM 222L  | Organic Chemistry II Lab            |
| MA 171    | Calculus with Precalculus A *       |
|           | AND                                 |
| MA 172    | Calculus with Precalculus B         |
|           | OR                                  |
| MA 181    | Calculus I *                        |
| PHYS 271  | General Physics I *                 |
| PHYS 271L | General Physics I Lab               |
| PHYS 272  | General Physics II *                |
| PHYS 272L | General Physics II Lab              |

Ten (10) credits from the following (a minimum of 3 credits must be at the 300 level or higher):

|           |                                       |
|-----------|---------------------------------------|
| BIO 224   | Endocrinology                         |
| BIO 250   | General Botany                        |
| BIO 250L  | General Botany Lab                    |
| BIO 272   | Parasitology                          |
| BIO 272L  | Parasitology Lab                      |
| BIO 327SL | Marine Biology and Tropical Ecology * |
| BIO 441   | Biochemistry                          |
| BIO 441L  | Biochemistry Lab                      |
| BIO 442   | Nucleic Acids and Metabolism          |
| BIO 444   | Immunology                            |
| BIO 446   | Animal Virology                       |
| BIO 449   | Advanced Molecular Biology            |
| CHM 441   | Physical Biochemistry                 |

#### Bioengineering Track

Students selecting the bioengineering track must complete the following courses (in addition to the core courses above):

#### Required Courses

|         |                          |
|---------|--------------------------|
| CHM 441 | Physical Biochemistry    |
| MA 200  | Calculus II *            |
| MA 325  | Differential Equations * |

**Electives**

Three (3) credits from the following courses:

|           |                                       |
|-----------|---------------------------------------|
| BIO 224   | Endocrinology                         |
| BIO 250   | General Botany                        |
| BIO 272   | Parasitology                          |
| BIO 327SL | Marine Biology and Tropical Ecology * |
| BIO 441   | Biochemistry                          |
| BIO 444   | Immunology                            |
| BIO 446   | Animal Virology                       |
| BIO 449   | Advanced Molecular Biology            |

**Pre-Med Track**

Students completing the pre-med track must complete the following courses and select an additional six (6) credits from the courses above:

|          |                              |
|----------|------------------------------|
| BIO 441  | Biochemistry                 |
| BIO 441L | Biochemistry Lab             |
| MA 218   | Probability and Statistics * |

**Pre-Physical Therapy Courses**

Students intending to seek admission to Marymount's doctor of physical therapy program should add the following courses:

|          |                                |
|----------|--------------------------------|
| BIO 161  | Anatomy and Physiology I *     |
| BIO 161L | Anatomy and Physiology I Lab   |
| BIO 162  | Anatomy and Physiology II *    |
| BIO 162L | Anatomy and Physiology II Lab  |
| MA 132   | Statistical Analysis *         |
| PSY 110  | Human Growth and Development * |

**Sample Degree Plan — Biology (B.S.)**

Please note that this is a sample plan; all students must consult with an advisor in making course selections. This plan will differ for students who wish to pursue the pre-med track or follow a pre-physical therapy course of study.

**Year One — Fall**

|          |                         |
|----------|-------------------------|
| BIO 151  | General Biology I *     |
| BIO 151L | General Biology I Lab * |
| MA 181   | Calculus I *            |
| EN 101   | Composition I *         |
| CNCT 100 | Connections *           |

*BIO 151: NS core course*

*BIO 151L: DSINQ and NS lab core course*

*MA 181: MT core course*

*EN 101: WR core course*

**Year One — Spring**

|          |                                  |
|----------|----------------------------------|
| BIO 152  | General Biology II *             |
| BIO 152L | General Biology II Lab           |
| EN 102   | Composition II *                 |
| TRS 100  | Theological Inquiry *            |
| HI       | Introductory History (HI-1) core |

|  |  |
|--|--|
|  | course *   |
|  | Introductory Social Science (SS-1) core course * |

*EN 102: WR core course*

*BIO 152: NS core course*

*TRS 100: TRS-1 core course*

**Year Two — Fall**

|          |   |
|----------|---|
| BIO 260  | Microbiology  |
| BIO 260L | Microbiology Lab  |
| BIO 300  | Writing for Science *   |
| CHM 151  | Principles of Chemistry I *   |
| CHM 151L | Principles of Chemistry I Lab   |
| EN       | Introductory Literature (LT-1) core course *                            |
|          | Introductory Social Science (SS-1) core course in a second discipline * |

*BIO 300: DSINQ and WI course*

*CHM 151: NS core course*

**Year Two — Spring**

|          |   |
|----------|---|
| BIO 262  | Genetics for Majors *   |
| BIO 262L | Genetics for Majors Lab   |
| CHM 152  | Principles of Chemistry II *  |
| CHM 152L | Principles of Chemistry II Lab  |
| PH 100   | Introduction to Philosophy *  |
|          | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |

*PH 100: PH-1 core course*

**Year Three — Fall**

|          |  |
|----------|--|
| BIO 363  | Cellular Biology   |
| BIO 368  | Advanced Research Methods *  |
| CHM 221  | Organic Chemistry I  |
| CHM 221L | Organic Chemistry I Lab  |
| PH       | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course* |
|          | Advanced Social Science (SS-2) core course*                            |

*BIO 368: WI course*

**Year Three — Spring**

|          |   |
|----------|---|
| CHM 222  | Organic Chemistry II  |
| CHM 222L | Organic Chemistry II Lab  |
|          | Two (2) science electives   |
|          | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course * |
|          | One (1) elective - GP course if not already completed *                                 |

*Science elective course: See Major Requirements above for course selections.*

**Year Four — Fall**

|         |              |
|---------|--------------|
| BIO 400 | Internship * |
|---------|--------------|

|           |                                     |
|-----------|-------------------------------------|
| BIO 423   | Pathways in STEM - 4th Year Seminar |
| PHYS 271  | General Physics I *                 |
| PHYS 271L | General Physics I Lab               |
|           | One (1) science elective with lab   |

*BIO 400: EXP course*

*BIO 423: DSINQ course*

*Science elective course: See Major Requirements above for course selections.*

#### Year Four — Spring

|           |   |
|-----------|---|
| PHYS 272  | General Physics II *  |
| PHYS 272L | General Physics II Lab  |
|           | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |
|           | One (1) elective  |
|           | One (1) elective - 3rd WI course if not already completed *                           |

#### Sample Degree Plan — Biology (Bioengineering Track)

Please note that this is a sample plan; all students must consult with an advisor in making course selections.

#### Year One — Fall

|          |   |
|----------|---|
| BIO 151  | General Biology I *                       |
| BIO 151L | General Biology I Lab *                   |
| MA 181   | Calculus I *                              |
| EN 101   | Composition I *                           |
| CNCT 100 | Connections *                             |
| HI       | Introductory History (HI-1) core course * |

*BIO 151: NS core course*

*BIO 151L: DSINQ and NS lab core course*

*MA 181: MT core course*

*EN 101: WR core course*

#### Year One — Spring

|          |  |
|----------|--|
| BIO 152  | General Biology II *                             |
| BIO 152L | General Biology II Lab                           |
| EN 102   | Composition II *                                 |
| TRS 100  | Theological Inquiry *                            |
|          | Introductory Social Science (SS-1) core course * |
|          | One (1) elective                                 |

*EN 102: WR core course*

*TRS 100: TRS-1 core course*

#### Year Two — Fall

|          |                               |
|----------|-------------------------------|
| BIO 260  | Microbiology                  |
| BIO 260L | Microbiology Lab              |
| BIO 300  | Writing for Science *         |
| CHM 151  | Principles of Chemistry I *   |
| CHM 151L | Principles of Chemistry I Lab |
| MA 200   | Calculus II *                 |
|          | One (1) elective              |

*BIO 300: DSINQ and WI course*

*CHM 151: NS core course*

#### Year Two — Spring

|          |  |
|----------|--|
| BIO 262  | Genetics for Majors *                        |
| BIO 262L | Genetics for Majors Lab                      |
| CHM 152  | Principles of Chemistry II *                 |
| CHM 152L | Principles of Chemistry II Lab               |
| PH 100   | Introduction to Philosophy *                 |
| EN       | Introductory Literature (LT-1) core course * |

*PH 100: PH-1 core course*

#### Year Three — Fall

|          |   |
|----------|---|
| BIO 363  | Cellular Biology  |
| BIO 368  | Advanced Research Methods *   |
| CHM 221  | Organic Chemistry I   |
| CHM 221L | Organic Chemistry I Lab   |
|          | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |
|          | Introductory Social Science (SS-1) core course in a second discipline *               |

*BIO 368: WI course*

#### Year Three — Spring

|          |   |
|----------|---|
| CHM 222  | Organic Chemistry II  |
| CHM 222L | Organic Chemistry II Lab  |
| MA 325   | Differential Equations *  |
|          | One (1) science elective  |
|          | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course * |
|          | One (1) elective - GP course if not already completed *                                 |

*Science elective course: See Major Requirements above for course selections.*

#### Year Four — Fall

|           |   |
|-----------|---|
| BIO 423   | Pathways in STEM - 4th Year Seminar                                     |
| CHM 441   | Physical Biochemistry   |
| PHYS 271  | General Physics I *   |
| PHYS 271L | General Physics I Lab   |
| PH        | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course * |
|           | Advanced Social Science (SS-2) core course *                            |

*BIO 423: DSINQ course*

*Science elective course: See Major Requirements above for course selections.*

#### Year Four — Spring

|           |                                      |
|-----------|--------------------------------------|
| BIO 400   | Internship *                         |
| PHYS 272  | General Physics II *                 |
| PHYS 272L | General Physics II Lab               |
|           | Fine Arts (FNA), Advanced Literature |

|  |   |
|--|---|
|  | (LT-2), or Advanced History (HI-2) core course *            |
|  | One (1) elective - 3rd WI course if not already completed * |

*BIO 400: EXP course*

### Sample Degree Plan — Biology (Pre-Med Track)

Please note that this is a sample plan; all students must consult with an advisor in making course selections.

#### Year One — Fall

|          |                               |
|----------|-------------------------------|
| BIO 151  | General Biology I *           |
| BIO 151L | General Biology I Lab *       |
| CHM 151  | Principles of Chemistry I *   |
| CHM 151L | Principles of Chemistry I Lab |
| MA 181   | Calculus I *                  |
| EN 101   | Composition I *               |
| CNCT 100 | Connections *                 |

*BIO 151: NS core course*

*BIO 151L: DSINQ and NS lab core course*

*CHM 151: NS core course*

*MA 181: MT core course*

*EN 101: WR core course*

#### Year One — Spring

|          |                                |
|----------|--------------------------------|
| BIO 152  | General Biology II *           |
| BIO 152L | General Biology II Lab         |
| CHM 152  | Principles of Chemistry II *   |
| CHM 152L | Principles of Chemistry II Lab |
| MA 218   | Probability and Statistics *   |
| EN 102   | Composition II *               |
|          | One (1) elective               |

*EN 102: WR core course*

#### Year Two — Fall

|          |  |
|----------|--|
| BIO 260  | Microbiology                                     |
| BIO 260L | Microbiology Lab                                 |
| BIO 300  | Writing for Science *                            |
| CHM 221  | Organic Chemistry I                              |
| CHM 221L | Organic Chemistry I Lab                          |
| EN       | Introductory Literature (LT-1) core course *     |
|          | Introductory Social Science (SS-1) core course * |

*BIO 300: DSINQ and WI course*

#### Year Two — Spring

|          |                              |
|----------|------------------------------|
| BIO 262  | Genetics for Majors *        |
| BIO 262L | Genetics for Majors Lab      |
| CHM 222  | Organic Chemistry II         |
| CHM 222L | Organic Chemistry II Lab     |
| PH 100   | Introduction to Philosophy * |
| TRS 100  | Theological Inquiry *        |

*PH 100: PH-1 core course*

*TRS 100: TRS-1 core course*

#### Year Three — Fall

|           |   |
|-----------|---|
| BIO 363   | Cellular Biology  |
| BIO 368   | Advanced Research Methods *   |
| PHYS 271  | General Physics I *   |
| PHYS 271L | General Physics I Lab   |
| HI        | Introductory History (HI-1) core course *                               |
| PH        | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course * |

*BIO 368: WI course*

#### Year Three — Spring

|           |   |
|-----------|---|
| PHYS 272  | General Physics II *  |
| PHYS 272L | General Physics II Lab  |
|           | One (1) science elective  |
|           | Introductory Social Science (SS-1) core course in a second discipline *                 |
|           | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course * |

*Science elective course: See Major Requirements above for course selections.*

#### Year Four — Fall

|          |   |
|----------|---|
| BIO 423  | Pathways in STEM - 4th Year Seminar   |
| BIO 441  | Biochemistry  |
| BIO 441L | Biochemistry Lab  |
|          | One (1) science elective  |
|          | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |
|          | Advanced Social Science (SS-2) core course *  |

*BIO 423: DSINQ course*

*Science elective course: See Major Requirements above for course selections.*

#### Year Four — Spring

|         |   |
|---------|---|
| BIO 400 | Internship *  |
|         | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |
|         | One (1) elective - GP course if not already completed *                               |
|         | One (1) elective - 3rd WI course if not already completed *                           |

*BIO 400: EXP course*

### Sample Degree Plan — Biology (Pre-PT Track)

Please note that this is a sample plan; all students must consult with an advisor in making course selections.

#### Year One — Fall

|          |                         |
|----------|-------------------------|
| BIO 151  | General Biology I *     |
| BIO 151L | General Biology I Lab * |

|          |   |
|----------|---|
| MA 181   | Calculus I *                              |
| EN 101   | Composition I *                           |
| CNCT 100 | Connections *                             |
| HI       | Introductory History (HI-1) core course * |

*BIO 151: NS core course*

*BIO 151L: DSINQ and NS lab course*

*MA 181: MT core course*

*EN 101: WR core course*

#### Year One — Spring

|          |                                |
|----------|--------------------------------|
| BIO 152  | General Biology II *           |
| BIO 152L | General Biology II Lab         |
| MA 132   | Statistical Analysis *         |
| EN 102   | Composition II *               |
| PSY 110  | Human Growth and Development * |
| TRS 100  | Theological Inquiry *          |

*EN 102: WR core course*

*PSY 110: SS-1 core course*

*TRS 100: TRS-1 core course*

#### Year Two — Fall

|          |                               |
|----------|-------------------------------|
| BIO 161  | Anatomy and Physiology I *    |
| BIO 161L | Anatomy and Physiology I Lab  |
| BIO 260  | Microbiology                  |
| BIO 260L | Microbiology Lab              |
| BIO 300  | Writing for Science *         |
| CHM 151  | Principles of Chemistry I *   |
| CHM 151L | Principles of Chemistry I Lab |
| TRS 100  | Theological Inquiry *         |

*BIO 300: DSINQ and WI course*

*CHM 151: NS core course*

#### Year Two — Spring

|          |  |
|----------|--|
| BIO 162  | Anatomy and Physiology II *                  |
| BIO 162L | Anatomy and Physiology II Lab                |
| BIO 262  | Genetics for Majors *                        |
| BIO 262L | Genetics for Majors Lab                      |
| CHM 152  | Principles of Chemistry II *                 |
| CHM 152L | Principles of Chemistry II Lab               |
| EN       | Introductory Literature (LT-1) core course * |

#### Year Three — Fall

|          |   |
|----------|---|
| BIO 363  | Cellular Biology  |
| BIO 368  | Advanced Research Methods *   |
| CHM 221  | Organic Chemistry I   |
| CHM 221L | Organic Chemistry I Lab   |
| PH 100   | Introduction to Philosophy *  |
|          | Introductory Social Science (SS-1) core course (economics, politics, or sociology)* |

*BIO 368: WI course*

*PH 100: PH-1 core course*

#### Year Three — Spring

|         |                      |
|---------|----------------------|
| CHM 222 | Organic Chemistry II |
|---------|----------------------|

|          |  |
|----------|--|
| CHM 222L | Organic Chemistry II Lab   |
|          | Two (2) science electives  |
|          | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course *                    |
|          | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course - 3rd WI recommended * |

*Science elective course: See Major Requirements above for course selections.*

#### Year Four — Fall

|           |  |
|-----------|--|
| BIO 423   | Pathways in STEM - 4th Year Seminar                                    |
| PHYS 271  | General Physics I *  |
| PHYS 271L | General Physics I Lab  |
|           | One (1) science elective with lab                                      |
| PH        | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course* |
|           | Advanced Social Science (SS-2) core course *                           |

*BIO 423: DSINQ course*

*Science elective course: See Major Requirements above for course selections.*

#### Year Four — Spring

|           |   |
|-----------|---|
| BIO 400   | Internship *  |
| PHYS 272  | General Physics II *  |
| PHYS 272L | General Physics II Lab  |
|           | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |
|           | One (1) elective - GP course if not already completed *                               |

*BIO 400: EXP course*

\* Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core (p. 101) and the Course Descriptions (p. 318) for further information.

#### Biology with Secondary Teaching Licensure (B.S. in Biology)

This program of study allows students to complete a baccalaureate degree in biology and also be licensed to teach secondary biology at the end of four years. Students pursuing licensure in this manner complete all requirements necessary for Virginia licensure, including field experiences and student teaching.

**Admission Requirements:** Students in this program must seek admission to the teacher licensure program and apply for student teaching. See the education section (p. 195) for admission requirements and procedures.



**Degree Planning:** Students in this program must take courses as specified to ensure fulfillment of state licensure requirements. Course rotations vary, and not every course is available each semester. Course rotations are specified in the Course descriptions (p. 318) in this catalog. Individual advising is important to ensure students meet all major and teaching licensure requirements.

**Minimum Grade Requirements:** Students must maintain a 3.0 grade point average in their major. A grade of a C or better is required in professional studies courses. Professional studies courses are those associated with teacher preparation. An overall 2.5 GPA is required.

### Degree Requirements — Biology with Secondary Teaching Licensure (B.S. in Biology)

This degree requires a total of 136 credits.

#### Liberal Arts Core and University Requirements

See University Requirements and the Liberal Arts Core (p. 101) for details. Biology majors will satisfy the three-course university Writing Intensive (WI) requirement in the following way: BIO 300 Writing for Science, BIO 368 Advanced Research Methods, and one additional WI course. Students should fulfill the third WI course and the GP requirement with a general elective or a Liberal Arts Core course.

#### Major Requirements

To fulfill the requirements of the major, all students in this program will take the following coursework in a sequence determined in collaboration with an advisor. Some courses also satisfy Liberal Arts Core and/or University Requirements. Some coursework fulfills teaching licensure requirements as specified by the Commonwealth of Virginia.

|          |                                     |
|----------|-------------------------------------|
| BIO 151  | General Biology I *                 |
| BIO 151L | General Biology I Lab *             |
| BIO 152  | General Biology II *                |
| BIO 152L | General Biology II Lab              |
| BIO 260  | Microbiology                        |
| BIO 260L | Microbiology Lab                    |
| BIO 262  | Genetics for Majors *               |
| BIO 262L | Genetics for Majors Lab             |
| BIO 300  | Writing for Science *               |
| BIO 363  | Cellular Biology                    |
| BIO 368  | Advanced Research Methods *         |
| BIO 423  | Pathways in STEM - 4th Year Seminar |
| CHM 151  | Principles of Chemistry I *         |
| CHM 151L | Principles of Chemistry I Lab       |

|           |   |
|-----------|---|
| CHM 152   | Principles of Chemistry II *                      |
| CHM 152L  | Principles of Chemistry II Lab                    |
| CHM 221   | Organic Chemistry I                               |
| CHM 221L  | Organic Chemistry I Lab                           |
| CHM 222   | Organic Chemistry II                              |
| CHM 222L  | Organic Chemistry II Lab                          |
| ED 200SL  | Foundations of Teaching and Learning              |
| ED 254    | Technology for the K-12 Classroom                 |
| ED 337    | Literacy in the Content Areas                     |
| ED 338    | Secondary Education: Curriculum and Methods       |
| ED 351    | Assessment to Support Learning in K-12            |
| ED 366    | Secondary Teaching Methods in Science             |
| ED 452    | Managing the K-12 Classroom                       |
| ED 460S   | Student Teaching: Secondary *                     |
| GEOL 102  | Principles of Geology *                           |
| GEOL 102L | Principles of Geology Lab                         |
| MA 171    | Calculus with Precalculus A *                     |
| MA 172    | Calculus with Precalculus B                       |
| MA 181    | Calculus I *                                      |
| PHYS 271  | General Physics I *                               |
| PHYS 271L | General Physics I Lab                             |
| PHYS 272  | General Physics II *                              |
| PHYS 272L | General Physics II Lab                            |
| PSY 110   | Human Growth and Development *                    |
| PSY 341   | Psychology of Individuals with Exceptionalities * |

*ED 452 and ED 460S must be taken at the same time.*

Ten (10) credits from the following (a minimum of 3 credits must be at the 300 level or higher):

|           |                                       |
|-----------|---------------------------------------|
| BIO 224   | Endocrinology                         |
| BIO 250   | General Botany                        |
| BIO 272   | Parasitology                          |
| BIO 327SL | Marine Biology and Tropical Ecology * |
| BIO 441   | Biochemistry                          |
| BIO 442   | Nucleic Acids and Metabolism          |
| BIO 444   | Immunology                            |
| BIO 446   | Animal Virology                       |
| BIO 449   | Advanced Molecular Biology            |
| CHM 441   | Physical Biochemistry                 |

### Sample Degree Plan — Biology with Secondary Teaching Licensure (B.S. in Biology)

Please note that this is a sample plan; all students must consult with an advisor in making course selections. Students are responsible for the additional

tuition costs if they are enrolled in 19 or more credits in a semester.

#### Year One — Fall

|          |                                |
|----------|--------------------------------|
| BIO 151  | General Biology I *            |
| BIO 151L | General Biology I Lab *        |
| MA 181   | Calculus I *                   |
| EN 101   | Composition I *                |
| PSY 110  | Human Growth and Development * |
| CNCT 100 | Connections *                  |

*BIO 151: NS core course*

*BIO 151L: DSINQ and NS lab core course*

*MA 181: MT core course*

*EN 101: WR core course*

*PSY 110: SS-1 core course*

#### Year One — Spring

|          |   |
|----------|---|
| BIO 152  | General Biology II *  |
| BIO 152L | General Biology II Lab  |
| EN 102   | Composition II *  |
| TRS 100  | Theological Inquiry *   |
| HI       | Introductory History (HI-1) core course *   |
|          | Introductory Social Science (SS-1) core course (economics, politics, or sociology)* |

*EN 102: WR core course*

*TRS 100: TRS-1 core course*

*It is recommended that students complete a SS-1 core course in economics, politics, or sociology that also fulfills the GP requirement.*

#### Year Two — Fall

|          |                                      |
|----------|--------------------------------------|
| BIO 260  | Microbiology                         |
| BIO 260L | Microbiology Lab                     |
| BIO 300  | Writing for Science *                |
| CHM 151  | Principles of Chemistry I *          |
| CHM 151L | Principles of Chemistry I Lab        |
| ED 200SL | Foundations of Teaching and Learning |
| PH 100   | Introduction to Philosophy *         |

*BIO 300: DSINQ and WI course*

*CHM 151: NS core course*

*PH 100: PH-1 core course*

#### Year Two — Spring

|           |   |
|-----------|---|
| BIO 262   | Genetics for Majors *                       |
| BIO 262L  | Genetics for Majors Lab                     |
| CHM 152   | Principles of Chemistry II *                |
| CHM 152L  | Principles of Chemistry II Lab              |
| ED 351    | Assessment to Support Learning in K-12      |
| GEOL 102  | Principles of Geology *                     |
| GEOL 102L | Principles of Geology Lab                   |
| EN        | Introductory Literature (LT-1) core course* |

#### Year Three — Fall

|         |                  |
|---------|------------------|
| BIO 363 | Cellular Biology |
|---------|------------------|

|           |                                   |
|-----------|-----------------------------------|
| BIO 368   | Advanced Research Methods *       |
| CHM 221   | Organic Chemistry I               |
| CHM 221L  | Organic Chemistry I Lab           |
| ED 254    | Technology for the K-12 Classroom |
| PHYS 271  | General Physics I *               |
| PHYS 271L | General Physics I Lab             |

*BIO 368: WI course*

#### Year Three — Spring

|           |   |
|-----------|---|
| CHM 222   | Organic Chemistry II                              |
| CHM 222L  | Organic Chemistry II Lab                          |
| ED 337    | Literacy in the Content Areas                     |
| PHYS 272  | General Physics II *                              |
| PHYS 272L | General Physics II Lab                            |
| PSY 341   | Psychology of Individuals with Exceptionalities * |
|           | One (1) science elective with lab                 |

*PSY 341: SS-2 core course*

*Science elective course: See Major Requirements above for course selections.*

#### Year Four — Fall

|         |   |
|---------|---|
| BIO 423 | Pathways in STEM - 4th Year Seminar   |
| ED 338  | Secondary Education: Curriculum and Methods   |
| ED 366  | Secondary Teaching Methods in Science   |
|         | One (1) science elective  |
| PH      | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course *                 |
|         | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course * |

*BIO 423: DSINQ course*

*Science elective course: See Major Requirements above for course selections.*

#### Year Four — Spring

|         |  |
|---------|--|
| ED 460S | Student Teaching: Secondary *  |
| ED 452  | Managing the K-12 Classroom  |
|         | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course *                      |
|         | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course - 3rd WI recommended * |
|         | One (1) science elective   |

*Science elective course: See Major Requirements above for course selections.*

\* Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core (p. 101) and the Course Descriptions (p. 318) for further information.

## Mathematics (B.S.)

The study of mathematics introduces students to mathematical abstraction as well as how mathematics can be used to solve practical problems. Many courses in this discipline provide the basic foundations necessary to support study in all majors. Whenever possible, mathematics courses introduce concepts using applications, analytical solutions (equation solving), numerical approximations, and graphical interpretations.

The mathematics major requirements fall into four categories:

- Foundation courses, offered each semester, are prerequisites for subsequent courses.
- Introduction-to-proof courses, offered on a rotating basis, give students a more clear idea of pure mathematics.
- Applied or computational mathematics courses, offered on a rotating basis, encourage students to use mathematics to solve, or elucidate, real-world problems.
- High-level proof courses, offered on a rotating basis, push students to understand mathematics in a deeper, more abstract way.

A special feature of Marymount's mathematics program is the fall seminar series. Faculty members and students meet for one hour each week to hear presentations by professional mathematicians about their career paths. Students also give short presentations on mathematical topics of interest.

Beyond regular coursework, students have collaborated with several faculty members on joint research projects, most notably in mathematics education and in computational biology. Faculty and students regularly present their research findings at national conferences.

Upon successful completion of the mathematics program, students will be able to

- gather, evaluate, and use relevant mathematical definitions and results to create logical, grammatically correct proofs;
- connect mathematical ideas to real-world applications, including the creation and interpretation of mathematical models;
- communicate mathematical ideas through oral and written presentations;
- use a variety of technologies to solve mathematical problems;
- articulate career, internship, and summer program opportunities for mathematicians; and

- pose, research, and address new mathematical questions.

Marymount's mathematics program prepares students for immediate careers in the field as well as for graduate study. Computation and modeling are intentionally infused into the major so students are ready for jobs that require strong technical abilities. Marymount mathematics majors can also earn licensure to teach middle school or high school mathematics.

After meeting the Liberal Arts Core and University Requirements, mathematics majors have 21 to 26 elective credit hours. Students are encouraged to apply those credits toward other options, such as teaching licensure in secondary mathematics or a minor or second major in biology, economics, or information technology. Mathematics majors are also eligible to participate in the five-year B.S./M.S. in information technology program. (See Information Technology, Combined B.S./M.S. Program for further information.)

A minor in mathematics is also available. Please see the School of Natural Sciences and Mathematics minors (p. 288) section for details.

**Degree Planning:** Note that course rotations vary, and not every course is available each semester. Course rotations are specified in the Course descriptions (p. 318) of this catalog. Individual advising is important to ensure students fulfill major requirements and schedule additional coursework that meets career objectives.

**Minimum Grade Requirements:** A minimum grade of C is required in any course that serves as a prerequisite for a higher-numbered course.

### Degree Requirements — Mathematics

This degree requires a total of 120 credits.

#### Liberal Arts Core and University Requirements

See University Requirements and the Liberal Arts Core (p. 101) for details. Mathematics majors will satisfy the three-course university Writing Intensive (WI) requirement in the following way: MA 420 Abstract Algebra, MA 425 Introduction to Real Analysis, and one additional WI course from the Liberal Arts Core or as a university elective. Majors that do not take BIO 151L must also complete the GP requirement from the Liberal Arts Core or as a university elective.

#### Major Requirements

To fulfill the requirements of the major, all students in this program will take the following coursework in a sequence determined in collaboration with an advisor.

Some courses also satisfy Liberal Arts Core and/or University Requirements.

|                          |   |
|--------------------------|---|
| IT 130                   | Java Programming  |
| MA 181                   | Calculus I *  |
|                          | OR  |
| MA 171                   | Calculus with Precalculus A *                             |
|                          | AND   |
| MA 172                   | Calculus with Precalculus B                               |
| MA 200                   | Calculus II *   |
| MA 210                   | Seminar with Introduction to Proofs through Discrete Math |
| MA 215                   | Linear Algebra and Proof Techniques                       |
| MA 218                   | Probability and Statistics *                              |
| MA 221                   | Multivariable Calculus                                    |
| MA 230                   | Scientific Computing                                      |
| MA 257                   | Introduction to Number Theory and Proof Techniques *      |
| MA 309                   | Mathematics Seminar                                       |
| MA 325                   | Differential Equations *                                  |
| MA 400                   | Internship *  |
|                          | OR  |
| MA 433                   | Research *  |
| MA 409                   | Mathematics Seminar                                       |
| MA 418                   | Mathematical Modeling                                     |
| MA 420                   | Abstract Algebra *  |
| MA 425                   | Introduction to Real Analysis *                           |
| PHYS 271<br>PHYS<br>271L | General Physics I *<br>General Physics I Lab              |
|                          | AND   |
| PHYS 272<br>PHYS<br>272L | General Physics II *<br>General Physics II Lab            |
|                          | OR  |
| BIO 151<br>BIO 151L      | General Biology I *<br>General Biology I Lab *            |
|                          | AND   |
| BIO 262<br>BIO 262L      | Genetics for Majors *<br>Genetics for Majors Lab          |

*MA 181, MA 200: Students may complete either MA 181 or the MA 171 and MA 172 sequence, which is the equivalent of MA 181, during the first year. Also, MA 181 and MA 200 can be waived with appropriate AP credit. Students should take noted courses in a sequence specified by an advisor and, upon successful completion, may not subsequently register for a lower-numbered course in the calculus sequence.*

*MA 210, MA 309, MA 409: Transfer students or new majors who join the program after the fall semester of their sophomore year will take mathematics seminar classes every fall semester, starting with MA 210. Such students may need to make up the credit hours to meet the 120-credit minimum requirement toward graduation.*

### Sample Degree Plan — Mathematics

Please note that this is a sample plan; all students must consult with an advisor in making course selections.

#### Year One — Fall

|          |  |
|----------|--|
| EN 101   | Composition I *                                  |
| MA 181   | Calculus I *                                     |
| CNCT 100 | Connections *                                    |
|          | Introductory Social Science (SS-1) core course * |
|          | One (1) elective                                 |

*EN 101: WR core course*

*MA 181: (MT core course) Not all students should begin with MA 181. Follow placement recommendations and advisor guidance in course selection.*

#### Year One — Spring

|         |                              |
|---------|------------------------------|
| EN 102  | Composition II *             |
| IT 130  | Java Programming             |
| MA 200  | Calculus II *                |
| MA 218  | Probability and Statistics * |
| TRS 100 | Theological Inquiry *        |

*EN 102: WR core course*

*TRS 100: TRS-1 core course*

#### Year Two — Fall

|                          |   |
|--------------------------|---|
| MA 210                   | Seminar with Introduction to Proofs through Discrete Math |
| PHYS 271<br>PHYS<br>271L | General Physics I *<br>General Physics I Lab              |
|                          | OR  |
| BIO 151<br>BIO 151L      | General Biology I *<br>General Biology I Lab *            |
| EN                       | Introductory Literature (LT-1) core course *              |
| HI                       | Introductory History (HI-1) core course *                 |

*PHYS 271, BIO 151: NS core course*

*PHYS 271L, BIO 151L: NS lab core course*

*BIO 151L: GP course*

#### Year Two — Spring

|                          |  |
|--------------------------|--|
| MA 215                   | Linear Algebra and Proof Techniques              |
| MA 221                   | Multivariable Calculus                           |
| PHYS 272<br>PHYS<br>272L | General Physics II *<br>General Physics II Lab   |
|                          | OR   |
| BIO 262<br>BIO 262L      | Genetics for Majors *<br>Genetics for Majors Lab |
|                          | Introductory Social Science (SS-1) core course * |
|                          | One (1) elective                                 |

*PHYS 272, BIO 262: NS core course*

#### Year Three — Fall

|        |                      |
|--------|----------------------|
| MA 230 | Scientific Computing |
|--------|----------------------|

|        |   |
|--------|---|
| MA 309 | Mathematics Seminar   |
| MA 425 | Introduction to Real Analysis *   |
|        | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |
| PH 100 | Introduction to Philosophy *  |
|        | One (1) elective  |

*PH 100: PH-1 core course*

*MA 425: DSINQ and WI course*

#### Year Three — Spring

|        |   |
|--------|---|
| MA 257 | Introduction to Number Theory and Proof Techniques *                                    |
| MA 418 | Mathematical Modeling   |
|        | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course * |
|        | Two (2) electives   |

*MA 257: DSINQ course*

#### Year Four — Fall

|        |   |
|--------|---|
| MA 325 | Differential Equations *                                |
| MA 400 | Internship *  |
| MA 433 | OR<br>Research *  |
| MA 409 | Mathematics Seminar                                     |
| MA 420 | Abstract Algebra *                                      |
|        | Advanced Social Science (SS-2) core course *            |
|        | One (1) elective - GP course if not already completed * |

*MA 325: DSINQ course*

*MA 400 or MA 433: EXP course*

*MA 420: DSINQ and WI course*

#### Year Four — Spring

|    |   |
|----|---|
|    | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |
| PH | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course *               |
|    | One (1) elective - 3rd WI course if not already completed *                           |
|    | Two (2) electives   |

### Sample Degree Plan - Marymount University Mathematics (B.S.) and UND Mechanical Engineering (B.S.)

Marymount University has an agreement with the University of North Dakota for students to earn both a degree in mechanical engineering from the University of North Dakota and a degree in Mathematics from Marymount University. Students fulfill all requirements for both degrees while maintaining full-time status at

Marymount University and enrolling in online courses at the University of North Dakota. Tuition each semester is due to Marymount University. This tuition covers Marymount courses as well as University of North Dakota courses. University of North Dakota courses are delivered online during the academic year. Students are required to complete three laboratory courses during two summers at the University of North Dakota. Interested students should work with their academic advisor at the beginning of their academic career to understand the full requirements of both programs. The advisor will guide the student through the application process and subsequent registrations. Application to the University of North Dakota occurs early during the fall semester of the first year. For more information and details, please see Marymount University Partnership with University of North Dakota Engineering (p. 98).

Please note that this is a sample plan and requires 5 years; all students must consult with an advisor in making course selections. Some courses are offered only every other year, and this plan assumes beginning in the fall of an odd year, but the program can be completed beginning any year.

#### Year One - Fall

|          |                               |
|----------|-------------------------------|
| CNCT 100 | Connections *                 |
| CHM 151  | Principles of Chemistry I *   |
| CHM 151L | Principles of Chemistry I Lab |
| EN 101   | Composition I *               |
| MA 181   | Calculus I *                  |
| TRS 100  | Theological Inquiry *         |

*CHM 151: NS core course; fulfills a requirement for the UND degree in Mechanical Engineering*

*CHM 151L: NS lab core course; fulfills a requirement for the UND degree in Mechanical Engineering*

*EN 101: WR core course*

*MA 181: MT core course; fulfills a requirement for the UND degree in Mechanical Engineering (Not all students should begin with MA 181. Follow placement recommendations and advisor guidance in course selection.)*

*TRS 100: TRS-1 core course*

#### Year One - Spring

|         |  |
|---------|--|
| MA 200  | Calculus II *                          |
| MA 218  | Probability and Statistics *           |
| IT 130  | Java Programming                       |
| EN 102  | Composition II *                       |
| PH 100  | Introduction to Philosophy *           |
| ME 101+ | Introduction to Mechanical Engineering |

*EN 102: WR core course*

*PH 100: PH-1 core course*

*MA 200: Fulfills a requirement for the UND degree in*

*Mechanical Engineering*

*MA 218: Fulfills a requirement for the UND degree in Mechanical Engineering*

*ME 101: Fulfills a requirement for the UND degree in Mechanical Engineering*

**Year Two - Fall**

|           |   |
|-----------|---|
| MA 210    | Seminar with Introduction to Proofs through Discrete Math |
| PHYS 271  | General Physics I *                                       |
| PHYS 271L | General Physics I Lab                                     |
| SOC 131   | Principles of Sociology in Global Perspective *           |
| HI        | Introductory History (HI-1) core course *                 |
|           | Advanced Theology/Religious Studies (TRS-2) core course * |
| ENGR 200+ | Computer Applications in Engineering                      |

*PHYS 271: Second NS core course; fulfills a requirement for the UND degree in Mechanical Engineering*

*PHYS 271: Fulfills a requirement for the UND degree in Mechanical Engineering*

*SOC-131: GP; SS-1 core course*

*ENGR 200: Fulfills a requirement for the UND degree in Mechanical Engineering*

**Year Two - Spring**

|           |   |
|-----------|---|
| MA 221    | Multivariable Calculus                      |
| MA 215    | Linear Algebra and Proof Techniques         |
| PHYS 272  | General Physics II *                        |
| PHYS 272L | General Physics II Lab                      |
| EN        | Introductory Literature (LT-1) core course* |
| ENGR 201+ | Statics                                     |
| ME 201C+  | Student Design Lecture                      |

*MA 221: Fulfills a requirement for the UND degree in Mechanical Engineering*

*PHYS 272 and PHYS 272L: Fulfill a requirement for the UND degree in Mechanical Engineering*

*ENGR 201: Fulfills a requirement for the UND degree in Mechanical Engineering*

*ME 201C: Fulfills a requirement for the UND degree in Mechanical Engineering*

**Year Two - Summer**

|          |                        |
|----------|------------------------|
| ME 201C+ | Student Design Lecture |
|----------|------------------------|

*ME 201C: Fulfills a requirement for the UND degree in Mechanical Engineering*

**Year Three - Fall**

|        |   |
|--------|---|
| MA 230 | Scientific Computing  |
| MA 309 | Mathematics Seminar   |
| MA 425 | Introduction to Real Analysis *   |
|        | Introductory Social Science (SS-1) core course in a second discipline * |
| ENGR   | Dynamics  |

|         |                                 |
|---------|---------------------------------|
| 202+    |                                 |
| ME 341+ | Thermodynamics                  |
| MA 425  | Introduction to Real Analysis * |

*MA 425: DSINQ and WI core course*

*ENGR 202: Fulfills a requirement for the UND degree in Mechanical Engineering*

*ME 341: Fulfills a requirement for the UND degree in Mechanical Engineering*

**Year Three - Spring**

|           |  |
|-----------|--|
| MA 257    | Introduction to Number Theory and Proof Techniques * |
| MA 418    | Mathematical Modeling                                |
| ENGR 203+ | Mechanics of Materials                               |
| ENGR 206+ | Fundamentals of Electrical Engineering               |
| ENGR 460+ | Engineering Economy                                  |
| ME 322+   | Design of Machinery                                  |

*MA 257: DSINQ course*

*MA 418: Fulfills a requirement for the UND degree in Mechanical Engineering*

*ENGR 203: Fulfills a requirement for the UND degree in Mechanical Engineering*

*ENGR 206: Fulfills a requirement for the UND degree in Mechanical Engineering*

*ENGR 460: Fulfills a requirement for the UND degree in Mechanical Engineering*

*ME 322: Fulfills a requirement for the UND degree in Mechanical Engineering*

**Year Four - Fall**

|            |                                   |
|------------|-----------------------------------|
| MA 409     | Mathematics Seminar               |
| MA 420     | Abstract Algebra *                |
| MATH 266+  | Elementary Differential Equations |
| ME 301+    | Materials Science                 |
| ME 306+    | Fluid Mechanics                   |
| Tech Elec+ | ME Technical Elective             |

*MA 420: DSINQ and WI course*

*MATH 266 transfers as MA 325: DSINQ course; fulfills a requirement for the UND degree in Mechanical Engineering*

*ME 301: Fulfills a requirement for the UND degree in Mechanical Engineering*

*ME 306: Fulfills a requirement for the UND degree in Mechanical Engineering*

*Tech Elective: Fulfills a requirement for the UND degree in Mechanical Engineering*

**Year Four - Spring**

|  |   |
|--|---|
|  | Advanced Social Science (SS-2) core course *                          |
|  | Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT- |

|          |  |
|----------|--|
|          | 2) core course in second discipline    |
| ME 323+  | Machine Component Design               |
| ME 323L+ | Machine Component Design Lab           |
| ME 418+  | Manufacturing Processes                |
| ME 474+  | Fundamentals of Heat and Mass Transfer |

*ME 323 and 323L: Fulfill a requirement for the UND degree in Mechanical Engineering*

*ME 418: Fulfills a requirement for the UND degree in Mechanical Engineering*

*ME 474: Fulfills a requirement for the UND degree in Mechanical Engineering*

#### Year Four - Summer

|           |                             |
|-----------|-----------------------------|
| ME 418L++ | Manufacturing Processes Lab |
| ME 483++  | Mechanical Measurements Lab |

*ME 418L: Fulfills a requirement for the UND degree in Mechanical Engineering*

*ME 483: Fulfills a requirement for the UND degree in Mechanical Engineering*

#### Year Five - Fall

|            |   |
|------------|---|
|            | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |
| MA 400     | Internship *  |
| ME 480+    | Mechanical Engineering Seminar  |
| ME 487+    | Engineering Design  |
| Tech Elec+ | ME Technical Elective   |
| Tech Elec+ | ME Technical Elective   |

*MA 400: EXP course*

*ME 480: Fulfills a requirement for the UND degree in Mechanical Engineering*

*ME 487: Fulfills a requirement for the UND degree in Mechanical Engineering*

*Tech Elective: Fulfills a requirement for the UND degree in Mechanical Engineering*

#### Year Five - Spring

|            |   |
|------------|---|
|            | Philosophical Ethics (PH-E) core course * |
| ME 487+    | Engineering Design                        |
| Tech Elec+ | ME Technical Elective                     |
| Tech Elec+ | ME Technical Elective                     |
| Tech Elec+ | ME Technical Elective                     |

*PH: Fulfills a requirement for the UND degree in Mechanical Engineering*

*ME 488: Fulfills a requirement for the UND degree in Mechanical Engineering*

*Tech Elective: Fulfills a requirement for the UND degree in Mechanical Engineering*

Courses marked with + are completed online through UND.

Courses marked with ++ are completed in person at UND.

\* Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core (p. 101) and the Course Descriptions (p. 318) for further information.

#### Mathematics with Secondary Teaching Licensure (B.S. in Mathematics)

This program of study allows students to complete a baccalaureate degree in mathematics and also be licensed to teach secondary mathematics at the end of four years. Students pursuing licensure in this manner complete all requirements necessary for Virginia licensure, including field experience and student teaching.

After meeting the Liberal Arts Core and University Requirements, mathematics majors seeking teaching licensure have two to five elective credit hours.

**Admission Requirements:** Students in this program must seek admission to the teacher licensure program and apply for student teaching. See the education section (p. 195) for admission requirements and procedures.

**Degree Planning:** Students in this program must take courses as specified to ensure fulfillment of state licensure requirements. Course rotations vary, and not every course is available each semester. Course rotations are specified in the Course descriptions (p. 318) of this catalog. Individual advising is important to ensure students meet all major and teaching licensure requirements.

**Minimum Grade Requirements:** Students must maintain a 3.0 grade point average in their major. A grade of a C or better is required in professional studies courses. Professional studies courses are those associated with teacher preparation. An overall 2.5 GPA is required.

#### Degree Requirements — Mathematics with Secondary Teaching Licensure (B.S. in Mathematics)

This degree requires a total of 120 credits.

#### Liberal Arts Core and University Requirements

See University Requirements and the Liberal Arts Core (p. 101) for details. Mathematics with secondary teaching licensure majors will satisfy the three-course university Writing Intensive (WI) requirement in the following way. All majors must take MA 420 Abstract

Algebra and MA 425 Introduction to Real Analysis. Majors must take an additional WI course from the Liberal Arts Core or as a university elective. Majors must also complete the GP requirement from the Liberal Arts Core or as a university elective.

### Major Requirements

To fulfill the requirements of the major, all students in this program will take the following coursework in a sequence determined in collaboration with an advisor. Some courses also satisfy Liberal Arts Core and/or University Requirements. Some coursework fulfills teaching licensure requirements as specified by the Commonwealth of Virginia.

|           |   |
|-----------|---|
| ED 200SL  | Foundations of Teaching and Learning                      |
| ED 254    | Technology for the K-12 Classroom                         |
| ED 337    | Literacy in the Content Areas                             |
| ED 338    | Secondary Education: Curriculum and Methods               |
| ED 351    | Assessment to Support Learning in K-12                    |
| ED 369    | Secondary Teaching Methods in Mathematics                 |
| ED 452    | Managing the K-12 Classroom                               |
| ED 460S   | Student Teaching: Secondary *                             |
| MA 124    | History of Mathematics *                                  |
| MA 181    | Calculus I *  |
|           | OR  |
| MA 171    | Calculus with Precalculus A *                             |
|           | AND   |
| MA 172    | Calculus with Precalculus B                               |
| MA 200    | Calculus II *   |
| MA 210    | Seminar with Introduction to Proofs through Discrete Math |
| MA 215    | Linear Algebra and Proof Techniques                       |
| MA 218    | Probability and Statistics *                              |
| MA 221    | Multivariable Calculus                                    |
| MA 230    | Scientific Computing                                      |
| MA 257    | Introduction to Number Theory and Proof Techniques *      |
| MA 309    | Mathematics Seminar                                       |
| MA 325    | Differential Equations *                                  |
| MA 409    | Mathematics Seminar                                       |
| MA 420    | Abstract Algebra *  |
| MA 425    | Introduction to Real Analysis *                           |
| MA 427    | Euclidean and Non-Euclidean Geometries                    |
| PHYS 271  | General Physics I *                                       |
| PHYS 271L | General Physics I Lab                                     |
| PHYS 272  | General Physics II *                                      |
| PHYS 272L | General Physics II Lab                                    |
| PSY 110   | Human Growth and Development *                            |

|         |   |
|---------|---|
| PSY 341 | Psychology of Individuals with Exceptionalities * |
|---------|---|

*ED 452 and ED 460S must be taken at the same time.*  
*MA 181, MA 200: Students may complete either MA 181 or the MA 171 and MA 172 sequence, which is the equivalent of MA 181, during the first year. Also, MA 181 and MA 200 can be waived with appropriate AP credit. Students should take noted courses in a sequence specified by an advisor and, upon successful completion, may not subsequently register for a lower-numbered course in the calculus sequence.*  
*MA 210, MA 309, MA 409: Transfer students or new majors who join the program after their sophomore year will take mathematics seminar classes every fall semester, starting with MA 210. Such students may need to make up the credit hours to meet the 120-credit minimum requirement toward graduation.*  
*PHYS 271L: Requirement for the major and/or teaching licensure. Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core (p. 101) and Course Descriptions (p. 318) for further information.*

### Sample Degree Plan — Mathematics with Secondary Teaching Licensure (B.S. in Mathematics)

Please note that this is a sample plan; all students must consult with an advisor in making course selections.

#### Year One — Fall

|          |  |
|----------|--|
| MA 181   | Calculus I *   |
| EN 101   | Composition I *  |
|          | Introductory Social Science (SS-1) core course (economics, politics, or sociology) * |
| TRS 100  | Theological Inquiry *  |
| CNCT 100 | Connections *  |

*MA 181: (MT core course) Not all students should begin with MA 181. Follow placement recommendations and advisor guidance in course selection.*

*EN 101: WR core course*

*TRS 100: TRS-1 core course*

#### Year One — Spring

|         |                                |
|---------|--------------------------------|
| MA 200  | Calculus II *                  |
| MA 218  | Probability and Statistics *   |
| EN 102  | Composition II *               |
| PH 100  | Introduction to Philosophy *   |
| PSY 110 | Human Growth and Development * |

*EN 102: WR core course*

*PH 100: PH-1 core course*

*PSY 110: SS-1 core course*

#### Year Two — Fall

|          |   |
|----------|---|
| ED 200SL | Foundations of Teaching and Learning                      |
| MA 210   | Seminar with Introduction to Proofs through Discrete Math |



|           |   |
|-----------|---|
| PHYS 271  | General Physics I *   |
| PHYS 271L | General Physics I Lab   |
| EN        | Introductory Literature (LT-1) core course *  |
|           | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course * |

PHYS 271: NS core course

PHYS 271L: NS lab core course

### Year Two — Spring

|           |   |
|-----------|---|
| ED 254    | Technology for the K-12 Classroom                 |
| MA 215    | Linear Algebra and Proof Techniques               |
| MA 221    | Multivariable Calculus                            |
| PHYS 272  | General Physics II *                              |
| PHYS 272L | General Physics II Lab                            |
| PSY 341   | Psychology of Individuals with Exceptionalities * |

PHYS 272: NS core course

PSY 341: SS-2 core course

### Year Three — Fall

|        |   |
|--------|---|
| ED 338 | Secondary Education: Curriculum and Methods             |
| MA 230 | Scientific Computing                                    |
| MA 309 | Mathematics Seminar                                     |
| MA 425 | Introduction to Real Analysis *                         |
| HI     | Introductory History (HI-1) core course *               |
|        | One (1) elective - GP course if not already completed * |

MA 425: DSINQ and WI course

### Year Three — Spring

|        |   |
|--------|---|
| ED 337 | Literacy in the Content Areas   |
| ED 351 | Assessment to Support Learning in K-12  |
| MA 257 | Introduction to Number Theory and Proof Techniques *                                  |
| MA 427 | Euclidean and Non-Euclidean Geometries  |
|        | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |

MA 257: DSINQ course

Students are encouraged to fulfill the 3rd WI requirement with a FNA, LT-2, or HI-2 course.

### Year Four — Fall

|        |   |
|--------|---|
| ED 369 | Secondary Teaching Methods in Mathematics   |
| MA 325 | Differential Equations *  |
| MA 409 | Mathematics Seminar   |
| MA 420 | Abstract Algebra *  |
|        | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |

MA 420: DSINQ and WI course

### Year Four — Spring

|         |   |
|---------|---|
| ED 452  | Managing the K-12 Classroom   |
| ED 460S | Student Teaching: Secondary *   |
| MA 124  | History of Mathematics *  |
| PH      | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course * |

ED 460S: EXP course

\* Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core (p. 101) and the Course Descriptions (p. 318) for further information.

## Minors

### Biology (Minor)

#### Minor Required Courses

|          |                         |
|----------|-------------------------|
| BIO 151  | General Biology I *     |
| BIO 151L | General Biology I Lab * |
| BIO 152  | General Biology II *    |
| BIO 152L | General Biology II Lab  |

Take with lab

#### Minor Elective Courses

Sixteen (16) additional credits in BIO courses numbered 300 and above.

### Chemistry (Minor)

The minor in chemistry is a useful addition for students majoring in biology, health sciences, and social sciences, as well as students seeking secondary education teaching licensure. Through this minor, students will be able to develop a comprehensive knowledge base in chemistry as well as develop laboratory skills.

**Minimum Grade Requirement:** A minimum grade of C- must be earned in all courses applied to the minor. Biochemistry majors are excluded from earning a minor in chemistry.

**Residency Requirement:** At least two three-credit courses must be taken at Marymount University to satisfy the minor requirements.

#### Minor Required Courses

The chemistry minor requires a total of 22 credits.

|          |                                |
|----------|--------------------------------|
| CHM 151  | Principles of Chemistry I *    |
| CHM 151L | Principles of Chemistry I Lab  |
| CHM 152  | Principles of Chemistry II *   |
| CHM 152L | Principles of Chemistry II Lab |
| CHM 221  | Organic Chemistry I            |
| CHM 221L | Organic Chemistry I Lab        |

|          |                          |
|----------|--------------------------|
| CHM 222  | Organic Chemistry II     |
| CHM 222L | Organic Chemistry II Lab |

**Minor Elective Courses**

Six (6) credits from the following elective courses:

|         |                              |
|---------|------------------------------|
| CHM 225 | Environmental Chemistry      |
| CHM 441 | Physical Biochemistry        |
| BIO 441 | Biochemistry                 |
| BIO 442 | Nucleic Acids and Metabolism |

**Mathematics (Minor)****Minor Requirements**

|        |                               |
|--------|-------------------------------|
| MA 181 | Calculus I *                  |
|        | OR                            |
| MA 171 | Calculus with Precalculus A * |
|        | AND                           |
| MA 172 | Calculus with Precalculus B   |

**Minor Elective Courses**

At least twelve (12) additional credits from MA courses numbered 200 or above, including one (1) seminar course (MA 210 Seminar with Introduction to Proofs through Discrete Math or MA 309 Mathematics Seminar).

Two suggested tracks include the following:

**Proofs-Focused Track**

|        |   |
|--------|---|
| MA 210 | Seminar with Introduction to Proofs through Discrete Math |
| MA 215 | Linear Algebra and Proof Techniques                       |
|        | OR  |
| MA 257 | Introduction to Number Theory and Proof Techniques *      |
| MA 420 | Abstract Algebra *  |
|        | OR  |
| MA 425 | Introduction to Real Analysis *                           |

**Applications-Focused Track**

|        |                              |
|--------|------------------------------|
| MA 218 | Probability and Statistics * |
| MA 230 | Scientific Computing         |
| MA 325 | Differential Equations *     |
| MA 418 | Mathematical Modeling        |

**Physical Science (Minor)****Minor Required Courses**

|          |                                |
|----------|--------------------------------|
| BIO 151  | General Biology I *            |
| BIO 151L | General Biology I Lab *        |
| BIO 152  | General Biology II *           |
| BIO 152L | General Biology II Lab         |
| CHM 151  | Principles of Chemistry I *    |
| CHM 151L | Principles of Chemistry I Lab  |
| CHM 152  | Principles of Chemistry II *   |
| CHM 152L | Principles of Chemistry II Lab |
|          | OR                             |
| PHYS 271 | General Physics I *            |

|           |                        |
|-----------|------------------------|
| PHYS 271L | General Physics I Lab  |
| PHYS 272  | General Physics II *   |
| PHYS 272L | General Physics II Lab |

**Minor Elective Courses**

Twelve (12) additional credits from BIO or CHM courses numbered 300 and above.

**Pre-Chiropractic (Minor)**

The minor in pre-chiropractic medicine is intended for those students who plan to pursue an advanced degree in chiropractic medicine. The minor includes courses that satisfy the prerequisite coursework of most chiropractic schools and courses designed to increase the competitiveness of a student's application.

**Minimum Grade Requirements:** A minimum grade of C- must be earned in all courses applied to the minor.

**Minor Required Courses**

The pre-chiropractic minor requires 32 credits.

|           |                                |
|-----------|--------------------------------|
| BIO 151   | General Biology I *            |
| BIO 151L  | General Biology I Lab *        |
| BIO 152   | General Biology II *           |
| BIO 152L  | General Biology II Lab         |
| BIO 161   | Anatomy and Physiology I *     |
| BIO 161L  | Anatomy and Physiology I Lab   |
| BIO 162   | Anatomy and Physiology II *    |
| BIO 162L  | Anatomy and Physiology II Lab  |
| CHM 151   | Principles of Chemistry I *    |
| CHM 151L  | Principles of Chemistry I Lab  |
| CHM 152   | Principles of Chemistry II *   |
| CHM 152L  | Principles of Chemistry II Lab |
| PHYS 161  | College Physics I *            |
|           | OR                             |
| PHYS 271  | General Physics I *            |
| PHYS 161L | College Physics I Lab          |
|           | OR                             |
| PHYS 271L | General Physics I Lab          |
| PHYS 162  | College Physics II *           |
|           | OR                             |
| PHYS 272  | General Physics II *           |
| PHYS 162L | College Physics II Lab         |
|           | OR                             |
| PHYS 272L | General Physics II Lab         |

**Pre-Dentistry (Minor)**

The minor in pre-dentistry is intended for those students who plan to apply to dental school. The minor includes

courses that satisfy the prerequisite coursework of most dental schools, cover the majority of topics on the DAT and other entrance examinations, and increase the competitiveness of a student's application.

**Minimum Grade Requirements:** A minimum grade of C- must be earned in all courses applied to the minor.

#### Minor Required Courses

The pre-dentistry minor requires a total of 32 credits.

|           |                                |
|-----------|--------------------------------|
| BIO 151   | General Biology I *            |
| BIO 151L  | General Biology I Lab *        |
| BIO 152   | General Biology II *           |
| BIO 152L  | General Biology II Lab         |
| CHM 151   | Principles of Chemistry I *    |
| CHM 151L  | Principles of Chemistry I Lab  |
| CHM 152   | Principles of Chemistry II *   |
| CHM 152L  | Principles of Chemistry II Lab |
| CHM 221   | Organic Chemistry I            |
| CHM 221L  | Organic Chemistry I Lab        |
| CHM 222   | Organic Chemistry II           |
| CHM 222L  | Organic Chemistry II Lab       |
| PHYS 161  | College Physics I *            |
|           | OR                             |
| PHYS 271  | General Physics I *            |
| PHYS 161L | College Physics I Lab          |
|           | OR                             |
| PHYS 271L | General Physics I Lab          |
| PHYS 162  | College Physics II *           |
|           | OR                             |
| PHYS 272  | General Physics II *           |
| PHYS 162L | College Physics II Lab         |
|           | OR                             |
| PHYS 272L | General Physics II Lab         |

#### Pre-Medicine (Minor)

The minor in pre-medicine is intended for those students who plan to apply to medical school; this minor must be approved by the premedical advisor. The minor includes courses that satisfy the prerequisite coursework of most medical schools, cover the majority of topics on the MCAT and other entrance examinations, and increase the competitiveness of a student's application.

**Minimum Grade Requirements:** A minimum grade of C- must be earned in all courses applied to the minor.

#### Minor Required Courses

The pre-medicine minor requires a total of 44 credits.

|          |                         |
|----------|-------------------------|
| BIO 151  | General Biology I *     |
| BIO 151L | General Biology I Lab * |

|           |                                |
|-----------|--------------------------------|
| BIO 152   | General Biology II *           |
| BIO 152L  | General Biology II Lab         |
| BIO 161   | Anatomy and Physiology I *     |
| BIO 161L  | Anatomy and Physiology I Lab   |
| BIO 162   | Anatomy and Physiology II *    |
| BIO 162L  | Anatomy and Physiology II Lab  |
| CHM 151   | Principles of Chemistry I *    |
| CHM 151L  | Principles of Chemistry I Lab  |
| CHM 152   | Principles of Chemistry II *   |
| CHM 152L  | Principles of Chemistry II Lab |
| CHM 221   | Organic Chemistry I            |
| CHM 221L  | Organic Chemistry I Lab        |
| CHM 222   | Organic Chemistry II           |
| CHM 222L  | Organic Chemistry II Lab       |
| MA 181    | Calculus I *                   |
| PHYS 271  | General Physics I *            |
| PHYS 271L | General Physics I Lab          |
| PHYS 272  | General Physics II *           |
| PHYS 272L | General Physics II Lab         |

#### Minor Recommended Courses

Recommended: 10 credits

|          |                              |
|----------|------------------------------|
| BIO 441  | Biochemistry                 |
| BIO 441L | Biochemistry Lab             |
| HPR 115  | Medical Terminology          |
| MA 218   | Probability and Statistics * |

#### Pre-Occupational Therapy (Minor)

The minor in pre-occupational therapy is intended for those students who plan to pursue an advanced degree in occupational therapy. The minor includes courses that satisfy the prerequisite coursework of most occupational therapy schools and courses designed to increase the competitiveness of a student's application.

**Minimum Grade Requirements:** A minimum grade of C- must be earned in all courses applied to the minor.

#### Minor Required Courses

The pre-occupational therapy minor requires a total of 41 credits.

|          |                                |
|----------|--------------------------------|
| BIO 151  | General Biology I *            |
| BIO 151L | General Biology I Lab *        |
| BIO 152  | General Biology II *           |
| BIO 152L | General Biology II Lab         |
| BIO 161  | Anatomy and Physiology I *     |
| BIO 161L | Anatomy and Physiology I Lab   |
| BIO 162  | Anatomy and Physiology II *    |
| BIO 162L | Anatomy and Physiology II Lab  |
| CHM 151  | Principles of Chemistry I *    |
| CHM 151L | Principles of Chemistry I Lab  |
| CHM 152  | Principles of Chemistry II *   |
| CHM 152L | Principles of Chemistry II Lab |
| HPR 115  | Medical Terminology            |

|              |                        |
|--------------|------------------------|
| MA 132       | Statistical Analysis * |
| PHYS 161     | College Physics I *    |
|              | OR                     |
| PHYS 271     | General Physics I *    |
| PHYS<br>161L | College Physics I Lab  |
|              | OR                     |
| PHYS<br>271L | General Physics I Lab  |
| PHYS 162     | College Physics II *   |
|              | OR                     |
| PHYS 272     | General Physics II *   |
| PHYS<br>162L | College Physics II Lab |
|              | OR                     |
| PHYS<br>272L | General Physics II Lab |

### Pre-Ophthalmology (Minor)

The minor in pre-ophthalmology is intended for those students who plan to apply to medical school followed by a three-year residency in ophthalmology; this minor must be approved by the premedical advisor. The minor includes courses that satisfy the prerequisite coursework of most medical schools, cover the majority of topics on the MCAT and other entrance examinations, and increase the competitiveness of a student's application.

**Minimum Grade Requirements:** A minimum grade of C- must be earned in all courses applied to the minor.

#### Minor Recommended Courses

Recommended: 12 credits

|          |                               |
|----------|-------------------------------|
| BIO 161  | Anatomy and Physiology I *    |
| BIO 161L | Anatomy and Physiology I Lab  |
| BIO 162  | Anatomy and Physiology II *   |
| BIO 162L | Anatomy and Physiology II Lab |
| BIO 260  | Microbiology                  |
| BIO 260L | Microbiology Lab              |

#### Minor Required Courses

The pre-ophthalmology minor requires a total of 43 credits.

|          |                                |
|----------|--------------------------------|
| BIO 151  | General Biology I *            |
| BIO 151L | General Biology I Lab *        |
| BIO 152  | General Biology II *           |
| BIO 152L | General Biology II Lab         |
| BIO 441  | Biochemistry                   |
| BIO 441L | Biochemistry Lab               |
| CHM 151  | Principles of Chemistry I *    |
| CHM 151L | Principles of Chemistry I Lab  |
| CHM 152  | Principles of Chemistry II *   |
| CHM 152L | Principles of Chemistry II Lab |
| CHM 221  | Organic Chemistry I            |

|           |                          |
|-----------|--------------------------|
| CHM 221L  | Organic Chemistry I Lab  |
| CHM 222   | Organic Chemistry II     |
| CHM 222L  | Organic Chemistry II Lab |
| MA 181    | Calculus I *             |
| PHYS 271  | General Physics I *      |
| PHYS 271L | General Physics I Lab    |
| PHYS 272  | General Physics II *     |
| PHYS 272L | General Physics II Lab   |

### Pre-Optometry (Minor)

The minor in pre-optometry is intended for those students who plan to pursue an advanced degree in optometry. The minor includes courses that satisfy the pre-requisite coursework of most graduate schools in optometry, cover the majority of topics on the OAT and other entrance examinations, and courses designed to increase the competitiveness of a student's application.

**Minimum Grade Requirements:** A minimum grade of C- must be earned in all courses applied to the minor.

#### Minor Recommended Courses

Recommended: 16 credits

|          |                               |
|----------|-------------------------------|
| BIO 161  | Anatomy and Physiology I *    |
| BIO 161L | Anatomy and Physiology I Lab  |
| BIO 162  | Anatomy and Physiology II *   |
| BIO 162L | Anatomy and Physiology II Lab |
| BIO 260  | Microbiology                  |
| BIO 260L | Microbiology Lab              |
| BIO 441  | Biochemistry                  |
| BIO 441L | Biochemistry Lab              |

#### Minor Required Courses

The pre-optometry minor requires 39 credits.

|           |                                |
|-----------|--------------------------------|
| BIO 151   | General Biology I *            |
| BIO 151L  | General Biology I Lab *        |
| BIO 152   | General Biology II *           |
| BIO 152L  | General Biology II Lab         |
| CHM 151   | Principles of Chemistry I *    |
| CHM 151L  | Principles of Chemistry I Lab  |
| CHM 152   | Principles of Chemistry II *   |
| CHM 152L  | Principles of Chemistry II Lab |
| CHM 221   | Organic Chemistry I            |
| CHM 221L  | Organic Chemistry I Lab        |
| CHM 222   | Organic Chemistry II           |
| CHM 222L  | Organic Chemistry II Lab       |
| MA 132    | Statistical Analysis *         |
| MA 181    | Calculus I *                   |
| PHYS 271  | General Physics I *            |
| PHYS 271L | General Physics I Lab          |
| PHYS 272  | General Physics II *           |
| PHYS 272L | General Physics II Lab         |

**Pre-Osteopathic Medicine (Minor)**

The minor in pre-osteopathic medicine is intended for those students who plan to apply to osteopathic medical school. The minor includes courses that satisfy the prerequisite coursework of most osteopathic medical schools, cover the majority of topics on the MCAT and other entrance examinations, and increase the competitiveness of a student's application.

**Minimum Grade Requirements:** A minimum grade of C- must be earned in all courses applied to the minor.

**Minor Recommended Courses**

Recommended: 16 credits

|          |                               |
|----------|-------------------------------|
| BIO 161  | Anatomy and Physiology I *    |
| BIO 161L | Anatomy and Physiology I Lab  |
| BIO 162  | Anatomy and Physiology II *   |
| BIO 162L | Anatomy and Physiology II Lab |
| BIO 262  | Genetics for Majors *         |
| BIO 262L | Genetics for Majors Lab       |
| BIO 441  | Biochemistry                  |
| BIO 441L | Biochemistry Lab              |

**Minor Required Courses**

The pre-osteopathic medicine minor requires a total of 32 credits.

|           |                                |
|-----------|--------------------------------|
| BIO 151   | General Biology I *            |
| BIO 151L  | General Biology I Lab *        |
| BIO 152   | General Biology II *           |
| BIO 152L  | General Biology II Lab         |
| CHM 151   | Principles of Chemistry I *    |
| CHM 151L  | Principles of Chemistry I Lab  |
| CHM 152   | Principles of Chemistry II *   |
| CHM 152L  | Principles of Chemistry II Lab |
| CHM 221   | Organic Chemistry I            |
| CHM 221L  | Organic Chemistry I Lab        |
| CHM 222   | Organic Chemistry II           |
| CHM 222L  | Organic Chemistry II Lab       |
| PHYS 161  | College Physics I *            |
| PHYS 271  | General Physics I *            |
| PHYS 161L | College Physics I Lab          |
| PHYS 271L | General Physics I Lab          |
| PHYS 162  | College Physics II *           |
| PHYS 272  | General Physics II *           |
| PHYS 162L | College Physics II Lab         |
| PHYS 272L | General Physics II Lab         |

**Pre-Pharmacy (Minor)**

The minor in pre-pharmacy is intended for those students who plan to pursue an advanced degree in pharmacy. The minor includes courses that satisfy the prerequisite coursework of most pharmacy schools, cover the majority of topics on the PCAT and other entrance examinations, and increase the competitiveness of a student's application.

**Minimum Grade Requirements:** A minimum grade of C- must be earned in all courses applied to the minor.

**Minor Required Courses**

The pre-pharmacy minor requires a total of 42 credits.

|          |                                |
|----------|--------------------------------|
| BIO 151  | General Biology I *            |
| BIO 151L | General Biology I Lab *        |
| BIO 152  | General Biology II *           |
| BIO 152L | General Biology II Lab         |
| BIO 161  | Anatomy and Physiology I *     |
| BIO 161L | Anatomy and Physiology I Lab   |
| BIO 162  | Anatomy and Physiology II *    |
| BIO 162L | Anatomy and Physiology II Lab  |
| BIO 260  | Microbiology                   |
| BIO 260L | Microbiology Lab               |
| BIO 441  | Biochemistry                   |
| CHM 151  | Principles of Chemistry I *    |
| CHM 151L | Principles of Chemistry I Lab  |
| CHM 152  | Principles of Chemistry II *   |
| CHM 152L | Principles of Chemistry II Lab |
| CHM 221  | Organic Chemistry I            |
| CHM 221L | Organic Chemistry I Lab        |
| CHM 222  | Organic Chemistry II           |
| CHM 222L | Organic Chemistry II Lab       |
| MA 132   | Statistical Analysis *         |

**Minor Recommended Courses**

Recommended: 15 credits

|           |                                |
|-----------|--------------------------------|
| ECO 211   | Principles of Macroeconomics * |
| MA 181    | Calculus I *                   |
| PHYS 161  | College Physics I *            |
| PHYS 271  | General Physics I *            |
| PHYS 161L | College Physics I Lab          |
| PHYS 271L | General Physics I Lab          |
| PHYS 162  | College Physics II *           |
| PHYS 272  | General Physics II *           |
| PHYS 162L | College Physics II Lab         |
| PHYS 272L | General Physics II Lab         |

272L

**Pre-Physical Therapy (Minor)**

The minor in pre-physical therapy is intended for those students who plan to pursue a graduate degree in physical therapy. The minor includes courses that satisfy the prerequisite coursework of most physical therapy schools and courses designed to increase the competitiveness of a student's application.

**Minimum Grade Requirements:** A minimum grade of C- must be earned in all courses applied to the minor.

**Minor Required Courses**

The pre-physical therapy minor requires a total of 35 credits.

|           |                                |
|-----------|--------------------------------|
| BIO 151   | General Biology I *            |
| BIO 151L  | General Biology I Lab *        |
| BIO 152   | General Biology II *           |
| BIO 152L  | General Biology II Lab         |
| BIO 161   | Anatomy and Physiology I *     |
| BIO 161L  | Anatomy and Physiology I Lab   |
| BIO 162   | Anatomy and Physiology II *    |
| BIO 162L  | Anatomy and Physiology II Lab  |
| CHM 151   | Principles of Chemistry I *    |
| CHM 151L  | Principles of Chemistry I Lab  |
| CHM 152   | Principles of Chemistry II *   |
| CHM 152L  | Principles of Chemistry II Lab |
| MA 132    | Statistical Analysis *         |
| PHYS 161  | College Physics I *            |
|           | OR                             |
| PHYS 271  | General Physics I *            |
| PHYS 161L | College Physics I Lab          |
|           | OR                             |
| PHYS 271L | General Physics I Lab          |
| PHYS 162  | College Physics II *           |
|           | OR                             |
| PHYS 272  | General Physics II *           |
| PHYS 162L | College Physics II Lab         |
|           | OR                             |
| PHYS 272L | General Physics II Lab         |

**Minor Recommended Courses**

Recommended: 10 credits

|         |                                |
|---------|--------------------------------|
| HPR 115 | Medical Terminology            |
| MA 181  | Calculus I *                   |
| PSY 110 | Human Growth and Development * |

**Pre-Physician Assistant (Minor)**

The minor in pre-physician assistant is intended for those students who plan to pursue an advanced degree as a physician assistant. The minor includes courses that satisfy the prerequisite coursework of most physician assistant programs, cover the majority of topics on the GRE and other entrance examinations, and increase the competitiveness of a student's application.

**Minimum Grade Requirement:** A minimum grade of C- must be earned in all courses applied to the minor.

**Minor Required Courses**

The pre-physician assistant minor requires a total of 44 credits.

|           |                                |
|-----------|--------------------------------|
| BIO 151   | General Biology I *            |
| BIO 151L  | General Biology I Lab *        |
| BIO 152   | General Biology II *           |
| BIO 152L  | General Biology II Lab         |
| BIO 161   | Anatomy and Physiology I *     |
| BIO 161L  | Anatomy and Physiology I Lab   |
| BIO 162   | Anatomy and Physiology II *    |
| BIO 162L  | Anatomy and Physiology II Lab  |
| CHM 151   | Principles of Chemistry I *    |
| CHM 151L  | Principles of Chemistry I Lab  |
| CHM 152   | Principles of Chemistry II *   |
| CHM 152L  | Principles of Chemistry II Lab |
| CHM 221   | Organic Chemistry I            |
| CHM 221L  | Organic Chemistry I Lab        |
| CHM 222   | Organic Chemistry II           |
| CHM 222L  | Organic Chemistry II Lab       |
| MA 181    | Calculus I *                   |
| PHYS 271  | General Physics I *            |
| PHYS 271L | General Physics I Lab          |
| PHYS 272  | General Physics II *           |
| PHYS 272L | General Physics II Lab         |

**Minor Recommended Courses**

Recommended: 10 credits

|          |                              |
|----------|------------------------------|
| BIO 441  | Biochemistry                 |
| BIO 441L | Biochemistry Lab             |
| HPR 115  | Medical Terminology          |
| MA 218   | Probability and Statistics * |

**Pre-Podiatry (Minor)**

The minor in pre-podiatry is intended for those students who plan to apply to podiatric medical school. The minor includes courses that satisfy the prerequisite coursework of most podiatric schools, cover the majority of topics on the MCAT and other entrance examinations, and increase the competitiveness of a student's application.

**Minimum Grade Requirements:** A minimum grade of C- must be earned in all courses applied to the minor.

#### Minor Recommended Courses

Recommended: 12 credits

|          |                               |
|----------|-------------------------------|
| BIO 161  | Anatomy and Physiology I *    |
| BIO 161L | Anatomy and Physiology I Lab  |
| BIO 162  | Anatomy and Physiology II *   |
| BIO 162L | Anatomy and Physiology II Lab |
| BIO 262  | Genetics for Majors *         |
| BIO 262L | Genetics for Majors Lab       |

#### Minor Required Courses

The pre-podiatry minor requires 32 credits.

|           |                                |
|-----------|--------------------------------|
| BIO 151   | General Biology I *            |
| BIO 151L  | General Biology I Lab *        |
| BIO 152   | General Biology II *           |
| BIO 152L  | General Biology II Lab         |
| CHM 151   | Principles of Chemistry I *    |
| CHM 151L  | Principles of Chemistry I Lab  |
| CHM 152   | Principles of Chemistry II *   |
| CHM 152L  | Principles of Chemistry II Lab |
| CHM 221   | Organic Chemistry I            |
| CHM 221L  | Organic Chemistry I Lab        |
| CHM 222   | Organic Chemistry II           |
| CHM 222L  | Organic Chemistry II Lab       |
| PHYS 161  | College Physics I *            |
|           | OR                             |
| PHYS 271  | General Physics I *            |
| PHYS 161L | College Physics I Lab          |
|           | OR                             |
| PHYS 271L | General Physics I Lab          |
| PHYS 162  | College Physics II *           |
|           | OR                             |
| PHYS 272  | General Physics II *           |
| PHYS 162L | College Physics II Lab         |
|           | OR                             |
| PHYS 272L | General Physics II Lab         |

#### Pre-Veterinary Medicine (Minor)

The minor in pre-veterinary medicine is intended for those students who plan to apply to veterinary school. The minor includes courses that satisfy the prerequisite coursework of most veterinary schools; cover the majority of topics on the GRE, VCAT, and other entrance examinations; and increase the competitiveness of a student's application.

