



MARYMOUNT UNIVERSITY

Undergraduate Catalog

2010 -11

HALLMARKS OF A MARYMOUNT UNIVERSITY EDUCATION

Scholarship

Leadership

Service

Ethics

Marymount University

Main Campus

2807 North Glebe Road, Arlington, VA 22207-4299

www.marymount.edu

Ballston Center (send mail to Main Campus address)

1000 North Glebe Road, Arlington, VA

Reston Center

1861 Wiehle Avenue, Reston, VA 20190

General Information: (703) 522-5600,

(800) 828-1120 for TTY access through

Virginia Relay Service

Weather and Emergency Information Line**(class cancellations):** (703) 526-6888**Academic Affairs****Provost and Vice President for Academic Affairs**

Rowley Hall – (703) 284-1550

Academic Success Center

Rowley Academic Center – (703) 526-6927

DISCOVER Center

Rowley Academic Center – (703) 284-5761

Honors Program

The Lodge – (703) 284-1629

Information Technology Services

Berg Hall – (703) 526-6990

Library and Learning Services

Emerson G. Reinsch Library – (703) 284-1533

Ballston Center Library Extension – (703) 284-5949

Learning Resource Center – (703) 284-1538

Registrar

Rowley Academic Center – (703) 284-1520

Reston Center

(703) 284-5770

School of Arts and Sciences

Gailhac Hall – (703) 284-1560

School of Business Administration

Ballston Center – (703) 284-5910

School of Education and Human Services

Rowley Hall – (703) 284-1620

School of Health Professions

Butler Hall – (703) 284-1580

Study Abroad (Center for Global Education)

Ballston Center – (703) 284-1677

Student Development and Enrollment Management

Vice President for Student Development and Enrollment Management

Butler Hall – (703) 284-1511

Admissions

Undergraduate:

Butler Hall – (703) 284-1500, (800) 548-7638

Graduate:

Ballston Center – (703) 284-5901, (800) 548-7638

Athletics

Rose Benté Lee Center – (703) 284-1619

Campus Ministry

The Lodge – (703) 284-1607

Campus Safety and Transportation

Ireton Hall – (703) 284-1601

Career and Internship Center

Ballston Center – (703) 284-5960

Commuter Student Services

The Lodge – (703) 284-1615

Counseling Center

Berg Hall – (703) 526-6861

Dining (Campus and Residential Services)

Berg Hall – (703) 284-1608

Disability Support Services

Gerard Hall – (703) 284-1615

Financial Aid

Rowley Academic Center – (703) 284-1530

Housing (Campus and Residential Services)

Berg Hall – (703) 284-1608

ID and Parking Office (Campus and Residential Services)

Ireton Hall – (703) 284-5700

International Student Services

Gerard Hall – (703) 526-6922

New Student Services

Gerard Hall – (703) 284-1615

Student Activities

The Lodge – (703) 284-1611

Student Employment

Gerard Hall – (703) 284-1615

Student Health Center

Berg Hall – (703) 284-1610

Student Development

Gerard Hall – (703) 284-1615

Financial Affairs

Vice President for Financial Affairs and Treasurer

St. Joseph Hall – (703) 284-1480

Student Accounts and Cashier's Office

Rowley Academic Center – (703) 284-1490

President's Office

Rowley Hall – (703) 284-1598

The University Catalog

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.

The provost and 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 him or her in addition to, in abrogation of, or in interpretation of the regulations stated herein have the same force as the regulations themselves. In case of discrepancy between the catalog and other publications or academic information provided by any faculty or staff member other than the provost and vice president for Academic Affairs, the catalog takes precedence, unless indicated by official communication from Office of the Provost and Vice President for Academic Affairs. Further information and advice regarding academic regulations may be secured by inquiring in the Office of the Provost and Vice President for Academic Affairs and 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 vice president for Academic Affairs will prevail. Students separating from the University completely for one year or more are bound by the catalog in effect when they are readmitted.

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 Rights and Privacy Act of 1974 (as amended).

The University is an Affirmative Action/Equal Opportunity Employer.

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FALL SEMESTER 2010

August 9	Tuition payment due
August 27	New resident students arrive
August 28-29	Fall Welcome
August 28-29	Returning resident students arrive
August 29	Last day for Final Registration
August 30	Classes begin
September 6	Labor Day Holiday
September 7	Last day to late register or add a class
September 7	Last day to withdraw from a class with a 100% refund of tuition and fee charges
September 8	Mass of the Holy Spirit
October 1	Last day to withdraw from a class without academic record
October 11-12	Fall Break
October 26	Midterm grades due
October 23-24	Family Weekend
November 5	Last day to withdraw from a class with a grade of W or enroll for Continuous Registration
November 24-28	Thanksgiving Holidays
November 29	Classes resume
December 11	Last day of classes
December 13-18	Final exam period
December 20	Final grades due by noon to the Registrar's Office through Marynet

SPRING SEMESTER 2011

January 3	Tuition payment due
January 9	Final Registration
January 10	Classes begin
January 17	Martin Luther King, Jr. Holiday
January 18	Last day to late register or add a class
January 18	Last day to withdraw from a class with a 100% refund of tuition and fee charges
February 4	Last day to withdraw from a class without academic record
March 7-13	Spring Recess
March 8	Midterm grades due
March 14	Classes resume
March 18	Last day to withdraw from a class with a grade of W or enroll for Continuous Registration
April 21	Last day of classes
April 22-25	Easter Holidays
April 26-May 1	Final exam period
May 3	Final grades due by noon to the Registrar's Office through Marynet
May 7	Recognition Day, Baccalaureate Mass, and Graduation Reception
May 8	Commencement Day

SUMMER SEMESTER 2011

Summer Sessions also are referred to as SS.

May 2	Tuition payment due for SS I and SS III
May 15	Last day to withdraw from a SS I or SS III class with a 100% refund of tuition and fee charges
May 16	Summer Sessions I and III begin
May 19	Last day to late register or add a SS I class
May 24	Last day to late register or add a SS III class
May 27	Last day to withdraw from a class without academic record for SS I and SS III
May 27	Tuition payment due for SS IV
May 30	Memorial Day Holiday
June 3	Last day to withdraw from a SS I class with a grade of W
June 3	Monday classes meet
June 5	Last day to withdraw from a SS IV class with a 100% refund of tuition and fee charges
June 6	Summer Session IV begins
June 8	Last day to late register or add a SS IV class
June 13	Tuition payment due for SS II
June 13	Last day to withdraw from a SS IV class without academic record
June 17	Summer Session I grades due to Registrar's Office through Marynet
June 17	Last day to withdraw from a SS III class with a grade of W
June 18	Summer Session I ends
June 26	Last day to withdraw from a SS II class with a 100% refund of tuition and fee charges
June 27	Summer Session II begins
June 30	Last day to late register or add a SS II class
July 2	Last day to withdraw from a SS IV class with a grade of W
July 4	Independence Day Holiday
July 8	Last day to withdraw from a SS II class without academic record
July 8	Monday classes meet
July 15	Last day to withdraw from a SS II class with a grade of W
July 30	Summer Sessions II, III, and IV end
August 2	Final grades for all Summer Sessions due by noon to the Registrar's Office through Marynet

NOTE: The most up-to-date calendar information is available on the Registrar's Office website.

University Profile

ENROLLMENT

TOTAL ENROLLMENT: 3,480

UNDERGRADUATE ENROLLMENT: 2,224

GRADUATE ENROLLMENT: 1,256

**STUDENTS RESIDING IN UNIVERSITY AND
UNIVERSITY-SPONSORED HOUSING:** 697

Based on fall 2009 statistics

FACULTY

141 full-time teaching faculty; 214 part-time faculty.

Approximately 88 percent of Marymount's full-time faculty hold the highest degree in their field.

STUDENT-TO-FACULTY RATIO

14:1

ACADEMIC DIVISIONS

School of Arts and Sciences

School of Business Administration

School of Education and Human Services

School of Health Professions

ACADEMIC DISTINCTIONS

- A Marymount education draws upon the rich resources of the Washington, DC, area.
- The Liberal Arts Core requirements promote the integration of knowledge and the development of well-informed habits of mind. The core experience reinforces the skills, knowledge, and attitudes that enable students to succeed in their work, adapt to change, develop their gifts and talents to the fullest, and contribute to society.
- The University's DISCOVER program promotes undergraduate research and creativity, integrated throughout the curriculum, from the freshman seminar through the senior capstone.
- A variety of pre-professional programs provide academic preparation for specialized professional pursuits and graduate study.
- All undergraduates are required to complete an internship, research experience, student-teaching experience, or clinical placement related to their majors.

- An Honors Program is available to qualified freshmen and transfer students entering at the freshman or sophomore level.
- Through the Center for Global Education, students can spend a semester of study in many locations, including Africa, Australia, Austria, Central and South America, China, England, France, Ireland, Italy, Japan, Spain, and other destinations.

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 Commission on Colleges of the Southern Association of Colleges and Schools to award doctoral, master's, and bachelor's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, or call (404) 679-4500 for questions about the accreditation of Marymount University.

- The Bachelor of Business Administration and Master of Business Administration programs are accredited by the Association of Collegiate Business Schools and Programs (ACBSP).
- The Community Counseling, Pastoral Counseling, and School Counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The School Counseling program is also accredited by the National Council for Accreditation of Teacher Education (NCATE).
- Teacher preparation programs are accredited by the Division of Teacher Education and Certification of the Virginia Department of Education and by the National Council for Accreditation of Teacher Education (NCATE).
- The M.S. in Health Care Management program is accredited by the Commission on Accreditation of Healthcare Management Education (CAHME).
- The Interior Design undergraduate program and the First Professional (Track Two) graduate program are accredited by the Council for Interior Design Accreditation (CIDA).
- The Bachelor of Science in Nursing and Master of Science in Nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE). The B.S.N. program is also approved by the State Board of Nursing of the Commonwealth of Virginia.

- The M.A. in Legal Administration, the B.A. in Paralegal Studies, and the undergraduate and graduate Paralegal Studies certificate programs are approved by the American Bar Association (ABA).
- The Doctor of Physical Therapy program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Marymount University is certified to operate in the Commonwealth of Virginia by the State Council of Higher Education for Virginia (SCHEV).

OFF-SITE LEARNING OPTIONS

RESTON CENTER

Responding to significant residential and commercial growth in the Reston area, Marymount University established the Reston Center. The Center offers a variety of academic programs designed to meet the needs of adult students. Offerings include graduate degree and graduate teacher licensure programs, undergraduate degree completion programs, professional education certificate programs, and professional development programs, all of which can be completed at the Reston site. To provide flexible options for working adult students, classes are offered in the evening, on weekends, and in condensed course formats. More information about Marymount's Reston Center is available online.

EDUCATIONAL PARTNERSHIPS

Since 1996, Marymount University has been successfully delivering education programs at such places as regional corporations, government agencies, and educational institutions. The University works closely with chief learning officers and human resource directors of these organizations to develop an academic strategy to help their employees gain the knowledge and skills needed to immediately address on-the-job challenges. To create a competitive advantage for client organizations and improve their employees' performance, targeted graduate and undergraduate degree and certificate programs are offered through innovative educational partnerships.

CONSORTIUM OF UNIVERSITIES OF THE WASHINGTON METROPOLITAN AREA

Marymount University is a member of The Consortium of Universities of the Washington Metropolitan Area. Other members include American University, The Catholic University of America, Gallaudet University, George Mason University, Georgetown University, The George Washington University, Howard University, Trinity University, University of the District of Columbia, and University of Maryland at College

Park. Eligible students from Marymount may take approved courses at member institutions. For more information about enrollment and registration procedures, see page 34.

ACADEMIC AND STUDENT SERVICES

Marymount University is committed to meeting the needs of all students and provides support services through various offices, including the Academic Success Center, Campus Ministry, the Career and Internship Center, Counseling Center, Disability Support Services, International Student Services, the Learning Resource Center, and Student Activities.

ATHLETICS

Marymount is an NCAA Division III institution and a member of the Capital Athletic Conference. The University offers the following intercollegiate teams:

Men's basketball, cross-country, golf, lacrosse, soccer, swimming

Women's basketball, cross-country, lacrosse, soccer, swimming, volleyball



SCHOOL OF ARTS AND SCIENCES

Undergraduate Degree Programs

Art (B.A., B.A. with teaching licensure)
 Art Management
 Pre-Art Therapy
 Biology (B.S., B.S. with teaching licensure)
 General Biology
 Molecular and Cellular Biology
 Pre-Medicine
 Communication (B.A.)
 Computer Science (see Information Technology program under School of Business Administration)
 English (B.A., B.A. with teaching licensure)
 Dramatic Arts
 Literature
 Writing
 Fashion Design (B.A.)
 Fashion Merchandising (B.A.)
 Graphic Design (B.A.)
 History (B.A., B.A. with teaching licensure)
 Interior Design (B.A.)
 Liberal Studies (B.A.)
 Multidisciplinary Studies (B.A. with teaching licensure for Elementary Education, grades PK-6, and teaching licensure for Special Education, grades K-12)
 Mathematics (B.S., B.S. with teaching licensure)
 Philosophy (B.A.)
 Politics (B.A.)
 Theology and Religious Studies (B.A.)

Undergraduate Certificate Program

Web Design

Post-baccalaureate Certificate Program

Computer Science (see program under School of Business Administration)

Graduate Degree Programs

Computer Science (see Information Technology program under School of Business Administration)
 Humanities (M.A.)
 Interior Design (M.A.)
 Literature and Language (M.A.)

SCHOOL OF BUSINESS ADMINISTRATION

Undergraduate Degree Programs

Business Administration (B.B.A., B.B.A./M.B.A.)
 Accounting
 Business Law
 Finance
 General Business
 Hospitality Management
 International Business
 Management
 Marketing
 Sport Management
 Economics in Society (B.A.)
 Health Information Management (B.S.)
 Information Technology (B.S., B.S./M.S.)
 Applied IT
 Computer Science
 Forensic Computing
 Health IT
 Information Systems
 Interactive Media
 Paralegal Studies (B.A.)

Post-baccalaureate Certificate Programs

Computer Science
 Forensic Computing
 Health Information Technology
 Information Technology

Graduate Degree Programs

Business Administration (M.B.A.)
 Finance
 International Business
 Legal Administration
 Marketing
 Nonprofit Management
 Health Care Management (M.S.)
 Human Resource Management (M.A.)
 Information Technology (M.S.)
 Computer Security
 Health Care Informatics
 Project Management and Technology Leadership
 Software Engineering
 Legal Administration (M.A.)
 Management (M.S.)