**Minimum Grade Requirements:** A minimum grade of C- must be earned in all courses applied to the minor.

#### Minor Recommended Courses

Recommended: 20 credits

|          |                               |
|----------|-------------------------------|
| BIO 161  | Anatomy and Physiology I *    |
| BIO 161L | Anatomy and Physiology I Lab  |
| BIO 162  | Anatomy and Physiology II *   |
| BIO 162L | Anatomy and Physiology II Lab |
| BIO 260  | Microbiology                  |
| BIO 260L | Microbiology Lab              |
| BIO 262  | Genetics for Majors *         |
| BIO 262L | Genetics for Majors Lab       |
| BIO 441  | Biochemistry                  |
| BIO 441L | Biochemistry Lab              |

#### Minor Required Courses

The pre-veterinary medicine minor requires a total of 35 credits.

|           |                                |
|-----------|--------------------------------|
| BIO 151   | General Biology I *            |
| BIO 151L  | General Biology I Lab *        |
| BIO 152   | General Biology II *           |
| BIO 152L  | General Biology II Lab         |
| CHM 151   | Principles of Chemistry I *    |
| CHM 151L  | Principles of Chemistry I Lab  |
| CHM 152   | Principles of Chemistry II *   |
| CHM 152L  | Principles of Chemistry II Lab |
| CHM 221   | Organic Chemistry I            |
| CHM 221L  | Organic Chemistry I Lab        |
| CHM 222   | Organic Chemistry II           |
| CHM 222L  | Organic Chemistry II Lab       |
| MA 132    | Statistical Analysis *         |
| PHYS 161  | College Physics I *            |
|           | OR                             |
| PHYS 271  | General Physics I *            |
| PHYS 161L | College Physics I Lab          |
|           | OR                             |
| PHYS 271L | General Physics I Lab          |
| PHYS 162  | College Physics II *           |
|           | OR                             |
| PHYS 272  | General Physics II *           |
| PHYS 162L | College Physics II Lab         |
|           | OR                             |
| PHYS 272L | General Physics II Lab         |

#### Quantitative Science (Minor)

The quantitative science minor is intended to prepare mathematics, biology, and biochemistry majors to join the increasingly integrated community of physicists, chemists, computer scientists, engineers, and mathematicians who are working together to tackle a broad range of scientific and societal problems. The

truly integrative minor is intended to improve MCAT performance for our medical-school-bound students; to prepare science majors for careers that require increased quantitative skills, such as careers within the pharmaceutical industry or in computer-enhanced labs; and to increase career horizons for mathematics majors through this training in the application and communication of mathematics to important problems in our world.

### Minor Requirements

|          |                                      |
|----------|--------------------------------------|
| IS 233   | Introduction to Quantitative Science |
| MA 218   | Probability and Statistics *         |
| MA 325   | Differential Equations *             |
| MA 230   | Scientific Computing<br>OR           |
| MA 418   | Mathematical Modeling                |
| BIO 151  | General Biology I *                  |
| BIO 151L | General Biology I Lab *              |
| BIO 262  | Genetics for Majors *                |
| BIO 262L | Genetics for Majors Lab              |
| BIO 363  | Cellular Biology                     |
| CHM 125  | Life Chemistry *<br>OR               |
| CHM 222  | Organic Chemistry II                 |
| CHM 441  | Physical Biochemistry                |

*Note that CHM 125 is the recommended path for non-science majors.*

## School of Social and Behavioral Sciences

### Undergraduate Degrees

#### Communication (B.A.)

Marymount University's B.A. in communication prepares students for 21st century communication careers. The communication degree program capitalizes on our location next to the nation's capital by connecting students with exciting opportunities to gain real-world experience. Students acquire the skills to create journalistic, persuasive, and strategic communication materials and campaigns for face-to-face, digital, print, and broadcast media. All communication majors complete an internship during their time at Marymount. Course assignments include the creation of materials for professional portfolios that are an asset to students seeking jobs and internships. In addition to practical skills, courses give students a foundation in communication theory, research, and ethics so that they may become responsible and effective communication professionals. Communication courses prepare students for many different types of communication fields as well as graduate and law

school. Courses in the major hone students' critical, analytic, writing, and presentation skills.

Upon successful completion of the communication major, students will be able to

- demonstrate the effective use of research skills and the ability to gather data from diverse sources;
- apply communication concepts and theories in the use and presentation of images and information;
- write correctly and clearly in forms and styles appropriate for the communication professions, audiences, and purposes they serve;
- demonstrate oral communication skills and an ability to accomplish communicative goals with a target audience; and
- apply tools and technologies appropriate for the communication professions in which they work.

A minor in communication is also available. Please see the School of Social and Behavioral Sciences minors (p. 311) section for details.

**Minimum Grade Requirements:** There is a minimum grade requirement of C- in COMM 100, COMM 101, COMM 206, and COMM 209 for all communication majors.

**Program Requirement:** It is recommended that communication majors purchase a personal computer.

**Transfer Courses:** Transfer courses for the communication major should have direct equivalences to Marymount's communication courses. If they do not, a maximum of two courses will be counted toward satisfying the electives in the major requirement.

#### Degree Requirements — Communication

This degree requires a total of 120 credits.

#### Liberal Arts Core and University Requirements

See University Requirements and the Liberal Arts Core (p. 101) for details. Communication majors will satisfy the three-course university Writing Intensive (WI) requirement in the following way: COMM 209 Contemporary Journalism (required for all majors), and by choosing COMM 304 Media Criticism, COMM 315 Writing for Digital Media, and other WI courses in the Liberal Arts Core or university electives.

Communication Majors will satisfy the Liberal Arts Core Social Science requirements (SS-1 and SS-2) by choosing from COMM 201 Research Methods in Communication, COMM 220 Intercultural Communication, COMM 360 Communication and Gender, or COMM 402 Organizational



Communication, and other SS courses in the Liberal Arts Core.

### Major Requirements

Students will take the following coursework in a sequence determined in collaboration with an advisor. *Note: If students opt to take more than two courses in the digital media category, the additional courses may substitute for electives in the major.* Some courses also satisfy Liberal Arts Core and/or University Requirements.

#### Required

Four (4) courses required for a total of twelve (12) credits.

|          |                                     |
|----------|-------------------------------------|
| COMM 100 | Introduction to Media Communication |
| COMM 101 | Public Speaking                     |
| COMM 206 | Introduction to Public Relations    |
| COMM 209 | Contemporary Journalism *           |

#### Senior Requirements

Two (2) courses required for a total of six (6) credits.

|          |                                   |
|----------|-----------------------------------|
| COMM 400 | Internship *                      |
| COMM 425 | Senior Seminar in Communication * |

#### Digital Media

Choose at least two (2) courses for a total of six (6) credits.

|          |  |
|----------|--|
| COMM 204 | Video Production: Multimedia Communication |
| COMM 307 | Broadcast Writing and Delivery             |
| COMM 315 | Writing for Digital Media *                |
| GMD 200  | Digital Publishing                         |
| GMD 308  | Web and Social Media Design                |

#### Electives in the Major

Choose at least seven (7) courses for a total of twenty-one (21) credits.

|          |   |
|----------|---|
| COMM 201 | Research Methods in Communication *           |
| COMM 220 | Intercultural Communication *                 |
| COMM 302 | Public Relations Writing and Media Techniques |
| COMM 304 | Media Criticism *                             |

|          |   |
|----------|---|
| COMM 310 | Career and Professional Communication                         |
| COMM 360 | Communication and Gender *                                    |
| COMM 399 | Topics in Communication                                       |
| COMM 401 | Public Relations Case Studies                                 |
| COMM 402 | Organizational Communication *                                |
| COMM 403 | Principles of Communication Law                               |
| COMM 421 | Project   |
| COMM 433 | Research *  |
| GMD 205  | Video Production: Promotional and Informational Communication |

### Sample Degree Plan — Communication

Please note that this is a sample plan; all students should consult with an advisor in making course selections.

#### Year One — Fall

|          |                                     |
|----------|-------------------------------------|
| COMM 100 | Introduction to Media Communication |
| COMM 101 | Public Speaking                     |
| EN 101   | Composition I *                     |
| CNCT 100 | Connections *                       |
| MA       | Mathematics (MT) core course *      |

*EN 101: WR core course*

#### Year One — Spring

|          |  |
|----------|--|
| COMM 206 | Introduction to Public Relations                 |
| EN 102   | Composition II *                                 |
| TRS 100  | Theological Inquiry *                            |
|          | Introductory Social Science (SS-1) core course * |
|          | Natural Science (NS) core course with lab*       |

*EN 102: WR core course*

*TRS 100: TRS-1 core course*

#### Year Two — Fall

|          |   |
|----------|---|
| COMM 209 | Contemporary Journalism *   |
|          | One (1) communication digital media course                              |
| EN       | Introductory Literature (LT-1) core course *                            |
| HI       | Introductory History (HI-1) core course *                               |
|          | Introductory Social Science (SS-1) core course in a second discipline * |

*COMM 209: DSINQ and WI core course*

*Communication digital media course: See Major Requirements above for course selections.*

#### Year Two — Spring

|        |   |
|--------|---|
|        | One (1) communication digital media course  |
| PH 100 | Introduction to Philosophy *  |
|        | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course *   |
|        | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course * |
|        | One (1) elective  |

*Communication digital media course: See Major Requirements above for course selections.*

*PH 100: PH-1 core course*

#### Year Three — Fall

|    |   |
|----|---|
|    | Two (2) communication elective courses                                  |
| PH | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course * |
|    | Advanced Social Science (SS-2) core course *                            |
|    | One (1) elective - GP course if not already completed *                 |

*Communication elective courses: See Major Requirements above for course selections.*

#### Year Three — Spring

|  |   |
|--|---|
|  | Three (3) communication elective courses                    |
|  | One (1) elective  |
|  | One (1) elective - 2nd WI course if not already completed * |

*Communication elective courses: See Major Requirements above for course selections.*

#### Year Four — Fall

|          |   |
|----------|---|
| COMM 400 | Internship *  |
|          | Two (2) communication elective courses  |
|          | One (1) elective - 3rd WI course if not already completed *   |
|          | Introductory Social Science (SS-1) in a third discipline or Second Natural Science (NS) core course * |

*Communication elective courses: See Major Requirements above for course selections.*

#### Year Four — Spring

|          |   |
|----------|---|
| COMM 425 | Senior Seminar in Communication *   |
|          | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |
|          | One (1) elective - 3rd DSINQ course   |

|  |                                     |
|--|-------------------------------------|
|  | required if not already completed * |
|  | Two (2) electives                   |

*COMM 425: DSINQ core course*

\* Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core (p. 101) and the Course Descriptions (p. 318) for further information.

#### Communication (B.A.) to M.B.A. Program

This pre-M.B.A. program allows advanced communication students to begin to pursue their M.B.A. degree while completing their undergraduate program. If students begin their graduate coursework while completing their undergraduate programs, they could earn their undergraduate and graduate degrees at an accelerated rate.

Communication students can supplement their undergraduate coursework with up to six credits of specified M.B.A. graduate courses. The M.B.A. courses would satisfy both graduate and undergraduate program requirements.

Students would be allowed to enroll in up to four graduate-level M.B.A. courses while completing undergraduate coursework; however, only two of those courses (six credits) would be eligible for application to the undergraduate degree. If students opt to take an additional two courses at the graduate level while completing the undergraduate degree, these courses would only apply to the graduate program requirements. All four graduate courses would satisfy the M.B.A. program requirements.

#### Admission Requirements

In addition to meeting the university's undergraduate admission requirements, students are permitted to submit an application and, if approved, take graduate M.B.A. courses if they have

- at least 60 credits but no more than 90 credits and
- a minimum cumulative GPA of 3.4.

#### MBA Courses

|         |                                 |
|---------|---------------------------------|
| MBA 511 | Management Foundations          |
| MBA 512 | Accounting for Managers         |
| MBA 515 | Management in Organizations     |
| MBA 521 | Marketing Concepts and Practice |

#### Communication (B.A.) 3+3 Partnership with Catholic University Law School

Marymount has a direct-entry affiliation agreement with Catholic University's Columbus School of Law. This enables qualified third-year Marymount students in designated majors to be admitted to the first year of law

school during their senior year at Marymount.

Communication students who are interested in direct entry to the Columbus School of Law after their junior year at Marymount should discuss the 3+3 partnership with their major advisor as soon as they become interested. The advisor will guide students through the selection of Marymount courses and refer them to the Office of Admissions of the Columbus School of Law as potential applicants. Qualified students may receive credit from both Marymount and Catholic University for a maximum of 29 credits taken at the Columbus School of Law. For more information and details on eligibility, please see Pre-Law Studies and Advising (p. 92).

### Sample Degree Plan — Communication 3+3 Partnership with Catholic University Law School

Please note that this is a sample plan; all students should consult with an advisor in making course selections. Students can fulfill the Global Perspective (GP) requirement through their Liberal Arts Core Social Science (SS-1, SS-2) and/or advanced PH or TRS courses. COMM 403 Communication Law will substitute for COMM 400 Internship, and the Experiential Learning (EXP) requirement will be met through the CUA law courses and the second-year law school clerkship.

#### Year One — Fall

|          |  |
|----------|--|
| COMM 100 | Introduction to Media Communication              |
| EN 101   | Composition I *                                  |
|          | Introductory Social Science (SS-1) core course * |
| MA       | Mathematics (MT) core course *                   |
| CNCT 100 | Connections *                                    |
|          | One (1) elective                                 |

EN 101: WR core course

#### Year One — Spring

|          |  |
|----------|--|
| COMM 101 | Public Speaking                            |
| COMM 206 | Introduction to Public Relations           |
| EN 102   | Composition II *                           |
| TRS 100  | Theological Inquiry *                      |
|          | Natural Science (NS) core course with lab* |

EN 102: WR core course

TRS 100: TRS-1 core course

#### Year Two — Fall

|          |  |
|----------|--|
| COMM 209 | Contemporary Journalism *                  |
|          | One (1) communication digital media course |
| HI       | Introductory History (HI-1) core course *  |
| EN       | Introductory Literature (LT-1) core        |

|  |   |
|--|---|
|  | course*   |
|  | Introductory Social Science (SS-1) core course in a second discipline * |

COMM 209: DSINQ and WI core course

#### Year Two — Spring

|        |   |
|--------|---|
|        | One (1) communication digital media course  |
|        | One (1) communication elective - WI   |
| PH 100 | Introduction to Philosophy *  |
|        | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course *               |
|        | Introductory Social Science (SS-1) in a third discipline or Second Natural Science (NS) core course * |

PH 100: PH-1 core course

#### Year Three — Fall

|          |  |
|----------|--|
| COMM 403 | Principles of Communication Law  |
|          | Two (2) communication major electives  |
|          | Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course (Advanced History recommended) * |
| PH       | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course *  |

COMM 403: substitute for COMM 400

It is recommended that students fulfill their third WI course with a PH-2, PH-E, or HI-2 core course.

#### Year Three — Spring

|          |   |
|----------|---|
| COMM 425 | Senior Seminar in Communication *   |
|          | Two (2) communication major electives   |
|          | Advanced Social Science (SS-2) core course *  |
|          | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |

COMM 425: DSINQ core course

It is recommended that students fulfill their third DSINQ requirement with a COMM major elective.

#### Year Four — Fall (classes to be completed at Columbus School of Law)

Criminal Law (substitute for major elective)

Civil Procedure (yearlong course split over fall and spring — substitute for major elective)

Lawyering Skills (yearlong course split over fall and spring — substitute for elective)

Contracts (yearlong course split over fall and spring — substitute for elective)

**Year Four — Spring (classes to be completed at Columbus School of Law)**

Contracts (yearlong course split over fall and spring)

Lawyering Skills (yearlong course split over fall and spring)

Civil Procedure (yearlong course split over fall and spring)

Property (substitute for elective)

Torts (substitute for elective)

Constitutional Law (substitute for elective)

\* Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core (p. 101) and the Course Descriptions (p. 318) for further information.

**Criminal Justice (B.A.)**

The B.A. program is distinctive in its combined emphasis on introductory professional skills and theoretical foundations. Career preparation reinforced by commitment to lifelong learning and advanced education that extends beyond the baccalaureate level are central to the study of this demanding field of inquiry. Simulations and review of problem-solving methods from actual cases are used to enhance the student's understanding of lectures and materials. By examining decision-making processes, including policy analysis and the day-to-day practical operations of various components of the criminal justice system, participants learn to value and apply theory to practice.

Exploration of traditional and contemporary models of crime prevention, criminal investigation, jurisprudence, punishment and rehabilitation, and organization and administrative theory help prepare graduates for eventual advancement to management positions in law enforcement, correctional, and court (probation and parole) agencies. Graduates of this rapidly developing field also find positions in corporate security firms and with government and private research agencies.

Upon successful completion of the criminal justice program, students will be able to

- demonstrate a working knowledge of criminal justice and how its component parts function;
- demonstrate skills in the use of research methods and statistics;
- demonstrate proficiency in written communication; and
- demonstrate an understanding of ethical issues and exhibit their application to social phenomena.

A minor in criminal justice is also available. Please see the School of Social and Behavioral Sciences minors (p. 311) section for details.

**Internship Prerequisites:** When other requirements are successfully completed in the senior year, the student is placed in an internship (CJ 400) for 140 or 280 hours (three or six credits). Prerequisites for the internship are a grade of C- or better in all required courses for the major, a minimum of 18 credits earned at Marymount, and permission from the internship coordinator. If the student cannot complete the prerequisites for the internship, the faculty retain the right to dismiss the student from the program.

**Minimum Grade Requirement:** A minimum grade of C- is required for all courses in the major.

**Residency Requirement:** Students must complete the internship and at least 18 credits in Marymount criminal justice courses, including CJ 304 and CJ 495.

**Degree Requirements — Criminal Justice**

This degree requires 120 credits.

**Major Requirements**

To fulfill the requirements of the major, all students in this program will take the following coursework in a sequence determined in collaboration with an advisor. Some courses also satisfy Liberal Arts Core and/or University Requirements.

|         |   |
|---------|---|
| CJ 207  | Juvenile Justice                                |
| CJ 209  | The Criminal Justice System *                   |
| CJ 250  | Deviant Behavior                                |
| CJ 304  | Applied Research Methods *                      |
| CJ 305  | Criminology *                                   |
| CJ 312  | Criminal Justice Management                     |
| CJ 400  | Internship *                                    |
| CJ 495  | Senior Seminar *                                |
| SOC 131 | Principles of Sociology in Global Perspective * |

Five (5) courses from the following:

|        |   |
|--------|---|
| CJ 201 | Principles of Forensic Science                    |
| CJ 202 | Principles in Forensic Science II                 |
| CJ 205 | Crime, Media, and Culture                         |
| CJ 302 | Introduction to Counterintelligence and Terrorism |
| CJ 310 | Policing in American Society                      |
| CJ 311 | Correctional Institutions                         |
| CJ 313 | Recognition and Recovery of Human Remains         |
| CJ 320 | Cybercrime and Digital Terrorism                  |
| LA 302 | Criminal Litigation                               |
| PH 301 | Social and Political Philosophy *                 |

|         |                             |
|---------|-----------------------------|
| PSY 230 | Abnormal Psychology *       |
| PSY 332 | Psychology of Addictions    |
| SOC 222 | Race and Ethnic Diversity * |

### Liberal Arts Core and University Requirements

See University Requirements and the Liberal Arts Core (p. 101) for details. Criminal justice majors will satisfy the three-course university Writing Intensive (WI) requirement in the following way: All majors must take CJ 495 Senior Seminar and CJ 304 Applied Research Methods. Majors must take an additional WI course from the Liberal Arts Core or as a university elective.

### Sample Degree Plan — Criminal Justice

Please note that this is a sample plan; all students must consult with an advisor in making course selections.

#### Year One — Fall

|          |                                |
|----------|--------------------------------|
| EN 101   | Composition I *                |
| TRS 100  | Theological Inquiry *          |
| CNCT 100 | Connections *                  |
| CJ 209   | The Criminal Justice System *  |
| MA       | Mathematics (MT) core course * |
|          | One (1) elective               |

*EN 101: WR core course*

*TRS 100: TRS-1 core course*

#### Year One — Spring

|         |   |
|---------|---|
| EN 102  | Composition II *  |
| SOC 131 | Principles of Sociology in Global Perspective *                                   |
|         | Introductory Social Science (SS-1) core course - PSY 101 or PSY 110 recommended * |
|         | Natural Science (NS) core course with lab *                                       |
|         | One (1) elective  |

*EN 102: WR core course*

*SOC 131: GP, SS-1 core course*

#### Year Two — Fall

|        |  |
|--------|--|
| CJ 207 | Juvenile Justice                             |
| CJ 250 | Deviant Behavior                             |
| HI     | Introductory History (HI-1) core course *    |
| EN     | Introductory Literature (LT-1) core course * |
| PH 100 | Introduction to Philosophy *                 |

*PH 100: PH-1 core course*

#### Year Two — Spring

|        |  |
|--------|--|
| CJ 305 | Criminology *  |
| PH     | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course *    |
|        | Introductory Social Science (SS-1) in a third discipline or Second Natural |

|  |  |
|--|--|
|  | Science (NS) core course - POL 104, ECO 210, ECO 211 recommended * |
|  | One (1) elective   |
|  | One (1) major elective   |

*CJ 305: SS-2 core course*

#### Year Three — Fall

|        |   |
|--------|---|
| CJ 304 | Applied Research Methods *  |
|        | Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course (Advanced History recommended)* |
|        | One (1) major elective  |
|        | Two (2) electives   |

#### Year Three — Spring

|        |   |
|--------|---|
| CJ 312 | Criminal Justice Management                               |
|        | Advanced Theology/Religious Studies (TRS-2) core course * |
|        | OR  |
|        | Theological Ethics (TRS-E) core course *                  |
|        | Two (2) major electives                                   |
|        | One (1) elective  |

*Major elective: See Major Requirements above for course selections.*

#### Year Four — Fall

|        |   |
|--------|---|
| CJ 495 | Senior Seminar *  |
|        | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |
|        | One (1) major elective  |
|        | Two (2) electives   |

*Major elective: See Major Requirements above for course selections.*

#### Year Four — Spring

|        |                     |
|--------|---------------------|
| CJ 400 | Internship *        |
|        | Three (3) electives |

*Major elective: See Major Requirements above for course selections.*

### Forensic and Legal Psychology Scholars Program Requirements

This competitive program, open to first-time college students and to transfer/current students, guarantees admission into the university's forensic and legal psychology (M.A.) (p. 314) program to a select group of well-qualified students in psychology and criminal justice. These students, chosen by the Forensic and Legal Psychology Admissions Committee, must meet stringent acceptance and continuation requirements.

To be accepted into the program, a first-time student must have

- a minimum high school GPA of 3.3 (weighted and unweighted);
- SAT (Math & Critical Reading) score of 1170+ or ACT of 24+; and
- an essay addressing the applicant's interest in and commitment to the field of forensic and legal psychology (500-word minimum).

To be accepted into the program, a transfer/current student must have/submit

- a cumulative GPA of 3.5+ in all previous/existing undergraduate coursework;
- an average GPA of 3.5+ in previous/existing psychology and/or criminal justice coursework; and
- an essay addressing the applicant's interest in and commitment to the field of forensic and legal psychology (500-word minimum).

For current students, the application deadline is the end of the first semester of their junior year.

To continue in the program, a student must

- maintain a minimum undergraduate GPA of 3.5;
- complete PSY 302 Research Design or CJ 304 Applied Research Methods research project on a relevant topic (complete the Research and Internship form);
- complete PSY 400 Internship or CJ 400 Internship at a relevant site (complete the Research and Internship form);
- attend at least two Forensic and Legal Psychology Department events (e.g., career night, seminar speaker, appreciation dinner; complete the Events and Class form);
- attend at least one meeting of one forensic and legal psychology M.A. course (complete the Events and Class form); and
- receive a strong, positive recommendation from a faculty member in the student's major.

In addition to their major program requirements, criminal justice majors must complete (13 credits):

|         |                                |
|---------|--------------------------------|
| PSY 101 | General Psychology *           |
| PSY 105 | General Psychology Laboratory  |
| PSY 110 | Human Growth and Development * |
| PSY 220 | Social Psychology              |
| PSY 326 | Forensic Psychology            |

As part of their major program electives, criminal justice majors must complete (12 credits):

|         |                           |
|---------|---------------------------|
| CJ 311  | Correctional Institutions |
| PSY 220 | Social Psychology         |

|         |                          |
|---------|--------------------------|
| PSY 230 | Abnormal Psychology *    |
| PSY 332 | Psychology of Addictions |

By January 16th of the year in which the student intends to graduate with their bachelor's degree in psychology or criminal justice, the following materials need to be submitted to the forensic and legal psychology scholars program coordinator:

- FLP MA Admissions Approval form
- Research and Internship form (including the research project)
- Events and Class form
- Official undergraduate transcript
- Strong, positive letter of recommendation from a faculty member in the student's major
- Graduate Studies Application form

\* Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core (p. 101) and the Course Descriptions (p. 318) for further information.

## Forensic and Legal Psychology Scholars Program

### Program Requirements

This competitive program, open to first-time college students and to transfer/current students, guarantees admission into the university's forensic and legal psychology (M.A.) (p. 314) program to a select group of well-qualified students in psychology and criminal justice. These students, chosen by the Forensic and Legal Psychology Admissions Committee, must meet stringent acceptance and continuation requirements.

To be accepted into the program, a first-time student must have

- a minimum high school GPA of 3.3 (weighted and unweighted);
- SAT (Math & Critical Reading) score of 1170+ or ACT of 24+; and
- an essay addressing the applicant's interest in and commitment to the field of forensic and legal psychology (500-word minimum).

To be accepted into the program, a transfer/current student must have/submit

- a cumulative GPA of 3.5+ in all previous/existing undergraduate coursework;
- an average GPA of 3.5+ in previous/existing psychology and/or criminal justice coursework; and
- an essay addressing the applicant's interest in and commitment to the field of forensic and legal psychology (500-word minimum).

For current students, the application deadline is the end of the first semester of their junior year.

To continue in the program, a student must

- maintain a minimum undergraduate GPA of 3.5;
- complete PSY 302 Research Design or CJ 304 Applied Research Methods research project on a relevant topic (complete the Research and Internship form);
- complete PSY 400 Internship or CJ 400 Internship at a relevant site (complete the Research and Internship form);
- attend at least two Forensic and Legal Psychology Department events (e.g., career night, seminar speaker, appreciation dinner; complete the Events and Class form);
- attend at least one meeting of one forensic and legal psychology M.A. course (complete the Events and Class form); and
- receive a strong, positive recommendation from a faculty member in the student's major.

In addition to their major program requirements, criminal justice majors must complete (13 credits):

|         |                                |
|---------|--------------------------------|
| PSY 101 | General Psychology *           |
| PSY 105 | General Psychology Laboratory  |
| PSY 110 | Human Growth and Development * |
| PSY 220 | Social Psychology              |
| PSY 326 | Forensic Psychology            |

As part of their major program electives, criminal justice majors must complete (12 credits):

|         |                           |
|---------|---------------------------|
| CJ 311  | Correctional Institutions |
| PSY 220 | Social Psychology         |
| PSY 230 | Abnormal Psychology *     |
| PSY 332 | Psychology of Addictions  |

By January 16th of the year in which the student intends to graduate with their bachelor's degree in psychology or criminal justice, the following materials need to be submitted to the forensic and legal psychology scholars program coordinator:

- FLP MA Admissions Approval form
- Research and Internship form (including the research project)
- Events and Class form
- Official undergraduate transcript
- Strong, positive letter of recommendation from a faculty member in the student's major
- Graduate Studies Application form

### **Criminal Justice (B.A.) 3+3 Partnership with Catholic University Law School**

Marymount has a direct-entry affiliation agreement with Catholic University's Columbus School of Law. This enables qualified third-year Marymount students in designated majors to be admitted to the first year of law school during their senior year at Marymount. Criminal justice students who are interested in direct entry to the Columbus School of Law after their junior year at Marymount should discuss the 3+3 partnership with their major advisor as soon as they become interested. The advisor will guide students through the selection of Marymount courses and refer them to the Office of Admissions of the Columbus School of Law as potential applicants. Qualified students may receive credit from both Marymount and Catholic University for a maximum of 29 credits taken at the Columbus School of Law. For more information and details on eligibility, please see Pre-Law Studies and Advising (p. 92).

### **Sample Degree Plan — Criminal Justice 3+3 Partnership with Catholic University Law School**

Please note that this is a sample plan; all students must consult with an advisor in making course selections.

#### **Year One — Fall**

|          |   |
|----------|---|
| SOC 131  | Principles of Sociology in Global Perspective *     |
| EN 101   | Composition I *                                     |
| TRS 100  | Theological Inquiry *                               |
|          | Mathematics (MT) core course - MA 132 recommended * |
| CNCT 100 | Connections *                                       |
|          | One (1) elective                                    |

*SOC 131: GP; SS-1 core course*

*EN 101: WR core course*

*TRS 100: TRS-1 core course*

#### **Year One — Spring**

|        |   |
|--------|---|
| EN 102 | Composition II *  |
|        | Introductory Social Science (SS-1) core course - PSY 101 or PSY 110 recommended * |
|        | Natural Science (NS) core course with lab *                                       |
| CJ 209 | The Criminal Justice System *   |

*EN 102: WR core course*

*CJ 209: DSINQ*

#### **Year Two — Fall**

|        |  |
|--------|--|
| CJ 250 | Deviant Behavior                             |
| PH 100 | Introduction to Philosophy *                 |
| HI     | Introductory History (HI-1) core course *    |
| EN     | Introductory Literature (LT-1) core course * |

|  |   |
|--|---|
|  | Introductory Social Science (SS-1) in a third discipline or Second Natural Science (NS) core course - POL 104, ECO 210, ECO 211 recommended * |
|--|---|

*PH 100: PH-1 core course*

**Year Two — Spring**

|    |   |
|----|---|
| PH | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course * |
|    | One (1) elective  |
|    | One (1) major elective  |

**Year Three — Fall**

|        |   |
|--------|---|
| CJ 201 | Principles of Forensic Science  |
| CJ 310 | Policing in American Society  |
| CJ 304 | Applied Research Methods *  |
|        | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course * |
|        | One (1) elective  |

*CJ 304: WI*

**Year Three — Spring**

|        |   |
|--------|---|
| CJ 312 | Criminal Justice Management   |
|        | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |
| CJ 400 | Internship *  |
|        | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |

**Year Four — Fall (classes to be completed at Columbus School of Law)**

Criminal Law (substitute for LA 302 Criminal Litigation) \*\*

Civil Procedure (yearlong course split over fall and spring — substitute for major elective) \*\*

Lawyering Skills (yearlong course split over fall and spring — substitute for senior seminar)

Contracts (yearlong course split over fall and spring — substitute for major elective) \*\*

\*\* See Major Requirements above for course selections.

**Year Four — Spring (classes to be completed at Columbus School of Law)**

Contracts (yearlong course split over fall and spring)

Lawyering Skills (yearlong course split over fall and spring)

Civil Procedure (yearlong course split over fall and spring)

Property (substitute for major elective)

Torts (substitute for major elective)

Constitutional Law (substitute for elective)

\* Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core (p. 101) and the Course Descriptions (p. 318) for further information.

**Psychology (B.A.)**

The psychology degree consists of a core of required courses plus completion of coursework chosen by students to reflect their interests, career aspirations, or graduate study ambitions.

Students take courses that emphasize effective scientific reasoning (construction of knowledge), critical thinking (analysis of knowledge), communication (transmission of knowledge), and transfer (application of knowledge).

Students earning an undergraduate degree in psychology will gain the knowledge and skills necessary for entry-level professional responsibilities in a variety of community, business, government, and educational settings. Examples include public relations, athletic training, college student services, human resources, public health services, family and child services, crisis counseling centers, substance abuse treatment, and community corrections.

The psychology degree also prepares students for graduate study in psychology, counseling, and related fields. Marymount offers graduate programs in counseling (p. 192) and forensic and legal psychology (p. 314).

Upon successful completion of the psychology program, students will be able to

- demonstrate critical evaluation of a psychological topic through effective writing;
- apply psychological research methodologies and statistical techniques to a research question;
- apply specialized psychological knowledge in a professional setting; and
- demonstrate effective presentation skills within the discipline.

A minor in psychology is also available. A minor in forensic psychology is open to psychology majors only. Please see the School of Social and Behavioral Sciences minors (p. 311) section for details.

**Internship Prerequisites:** When other requirements are successfully completed in the senior year, the student closes the program with an internship (PSY 400). Prerequisites for the internship are a cumulative



grade point average of 2.0 or better, a grade of C- or better in all courses required in the major, senior academic standing (90 completed credits), a minimum of 12 credits earned at Marymount, and completion of the required prerequisite courses (PSY 200 or CCS 399).

**Minimum Grade Requirement:** A minimum grade of C- is required for all courses in the major.

### Degree Requirements — Psychology

This degree requires a total of 120 credits.

#### Liberal Arts Core and University Requirements

See University Requirements and the Liberal Arts Core (p. 101) for details. Psychology majors will satisfy the three-course university Writing Intensive (WI) requirement in the following way: All majors must take PSY 497 Senior Seminar and a 300-level PSY WI course. Majors must take an additional WI course from the Liberal Arts Core or as a university elective.

#### Major Requirements

To fulfill the requirements of the major, all students in this program will take the following coursework in a sequence determined in collaboration with an advisor. Some courses also satisfy Liberal Arts Core and/or University Requirements.

|         |   |
|---------|---|
| PSY 101 | General Psychology *  |
| PSY 105 | General Psychology Laboratory   |
| PSY 110 | Human Growth and Development *  |
| PSY 200 | Careers in Psychology   |
|         | OR  |
| CCS 399 | Career Strategies and Success   |
| PSY 201 | Statistics for the Social Sciences  |
| PSY 220 | Social Psychology   |
| PSY 230 | Abnormal Psychology *   |
| PSY 250 | Biological Bases of Behavior  |
| PSY 260 | Learning and Cognition *  |
| PSY 302 | Research Design for Psychology *  |
|         | Three (3) 300/400-level psychology electives, one must be a Writing-Intensive (WI) course |
| PSY 400 | Internship *  |
|         | OR  |
| PSY 405 | General Psychology Laboratory Instructor Practicum *                                      |
| PSY 497 | Senior Seminar *  |

### Sample Degree Plan — Psychology

Please note that this is a sample plan; all students must consult with an advisor in making course selections.

#### Year One — Fall

|          |  |
|----------|--|
| PSY 101  | General Psychology *   |
| PSY 105  | General Psychology Laboratory  |
| HI       | Introductory History (HI-1) core course *  |
| EN 101   | Composition I *  |
|          | Introductory Social Science (SS-1) core course (economics, politics, or sociology) * |
| CNCT 100 | Connections *  |

*PSY 101: SS-1 core course*

*EN 101: WR core course*

#### Year One — Spring

|         |                                |
|---------|--------------------------------|
| PSY 110 | Human Growth and Development * |
| MA      | Mathematics (MT) core course * |
| EN 102  | Composition II *               |
| TRS 100 | Theological Inquiry *          |
|         | One (1) elective               |

*EN 102: WR core course*

*TRS 100: TRS-1 core course*

#### Year Two — Fall

|         |   |
|---------|---|
| PSY 201 | Statistics for the Social Sciences                                |
| PSY 220 | Social Psychology   |
| PSY 250 | Biological Bases of Behavior                                      |
|         | Natural Science (NS) core course with lab (biology recommended) * |
| PH 100  | Introduction to Philosophy *                                      |

*PH 100: PH-1 core course*

#### Year Two — Spring

|         |   |
|---------|---|
| PSY 200 | Careers in Psychology   |
|         | OR  |
| CCS 399 | Career Strategies and Success   |
| PSY 230 | Abnormal Psychology *   |
| PSY 260 | Learning and Cognition *  |
| EN      | Introductory Literature (LT-1) core course *  |
|         | Introductory Social Science (SS-1) in a third discipline or Second Natural Science (NS) core course * |
|         | One (1) elective  |

*PSY 230: GP & SS-2 core course*

*PSY 260: DSINQ core course*

#### Year Three — Fall

|         |   |
|---------|---|
| PSY 302 | Research Design for Psychology *  |
|         | One (1) 300/400-level WI psychology course  |
| PH      | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course *               |
|         | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |
|         | One (1) elective  |

*PSY 302: DSINQ core course*

**Year Three — Spring**

|  |   |
|--|---|
|  | One (1) 300/400-level psychology course   |
|  | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course * |
|  | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course *   |
|  | Two (2) electives   |

**Year Four — Fall**

|         |   |
|---------|---|
| PSY 400 | Internship *  |
| PSY 405 | OR<br>General Psychology Laboratory<br>Instructor Practicum * |
|         | One (1) 300/400-level psychology course                       |
|         | Two (2) or three (3) electives                                |

*PSY 497: DSINQ core course*

*Students should take a WI course as an elective if needed.*

**Year Four — Spring**

|         |                    |
|---------|--------------------|
| PSY 497 | Senior Seminar *   |
|         | Four (4) electives |

*PSY 497: DSINQ and WI core course*

**Counseling Scholars Program**

For students who are interested in the field of counseling and possess a strong academic profile, Marymount's Counseling Scholars Program offers an opportunity to guarantee a place in the university's counseling (M.A.) program (p. 192). While other undergraduates will need to apply to the graduate program, qualifying psychology majors who are counseling scholars are exempt from this process. The Counseling Scholars Program is open to a select group of incoming first-year and transfer students who are chosen by the Counseling Admissions Committee and meet stringent continuation requirements.

To be accepted into the program, first-year and transfer students must have

- a high school grade point average of 3.0 or above;
- declared psychology as their major; and
- completed the essay portion of the Counseling Scholars Program application addressing their interest and commitment to the field of counseling (500-word minimum).

To be accepted into the program, current students must have

- a college GPA of 3.2 or above in their psychology courses and declared psychology as their major; and

- completed the essay portion of the Counseling Scholars Program application addressing their interest and commitment to the field of counseling (500-word minimum).

To continue in the program, students must

- maintain an overall GPA of 3.2 in their psychology courses;
- complete designated psychology courses (PSY 230, PSY 330, PSY 333) with a B or better;
- complete a counseling-oriented research project and internship; and
- attend at least two School of Counseling events.

The Counseling Scholars Program application has a strict deadline and must be completed by:

- March 1 (for incoming first-year and transfer students)
- End of the first semester of the applicant's junior year (for current students)

For more information, please contact the Office of Admissions.

**Forensic and Legal Psychology Scholars Program Requirements**

This competitive program, open to first-time college students and to transfer/current students, guarantees admission into the university's forensic and legal psychology (M.A.) program (p. 314) to a select group of well-qualified students in psychology and criminal justice. These students, chosen by the Forensic and Legal Psychology Admissions Committee, must meet stringent acceptance and continuation requirements.

To be accepted into the program, a first-time student must have

- a minimum high school GPA of 3.3 (weighted and unweighted);
- SAT (Math & Critical Reading) score of 1170+ or ACT of 24+; and
- an essay addressing the applicant's interest in and commitment to the field of forensic and legal psychology (500-word minimum).

To be accepted into the program, a transfer/current student must have/submit

- a cumulative GPA of 3.5+ in all previous/existing undergraduate coursework;
- an average GPA of 3.5+ in previous/existing psychology and/or criminal justice coursework; and

- an essay addressing the applicant's interest in and commitment to the field of forensic and legal psychology (500-word minimum).

For current students, the application deadline is the end of the first semester of their junior year.

To continue in the program, a student must

- maintain a minimum undergraduate GPA of 3.5;
- complete PSY 302 Research Design or CJ 304 Applied Research Methods research project on a relevant topic (complete the Research and Internship form);
- complete PSY 400 Internship or CJ 400 Internship at a relevant site (complete the Research and Internship form);
- attend at least two Forensic and Legal Psychology events (e.g., career night, seminar speaker, appreciation dinner; complete the Events and Class form);
- attend at least one meeting of one forensic and legal psychology M.A. course (complete the Events and Class form); and
- receive a strong, positive recommendation from a faculty member in the student's major.

In addition to their major program requirements, psychology majors must complete (21 credits):

|         |                               |
|---------|-------------------------------|
| CJ 209  | The Criminal Justice System * |
| CJ 305  | Criminology *                 |
| CJ 311  | Correctional Institutions     |
| LA 302  | Criminal Litigation           |
| PSY 326 | Forensic Psychology           |
| PSY 332 | Psychology of Addictions      |

One (1) course from the following:

|         |   |
|---------|---|
| SOC 131 | Principles of Sociology in Global Perspective * |
| SOC 200 | Law and Society in Global Perspective *         |
| SOC 203 | The Global Village *                            |

By January 16th of the year in which the student intends to graduate with their bachelor's degree in psychology or criminal justice, the following materials need to be submitted to the forensic and legal psychology scholars program coordinator:

- FLP MA Admissions Approval form
- Research and Internship form (including the research project)
- Events and Class form
- Official undergraduate transcript
- Strong, positive letter of recommendation from a faculty member in the student's major

- Graduate Studies Application form

\* Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core (p. 101) and the Course Descriptions (p. 318) for further information.

### Counseling Scholars Program

For students who are interested in the field of counseling and possess a strong academic profile, Marymount's Counseling Scholars Program offers an opportunity to guarantee a place in the university's counseling (M.A.) program (p. 192). While other undergraduates will need to apply to the graduate program, qualifying psychology majors who are counseling scholars are exempt from this process. The Counseling Scholars Program is open to a select group of incoming first-year and transfer students who are chosen by the Counseling Admissions Committee and meet stringent continuation requirements.

To be accepted into the program, first-year and transfer students must have

- a high school grade point average of 3.0 or above;
- declared psychology as their major; and
- completed the essay portion of the Counseling Scholars Program application addressing their interest and commitment to the field of counseling (500-word minimum).

To be accepted into the program, current students must have

- a college GPA of 3.2 or above in their psychology courses and declared psychology as their major; and
- completed the essay portion of the Counseling Scholars Program application addressing their interest and commitment to the field of counseling (500-word minimum).

To continue in the program, students must

- maintain an overall GPA of 3.2 in their psychology courses;
- complete designated psychology courses (PSY 230, PSY 330, PSY 333) with a B or better;
- complete a counseling-oriented research project and internship; and
- attend at least two School of Counseling events.

The Counseling Scholars Program application has a strict deadline and must be completed by:

- March 1 (for incoming first-year and transfer students)

- End of the first semester of the applicant's junior year (for current students)

For more information, please contact the Office of Admissions.

### Forensic and Legal Psychology Scholars Program

#### Program Requirements

This competitive program, open to first-time college students and to transfer/current students, guarantees admission into the university's forensic and legal psychology (M.A.) program (p. 314) to a select group of well-qualified students in psychology and criminal justice. These students, chosen by the Forensic and Legal Psychology Admissions Committee, must meet stringent acceptance and continuation requirements.

To be accepted into the program, a first-time student must have

- a minimum high school GPA of 3.3 (weighted and unweighted);
- SAT (Math & Critical Reading) score of 1170+ or ACT of 24+; and
- an essay addressing the applicant's interest in and commitment to the field of forensic and legal psychology (500-word minimum).

To be accepted into the program, a transfer/current student must have/submit

- a cumulative GPA of 3.5+ in all previous/existing undergraduate coursework;
- an average GPA of 3.5+ in previous/existing psychology and/or criminal justice coursework; and
- an essay addressing the applicant's interest in and commitment to the field of forensic and legal psychology (500-word minimum).

For current students, the application deadline is the end of the first semester of their junior year.

To continue in the program, a student must

- maintain a minimum undergraduate GPA of 3.5;
- complete PSY 302 Research Design or CJ 304 Applied Research Methods research project on a relevant topic (complete the Research and Internship form);
- complete PSY 400 Internship or CJ 400 Internship at a relevant site (complete the Research and Internship form);
- attend at least two Forensic and Legal Psychology events (e.g., career night, seminar speaker, appreciation dinner; complete the Events and Class form);

- attend at least one meeting of one forensic and legal psychology M.A. course (complete the Events and Class form); and
- receive a strong, positive recommendation from a faculty member in the student's major.

In addition to their major program requirements, psychology majors must complete (21 credits):

|         |                               |
|---------|-------------------------------|
| CJ 209  | The Criminal Justice System * |
| CJ 305  | Criminology *                 |
| CJ 311  | Correctional Institutions     |
| LA 302  | Criminal Litigation           |
| PSY 326 | Forensic Psychology           |
| PSY 332 | Psychology of Addictions      |

One (1) course from the following:

|         |   |
|---------|---|
| SOC 131 | Principles of Sociology in Global Perspective * |
| SOC 200 | Law and Society in Global Perspective *         |
| SOC 203 | The Global Village *                            |

By January 16th of the year in which the student intends to graduate with their bachelor's degree in psychology or criminal justice, the following materials need to be submitted to the forensic and legal psychology scholars program coordinator:

- FLP MA Admissions Approval form
- Research and Internship form (including the research project)
- Events and Class form
- Official undergraduate transcript
- Strong, positive letter of recommendation from a faculty member in the student's major
- Graduate Studies Application form

#### Psychology (B.A.) to M.B.A. Program

This pre-M.B.A. program allows advanced psychology students to begin to pursue their M.B.A. degree while completing their undergraduate program. If students begin their graduate coursework while completing their undergraduate programs, they could earn their undergraduate and graduate degrees at an accelerated rate.

Psychology students can supplement their undergraduate coursework with up to six credits of specified M.B.A. graduate courses. The M.B.A. courses would satisfy both graduate and undergraduate program requirements.

Students would be allowed to enroll in up to four graduate-level M.B.A. courses while completing undergraduate coursework; however, only two of those courses (six credits) would be eligible for application to

the undergraduate degree. If students opt to take an additional two courses at the graduate level while completing the undergraduate degree, these courses would only apply to the graduate program requirements. All four graduate courses would satisfy M.B.A. program requirements.

### Admission Requirements

In addition to meeting the university's undergraduate admission requirements, students are permitted to submit an application and, if approved, take graduate M.B.A. courses if they have

- at least 60 credits but no more than 90 credits and
- a minimum cumulative GPA of 3.4.

### MBA Courses

|         |                                 |
|---------|---------------------------------|
| MBA 511 | Management Foundations          |
| MBA 512 | Accounting for Managers         |
| MBA 515 | Management in Organizations     |
| MBA 521 | Marketing Concepts and Practice |

### Sociology (B.A.)

The sociology program at Marymount fosters critical reflection on global issues of diversity, inequality, and social justice. The curriculum challenges students by taking an analytical approach to understand social life. Through coursework, research, and community-based learning, students develop career skills as well as an appreciation for the importance of community engagement.

Students gain analytical skills in the practical application of social theory and research design and learn to apply these skills to address social injustice locally and globally. Applied theory and research methods are woven throughout the coursework. The culminating senior experience provides students with the opportunity to gain practical experience in real-world settings.

The Bachelor of Arts degree in sociology at Marymount University will provide students with a global perspective and cultural competence, preparing them for a wide range of career paths. Upon successful completion of this program, students will be able to

- apply a sociological imagination to global issues through effective writing;
- apply a relevant quantitative, qualitative, or visual research method to analyze a sociological issue;
- demonstrate an understanding of the value of diverse perspectives for achieving social justice when

working in community engagement settings such as the internship; and

- demonstrate effective presentation skills within the discipline.

A minor in sociology is also available. Please see the School of Social and Behavioral Sciences minors (p. 311) section for details.

**Minimum Grade Requirements:** A minimum grade of C- is required for all courses in the major.

**Residency Requirement:** Transfer students must complete the internship and at least 18 credits in Marymount sociology courses, including SOC 251, SOC 350, SOC 351, SOC 495, and SOC 497.

**Internship Prerequisites:** Most students complete SOC 497 Community Engagement Experience. Some students may elect to complete the three-credit internship instead. Either placement is completed during the senior year once all other requirements are successfully completed. For SOC 497, students complete a minimum of 80 supervised hours in their selected community organization over a period of 10 weeks. For SOC 400, the student is placed for 120 hours (three credits) in their internship, which will be a community engagement project. Prerequisites for these two courses are a cumulative grade point average of 2.0 or higher, a grade of C- or higher in all required courses for the major, a minimum of 18 credits earned at Marymount, and permission from the internship coordinator.

### Degree Requirements — Sociology

This degree requires a total of 120 credits.

#### Major Requirements

To fulfill the requirements of the major, all students in this program will take the following coursework in a sequence determined in collaboration with an advisor. Some courses also satisfy Liberal Arts Core and/or University Requirements.

|         |   |
|---------|---|
| SOC 121 | Principles of Sociology *                             |
| SOC 131 | OR<br>Principles of Sociology in Global Perspective * |
| SOC 203 | The Global Village *                                  |
| SOC 251 | Working for Justice, Working for Change *             |
| SOC 350 | Social Justice *                                      |
| SOC 351 | Addressing Injustice: Research Methods *              |
| SOC 497 | Community Engagement Experience *                     |
| SOC 400 | OR<br>Internship *                                    |

Four (4) electives from the following:

|         |   |
|---------|---|
| SOC 200 | Law and Society in Global Perspective *       |
| SOC 204 | Cultural Diversity *                          |
| SOC 222 | Race and Ethnic Diversity *                   |
| SOC 261 | Through the Sociological Lens I *             |
| SOC 306 | Poverty, Wealth, and Inequality *             |
| SOC 361 | Through the Sociological Lens II *            |
| SOC 365 | Gender Inequality in Global Perspective *     |
| SOC 375 | Topics in Human Rights *                      |
| SOC 385 | Global Inequality and Community Development * |
| SOC 395 | Cities in the 21st Century                    |
| SOC 421 | Project                                       |
| SOC 433 | Research *                                    |

### Liberal Arts Core and University Requirements

See University Requirements and the Liberal Arts Core (p. 101) for details. Sociology majors will satisfy the three-course university Writing Intensive (WI) requirement in the following way: All majors must take SOC 495 Senior Practicum. Majors must take two additional WI courses from the Liberal Arts Core, major electives, or as a university elective.

### Sample Degree Plan — Sociology

Please note that this is a sample plan; all students must consult with an advisor in making course selections.

#### Year One — Fall

|          |   |
|----------|---|
| SOC 131  | Principles of Sociology in Global Perspective * |
| EN 101   | Composition I *                                 |
| HI       | Introductory History (HI-1) core course *       |
| CNCT 100 | Connections *                                   |
|          | One (1) elective                                |

*SOC 131: GP and SS-1 core course*

*EN 101: WR core course*

#### Year One — Spring

|         |   |
|---------|---|
| EN 102  | Composition II *  |
|         | Natural Science (NS) core course with lab (biology recommended) *                     |
|         | Introductory Social Science (SS-1) core course (politics, psychology, or economics) * |
| TRS 100 | Theological Inquiry *   |
|         | One (1) elective  |

*EN 102: WR core course*

*TRS 100: TRS-1 core course*

#### Year Two — Fall

|         |  |
|---------|--|
| SOC 203 | The Global Village *                         |
| EN      | Introductory Literature (LT-1) core course * |

|        |   |
|--------|---|
|        | Mathematics (MT) core course - MA 132 recommended * |
| PH 100 | Introduction to Philosophy *                        |
|        | One (1) elective                                    |

*PH 100: PH-1 core course*

#### Year Two — Spring

|         |   |
|---------|---|
| SOC 251 | Working for Justice, Working for Change *   |
|         | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course *                 |
|         | Introductory Social Science (SS-1) in a third discipline or Second Natural Science (NS) core course * |
|         | One (1) elective (Global classroom recommended)   |
|         | One (1) elective - 1st WI course if not already completed *   |

*SOC 251: DSINQ course*

#### Year Three — Fall

|         |   |
|---------|---|
| SOC 350 | Social Justice *  |
|         | One (1) major elective  |
|         | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course * |
|         | One (1) elective - 2nd WI course if not already completed *                             |
|         | One (1) elective  |

*Major elective: See Major Requirements above for course selections.*

#### Year Three — Spring

|         |   |
|---------|---|
| SOC 351 | Addressing Injustice: Research Methods *                                |
| PH      | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course * |
|         | One (1) major elective  |
|         | Two (2) electives   |

*SOC 351: DSINQ and SS-2 core course*

*Major elective: See Major Requirements above for course selections.*

#### Year Four — Fall

|         |                        |
|---------|------------------------|
| SOC 495 | Senior Practicum *     |
|         | One (1) major elective |
|         | Three (3) electives    |

*SOC 495: DSINQ and WI course*

*Major elective: See Major Requirements above for course selections.*

#### Year Four — Spring

|         |                                   |
|---------|-----------------------------------|
| SOC 497 | Community Engagement Experience * |
|         | OR                                |
| SOC 400 | Internship *                      |

|  |   |
|--|---|
|  | One (1) major elective  |
|  | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course * |
|  | Two (2) electives   |

*SOC 400 or SOC 497: EXP course*

*Major elective: See Major Requirements above for course selections.*

\* Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core (p. 101) and the Course Descriptions (p. 318) for further information.

### **Sociology (B.A.) to M.B.A. Program**

This pre-M.B.A. program allows advanced sociology students to begin to pursue their M.B.A. degree while completing their undergraduate program. If students begin their graduate coursework while completing their undergraduate programs, they could earn their undergraduate and graduate degrees at an accelerated rate.

Sociology students can supplement their undergraduate coursework with up to six credits of specified M.B.A. graduate courses. The M.B.A. courses would satisfy both graduate and undergraduate program requirements.

Students would be allowed to enroll in up to four graduate-level M.B.A. courses while completing undergraduate coursework; however, only two of those courses (six credits) would be eligible for application to the undergraduate degree. If students opt to take an additional two courses at the graduate level while completing the undergraduate degree, these courses would only apply to the graduate program requirements. All four graduate courses would satisfy M.B.A. program requirements.

### **Admission Requirements**

In addition to meeting the university's undergraduate admission requirements, students are permitted to submit an application and, if approved, take graduate M.B.A. courses if they have

- at least 60 credits but no more than 90 credits and
- a minimum cumulative GPA of 3.4.

### **MBA Courses**

|         |                                 |
|---------|---------------------------------|
| MBA 511 | Management Foundations          |
| MBA 512 | Accounting for Managers         |
| MBA 515 | Management in Organizations     |
| MBA 521 | Marketing Concepts and Practice |

### **Sociology (B.A.) 3+3 Partnership with Catholic University Law School**

Marymount has a direct-entry affiliation agreement with Catholic University's Columbus School of Law. This enables qualified third-year Marymount students in designated majors to be admitted to the first year of law school during their senior year at Marymount.

Sociology students who are interested in direct entry to the Columbus School of Law after their junior year at Marymount should discuss the 3+3 partnership with their major advisor as soon as they become interested. The advisor will guide students through the selection of Marymount courses and refer them to the Office of Admissions of the Columbus School of Law as potential applicants. Qualified students may receive credit from both Marymount and Catholic University for a maximum of 29 credits taken at the Columbus School of Law. For more information and details on eligibility, please see Pre-Law Studies and Advising (p. 92).

### **Sample Degree Plan — Sociology 3+3 Partnership with Catholic University Law School**

Please note that this is a sample plan; all students must consult with an advisor in making course selections.

#### **Year One — Fall**

|          |   |
|----------|---|
| SOC 131  | Principles of Sociology in Global Perspective * |
| EN 101   | Composition I *                                 |
| HI       | Introductory History (HI-1) core course *       |
| CNCT 100 | Connections *                                   |
|          | Two (2) electives                               |

*SOC 131: GP and SS-I core course*

*EN 101: WR core course*

#### **Year One — Spring**

|         |   |
|---------|---|
| SOC 203 | The Global Village *  |
| SOC 251 | Working for Justice, Working for Change *                         |
| EN 102  | Composition II *  |
|         | Natural Science (NS) core course with lab (biology recommended) * |
| TRS 100 | Theological Inquiry *   |

*EN 102: WR core course*

*TRS 100: TRS-1 core course*

*SOC 251: DSINQ course*

#### **Year Two — Fall**

|         |   |
|---------|---|
| SOC 350 | Social Justice *  |
| EN      | Introductory Literature (LT-1) core course *  |
|         | Introductory Social Science (SS-1) core course (politics, psychology, or sociology) * |
|         | Mathematics (MT) core course - MA 132   |

|        |                              |
|--------|------------------------------|
|        | recommended *                |
| PH 100 | Introduction to Philosophy * |

*PH 100: PH-1 core course*

### Year Two — Spring

|         |   |
|---------|---|
| SOC 351 | Addressing Injustice: Research Methods *  |
|         | One (1) major elective (SOC 204 recommended)  |
|         | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course *                 |
|         | Introductory Social Science (SS-1) in a third discipline or Second Natural Science (NS) core course * |
|         | One (1) elective (Global classroom recommended)   |

*SOC 351: DSINQ and SS-2 core course*

### Year Three — Fall

|         |   |
|---------|---|
| SOC 495 | Senior Practicum *  |
|         | Two (2) major electives   |
|         | Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course * |
|         | Fine Arts (FNA), Advanced Literature (LT-2), or Advanced History (HI-2) core course *   |

*SOC 495: DSINQ and WI course*

*Major elective: See Major Requirements above for course selections.*

### Year Three — Spring

|         |   |
|---------|---|
| SOC 497 | Community Engagement Experience *                                       |
|         | OR  |
| SOC 400 | Internship *  |
|         |   |
| PH      | Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course * |
|         | One (1) major elective  |
|         | One (1) elective (Global classroom recommended)                         |
|         | One (1) elective  |

*SOC 400 or SOC 497: EXP course*

*Major elective: See Major Requirements above for course selections.*

### Year Four — Fall (classes to be completed at Columbus School of Law)

Criminal Law (substitute for elective)

Civil Procedure (yearlong course split over fall and spring — substitute for elective)

Lawyering Skills (yearlong course split over fall and spring — substitute for elective)

Contracts (yearlong course split over fall and spring — substitute for elective)

### Year Four — Spring (classes to be completed at Columbus School of Law)

Contracts (yearlong course split over fall and spring)

Lawyering Skills (yearlong course split over fall and spring)

Civil Procedure (yearlong course split over fall and spring)

Property (substitute for elective)

Torts (substitute for elective)

Constitutional Law (substitute for elective)

\* Fulfills Liberal Arts Core/University Requirements. See University Requirements and the Liberal Arts Core (p. 101) and the Course Descriptions (p. 318) for further information.

## Minors

### Communication (Minor)

#### Minor Requirements

|          |                                     |
|----------|-------------------------------------|
| COMM 100 | Introduction to Media Communication |
| COMM 101 | Public Speaking                     |
| COMM 206 | Introduction to Public Relations    |
|          | OR                                  |
| COMM 209 | Contemporary Journalism *           |

Nine (9) additional credits in COMM courses that count toward a B.A. in communication. At least two (2) courses, for a total of six (6) credits, should be at the 300 or 400 level.

### International Studies (Minor)

The international studies minor provides an interdisciplinary examination of cultures and societies outside the United States as well as an exploration of political, economic, social, and cultural interconnections among nation states, nongovernmental organizations, and ethnic and religious groups around the world. International studies coursework is combined with language study, study abroad, and a presentation of the capstone thesis to include 15 credits plus study abroad and language. Please see Graduation Honors (p. 63) for information about counting study abroad credits toward graduation honors.

#### Minor Requirements

|         |                      |
|---------|----------------------|
| SOC 203 | The Global Village * |
|---------|----------------------|



Twelve (12) elective credits outside the required coursework for the student's major, in at least three different disciplines, from the following:

|         |  |
|---------|--|
| ECO 211 | Principles of Macroeconomics *                 |
| ECO 485 | International Economics *                      |
| EN 204  | Global Literary Voices II *                    |
| FR 303  | Topics in French Civilization                  |
| HI 311  | Modern European History: 1914 to the Present * |
| IS 421  | Project  |
| IT 110  | Information Technology in the Global Age *     |
| MGT 385 | International Business *                       |
| MKT 485 | International Marketing *                      |
| PH 365  | Asian Philosophy *                             |
| POL 102 | International Relations *                      |
| POL 103 | Comparative Politics *                         |
| POL 240 | Global Security *                              |
| POL 241 | Global Political Economy *                     |
| POL 380 | Politics of Latin America *                    |
| POL 381 | Politics of Sub-Saharan Africa *               |
| POL 382 | Politics of Western Europe *                   |
| POL 385 | Politics of South Asia *                       |
| POL 386 | Politics of East Asia *                        |
| PSY 325 | Cultural Psychology *                          |
| SOC 204 | Cultural Diversity *                           |
| SOC 365 | Gender Inequality in Global Perspective *      |
| SOC 375 | Topics in Human Rights *                       |
| SOC 385 | Global Inequality and Community Development *  |
| SP 303  | Topics in Spanish Civilization and Culture     |
| TRS 202 | Religions of the World *                       |
| TRS 325 | Religious Approaches to Death *                |
| TRS 345 | Buddhist Traditions *                          |

### Language

Students must show a level of skill in a non-native language equivalent to the successful completion of a second-semester college-level language course. There are two different ways to meet the requirement:

1. Complete six (6) credits of college-level coursework at the elementary level, which may include courses combining language and culture, or complete three (3) credits of college-level foreign language at the intermediate level. AP, IB, and CLEP equivalencies are accepted.
2. Receive a waiver from a faculty member of the International Studies Steering Committee. Waivers will be granted when a student can show knowledge of a language equivalent to two semesters of college-level work either in a proctored exam or with a

transcript showing prior schooling in a language other than English.

### Study Abroad

Students must have a minimum of three (3) credits in a study abroad program approved by the Center for Global Education. A full semester abroad is strongly recommended. Students with substantial experience living outside the United States may request a waiver from a faculty member or the International Studies Steering Committee.

With the approval of the International Studies Steering Committee, up to three (3) credits of a language course may count toward the elective requirement.

With the approval of the International Studies Steering Committee, courses taken during an approved study abroad program may count as international studies electives provided they cover international studies, broadly defined.

### Journalism (Minor)

The interdisciplinary journalism minor prepares students to serve the crucial societal need met by journalists to fulfill the role of the press in a democracy. Students learn the background and skills required to practice innovative, ethically- and civically-minded journalism. The minor also provides media literacy education that is necessary to decipher our complicated news and information environment, making students more critical users and creators of news and information. Even for students who do not necessarily plan to pursue careers in journalism, having journalistic knowledge and skills is highly desirable in related fields, such as strategic communication, public relations, and public affairs, where it is important and useful to gain favorable media coverage for their own organization or to help clients understand the processes and values with which journalists and their organizations work. The journalism minor broadens and deepens students' knowledge, awareness, and appreciation for the role of journalism in society.

### Minor Requirements

|          |                                 |
|----------|---------------------------------|
| COMM 209 | Contemporary Journalism *       |
| COMM 307 | Broadcast Writing and Delivery  |
| COMM 315 | Writing for Digital Media *     |
| COMM 403 | Principles of Communication Law |

Two (2) additional three-credit courses must be selected from the following list. (Communication majors must complete two courses for this minor that do not count toward their major requirements.)

|          |  |
|----------|--|
| COMM 204 | Video Production: Multimedia Communication |
| COMM 399 | Topics in Communication                    |
| EN 235   | Digital and Nonlinear Storytelling *       |
| EN 303   | Literary Nonfiction *                      |
| POL 231  | Media and Politics *                       |
| GMD 200  | Digital Publishing<br>OR                   |
| GMD 308  | Web and Social Media Design                |

Students may take either GMD 200 or GMD 308 but not both. It is recommended that students pursuing the journalism minor take MA 132 Statistical Analysis to fulfill the mathematics Liberal Arts Core requirement.

### Criminal Justice (Minor)

#### Minor Requirements

Seven (7) courses from the following:

|         |   |
|---------|---|
| CJ 201  | Principles of Forensic Science                  |
| CJ 205  | Crime, Media, and Culture                       |
| CJ 207  | Juvenile Justice                                |
| CJ 209  | The Criminal Justice System *                   |
| CJ 250  | Deviant Behavior                                |
| CJ 305  | Criminology *                                   |
| CJ 310  | Policing in American Society                    |
| CJ 311  | Correctional Institutions                       |
| CJ 312  | Criminal Justice Management                     |
| CJ 320  | Cybercrime and Digital Terrorism                |
| SOC 131 | Principles of Sociology in Global Perspective * |
| SOC 200 | Law and Society in Global Perspective *         |
| SOC 222 | Race and Ethnic Diversity *                     |

### Forensic Psychology (Minor)

This minor is open only to psychology majors.

#### Minor Requirements

|         |                               |
|---------|-------------------------------|
| CJ 209  | The Criminal Justice System * |
| CJ 311  | Correctional Institutions     |
| LA 302  | Criminal Litigation           |
| PSY 326 | Forensic Psychology           |
| PSY 332 | Psychology of Addictions      |
| CJ 305  | Criminology *                 |

One (1) course from the following:

|         |   |
|---------|---|
| SOC 131 | Principles of Sociology in Global Perspective * |
| SOC 200 | Law and Society in Global Perspective *         |
| SOC 203 | The Global Village *                            |

### Public Relations (Minor)

Public relations represents a strategic communication process that includes ethical and professional client interactions directed at achieving mutual objectives and results, researching and analyzing trends, planning and decision making, communicating and collaborating with stakeholders, and building positive relationships with key public constituencies and the media. This minor will prepare students to meet the knowledge objectives, goals, skills, and competencies required not only in public relations, but also in related employment areas such as corporate communication, integrated marketing communication, public information, and external affairs. The minor will also prepare students for graduate education in communication, public relations, marketing, and other related fields.

The public relations minor requires a total of 18 credits. It is recommended that communication majors who wish to also minor in public relations take COMM 206, COMM 302, and COMM 401, and choose three courses from the designated marketing course options.

#### Minor Requirements

The public relations minor requires a total of 18 credits.

|          |   |
|----------|---|
| COMM 206 | Introduction to Public Relations                    |
| COMM 302 | Public Relations Writing and Media Techniques<br>OR |
| COMM 401 | Public Relations Case Studies                       |

Four (4) additional three-credit courses must be selected from the following list:

|          |   |
|----------|---|
| COMM 209 | Contemporary Journalism *                     |
| COMM 302 | Public Relations Writing and Media Techniques |
| COMM 310 | Career and Professional Communication         |
| COMM 315 | Writing for Digital Media *                   |
| COMM 401 | Public Relations Case Studies                 |
| COMM 402 | Organizational Communication *                |
| MKT 204  | Sustainable Marketing *                       |
| MKT 301  | Principles of Marketing                       |
| MKT 310  | Event Planning                                |
| MKT 319  | Promotion and Digital Marketing               |

### Sociology (Minor)

#### Minor Requirements

|         |                                  |
|---------|----------------------------------|
| SOC 251 | Working for Justice, Working for |
|---------|----------------------------------|

|         |  |
|---------|--|
|         | Change *                                 |
| SOC 351 | Addressing Injustice: Research Methods * |
|         | OR                                       |
| SOC 350 | Social Justice *                         |

Three (3) courses from the following:

|         |   |
|---------|---|
| SOC 200 | Law and Society in Global Perspective *       |
| SOC 204 | Cultural Diversity *                          |
| SOC 222 | Race and Ethnic Diversity *                   |
| SOC 261 | Through the Sociological Lens I *             |
| SOC 306 | Poverty, Wealth, and Inequality *             |
| SOC 361 | Through the Sociological Lens II *            |
| SOC 365 | Gender Inequality in Global Perspective *     |
| SOC 375 | Topics in Human Rights *                      |
| SOC 395 | Cities in the 21st Century                    |
| SOC 385 | Global Inequality and Community Development * |

### Forensics and Criminal Investigations (Minor)

#### Minor Requirements

|        |   |
|--------|---|
| CJ 201 | Principles of Forensic Science                          |
| CJ 202 | Principles in Forensic Science II                       |
| CJ 313 | Recognition and Recovery of Human Remains               |
| CJ 314 | Principles of Criminal Investigations                   |
| CJ 315 | Current Issues in Forensics and Criminal Investigations |
| CJ 250 | Deviant Behavior  |
| CJ 305 | Criminology *   |

One (1) course from the following:

|         |                            |
|---------|----------------------------|
| PSY 326 | Forensic Psychology        |
| IT 120  | Cybersecurity Principles * |
| IT 370  | Digital Forensics          |

### Psychology (Minor)

This minor is open to students of any major.

#### Minor Requirements

|         |                                |
|---------|--------------------------------|
| PSY 101 | General Psychology *           |
| PSY 105 | General Psychology Laboratory  |
| PSY 110 | Human Growth and Development * |

One (1) course from the following:

|         |                       |
|---------|-----------------------|
| PSY 220 | Social Psychology     |
| PSY 230 | Abnormal Psychology * |

One (1) course from the following:

|         |                              |
|---------|------------------------------|
| PSY 250 | Biological Bases of Behavior |
| PSY 260 | Learning and Cognition *     |

One (1) 300- to 400-level psychology course

## Graduate Programs

### Forensic and Legal Psychology (M.A.)

This master's degree program provides graduates with the skills and knowledge they need to provide effective, high-quality services in a variety of forensic and legal settings. These include probation and parole, victim assistance, mitigation and sentencing advocacy, law enforcement, intelligence, trial consultation, policy, advocacy, and research. To accomplish this goal, the program balances traditional psychological knowledge and skills with a specialized understanding of the legal system.

Upon successful completion of the forensic and legal psychology program, students will be able to

- evaluate existing research in the field;
- develop and deliver effective oral presentations;
- analyze the effectiveness of public policies in the legal system and propose workable solutions;
- design and defend solutions to major problems in the field using current research and theory; and
- analyze the complexities involved in various ethical dilemmas in the field and argue for preferred solutions.

**Admission Requirements:** In addition to the university's requirements for graduate admission (p. 22), the following are required:

- satisfactory GPA (An undergraduate major in psychology is preferred; however, candidates from other fields will be considered.)
- satisfactory scores on the GRE\* (including the Analytical Writing score), as determined by the program
- two letters of recommendation, using the official recommendation form provided by the Office of Graduate Enrollment Services, that speak directly to the applicant's academic and interpersonal skills
- a personal statement, maximum 500 words, describing the applicant's background and motivation for entering the field of study as well as the applicant's rationale for applying to Marymount's forensic and legal psychology program

\*GRE is waived for a previously earned graduate degree from an accredited college or university. GRE waivers may be considered on a case-by-case basis for exceptional work history in a forensically relevant field. The program will also consider substitution of GRE scores with comparable graduate-level standardized exams (e.g., LSAT, GMAT, MCAT, etc.).

**Intelligence Studies Concentration Admission**

**Requirements:** Forensic and legal psychology students who are interested in completing the intelligence studies concentration must meet the following requirements (after at least one semester in the program):

- declare their intent to complete the concentration by the spring semester of their first year in the program
- complete a minimum of nine (9) FLP credits (including FLP 570)
- complete FLP 570 with a B or higher
- have a minimum cumulative GPA of 3.0 or school director approval. Once these criteria are met, students will meet with their academic advisor to complete a Change of Program form in order to formally enter the intelligence studies concentration.

**Maximum Credits:** Students enrolled in the M.A. in forensic and legal psychology program are limited to registering for a maximum of nine (9) credits per semester.

**Application Deadlines:** Students are admitted for the fall semester only. Completed applications must be received by February 15. Applications received after February 15 will be considered for a future academic year.

**Internship Prerequisite:** In order to be admitted to an internship, students must have completed the internship application process, which includes a review of academic progress, prerequisite coursework, and appropriate paperwork. Students must also submit the required application fee and gain the permission of the faculty. See the *Forensic and Legal Psychology Student Handbook* for additional details.

**Research Requirement:** All graduate students are required to log a minimum of 20 hours of research assistance under the guidance of one or more members of the forensic and legal psychology faculty. See the *Forensic and Legal Psychology Student Handbook* for details.

**Transfer Policies:** Students in the program requesting course substitutions or course transfer from other institutions will be required to submit paperwork for review by the forensic and legal psychology faculty.

**Academic Probation:** Students may only be on nonconsecutive probation once during their graduate studies. If a student's cumulative GPA falls below 3.0 for a second consecutive time, the student will be dismissed. Students who wish to appeal their dismissal should refer to the Academic Dismissal (p. 87) section of this catalog for the proper procedure.

**Degree Requirements — Forensic and Legal Psychology**

39 credits

|         |   |
|---------|---|
| FLP 501 | Bases of Psychopathology                  |
| FLP 502 | Research Methods                          |
| FLP 511 | Legal and Investigative Psychology        |
| FLP 512 | Issues in the American Legal System       |
| FLP 527 | Psychology, Public Policy, and Law        |
| FLP 531 | Psychology of Criminal Behavior           |
| FLP 540 | Forensic Assessment                       |
| FLP 599 | Internship: Forensic and Legal Psychology |

*FLP 502: Students considering the forensic and legal psychology with clinical mental health counseling option (M.A./M.A.) need to be aware that, per CACREP requirements, FLP 502 is not an approved course. CE 500 is instead required.*

Five (5) courses from the following:

|         |   |
|---------|---|
| CE 508  | Crisis Assessment and Intervention                          |
| CE 509  | Substance Abuse Assessment and Intervention                 |
| CE 517  | Neuropsychological Issues, Treatments, and Assessments      |
| FLP 503 | Statistics  |
| FLP 515 | Death Penalty and Mitigation                                |
| FLP 520 | Wrongful Convictions: Case Analysis                         |
| FLP 526 | Field Experience in Criminal Court                          |
| FLP 533 | Psychology of Sexual Violence and Exploitation              |
| FLP 534 | Substance Use and Abuse: Treatment and Legal Responses      |
| FLP 536 | Victims of Interpersonal Violence                           |
| FLP 552 | Psychology of Law Enforcement                               |
| FLP 555 | Individual Profiling: International and Political           |
| FLP 556 | Group and Country Profiling: International and Political    |
| FLP 559 | Behavioral Criminology                                      |
| FLP 560 | Psychopathology of Childhood and Adolescence                |
| FLP 563 | Psychology and Treatment of the Juvenile Offender           |
| FLP 566 | Child Victimization   |
| FLP 567 | Juvenile Justice  |
| FLP 570 | The Intelligence Community: Theory, Process, and Challenges |
| FLP 571 | Intelligence Analysis I                                     |
| FLP 572 | Intelligence Analysis II                                    |
| FLP 573 | Counterintelligence   |
| FLP 574 | Contemporary Terrorism and the U.S. Response                |
| FLP 575 | Intelligence-Led Policing: Application                      |

|         |  |
|---------|--|
|         | and Methods                            |
| FLP 598 | Project: Forensic and Legal Psychology |

With prior approval of faculty, graduate credit for other elective courses can be applied toward the student’s degree. Students who complete FLP 502 and FLP 503 should complete a research-focused internship.

**Intelligence Studies Concentration**

Students choosing the intelligence studies concentration will complete five (5) courses listed here instead of five electives.

In addition, students in the intelligence studies concentration must complete an internship in the intelligence community or at a private sector company that supports the intelligence community. Students who complete FLP 502 and FLP 503 should complete a research-focused internship.

- FLP 570 The Intelligence Community: Theory, Process, and Challenges
- FLP 571 Intelligence Analysis I
- FLP 572 Intelligence Analysis II
- FLP 573 Counterintelligence

Students choose one (1) of the following:

|         |  |
|---------|--|
| FLP 555 | Individual Profiling: International and Political        |
| FLP 556 | Group and Country Profiling: International and Political |
| FLP 574 | Contemporary Terrorism and the U.S. Response             |
| FLP 575 | Intelligence-Led Policing: Application and Methods       |
| IT 577  | Human Factors in Cybersecurity                           |

With prior approval of faculty, graduate credit for other elective courses can be applied toward the student's degree.

**Forensic and Legal Psychology/Counseling with Clinical Mental Health Specialization Dual Degree (M.A./M.A.)**

Marymount offers a clinical mental health counseling option for students in the forensic and legal psychology program. This is an opportunity to earn both a Master of Arts in forensic and legal psychology and a Master of Arts in clinical mental health counseling while completing the academic requirements needed to be a licensed professional counselor (LPC). Graduates of the program are eligible to sit for the National Board for Certified Counselors (NBCC) examination and begin the supervised experience necessary to become an LPC.

Marymount’s clinical mental health counseling program focuses on clinical techniques applicable to specific populations, providing experiences that are transferable to the contemporary workplace. See the M.A. in clinical mental health counseling program for additional information.

Marymount’s forensic and legal psychology program prepares students to work in a variety of psychology settings through interdisciplinary coursework in psychology, law, criminal justice, and public policy.

**Admission Requirement:** To be admitted to this program, students are admitted to one program at a time and must meet the application and deadline requirements for each program. Students who are admitted to the dual-degree program from the forensic and legal psychology program can begin classes in the clinical mental health counseling program only after completing 18 forensic and legal psychology program credits. In addition, they must plan to begin classes in the clinical mental health counseling program in the fall semester immediately following their acceptance into the program. Students who are admitted to the dual-degree program from the clinical mental health counseling program can begin classes in the forensic and legal psychology program only after completing 40 clinical mental health counseling program credits.