Graduate Dual Degree Programs

Business Administration/Human Resource Management (M.B.A./M.A.)
 Business Administration/Information Technology (M.B.A./M.S.)
 Health Care Management/Business Administration (M.S./M.B.A.)
 Health Care Management/Information Technology (M.S./M.S.)

Graduate Certificate Programs

Computer Security and Information Assurance
Health Care Informatics
Human Resource Management
Information Technology
IT Project Management and Technology Leadership
Knowledge and Learning in Organizations
Leadership
Management Studies
Nonprofit Management
Organization Development
Paralegal Studies
Project Management

SCHOOL OF EDUCATION AND HUMAN SERVICES

Undergraduate Degree Programs

Criminal Justice (B.A.)
Criminal Justice (B.S.)
Forensic Science
Psychology (B.A.)
Sociology (B.A.)

Graduate Degree Programs

Community Counseling (M.A.)
Community Counseling with Forensic Psychology option
(M.A./M.A.)
Criminal Justice Administration and Policy (M.A.)
Education (M.Ed.)
Catholic School Leadership – grades K-12
Elementary Education – grades PK-6
English as a Second Language – grades K-12
Professional Studies
Secondary Education – grades 6-12
Special Education, General Curriculum – grades K-12
Forensic Psychology (M.A.)
Forensic Psychology with Community Counseling option
(M.A./M.A.)
Pastoral Counseling (M.A.)
Pastoral and Spiritual Care (M.A.)
School Counseling (M.A.)

Undergraduate Certificate Program

Criminal Justice/Forensic Science

Graduate Certificate Programs

Catholic School Leadership (post-master's)
Counseling (post-master's)
Pastoral Counseling (post-master's)

SCHOOL OF HEALTH PROFESSIONS

Undergraduate Degree Programs

Health Sciences (B.S., B.S./M.S.)
Health Promotion
Pre-Physical Therapy
Nursing (B.S.N.)

Graduate Degree Programs

Health Promotion Management (M.S.)
Nursing (M.S.N.)
Family Nurse Practitioner
Nursing Education
Nursing (D.N.P.)
Physical Therapy (D.P.T.)

Graduate Certificate Programs

Family Nurse Practitioner (post-master's)
Nursing Education (post-master's)

PRE-PROFESSIONAL STUDIES

Pre-Law
Pre-Medicine
Pre-Physical Therapy

TEACHING LICENSURE PROGRAMS

Undergraduate Programs

Art Education – grades K-12 (B.A. in Art)
Elementary Education – grades PK-6 (B.A. in Multidisciplinary
Studies)
Secondary Education – grades 6-12
Biology (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
Multidisciplinary Studies)

Graduate Programs

Education (M.Ed.)
Catholic School Leadership – grades K-12
Elementary Education – grades PK-6
English as a Second Language – grades K-12
Secondary Education – grades 6-12
Special Education, General Curriculum – grades K-12

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 3,500 undergraduate and graduate students. The University has four Schools: Arts and Sciences, Business Administration, Education and Human Services, and Health Professions. Programs are offered at Marymount's Main Campus, Ballston Center, and Reston 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 an independent Catholic university that emphasizes academic excellence at the undergraduate and graduate levels. Committed to the liberal arts tradition, the University combines a foundation in the arts and sciences with career preparation and opportunities for personal and professional development. Marymount is a student-centered learning community that values diversity and focuses on the education of the whole person, promoting the intellectual, spiritual, and moral growth of each individual. Scholarship, leadership, service, and ethics are hallmarks of a Marymount education.

A MARYMOUNT EDUCATION

Marymount University prepares students to be thoughtful and effective persons within 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 development of 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 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 the 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 also 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, and Mexico.

Marymount University in Arlington was founded as a women's college in 1950 at the suggestion of Bishop Peter L. Ireton 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 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 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. The Ballston Center, established in 1992, houses classrooms, offices, computer laboratories, and support services. Marymount University also reaches out to the metropolitan Washington area through its Reston

Center and 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.

LOCATION AND TRANSPORTATION

Marymount is located in Arlington, Virginia, a prosperous urban community adjacent to Washington, DC. The public Metrorail system connects the University with the entire metropolitan Washington area. The University also maintains a shuttle bus service, offering free transportation connecting the Main Campus, Ballston Center, Ballston-MU Metro station and designated off-campus parking facilities. Students have easy access to national landmarks, cultural sites, restaurants, and shopping. Ronald Reagan Washington National Airport and Dulles International Airport are near the University, as are Interstates 66, 95, 395, and 495.

A COMMITMENT TO INQUIRY LEARNING

In fall 2008, Marymount initiated the DISCOVER Program, which is the University's Quality Enhancement Plan, a key component of Marymount's reaffirmation of accreditation by the Southern Association of Colleges and Schools. DISCOVER promotes student engagement in the Marymount University learning community, as well as broader national and international communities of learners, through research, creative work, and inquiry learning.

Inquiry learning is at the heart of DISCOVER. It engages and empowers students to formulate questions and unearth answers. In other words, students learn how to learn, in the classroom and beyond.

Inquiry-based coursework begins in the freshman year with DSC 101 DISCOVER First-Year Seminar and continues through the major with specified coursework. Additional information can be found on page 48.

THE DISCOVER CENTER

The DISCOVER Center, located in Rowley Hall, coordinates a variety of programs, activities, and resources for students and faculty to promote writing and inquiry-based learning. The DISCOVER Center also works with undergraduate faculty to promote the integration of inquiry learning and research in all academic majors at the University. The DISCOVER Center coordinates

- DISCOVER 101: Three-credit freshman and one-credit transfer student experiences, providing the foundation for inquiry-based learning;
- Summer research program: Funded opportunities for undergraduate students, under the mentorship of a faculty member, to explore topics of interest to them;
- Student Research Conference: An annual undergraduate and graduate research conference during which participants present the results from inquiry activities that have taken place inside and outside the classroom; and
- Conference funding: Undergraduate and graduate grant opportunities to fund students attending or presenting at regional and national conferences in their fields of study.

A COMMITMENT TO ETHICS

THE CENTER FOR ETHICAL CONCERNS

One of the hallmarks of Marymount University is its commitment to providing a values-based education. Marymount's Center for Ethical Concerns was founded in 1993 to provide a forum for the exchange of ideas about ethical issues and to recognize leaders who advance a strong values-based culture. Through lectures, seminars, conferences, workshops, and symposia, the Center offers students, faculty, and the public opportunities to examine ethical concerns facing society.

A faculty committee works with the Center's director to develop programs that are responsive to the needs of the academic community. Using an interdisciplinary approach, the Center assists faculty in developing effective ways to teach ethical concepts in the classroom. The Center also brings together students and faculty from the University's various disciplines to increase awareness of ethical problems and develop effective techniques to confront these issues.

MARYMOUNT ETHICS AWARD

Marymount University presents an Ethics Award to recognize individuals who have taken an outstanding leadership role in promoting and developing ethical standards and behavior. The Marymount University Ethics Award honors leaders who, by commitment, effort, and example, advance a strong values-based culture in their field of endeavor. A list of past award winners can be found online at www.marymount.edu.

GEICO LECTURE SERIES IN ETHICS

Marymount University hosts the GEICO Lecture Series in Ethics as part of its annual Ethics Week activities. Through the generous support of GEICO, Marymount hosts a distinguished scholar in the field of ethics to share his or her expertise with students, faculty, and friends of the University.

SPEAKERS SERIES

THE DISTINGUISHED VISITING PROFESSOR COLLOQUIUM SERIES

The Distinguished Visiting Professor (DVP) Colloquium Series is a Universitywide program that brings outstanding speakers to each of Marymount's four Schools.

The goal of the series is to enrich the intellectual life of the University by providing opportunities for faculty and students to interact with individuals who have significant influence in a wide array of fields. Distinguished Visiting Professor presentations enable the members of Marymount's academic community to become more attuned to the challenges and opportunities of diverse areas of endeavor. A list of past DVPs can be found online at www.marymount.edu.

CELTIC STUDIES LECTURE SERIES

Over the past decade, Marymount University has sponsored a number of events highlighting this nation's – and the capital area's – ties to Ireland, Scotland, and Wales, offered under the auspices of the Celtic Studies Lecture Series. Included in this series have been presentations of scholarship in such fields as archaeology, history, and politics.

MARYA MCLAUGHLIN ENDOWED LECTURESHIP IN MEDIA COMMUNICATIONS

A lectureship in media communications has been endowed at Marymount University in honor of Marya McLaughlin, a well-known CBS News radio and television correspondent.

The annual lecture serves as an ongoing reminder of Ms. McLaughlin's contributions to national broadcast journalism and provides Marymount students and faculty and members of the larger community with valuable insights and inspiration from journalists of national stature. Past lecturers are listed at online at www.marymount.edu.

FACILITIES

The Ballston Center at 1000 North Glebe Road houses the School of Business Administration; the Physical Therapy, Forensic Psychology, and Counseling departments; the Office of Graduate Admissions; the Center for Global Education; the Career and Internship Center; the Office of Institutional Effectiveness; the Grants Office; the Ballston Conference Center; Truland Auditorium, which seats 150; computer labs; a library extension; and a dining facility. This building also provides general classroom facilities for all programs.

Butler Hall serves academic and residential functions. The Undergraduate Admissions Office and School of Health Professions Office, several other administrative offices, and many classrooms share Butler Hall with suite accommodations for approximately 100 resident students.

Caruthers Hall, opening in fall 2010, will feature state-of-the-art classrooms, laboratories, and faculty offices for mathematics, the sciences, and the health sciences.

The Emerson G. Reinsch Library building houses the University's library, including the Gomas Reading Room and the Boldt Room, as well as a variety of academic support services. The building also houses the Learning Resource Center, the E-Learning Services Center, the Barry Art Gallery, the Lee Reception Room, and a 180-seat auditorium.

Gailhac Hall houses classrooms as well as faculty and administrative offices. This building, home to the School of Arts and Sciences, also contains drafting and design studios and a resource center serving the Interior Design program.

Gerard Phelan Hall is an undergraduate student residence hall. It also houses the central dining rooms, which seat 500, and the Office of Student Development.

Ireton Hall, a small colonial building in the center of the campus, houses faculty offices, the Office of Campus Safety and Transportation, and the Office of Human Resource Services/Affirmative Action.

The Lodge houses the Student Activities Office, Campus Ministry, the Office for Student Leadership and Commuter Services, the Honors Program Office, meeting rooms, lounges, and a full kitchen for student use.

The Main House and its stately white pillars are a familiar and beloved symbol of Marymount University. This beautiful Georgian home is where Marymount hosts programs honoring outstanding students and faculty, special alumni events, and receptions for distinguished friends and visitors.

Majella Berg Hall, named for Marymount's third president, offers undergraduate student housing. The Student Health Center, the Counseling Center, and the Campus and Residential Services offices are also located in this building.

The Reston Center, a Marymount extension site, provides space for academic programs, classes, and conferences. It offers classrooms and a computer lab, student lounges, and faculty and administrative offices.

The Rose Benté Lee Center provides space for all members of the University community to enjoy extracurricular activities. The building includes the 1,000-seat Verizon Sports Arena; a fitness center; Bernie's café; Jazzman's coffee kiosk; the University bookstore and marketplace; a recreational gym; a swimming pool, with seating for 400 spectators; a game room/lounge; and the Honors Program Seminar Room.

Rose Benté Lee Ostapenko Hall, a residence hall opening in fall 2010, will provide attractive apartment-style housing for 239 students. An underground parking garage is located under this residence hall.

The Rowley Academic Center houses the Financial Aid Office, the Registrar's Office, Student Accounts, the Cashier's Office, the Academic Success Center, the DISCOVER Center, and the Center for Teaching Excellence on its main floor. The School of Education and Human Services is located on the lower level. Its upper levels house undergraduate resident students.

Rowley Hall is connected to the Rowley Academic Center; both are named in honor of the late Mother Rita Rowley, superior general of the Religious of the Sacred Heart of Mary. On its upper floors, this building houses 250 undergraduate students. Rowley Hall's lobby level houses administrative offices including the President's Office, Academic Affairs, Development, Alumni Relations, and University Communications. Lower floors are devoted to classrooms, laboratories, and support services.

St. Joseph Hall houses computer labs and the Office of Financial Affairs.

Admission

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

UNDERGRADUATE STUDENT ADMISSION CRITERIA

Marymount wishes to attract students whose educational interests and intellectual abilities are consistent with the goals and character of the University. The University's undergraduate curriculum provides a balance between liberal arts education and career preparation. The curriculum also prepares students to become educated citizens in a complex society and equips them with the skills and knowledge necessary for entry or advancement in their chosen career fields.

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 freshman or the prior college studies of 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.

MEDICAL REQUIREMENTS

A confidential medical examination record that includes a complete record of immunizations is required for all undergraduate students. This record must be completed before the student may register for classes. The form is available from the Admissions Office or the Student Health Center.

Some students are also required to have accident and/or health insurance. For details, please see "Insurance" on page 21.

FRESHMEN

At Marymount, a freshman student is defined as a first-time college student. Most freshmen enroll at the University directly out of high school.

Freshman Student Admission Requirements

Applicants to the freshman class may be considered for admission if their high school grade point average (GPA) is 2.5 or better on a 4.0 scale; their combined SAT scores are within 100 points of the national average; and their academic preparation, recommendations, and character indicate that they are qualified to undertake Marymount University programs.

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 School of Health Professions programs 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 potential for success. The committee may choose to place these students in Marymount's University Studies Program, which provides intensive academic coaching. It is detailed on page 53 of this catalog.

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

- a completed application form with the nonrefundable application fee of \$40;
- the recommendation form completed by a high school counselor or other appropriate school official;
- official scores on the Scholastic Assessment Test (SAT-1) of the College Entrance Examination Board or a Student Profile Report of the American College Testing Program (ACT) taken in the senior year. Marymount's school code for the SAT is 5405 and for the ACT is 4378;
- 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. 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.

TRANSFER STUDENTS

A transfer student is a student who has completed at least one semester of college coursework at another accredited 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 with 30 or more college credits must present a cumulative grade point average of at least 2.0 on a 4.0 scale from previous postsecondary institutions. Transfer applicants with fewer than 30 credits must also meet freshman admission requirements. (See page 14 for these requirements.) Please refer to individual School sections for additional requirements for specific programs. All Nursing program applicants, including students in the accelerated B.S.N. program, should note additional requirements beginning on page 141.