**Dual-Degree Requirements — Forensic and Legal Psychology/Counseling with Clinical Mental Health Specialization**

*75 credits*

|         |   |
|---------|---|
| FLP 501 | Bases of Psychopathology  |
| CE 501  | OR<br>Bases of Psychopathology  |
| FLP 511 | Legal and Investigative Psychology  |
| FLP 512 | Issues in the American Legal System   |
| FLP 527 | Psychology, Public Policy, and Law  |
| FLP 531 | Psychology of Criminal Behavior   |
| FLP 540 | Forensic Assessment   |
| CE 500  | Research and Evaluation   |
| CE 502  | Foundations, Ethics, and Professional Issues in Clinical Mental Health Counseling |
| CE 503  | Advanced Human Growth and Development   |
| CE 508  | Crisis Assessment and Intervention  |
| CE 509  | Substance Abuse Assessment and Intervention                                       |
| CE 510  | Survey of Testing and Assessment  |
| CE 520  | Theories of Counseling  |
| CE 522C | Counseling for Individuals (Counseling section)                                   |

|         |   |
|---------|---|
| CE 523C | Group Counseling Techniques (Clinical Mental Health Counseling section)   |
| CE 524  | Theories and Techniques of Family Counseling                              |
| CE 530C | Career Development Counseling (Clinical Mental Health Counseling section) |
| CE 536  | Advanced Counseling: Theories and Techniques                              |
| CE 551  | Multicultural Counseling  |
| CE 597C | Clinical Mental Health Counseling Practicum                               |
| CE 599C | Internship: Clinical Mental Health Counseling                             |

*CE 500: FLP 502 will not count in place of CE 500 due to CACREP and licensure requirements.*

Nine (9) credits of electives from counseling education or forensic and legal psychology courses.

Electives must have approval from an advisor. Students should consult with their state licensing board to determine appropriate electives.

### **Ethics and Leadership in Criminal Justice (Graduate Certificate)**

#### **Degree Requirements - Ethics and Leadership in Criminal Justice**

*12 Credits*

#### **Required Courses**

|        |   |
|--------|---|
| CJ 501 | Politics and Policy Analysis for Criminal Justice |
| CJ 504 | Research Methods in Criminal Justice I            |
| CJ 505 | Ethics and the Criminal Justice System            |
| CJ 512 | Leadership in Criminal Justice                    |

## Courses

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Courses fulfilling University Requirements and/or the Liberal Arts Core are noted with the appropriate designations in the following course descriptions.

### ACT - Accounting

#### ACT 201 - Principles of Accounting I

An introduction to the basic concepts of financial analysis and recording. Introduction to the entire accounting cycle through preparation of worksheets and financial statements, special journals, and subsidiary ledgers. Prerequisite: MGT 123 or permission of the instructor. (3)

#### ACT 202 - Principles of Accounting II

A continuation of the concepts and practices introduced in ACT 201. Introduction to partnership and corporate accounting and financial statement analysis. Prerequisite: ACT 201 with a grade of C or better. Corequisite: ACT 202L. (3)

#### ACT 202L - Principles of Accounting Lab

This course consists of cases that complement the content of ACT 202 using the Excel format. Corequisite: ACT 202. Transfer students may enroll if they have completed ACT 202 elsewhere. (1)

#### ACT 303 - Intermediate Accounting I

The study of the theoretical framework for financial accounting and generally accepted accounting principles. The primary focus is on transaction analysis, asset measurement, and asset valuation, and the related effect on net income. Prerequisites: ACT 202 with a grade of C or better and ACT 202L with a grade of C or better and co- or prerequisite FIN 301. (3)

#### ACT 304 - Intermediate Accounting II

A continuation of the concepts of financial accounting with an emphasis on liability measurement and liability valuation, stockholders' equity, and the statement of cash flows. Prerequisite: ACT 303 with a grade of C or better. (3)

#### ACT 306 - Cost Accounting

Topics include the study of cost accumulations in a manufacturing environment, inventory valuation, income determination, and the reporting of internal

accounting data. Prerequisite: ACT 202 with a grade of C or better. (3)

#### ACT 406 - Tax Accounting

The federal income tax for corporations and individuals is studied. Tax regulations, tax planning, research, and practice are included. Prerequisite: ACT 201 with a grade of C or better. (3)

#### ACT 410 - Auditing

An introduction to the independent accountant's role and responsibilities in business. Topics include generally accepted auditing standards, internal controls, substantive testing, and the auditor's report. Prerequisite: ACT 304 with a grade of C or better. (3)

#### ACT 420 - Advanced Accounting Topics

A continuation of the study of generally accepted accounting principles, focusing on complex accounting issues with an emphasis on research to develop sound accounting treatments for various business transactions. Prerequisite: ACT 410 with a grade of C or better. Liberal Arts Core/University Requirements Designation: WI. (3)

#### ACT 430 - Government and Not-for-Profit Accounting

This course provides a comprehensive overview of the specialized reporting practices of governmental and not-for-profit organizations. It describes how those organizations can better meet the information needs of a diverse set of financial statement users and decision makers. Prerequisite: ACT 304 with a grade of C or better. (3)

#### ACT 490 - Internship

Senior students register for accounting experience with cooperating firms in the Washington metropolitan area. Only substantial accounting internships qualify. The internship is monitored by the College of Business, Innovation, Leadership, and Technology coordinator for internships and a representative of the cooperating company. Application should be made three to six months prior to registration to permit exploration of internship opportunities. Prerequisites: permission of the College of Business, Innovation, Leadership, and Technology coordinator for internships minimum of 90 credit hours with a cumulative GPA of 2.0 or better, a cumulative GPA of 2.0 or better in all business courses,

and 18 credits in accounting coursework. Liberal Arts Core/University Requirements Designation: EXP. (3)

## **AH - Art History**

### **AH 201 - Introduction to Art History: Ancient to Medieval**

A survey of painting, architecture, and sculpture in the Western world, from Prehistory to the end of the Middle Ages, investigating meaning in the visual arts and the development of artistic style within an historical context. Liberal Arts University Requirement Designation: FNA (3)

### **AH 202 - Introduction to Art History: Renaissance to Modern**

A survey of painting, architecture, and sculpture in the Western world from the Renaissance to the 20th century, with particular emphasis on works of art from the Washington, DC region. This course uses those works to investigate meaning in the visual arts and the development of artistic style within an historical context. Liberal Arts Core/University Requirements Designation: FNA. (3)

### **AH 380 - Movements in Modern Art**

An examination of different movements in art beginning around 1900 in Europe and North America as they react or contribute to historical developments of the century, including politics, nationalism and war; shifting social structures and practices; and radical changes in media and technology. Special emphasis will be given to works of art from local and regional museums, with field trips to area collections. Prerequisite: EN 102. Liberal Arts Core/University Requirements Designation: FNA, WI. (3)

### **AH 410 - Topics in Art History**

A course designed to take advantage of works of art in the Washington-Baltimore area and use them as the basis for a seminar-style discussion of particular topics in the history of art. Repeatable course, provided the student selects different topics. Prerequisite: EN 102. Liberal Arts Core/University Requirements Designation: FNA, WI. (3)

### **AH 433 - Research**

A student in this course will conduct collaborative research (scholarly work leading to new knowledge) under the direction of a faculty member. Prerequisite: application and approval of College of Sciences and

Humanities. Liberal Arts Core/University Requirements Designation: EXP. (1-6)

### **AH 510 - Topics in Art History**

This graduate course in art history is designed to take advantage of works of art in the Washington-Baltimore area and use them as the basis for a seminar-style discussion of particular topics in the history of art. Students will analyze the subject and style of different works of art in the context of the society and culture where the works were produced. These works will also serve as the basis for a discussion of art historical methodology. Repeatable course, provided the student selects different topics. (3)

## **ART - Studio Art**

### **ART 105 - Drawing I**

A course designed to introduce basic fundamentals of drawing. Emphasis will be placed on the perceptive and technical skills used in rendering accurate form. The recognized elements and principles of art will be explored as they relate to unified composition. Critiques will be used to expand visual analysis and vocabulary. Liberal Arts Core/University Requirements Designation: FNA. (3)

### **ART 107 - Hand-Built Ceramics**

This course will introduce students to basic hand-building construction techniques. Students will produce a variety of traditional vessel shapes, and explore fundamental essentials of the ceramic process such as glaze application and firing. Contemporary ceramic artists and other important topics related to the ceramic process are investigated to offer context for designing and producing ceramic vessels. Liberal Arts Core/University Requirements Designation: FNA. (3)

### **ART 205 - Drawing II**

This course is designed to develop and expand students' drawing skills and their understanding of the potential of drawing to convey content and have a powerful impact. Projects are designed to increase each student's technical and perceptual ability with a wide range of media, methods, and techniques. Students will learn how to develop their own individual style and vision with a focus on form, content, and individual communication. Students will draw from a variety of sources, including the live model. Prerequisite: ART 105. (3)



### **ART 209 - Figure Drawing**

A studio course in rendering the human figure for art and design applications. Students also will research renowned artists' rendering styles. Prerequisite: ART 105 or permission of instructor. (3)

### **ART 210 - Three-Dimensional Design**

An introduction to three-dimensional design and the application of design principles to the element of form through a variety of media and methods. Students will explore aesthetic and practical considerations of working in a three-dimensional space. Prerequisite: Grade of C or better in VIS 111 or permission of instructor. (3)

### **ART 211 - Printmaking**

Students will explore a variety of printmaking techniques, including relief, intaglio, stencil, monoprint/monotype, and collagraph, often adapting traditional methods for modern safety, environmental, and technological standards. Students will explore printmaking as an art of multiples with endless opportunities for distribution and collaboration. Students will also consider artistic, social, political, and commercial uses of prints, past and present. Liberal Arts Core/University Requirements Designation: FNA. (3)

### **ART 213 - Painting**

A beginning studio course where students explore the expression of ideas using painting media and techniques, with an emphasis on color, composition, and self-expression. Liberal Arts Core/University Requirements Designation: FNA, DSINQ (3)

### **ART 215 - Wheel-Thrown Ceramics**

This course will introduce students to working with clay on the potter's wheel. Students will learn basic throwing techniques focused on the production of traditional functional vessels, and learn fundamental elements of the ceramic process such as glaze application and firing. Students will also study contemporary ceramic artists and their concepts, and other important topics related to the ceramic process. Liberal Arts Core/University Requirements Designation: FNA. (3)

### **ART 222 - Mold Making and Slip Casting**

Students will learn and apply methods for constructing two-part and three-part molds for use in slip casting production process. Students will also design original functional ceramic products using three-dimensional design software and create models from the 3D printing

process. Prerequisite: ART 107 or ART 215 or permission of instructor. (3)

### **ART 225 - Intermediate Wheel & Materials**

This course continues to advance wheel throwing skills, and focuses on the construction of larger and more complicated functional vessels. While completing wheel throwing projects, students will learn materials and techniques associated with the development and alteration of ceramic glaze formulas. Prerequisite: ART 215 or permission of instructor. (3)

### **ART 301 - Professional Portfolio**

This course will focus on the fundamentals of building, preparing, and presenting physical and digital portfolios, and developing professional documents such as a resume, artist's statement, and website. With critical evaluations from faculty, students will prepare the foundation needed to present original works of art in their professional practice and apply to graduate school. Students must achieve a minimum grade of C. Prerequisite: Grade of C or better in ART 205, or ART 211, or ART 213, or ART 215. (3)

### **ART 385 - Approaches to Teaching Art (K-12)**

This course prepares the student to teach art at the elementary and secondary levels by integrating content mastery with effective pedagogical strategies. Field experience: 20 hours. Prerequisites: ED 200SL, ED 338, and PSY 110. (3)

### **ART 395 - Advanced 2D Studio**

A studio course offering advanced study in drawing, painting, and printmaking, allowing a continuing exploration of methods and techniques, and the principles of composition. This course will focus on advanced problems in the different media, with a greater emphasis on developing individual style and personal expression. Repeatable course for up to nine (9) credits. Prerequisite: ART 205 or ART 211 or ART 213, or permission of instructor. Liberal Arts Core/University Requirements Designation: DSINQ (3-9)

### **ART 396 - Advanced Ceramics and 3D Studio**

Students will complete several proposed projects that employ different techniques relating to the ceramic process or three-dimensional design. This course will focus on advanced problems concerning the production of three-dimensional objects, with greater emphasis on developing individual style and personal expression. Prerequisite: ART 107 and ART 215 or ART 210, or

permission of instructor. Liberal Arts Core/University Requirements Designation: DSINQ (3)

### **ART 400 - Internship**

Provides students field experience in a cooperating arts institution in the Washington metropolitan area. The internship is monitored by a faculty member from the School of Design and a representative of the partnering institution. Course may be repeated for credit.

Prerequisite: permission of the College of Business, Innovation, Leadership, and Technology. Liberal Arts Core/University Requirements Designation: EXP. (3-6)

### **ART 421 - Project**

Continuing investigation of a particular artistic medium within the student's concentration and under the direction of faculty advisor. The project will be conducted within a studio shared with an advanced course in the same medium and taught by the faculty advisor. Prerequisite: Application and approval of the school director. (3-6)

### **ART 422 - Senior Project**

An investigation of a selected topic in the student's concentration that takes place in the senior year under the direction of a faculty advisor. The project develops the student's independent research skills through a written paper and an artistic product. Upon completion, the artwork and paper are presented to a panel of professionals for evaluation. Prerequisites: senior status and approval of the school director, and EN 102. Liberal Arts Core/University Requirements Designation: DSINQ. (3)

### **ART 433 - Research**

A student in this course will conduct collaborative research (scholarly work leading to new knowledge) under the direction of a faculty member. Prerequisite: application and approval of the College of Business, Innovation, Leadership, and Technology. Liberal Arts Core/University Requirements Designation: EXP. (1-6)

## **ASTR - Astronomy**

### **ASTR 101 - Astronomy**

A descriptive course in astronomy. Historical concepts of the universe are related to our current ideas, followed by a detailed study of the solar system. The birth, life, and death of stars are analyzed, including how they generate their energy and their ultimate fate. Course concludes with a journey to the galaxies to explore the possible origin of the universe, to examine some current

ideas, and to speculate about the future. Liberal Arts Core/University Requirements Designation: NS. (3)

### **ASTR 101L - Astronomy Lab**

A laboratory designed to strengthen and support the topics presented in ASTR 101 Astronomy. (1)

## **BILT - Business, Innovation, Leadership and Technology**

### **BILT 099 - Experiential Learning**

This course is an opportunity for Business, Innovation, Leadership and Technology (BILT) Masters students to gain business and technology experience while receiving academic acknowledgement. This course is designed to allow students to make connections between their work experiences, academic coursework, and career goals. All class assignments are designed to track work progress and allow opportunities to reflect applicability to coursework and to professional growth. Students may enroll in this course multiple times, as long as each enrollment represents a new work experience opportunity. To enroll in the course, the student must also be enrolled in credit-bearing courses for their Master's program. Registration will require approval by the Dean's Office. (0)

## **BIO - Biology**

### **BIO 106 - Frontiers in STEM**

This course provides a general science overview for non-science majors and develops an understanding of scientific processes and reasoning, including knowledge of several developments in the STEM fields. This course also focuses on the appreciation for the interrelationships among the sciences and their relationships to other disciplines. Emphasis is placed on solving problems and developing logical hypotheses. (3)

### **BIO 110 - Introduction to Environmental Science**

An introduction to the study of the Earth's natural systems and the forces that can affect them. Students will explore the Earth's natural environments and the interactions of organisms with each other, as well as their physical surroundings and the sources and effects of stress on natural environments. Topics include nutrient cycling; the hydrologic cycle; trophic structures and interactions; human populations; soil, water, and air pollution; and the relationship of science to policy making. Liberal Arts Core/University Requirements Designation: NS. (3)

**BIO 110L - Introduction to Environmental Science Lab**

A laboratory designed to strengthen and support the topics presented in BIO 110 Introduction to Environmental Science. (1)

**BIO 111 - Human Genetics for Non-Majors**

This course for non-majors introduces the principles of genetics as applied to humans. Recent advances in areas such as using DNA evidence, gene therapy, amniocentesis, in vitro fertilization, and learning and psychiatric disabilities are considered. Social, cultural, and ethical implications are reviewed. Laboratory will include experiences with DNA, karyotyping, pedigree analysis, etc. Liberal Arts Core/University Requirements Designation: NS. (3)

**BIO 111L - Human Genetics for Non-Majors Lab**

A laboratory designed to strengthen and support the topics presented in BIO 111 Human Genetics for Non-Majors. (1)

**BIO 120 - Introduction to the Biological World**

Introduces non-majors to the biological world around them. Energy production, storage, and conversion are explored. A survey of life leads from single-celled organisms to chordates. The basic functioning of the systems of the human body are examined. Liberal Arts Core/University Requirements Designation: NS. (3)

**BIO 120L - Introduction to the Biological World Lab**

A laboratory designed to strengthen and support the topics presented in BIO 120 Introduction to the Biological World. (1)

**BIO 127SL - Introduction to Marine Biology and Tropical Ecology**

The marine biology and tropical ecology of Belize are experienced firsthand in this study abroad course. Students will have unique opportunities to study and experience tropical jungles, coral reefs, savannas, limestone caves, mangroves, lagoons, and estuaries. Students also will have an opportunity to explore the habitats of manatees, spider monkeys, hawksbill sea turtles, and saltwater crocodiles. They will experience all of this while immersed in a different culture. This course satisfies the Liberal Arts Core requirement for a natural science with laboratory. Field experience/service learning: 30 hours. Liberal Arts Core/University Requirements Designation: NS. (4-6)

**BIO 151 - General Biology I**

A course for the biology major and a prerequisite for all subsequent courses for the major. This course is also required for certain other majors. The course addresses the chemical and physiological aspects common to organisms, such as cell structure, metabolism, and biosynthesis of molecules. Basic principles of molecular biology will be introduced. Students may enroll in this course only if it is a specific requirement for their major. Liberal Arts Core/University Requirements Designation: NS. (3)

**BIO 151L - General Biology I Lab**

A laboratory designed to strengthen and support the topics presented in BIO 151 General Biology I. Liberal Arts Core/University Requirements Designation: DSINQ. (1)

**BIO 152 - General Biology II**

A continuation of the study begun in BIO 151. Topics focus on animal systems and address the diverse organ complexity and physiological functions. The course also extends the introduction of the rapidly evolving knowledge of molecular biology, gene structure, and regulation of expression. Prokaryotes and the kingdoms will be introduced. Kingdom animalia will be discussed in greater depth. Students will also be introduced to ecology. Students may enroll in this course only if it is a specific requirement for their major. Prerequisite: BIO 151 or equivalent. Liberal Arts Core/University Requirements Designation: NS. (3)

**BIO 152L - General Biology II Lab**

A laboratory designed to strengthen and support the topics presented in BIO 152 General Biology II. (1)

**BIO 161 - Anatomy and Physiology I**

The first of a two-semester introductory course in human anatomy and physiology. This course begins with metabolism and the structure and function of cells and tissues. The form and function of the integumentary, skeletal, muscular, and digestive systems are also explored. Liberal Arts Core/University Requirements Designation: NS. (3)

**BIO 161L - Anatomy and Physiology I Lab**

A laboratory designed to strengthen and support the topics presented in BIO 161 Anatomy and Physiology I. (1)

**BIO 162 - Anatomy and Physiology II**

The second of a two-semester introductory course in human anatomy and physiology. This course features an in-depth discussion of the structure and function of the nervous system, blood and the cardiovascular system, and the reproductive systems. Liberal Arts Core/University Requirements Designation: NS. (3)

**BIO 162L - Anatomy and Physiology II Lab**

A laboratory designed to strengthen and support the topics presented in BIO 162 Anatomy and Physiology II. (1)

**BIO 224 - Endocrinology**

This course focuses on the study of human hormones and their chemical classification, receptors, and intracellular mechanisms. Interactions of hormone actions will be stressed as the course progresses. Consequences of hypo- and hyper-hormone conditions will be discussed. Prerequisites: BIO 152 and CHM 152. (3)

**BIO 250 - General Botany**

An in-depth survey of the plant kingdom, including nonvascular as well as vascular plants. Some members of the kingdoms fungi and protista will also be covered. Topics covered will include photosynthesis, life cycles, growth and propagation, plant and hormone effects, classification and identification, and herbarium techniques. Prerequisite: BIO 151 or equivalent. (3)

**BIO 250L - General Botany Lab**

A laboratory designed to strengthen and support the topics presented in BIO 250 General Botany. (1)

**BIO 260 - Microbiology**

An analysis of the general principles of microbiology. The course includes the study of microbial growth and the relation of bacteria and viruses to infection, disease, and immunity. The role of pathogenic microbes and parasitic agents in the cause of disease is studied along with the role of various combative chemicals. Prerequisite: BIO 152 or BIO 162. (3)

**BIO 260L - Microbiology Lab**

A laboratory designed to strengthen and support the topics presented in BIO 260 Microbiology. (1)

**BIO 262 - Genetics for Majors**

This course for majors is a study of the basic principles of inheritance from the classical studies of Mendel to

current developments in molecular genetics. Students study the applications of genetic technologies to microorganisms, plants, and animals. The potential benefits of engineering and related ethical issues are discussed. Prerequisites: BIO 260 or BIO 151 and MA 181 or MA 172. Liberal Arts Core/University Requirements Designation: NS. (3)

**BIO 262L - Genetics for Majors Lab**

A laboratory designed to strengthen and support the topics presented in BIO 262 Genetics for Majors. (1)

**BIO 272 - Parasitology**

The study of the biochemistry, physiology, nutrition, immunology, life cycles, epidemiology, control, and chemotherapy of parasitic protozoans, helminths, and arthropod vectors. Emphasis is on parasites of man. Prerequisites: BIO 152 and CHM 152. (3)

**BIO 272L - Parasitology Lab**

A laboratory designed to strengthen and support the topics presented in BIO 272 Parasitology. (1)

**BIO 300 - Writing for Science**

A discipline-specific approach to writing for biology majors, this course will acquaint the student with the range of writing styles in science. Students will apply their knowledge in the sciences to both the critique and writing of research abstracts, literature summaries, and pieces to be read by the non-scientific audience. Prerequisite: EN 102. Liberal Arts Core/University Requirements Designation: DSINQ, WI. (3)

**BIO 327SL - Marine Biology and Tropical Ecology**

The marine biology and tropical ecology of Belize are experienced firsthand in this study abroad course. Students will have unique opportunities to study and experience tropical jungles, coral reefs, savannas, limestone caves, mangroves, lagoons, and estuaries. Students also will have an opportunity to explore the habitats of manatees, spider monkeys, hawksbill sea turtles, and saltwater crocodiles. They will experience all of this while immersed in a different culture. This course satisfies the Liberal Arts Core requirement for a natural science with laboratory. Field experience/service learning: 30 hours. Prerequisite: BIO 151 or equivalent. Liberal Arts Core/University Requirements Designation: NS. (4-6)

**BIO 363 - Cellular Biology**

Examination of prokaryotic and eukaryotic cell structure and function with an emphasis on metabolism,

regulation of cellular events, and basic genetic processes. The course provides an introduction to control of gene expression. Prerequisites: BIO 262 and CHM 152. (3)

### **BIO 368 - Advanced Research Methods**

This is a laboratory-intensive course that will provide the student with a working knowledge of current laboratory techniques common to many scientific disciplines, including cell biology, immunology, and virology. Students will learn to use standard and state-of-the-art laboratory equipment. The course also will explore the application of each technique to different scientific questions. Prerequisite or corequisite: BIO 363. Liberal Arts Core/University Requirements Designation: WL. (3)

### **BIO 400 - Internship**

Senior students may register for an internship with a cooperating employer in the Washington metropolitan area. The internship is monitored by a supervising professor and a representative of the employing firm. Prerequisite: senior status. Liberal Arts Core/University Requirements Designation: EXP. (3-6)

### **BIO 421 - Project**

Investigation of a selected topic in biology in collaboration with or under the direction of a faculty advisor. The project is intended to demonstrate the ability to conduct and report independent research. Prerequisite: approval of school director. (1-3)

### **BIO 423 - Pathways in STEM - 4th Year Seminar**

Provides an opportunity for an in-depth study of a topic of current interest selected annually. Discussion and research of the literature is encouraged as a means for examining both scientific aspects of the topic and the relationship of science to societal, legislative, and economic issues. Prerequisite: senior status or permission of instructor. Liberal Arts Core/University Requirements Designation: DSINQ. (3)

### **BIO 433 - Research**

A student in this course will conduct collaborative research (scholarly work leading to new knowledge) under the direction of a faculty member. Prerequisites: application and approval of school director. Liberal Arts Core/University Requirements Designation: EXP. (1-6)

### **BIO 441 - Biochemistry**

A study of the structures and functions of biomolecules and an introduction to bioenergetics and kinetics as

applied to those systems. An introduction to modern biochemical experimental methods of studying chemical and physical properties of biological molecules will be included. Topics covered will include protein isolation and purification, enzyme kinetics, computational chemistry of biomolecules, and characterization and isolation of nucleic acids. Independent laboratory skills, literature analysis, and proper reporting and interpretation of data will be emphasized. Prerequisites: BIO 363 and CHM 222 or equivalents. (3)

### **BIO 441L - Biochemistry Lab**

A laboratory designed to strengthen and support the topics presented in BIO 441 Biochemistry. (1)

### **BIO 442 - Nucleic Acids and Metabolism**

A continuation of the study that began in BIO 441 that further examines nucleic acid function, including topics such as nucleotide biosynthesis, gene expression and regulation, DNA replication and repair, and RNA transcription and processing. In addition, an in-depth study of the regulation and integration of metabolic pathways will be emphasized. Prerequisite: BIO 441. (3)

### **BIO 444 - Immunology**

This course explores the immune response through investigation of relevant organ systems, cell types, and regulatory interactions. An introduction to aberrant immune responses is also provided. Prerequisite: BIO 363. (3)

### **BIO 446 - Animal Virology**

This course examines the principles of animal virus structure and replication with an emphasis on viruses that pose a significant health risk to humans. Mechanisms of disease production are explored. Prerequisite: BIO 363. (3)

### **BIO 449 - Advanced Molecular Biology**

The majority of this class is spent in the laboratory since it emphasizes hands-on exploration of the techniques currently employed in research, forensic, and diagnostic laboratories. Prerequisite: BIO 363. (4)

## **CCS - Counseling Career Services**

### **CCS 399 - Career Strategies and Success**

This experiential course is designed to introduce students to the job search process and to strategies that enhance career success. Drawing upon the fields of human resource management and career development, students will hone job search skills, write job search

correspondence, and learn how to research industries and career fields. (1)

## **CE - Counseling Education**

All counseling courses are reserved for students fully admitted into a Marymount counseling degree program. Students in other programs must have permission from the school director.

### **CE 500 - Research and Evaluation**

Provides an overview of various research approaches, methods, and techniques, with an emphasis on interpretation of published research data. Topics include methods of data analysis, research designs, data collection techniques, and writing research reports. (3)

### **CE 501 - Bases of Psychopathology**

Examines various contemporary views of abnormal behavior such as the medical, behavioristic, and humanistic models, and theories of personality. Disorders are examined in terms of individual, biological, and socially causative factors. A minimum grade of B is required to advance in the program. (3)

### **CE 502 - Foundations, Ethics, and Professional Issues in Clinical Mental Health Counseling**

Examines contemporary views of behavior in a sociocultural and historical perspective, enabling the student to acquire a holistic overview of the counseling field. Addresses professional, legal, and ethical issues in clinical mental health counseling. Must be completed prior to or concurrent with any clinical and professional skills courses. A minimum grade of B is required to advance in the program. (3)

### **CE 503 - Advanced Human Growth and Development**

A survey of research and findings in the field of development across the life span. Topics include philosophical models of development, such as the organismic and contextual models; the nature-nurture and continuity-discontinuity controversies; and state theories of development such as those of Kohlberg, Piaget, Freud, and Erikson. (3)

### **CE 505 - Advanced Study of Individuals with Exceptionalities**

Examines the relationship between normal psychosocial development and the development of various exceptionalities, including sensory handicaps, mental deviations, communication disorders, behavior disorders, learning disabilities, health impairments, and

the gifted/talented special education process in the school setting. Emphasis is placed on etiology, diagnosis, and intervention techniques as well as the counselor's role in working with client exceptionalities. (3)

### **CE 508 - Crisis Assessment and Intervention**

This class will familiarize students with the different aspects of crisis intervention, including an examination of various crisis situations; crisis assessment; intervention strategies, models, and techniques; and a critical analysis of developmental, situational, and existential crises. A minimum grade of B is required to advance in the program. (3)

### **CE 509 - Substance Abuse Assessment and Intervention**

The goal is to familiarize the student with the various aspects of substance abuse and its treatment. Topics include definitions and conceptualizations of substance abuse; medical, social, and behavioral models of addiction; psychopharmacology of drugs; and intervention strategies and techniques. (3)

### **CE 510 - Survey of Testing and Assessment**

An overview of test design, construction, and interpretation. Emphasis is placed on intellectual, cognitive, and educational tests, while personality, vocational, and interest inventories also are introduced. Practical issues of testing, including ethical concerns, are examined. (3)

### **CE 517 - Neuropsychological Issues, Treatments, and Assessments**

The impact of biological and physiological factors on human psychological functioning is investigated with cognitive, behavioral, psychosocial, and developmental perspectives. (3)

### **CE 520 - Theories of Counseling**

Furnishes an overview of theories of counseling and psychotherapy and examines the philosophical systems underlying those models. The course also provides a background in professional ethics and standards and knowledge of issues related to the application of psychological services to diverse populations. Must be taken prior to or concurrent with any clinical and professional skills courses. A minimum grade of B is required to advance in the program. (3)

**CE 522C - Counseling for Individuals (Counseling section)**

Focuses on the skills necessary for effective interaction and communication in a variety of situations, with the emphasis on individual counseling and consultation. A minimum grade of B is required to advance in the program. (3)

**CE 522S - Counseling for Individuals (School Counseling section)**

Addresses the skills necessary to carry out individual counseling and consultation in the school setting. A minimum grade of B is required to advance in the program. (3)

**CE 523C - Group Counseling Techniques (Clinical Mental Health Counseling section)**

By combining discussions of various techniques of group counseling with in-class experiences in group dynamics, this course enables the student to develop skills for working with clients of diverse backgrounds in various settings. A minimum grade of B is required to advance in the program. Prerequisite: CE 522C. (3)

**CE 523S - Group Counseling Techniques (School Counseling section)**

By combining discussions of various techniques of group counseling with in-class experiences in group dynamics, this section for school counseling students addresses the skills necessary to carry out group counseling in the school setting. A minimum grade of B is required to advance in the program. Prerequisite: CE 522S. (3)

**CE 524 - Theories and Techniques of Family Counseling**

Provides an eclectic view of family dynamics and counseling strategies while also providing the student with practical skills for working with families of diverse backgrounds. Prerequisite: CE 522C or CE 522S. (3)

**CE 529 - Psychopathology of Childhood and Adolescence**

A systematic study of behavioral and emotional disorders in children and adolescents, including identification of factors that impact deviance: genetic, biological, cognitive, familial, and social. (3)

**CE 530C - Career Development Counseling (Clinical Mental Health Counseling section)**

Presents a framework for understanding how career development issues unfold, what the appropriate

counseling procedures are at each stage, and use of various assessment procedures. (3)

**CE 530S - Career Development Counseling (School Counseling section)**

Provides an overview of career theories and addresses the skills necessary to carry out career counseling in the school setting. Offered summer semester only. (3)

**CE 531 - Eating Disorders: Theory, Research, and Practice**

This course provides an overview of the etiology, diagnosis, and treatment of eating disorders, including anorexia nervosa, bulimia, and binge eating disorder. Treatment is considered from a team-based approach to include psychological, cognitive, and physiological processes. Obesity and its relationship with eating disorders will also be addressed. (3)

**CE 532 - Human Sexuality Issues in Counseling**

The purpose of this course is to increase students' awareness, knowledge, and skills regarding the broad range of issues in the field of counseling when addressing human sexuality issues. Students will develop competence and comfort in addressing sexuality issues in counseling with clients across the developmental spectrum. (3)

**CE 533 - Expressive Arts in Counseling**

This course is designed to increase knowledge of and experience with appropriate uses of expressive arts in counseling diverse populations. Students will learn how to use therapeutic interventions in the processing phase of expressive arts counseling that are designed to enhance client growth and awareness. Psychodynamic and humanistic interventions and techniques will be demonstrated and practiced in class so that students may learn experientially how to utilize these interventions in expressive arts counseling. Students also will engage in experiential activities designed to enhance their own growth and development. Prerequisite: CE 522C or CE 522S. (3)

**CE 534 - Counseling Children and Adolescents**

Provides an overview of the assessment, treatment, and ethical issues unique to counseling children and adolescents in mental health or educational settings. It provides students with relevant information about child and adolescent development and strategies for dealing with at-risk populations. Also explores the techniques used to understand and evaluate child and adolescent

behavior. Offered summer semester only. Prerequisites: CE 522C or CE 522S, and CE 529. (3)

### **CE 535 - Equine Assisted Therapy**

This course provides an introduction to the field of equine assisted psychotherapy (EAP) and other related interventions. This course is designed to increase knowledge of and experience with incorporating equine assisted psychotherapy with diverse populations. Students will learn the theory and specific interventions that incorporate the use of horses in counseling. Equine assisted psycho-therapeutic interventions and techniques will be demonstrated and practiced during this experiential class. Students also will engage in experiential activities designed to enhance their own growth and development. Prerequisite: CE 522C or CE 522S. (3)

### **CE 536 - Advanced Counseling: Theories and Techniques**

This course will emphasize advanced clinical theories and techniques in the counseling process, including issues of alienation, lack of effective coping skills, and interpersonal difficulties. The course will help the student understand his or her own reactions and attitudes toward the client, as well as the client's experiences during counseling, through the analysis and application of advanced theories and techniques from the counseling field. Corequisite: CE 599C. Prerequisite: CE 597C or CE 597S. (3)

### **CE 540 - Contemporary and Historical Religious Perspectives**

Offers students an overview of the various religious and spiritual perspectives from the religions of the world. Students will explore beliefs, traditions, rituals, and practices from various religious and spiritual frameworks. Students will also be expected to share and explore personal religious and spiritual belief systems as they relate to their identity as a pastoral counselor. (3)

### **CE 541 - Pastoral Counseling Integration**

Prepares students to integrate counseling theory with spiritual and theological principles. This course includes spiritual and religious perspectives in the field of counseling, theoretical counseling applications in spiritual settings, and applied exercise in personal and professional development for any counselor. (3)

### **CE 542 - Grief and Loss**

Designed to provide a foundation for practice in the area of grief and loss. The practice of grief counseling is

based on an in-depth understanding of the various theories and models associated with grief and loss and the applications of those models. Major and minor types of losses related to grief and loss will be explored as well as differing reactions across developmental stages. Self-exploration of personal experiences, responses, and reactions to grief and loss will be examined. (3)

### **CE 543 - Theory and Practice of Short-Term Emotion Focused Psychotherapy**

"Short-term emotion focused psychotherapy" is a term that describes a number of approaches to therapy derived from basic psychodynamic concepts and techniques. This course will introduce the student to the theoretical foundations, empirical research base, and practical application of the concepts and techniques of short-term emotion focused therapy. Prerequisite: CE 522 with a minimum grade of B. (3)

### **CE 545 - Positive Psychology in Counseling**

Psychology encompasses the study of positive experience, positive character strengths, and the institutions and practices that facilitate their development. This course reviews the history of positive psychology and the contributions of this new field to psychology as well as its specific application to counseling. Consideration will be given to the benefits of balancing positive with negative emotions and the measurement and the development of satisfaction and meaning in life. Through experiential exercises and exploration of empirical research, the course is designed to recognize a life worth living and examine how positive psychology approaches in counseling build resilience in life. (3)

### **CE 546 - Wellness and Self-Care**

This course is designed to assist students in gaining insight into their personal wellness and self-care and its impact on their work as a counselor. Students will develop awareness, knowledge, and skills by exploring wellness and self-care concepts. Through participation in a variety of experiential activities, students will learn strategies to develop effective approaches to wellness and self-care. (3)

### **CE 549 - Moral and Spiritual Development and Ethical Issues in Counseling**

Offers a foundation into the theories and models of moral and spiritual development and addresses the common ethical issues associated with these theories as they relate to the counseling profession. (3)



**CE 551 - Multicultural Counseling**

A survey of mental health literature concerning the role of cultural, ethnic, and racial influences on behavior, coping, symptoms, assessment, psychopathology, and treatment. Focus is on developing an understanding of the impact of ethnicity on the mental health status of minority individuals. (3)

**CE 560 - Foundations, Ethics, and Professional Issues in School Counseling**

An introductory overview of school counseling programs at the elementary, middle, and secondary levels. Philosophy and basic principles in school counseling are addressed. This course requires a 20-hour field experience in a school setting. A minimum grade of B is required to advance in the program. Offered fall semester only. (3)

**CE 561 - Practices of School Counseling**

This course provides an overview of counseling practices at the elementary, middle, and high school levels. Focus is on facilitating the continuing advancement of professional knowledge and skills through the presentation of techniques and strategies for working with elementary, middle, and high school students in all areas of the school setting. A minimum grade of B is required to advance in the program. Offered spring semester only. Prerequisites: CE 560 and CE 522S. Corequisite: CE 597S. (3)

**CE 597C - Clinical Mental Health Counseling Practicum**

The practicum in counseling provides students with beginning practical experience in a counseling setting. The practicum totals 180 hours on-site over one semester, including 40 hours of direct client contact. Weekly on-site supervision by the on-site supervisor and weekly individual and group supervision by the university supervisor are required. A minimum grade of B is required to advance in the program. Prerequisites: CE 501, CE 502, CE 520, CE 522C, completion of 24 credits, and permission of the graduate counseling faculty. Prerequisites or corequisites: CE 523C and CE 551. (3)

**CE 597S - School Counseling Practicum**

The practicum in school counseling facilitates the continuing advancement of professional knowledge and skills through an on-site field experience that enables students to observe and practice various techniques and strategies utilized by school counselors in the school setting. Students complete 100 hours of supervised field

experience in an elementary, middle, or high school setting and attend a weekly group supervision seminar on campus. In addition, students will meet individually with a university supervisor each week. Offered spring semester only. A minimum grade of B is required to advance in the program. Prerequisites: CE 522S, CE 560, and permission of the graduate counseling faculty. Corequisite: CE 561. (3)

**CE 598 - Project**

Individually arranged seminar to explore in greater depth an area of interest to the student. May only be taken after 75% of the program requirements are fulfilled. Prerequisite: permission of the school director. (3)

**CE 599C - Internship: Clinical Mental Health Counseling**

Provides the student with practical experience in an applied setting. Internship hours must be done over a minimum of two semesters. Students attend a weekly seminar. Internships must have prior approval of the internship coordinator. A minimum grade of B is required to advance in the program. Prerequisites: successful completion of CE 597C, 30 credits in the program, and permission of the faculty. (6)

**CE 599S - Internship: School Counseling**

Provides a transitional school counseling experience by engaging the student in a practical, day-to-day work schedule under close supervision. In order to be admitted to the internship, the student must have completed the internship application process, which includes a review of the student's progress, submission of appropriate paperwork by January 15, documentation of student professional liability insurance, and permission of the faculty. Offered fall and spring semesters only: 600 hours. A minimum grade of B is required to advance in the program. Prerequisites: CE 522S, CE 523S, CE 560, CE 561, and CE 597S; completion of 30 credits; and permission of the graduate counseling faculty. (3-6)

**CE 701 - Advanced Diagnostic Classification and Treatment of Mental Disorders**

Provides the conceptual and theoretical foundation for the advanced study of mental health diagnostic classification, differential diagnoses, effective treatments, and pharmacologic management of persons with mental illness. Emphasis is on the mental health treatment across the life span, including children, adolescents, adults, and older adults, in the context of

the family, cultural diversity, and practice settings. This course emphasizes the importance of accurate diagnostic assessments as a key element in the effective treatment of the individual. Prerequisites: successful completion of CE 501 or an approved equivalent and permission of faculty. Minimum grade of B is required to advance in the program. (3)

### **CE 702 - Advanced Professional, Legal, and Ethical Issues in Counseling**

Examines the professional identity of counselor educators and supervisors and provides an understanding of professional functioning in a variety of settings. Legal, ethical, and best practice issues encountered by professional counselors will be examined. Prerequisite: admission to the counselor education and supervision program. A minimum grade of B is required to advance in the program. (3)

### **CE 710 - Advanced Assessment of Social and Personality Functioning**

This course is designed to provide counselors with a working knowledge of assessment principles and instruments used in schools and clinical mental health counseling. An "informed consumer" must have the knowledge of how to choose, use, read, and interpret psychological tests. Therefore, this course will emphasize the "science" of appraisal, focusing on the process of test selection, administration, and scoring. Prerequisite: admission to the counselor education and supervision program. (3)

### **CE 723 - Advanced Group Counseling Techniques/Issues**

Students will learn advanced group facilitation skills that will include training on group theory, group process, and how interpersonal processes affect behavior as a group leader. Prerequisites: admission to the counselor education and supervision program, CE 523S or its equivalent, and permission of faculty. (3)

### **CE 725 - Theories and Models in Counseling Supervision**

Intended to introduce doctoral students to the theories and models of supervision in counseling. The course will examine the ethical and legal issues encountered by supervisors and help students develop problem-solving techniques to address these concerns. Students will develop the skills necessary to implement supervision strategies, explore assessment procedures, and begin the development of their model of supervision. The class will allow students to develop and work toward the

Approved Clinical Supervisor credential. Prerequisites: admission to the counselor education and supervision program and permission of faculty. A minimum grade of B is required to advance in the program. (3)

### **CE 801 - Advanced Clinical Skills Assessment Lab**

Intended for doctoral students who have previous experience counseling clients during an approved counseling master's program. The class is designed to assess students' counseling skills to determine the level of competence and/or need for remediation. This course will provide advanced graduate students an opportunity to demonstrate and develop advanced counseling skills. Prerequisites: admission to the counselor education and supervision program and permission of faculty. A minimum grade of B is required to advance in the program. (3)

### **CE 803 - Ed.D. Clinical Practicum II**

Intended to provide advanced doctoral students an opportunity to demonstrate and continue to develop counseling skills in an approved practicum placement in the field of counseling. Students will build upon their previous internship experiences at the master's level and complete the clinical practice requirement for doctoral studies as outlined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This course will focus on advanced case conceptualization and analysis; diagnosis; and ethical, legal, and clinical issues in counseling. The course will also explore the issues related to private practice, such as development, marketing, reimbursement, and insurance carriers. Prerequisites: admission to the counselor education and supervision program, completion of a master's degree program, and CE 701 and CE 801 with a minimum grade of B. A minimum grade of B is required to advance in the program. (3)

### **CE 805 - Internship in Counselor Education**

This class reviews and offers doctoral-level students the opportunity to examine and practice the various roles of teaching in counseling under direct supervision. This is a two-semester internship, with a minimum of one semester devoted to teaching. However, students traditionally complete two semesters of teaching for the internship. Students may be required, or may request, additional internship hours in the areas of supervision or counseling. Prerequisites: admission to the counselor education and supervision program and permission of the faculty. A minimum grade of B is required to advance in the program. (6)

**CE 809 - Counselor Supervision Practicum**

This class allows opportunities for experiential learning and skill development in an applied supervisory setting and enables students to synthesize a personal approach to counselor supervision that integrates knowledge based on theory and experience. The practicum allows students to put into practice supervision theories and techniques they have learned in the introductory counseling supervision course, CE 725, while under the supervision of a faculty member. Prerequisites: admission to the counselor education and supervision program, CE 725 with a minimum grade of B, and permission of the faculty. A minimum grade of B is required to advance in the program. (3)

**CE 810 - Advanced Research Designs**

Exposes students to more advanced methods of data analysis and research approaches, with an emphasis on the completion of a research project. Topics include multivariate data analysis; quantitative data analyses, including MANOVAs; discriminate function analysis; hierarchical multiple regression; and exploratory factor analysis. Prerequisites: admission to the counselor education and supervision program, CE 500, and permission of faculty. (3)

**CE 813 - Qualitative Research Design**

Provides an introduction to the broad field known as qualitative research and will examine theoretical, methodological, and practical aspects of qualitative research by focusing on areas of naturalistic observation, oral history, and interviews. Prerequisites: admission to the counselor education and supervision program, CE 500, and permission of faculty. (3)

**CE 815 - Empirical Bases of Research**

Provides analysis and support for doctoral candidates in the theory and practice of dissertation development, particularly chapters 1-3 of the dissertation, which will be completed prior to the conclusion of this class. Prerequisites: admission to the counselor education and supervision program, CE 810, and CE 813. A minimum grade of B is required to advance in the program. (3)

**E 899 - Dissertation Research**

This course is the culminating experience of the doctoral research experience and is an extension of CE 815. The purpose of this course is to successfully complete an original piece of research, which contributes to the existing literature in the counseling profession as evidenced by a written and oral defense of

the doctoral dissertation. Students are required to complete a minimum of 9 credit hours for this course. Prerequisites: CE 815, meet residency and Ed.D. candidacy requirements, have formed a dissertation committee, and have permission of the faculty. (9-credit minimum)

**CHM - Chemistry****CHM 110 - Science of Light and Color**

An introduction to the science of art and vision. The course covers the properties of light, the chemical nature of matter, and how light and matter interact. Activities emphasize the science behind artistic products and perception. Liberal Arts Core/University Requirement Designation: NS. (4)

**CHM 125 - Life Chemistry**

An introduction to the fundamental principles and theories of chemistry. It includes the study of atomic structure and bonding, kinetic molecular theory, nomenclature, periodic classification of elements, chemical equilibrium, and oxidation-reduction reactions. The course stresses the structure of organic molecules and functional groups and their characteristic reactions. Basic metabolic reactions of the cell are studied, including enzyme inhibition, kinetics, and feedback mechanisms. Laboratory work includes quantitative and qualitative analysis and reactions of functional groups and enzymes. This course does not meet chemistry requirements for health sciences (pre-physical therapy emphasis) majors. This course should also not be taken by psychology majors with an interest in health-related fields. Liberal Arts Core/University Requirements Designation: NS. (3)

**CHM 125L - Life Chemistry Lab**

A laboratory designed to strengthen and support the topics presented in CHM 125 Life Chemistry. (1)

**CHM 151 - Principles of Chemistry I**

This course is part of the chemistry sequence for biology majors. The course covers inorganic nomenclature, oxidation-reduction reactions, elementary thermodynamics, atomic and molecular structure, Lewis dot structures, the shapes of molecules, and ideal gases. The laboratory also covers introductory visible spectroscopy. Prerequisite: placement into MA 171 or higher. Liberal Arts Core/University Requirements Designation: NS. (3)

**CHM 151L - Principles of Chemistry I Lab**

A laboratory designed to strengthen and support the topics presented in CHM 151 Principles of Chemistry I. (1)

**CHM 152 - Principles of Chemistry II**

This course is part of the chemistry sequence for biology majors. The course covers intermolecular interactions, structure of crystals, properties of solution, kinetics, equilibrium, acid-base chemistry, precipitation equilibrium, thermodynamics, and electrochemistry. Prerequisite: CHM 151. Liberal Arts Core/University Requirements Designation: NS. (3)

**CHM 152L - Principles of Chemistry II Lab**

A laboratory designed to strengthen and support the topics presented in CHM 152 Principles of Chemistry II. (1)

**CHM 221 - Organic Chemistry I**

This course is part of the chemistry sequence for biology majors. It covers the nomenclature, structure, reactions, and synthesis of organic compounds. The course is mainly devoted to aliphatic and cycloaliphatic compounds and covers infrared and nuclear magnetic resonance spectroscopy. The laboratory emphasizes the techniques of distillations, recrystallization, extraction, and spectroscopic identification. Prerequisite: CHM 152. (3)

**CHM 221L - Organic Chemistry I Lab**

A laboratory designed to strengthen and support the topics presented in CHM 221 Organic Chemistry I. (1)

**CHM 222 - Organic Chemistry II**

This course is part of the chemistry sequence for biology majors. A continuation of CHM 221, this course covers the chemistry of carbonyl-containing compounds, aromatics, polyenes, amines, and carbohydrates. Also covered are UV-visible and mass spectroscopy. An emphasis is placed on organic synthesis and mechanisms. The laboratory applies techniques learned in CHM 221 to synthesize a variety of organic compounds. Prerequisite: CHM 221. (3)

**CHM 222L - Organic Chemistry II Lab**

A laboratory designed to strengthen and support the topics presented in CHM 222 Organic Chemistry II. (1)

**CHM 225 - Environmental Chemistry**

This course familiarizes the student with the chemistry of the natural environment, including the atmosphere, ocean-atmosphere cycles, groundwater, and soils. Anthropogenic perturbations on these systems will also be studied. Prerequisite: CHM 152. (3)

**CHM 421 - Project**

An investigation of a selected topic in physical science in collaboration with or under the direction of a faculty advisor. The project is intended to demonstrate the ability to conduct and report independent research. Prerequisite: approval of the school director. (1-3)

**CHM 433 - Research**

A student in this course will conduct collaborative research (scholarly work leading to new knowledge) under the direction of a faculty member. Prerequisite: application and approval of school director. Liberal Arts Core/University Requirements Designation: EXP. (1-6)

**CHM 441 - Physical Biochemistry**

This course explores how the fundamental laws of thermodynamics determine both the formation of complex biological molecules and their three-dimensional structure. In addition, students will investigate rates of reactions, including enzymatic reactions and protein and nucleotide folding reactions. Students will also learn how molecular models and spectroscopy are combined to determine the structure of molecules. Prerequisites: CHM 222 and MA 181 or MA 172, or permission of the instructor. (3)

**CJ - Criminal Justice****CJ 200 - Careers in Criminal Justice**

This course provides students with an introduction to the field of criminal justice. It offers information about the undergraduate curricula in criminal justice at Marymount as well as career opportunities available in the field with the B.A. or B.S. degree. Students will have an opportunity to explore personal career interests, including graduate training options. The course is designed for students who are majoring, or planning to major, in criminal justice. (1)

**CJ 201 - Principles of Forensic Science**

An examination of investigative and laboratory techniques used in the investigation of criminal offenses. Also examined are methods for searching crime scenes, analysis of firearm evidence, fingerprints,

serology (including DNA), toxicology, questioned documents, and drugs. Major crimes, death investigation, and pathology are also explored. (3)

### **CJ 202 - Principles in Forensic Science II**

A continuation of the introduction to investigative and laboratory techniques used in the forensic analysis of criminal offenses. Forensic pathology, anthropology, and toxicology are examined, as well as firearm, toolmark, trace material, questioned document, drug, arson, and bombing evidence. Major emphasis is placed on the legal aspects of evidence, including investigator and examiner documentation and reporting, and courtroom process and testimony. Prerequisite: CJ 201. (3)

### **CJ 205 - Crime, Media, and Culture**

This course provides an overview of the relationships between mass media, crime, criminal justice, and culture. In particular, the course will address the social construction of crime, crime and justice in the mass media, the media's effects on attitudes toward crime and criminal justice, the media as a cause of crime, the media's influence on the judicial system, and more. Such topics will be addressed using a sociological perspective, thus necessitating the analysis of the media's relationship to sociological and criminological theories. (3)

### **CJ 207 - Juvenile Justice**

A systematic study of the history and purpose of the juvenile justice system that includes examination of the role of the U.S. Supreme Court. The course also evaluates the extent and nature of juvenile delinquency and addresses the physical, emotional, and societal problems faced by juveniles today. Other topics covered are the treatment and punishment of juvenile offenders, modern juvenile subcultures, and controversial issues in juvenile justice. (3)

### **CJ 209 - The Criminal Justice System**

An overview of the formal mechanisms of social control as manifested by the components of the criminal justice system (legislatures, law enforcement, courts, and corrections). Also examined are alternatives to formal processing, including diversion, pretrial screening, and dispute settlement programs. Liberal Arts Core/University Requirements Designation: DSINQ. (3)

### **CJ 250 - Deviant Behavior**

This course covers current theories of the genesis and distribution of deviant behavior and implications for a

general theory of deviance. Definitions of deviance, social control, labeling theory, and secondary deviance are explored. Prerequisite: SOC 131, SOC 200, or SOC 203. (3)

### **CJ 300 - Writing for Criminal Justice**

The purpose of this course is to teach undergraduate students to communicate facts, information, arguments, analysis, and ideas effectively in a simple, clear, and logical manner using various types of criminal justice reports and research papers. Students will practice interviewing and writing up interview field notes, résumé writing, report writing, written legal analysis, and research writing. Prerequisites: EN 101 and EN 102 with a minimum grade of C- and CJ 209. Liberal Arts Core/University Requirements Designation: WI. (3)

### **CJ 302 - Introduction to Counterintelligence and Terrorism**

This course provides an introduction to counterintelligence, with a focus on the evolution of contemporary counterintelligence in military, government, and pseudo-government organizations, both domestic and international. The course will also address terrorism as a criminally violent tactic used to achieve political or social goals and will examine individuals and groups, their motives and tactics, and how government and law enforcement have responded through investigation, prosecution, and punishment. Prerequisite: CJ 209. (3)

### **CJ 304 - Applied Research Methods**

An examination of the techniques and resources of applied social research. Emphasis is placed on quantitative research techniques, survey research, program evaluation, and the ways in which research informs social and public policy. Prerequisites: SOC 131 (required), EN 102 (required), MA 132 (recommended). Liberal Arts Core/University Requirements Designation: DSINQ, WI. (4)

### **CJ 305 - Criminology**

This course examines crime in the United States through the lens of sociology, based on the assumption that one cannot understand crime without viewing it in its social and cultural contexts. Prerequisite: SOC 131, SOC 200, or SOC 203. Liberal Arts Core/University Requirements Designation: SS-2. (3)

### **CJ 310 - Policing in American Society**

A survey of the history, development, environment, organization, and sociology of American law

enforcement with an emphasis on state and local police agencies. Topics examined include police as service agency, police as government entity, and police as component of the national criminal justice system. Prerequisite: CJ 209. (3)

### **CJ 311 - Correctional Institutions**

An overview of the theories, history, and functions of punishment and corrections in America. Topics examined include the origin and development of prisons and jails, prison administration, community-based corrections, legal rights of offenders, sentencing, parole, and capital punishment. Prerequisite: CJ 209. (3)

### **CJ 312 - Criminal Justice Management**

A behavioral-systems approach to traditional and contemporary management models as they relate to criminal justice agencies. Emphasis is placed on administrative problem solving, organization and management theory, planning and research, social science, and psychology and sociology as they relate to communication and supervision. Case studies are used to facilitate learning. Prerequisite: CJ 209. (3)

### **CJ 313 - Recognition and Recovery of Human Remains**

Students will experience this in-depth, hands-on clandestine excavation class, which will include locating, organizing, documenting, and recovering human remains. This course is an applied field course that allows students to combine classroom and textbook knowledge with the practical application of that knowledge in a controlled environment conducive to learning. Students will include both traditional Marymount students and practitioners in the field, allowing for a unique learning environment, networking opportunities, and the opportunity to promote Marymount and its programs in the professional community. Prerequisite for Marymount students: CJ 201. (3)

### **CJ 314 - Principles of Criminal Investigations**

This course provides students an opportunity to not only understand the complex nature of police investigations by introducing them to the process, but also to delve more into the various academic fields that underlie key investigative steps and processes, including psychology, sociology, and the hard sciences. Prerequisites: CJ 201 with a minimum grade of C (required) and CJ 202 with a minimum grade of C (recommended). (3)

### **CJ 315 - Current Issues in Forensics and Criminal Investigations**

This course provides students an opportunity to be exposed to and discuss some of the most prominent issues within this area of study, including recent legal decisions that impact procedural law and investigative methods, technological advances, ethical standards and their role in investigations, and the movement of the forensic sciences toward accreditation and standardization. Students also will discuss how current issues in policing, such as mental health concerns or officer-involved shootings, impact investigations. Prerequisites: CJ 201 with a minimum grade of C (required) and CJ 202 with a minimum grade of C (recommended). (3)

### **CJ 320 - Cybercrime and Digital Terrorism**

This course provides an overview of the actors, motives, and methods used in the commission of computer-related crimes and describes the methods used by organizations to prevent, detect, and respond to these crimes. The course will also focus on different types of crimes and the nature of crimes that are committed using computers. Prerequisite: CJ 209 or CJ 305. (3)

### **CJ 325 - Gender and the Criminal Justice System**

This course examines the gender in a criminal justice context. Theoretical perspectives on gender are discussed in relationship to experiences in the criminal justice system. (3)

### **CJ 400 - Internship**

The internship provides practical experience in an applied criminal justice or social service setting. Students' field experience is supervised, and the course is open only to senior criminal justice majors. Prerequisites: a minimum 2.0 cumulative GPA, senior standing, and permission of internship coordinator. Liberal Arts Core/University Requirements Designation: EXP. (3-6)

### **CJ 421 - Project**

The project is designed to allow students to apply the knowledge, skills, and strategies acquired and developed through their academic program. It is intended to tie the student's professional goals and coursework with practical application and current research-based data of the discipline. Students will be asked to delve deeply into a specific topic; develop an innovative solution to a discipline-specific problem; design and construct an expressive art/literature/technological creation; or explore an area

of study, a process, a topic, or a medium that is not otherwise available through the current curriculum. (1-3)

### **CJ 433 - Research**

Students in this course will conduct collaborative research (scholarly work leading to new knowledge) under the direction of a faculty member. Prerequisite: application and approval of school director. Liberal Arts Core/University Requirements Designation: EXP. (1-6)

### **CJ 495 - Senior Seminar**

This capstone course provides an in-depth examination of current issues and social challenges that impact both the criminal justice system and society as a whole. For students nearing the completion of their coursework in criminal justice and sociology, this course builds on the knowledge and skills they acquired earlier in their academic careers. Prerequisites: CJ 304, EN 102, and CJ 305; senior standing; and permission of the instructor. Liberal Arts Core/University Requirements Designation: DSINQ, WI. (3)

### **CJ 501 - Politics and Policy Analysis for Criminal Justice**

This course provides an in-depth examination of current crime policies — their foundations, political influences, and consequences — and provides students with policy analysis tools, so they can become practitioners and consumers of evaluation research in criminal justice. Prerequisite: admission to the Graduate Certificate in Ethics and Leadership in Criminal Justice program. (3)

### **CJ 504 - Research Methods in Criminal Justice I**

This applied research methods course will provide an introduction to the basic methods, techniques, and procedures of social science research. Students will be guided through the inquiry process and will examine different research designs used by social scientists. One of the primary aims of this course will be to provide students with a better understanding of the inquiry process and the strengths and weaknesses found in social science research. Students will also examine the importance of ethics and decision making in research with human subjects. Through the process of inquiry students will develop a research question, operationalize the constructs, and use data to find answers to questions about criminal justice. This class will also focus on how to use social science research to guide organizational change. Research Methods I will focus primarily on quantitative methods, such as survey research, experiments, and using data and statistics to better

understand criminal justice issues and policies. The course also addresses methods of inquiry, causality, sampling, research instrument design, data collection, coding, ethics, and some interpretation of statistics used for quantitative empirical research. Prerequisite: admission to the Graduate Certificate in Ethics and Leadership in Criminal Justice program. (3)

### **CJ 505 - Ethics and the Criminal Justice System**

This course will examine the complexities of the ethics in decision making at all points in the administration of justice. This will provide a survey of ethical issues from the creation of laws and penalties in contemporary society, the enforcement of law, and punishment, to re-entry. This course will examine inequality at various points in the criminal justice system and will use case studies and relevant research to assess the need for changes in the American criminal justice system. This course will also incorporate discussion panels with leaders and practitioners from the field. Prerequisite: admission to the Graduate Certificate in Ethics and Leadership in Criminal Justice Program. (3)

### **CJ 512 - Leadership in Criminal Justice**

This course will focus on the administration and management of criminal justice agencies. Leadership styles and characteristics will be examined. What makes a good leader in law enforcement and/or criminal justice agency? What skills are most important? Consideration will also be given to the system in which criminal justice leaders operate. How do leaders accomplish agendas, promote change, and enforce policy while maintaining relationships in the community? This course will look at criminal justice organizations and will involve case studies and leadership seminars with current leaders in the field. Budgeting and long-range planning as well as human resource management are examined. The student will also study and analyze the development of various criminal justice agency policies and procedures. Emphasis will also be placed on contemporary issues faced by criminal justice agencies. Prerequisite: admission to the Graduate Certificate in Ethics and Leadership in Criminal Justice program. (3)

## **CNCT - Connections**

### **CNCT 100 - Connections**

This course explores the connections between various fields of study, between the arts and sciences, and between diverse members of the university community and the wider world. Each course focuses on a selected theme, topic, or question. The interdisciplinary outlook

of the course provides a distinctive starting point for students' continued learning in the core curriculum, in their major programs, and throughout their lives. (3)

## **COMM - Communication**

### **COMM 100 - Introduction to Media Communication**

This course introduces students to a critical approach to evaluating the media and popular culture. Primary-source materials in the media will be examined. Students will analyze, interpret, and evaluate how a variety of media work and interact with culture. The genres examined include music, the internet, social media, TV, film, news, books and magazines, and advertising. The course will cover major issues concerning the media, including ethics, the history and power of the media in several genres, the economics of the media and other forces that may determine content, and political and cultural aspects of the media. Communication majors must earn a grade of C- or higher. (3)

### **COMM 101 - Public Speaking**

Students gain knowledge of principles and theories of oral communication regarding the design, creation, and delivery of several types of speeches; analysis of the audience and public speaking situation; and experiential practice in both public speaking performance and evaluation. Communication majors must earn a grade of C- or higher. (3)

### **COMM 201 - Research Methods in Communication**

Through this broad-based qualitative methods course, students will develop a working knowledge of text-based qualitative methods and different types of fieldwork used in communication research. Text-based methods include grounded theory, textual analysis, content analysis, news framing analysis, and rhetorical analysis. Fieldwork includes ethnography, observation, interview, and focus groups. Opportunities for practice using the various methods will be provided through exercises involving the practical application of methods to the collection and analysis of data. We will look at research exemplars and practical instructions on how to investigate cultures. Students will demonstrate competence in their chosen method(s) through an original research proposal. Prerequisite: EN 102 with a minimum grade of C-. Liberal Arts Core/University Requirements Designation: SS-1. (3)

### **COMM 204 - Video Production: Multimedia Communication**

This course explores various techniques, digital technology, and equipment for video storytelling. Students experience hands-on preproduction, production, and postproduction techniques. Students plan and produce multimedia journalistic video stories. (3)

### **COMM 206 - Introduction to Public Relations**

This introductory survey course emphasizes the basic concepts and principles of public relations; the theory and history behind the practice; and the uses, tools, methods, and technologies of public relations. Also covered are the general types of public relations practices, including corporate, firm, institutional, nonprofit, government, political, sports, entertainment, and international. Communication majors must earn a grade of C- or higher. (3)

### **COMM 209 - Contemporary Journalism**

This course provides a broad overview of journalism as a communication medium with an emphasis on developing the reporting and writing skills required to work in the 21st century communication environment. The course will teach students to gather, organize, and write effective news reports on deadline and according to acceptable professional standards. The course will include discussions of current events and issues that arise in the news. Communication majors must earn a grade of C- or higher. Prerequisite: EN 102. Liberal Arts Core/University Requirements Designation: DSNQ, WI. (3)

### **COMM 220 - Intercultural Communication**

Intercultural Communication introduces students to the influences and effects of cultural variability on the communication process and its outcomes with regard to family, religion, government, education, healthcare, and global business institutions. Particular emphasis will be given to the inseparability of culture and communication; intercultural theories; cultural and interpersonal adaptations; and ethnolinguistic, religious, and national identities. Content functions to aid the student in developing successful communication competencies, strategies and skills necessary for increased contact with diverse cultures, as well as for success in international and multicultural societies. Liberal Arts Core/University Requirements Designation: SS-1, GP (3)



**COMM 302 - Public Relations Writing and Media Techniques**

This course focuses on the applications of public relations theory, techniques, and principles. Students learn the writing and style requirements of different media, including print, broadcast, web, and social media. They develop writing skills in preparing print and digital news releases, newsletters, and other print and social communication materials as part of publicity and promotion campaigns, as well as strategic planning and audience identification. Prerequisites: EN 102 and COMM 206. (3)

**COMM 304 - Media Criticism**

This course is designed to foster critical inquiry and analysis as students learn to use rhetorical criticism as it relates to media. Students will apply method(s) of rhetorical criticism to a wide variety of messages in our contemporary, increasingly mediated society, including, but not limited to, speeches, advertisements, news reports, television programs, films, songs, and music videos. Prerequisite: EN 102. Liberal Arts Core/University Requirements Designation: DSINQ, WI. (3)

**COMM 307 - Broadcast Writing and Delivery**

This course focuses on gathering, writing, producing, and delivering news for radio and television. The course includes practice writing news for broadcast, working with taped material, and on-air performance. Prerequisite: EN 102. (3)

**COMM 310 - Career and Professional Communication**

This course provides guided experiences that develop career-related communication skills, such as listening, interviewing, communicating in small groups, and persuasion. Students will also learn writing forms and skills necessary for the job search and ongoing professional success. These skills will be practiced via assignments and classroom exercises, and students will explore how the skills are applicable in professional environments. Prerequisite: EN 102. (3)

**COMM 315 - Writing for Digital Media**

Drawing from the fields of marketing, communication, sociology, and statistics, students learn about the social media tools that are currently shaping our lives and changing how we interact with the world. From Twitter to Facebook, participants learn how to manage these tools, for personal and professional use, as well as how to orchestrate a persuasive social media campaign. Because being effective and persuasive online requires

excellent written communication skills, this course requires considerable writing, both on the page and on the screen. Prerequisite: EN 102. Liberal Arts Core/University Requirements Designation: WI. (3)

**COMM 360 - Communication and Gender**

How is gender communicated? How does society-media, policies, families, organizations, etc.-communicate ways to understand and perform gender? How does gender affect how we communicate? What is the relationship between gender, sex, and biology? In this course, students will ask these questions and others as they learn to see the ways that gender communication surrounds their everyday lives. We will explore taken-for-granted beliefs about gender, and discuss theoretical approaches to gender. We will also examine various spheres of our lives that affect and socially construct gender, including, but not limited to: verbal communication, nonverbal communication, families, schools, close relationships, organizations, media, power, and violence. Prerequisites: EN-102 with a minimum grade of C- and COMM 201 or COMM 220 or permission of instructor. Liberal Arts Core/University Requirements Designation: SS-2, DSINQ (3)

**COMM 399 - Topics in Communication**

Advanced topic areas within the field of communication studies not already covered by regular course offerings will be offered. Topics will vary by instructor. Potential topics may include journalism and politics, gender and communication, communication theory, and communication methods. Course may be repeated for credit up to three times with new topics. Prerequisite: EN 102. (3)

**COMM 400 - Internship**

Senior students may register for a field experience or an internship in a cooperating research or media communication agency in the Washington metropolitan area under the supervision of an instructor. Prerequisites: senior status and permission of the dean of the School of Design, Arts, and Humanities. Liberal Arts Core/University Requirements Designation: EXP. (3)

**COMM 401 - Public Relations Case Studies**

This course examines solutions to public relations problems through an analysis of actual corporate and association cases. It emphasizes successful public relations management and practice through the systematic application of defining, planning and programming, acting and communicating, and

evaluating results. Prerequisite: a grade of C- or better in COMM 206. (3)

### **COMM 402 - Organizational Communication**

A study of communication research and its application to industrial and organizational systems. Particular emphasis will be given to organizational communication theory, message processing, networks, and channels of communication; leadership and managerial behavior; systems theory and organizational structures; climate and culture, decision-making and managing conflict, diversity and globalization; and the communication audit. Prerequisite: COMM 201 or COMM 220 and junior or senior status or permission of the instructor. Liberal Arts Core/University Requirements Designation: SS-2, DSINQ (3).

### **COMM 403 - Principles of Communication Law**

This course examines the historical development of communications-related law and the interlocking technological, economic, political, and social issues affecting policies that guide and regulate the nation's media and communications systems. Emphases include First Amendment and privacy law and the Federal Communications Commission's regulation of interstate and international communications by radio, television, wire, satellite, and cable. Prerequisite: junior/senior status or permission of instructor. (3)

### **COMM 421 - Project**

The project is an investigation of a selected topic in the major discipline. It is intended to demonstrate students' ability to conduct independent research and present the results as a communication and media design project with writing of commendable quality. Repeatable course for up to six (6) credits. Prerequisite: permission of the dean of the School of Design, Arts, and Humanities. (1-6)

### **COMM 425 - Senior Seminar in Communication**

This capstone course synthesizes the topical areas and theoretical traditions in the discipline so that students begin to understand humankind's capacity to fashion symbols and well-designed messages in a variety of situations, via any number of channels. Students will gain knowledge and understanding of communication theories, practices, trends, and problems, and they will develop expertise in research methodology and in writing a major research paper. Prerequisites: senior status, including the completion of 36 credits in the communication major. Liberal Arts Core/University Requirements Designation: DSINQ. (3)

### **COMM 433 - Research**

Students in this course will conduct collaborative research (scholarly work leading to new knowledge) under the direction of a faculty member. Repeatable course for up to six (6) credits. Prerequisite: application and approval of school director. Liberal Arts Core/University Requirements Designation: EXP. (1-6)

## **DAN - Dance**

### **DAN 161 - Dance Appreciation**

An introduction to dance as theatrical and social art forms. The course examines how dance affects culture and culture affects dance. Liberal Arts Core/University Requirements Designation: FNA (3)

### **DAN 165 - Beginning Modern Dance**

Teaches different styles of modern dance with an emphasis on anatomical awareness and rhythmic sensitivity. Expressional choreography and improvisations are introduced. Liberal Arts Core/University Requirements Designation: FNA. (3)

### **DAN 170 - Beginning Jazz Dance**

Provides an introduction to the fundamentals of jazz dance technique and its historical context. Liberal Arts Core/University Requirements Designation: FNA. (3)

## **DATA - Data Science**

### **DATA 300 - Advanced Business Statistics**

This course prepares students to effectively use advanced statistical data analysis methods in real-world business cases and to recommend sound business decision-making options based on supporting evidence. It provides technical skills for employment in industry and government or participation in data analytics. Commonly available spreadsheet software will be used. Prerequisite: MA 132 or MA 218 with a minimum grade of C-. Liberal Arts Core/University Requirements Designation: DSINQ. (3)

### **DATA 310 - Decision Analysis**

This course examines the decision process, the primary models of decision making, and how information is used for decision support. A major emphasis of the course is an introduction to decision analysis, including practical experience in modeling decisions, uncertainty, and preferences. The course provides hands-on experience with developing decision support

applications. Students must achieve a minimum grade of C. Prerequisite: MA 132. (3)

#### **DATA 325 - Data Analytics**

This course builds on basic statistics courses and explores contemporary topics in the areas of data science and business analytics. Grounded in methodological theory and practice, the course addresses such topics as forecasting and multiple regression, simulation, risk analysis, linear and non-linear optimization, and decision analysis. Maintaining a state-of-the-art perspective, the course introduces students to the use of recently emerging techniques, such as market basket analysis. Acknowledging the changing nature of analytic software, the course uses R, a robust, open-source statistical platform with an enormous library of multidisciplinary application. The course has multiple goals, including preparing students to understand the application of data analytics, helping students develop skill in applying techniques to complex organizational problems, and facilitating lifelong learning. Students must achieve a minimum grade of C. Prerequisite: MA 132 or MA 218. (3)

#### **DATA 370 - Machine Learning Technologies**

This course focuses on understanding machine learning tools and techniques, including the terminology behind machine learning, when to use machine learning, the theory behind the various learning approaches, and their effective use to solve real-world problems. It focuses on machine learning techniques, such as supervised learning, unsupervised learning, deep learning, and reinforcement learning. Students perform hands-on activities using various machine learning models, closely examining the data requirements and algorithms to ensure ethical use and effectiveness. The course uses case studies and existing data sets to examine how machine learning is used in the real-world, including making predictions and artificial intelligence with government data, business information, and in science, biomedicine, and cybersecurity. Students must achieve a minimum grade of C. Prerequisite: DATA 325 with a grade of C or higher. (3)

#### **DATA 385 - Current Topics in Data Science**

This course presents emerging topics in the data science field and will vary from semester to semester. Planned topics include data mining; data visualization; and using mobile apps, social media, and sensors to collect data. The topics may be technical or data analytical in nature. Students must achieve a minimum grade of C. Prerequisite: varies with topic. (3)

#### **DATA 390 - Data Science Applications**

This course provides insights into the application of data science to a variety of fields, including government, retail, intelligence, science, fraud detection, and social networks. Students will also practice data science techniques by applying their data analysis skills, either individually or in a group, to analyze a large data set selected by the professor. Students must achieve a minimum grade of C. Prerequisite: DATA 325 with a grade of C or higher. (3)

#### **DATA 395 - Data Visualization**

This course is designed to teach students the power of data visualization in today's data-driven environment. Students learn to better understand data and present clear evidence of findings to an intended audience using data graphics. At the end of the course, the student is able to use a variety of automated tools to develop effective visualizations after data analysis. Students must achieve a minimum grade of C. Prerequisite: DATA 325 with a grade of C or higher. (3)

#### **DATA 430 - Statistical Analysis of Time Series**

This course provides students with knowledge and experience with time series analysis techniques. This includes examining time series components, utilizing descriptive smoothing methods, and developing regression models for time series data. Students will forecast via exponential smoothing, evaluate forecasts, develop ARIMA models, and use Box-Jenkins methods. Students must achieve a minimum grade of C. Prerequisite: MA 230 with a grade of C or higher. (3)

### **DBA - Doctor of Business Admin**

#### **DBA 710 - Strategy in a Changing Business Climate**

This doctoral course assesses the implications of strategic management in a dynamic environment. Emphasis is placed on the development of action-based strategies for the purpose of creating competitive advantage. Students critically examine leading theories of organizational strategy, as well as the evolution of strategic management, to identify new perspectives applicable to their areas of interest. Course topics include: resource-based competitive advantage, core competency development and expansion, strategic alliances/partnerships, and emerging operational models. Students must achieve a minimum grade of B-. (3)

**DBA 712 - Fostering Creativity in the Workplace**

This doctoral course explores the methods, practices, processes and systems that are required of a leader to create, manage and sustain intrapreneurial innovation and adapt the organizational complex that would support such a culture. Over the semester four key aspects of innovation will be explored: 1. Empathy and Exploration (Discovery), 2. Design and Creativity Development, 3. Execution and Deployment, and 4. Optimization and Renewing Innovation. Students will research the various types and kinds of information on the topic of creativity and innovation. The course will address strategic issues in conjunction with organizational, cultural and leadership/managerial issues by focusing on examples of system and process and their implementation. The course will emphasize the critical importance of connecting innovation with implementation. Students must achieve a minimum grade of B-. (3)

**DBA 714 - Ethical Leadership for Success in Uncertain Times**

Consistent with the ideal that leadership is not just an act but a way of being, this doctoral course will explore the ethical foundations that inform the leader's personal and professional practices in today's changing environment. Students examine ethical theories and concepts applied to leadership challenges in real world situations, across business and government. Emphasis will be placed on understanding ethical leadership for social and organizational change, the leader's role as a moral agent, as well as the organization's role as a moral agent in society. Students must achieve a minimum grade of B-. (3)

**DBA 716 - Using Data for Business Intelligence**

This doctoral course covers the technological and management aspects of developing and using data to support advanced decision making. Business intelligence is employed to optimize business operations in business and government settings. Students develop a data strategy for an organization of their choice and then build a platform to create data driven business intelligence. Students also examine the phases of data exploitation including collection, storage, analysis and visualization using state-of-the-art tools. Artificial intelligence (AI), robotic process automation (RPA) and other techniques are researched and applied to a business problem of the students' choice. Relevant business problems include finding new sources of revenue, improving employee productivity, maximizing the customer experience, and developing effective social

media marketing. Ethics, trust, privacy and transparency are all explored to ensure the credibility of the business intelligence results. Students must achieve a minimum grade of B- (3).