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 \$40;
- the recommendation form completed by the dean of students at the last college attended, a college professor, or current employer; and
- official transcripts from all postsecondary institutions (delivered in a sealed envelope that bears the registrar's signature and/or seal).

Students who have been admitted for transfer to Marymount University will receive a formal transfer credit evaluation by the University registrar. It is the responsibility of the student applicant to provide the transcripts necessary for this evaluation. Marymount only accepts coursework for transfer credit from an institution accredited as degree-granting by a regional accrediting body for higher education at the time the coursework was completed. For more information on transfer policies, please see page 34.

Articulation Agreements

To facilitate the entrance of transfer students from Northern Virginia Community College and Montgomery College in Maryland into baccalaureate programs, the University has articulation agreements with these institutions. These agreements inform students of course equivalencies between institutions. Information about these equivalencies is available from counselors at Northern Virginia Community College and Montgomery College, from Marymount University's Office of Admissions, Marymount's Academic Success Center, and online on the Registrar's website.

Program-to-program articulation agreements in Business Administration and Interior Design have been established. Consult the Office of Undergraduate Admissions for further information.

INTERNATIONAL STUDENTS

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 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. F-1 visa international undergraduates may only enroll full time as degree-seeking students. Contact the Undergraduate Admissions Office or International Student Services Office 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 \$40 application fee;
- completed International Student Supplemental Information (ISSI) form;
- a letter of recommendation from the applicant's school principal, teacher, or academic advisor. The letter must be written in, or translated into, English;
- official academic records translated into English. See page 16 for details; and
- additional items based on the applicant's status as a freshman or transfer student, as follows:

International Freshmen Applicants

An international freshman applicant is defined as a first-time university student with fewer than 12 completed university credit hours. The following items 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 or the U.S. Embassy in the applicant's home country. If applicable, include official exam results and evidence of high school graduation;
- official standardized exam score report:
 - students for whom English is their first language must submit either an SAT or ACT score report;
 - students for whom English is a second language must submit official results from the Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), SAT, or ACT, meeting minimum scores as cited on page 16.

International Transfer Applicants

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

- one official transcript, sent directly to Marymount from the college or university attended;
- an official course-by-course evaluation from one of Marymount's approved evaluation agencies – World Education Services, Inc.; World Educational Credentials Evaluators; or AACRAO (the American Association of Collegiate Registrars and Admissions Officers); and
- students for whom English is a second language must submit a satisfactory Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) score or evidence of completion of English composition at a U.S. university with a minimum grade of C.

Minimum Score Requirements for Nonnative Speakers of English:

SAT	450 Critical Reading
TOEFL	550 paper-based; 213 computer-based; 79 Internet-based
IELTS	6.0 overall

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)

Students residing outside the U.S., July 1

Students residing inside the U.S., July 15

For spring semester (mid-January to early May)

Students residing outside the U.S., October 15

Students residing inside the U.S., November 1

For summer semester (late May to early August – Freshmen

students may not begin in the summer semester)

Students residing outside the U.S., March 15

Students residing inside the U.S., April 1

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:

- 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 deposit of \$100 is required for commuter students and \$300 for resident 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 International Student Supplemental Information (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, available on the Admissions website under International Students;
- photocopies of all previous I-20s;
- photocopies of all previous U.S. visas;
- photocopies of the front and back of all previous I-94 cards (the applicant's arrival/departure record).

For current and accurate information about immigration and visa requirements, please visit <http://travel.state.gov/visa>.

HONORS PROGRAM

Marymount is dedicated to fostering the intellectual development of each individual student. To this end, the University offers educational opportunities to students of various qualifications, and the Honors Program is the most prestigious opportunity for academically gifted students. Established in 2003, Marymount's Honors Program has been founded on a traditional understanding of the liberal arts and works toward two main goals: building a supportive intellectual community and maintaining academic rigor in its distinctive curriculum.

The Honors Program at Marymount University reflects the principles of the original liberal arts (*artes liberales*), literally "the subjects of study proper to free persons," as developed at the Universities of Paris, Oxford, and Cambridge in the Middle Ages. At Marymount, these principles of the traditional liberal arts are inculcated both at home and abroad. Both a specially designed, academically stimulating curriculum and a commitment to encourage "the life of the mind" through evening lectures create an environment where Honors students will continuously seek intellectual challenge. The Honors Program curriculum is detailed beginning on page 48.

Honors students at Marymount receive substantial scholarship support; priority registration; reserved space in academic-themed housing; formal recognition during graduation ceremonies; exclusive classroom and lounge facilities; travel funds for academic conferences; and opportunities to participate in trips and programs – most chosen by the students – in the Washington area as well as Baltimore, Philadelphia, and New York. Honors students choose officers to represent them in the Honors Student Organization and nominate faculty for the annual Honors Fellow.

Incoming freshmen and sophomores, as well as students transferring from other honors programs, may apply to the Marymount Honors Program, but admission is competitive and limited to 20 new participants each year. The following criteria are recommended for those seeking program admission:

- minimum high school or college GPA of 3.5;
- minimum composite (Math and Critical Reading) SAT score of 1200 and/or composite (English, Reading, Math, and Science) ACT score of 26;
- strong background in English composition and literature; and
- for international students who took the Test of English as a Foreign Language, a minimum score of 617 on the paper-based test, 260 on the computer-based test, or 105 on the Internet test. Applicants who took the test of the International English Language Testing System should consult the Office of Admissions for score requirements.

Those seeking admission to the program must submit an Honors Program application, including an essay and faculty recommendations, in addition to the general University admission application. Additionally, select applicants must participate in an interview with the Honors Program director or an Honors Committee member.

Additional criteria and application requirements can be found on the Honors Program's website.

UNDERGRADUATE CERTIFICATE-SEEKING STUDENTS

Marymount offers undergraduate certificate programs for individuals seeking specialized knowledge and skill. Individuals who wish to enter Marymount solely to earn a certificate, not in combination with a degree, must submit the following:

- a completed application form with the nonrefundable application fee of \$40; and
- a final high school and/or postsecondary transcript indicating a minimum GPA of 2.0.

F-1 international students are not eligible to enroll solely in undergraduate certificate programs.

Students who have already earned a bachelor's degree and wish to enroll in a post-baccalaureate certificate program should see admission information on page 18.

NONDEGREE STUDENTS

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 \$40; and
- a final high school and/or postsecondary transcript indicating a minimum GPA of 2.0.

An F-1 visa student is not eligible to apply as a nondegree student. F-1 visa undergraduate students may only be admitted to the University as degree-seeking students. Please see page 15 for admission requirements and procedures.

Nondegree Enrollment

An undergraduate nondegree student can attempt no more than 30 credit hours under nondegree status. 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.

All nondegree students, including visiting nondegree students from institutions outside the Consortium of Universities of the Washington Metropolitan Area, receive academic advising through the Academic Success Center.

OFF-SITE STUDENTS ENROLLED IN SPECIAL PROGRAMS

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.

OPPORTUNITIES FOR CREDIT ACQUISITION

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

Advanced Placement (AP): Marymount University participates in the College Board Advanced Placement Program and awards college credit to entering students with qualifying scores. Applicants who seek advanced placement because they have taken one or more of the Advanced Placement Examinations should have the examination results sent to the Office of Admissions prior to enrollment. Freshmen and transfer students who have earned a qualifying score may be granted credit (without grades). Advanced credit earned in this manner by entering freshmen and transfer students will fulfill any University or departmental 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 see the AP information under the

FAQ section of the Registrar's Office Web page.

College-Level Examination Program (CLEP): Marymount University also participates with the College Board in this program. 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 earned by CLEP general examinations. Undergraduate students interested in receiving credit for CLEP examinations should arrange for their official score reports to be sent directly from 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 see the CLEP information under the FAQ section of the Registrar's Office Web page.

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 appropriate level with an earned qualifying grade will be considered for transfer credit. Any student interested in receiving credit through the International Baccalaureate program should arrange for an official grade report to be sent directly to the Office of Admissions. If credit is awarded, the student's University record carries a notation of credits, but no grade is recorded. No credit is awarded for subsidiary-level examinations.

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 under the FAQ section of the Registrar's Office Web page.

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

A-Levels: Credit is awarded for grades of A, B, or C. No credit is awarded for O-Level work.

DANTES/PONSI: Marymount University follows ACE guidelines for awarding credit applicable to a student's program.

Credit Acceptance Policy

Acceptance of course credits earned elsewhere for credit toward degree requirements is at the sole discretion of Marymount University. No more than 30 undergraduate credits can be

earned by a Marymount student through any combination of CLEP, ACT/PEP, and DANTES examinations. None of these 30 credits may be used to complete the residency requirement for graduation from Marymount.

POST-BACCALAUREATE CERTIFICATE STUDENT ADMISSION CRITERIA

Students who already have a bachelor's degree and wish to complete further study may apply to a post-baccalaureate certificate program. Applicants seeking a post-baccalaureate certificate must submit the following items to be considered for acceptance:

- a completed application form with the nonrefundable application fee of \$40; and
- official transcript(s) showing at least a bachelor's degree.

Applicants should also read the School section offering the desired certificate program to learn of possible additional admission requirements.

F-1 visa students are not eligible to enroll in post-baccalaureate programs.

Post-baccalaureate students are not required to submit a medical record form.

Unless otherwise noted, post-baccalaureate students follow the same academic policies as undergraduate students.

Courses needed to complete post-baccalaureate certificate requirements do not fulfill any graduate program course requirements.

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 high school or college grades are received and conditions of the acceptance, if any, are met.

DEFERRAL OF ENROLLMENT

Offers of admission may be deferred for 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 2010-11 academic year.

TUITION

UNDERGRADUATE STUDENT RATE

- \$11,580 per semester for fall and spring classes (full time, 12-18 credit hours); \$23,160 per academic year (August-May)
- \$750 per credit hour for summer session classes
- for those enrolled in more than 18 credits in a semester, \$750 per credit hour in excess of 18.
- for those enrolled part time (1-11 credit hours), \$750 per credit hour
- for those enrolled in combined bachelor's/master's programs, \$750 per credit hour for the fifth and subsequent years of graduate study

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. All applicable fees are to be paid by the student to the visited institution.

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

TUITION PAYMENT

Due Dates

Fall Semester	August 9, 2010
Spring Semester	January 3, 2011
Summer Sessions I and III	May 2, 2011
Summer Session IV	May 27, 2011
Summer Session II	June 13, 2011

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 the 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.

In the event a student has a question about charges on his or her account, the student should bring the amount in question to the attention of the Student Accounts Office. The student does not have to pay that amount while it is being reviewed. However, the student is obligated to pay all parts of the bill that are not in question no later than the due date.

ADDRESS CHANGES

It is each student's responsibility to keep the Registrar's Office informed about any changes in his or her home, local residence and/or billing address; phone number; and/or e-mail address. Students may submit a change in one of three ways:

- online using the form available on the Registrar's Office website
- by mail to Marymount University, Office of the Registrar, 2807 N. Glebe Road, Arlington, VA 22207
- by fax to (703) 516-4505.

When submitting the change by mail or fax, the student should include his/her full name, student ID number, the former address; the new address for home, local residence, and billing purposes; a current e-mail address; and his/her signature.

WAIVERS

Family

When a first member of a family pays full-time undergraduate tuition, any additional immediate family members concurrently enrolled in the full-time undergraduate program may receive a 25-percent tuition waiver. Immediate family is defined as siblings, parents and dependent children, or married couples. The full-time enrollment of concurrent family members is required for the entire semester.

Senior Citizens

As a service to senior citizens, the University offers to persons 65 years or older a 50-percent tuition waiver for undergraduate and graduate courses. Applicants must first meet all regular admission criteria for either degree candidacy or nondegree status.

Catholic School Employees

Employees of Catholic schools specified by the University are eligible for a 50-percent tuition waiver on the regular rate for undergraduate Education programs (waiver does not apply to reduced-tuition programs) 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 and Human Services.
- 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.

See the Graduate Catalog for details about this policy regarding the University's graduate programs.

FEES

ROOM AND BOARD

- Freshman Housing: \$5,162.50 per semester, double occupancy; \$10,325 per academic year (August-May), double occupancy
- Single occupancy: an additional \$960 per semester (to the preceding rates), subject to availability; \$1,920 per academic year.
- Additional housing options: information and rates available through the Office of Campus and Residential Services
- University housing is not available without a resident board plan; meal plan options are available.
- Health service privileges and student health insurance are included in the fee for room and board.

COMMUTER MEAL PLANS

- \$475 per semester for a 50-block meal plan with \$100 in dining dollars. The meal plan and dining dollars can be utilized in the Gerard Phelan Dining Hall, Ballston Center Cafeteria, Bernie's café (including Sandella's, Jazzman's, and the convenience store), and the Caruthers Hall café.

- \$255 per semester for a 25-block meal plan with \$50 in dining dollars. The meal plan and dining dollars can be utilized in the Gerard Phelan Dining Hall, Ballston Center Cafeteria, Bernie's café (including Sandella's, Jazzman's, and the convenience store), and the Caruthers Hall café.

NEW STUDENT FEE

A one-time new student fee is assessed for all degree- and certificate-seeking students in their first semester. All new students will pay this fee to cover such items as student ID cards, Orientation, new student programs, regular transcript requests, graduation fees (except late petition fees), and continuous and late registration fees. Students entering in the fall, spring, or summer will be assessed this fee as follows:

- First-college freshmen: \$325
- Transfer students: \$195

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

STUDENT GOVERNMENT ACTIVITY FEE

All full-time undergraduate students pay a Student Government Activity Fee of \$40 per semester (\$80 per academic year).

TECHNOLOGY FEE

Students will be assessed a Technology Fee each fall, spring, and summer semester of \$7.75 per credit up to a maximum of \$93 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 Blackboard 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.