**DBA 720 - Economics for Business Decision Making**

This doctoral course evaluates current and emerging economic issues related to intelligent decision-making in business. Students study how markets work, profit maximization, policy effects and strategic interaction by researching a series of practical economic problems related to the current business environment. The course focuses on central decision problems and the economic analysis needed to guide these business decisions. Students will work on two levels of analysis: 1) the microeconomic approach, which focuses on supply and demand, as well as forces that determine price levels; 2) the macroeconomic level, which takes a top-down approach, looking at the economy as a whole and trying to determine its course and nature. Students also research the impact of government intervention and its effect on intelligent business decision making. Students must achieve a minimum grade of B-. (3)

**DBA 726 - Risk Management in an Unsecure World**

This doctoral course covers the cybersecurity challenges faced by today's technology-enabled government agencies and businesses. Students explore tools and techniques to manage the risk of a damaging cyber incident, such as a massive data breach. This course examines the business risk posed by cybersecurity challenges due to a constantly changing computing infrastructure. Emphasis is placed on the role of increasing reliance on the Internet, the rise of additional threats posed by cloud computing, mobile computing, large data stores, artificial intelligence, and automated industrial control systems, as well as the risk to essential critical infrastructures such as power generation and distribution. Students evaluate financial and reputation risks by accessing interrelated systems across the global landscape. Additionally, students examine the cost impact of introducing technology and control processes to mitigate these risks as compared to the cost of recovering from a major cyber incident. Students must achieve a minimum grade of B-. (3)

**DBA 730 - Government as Business**

This doctoral course researches the important interactions between government and business and the impact on intelligent decision-making on government operations. Government (federal, state and local) significantly affect the economy and society through a

myriad of political processes including laws, regulations, policies, international relations, and funding. The way government works, including the technology it uses, can determine whether it meets the needs of business and its constituents. Conversely, the way the government interacts with business can affect its ability to effectively meet the demands of its constituents within its budget constraints and adhering to policies such as free and open competition. The interplay of business and government in society changes over time and differs from location to location with a current emphasis on agility in the marketplace. This course examines the way the governments work, current attempts at its modernization, and the role of government contracting. Students research digital government initiatives and how they relate to similar processes in business and what can be learnt from and by each. Emphasis is placed on how businesses and governments can interact as partners for the benefit of all participants. Students must achieve a minimum grade of B-. (3)

#### **DBA 736 - Maximizing Digital Transformation**

This doctoral course covers the effective management of digital transformation efforts taking place throughout government and business organizations to improve operations through the effective use of technology. Students develop a thorough understanding of how to intelligently manage the organizational transformation that occurs when all or parts of an enterprise "go digital." Students develop strategies to best harness the strategic business value of digital technologies by examining the principles behind the design of business models for product and service delivery via digital platforms. The course examines 21st century technologies from the perspective of effective implementation and management of concomitant organizational change. Emphasis is placed on the important relationship between technology and the business, rather than focusing on the technology itself. Students must achieve a minimum grade of B-. (3)

#### **DBA 740 - Managing Organizational Change**

In this doctoral course, students research and develop an intelligent plan for implementing a major change initiative in a government agency, in a business, or in a not-for-profit. Students research how new initiatives have been launched successfully in different organizations so that they become ingrained in the organization's value proposition. Students design strategy implementation plans for specific organizations to ensure the change initiative will become part of an

organization's identity. allowing for the changing environment in which they must operate. Students review and evaluate modern theories of organizational change in relation to their current organizational context. The role of senior executives as agents of change is explored in detail and approaches to organizational change are researched and evaluated based on their ability to foster growth and sustainable competitive advantage. Specific drivers of change are discussed, including the role of change management in digital transformation. Students must achieve a minimum grade of B-. (3)

#### **DBA 746 - Artificial Intelligence Applications**

This doctoral course covers the application of artificial intelligence (AI) techniques in government and business transformation and examines their important role in business intelligence. Students are first introduced to AI and state-of-the-art tools and techniques for implementing AI, including data science and machine learning technologies. Students will work with existing machine learning models and implement tools to support business intelligence using available data. Existing AI applications in government and industry will be researched and an AI strategy will be developed. Students will evaluate the competitive advantage offered by an effective Ai strategy. Students will also examine the trustworthiness of AI, including bias and attack techniques such as data poisoning, and develop an ethical framework and governance strategy for the use of AI techniques. Students must achieve a minimum grade of B-. (3)

#### **DBA 800 - Beginning Applied Research in Business Intelligence**

This course prepares doctoral students for the applied research process in business intelligence. Students review APA guideless and look at the special requirements for academic writing. They start thinking of issues in the field that could benefit from additional research and they examine the literature review and writing process to develop their ideas into potential dissertation topics. Students also analyze previous work and consider ethical issues that might occur during the conduct of business intelligence research. Students must achieve a minimum grade of B-. (3)

#### **DBA 810 - Applied Research Topics and Methods in Business Intelligence**

In this course, doctoral students will begin to develop their applied research project in the business intelligence field. This course is designed to provide an increased

understanding of the philosophy of science and the nature of scientific thinking. The doctoral students identify researchable topics, the use of existing knowledge to act as a basis for the research project, and the use of information systems to support the identification of known information and data. The course prepares students to be business intelligence leaders who ably use applied research to refine and improve business practices, through evidence-based analysis. Students must achieve a minimum grade of B  
Prerequisite: DBA 800 with a minimum grade of B-. (3)

### **DBA 820 - Qualitative and Quantitative Research Designs**

In this course, doctoral students will be exposed to the overall research design process through the analysis of knowledge claims, strategies of inquiry, and the development phases of the research project. The course examines how to consider exogenous factors and how they are applied to the quantitative, qualitative, and mixed methods research methodologies. In addition, this course will provide the student with an introduction to questionnaire design. Students must achieve a minimum grade of B-. Prerequisite: DBA 810 with a minimum grade of B-. (3)

### **DBA 830 - Applied Research: The Dissertation Proposal**

In this course, doctoral students will develop the documentation necessary for approval of their research topic and overall research plan. They will also obtain approval from their dissertation advisor and submit their dissertation proposal for approval by the Faculty Dissertation Committee. Students will evaluate which type of IRB submission is appropriate and prepare the material for its timely submission. The student will also be guided in a thorough literature review on their chosen topic and develop a clear understanding of previous work in their field. Students must achieve a minimum grade of B-. Prerequisite: DBA 820 with a minimum grade of B-. (3)

### **DBA 840 - Applied Research: Dissertation Data Collection and Analysis**

During this course the doctoral student will collect and analyze data to further dissertation research developed in previous courses. The purpose of this course is to conduct original applied research which will contribute to the development of the business intelligence field. At the end of the course, the doctoral student must have completed the analysis phase of the dissertation and be ready to focus on the writing process. Students must

achieve a minimum grade of B. Prerequisite: DBA 830 with a minimum grade of B- and candidacy. (3)

### **DBA 850 - Applied Research: Dissertation and Oral Defense**

This course is the culminating experience of the doctoral research experience. The purpose of the course is to successfully prepare the written dissertation based on the student's original applied research and present an oral defense of the student's work. Prerequisites include DBA 840 and permission of the dissertation committee. Students must achieve a minimum grade of B.  
Prerequisite: DBA 840 with a minimum grade of B-. (3)

### **EAP - English for Academic Purpose**

#### **EAP 500 - English for Academic Purposes: Writing, Research and Presentation**

This course builds on students' existing English language proficiency in a college context. Through readings, assignments, structured activities, and peer collaboration, students will be able to increase their command of academic terminology, expand their graduate-level research and information literacy skills, develop and hone their critical reading, listening, speaking, and presentation skills, practice collaborative work with peers, and produce graduate-level academic writing. Course content and assignments will explore a diverse collection of topics that will further develop students' vocabulary and grammar alongside writing style and usage. Students are expected to tailor the opportunities provided by the course to their own academic situation. (6)

### **ECO - Economics**

#### **ECO 210 - Principles of Microeconomics**

Explores the market mechanism, with a detailed examination of supply and demand and applications to monopoly power, externalities, resource markets, and instruments of social action. Prerequisite: MGT 123 or any 100-level or higher mathematics course. Liberal Arts Core/University Requirements Designation: SS-1. (3)

#### **ECO 211 - Principles of Macroeconomics**

This course examines the measurement and determination of aggregate levels of income and output, employment, and prices. The role of the central bank and the impact of government spending and taxation are examined as well. Prerequisite: MGT 123 or any 100-

level or higher mathematics course. Liberal Arts Core/University Requirements Designation: SS-1. (3)

### **ECO 301 - Financial Economics**

This course examines the functions of various financial instruments, the markets in which they trade, and the financial institutions that support them. Students will master the basics of time value of money, valuation of financial instruments, and risk management techniques. Students will also explore the impact of the financial sector on the real economy by discovering how the financial sector supports economic activity and describing how the absence of critical financial elements can undermine economic growth. Finally, students will identify the mechanisms through which financial crises reverberate through the real economy. Prerequisite: a grade of C- or better in ECO 210 or ECO 211. (3)

### **ECO 304 - Environmental Economics**

This course explores the application of economic analysis to issues of natural resources and the environment. Topics include environmental externalities, environmental cost-benefit analysis, common property resources, alternative pollution control measures, climate change, and the relationship between environmental quality and economic growth. Prerequisite: ECO 210 or ECO 211 with a grade of C- or better. Liberal Arts Core/University Requirements Designation: SS-2. (3)

### **ECO 305 - Business and Economics of Sports**

This course uses microeconomic principles to explore the decisions of owners and business managers in the sports industry. Topics include players' salaries and union contract negotiations, ticket sales, the market for broadcast rights, and stadium financing. The course also examines the economics of collegiate sports and the expanding international markets in broadcast rights, athletes' contracts, and team paraphernalia. Prerequisite: ECO 210 with a grade of C- or better or permission of the instructor. Liberal Arts Core/University Requirements Designation: DSINQ, SS-2. (3)

### **ECO 309 - Economic & Business History of the U.S.**

This course surveys the American economic condition from colonial days to the present. Economic developments within the United States are placed in the context of social and demographic changes, technological developments, fiscal and regulatory policies, and world events. Linkages between broad economic trends and individual businesses will be explored by juxtaposing key historical macroeconomic

developments with the history of industries chosen by the students. (3)

### **ECO 310 - Intermediate Microeconomics**

This course focuses on the following topics: basic theory of consumer behavior; production and costs; partial equilibrium analysis of pricing in competitive and monopolistic markets; general equilibrium; welfare; and externalities. Knowledge of basic concepts is assumed, and new tools are developed to analyze individual decision making under constraints. Students will learn to solve and analyze consumer and firm maximization problems, imperfect competition models, and game theory fundamentals. Most of the topics will include theoretical derivations as well as real-life applications. This course is recommended for students planning to apply to graduate school in economics, accounting, or finance. Prerequisite: ECO 210 with a minimum grade of C-. Liberal Arts Core/University Requirements Designation: SS-2. (3)

### **ECO 311 - Intermediate Macroeconomics**

Macroeconomics is the study of aggregate economic activity. This course provides a comprehensive overview of macroeconomics. Students will study how economists model macroeconomic relationships and the theoretical debate over the nature of these relationships. The central ideas of macroeconomics are useful in understanding long-run economic growth and short-term economic fluctuations. In addition, students will learn about two main macroeconomic policy tools of the government — fiscal and monetary policy. Building on the theory of modern macroeconomics, this course evaluates the possibilities and limitations of government policy in dealing with business cycles, inflation, unemployment, and growth. Prerequisite: ECO 211 with a minimum grade C-. Liberal Arts Core/University Requirements Designation: SS-2. (3)

### **ECO 330 - Managerial Economics**

This course provides an application of microeconomics. Topics include estimation of demand, production and cost functions, and optimal pricing and output decisions under various market structures. Prerequisite: ECO 210. Liberal Arts Core/University Requirements Designation: DSINQ. (3)

### **ECO 332 - Money and Banking**

This course provides an analysis of the American banking system, monetary theories, and monetary policies with an emphasis on the economic importance of the Federal Reserve System. Prerequisite: ECO 211.

Liberal Arts Core/University Requirements  
Designation: SS-2. (3)

### **ECO 335 - Econometrics**

This course covers the statistical tools needed to understand empirical economic research and to plan and execute independent research projects. Topics include statistical inference, regression, generalized least squares, dummy variables, instrumental variables, simultaneous equations models, and evaluation of government policies and programs. Prerequisites: ECO 210, ECO 211, and MA 132 or MA 218 with a minimum grade of C- in each course. (3)

### **ECO 350 - Economics of Poverty**

What are the lives of the poor like? Will poor countries remain poor? What is poverty like in the United States? What factors contribute to poverty? What leads to prosperity? What policies might help? This course explores why extreme poverty, child mortality, poor health, low levels of education, gender inequality, environmental degradation, high fertility, and child labor are pervasive in the developing world and why poverty remains persistent in the United States. Prerequisite: ECO 210, ECO 211, or permission of the instructor. Liberal Arts Core/University Requirements Designation: GP, SS-2. (3)

### **ECO 353 - Law and Economics**

Whoever said that crime never pays? Should tobacco companies be liable for smokers' health care costs? This course identifies how to design legal rules that provide the greatest good to the greatest number. Students will use the principles of law and economics to better understand intellectual property, tobacco litigation, employment discrimination, automobile accident law, land use regulation, nuisance law, contract law, and criminal law. Prerequisite: ECO 210. Liberal Arts Core/University Requirements Designation: SS-2. (3)

### **ECO 363 - Behavioral Economics**

How do limitations in the ability to think and know affect economic decision making? Are people really as rational as economists often assume them to be? Behavioral economics studies how cognitive limitations, biases, social influence, uncertainty, and emotions affect individuals' economic decision making. A brief overview of how economists use experimental methods in laboratory environments to study experimental economics will be covered, and the implications of behavioral economics on policy will be explored. Prerequisite: ECO 210 or permission of the instructor.

Liberal Arts Core/University Requirements  
Designation: SS-2. (3)

### **ECO 401 - Economics of Regulation**

This course provides an exploration of the theories of the regulation of economic activity, its application, and its implications. Topics will include why and how the government regulates some type of economic activity (antitrust, industrial, and social policies) and how to economically design and assess the regulation policy. Prerequisite: ECO 210. (3)

### **ECO 431 - Contemporary Issues in Economics**

A selected group of substantive macroeconomic theories and issues will be explored in-depth, using a variety of current sources and the various tools of macroeconomic analysis. Prerequisites: ECO 210, ECO 211, and EN 102. Liberal Arts Core/University Requirements Designation: DSINQ, WI, SS-2. (3)

### **ECO 433 - Research**

Students in this course will conduct collaborative research (scholarly work leading to new knowledge) under the direction of a faculty member. Prerequisite: application and approval of school director. Liberal Arts Core/University Requirements Designation: EXP. (1-6)

### **ECO 450 - Research Methods in Economics**

This course provides an overview of research methods and academic writing skills useful for economics, including probability, statistics, econometric analysis, academic writing, and library and journal research. Prerequisites: MA 132 or above and ECO 210, ECO 211, or permission of the instructor. Liberal Arts Core/University Requirements Designation: DSINQ, WI. (3)

### **ECO 451 - Senior Seminar in Economics**

The senior seminar is an opportunity for assisted, self-directed study of a topic of interest. The study will culminate in a paper and oral presentation. Prerequisite: 12 credits in economics courses numbered above 300. (3)

### **ECO 485 - International Economics**

This course provides an introduction to the theory of international trade and finance with an emphasis on exchange markets, trade policies, factor movements, and the interrelationship of the domestic and international economy. Prerequisites: ECO 210 and ECO 211. Liberal Arts Core/University Requirements Designation: GP. (3)



**ECO 490 - Internship**

Senior students may register for field experience in cooperating Washington metropolitan area firms or organizations. The internship is monitored by a School of Business faculty member and a representative of the cooperating company. Prerequisites: permission of the Dean's Office in the College of Business, Innovation, Leadership, and Technology; minimum of nine (9) credits in 300/400-level economics courses; minimum of 90 credits in the program with a cumulative GPA of 2.0 or better; and a cumulative GPA of 2.0 or better in all economics courses. Liberal Arts Core/University Requirements Designation: EXP. (3)

**ECO 590 - Health Care Economics**

Emphasizes the significance and relevance of economics, financial information, and financial management in the health care industry. The course provides an understanding of the fundamental principles of economics and evaluates how economics can impact decision making within a health care organization. The importance of effective resource utilization and the role of supply and demand in managing health care services are examined also. (3)

**ED - Education****ED 200SL - Foundations of Teaching and Learning**

This is the first course in the undergraduate teacher licensure program and is designed to explore education and teaching as a profession. The philosophical, historical, legal, and societal aspects of education in the United States will be stressed. The course also will offer a look at the contemporary issues that affect students and schooling. Fundamental curriculum design based on an understanding of the relationships among assessment, instruction, and student academic progress will also be addressed. Field experience/service learning: 10 hours. Prerequisite: 24 or more earned credit hours. (3)

**ED 254 - Technology for the K-12 Classroom**

An introductory, hands-on course designed to prepare pre-service teachers to use the current technologies that are found in the K-12 classroom. Additionally, students will be prepared to meet the technology standards set for teachers. Prerequisite: a grade of C or better in ED 200SL. (3)

**ED 301 - Foundation of Literacy Development**

This course is designed to provide an understanding of how children develop language and grow into literacy.

The nature of reading, writing, and language acquisition is emphasized and an examination of second-language learners and cultural diversity are included. Field experience: 10 hours. Prerequisite: ED 200SL with a grade of C or better. Liberal Arts Core/University Requirements Designation: INQ. (3)

**ED 323 - Literacy Instruction: Diagnosis and Corrective Strategies**

This course focuses on the characteristics of reading disabilities, the identification/analysis of reading disabilities, and intervention strategies appropriate for students with reading disabilities. Additionally, the class will address the prevention of reading failure and strategies for the collection and analysis of reading behavior. Field experience: 20 hours. Prerequisites: a grade of C or better in ED 200SL and PSY 341. (3)

**ED 329 - Collaborative Models for Special Education**

This course is designed for students to learn collaboration and communication skills and models within special education settings, which include families, community agencies, and nondisabled peers. Assistive and instructional technology that is used to gain access into the general curriculum is also addressed. Field experience: 10 hours. Prerequisites: a grade of C or better in ED 200SL and PSY 341. (3)

**ED 337 - Literacy in the Content Areas**

This course helps students develop the background knowledge and instructional strategies needed to become effective teachers of literacy within their chosen content areas. Topics will include an overview of theoretical models of the reading process as well as practical strategies for developing reading comprehension, vocabulary knowledge, and study skills. The Virginia Standards of Learning are used as the framework for this course. Field experience: 20 hours. Prerequisites: grade of C or better in ED 200SL and PSY 341. (3)

**ED 338 - Secondary Education: Curriculum and Methods**

This course provides a sound foundation in the principles of effective curriculum development and instructional delivery for students who are preparing to teach in today's diverse classrooms at the secondary level. Field experience: 20 hours. Prerequisite: a grade of C or better in ED 200SL. (3)

**ED 345 - Transition, Family, and Community Services for Individuals with Disabilities**

This course is designed to provide educators with a broad overview of the rationale for career and transition programming critical to the development of children and youth with disabilities and to present the various program options that are currently available. The knowledge and understanding of the importance of counseling and working with families of students with disabilities will be explored. The availability of community resources to assist both parents and children with disabilities will also be discussed. Prerequisites: a grade of C or better in ED 200SL and PSY 341. (3)

**ED 351 - Assessment to Support Learning in K-12**

This course is designed to help students select and develop curriculum and expand the skills needed to appropriately assess learning in K-12 classrooms. Students will learn to administer and analyze results of externally produced and teacher-produced assessments in order to set goals for achievement and to design instruction that will help K-12 learners meet set goals. The course will focus on the design and use of appropriate assessment instruments to meet the needs of all learners and on the accountability issues that surround assessment in K-12 schools. Field experience: 10 hours. Prerequisite: a grade of C or better in ED 200SL. (3)

**ED 355 - Literacy Instruction for Diverse Learners: PK-2**

This course introduces pre-service teachers to the teaching of reading by exploring the nature of the reading process and the major approaches and skills needed to enhance literacy learning in the classroom for PK-2 students. Various strategies for teaching spelling, writing, vocabulary, and comprehension, as well as creative arts and technology, to reinforce the development of early literacy skills for diverse classrooms are emphasized. Field experience: 20 hours. Prerequisite: a grade of C or better in ED 200SL. (3)

**ED 356 - Literacy Instruction for Diverse Learners: Grades 3-6**

Using the Virginia Standards of Learning as the framework, students will explore the relationships among reading, writing, speaking, and listening in the context of an upper-elementary classroom. Various strategies for teaching writing, spelling, fluency, vocabulary, and comprehension will be emphasized. Assessment strategies are examined to aid with differentiating instruction and meeting student strengths

and needs. Field experience: 20 hours. Prerequisites: a grade of C or better in ED 200SL. (3)

**ED 357 - Teaching Social Studies and Visual Arts**

This course is designed to familiarize students with history and social studies instruction in elementary classrooms and methods of integrating social studies with other content areas. Emphasis is placed on developing planning and using assessment strategies that help teachers differentiate instruction through the use of multiple instructional models and developing strategies to help children understand their world through literature, art, music, drama, and dance. Supervised field experience will provide the opportunity to observe strategies that are introduced. Field experience: 10 hours. Prerequisites: a grade of C or better in ED 200SL and PSY 341. Liberal Arts Core/University Requirements Designation: WI. (3)

**ED 358 - Teaching Mathematics and Science**

This course is designed to help students develop an understanding of how elementary children develop math and science knowledge and skills. This course also supports the development of appropriate attitudes and instructional strategies to teach math and science in grades PK-6, with a focus in overcoming errors and misconceptions. Applied methods for teaching elementary math and science will be demonstrated using manipulatives, natural objects, technologies, and other tools of science and measurement while implementing engineering and design activities through project-based learning, an inquiry model. Field experience: 20 hours. Prerequisites: a grade of C or better in ED 200SL and PSY 341. (6)

**ED 366 - Secondary Teaching Methods in Science**

Pre-service teachers will engage in integrating content and professional and pedagogical knowledge and skills to devise learning experiences that are meaningful to secondary students. Utilizing investigations, central concepts of the content area, and inquiry, this course will allow students to explore topics in curriculum, assessment, and classroom procedures and resources. Incorporation of national, state, technology, and college- and career-ready performance expectations will be addressed. Field experience: 20 hours. Prerequisite: a grade of C or better in ED 200SL and PSY 341. (3)

**ED 367 - Secondary Teaching Methods in History and Social Science**

Pre-service teachers will engage in integrating content and professional and pedagogical knowledge and skills

to devise learning experiences that are meaningful to secondary students. Utilizing investigations, central concepts of the content area, and inquiry, this course will allow students to explore topics in curriculum, assessment, classroom procedures, and resources. Incorporation of national, state, technology, and college- and career-ready performance expectations will be addressed. Field experience: 20 hours. Prerequisite: grade of C or better in ED 200SL and PSY 341. (3)

#### **ED 368 - Secondary Teaching Methods in English**

Pre-service teachers will engage in integrating content and professional and pedagogical knowledge and skills to devise learning experiences that are meaningful to secondary students. Utilizing investigations, central concepts of the content area, and inquiry, this course will allow students to explore topics in curriculum, assessment, and classroom procedures and resources. Incorporation of national, state, technology, and college- and career-ready performance expectations will be addressed. Field experience: 20 hours. Prerequisite: a grade of C or better in ED 200SL and PSY 341. (3)

#### **ED 369 - Secondary Teaching Methods in Mathematics**

Pre-service teachers will engage in integrating content and professional and pedagogical knowledge and skills to devise learning experiences that are meaningful to secondary students. Utilizing investigations, central concepts of the content area, and inquiry, this course will allow students to explore topics in curriculum, assessment, and classroom procedures and resources. Incorporation of national, state, technology, and college- and career-ready performance expectations will be addressed. Field experience: 20 hours. Prerequisite: a grade of C or better in ED 200SL and PSY 341. (3)

#### **ED 421 - Project**

The project is an investigation of a selected topic in the major emphasis area under the direction of a faculty advisor. It is intended to demonstrate the ability to conduct independent research and present the results in writing of commendable quality. Prerequisite: permission of instructor. (3-9)

#### **ED 433 - Research**

A student in this course will conduct collaborative research under the direction of a faculty member. Prerequisite: application and approval of school director. Liberal Arts Core/University Requirements Designation: EXP. (1-6)

#### **ED 449 - Strategies for Behavior Management for the Special Educator**

This course is designed to help future special education teachers identify, record, evaluate, and intervene with special education students who are accessing the general curriculum of the school. The course teaches behavior management assessments, techniques, and interventions for special educators within schoolwide, classroom, and individual settings, including functional behavioral assessment. Developing classroom and individual behavior management plans will be emphasized. Prerequisite: permission of the ECE Office. Corequisite: for special education licensure students, ED 460SE. (3)

#### **ED 452 - Managing the K-12 Classroom**

This course is designed for students to learn principles and best practices of effective classroom management techniques, individual intervention strategies, and classroom community building in developmentally appropriate ways within the K-12 setting. Students will also learn about diverse approaches for effective classroom management based on behavioral, cognitive, affective, social, and ecological theory and practice. Corequisite: ED 460E or ED 460S. Prerequisite: permission of ECE Office. (3)

#### **ED 460E - Student Teaching: PK-6**

Student teaching is the supervised clinical experience in an elementary (PK-6) school site for 14 weeks. Readings, seminar attendance, and completion of a teacher work sample and professional portfolio are required. Prerequisites: Students must apply for student teaching, fulfill all admission requirements as outlined in the University Catalog and Undergraduate Handbook, and obtain permission of the ECE Office. Corequisite: ED 452. Liberal Arts Core/University Requirements Designation: EXP. (6)

#### **ED 460S - Student Teaching: Secondary**

Student teaching is the supervised clinical experience in a school site (grades 6-12) for 14 weeks. Readings, seminar attendance, and completion of a teacher work sample and professional portfolio are required. Prerequisite: Students must apply for student teaching, fulfill all admission requirements as outlined in the University Catalog and Undergraduate Handbook, and obtain permission of the ECE Office. Corequisite: ED 452. Liberal Arts Core/University Requirements Designation: EXP. (6)

**ED 460SE - Student Teaching: Special Education**

Student teaching is the supervised clinical experience in a school site (K-12) for 14 weeks. Readings, seminar attendance, and completion of a teacher work sample and professional portfolio are required. Prerequisite: Students must apply for student teaching, fulfill all admission requirements as outlined in the University Catalog and Undergraduate Handbook, and obtain permission of the ECE Office. Corequisite: ED 449. Liberal Arts Core/University Requirements Designation: EXP. (6)

**ED 480 - Senior Seminar**

This course examines ways to integrate learning across content areas and to use research in the problem-solving process. Students will evaluate research and design an applied research project for an appropriate area of interest. A written proposal and an oral presentation of the research project will be required. Prerequisite: senior status and admission to the teacher education program. Prerequisite: EN 102. Liberal Arts Core/University Requirements Designation: DSINQ, WI. (3)

**ED 500SL - Foundations of Education and the Teaching Profession**

This course explores the historical, sociological, and philosophical foundations of education and the teaching profession with emphasis on current trends and issues. The role of various organizations on its structure and operation, along with teacher responsibilities toward professional and ethical standards, and the legal issues that impact the classroom will be addressed. An introduction to curriculum design, standards and accountability, and lesson planning to support the needs of all learners are covered. A minimum 10-hour service-learning component is required. (3)

**ED 509 - Special Education: Foundations and Characteristics of Exceptional Learners**

This course is designed for students to become knowledgeable in the foundations of special education in relation to students with federally recognized disabilities labels. This includes historical perspectives, legal aspects, regulatory requirements, models, theories, philosophies, ethical issues, and trends that provide the basis for educational implications in school and home settings. The course also covers developmental characteristics of individuals with high-incidence disabilities, including but not limited to cognitive, linguistic, physical, psychomotor, social, medical, and emotional development. Field experience: 10 hours. Prerequisite: a life span and development course that

encompasses kindergarten-age students through adolescents. (3)

**ED 511 - Psychoeducational Assessment and Instruction**

Designed to help the teacher develop techniques of formal and informal assessment, data collection and interpretation, and individual educational planning for exceptional learners. Clinical practice in the use of appraisal instruments is provided. Field experience: 10 hours. Prerequisite: ED 509. (3)

**ED 516 - Adolescent Psychology**

The purpose of this course is to develop an advanced understanding of theoretical and practical knowledge of adolescent psychology and how it relates to human growth and development. Emphasis is on helping the student understand and apply the results of research studies to current issues facing today's adolescents. Biological, emotional, psychological, cognitive, and social development will be examined along with critical issues and topics determined by the interests of the class. (3)

**ED 523 - Diagnostic and Corrective Literacy Instruction**

This course teaches students who are preparing to be special education teachers about language acquisition and the causes of literacy and reading disabilities. Also addressed are ways to prevent reading failure and strategies for the collection and analysis of reading behavior. Students will learn the process of developing instructional reading programs for individualized correction. Field experience: 20 hours. Prerequisites: ED 500SL and ED 509. (3)

**ED 526 - Cross-Cultural/International Curricula**

A basic course in cultural differences in education. Cultural groups' needs in the United States and cultural differences in other nations are examined. Prerequisite: ED 500SL. (3)

**ED 529 - Collaboration and Consultation in Special Education Settings**

This course is designed for students to become knowledgeable in collaboration and communication skills and models within special education settings, which include families, community service agencies, and nondisabled peers. Assistive and instructional technology that is used to gain access into the general curriculum is also addressed. Field experience: 10 hours. Prerequisite: ED 509. (3)

**ED 537 - Literacy Across the Curriculum: Secondary**

Overview of the language and literacy process as it applies to teaching in secondary schools. Emphasizes reading and writing in content areas and instructional strategies to support students' literacy development. Focuses on ways reading, writing, speaking, and listening are developed and used in learning discipline-specific curriculum. Field experience: 10 hours. Prerequisites: ED 500SL and ED 509. (3)

**ED 538 - Secondary Teaching Methods**

Examines research, theory, and pedagogical methods of instructional planning and delivery in today's diverse classrooms at the secondary level. Historical and contextual factors of secondary learning are also examined. Field experience: 20 hours. Prerequisites: ED 500SL and ED 509. (3)

**ED 539 - Instructional Implementation of the Individualized Education Program**

This course is designed for students to become knowledgeable about individualized education program (IEP) implementation in a K-12 setting. This includes demonstrating the use of assessment tools to make decisions about student progress within the general education curriculum; teaching remediate deficits in academic areas; understanding the scope and sequence of the SOLs; promoting high academic, social, and behavioral standards; and implementing and monitoring IEP-specified accommodations within the general education classroom. Field experience: 10 hours. Prerequisite: ED 509. (3)

**ED 540 - Special Topics**

Study or directed research of a selected topic in education under the supervision of a faculty member. This course is designed to provide opportunities for application of the knowledge, skills, and strategies acquired in the education field. (3-6)

**ED 541 - Global Perspectives for the Special Educational Needs of All Students**

This course will engage pre-service and in-service education students with research and practical applications in regard to international education and students who require special education supports. This course will review research-based global initiatives regarding students with exceptionalities in inclusive environments. Student outcomes will include global perspectives and culturally responsive educational practices. Students will be expected to communicate

with understanding about international needs of exceptional populations in global communities. (3)

**ED 542 - Global Perspective on Peace and Conflict Resolution Education**

Whether teaching art, government, or history, each teacher can play a role in preparing students to understand conflict, learn to build peace, and become engaged global citizens. This course introduces peace and conflict resolution education theories and practices while also exploring how today's global world impacts students and teachers. This course will begin with a brief overview of the field of peace and conflict studies. Students will critically explore causes of violence and methods of constructively addressing conflict and building peace. Following that, this course will examine globalization and its impact on today's classroom and world. Students will examine 10 core competencies of global education and their role in building peace and preventing conflict in an ever more connected world. Finally, this course will explore pedagogical approaches to peace and conflict education, focusing on experiential education. Students will learn and develop their own experiential education approaches that can be applied to any classroom. (3)

**ED 543 - Global Education Capstone**

This course is designed as the capstone experience for the Global Education Certificate. The capstone course is designed to provide the practical application of the skills and knowledge acquired and developed throughout the Global Education Certificate program. The project is intended to tie the student's professional goals and coursework with a real-world application of current research-based data. Students will also use this course as a time to reflect on their program and how they will instill global perspectives into their careers. (3)

**ED 544SL - Special Projects: Healthy Environments and Inclusive Education in a Global Society**

This course presents students with the opportunity to engage in research and projects on topics related to global education for students with special needs in a variety of disciplines. In-country service-learning placements, collaboration, and team-building activities regarding culturally responsive practices are integral to the course. Students will prepare research projects and presentations for international education audiences. There will be opportunities to work with local universities and schools through coordinated meetings with members of the local communities in support of students with special needs. This partnership allows

students to showcase their research, reflect on their work with community partners, enhance their presentation skills, and share their knowledge of pedagogical practice and theory. This course will have a service learning project with dedicated hours of at least 20% or 20 hours of the course. (3)

**ED 545 - Transition and Family Issues for Individuals with Disabilities**

Designed to provide students with a broad overview of the rationale for career and transition programming critical to the development of children and youth with disabilities. The course also presents the various program options that are currently available. The knowledge and understanding of the importance of counseling, working with families of students with disabilities, and the availability of community resources to assist both parents and children with disabilities will be discussed. Prerequisites: ED 500SL and ED 509. (3)

**ED 549 - Assessments, Techniques, and Interventions in Behavior Management**

This course teaches behavior management assessments, techniques, and intervention strategies for special educators within school-wide, classroom, and individual settings. Functional behavior assessment is included. Corequisite: ED 570SE. Prerequisite: permission of ECE office. (3)

**ED 550 - Research Methods**

Presents students with various current research methods in education preparing them to design and conduct an applied research project that involves collecting and analyzing data and reporting the findings. (3)

**ED 551 - Instruction and Assessment**

This course is designed to support students in selecting and developing curriculum and instruction that will promote effective teaching and learning in today's diverse classrooms. Students will understand the importance of data-informed decision making and develop and use a variety of valid and reliable classroom assessments that support student-learning outcomes. Students will learn to collect, analyze, and make instructional decisions based upon the results of a variety of assessment data in order to set goals for student achievement. Prerequisite: ED 500SL. (3)

**ED 552 - Effective Classroom Management**

This course is designed to provide the principles and best practices of effective classroom management techniques, individual intervention strategies, and

classroom community building in developmentally appropriate ways within the PK-12 setting. Additionally, students will analyze diverse approaches for effective classroom management based upon behavioral, cognitive, affective, social, and ecological theory and practice. Corequisite: ED 570E or ED 570S. Prerequisite: permission of ECE office. (3)

**ED 553 - Teaching English as a Second Language**

Emphasizes second-language learning and supporting issues involved with linguistics and semantics; deals with remediation and textual material. Field experience: 10 hours. Prerequisite: ED 509. (3)

**ED 554 - Educational Technology**

An introductory hands-on course designed to prepare pre-service teachers with the integration of technology into an educational curriculum, including multimedia, evaluation of educational software, and an introduction to telecommunication resources and programming. Prerequisite or corequisite: ED 500SL. (3)

**ED 555 - Literacy Methods for Diverse Learners: Grades PK-2**

Introduces students to the teaching of reading by exploring the nature of the reading process and the major approaches and skills needed to enhance literacy learning in the classroom for students in grades PK-2. Various strategies for teaching spelling, writing, vocabulary, and comprehension are emphasized. Students will examine and apply diagnostic tools used to assess, evaluate, and group students for differentiated literacy instruction. Field experience: 20 hours. Prerequisites: ED 500SL and ED 509. (3)

**ED 556 - Literacy Methods for Diverse Learners: Grades 3-6**

Using the Virginia Standards of Learning as the framework, the relationship among reading, writing, speaking, and listening in the context of a diverse grades 3-6 classroom will be explored. Various strategies for teaching spelling, writing, fluency, comprehension, and vocabulary and their integration into the curriculum are emphasized. Students will examine and apply diagnostic tools used to assess, evaluate, and group students for differentiated literacy instruction. Field experience: 20 hours. Prerequisites: ED 500SL and ED 509. (3)

**ED 557 - Social Studies and the Visual Arts**

This course provides an understanding of the knowledge, skills, and processes of history and the social science disciplines as defined by state and

national standards. It provides experiences and strategies for teaching and integrating the visual arts across the curriculum. One emphasis is the development of planning and assessment strategies that help teachers differentiate instruction through the use of multiple instructional models. A second emphasis is the development of strategies to help children understand their world through literature, art, music, drama, and dance. Field experience: 20 hours. Prerequisites: ED 500SL and ED 509. (3)

#### **ED 558 - Elementary Math Methods**

Methods for teaching elementary mathematics will be demonstrated with an emphasis on the use of technology as an instructional tool. Students will study techniques for designing and implementing mathematics lessons that develop knowledge and skills in mathematical concepts, computations, reasoning, and problem solving. Mathematics curricula and strategies for evaluating student performance will be addressed while identifying errors and misconceptions. Field experience: 10 hours. Prerequisites: ED 500SL and ED 509. (3)

#### **ED 559 - Elementary Science Methods**

Applied methods for teaching elementary science will be demonstrated using manipulatives, natural objects, technologies, and other tools of science and measurement. Students will study techniques in engineering and design and implement science lessons focused on project-based learning (PBL), an inquiry model. In addition, questioning strategies, safety in the science classroom, and appropriate assessment strategies will be addressed. Field experience: 10 hours. Prerequisites: ED 500SL and ED 509. (3)

#### **ED 560 - Summer Institute on International Affairs for Educators**

The purpose of the course is to enrich the mind and experience so that teachers can think globally. Teachers will explore how culture, migration, and globalization impact personal, regional, and national identities. Students will examine how technology and globalization have brought the world closer while deeply affecting one's sense of belonging to a certain group, state, and nation. Students will also discuss the relationship between culture, migration, globalization, and national security. (3)

#### **ED 563 - ESL/ESP: Curricula, Materials, and Tests**

Emphasizes English as a second language/English for special purposes. Develops skills for preparing

assessment materials and tests. Field experience: 10 hours. Prerequisite: ED 500SI. (3)

#### **ED 566 - Teaching Science in Secondary Schools (6-12)**

Students will integrate their content and professional and pedagogical knowledge and skills to devise learning experiences that are meaningful to secondary students. Utilizing investigations, central concepts of their content area, and inquiry, this course will allow students to practice skills and explore topics in curriculum, assessment, classroom procedures, materials, textbooks, and assignments. Incorporation of national, state, and technology standards as well as college- and career-ready performance expectations will be addressed. Field experience: 20 hours. Prerequisites: ED 500SL and ED 509. (3)

#### **ED 567 - Teaching History and Social Science in Secondary Schools (6-12)**

Students will integrate their content and pedagogical knowledge and skills to devise learning experiences that are meaningful to secondary students. Utilizing investigations, central concepts of their content area, and inquiry, this course will allow students to practice skills and explore topics in curriculum, assessment, classroom procedures, materials, textbooks, and assignments. Incorporation of national, state, and technology standards as well as college- and career-ready performance expectations will be addressed. Field experience: 20 hours. Prerequisites: ED 500SL and ED 509. (3)

#### **ED 568 - Teaching English in Secondary Schools (6-12)**

Students will integrate their content and pedagogical knowledge and skills to devise learning experiences that are meaningful to secondary students. Utilizing investigations, central concepts of their content area, and inquiry, this course will allow students to practice skills and explore topics in curriculum, assessment, classroom procedures, materials, textbooks, and assignments. Incorporation of national, state, and technology standards as well as college- and career-ready performance expectations will be addressed. Field experience: 20 hours. Prerequisites: ED 500SL and ED 509. (3)

#### **ED 569 - Teaching Mathematics in Secondary Schools (6-12)**

Students will integrate their content, professional, and pedagogical knowledge and skills to devise learning experiences that are meaningful to secondary students. Utilizing investigations, central concepts of their content

area, and inquiry, this course will allow students to practice skills and explore topics in curriculum, assessment, classroom procedures, materials, textbooks, and assignments. Incorporation of national, state, and technology standards as well as college- and career-ready performance expectations will be addressed. Field experience: 20 hours. Prerequisites: ED 500SL and ED 509. (3)

#### **ED 570E - Student Teaching: PK-6**

Supervised clinical experience in an elementary (grades PK-6) school site for 14 weeks. Readings, seminar sessions, and completion of a teacher work sample and professional portfolio are required. Corequisite: ED 552. Prerequisite: permission of ECE office. (6)

#### **ED 570S - Student Teaching: Secondary**

Supervised clinical experience in a school site, grades 6-12, for 14 weeks. Readings, seminar sessions, and completion of a teacher work sample and professional portfolio are required. Corequisite: ED 552. Prerequisite: permission of ECE office. (6)

#### **ED 570SE - Student Teaching: Special Education General Curriculum K-12**

Supervised clinical experiences in special education, general curriculum, at both the elementary and secondary levels for 14 weeks. Readings, seminar sessions, and completion of a teacher work sample and professional portfolio are required. Corequisite: ED 549. Prerequisite: permission of the ECE office. (6)

#### **ED 580 - Capstone: Curriculum and Instruction Program**

This course is designed as the capstone experience for Marymount's M.Ed. in curriculum and instruction non-licensure program. The course focuses on the practical application of the skills and strategies acquired and developed throughout the program. The capstone is intended to tie the student's professional goals and coursework with real-world applications and current research-based data. Students will present a professional portfolio documenting their ability to meet the standards set by Marymount's School of Education. (3)

#### **ED 581 - Foundations of American Education for School Leadership**

Surveys the historical, philosophical, theological, and sociological roots of American Catholic education in the context of education in general. Examines the ministry of Catholic school educators through tradition, history, mission, and current practice as well as their role in

evangelization, lifelong faith development, and building a school community. Prerequisite: admission to administration and supervision program. (3)

#### **ED 582 - Building School Community Relations**

Provides the knowledge, understanding, and application of the conditions and dynamics impacting a diverse school community. Participants develop an understanding of the primary role of a school leader in building school community relations. It also emphasizes ways to involve the entire school community, to put faith in action through social justice and prayer, and to build a school's Catholic identity based on its history, traditions, and rituals. Prerequisite: admission to administration and supervision program. (3)

#### **ED 583 - Administration in the Schools**

Examines the theories, research, and practices of leadership and management of educational organizations, such as motivation theory, decision making, effective communication, conflict resolution, consensus building, and personnel issues. The Catholic school administrator's role will be examined in relation to the various constituencies within the school community and daily operational activities. Prerequisite: admission to administration and supervision program. (3)

#### **ED 584 - Advanced Curriculum and Instruction for Educational Leadership**

Prepares educators with knowledge; understanding; and application of planning, assessment, and instructional leadership for roles in the K-12 school setting at the supervisory or administrative level. The emphasis of the course will be planning, implementation, and refinement of standards-based curriculum aligned with instruction, assessment, and instructional decisions as they affect the teaching and learning environment of the school with diverse cultural, ethnic, linguistic, religious, and special needs populations. The implications of current reform movements, issues, and trends in curriculum will be explored, including using principles of student motivation, growth, and development; gathering and analyzing data to develop and implement a school improvement plan; identifying competencies and target areas in need of attention; and integrating technology in curriculum and instruction. As part of the administration and supervision program, the course will also focus on providing leadership in school-wide curricula that incorporates religious education and Christian values in the curriculum. Prerequisite: admission to administration and supervision program. (3)



**ED 586 - Current Issues in Education**

Topics will vary and will address current trends and contemporary challenges facing school teachers and administrators, such as personnel, legal, safety, and current curriculum issues; standardized testing, including the Virginia Standards of Learning (SOLs); the use of technology and other issues related to the managerial, instructional, and spiritual dimensions of school leadership; and school/community relations. The curriculum has also been arranged to accommodate the specific and unique needs confronting Catholic school administrators in light of the needs and issues confronting any school principal today and in the future. Prerequisite: admission to administration and supervision program. (3)

**ED 587 - School Law**

Addresses legal issues applicable to both public and private schools: structures of the law; the legal process; and the legal rights and responsibilities of educators, parents, and students. Prerequisite: admission to administration and supervision program. (3)

**ED 588 - Educational Leadership and Supervision**

Examines leadership theories, principles of school supervision, and ministry while developing concepts, attitudes, values, and skills necessary to establish and maintain a school climate that fosters the teachings of the Catholic Church. Prerequisite: admission to administration and supervision program. (3)

**ED 589 - Fostering Moral and Ethical Development**

Studies the major theories of developmental psychology related to moral development with an emphasis on current research and best practices to promote ethical behavior within the particular dynamics of Catholic schools. Prerequisite: admission to administration and supervision program. (3)

**ED 591 - School Finance and Development**

Addresses effective strategies in business management, school plant management, budgeting, accounting, fiscal planning, and fundraising tasks of schools as well as those issues facing Catholic school administrators. Prerequisite: admission to administration and supervision program. (3)

**ED 592 - Administrative Issues in Special Education**

Examines the legal rights of all children to gain an appropriate educational experience and provides a variety of strategies for inclusion of children with

special needs and the celebration of diversity within the school community. Participants also identify the forces that drive Catholic schools to fully educate exceptional learners as well as the barriers that restrain them. Prerequisite: admission to administration and supervision program. (3)

**ED 593 - Project, Thesis, or Internship**

Provides a practical application of the skills and strategies acquired and developed throughout the administration and supervision program. The project and internship components will closely resemble real-world conditions encountered daily by practicing educational leaders. Students who select the thesis option will use high-quality writing skills to present issues that are well substantiated by current research-based data. Students seeking licensure must choose the internship. Prerequisite: admission to administration and supervision program. (6)

**ED 700 - Leading an Organization: Theory, Practice, and Reflection**

This course provides an overview of the theoretical framework for the practice of leadership in organizations leading to the application of theory and best practices in leadership practice. Students will also focus on specific leadership topics, such as strategic leadership, systems thinking, team leadership, change management, and developing others. The course will move back and forth between theory and practice and include opportunities for self-reflection and skill development. (3)

**ED 701 - Ethical Leadership and Social Justice**

This course focuses on issues and practical applications of ethical principles of leadership, which includes a review of the philosophical foundations as context for consideration of ethical issues and dilemmas. Toward this end, this course will evaluate the concept of justice in organizations and the changing demographics of our society, especially related to race and culture, gender, age, disability, and socioeconomic status. Emphasis will be placed on effective organizational management of diversity for social justice outcomes. (3)

**ED 702 - Transformative Leadership: Leading Organization Change**

The ability to transform and adapt as leaders to meet the demand of an ever-changing working environment is crucial. Continual growth and personal development are imperative for leaders to be successful in our complex global economy. This course facilitates the development

of self, organization, and community through enactment of adult learning theory as it relates to transformational leadership values. The scope of study includes analysis of transformational leadership theory and the development and implementation of leadership and change projects. (3)

#### **ED 703 - Approaches to Research Methods**

This writing-intensive course covers the foundations of enacting leadership content gained thus far for the purpose of locating, developing, analyzing, synthesizing, and constructing a sound literature review consistent with the research on the student's chosen research topic. The purpose of this course is to provide an introduction to the practice of research and research design. This course provides students with opportunities to develop skills that are essential for conducting research and completing a research project with a particular focus on reviewing literature and composing a literature review paper. Students will demonstrate the ability to discriminate among alternative research viewpoints; differentiate constituent parts of the review; assess and comment on theories, thoughts, ideas, concept proposals, and relevant literature; and construct a cogent and compelling literature review. (3)

#### **ED 704 - Professional Collaboration and Engagement**

The purpose of this course is to develop the leadership skills needed to initiate, build, evaluate, and sustain durable coalitions and community partnerships for effective collaboration. Tools and strategies that are necessary for leaders to guide a group, a team, or an organization through a collaborative process will be explored. Collaborative and ecological systems-thinking leadership perspectives will be emphasized as well as presentation and communication skills. (3)

#### **ED 705 - Integrating Learning Technologies to Transform Organizations**

Technology has demonstrated the potential to transform society and institutions. This course will examine how technology has affected educational and other systems to date and identify how technology applications could significantly improve the effectiveness of professional development, school and institutional management, and transparent communications. The knowledge acquired from this course will permit students to develop strategic plans and policy for technology use in their respective institutional systems. (3)

#### **ED 710 - Models of Leadership and Coaching**

This course offers a careful study of coaching and mentoring processes useful for empowering individuals and groups toward strategic growth. Instruction will be given on the process, approaches, benefits, and relationships of coaching. Various models of coaching will be discussed. This is an experiential course that provides students with an opportunity to learn and practice the art of conducting effective coaching conversations that can be applied to numerous workplace situations. (3)

#### **ED 711 - Challenges of Leadership: Conflict and Crisis Management**

This course engages students in a variety of activities designed to enhance their understanding of the leadership challenges that confront today's professionals. When a crisis occurs, institutional leaders are expected to respond and direct the process of recovery. This course merges literature on leadership and best practices in crisis management. (3)

#### **ED 712 - Program Evaluation and Decision Making**

Program evaluation is the systematic, data-based assessment of the performance of programs or policies that have been implemented. Its purpose is to provide valid findings to determine whether a particular program or policy is achieving its goals and whether it should be continued, improved, expanded, or curtailed. This course will expose students to a variety of "state of the art" research designs and related methodological tools useful for evaluating the impact of policies and programs. It will also provide students with the skills to efficiently and consistently make informed decisions using data to maintain awareness of organizational needs. (3)

#### **ED 713 - Applied Research Methods**

The course develops understandings of the principles, processes, and techniques used in social science research. This course provides the skills necessary to design and conduct systematic studies using quantitative and/or qualitative research methods. In addition, this class provides students the foundational knowledge and skills to critically critique and apply research. Students will further develop individual applied research by continuing to review the literature, articulating a theoretical framework, and continuing the quest to clearly focus the purpose of their study. Students will compete CITI training and IRB applications. Prerequisite: ED 703. (3)

**ED 714 - Global Leadership and Policy**

Leaders increasingly work across national borders and in multicultural environments. A leader's effectiveness depends on being able to understand and manage individual and collective behaviors in an intercultural context. The course will address leadership practices and theories within the contexts of countries around the world. An emphasis will be placed on developing cultural intelligence, building global context, and creating cross-boundary partnerships and networks. An optional international leadership experience will apply global perspectives to leadership practices. (3)

**ED 715 - Communicating Research Findings**

This course focuses on the design of research studies in applied settings. The design and implementation of mixed methodology research is contextualized in current issues and takes into account the practical constraints of the real world. Topics covered include the formulation of research questions/hypotheses, operational definitions of research constructs, sampling methods, experimental and quasi-experimental designs, threats to internal and external validity, psychometric and statistical methods, quantitative and qualitative inquiry, data analysis, and research report writing. Corequisite: ED 713 (recommended). (3)

**ED 800 - Administering Social and Human Capital**

People are the most valuable asset of any organization, but they are also the most unpredictable and the most difficult asset to manage. This course examines the processes an organization uses to attract, retain, motivate, and develop the best people for their jobs. The course will focus on organizational recruitment, employer value proposition, retention, engagement, identification, and development of high-potential employees, succession planning, and employee development. (3)

**ED 801 - Doctoral Seminar**

The purpose of this doctoral seminar is to coach and support doctoral students as they conduct a feasible, ethical, and valid research project. Students will meet regularly and work with a faculty adviser through the online platform to develop their capstone projects. In this portion of the capstone project, students will identify, introduce, and analyze a problem of practice, challenge, or complex phenomenon in an external organization. Students will investigate this problem and provide multiple forms of evidence that demonstrate a need to focus on the problem in the particular organizational context. Drawing upon program

coursework and their independent research, students will then design an intervention or process that implements learning, improvement, or change to solve the problem in an approach aligned with the organization's needs. They will present this first portion of their project to the organization and receive feedback. Prerequisites: permission of the program director. (3)

**ED 802 - Doctoral Project/Final Research Paper**

Students continue to meet and work with a faculty advisor as they incorporate feedback from the external organization on the proposed intervention, outline a system of evaluation for the recommended design, and integrate the content of the entire project into one narrative and final deliverable. While students are not required to implement the intervention, their final capstone project should provide a detailed plan and evaluation strategy that, backed by extensive research, would result in the expected improvement in the organization or successfully address the organization's challenges. Prerequisite: permission of the program director. (6)

**EN - English****EN 090 - Introduction to College Reading**

This is a developmental course in reading and study skills improvement with emphasis on vocabulary building, improved comprehension, effective note taking and study skills, and critical reading. A minimum grade of C- is necessary for successful completion of this course. Credits may not be applied toward any degree. (2)

**EN 100 - Introduction to College Writing**

A college-level course designed to develop writing skills through analysis of the writing process and the practice of a variety of techniques and strategies. Emphasis is on essay development based on personal experience and observation, and analysis of paragraph structure and organization as well as audience and purpose. A minimum grade of C- is necessary for successful completion of this course. It does not fulfill major or Liberal Arts Core requirements but counts as an elective. (2)

**EN 101 - Composition I**

This course focuses on the reading, writing, critical thinking, and research skills that students need to participate effectively in civic discussions and debates. The course explores topics of public significance, particularly those important to the DC metro area,

through firsthand research and an examination of new and traditional media. The course culminates in a project that contributes to the public discussion of a topic. A minimum grade of C- is required for enrollment in EN 102 and for graduation. Enrollment: self-placement or successful completion of EN 100. Liberal Arts Core /University Requirements Designation: WR. (3)

### **EN 102 - Composition II**

This course focuses on the reading, writing, critical thinking, and research skills students need to participate effectively in academic discussions and debates. The course explores topics in writing studies through an examination of primary and secondary sources. The course culminates in a position essay that contributes to an academic discussion of a topic. A minimum grade of C- is required for graduation. Prerequisite: EN 101 or equivalent. Liberal Arts Core/University Requirements Designation: WR. (3)

### **EN 105 - General Writing Workshop**

This workshop course exposes students to writing techniques and processes with a focus on the production and revision of student writing. Topics may vary. Repeatable course. (1-2)

### **EN 150 - Introduction to American Sign Language**

This course provides students with an introduction to American Sign Language, Deaf culture, and the Deaf community. Students will develop an understanding of visual gestural communication, American Sign Language — including basic signs and finger-spelling — and a social history of America's Deaf people. (3)

### **EN 200 - Approaches to Literary Study**

This course is an introduction to the essential elements of literary analysis and a variety of critical approaches to literature in poetry and prose. It cultivates an awareness of literary study as a discipline and the conventions of literary research and writing. It also develops and refines skills of close critical reading and logical argumentation. Open to English majors and minors only. English majors must earn a grade of C or better. Prerequisite: EN 102 or permission of school director. Liberal Arts Core/University Requirements Designation: DSINQ, WI. (3)

### **EN 202 - Global Literary Voices I**

This course is a survey of global voices, genres, cultural movements and traditions in world literature, ancient to

early modern. Prerequisite: EN 102 or permission of instructor. Liberal Arts Core/University Requirements Designation: LT-1. (3)

### **EN 204 - Global Literary Voices II**

This course is a survey of global voices, genres, cultural movements and traditions in world literature, early modern to contemporary. Prerequisite: EN 102 or permission of instructor. Liberal Arts Core/University Requirements Designation: GP, LT-1. (3)

### **EN 207 - Theater History**

This course is a study of selected periods in the development of theater from the ancient world to the 20th century. It introduces students to key theatrical traditions across cultures by focusing on the material contexts of performance in addition to plays as written texts. Prerequisite: EN 102 or permission of instructor. Liberal Arts Core/University Requirements Designation: LT-1. (3)

### **EN 208 - Digital Approaches to Literature**

This course is an introduction to the study of literature enhanced by digital approaches. Students must be comfortable using computers and engaging with new technology in a self-directed way. Prerequisite: EN 102. Liberal Arts Core/University Requirements Designation: LT-1, INQ. (3)

### **EN 210 - Gender and Sexuality in Literature and Culture**

This course is an introductory study of how literary and other texts depict gender and sexuality. Period, genre, and place varies by instructor. Prerequisite: EN 102. Liberal Arts Core/University Requirements Designation: LT-1. (3)

### **EN 211 - Principles of Language**

This course is an investigation of basic constructs and subsystems of English structure as described by grammarians of various theoretical persuasions. (3)

### **EN 212 - Topics in Acting**

This course is an introduction to the stylistic and technical elements of performance. Each semester will focus on the craft of acting for a specific performance medium (stage, screen, live digital webcast). Emphasis is on analysis of performance styles, history, and methodologies. This workshop course requires the production and critique of student performance. Repeatable course, provided the student selects different topics. (3)

**EN 220 - The Movie or the Book? Narrative Adaptation in the Cinema**

This course is a study of narrative strategies in film, looking both at adaptations of the narrative from print to film and at film genres. Films will be examined from a literary perspective, including an introduction to the vocabulary of film studies from various theoretical backgrounds, such as feminism, genre studies, and multiculturalism. Special attention is given to how the choice of media affects storytelling and how visual narratives differ from, or derive from, textual narratives. Prerequisite: EN 102 or permission of instructor. (Also listed as IS 220.) Liberal Arts Core/University Requirements Designation: LT-1. (3)

**EN 225 - Heroes, Antiheroes, and Superheroes**

This course is a study of the "hero" and "superhero" models in European and American literature. Emphasis is placed on the various heroic codes both as literature and as embodiments of popular visions, ideals, and desires of different eras. Prerequisite: EN 102 or permission of instructor. Liberal Arts Core/University Requirements Designation: LT-1. (3)

**EN 227 - Short Fiction**

This course is an introduction to the formal study of fiction with emphasis on the short story and short novel. Prerequisite: EN 102 or permission of instructor. Liberal Arts Core/University Requirements Designation: LT-1. (3)

**EN 228 - The Experience of Poetry**

This course is an introduction to the formal, stylistic, and thematic elements of poetry in relation to a particular topic. It will explore poetry by diverse writers from various time periods with a focus on developing skills of critical reading, textual analysis, and written communication. Students may enroll in this course more than once under different topics. Prerequisite: EN 102 or permission of instructor. Liberal Arts Core/University Requirements Designation: LT-1. (3)

**EN 230 - American Voices**

This course is a survey of literature that challenges assumptions about American identity and its relations to race, culture, class, ethnicity, and/or gender. Emphasis is on themes of identity, otherness, marginalization and empowerment, and/or assimilation and resistance. The course is repeatable for credit under different themes. Prerequisite: EN 102 or permission of instructor. Liberal Arts Core/University Requirements Designation: LT-1. (3)

**EN 231 - Literature of the British Isles**

This course introduces students to a variety of voices, genres, cultural movements and traditions in British literature, medieval to contemporary. The course is repeatable for credit under different themes. Prerequisite: EN 102 or permission of instructor. Liberal Arts Core/University Requirements Designation: LT-1. (3)

**EN 235 - Digital and Nonlinear Storytelling**

This course examines the act of storytelling through digital, multimodal, and/or non-linear means. Students both analyze literature using tools of digital storytelling and create their own digital stories to understand course content. Digital writing and narrative design students must earn a minimum grade of C. Prerequisite: EN 102. Liberal Arts Core/University Requirements Designation: LT-1, DSINQ. (3)

**EN 240 - Introduction to Film and Visual Studies**

This course is an introduction to the core concepts, methods, and vocabularies of film study and visual analysis. It is required for all students enrolled in the interdisciplinary media and performance studies minor or the media and performance studies concentration of the English major. These students must earn a grade of C or better. Prerequisite: EN 102 or permission of instructor. (Also listed as IS 240.) Liberal Arts Core/University Requirements Designation: LT-1, DSINQ, WI. (3)

**EN 245 - Worldbuilding: Science Fiction and Fantasy**

This course is a study of the genres of science fiction and fantasy as acts of world building. This course introduces students to key concepts, themes, and aesthetic elements of speculative fiction while examining the ways in which these stories imagine and reimagine the world. Prerequisite: EN 102 or permission of instructor. Liberal Arts Core/University Requirements Designation: LT-1. (3)

**EN 270 - Approaches to Creative Writing**

This course is an introduction to the stylistic and technical elements of fiction, poetry, creative nonfiction, and writing for performance through close readings of professional examples and writing exercises. This workshop course focuses on the production, critique, and revision of student writing. Prerequisite: EN 102. Liberal Arts Core/University Requirements Designation: WI. (3)

**EN 301 - The Writing Process: Theory and Practice**

A study of traditional and contemporary composition theory stressing the connection between writing and learning. This workshop/portfolio writing course provides opportunities for revision and peer review and culminates in a self-study informed by current research in writing. English majors must earn a grade of C or better. Prerequisite: EN-102. Liberal Arts Core/University Requirements Designation: DSINQ, WI. (3)

**EN 303 - Literary Nonfiction**

An in-depth study of literary nonfiction with attention to stylistic and technical elements and/or topical concerns of the genre. This course is provided in a workshop format, focusing on production, critique, and revision of student work, supplemented by assigned readings. Prerequisite: junior/senior status or permission of instructor and EN 102. Liberal Arts Core/University Requirements Designation: WI. (3)

**EN 305 - Topics in Creative Writing**

An in-depth study of the stylistic and technical elements of one or more of the genres of creative writing (poetry, fiction, or writing for performance) through close analysis of professional examples and practice of the craft in a workshop format. Prerequisite: EN 102. Liberal Arts Core/University Requirements Designation: WI. (3)

**EN 308 - Style and Revision**

An advanced writing workshop exploring the effects of style on revision and enabling students to analyze and perfect their own writing styles. Style includes the principles of clear and fluid sentence-level prose as well as the connection between sentence-level choices and an author's voice. Students will apply the guidelines of well-known style manuals and analyze and imitate the distinctive styles of prominent writers. English majors must earn a minimum grade of C. Prerequisite: EN 102. Liberal Arts Core/University Requirements Designation: WI. (3)

**EN 321 - Modern Drama**

A critical study of the development of modern drama from the 19th century to the present. The course includes a study of major modern dramatic movements such as realism, expressionism, black arts, and postmodern performance art. Prerequisite: EN 102 or permission of instructor. Liberal Arts Core/University Requirements Designation: DSINQ, LT-2, WI. (3)

**EN 322 - 19th Century British Literature: Self, Community, and the World**

An in-depth study of selected texts from the Romantic and Victorian periods that will examine literary movements and techniques in the context of the history and culture of the time. Topics addressed may include gender, sexuality, race, class, social justice movements, spirituality, and imperialism. Prerequisite: EN 102 or permission of instructor. Liberal Arts Core/University Requirements Designation: LT-2. (3)

**EN 326 - Literature and Environments**

A detailed study of literary depictions of various environments. Texts may touch on climate change, sustainable practices, nonhuman animals, built environments, agriculture, environmental justice, apocalyptic futures, etc. Period, genre, and place varies by instructor. Prerequisite: EN 102. Liberal Arts Core/University Requirements Designation: LT-2, WI. (3)

**EN 330 - Chaucer and the Courtly Love Tradition**

A study of England's master medieval poet in the context of a major literary current of the late medieval world. Exploration of the origins and major themes of courtly love poetry and a close study of selected *Canterbury Tales* and of *Troilus and Criseyde*. Prerequisite: EN 102 or permission of instructor. Liberal Arts Core/University Requirements Designation: LT-2. (3)

**EN 340 - Major Women Writers**

A study of the emergence and creative achievements of key women writers. Prerequisite: EN 102 or permission of instructor. Liberal Arts Core/University Requirements Designation: LT-2, WI. (3)

**EN 345 - Ethnic Literary Traditions**

An in-depth study of ethnic literature(s) that focuses on one or two ethnic groups and interrogates identity through literary production. Assumptions about race, culture, gender, and sexuality may be addressed. Topics will vary by instructor but may include Latina/o literature, African American literature, transatlantic slavery and pirates, or others. Prerequisite: EN 102 or permission of instructor. Liberal Arts Core/University Requirements Designation: LT-2, WI. (3)

**EN 350 - The American Dream**

An exploration of the American dream of success and its manifestation in various genres of American

literature. Prerequisite: EN 102 or permission of instructor. Liberal Arts Core/University Requirements Designation: LT-2, WI. (3)

### **EN 351 - Literature of Childhood and Adolescence**

An examination of the images of childhood, adolescence, and maturity projected by 19th- and 20th-century writers and the definitions of innocence and experience these images imply. Prerequisite: EN 102 or permission of instructor. Liberal Arts Core/University Requirements Designation: LT-2. (3)

### **EN 355 - Shakespeare**

An introduction to Shakespeare with a focus on reading and analyzing Shakespeare's language as well as considering Shakespeare in a cultural context. May include the study of Shakespeare adaptations and/or Shakespeare in performance. Prerequisite: EN 102 or permission of instructor. Liberal Arts Core/University Requirements Designation: LT-2. (3)

### **EN 357 - Topics in Literature Before 1800**

An in-depth study of selected texts and topics in literature from 1300 to 1800 with a focus on aesthetic analysis and cultural context. Open to juniors and seniors, and to others with the consent of the instructor. Prerequisite: EN 102 or permission of instructor. Liberal Arts Core/University Requirements Designation: LT-2. (3)

### **EN 360 - Book Histories, Book Futures**

Explores major developments in the history of the book from the scroll to the web and examines how literature expresses meaning according to this material history. Students will produce books of their own to help understand course content. Prerequisite: EN 102. Liberal Arts Core/University Requirements Designation: LT-2, DSINQ. (3)

### **EN 385 - Approaches to Teaching Secondary English**

Prepares the student to teach English at the secondary level by integrating content mastery with effective pedagogical strategies. Field experience: 20 hours. Prerequisites: ED 200SL and ED 327. (3)

### **EN 390 - Digital Projects in the Humanities**

A topics course featuring hands-on work with selected projects in digital humanities. Class can be repeated for credit under different topics. Prerequisite: EN 102. Liberal Arts Core/University Requirements Designation: DSINQ. (1-3)

### **EN 400 - Internship**

Students with 75 credits or more may register for an internship in cooperating government, business, education, research, or media communications agencies in the Washington metropolitan area under the supervision of an instructor. This course is repeatable for elective credit. Prerequisite: permission of the dean of the School of Design, Arts, and Humanities. Liberal Arts Core/University Requirements Designation: EXP. (3-6)

### **EN 421 - Project**

An investigation of a selected topic in literature or linguistics. The project is intended to demonstrate an ability to conduct independent research and present the results in writing of commendable quality. Prerequisite: permission of the dean of Arts and Sciences. (3)

### **EN 424 - Senior Seminar**

An intensive study of a selected literary genre, movement, or period from either British or American literature. Students produce a research seminar paper related to the topic studied. Required of senior English majors; other students may enroll with permission of the instructor. English majors must earn a grade of C or better. Prerequisite: EN 102. Liberal Arts Core/University Requirements Designation: DSINQ, WI. (3)

### **EN 426 - Studies in the Novel**

A topics course on the novel focusing on various issues and themes in the genre. Content varies, depending on instructor. Repeatable course, provided there is no significant overlap in content. Prerequisite: EN 102 or permission of instructor. Liberal Arts Core/University Requirements Designation: LT-2, WI. (3)

### **EN 428 - Studies in Contemporary Literature**

A topics course in contemporary literature focusing on major trends in literature and theory since World War II and exploring the relationship of literary, history, and contemporary culture. Content varies, depending on instructor. Repeatable course, provided the student selects different topics. Prerequisite: EN 102 or permission of instructor. Liberal Arts Core/University Requirements Designation: LT-2. (3)

### **EN 429 - Studies in Performance**

A topics course in performance studies focusing on a major issue, theme, or development in theater and/or film. The course explores the relationships among text,

medium, performance, and audience. Students will examine both the theoretical and cultural contexts that affect performance. Content varies, depending on instructor. Repeatable course, provided the student selects different topics. Prerequisite: EN 102 or permission of instructor. Liberal Arts Core/University Requirements Designation: DSINQ, LT-2, WI. (3)

#### **EN 433 - Research**

A student in this course will conduct collaborative research (scholarly work leading to new knowledge) under the direction of a faculty member. Prerequisite: application and approval of school director. Liberal Arts Core/University Requirements Designation: EXP. (1-6)

#### **EN 490 - Major Author(s)**

An in-depth study of one or two major writers. The author(s) will be announced in the course schedule. Repeatable course, provided the student selects different authors. Prerequisites: EN 102 and EN 200, or permission of instructor. Liberal Arts Core/University Requirements Designation: DSINQ, LT-2, WI. (3)

#### **EN 501 - Building Textual Interpretation**

This course familiarizes students with the processes of critical analysis and scholarly research at the graduate level by examining texts — both the read and the written — as constructed texts. It emphasizes two skill sets necessary for graduate-level work in literature and cultural studies: the first set focuses on the key building blocks of critical and textual analysis; the second relates to bibliographic and research methodologies, drawing where possible on the wealth of resources in the Washington, DC, metropolitan area. (3)

#### **EN 520 - Seminar in Literature, pre-1800**

This is a topics course that will provide an in-depth study of a specific literary movement or theme during a time period before 1800. The course may examine works from various genres within a given literary movement or time period, or delve deeply into a specific issue or topic relative to its cultural moment or style. Students will study these works within their critical and historical context. Specific topics will rotate, and the course may be taken more than once provided the student selects different literary topics. (3)

#### **EN 525 - Seminar in Literature, post-1800**

This is a topics course that will provide an in-depth study of a specific literary movement or theme after 1800. The course may examine works from several genres within a given literary movement or time period,

study a specific work or works within their critical and historical contexts, or delve into a focused topic relative to its cultural moment or style. Specific topics will rotate, and the course may be taken more than once provided the student selects different literary topics. (3)

#### **EN 551 - Composition: Theory and Practice**

This course provides a theoretical and practical overview of the teaching of composition. Students read and respond to theories of composition as well as to central debates in the field. They study the composition practices of a single classroom while reflecting on their own experiences as academic writers. The course culminates in a research paper that synthesizes and analyzes current research on one issue in the field of composition and in a teaching portfolio that includes course materials and teaching philosophy. (3)

#### **EN 554 - Applied Grammar**

This course involves an analysis of contemporary English grammar that investigates meaning in written and oral discourse. Emphasis is given to the application of English grammar in second-language learning. (3)

#### **EN 558 - History of the English Language**

This course traces the development of English from its Anglo-Saxon roots to its present-day form. (3)

#### **EN 559 - Studies in Creative Writing**

This course involves an investigation into the stylistic, theoretical, and technical elements of several creative genres, such as fiction, poetry, creative nonfiction, and/or writing for performance, through contemporary literature, literary theory, and writing exercises. This course is provided in both a seminar and workshop format. It concentrates on the analysis of contemporary literature as well as the production, critique, and revision of student writing. It may be taken more than once provided that the course content changes. (3)

#### **EN 560 - Topics in Performance**

This topics course will provide an in-depth study of a specific performance moment, style, or theme. The course may focus on dramatic, cinematic, or performative movements or time periods, or explore modes of performance and creativity in a broader context. Specific topics will rotate, and the course may be taken more than once provided the student selects different topics. (3)



**EN 561 - Topics in Composition**

Provides an in-depth study of one issue important to the field of composition studies. The course will examine the historical significance of this issue as well as its current theoretical and pedagogical debates. Special attention will be paid to analyzing research studies about the issue. Specific topics will rotate, and the course may be taken more than once provided the student selects different topics. (3)

**EN 571 - Technology for Literature and Writing**

In this course, students will explore and evaluate a range of technologies that impact writing pedagogy, literary analysis, and how knowledge is shared with others. Students will analyze key theories and debates about the promise and dangers of using technology in English pedagogy and scholarship. This course combines theoretical foundations with practical application. (3)

**EN 575 - Proposal Writing**

This course provides the skills and knowledge required to prepare proposals for large projects such as a practicum, a thesis, conferences, or grants. The course emphasizes professional skills in research, proposal writing, and presentation. Areas of focus include developing an effective writing process, organizing research and bibliographies, editing and revision, and locating appropriate venues for research presentation, funding, or publication. (3)

**EN 580 - Independent Study**

This course gives students the opportunity to pursue in-depth, and under the direction of a faculty member, a topic in literature and/or language for which no formal course is available. Topics and proposals must be approved by the program director of English and humanities. (3)

**EN 590 - Major Author(s)**

This course provides an in-depth study of one or two major writers. Author(s) will be announced in the course schedule. This course may be taken more than once provided that the student selects different authors. (3)

**EN 690 - Practicum**

This course serves as a capstone experience for students pursuing the master's degree for career enhancement or career change rather than as a basis for further advanced study. It provides students with an opportunity to apply and extend the skills and knowledge developed in their graduate courses and to foster increased self-knowledge

and reflection on their career goals and on their strengths and weaknesses. Students will complete 120 hours of work with an area cultural institution, keep an experiential journal and or/portfolio, craft a reflective essay, and present publicly on their experience. (3)

**EN 695 - Master's Project**

This capstone course offers the student an opportunity to write a substantial and original critical/interpretive paper in literary and/or linguistic studies and to present its main features to an audience of peers and faculty members. This paper should draw on various aspects of the student's previous studies. Students who do not fulfill all of the course requirements and are not eligible for an incomplete will receive an IP grade. Students must register for EN 695C and pay a registration fee. The continuation carries no credit, and it may only be taken twice. (3)

**ENT - Entrepreneurship****ENT 301 - Entrepreneurship: The Principles**

This course covers the principles behind entrepreneurship, whether the student wishes to create their own business or use their innovation within a corporate environment, highlighting the differences between entrepreneurship and intrapreneurship. It discusses the entrepreneurial mindset and the process of design thinking. Entrepreneurs in a variety of fields, from all over the globe, are studied and the lessons learned analyzed. Leadership approaches, funding options, and the basics of a business plan are all explored. Prerequisite: EN 102. (3)

**ENT 302 - Entrepreneurship: Ideation**

This course focuses on the idea itself. It examines creativity and how that idea can be developed into a business proposition. Topics address creativity, identifying and analyzing entrepreneurial opportunities, identifying U.S. and global opportunities, and protecting the idea and other legal issues. Students are encouraged to bring their own ideas and develop them, or topics suggested by the professor, into a solid business idea. Prerequisite: EN 102. (3)

**ENT 401 - Entrepreneurship: Creating and Starting a New Venture**

This course addresses whether an idea is economically viable, how one would drive customers to this business, and how the business would be organized. This addresses "the numbers" (i.e., finance); how to identify and create a substantial customer base (i.e., marketing);

and how this venture might be organized (i.e., management). It examines accounting, finance, marketing, and management concepts as they apply to developing a business plan and starting the venture. Students develop an idea and present the business plan, including marketing, organizational, and financial components. Prerequisite: ENT 302. (3)

### **ENT 402 - Entrepreneurship: Funding, Launching, Growing, and Exiting the Venture**

This course addresses the financial and leadership concepts needed to fund a venture, initially and as it grows, and to lead a successful organization as it matures. Topics include sources of capital, including venture capital; risk capital; the launch; strategies for growth and scaling, including employment strategies; and financial sources for subsequent growth. The course also covers exit strategies, including acquisition and going public. Students present their project to venture capitalists. Prerequisite: ENT 401 or FIN 301. (3)

## **FD - Fashion Design**

### **FD 102 - Sample Room Techniques**

A study and application of the principles of garment construction. The course emphasizes application techniques for various fabrics and production methods for basic styles. (3)

### **FD 103 - Apparel Design I**

Execution of fashion designs through the flat pattern method. The course teaches the rudiments of draping. Prerequisite: Grade of C or better in FD 102. (3)

### **FD 111 - Fashion Apparel and Accessory Coordination**

Students will examine and produce fashion apparel and accessory coordination (styling) for window and interior retail display, print and digital formats, runways, entertainment, and images. (3)

### **FD 204 - Methods in Fashion Construction**

Applying technical skills to a creative process, this course teaches students advanced techniques of flat pattern making, draping, tailoring couture techniques in garment construction. Prerequisite: a grade C or better in FD 103. (3)

### **FD 251 - Textiles**

A study of fibers and fabric of both natural and synthetic origins. The course includes an analysis of the use and care of textiles, design applications, and

finishing. Emphasis on the use of textiles for fashion. (3)

### **FD 265 - Fashion Illustration I**

An analysis and application of techniques for drawing the fashion figure and related apparel. The course includes projects designed to develop technical drawings and illustrations suitable for presentation purposes. Prerequisite: ART 105 or permission of the instructor. Liberal Arts Core/University Requirements Designation: DSINQ. (3)

### **FD 275 - Fashion Illustration II**

The course highlights hand drawing skills learned in fashion illustration I and incorporates the visual communication process into multiple digital and CAD formats. The course introduces various visual skills for the communication of fashion garments and the integration of textile designs. Students will learn to create hybrid, digital and CAD drawings for fashion figures, textile and garment design, specification drawings and pattern development. Prerequisite: Grade of C or better in FD 265. (3)

### **FD 305 - Draping**

Advanced study in the use of the draping method. Design concepts are developed to final, well-constructed original creations. Prerequisite: a grade of C or better in FD 204 (3)

### **FD 306 - Apparel Design II**

Exploration of advanced flat pattern techniques. Teaches design students the theory of drafting clothing patterns based on sets of body measurements and the theory of grading patterns. Prerequisite: Grade of C or better in FD 305. Liberal Arts Core/University Requirements Designation: DSINQ. (3)

### **FD 307 - Product Development I**

Focuses on technical product development through the evaluation of garment quality from construction standards to appropriate textile choice, mass production processes, and pricing. Covers technical apparel design skills, including the writing of specifications, for industrial garment production. Students must achieve a minimum grade of C. Prerequisite: Grade of C or better in GMD 200 or GMD 308. (3)

### **FD 355 - CAD/CAM Fashion Design Fundamentals**

Students utilize Gerber's Accumark Pattern Design Software to manipulate patterns for made-to-measure geometries, basic grading, digitizing, marker making

and plotting. Prerequisites: Grade of C or better in FD 204. (3)

### **FD 361 - Survey of Fashion**

An analysis of fashion: its function, history, and relation to modern economy. The course covers the principles of fashion change, fashion terminology, and the development of fashions and accessories from ancient Egypt to the present. Prerequisite: EN 102 with a grade of C- or better. University Requirements Designation: WI. (3)

### **FD 400 - Internship**

Fashion design and merchandising students may register for three (3) credits in a field experience in the fashion industry. Appropriate settings include manufacturers, specialty stores, and department stores. The internship is monitored by a faculty member. Prerequisite: Junior status (60+ credit hours completed toward degree). Liberal Arts Core/University Requirements Designation: EXP. (3)

### **FD 407 - Product Development II**

Investigation of the process by which an apparel product is launched in the marketplace from the design and merchandising perspectives, including research, testing, financial planning, and marketing. Prerequisite: a grade of C or better in FD 307. Liberal Arts Core/University Requirements Designation: DSINQ. (3)

### **FD 408 - Advanced Problems in Fashion Design I**

Examines fashion design as both process and product. Students learn to integrate the elements of visual design, methods of pattern making, and the use of special fabrics. Prerequisite: Grade of C or better in FD 306 and senior standing (90 earned credits). (3)

### **FD 409 - Advanced Problems in Fashion Design II**

A continuation of the advanced projects started in FD 408. Students create a line of garments suited to a specific market. Prerequisite: Grade of C or better in FD 408 and senior standing (90 earned credits). (3)

### **FD 414 - Fashion Show Production**

The development of advanced planning required for a dramatized fashion show. Students will develop strategies for advertising and publicity, budgeting, floor plans, stage and program designs, and targeting an appropriate market. Students plan lighting and sound, choreograph routines, and produce the fashion show. Students may take this course more than once for credit. Prerequisite: Grade of C or better in VIS 121. (3)

### **FD 421 - Project**

An investigation of a selected topic in the major emphasis area under the direction of a faculty advisor. The project is intended to develop independent research capabilities and presentation techniques for fashion design or fashion merchandising. Prerequisite: permission of the College of Business, Innovation, Leadership, and Technology Dean's Office. (3-6)

### **FD 433 - Research**

A student in this course will conduct collaborative research (scholarly work leading to new knowledge) under the direction of a faculty member. Prerequisite: application and approval of the College of Business, Innovation, Leadership, and Technology Dean's Office. Liberal Arts Core/University Requirements Designation: EXP. (1-6)

### **FD 485 - Senior Design Research and Development**

Students will research the various markets within the fashion industry and choose one major area of focus. They will utilize the study of target markets, price points, demographics, and customer profiles to create a concept journal for the basic foundation of their senior portfolio. Students will research sources of inspiration in order to develop mood boards, fashion illustrations, technical sketches, and fabric swatches in preparation for Senior Fashion Design Portfolio and the creation of their senior lines. Students must achieve a minimum grade of C. Prerequisite: A grade of C- or better in EN 102 and a grade C or better in FD 275 and FD 307. University Requirements Designation: WI. (3)

### **FD 495 - Senior Fashion Design Portfolio**

Design for different markets is integrated with fashion presentations. Students create a portfolio for entry into the industry. Prerequisite: grade of C or better in FD 485. (3)

## **FIN - Finance**

### **FIN 200 - Personal Finance**

This course's goal is to help students make better personal financial decisions. Concepts covered include time value of money; organizing financial statements; and managing personal budgets, assets, liabilities, and insurance and retirement plans. Helps students develop a good understanding of personal financial planning and the functioning of financial markets as a whole. This course does not fulfill a specialty requirement for

B.B.A. students. Prerequisite: MA 119 or higher-numbered mathematics course. (3)

### **FIN 301 - Financial Management**

The fundamentals of business finance, including financial analysis, planning, and control; management of working capital; analysis of long-term investment opportunities; and examination of internal and external sources of financing. Prerequisites: ACT 202, ACT 202L, and co- or prerequisite MA 132. (3)

### **FIN 334 - Investments**

Survey of commercial and government investments with emphasis on understanding investment markets, primarily the stock exchanges. Prerequisites: FIN 301 with a minimum grade of C and co- or prerequisite of DATA 300. (3)

### **FIN 362 - Intermediate Financial Management**

A case study approach to corporate financial problems. The cases provide the basis for class discussion on the approach to financial problem solving. Prerequisites: FIN 301 with a minimum grade of C and co- or prerequisite DATA 300. (3)

### **FIN 400 - Senior Seminar in Finance**

An opportunity for assisted self-directed study of a topic of interest. The study will culminate in a paper and oral presentation. Prerequisites: FIN 334, FIN 362, ECO 332, and FIN 485 with a minimum grade of C in each class, and senior status. Liberal Arts Core/University Requirements Designation: WI. (3)

### **FIN 425 - Applied Portfolio Management**

This course utilizes theoretical fundamental valuation of financial securities and modern portfolio theory to make investment decisions. Using these investment approaches will enable students to build a virtual portfolio that they will manage. Investment decisions will be thoroughly reviewed. Prerequisites: FIN 334 with a minimum grade of C or permission of instructor, and co- or prerequisite FIN 362. (3)

### **FIN 485 - International Finance**

Develops a conceptual framework for the analysis of financial decisions of the multinational firm. Topics include foreign exchange markets, foreign exchange risk management, parity conditions in international finance, foreign investment analysis, political risk, and financial management of the multinational corporation. Prerequisite: FIN 301 with a minimum grade of C.

Liberal Arts Core/University Requirements Designation: GP. (3)

### **FIN 488 - Seminar in Corporate Finance**

This course focuses on empirical research in corporate finance. It enables students to develop research skills and engage in the practical application of selected corporate finance theories. It integrates corporate finance theories to real-world applications. The course requires knowledge in domestic and international financial management. The passing grade for this course is a C. Prerequisite: FIN 485 with a minimum grade of C or instructor approval. FIN 362 is recommended with a minimum grade of C. (3)

### **FIN 500 - Key Financial Concepts for Managers**

Provides students with a working vocabulary of financial terms, an understanding of corporate financial statements, and familiarity with basic accounting practices. The course provides an introduction to the techniques of financial planning and budgeting. This course may not be used by students in the M.B.A. program to meet any program requirements. (3)

## **FLP - Forensic and Legal Psychology**

### **FLP 501 - Bases of Psychopathology**

Examines various contemporary views of abnormal behavior, such as the medical, behavioristic, and humanistic models, and theories of personality. Disorders are examined in terms of individual, biological, and socially causative factors. (Also listed as CE 501.) (3)

### **FLP 502 - Research Methods**

This course will provide students with a detailed understanding of how to conduct research in the social sciences. Students will gain knowledge of how to operationally define a research question, apply various types of research design, address ethical issues that arise in research, and effectively critique published research. Additionally, students will gain an understanding of the relation between various research designs and statistical analysis to improve their ability to understand and apply published research. (3)

### **FLP 503 - Statistics**

This course will provide students with a detailed understanding of univariate statistics as well as an introduction to common multivariate statistics. Students will gain knowledge of how to effectively utilize SPSS to create databases, conduct analysis, and interpret

output for the various analyses covered in class. Additionally, students will gain an understanding of the concepts that underlie the various analyses discussed to further their knowledge regarding why particular analyses are utilized and under which conditions a particular analysis would be appropriate. Finally, students will apply this knowledge to assigned readings to further their ability to critically analyze research. (3)

#### **FLP 511 - Legal and Investigative Psychology**

Examines the role of psychological research and knowledge as it pertains to contemporary issues within the legal and law enforcement systems. Particular focus will be on the application of experimental areas of psychology (e.g., social, cognitive, physiological) to topics such as witness memory and identification, investigative interviewing, deception detection, false confessions, and juries. (3)

#### **FLP 512 - Issues in the American Legal System**

Designed to introduce the logic of legal reasoning and to analyze the interaction between legal and psychological thinking. Students will study the U.S. Constitution and selected major court opinions. They will examine the structure of the American adversary system, debate its strengths, and propose solutions to its problems. Prerequisites: 9 credits in FLP. Recommended: FLP 511. (3)

#### **FLP 515 - Death Penalty and Mitigation**

Students will learn about death penalty cases in the American legal system. The course will emphasize identification of the humanity within capital defendants and the presentation of mitigation evidence. Trial procedures, effective representation, mental health issues, cultural competence, victim concerns, and problems of vicarious trauma will be addressed. (3)

#### **FLP 520 - Wrongful Convictions: Case Analysis**

Provides students with the opportunity to examine an actual current case of possible wrongful conviction for homicide using state-of-the-art research and investigative techniques. With the help of law enforcement experts, students examine the crime scene, the prosecution and defense arguments, witness testimony, police conduct, and the psychological status of the convicted individual. At the end of the class, students provide a written analysis of the case, which is provided to the client's attorney(s). (3)

#### **FLP 526 - Field Experience in Criminal Court**

Offers the student an opportunity to spend a significant amount of time observing in criminal court under the mentorship of a judge. Students will study trial advocacy (the parts of the trial; effective advocacy; and the role of the lawyers, judges, parties, and witnesses) and critically evaluate the court system. Students will have the opportunity to talk with judges and attorneys on a regular basis. Prerequisite: 15 credits in FLP. (3)

#### **FLP 527 - Psychology, Public Policy, and Law**

Introduces the student to issues in the development and implementation of public policy in the legal system, with special emphasis on the role of psychological knowledge. The course will acquaint the student with theoretical issues of policy development and the basics of the legislative process as well as provide an opportunity to work on a selected policy issue. (3)

#### **FLP 531 - Psychology of Criminal Behavior**

Provides a foundational understanding of the origins and consequences of criminal behavior, including biological, cognitive, behavioral, psychosocial, and developmental perspectives. Also explores theories of social deviance, cultural biases, and the underpinnings of aggression. (3)

#### **FLP 533 - Psychology of Sexual Violence and Exploitation**

Provides a foundational understanding of the origins and consequences of sexual abuse, sexual violence, prostitution, trafficking, and sexual exploitation from psychological, social, and legal perspectives. (3)

#### **FLP 534 - Substance Use and Abuse: Treatment and Legal Responses**

This course addresses substance use and abuse from a supply and demand perspective. The course reviews major classes of abused substances and their psychoactive and addictive properties. Information on illicit production and distribution of abused substances is examined, and current laws regulating substance use are reviewed. Connections between substance use and crime are explored, and evidence-based responses to substance abuse from both the legal and mental health systems are highlighted.

#### **FLP 536 - Victims of Interpersonal Violence**

An examination of contemporary victimology as it relates to physical violence in personal relationships. The course's emphasis on current theory and practice with respect to violent behavior and governmental and

organizational treatment of victims will assist students in becoming aware of victims' unique plight in American society. This course examines physical violence in American families, including spouse, child, and elder abuse and other forms of interpersonal harm. (3)

#### **FLP 540 - Forensic Assessment**

This course will develop students' capacity and competence to analyze and understand the psychological assessments most frequently required in forensic settings. Students will become familiar with test administration and interpretation as well as test design, methodology, and standardization data on a variety of assessment tools. Prerequisite or Corequisite: FLP 501 (or CE 501 if a dual FLP/CMHC student). (3)

#### **FLP 552 - Psychology of Law Enforcement**

Provides students with a foundational understanding of how psychology is applied to law enforcement, specifically the role of the psychologist and the use of psychological principles and knowledge in law enforcement agencies. Traditional roles of the psychologist, as well as contemporary functions, will be addressed. (3)

#### **FLP 555 - Individual Profiling: International and Political**

This course is designed to provide an overview of theory, research, and application in the core areas of forensic individual psychology as it pertains to the interdisciplinary behavioral science of psychological profiling and assessments of individuals and political leaders in a variety of situations. In addition, it covers aspects of the field of psychological operations and the role of culture and religion in personality profiling. The course offers a broad and general foundation in the terms and concepts of individual and political psychological assessments used by major government intelligence and law enforcement agencies. It is intended to familiarize the student with real-world operations. Finally, the course will provide students with the skills associated with the critical thinking and analysis needed when conducting individual profiles and/or assessments. (3)

#### **FLP 556 - Group and Country Profiling: International and Political**

This course is designed to provide an overview of theory, research, and application in the core areas of forensic group psychology as it pertains to the interdisciplinary behavioral science of group

psychological profiling and assessments. In addition, it covers aspects of the field of psychological operations and the role of religion and culture in group personality profiling. The course offers a broad and general foundation in the terms and concepts of group, population, and political psychological assessments used by major government intelligence and law enforcement agencies. The course will familiarize the student with key areas of research in the field and provide students with the critical thinking and analysis skills to use that research when conducting group and population profiles and/or assessments. (3)

#### **FLP 559 - Behavioral Criminology**

This elective is an introduction to behavioral criminology, the analysis of criminal behavior and its underlying motivations from an investigative as well as psychological perspective. The techniques involved in this field can be used to solve crimes and identify offenders. (3)

#### **FLP 560 - Psychopathology of Childhood and Adolescence**

A systemic study of behavioral and emotional disorders in children and adolescents, including identification of factors impacting on deviance: genetic, biological, cognitive, familial, and social. (3)

#### **FLP 563 - Psychology and Treatment of the Juvenile Offender**

Examines psychological factors involved in juvenile delinquency and common developmental trajectories among juvenile offenders. Students will also explore contemporary issues in the juvenile justice system from a psychological perspective and evidence-based treatment options for offenders and their families. (3)

#### **FLP 566 - Child Victimization**

Students will examine research, theory, and clinical practice involving a variety of issues in the field, such as child abuse, neglect, traumatic grief, child witnesses, international human trafficking, child victims as offenders, bullying, and internet crimes against children. Prevention, intervention, policy, and legal system concerns will be addressed. (3)

#### **FLP 567 - Juvenile Justice**

An advanced examination of the history and purpose of the juvenile justice system that includes the role of the U.S. Supreme Court. The course also evaluates the extent and nature of juvenile delinquency in contemporary America; examines theoretical

explanations of juvenile delinquency; and addresses the physical, emotional, and societal problems faced by juveniles today. Students will also study the treatment and punishment of juvenile offenders using cutting-edge research. (3)

**FLP 570 - The Intelligence Community: Theory, Process, and Challenges**

Provides a comprehensive overview of the U.S. intelligence community (IC) and its vital role in the formulation of U.S. foreign and national security policy. This course will explore how information is collected and transformed from raw intelligence to a finished analytical product used to inform policy maker decisions. The IC's response to terrorism, the use of covert action as a tool of U.S. foreign policy, and the ethical dilemmas that arise in the conduct of intelligence operations will also be examined. A minimum grade of B is required to advance in the intelligence studies concentration. (3)

**FLP 571 - Intelligence Analysis I**

This course introduces students to the basic skill sets that would enable them to work as entry-level analysts in the intelligence community (IC). Students will acquire a detailed understanding of the critical-thinking process that is essential to creating intelligence products based on sound analytic reasoning and will become aware of psychological factors that influence analyses, including the types of biases that may unconsciously distort analyses and degrade analytic judgments. Students will also acquire an arsenal of structured analytic techniques (SATs) that will be applied to generate assessments and analyses in accordance with IC standards. (3)

**FLP 572 - Intelligence Analysis II**

The primary orientation of this course is a "learn by doing" approach. Students will take the critical-thinking skills and structured techniques that they acquired in Intelligence Analysis I and apply them in the creation of the types of intelligence products used in the intelligence community (IC). Emphasis will be placed on acquiring analytic writing skills to create analytic products and briefing skills to enhance the ability to prepare and present high-impact briefings to IC consumers and policy makers. Prerequisite: FLP 571. (3)

**FLP 573 - Counterintelligence**

Provides students with a comprehensive overview of counterintelligence (CI) and how CI serves as an

instrument to protect U.S. strategic advantage and support U.S. policy. Through analysis of case studies and a "lessons learned" approach, students will explore how foreign intelligence services and non-state actors have sought to use various forms of espionage to acquire protected information from U.S. entities and how the U.S. has responded to that challenge. (3)

**FLP 574 - Contemporary Terrorism and the U.S. Response**

Provides an introductory overview of contemporary terrorism and governmental responses to terrorist threats at the national and global levels. Students will gain knowledge of the various types of terrorist organizations and their ideologies, plans, goals, strategies, and tactics. Students will be exposed to various theories of radicalization and the diverse cultural environments that nurture extremist behavior. The course will conclude by looking at the various responses governments have made to combat terrorism, their ability to work jointly with other nations against the terrorist target, and their success in reducing the terrorist threat. The ethical and legal challenges faced by liberal democracies in addressing terrorist threats will be explored and assessed. (3)

**FLP 575 - Intelligence-Led Policing: Application and Methods**

This course will focus on a modern policing strategy, the practice of intelligence-led policing in the United States. The course will present the history of intelligence-led policing, its methodology, and its application to current issues facing law enforcement. It will inform and challenge learners to understand and apply intelligence-led policing concepts as well as build analytic skills. (3)

**FLP 598 - Project: Forensic and Legal Psychology**

Individually arranged seminar to explore in greater depth an area of interest to the student. May only be taken after 75% of the program requirements are fulfilled. Prerequisite: permission of the school director. (3)

**FLP 599 - Internship: Forensic and Legal Psychology**

Designed to give the student supervised experience working in a psychological setting. The internship requires a total of 300 hours, including attending a seminar at Marymount. Interns must have prior approval of the internship coordinator. In order to be admitted to the internship, the student must have completed the internship application process, which includes a review

of the student's academic progress, submission of appropriate paperwork, documentation of student professional liability insurance, and permission of the faculty. Prerequisites: 18 credits in FLP. (Intelligence studies concentration students must complete six (6) of these credits in intelligence studies concentration courses.) (3)

## **FR - French**

### **FR 101 - Introductory French I**

Introduces the basic French communication skills of reading, writing, speaking, and listening. The course is designed for linguistic growth in the four skills. Emphasis is placed on conversation. The class is conducted in French and includes a basic introduction to French culture. Liberal Arts Core/University Requirements Designation: GP. (3)

### **FR 102 - Introductory French II**

Develops the student's knowledge of fundamentals and the use of French language skills. The class is conducted in French and includes a basic introduction to French culture. Prerequisite: FR 101 or equivalent. Liberal Arts Core/University Requirements Designation: GP. (3)

### **FR 201 - Intermediate French I**

Reviews basic skills in French and advances knowledge of grammatical structures and skill in conversation. The course stimulates spontaneous use of spoken French and is appropriate for students who have the equivalent of two years of high school French or one year of college French. (3)

### **FR 202 - Intermediate French II**

Designed to increase and perfect the ability to speak, read, and write in French. Added emphasis is given to developing writing skills. The course is appropriate for students with a strong foundation in the language. Prerequisite: FR 201 or equivalent. (3)

### **FR 303 - Topics in French Civilization**

Explores social, political, and cultural movements in France and in Francophone countries. Each year the course readings focus on a different cultural topic. Readings, analysis, and discussions are conducted in French. Repeatable course, provided the student selects different topics. Prerequisite: FR 202 or permission of instructor. (3)

### **FR 305 - Topics in French Literature**

Each year the course readings focus on a different literary topic. Readings, analysis, and discussions are conducted in French. Repeatable course, provided the student selects different topics. Prerequisite: FR 202 or permission of instructor. Liberal Arts Core/University Requirements Designation: LT-1. (3)

## **GEND - Gender and Society**

### **GEND 200 - Approaches to Gender and Society**

Examines contemporary issues of gender across the curriculum as they relate to such disciplines as language, writing, popular culture, the media, work, science, psychology, ethics, and history. In addition to lecture/discussion in the classroom, students will view films and participate in community learning as they explore the impact of gender on our common humanity. Liberal Arts Core/University Requirements Designation: WI. (3)

### **GEND 300 - Advanced Gender Studies**

Advanced topic areas not already covered by regular course offerings will be offered. An interdisciplinary course focusing on one of a variety of topics in gender studies, such as gender and violence, contemporary feminist theory, the body, gender and language, women and religion, and masculinities. Contact instructor for topic. Repeatable course for up to nine (9) credits, provided the student selects different topics. (3)

### **GEND 420 - Gender and Society Capstone**

This is a capstone course that students will complete through rigorous investigation of an issue in gender studies. (3)

## **GEO - Geography**

### **GEO 201 - Introduction to Geography**

Introduces students to the fundamentals of geography. The course covers the areas of physical, historical, cultural, and political geography. Offered spring semester only. (3)

## **GEOL - Geology**

### **GEOL 102 - Principles of Geology**

A study of the materials, structures, and physical features that make up the Earth. The processes that affect the Earth's physical environments will also be discussed. Laboratory exercises will include mineral and



rock identification and interpretation of topographic and geologic maps. Liberal Arts Core/University Requirements Designation: NS. (3)

### **GEOL 102L - Principles of Geology Lab**

A laboratory designed to strengthen and support the topics presented in GEOL 102. (1)

## **GER - German**

### **GER 101 - Introductory German I**

A study of the basic German communication skills of reading, writing, listening, and speaking. This is a beginning course for students with no previous German training. Emphasis is on developing comprehension and conversation skills. Liberal Arts Core/University Requirements Designation: GP. (3)

### **GER 102 - Introductory German II**

Continues the development of the beginning student's knowledge of the foundations of German. Includes an introduction to German culture and customs. Course is conducted in German. Prerequisite: GER 101 or equivalent. Liberal Arts Core/University Requirements Designation: GP. (3)

### **GER 201 - Intermediate German I**

Presents a review of basic German language skills with emphasis on the use of German in realistic communicative settings. Appropriate for students with two years of high school German or one year of college German. (3)

### **GER 202 - Intermediate German II**

A course for strengthening and broadening intermediate-level skills. Emphasis on reading contemporary short fiction and the development of writing skills. Appropriate for students with a strong basic knowledge of German. Prerequisite: GER 201 or equivalent. (3)

## **GMD - Graphic and Media Design**

### **GMD 103 - Adobe Photoshop**

A hands-on introduction for new users to the main features and capabilities of Photoshop. (1)

### **GMD 104 - Adobe Illustrator**

A hands-on introduction for new users to the main features and capabilities of Illustrator. (1)

### **GMD 105 - Video Editing**

A hands-on introduction for new users to the basics of video editing. Use of video editing software will be covered. (1)

### **GMD 106 - Motion Graphics**

A hands-on introduction for new users to the basics of creating motion graphics. Use of motion graphics software will be covered. (1)

### **GMD 107 - Media Techniques**

Provides an opportunity for students to study emerging topics in communication media techniques and varies from semester to semester. Topics will include but are not limited to video lighting, video finishing techniques, and color printing. Repeatable course. (1)

### **GMD 200 - Digital Publishing**

An introduction to the fundamentals of digital design and publishing, visual communication and presentation skills using Adobe Creative Suite software. Students integrate type and images to produce business publications for print and online presentation. Graphic and Media Design majors must earn a minimum grade of a C to count towards major. (3)

### **GMD 202 - Illustration I**

An exploration of various illustrative techniques and technology for graphic application. Emphasis is on illustrative style and an introduction to digital illustration. Liberal Arts Core/University Requirements Designation: DSINQ. (3)

### **GMD 203 - Digital Photography**

An exploration of various photographic techniques and technology for graphic communications. Emphasis is on photographic style and an introduction to digital photography. (3)

### **GMD 205 - Video Production: Promotional and Informational Communication**

This course explores various techniques, digital technology, and equipment for video production. Students experience hands-on preproduction, production, and postproduction techniques. Students plan and produce promotional video presentations. The course focuses on real-world solutions to video public relations and marketing communications needs for businesses, nonprofits, organizations, and institutions. (3)

**GMD 231 - Intro to UX/UI Design**

Hands-on, projects-based course explores the principles and practice of user experience and user interface (UX/UI) design for digital platforms. Students use the human centered design process to understand users and design digital tools. Students use tools in this class such as inVision, Sketch, Adobe XD, figma, and slack to design in teams. A minimum grade of C is required to continue in the Graphic and Media Design program. (3)

**GMD 255 - Typography**

An introduction to the dynamics of digital typography for use in visual communication and design. Emphasis is on the historical evolution, typographic rules, letterform, and the application of type. Prerequisites: GMD 200 or permission of instructor. (3)

**GMD 301 - History of Graphic Design**

A study of graphic design history from the invention of writing to the digital revolution. This course examines the innovation in semantic and syntactic aspects of visual communications. The impact of individual designers and stylistic approaches to visual communications will be covered. Prerequisite: EN 102. Liberal Arts Core/University Requirements Designation: WI. (3)

**GMD 303 - Illustration II**

A continuation of GMD 202, this is an exploration of developing design relationships between text and illustration and intermediate computer techniques for graphic applications. Prerequisite: GMD 202 or permission of instructor. (3)

**GMD 305 - Publication Design**

An intermediate study of the development and production of magazines, newspapers, and other serial and/or multipage publications. Emphasis is on narrative, consistency, structure, and clarity. The course covers information design issues and reinforces conceptual skills and integration of imagery and text. Prerequisites: GMD 200 and GMD 255. (3)

**GMD 308 - Web and Social Media Design**

An introduction to the fundamentals of web and social media design and technology. Students write, design, and produce web and social media sites for organizations and promotions. Emphasis is placed on content, navigation, audience instructiveness, and design, including the effective use of copy, visuals, typography, color, and page layouts. Course activities

focus primarily on the development of integrated organizational promotional web and social media sites. Working with internet service providers and computer programmers is also covered. Prerequisite: EN 102. (3)

**GMD 332 - UX/UI Design Project**

Hands-on, projects-based course. Students apply the principles and practice of user interface and user experience (UX/UI) to the design of a digital tool with real-world impact. Students assume the rolls of team of designers, developers, and a project manager. Prerequisites: A grade of C or higher in GMD 231, GMD 308, IT 125, and IT 345. (3)

**GMD 360 - Communication and Design Studio**

The course allows students to apply learned theories and methods for communication and media design in a working communication and design studio. Students write, design, and produce projects, including branding, publications, and marketing and promotional campaigns for print, web, YouTube, and social media for NGOs, nonprofits, and Marymount departments, programs, and organizations. Students create graphics, photographs, illustrations, and video productions. Repeatable course for up to six (6) credits. Prerequisite: a grade of C or better in GMD 305 and GMD 308 or permission of the instructor. Liberal Arts Core/University Requirements Designation: DSINQ. (3)

**GMD 360SL - Communication and Design Studio**

The course allows students to apply learned theories and methods for communication and media design in a working communication and design studio. Students write, design, and produce projects, including branding, publications, and marketing and promotional campaigns for print, web, YouTube, and social media for NGOs, nonprofits, and Marymount departments, programs, and organizations. Students create graphics, photographs, illustrations, and video productions. Repeatable course for up to six (6) credits. Prerequisite: a grade of C or better in GMD 305 and GMD 308 or permission of the instructor. Service Learning Designation: SL (approx. 20 hours of service). Liberal Arts Core/University Requirements Designation: DSINQ. (3)

**GMD 400 - Internship**

Senior students may register for a field experience or an internship in a cooperating research or media communication agency in the Washington metropolitan area under the supervision of an instructor. Prerequisites: senior status and permission of the dean of the School of Design, Arts, and Humanities. Liberal

Arts Core/University Requirements Designation: EXP. (3-6)

### **GMD 400SL - Internship**

Senior students may register for a field experience or an internship in a nonprofit organization or community-based service agency, or for a community-based research, scholarship, and creative activity, in the Washington metropolitan area or another location under the supervision of an instructor. Prerequisites: senior status and permission of the dean of the School of Design, Arts, and Humanities. Service Learning Designation: SL (approx. 20 hours of service). Liberal Arts Core/University Requirements Designation: EXP. (3-6)

### **GMD 404 - Performance Media Lab**

Enables students to explore the connections among the arts, humanities, science, and technology; create a product to illustrate their collaborative research and interdisciplinary study; and present their product to the community in a public forum. Prerequisite: junior/senior status within the communication or graphic and media design major or permission of instructor for non-majors. Evidence of completed upper-level research course project is recommended. (Also listed as IS 404.) Liberal Arts Core/University Requirements Designation: DSINQ. (3)

### **GMD 405 - Portfolio**

The fundamentals of preparing an entry-level online portfolio and the supporting social media for entry into the job market of communication and media design. Self-branding will be emphasized. Business cards, letterhead, and résumés will be created. Developing leads for employment and interviewing techniques will be covered. Prerequisites: senior status, including the completion of 36 credits in the communication or media design major. (1)

### **GMD 421 - Project**

An investigation of a selected topic in the major discipline. The project is intended to demonstrate the ability to conduct independent research and present the results as a communication and media design project with writing of commendable quality. Repeatable course for up to six (6) credits. Prerequisite: permission of the dean of the School of Design, Arts, and Humanities. (1-6)

### **GMD 433 - Research**

A student in this course will conduct collaborative research (scholarly work leading to new knowledge) under the direction of a faculty member. Repeatable course for up to six (6) credits. Prerequisite: application and approval of school director. Liberal Arts Core/University Requirements Designation: EXP. (1-6)

## **GSP - Global Study**

### **GSP 201 - The Intercultural Leader**

This seminar centers on local communities' struggle for social & environmental justice, and in particular, how activism plays a role -- at the community and societal levels, including within the international community, with an emphasis on the Global South. Prerequisite: GSP 201. (1)

### **GSP 202 - From Local Activism to Global Impact**

This seminar centers on local communities' struggle for social & environmental justice, and in particular, how activism plays a role -- at the community and societal levels, including within the international community, with an emphasis on the Global South. Prerequisite: GSP 201. (1)

### **GSP 203 - The Global City**

This seminar will introduce students to various expressions of contemporary globalization through an exploration of the global city: including debates and insights into the nature of the global cities as sites of contestation and cooperation around issues of structural inequality, economic development, cultural expression, and sustainability. Prerequisite: GSP 201 and GSP 202. (1)

### **GSP 204 - Global Scholar Capstone Seminar**

A seminar focusing on professional self-assessment, career and graduate school preparation and articulating links between global education and professional development. Students will integrate their learning into a comprehensive e-portfolio to showcase their signature work in a real-world context. Prerequisite: GSP 201, GSP 202, and GSP 203. (1)

## **HCM - Health Care Management**

### **HCM 500 - Accounting Basics for Health Care Managers**

This course focuses on the financial and managerial accounting concepts that are fundamental to the career

success of health care managers. Students will learn how to read and interpret financial statements and assess the financial performance of health care organizations. Students also will understand the behavior of costs in health care; cost allocation methodologies; pricing strategies; the relationship between volume, cost, and profit; and how to create a budget. Microsoft Excel will be used in both in-class exercises and assignments. (3)

### **HCM 510 - Health Care Management**

Provides an overview of the health care system in the United States. The course focuses on the unique characteristics of health care delivery and discusses the major issues and challenges that impact the cost, quality, and access to health care. Students are introduced to the historical context of the U.S. health care system and its policies and general management, governance, operations, finance, and strategic planning issues that are essential to managing in the health care environment. (3)

### **HCM 520 - Healthcare Reimbursement Strategies**

This course will provide an overview of reimbursement strategies in the United States for various health care settings. The course focuses on concepts relevant to private insurance, Medicare and Medicaid programs, and newer models of reimbursement discussed in the light of the Affordable Care Act, 2010. With an increased emphasis on population health, the course will provide the student an opportunity to learn about various cost-saving, efficiency-driven, and quality enhancing patient-centered strategies such as bundled payments or value-based purchasing for reimbursing care in newer delivery settings such as the Accountable Care Organizations and medical homes. Prerequisite or Co-Requisite: HCM 510. (3)

### **HCM 525 - Health Care Management — Long-Term Care**

Focuses on the education of individuals seeking to become managers in the long-term care field, specifically those seeking roles as nursing home administrators and managers of assisted living and home health care programs. The course examines the external forces that impact the operation and management of long-term care facilities, including government payers, state regulatory bodies, and national accreditation bodies. (3)

### **HCM 530 - Human and Organizational Development in Health Care**

Provides a strategic overview of the key concepts and principles of each human resource function along with their practical implications. Special emphasis is placed on human resource roles and competencies and creating a personal career development plan. Issues, trends, and problems facing the human resource professional are also identified and addressed. (3)

### **HCM 535 - Healthcare Policy, Ethics, and Law**

This course will analyze and address significant current healthcare policies within a historical context. Students have an opportunity to analyze and critique various policy scenarios within the US health care system. The course will also review major ethical and legal issues facing providers and organizations such as malpractice, provider liability and patient rights. Prerequisite or corequisite: HCM 510. (3)

### **HCM 550 - Health Care Finance**

Focuses on the financial management of health care organizations, addressing issues unique to health care organizations. The course trains students to create, read, and interpret financial statements and key financial ratios within the health care industry and to assess the financial health of an organization. Students will also discuss the importance of credit, the time value of money, and learn to develop a long-range financial plan that supports an organization's strategic plan. The course will also review the legal, regulatory, and ethical obligations that are critical to sound financial management. Substitutes MBA 512 for dual MBA/HCM study. Prerequisite: HCM 500. (3)

### **HCM 555 - Health Care Strategic Planning and Marketing**

This course focuses on the role of strategic planning within a health care organization. Emphasis will be placed on learning the strategic planning process, including the mission, vision, environmental assessment, strategic position, and implementation plan. Students will use a case study approach to analyze multiple health care providers in a market and assess how the local and national market impacts strategic position. The course also will discuss the role of marketing in the delivery of health care and the challenges health care organizations face in marketing products and services. The importance of leadership and corporate governance in implementing a strategic plan also will be examined. (3)

### **HCM 560 - Health Care Operations Management**

Examines the management of hospitals and other health care operations and the synthesis of concepts and techniques relating to and enhancing the provision of health services. (3)

### **HCM 565 - Health Care Cases and Project**

As the capstone in the health care management program, this course requires students to integrate knowledge from all the classes and apply it to complex health care management situations. Students will complete a comprehensive strategic business plan analyzing a current issue impacting the delivery of care or investigating an innovative management technique that can be applied to a health care organization. Prerequisite: completion of 33 credit hours in health care management-related courses. (3)

### **HCM 585 - Global Health Care**

Explores the social, political, economic, demographic, and cultural determinants of health and health care and the development of various health care systems around the world. Students will analyze and compare theories and models of health policy and access. The course will examine international health care development and social change around the globe. The roles of different international health organizations will be defined and examined. Students will reflect on how the global health issues impact the U.S. health care system. Emphasis will be placed on health care management strategies used in different countries to allocate and maintain resources to improve on health status and delivery of care. (3) HCM 590 - Population Health and Epidemiology

Examines the many facets of public health in developing and developed countries of the world. This course allows students to examine the economic, social, political, demographic, cultural, and environmental determinants of health and diseases, morbidity, and mortality in populations. The analysis occurs within the framework of policy, public health, and program planning. Epidemiologic methods for the control of conditions such as infectious and chronic diseases, mental disorders, community and environmental health hazards, and unintentional injuries are discussed. Other topics include quantitative aspects of epidemiology, for example, data sources, measures of morbidity and mortality, evaluation of association and causality, and study design. Prerequisites: HCM 510 and NU 590. (3)

### **HCM 596 - Special Topics in Health Care Management**

Provides an in-depth study of a major current topic in health care management. See program director for course schedule and future topics. Prerequisite: HCM 510. (3)

## **HI - History**

### **HI 103 - The West and the World I**

A study of the contributions of the dominant ancient civilizations, the rise of monotheism, and the emergence of the West. Liberal Arts Core/University Requirements Designation: HI-1. (3)

### **HI 104 - The West and the World II**

A study of the forces that shaped the modern world. The course emphasizes the rise and fall of European global power. Liberal Arts Core/University Requirements Designation: HI-1. (3)

### **HI 110 - History of the United States to 1877**

A survey of the history of the United States from the colonial period to 1877 with emphasis on colonial origins, the struggle for independence, and the continuing struggle to implement and preserve the principles and government structure of a democratic republic. Major economic, cultural, and social changes also are examined. Liberal Arts Core/University Requirements Designation: HI-1. (3)

### **HI 111 - History of the United States since 1877**

A survey of the history of the United States from the Reconstruction period to the present with emphasis on foreign relations, politics, economics, and cultural and social change. Liberal Arts Core/University Requirements Designation: HI-1. (3)

### **HI 114 - Introduction to World History**

Provides an overview of world history, including an introduction to the origin and development of Indian, Arabic, Chinese, African, European, and American societies and their political, cultural/social, and economic traditions. Liberal Arts Core/University Requirements Designation: HI-1. (3)

### **HI 250 - Historical Research and Writing**

An introduction to the sources and methods used in historical research and writing. Prerequisite: EN 102. Liberal Arts Core/University Requirements Designation: DSINQ, WI. (3)

**HI 295 - Introduction to Public History**

Surveys major approaches to the production and presentation of history in the public (nonacademic) sphere. Topics include, but are not limited to, the following: genealogy, oral history, museum exhibitions, historic preservation, heritage tourism, archival management, the internet, documentary films, and the culture "wars." Field trips, class projects, and assignments provide practical skills and experiences, while guest speakers address career opportunities and professional concerns. (3)

**HI 304 - History of the British Isles: Iron Age to 1603**

This course examines the major political, socioeconomic, intellectual, and religious developments in the British Isles (including Ireland, Scotland, and Wales) up to the death of Queen Elizabeth I. Specific areas examined include the indigenous Celtic populations, the Roman and Anglo-Saxon conquests, the formation of the Anglo-Norman kingdom, and the Tudor monarchy. Prerequisite: HI 103 or HI 104. Liberal Arts Core/University Requirements Designation: HI-2. (3)

**HI 305 - History of the British Isles: 1603 to the Present**

Examines the major political, socio-economic, intellectual, and religious developments in the British Isles (including Ireland, Scotland, and Wales) from the death of Queen Elizabeth I to the reign of Queen Elizabeth II. Specific areas examined include the English Civil War, the Hanoverians, the Industrial Revolution, the emergence of modern social classes, Victorian England, and Britain in the 21st century. Prerequisite: HI 103 or HI 104. (3)

**HI 307 - Museum Studies**

This course discusses the history of museums, their role in society, the different types of museums, and how to prepare exhibits for different audiences. Prerequisite: HI 295, FA 201, or FA 202 or permission of instructor. (3)

**HI 310 - Modern European History: 1815-1914**

An investigation of the political, social, and cultural revolutions that shook Europe during the 19th century and contributed to the development of modernity. Topics explored include industrialization, consumer culture, imperialism, and ideology. Prerequisite: HI 103 or HI 104. Liberal Arts Core/University Requirements Designation: HI-2. (3)

**HI 311 - Modern European History: 1914 to the Present**

This course investigates the impact of Total War on European societies, including the experiences of soldiers and civilians, beliefs about gender, the rise of extreme ideologies, and the contributions of colonial subjects. It considers the fall of European imperialism and the rise of new imperial forces during the Cold War. Prerequisite: HI 103 or HI 104. Liberal Arts Core/University Requirements Designation: HI-2. (3)

**HI 312 - Race and Modern Europe**

An examination of concepts of race in Europe from the 16th century to the present. Changing ideas about race will be considered in relation to topics such as empire, abolition, war, genocide, immigration, and identity. The experiences of diverse racial and ethnic groups will be explored, including people of African descent, Jews, Slavs, and Roma, among others. Prerequisite: HI 103 or HI 104. Liberal Arts Core/University Requirements Designation: HI-2.

**HI 314 - Revolutionary and Napoleonic France**

A study of France from the rule of Louis XIV through the fall of Napoleon. The course investigates the upheavals of the French Revolution in the realms of politics, culture, and society and considers the French Revolution's historical legacy. Prerequisite: HI 103 or HI 104. Liberal Arts Core/University Requirements Designation: WI, HI-2. (3)

**HI 315 - Modern French History: 1789 to the Present**

A study of the political, social, and cultural history of France from the French Revolution to the present. The course charts a changing political culture as inhabitants considered gender, religious, racial, and social diversity. It explores questions of national identity in relation to war, ideology, imperialism, and immigration. Prerequisite: HI 103 or HI 104. (3)

**HI 322 - Colonial and Revolutionary America**

A study of colonial American society from 1607 to 1789, beginning with the development of English colonies in North America and ending with the establishment of an independent and constitutional government. The course examines the social, economic, and political growth of the colonies leading to the American Revolution and proceeds on to the problems of creating a new nation. Prerequisite: HI 110. Liberal Arts Core/University Requirements Designation: HI-2, DSINQ, WI. (3)

**HI 323 - The Early National Period and the Jacksonian Era**

An examination of the major themes in United States history from the ratification of the Constitution through the events of the Mexican-American War. The course emphasizes the development of a political nation, the creation of a market economy, and the changing characteristics of the developing society. Prerequisite: HI 110. Liberal Arts Core/University Requirements Designation: HI-2. (3)

**HI 324 - The Frontier**

The frontier has been a source of debate among historians for well over a century. This class examines the movement west of the American population from the late 18th century into the 20th century — what factors drove the movement, the role of government in encouraging and supporting that movement, and the effects it had on Native Americans and the environment. The class also examines how historians' interpretations of the frontier have changed from the 1893 "Turner Thesis" to the 21st century. Prerequisite: HI 110 or HI 111. Liberal Arts Core/University Requirements Designation: HI-2. (3)

**HI 327 - Race and Myth in Southern History**

A study of Virginia and the American South from the first British settlement in the late 16th century through Reconstruction. The course examines the development of race-based slavery, evolving class and gender systems, plantation society, and the impact of the Civil War. Prerequisite: HI 110. Liberal Arts Core/University Requirements Designation: HI-2. (3)

**HI 330 - Race, Civil War, and Reconstruction in America**

A study of the political, economic, social, and cultural history of the United States leading to the secession and Civil War from 1861 to 1865, and an examination of the policies of Reconstruction in the decades following the war. The course will highlight the experiences and perspectives of African Americans as well as public history interpretation of the era. Prerequisite: HI 110. (3)

**HI 331 - Women in the United States**

This course will survey women's roles throughout U.S. history, from the 17th century to the present. Special emphasis will be placed on the construction of gender and sexuality and intersections with race and class. Highlights women's evolving political and social roles through both individual and collective action.

Prerequisite: HI 110 or HI 111. Liberal Arts Core/University Requirements Designation: HI-2. (3)

**HI 332 - American Foreign Policy**

A history of the policies of the United States toward other governments and an analysis of the principal factors to be considered in formulating and executing American foreign policy. Prerequisites: POL 102 and POL 250 or any other WI course, or permission of instructor. (3)

**HI 334 - America and the World Wars**

Twice during the 20th century the U.S. was a belligerent in a world war. When the second war was finished, the U.S. found itself one of two remaining world powers standing. This course examines how the U.S. entered each of the world wars, how it fought in the wars, and how these conflicts changed American society, including the roles of women and minorities, as well as how and why America's place in the world changed. Prerequisite: HI 111. Liberal Arts Core/University Requirements Designation: HI-2. (3)

**HI 339 - Ethnicity and Immigration**

The United States is famously a "land of immigrants." This class examines the history of immigration to the U.S. beginning in the colonial era and continuing to the present day. The class will examine how different groups made their way to the U.S., how they and the country changed one another, and the opposition new groups encountered from those already here. Prerequisite: HI 110 or HI 111. Liberal Arts Core/University Requirements Designation: HI-2. (3)

**HI 341 - African Americans Since 1865**

African Americans have been part of the history of the U.S. from the very beginning. This course examines the roles their community has played in the U.S. after the Civil War. Among the issues discussed will be Reconstruction, the establishment of Jim Crow, the role of women in African-American society, and the ongoing struggle for civil liberties in the U.S. Prerequisite: HI 111. Liberal Arts Core/University Requirements Designation: HI-2. (3)

**HI 342 - The Old West in American Memory**

The frontier experience is one of the defining experiences of the American people. This course examines how Americans have chosen to remember that experience and how interpretations of the frontier have changed over time among historians as well as in popular culture, including film and television.

Prerequisite: HI 110 or HI 111. Liberal Arts  
Core/University Requirements Designation: HI-2. (3)

### **HI 345 - The Gilded Age and the Progressive Era**

Examines the social, political, economic, and cultural changes that occurred in the United States from the end of Reconstruction through World War I. Topics include urbanization, consumerism, immigration, political machines, the rise of Big Business, social reform, Populism, Progressivism, and Imperialism. Prerequisite: HI 111. Liberal Arts Core/University Requirements Designation: HI-2. (3)

### **HI 350 - Modern United States History**

Focuses on the development of the United States since World War I. Among the issues examined are the United States as a world power, the development of popular culture, and the civil rights movement. Prerequisite: HI 111. Liberal Arts Core/University Requirements Designation: HI-2. (3)

### **HI 360 - Ancient Greece and Rome**

A study of the political, socioeconomic, and cultural developments of ancient Greece and the Roman Empire. The course focuses on the development of the Greek polis; the rise, expansion, and collapse of the Roman Republic; and the legacy that these civilizations left to European history. Prerequisite: HI 103, HI 104, or HI 114. (3)

### **HI 365 - The Middle Ages**

This course covers topics in the Middle Ages from the end of the Roman World to the transitional period of the 15th century (c. 500-1500). For this period, the course gives emphasis to a selection of topics covering major political, social, and religious developments. The focus will be on Europe, North Africa, and the Middle East. Prerequisite: HI 103, HI 104, or HI 114. Liberal Arts Core/University Requirements Designation: WI, HI-2. (3)

### **HI 370 - History of Christianity in the Middle Ages**

A survey of the history of Christianity and the Church from Late Antiquity to the end of the Middle Ages. Students gain an appreciation of the diversity of traditions, perspectives and practices that characterized ancient and medieval Christianity, as well as the factors that unified the Christian movement, while acquiring a critical and analytical approach to history in general. The focus will be on Europe, North Africa, and the Middle East. Prerequisite: HI 103, HI 104, or HI 114.

Liberal Arts Core/University Requirements  
Designation: WI, HI-2. (3)

### **HI 375 - The Renaissance and the Reformation**

A study of topics in European history from the end of the medieval period to the Thirty Years War. The course examines the cultural contributions of the Italian Renaissance, the major events of the Catholic and Protestant Reformations, and the wars of religion. Prerequisite: HI 103, HI 104, or HI 114. Liberal Arts Core/University Requirements Designation: WI, HI-2. (3)

### **HI 380 - The History of Early Modern Europe**

Traces the major intellectual and political trends in European history from the Thirty Years War to the fall of Napoleon. Specific areas examined include Royal Absolutism, the Scientific Revolution, the Enlightenment, and the French Revolution. Prerequisite: HI 103 or HI 104. (3)

### **HI 400 - Internship**

Students register for an internship with a service or research agency in the Washington metropolitan area. The internship is monitored by the supervising professor and a representative of the cooperating agency. This course may be repeated for credit. Prerequisites: 75 hours, a grade point average of 2.5 in major courses, and permission of the chair or academic internship mentor. Liberal Arts Core/University Requirements Designation: EXP. (3-6)

### **HI 400SL - Service Learning Internship**

Students register for an internship with a community-based service or research agency in the Washington metropolitan area. The internship is monitored by the supervising professor and a representative of the cooperating agency. This course may be repeated for credit. Prerequisites: 75 hours, a grade point average of 2.5 in major courses, and permission of the chair or academic internship mentor. Service Learning Designation: SL (approx. 20-40 hours of service). Liberal Arts Core/University Requirements Designation: EXP. (3-6)

### **HI 420 - Senior Seminar**

An examination of interpretations and arguments regarding the purpose and meaning of history. The seminar aims to develop a critical understanding of the discipline of history required for continued and coherent study and to challenge the student to develop an analytical interpretation of historical events. Offered



spring semester only. Prerequisites: a grade of C or better in HI 250 or its equivalent or permission of instructor, and EN 102. Liberal Arts Core/University Requirements Designation: DSINQ, WI. (3)

### **HI 421 - Project**

An investigation of a selected topic in the emphasis discipline. The project is intended to demonstrate a student's ability to conduct independent research and present the results in writing of commendable quality. Prerequisite: consent of the dean of the School of Arts and Sciences. (3)

### **HI 500 - Topics in History**

This course is a graduate-level introduction to the historical discipline through the lens of a particular theme. The chosen theme will be one that has long engaged historians, such as liberty, justice, war, law, or power. By exploring this theme, students will learn to develop skills in historical perspective, investigation, and analysis. Particular attention will be paid to the ways the work of historians is tied to other disciplines in the humanities as well as the relevance of historical context to contemporary concerns. Specific topics will rotate, and the course may be taken more than once provided the student selects different topics. (3)

## **HON - Honors**

### **HON 101 - The Quest: An Introduction to the Honors Program**

This seminar is devoted to introducing first-year honors students to various forms of scholarship and the skills necessary for academic inquiry (i.e., "The Quest" for knowledge). Students participate in a variety of experiential learning activities; learn how to lead and participate in group discussion; and conduct, research, write, and present a traditional undergraduate research paper. Honors students take this course to fulfill EN 101 and the CNCT 100 University Requirements. Liberal Arts Core/University Requirements Designation: DSINQ. (3)

### **HON 200 - Traditional Tutorial**

The traditional Oxford/Cambridge tutorial is a special topics course. The topic and reading list will be selected by the student(s) together with the faculty tutor. These courses will be offered for Marymount students during the academic year and in the summer at the University of Oxford. Prerequisite: HON 101. (3)

### **HON 300 - Advanced Tutorial**

The traditional Oxford/Cambridge tutorial is a special topics course. The topic and reading list will be selected by the student(s) together with the faculty tutor. These courses will be offered for Marymount students during the academic year and in the summer at the University of Oxford. Prerequisite: HON 101. (3)

### **HON 399 - Research Tutorial: Thesis Proposal**

Each honors student, during their junior year, will identify a faculty mentor and work with them on a scholarly research project. The student may serve as a research assistant, becoming acquainted with the specific literature and techniques in the chosen area of research. At the end of the semester, the student will be required to submit a research proposal (of at least 15 pages) approved by the faculty mentor to the honors director for review. Once the proposal is approved and, if necessary, revised, the student may then commence research for their senior honors thesis. Prerequisites: HON 101, C or better in EN 102, and junior status. Liberal Arts Core/University Requirements Designation: WI. (3)

## **HPR - Health and Human Performance**

### **HPR 100 - Concepts of Lifetime Fitness**

Provides students with knowledge and skills to adopt positive lifestyle behaviors that will enhance health, fitness, and quality of life. (2)

### **HPR 102 - Beginning Swimming**

Focus is on development of basic swimming skills and water safety for the non-swimmer, the fearful swimmer, and the novice swimmer. (1)

### **HPR 103 - Lifeguarding**

Develops skills required for American Red Cross certification in standard first aid, CPR, and lifeguarding. Skills required: swim 500 yards continuously, surface dive, swim underwater 15 yards, and tread water for one minute. (2)

### **HPR 104 - Golf**

Development of the fundamental skills and knowledge of golf. Emphasis on the value of a lifetime sport. (1)

### **HPR 108 - Weight Training**

Includes information and skills for safety and correctly improving muscular strength and endurance using weights. (1)

**HPR 115 - Medical Terminology**

Introduces students to medical terms used in the maintenance of health records with an emphasis on spelling, definition, and pronunciation. This course covers the basic rules for interpreting, constructing, and spelling medical terms used in the health care field and provides medical vocabulary including anatomy, physiology, systems, diagnostic testing, and pharmacology. The course includes common terms, definitions, and pronunciations for terms which relate to each body system, including terms for anatomic diseases, pathology, pharmacology, radiography procedures, laboratory tests, and surgical tests and procedures. Emphasis is upon learning word roots, prefixes, and suffixes and how they are combined rather than learning each individual term. (3)

**HPR 118 - Pilates**

Provides an introduction to Pilates mat, including mind-body connection, flexibility, core muscle strength, stress reduction, posture improvement, and basic anatomy and physiology. (1)

**HPR 119 - Yoga**

Provides an introduction to yoga, including how the yoga workout can increase awareness of the mind-body-spirit connection, increase flexibility, strengthen core muscles, reduce stress, enhance posture, and complement other physical activity. The student will learn the Vinyasa style of yoga, including the different classes of asanas, and yoga philosophy. (1)

**HPR 170 - Beginning Jazz Dance**

Provides an introduction to the fundamentals of jazz dance technique and its historical context. (Also listed as FA 170.) Liberal Arts Core/University Requirements Designation: FNA. (3)

**HPR 200 - Physical Activity**

Includes skills and techniques of a specific physical activity or sport. HPR 200 may be repeated for credit, provided the student selects different activities or sports. See the current schedule of classes for the specific offering each semester. (1-2)

**HPR 201 - Introduction to Health and Exercise Science**

An introduction to concepts in exercise science and the fields of health, fitness, and exercise science for current or prospective health sciences majors. Includes an overview of the health/fitness industry, current and

future trends, and knowledge and skills needed in these fields. Offered fall and spring. (3)

**HPR 202 - Exercise Physiology**

Course focuses on energy metabolism in physical activity and its role in musculoskeletal, nervous, respiratory, and cardiovascular systems in activity and physical fitness. Prerequisite: HPR 201 or permission of instructor. (3)

**HPR 210 - First Aid and Safety**

Trains the layperson to respond correctly in emergencies and to act as the first link in the emergency medical services system. (1)

**HPR 215 - Introduction to Public Health**

Addresses population-focused health care and examines concepts of community and public health and health policies affecting U.S. populations. The course also emphasizes primary, secondary, and tertiary levels of prevention related to health problems/diseases. Offered fall semester and spring. (3)

**HPR 225 - Health Psychology**

Examines the relationship among health knowledge, beliefs, attitudes, and behaviors, as well as health theories to promote and maintain wellness, illness prevention, and treatment. Offered fall semester only. Liberal Arts Core/University Requirements Designation: DSINQ. (3)

**HPR 230 - Community Health**

Provides an overview of the field of community health, with emphasis on prevention of injuries and chronic and communicable diseases. Focuses on private and public actions that promote, protect, and preserve the health of communities. Offered spring semester only. (3)

**HPR 240 - Principles of Epidemiology**

Addresses the nature, prevention, control, and treatment of injuries and communicable and noncommunicable diseases. The course examines introductory epidemiological principles, methods, and strategies and the use of morbidity, mortality, and other vital statistics data in the scientific appraisal of public/organizational health. Offered fall and spring. Liberal Arts Core/University Requirements Designation: GP. (3)

**HPR 260 - Introduction to Sports Medicine**

Focuses on the role of fitness personnel in injury prevention, evaluation, and rehabilitation. Includes mechanisms of injury and tissue healing. This course

offers both practical and field experience in sports medicine. Offered fall semester. (3)

### **HPR 300SL - Essentials of Personal Training**

This course is for Health Sciences majors and Strength and Conditioning minors only, and it provides learning instruction geared toward certification as a personal trainer following the American College of Sports Medicine (ACSM) recommendations. The course focuses on anatomy and physiology; exercise physiology; bioenergetics; and program design using concepts of strength, endurance, flexibility, power, and cardiovascular endurance. Offered spring semester only. Service Learning (SL) Designated Course: minimum 20 hours of service. Exercise Science track students must earn a C- or better.

### **HPR 301 - Health/Fitness Program Management**

Studies organizational patterns, administrative problems, and supervisory techniques in health, fitness, and recreation agencies. Includes financial management, personnel, public relations, liability, evaluation, and facility management. Prerequisite: EN 102. Liberal Arts Core/University Requirements Designation: WI. (3)

### **HPR 302 - Fitness and Health Assessment**

Provides information and experience in the administration and interpretation of health risk appraisals and health-related fitness tests. Tests include blood pressure, body composition analysis, strength, endurance, flexibility assessment, basal metabolic rate, VO<sub>2</sub> max, and submaximal cycle ergometry. Prerequisite: HPR 202. Liberal Arts Core/University Requirements Designation: DSINQ. (3)

### **HPR 304 - Developing Physical Training Programs**

Covers basic the principles of the development of safe and individualized cardiovascular conditioning, muscular strength, and flexibility programs for various populations. Health Sciences majors in the Exercise Science Emphasis, Pre-Physical Therapy Emphasis, and Public Health Emphasis must achieve a minimum grade of C-. Prerequisite: a minimum grade of C- in HPR 202 (3)

### **HPR 307 - Strength and Conditioning of Athletes**

This course will provide the student with an advanced understanding of the principles and methods necessary to design comprehensive strength and conditioning programs that enhance athletic performance. Prerequisites: HPR 201 and minimum grade of C- in HPR 202. (3)

### **HPR 308 - Global Health and Culture**

Introduces global health theories, concepts, and principles for health education and promotion practice. Worldwide cultural knowledge, communication, and competence are integrated to address the behavioral and social needs of diverse individuals and groups within the context of their culture and subcultures. Contemporary, evidence-based topics are explored to examine health inequities across the globe. Liberal Arts Core/University Requirements Designation: DSINQ, GP (3).

### **HPR 330 - Designing Public Health Programs**

This course integrates theory and practice to develop a comprehensive understanding of the process of planning, implementing, and evaluating health fairs and public health promotion programs in schools, workplaces, health care organizations, and communities. Various approaches and real-world skills to reach diverse populations are investigated. Practical hands-on experience will be emphasized to promote engagement with the knowledge learned during the design and execution of a health fair. Prerequisite: HPR 215 with a minimum grade of C-. Liberal Arts Core/University Requirements Designation: WI. (3)

### **HPR 335 - Current Topics in Public Health**

This course will address emerging topics in the public health field and will vary from semester to semester. Planned topics include health disparities, substance abuse and addiction, public health ethics, and health advocacy. Prerequisites: HPR 215 and HPR 240. (3)

### **HPR 340 - Nutrition for Optimal Health**

Examines the role of nutrition in maintaining health through the life-span. Includes information on macro- and micronutrients, weight management, sports nutrition, and disease prevention. (Nursing students should take HPR 345.) Prerequisite: EN 101. (3)

### **HPR 345 - Clinical Nutrition**

This course explores the nurse's role in the management of therapeutic nutrition in promoting health and/or managing illness. The collaborative and teaching roles of the nurse are addressed, and specific interventions are identified for primary, secondary, and tertiary prevention for clients receiving nutritional therapy. Knowledge and interventions needed for maximizing therapeutic effects and preventing or minimizing adverse effects of therapy are emphasized. Offered

spring semester only. Prerequisite or corequisite: BIO 162. Prerequisites: EN 101 and BIO 161. (3)

### **HPR 390 - Public Health Minor Capstone Project**

This independent study and seminar course requires students to apply public health concepts to their major area of study. The course is flexible and allows students to develop a project in the area of public health with specific relevance to the student's discipline. Projects may involve research, service learning, or community-based volunteer work. Students are expected to meet as a group in a seminar class to discuss their projects and to publicly present their project. Prerequisites: HPR 215 and HPR 240 with a minimum grade of C- and permission of instructor. (1)

### **HPR 400 - Senior Internship**

Offers students the opportunity for supervised, practical experience in the organization and administration of physical fitness programs to further skills in direct leadership. Placement options include community, corporate, or commercial fitness/recreation facilities or within a sports medicine setting, such as a physical therapy clinic. This is the culminating experience for health science majors. Offered each semester. Prerequisites: HPR 202, HPR 301, and HPR 410 with a minimum grade of C-. Liberal Arts Core/University Requirements Designation: EXP. (3)

### **HPR 406 - Stress Management**

Designed to help assist individuals to better identify, understand, and manage their own stressors and stress response. Numerous stress management techniques are demonstrated to enhance students' professional practice in the health and psychology fields. Prerequisites: EN 102, and PSY 101 or PSY 110. Liberal Arts Core/University Requirements Designation: SS-2. (3)

### **HPR 410 - Anatomical Kinesiology**

The study of functional anatomy with an emphasis on the skeletal, muscular, and nervous systems. Prerequisite: HPR 202. (3)

### **HPR 415 - Exercise Guidelines for Special Populations**

Applies concepts in anatomical kinesiology, cardiovascular pathophysiology, and exercise science to the practice of exercise assessment and prescription in special populations. Students must achieve a minimum grade of C-. Prerequisites: EN 102, Bio 161, Bio 162 and minimum grade of C- in HPR 304. Liberal Arts Core/University Requirements Designation: DSINQ, WI. (3)

### **HPR 421 - Project**

An elective investigation of a selected topic in the major emphasis area under the direction of a faculty advisor. The project is intended to demonstrate ability to conduct independent research and present results in writing of commendable quality. Offered each semester. Prerequisite: permission of instructor. (3)

### **HPR 430 - Public Health Capstone**

This capstone seminar is designed for health sciences majors in the public health track and public health minors nearing the end of their undergraduate program. Students will critically analyze public health literature from various aspects of the field to explore how public health approaches are applied to prevention and address contemporary problems in the field. Students will produce a major integrative paper that reflects competence in critical thinking and written/oral communication skills. Students are expected to meet as a group to discuss their projects (seminar), establish a community-based connection related to their capstone, contribute a public health solution to the community organization, and publicly present their project. Prerequisites: HPR 215, HPR 240, and HPR 330 with a minimum grade of C-. Liberal Arts Core/University Requirements Designation: DSINQ, WI. (3)

### **HPR 433 - Research**

A student in this course will conduct collaborative research (scholarly work leading to new knowledge) under the direction of a faculty member. Prerequisite: application and approval of school director. Liberal Arts Core/University Requirements Designation: EXP. (1-6)

### **HPR 500 - Exercise Physiology**

Focuses on the acute and chronic effects of exercise on bioenergetics; endocrinology; and the cardiorespiratory, musculoskeletal, and neuromuscular systems. Other areas of study include the pathophysiology of diseases associated with a sedentary lifestyle and the role of exercise in the prevention and treatment of hypokinetic diseases. Special populations will be examined with regard to exercise prescription. (3)

### **HPR 501 - Foundations of Health Education and Health Promotion**

Introduces the basic principles, philosophies, and functional areas of health promotion and education. Describes prevalent educational and psychological theories of learning and behavior change used by health educators in a variety of work settings. (3)

### **HPR 502 - Introduction to Public Health and Preventive Medicine**

Provides an overview of the field of public health, with emphasis on prevention of chronic and communicable diseases. This is a required course for health education and promotion students who have no undergraduate degree in health education or related fields. (3)

### **HPR 510 - Global Health and Culture**

Examines evidence-based, contemporary cultural health issues from across the globe. From a health education and promotion perspective, theories, principles, and concepts are utilized to develop cultural competence and communication to address the behavioral and social needs of diverse individuals and groups within their culture and subcultures in regards to assessment, program planning, and evaluation. (3)

### **HPR 520 - Principles of Epidemiology**

Study of the nature, prevention, control, and treatment of injuries and communicable and noncommunicable diseases. Examines epidemiological principles, methods, and strategies and the use of morbidity, mortality, and other vital statistics data in the scientific appraisal of community/organizational health. It is recommended that students take this course before IPE 715. (3)

### **HPR 534 - Topics in Nutrition and Weight Management**

Presents scientific principles of nutrition, diet planning, and weight management. Includes current research on the role of nutrition in the prevention of disease and the causes of and treatments for obesity. (3)

### **HPR 536 - Stress Management**

Designed to help individuals better identify, understand, and manage their own stressors and stress response. In addition, students begin to act in a health professional role by assessing and planning to assist others who are experiencing excessive stress by exploring numerous stress management techniques and designing a community stress management plan. (3)

### **HPR 540 - Designing and Evaluating Health Promotion Programs**

Focuses on the design of effective learning programs: emphasizes objectives, learning activities, and program assessment. Evaluation includes construction/use of health-risk appraisals and a variety of health-related measures. (3)

### **HPR 550 - Management of Health and Wellness Organizations**

Focuses on considerations in managing health/fitness programs at the workplace and in other agencies. Includes budgeting, revenue, personnel, emergency procedures and safety, legal liability, facility management, staff development, marketing, record keeping, policies and procedures, and various management strategies. (3)

### **HPR 555 - Health Communication**

This course addresses a variety of communication methods in advocating for health and health education and planning and administering health-education strategies, interventions, and programs. Students will explore interpersonal communication in the patient-caregiver relationship to include health disparities, organizational communication in health care settings, mass communication processes including media campaigns, influence of research on developing preventive health care messages, and the incorporation of communication strategies into program planning and implementation. (3)

### **HPR 560 - Design of Adult Fitness Programs**

Provides students with the knowledge and skills necessary to safely administer exercise tests to adults in various states of health, analyze results, and prescribe appropriate exercise. Offered fall semester in alternating years only. Prerequisite: HPR 500 or permission of instructor. (3)

### **HPR 570 - Evidence-Based Programs for Older Adults: A Service-Learning Course**

The purpose of this course is to provide students with an overview of the health issues affecting older adults with an emphasis on falls and injury prevention. Students will be introduced to the role of evidence-based programs for older adults and will be trained as a coach for the evidence-based falls prevention program, A Matter of Balance. Students will engage in a service-learning experience delivering this program to older adults in the community. SL designation. (3)

### **HPR 580 - Ethical Issues in Public Health**

This course provides an overview of how the paradigms of ethical principles and theory intersect with the paradigms of public health. This course will also explore the ethical considerations of selected public health issues, such as the social determinants of illness, the social construction of the experience of illness infectious disease control and emergency planning,

health promotion and behavior modification, justice and access to health care, public health genomics, and climate change. (3)

### **HPR 588 - Selected Topics in Health**

A seminar that examines a different topical issue in health each time it is offered. See school director for course offering schedule. (3)

### **HPR 598 - Internship**

On-the-job application of knowledge and skills that were developed during coursework in the health education and promotion program. Options include community, corporate, clinical, or commercial fitness/wellness facilities; nonprofit organizations; sports medicine settings; or health plans. This is the culminating experience for students in the health education and promotion program. Offered each semester. Eligibility is based upon completion of 21 graduate credits, 12 from the core PHEP requirements. (3) HPR 599 - Research Project

An individual investigation of a topic in health promotion/health education, with relevance to an elective concentration chosen by the student. Under direction of a faculty advisor, the student will demonstrate the ability to conduct independent research and prepare a research paper. Offered each semester. Prerequisite: permission of instructor. (3)

## **HRM - Human Resource Management**

### **HRM 335 - Talent Management**

An introduction to human resource functions, including workforce planning, recruitment, selection and training procedures, management development, wage and salary administration, and labor relations. Prerequisite: MGT 123 or EN 102. (3)

### **HRM 336 - Labor Relations**

A survey of the American labor movement with a focus on legislation and regulations governing the management of employees. Discussion of unions, labor contracts, and employer-employee relations. (3)

### **HRM 423 - Compensation and Benefits**

Topics include performance management methods and the development of effective feedback and reward systems, including methods to determine pay structures and individual pay decisions. Emphasis is on motivational and productivity issues underlying the

development of effective performance management and compensation systems. Prerequisite: HRM 335. (3)

### **HRM 503 - Adult Learning**

Explores models and techniques for increasing skills and knowledge among people in organizations. Emphasizes the instructional systems design (ISD) model, including needs assessment, instructional design and development, delivery, and evaluation of learning strategies. Includes the selection of instructional delivery systems and the design and development of job aids. Introduces performance support systems. (3)

### **HRM 509 - The Learning Organization**

Explores a variety of instructional systems design models and strategies from the behavioral, cognitive, humanistic, and social families. Students learn to design organizational learning using these models and to evaluate their strengths and limitations. They also plan and conduct a formative evaluation of a module or course. (3)

### **HRM 531 - Labor and Employee Relations**

Examines current issues in unionism, collective bargaining, and the conduct of labor-employee relations. Emphasis on labor-management relations, labor practices and procedures, and the strategies, tactics, and techniques used in labor-employee relations. (3)

### **HRM 532 - Seminar in Human Resource Management Topics**

Examines current issues affecting human resource development, human resource management, and organizational development. Topics are announced each semester. (3)

### **HRM 533 - Strategic Human Resource Management**

Takes a systems and strategic-planning approach to human resource management, including job analysis, recruitment, interviewing, selection, placement, staffing, performance appraising, outplacement, forecasting, and organizational development. This is the capstone course to be taken toward the end of HRM program coursework. Prerequisites: three HRM core courses or permission of school director. (3)

### **HRM 534 - Total Pay Perspective**

Students learn how compensation and benefits are integrated into total pay systems within organizations. The course examines history, structure, and

organizational context of compensation and benefits. Students experience the roles and challenges of total pay management. Finally, corporate issues and problems, along with significant governmental and society trends, are addressed. (3)

### **HRM 538 - Human Resource Selection and Recruitment**

Covers theoretical, practical, ethical, and legal issues of personnel recruitment and selection systems. Key concepts, principles, and practical implications of recruitment and selection functions in the following areas are discussed: HR planning; job analysis; internal/external recruitment; predictor development; criterion measurement and selection instruments; validation of systems; fairness, utility, and ethics in selection; and uses of technology in recruitment and selection. (3)

### **HRM 539 - Performance Management**

Students develop the theoretical and practical skills necessary to plan, monitor, measure, motivate, and improve performance. Students learn how to define and develop individual and organization-level performance indicators, align individual and organizational performance goals and objectives, measure and track performance, diagnose performance deficiencies, and develop and implement group and individually tailored performance improvement systems. (3)

### **HRM 540 - Project**

Investigation of selected topics under the direction of a faculty advisor. The project is intended to demonstrate ability to conduct independent research, perform independent studies in a specialized area, and present the results in writing of commendable quality. (3)

### **HRM 585 - Global Human Resource Issues**

Emphasizes a practical approach to the diverse problems associated with international HR work. Areas such as cross-cultural communication, international business issues, HR in the developing world, and multicultural education and training are explored. (3)

### **HRM 586 - People Analytics**

Covers the use of quantitative data as applied to human capital/people analytics as a way to influence and improve organizational and individual performance. Exposes students to the use of analytics to make decisions about employees and the organization as well as demonstrate the value of analytics systems. Emphasizes the uses of predictive analyses (regression,

logistic regression, and relative weights), classification analyses (cluster analyses), impact analyses (ANCOVA, repeated measures ANOVA), utility analyses, and adverse-impact analyses. The course contains theoretical aspects and hands-on applications. Prerequisite: MBA 514. (3)

### **HRM 590 - Practicum**

Application of a human resource management or organization development topic within an organization. Independent work under the direction of a faculty advisor. Includes benchmarking, research analysis, data gathering, and recommendations for practitioners. Students must identify a faculty advisor for this course before applying. (3)

## **HU - Humanities**

### **HU 201 - The Western Tradition I**

This is the first half of an interdisciplinary humanities survey. It will focus on the seminal works (literary and artistic), the figures, and the ideas of Western Civilization, from its beginnings in the Middle East through classical antiquity and the Middle Ages to the Renaissance. (3)

### **HU 202 - The Western Tradition II**

This is the second half of an interdisciplinary humanities survey. It will focus on the seminal works (literary and artistic), figures, and ideas of Western Civilization, from the Reformation to the end of the Cold War. (3)

### **HU 390 - Digital Projects in the Humanities**

A topics course featuring hands-on work with selected projects in digital humanities. Class can be repeated for credit under different topics. Prerequisite: EN 102. Liberal Arts Core/University Requirements Designation: DSINQ. (1-3)

## **HUM - Humanities**

### **HUM 549 - Topics in Humanities**

This course explores a thematic approach to a specific question of current importance in the humanities and seeks to engage students in interdisciplinary, inquiry-based research. Topics will rotate and address multidisciplinary or interdisciplinary questions that connect among the fields of literature, fine arts, history, philosophy, and theology/religious studies. Specific topics will rotate, and the course may be taken more

than once provided different course content is involved. (3)

### **HUM 574 - Gender, Race, and Empire**

This course explores the impact of empire and empire building on culture, with an emphasis on attitudes concerning the "other" in society — women, the working class, and people of color. Students will also explore the ways in which attitudes toward gender roles and race shape the discourses of empire. This course may be taught from a number of humanities disciplines. (3)

### **HUM 599 - Independent Study**

An interdisciplinary investigation of a topic under the supervision of a faculty advisor. Topics and proposals must be approved by the English and humanities program director. The disciplinary focus of each section will be determined by the topic of the individual investigation. (3)

### **HUM 690 - Practicum**

This course offers the student an opportunity to gain experience in a humanities-based institution in the Washington, DC, metropolitan region. All students will keep a journal of their on-site experiences and choose either to contribute in a substantial way to a major project at the institution or to produce a researched essay based on that experience. Each student will also be expected to present publicly on their experience. Prerequisites: completion of eight graduate courses. (3)

### **HUM 695 - Master's Project**

This course offers the student an opportunity to research and write a substantial and original critical/interpretive thesis on an interdisciplinary topic in the humanities and to present its main features to an audience of peers and faculty members. This thesis must demonstrate the student's ability to integrate materials from different disciplines and must support independent conclusions in writing of commendable quality. (3)

## **ID - Interior Design**

### **ID 101 - Introduction to Interior Design and Theory**

Introduction to the profession of interior design, its relationship to other design disciplines, and all the occupational opportunities and responsibilities of the practitioner. Emphasis is on basic design concepts, vocabulary, theories, evidence-based design, and visual awareness of the built environment. This is an

introductory course to the program and the profession. (3)

### **ID 102 - Foundation Studio I**

Introductory studio that explores creative, abstract design-thinking as it relates to humans and the built environment. Techniques of abstract ideation will be explored through design theories, design conceptualization and diagramming, and drawing and modeling in 2-D and 3-D compositions. Emphasis will be on creating a series of small-scale environments translating space and form through the interaction of the person and the environment. Studio. Prerequisite: grade of C- or better in ID 121. (3)

### **ID 121 - Freehand Drafting**

Introductory course in freehand drafting for the representation and study of architectural form and the interior environment. Includes lettering, floor plans, sections, elevations, perspectives, and isometric drawings using various paper-based media. Studio. (3)

### **ID 122 - Sketching and Rendering for Ideas**

This course explores the fundamental methods of graphic analysis, freehand sketching, and rendering for recording ideas and observations visually. These visual skills help designers be creative and understand the documentation of work for construction. Emphasis will be placed on rapid and notational sketching for the built environment; rendering skills for architectural interiors and exteriors, furnishings, and accessories; and material simulation and delineation techniques through a variety of media, including pen and ink, watercolor, and markers. Studio. Prerequisite: grade of C- or better in ID 121. (3)

### **ID 203 - Foundation Studio II**

An introduction to the principles of interior design and the relationship of humans to the built environment. The course emphasizes the physiological and psychological needs of the end user and the means to analyze these needs. Design process, spatial problem solving, human factors, color theory, and historic precedents are introduced and applied. Freehand drawing techniques are reinforced through floor plans, elevations, and perspectives. Studio. Prerequisites: grade of C- or better in ID 102 and ID 122. (3)

### **ID 204 - Foundation Studio III**

Studio focusing on interior design projects for small groups of people. Emphasis is on designing for various socio-economic populations, familial structures, and



other cultures. The course reinforces the visual communication techniques introduced in Presentation Drawings and the design skills introduced in Foundation Studios I and II. Studio. Prerequisite: grade of C- or better in ID 203. Liberal Arts Core/University Requirements Designation: DSINQ. (3)

### **ID 223 - Presentation Drawings**

Exploration of the concepts, theories, and methods of computer applications for the schematic and design development phases of the design process. This course is designed to reinforce presentation techniques and graphic technical skills introduced in Sketching for Ideas and Freehand Drafting. Students will continue to develop skills in freehand sketching, freehand drafting, and rendering. A laptop computer meeting program specifications is required for this course. Studio. Prerequisite: grade of C- or better in ID 122. (3)

### **ID 231 - Textiles and Finish Materials**

Focuses on textiles and finish materials used in interior environments with an emphasis on types of fiber, construction techniques, and the end use of products. Collection for a database of textiles and materials is required. Sustainable design, building codes, standards, and regulations are studied. (3)

### **ID 305 - Practice Studio I**

Studio course that focuses on the development of comprehensive design solutions for the practice areas of commerce and entertainment, such as retail and hospitality. Creative solutions are developed through case studies, innovative design concepts, and branding. This studio emphasizes principles of sustainability, wayfinding, and security, as well as oral, visual, and written design communication. Freehand drafting, millwork detailing, rudimentary selections of architectural and interior materials, modeling, and perspectives are developed. Studio. Prerequisites: grade of C- or better in ID 204 and ID 223. (3)

### **ID 306 - Practice Studio II**

Study of strategic facilities planning for productivity and creativity, such as workplace, educational, or institutional environments. The course emphasizes programming analysis, schematic design, design development, workplace hierarchy, and design trends, including formal presentations with attention to life safety issues and building codes. The final portion will stress interior construction documents with attention to building systems, environmental systems and controls, fire suppression and detection, lighting and detailing

requirements, and FF&E. Studio. Prerequisites: grade of C- or better in ID 305 and ID 325. Liberal Arts Core/University Requirements Designation: DSINQ. (3)