COURSE/PROGRAM FEES

Applied Arts	\$70 per course
AA 250, 265, 270, 350, 365, 370, 385, 407, 414, 415, 418, 420	
Astronomy	\$70 per lab
ASTR 101	
Biology	\$70 per course
BIO 110, 111, 120	
Biology	\$95 per lab
BIO 151, 152, 161, 162, 250, 260, 262, 272, 368, 449	
Chemistry	\$130 per lab
CHM 125, 151, 152, 221, 222	

Communication	\$70 per course
COM 200, 203, 205, 308, 404	
Communication	\$80 per course
COM 304	
Criminal Justice	\$55 per course
CJ 308, 309	
Education (Student Teaching Application)	\$120
ED 460, 460E, 460S	
Fine Arts	\$70 per course
FA 211, 251, 253, 309, 350, 353	
Geology	\$70 per lab
GEO 102	
Graphic Design	\$70 per course
GD 200, 202, 203, 205, 255, 302, 305, 308, 360, 401, 404, 405	
Graphic Design	\$130 per course
GD 304	
Interdisciplinary Studies	\$70 per course
IS 404	
Interior Design	\$70 per course
ID 111, 201, 202, 212, 214, 303, 304, 313, 405, 406, 412, 485, 487	
Nursing Clinical Fees	\$180 per clinical
NU 236, 331, 332, 333, 334, 335, 400, 400OL, 490	
Nursing Lab Fees	
NU 231	\$210
NU 302	\$70
Nursing NCLEX Preparation Fee	
NU 425	\$320
Nursing Test Fees	
NU 331	\$390
NU 427OL	\$55
Paralegal Studies	\$75 per course
LA 491	
Physical Science	\$70 per lab
PSC 103	
Physics	\$95 per lab
PHYS 171, 172	
Psychology	\$75 per course
PSY 310	
Portfolio Assessment reading fee	\$250 per portfolio
Portfolio Assessment credit hour fee	\$250 per credit hour

ALUMNI COURSE AUDIT FEE

For a fee of \$220 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.

DEPOSITS

NEW RESIDENT STUDENTS

For new freshman and sophomore students who are 23 years of age or younger and entering in the fall semester with fewer than 60 transferable credits, a \$300 nonrefundable deposit is required by May 1 to reserve a place in a residence hall. For those students entering residence halls in the spring semester, a \$300 nonrefundable deposit is required by November 1.

Transfer students who are 23 years of age or younger entering with 60 or more transferable credits will be accommodated in student housing on a space-available basis. If space is available, a \$300 nonrefundable deposit is required by June 15 to reserve a place for the fall semester and by December 1 for the spring semester.

If housing is available after the deposit deadlines, applicants must make the deposit within 15 days of acceptance.

The one-time \$300 housing deposit, submitted prior to filling out the Housing Application, will be rolled over from year to year until the resident leaves University housing. Unless the University approves or grants a deferral of the housing deposit, a student who chooses to decline or discontinue residence in University housing remains liable for the payment of the housing deposit in accordance with the housing contract.

NEW COMMUTER STUDENTS

A \$100 nonrefundable deposit is required from freshman and transfer commuter students to confirm an intention to enroll. This is credited toward tuition charges upon registration.

INSURANCE

Marymount University offers all students enrolled for at least 9 credits the opportunity to participate in a 12-month (August-August) accident and sickness plan. Rates and terms are available at the beginning of each academic year. Resident students are automatically covered as part of their room and board fees and may not opt out.

Accident and health insurance is mandatory for all international students on nonimmigrant F-1 visas, NCAA student-athletes, cheerleaders, Physical Therapy students, and Nursing students enrolled in clinical programs. These students will be required to obtain the University-approved policy and

will automatically be charged the insurance premium.

F-1 visa students and Nursing and Physical Therapy students who already have adequate medical insurance may waive the plan if they produce acceptable documentation of coverage in Virginia.

Please refer to the plan information, available at the beginning of the academic year, regarding enrollment dates. Marymount's accident and health insurance plan is administered through the University's Student Health Center.

COLLECTION POLICY

A student who fails to pay in full as scheduled will have his/her transcripts, registration, and diploma withheld until the outstanding balance is paid in full. 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 will be turned over to an agency for collection or to attorneys for litigation. The student will be responsible for all costs, including collection agency fees (33¹/₃ percent on the assigned balance), attorney fees, and variable court costs.

REFUNDS AND CREDITS TO STUDENT ACCOUNTS

CREDIT BALANCE REFUNDS

Credit balance refunds will be processed generally within 14 days of the receipt of a written request to the Student Accounts Office. The University does not issue refunds in cash; only check and credit card refunds are issued.

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.

Semester Courses

Week	Fall/Spring	Summer	Type of Credit
By end of week 1	100%	75%	Tuition and fees
By end of week 2	75%	50%	Tuition only
By end of week 3	50%	25%	Tuition only
After week 3	0%	0%	

Weekend and Concentrated Courses

Students are eligible for a 100 percent credit for tuition and fee charges if the class is dropped at least 31 days before the class begins. A 75 percent credit for tuition and fee charges will be given if the class is dropped within 30 days of the start of the class. No credit for tuition and fee charges will be given once classes have begun.

Class/University Withdrawal Policy

In order to receive a credit for tuition and fee charges in accordance with the advertised refund/withdrawal period, a student must officially withdraw from a class, even if someone other than the student registered him or her 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 a student until he/she officially withdraws 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 class.

A student who received financial aid should check with the Financial Aid Office 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 Financial Aid Office.

For procedural information about withdrawing from a class or separating from the University, please see page 33.

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 medical emergency that qualifies the student for a medical leave.

For further information on the medical leave policy, see page 42 or contact the Office of the Associate Vice President for Academic Affairs.

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 will be calculated as outlined in the resident contract for that semester. Meal plans will be adjusted appropriately based on the specific circumstances of the student's departure. Appeals of any charges must be submitted in writing to the Office of Campus and Residential Services during the semester the student departs the residence halls.

CREDIT FOR COMMUTER MEAL PLAN CHARGES

If a student requests a commuter meal plan and then decides not to use that plan, no credit will be given for its cost. Commuter meal 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 pay plans on an annual basis for the academic year (fall and spring) or by the semester. Whether selecting either the annual or by-semester plan, payments are made as follows:

- For the fall semester, payments may begin as early as June 1 and must be paid in full by October 1.
- For the spring semester, payments may begin as early as November 1 and must be paid in full by March 1.
- For the summer semester, plans are for two months. Payments for Summer Sessions I and III are due May 1 and June 1. Payments for Summer Sessions II and IV are due June 1 and July 1.

All or part of each semester's costs may be budgeted with no interest rate assessed. A nonrefundable enrollment fee of \$55 is required to apply for the annual plan. Individual semester plans require a nonrefundable enrollment fee of \$35. Applications are available from TuitionPay at (800) 635-0120 or online at tuitionpay.salliemae.com/marymount.

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

VETERANS

Information on veterans' benefits from the Department of Veterans Affairs is available in the Office of the Registrar, (703) 284-1520.

FINANCIAL AID

The Marymount University program of financial aid attempts to help those 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 those 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. Determining 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, 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.
3. 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, Federal Work-Study, and scholarships that require the filing of a Free Application for Federal Student Aid (FAFSA) should follow these steps to apply:

1. Complete the FAFSA online at 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 is 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 sought.

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

TYPES OF AID

Grants

DC Leveraging Educational Assistance Partnership (LEAP) Grant is a need-based program for undergraduates who meet DC residency requirements. Applicants must enroll at least half time in a degree program. Students must follow financial aid application procedures. The DCLEAP application must also be completed. It can be found online at www.seo.dc.gov.

The *Federal Pell Grant* program provides federal gift aid for students. The grants range from \$400 to \$4,300 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 (SEOG)* is a grant for eligible full-time undergraduate students who demonstrate financial need. Awards range from \$100 to \$4,000 per academic year. Students must follow financial aid application procedures to apply.

Marymount Tuition Assistance 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 an indication of financial need.

The *Virginia State College Scholarship Assistance Program (CSAP)* is available to Virginia residents who will be full-time undergraduates and who demonstrate financial need. Students must file for the Virginia Tuition Assistance Grant and follow the financial aid application procedure. Repayment is not required.

The *Virginia Tuition Assistance Grant (TAG) Program*, not based on financial need, 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 Financial Aid Office. The program is funded by the Commonwealth of Virginia.

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. Specific details may be obtained by contacting the Financial Aid Office.

The *Federal Direct Stafford Loan* is for students enrolled on at least a half-time basis in a degree program; 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 Financial Aid Office provides information on obtaining the loan with award letter notification. Students must complete the financial aid application process and demonstrate need in order to qualify. A *Federal Direct Unsubsidized Stafford Loan* is available for those who do not demonstrate need. The terms are the same as those for the Federal Direct Stafford Loan except that the student is responsible for the interest while in school.

Students who plan to pay tuition through a Federal Direct Stafford Loan should apply for this loan in time for it to be processed before registration.

The *Federal Perkins Loan* is a program providing long-term loans to students who demonstrate financial need and are capable of academic performance at an acceptable level. No interest accrues on the loan as long as the borrower remains at least a half-time student. Interest begins to accrue nine months after the borrower ceases to be at least a half-time student. The interest accrues at the rate of five percent per year. There are special cancellation provisions for borrowers who either become teachers in designated schools educating students from low-income families, or are teachers of handicapped students

or students in Head Start programs. Students must follow financial aid application procedures.

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. 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 School or department within the University. For further information about all scholarships available, contact the Office of Admissions or the specific School or department.

Academic/Service Scholarships

Freshman Academic Scholarship

Guaranteed for new full-time freshman students who have a high school cumulative average of B+ or better and a combined SAT score of 1100 or higher. The scholarship is renewable for four years for students who maintain academic eligibility.

Presidential Scholarship

The University's most competitive freshman scholarship program. To be considered, students must have a combined SAT score of 1200 or higher and at least a B average. This scholarship is renewable for full-time students maintaining eligibility. All Presidential Scholarship recipients are encouraged to apply to the Honors Program, which carries an additional scholarship award. (See page 16.)

Clare Boothe Luce Scholarship

Offered pursuant to a major bequest to the University by Mrs. Luce. The fund provides scholarships to highly qualified female undergraduates to encourage them to enter; study; and earn a degree in Biology, Information Technology with a Computer Science specialty, or Mathematics. Students committed to further study in the medical sciences are not eligible. Graduating high school seniors, transfer students, and currently enrolled students may apply. Awards are made solely on the basis of merit and are calculated to include the cost of tuition and/or room and board. Eligibility is limited to women who are U.S. citizens and enrolled full time. 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 can be added to any existing Marymount merit scholarships. Spirit of Service Scholarship awards range from \$2,500 to \$5,000.

Scholars must continue full-time enrollment, maintain good academic standing, and complete 60 hours of volunteer service work each semester.

Transfer Academic Scholarship

A competitive scholarship for new full-time transfer students.

To be considered, students must present transfer credit for 30 semester credits or more with a cumulative GPA of 3.3 or better and intend to earn their first bachelor's degree from Marymount. The scholarship is renewable for full-time students maintaining eligibility. Deadline is May 1.

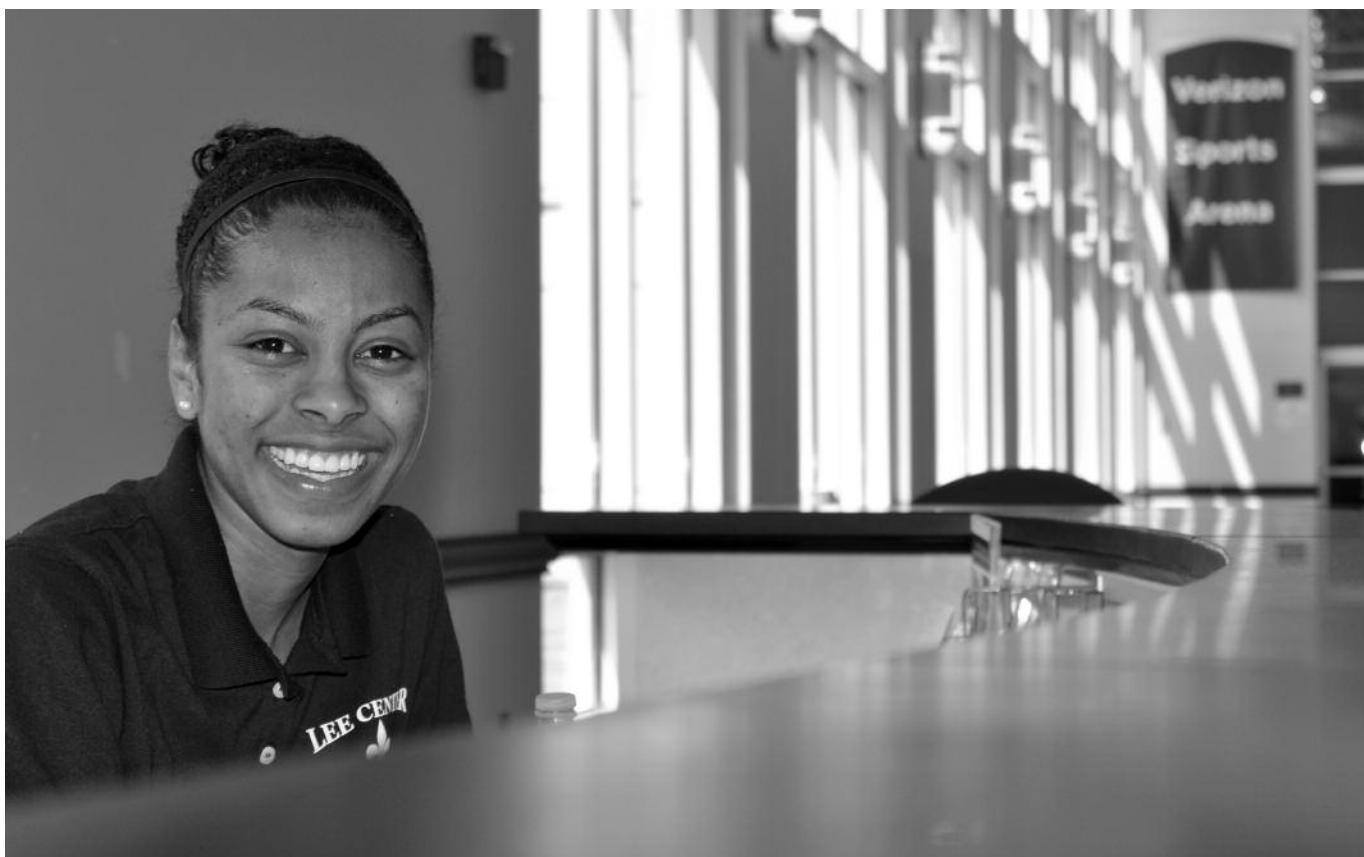
Student Employment*Federal Work-Study (FWS)*

This program makes on-campus jobs available to students with demonstrated financial need. Federal Work-Study 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 on the 15th and the last day of each month worked. 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 near home or in the Arlington area. Students must also follow financial aid application procedures by filing a FAFSA. (See page 23.)