### **ID 325 - Construction Documents**

Exploration of the concepts, theories, and methods of computer applications for the design, development, and construction document phases of the design process. This course is designed to reinforce computer applications and techniques introduced in Presentation Drawings. Students will continue to develop their proficiency in freehand sketching, freehand drafting, digital drawing, and rendering. A laptop computer meeting program specifications is required for this course. Studio. Prerequisite: grade of C- or better in ID 223. (3)

### **ID 332 - Building Technology**

Survey of residential and commercial building systems. Focus is on structural and environmental systems and the methods utilized in construction, installation, and sustainable design. Visits to construction sites as permitted. Prerequisite: junior status. (3)

### **ID 333 - Lighting Design**

Provides a basic knowledge of and background to the various components and materials utilized in lighting with an emphasis on the terminology, principles, and theory of illumination design. Concentration on establishing objective criteria for making and evaluating decisions in the lighting design process. Prerequisite: junior status. (3)

### **ID 336 - Principles of Sustainable Design**

An examination of the philosophical and practical principles of sustainable design through exploration of environmental issues, sustainable materials and methods, and professional practice. Students will develop awareness of the implications of design decisions upon the environment and will gain a foundation for evaluation of materials, processes, and practices of design according to the principles of sustainable and environmentally responsible design. Prerequisite: junior status. (3)

### **ID 350 - History of Interiors I**

A historical and aesthetic survey with a focus on Western architecture, interiors, furniture, and decorative arts from ancient times through the 17th century. Stylistic developments, significant structures, important contributors, social history, and material culture are covered. (3)

**ID 351 - History of Interiors II**

A continuation of a historical and aesthetic survey with an emphasis on Western architecture, interiors, furniture, and decorative arts from the 17th to the 20th century. Stylistic developments, significant structures, important contributors, social history, and material culture are covered. (3)

**ID 400 - Internship**

The internship provides a field experience in the Washington metropolitan area. Appropriate settings include interior design firms, architectural firms, governmental design agencies, and businesses specializing in residential design. The internship is monitored by a faculty member. Prerequisite: C- or better in ID 305 and ID 325. Liberal Arts Core/University Requirements Designation: EXP. (3-6)

**ID 407 - Practice Studio III**

Continuation of the studio sequence with a focus on creativity and the design process in the built environment for areas of healing, restoration, and well-being. Programming and methodological inquiry will be used for problem solving in order to form a knowledge base for developing an in-depth research topic. Emphasis is on barrier-free design concepts, universal design application, and building and life safety codes. Collaborative teamwork skills and community service work will be major components of the course requirements. Studio. Prerequisite: grade of C- or better in ID 306. (3)

**ID 408 - Senior Capstone I**

Students develop individual capstone interior design projects to which they apply evidence-based design. Using case studies, journal research, and design literature, students investigate, collect, and analyze the complex problems and issues in interior environments related to their senior capstone project. Students work individually with group critiques to draft, revise, and complete written analyses of programmatic research and information relating to project needs. Multiple schematic design solutions are developed to explore concepts identified through research. Capstone project continues in ID 409. Prerequisites: grade of C- or better in EN 102 and ID 306. Liberal Arts Core/University Requirements Designation: WI. (3)

**ID 409 - Senior Capstone II**

Students complete individual capstone interior design projects using the programming and schematic design

created in Senior Capstone I. The course highlights the design process, including schematic design, design development, and construction documents. Emphasis is given to application of data collection and analysis, building and life safety codes, implementation of design concept, process development, and project presentation during professional critiques. Projects engage in appropriate application and documentation of interior architectural materials, furnishings, lighting, and details. Studio. Prerequisites: grade of C- or better in ID 407 and ID 408. Liberal Arts Core/University Requirements Designation: DSINQ. (3)

**ID 412 - Furniture and Display Design**

A survey of various construction methods and techniques used in the creation of custom-designed furnishings with an emphasis on contemporary trends and the development of the necessary drawing and 3-D modeling skills to convey the design. Studio. Prerequisites: ID 122 and ID 204. (3)

**ID 415 - Advanced Sketching and Rendering**

Introduces the benefits of adopting the habits and skills of freehand sketching in the study of architecture and design. Freehand sketching and quick rendering techniques are explored in the examination of existing spaces in our physical environment. This course is intended to provide advanced drawing and rendering instruction for students of design who are traveling in order to discover the world of art and architecture. Prerequisite: ID 122. (3)

**ID 416 - Digital Communication for Interior Design**

This course is designed to reinforce presentation techniques and graphic technical skills introduced in sketching and rendering and in computer-aided drafting courses. Students will continue to develop their proficiency in freehand sketching, drafting, and rendering, as well as in computer-aided skills in drafting and rendering. Students will use digital technology to integrate their freehand design ideas with three-dimensional modeling, drawing, and rendering software. Students will learn various methods to complete enhanced, visually stimulating 2-D and 3-D rendered images to successfully communicate and present their final design solutions. Prerequisite: grade of C- or better in ID 223. (3)

**ID 421 - Project**

Investigation of a selected topic in the field of interior design. Provides an opportunity for majors to explore thoroughly a subject previously studied in the program

or to investigate one that is not part of the curriculum. The project is intended to demonstrate the ability to conduct independent research and present the results in an expert manner. Prerequisites: permission of a faculty advisor and the dean of the School of Design, Arts, and Humanities. (1-3)

#### **ID 426 - Current Issues in Interior Design**

Explores the human, environmental, and technical issues that have affected recent developments in interior design. Students will develop a personal design theory based on research in design philosophy from contemporary and historic sources. This course is a prerequisite for entrance into the track II graduate program. (3)

#### **ID 434 - Business Procedures**

Survey of interior design business practices from the types of design services to the types of business organizations. Analysis of various project phases, contract documents, and specifications are emphasized. Provides a broad understanding of business ethics, professional organizations, and procedures. Prerequisite: EN-102 and junior standing. Liberal Arts Core/University Requirements Designation: WI. (3)

#### **ID 435 - Professional Development**

An in-depth study of advanced professional practice, including marketing proposal and material writing, marketing presentations, and portfolio development. The course develops writing and presentation skills for the individual designer, emphasizing verbal, written, and graphic communication of project work and qualifications. Includes the development of a graphic portfolio of student work. Prerequisites: grade of C- or better in ID 305 and EN 102. Liberal Arts Core/University Requirements Designation: WI. (3)

#### **ID 436 - Technology for Interior Design**

Study of current and emerging interior design technologies. The course examines technical and organizational approaches to solving problems in the interior environment. Prerequisite: grade of C- or higher in ID 223. (3)

#### **ID 438 - Color, Light, and Human Behavior**

The course examines color theories in design and cross-disciplinary knowledge domains of science and psychology of color vision and perception. Investigations throughout the semester study function and application of color and light relationships in art, architecture, interior design, and photography. Students

analyze and create simulations of color effects. Perception of the interaction of color and light will be emphasized throughout the course. Prerequisites: grade of C- or better in FA 104 and ID 203. (3)

#### **ID 452 - American Interiors**

Covers American home and furniture design from the 17th century to the present. Architecture of the same period is analyzed relative to historic preservation, renovation, and adaptation. Liberal Arts Core/University Requirements Designation: WI. (3)

#### **ID 453 - Modern Design and Architecture**

Background of the dominant influences and character of interiors and architecture during the 20th century and beyond. Through local field trips and a variety of techniques, students will explore modern developments, relations to the preceding periods, and the effects on the present era. (3)

#### **ID 454 - Historic Preservation**

An introduction to the terminology, principles, practices, and development of historic preservation in the United States with particular emphasis upon interior design. Through various media presentations, local field trips, and guest speakers, students are exposed to the current thinking in the profession. Prerequisite: EN 102. Liberal Arts Core/University Requirements Designation: WI. (3)

#### **ID 458 - Interior Design Study Tour**

Short-term study tours to a variety of locations provide an introduction to the historical and aesthetic study of architecture, interiors, furniture, and art, covering a variety of periods in the United States and abroad. In selected cities, participants will visit museums, significant buildings, and sites. Outcomes may be cross-cultural analyses of history context and/or design problem solving. Prerequisites: FA 202 and ID 350. (3)

#### **ID 512 - Furniture Design Seminar**

Provides the graduate student with an overview of the furniture design and manufacturing processes. Emphasizes development of design concepts, design meaning, acknowledgement of cultural trends, and generating study models to better understand construction connections and detailing. Research and analysis are required to structure the student's understanding of historical furniture design influences and current trends in contemporary culture. 3-D modeling skills and presentation drawings will be created to convey design concepts. (3)

**ID 515 - Field Study and Advanced Rendering**

Focuses on increased visual awareness through application of advanced rendering and field-study sketching techniques. The creative process of seeing and thinking to gain visual literacy is thoroughly developed. Specific sketch topics analyze forms of the built environment and explore new awareness in observational skills. Renderings examine light and shadow compositions, spatial concepts, and compositional frames. Computer rendering is integrated as a tool in the studio environment to transform the original sketches and further develop ways of design thinking. (3)

**ID 522 - Environmental Behavior Seminar**

A systematic examination of behavioral determinants in the interior environment. Applies investigative methods, including observation, survey, and photographic techniques, to analyze and evaluate dysfunctional aspects of selected interior environments. (3)

**ID 524 - Design Methods Seminar**

Examines methods necessary for controlling complexity in projects in which design and implementation responsibilities are distributed among many parties. Individual and team design exercises are used to build skills and analyze issues. (3)

**ID 527 - Ecological Interior Design**

This course provides a theoretical exploration of the sustainable design movement; its history and background; and the social, cultural, and economic issues surrounding its current momentum. Students will use investigative methods, such as observation, theoretical research, site analysis, and survey, to analyze and evaluate comparative assessments of design applications. (3)

**ID 528SL - Community Engaged Design**

Graduate elective investigating the diverse and interconnected structures of socially responsible design impacting contemporary communities today. Students will research the necessary leadership skills, communication tools, and critical theories of community engagement for socially responsible design. Using an interdisciplinary approach, students will analyze and actively engage in principles and practices of community engagement through a local and global lens. Specific models, toolkits, and precedents will be studied in partnership with community and professional stakeholders; demonstrating how and where an Interior

Designer can lead and help turn social design challenges into opportunities. Students will develop their own toolkits in collaboration with design professionals to build direct relationships with the clients and the community. Prerequisite: B-or better in ID 605(3)

**ID 532 - Construction and Environmental Systems**

Explores factual and technical knowledge of the various components and materials in building construction. Concentration on the interaction of those materials, systems, and methods specified by interior designers and other design disciplines as they relate to the construction process in both commercial and residential structures. (3)

**ID 533 - Illumination Systems**

Investigation into the various sources, components, and materials utilized in lighting design. Emphasis is on analyzing objective and procedural criteria for determining selections of lighting types and evaluating decisions made in the lighting design process. (3)

**ID 534 - Professional Practice**

Investigation of business practices used in interior design, professionalism, and standards of business ethics. Includes inquiry into the relationship between the profession, the broader field of environmental design, and the construction industry. Synthesis of business procedures for conducting commercial and residential interior design projects developed through project development, including contractual negotiations with clients, contractors, and suppliers, and other business strategies in action. Individual and team presentations. Prerequisite: grade of B- or better in ID 606. (3)

**ID 535 - Illumination and Acoustical Design Seminar**

An analysis of illumination and acoustical design, their impact on environmental systems, and their relationship to the design of interior space. Individual exploration of the qualitative and quantitative applications of lighting and acoustical design. Prerequisite: ID 533. (3)

**ID 536 - Technology for Interior Design Seminar**

Study of current and emerging interior design systems technologies. The course examines technical and organizational approaches to solving problems in the interior environment. Case studies are developed and analyzed. (3)

**ID 537 - Graduate Professional Development**

An in-depth study of visual and written communications that will enable students to market themselves for the

interior design profession. The course emphasizes research and documentation for the profession; verbal, written, and graphic communication for self-promotion; and analysis and development of project work for marketing material. Includes the development of a graphic portfolio for student work. Prerequisite: grade of C or better in ID 605. (3)

#### **ID 538 - Color, Light, and Human Perception**

Examines color theories in design and cross-disciplinary knowledge domains of science and the psychology of color vision and perception. The course investigates the function and application of color and light in art, architecture, interior design, and photography. The analysis of color effects on human behavior and perception are emphasized throughout the semester. Prerequisite: FA 104. (3)

#### **ID 545 - Graduate Construction Documents**

Exploration and application of the concepts, theories, and methods of computer applications for the design, development, and construction document phases of the design process. The course reinforces computer applications and techniques introduced in ID 223 Presentation Drawings while continuing to develop student proficiency in free-hand sketching, free-hand drafting, digital drawing, and rendering. A laptop computer meeting program specifications is required for this course. Studio. Prerequisite: grade of B- or better in ID 223. (3)

#### **ID 550 - History of Architecture and Interiors I**

A historical and aesthetic survey of mainly Western architecture, interiors, furniture, and decorative arts from ancient times through the 17th century. Stylistic developments, significant examples, important people, social history, and material culture are investigated, analyzed, and appraised. Historic research methods and case studies are examined. (3)

#### **ID 551 - History of Architecture and Interiors II**

A historical and aesthetic survey of mainly Western architecture, interiors, furniture, and decorative arts from the 18th century to the present. Stylistic developments, significant examples, important people, social history, and material culture are investigated, analyzed, and appraised. Historic and material culture research methods and case studies are examined. Readings and individual or team research topics are explored. (3)

#### **ID 553 - Modern Design and Architecture Seminar**

Investigation of the dominant theories, influences, and character of interiors and architecture during the 20th and 21st centuries, their relation to the preceding periods, and their effects on the present era. Individual and team inquiries and presentations. (3)

#### **ID 554 - Historic Preservation Seminar**

Explores the significance of the historic preservation movement in this country, emphasizing its relationship to interior design. Through individual readings, site visits, and presentations, students research and analyze the history of preservation and its legislative initiatives as well as preservation projects and practices. (3)

#### **ID 558 - Interior Design Study Tour**

Short-term study tours to a variety of locations provide an in-depth examination of the history and aesthetics of architecture, interiors, furniture, and art spanning a range of periods in the United States and abroad. In selected cities, participants will visit museums, significant buildings, and sites. Outcomes may be cross-cultural analyses of historical context and/or design problem solving. Prerequisites: 3 credits of art history and ID 550. (3)

#### **ID 590 - Practicum**

This practicum provides professional opportunities relevant to the uniqueness of the university's location near the nation's capital. Formal arrangements are made with federal, state, or community agencies, or area industries. Prerequisite: approval of graduate program director. (3)

#### **ID 595 - Graduate Directed Research**

Individual investigation into and analysis of specific aspects within the discipline of interior design. Under faculty supervision, students develop a written and/or graphic project and presentation focusing on an area of interest or design specialization in which the department does not offer coursework or in which the student seeks further development. Prerequisite: approval of graduate program director. (3)

#### **ID 600 - User Centered Design Seminar**

The course introduces students to user centered design (UCD) thinking methods and strategies that apply human-centered research and practices to solve design, technology and business problems. This course will combine relevant readings and videos of theories and practices to understand how companies in various

markets have taken on design thinking challenges to create design solutions and ideal experiences that meet the needs of the end-user. Students will participate in practical exercises and engage in collaborative assignments that involve analyzing user experiences to solve user-centered design thinking problems across multiple disciplines. (3)

#### **ID 605 - Graduate Practice Studio I**

Studio focusing on development of comprehensive design solutions for the practice areas of commerce and entertainment, including retail and hospitality.

Observation and/or behavior mapping studies, literature reviews, innovative design concepts, and brand identity are used to create evidence-based design solutions that emphasize creativity, principles of sustainability, wayfinding, and security. Studio. Prerequisites: grade of B- or better in ID 223 and ID 204. (3)

#### **ID 606 - Graduate Practice Studio II**

Studio focusing on development of comprehensive design solutions for the practice areas of workplace, educational, or governmental interior design. Surveys and/or interviews, literature reviews, innovative design concepts, and brand identity are used to create evidence-based design solutions that emphasize creativity, principles of sustainability, life-safety codes, and building codes. Studio. Prerequisites: grade of B- or better in ID 545 and ID 605. (3)

#### **ID 607 - Graduate Practice Studio III**

Studio focusing on an interdisciplinary approach to complex problems in the interior environment for the practice areas of healing, restoration, and well-being. Case studies, programming briefs, literature reviews, and collaborative teamwork are used to create evidence-based design solutions that incorporate creativity, human factors data, barrier-free and universal design concepts, life-safety codes, and building codes. Studio. Prerequisite: grade of B- or better in ID 606. (3)

#### **ID 608 - Graduate Practice Studio IV**

Studio focusing on an interdisciplinary approach to complex problems in the interior environments for diverse populations in a multi-level, mixed-use project. Literature reviews and multiple research methods are used to create evidence-based design solutions that build on the interdisciplinary experience in ID 607. Students write their own programming briefs. Studio. Prerequisite: grade of B- or better in ID 607. (3)

#### **ID 626 - Graduate Seminar**

Investigates theories and hypotheses and examines current design theories. Emphasis is placed on deepening awareness of theories in interior design, and students are encouraged to evaluate their personal philosophies, concepts, and practices as they relate to the field of design. Through individual readings, investigations, article reviews, and research topic presentations, students assess their values and positions on current issues. Prerequisite: permission of graduate program director. (3)

#### **ID 697 - Thesis or Design Research Proposal**

This course focuses on the identification of a significant question or challenging issue in interior design that can be explored or investigated using empirical research methods. Through literature reviews, readings, and field studies, students formulate an individual empirical study in interior design under faculty supervision and critique. A written thesis proposal is produced. Students who do not fulfill all of the course requirements and are not eligible for an incomplete will receive an IP grade. Students with an IP must register for ID 697C and pay a registration fee. The continuation carries no credit. Prerequisites: grade of B- or better in ID 607 and ID 600. (3)

#### **ID 698 - Thesis or Design Research Project I**

This course focuses on the exploration of a significant question or challenging issue in interior design. Through readings and field studies, students formulate and carry out an individual investigation under faculty supervision and critique. Findings are presented in a written or graphic document and evidence-based design project. Students who do not fulfill all of the course requirements and are not eligible for an incomplete will receive an IP grade. Students with an IP must register for ID 698C and pay a registration fee. The continuation carries no credit. Prerequisite: grade of B- or better in ID 606 or ID 697. (3)

#### **ID 699 - Thesis or Design Research Project II**

This capstone course is a continuation of ID 698. The thesis document or design research project employs research applications and inferences of analytical thought in the design process and communication of the design intent. Design projects or thesis findings and analyses are completed and presented to faculty. Upon approval, students give a final presentation of their projects and/or study findings to the university community. Students who do not fulfill all of the course requirements and are not eligible for an incomplete will

receive an IP grade. Students must register for ID 699C and pay a registration fee. The continuation carries no credit. Prerequisite: ID 698. (3)

## **INN - Intrapreneurship**

### **INN 510 - Entrepreneurial Thinking**

This course introduces students to entrepreneurial skills and the mindset to create and commercialize an innovation as an intrapreneur or an entrepreneur. It blends together the current body of knowledge, the instructor's experience, outside speakers, relevant readings and videos, in class discussion, and real-world application to give students an appreciation of entrepreneurial behavior and how it converts an innovation into a product or service that is meaningful to a customer. This course covers the initial stages of entrepreneurship: ideation, opportunity assessment, and customer discovery (often referred to as going from "zero to one"). (3)

### **INN 520 - Intrapreneurship**

This course introduces students to the application of entrepreneurial skills and mindset to address challenges and opportunities in existing business, recognize strategic opportunities, manage organizational change, and foster the growth of an innovation-based business unit or internal change initiative. This course covers the various skills business leaders must have to exercise entrepreneurial behavior in an existing organization, whether it is done by the individual or through a complex process of corporate strategies and implementation steps. These skills include design thinking, product development, financial analysis of project costs, innovation process structuring, and commercialization analysis. (3)

### **INN 530 - Strategic Growth for Entrepreneurs and Intrapreneurs**

This course introduces students to expanding a business by recognizing strategic opportunities, managing organizational change, and fostering the growth of an innovation-based business or business unit. This course builds upon the skills and concepts introduced to students in INN 510 and INN 520 and adds the methodologies and additional analytical skills necessary to commercially scale an innovation into something with lasting economic effect. This course covers the various skills business leaders must have to successfully scale an innovation, including corporate-level strategy, organizational development and change management, management of competitive dynamics, and maintenance

or abandonment of competitive advantages.

Prerequisites: INN 510 and INN 520 or relevant professional experience as determined by the instructor. (3)

### **INN 540 - Emerging Business Formation and Financing**

This course introduces students to the skills to create a new business venture to commercialize an innovation through a new organization. This course builds upon the skills and concepts introduced to students in INN 510 and adds the methodologies and additional analytical skills necessary to convert an innovation into a business. This course covers the formation of a business enterprise, the management of founder liabilities, corporate finance alternatives, deal terms and mechanics, and business exits. Knowledge of innovation ideation, business model creation, and customer discovery is required. Prerequisite: INN 510 or relevant professional experience as determined by the instructor. (3)

### **INN 550 - Dynamic and Adaptive Leadership**

This course introduces students to the leadership concepts and practice necessary to be a dynamic and adaptive leader in an intrapreneurial or entrepreneurial role. This course blends together leadership theory, self-reflection, and best practices and prepares students to lead effectively in the workforce during times of growth and change in dynamic and fast-paced organizational environments. (3)

## **IPE - Interprofessional Education**

### **IPE 501 - Introduction to Palliative Care**

This course provides an overview of the principles and practices of palliative care with an emphasis on end-of-life care. Students will learn about the social history of death, medical advancements in extending life, and the development of the modern hospice movement and palliative care. They will explore the physical, social, psychological, and spiritual dimensions of chronic and advanced illness as well as economic, legal, and ethical issues in the delivery of palliative care. Students will be introduced to the roles of the palliative care team and the importance of interdisciplinary teamwork for improving quality of life for patients and their families. Minimum passing grade is B-. (3)

### **IPE 502 - Grief and Loss in Advanced Illness and Palliative Care**

Designed to provide a foundational knowledge in the area of grief and loss. The various theories and models

associated with grief and loss and the applications of those models will be reviewed as they relate to advanced illness and palliative care in an interdisciplinary environment. Major and minor types of losses related to grief and loss will be explored as well as differing reactions across developmental stages. Self-exploration of personal experiences, responses, and reactions to grief and loss will be examined. Minimum passing grade is B-. (3)

### **IPE 503 - Palliative Care Management and Leadership**

The purpose of this course is to provide a broad overview of management, and leadership concepts and theories central to palliative care organizations in the United States. In addition, this course will also provide students a basic understanding of the guiding economic principles and reimbursement methodologies unique to palliative care. Lastly, government policies and ethical issues surrounding palliative care will be discussed in the US context, while comparing and contrasting those with some European countries. Minimum passing grade is B-. (3)

### **IPE 504 - Pain and Symptom Management in Palliative Care**

This course provides an overview of the assessment and management of pain and other symptoms commonly experienced in those with serious advanced illness and the terminally ill. Palliative care's focus on optimizing quality of life will be discussed within the context of patient and family-centered care and common care settings. Students will learn about palliative care basics of assessment, medication, and treatment management, including special factors involved in the use of opioids. Special emphasis will be placed on behaviors, family dynamics, racial equity, environmental, psychosocial, societal and spiritual factors. Theories and practice of communication skills will be discussed as an important foundation for assessment and ongoing management. Recommended Prerequisites: IPE 501 and IPE 502 with a minimum grade of B-. Minimum passing grade is B-. (3)

### **IPE 715 - Critical Assessment and Research Methods I for Evidence-Based Health Care Practice**

This course introduces students to principles of evidence-based practices across health, health care, and health promotion and the use of published research literature for guiding decision making. Students learn to locate appropriate primary and secondary literature resources and to critically analyze the quality, importance, and applicability of these resources in

answering clinical and health-related questions at individual, system, and population levels. Published literature is explored in greater depth for constructing a relevant and researchable question and developing a background literature review. Research methods are introduced focusing on construction of research questions, selection and use of theories for grounding clinical questions, and development of a review of supportive background literature. This course is an interprofessional course. Students are expected to work in and explore interprofessional teams and outcomes. Prerequisites for NU, PHEP, and PT students: undergraduate statistics; PHEP students: HPR 501, HPR 540, and HPR 555; nursing students: NU 590; and PT students: PT 700 through 702. (3)

### **IPE 716 - Research Methods II for Evidence Based Practice**

This course focuses on the development of skills needed by health practitioners to fulfill their role as participants in the research process toward advancing health outcomes and practice in their respective disciplines. Given a well-constructed health-related and/or clinical question, students will further refine their research questions and examine, analyze, and construct research design, methodology, and data analyses to answer their questions. Prerequisites: Undergraduate Statistics; IPE 715 (DPT students must earn a B- or better); or permission from the instructor. (3)

## **IS - Interdisciplinary Studies**

### **IS 205 - Introduction to Sustainability**

Introduces students to the interdisciplinary field of sustainability by exploring interconnected environmental and social problems facing our planet. A review of the current state of the environment will be conducted by understanding threats, both global and local, posed by global warming-induced climate change and natural resource depletion. (3)

### **IS 220 - The Movie or the Book? Narrative Adaptation in the Cinema**

A study of narrative strategies in film, looking both at adaptations of the narrative from print to film, and among film genres. Films will be examined from a literary perspective, including an introduction to the vocabulary of film studies from various theoretical backgrounds such as feminism, genre studies, and multiculturalism. Special attention to how the choice of media affects storytelling and how visual narratives differ from, or derive from, textual narratives.



Prerequisite: EN 102 or permission of instructor. (Also listed as EN 220.) Liberal Arts Core/University Requirements Designation: LT-1. (3)

### **IS 233 - Introduction to Quantitative Science**

This synthesis course introduces students to the importance of interdisciplinary work in mathematics and the sciences. Modules are used to demonstrate connections between scientific phenomena and techniques in mathematics and computation. Students will develop a broad understanding of how mathematics and computer simulations can be used to understand phenomena in the natural sciences. Prerequisites: grade of C or better in MA 181 (or MA 172), MA 218, and BIO 151. (3)

### **IS 240 - Introduction to Film and Visual Studies**

An introduction to the core concepts, methods, and vocabularies of film study and visual analysis. This course is required for all students enrolled in the interdisciplinary media and performance studies minor or the media and performance studies concentration of the English major. These students must earn a grade of C or better. Prerequisite: EN 102 or permission of instructor. (Also listed as EN 240.) Liberal Arts Core/University Requirements Designation: LT-1, DSINQ, WI. (3)

### **IS 404 - Performance Media Lab**

Enables students to explore the connections among the arts, humanities, science, and technology; create a product to illustrate their collaborative research and interdisciplinary study; and present their product to the community in a public forum. Repeatable course. Prerequisite: junior/senior status within the communication or media design major; permission of instructor for non-majors. Evidence of a completed upper-level research course project is recommended. (Also listed as GMD 404.) Liberal Arts Core/University Requirements Designation: DSINQ. (3)

### **IS 421 - Project**

An investigation of a selected topic in the area of international studies. This course is intended to develop independent research capabilities and presentation techniques in the area of interdisciplinary study and may be paired with an existing senior seminar. Prerequisite: approval of a faculty advisor and a second faculty reader from a different discipline. (1-4)

## **IT - Information Technology**

### **IT 110 - Information Technology in the Global Age**

This course introduces students to the role of information technology in today's global business, political, and government environments, and in society in general. It examines the role of technology globally, particularly as it is used for cultural awareness, business development, political change, and social improvement. The negative aspects of technology (e.g., dumping of end-of-life hardware in developing countries) are also discussed. The course studies infrastructure (hardware, software, networking, and the internet), communications, databases, website development, and information security. The course also focuses on career development in terms of knowing how to apply technology as well as understanding industry-standard tools. Liberal Arts Core/University Requirements Designation: GP. (3)

### **IT 120 - Cybersecurity Principles**

Introduces the increasingly important field of cybersecurity. Students examine the major attack vectors, such as cybercrime, malware, and hacking. They examine the tools and techniques available to protect individuals, governments, and companies. Students become aware of cybersecurity risks and vulnerabilities and how to mitigate them by the application of computer science and cybersecurity principles. The course also covers privacy and the correct handling of personal information. Students must achieve a minimum grade of C. Liberal Arts Core/University Requirements Designation: DSINQ. (3)

### **IT 125 - Web Development**

Provides students with the knowledge and skills to create and maintain complex websites. Tools such as HTML5, Cascading Style Sheets (CSS), JavaScript, and XML are covered as students develop increasingly sophisticated client-side web applications, including dynamic pages such as web data collection forms. Security concerns associated with web forms are also discussed. Students must achieve a minimum grade of C. (3)

### **IT 129 - Python Scripting**

This course is an introduction to writing scripts using the Python language and its tools and libraries to solve common information technology, data science, cybersecurity, and economics problems. This course will cover the basics of scripting, logic, syntax, and data representations. It will examine different ways to use

scripting to automate and simplify tasks performed in various information technology fields. Students will learn the basics of algorithm development along with refactoring skills. Students must achieve a minimum grade of C. (3)

### **IT 130 - Java Programming**

Introduces students to writing programs for computers using the Java programming language. It provides an introduction to techniques of problem solving, algorithm development, and object-oriented software development. Students must achieve a minimum grade of C. (3)

### **IT 205 - Digital Technology**

Examines how digital technologies (computers, smartphones, the cloud, etc.) work, including the components of technology — hardware, operating systems, storage, and networking — and how these components come together to support an array of information technology applications in use today. Students troubleshoot, repair, configure, and upgrade digital systems in a hands-on environment. The course examines computer technology in the past, present, and future, providing the framework for later courses. The course is a prerequisite for preparing for a career in computer support and maintenance. Students must achieve a minimum grade of C. Liberal Arts Core/University Requirements Designation: DSINQ. (3)

### **IT 210 - Software Engineering**

Studies the entire system life cycle, including requirements analysis, system analysis and design, software development, software acquisition, system integration, and system maintenance. Software quality and software assurance are also covered. Students get experience with techniques used in commercial environments, such as UML. Prerequisite: EN 102. Students must achieve a minimum grade of C. Liberal Arts Core/University Requirements Designation: WI. (3)

### **IT 223 - Sophomore IT Seminar**

Provides additional interaction with sophomore students as a group. Sample activities include lectures on current IT topics, identification of career opportunities through guest speakers and site visits, the enhancement of experience through information literacy, and the identification of certification needs. Students will plan and give several small presentations, individually and in groups, and jointly prepare a website about the IT

program. Students must achieve a minimum grade of C. (1)

### **IT 225 - Advanced Web Development**

This course extends the web programming skills developed in IT 125, including using new web technologies. The course reviews and extends client-side technologies, including HTML5, CSS, and JavaScript and covers in-depth server-side programming languages such as PHP, Python, and C#. Content management systems are also covered in-depth. Students must achieve a minimum grade of C. Prerequisite: IT 125 or IT 130 with a grade of C. (3)

### **IT 227 - Mobile App Development**

Cross-platform mobile development refers to the development of mobile apps that can be used on multiple platforms. This course will examine cross-platform mobile development from multiple perspectives. Students will become familiar with the benefits and limitations of cross-platform development as compared to developing native mobile applications. Students will examine two of the prominent cross-platform frameworks--Apache Cordova and App Machine--and look at how common web development standards such as HTML5, CSS, and JavaScript can be used to create apps that run on both Android and iOS devices. A segment of this course will be devoted to hands on app development. Students will work individually and in groups to design, develop, and test mobile apps. Students must achieve a minimum grade of C. Prerequisite: IT 125, IT 129, or IT 130 with a grade of C or higher (3).

### **IT 229 - Advanced Python Applications**

This course will expand students' basic programming skills into advanced Python functionality and its application in various technologies. Students will expand their skills into advanced functions, Python efficiencies, and new coding paradigms. Students will learn how to write algorithms and regular expressions to extract relevant information from data. Students will explore python applications in cloud computing, software testing, web development, image processing, and scientific computing. Students must achieve a minimum grade of C. Prerequisite: IT 129 with a grade of C or higher. (3)

### **IT 230 - Advanced Java Programming**

Extends the programming knowledge introduced in IT 130. The course covers more complex programming techniques, including programming in a network

environment. Data structures, such as linked lists, stacks, queues, and trees, are discussed in the context of the Java programming language. Students must achieve a minimum grade of C. Prerequisite: IT 130 with a grade of C or higher. (3)

### **IT 305 - Computer Networking**

Examines how data gets from one computer to another, including through local area networks (LANs), wide area networks (WANs), and the internet. Networks are discussed in terms of the Open Systems Interconnection (OSI) seven-layer model. Network operating systems and network middleware are examined. The course is designed to prepare students with the knowledge necessary to pass the CompTia Net+ certification, a prerequisite for preparing for a career in network administration. Students must achieve a minimum grade of C. (3)

### **IT 310 - Database Technology**

Studies the design and implementation of relational databases. Entity-relationship (E-R) diagrams and other design techniques are covered, and students get practical experience with their use. SQL programming techniques are also used to build, update, query, and generate reports from databases. XML techniques are also examined. Students must achieve a minimum grade of C. (3)

### **IT 315 - Operating Systems and Virtualization**

This course covers the functions of modern operating systems, including their application in virtualized and cloud environments. Students work with Microsoft Windows and Unix/Linux operating systems in stand-alone, networked, and virtualized configurations. Concurrency and the ability to manage multiple users, multiple tasks, and multiple cloud processes are discussed. The course also explores how the operating system manages its hardware resources, including memory, file systems across multiple storage types, and networks. Students must achieve a minimum grade of C. Prerequisite: IT 205 with a grade of C or higher. (3)

### **IT 320 - Structure of Programming Languages**

Allows students to study language development and provides exposure to the major programming paradigms. Attention is given to variable types, sequence control, recursive subprograms, concurrent execution, parameter passing, and scope. Storage management strategies are also discussed. Students must achieve a minimum grade C. Prerequisite: IT 225, IT 227, IT 229, or IT 230 with a minimum grade of C. (3)

### **IT 321 - Cloud Computing**

This course will provide students with the knowledge and skills required to understand today's cloud infrastructure and services. It focuses on the different types of cloud infrastructure and the key considerations in migrating from an on-premise information system to one that partly or fully uses cloud computing. The course covers the technologies and processes required to build traditional, virtualized, and cloud data center environments, including resources for computation, storage, networking, and applications. Effective migration to the cloud, business continuity, security, multi-cloud solutions, and cloud management are all covered. Students must achieve a minimum grade of C. (3)

### **IT 322 - Game Design**

This course introduces the various genre of computer-based games (multi-level, multi-player, etc.) and how they are applied in entertainment and various industries. The course will cover digital imaging concepts, the importance of a compelling narrative, the human computer interface, the animation process, virtual reality, and augmented reality. Games on different platforms (console, PC, mobile, web-based, etc.) and from various game developers (e.g., Activision, Electronic Arts, etc.) will also be evaluated for design concepts. Students must achieve a minimum grade of C. Prerequisite: a programming course (IT 129, IT 130, or IT 225) with a grade of C or higher. (3)

### **IT 323 - Junior IT Seminar**

Provides additional interaction with junior students as a group and will be a continuation of the activities begun in IT 223. Sample activities include lectures on interesting IT topics, a review of major specialties, guest speakers and site visits, the application process for summer research projects and internships, and the development of multidisciplinary applications of IT. Other topics may include preparation for industry certification, the application of information literacy skills, and the identification of scholarship opportunities. This course prepares students for the internship in their senior year. Some sessions will be held with mathematics and biology students. Students will plan and give at least one significant group presentation supported by research. They will also manage a database of research, internship, and job opportunities. Students must achieve a minimum grade of C. (1)

### **IT 324 - Story and Narrative Development for Video Games**

In this course, students will examine how storytelling acts as an important element in game play. The students will look at several games (historical and contemporary) and evaluate and interpret different story styles. Based on these evaluations, students will be required to identify themes for their own video games. The students will explore the traditional narrative processes, such as three-act structure, and learn how to define character, setting, and structure to create a compelling game. Students must achieve a minimum grade of C. Prerequisite: IT 322 with a grade of C or higher. (3)

### **IT 325 - 3-D Modeling and Animation**

In this course, students will explore modeling of assets (e.g., buildings, creatures, and humans) for interactive gaming applications using platforms such as Blender and Maya. Students will design and build assets for their own games. Students will explore data visualizations, motion graphics, and 2-D/3-D animation techniques. As a result, students will know how to parameterize their assets for animation and muscle flow. Students must achieve a minimum grade of C. Prerequisite: IT 322 with a grade of C or higher. (3)

### **IT 326 - Game Development and Production**

Students will work with a professional game development platform, such as Unity or Unreal Engine, to develop professional-grade games. Students will also play video games developed by others, testing them for usability, accessibility, and quality. Students will implement the concepts learned in previous courses, including compelling narratives and well-built and designed assets. Students must achieve a minimum grade of C. Prerequisite: IT 325 with a grade of C or higher. (3)

### **IT 328 - Mobile Gaming**

In this course, students will focus on the design and development of games for the increasingly growing mobile marketplace. They will develop stand-alone games for selected audiences (e.g., young children) and develop effective mobile interfaces to web-based games. Students must achieve a minimum grade of C. Prerequisites: IT 325 with a minimum grade of C and either IT 227, IT 130, or IT 129 with a minimum grade of C. (3)

### **IT 331 - On-Premise and Cloud System Administration**

This course focuses on the major system administrator activities in modern operating systems (Windows and

Unix/Linux) and the many tasks required to ensure the effective running of these systems on-premise or in the cloud. Students analyze system logs and identify potential issues, apply operating system updates, patches, and configuration changes. They explore the DevOps methodology for constant updating and install and configure new hardware and software physically and in multi-cloud environments. The course emphasizes task automation and includes extensive shell scripting. Students must achieve a minimum grade of C. Prerequisites: IT 315 and IT 321 with a grade of C or higher. (3)

### **IT 335 - Corporate Cybersecurity**

Provides students with a broad understanding of corporate information security and the tools and techniques used to implement it. It provides a framework for addressing security problems and provides hands-on experience with security products. Specific topics covered include firewalls, host security, cryptography, privacy, application, security, and incident and disaster response. The course is designed to prepare students with the knowledge necessary to pass the CompTia Security+ certification, a prerequisite for preparing for a career in information security. Students must achieve a minimum grade of C. Prerequisites: IT 305 and IT 120 with a grade of C or higher. (3)

### **IT 340 - Data Structures and Algorithms**

Provides an introduction to effective data structures and algorithms. The testing and evaluating of data manipulation algorithms with respect to memory needs, complexity, and speed are emphasized. Students must achieve a minimum grade of C. Prerequisite: IT 225, IT 227, IT 229, or IT 230 with a grade of C or higher. (3)

### **IT 341 - Data in the Cloud**

This course focuses on enterprise data storage and management technologies on-premise and in the cloud. It covers the different types of storage systems; storage networking technologies; and concepts related to availability, business continuity, data security, and storage. It includes available database techniques (SQL and NoSQL) and techniques to manage large datasets (for example, Hadoop). Students must achieve a minimum grade of C. Prerequisite: IT 321 with a grade of C or higher. (3)

### **IT 345 - Human Computer Interaction**

Examines an important part of system development: the human-computer interface. A good human-computer interface can increase the usability of a system and

contribute to its success, affecting such things as time to adopt, customer satisfaction, and data quality. The course examines the entire spectrum of human needs in designing, building, operating, and using information technology. Students must achieve a minimum grade of C. (3)

### **IT 351 - Cloud Security and DevSecOps**

This course focuses on the security of cloud resources and the DevSecOps methodology in today's continuous integration environments. It covers the additional risk associated with the cloud computing infrastructure. It includes a myriad of security functions and the responsibilities of the cloud provider and the customer in the shared security model. It also covers the deployment and security of the virtual infrastructure, including scripted installations, advanced virtual switching for security, server monitoring for health and resource management, high-availability management, system backups, and fault analysis. Students must achieve a minimum grade of C. Prerequisite: IT 321 with a grade of C or higher. (3)

### **IT 355 - Software Testing, Documentation, and Quality Assurance**

Focuses on documentation and quality assurance in the system development process in general and software testing in particular. It includes practical experiences with preparing documentation in each phase of the system life cycle and the use of this documentation to ensure the quality of the final product. Software testing methodologies and strategies are addressed. Students must achieve a minimum grade of C. Prerequisite: IT 210 with a grade of C or higher. Liberal Arts Core/University Requirements Designation: WI. (3)

### **IT 360 - Topics in Information Technology**

Presents emerging topics and varies from semester to semester. Recent topics have included international information technology, Second Life, and computer security. Students may take the topics course more than once in fulfilling degree requirements within the major. Students must achieve a minimum grade of C. Prerequisite: varies with topic. (3)

### **IT 370 - Digital Forensics**

Covers the major topics in the field of digital forensics, combining information technology skills with criminal justice concepts. Students examine the field using topics such as digital forensics and investigations, current digital forensics tools, ethical considerations, digital evidence controls, network forensics, e-mail

investigations, and becoming an expert witness and reporting the results of investigations. Students must achieve a minimum grade of C. Prerequisite: IT 205 with a minimum grade of C.

### **IT 372 - Cisco Networking I**

Examines the basic principles of Cisco networking through a study of local area networks (LANs). Cisco network operating system (IOS) and networking connectivity devices (routers and switches) are introduced via online and hands-on labs. The course is designed to prepare students with the knowledge and skill set necessary to pass the Cisco Certified Entry Networking Technician (CCENT) certification exam, a prerequisite for an advanced certification and career in Cisco networking. Students must achieve a minimum grade of C. Prerequisite: IT 305 with a grade of C or higher. (3)

### **IT 375 - Cisco Networking II**

Examines the principles of Cisco routing within local area networks (LANs) and wide area networks (WANs). Cisco routers and switches are configured to set up LAN and WAN connectivity. The course is designed to prepare students with the knowledge and skills necessary to pass the Cisco Certified Network Associate (CCNA) certification exam, a well-accepted certificate in network engineering. Students must achieve a minimum grade of C. Prerequisite: IT 372 with a grade of C or higher. (3)

### **IT 380 - Electronic Document and Record Management**

Introduces the concepts and technology of electronic document and records management systems. Discusses how digital data, electronic records, and electronic document management are vital in organizational efforts to assure comprehensive record keeping in today's digital culture. Topics include business and legal concepts, computer storage media, techniques for transforming paper to electronic records, the impact of data formats on electronic documents, and the selection of software to manage documents and records. The course describes how to address records retention, disposition, retrieval, and data protection in an organizational environment that produces volumes of electronic records through email, office desktop computer files, and data in corporate databases. Methods are presented to assure that accurate, authentic, and trustworthy records can be preserved. The course addresses specific applications of this technology, including medical records and e-discovery. Students must achieve a minimum grade of C. (3)

**IT 385 - Managing Big Data**

Introduces the concepts and technology behind big data, including technology to handle the four tenets: volume, veracity, variability, and velocity. Students will explore the technology that will enable the large volumes of data, including tools such as Hadoop. Data collection techniques will be examined, and students will perform a series of activities, including data scraping, data wrangling, and data merging. Extraction, transformation, and loading (ETL) techniques will be developed with a focus on the quality of data. Technology to store and analyze structured, unstructured, and text data will be evaluated, and the new technology evolving, such as NOSQL databases, will be researched in detail. Students must achieve a minimum grade of C. Prerequisite: IT 310 with a grade of C or higher. (3)

**IT 389 - IT Field Experience**

This course allows students to extend their learning outside the classroom and take advantage of many business-focused learning opportunities, including a global experience, an in-country field experience, a company-sponsored educational program at the corporate location, a research and a conference experience, or an extended IT volunteer experience. Students will be required to generate a project plan, research the individual opportunity in-depth, attend the field experience, and develop a thoughtful reflection paper on the learning experience. Students must achieve a minimum grade of C. Prerequisites: MGT 345 and IT 210 with a grade of C or higher. (3)

**IT 390 - Cybersecurity: Attack and Defend**

Provides hands-on experience for students to defend computer networks against a variety of cyber attacks, including malware, hacking, denial-of-service attacks, and password cracking. Students use a variety of reconnaissance techniques, such as sniffing, scanning, fingerprinting, and war driving, to identify vulnerabilities in a variety of systems and networks. In addition, students execute attack-and-defend scenarios and document their results. Students must achieve a minimum grade of C. Prerequisite: IT 335 with a grade of C or higher. (3)

**IT 423 - Senior IT Seminar**

Provides additional interaction with senior students as a group, particularly as they begin their internship and the capstone project. Sample activities include understanding the Real-Projects-for-Real-Clients Course (RPRCC) methodology, discussing reasons for

continuing studies in graduate school and the application process, finding a job with career prospects, selecting a capstone project, and writing a project proposal and project plan. Some sessions will be held with mathematics and biology students. Students will plan and give at least one significant presentation supported by research. Students must achieve a minimum grade of C+. Prerequisite: IT 323 with a grade of C or higher. (1)

**IT 433 - IT Research**

A student in this course will conduct collaborative research (scholarly work leading to new knowledge) under the direction of a faculty member. Students must achieve a minimum grade of C. Prerequisite: application and approval of school director. Liberal Arts Core/University Requirements Designation: EXP. (1-3)

**IT 489 - Capstone Project**

This capstone course for students in the B.S. in information technology program is designed to allow students to engage in a Real-Projects-for-Real-Clients Course (RPRCC) opportunity. Students work closely with a client, develop a detailed project proposal, conduct the work, develop a project report, and write a project perspective after the project is complete. The course is a program requirement and involves several writing assignments. Students must achieve a minimum grade of C+. Prerequisites: IT 355 and MGT 345 with a grade of C or higher and senior status. Liberal Arts Core/University Requirements Designation: DSINQ, WI. (3)

**IT 490 - IT Internship**

Toward the end of their program, students engage in an internship in the IT field, focusing on their individual specialty. The internship is administrated by the internship coordinator in the School of Business and Technology. The internship is for a minimum 120 hours, must be in the information technology field, and must be approved by the internship coordinator and an academic advisor. Prerequisites: at least 90 credits, a C or better in IT 323, and an overall cumulative GPA of 2.0 or higher. Liberal Arts Core/University Requirements Designation: EXP. (3)

**IT 500 - Programming Language Selection and Design**

Introduces the concept of fundamental programming languages. The course examines the major programming paradigms and investigates the applicability of a variety of programming languages and techniques. It examines issues associated with the selection, design, and

implementation of programming languages. Students must achieve a minimum grade of B-. (3)

### **IT 502 - Creating Websites**

An introductory course that investigates the business and technology of websites. Students study design issues such as navigation, usability, site architecture, search engine optimization, and Web 2.0 techniques. Students explore basic Web creation techniques, such as HTML, JavaScript, and Cascading Style Sheets (CSS). They learn how to interface with IT professionals to specify complex requirements. They create and publish their own sites to demonstrate their understanding of these issues. Students must achieve a minimum grade of B-. (3)

### **IT 504 - Cybersecurity Technology for Managers**

Examines cybersecurity technology for managers. It explains core components of technologies and network architectures as well as new and emerging technologies. It covers risk management and budgeting for cybersecurity projects. Learners will be exposed to sound procedures for making decisions about cybersecurity in their organizations. Students must achieve a minimum grade of B-. (3)

### **IT 510 - Requirements Analysis and Management**

Examines the collection of requirements and takes a systematic and disciplined approach to the entire system life cycle. The course includes planning, requirements definition, modeling, estimating, analysis and design, coding, integration, testing, quality assurance, and management. The course focuses on object-oriented techniques, and students get practical experience with the Unified Modeling Language (UML) to produce high-quality software. Students must achieve a minimum grade of B-. (3)

### **IT 515 - Decision Making for Managing IT**

Presents the quantitative tools and techniques necessary to ensure IT professionals can support the complex decisions necessary in today's business environment. Techniques will support estimation and resource allocation, return-on-investment calculations, make-or-buy decisions, sampling in requirements gathering, cost-benefit analysis, annualized loss expectancy (ALE) calculations, and other quantitative requirements. It provides practical experience in a wide range of decision-making methods and tools, including classical decision analysis, decision trees, influence diagrams, group decision making, and simulation. The course also examines several emerging technologies, such as expert

systems and intelligent systems. Students must achieve a minimum grade of B-. (3)

### **IT 520 - Enterprise Infrastructure and Networks**

Covers the technology and management of the various components of today's enterprise IT infrastructure, including hardware, software, and networks. The course examines network architectures, network protocols, network management, IT support models, performance metrics, and operating systems. It also considers data communication and messaging in a global context. Students must achieve a minimum grade of B-. (3)

### **IT 530 - Computer Security**

Provides an overview for the computer security risks facing enterprises today and covers the many options available for mitigation of these risks. Topics include security concepts, controls, and techniques; standards; designing, monitoring, and securing operating systems; hardware; applications; databases; networks (wired and wireless); and the controls used to enforce various levels of availability, confidentiality, and integrity. Computer security is taught in the context of the increasingly global and distributed environment of today's enterprise. Business continuity and disaster recovery planning are also discussed. Students must achieve a minimum grade of B-. Prerequisite: IT 520 with a minimum grade of B-. (3)

### **IT 535 - Advanced Computer Security**

A more advanced study of computer security, including coverage of topics such as authentication mechanisms, authorization techniques, security models, trusted computing, network architecture security, operating system security, cryptography, database security, physical security, Web security, and network security protocols, such as IPSec and SSL. Students must achieve a minimum grade of B-. Prerequisite: IT 530 with a minimum grade of B-. (3)

### **IT 537 - Computer Forensics and Incident Response**

Presents methods to properly conduct a computer forensics investigation and to handle a cybersecurity incident. The course begins with a discussion of ethics while mapping to the objectives of the International Association of Computer Investigative Specialists (IACIS) certification or the International Society of Forensic Computer Examiners Certified Computer Examiner (CCE) certification exam. Students should have a working knowledge of hardware and operating systems to maximize their success on projects and

exercises throughout the course. Students must achieve a minimum grade of B-. (3)

#### **IT 540 - Enterprise Data Management and Analysis**

Recognizing the increasing dependence on data to manage today's enterprises, this course covers the design, development, management, and use of today's transaction-based databases and data warehouses. The course covers the entire life cycle from planning; physical and logical design; extract, transfer, and load (ETL) applications; and data querying and reporting. The course provides practical experience with a relational database and with the Extensible Markup Language (XML) and the XML Stylesheet Language (XSL) for data transfer. Students must achieve a minimum grade of B-. (3)

#### **IT 543 - Project Management**

Combines quantitative tools, concepts, and methods with behavioral science techniques to enable managers to plan, initiate, organize, lead, and manage projects within matrix and project organizations and under time pressure, rapid change conditions, and other conditions of rush. Students must achieve a minimum grade of B-. (3)

#### **IT 544 - The Technologies Behind Digital Transformation**

This course covers the new technologies and methodologies that are helping transform organizations (government and private sector) in the digital age. Technologies include cloud computing, blockchain, augmented reality, artificial intelligence, machine learning, robotics, the Internet of Things, data science, and other emerging technologies. Methodologies include DevOps and IT service management. Students research these technologies and methodologies and apply them to case studies in government, business, education, and health care. Students must achieve a minimum grade of B-. Prerequisite: IT 510 with a minimum grade B-. (3)

#### **IT 545 - Health Care Informatics**

Provides a broad understanding of the emerging field of medical informatics from the clinical, administrative, and health services planning perspectives. The course focuses on issues related to how public and private sector organizations generate and use health care information for management, evaluation, and research. It also addresses how organizational needs for information intersect, and sometimes conflict, with

individual needs for privacy and confidentiality. Students must achieve a minimum grade of B-. (3)

#### **IT 546 - Principles of Data Science**

This course examines the principles of data science, and data mining in particular. It focuses on finding information in large data repositories and covers concepts, algorithms, and applications in data warehousing and online analytical processing; mining frequent patterns and association rules; classification and predication; and cluster analysis implementations. It applies these techniques to the various types of data collected today, including sequential and structured data in business and society, data streams from sensors, text data, Web data, social media data, image data, biomedical data, and other forms of complex data. Students must achieve a minimum grade of B-. (3)

#### **IT 547 - Security and Privacy of Electronic Documents**

Focuses on the security and privacy of issues (technical and managerial) associated with the collection, storage, and dissemination of electronic documents. Topics include analysis of business, technology, and legal concepts behind the storage, communication, and retrieval of electronic documents, including text documents, email messages, and instant messages. Protection mechanisms include encryption, digital signature, watermarking, redaction, and security classification. The course addresses specific applications of the technology to include medical and e-discovery. Students must achieve a minimum grade of B-. (3)

#### **IT 548 - Managing Digital Transformation**

This course examines digital transformation in companies, government agencies, the health care industry, and other organizations. Studies include the implementation of emerging technologies such as cloud computing, the Internet of Things (IoT), artificial intelligence, machine learning, blockchain, and augmented reality. It investigates economic drivers and how business models evolve and provides a framework for decision makers for implementing digital transformation. Students must achieve a minimum grade of B-. (3)

#### **IT 550 - Ethics, Law, and Policy in the Information Age**

Introduces students to the ethical, legal, and policy issues raised by designing, developing, and using information technology. Issues that are researched and debated in the course include information privacy, environmental conservation, effective energy use, limits



on the use of technology, the digital divide, customer profiling, open source, copyright violation, globalization, and outsourcing. Students are expected to independently research the issues, make presentations to the class, and support their case. Students must achieve a minimum grade of B-. (3)

### **IT 552 - Operating Systems**

Covers the major features of today's multi-user operating systems, including topics such as concurrent processing, CPU scheduling, deadlocks, memory management, real and virtual memory, secondary storage management, security, and file management. Students must achieve a minimum grade of B-. (3)

### **IT 556 - Data Visualization**

Communicating clearly, accurately, and effectively about the patterns found in data is a key skill for a successful data scientist. This course focuses on the design and implementation of complementary visual and verbal representations of patterns and analyses in order to convey findings, answer questions, drive decisions, and provide persuasive evidence supported by data. Assignments will give students hands-on experience with designing and building data visualizations as well as reporting their findings in a variety of presentation styles. This course focuses on the use of current industry-standard data visualization techniques. Students must achieve a minimum grade of B-. Prerequisite: IT 546 with a grade of B-. (3)

### **IT 557 - Measuring Systems Security: Monitoring and Auditing**

Examines best practices for identifying vulnerabilities and preventing attacks. This course is designed for cybersecurity personnel who are responsible for the management of cybersecurity in an organization and who will oversee processes and procedures that demonstrate the validity and quality of cybersecurity within an organization through monitoring, auditing, and penetration testing. Students must achieve a minimum grade of B-. Prerequisite: IT 530 or IT 504 with a minimum grade of B-. (3)

### **IT 560 - Applications of Cryptography**

Presents a detailed understanding of symmetric and asymmetric cryptography. This course includes a discussion of the history of cryptography and cryptanalysis. It covers the algorithms for modern ciphers such as AES, DES, RSA, and RC4. The topics of key exchange and management, digital signatures, secure hashes, and steganography are covered. Students

must achieve a minimum grade of B-. Prerequisite: IT 530 with a minimum grade of B-. (3)

### **IT 565 - Creating and Managing User Interfaces**

Emphasizes the importance of human engineering issues in the implementation of successful computer-based systems. The course examines the entire spectrum of human issues that must be considered in developing, managing, and using information systems. It examines elements such as usability factors for online application, time to adopt, customer satisfaction, and data quality. Students review and suggest improvements to common business applications. Students must achieve a minimum grade of B-. (3)

### **IT 566 - Computer Scripting Techniques**

This course covers writing scripts using current industry scripting languages to solve common IT problems. It covers the basics of scripting, syntax, and data representations, examining different ways to use system administration, natural language processing, and Web programming. Students will apply scripting skills to problem solve relevant tasks in various IT specialties, learning how to write algorithms and regular expressions to extract relevant information from data sets and how to use third-party packages for more complicated tasks. Students must achieve a minimum grade of B-. (3)

### **IT 567 - Global Cybersecurity and Cyber Warfare**

Examines the global scope of the Internet and the security of cyberspace to ensure openness in a networked world, including areas such as business, politics, crime, and warfare. This is an emerging field, and the course focuses on the identification of problems and the examination of global cybersecurity initiatives in the U.S. and other countries and the coordinating role of international organizations, both technical and strategic. Students must achieve a minimum grade of B-. (3)

### **IT 570 - Cybersecurity: Law, Policy, Ethics, and Compliance**

Focuses on the law, policy, ethics, and compliance issues concerning cybersecurity as information is collected and communicated in today's networked world. International security law and legal principles are covered as well as topics such as ethics, privacy, and compliance. The theory and principles behind these topics are explored in-depth, and students prepare a research paper on a contemporary topic relating to the field. Policy documents are critiqued and compliance

issues are discussed. Students are expected to independently research the issues, make presentations to the class, and support their case. Students must achieve a minimum grade of B-. (3)

### **IT 575 - Information Security Management**

Covers the knowledge and skills for the management of security in today's enterprise IT environments. It focuses on planning, designing, implementing, managing, and auditing security at all levels. Automated security management systems are discussed in detail. It examines the best practices and global standards in this emerging field. Students must achieve a minimum grade of B-. (3)

### **IT 576 - Natural Language Processing (NLP) Techniques**

Natural language processing (NLP) is the study of the complexities of analyzing linguistic information both in text and voice. Students examine the complexities of language phenomena and how to handle those using current NLP tools and scripting techniques. The course covers topics such as tokenization, sentence structure, grammars, parsing, machine translation, and sentiment analysis. Students discuss and examine how data selection and sampling across genres affects NLP systems, including learning how to leverage social media data along with more formal language sources for English and multilingual data. Students must achieve a minimum grade of B-. Prerequisite: IT 566 with a minimum grade of B-. (3)

### **IT 577 - Human Factors in Cybersecurity**

Explores the human aspects that have an impact on the practices, policies, and procedures that are in place in an organization to secure the firm's information. Topics include human behavior, ethics, psychology, social engineering, and hacker culture. Emphasis is on the human element and the motivations for cyber crimes. Analysis covers techniques to prevent intrusions and attacks that threaten organizational data and techniques to identify potential insider threats. Students must achieve a minimum grade of B-. (3)

### **IT 580 - Technology Leadership**

Centers around the leadership knowledge and skills necessary for a chief information officer (CIO) or equivalent. Topics include strategic thinking, consulting, budget formulation, and effective management and leadership. In case studies and role-playing exercises, students practice leadership skills, such as influence- and relationship-building. Students

use analysis techniques, questioning skills to gather information, negotiation and influencing skills to make decisions, and communication skills to present the final proposal at an executive level. Students must achieve a minimum grade of B-. (3)

### **IT 585 - Managing Technical People**

Teaches the basic concepts and skills needed to manage technical people in high-performance environments. It is designed specifically for technical professionals who are planning to become team leaders, supervisors, and managers. Students must achieve a minimum grade of B-. (3)

### **IT 586 - Machine Learning**

This course introduces core machine learning models and algorithms for classification, regression, clustering, and dimensionality reduction. The course focuses on both understanding the theory of learning approaches and effectively using them to solve real-world data science problems. Topics include least squares methods, linear classification, support vector machines, Bayesian networks and inference, the EM algorithm, and kernel methods. Students discuss and examine how machine learning is used in the real world, including government data, business information, biomedicine, and cybersecurity. Students must achieve a minimum grade of B-. Prerequisite: IT 546 with a minimum grade of B-. (3)

### **IT 587 - Cybersecurity Systems: Certification and Accreditation**

Familiarizes students with the standards and processes required to certify and accredit information systems for compliance with federally mandated cybersecurity requirements and international standards. This course includes detailed analysis of the government's Federal Information Security Management Act (FISMA) and provides students with practical experience with preparing reports under the regulations. The course also examines the National Security Agency's "Common Criteria" requirements for security products. Students must achieve a minimum grade of B-. Prerequisite: IT 530 or IT 504 with a minimum grade of B-. (3)

### **IT 588 - Cybersecurity Risk Management**

This course examines cybersecurity as a risk management problem where an organization identifies potential cybersecurity risks, evaluates those risks, and makes risk mitigation and acceptance decisions given any resource limitations. The course covers both the government's Risk Management Framework (RMF) as

well as more quantitative approaches to risk analysis, risk valuation, and risk metrics using techniques such as Factor Analysis of Information Risk (FAIR). Students must earn a minimum grade of B-. Prerequisite: IT 530 or IT 504 with a minimum grade of B-. (3)

#### **IT 590 - Topics in Information Technology**

Explores a contemporary topic relating to some aspect of information technology. This course can be repeated for credit with a new topic. Students must achieve a minimum grade of B-. (3)

#### **IT 597 - Security and Privacy of Medical Devices**

This course examines the key cybersecurity design considerations for medical device manufacturers and developers as well as effective processes and procedures to manage cybersecurity throughout a device's life cycle. Students will learn the major concepts and skills for creating more trustworthy software-based medical devices, ranging from pacemakers to mobile medical apps. Topics span cybersecurity principles, human factors, and regulatory policy that impact the security level of medical devices that are increasingly interconnected and wirelessly controlled today. Students will apply the concepts and skills by analyzing the security of a real-world medical device in a term project. Students must achieve a minimum grade of B-. (3)

#### **IT 610 - IT Governance and Strategy**

Examines methodologies and techniques to govern the large and rapidly evolving set of IT activities and initiatives that take place in a large enterprise. The course includes the processes, including best practices, that govern decision making around investment decisions, staffing levels, outsourcing decisions, client relationships, project management, and other important IT operational areas. Internet governance is also discussed. The course includes practical experience in the development of an IT strategic plan. Students must achieve a minimum grade of B-. Prerequisite: at least 18 credits in the program with a minimum grade of B-. (3)

#### **IT 630 - Information Technology Practicum**

The course facilitates the continuing advancement of information technology knowledge and skills and serves as a practical experience for career changers and international students. It provides an opportunity for students to extend their knowledge and skills developed in the master's program by applying the tools and techniques learned to a specific project in the information technology workplace, taking advantage of

the university's location near the nation's capital. Students must complete at least 240 hours in the university-approved work environment, attend a weekly seminar, prepare monthly summaries, and prepare a detailed reflection paper on their experience, including evaluating the extent of digital transformation. Students must achieve a minimum grade of B-. Prerequisite: completion of at least 18 credits in the program with a minimum grade of B-. (3)

#### **IT 670 - Computer Network Defense**

Provides hands-on experience for students to defend computer networks against attacks such as viruses; worms; Trojan horses; denial-of-service attacks; password cracking; key loggers; buffer overflow attacks; and reconnaissance, such as sniffing, DNS, SNMP, scanning, fingerprinting, and war driving. Students execute attack-and-defend scenarios and document their results. Students must achieve a minimum grade of B-. Prerequisite: IT 535 with a minimum grade of B-. (3)

#### **IT 680 - IT Master's Project**

Requires students to integrate and apply knowledge acquired in the degree program to a particular project. Students work individually to complete the project for a sponsor and under the direction of a full-time faculty member of their choice. The results are presented orally and communicated in writing. The project outcomes are critiqued by the faculty. Students must achieve a minimum grade of B-. Prerequisite: completion of at least 27 credits in the program with a minimum grade of B-. (3)

#### **IT 727 - Managing Cybersecurity Risk**

This doctoral-level course covers all aspects of the management of the risk of cyber attack and covers the foundations for the thoughtful and purposeful development of cyber defense strategies in any organization. In general, there are too many threats and potential vulnerabilities but not enough money and resources to protect all the digital assets in organizations, particularly those connected to the Internet. This course covers the strategic decision-making process, including formal methodologies, as to which assets to defend and why. (3)

#### **IT 737 - Securing the Evolving Technology Infrastructure**

This doctoral-level course examines the cybersecurity challenges of the constantly changing computing infrastructure with its increasing reliance on the Internet

and the rise of additional threats posed by cloud computing, mobile computing, integration of the Internet of Things, automated industrial control systems, use of hardware built in other countries, and the risk of other critical infrastructures. This course examines the cybersecurity challenges of interrelated systems across the global landscape and the different techniques used to protect computers and data, with particular emphasis on sectors such as transportation, utilities, health care, financial services, and manufacturing. (3)

#### **IT 745 - Machine Learning in Cybersecurity**

This doctoral course explores machine learning models and algorithms for today's business world and in cybersecurity in particular. The course focuses on both understanding the theory of machine learning approaches, and their reliance on trustworthy and unbiased data. Doctoral students will be expected to research the emerging role of machine learning and artificial intelligence in cybersecurity, predict its impact in cybersecurity globally, and develop an application. Topics include supervised, unsupervised, and deep learning, fundamental algorithms such as linear regression, decision tree learning, classification and support vector machines, and researching applications for these techniques. Students research and discuss how machine learning and natural language processing (NLP) are used in cybersecurity, both for attack by adversaries and defense by government and industry. Students must achieve a minimum grade of B-. (3)

#### **IT 747 - Cybersecurity in the Systems Life Cycle**

This doctoral-level course integrates cybersecurity concepts, principles, tools, and techniques into the system life cycle, including acquisition and purchasing of technology, security requirements definition during requirements analysis, secure software coding practices, auditing processes for production systems, cyber insurance considerations, and communication security issues with upper management and the board. (3)

#### **IT 757 - Cyber Threat Intelligence**

This doctoral-level course covers the cyber threat intelligence landscape, including tactical, operational, and strategic dimensions. It includes open source intelligence techniques and social media intelligence techniques as well as mobile app intelligence-gathering techniques. Investigational strategies, such as counter intelligence methods and attribution, are also discussed. (3)

#### **IT 767 - Workforce Development: Cybersecurity Education, Training, and Certification**

This doctoral-level course strategically examines the cybersecurity workforce of today and examines the leadership and educational skills necessary to grow the nascent workforce effectively. The course looks at the difference between cybersecurity education and training and examines the education requirements at all levels (K-12 through doctorate). The industry's current reliance on certifications is also discussed. (3)

#### **IT 777 - Malware Analysis**

This doctoral-level course covers all aspects of the field of malware analysis. It is an advanced hands-on class that includes delineating the role of malware analysis, cybersecurity defenses, developing policies to handle malware, and performing dynamic and static analysis to recognize existing and potential malware. Students learn how and when to use malware analysis techniques to mitigate risks associated with malware. (3)

#### **IT 787 - Cybersecurity Applied Research Practicum**

This course facilitates the advancement of cybersecurity expertise to supplement the program for doctoral candidates. It provides an opportunity to practice higher-order thinking on an applied research project in government or industry, taking advantage of the university's location near the nation's capital. Students must complete at least 240 hours in the university-approved work environment, report monthly on their activities and progress, and present their work to the doctoral students. Prerequisite: completion of at least 18 credits in the program. (3)

#### **IT 797 - Advanced Topics in Cybersecurity**

This doctoral course explores a contemporary topic in the cybersecurity field. Topics will vary each semester but will reflect the emerging issues in the growing field both in technical areas and in related areas such as the social sciences. The focus will be research on the selected topic and involve student's predictions of its future impact in protecting (3) cyberspace. Doctoral students will be expected to research the emerging topic, predict its impact in cybersecurity globally, and to prepare a quality paper. Experts in the topic will be engaged in student's discussion of the topic. Course may be taken up to three times when different topics are presented. (3)

#### **IT 800 - Beginning Applied Research in Cybersecurity**

This course prepares doctoral students for the applied research process in the cybersecurity field. Students

review APA guidelines and look at the special requirements for academic writing. They start thinking of issues in the field that could benefit from additional research, and they begin to examine the literature research and writing process to develop these ideas into potential dissertation topics. Students also analyze past work and consider ethical issues that might occur during the conduct of cybersecurity research. (3)

#### **IT 810 - Applied Research Topics and Methods in Cybersecurity**

In this course, doctoral students will begin to develop the applied research concept in the cybersecurity field. Students examine the state of cybersecurity research and the roadmaps established at the national and international levels. It is designed to provide an increased understanding of the philosophy of science and the nature of scientific thinking. The doctoral students identify researchable topics, the use of existing knowledge to act as a basis for the research project, and the use of information systems to support the identification of known information and data. The course prepares students to be cybersecurity leaders who are able to use applied research to refine and improve cybersecurity practices through evidence-based techniques. Prerequisite: IT 800. (3)

#### **IT 820 - Applied Research: Qualitative and Quantitative Research**

In this course, doctoral students will be exposed to the overall research design process through the analysis of knowledge claims, strategies of inquiry, and the development phases of the research project. The course examines how to consider external factors and how they are applied to the quantitative, qualitative, and mixed methods research methodologies. In addition, this course will provide the student with an introduction to questionnaire design. Prerequisite: IT 810. (3)

#### **IT 830 - Applied Research: The Dissertation Proposal**

In this course, doctoral students will develop the documentation for approval of their research topic and overall research plan, obtain approval from their advisor, and submit their dissertation proposal for approval by the Faculty Dissertation Committee. Students will evaluate which type of IRB submission is appropriate and prepare the material for its timely submission. The student will also be guided in a professional literature review on their chosen topic and develop a clear understanding of past work in their field. Students who do not fulfill all of the course requirements and are not eligible for an incomplete will

receive an IP grade. Students with an IP must register for IT 835. Prerequisite: IT 820 (3)

#### **IT 835 - Continuing Dissertation Proposal Preparation**

In this course, doctoral students will further develop, and ultimately complete, the documentation for approval of their dissertation research proposal to meet university and program requirements, leading to candidacy. Students work closely with their Dissertation Committee Chair to further the proposal documentation process. This course is pass/fail. Students who do not fulfill all of the course requirements and are not eligible for an incomplete will receive an IP grade. Students with an IP must reregister for IT835. The course can be taken a maximum of three (3) times. Prerequisite: IT 830. (1)

#### **IT 840 - Applied Research: Dissertation Data Collection and Analysis**

During this course the doctoral student will collect and analyze data to further the dissertation research developed in previous courses. The purpose of this course is to complete an original piece of applied research which will contribute to the development of the cybersecurity field. At the end of the course, the doctoral student must have completed the analysis phase of the dissertation and be ready to complete the writing process. The course is pass/fail. Students who do not fulfill all of the course requirements and are not eligible for an incomplete will receive an IP grade. Students with an IP must register for IT 845. Prerequisite: IT 830 and candidacy.

#### **IT 845 - Continuing Dissertation Data Collection and Analysis**

In this course, doctoral students will further develop, and ultimately complete, the data analysis and data collection component of their dissertation research proposal to meet university and program requirements. Students work closely with their Dissertation Committee Chair to further dissertation process. This course is pass/fail. Students who do not fulfill all of the course requirements and are not eligible for an incomplete will receive an IP grade. Students with an IP must reregister for IT845. The course can be taken a maximum of three (3) times. Prerequisite: IT 840. (1)

#### **IT 850 - Dissertation and Oral Defense Designs**

This course is the culminating experience of the doctoral research experience. The purpose of the course is to successfully prepare the written dissertation based on previous original applied research and to present its

oral defense. Prerequisites include IT840 and have permission of the dissertation committee. The course is pass/fail. Students who do not fulfill all of the course requirements and are not eligible for an incomplete will receive an IP grade. Students with an IP must register for IT 855. Prerequisite: IT 840. (3)

### **IT 855 - Continuing Dissertation Preparation**

In this course, students will continue to prepare their dissertation documentation and oral defense to meet university and program requirements for graduation. They will work closely with the Dissertation Committee Chair and other committee members to ensure the dissertation requirements are satisfied, and with the school director to ensure all graduation requirements are met. This course is pass/fail. Students who do not fulfill all of the course requirements and are not eligible for an incomplete will receive an IP grade. Students with an IP must reregister for IT855. The course can be taken a maximum of three (3) times. Prerequisite: IT 850. (1)

## **LA - Legal Administration**

### **LA 248 - Business Law I**

A study of the rights and relationships involved in the laws of contracts, sales, and agency, including the Uniform Commercial Code. Prerequisite: MGT 123. (3)

### **LA 249 - Business Law II**

A study of the law relating to the development and operations of partnerships, limited liability companies, and corporations, and of the government agencies that regulate business. Prerequisite: LA 248. (3)

### **LA 250 - Legal Aspects of Health Care**

Provides an overview of the basic laws that govern health care, one of the most heavily regulated industries in the U.S. Students examine various health care legal issues, including reimbursement law, quality, malpractice, cost containment, licensure, antitrust, and systems development. Students will also have a strong introduction to writing legal analyses of various regulations governing the delivery of health care services and the many ethical issues facing health care. (3)

### **LA 280 - Introduction to the Legal System**

A study of various sources of law and federal and state court systems. Survey of the various kinds of law practices, the role of attorneys and paralegals, ethics, and legal research. (3)

### **LA 301 - Civil Litigation**

An introduction to the rules governing lawsuits, the jurisdiction of federal and state courts, and the procedures in preparing materials for trial. Emphasis on techniques of client interview, information gathering, organizing, and retrieval. (3)

### **LA 302 - Criminal Litigation**

An introduction to the rules governing criminal procedures from indictment, pretrial motions, plea bargains, and jury selection through prosecution by the trial court, emphasizing the role of the paralegal in the process. (3)

### **LA 315 - Sport Law**

A study of the various legal issues that arise in sports, both amateur and professional, and the sports industry, including the laws of agency, contracts, and torts that govern sports and the sporting industry. Explores the business and legal issues involved in the formation and administration of minority sports interests, including Title IX of the Civil Rights Act and the Americans with Disabilities Act. Also explores various property and labor issues, including dispute resolution and antitrust matters, the workings of various aspects concerning international sports, the issues involved in substance abuse and drugs in sports, and general ethical issues. (3)

### **LA 430 - Current Issues in Employment Law**

A study of current trends, issues, recent legislation, court decisions, and regulations as they affect the human resource function. (3)

### **LA 535 - Employment Law**

Focuses on the dynamic relationship between legal and personnel concepts and how human resource practitioners can help organizations avoid exposure to litigation. Students analyze and apply appropriate rules of law to problem situations. (3)

### **LA 540 - Health Care Law**

Provides students with a review of medical-legal aspects of health care. The course focuses on major legal issues of malpractice, antitrust, insurance law, patient rights, and provider liability. Prerequisite: HCM 535 or permission of school director. (3)

### **LA 561 - Law and the Business Environment**

Examines the role of law and legal procedure in the management of business enterprises, concentrating on business organization, liability issues, employment law,

consumer protection, antitrust, securities, and legal-ethical concerns. Provides a broad understanding of reciprocal influence of business and legislation. (3)

## LS - Liberal Studies

### LS 300 - Liberal Studies Readings and Portfolio Development

Students learn how to develop a personal portfolio that will function as a metacognitive record of their intellectual and experiential development in the liberal studies program. Readings that explore the values of the liberal arts are discussed to foster development of critical thinking skills and an understanding of the interrelationships among the liberal studies disciplines. Prerequisite: EN 102. Liberal Arts Core/University Requirements Designation: WI. (3)

### LS 301 - Readings and Portfolio Writing

This course introduces students to writing skills of the 21st century workforce. Research methods, proposal writing, professional communication, and argumentative writing will be covered to give students the skills to complete more advanced coursework. Students will compile a portfolio of readings and writings as well as professional documents to plug in digitally to the 21st century workforce. (6)

### LS 400 - Liberal Studies Internship

Senior students are placed in an internship with a cooperating employer in the Washington metropolitan area. The internship is monitored by a supervising professor and a representative of the employing firm. May be fulfilled through portfolio assessment by students with significant work history. Prerequisite: senior status and approval of chairperson of liberal studies. Liberal Arts Core/University Requirements Designation: EXP. (3-6)

### LS 420 - Senior Seminar

Senior students examine ways to integrate learning in the two chosen concentrations. Using computer technology, students conduct research to identify a suitable topic for a major thesis paper requiring scholarly support in both concentrations. When the thesis is completed, students are required to present and defend it orally to the class and the instructor prior to submission in writing. Prerequisites: EN 102, LS 300, and senior status. Liberal Arts Core/University Requirements Designation: DSINQ, WI. (3)

### LS 421 - Project

Students investigate a selected topic in the major field. The goal is to demonstrate independent research and present scholarly results in writing of commendable quality. Prerequisite: approval of the dean of the School of Design, Arts, and Humanities. (3)

## MA - Mathematics

### MA 019W - Quantitative Reasoning Workshop

This course is the workshop portion of MA 119 Math for Liberal Arts with Quantitative Reasoning Workshop and must be taken concurrently with MA 119. The workshop provides a review of quantitative reasoning topics, including rate, ratio, and percents; perimeter, area, volume, and the units and conversion between units for those calculations; the mathematics of finance; linear models; visual representation of data; and estimation. This course is designed to help reduce students' mathematical anxiety and increase their confidence with mathematical applications. Credits for MA 019W may not be applied toward any degree. Corequisite: MA 119. (3)

### MA 029W - Quantitative Reasoning Workshop for Statistics

This course is the workshop portion of MA 129 Statistical Analysis with Quantitative Reasoning Workshop for Statistics and must be taken concurrently with MA 129. The workshop provides a review of quantitative reasoning topics, including rate, ratio, and percent; linear models; visual representation of data; and estimation. This course is designed to help reduce students' mathematical anxiety and increase their confidence with mathematical applications. Credits for MA 029W may not be applied toward any degree. Corequisite: MA 129. (3)

### MA 094 - Quantitative Reasoning

Provides a review of quantitative reasoning topics, including rate, ratios, and percents; perimeter, area, volume, and the units and conversion between units for those calculations; the mathematics of finance; linear models; visual representation of data; and estimation. This course is designed to help reduce students' mathematical anxiety and increase their confidence with mathematical applications. Intended as preparation for MA 121, MA 124, MA 127, and MA 132. Credits for MA 094 may not be applied toward any degree. Prerequisite: complete university's directed self-placement process. (3)

**MA 095 - Intermediate Algebra**

This intermediate algebra course provides a review of topics, techniques, terminology, and applications of algebra. This course is intended as preparation for MA 151 and MA 171. Credits for MA 095 may not be applied toward any degree. Prerequisite: complete university's directed self-placement process. (3)

**MA 119 - Math for Liberal Arts with Quantitative Reasoning Workshop**

This course is one part of a two-part module and must be taken concurrently with MA 019W Quantitative Reasoning Workshop. The course and its companion workshop review quantitative reasoning while presenting a survey of topics in college-level mathematics that develop critical thinking skills, flexibility of thought, appropriate problem-solving strategies, and the ability to express ideas in mathematical language. Strategies include modeling, using symmetry, algebra, logical reasoning, set theoretical analysis, detecting patterns, and making predictions. Emphasis is placed on developing skills in analysis, estimation, and verification. Prerequisite: complete university's directed self-placement process. Corequisite: MA 019W. Liberal Arts Core/University Requirements Designation: MT. (3)

**MA 121 - Math for Liberal Arts**

A survey of topics in mathematics that develops critical thinking skills, flexibility of thought, appropriate problem-solving strategies, and the ability to express ideas in mathematical language. Strategies include modeling, symmetry, algebra, logical reasoning, set theoretic analysis, and probability. Emphasis is placed on developing skills in analysis, estimation, and verification. Prerequisite: complete university's directed self-placement process or a grade of C or better in MA 094 or MA 095. Liberal Arts Core/University Requirements Designation: MT. (3)

**MA 124 - History of Mathematics**

Further develops students' understanding of elementary mathematics using the history of the subject. Topics include numeration, computation, geometry, and the use of mathematics in problem solving. Offered spring semester only. Prerequisite: complete university's directed self-placement process or grade of C or better in MA 094 or MA 095. Liberal Arts Core/University Requirements Designation: MT. (3)

**MA 127 - Applied Geometry**

A survey of elementary geometrical topics stressing numerical relations rather than proofs. Emphasis is given to topics needed for design and for teacher preparation below the secondary level (proportion, area and volume, elementary trigonometry, symmetry). Prerequisite: complete university's directed self-placement process or a grade of C or better in MA 094 or MA 095. Liberal Arts Core/University Requirements Designation: MT. (3)

**MA 129 - Statistical Analysis with Quantitative Reasoning Review for Statistics**

This course is one part of a two-part module and must be taken concurrently with MA 029W Quantitative Reasoning Workshop for Statistics. The course and its companion workshop review quantitative reasoning while presenting an introduction to basic descriptive and inferential statistical procedures used in the analysis of data. Prerequisite: complete university's directed self-placement process. Corequisite: MA 029W. Liberal Arts Core/University Requirements Designation: MT. (3)

**MA 132 - Statistical Analysis**

An introduction to basic descriptive and inferential statistical procedures used in the analysis of data. Prerequisites: complete university's directed self-placement process or a grade of C or better in MA 094 or MA 095; placement into or completion of EN 101. Liberal Arts Core/University Requirements Designation: MT. (3)

**MA 151 - Mathematical Methods for Business**

This course uses Excel to apply mathematical analyses for data that reflect realistic business scenarios. Students will develop a deep understanding of linear models, including systems of linear equations and systems of linear inequalities. They will also be able to recognize, manipulate, and perform analyses involving polynomial and exponential functions. The course covers introductory probability, expected value, and regression. The mathematical concepts are applied to problems in break-even analysis, optimization, and decision analysis, with an eye to risk and sensitivity in model outcomes. Prerequisite: complete university's directed self placement process or a grade of C or better in MA 095. Liberal Arts Core/University Requirements Designation: MT. (3)

**MA 171 - Calculus with Precalculus A**

This is the first part of a yearlong sequence that integrates the study of precalculus with the study of



calculus. This first semester includes a review of functions, including polynomial and rational functions, limits, differentiation of algebraic functions, and applications of differentiation. Graphing calculators are used to explore properties of functions and to facilitate computations. Prerequisite: complete university's directed self-placement process or a grade of C or better in MA 095. Liberal Arts Core/University Requirements Designation: MT. (4)

### **MA 172 - Calculus with Precalculus B**

This is the second part of a yearlong sequence that integrates the study of precalculus with the study of calculus. This second semester begins with an introduction to integration and continues to apply the study of differentiation and integration to exponential, logarithmic, and trigonometric functions. The course includes a careful look at integration using substitution and integration by parts. Graphing calculators are used to explore properties of functions and to facilitate computations. Completion of this course is equivalent to completion of MA 181. Prerequisite: a grade of C or better in MA 171. (4)

### **MA 181 - Calculus I**

An introduction to single variable calculus. Topics include limits, continuity, derivatives, integrals, the Fundamental Theorem of Calculus, and applications. Prerequisite: complete university's directed self-placement process. Liberal Arts Core/University Requirements Designation: MT. (4)

### **MA 200 - Calculus II**

A continuation of the study begun in Calculus I. Topics include methods of integration, areas and arc length in Cartesian and polar coordinates, volume of surfaces of revolution, improper integrals, and infinite sequences and series. Offered spring semester of even-numbered years only. Prerequisite: complete university's directed self-placement process or a grade of C or better in MA 172 or MA 181. Liberal Arts Core/University Requirements Designation: MT. (3)

### **MA 210 - Seminar with Introduction to Proofs through Discrete Math**

This course introduces students to mathematical proofs through the topics of discrete mathematics and simultaneously exposes students to careers and opportunities in mathematics. Additionally, there is a focus on written and oral presentation skills for mathematical topics. Offered fall semester only. (3)

### **MA 215 - Linear Algebra and Proof Techniques**

An introduction to proof through the study of real vector spaces, linear transformations, matrices, determinants, eigenvalues, and eigenvectors. The course will be proof-based with an emphasis on concepts and logic. The course is offered spring semester of odd-numbered years only. Prerequisites: grade of C or better in MA 172 or MA 181 and MA 210, or instructor permission. (3)

### **MA 218 - Probability and Statistics**

Introduction to probability theory and statistical inference with a focus on applications in life sciences. Includes probability laws, probability distributions, sampling methods, experimental design, descriptive statistics, confidence intervals, hypothesis testing, types of error, correlation and regression, and analysis of variance. Computer software for statistical computing is used to apply the concepts covered to realistic data sets from the biological and/or social sciences. Offered spring semester only. Prerequisite: complete university's directed self-placement process. Liberal Arts Core/University Requirements Designation: MT. (3)

### **MA 221 - Multivariable Calculus**

A study of multivariable calculus. Topics include elementary three-dimensional geometry, vectors, vector-valued functions, partial differentiation, multiple integration, and generalizations of the Fundamental Theorem of Calculus (like the Fundamental Theorem of Line Integrals, Green's theorem, and Stokes' theorem). Offered spring semester of odd-numbered years only. Prerequisite: a grade of C or better in MA 172 or MA 181, or instructor permission. (4)

### **MA 230 - Scientific Computing**

Introduces the use of computers in mathematics problem solving, including elementary numerical methods. This course teaches programming fundamentals, including data and algorithm structure, and modular programming. Offered fall semester of odd-numbered years only. Prerequisite: complete university's directed self-placement process. (3)

### **MA 257 - Introduction to Number Theory and Proof Techniques**

An introduction to proof techniques using the many methods of proof that arise in number theory. This course takes a formal look at the properties of the integers and includes topics such as congruencies, quadratic reciprocity, and solution of Diophantine equations. Offered spring semester of even-numbered years only. Prerequisite: grade of C or better in MA 210.

Liberal Arts Core/University Requirements  
Designation: DSINQ. (3)

### **MA 260 - Discrete Mathematics for Information Technology**

Introduces basic discrete mathematical ideas, many of which were developed in the late 20th century to solve problems in computer science. Topics include elementary logic, Boolean algebras and combinatorial circuits, number systems, sets, counting, elementary probability, and an introduction to graphs and trees. Offered fall semester only. Prerequisite: grade of C or better in a college-level mathematics course, complete university's directed self-placement process with placement into MA 171 or MA 181, or permission of the instructor. Liberal Arts Core/University Requirements Designation: MT. (3)

### **MA 309 - Mathematics Seminar**

This weekly seminar is intended for mathematics majors and encouraged for mathematics minors. Includes lectures on mathematical topics or careers in mathematics. Students will plan and give at least one large presentation, and they will partner with other students for smaller presentations. The large presentation must be researched using articles supported by MathSciNet investigations. Offered fall semester only. Prerequisite: MA 210 or permission of the instructor. (1)

### **MA 318 - Data Analysis with R**

Introduces techniques for exploring, analyzing, and visualizing data in R. Intended for students who already have some background in probability and statistics and/or scientific computing. Topics include testing hypotheses, bootstrapping, Bayesian methods, and predictive analysis. Students will also learn strategies for dealing with missing or messy data and coping with large data sets. Offered fall semester of even-numbered years only. Prerequisite: grade of C or better in MA 218 or MA 230. (3)

### **MA 325 - Differential Equations**

Provides students with a first look at ordinary differential equations that focuses on concepts rather than techniques and equally addresses qualitative, numeric, and analytic approaches to this subject. Students must work intelligently with a computer algebra system to analyze various differential equations and models that arise in the course. Topics include basic modeling, slope fields, bifurcations, some standard forms of differential equations, numerical methods,

properties of linear systems, and the analysis of nonlinear systems. Offered fall semester of even-numbered years only. Prerequisite: grade of C or better in MA 172 or MA 181. Liberal Arts Core/University Requirements Designation: DSINQ. (3)

### **MA 385 - Approaches to Teaching Secondary Mathematics**

Prepares the student to teach mathematics at the secondary level by integrating content mastery with effective pedagogical strategies. Field experience: 20 hours. Prerequisites: ED 200SL, ED 327, and PSY 110. (3)

### **MA 400 - Internship**

Students register for an internship with a cooperating employer in the Washington metropolitan area. The experience is monitored by a supervising professor and a representative of the cooperating firm. Students completing requirements for mathematics teaching certification fulfill internship requirements through student teaching. Prerequisite: junior status. Liberal Arts Core/University Requirements Designation: EXP. (3-6)

### **MA 409 - Mathematics Seminar**

This weekly seminar is intended for mathematics majors and encouraged for mathematics minors. Includes lectures on mathematical topics or careers in mathematics. Students will be expected to be a senior partner with other seminar participants preparing smaller investigations and will give a larger presentation explaining an approved mathematical topic from a refereed mathematics journal. Offered fall semester only. Prerequisite: MA 309 or permission of the instructor. (1)

### **MA 418 - Mathematical Modeling**

A survey of real-world phenomena that are modeled using mathematical methods. Focuses on the construction, analysis, and critique of mathematical models using a broad range of techniques. Offered spring semester of even numbered years only. Prerequisite: grade of C or better in MA 218 and MA 325 or permission of the instructor. (3)

### **MA 420 - Abstract Algebra**

An introduction to abstract reasoning in mathematics in the context of algebraic structures such as rings, fields, and groups. Offered fall semester of even-numbered years only. Prerequisite: grade of C or better in MA 215 or MA 257. Liberal Arts Core/University Requirements Designation: DSINQ, WI. (3)

**MA 421 - Project**

This course is for the independent study of a particular area of mathematics under the direction of a faculty member. Prerequisite: approval of school director. (1-3)

**MA 425 - Introduction to Real Analysis**

An introduction to proof techniques using the many methods of proof that arise in the study of number systems and in continuous mathematics with emphasis on proofs of calculus. Offered fall semester of odd-numbered years only. Prerequisite: grade of C or better in MA 200 and MA 215 or MA 257. Liberal Arts Core/University Requirements Designation: DSINQ, WI. (3)

**MA 427 - Euclidean and Non-Euclidean Geometries**

A study of plane geometry based on Euclid's axioms, both with and without the parallel postulate. Includes formal study of the consequences of these axioms and algebraic models of both Euclidean and non-Euclidean systems. Offered fall semester of odd-numbered years only. Prerequisite: grade of C or better in MA 215 or MA 257. (3)

**MA 433 - Research**

A student in this course will conduct collaborative research (scholarly work leading to new knowledge) under the direction of a faculty member. Prerequisites: application and approval of school director. Liberal Arts Core/University Requirements Designation: EXP. (1-6)

**MA 440 - Topics in Mathematics**

This course offers an elective topic of interest for mathematics majors. Topics may be chosen from complex analysis, logic, topology, mathematical modeling, combinatorics, graph theory, and theory of computation. Prerequisites: grade of C or better in MA 200 and MA 210. (3)

**MA 523 - Scientific Computing**

Introduces the use of computers and numerical methods in mathematics problem solving. Teaches programming fundamentals, including data and algorithm structure, and modular programming. Software vehicles include Excel, Mathematica, Matlab, and R. Offered fall semester, odd-numbered years, only. (3)

**MA 528 - Probability and Statistics**

Covers probability theory and statistical inference, including probability laws, probability distributions, sampling methods, experimental design, descriptive

statistics, confidence intervals, hypothesis testing, types of error, correlation and regression, and analysis of variance. Computer software for statistical computing is used to apply the concepts covered to real-world data sets. (3)

**MA 538 - Data Analysis With R**

Covers techniques for exploring, analyzing, and visualizing data in R. Intended for students who already have a background in probability and statistics and scientific computing. Topics include testing hypotheses, bootstrapping, Bayesian methods, and predictive analysis. Students will also learn strategies for dealing with missing or messy data and coping with large data sets. Offered fall semester, even-numbered years, only. Prerequisite: a grade of C or better in MA 523 and MA 528. (3)

**MA 548 - Stochastic Modeling**

A survey of real-world phenomena that are modeled using statistical methods. Topics include decision analysis (tables, trees, and utility theory); applications of Bayes' Theorem; forecasting; regression; Markov chains; and game simulations. Offered spring semester, even-numbered years, only. Prerequisite: a grade of C or better in MA 523 and MA 528. (3)

**MBA - Master of Business Administration****MBA 500 - Fundamental Quantitative Tools for Business**

This course provides students with the foundational quantitative skills to begin the successful pursuit of an MBA degree. Students will learn to create documents in Excel for financial and statistical analysis. Students will acquire and utilize skills such as basic statistical analysis of data sets; creation and analysis of income statements and balance sheets; and the application of the concepts of the time value of money. This course may not be used by students in the MBA program to meet any program requirements. Students must achieve a minimum grade of B in the course. (3)

**MBA 511 - Management Foundations**

In this foundational M.B.A. course, critical thinking and reasoning with quantitative data, managerial problem solving, legal/ethical decision making, communication, and leadership skills are introduced. These skills are practiced in an active student learning environment as students are challenged to begin to apply essential business principles to a variety of management

challenges while developing a global perspective on change, service to society, and leadership. Requirement: must be taken in the first 12 credit hours of the M.B.A. program. (3)

#### **MBA 512 - Accounting for Managers**

Examines the process of preparing, analyzing, and interpreting financial statements with emphasis on how the resulting information is then used by managers within the firm as well as investors and creditors outside the firm. Students will interpret financial statements to extract information about the organization's goods, services, and functions and use that information to organize resources, develop and implement plans, and evaluate the effectiveness/efficiency of plans and operations. Students will also analyze financial statements from the perspective of investors or creditors basing investment and/or lending decision on the information contained therein. (3)

#### **MBA 513 - Organizational Communication**

Focuses on the skills managers must have to communicate effectively at work. Emphasizes clear writing and clear and engaging presentation preparation. Requires successful demonstration in today's technology to communicate with a variety of business audiences. Includes projects requiring teamwork and an understanding of vertical and horizontal communication patterns. (3)

#### **MBA 514 - Business Analytics**

Provides students with an understanding of the concepts and applications of quantitative methods and models to support managerial decision-making processes throughout the organization. Spreadsheet software and other quantitative techniques will be used to analyze business problems. Students will determine appropriate quantitative techniques or tools and apply them to solve specific problems. (3)

#### **MBA 515 - Management in Organizations**

Addresses the best contemporary management and organizational theories and their roots. This critical analysis will examine the influence of individual, group, and organizational processes on behavior in organizations. The purpose of the course is to familiarize students with principles that can be applied to manage human resources, enhance individual and group performance, and increase organizational effectiveness. (3)

#### **MBA 516 - Business Law and Ethics**

This course examines the role of law, legal procedure, and ethical reasoning in the management of business enterprises. It concentrates on the U.S. Constitution as the basis for all law, business organization and corporate functions, judicial system and administrative processes, contract law, tort law, employment law, consumer protection, securities, and legal-ethical concerns. In addition, it considers the dominant theories in the realm of ethics and the way in which ethical concepts and principles may reinforce, inform, or require more than the law. The course provides a broad understanding of the reciprocal influence between business, legislation, and ethical practice. (3)

#### **MBA 517 - Leading in Business**

Provides graduate students with an integrated understanding of leadership theory and practice across multiple levels of analysis and fields of practice, including ethical and sustainable implications for leading. Readings and assignments focus students on leading and leadership development for service and for-profit organizations as well as their own development within the context of application and engagement with any group or organization. (3)

#### **MBA 519 - Operations Management**

Examines the management of business operations, the tools and techniques used by operations managers in manufacturing and service industries, the interaction of production functions, and the synthesis of concepts and techniques relating to and enhancing the management of production systems and the provision of services. The course focuses on applying the operational methodologies covered in class to real-world cases to solve business situations and address business issues that are challenging to managers in this global environment. (3)

#### **MBA 520 - Economics for Managers**

This course presents the framework for acquiring and using the knowledge of micro, macro, and international economic concepts to guide a variety of business decisions. (3)

#### **MBA 521 - Marketing Concepts and Practice**

A comprehensive study of the concepts and practices of marketing with an in-depth investigation of the interacting marketing systems and activities that deliver goods and services and that create value for existing and new customers. This inquiry involves the application of

several disciplines of business management to a decision-oriented marketing process involving considerations of product, price, place, and promotion in a global environment. (3)

#### **MBA 522 - Corporate Finance**

Presents a wide range of important issues in managerial finance, including such topics as the role of finance in organizations, principles of financial analysis and control, capital budgeting techniques, investment decisions under uncertainty, financial structure and cost of capital, sources of long- and short-term financing, working capital management, and the multinational aspect of financial management. Prerequisite: MBA 512. (3)

#### **MBA 523 - Business Problem Solving**

In this integrated core course, students will solve current business problems by applying appropriate problem-solving and decisions analysis models and using the foundational skills and knowledge acquired in prerequisite courses. Completion of a semester-long project will require students to begin by assessing a designated business problem within the context of the firm's internal cross-functional structure as well as the ethical, economic, competitive, legal, and social environment within which the organization operates. Working through established problem-solving steps, students will conduct a comprehensive analysis and propose an actionable solution that supports the strategic goals of the organization in question. As a final step, students will present their analysis and solutions to affected decision makers in an effort to persuade these business leaders to take action. Prerequisites or corequisites: MBA 515, MBA 519, MBA 521, and MBA 522. (3)

#### **MBA 585 - Global Business Experience**

A study of the context and content of international business ventures with a real-world, country-specific application of the global strategies that create business success beyond domestic markets. Includes a required one-week structured study abroad with the Center for Global Education during the spring semester. (As a Center for Global Education co-sponsored course, the course cost during the spring semester includes tuition as well as fees specific to the study abroad component.) (3)

#### **MBA 600 - Practicum**

Independent research under the direction of a faculty sponsor on a topic of business management theory or application. (3)

#### **MBA 626 - Strategic Management Seminar**

This is the capstone course in the M.B.A. program. Using the perspective of top management of an enterprise, this integrative experience allows students to examine, analyze, and create strategic policy initiatives for complex organizations. The course uses the analysis of case studies and the creation of a comprehensive strategic plan to provide the student with the opportunity to make decisions under conditions of uncertainty. MBA 626 must be completed in residence during the final 9 credit hours of the M.B.A. program. Prerequisites: MBA 511, MBA 514, MBA 521, and MBA 522. Corequisite: MBA 519. (3)

### **MGT - Management**

#### **MGT 123 - The Business Experience**

A survey of American business with an experiential focus on the business resources of the Washington, DC, area. The student is given an overview of business formation; management origins; and the functional relationships of marketing, finance, personnel, and production. For students completing a B.B.A., a minimum grade of C is required to continue in the program. (3)

#### **MGT 291 - Business Communication**

Focuses on the skills and approaches people in the business environment must have to communicate effectively at work. Emphasizes writing in a variety of formats, preparing and delivering business presentations, writing in teams, negotiating and interpersonal communication skills, and spending 40 percent of one's time with every writing/speaking assignment engaged in editing and revision. Requires successful demonstration in the use of today's technology to communicate with a variety of business audiences. Knowledge of PowerPoint required. Prerequisite: EN 102. Liberal Arts Core/University Requirements Designation: WI. (3)

#### **MGT 304 - Organizational Management**

A study of behavior in organizations and influences of individual, group, and organizational processes on performance. Among the topics that will be introduced are interpersonal perception, motivation, group and

team dynamics, decision making, influence and conflict, interpersonal communication, and organizational cultures. For students completing a B.B.A., a minimum grade of C is required to continue in the program. Prerequisite: EN 102 and MGT 123 with a minimum grade of C. Liberal Arts Core/University Requirements Designation: WI. (3)

### **MGT 308 - Doing Business with the Government**

This course introduces students to the intersection of business and government and addresses how governments, as the largest consumers of goods and services, influence and shape the world of business. This course introduces the government, its three branches, and the various departments and agencies that make up the executive branch. It focuses on the fundamental principles of buying and selling with the government, as dictated by the Federal Acquisition Regulation (FAR) and its supplements. The main emphasis is on federal procurement, both from the perspective of state and local governments and the private sector. The course includes a basic understanding of government business practices, the legal aspects associated with contracting, and the successful completion of contracted work. The course also includes a discussion of the ethical issues associated with government contracting, including improper business practices and personal conflicts of interest. Prerequisite: EN 102. (3)

### **MGT 337 - Operations Management**

A study of the concepts, issues, and decisions facing production and operations managers through the identification and analysis of a variety of operational problems. Emphasis is on quantitative analysis techniques used by managers to solve these problems. Extensive use of microcomputer models. Prerequisite: MA 132 with a minimum grade of C-. (3)

### **MGT 345 - Project Management**

An introduction to the concepts, methods, and applications of project management as practiced by government and private industry. Students will become acquainted with the quantitative tools used in project management and with computer-based software tools. The course will also focus on the managerial and behavioral aspects of project management. Students must achieve a minimum grade of C. (3)

### **MGT 355 - Managing Social Projects**

Managing social projects includes traditional business functions such as marketing, finance, operations, and

human resources. This course integrates an introduction to the theory and practice of social entrepreneurship with established principles of project management. Multidisciplinary areas of interest are explored, ranging from business to the environment, education, and human services. Students gain practical experience identifying opportunities; develop skills and competencies for creating, developing, and implementing project plans; and examine ways of measuring the success of social entrepreneurial projects. A global approach is taken, as many social projects are directed at third-world countries. Prerequisite: EN 102. (3)

### **MGT 385 - International Business**

An investigation of the international environment. Topics include multinational organizations, international trade, efforts of imports-exports on balance of trade, exchange rates, restraints, and controls. Prerequisite: ECO 211. Recommended: FIN 301. Liberal Arts Core/University Requirements Designation: GP. (3)

### **MGT 405 - Sport Management**

Students will analyze problems and decisions facing managers and business leaders in the sport industry. In addition to formulating strategies for firms, leagues, and other organizations in the industry, this course will also focus on implementation challenges and issues. (3)

### **MGT 423 - Senior Business Experience**

Provides additional interaction with senior students as a group. Activities and seminar requirements will be designed to encourage students to employ knowledge and skills from throughout their undergraduate curriculum to develop innovative business solutions to real-world problems. Students will be expected to identify and employ metrics to critically assess the strengths, weaknesses, opportunities, and threats associated with alternative solutions. Sample activities include guest speakers, site visits, and discussion of current business issues to identify problems and possible solutions. Students will be expected to provide written as well as oral analysis, both individually and as part of a group. Prerequisites: senior status, MGT 323, FIN 301, MKT 301, and MGT 304. Corequisite: MGT 489. Liberal Arts Core/University Requirements Designation: DSINQ. (1)

### **MGT 433 - Research**

A student in this course will conduct collaborative research (scholarly work leading to new knowledge) under the direction of a faculty member. Prerequisite:

application and approval of school director. Liberal Arts Core/University Requirements Designation: EXP. (1-6)

### **MGT 451 - Strategic Management**

An analysis of major business policy decisions using case studies, simulations, and class discussion. Development of the understanding of the interrelationship of economic, marketing, financial, and management functions through integrating cases. Prerequisites: FIN 301, MGT 304, MKT 301, and senior status. The minimum grade requirement for MGT 304 is a C. Liberal Arts Core/University Requirements Designation: DSINQ, WI. (3)

### **MGT 485 - International Management**

An in-depth exploration of specific functions, roles, and skills needed to effectively manage in an international environment. Current management theories will be examined with regard to their applicability in the international area. Topics will include motivation, leadership, human resource management issues, strategy, and negotiation. Prerequisite: MGT 123 or EN 102. Liberal Arts Core/University Requirements Designation: GP. (3)

### **MGT 489 - Senior Business Seminar**

The capstone course for students earning a B.B.A. An integrative learning experience providing a hands-on opportunity for students to write a professional business plan and learn the basics of project management. Prerequisite: senior status. Prerequisite or corequisite: MGT 451. Liberal Arts Core/University Requirements Designation: DSINQ. (3)

### **MGT 490 - Internship**

Senior students register for field experience with cooperating businesses in the Washington metropolitan area. The internship is monitored by the director of internships for the School of Business and Technology and a representative of the cooperating company. Application should be made three to six months prior to registration to permit exploration of internship opportunities. Prerequisites: permission of internship coordinator, senior status, minimum of 90 credit hours with a cumulative GPA of 2.0 or better, and a cumulative GPA of 2.0 or better in all business courses. Liberal Arts Core/University Requirements Designation: EXP. (3)

### **MGT 499 - Independent Study**

Students investigate selected topics in the major areas under the direction of a faculty advisor and the dean of

the School of Business Administration. Prerequisite: permission of the associate dean of the School of Business and Technology. (3-6)

### **MGT 502 - Leading Collaboration and Innovation**

Focuses on how managers initiate, lead, and support innovation within organizations. Concepts of creativity, design, and the conditions required for them to flourish are examined along with the model of the "learning organization." The course introduces students to the practice of collaboration and provides opportunities to analyze management of groups charged with advancing new products for practices in organizations. (3)

### **MGT 507 - Leadership**

Enables students to become more aware of and thoughtful about leadership practices in addition to developing and expanding their existing capabilities. The course provides students with opportunities to examine and apply dynamics of creativity and design to organizational constructs and strategic thinking, to examine and assess leadership capability and readiness, and to integrate personal leadership philosophies and values into a reflective practice of leadership. (3)

### **MGT 515 - Leading and Managing Teams**

Provides conceptual understanding of the principles of group and team behavior and the influence of organizational culture and group processes on group and team performance. Examines the impact of group and team management on organizational development. (3)

### **MGT 525 - Knowledge Management**

Examines ways in which organizations create, identify, capture, interpret, evaluate, and use knowledge for strategic advantage and mission success. Considers both micro- and macro-level knowledge structures and organizational forms, from new and joint ventures to large organizations and multiorganizational systems, such as the U.S. government and innovation clusters. Emphasizes programmatic integration across organizational dimensions as well as how to lead knowledge management initiatives. (3)

### **MGT 551 - Influence and Negotiation Strategies**

This course is designed to complement the technical and diagnostic skills learned in other courses at Marymount University in the College of Business, Innovation, Leadership, and Technology (BILT). A basic premise of the course is that while a manager needs analytical skills to discover optimal solutions to problems, a broad array of influence and negotiation skills are needed for these

solutions to be accepted and implemented. The course will allow participants the opportunity to develop these skills experientially and to understand negotiation in a useful analytical framework. Considerable emphasis will be placed on simulations, role-playing, and case studies. (3)

### **MGT 560 - Ethical Issues in Business and Society**

Examines corporate governance, business-government relations, the impact of economic and social change, organizational ethics, and the political role of business. Considers the measures business may use to anticipate and provide appropriate response to changes in public and government expectations while defending legitimate business interests. (3)

### **MGT 565 - Business Communication**

Focuses on the skills managers must have to communicate effectively at work. Emphasizes clear writing as well as clear and engaging presentation preparation. Requires successful demonstration in the use of today's technology to communicate with a variety of business audiences. Includes projects requiring teamwork and an understanding of vertical and horizontal communication patterns. (3)

### **MGT 573 - Hospitality Industry: Innovation, Strategy, and Design Thinking**

Leaders in the hospitality industry face opportunities and challenges that require innovative and strategic thinking. This course presents tools and techniques to enable these leaders to develop creative solutions that are consistent with the strategic goals of the organization. In addition to a thorough review of strategy creation within a hospitality context, a major component in the creation and effective implementation of innovative solutions is an understanding and utilization of design thinking. Therefore, the concept of design thinking will be introduced with linkages to hospitality related innovations and strategies. (3)

### **MGT 575 - Hospitality Industry: Analytics and Business Intelligence**

The effective use of analytics and business intelligence is a prerequisite for successful hospitality industry leaders. Whether they are analyzing the profitability of operations or the economic viability of "deals," these leaders must understand and apply data driven decision making. Therefore, this course addresses analytics and business intelligence from two broad perspectives. First, the effective implementation of analytics within a hospitality enterprise is explored and applied. Topics

such as analytics for operations, sales, and overall performance are addressed. And second, analytics are examined within the context of larger, development deals. Potential deals must be carefully analyzed with respect to their economic attractiveness from the perspective of a variety of potential stakeholders including operators, owners, investors, and lenders. This course addresses the analytical techniques and business intelligence needed to systematically evaluate these development opportunities within the hospitality industry. Topics such as the planning of a development or investment, determining the economic feasibility of projects, and the valuation of hospitality related assets are all examined. (3)

### **MGT 585 - Global Business Management**

Examines the scope and nature of opportunities and problems in international business operations. Emphasizes the effect of culture and environmental differences and the skills needed to manage international businesses. Topics include the international business environment; multinational corporations as economic, social, and political institutions; strategy issues of control and coordination; and the operating issues of managing the workforce, other managers, and management systems. (3)

### **MGT 590 - Organization Policy and Strategy**

Focuses on the application of leadership disciplines and techniques to real-world problems in today's economy. Concepts and applications of strategy and sustainability are presented. Course requirements include completion of a portfolio, executive summary, and presentation of a major project. (3)

### **MGT 596 - Special Topics**

Explores a contemporary topic relating to some aspect of management. (3)

**MGT 599 - Independent Study**  
Students investigate selected topics in the major areas under the direction of a faculty advisor and the dean of the School of Business Administration. The independent study allows the student to develop and demonstrate the ability to conduct independent research, perform independent studies in a specialized area, and present the results in writing of professional quality. Prerequisite: permission from the dean of the School of Business Administration. (3)



## **MKT - Marketing**

### **MKT 204 - Sustainable Marketing**

Examines the history of green marketing from its development in the 1970s to the current ways in which companies use sustainable marketing as part of their branding strategies. Topics covered include understanding socially conscious consumers; environmentally friendly product strategies; greenwashing; social and cause-related marketing campaigns; the role of marketing in social innovation and entrepreneurship; eco-labeling; and fair trade, organic, and environmental certifications. Liberal Arts Core/University Requirements Designation: WI. (3)

### **MKT 211 - Visual Merchandising**

A study and application of merchandising principles for good store design. The course also examines the aesthetic elements used in merchandise presentation. Liberal Arts Core/University Requirements Designation: DSINQ. (3)

### **MKT 230 - Omnichannel Fashion Merchandising**

In this course, students will expand their understanding of fashion retailing from the brick-and-mortar to the omni-channel environment. Students will gain knowledge in the seamless distribution of fashion products through brick-and mortar stores and direct marketing channels that include online/mobile stores. The focus of the course is to analyze the important fashion retailing strategies developed for e-commerce. (3)

### **MKT 282 - Merchandise Planning and Analysis**

This course provides an understanding of the methods and calculations necessary in successful merchandising as well as computer applications for inventory control. Prerequisite: MA 132. (3)

### **MKT 301 - Principles of Marketing**

A study of the system of interacting business activities that deliver goods and services to present and potential customers. Analysis of the problems of planning, research, and logistics that confront the modern marketing manager. Prerequisites: EN 102. (3)

### **MKT 305 - Sport Marketing**

Explores marketing concepts, theories, and practices in the sports industry. Topics include the unique qualities of the sports industry in relation to business and marketing strategy, including product, promotion,

pricing, and distribution practices of sport marketing. See school director for course offering schedule. Prerequisite: MKT 301. (3)

### **MKT 310 - Event Planning**

An introduction to theoretical and practical foundations of event management and operational activities of special events, including, but not limited to, sporting events, marketing and publicity events, product launches, and fundraising events. Students will become familiar with management techniques and strategies required for successful planning, promotion, implementation, and evaluation of special events. Prerequisite: MKT 301. (3)

### **MKT 313 - Sales Skills and Strategies**

An overview of the sales role as it relates to revenue generation within firms. Topics covered in this course include the sales cycle, the sales process, basic selling skills (such as questioning techniques and objection handling), account management, territory management, compensation planning, and sales force management. Prerequisite: MKT 301. (3)

### **MKT 319 - Promotion and Digital Marketing**

An introduction to promotion with an emphasis on advertising, including its planning, creation, and use. Examines the purposes of promotion in our economy and the role of promotion and advertising in the marketing plan. Includes familiarization with the dramatic growth of digital marketing as an effective means of reaching target customers. Prerequisite: MKT 301. (3)

### **MKT 360 - Consumer Behavior**

An analysis of the behavior that consumers display in searching for, purchasing, using, and evaluating products, services, and ideas that they expect will satisfy their needs. Prerequisite: MKT 301. (3)

### **MKT 412 - Marketing Research**

Through case study and field assignment, the student is aided in the development of expertise in problem formulation and in primary and secondary data collection techniques such as question making. Prerequisites: MKT 301. (3)

### **MKT 416 - Marketing Management**

An examination of marketing policy decisions using a case study approach. Emphasis is on the integration of marketing activities and the formulation and execution of marketing strategy within environmental constraints.

Prerequisites: MKT 301 and two additional marketing courses. (3)

#### **MKT 440 - Fashion in the Global Marketplace**

This course provides an understanding of the textile and apparel industries in the world economy. Emphasis is on U.S. importing and exporting and on global trends in the production and consumption of textiles and apparel.

Prerequisite: MKT 301. Liberal Arts Core/University Requirements Designation: GP. (3)

#### **MKT 483 - Senior Seminar in Fashion Marketing**

This capstone course in fashion marketing presents current practices, trends, and problems in the field. Students learn to analyze contemporary problems by using the case study method and by presenting a written and oral case analysis at the end of the course.

Prerequisites: EN 102, MKT 282, MKT 301 and senior status. Liberal Arts Core/University Requirements Designation: DSINQ, WI. (3)

#### **MKT 485 - International Marketing**

Lectures, discussion, and case studies are used to understand international and multinational marketing. Specific topics include the importance of culture, international marketing groups, channel structures, and ethical issues. Prerequisite: MKT 301. Liberal Arts Core/University Requirements Designation: GP. (3)

#### **MKT 537 - Marketing Strategies for Associations and Nonprofits**

Takes a strategic look at marketing from the perspective of the nonprofit enterprise. Traditional marketing topics such as the marketing mix, consumer behavior, market segmentation, branding, and positioning are addressed within a nonprofit context. Additionally, marketing topics that are nonprofit-specific, such as fundraising, attracting volunteers, and nonprofit media advocacy, are covered. (3)

#### **MKT 557 - Fundraising**

A graduate-level marketing course for students studying nonprofit management. The course builds on the topics introduced in MKT 537 with a specific emphasis on the theory and practice of fundraising for nonprofit organizations. This marketing-oriented course borrows heavily from the fields of psychology, law, accounting, and ethics. Prerequisite: MKT 537. (3)

## **MUS - Music**

#### **MUS 120 - Music Fundamentals**

For the student interested in exploring and understanding the fundamentals of music, this course begins with the basic elements of music. The study of the various notes, rests, clefs (treble and bass), rhythms, major and minor scales, key signatures, chromatics, sharps and flats, and construction of chords found in music will be covered. No previous instrumental or vocal knowledge or ability on a musical instrument is necessary. (3)

#### **MUS 121 - Music History I**

Introduces basic elements of music composition and the relations among these elements. Students learn to recognize various musical forms and styles and to correlate the musical periods to other art forms and sociological factors. Covers early music to Beethoven. Liberal Arts Core/University Requirements Designation: FNA. (3)

#### **MUS 122 - Music History II**

Introduces basic elements of music composition and the relations among these elements. Students learn to recognize various musical forms and styles and to correlate the musical periods to other art forms and sociological factors. Covers Beethoven to 20th century. Liberal Arts Core/University Requirements Designation: FNA. (3)

#### **MUS 150 - History of Jazz**

Designed for understanding the development, styles, and use of Jazz throughout American culture and history. This course also examines its influence on other popular idioms. Liberal Arts Core/University Requirements Designation: FNA. (3)

## **NU - Nursing**

#### **NU 230 - Introduction to Professional Nursing & Scholarship**

This course serves as an introduction to the professionalism and professional values of nursing. A historical perspective is used to provide background for subsequent study of contemporary nursing practice and research. Students must achieve a minimum grade of C+. Prerequisites: BIO 161, BIO 161L, BIO 162, BIO 162L, BIO 260, BIO 260L, CHM 125, CHM 125L, HPR 345, MA 132, PSY 110, and SOC 131 or SOC 121. A minimum grade of C is required in all

prerequisite courses. Liberal Arts Core/University Requirements Designation: WI, DSINQ. (3)

### **NU 231 - Principles and Applications of Fundamental Nursing Technologies**

This course prepares nursing students to utilize the nursing process in the application of patient care technologies to provide fundamental nursing care to clients and assist with activities of daily living. Students must achieve a minimum grade of C+. Prerequisites: BIO 161, BIO 161L, BIO 162, BIO 162L, BIO 260, BIO 260L, CHM 125, CHM 125L, HPR 345, MA 132, PSY 110, and SOC 131 or SOC 121. A minimum grade of C is required in all prerequisite courses. Prerequisite or corequisite: NU 230. (3)

### **NU 234 - Promoting Health Across the Life-Span**

The content of this course focuses on health promotion and health education across the life-span. Utilizing health information literacy, students explore developmental changes and health and illness phenomena. Students examine models and theories that interpret health behaviors, health status, and disparities. Social, cultural, and political factors that contribute to or hinder achieving optimal health are addressed. Concepts of primary, secondary, and tertiary prevention are presented, and major morbidities and mortalities are discussed. Interventions that promote healthy behaviors and prevent morbidity and mortality supported by evidence-based practice are described. The goals of Healthy People 2020 are discussed and analyzed. Prerequisites: BIO 161, BIO 161L, BIO 162, and BIO 162L. Liberal Arts Core/University Requirements Designation: WI. (3)

### **NU 302 - Health Assessment**

Prepares the student to perform a comprehensive health assessment of the adult client. Communication, documentation, ethical, spiritual, and cultural considerations, as well as risk related to environmental, genetic, and lifestyle factors are included. Course includes a laboratory component. Students must achieve a minimum grade of C+. Prerequisites: BIO 161, BIO 161L, BIO 162, BIO 162L, BIO 260, BIO 260L, CHM 125, CHM 125L, HPR 345, MA 132, PSY 110, and SOC 131 or SOC 121. A minimum grade of C is required in all prerequisite courses. Corequisite: NU 231. (3)

### **NU 302OL - Health Assessment**

This online course for RNs prepares the student to perform a comprehensive health assessment of the adult

client. Communication; documentation; ethical, spiritual, and cultural considerations; and risk related to environmental, genetic, and lifestyle factors are included. Course includes a laboratory component. Prerequisites: BIO 161, BIO 161L, BIO 162, BIO 162L, and RN licensure. (3)

### **NU 305 - Alternative/Complementary Medicine**

This online course introduces students to the major modalities of alternative/complementary/integrative medical practice. Course content focuses on developing the ability to critically analyze and evaluate dimensions of these therapies both for application in the students' personal lives and future professional practices. The course includes the history, underlying theories, and the latest research findings on alternative/complementary/integrative approaches. The class includes the option for participation in experiential exercises in various alternative/complementary/integrative techniques. By the end of this course, students will be equipped with the knowledge and skills necessary to make informed decisions regarding the efficacy of a wide range alternative/complementary/integrative therapies. Prerequisite: EN 102. (3)

### **NU 306 - Basic Concepts in Pathophysiology & Pharmacology**

This course introduces basic principles and processes important for understanding the pathophysiology of common diseases and basic pharmacological principles that apply to all drugs and drug therapy across the lifespan. Students must achieve a minimum grade of C+. Prerequisites: BIO 161, BIO 161L, BIO 162, BIO 162L, BIO 260, BIO 260L, CHM 125, CHM 125L, HPR 345, MA 132, PSY 110, and SOC 131 or SOC 121. A minimum grade of C is required in all prerequisite courses. (3)

### **NU 307 - Nursing Care of Adults with Chronic Health Problems**

Using the Chronic Care Model, this course addresses the nursing management of adults and older adults who experience symptoms of illnesses that are the leading causes of death and disability in the United States. In the coordination of care, students consider the increasing diversity of the population and the social determinants of health. Relevant principles of pathophysiology, pharmacological and non-pharmacologic interventions are integrated. Clinical experiences are in the non-acute care settings. Prerequisites: BIO 161, BIO 161L, BIO 162, BIO 162L, BIO 260, BIO 260L, CHM 125, CHM

125L, HPR 345, MA 132, PSY 110, and SOC 131 or SOC 121. A minimum grade of C is required in all prerequisite courses. Co-requisites: NU 231, NU 306. (4)

### **NU 308 - Nursing Care of Adults with Acute Complex Health Problems**

This course focuses on the nursing management of adults with minimally to moderately acute/complex health problems that require medical/surgical interventions and rehabilitation. Using the Synergy Model, students apply knowledge of pathophysiology in identifying risk factors. Clinical experiences are in acute care settings. Prerequisites: NU 230, NU 231, NU 306, and NU 307. (6)

### **NU 310 - The Nurse, the Client, and the Health Care System**

This online course explains contemporary nursing practice. Beliefs about man, society, health, and nursing are explored so that students can examine the relationship among these factors. Issues in the delivery of health care and the roles of the nurse and client within the health care system are investigated. Prerequisite: RN licensure or permission of instructor. (3)

### **NU 315 - The Scholarship of Professional Nursing**

The focus of this hybrid online course introduces students to nursing as a scholarly profession and scientific discipline. Emphasis is placed on analyzing the transition to professional nursing within the context of scholarship, evidence-based practice, and information literacy. (1)

### **NU 333 - Health Promotion and Illness Management in the Childbearing Family**

Focuses on the health and illness management of families during the childbearing phase of the life cycle. The course aims to develop knowledge and skills essential in providing holistic family-centered care to childbearing clients/families. It encompasses the entire childbearing process from preconception through pregnancy, birth, and the postpartum period. The content progresses from normal to high-risk information within each phase of the childbearing period. Use of critical thinking and evidence-based practice are incorporated and emphasized in all aspects of practice to ensure the best possible outcome. Course includes lecture and clinical components. Prerequisites: NU 230, NU 231, NU 302, NU 306, and NU 307. Corequisite: NU 308. (4)

### **NU 334 - Mental Health Promotion and Illness Management**

Focuses on mental health promotion and the care of clients with acute and chronic mental illness. Primary, secondary, and tertiary prevention are addressed. The curriculum components of the health care system, research, education, and society are addressed as these relate to mental health and mental illness. The nursing process is applied as students assess, diagnose, plan, intervene, and evaluate the care of clients experiencing mental illness. Knowledge of the nurse-patient relationship is expanded as students provide client care. Course includes lecture and clinical components. Prerequisites: NU 230, NU 231, NU 302, NU 306, and NU 307. Corequisite or prerequisite: NU 308. (4)

### **NU 335 - Illness Management in Children and Adolescents**

Focuses on basic pediatric nursing care for infants through adolescents within a variety of pediatric conditions and in a variety of settings, including community and hospital nursing. The nursing process is used for caring for infants, toddlers, preschoolers, school-age children, and adolescents with a variety of health conditions. Emphasis is placed on nursing care of well, acute, and chronically ill children within their families. Nursing care for well children, including health promotion and disease/injury prevention, and for children with acute and/or chronic health conditions will be examined within a developmental framework. Course includes lecture and clinical components. Prerequisites: NU 230, NU 231, NU 302, NU 306, and NU 307. Corequisite: NU 308. (4)

### **NU 339 - Global Service Learning in Nursing**

This course will provide a culturally rich and diverse global service learning experience. Students will engage in didactic and experiential learning activities as part of a structured host country placement while serving vulnerable populations. This course will enable students to collaborate with community partners to enhance generalist nursing knowledge and skills in the areas of community-focused health promotion, cultural competence, capacity building, and social justice. Prerequisites: NU 234, NU 302, and NU 331. Service Learning Designation: SL (approx. 20 hours service). (3)

### **NU 361OL - Pharmacology**

This online course for RNs explores the nurse's role in the management of therapeutic pharmacological agents in promoting wellness and/or restoring equilibrium. The

collaborative and teaching roles of the nurse are addressed and specific interventions are identified for primary, secondary, and tertiary prevention for clients receiving pharmaceutical therapy. Knowledge and interventions needed for maximizing therapeutic effects and preventing or minimizing adverse effects of therapy is emphasized. Use of critical thinking and evidence-based practice are incorporated and emphasized in all aspects of practice to ensure the best possible outcome. Prerequisites: BIO 161, BIO 161L, BIO 162, BIO 162L, NU 362OL, and RN licensure. (3)

### **NU 362OL - Pathophysiology**

This online course for RNs presents content related to the pathological alterations caused by major illnesses/diseases and degenerative processes across the life-span. Emphasis is given to the physiological changes that occur as a result of these illnesses/diseases as well as the body's ability to compensate for these changes. The effects of these physiological alterations are discussed with an emphasis on nursing implications. Evidence-based practice findings are integrated throughout. Prerequisites: BIO 161, BIO 161L, BIO 162, BIO 162L, and RN licensure. (3)

### **NU 400 - Health Promotion and Risk Reduction in Communities**

Presents public health concepts, principles, standards, theory, and intervention modalities using evidence-based nursing practice. Client advocacy is promoted and teaching is emphasized. Clinical experience is provided in distributive settings. Must be taken during the final semester. Prerequisites: all required 300-level NU courses and BIO 260. Liberal Arts Core/University Requirements Designation: DSINQ. (5)

### **NU 400OL - Health Promotion and Risk Reduction in Communities**

This online course for RNs presents public health concepts, principles, standards, theory, and intervention modalities using evidence-based nursing practice. Client advocacy is promoted and teaching is emphasized. Clinical experience is provided in distributive settings. Transportation is the responsibility of the student. Prerequisites: NU 302OL, NU 361OL, NU 362OL, BIO 260, BIO 260L, and RN licensure. (5)

### **NU 403 - Research and Evidence-Based Practice**

An introduction to the process of systematic investigation necessary for the continued development of the body of knowledge that forms the basis of nursing practice. The purpose of this course is to provide

learners with the opportunity to systematically examine the research process, characteristics of practice-based research leading to the development of evidence-based nursing practice, and methodologies appropriate to the investigation of researchable nursing-practice problems. Emphasis is placed on guiding learners through the research process, facilitating the critical reading of nursing and related research, developing skill in identifying researchable problems encountered in the practice of nursing, and stimulating the intelligent application of research findings to nursing practice. Focus is given to the interrelatedness and interdependence of the parts of the research process and evidence-based practice issues. Prerequisites: MA 132 and NU 308. Liberal Arts Core/University Requirements Designation: DSINQ. (3)

### **NU 403OL - Research and Evidence-Based Practice**

This online course for RNs is an introduction to the process of systematic investigation necessary for the continued development of the body of knowledge that forms the basis of nursing practice. The purpose of this course is to provide learners with the opportunity to systematically examine the research process, characteristics of practice-based research leading to the development of evidence-based nursing practice, and methodologies appropriate to the investigation of researchable nursing practice problems. Emphasis is placed on guiding learners through the research process, facilitating the critical reading of nursing and related research, developing skill in identifying researchable problems encountered in the practice of nursing, and stimulating the intelligent application of research findings to nursing practice. Focus is given to the interrelatedness and interdependence of the parts of the research process and evidence-based practice issues. Prerequisite: MA 132. (3)

### **NU 406 - Nursing Care of Adults with Multi-System/Complex Health Problems**

This course focuses on the comprehensive nursing care of adults with multi-system/highly complex medical/surgical illnesses and diseases. Using the Synergy Model, students synthesize pathophysiological and pharmacological concepts to create a plan of nursing care grounded in evidence-based nursing practice, the nursing process, and social determinants of health. Clinical experiences are in acute care settings. Prerequisite: NU 308. (6)

**NU 407 - Applied Clinical Reasoning**

This course facilitates students in solving clinical problems frequently encountered in practice settings. Utilizing a framework for clinical reasoning, students are challenged to identify and develop nursing interventions related to the major health problems. Prerequisites: all 200-level and 300-level nursing (NU) courses, NU 403, and NU 406. (3)

**NU 412 - Introduction to Leadership, Management, and Advocacy**

This course focuses on the professional roles of the nurse as a leader and manager in the health care environment, manager of health care clients in a variety of settings, and advocate for social and political reform. Theories of leadership, management, and organizational behavior, as well as the social, political, and economic forces related to diverse health care environments are examined. Students explore group behaviors and the use of power and influence in developing coalitions and building consensus. Must be taken in the final semester of the B.S.N. program. Prerequisites: all required 300-level NU courses. (3)

**NU 412OL - Introduction to Leadership, Management, and Advocacy**

This online course for RNs focuses on the professional roles of the nurse as a leader and manager in the health care environment, manager of health care clients in a variety of settings, and advocate for social and political reform. Theories of leadership, management, and organizational behavior, as well as the social, political, and economic forces related to diverse health care environments, are examined. Students explore group behaviors and the use of power and influence in developing coalitions and building consensus. Prerequisite or corequisite: NU 400OL and RN licensure or permission of the instructor. (3)

**NU 425 - Nursing Capstone**

Explores issues and trends in nursing and health care. Students analyze current evidence for discussion of issues that are related to the provision of quality health care. The course also provides the students in the last semester of the bachelor's degree program with an opportunity to develop personal and professional strategies to make the transition from student to graduate nurse. A primary emphasis in this course is placed on personal growth and preparation for assuming the role of the professional nurse. Must be taken in the final semester of the B.S.N. program. Prerequisites: all required 300-level NU courses. Corequisite: NU 490.

Liberal Arts Core/University Requirements

Designation: WI. (3)

**NU 427 - Contemporary Issues in Nursing**

This online capstone course is offered in the last semester of the R.N.-to-B.S.N. program. The purpose of this course is to integrate and build on the students' educational experiences and abilities to broaden their understanding of contemporary issues in nursing and health care systems. It focuses on the transition of professional nursing practice in diverse settings within the context of emerging societal issues and trends. Selected, current issues in the ever-evolving health care system and nursing are addressed in order to identify and implement strategies to promote and protect the health and well-being of all individuals in our society. Prerequisite: RN licensure or permission of instructor. (3)

**NU 430 - Leadership in Nursing Practice**

This course explores issues and trends in nursing and health care. Students examine leadership principles, systems thinking, and change strategies within the practice setting and profession. The impact of health policy, professional identity, and role as a nurse leader are addressed from the micro to macro system levels. Prerequisites: all 200-level and 300-level nursing (NU) courses, NU 403, and NU 406. (3)

**NU 433 - Research**

A student in this elective course will conduct collaborative research (scholarly work leading to new knowledge) under the direction of a faculty member. Prerequisite: application and approval of school director. Liberal Arts Core/University Requirements Designation: EXP. (1-6)

**NU 489 - Nursing Internship: Transition to Practice**

This capstone course provides students formal and informal experiential knowledge about professional nursing practice. This course emphasizes integration, reflection, and synthesis of concepts from all coursework in the program. Clinical immersion experiences are provided within a precepted environment. The didactic component allows the student to examine workforce and nursing practice issues central to the process of transitioning from the role of student to professional nurse. Prerequisites: all 200-level and 300-level nursing (NU) courses, NU 403, and NU 406. (4)

### **NU 490 - Nursing Internship**

Provides an opportunity for students to experience the role of the professional nurse through supervised clinical practice with a preceptor in a selected health care agency. Must be taken during the final semester of the B.S.N. program. Prerequisites: all required 300-level NU courses. Corequisite: NU 425. Liberal Arts Core/University Requirements Designation: EXP. (3)

### **NU 499 - Independent Study**

Students investigate selected topics in nursing under the direction of a faculty advisor and the dean of the Malek School of Health Professions. Independent study enables students to pursue specialized interests and develop skills in critical analysis. (1-6)

### **NU 501 - Theoretical, Ethical, and Profession Foundations of Advanced Nursing Practice**

This course explores the historical origins of advanced nursing practice, its contribution to the contemporary health care environment and the role of the advanced nursing practice. Students explore theoretical knowledge and principles drawn from nursing and related disciplines that guide advanced practice. Students apply ethical theory, principles of moral reasoning, and legal regulations to analyze clinical scenarios and use information technologies to support scholarly endeavors. (3)

### **NU 500SL - Foundations of Education and the Teaching Profession**

This course explores the historical, sociological, and philosophical foundations of education and the teaching profession with emphasis on current trends and issues. The role of various organizations on its structure and operation, along with teacher responsibilities toward professional and ethical standards, and the legal issues that impact the classroom will be addressed. An introduction to curriculum design, standards and accountability, and lesson planning to support the needs of all learners are covered. A minimum 10-hour service-learning component is required. (3)

### **NU 510 - Population Health**

This course provides an overview of global and national population health with a focus on the determinants of health, health disparities, and population-oriented prevention. Using an epidemiological approach, students will examine the burden of disease within ethical, social, cultural, political, economic, and environmental contexts. (3)

### **NU 539 - Global Service Learning for the Advanced Practice Nurse**

This course will provide a culturally rich and diverse global service learning experience. Students will engage in didactic and experiential learning activities as part of a structured host country placement while serving vulnerable populations. This course will enable students to collaborate with community partners to enhance knowledge and skills in the areas of community-focused health promotion, cultural competence, capacity building, social justice, and advanced nursing practice. Prerequisites: NUF 502 and permission of the instructor. Enrollment in the one-credit lecture is required for the one- to two-credit immersion experience. (1-3)

### **NU 552 - Advanced Pharmacology**

An in-depth study of clinical pharmacology and toxicology. Drugs affecting the organ systems are discussed with emphasis on mechanisms of drug action and types and mechanisms of adverse drug action as well as drug interactions. The nursing implications of each drug classification are emphasized together with the implications surrounding the decision-making process used in prescribing drugs. Drug legislation and regulations affecting advanced-practice nurses are studied. Relevant research with implications for nursing practice is presented. (3)

### **NU 554 - Advanced Pathophysiology**

This course presents advanced concepts in pathophysiology to support advanced nursing practice. The study is wide ranging, from biochemical to systemic levels, and as such will include review of anatomy, physiology, and biochemistry. The increased depth and scope of the knowledge will provide a foundation for advanced clinical practice associated with primary, secondary, and tertiary prevention. Evidence-based practice serves as the framework for this course. Students will be provided with the most recent research and evidence in the areas studied. Emphasis is given to the interaction of these systems with other body systems. Students analyze data pertinent to clinical disease states and utilize the information in implementing the nursing process as a clinical nursing expert. (3)

### **NU 590 - Health Care Data Analysis**

Provides the student with a conceptual understanding of statistical methods in relation to the purpose, design, and methods of health care research. Both descriptive and inferential applications are presented, and students

are introduced to the use of computers for data storage, retrieval, and statistical analysis. (3)

### **NU 599 - Independent Study**

Students investigate selected topics in nursing under the direction of a faculty advisor and/or the dean of the Malek School of Health Professions. Independent study enables students to pursue specialized interests and contribute to the advancement of knowledge in nursing. (1-6)

### **NU 700 - Evidence-Based Practice**

Introduces students to the concept of evidence-based practice and its relationship to improved patient outcomes. It prepares students to critically examine current nursing practice standards and guidelines to determine if these are consistent with the best research available. Strategies to overcome barriers to the integration of new knowledge in the practice setting are identified. (3)

### **NU 701 - Innovative Models of Care Delivery**

Prepares students to demonstrate clinical, organizational, and systems-level leadership through study and design of innovative models of care delivery. It emphasizes the application of continuous quality management (CQM) principles and business process improvement (BPI) strategies in model development. Attendant course content focuses on developing skills in organizational and policy arenas, applying principles of practice management, balancing productivity with quality of care, and encouraging a culture that emphasizes practice excellence. (3)

### **NU 702 - Epidemiology**

Students engage in a comprehensive study of the concepts of epidemiology and the science of public health. Students evaluate distribution and determinants of health problems and diseases in select aggregates with the goal of developing strategies to reduce the incidence and prevalence of identified health problems. Prerequisite: NU 705. (3)

### **NU 703 - Research Methods and Applications**

This course builds on prior knowledge of the research process. Students gain an increased understanding of the philosophy of science, nature of scientific thinking, and qualitative and quantitative research methods. Emphasis is placed on the identification of researchable practice problems. The relationship among theory, research, and practice is addressed. The course prepares students to be nurse leaders who are able to utilize nursing research to

refine and improve nursing practice. Prerequisites: NU 702 and NU 705. (3)

### **NU 705 - Multivariate Analysis**

This course builds upon NU 590 Health Care Data Analysis and introduces students to selected multivariate techniques used in health care and epidemiological research, including multiple regression analysis, logistic regression, factorial analysis of variance, multivariate analysis of variance and covariance, factorial analysis of variance, path analysis, structural equation modeling, and select parametric techniques. The use of appropriate hardware and software is integrated throughout the course. (3)

### **NU 706 - Policy and Advocacy in Health Care**

This course focuses on current health policy issues in nursing, health care, and patient outcomes. Students will critically analyze and evaluate current health policy and the related political process. Influences in developing and implementing health policy will be discussed. (3)

### **NU 707 - Leadership, Quality, and Ethics in Health Care**

Students will analyze and demonstrate evidence-based leadership skills as core competencies in nursing to improve quality in patient care and strengthen nursing as a profession. Emphasis is on the theories of professional leadership, personal leadership, skill building, quality improvement, ethical values, moral agency, and change. (3)

### **NU 800 - Residency**

This course is an advanced nursing practicum that provides an opportunity for the student to integrate and synthesize knowledge and skills acquired in graduate coursework. Emphasis is placed on demonstrating increasing competency in the integration of principles of evidence-based practice and science-based theories when making patient-focused decisions. The curricular elements and competencies include evidence-based practice, interprofessional collaboration, leadership, organizational systems, principles of business, health care policy, evaluation of clinical outcomes, information systems and technology, prevention strategies, and health promotion. These elements are operationalized as the student develops competence in evaluating the links among practice, organizational, population-based, fiscal, and policy issues. Prerequisites: NU 700-level courses must be completed. (3-5)



**NU 801 - Doctoral Project**

Provides an opportunity for the student to synthesize knowledge and skills learned in previous nursing courses and clinical practice to produce a product that makes a contribution to advanced nursing practice. The product may vary with the student's interest and their assessment of gaps in nursing knowledge and practice strategies. It is anticipated that the student will work closely with an advisor and seek the assistance of experts outside the university community, if necessary. It is anticipated that the final project will be disseminated to the nursing and health care communities. Prerequisites: NU 700-level courses must be completed. (3)

**NU 899 - Independent Study**

This course will enable students to do an independent study while completing their doctoral degree. Students investigate topics in nursing under the direction of a faculty advisor and/or the dean of the Malek School of Health Professions. (1-3)

**NUE - Nursing Education****NUE 503 - Nursing Education I**

A critical study of the educational process with emphasis on relevant research. The organization and administration of both the educational setting and the health care agency are discussed with attention to the role of the educator within both settings. Role development is initiated with an analysis of the rights and responsibilities of the educator. (3)

**NUE 504 - Nursing Education II**

Intensive study of learning, the learner, and the environment for learning. Special attention is given to the theoretical base of learning and relevant education research. The special needs and interests of the learner in nursing are analyzed, and unique features of the teaching environment in nursing are discussed. Techniques of measurement and evaluation are presented with opportunities for test construction, analysis, and evaluation. (3)

**NUE 505 - Nursing Education III**

Focuses on role preparation for nursing educators. Curriculum/program planning and development receive major emphasis. The instructional process and teaching principles are studied with attention to application. Prerequisites: NUE 503 and NUE 504. (3)

**NUE 590 - Nursing Education Practicum**

This practicum provides opportunities to apply educational theory to teaching practice. Current issues in nursing education are explored. Leadership and research roles of nursing education are analyzed and opportunities are provided for role development. Experiences are analyzed and evaluated to develop teaching competence. Prerequisites: NUE 503, NUE 504, NUE 505, NU 550, and NU 551. (4)

**NUF - Family Nurse Practitioner****NUF 500 - Advanced Assessment and Health Screening for the Family Nurse Practitioner**

Provides the didactic and clinical skill foundation for the advanced practice nurse in the primary care setting. Emphasis is placed on interviewing skills and a methodical, comprehensive approach to physical examination for the formulation of differential diagnoses and the development of an evidence-based management plan. The focus is on thorough and organized written and electronic documentation. Role preparation for the nurse practitioner is initiated with attention to the development of advanced health and health promotion competencies throughout the life-span. Content incorporates the physiological, psychological, sociocultural, spiritual, and developmental variables of health. Laboratory and clinical experiences are incorporated to provide opportunities for advanced health assessment, clinical, and diagnostic reasoning skills. Prerequisites: NU 552 and NU 554. (3)

**NUF 501 - Introduction to Primary Care of the Family**

This course presents the theoretical principles that guide the primary care family nurse practitioner (FNP). Emphasis is placed on demonstrating clear understanding of the professional nurse practitioner role and the beginning clinician role. This course facilitates the student's transition to advanced-practice nursing and introduces the role of the FNP in promoting health and preventing disease across the life-span, including management of common episodic encounters. The clinical learning environment provides essential experiential opportunities to enhance student development of the NP role and refine advanced-practice skills in the clinic setting. 150 clinical hours. Prerequisite: NUF 500. (3)

**NUF 503 - Primary Care of the Family I**

This course builds upon the knowledge and skill base from previous core M.S.N. and nurse practitioner courses. It provides the theoretical, clinical role

development, and skill foundations requisite for the primary care of individuals and families with common acute and chronic health problems. Focus is on the application of evidence-based didactic concepts for the delivery of quality-driven advanced-practice care. Role preparation of the primary care family nurse practitioner is emphasized with attention to the components of a comprehensive assessment, clinical management and therapeutic monitoring, and coordination and management of health promotion and disease prevention. The clinical learning environment provides essential experiential opportunities for the development and refinement of core competencies. 275 clinical hours. Prerequisite: NUF 501. (5)

#### **NUF 504 - Primary Care of the Family II**

This final course in the FNP curriculum focuses on complex management of the family. It appraises the theoretical, role development, and skill foundations requisite for the primary care of individuals and families. Focus is on the application of evidence-based concepts essential to the delivery of quality-driven advanced-practice care. Role preparation of the primary care family nurse practitioner is expanded with attention to the components of comprehensive assessment, clinical management and therapeutic monitoring, and the coordination and management of health promotion and health care. The clinical learning environment provides essential experiential opportunities for the development and refinement of core family nurse practitioner competencies. 275 clinical hours. Prerequisite: NUF 503. (6)

### **OD - Organizational Development**

#### **OD 521 - Organization Development Change and Consulting**

Focuses on understanding, managing, and facilitating change in organizations. Emphasizes the use of diagnostic models and theories of organization development to identify organizational problems, plan interventions, and develop processes for facilitating planned organizational change. (3)

#### **OD 522 - Organization Development Implementation and Coaching**

Focuses on implementing and measuring organization development interventions. Emphasizes the ability to analyze findings, develop solutions, design strategies, and measure results. See school director for course offering schedule. (3)

#### **OD 523 - Executive Coaching**

Focuses on leading-edge organization development trends, specifically executive coaching and consulting. Emphasis is on the skill and art of coaching executives in high-performance organizations. Provides approaches and application of dialogue, adult learning, change, and measurement. This course requires a high level of interaction and participation. It also requires practice outside the classroom and journal writing. Students learn to apply skills in leadership, team, and organizational renewal efforts. (3)

#### **OD 524 - Consulting Skills**

Enables students to function responsibly as novice consultants or mid-level practitioners, depending on each student's entry-level knowledge and skills. Emphasis is placed on practical application of conceptual skills. Students learn to apply consulting skills and strategies to their own work situations. Course content focuses on current consulting theory and practice, building an effective client-consultant relationship, and applying skills and strategies. (3)

#### **OD 525 - Organization Theory and Design**

Explores organizational theories and structures for increased efficiency and results. Provides basic approaches for the design and implementation of high-performance cultures, designs, internal systems, technology, innovation, controls, goals, ethics, leadership, decision making, teams, and strategy. (3)

### **OTD - Occupational Therapy**

#### **OTD 700 - Advanced Occupational Therapy Theory, Concepts, and Application**

This course explores how occupational therapy can be used as a change process to impact and influence health at the individual and societal levels given current health care trends. Using seminal literature and assigned textbooks, learners will critically analyze and apply theories and constructs that underlie the practice of current occupational therapy and determine theories' utility to explain and predict phenomena or therapeutic change. Through reflection about clinical experiences and case-based learning, students will critically analyze occupational therapy and related theories, practice models, and frameworks and reflect on theories' strengths and weaknesses in relation to clinical practice and/or research. Finally, students will discuss how theories can be tested and advanced through clinical research and testing of hypotheses. (3)

**OTD 701 - Professional Ethical Reasoning**

Professional reasoning describes the reasoning process used by therapists as they plan, direct, perform, and evaluate client care. Professional reasoning also can include reasoning conducted at a supervisory, managerial, or educational level regarding occupational therapy service delivery. In the current complex practice setting, not only do therapists require high levels of professional reasoning, but they are also challenged with many situations that require ethical reasoning. In addition, the changing expectations of clients require therapists to use shared decision making. This course will explore literature that examines and evaluates potential models for decision making by occupational therapists. Multiple case examples will be used to apply different types of professional and ethical reasoning and demonstrate methods for supporting professional development and ethical practice. (3)

**OTD 702 - Evidence-Based Practice Methods and Application**

This course is designed to develop occupational therapists' skills, knowledge, and resources to implement evidence-based practice in clinical settings as well as guide and support knowledge translation in organizations or peer groups. Students will learn how to develop a searchable question, identify potential sources of evidence, and then utilize effective strategies to locate the available evidence. Skills for critical appraisal of the evidence, interpreting the findings, and identifying applicability to specific clinical contexts (clients and populations) will be developed and practiced using case scenarios and clinical examples. Students will learn how knowledge is translated into practice from individual and organizational levels and identify effective methods to facilitate this translation, including identifying and overcoming barriers. (3)

**OTD 703 - Methods of Evaluation in Occupational Therapy Practice**

This course will advance one's understanding of evidence-based assessments in clinical practice and build upon knowledge of theories and clinical reasoning to utilize therapeutic use of self and assess clients' body function, psychosocial status, activity/occupational performance, and participation in occupations. Integrating knowledge of the psychometric properties of assessments, occupational profile, context, and presenting problems, students will articulate their clinical reasoning for choosing assessments (standardized and non-standardized) for a variety of clients in clinical and research contexts. Through critical

reflection and case studies, students will interpret scores and evaluation data to inform occupation-based, client-centered intervention planning. (2)

**OTD 704 - Professionalism — The Doctoring Profession in OT**

This course has been designed to provide the clinical doctoral learner with the opportunity for examination and discussion of the responsibilities, challenges, and opportunities inherent in doctoral-level occupational therapy practice. Themes of this course include cultural competence; occupational science; and balancing patient preferences, evidence, and ethics. Since doctoral-prepared occupational therapists will be expected to demonstrate responsibility toward the betterment of the profession, they must also be willing to assume an active role in identifying emerging problems as well as seek appropriate solutions. Several faculty members who represent various areas of practice, education, research, and leadership within the occupational therapy profession will convene this course. It is also expected that each doctoral learner will contribute their own unique and varying professional experiences to the discussion about ways to enhance the practice of occupational therapy at both the individual and societal levels. Thus, it is hoped that together learners and faculty will engage in a broad sharing of perspectives related to promoting professional development and advancement of occupational therapy. (2)

**OTD 705 - Prevention, Health, and Disability**

This course advances understanding of prevention, health, and disability to prepare for AOTA's current vision. Within the context of health care reform, students will analyze conceptual models of health and disability and factors influencing health care quality, disparities, and health outcomes of individuals, families, and populations. Students will explore the therapeutic use of self and examine the programs, evidence, and value of occupational therapy's role in three domains: 1) prevention efforts, 2) promoting health and well-being, and 3) maximizing function and participation for people with and without disabilities. (3)

**OTD 706 - Outcomes Measurement and Assessment**

This course introduces qualitative, quantitative, and mixed methods for measuring research outcomes of occupational therapy intervention and occupational science. Students will demonstrate understanding of scientific inquiry, including research design, methodologies, ethical issues, informed consent, minimizing bias, and statistical analyses. To measure

outcomes of programs and therapeutic interventions, students will select the most appropriate methods and systematically assess context's influence on outcomes. This course will also delineate the processes of continuous quality improvement and associated metrics. (3)

### **OTD 707 - Personal Leadership for the Health Professional: Essentials to Transform Practice**

The course will explore the essentials of progressive leadership development critical to adding value and ensuring quality outcomes in clinical practice and education. Discussions will focus on personal leadership that starts from within, can be learned, isn't positional, and *is* critical for all health professionals who expect to be part of the team that transforms health care. (3)

### **OTD 708 - Capstone I**

This course enables students to plan their capstone project, a comprehensive experience that is based on the eight pillars of the doctoral experience: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development. The capstone project is an immersive learning experience that can focus on such topics as clinical practice, research, administration, leadership, program development or evaluation, advocacy, policy development, education, or theory development, among others, and may include a service learning component. (2)

### **OTD 709 - Teaching and Learning: Continuum of Education**

This course encompasses the planning, conducting, and assessment of outcomes for teaching knowledge and skills to a variety of learners (professionals and lay people). Effective teachers must develop an understanding of learning theories, assessment, instructional methods and activities, and course design that produces significant learning experiences. Course design illustrates teaching and learning practices grounded in andragogy, contributing to curriculum program development and the enhancement of student teaching skills. Students will: 1) examine teaching and learning theories, 2) explore adult learning principles (andragogy), 3) consider the influence of culture and context, and 4) learn to create significant learning experiences and design a course that promotes student engagement and improves learning. (2)

### **OTD 710 - Capstone II**

This course focuses on the skills occupational therapists need to develop to fulfill their role as doctoring professionals. It is the culmination of knowledge and skills obtained through the curriculum and the planning of the implementation of the capstone project in the field of occupational therapy. Service learning components of the course allow students to engage community-based partners during the implementation of the capstone. (4)

## **PH - Philosophy**

### **PH 100 - Introduction to Philosophy**

An introduction to some of the major issues concerning fundamental problems of human existence, including an understanding of these core areas: logic, epistemology, metaphysics, and ethics. Students will learn to recognize and evaluate logical arguments in the texts of primary, central figures. Prerequisite or corequisite: EN 101 or HON 101. Liberal Arts Core/University Requirements Designation: PH-1. (3)

### **PH 215 - Knowledge, Truth, and Reality**

This course is a philosophical examination of our knowledge of the world and the ultimate nature of reality. Topics may include the difference between knowledge and mere opinion; what may be reasonably doubted and what can be known with certainty; the meaning of "existence," "being," "truth," and "reality"; conceptual relativity vs. absolutism about the ultimate nature of reality; the nature of and relationship between basic features of our world, such as space, time, mind and matter, causation, actuality, possibility, and necessity; why there is something rather than nothing; the nature of persons; free will; and the possibility of life after death. Prerequisites: EN 102 and PH 100. Liberal Arts Core/University Designation: PH-2. (3)

### **PH 230 - Mind, Brains, and Machines**

A philosophical examination of the place of mind in nature and in the world. Questions may include the following. What distinguishes mental phenomena from everything else? What does it mean to be conscious? What is an emotion? How do thoughts have meaning? Can we ever really know the mind of another person? Could a computer ever really think? Do animals have minds? The aim is to clarify what one is asking with such questions, in order to begin to formulate answers. Prerequisites: EN 102 and PH 100. Liberal Arts Core/University Requirements Designation: PH-2 (3)

**PH 250 - Philosophy of Science**

A philosophical study of the nature of science. Questions may include the following: What are scientific theories and scientific explanations? Does science have a distinctive method? Does the history of science demonstrate progress? How do cultural values and social and political factors influence the conduct of science? What do we mean by rationality, objectivity, truth, and bias in science? What is pseudo-science? What are scientific revolutions? Do different scientific fields provide us with separate kinds of knowledge, or can this knowledge be brought together into a single, coherent scientific view of the universe? Is science compatible with religion or is conflict between the two inevitable? Are scientists bound by ethical and social obligations above and beyond the pursuit of knowledge? Prerequisites: EN 102 and PH 100. Liberal Arts Core/University Requirements Designation: PH-2. (3)

**PH 300 - Modern Logic**

A systematic study of the formal nature of deduction. The course includes an introduction to quantification theory, relational propositions, set theory, and propositional calculus. Required for all philosophy majors. Prerequisites: EN 102 and PH 100. Liberal Arts Core/University Requirements Designation: PH-2. (3)

**PH 301 - Social and Political Philosophy**

A philosophical inquiry into society and politics. Topics may include theories of justice, freedom and responsibility, political authority and the state, democracy and representative government, political and civil rights, civil disobedience, identity politics, and the morality of bonds between individuals, families, communities, and society. Prerequisites: EN 102 and PH 100. Liberal Arts Core/University Requirements Designation: PH-E. (3)

**PH 302 - Comparative Social and Political Philosophy**

A philosophical inquiry into society and politics from a comparative perspective. Western philosophical thought will be explored in comparison with non-Western philosophical thought, which may include Chinese, Indian, African, or other traditions. Topics may include theories of justice, freedom and responsibility, human nature, the relationship between the individual and the state, political authority and stability, democracy and representative government, and human rights, among others. Prerequisites: EN 102 and PH 100. Liberal Arts Core/University Requirements Designation: PH-E. (3)

**PH 303 - Animals, the Environment, and Ethics**

An exploration of our moral responsibilities concerning animals and the natural environment. The course covers philosophical theories of ethics and their application to topics in environmental ethics. Topics may include animal rights, anthropocentrism, conservation, deep ecology, and the value of nature. Prerequisites: EN 102 and PH 100. Liberal Arts Core/University Requirements Designation: PH-E. (3)

**PH 305 - Business Ethics**

An examination of the ethical foundations of business and the role of ethical judgment in business decisions. The course covers philosophical theories of ethics and their application to business through case studies. Prerequisites: EN 102 and PH 100. Liberal Arts Core/University Requirements Designation: PH-E. (3)

**PH 305SL - Business Ethics**

An examination of the ethical foundations of business and the role of ethical judgment in business decisions. The course covers philosophical theories of ethics and their application to business through case studies. The course also includes a service learning component, which requires students to engage with a nonprofit organization, community-based service agency, or other type of organization for purposes of a community-based activity. Students will complete an assignment that reflects upon this service learning experience. Service Learning (SL) Designated Course: minimum 20 hours of service. Prerequisites: EN 102 and PH 100. Liberal Arts Core/University Requirements Designation: PH-E. (3)

**PH 307 - Philosophy of Law**

A philosophical inquiry into law. Topics may include the justification of laws, the obligation to obey the law, the relationship between law and morality, natural law theory, liberty, justice, legal rights, and the justification of punishment. Students apply ethical and political theories to contemporary legal cases and interpretations of law. Prerequisites: EN 102 and PH 100. Liberal Arts Core/University Requirements Designation: PH-E. (3)

**PH 309 - Ethical Theory**

An investigation into the moral dimensions of human life. The course explores the specific theoretical issues that shape the formation of ethical systems. Students will examine foundations for objective moral standards and human rights. Prerequisites: EN 102 and PH 100.