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 Student Campus Employment Office. See page 28 for more information about student campus employment.



Student Support Services

LIBRARY AND LEARNING SERVICES

Dean: Dr. Zary Mostashari

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, the Ballston Center library extension, and the Learning Resource Center.

EMERSON G. REINSCH LIBRARY

The Emerson G. Reinsch Library is an integral part of the learning resources of the University. The collection and services reflect both the curricula and the general informational needs of the University community. It offers

- a collection of more than 237,000 volumes in print or electronic form
- access to more than 19,000 journals in print or electronic form
- more than 140 online information resources – many of which are full text – available on or off campus 24 hours a day, 7 days a week
- library research instruction through class-based presentations, workshop, or individual appointments
- reference assistance in person, by phone, via instant messaging, or by e-mail
- Internet access on more than 80 public computers, which includes PCs and Macs; access to many software packages on most public computers
- group study rooms throughout the Library, including an electronic viewing room equipped for students to practice group presentations and a video viewing room
- a color photocopier, black and white photocopiers, public scanners, and printers
- microform readers
- laptops that can be checked out for use in the Library
- wireless access to the Marymount network

The Library's goal is to respond to the changing needs of students, faculty, and staff who comprise the University community. Library faculty and staff work closely with colleagues in academic departments 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 also borrow from the collections of American University, The Catholic University of America, Gallaudet University, George Mason University, The George Washington University, Georgetown University, the University of the District of Columbia, and Trinity University. Library consortium members share an online catalog of collections, and loan requests are made online and delivered to the student's home institution or via the Internet. Interlibrary loan requests from libraries throughout the United States can be arranged if materials are unavailable in the collection.

LEARNING RESOURCE CENTER

The Learning Resource Center (LRC) is a year-round academic counseling and learning center designed to support and enhance Marymount's instructional programs. Staffed by full-time learning specialists and by graduate and undergraduate peer tutors, the LRC provides tutoring assistance in writing, science, mathematics, and study skills for a broad range of courses.

Faculty can arrange for Supplemental Instruction or Guided Study Sessions to help their students review specific course objectives. The LRC also provides a variety of testing services for Marymount students including diagnostic tests, validation exams, and accommodations for students with disabilities.

TECHNOLOGY SERVICES

INFORMATION TECHNOLOGY SERVICES

Information Technology Services supports the academic and administrative functions of the University. Computer labs are located on the fourth floor of the Ballston Center, in St. Joseph Hall on the Main Campus, and at the Reston Center.

Information Technology Services (ITS) provides computing infrastructure facilities and support for students, faculty, and staff. ITS is a service provider, a technical support provider, and a consulting resource for those seeking technical assistance. ITS units offer a wide variety of services and programs that support the data, voice, and video communication needs of Marymount students, faculty, and staff. ITS also oversees the divisions of E-Learning Services, IT Support Services, and Information Systems.

Trained computer technicians and professional staff provide assistance to students and faculty, as needed. Services offered include individual tutoring and free seminars on many popular software packages.

E-Learning Services includes the administration of the University's course-management system, the operations of the computer labs, the operations of the E-Learning Services Center,

and training resources. This unit concentrates on the important tasks of training students, faculty, and staff in the use of technology. Special emphasis is given to supporting pedagogical uses of technology and the associated equipment and software.

IT Support Services manages a centralized technology support telephone line; configures, installs, and repairs computers, printers, and other equipment; installs and tests software; maintains equipment inventory; researches and explores new technologies; and offers consulting services.

Information Systems supports the campus network infrastructure, enterprise servers, wireless network, and information systems. This unit strives to provide timely, reliable, and secure access to the campus network from classrooms, residence halls, and offices.

Wireless Access

Wireless connections are available in Caruthers Hall, Gailhac Hall, the Emerson G. Reinsch Library, the Lee Center, the Lodge, Rowley Hall, all residence halls, the Ballston Center, and the Reston Center.

E-Learning Services Center

Using the specialized equipment of the E-Learning Services Center, students have access to media instruction and production. The Center provides workshops on varying topics throughout the semester. Additional services include

Graphic Arts – Space and materials to produce digital images, 35mm slides, overhead transparencies, color prints, presentation posters, lamination, signage, etc.

Multimedia Production – A wide range of production capabilities including current hardware and software for video editing, Web page development, computer-based presentations, and graphic design.

Video Production – Studio, digital cameras, lights, microphones, backdrops, etc. for the production of videotapes and video segments for multimedia. The E-Learning Services staff will also provide assistance in a nonlinear Edit Suite to edit, add titles, narration, and special effects to video projects.

Students Enrolled in Online/Distance Learning Courses

Students enrolled in an online program or course should be familiar with course technology requirements prior to enrollment and registration. These requirements can be found on the Information Technology Services website.

Library and Learning Services also assists distance education students through its “Information for Distance Learners” Web page. It can be accessed through the Library’s home page.

CAREER AND INTERNSHIP SERVICES

Career advisors provide individual guidance, career advising and coaching, and vocational assessments. The Career and Internship Center (CIC) offers frequent workshops and programs on establishing educational goals suited to career and internship plans, choosing careers, developing a résumé and cover letters, supporting internship site selection, gaining employment, and interviewing. A schedule of career and internship programs is offered throughout the year, including job fairs, career exploration events, networking opportunities, and on-campus recruitment sessions and interviews. Students are also invited to participate in area career programs sponsored by The Consortium of Universities of the Washington Metropolitan Area.

The CIC, located at the Ballston Center, houses a library containing information on all facets of the career and internship development process as well as self-directed computer programs to support students’ career planning and job searches. Hundreds of local, regional, and national employers, as well as the federal government, publicize position openings at the CIC. Students can also find career information, job search links, and a database of current job and internship opportunities on the CIC website.

INTERNSHIPS

Outstanding internship experiences are available throughout the Washington area with corporations, government agencies, schools, hospitals, and retail establishments. Marymount University is committed to helping students identify and secure appropriate internship opportunities, and supports this goal through its Career and Internship Center. The Center offers the tools to equip students with the search and identification process.

Faculty advisors and academic internship mentors work in collaboration with the Career and Internship Center to help students prepare for and successfully complete an internship. Firms and agencies sponsoring the intern are expected to provide a supervised, structured, and suitable experience consistent with the student’s major field.

For more information on internships, see page 50.

HEALTH SERVICES

The Student Health Center, located in Berg Hall, provides care for those illnesses or accidents that may occur while the student is a campus resident and coordinates with the resident student's personal physician in continuing treatment initiated at home. Emergency care is available to commuter students. Health Center personnel strive to maintain a healthful environment for all students through health-education programs.

During the fall and spring semesters, the Health Center is staffed by registered nurses. A University physician schedules regular clinic hours. Psychiatric consultation is available by appointment. Referral is made to specialists or clinics in the Washington area, as appropriate.

Because immunization records and adequate health information are essential to maintaining the health of the student and the entire college community, a confidential medical form, including a record of updated immunizations, is required for all undergraduate students. Failure to complete the medical form may impact a student's registration. The form is available from the Admissions Office, the Health Center, or online on the Student Health Center's website. Regulations governing the Center are published in the *Student Handbook*.

Health and accident insurance is available through a commercial underwriter for all students taking nine or more credit hours. It is provided for resident students as part of their room and board fee. This insurance plan is administered through the Student Health Center. See page 21 for more information about insurance.



COUNSELING SERVICES

The Counseling Center employs licensed mental health professionals who provide personal counseling services for students who may be experiencing personal or emotional issues that are interfering with their ability to perform well academically or socially. Counselors assist students with identifying and solving problems, increasing self-understanding, improving academic performance, adjusting to university life, developing and maintaining relationships, and managing stress. Counseling sessions are private and confidential, and are available to all actively registered full- and part-time students by appointment. Students experiencing crises will be seen on an emergency basis. In addition, the Counseling Center offers group counseling and psychoeducational workshops on a variety of topics. Counselors are also available to consult with students, faculty, staff, and parents regarding student mental health concerns.

INTERNATIONAL STUDENT SERVICES

The International Student Services (ISS) staff provides an extensive orientation program for new international students as well as confidential cross-cultural advising on personal matters. ISS staff also provide immigration advising and assistance, including information on F-1 visa regulations, school transfers, work permission, travel, extension of stay, and Social Security. ISS also coordinates a variety of cultural and educational programs, including receptions, trips, coffee hours, International Week, and more.

STUDENT EMPLOYMENT SERVICES

The Student Campus Employment Office connects students seeking on-campus jobs with faculty, staff, and coaches who need part-time office assistance. The Office serves students seeking employment through the Federal Work-Study Program and through Campus Employment, which is available to students who do not qualify for Federal Work-Study. See page 25 for additional information on these opportunities.

ACADEMIC SUCCESS CENTER

The Academic Success Center advises students who have not declared a major, who wish to change majors, or who are enrolled in the University Studies Program. It also counsels students who are not in good academic standing. The Center answers questions about University policies and procedures and responds to student concerns. See additional information about the Academic Success Center on page 52.

UNIVERSITY STUDIES PROGRAM

The University Studies Program is designed for undergraduate students who show academic potential, but have not met the academic standards required for regular admission to the University. The program also assists those students who would benefit from intensive advising and mentoring. The program equips students with the tools needed to be successful and prepares them to qualify for enrollment in one of the University's degree programs.

Students in the University Studies Program undertake a foundation curriculum and receive significant support services. They also benefit from the guidance of an academic advisor to become self-reliant and successful learners. (See page 53 for additional information.)

As with many University support services, the University Studies Program works collaboratively with other campus offices. The program proactively provides referrals to the Office of Student Development, the Learning Resource Center, and the Counseling Center.

DISABILITY SUPPORT SERVICES

Disability Support Services (DSS) are available for all eligible students. The director of DSS assists students with disabilities in determining reasonable accommodations and is available throughout the year for information, referrals, and advising. DSS complements, but does not duplicate, services offered to all students through other campus offices.

To receive services from DSS, the student must give the director typewritten documentation from a qualified professional that describes the clearly diagnosed disability and its current functional impact on the student relative to academics. Marymount does not provide testing and/or diagnosis, but will make appropriate referrals.

The types of accommodations a student is eligible to receive are determined on a case-by-case basis by the student and the director using information contained in the student's documentation. Students wishing to receive accommodations must develop a Faculty Contact Sheet (FCS) with the director of Disability Support Services. This should occur at the beginning of each semester. However, students may consult with the director at any point during the academic year. The student must then present this contact sheet to each of his/her instructors and discuss the accommodations documented on the FCS. This document helps students and instructors work together to develop effective accommodation strategies. Some accommodations made in the past have included allowing extended time for examinations; the use of readers, volunteer note-takers, and sign language interpreters; and the option to tape record lectures.

Student Life

COMMUNITY CONDUCT CODE

Honesty and integrity are requirements for membership in the Marymount University community. By enrolling in the University, students agree to accept the Community Conduct Code and abide by the University's social regulations.

A student may be subject to disciplinary action for behavior in violation of the Community Conduct Code or other University regulations. Students should be thoroughly familiar with the *Student Handbook*, which describes in detail policies and procedures relating to the Community Conduct Code. Undergraduate students receive a *Student Handbook* when they enter the University.

Regulations are published in this catalog, in the *Student Handbook*, or in both. Regulations may be modified or changed at any time; revisions of regulations, written or oral, will be appropriately promulgated and have the same binding force as those in the catalog or *Student Handbook*.

STUDENT CLUBS AND PROGRAMS

Marymount encourages and supports a varied and imaginative activities program in keeping with the aims of the University. The Office of Student Activities guides students in planning and implementing activities that are culturally enriching, intellectually stimulating, and recreational. Current student interest influences the kinds of programs that receive emphasis.

The Activities Programming Board (APB) schedules comedians, movies, concerts, trips, performing arts, social events, and co-curricular activities. Most are open to members of the Marymount community, local residents, and members of the Consortium of Universities of the Washington Metropolitan Area.

Student development services are available to all students in accord with provisions in the *Student Handbook*. During fall and spring semesters, upcoming student activities are listed on the Marymount University website under Student Life and in *FYI*, the weekly events publication. All students are encouraged to attend Marymount-sponsored events and activities.

Please refer to the *Student Handbook* for further information about clubs and organizations at Marymount.

STUDENT GOVERNMENT

The Student Government Association (SGA) is comprised of elected class officers as well as an executive board of elected and appointed members. With the motto "Working for Students" as its guide, the SGA exists to serve as the official representative of the undergraduate student body; to provide a balanced forum for communication among students, faculty,

and administration; to advance student opinions and concerns through legislative action and policy recommendations; and to ensure a fair and representative judicial process. Members serve on University and faculty committees to provide a student perspective on various issues impacting Marymount students. SGA manages the Student Government Activity Fee, paid by all full-time undergraduates, and funding may be requested by groups or individuals for events and activities that will benefit the entire community. Developing leadership and communication skills, a sense of duty, and promoting student involvement and advocacy are some of the intended outcomes of participation in SGA activities.

OFF-CAMPUS ACTIVITIES

Students are encouraged to take advantage of the many fine resources of the nation's capital and this region.

Students may wish to visit The Kennedy Center, Ford's Theatre, Arena Stage, Verizon Center, Constitution Hall, National Theatre, Wolf Trap, or Lisner Auditorium to enjoy popular, classical, and traditional programs in drama, music, and dance.

The University also arranges trips and encourages informal visits to such places as the Smithsonian Institution, as well as museums, art galleries, parks, and monuments. Most of these Washington resources are no more than 10 miles from the University by car or are easily accessible by public transportation. Many Washington museums and monuments do not charge admission.

CAMPUS MINISTRY

In accord with the mission of the University as a Catholic institution, the Campus Ministry program seeks to provide religious services, activities, and pastoral care that encourage the spiritual growth of all students. For Catholic students, Mass is celebrated daily and at convenient times. Confessions are heard regularly and a schedule is posted on the Campus Ministry website. Retreats, prayer services, Bible studies, small faith groups, sacramental preparation, faith-formation programs, and additional activities are sponsored by the Campus Ministry Office each semester. Campus Ministry also sponsors volunteer service programs coordinated by students under the guidance of the assistant directors of Campus Ministry, including Universitywide events.

For students of other faiths and traditions, schedules for services at churches, temples, synagogues, and mosques easily accessible from the University as well as referrals for spiritual counseling are available through Campus Ministry. While attendance at any exclusively religious service is voluntary, all members of the community are invited to all Campus Ministry services and programs.

ATHLETICS

Marymount University is a member of Division III of the National Collegiate Athletic Association (NCAA). Varsity intercollegiate sports for men are basketball, cross-country, golf, lacrosse, soccer, and swimming. Varsity intercollegiate sports for women are basketball, cross-country, lacrosse, soccer, swimming, and volleyball. The University is a member of the Capital Athletic Conference. Intramural sports and activities include most of the aforementioned sports as well as flag football, softball, aerobic dance, weight training, and water polo.

RESIDENCE LIFE

Students who are under 23 years of age and whose families do not live within approximately a 25-mile radius of the University are required to live on campus during their first two years of college. In accordance with the mission of the residence life program to provide a developmentally appropriate residential living experience, on-campus housing is available to undergraduate students who are 23 or under at the time they first become residents. Residence life policies are described in the *Student Handbook*. Please refer to this document for further information.

COMMUTER STUDENT SERVICES

The Office of Commuter Student Services (CSS), located in The Lodge, is a resource available specifically for commuter students. In conjunction with the Commuter Activities Board, CSS works to help commuter students find the information they need to be successful, advocate on their behalf, and sponsor events at commuter-friendly times. Its overarching goal is to improve the educational and social experience of commuter students and the entire Marymount community.

DINING SERVICES

There are meal plan and retail dining choices at both the Main Campus and the Ballston Center. The Gerard Dining Hall, on the Main Campus, is an “all-you-can-eat” facility for students, faculty, and staff. Bernie’s café, offering snacks, beverages, and “grab-and-go” meals, is located in the Rose Benté Lee Center. Menu options at the European-styled Caruthers Hall café include sandwiches, salads, coffees, and pastries. The cafeteria at the Ballston Center is a multi-option casual dining facility.

CAMPUS SAFETY

The Marymount Campus Safety Department is a 24-hour, 365-day operation. The campus safety officers work in conjunction with all members of the University community to ensure safety. The department does so through the prevention of campus crime; the establishment of a safe environment in campus buildings, on roadways, and at parking facilities; and by providing prompt and friendly information and assistance to members of the University community and campus visitors.

All students are required to obtain a Marymount University photo identification card, which is used in conjunction with a card control system for access to certain campus locations and facilities, as well as for general identification purposes.

Security escort service is available by request to students, faculty, and staff 24 hours a day on the Main Campus and during class hours at the Ballston Center.

TRANSPORTATION AND PARKING

All cars parked on campus must be registered and display a current Marymount parking permit. Information about parking options, fees, and regulations is available from the ID and Parking Office in Ireton Hall.

Students may take advantage of the University’s free shuttle bus service connecting the Main Campus, Ballston Center, Ballston-MU Metro station, and designated off-campus parking facilities. Shuttle timetables are arranged to accommodate class start and end times and service to the Metro on weekends.

Academic Policies

ACADEMIC INTEGRITY POLICY

Academic integrity is founded upon and encompasses the values of honesty, trust, fairness, respect, and responsibility. Supporting and affirming these values is essential to promoting and maintaining a high level of academic integrity, and educating community members about the value and practice of academic integrity is central to Marymount University'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 honorably to their professions.

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 this academic institution and shall not be tolerated. Members of the Marymount community are expected to foster in their own work the spirit of academic honesty and not to tolerate its abuse by others.

First 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, faculty and, ultimately, the University.

The Marymount University Academic Integrity Policy governs all student conduct directly related to the academic life of the institution and is in effect during all phases of a student's academic career. The policy is applicable to any academically related experience involving Marymount University students whether occurring on the campus, in a distance-learning situation, or at host institutions or sites. Violations of this policy include cheating, plagiarism, misuse of academic resources, falsification of information or citations, and facilitating the academic dishonesty of others.

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. Second violations require a penalty of suspension or expulsion, and must involve an academic integrity hearing. All alleged violations of the policy must be resolved in accordance with the Academic Integrity Policy and under the direct authority of a Marymount University faculty member or the Academic Integrity coordinator.

The complete Academic Integrity Policy provides detailed information on the nature of academic integrity violations, possible penalties, the adjudication process and student rights and responsibilities under the policy. A summary of the policy

may be found in the Marymount University *Student Handbook*; the complete policy is available on the Academic Success Center's website.

ORIENTATION

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

The undergraduate first-year student orientation programs prepare students for their academic experience. During the program, students will meet with an academic advisor and finalize a class schedule. Students also participate in social activities, get acquainted with classmates, and familiarize themselves with the Washington, DC, area.

Transfer students also participate in orientation, advising, and registration sessions. The transfer program allows these students to learn more about Marymount, as well as meet with an advisor and register for classes.

More information about Marymount Orientation programs can be found online.

ACADEMIC YEAR

REGULAR 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.

SUMMER SESSIONS

The summer term is known as the summer semester, with courses taught in segments identified as sessions. Four 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, to compensate for missed or failed courses, or to continue steady progress toward the completion of their degree programs. The University welcomes visiting students to use the summer sessions to acquire credits for transfer to their home institutions.

For session dates, consult the Academic Calendar on page 5 or the University website at www.marymount.edu.

REGISTRATION

Advance registration periods are posted on the Registrar's Web page. Each student is required to register at the time and in the manner designated by the registrar. The student is required to seek the academic guidance of a faculty advisor in developing a schedule of classes. No credit will be granted for any course, including independent study, unless registration is completed

within the prescribed time at the start of a semester. Responsibility rests with the student to register 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, payment of parking fees, and payment of library fines.

Students are responsible for maintaining a current U.S. address on file with the University. Students should advise the Registrar's Office of any address changes. (See page 19 for information about address change notification.)

COURSE LOAD

Full-time undergraduate students normally carry a minimum of 12 and a maximum of 18 credits per semester. All credits are semester credits.

Registration for more than 18 credits requires permission from the student's advisor, the associate dean, and the associate vice president for Academic Affairs.

An undergraduate student whose cumulative grade point average falls below 2.0 in any semester is placed on academic probation and is limited to a maximum load of 15 credits in the semester that follows except by written permission of the dean of the School offering the student's major. (For more information on Academic Probation, see page 43.)

LATE REGISTRATION AND ADD/WITHDRAWAL PERIOD

During the first nine days of the fall or spring semester, unregistered students, including newly admitted students, may enroll or add classes. During a summer session, a student must add before the second class meeting. Classes may not be added after the Late Registration and Add/Withdrawal period has ended unless approved by the appropriate School dean and the associate vice president for Academic Affairs.

ADDING OR WITHDRAWING FROM COURSES/SEPARATING FROM THE UNIVERSITY

Students can add or withdraw from courses online or in person up to the last day specified in the Academic Calendar.

To withdraw from a class or classes, a student should complete an Add/Drop form at the Registrar's Office or access his or her class schedule via Marynet.

To withdraw from all classes in a semester and maintain matriculation for the next semester, a student should complete a Continuous Registration form available at the Academic

Success Center. The last date to move from enrollment to Continuous Registration is the same date as the last day to withdraw from classes as listed in the Academic Calendar. The date on which either form is received at the Registrar's Office becomes the official date of withdrawal.

Any undergraduate student contemplating discontinuing his or her studies for more than one semester and leaving the University must consult with the associate vice president for Academic Affairs and complete an official "Request for Separation from the University" form available at the Academic Success Center in Rowley Hall. A written statement of separation with authorization may be required from a parent or guardian if the student is financially dependent. The date of submission of the Request for Separation form 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 Registrar's Office. The last date to file a request for separation is the last day of 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 F.

CONTINUOUS REGISTRATION

All degree candidates must maintain active status at the University until all requirements are satisfied. Typically, students do so by enrolling in classes each semester. However, a student who intends to temporarily discontinue studies and not enroll for a semester must file for Continuous Registration. Continuous Registration may be maintained for a maximum of two consecutive semesters, not including the summer semester.

Continuous Registration requires submission of a written request, including the student's signature, and may be provided via U.S. mail, by fax, or in person. For more information about the process, contact the Office of the Registrar.

The date of submission of a Continuous Registration written request to the Office of the Registrar is the official date to determine the student's financial responsibility to the University. For a student who has not enrolled in the current semester, the last date to file Continuous Registration is the last day to withdraw from classes.

If a student does not file for Continuous Registration, the student breaks registration and must reapply for admission to the University. A nondegree student who discontinues studies for one semester or more must reapply for admission to the University.

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. Nondegree students are not eligible.

Degree-seeking students may enroll under the following conditions:

- The course may not be offered concurrently at Marymount.
- A maximum of six credits, or two courses, may be counted for credit toward Marymount degree requirements.
- Students may not enroll in consortium classes in the semester immediately preceding their anticipated graduation.

Enrollment at Marymount does not guarantee enrollment at a visited school.

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

Consortium courses fulfill the minimum-credits requirement for residency.

Registering for Consortium Classes

For consortium class registration procedures and deadlines, please visit the Registrar's Office Web page.

A completed Consortium Registration Form must be received by Marymount's Registrar's Office at least one week prior to the start of the Marymount semester.

Visiting Consortium Students

Consortium students visiting Marymount must check in with the consortium coordinator in the Registrar's Office. A completed permission slip must be presented. Visiting consortium students are not eligible for Marymount internships, clinical Nursing or Physical Therapy courses, or other specialized courses. All applicable fees are to be paid by the student to Marymount. Visiting students must call the consortium coordinator at (703) 284-1520 if they have questions about their eligibility for a course.

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.

Acceptance of course credits earned elsewhere for credit toward degree requirements is at the sole discretion of Marymount University. Courses from other regionally accredited institutions must be completed with a grade of C or better to be considered for transfer credit. The application of transferred course credits toward specific program requirements is determined by program directors, department chairs, or deans within each School.

Transfer applications are welcome at any stage of degree completion. To be considered for admission, a transfer applicant should have a cumulative grade point average of 2.0. Undergraduate credits older than 10 years are subject to review by the appropriate department 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 unless the applicant successfully completes validation exams.

TRANSFER CREDIT AT ENTRY

The University accepts a maximum of 64 credit hours from a two-year institution. Applicants who have successfully completed junior-level coursework at a four-year institution may transfer up to 20 additional credit hours. No student may count more than 84 credit hours toward a degree. The residency requirement is a minimum of 36 credits completed at Marymount after matriculation.

If a student has more credits than the maximum that can be counted toward a degree, the student's academic advisor will assist in identifying the credits most appropriately applied toward meeting degree requirements.

In addition to credits from regionally approved institutions, Marymount accepts College-Level Examination Program (CLEP) subject examination, International Baccalaureate (IB) Higher Level examination, and Advanced Placement (AP) credits. It also provides special challenge credits for diploma graduates in Nursing. As a member of Servicemembers Opportunity Colleges (SOC), Marymount also accepts DANTES credits. No more than 30 undergraduate credits can be earned by a Marymount student through any combination of CLEP, ACT/PEP, or DANTES examinations, validation examinations administered by the academic departments of the University, or assessment of portfolios of prior learning. None of these 30 credits may be used to complete the residency requirement for graduation from Marymount; however, they may be counted toward the maximum of 84 credits for a Marymount degree.

TRANSFERRING CREDIT AFTER ENTRY

After entry, a student may transfer to Marymount University up to two additional courses (a total of 2 to 8 credits) from another institution. These courses are in addition to any courses taken through the Consortium of Universities of the Washington Metropolitan Area and approved courses taken through 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, which may be counted toward a Marymount degree.
- Prior written approval of the School dean is required in order for the courses to satisfy degree requirements and for credits to count towards a Marymount degree.
- Forms for this purpose are available in each School office and in the Registrar's Office.
- Courses approved for transfer must be completed with a grade of C or better.
- An official transcript must be submitted to the Office of the Registrar.
- Approval will not be granted for courses to be taken during the last semester of the student's enrollment.
- Courses transferred after entry do not count toward the residency requirement.
- Grades earned in courses 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.

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.

ATTENDANCE

It is University policy that students are expected to attend class. It is the prerogative of the individual instructor to establish requirements for class attendance. Students are responsible for complying with the instructor's requirements. 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 Development, which notifies the student's instructor of the absence. A student absent for a significant time should consult

with the Academic Success Center before deciding to withdraw or continue.

Individuals not officially enrolled in a course offered by the University may not attend classes.

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 leaving when 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 professor 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 other 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 include additional expectations regarding student behavior in class and consequences for failing to meet such expectations. It is the professor's responsibility to inform students of these expectations at the beginning of the semester, and the student's responsibility to adapt his/her behavior to specific professors' 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.

GRADUATE-LEVEL COURSEWORK

Courses numbered 500 and above are not open to undergraduates, except by written permission of the appropriate advisor and the dean of the School. Such permission forms are available in each School. This policy includes students enrolled in bachelor's/master's programs and in the Honors Program, as these students must also secure written permission prior to enrollment in courses numbered 500 and above.

ACADEMIC-LEVEL STATUS

Academic-level status at Marymount is defined according to a student's number of accumulated academic credits. The academic credits in which a student is currently enrolled are not counted in the accumulated total. Under this definition, students are classified as follows: freshman, 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 graduate student status becomes effective.

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 major requirements, and the development of a career.

Students are responsible for

- making decisions based upon their own best judgment and upon the best information or advice available to them;
- arranging appointments with an advisor;
- coming prepared to advising meetings;
- knowing where to find information about their academic program;
- understanding degree and major requirements; and
- being candid about personal reflection and self-awareness of goals, interests, needs, etc.

Faculty are responsible for

- taking the initiative to engage advisees in the academic planning process;
- 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 School is responsible for

- implementing 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";
- assigning students to an advisor, then communicating those assignments to advisors and advisees; 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.

DEGREE PLANNING

Each degree program in this catalog specifies the major course requirements necessary to earn a degree. Each student should pursue a degree at a pace that maximizes his or her opportunities for long-term success. Furthermore, some flexibility is required, as not every course is offered every semester. Consulting regularly with an academic advisor is the best way for a student to plan his or her degree program.

All minor and certificate programs include a list of courses required for fulfilling the desired program of studies. There may be a recommended or specified sequence of courses. Consulting with an academic advisor for program planning is recommended.

Students can monitor their progress toward degree completion through the program evaluation function in Marynet.

REQUIRED PROFICIENCY

The University requires competence in basic skills in reading, writing, and mathematics. Any faculty member may refer a student judged to be unsatisfactory in these skills to the Learning Resource Center 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 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. In addition to formal examinations, the instructor may make use of recitation, term papers, written and oral quizzes, and participation in class and seminar discussions to determine the student's grade. 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.