Liberal Arts Core/University Requirements  
Designation: PH-E. (3)

### **PH 311 - Biomedical Ethics**

This course includes an overview of normative ethical theory and an examination of the guiding principles in biomedical ethics. Emphasis will be placed on critically assessing and evaluating issues in health care decision making, as well as other issues concerning the application of principles to practice in biomedical ethics, with the goal of helping students arrive at informed and considered positions on the topics covered. Prerequisites: EN 102 and PH 100. Liberal Arts Core/University Requirements Designation: PH-E. (3)

### **PH 313 - Cyberethics**

This course offers an examination of cybertechnology and the ethical, social, political, and legal issues that arise in relation to it. It includes an overview of philosophical theories of ethics. These theories are used as a framework to understand and critically assess a number of issues and cases relating to cybertechnology, including IT professional ethics, privacy, security, cybercrime, intellectual property, cyber commerce, free speech, the digital divide, democracy, work, online communities/social networks, virtual reality, and artificial intelligence. Prerequisites: EN 102 and PH 100. Liberal Arts Core/University Requirements Designation: PH-E. (3)

### **PH 325 - Ancient Philosophy**

Covers the span of philosophy in the Western tradition from the pre-Socratic (500 B.C.) to the Roman and Hellenistic philosophers (500 A.D.). Key issues in ethics, politics, natural philosophy, and metaphysics are explored principally through the writings of Plato and Aristotle as well as other figures in the Stoic and Epicurean traditions. Prerequisites: EN 102 and PH 100. Liberal Arts Core/University Requirements Designation: DSINQ, PH-2. (3)

### **PH 326 - Medieval Philosophy**

This course examines the philosophical and theological works of Muslim, Jewish, and/or Christian major medieval figures. Topics to be covered may include the relation between faith and reason, proofs for the existence of God, questions concerning the use of human language in speaking of the divine, the nature and origin of the universe, medieval theories of knowledge and science, questions concerning human freedom and divine foreknowledge, and medieval

approaches to ethical and political issues. Prerequisites: EN 102 and PH 100. Liberal Arts Core/University Requirements Designation: DSINQ, PH-2. (3)

### **PH 327 - Modern Philosophy**

In the 17th century, philosophy both contributed to and responded to the "scientific revolution." But how did it do so and why? How were traditional philosophical assumptions about objects, thoughts, minds, free will, and God reconstructed in response to the rise of modern science? The course will emphasize how new metaphysical and epistemological positions developed in their historical context and have influenced subsequent philosophers. Prerequisites: EN 102 and PH 100. Liberal Arts Core/University Requirements Designation: DSINQ, PH-2. (3)

### **PH 328 - Contemporary Philosophy: 19th-21st Century**

This course covers philosophy since Kant's "Copernican Revolution" at the end of the 18th century. Philosophical movements to be examined will include a selection from the following: idealism, pragmatism, phenomenology, post-structuralism, and analytic philosophy. Feminism and critical race theory may be included. Prerequisites: EN 102 and PH 100. Liberal Arts Core/University Requirements Designation: DSINQ, PH-2. (3)

### **PH 330 - Philosophy of Mind**

A philosophical examination of the place of mind in nature and in the world. Questions may include the following. What distinguishes mental phenomena from everything else? What does it mean to be conscious? What is an emotion? How do thoughts have meaning? Can we ever really know the mind of another person? Could a computer ever really think? Do animals have minds? The aim is to clarify what one is asking with such questions in order to begin to formulate answers. Prerequisites: EN 102 and PH 100. Liberal Arts Core/University Requirements Designation: PH-2, WI. (3)

### **PH 345 - Philosophy of Religion**

This course describes and evaluates some of the major philosophical questions that arise in relation to the religious dimension of human existence. Topics to be explored may include the relation of philosophy to religious belief, proofs for the existence of God, the experience of the divine, the existence of miracles, the problem of evil, the relation of religious belief to moral judgment, and the possibility of immortality. Prerequisites: EN 102 and PH 100. Liberal Arts

Core/University Requirements Designation: PH-2, WI. (3)

### **PH 355 - Existentialism and Phenomenology**

This course explores major themes and figures from two significant movements in 20th century philosophy: existentialism and phenomenology. The course may examine questions concerning the possibility of human freedom and authenticity, the structure and function of consciousness, the relationship between self and other, existentialist approaches toward ethical and political issues, the experiences of anxiety and absurdity, and the recognition of our mortality. Prerequisites: EN 102 and PH 100. Liberal Arts Core/University Requirements Designation: PH-2, WI. (3)

### **PH 360 - Philosophy and Literature**

An introduction to some of the major issues concerning fundamental problems of human existence through the vehicle of fictive narrative philosophy. Students will learn how to present and evaluate claims in traditional logical form and in the guise of fictive narrative philosophy. Students will learn to recognize texts of central, primary figures. Prerequisites: EN 102 and PH 100. Liberal Arts Core/University Requirements Designation: PH-2, WI. (3)

### **PH 365 - Asian Philosophy**

Provides an opportunity for students to learn non-Western philosophies. Subjects vary among Chinese, Indian, Islamic, and Japanese philosophies, and the format ranges from comparative survey to contemporary issues. Prerequisites: EN 102 and PH 100. Liberal Arts Core/University Requirements Designation: PH-2, WI. (3)

### **PH 370 - Philosophy of Art**

A philosophical inquiry about art and aesthetic value. Questions may include the following. What is art? Can we define art? How does a work of art represent something? Why are we interested in specific artistic media and genres? Are judgments about art merely expressions of taste? What is good and bad taste? Are there better and worse ways to experience art? How do works of art affect our emotions? What is the artist's role in culture? Should art serve social, political, or moral purposes? Prerequisites: EN 102 and PH 100. Liberal Arts Core/University Requirements Designation: PH-2, WI. (3)

### **PH 400 - Internship**

Students may register for three to six credits in an internship with a research or service agency in the Washington metropolitan area. The intern will be monitored by a supervising faculty member and a representative of the cooperating agency. Prerequisites: senior status and a GPA of 2.0 in major courses. Liberal Arts Core/University Requirements Designation: EXP. (3-6)

### **PH 421 - Project**

An investigation of a selected topic in the emphasis discipline. The project is intended to demonstrate ability to conduct independent research and present the results in writing of commendable quality. Prerequisites: faculty and dean approval. (3)

### **PH 422 - Senior Seminar**

The focus of the senior seminar is the student research paper that demonstrates skill in researching and writing on topics in philosophy or religion. This course may be offered as a Writing Intensive (WI) course in select semesters. Students should check the section designation and title prior to enrollment. Prerequisite: senior status. (3)

### **PH 504 - Philosophy and the Humanities**

A graduate-level introduction to philosophy as a context for humanistic inquiry. Readings and class discussion will focus on foundational issues, such as the distinction between the sciences and the humanities, theories of truth, interpretation, historical knowledge, and theories of art and aesthetic value. Students will learn to interpret and evaluate primary-source texts to appreciate how influential philosophers have framed questions and constructed theories about these subjects. In addition, during the semester, students will attend one or more relevant academic events at a DC area research institution to learn about contemporary philosophical research. (3)

## **PHYS - Physics**

### **PHYS 161 - College Physics I**

Basic algebra-based physics course for the B.A. in biology and other majors. This course covers the classical Newtonian mechanics of linear and circular motion and conservation laws of gravitation, work, and energy. An understanding of physics is developed through problem solving and laboratory work. Students may enroll in this course only if it is a specific

requirement for their major. Prerequisite: placement into MA 171 or higher or a C- or better in MA 095. Liberal Arts Core/University Requirements Designation: NS. (3)

### **PHYS 161L - College Physics I Lab**

A laboratory designed to strengthen and support the topics presented in PHYS 161. (1)

### **PHYS 162 - College Physics II**

This second algebra-based course in physics extends the application of force and energy laws to collective systems. Topics include electrostatics, electronics, optics, mechanics, kinetic theory, and atomic structure. Prerequisite: PHYS 161 or equivalent. Liberal Arts Core/University Requirements Designation: NS. (3)

### **PHYS 162L - College Physics II Lab**

A laboratory designed to strengthen and support the topics presented in PHYS 162. (1)

### **PHYS 271 - General Physics I**

Introductory physics for science and mathematics majors. This course covers the classical Newtonian mechanics of linear and circular motion and conservation laws of gravitation, work, and energy. An understanding of physics is developed through problem solving and laboratory work. Prerequisite: MA 181 or equivalent. Liberal Arts Core/University Requirements Designation: NS. (3)

### **PHYS 271L - General Physics I Lab**

A laboratory designed to strengthen and support the topics presented in PHYS 271. (1)

### **PHYS 272 - General Physics II**

This second course in physics extends the application of force and energy laws to collective systems. Topics include electrostatics, electronics, optics, mechanics, the thermal properties of matter, kinetic theory, and atomic structure. Prerequisite: PHYS 271 or equivalent. Liberal Arts Core/University Requirements Designation: NS. (3)

### **PHYS 272L - General Physics II Lab**

A laboratory designed to strengthen and support the topics presented in PHYS 272. (1)

## **POL - Politics**

### **POL 102 - International Relations**

An introduction to relations between countries and an examination of the main conceptual approaches to understanding international conflict and cooperation. Liberal Arts Core/University Requirements Designation: GP, SS-1. (3)

### **POL 103 - Comparative Politics**

An introduction to the workings of politics inside countries other than the United States and an examination of the main conceptual approaches to understanding authority, institutions, and political change. Liberal Arts Core/University Requirements Designation: GP, SS-1. (3)

### **POL 104 - American Government**

An introductory survey and analysis of the political processes that describe the operations of the federal, state, and local branches of government. Intergovernmental relations are examined. Liberal Arts Core/University Requirements Designation: SS-1. (3)

### **POL 210 - Western Political Concepts I**

An introduction to political theory focusing on political thought from ancient to early modern times and on the fundamental conceptions of political theory. Prerequisite: EN 102. (3)

### **POL 211 - Western Political Concepts II**

A study of various political theories and ideologies from early modern to contemporary times. Topics include liberalism, conservatism, and political ideologies. Prerequisite: EN 102. (3)

### **POL 230 - American Policy Process**

An introduction to the political dynamics of forming national public policy in the United States. For students with a basic understanding of American government institutions, the course uses case studies to focus on several different areas of policy. Prerequisite: EN 102 and either POL 103 or POL 104. Liberal Arts Core/University Requirements Designation: DSINQ, SS-2. (3)

### **POL 231 - Media and Politics**

This course examines the political dynamics between the news media and politics. The course is designed to provide a deeper understanding of media outlets, journalists, viewers, and their relationship with the



government. Prerequisite: EN 102 and either POL 103 or POL 104. Liberal Arts Core/University Requirements Designation: SS-2. (3)

#### **POL 240 - Global Security**

An in-depth examination of theories that seek to explain wars, alliances, arms races, civil wars, and terrorism, with applications to contemporary international politics. Prerequisite: EN 102 and either POL 102, POL 103, or POL 104. Liberal Arts Core/University Requirements Designation: GP, SS-2. (3)

#### **POL 241 - Global Political Economy**

An in-depth examination of theories that seek to explain how political systems address economic inequality, development, trade, labor relations, investment, migration, and natural resources, with applications to contemporary international politics. Prerequisites: EN 102 and either POL 102, POL 103, or POL 104. Liberal Arts Core/University Requirements Designation: GP, SS-2. (3)

#### **POL 250 - Research and Writing**

An introduction to the sources and methods used in political research and writing. Prerequisite: EN 102. Liberal Arts Core/University Requirements Designation: DSINQ, WI. (3)

#### **POL 300 - State and Urban Politics**

A survey of the structure of state and urban political units and institutions. An examination of their policy and decision-making processes and an investigation of state-federal relations. Prerequisite: grade of C or better in POL 104 or POL 305, or permission of the instructor. Liberal Arts Core/University Requirements Designation: SS-2. (3)

#### **POL 307 - Race and Politics**

This course examines race and politics in the United States. It will analyze the role of minority groups, including African Americans, Latino Americans, and Asian Americans, in the political arena. Moreover, we will look at issues of immigration, affirmative action, and education as they impact minority groups in the U.S. Prerequisites: EN 102 and either POL 103 or POL 104. Liberal Arts Core/University Requirements Designation: SS-2. (3)

#### **POL 310 - Political Parties and Interest Groups**

An analysis of group theory in a democratic society. The course examines the influence of interest groups in American politics at the federal and state levels.

Prerequisites: EN 102 and either POL 103 or POL 104. Liberal Arts Core/University Requirements Designation: SS-2. (3)

#### **POL 315 - The Presidency**

A survey of the historical development and the constitutional powers of the office. The course analyzes the principal roles in national and world politics played by modern presidents. Prerequisites: EN 102 and either POL 103 or POL 104. Liberal Arts Core/University Requirements Designation: SS-2. (3)

#### **POL 320 - The Congress**

A review of the history of Congress and a description of its functions, its structure, and the legislative process. The course examines current and historical issues that relate to the proper role of Congress in the American scheme of government. Prerequisites: grade of C or better in POL 104 or POL 230, and a grade of C or better in POL 250 or its equivalent, or permission of instructor. Liberal Arts Core/University Requirements Designation: SS-2. (3)

#### **POL 325 - Voting Behavior**

A study of the voting behavior of the American electorate and its representatives and the causes of that behavior. Prerequisites: EN 102 and either POL 103 or POL 104. Liberal Arts Core/University Requirements Designation: SS-2. (3)

#### **POL 330 - Judicial Politics**

This course examines the judicial system and its larger impact on U.S. political life. The course addresses the main judicial actors, trial courts, appellate courts, and the court system's role in a representative democracy. Prerequisites: EN 102 and either POL 103 or POL 104. Liberal Arts Core/University Requirements Designation: SS-2. (3)

#### **POL 332 - American Foreign Policy**

A history of the policies of the United States toward other governments and analysis of the principal factors to be considered in formulating and executing American foreign policy. Prerequisites: grade of C or better in POL 102 and POL 250 or any other WI course, or permission of instructor. (3)

#### **POL 335 - American Constitutional Law I**

An introduction to the federal judiciary in American government and a survey of the principal decisions of constitutional law that have influenced the development

of the American polity. Prerequisite: grade of C or better in EN 102. (3)

### **POL 336 - American Constitutional Law II**

A survey of the principal court decisions concerning individual rights under the United States Constitution. Prerequisites: grade of C or better in EN 102. (3)

### **POL 375 - Politics of Environmental Issues**

A survey of environmental and natural resource policy and politics. Examines the ways governments use policies to address natural resource and environmental issues at the local, regional, and international levels, and the underlying ideological and institutional factors that shape environmental policy debates. Prerequisites: EN 102 and a grade of C or better in POL 102, POL 103, or POL 104, or permission of instructor. Liberal Arts Core/University Requirements Designation: SS-2. (3)

### **POL 380 - Politics of Latin America**

Examines the systems of government of countries in Latin America — including Mexico, Central America, the Caribbean, and South America — and their relations with each other and with major countries outside the region. Prerequisites: EN 102 and either POL 102 or POL 103. Liberal Arts Core/University Requirements Designation: GP, SS-2, WI. (3)

### **POL 381 - Politics of Sub-Saharan Africa**

Examines the systems of government of African countries south of the Sahara — including but not limited to the DR Congo, Ethiopia, Kenya, Nigeria, South Africa, Tanzania, and Uganda — and their relations with each other and with major countries outside the region. Prerequisites: EN 102 and either POL 102 or POL 103. Liberal Arts Core/University Requirements Designation: GP, SS-2, WI. (3)

### **POL 382 - Politics of Western Europe**

Examines the systems of government of countries in Western Europe — including but not limited to France, Germany, Italy, Spain, and the United Kingdom — and their relations with each other and with major countries outside the region. Prerequisites: EN 102 and either POL 102 or POL 103. Liberal Arts Core/University Requirements Designation: GP, SS-2, WI. (3)

### **POL 385 - Politics of South Asia**

Examines the systems of government of countries in South Asia — Afghanistan, Bangladesh, Bhutan, India, Myanmar, Nepal, Pakistan, and Sri Lanka — and their relations with each other and with major countries

outside the region. Prerequisites: EN 102 and either POL 102 or POL 103. Liberal Arts Core/University Requirements Designation: GP, SS-2, WI. (3)

### **POL 386 - Politics of East Asia**

Examines the systems of government of countries in East Asia — including China (PRC), Mongolia, North and South Korea, Japan, and Taiwan — and their relations with each other and with major countries outside the region. Prerequisites: EN 102 and either POL 102 or POL 103. Liberal Arts Core/University Requirements Designation: GP, SS-2, WI. (3)

### **POL 388 - Politics of North America**

Examines the systems of government of Canada, the United States, and Mexico and their relations with each other. Prerequisites: EN 102 and either POL 102, POL 103, or POL 104. Liberal Arts Core/University Requirements Designation: GP, SS-2. (3)

### **POL 400 - Internship**

Senior students may register for an internship with cooperating public service agencies in the greater Washington area. Prerequisite: permission of the dean of the School of Design, Arts, and Humanities. Liberal Arts Core/University Requirements Designation: EXP. (3)

### **POL 420 - Senior Seminar**

Provides an opportunity for majors to explore more thoroughly a subject previously studied in the politics curriculum. The focus of each seminar is a student paper demonstrating appropriate skill in research and writing on political topics. Offered spring semester only. Prerequisites: POL 250. Liberal Arts Core/University Requirements Designation: DSINQ, WI. (3)

### **POL 421 - Project**

An investigation of a selected topic in the emphasis discipline. The project is intended to demonstrate the ability to conduct independent research and present the results in writing of commendable quality. Prerequisite: permission of the dean of the School of Design, Arts, and Humanities. (3)

## **PSC - Physical Science**

### **PSC 103 - Introduction to the Physical Sciences**

Provides a general physical science background for non-science majors. Develops an understanding of scientific processes and reasoning, including knowledge of basic laws in physics and of the concepts critical to chemistry,

earth science, and astronomy, as well as an appreciation for the interrelationships among sciences and their relationships to other disciplines. Emphasis is placed on solving problems and developing logical hypotheses. As part of the laboratory requirement, each student must investigate and present a synopsis of a current scientific topic. Liberal Arts Core/University Requirements Designation: NS. (3)

### **PSC 103L - Introduction to the Physical Sciences Lab**

A laboratory designed to strengthen and support the topics presented in PSC 103. (1)

## **PSY - Psychology**

### **PSY 101 - General Psychology**

A course designed to help students develop insight into their own psychological processes and those of others. Provides an introduction to the content and scope of psychology as a behavioral science and a study of such topics as development, adjustment, learning, intelligence, motivation, emotion, and personality. Liberal Arts Core/University Requirements Designation: SS-1. (3)

### **PSY 105 - General Psychology Laboratory**

This course will expose students to the multiple methods psychologists use to study topics in psychology. Students will complete preplanned laboratory inquiry studies on a variety of topics to practice the different research methodologies used by psychologists to study behavior, thoughts, and perceptions. Prerequisite or corequisite: PSY 101 or completion of equivalent. (1)

### **PSY 110 - Human Growth and Development**

The study of human growth and development from birth to death. This course explores the role of heredity and environment in producing changes in physical, intellectual, and social behavior throughout the life-span. Liberal Arts Core/University Requirements Designation: SS-1. (3)

### **PSY 200 - Careers in Psychology**

Students will evaluate their personal strengths and career interests and explore career options with a B.A. in psychology and graduate training in psychology. Students will develop a plan to reach their personal career goals. Students will participate in activities designed to prepare them for successful entry into their chosen career. Prerequisite: C- or better in PSY 101; prerequisite or corequisite: PSY 105. (1)

### **PSY 201 - Statistics for the Social Sciences**

An introduction to psychological research methodology with particular emphasis on descriptive and inferential statistical procedures used in the analysis of behavioral data (measures of central tendency, variability, chi-square, correlation, t-tests, ANOVA, etc.). Prerequisites: MA course numbered 119 or above and a grade of C- or better in PSY 101 and PSY 105. (3)

### **PSY 220 - Social Psychology**

Designed to provide students with an understanding of how individuals' thoughts, feelings, and behavior are influenced by the presence of others. Social perception, social cognition, attitude formation and change, aggression, prosocial behavior, interpersonal attraction, and social influence will be reviewed. Prerequisite: PSY 101 or PSY 110. (3)

### **PSY 230 - Abnormal Psychology**

A survey of major psychological disorders with emphasis on methods of diagnosis and treatment. Prerequisites: PSY 101 or PSY 110. Liberal Arts Core/University Requirements Designation: GP, SS-2. (3)

### **PSY 250 - Biological Bases of Behavior**

Familiarizes the student with the basic principles of anatomy, physiology, biochemistry, and pharmacology within the context of behavioral processes. Prerequisite: PSY 101 or PSY 110. (3)

### **PSY 260 - Learning and Cognition**

A survey of principles of human learning and cognitive psychology. This course examines how information is acquired and used, with special emphasis on the nature of memory, thinking, judgment, and problem solving. Prerequisite: PSY 101 and PSY 105. Liberal Arts Core/University Requirements Designation: DSINQ. (3)

### **PSY 302 - Research Design for Psychology**

Laboratory-based course emphasizing the design, construction, implementation, analysis, dissemination, and critique of various types of psychological studies (observation, correlation, experimentation, etc.) Prerequisites: C- or better in PSY 105 and PSY 201. Liberal Arts Core/University Requirements Designation: DSINQ. (3)

### **PSY 311 - Early Childhood Development**

Students will explore the biological, cognitive, and psychosocial theories of child development from birth to

age 8. Particular emphasis is placed on contemporary topics in early childhood development and an appreciation of cultural perspectives. Students will be prepared to apply theoretical knowledge to early educational child-care settings and parent-teaching practice. Prerequisites: EN 102 and PSY 110. Liberal Arts Core/University Requirements Designation: SS-2, WI. (3)

### **PSY 312 - Adolescent Psychology**

Study of the biological, cognitive, and social transitions during adolescence and emerging adulthood, including issues confronting the adolescent in contemporary culture. Prerequisite: PSY 110. (3)

### **PSY 313 - Adulthood and Aging**

The purpose of this course is to examine the developmental tasks from young adulthood throughout middle and advanced age. In this course, students will explore the impacts on well-being of such events as choosing a mate, starting a family, and making career choices across adult life. Prerequisite: PSY 110. Liberal Arts Core/University Requirements Designation: SS-2. (3)

### **PSY 321 - Psychology of Gender**

The study of the research and issues that pertain to the social origins and consequences of gender typing. Topics include differences and similarities in ability, personality, biology, and gender roles. Prerequisite: PSY 101 or PSY 110. Liberal Arts Core/University Requirements Designation: SS-2. (3)

### **PSY 323 - Psychology in the Workplace**

Overview of the application of psychology to the behavior of people in workplace settings. Topics include personnel psychology, the training of employees, organizational behavior, workplace design, and the improvement of working conditions. Prerequisites: PSY 101 or PSY 110 and three (3) credits in psychology coursework. (3)

### **PSY 325 - Cultural Psychology**

Provides a comprehensive introduction to the general theories and methods related to culture and diversity. The course will explore psychological and political underpinnings of culture and diversity, emphasizing social psychological approaches. The course will examine the cultural sources of diversity in thinking, motivation, self, ethnic identity, development, stereotyping, and prejudice. Applications to real-world phenomena such as business, education, and health will

be discussed. Prerequisite: PSY 101 or PSY 110. Liberal Arts Core/University Requirements Designation: GP, SS-2. (3)

### **PSY 326 - Forensic Psychology**

Provides students with an introduction to the field of forensic psychology. This course will focus on the interface between psychology and the justice system, including legal proceedings, law enforcement agencies, and correctional institutions. Attention will be given to the way psychologists can influence the system on such issues as assessment of competency and insanity, legal decision making, jury composition, criminal behavior, and correctional psychology. Offered fall semester. Prerequisites: PSY 101 or PSY 110 and three (3) credits in psychology coursework. (3)

### **PSY 330 - Counseling Theories and Process**

Study of major approaches to interventions with individuals, groups and families, including analysis of strategies useful to particular counseling problems. Offered fall semester. Prerequisites: PSY 101 or PSY 110, and PSY 230. (3)

### **PSY 332 - Psychology of Addictions**

A summary of current research pertaining to different types of addiction, including physical, social, and psychological causes of addiction; assessment and classification of disorders; treatment options; and community resources for dealing with addictions. Offered spring semester. Prerequisite: PSY 230 or PSY 250. (3)

### **PSY 333 - Abnormal Child and Adolescent Psychology**

Students in this course will learn to distinguish normal versus disturbed developmental processes in children and adolescents as well as how to recognize and deal with a variety of problems. Offered spring semester. Prerequisites: PSY 110 and three (3) credits in psychology coursework. Liberal Arts Core/University Requirements Designation: SS-2. (3)

### **PSY 341 - Psychology of Individuals with Exceptionalities**

Explore theories and issues related to teaching students with exceptionalities. A variety of disabilities that impact school performance will be surveyed and studied. The course will address educational provisions mandated by federal and state laws, which ensure the rights of all individuals with disabilities. Field experience: 10 hours. Prerequisite: PSY 110. Liberal

Arts Core/University Requirements Designation: SS-2. (3)

### **PSY 361 - Sport Psychology**

Designed to engage students in critical thinking as it applies to the study of human behavior in sport. Explores factors related to success and skill development in any realm of human performance, basic principles of confidence, motivation and goal setting, as well as the prominent theories related to happiness and positive mood and how they relate to human performance and exercise. Prerequisite: PSY 101 or PSY 110. (3)

### **PSY 363 - Abnormal Primate Psychology**

This course is designed to introduce students to abnormal non-human primate behavior through reading primary-source articles and conducting naturalistic observations of great apes living in pseudo-natural environments (e.g., zoo, sanctuary). There will be specific emphasis on learning about atypical behaviors that may be symptomatic of psychopathologies similar to those seen in humans. Prerequisites: PSY 101 or PSY 110 and EN 102. Liberal Arts Core/University Requirements Designation: SS-2, WI. (3)

### **PSY 396 - Special Topics in Psychology**

Topics of special interest to advanced undergraduates in psychology. Prerequisite: PSY 101 or PSY 110 or permission of instructor. (3)

### **PSY 400 - Internship**

Senior students participate in a supervised field experience in cooperating public and private agencies in the Washington area. Prerequisites: PSY 200 or CCS 399, 90 credits of coursework completed, a minimum 2.0 cumulative GPA, and permission of internship coordinator. Liberal Arts Core/University Requirements Designation: EXP. (3 or 6)

### **PSY 405 - General Psychology Laboratory Instructor Practicum**

This course will prepare students to supervise PSY 105 General Psychology Laboratory courses. After preparing students to supervise sections of the laboratories, the course will focus on addressing concerns that arise while teaching, especially while supervising the laboratory sections. Students will discuss teaching-related issues, such as consistent evaluation of student products via rubrics, using an active teaching style, and using a Socratic-type method to answer questions. The course also will help students

prepare for a future career in psychology by assisting them in the completion of items necessary for admission to a graduate program. This course is a substitute for PSY 400. Prerequisites or corequisites: psychology major, selection by a faculty committee, and concurrent supervision of the laboratories associated with PSY 105. Liberal Arts Core/University Requirements Designation: EXP. (3)

### **PSY 433 - Research**

A student in this course will conduct collaborative research (scholarly work leading to new knowledge) under the direction of a faculty member. Prerequisites: PSY 302, application, and approval of school director. Liberal Arts Core/University Requirements Designation: EXP. (1-6)

### **PSY 451 - Project**

Designed to provide for the application of the knowledge, skills, and strategies acquired and developed through the student's academic program. The project is intended to tie the student's professional goals and coursework with practical application and current research-based data of the discipline. Students will be asked to delve deeply into a specific topic; develop an innovative solution to a discipline-specific problem; design and construct an expressive art/literature/technological creation; or explore an area of study, a process, a topic, or a medium that is not otherwise available through the current curriculum. (1-9)

### **PSY 497 - Senior Seminar**

This capstone seminar is designed for psychology majors nearing the end of their undergraduate program. Students will critically analyze psychological literature from disparate areas of the field to produce a major integrative paper with an applied focus. They will be prompted to reflect carefully on the discipline of psychology, including its historical roots and modern perspectives, and hone their skills in scientific reasoning, critical thinking, and written/oral communication. Prerequisites: EN 102, a C- or better in PSY 302 and in one 300-level psychology WI course, and senior status. Liberal Arts Core/University Requirements Designation: DSINQ, WI. (3)

## **PT - Physical Therapy**

### **PT 700 - Clinical Neuroscience**

Provides an in-depth study of nervous system neurobiology and neuroplasty. Content emphasizes

nervous system circuitry from development through aging and the major central and peripheral nervous system components of sensation, postural and motor control, learning, memory, and emotion. Problem-based, patient-centered cases and interactive in-class activities provide early linkages of content with and across courses. Study of brain, brain stem, and spinal cord models; vertebrae; skulls; and, when possible, wet brains is incorporated to enhance understanding of course concepts. Offered fall semester only. (5)

#### **PT 701 - Applied Pathophysiology**

Examines the effects of pathological and age-related changes of major organ systems on general health and human movement. Basic pharmacological principles and medical terminology are included in course content. Problem-based, patient-centered cases guide the learning activities and link the content across courses and to clinical practice. Offered fall semester only. (6)

#### **PT 702 - Health Care Delivery and Contemporary Society**

Provides an overview of the demographic, social, economic, historical, and legislative forces affecting the profession of physical therapy and the delivery of health care in the United States. Cultural, sociological, educational, and ethical issues that influence roles and responsibilities of consumers and health professionals are emphasized. The process of enablement/disablement frameworks for clinical decision making, professionalism, basic teaching and learning concepts, and ethical practice are analyzed. Offered fall semester only. (3)

#### **PT 710 - Gross Anatomy**

Provides an in-depth study of the gross anatomical structures and kinesiological principles underlying movement of the neck, upper extremity, thorax, abdomen, lumbosacral region, lower extremity, head, and face. Problem-based, patient-centered cases from PT 711 provide linkages of content across courses. Examples of laboratory work may include human cadaver dissection and use of prosected cadaver materials, models, 3D computer animation platforms, and video atlases. Offered spring semester only. Prerequisites: PT 700 through 702. Corequisite: PT 711. (6)

#### **PT 711 - Foundations of Physical Therapy Examination, Evaluation, and Diagnosis**

Includes fundamental patient care skills (safety, patient handling, transfers), basic kinesiology and muscle

physiology as they relate to therapeutic exercise, and basic evaluation and treatment procedures. Problem-based, patient-centered cases guide the learning activities and link content across courses and to clinical practice. One half-day per week is spent in supervised clinical practice. Offered spring semester only. Prerequisites: PT 700 through 702. Corequisite: PT 710. (6)

#### **PT 713 - Therapeutic and Scientific Principles of Exercise**

Provides students with knowledge of how exercise has an acute and chronic effect on the cardiopulmonary, neuromuscular, musculoskeletal, and endocrine systems. An emphasis is placed on the physiology of exercise in health and fitness as well as within clinical populations. The benefits and use of exercise are explored across the spectrum of individuals and ages — from those with disease to those who are healthy. Special populations are reviewed with regard to exercise and fitness testing, prescription, and training in the context of physical therapy practice. Offered summer semester only. Prerequisites: PT 700 through 711 and IPE 715. (3)

#### **PT 714 - Foundations of Physical Agents and Therapeutic Technologies in the Physical Therapist Practice**

Provides a theoretical foundation and grounded rationale necessary for selection and application of physical agents and therapeutic technologies used in the physical therapist plan of care. Decision making linking potential benefits and efficient resource management is emphasized. Offered summer semester only. Prerequisites: PT 700 through 713 and IPE 715. (2)

#### **PT 720 - Evaluation and Management of Patients with Orthopedic Disorders**

Focuses on the management of patients with neuromusculoskeletal disorders affecting the axial and appendicular skeleton. The course emphasizes outpatient orthopedic physical therapy to normalize movement and prevent injury recurrence. Throughout the course, sensitivity is maintained with regard to cultural, racial, ethnic, and educational differences among patients. Emphasis is on examination, evaluation, diagnosis, and patient management of mechanical joint dysfunction. The content of the course follows the major joints and regions of the axial and appendicular skeleton starting with the lower quarter (lumbar, SIJ, hip, knee, and ankle) and progressing to the upper quarter (cervical, thoracic, shoulder, elbow, and wrist/hand). The theory and practice of manual

therapy and progressive orthopedic rehabilitation are major components of the course. Offered fall semester only. Prerequisites: PT 700 through 713 and IPE 715. Corequisite: PT 721. (5)

**PT 721 - Clinical Applications of Physical Therapy Management of Patients with Orthopedic Disorders**

Includes laboratory activities focusing on the safe and competent application of physical therapy examination procedures and treatment interventions associated with the content of PT 720. Problem-based, patient-centered cases guide the learning activities, as students participate in small-group tutorial sessions twice weekly. One full day per week for eight weeks is spent in supervised clinical practice. Offered fall semester only. Prerequisites: PT 700 through 713 and IPE 715. Corequisite: PT 720. (5)

**PT 730 - Evaluation and Management of Patients in Acute Care**

Focuses on physical therapy management of patients with acute medical and surgical conditions, emphasizing physical therapy practice in the acute care hospital, subacute treatment center, and early-phase home care. Long-term rehabilitation and preventative aspects of care of patients with cardiac, pulmonary, and integumentary conditions, as well as amputations, are included. Offered spring semester only. Prerequisites: PT 700 through 721 and IPE 715 with minimum grades of B-. Corequisite: PT 731. (5)

**PT 731 - Clinical Application of Physical Therapy Management of Patients in Acute Care**

Includes laboratory activities focusing on the safe and competent application of physical therapy examination procedures and treatment interventions associated with the content of PT 730. Problem-based, patient-centered cases guide the learning activities as students participate in small-group tutorial sessions twice weekly. Students also participate in supervised clinical practice. Offered spring semester only. Prerequisites: PT 700 through 721 and IPE 715 with minimum grades of B-. Corequisite: PT 730. (5)

**PT 732 - The Physical Therapist as a Manager**

Applies concepts and principles of management in the delivery of physical therapy services to the individual patient, selected health care organizations, and the community. The student gains exposure to contemporary health care administration practices in representative segments of the health care industry and to the historical basis from which the current system

evolved. The course also includes a quality assurance program, concepts of accountability, cost-effectiveness and efficacy of services, organizational behavior, marketing strategies, facility planning, and outcome assessment measurement and utilization. Offered fall semester only. Prerequisites: PT 700 through 721 and IPE 715 with minimum grades of B-. (3)

**PT 735 - Physical Therapy and the Older Adult**

Focuses on the identification and integration of personal and environmental contextual factors that affect the delivery of physical therapy services for older adult. Factors that impact clinical decision-making regarding the physical therapy management of older adults will be analyzed. Students examine, synthesize and apply all three components of evidence-based practice (best scientific evidence, patient preferences, and clinical expertise) in making informed clinical practice decisions aimed at optimal aging for older adults across the spectrum of fit to frail. Offered spring semester only. Prerequisite: PT 700-PT 721 and IPE 715 with a minimum grade of B-. (3)

**PT 740 - Evaluation and Management of Patients with Neurological Disorders**

Supports the development of proficiency in the physical therapy examination and management of adults with neurological dysfunction. Emphasis is on post-acute or rehab management of the patient, which typically occurs in a rehabilitation setting, long-term care facility/skilled nursing facility, home care environment, adult day care/community re-entry setting, or outpatient physical therapy clinic. Utilization of a consistent framework for examining and evaluating patients and justification of intervention/evidence-based practice is emphasized throughout the course. Offered fall semester only. Prerequisites: PT 700 through 735, IPE 715 and 716 with minimum grades of B- and PT 800. Corequisite: PT 741. (5)

**PT 741 - Clinical Applications of Physical Therapy Management of Patients with Neurological Disorders**

Includes laboratory activities focusing on safe and competent physical therapy examination and treatment techniques used in the management of the individual with neurological dysfunction. Movement awareness and movement analysis instruction and practice create a framework for lab and patient observation activities. The content of the course follows the organization of PT 740 (the classroom component for adult neuro-rehabilitation content). Structured laboratory activities with specific patient management goals guide students

through each module. Biweekly tutorial meetings give students the opportunity to work in small groups with faculty facilitators to investigate neurological diagnoses and physical therapy interventions in the context of specific patient cases. Journal club discussions allow students to analyze recent evidence to cases. Visiting patients, patient observation at local settings, and integrated clinical assignments allow students the opportunity to apply knowledge and skills to actual patients. Offered fall semester only. Prerequisites: PT 700 through 735, IPE 715 and 716 with minimum grades of B- and PT 800. Corequisite: PT 740. (4)

#### **PT 744 - Case Report I: Foundations**

Prepares students to engage in case report research: patient selection, clinical question development, literature review, data gathering, and outcomes reporting. This is a foundational course for PT 803 in which a comprehensive case report is prepared and disseminated. Offered fall semester only. Prerequisites: PT 700 through 735, and IPE 715 and 716 with minimum grades of B- and PT 800. (2)

#### **PT 745 - Clinical Practice Synthesis**

Prepares students as Doctors of Physical Therapy to serve the broad community as entry points to the health care system. The role of the physical therapist in primary care, prevention, and wellness and in the management of neuromusculoskeletal (NMS) health across an individual's life-span are emphasized. Screening for referral to other practitioners; identifying individuals at risk for disease or injury as a consequence of predisposing factors and/or lifestyle behaviors; and promoting health, fitness, and wellness among special populations are among the topics covered in this course. Offered fall semester only. Prerequisites: PT 700 through 735, IPE 715, and IPE 716 with minimum grades of B- and PT 800. (3)

#### **PT 746 - Physical Therapy in Pediatrics**

Focuses on the subspecialty of pediatrics in physical therapy. Students study normal development, tests and measures pathology, interventions, equipment, documentation, family-centered care, natural environments, and legal concerns including IDEA and ADA in the context of physical therapy management of the pediatric patient. The ICF framework provides the basis for the examination and evaluation of children and justification for planning interventions. The use of an evidence-based approach is emphasized. Offered fall semester only. Prerequisites: PT 700 through 735, IPE

715, and IPE 716 with minimum grades of B- and PT 800. (2)

#### **PT 757 - Leadership, Professional Development, and Expert Practice**

Focuses on leadership, professional development, and expert practice, which reflects the continuum of development expected of Doctors of Physical Therapy on entry to professional practice. The purpose of this course is to guide the transition of students into professional practice, leadership development, and autonomous practice. Emphasizes the emerging role of the physical therapist as an entry point to the health care system and practitioners of choice for neuromuscular health and wellness of individuals and communities across the life-span. Offered spring semester only. Prerequisites: PT 700 through 746, IPE 715, and IPE 716 with minimum grades of B- and PT 800. (3)

#### **PT 770 - Screening for Medical Disorders**

This course addresses the physical therapist's role, responsibilities, and decision-making processes regarding appropriate referral of a patient to a physician for emergency or non-emergency evaluation of medical conditions outside the scope of physical therapy. A well-developed examination scheme guides structured decision-making processes to efficiently and effectively collect and evaluate examination data for an informed differential diagnosis and subsequent referral decision. Proficient communication with the patient and other health care professionals will be emphasized. A series of patient cases are presented as a means of applying differential diagnostic principles and promoting clinical decision making. (2)

#### **PT 771 - Medical Imaging in Rehabilitation**

The purpose of this medical imaging course is to provide the PT clinical doctoral learner with the tools needed to interpret and apply specialized medical imaging information to the rehabilitation patient. Musculoskeletal imaging is emphasized. A basic introduction to imaging techniques for other physiological systems (CNS, heart, lung, vascular tree) will also be incorporated (Doppler ultrasound, V/Q scan, echocardiography, radioisotope testing, etc.). This course strengthens physical therapists' clinical expertise in comprehensive patient evaluation, diagnosis, treatment planning, and physician interaction. (2)

#### **PT 772 - Pharmacology in Rehabilitation**

This course will provide the PT clinical doctoral learner with the primary drug classes and the physiologic bases



of their action. Drugs will be grouped according to their general effects and the type of disorders they are routinely used to treat. Special emphasis will be placed on drugs that are commonly used to treat people receiving physical therapy. This course will likewise address how drug therapy interacts with physical therapy and how drugs can exert beneficial effects as well as adverse side effects that impact rehabilitation. A specific area of focus will include geriatric pharmacology. (2)

**PT 773 - Legal and Ethical Issues for Physical Therapists**

This course provides the PT clinical doctoral learner with foundational information about legal, ethical, and administrative decision-making processes that physical therapists often face in clinical practice. Specific topics include medical malpractice, employment law, the legal aspects of documentation, informed consent, sexual conduct and sexual harassment, professional responsibility, preparation for a deposition, and managed-care issues. Utilizing theoretical frameworks, case-based decision-making situations are presented. Analysis and application of the ethical/legal responsibilities of the PT as an autonomous practitioner are covered in-depth. (1)

**PT 774 - Clinical Decision Making: Utilizing the Guide to PT Practice**

This course will provide the PT clinical doctoral learner ways to utilize the Guide to PT Practice for effective and efficient clinical decision making. The Guide to PT Practice is an organizational tool that summarizes physical therapist rights, roles, and responsibilities in treating patients/clients and provides the PT a framework for clinical decision making. The patient/client management model utilizing examination methods, evaluation, diagnosis, prognosis, intervention, length of visits/stay, outcome measures, and discharge planning is covered in this course. (1)

**PT 775 - Business and Marketing**

This course is designed to enhance the PT clinical doctoral learner's appreciation of business and management practices needed to succeed within the current health care landscape. Students will examine physical therapy as a health care business that is becoming increasingly autonomous. Applying general business principles to this evolving practice environment will include finance, productivity, reimbursement, business planning, marketing, human resources, leadership, flexibility, and corporate

compliance. This content will assist the therapist and the profession in preparing for the future. (2)

**PT 776 - Documentation, Coding, Payment, and Compliance**

This course is designed to educate the PT clinical doctoral learner in analyzing reimbursement of current billing, accounts receivable, collection procedures, and use of proper coding. Documentation, coding, review of current payers' contracts, and billing audits necessary to succeed in today's health care landscape will be covered. The material will assist the therapist and the profession in preparing for the future. (1)

**PT 777 - Professionalism — The Doctoring Profession**

This seminar course provides the PT clinical doctoral learner the opportunity to analyze and discuss the roles/responsibilities and challenges/opportunities inherent in doctoral-level physical therapy practice. Development of practitioners who view their education as a route to engaged professionalism is emphasized. The components of a doctoring profession in PT are examined: autonomous practice, direct access, evidence-based practice, practitioner of choice, and professionalism. Professionalism, articulated in the APTA's Core Values in Physical Therapy, is grounded in seven core professional values: accountability, altruism, excellence, compassion/caring, social responsibility, integrity, and professional duty. Each of these values will be explored in this seminar. (2)

**PT 778 - Critical Assessment of the Literature and Evidence-Informed Practice**

This course develops skills in the application of evidence-based practice (EBP) as a model for effective clinical decision making. The critical assessment of scientific information, an essential element of EBP, is included in this course. PT clinical doctoral learners apply principles of EBP in the use of current best evidence to make patient-focused decisions in day-to-day clinical practice. The course includes an analysis and application of secondary literature sources for time-efficient, valid, and reliable tools for engaging in EBP. Basic principles of epidemiological research commonly used in EBP decision making are also included. (3)

**PT 779 - Capstone Project**

This short course is designed to assist the student in the development of research writing by directly applying the skills learned in PT 778 and in preparation for PT 780. The course will enable the student to apply the common ethical principles generally used in scientific

research and writing toward completion of a publishable physical therapy case report. At the completion of the course, the student should be prepared to proceed into the capstone project with increased confidence and skill. (4)

#### **PT 780 - Clinical Reasoning in Orthopedic and Manual Therapy**

This course will present to the physical therapy clinical doctoral learner a systematic way of looking at all orthopedic cases with a logical analytical approach that be replicated in all circumstances. It is not possible to cover the entirety of the body in this format without demanding an extraordinary quantity of time. Because of these logistical constraints, the course will present the basic principles of clinical reasoning with an application predominance of context in the spinal region, as it tends to be the most complex and poorly understood. The hope is that the astute learner will apply the basic concepts as a methodological default to all regions of the body. (2)

#### **PT 781 - Management of Patients with Cardiovascular and Pulmonary Disorders**

This course is designed to expose physical therapists and physical therapy students to the examination and treatment of patients or clients with primary or secondary cardiovascular and/or pulmonary disorders. Learners will receive instruction on best practices to integrate and apply existing evidence into comprehensive patient-client management programs. This course is designed to challenge students to differentiate and prioritize clinical findings based upon level of acuity, patient preference, and knowledge of anatomy, pathophysiology, pharmacology, and diagnostic imaging. Case scenarios will integrate principles of differential diagnosis and establishment of long-term management of cardiovascular and pulmonary conditions. (2)

#### **PT 782 - Management of Patients with Neurological Disorders**

This course is designed to incorporate evidence-based practice and utilization of previous t.D.P.T. coursework for the management of people with neurological disorders. Lectures and patient cases are presented to aid the learner in facilitating clinical decision making and implementing evidence-based practice in contemporary, professional clinical practice for persons with neurological disorders. (2)

#### **PT 783 - Management of Patients with Integumentary Disorders**

This course will explore the therapist's role in the management of patients with integumentary conditions. A general foundation in examination, evaluation, diagnosis, prognosis, interventions, and outcomes for persons with various types of wounds will be provided. The course will cover the application of specific tests, measures of their reliability and validity, and the efficacy of treatment interventions. Wound risk factor reduction will be examined. Clinical reasoning and decision making will be fostered through multiple case studies. (2)

#### **PT 784 - Foundations in Population Health**

This course provides an introduction to population health management and builds the context for the essential role that multifaceted, scale-able health promotion and prevention interventions play in achieving sustainable, value-based health outcomes at national and global levels. This course will lay the foundation for assessing and developing population health initiatives using the social-ecological framework. In part 1, students will evaluate the economic burden and prosperity costs of chronic disease management. In part 2, students will survey historical and contemporary population health initiatives to close the gap between disease management and sustainable community health. In part 3, students will evaluate evidence-based interventions for key health behaviors. (2)

#### **PT 799 - Independent Study**

Allows physical therapy students to investigate — under the direction of a faculty member — a topic of interest, relevance, and importance to their own professional development as a physical therapist. Prerequisite: approval of school director. (1)

#### **PT 800 - Clinical Practicum I**

Provides 12 weeks of full-time supervised clinical education that takes place between the second and third academic years. This course provides in-depth exposure and hands-on experience in the clinical setting. The clinical sites include acute-care medical centers, subacute centers, home health agencies, and outpatient clinics. Offered summer semester only. Prerequisites: PT 700 through 735, IPE 715, and IPE 716 with minimum grades of B-. (6)

#### **PT 801 - Clinical Practicum II**

Provides 10-12 weeks of full-time supervised clinical education that takes place during the third academic

year after completion of the fall semester. This course builds on the knowledge and skill set gained from PT 800 and provides in-depth exposure and hands-on experience in the clinical setting. The clinical sites will include acute-care medical centers, subacute centers, home health agencies, and outpatient clinics. PT 801 GC is a unique opportunity for physical therapist students to experience a culture different from their own. Students will spend an additional two weeks as members of volunteer teams providing physical therapy and other general health services to underserved populations abroad. Offered spring semester only. Prerequisites: PT 700 through 746, IPE 715, and IPE 716 with minimum grades of B- and PT 800. Corequisite: PT 803. (5-6)

### **PT 802 - Clinical Practicum III**

Provides the final 12 weeks of full-time supervised clinical education experience that takes place at the end of the third academic year. This course provides in-depth exposure and hands-on experience in the clinical setting, ensuring that the student is prepared for entry-level physical therapy practice. Students may have the opportunity to develop areas of special interest, such as pediatrics in the school system, hand therapy, burns, or sports medicine. The clinical sites include acute-care medical centers, subacute centers, home health agencies, outpatient clinics, and specialized practice centers. Offered summer semester only. Prerequisites: PT 700 through 757, PT 801, PT 803, IPE 715, and IPE 716 with minimum grades of B- and PT 800. (6)

### **PT 803 - Clinical Case Reports**

Includes the preparation and dissemination of an individual patient case report that is ready for journal submission and is presented in both oral and poster formats following the Guidelines for Submitting Case Reports to PTJ. Offered spring semester only. Prerequisites: PT 700 through 746, IPE 715, and IPE 716 with minimum grades of B- and PT 800. Corequisite: PT 801. (3)

## **SEM - Seminar**

### **SEM 101 - Creating Success in College and Beyond**

This course is designed to help students understand and apply psychological concepts to create greater success in college and in life. Students will learn to think critically and reason effectively about important personal and academic issues. Required for students who are on academic warning unless waived by the

Center for Teaching and Learning. A minimum grade of C is required for successful course completion. (3)

### **SEM 102 - Learning Strategies for Success**

This course is designed to engage students encountering academic difficulty with specific learning strategies that will assist them in achieving academic success. Students will develop and implement an individualized learning strategy plan throughout the semester that will take into account time management, helpful classroom behaviors, effective study techniques, and proper utilization of support services. (1)

## **SOC - Sociology**

### **SOC 121 - Principles of Sociology**

The purpose of this course is to introduce students to the discipline of sociology. Students examine the sociological perspective, observe inequality, and explore the importance of culture, social institutions, and social construction. By developing these sociological insights, students gain a stronger appreciation for diversity and sharpen their critical thinking skills. Liberal Arts Core/University Requirements Designation: SS-1. (3)

### **SOC 131 - Principles of Sociology in Global Perspective**

The purpose of this course is to introduce students to the discipline of sociology by exploring the impact of social forces on everyday life. Students consider how the sociological perspective yields insights about inequality, the importance of culture, the nature of social institutions, and the impact of social construction. By applying these sociological insights, students gain a stronger appreciation for diversity and local-to-global connections and sharpen their critical thinking skills. Liberal Arts Core/University Requirements Designation: GP, SS-1. (3)

### **SOC 200 - Law and Society in Global Perspective**

How does the academic field of law and society contrast with popular conceptions of the law? This course explores the relationship between law and inequality by taking a sociological perspective that critically examines law in context. Applying a global perspective, we compare how various social forces shape the way laws are formed, practiced, and changed in countries around the world. Liberal Arts Core/University Requirements Designation: SS-1. (3) NOTE: This course is not a prerequisite for upper-division sociology courses.

**SOC 203 - The Global Village**

Does social life still take place within national borders? Globalization refers to the increasing connectedness of people around the world. Corporate growth, modern transportation, and technological innovation facilitate this connectivity. In this course, a sociological perspective is used to examine how this increasing global interdependence impacts daily life and the meaning of citizenship in the new global village. Liberal Arts Core/University Requirements Designation: GP, SS-1. (3)

**SOC 204 - Cultural Diversity**

What are the benefits and challenges that occur as our communities become increasingly diverse? The process of globalization increases our exposure to diverse cultures and ethnic traditions that characterize the peoples of the world. This rich diversity can form the foundation for addressing the global challenges we collectively face or can be viewed as a polarizing force that generates conflict. This course focuses on the key sociological concepts, skills of intergroup dialogue, and analytical tools from the social sciences. Prerequisite: EN 102. Liberal Arts Core/University Requirements Designation: SS-1, WI. (3)

**SOC 222 - Race and Ethnic Diversity**

What does it mean to say that race is a social construction? In this course, we begin with the assumption that the study of race requires us to take a critical look at ourselves and consider how notions of race have shaped our opinions, attitudes, and modes of engagement with those who are "different" from us. We examine sociological concepts like racial formation and intersectionality through critical engagement with academic research as well as creative sources to gain the broadest possible understanding of the dynamics of race and ethnicity in everyday life. Prerequisites: SOC 121, SOC 131, SOC 203, SOC 204, or permission of the instructor. Liberal Arts Core/University Requirements Designation: SS-2. (3)

**SOC 251 - Working for Justice, Working for Change**

So you want to make a difference? But where to begin? This course examines a range of organized efforts to promote social justice and social welfare in contemporary society. The course identifies and surveys the major approaches to social change work, including direct service provision, policy advocacy, and popular organizing and mobilization. Sociology provides us the tools to better understand and compare these various models of social change. Developing a deeper

understanding of these efforts and their theoretical foundations will help ensure that our attempts to "make a difference" are done in informed and thoughtful ways. In this course, you will have the opportunity to volunteer and make site visits to nonprofit and governmental service providers, public policy and advocacy organizations, and social movement organizations, as well as hear from guest speakers. This course is designed for social science majors or others who are interested in working in local organizations to make a difference. Liberal Arts Core/University Requirements Designation: SS-1, DSINQ. (3)

**SOC 261 - Through the Sociological Lens I**

Do you see what I see? In this course, students are introduced to the basics of visual sociology, using photography to document their observations of local, national, and global contexts. Students create a visual narrative documenting a selected course theme such as culture and community, local-to-global connections, or boundaries of belonging. Prerequisite: EN 102 or permission of the instructor. Liberal Arts Core/University Requirements Designation: GP, SS-1, WI. (3)

**SOC 306 - Poverty, Wealth, and Inequality**

Are there two Americas? How do structural barriers limit a person's life chances? Sociological research on social class and inequality challenge commonly held assumptions that people who live in poverty are doing so because they make poor decisions or are unwilling to work hard. By studying the impact of social class, inequality, and poverty on everyday life, students gain an appreciation for the insights that come from systematic sociological research on contemporary issues such as gentrification, hunger, and wealth concentration. Prerequisites: SOC 121, SOC 131, SOC 203, or SOC 204. Liberal Arts Core/University Requirements Designation: SS-2. (3)

**SOC 325 - Latinx Migration and Transnational Connections**

Despite increasingly restrictive immigration laws in this country, migrants from across Latin America have changed the face of the United States over recent decades. What factors drive these migrants to leave their home countries and seek refuge and opportunity in the US? What are consequences of large-scale migration flows for both the United States and migrants' countries of origin? This course explores these questions through a review of sociological research on various aspects of Latinx migration and its impacts. Prerequisite: SOC

121, SOC 131, SOC 203, SOC 204, or SOC 251.  
Liberal Arts Core/University Requirements  
Designation: SS-2, GP. (3)

### **SOC 350 - Social Justice**

How are views of social justice shaped by assumptions about how society works? This course examines sociological theory and its connection to social justice. We review competing visions of social justice, from the founding fathers of our discipline to those who are traditionally excluded from it, exploring how sociology can both explain social issues and contribute to social change. Prerequisites: minimum grade of C- in SOC 121, SOC 131, SOC 203, SOC 204, or SOC 251, or permission of the instructor. Liberal Arts Core/University Requirements Designation: SS-2. (3)

### **SOC 351 - Addressing Injustice: Research Methods**

This course is an introduction to the methods that social scientists use to advance social change in an unjust world. Social science methods, which include things like interviews, observation, and focus groups, can serve as tools for identifying unequal social patterns, raising awareness about unfair treatment, evaluating policies or programs, or informing strategies we use to take action. The methods we discuss in this class are those that involve working with human participants and are those most commonly used in the work of nonprofit or government research studies. Prerequisites: minimum grade of C- in SOC 121, SOC 131, SOC 203, SOC 204, or SOC 251. Liberal Arts Core/University Requirements Designation: SS-2, DSINQ. (3)

### **SOC 352 - Addressing Injustice: Quantitative Research Methods**

This course focuses on quantitative methods, procedures, and techniques that are appropriate to challenging social injustice. Emphasis will be on selecting appropriate methods for understanding how statistical results can be applied to solving global problems. Prerequisites: minimum grade of C- in SOC 121, SOC 131, SOC 203, SOC 204, or SOC 251. Liberal Arts Core/University Requirements Designation: SS-2, DSINQ. (3)

### **SOC 361 - Through the Sociological Lens II**

When is seeing believing? In this advanced course, students apply visual research methods to explore how community life is shaped by local, national, and global connections. Students create a visual narrative using their own research topic. Prerequisite: EN 102 and one of the following: SOC 121, SOC 131, SOC 203, SOC

204, or SOC 261, or permission of the instructor.  
Liberal Arts Core/University Requirements  
Designation: SS-2, GP, WI. (3)

### **SOC 365 - Gender Inequality in Global Perspective**

How do the categories of gender shape our life choices and economic opportunities? This course addresses gender in a global context to appreciate how people's lives differ depending on gender relative to class and cultural and racial heritage. Emphasis is placed on using social science research to address gender inequality in both global and local communities. Prerequisites: EN 102 and one of the following: SOC 121, SOC 131, SOC 203, or SOC 204. Recommended: GEND 200. Liberal Arts Core/University Requirements Designation: SS-2, DSINQ, GP, WI. (3)

### **SOC 375 - Topics in Human Rights**

If human rights are universal, why don't all countries recognize and respect them? Although a Universal Declaration of Human Rights was introduced in 1948, this was neither the beginning nor the end of the global dialogue surrounding the rights associated with being human. This course applies a sociological lens to understand the social context of these universality claims by focusing on specific human rights topics such as human slavery, migration and citizenship, or food sovereignty. Prerequisite: SOC 121, SOC 131, SOC 203, SOC 204, or permission of the instructor. Liberal Arts Core/University Requirements Designation: SS-2, GP. (3)

### **SOC 385 - Global Inequality and Community Development**

Why is inequality so severe in the world today, and what can we do about it? This course explores how global inequality is conceptualized, where it comes from, and what consequences it has for peoples and places around the world. Students are introduced to contemporary community development initiatives and the impacts of these attempts to improve the living conditions for the world's least powerful. Prerequisite: SOC 121, SOC 131, SOC 203, SOC 204, or permission of the instructor. Liberal Arts Core/University Requirements Designation: SS-2, GP. (3)

### **SOC 395 - Cities in the 21st Century**

How do we build cities so that those living there thrive? Large global cities, like Washington, DC, serve as seats of power, capitals of enterprise, and leisure destinations for millions. The multiple functions of a city like Washington, DC, are a reflection of the interplay

between planning priorities and input from community voices, which can impact the way a city is experienced by those who live, work, and play in local neighborhoods. In this course, we examine urban development strategies, urban planning practices, and grassroots mobilization efforts that aim to construct a just and inclusive city. We will examine the best practices of community building, place-making, and urban change in cities around the world. Minimum grade of D required to pass the class. Prerequisite: SOC 121, SOC 131, SOC 203, or SOC 205. Liberal Arts Core/University Requirements Designation: SS-2. (3)

### **SOC 400 - Internship**

Senior students apply their sociological skills in a supervised field experience in a community-based organization that is intended to help students make connections between the local and global, as well as gain an appreciation for how to make a difference. Prerequisite: permission of the instructor. Liberal Arts Core/University Requirements Designation: EXP. (3)

### **SOC 421 - Project**

Research of an original topic in sociology in collaboration with or under the direction of a faculty advisor. The project is intended to demonstrate ability to conduct and report independent research. Prerequisite: permission of instructor. (1-3)

### **SOC 433 - Research**

Students conduct collaborative research (scholarly work leading to new knowledge) under the direction of a faculty member. Prerequisite: permission of instructor. Liberal Arts Core/University Requirements Designation: EXP. (1-6)

### **SOC 495 - Senior Practicum**

This capstone course provides students with an opportunity to engage in conversations and apply their sociological imagination to current events. In addition, students practice academic and professional skills when working on a community-based research question or topic. The senior practicum is designed to build on prior coursework, but this is also open to sociology minors who successfully complete the prerequisites. Successful completion of all assignments is required to pass the course. Prerequisites: minimum grade of C- in SOC 251, SOC 350, and SOC 351 and permission of the instructor. Liberal Arts Core/University Requirements Designation: DSINQ, WI. (3)

### **SOC 497 - Community Engagement Experience**

This senior-level seminar is an opportunity to learn by "doing sociology." Students apply the sociological skills developed in previous courses to contemporary issues. With guidance from an academic advisor, students select the path that best meets their career goals: an internship placement, a research experience, or a teaching apprenticeship. This course is a required course for the sociology major and open to sociology minors. Prerequisites: minimum grade of C- in SOC 251, SOC 350, and SOC 351 and permission of instructor. Liberal Arts Core/University Requirements Designation: EXP, DSINQ. (3)

## **SP - Spanish**

### **SP 101 - Introductory Spanish I**

Teaches basic Spanish communication skills to students who have little or no previous training. Emphasis is on comprehension and production of simple sentence patterns. The class is conducted in Spanish. Liberal Arts Core/University Requirements Designation: GP. (3)

### **SP 102 - Introductory Spanish II**

Broadens the beginning student's knowledge of fundamental Spanish. The focus is on complex syntactic and semantic structures in all areas of communication skills. The course also introduces students to the Hispanic culture. The class is conducted in Spanish. Prerequisite: SP 101 or equivalent. Liberal Arts Core/University Requirements Designation: GP. (3)

### **SP 201 - Intermediate Spanish I**

Provides an active and comprehensive review of basic Spanish and is designed to improve the spontaneous use of spoken Spanish. It is appropriate for students who have had two years of high school Spanish or one year of college Spanish. (3)

### **SP 202 - Intermediate Spanish II**

Perfects the ability to speak, read, and write Spanish; special emphasis is given to developing writing skills. It is appropriate for students with a strong basic foundation in Spanish. Prerequisite: SP 201 or equivalent. (3)

### **SP 301 - Communicating in Spanish**

Students strengthen oral communication skills through discussion of contemporary issues in the Hispanic world. Not open to native Spanish speakers or those

with near-native Spanish-speaking skills. Prerequisite: SP 202 or approval of instructor. (3)

### **SP 303 - Topics in Spanish Civilization and Culture**

Explores social, political, and cultural movements in the Hispanic world in Europe and the Americas. Each year the course readings focus on a different cultural topic. Readings, analysis, and discussions are conducted in Spanish. Repeatable course, provided the student selects different topics. Prerequisite: SP 202 or permission of instructor. (3)

### **SP 305 - Topics in Spanish and Latin American Literature**

Students read and analyze fiction and nonfiction that focuses on a topic from Spanish-speaking countries around the world. Readings, analysis, and discussions are conducted in Spanish. Repeatable course, provided the student selects different topics. Prerequisite: SP 202 or permission of instructor. Liberal Arts Core/University Requirements Designation: LT-1. (3)

## **TRS - Theology and Religious Studies**

### **TRS 100 - Theological Inquiry**

By introducing the discipline of Christian theology, this course will be foundational to further studies in theology and religious studies. It primarily examines the perennial questions of existence and the answers proffered by the Christian faith. It presents an overview of the development of Christian theology with an emphasis on the role Christian theology can play in the students' lives, the culture, and the world. The responsibilities of Christianity in a pluralistic world are also addressed. Course includes significant reading and writing components. Prerequisite or corequisite: EN 101 or higher. Liberal Arts Core/University Requirements Designation: TRS-1. (3)

### **TRS 201 - Understanding Religion**

Religion matters to individuals, to families, and to societies. This course examines religion cross-culturally, seeking to understand what it is and how it works. Common features of religions such as beliefs in the supernatural, mystical experiences, myths, rituals, organizational structure, and moral guidelines will be explored through ancient and modern religious traditions. Prerequisites: TRS 100 and EN 102 with a grade of C- or better. Liberal Arts Core/University Requirements Designation: DSINQ, GP, TRS-2. (3)

### **TRS 202 - Religions of the World**

Ancient and modern religions are studied as varied responses to the search for ultimate meaning and purpose in human existence. Building on foundational knowledge of Christianity learned in TRS 100, students will explore indigenous religious traditions and major world religions. Prerequisite: TRS 100. Liberal Arts Core/University Requirements Designation: GP, TRS-2. (3)

### **TRS 251 - The Religion of the Old Testament**

Designed as an introduction to the tools, resources, and critical methods for reading and interpreting Old Testament scripture. Special attention is given to the historical context out of which the Judeo-Christian faith and its confessional documents emerged. Prerequisite: TRS 100. Liberal Arts Core/University Requirements Designation: TRS-2. (3)

### **TRS 260 - The New Testament Gospels**

Designed as an introduction to the tools, resources, and critical methods for reading New Testament scriptures. Attention is given to the historical context of the Gospels and principal tenets of Christianity. Prerequisite: TRS 100. Liberal Arts Core/University Requirements Designation: TRS-2. (3)

### **TRS 261 - The New Testament Epistles**

Provides a systematic and critical examination of the epistles of the New Testament. Emphasis on textual exegesis, the historical context, and the theological significance of the epistles. Prerequisite: TRS 100. Liberal Arts Core/University Requirements Designation: TRS-2. (3)

### **TRS 270 - Christ in Christianity**

The course studies the interpretations of the work and person of Jesus Christ. It attends to the role of culture and the situation of the church in shaping various portraits of Jesus and dogmas of Christ's constitution and salvation. Prerequisite: TRS 100. Liberal Arts Core/University Requirements Designation: TRS-2. (3)

### **TRS 271 - The Christian God: One and Three**

Presents the Christian doctrine of God in its historical and theological context. Prerequisite: TRS 100. Liberal Arts Core/University Requirements Designation: TRS-2. (3)

**TRS 272 - The Mystery of the Church**

This course will explore ecclesiology, the theological study of the Christian church. Questions to be addressed include the importance and limits of ecclesial diversity, the inculturation of the church in different cultures and contexts, the role of women in the Christian church, theories of authority and church office, the relation between the Christian church and Judaism, ecumenism, and the church and salvation in a multi-religious world. Prerequisite: TRS 100. Liberal Arts Core/University Requirements Designation: TRS-2. (3)

**TRS 273 - Worship in Christian Theology**

An introduction to the study of Christian sacraments and liturgical practices. The course focuses on the historical development of Christian worship and on correspondences and differences in liturgical practices among contemporary Christian communities. Emphasis will be placed on the relation between the theological interpretation of ritual and sacramental practices and other topics in systematic theology, including doctrines of God, Christ, the church, and grace. Prerequisites: EN 102 and TRS 100. Liberal Arts Core/University Requirements Designation: TRS-2. (3)

**TRS 280 - Faith & Doubt in Christian Theology**

This course traces the theology of faith and doubt in Christian history to shed light on responses to faith and doubt within the modern world and church. This faith will be compared and contrasted with the growth of doubt within believing communities and the growth of secularism. Prerequisite: TRS 100. Liberal Arts Core/University Requirements Designation: TRS-2. (3)

**TRS 320 - American Religious History**

This course focuses on the history of religious traditions in the United States with the aim of understanding the role of religion in shaping American society. Prerequisites: TRS 100, and HI 110 or HI 111. Liberal Arts Core/University Requirements Designation: TRS-2. (3)

**TRS 325 - Religious Approaches to Death**

This course examines the myriad ways in which people turn to religion in response to death. Special attention will be given to religious practices and beliefs in contemporary societies. Prerequisites: EN 102 and TRS 100. Liberal Arts Core/University Requirements Designation: GP, TRS-2. (3)

**TRS 330 - Religious Journeys of Young Adults**

This course explores the religious lives of contemporary young adults. Students will examine how religious engagement changes in the transition from adolescence to adulthood and how young adults construct meaningful lives in conversation with religious traditions and religious communities. Students will also explore new efforts of religious institutions to engage young adults and conduct field research of a local religious group. Prerequisites: TRS 100 and one course in either sociology or psychology, or permission of instructor. Liberal Arts Core/University Requirements Designation: TRS-2. (3)

**TRS 340 - Judaism in Thought and Practice**

Students will explore Jewish history through the biblical, rabbinic, medieval, and modern periods; learn about Jewish rituals and liturgical practices; and examine the basic tenets of Judaism. Students also will examine issues that challenge the Jewish community today, including the role of Israel in the life of the Jewish people and intermarriage. Prerequisite: TRS 201 or TRS 202. Liberal Arts Core/University Requirements Designation: GP. (3)

**TRS 345 - Buddhist Traditions**

This course provides an in-depth survey of the diverse Buddhist traditions. Beginning with an examination of Buddhism's origins in India, the beliefs and doctrines of the major Buddhist schools of Asia will be outlined as well as religious practices, including meditation, pilgrimage, and devotional rituals. Students will comparatively analyze Buddhist religious expressions in order to develop a clear understanding of the historical and cultural differences within Buddhist traditions. Prerequisite: TRS 201 or TRS 202. Liberal Arts Core/University Requirements Designation: GP. (3)

**TRS 351SL - Christian Ethics in the Contemporary World**

This course develops a critical and systematic approach to moral theology by examining the sources of the Christian moral life and the principles for free choice. The course will examine the meaning of human freedom, conscience, sin, and grace as rooted in the nature of the human person and in the revealed word of God; it also surveys the historical development of the Christian moral life. Prerequisite: TRS 100. Service Learning (SL) Designated Course: approx. 20 hours service. Liberal Arts Core/University Requirements Designation: TRS-E. (3)



**TRS 352 - Catholic Health Care Ethics**

After examining the principles of moral theology, this course specifically examines a variety of medical issues in the context of Catholic teaching as demonstrated in relevant Church documents. Issues include euthanasia, abortion, birth control, sterilization, and organ transplants. Prerequisite: TRS 100. Liberal Arts Core/University Requirements Designation: TRS-E. (3)

**TRS 353SL - Faith, Justice, and Public Life**

After examining the principles of moral theology, this course specifically examines a variety of social issues in the context of Catholic teaching as demonstrated in relevant church documents. Issues include warfare, labor rights, international relations, and social justice. Prerequisite: TRS 100. Service Learning (SL) Designated Course: approx. 20 hours service. Liberal Arts Core/University Requirements Designation: TRS-E. (3)

**TRS 361 - Grace and Sin, Heaven and Hell**

Examines the Christian doctrines of grace and sin, looking at their historical development, present location in theology, and eschatological implications. Prerequisites: EN 102 and TRS 100. Liberal Arts Core/University Requirements Designation: DSINQ, TRS-2, WI. (3)

**TRS 362 - Friendship, Marriage, and God**

A systematic approach to Catholic moral teaching on interpersonal relationships. The course examines the theology of the human person in light of creation, covenant, and redemption and examines the pertinent moral issues and teaching regarding single, married, and family life. Prerequisites: EN 102 and TRS 100. Liberal Arts Core/University Requirements Designation: TRS-2, WI. (3)

**TRS 370 - The Bible as Literature**

This course emphasizes literary analysis of selected readings and reflections on the relation of scripture to faith. It examines the distinctive purpose of the Bible and what distinguishes it from other literature of the Western tradition. Prerequisites: TRS 100 and one of the following: TRS 251, TRS 260, or TRS 261, or permission of instructor. Liberal Arts Core/University Requirements Designation: TRS-2. (3)

**TRS 380 - The History of the Early Church**

The history of the Christian church surveyed from its founding by Jesus Christ to the conclusion of the

Council of Chalcedon in the 5th century. Emphasis is on the development of Christian orthodoxy and the impact of the church on human culture and development. Prerequisites: EN 102 and TRS 100. Liberal Arts Core/University Requirements Designation: TRS-2, WI. (3)

**TRS 381 - Medieval and Reformed Theology**

An examination of the historical theology of the Christian church from the Scholastic Period to the Reformation. Special attention is given to the intersection of philosophy and theology in the thinkers and movements covered. Prerequisites: EN 102 and TRS 100. Liberal Arts Core/University Requirements Designation: TRS-2, WI. (3)

**TRS 382 - The Church in the Modern World**

A survey of the history of the Christian church since the Protestant Reformation. Special attention is given to Vatican II and the role of the church in the development of modern culture. Prerequisite: TRS 100. Liberal Arts Core/University Requirements Designation: TRS-2. (3)

**TRS 400 - Internship**

Students may register for an internship with a research or service agency in the Washington metropolitan area. The intern will be monitored by a supervising faculty member and a representative of the cooperating agency. Prerequisites: senior status and a GPA of at least 2.0 in major courses. Liberal Arts Core/University Requirements Designation: EXP. (3)

**TRS 451 - Christian Faith in the Modern World**

Presents a critical and systematic examination of Roman Catholic theology in the modern world through a study of major Catholic writers and church documents. The course aims to envelop the student in contemporary theological thinking through the topics of revelation, God, church, sacraments, morality, eschatology, and spirituality. Course is intended for majors, minors, and Honors Program students. Prerequisite: TRS 100. Liberal Arts Core/University Requirements Designation: DSINQ. (3)

**TRS 498 - Project**

An investigation of a selected topic in the emphasis discipline. The project is intended to demonstrate ability to conduct independent research and present the results in writing of commendable quality. (3)

**TRS 499 - Senior Seminar**

The focus of the senior seminar is the student research paper that demonstrates skill in researching and writing on topics in theology or religion. Prerequisites: EN 102 and senior status. Liberal Arts Core/University Requirements Designation: DSINQ, WI. (3)

learn introductory technology skills and tools used for today's digital world. Students will acquire basic skills for Mac OS, iOS, Windows and Android, Adobe Creative Cloud applications. A minimum grade of C is required to continue in the Art, Fashion Design, Fashion Marketing, Graphic and Media Design, and Interior Design programs. (3)

**TRS 565 - Violence, Religion, and Peacemaking**

This course takes an interdisciplinary perspective to explore the phenomenon of religious violence and religious peacemaking. Students will examine historical and contemporary examples of religiously justified violence and peacemaking in a variety of religious traditions and undertake a research project on a specific case study. (3)

**VIS - Visual Arts****VIS 101 - User Centered Design**

The course introduces students to User Centered Design (UCD) thinking methods and strategies that apply human-centered inquiry and practices to solve design, technology and business problems. This course will combine relevant readings and videos of concepts and practices to understand how companies in various markets have taken on design thinking challenges. The course will also consider what design solutions create ideal experiences that meet the needs of the end-user. Students will participate in practical exercises and engage in collaborative assignments. These will analyze user experiences to solve user-centered design thinking problems across multiple disciplines. A minimum grade of C is required to continue in the Art, Fashion Design, Fashion Merchandising, Graphic and Media Design, and Interior Design programs. (3)

**VIS 111 - Intro to Color and Design**

An introduction to color theory and two-dimensional design using a variety of media. Through hands-on projects, discussions, and contemporary and historical examples, students will explore the elements and principles of design. Focusing on the creative process, technique, and individual engagement, students develop artwork relating to their professional and personal interests. A minimum grade of C is required to continue in the Art, Fashion Design, Fashion Marketing, Graphic and Media Design, and Interior Design programs. (3)

**VIS 121 - Intro to Digital Tools**

A hands-on introduction for new users to the features and capabilities of digital design software. Explore and

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Rita Wong, *Associate Vice President for Research*  
Jason Craig, *Associate Provost of Innovation and Adult Education*  
Ann Boudinot, *Assistant Vice President for Planning and Institutional Effectiveness*  
Michelle Steiner, *Assistant Vice President for Student Success*  
Louis Frisenda, *Assistant Vice Provost*  
Jonathan Aberman, *Dean, College of Business, Innovation, Leadership, and Technology*  
Kenneth Harwood, *Dean, College of Health and Education*  
Marnel Niles Goins, *Interim Dean, College of Sciences and Humanities*  
Alison S. Gregory, *University Librarian*  
Meghan Arias, *University Registrar*  
Victor Betancourt, *Assistant Vice President, Global Engagement*  
Kelly Dalton, *Director, Saints Center for Service*

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Troy Cogburn, *Associate Vice President, Enrollment Management*  
Laura Finkelstein, *Assistant Vice President, Student Health and Well-Being*  
TBD, *Dean of Students*  
Father Gabriel Muteru, *University Chaplain*  
Anne Aichele, *Senior Director, Student Leadership and Learning*  
Susan Grundner, *Director, Ministry and Spiritual Life*  
Joseph Gebbie, *Director, Center for Career Development*  
Keia Brown, *Director, Financial Aid*  
Kristina Bonfiglio, *Director, Graduate Admissions*  
Melissa Ward, *Director, Undergraduate Admissions*

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