MIDTERM GRADES

At the end of the eighth academic week of each semester in the regular academic year, instructors submit interim grade reports online. This grade is not a part of the permanent record of the student 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.

A student who wishes to earn a final grade that improves upon a grade received at the midterm should speak with his or her instructor and academic advisor.

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 Registrar's Office website.

ASSESSMENT OF LEARNING OUTCOMES

At Marymount University, faculty strive to improve the curriculum and teaching by assessing student learning. Each academic major of the University has identified learning outcomes and evaluates the extent to which students achieve them. Additionally, faculty assess student mastery of the core competencies. 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. The results of these measures are used by faculty to continually improve and strengthen the University's programs.

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

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 University's Graduate Catalog for graduate student grading policies.

- A Superior, outstanding scholarship and intellectual initiative.
- B High attainment and a notable degree of scholastic performance.
- 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 Deficient but passing. A grade of D indicates a bare minimum performance. A degree program determines whether its courses graded D 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 Course Repeat Policy on page 38 for further details.)
- I Incomplete work. An Incomplete is given at the discretion of the instructor and approval by 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 carrying a grade of I in the semester in which they petition to graduate must complete the outstanding work within the time designated by the instructor, but no later than 30 days prior to the degree conferral date. 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 or separates from the University up until the last published date to withdraw 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. An audit course is considered as a regular course for tuition payment and is entered on the transcript. A student must indicate that a course is to be audited at 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 add or register as published in the Academic Calendar. Audited courses do not count toward degree or graduation requirements.

NR No grade reported.

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 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 grade report and 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 receive updated grade reports and 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.

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 in the following chart:

Grade	Quality points	Grade	Quality points
A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B	3.0	D	1.0
B-	2.7	D-	0.7
C+	2.3	F	0.0

MINIMUM GRADE AND COURSE REPEAT POLICY

Degree- and Certificate-Seeking Students

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

Each department 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:

- the course must be identical in listing and can be taken only at Marymount;
- the second time, the course cannot be taken pass/fail;
- 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 the 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;
- 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;
- the course may not be taken a third time;
- 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.

This policy is limited to 16 hours of coursework.

Any appeals to the policy will be handled at the department level with approval from the dean and the provost and vice president for Academic Affairs.

Nondegree Students

Nondegree students are expected to maintain a minimum grade point average of 2.0. When a nondegree student attains degree status, the student's record is reviewed by the Undergraduate Academic Standards Committee.

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

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 credits or more. This list is published soon after completion of the semester; therefore, students with Incompletes will not be listed. A Dean's List notation is made on the transcript for each semester it is awarded.

HONOR SOCIETIES

Alpha Phi Sigma National Society in Criminal Justice. Beta Psi, the Marymount chapter of Alpha Phi Sigma, is for undergraduate students in Criminal Justice. The honor society is dedicated to making the criminal justice professions and their practitioners more effective, and encouraging research and the application of scientific principles within criminal justice fields. Students must have completed at least 12 credit hours in Criminal Justice and maintain a 3.0 overall grade point average and a 3.5 in Criminal Justice courses.

Beta Beta Beta National Biology Honor Society, also known as the Tri Beta honor society, is dedicated to overall academic excellence with special emphasis on Biology. Tri Beta 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 Biology and Physical Sciences Department.

Delta Epsilon Sigma National Scholastic Honor Society is open to both undergraduate and graduate students. Undergraduate students must have completed 50 percent of their requirements with at least a 3.5 grade point average. Graduate students must have completed 50 percent of their requirements with at least a 3.75 grade point average. In addition, exhibition of good character, intellectual activities, and leadership promise are necessary for admission.

Delta Mu Delta National Honor Society in Business Administration 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 grade point average of 3.5 and an overall grade point average of 3.5. Graduate students must have completed at least 75 percent of their Marymount University graduate degree program with a cumulative grade point average of 3.8. In addition to the regular October Induction Ceremony, a May Ceremony is held for graduating students who are eligible at the end of the spring semester.

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 3.0 GPA. Graduate students must have completed 12 hours of Education coursework, be fully accepted into the teacher-education program, and have a minimum 3.5 graduate GPA.

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 3.0 cumulative GPA in Economics courses and a 3.0 overall cumulative GPA, and have a genuine interest in economics. Transfer students must have completed at least 6 credits in Economics at Marymount with a 3.0 GPA in those courses.

Lambda Epsilon Chi (LEX) is a national honor society in Paralegal Studies. To be eligible, students must have completed at least two-thirds of the program requirements and must demonstrate superior academic performance, which is evidenced by a cumulative grade point average of 3.5 or higher and a recognizable indication of superior academic achievement to members of the legal profession in the local area.

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.

Psi Chi National Honor Society in Psychology is open to Psychology students, who have completed at least 12 semester credits (or 9 and be registered for 3) of Psychology courses. Undergraduate Psychology students must have a minimum 3.5 grade point average in their Psychology courses and a minimum 3.0 overall GPA. Graduate students must have a GPA of 3.5 or better. 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, undergraduates must have completed at least 12 credits in English beyond the freshman composition level and have an overall GPA of 3.5. Graduate students must have completed at least 9 credits in their graduate program and have a GPA of 3.7.

Sigma Theta Tau, the international honor society in nursing, is open to Nursing students if they have completed one half of their coursework leading to the bachelor's degree, have at least a 3.0 grade point average 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 at least a 3.5 GPA, and demonstrate academic integrity.

GRADUATION HONORS

Students fulfilling requirements for a bachelor's degree will be graduated with 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 grade point average is not rounded when calculating honors.

Graduation Awards

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

The Bishop Ireton Gold Medal, 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 Mother Gerard Phelan Gold Medal, traditionally presented at Commencement to a woman noted for achievement of an exemplary nature.

The Sister Majella Berg Service Award, 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, 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 for the second degree, and required coursework for each degree.

A student electing a double major or dual degrees must file the appropriate form and secure an advisor in each program or degree.

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

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

STUDENTS PURSUING A MINOR

A minor normally requires 15-21 credit hours in a field outside the major. Available minors are listed under the disciplines in each School's section of this catalog. A student electing a minor must file the appropriate form from the School offering the minor and secure an advisor in that program. The University cannot guarantee the availability of all course requirements without scheduling conflicts when a student pursues both a minor and a major field of study.

CHANGE OF MAJOR

Requests for a change of academic program must be made in writing. Forms for this purpose may be obtained in School offices. Only degree-seeking students may complete this form. A request for program change must be approved by the 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 students who were in undeclared status and 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):

- completion of all course requirements with a minimum cumulative grade point average of 2.0; and
- 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 094 Quantitative Reasoning, MA 095 Intermediate Algebra, and SEM 095 Orientation to College Learning.

In order to participate in Commencement ceremonies, a student must be receiving a degree or have received a degree within the last academic year.

THE POST-BACCALAUREATE CERTIFICATE

A cumulative GPA of 3.0 or better must be obtained for the awarding of any post-baccalaureate certificate.

Students being awarded a post-baccalaureate certificate do not participate in Commencement ceremonies.

THE UNDERGRADUATE CERTIFICATE

A cumulative GPA of 2.0 or better must be obtained for the awarding of any undergraduate certificate.

Students being awarded an undergraduate certificate do not participate in Commencement ceremonies.

GENERAL REQUIREMENTS

Completion requirement: For an undergraduate degree, all coursework must be completed at Marymount University within 10 years of the date of matriculation.

Minimum grade point average (GPA): A cumulative GPA of 2.0 or better 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 current 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 attaining minimum grades for courses as stipulated in other sections of this catalog.

A student who cannot fulfill the requirements of a major program successfully 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.

Documentation: All final documentation must be received by the Office of the Registrar prior to the deadline for submitting grades. Documentation includes such items as official transcripts, test scores, completion of Incompletes, and grade changes. A graduation petition must be received by the Office of the Registrar by the posted deadline.

Financial obligations: All financial obligations must be met prior to the University Commencement. These include parking fines, credit holds, tuition, etc.

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

GRADUATION AND COMMENCEMENT

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

A student must file a graduation petition form (available in the Registrar's Office or online on the Registrar's Office Web page) by the posted deadline. Deadlines for submitting a graduation petition can be found on the Registrar's Office Web page. **NOTE:** The completion of a graduation petition does not guarantee that a student will graduate. A student's degree audit will be completed by the School in which the student is matriculated once a student petitions to graduate. The degree audit will determine if a student is eligible to graduate.

Graduation petitions 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 petition after the published deadline may not receive their diplomas at 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. A student who submits a late petition may not be eligible to participate in

Commencement exercises if a full audit of the student's record cannot be processed to confirm eligibility.

A student who does not meet graduation requirements at the end of the semester in which a graduation petition was filed will automatically have his or her petition moved to the next semester. For any delays beyond one semester, the student must file a new petition and indicate the new anticipated graduation date.

Students graduating at the completion of any term are encouraged to participate in the subsequent Commencement exercise and should contact the Office of the Registrar for instructions.

Students who need to earn six credits or fewer during the summer semester to complete their degree requirements may participate in the May Commencement exercises if they meet both of the following conditions:

1. complete a petition for graduation by the designated deadline; and
2. complete and have signed by their dean a Course Completion Plan. The plan must specify all remaining requirements and in which prescribed session(s) in the summer semester immediately following Commencement the student intends to complete the work. The Course Completion Plan must be submitted to the Office of the Registrar by the graduation petition deadline.

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

Diplomas

Diplomas for May graduates are issued during the Commencement ceremonies provided the graduation petition has been submitted to the Registrar's Office by the posted deadline. Diplomas for August and December graduates are mailed by the Registrar's Office at the close of the summer and fall semester provided the graduation petition has been submitted in a timely manner.

Diplomas are mailed at no charge. Diplomas are withheld from students who have unsettled obligations to the University.

Students who participate in the Commencement with a projected date of completion in the summer following will not receive the diploma at Commencement; the diploma will be awarded only after all program requirements are completed.

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 possi-

ble. 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 change, payment of the fee, and return of the original diploma.

TRANSCRIPTS

Official transcripts of courses and credits will be forwarded by the Office of the Registrar to other educational institutions, agencies, or firms upon written request by the student.

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

Same-day service is available for \$10 per copy, payable in advance.

Unofficial transcripts are available to current students via Marynet.

MEDICAL LEAVE POLICY

A student who experiences an extended illness or medical emergency that causes absence from classes for more than three days should contact the Office of Student Development, which will notify instructors of the student's absence. If a student's condition is serious enough to prevent the student from completing the semester, advice regarding the student's options should be sought from the Academic Success Center prior to withdrawing from courses.

A student who cannot continue enrollment 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 and unregistered for courses for subsequent semesters. If the withdrawal occurs after the deadline to drop, the student receives a W on the transcript.

To receive a medical leave, a student must

- submit a written request to the associate vice president for Academic Affairs (contact the Academic Success Center for instructions and forms);
- submit documentation from a licensed clinician (not a family member) that attests to the medical necessity for withdrawal;
- submit the request no later than 15 days after the last day of the semester to which the request applies; and
- not have taken any final examinations.

A student who receives a medical leave must submit a letter of intent to resume studies prior to the start of the next semester. The University may require documentation that the illness or emergency has been resolved before allowing re-enrollment.

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 departments at the University will do their utmost to accommodate those students called to active military duty while enrolled in classes. The University's goal is 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 on page 37 of this catalog; or
- earn a grade.

Under the withdrawal option, the student will receive a complete refund of tuition and fees if he or she withdraws from all classes. 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 and send to the Registrar's Office the appropriate form. The deadline for completion of an Incomplete is six months after re-enrollment at the University.

With instructor approval, a student may wish to elect the option of earning a grade if he or she has already completed most of the coursework and can accelerate remaining assignments prior to departure from the University.

The student should make the desired option known to the dean of the School in which he or she is enrolled.

A student who is called to active duty must provide documentation of his or her orders to the Office of the Provost and Vice President for Academic Affairs. A student who intends to return to the University should submit a Continuous Registration written request to the Registrar's Office. 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

It is expected that students – full time and part time – will make continuous progress toward a degree in a timely manner. The University – through the Undergraduate Academic Standards Committee – monitors academic progress and takes action when a student is no longer in good academic standing. A student can determine his or her academic standing by checking his or her grade point average.

A student is subject to academic action after 12 completed credits. Part-time students must meet the same academic standards as full-time students.

ACADEMIC PROBATION

A student whose semester grade point average (GPA) is below 2.0 is placed on academic probation for the following semester. A student whose cumulative GPA is below 2.0 remains on probation until the cumulative GPA reaches 2.0 or higher.

During the first probationary semester, a student may enroll for a maximum of 15 credits in the fall or spring, or 8 credits in the summer semester. If a student remains on probation or returns to probation, that student may enroll for a maximum of 12 credits in the fall or spring, or 6 credits in the summer semester.

ACADEMIC DISMISSAL

A cumulative GPA below 2.0 puts an undergraduate student at risk for academic dismissal when the cumulative GPA does not meet the following standards:

Credits completed*	Minimum Cumulative GPA:
12-16 credits	1.25
17-30 credits	1.50
31-59 credits	1.75
60+ credits or junior/senior standing	1.95

*Completed credits are all courses for which a grade A-F has been earned.

Some degree programs have specific expectations for academic achievement in the major. A student who does not meet these expectations will be dismissed from that program. A student dismissed from a program, but eligible to remain at the University according to the aforementioned cumulative GPA guidelines, may declare a new major after consultation with the Academic Success Center.

The Academic Dismissal Process

Students slated for academic dismissal are notified by letter of their status at the end of a semester. This letter will state the reason for dismissal and the deadline by which the student can file an appeal with the Academic Success Center. The Registrar's Office will cancel the next semester's registration of a student being dismissed, and the student may not enroll at the University unless he or she successfully appeals dismissal before the start of the next semester. If, for any reason, the student fails to file an appeal, he or she waives the right to an appeal.

These directives are reviewed annually by the Undergraduate Academic Standards Committee and they may be suspended when, in the opinion of the Committee, the interests of the student and of the University will best be served by such suspension. Such action, however, may not be construed as a precedent by any petitioner.

Appealing an Academic Dismissal

If a student believes his or her performance has been negatively impacted by some type of unusual circumstance, that student has the right to appeal his or her dismissal as follows:

1. The student must submit an appeal in writing to the Academic Success Center on or before the stated deadline for filing an appeal. No appeals will be accepted after this deadline. It is the student's responsibility, whether in the United States or abroad, to be aware of mail sent to him or her by the University. The University contacts the student in writing at the student's address on file with the Office of the Registrar.
2. An appeal must explain in full the student's reasons for seeking a reversal of the academic dismissal. It should also propose a plan for returning the student to good academic standing.
3. Following review of an appeal by the Academic Standards Committee, a decision is made to approve or deny the readmittance of the student. Appeals will be responded to in writing about the results.
4. If the student is readmitted, he or she may register for classes, taking into account any restrictions that have been imposed.
5. If the student's appeal is denied, he or she may request a review, constituting a second appeal. This second appeal must be in writing and submitted to the Office of the Provost and Vice President for Academic Affairs within three business days of being notified of the appeal denial. The second appeal must contain new information that was not in the original appeal or provide evidence that appropriate procedures were not followed.

6. After review of the second appeal, the provost and vice president for Academic Affairs will notify the Academic Success Center of the decision. The Academic Success Center will then notify the student of the decision in writing. A student readmitted after the second appeal must then follow the same step as outlined in #4.

A student may appeal a dismissal only twice during his or her undergraduate program. A third dismissal will result in permanent separation from the University.

Seeking Readmission to the University

Students who have been academically dismissed or left the University while on academic probation may seek readmission to the University after waiting at least one full fall or spring semester after the last semester of enrollment.

In seeking readmission, the student must do the following:

1. Contact the Academic Success Center for a readmission application packet.
2. Submit the completed packet including a \$40 nonrefundable application fee. When necessary, the packet should include documentation that any problems previously causing academic difficulties have been addressed. The deadlines for submission of this packet are as follows:

Deadline:	For readmission to:
July 15	Fall semester
November 15	Spring semester
March 15	First summer session
May 15	Second summer session

Readmission applications must include evidence of satisfactory academic efforts (9-12 credits with an average of B in courses at a two-year institution) in the time he or she has been separated from the University. The Committee will not review applications that do not demonstrate academic success.

3. Seek a positive recommendation from the program chair to which he or she is seeking re-entry. Students who do not receive a positive recommendation from their previous program may be readmitted as an undeclared major and be advised by the Academic Success Center until a new major is declared.

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.

ACADEMIC SUSPENSION

A student who is found responsible, after due process, for a serious breach of academic regulations may be assigned the academic standing of suspension.

A student suspended for an academic reason cannot attend the next fall or spring semester. A student on suspension may not attend any intervening summer or interim semester.

A suspended student returns to the University without a reinstatement process.

While on suspension, a student may not

- have a Marymount ID card;
- have a Marymount e-mail account;
- use University support services;
- participate in University activities;
- receive academic advising; or
- participate in registration for a future semester.

STUDENT GRIEVANCE PROCESS

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

If the matter concerns a final grade for a course, a student should attempt to resolve it informally in discussions with the instructor of record. A final grade is reviewed only when there is a question 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 referred first to the appropriate department chairperson and, if still unresolved, to the School dean. The decision of the School 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.

A student who has an academic grievance other than a grade should attempt to resolve it informally in discussions with the appropriate instructor, faculty member, or his/her advisor. A complaint that is not resolved informally between a student and a faculty member is to be referred to the appropriate department chairperson. If not resolved, the complaint may be taken to the School dean. If the student is still not satisfied, he or she may bring the concern in writing to the associate vice president for Academic Affairs. Appeals of the decision made by the associate vice president for Academic Affairs may be brought to the provost and vice president for Academic Affairs. The decision of the provost and vice president for Academic Affairs regarding the issue or issues of concern is final. For consideration, a student should bring forward a complaint or problem no later than 45 days from the end of the semester in which the concern occurred.

Nonacademic complaints should be addressed to the department or office in which the problem originated. Complaints not resolved at this level may be referred to the supervisor for that office. If the student is not satisfied with the resolution of the problem by the supervisor, he or she 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 for that area regarding the issue or issues of concern is final. This policy applies to oral and written complaints.

Academic Programs

THE LIBERAL ARTS CORE AND UNIVERSITY REQUIREMENTS

49 credits

A Marymount education reflects the mission of Marymount University and fulfills its Catholic identity and the heritage of its founders, the Religious of the Sacred Heart of Mary. The University fosters intellectual, spiritual, and moral growth through study, reflection, and application of knowledge. Marymount undergraduates prepare for the challenges of the 21st century as they develop the knowledge, skills, and attitudes necessary to succeed, adapt to change, and contribute to society.

By completing requirements of the Liberal Arts Core, academic majors and minors, and University requirements that are integrated within the core and majors, Marymount students become rigorous, reflective thinkers and practitioners. They are lifelong learners who value and respect the importance of knowledge as they integrate and apply it.

Through this integrated learning experience, Marymount students gain intellectual and practical skills as well as knowledge of human cultures and the world around them. At the same time, they cultivate their sense of personal and social responsibility by examining their own lives.

Together, the core, major courses, and other University requirements promote the following fundamental competencies:

- Critical thinking
- Ethics
- Global perspective
- Information literacy
- Communication
- Inquiry
- Aesthetics appreciation

The Liberal Arts Core lies at the heart of academic pursuits at Marymount. A liberal arts education in the Catholic intellectual tradition holds that students examine questions of human existence, knowledge, and morality to deepen their appreciation of life. Combined examinations of these topics by the traditional humanities and other disciplines provide breadth and depth to the understanding of self, community, and world. The Liberal Arts Core enriches students' learning, career, and future.

BREADTH OF LEARNING IN AN ATMOSPHERE OF INQUIRY

The Liberal Arts Core requires courses at both introductory and advanced levels in order to achieve both breadth and depth. Some courses have roots in the richness of the past; others introduce recent methodologies. Inquiry-guided learning, in which students ask engaging questions and search for answers, underpins the Liberal Arts Core, major courses, and other University requirements. Students examine ideas in an atmosphere of critical thinking, problem solving, and respectful dialogue.

Courses identified as fulfilling Liberal Arts Core or University requirements are noted in the course descriptions beginning on page 146, with designations as outlined in the following descriptions. (Example: GP = Global Perspective)

UNIVERSITY REQUIREMENTS

Global Perspective

GP – One designated course, study abroad, or foreign language course is required.

Writing Across the Curriculum

WI – Three designated writing-intensive courses are required, in addition to the Liberal Arts Core requirement of the written communication sequence.

Ethics Across the Curriculum

ETH – One designated course is required, in addition to the Liberal Arts Core requirement of a moral principles course.

Experiential Learning

EXP – An internship or research experience is required. Most students meet this requirement through the internship in their majors.

Inquiry Learning

INQ – Three courses in the major are designated as inquiry-guided learning courses. In addition, DSC 101 DISCOVER First-Year Seminar is an inquiry course.

CORE REQUIREMENTS

Written Communication

6 credits

WR – EN 101 Composition I and EN 102 Composition II are required, with a minimum grade of C- in each class.

Humanities

12 credits

Introductory college-level courses are required in History and Literature.

HI-1 Introductory History

LT-1 Introductory Literature

Students also select two courses in two different fields, from designated Fine Arts, advanced History, or advanced Literature courses:

FNA Fine Arts

HI-2 Advanced History with a prerequisite

LT-2 Advanced Literature with a prerequisite

Mathematics and Sciences

19 credits

Mathematics

MT – One designated college-level Mathematics course is required. Credits for MA 019W, MA 094, and MA 095 may not be applied toward any degree.

Natural Science

NS – At least one designated college-level Natural Science course with laboratory is required. Students complete one designated course from Astronomy (ASTR), Biology (BIO), Chemistry (CHM), Geology (GEOL), Physics (PHYS), or Physical Science (PSC) offerings. Some students have the option of completing a second Natural Science course, as outlined under Social Science.

Social Science

Four fields – Economics, Politics, Psychology, and Sociology – constitute the social sciences, and requirements vary depending upon the degree being sought.

The following requirements apply to all students except those completing a Bachelor of Business Administration degree:

Two designated introductory Social Science courses are required in two different fields:

SS-1 Introductory Economics, Politics, Psychology, or Sociology

One designated Social Science course at the advanced level is required:

SS-2 Advanced Social Science with a prerequisite

Students also select between another introductory Social Science course and a second Natural Science course (lab optional):

SS-1 Introductory Social Science (in a third field)

NS Natural Science (lab optional)

The following requirements apply to those students who are completing a Bachelor of Business Administration degree:

Three designated introductory Social Science courses are required, two in Economics and one in another Social Science field:

SS-1 ECO 210 Principles of Microeconomics

SS-1 ECO 211 Principles of Macroeconomics

SS-1 Introductory Politics, Psychology, or Sociology

Students also select between an advanced Social Science course and a second Natural Science course (lab optional):

SS-2 Advanced Social Science with a prerequisite

NS Natural Science (lab optional)

Philosophy, Theology, and Religious Studies

12 credits

Introductory college-level courses in Philosophy and in Theology/Religious Studies are required. Students also take an advanced course in each area. One of the advanced courses must be a designated moral principles course:

PH-1 PH 200 Introduction to Philosophy

PH-2 Advanced Philosophy with a prerequisite*

TRS-1 TRS 100 Theological Inquiry

TRS-2 Advanced Theology or Religious Studies with a prerequisite*

*One of these must be a designated moral principles course:

PH-E or **TRS-E**.

DISCOVER SEMINAR

3 credits (in addition to the Liberal Arts Core credits)

Freshmen are required to enroll in DSC 101 DISCOVER First-Year Seminar, offered each year in the fall. DSC 101 focuses on learning and life skills required for academic success as well as the process of inquiry-guided learning.

SPECIAL PROGRAMS

UNDERGRADUATE PRE-PROFESSIONAL STUDIES

Pre-Law Studies and Advising

Students who plan to pursue a law degree after graduation should contact the Academic Success Center. In addition to an academic major advisor, the student will be assigned a Pre-Law advisor who will help with course selection, researching law schools, the law school application process, and preparing for 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.

Pre-Medicine Studies and Advising

Students who plan to pursue a medical degree after graduation for a career in medicine, dentistry, veterinary medicine, optometry, or podiatry should contact the School of Arts and Sciences. In addition to an academic major advisor, the student will be assigned a Pre-Med advisor who will help with course selection, researching medical schools, completing the medical school application process, and preparing for 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. See page 59 for more information on Marymount's program. 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 is available to help design the best possible course sequence for all students interested in a Pre-Med curriculum regardless of their majors.

Pre-Physical Therapy Studies and Advising

See page 145 for further information. Students will be assigned a Pre-Physical Therapy advisor from the Department of Physical Therapy in addition to their degree major advisor.

STUDENT RESEARCH – DISCOVER

DISCOVER promotes undergraduate research and creativity, integrated 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.

The DISCOVER Center 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 under-

graduate and graduate student work. The Center also oversees the 3-credit DISCOVER First-Year Seminar (DSC 101) and offers workshops and seminars for students.

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, striving for both academic rigor and pedagogical creativity. Students within the Honors Program are required to earn at least 24 Honors credits. Typically, students are expected to earn all Honors credits while enrolled at Marymount.

The transcripts of students who successfully complete all program requirements will note "Honors Scholar."

Primary academic advising for Honors students will be delivered by faculty from their respective majors. Additional advising will be provided by the Honors director.

Honors students should fulfill all program requirements and achieve a yearly minimum GPA of 3.2 to maintain program benefits. Participants must earn at least a B- in each Honors course.

Curriculum Overview

Students are permitted to enroll in a maximum of two Honors courses per semester. Ideally, however, participants should complete one Honors course per semester beginning in the fall of the freshman year.

- 24 credits total
- HON 101 The Quest: Introductory Honors Seminar (3 credits)
- Three Advanced Honors Seminars (9 credits)
- One Traditional and one Advanced Tutorial (6 credits)
- HON 399 Research Tutorial (3 credits)
- HON 400 Honors Senior Seminar (3 credits)

Typical Timeline

Freshman year

Fall: HON 101 Introductory Honors Seminar
Spring: First Advanced Seminar

Sophomore year

Fall: Traditional Tutorial
Spring: Second Advanced Seminar

Junior year

Fall: Advanced Tutorial
Spring: HON 399 Research Tutorial

Senior year

Fall: HON 400 Senior Seminar or capstone course in major
Spring: Third Advanced Seminar and Thesis Defense

The Curriculum

HON 101 Introductory Honors Seminar: Marymount Honors students are introduced to the principles of the original liberal arts and the structure of the program through a freshman seminar, HON 101 The Quest: An Introduction to the Honors Program. This course will substitute for DSC 101. Students in HON 101 will examine scholarly and creative works from various fields that have greatly shaped and changed society's ideas, beliefs, and practices. Additionally, students will be introduced to various forms of scholarship and the skills necessary for serious academic inquiry. Heavy emphasis will be placed on writing and research. Students will be introduced to the discussion-based seminar and the tutorial method.

Advanced Honors Seminars: At least three courses (9 credits) must be completed in advanced Honors Seminars. The Honors Seminars, typically with 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 departments, will present a greater challenge to those enrolled. On rare occasions, these Honors sections will be opened to students outside the program with approval from the Honors director and the instructor.

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. Past examples include EN 220 The Movie or the Book? Narrative Adaptation in Cinema, HU 394 The World of J.R.R. Tolkien, and HU 320 What is Death?

Graduate Courses: Honors students may petition to take a graduate course for Honors credit. They will need approval of the instructor, the department chair, and the 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. Please see the University's Graduate Catalog for available courses.

HON 200/HON 300 Traditional and Advanced Tutorials: Honors Tutorials begin in the student's sophomore year. There are two types: the Traditional Tutorial and the Research Tutorial. 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 three students meeting once a week over an eight-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, the student is expected to have completed readings from an agreed-upon list and to have produced a short response paper, which he/she will read and receive feedback.

HON 399 Research Tutorial: The Research Tutorial, normally taken 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 his/her mentor on a scholarly research project. During this semester, 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 is required to submit a 10- to 12-page research proposal approved by his/her faculty mentor to the Honors director for review. Once the proposal is approved and, if necessary, revised, the student may then commence his/her research for the Senior Honors Thesis. At the end of this tutorial and, during the senior year, the student will produce and defend an Honors Thesis.

HON 400 Senior Seminar: Participants will conduct their approved research projects in a "capstone" course. Most majors offer such a course, but for those programs that do not, the Honors Program will offer a section of HON 400 to serve the purpose of a capstone experience. The Senior Thesis may or may not relate to a project in a departmental Senior Seminar. In special circumstances and with prior approval, students may complete the HON 399/HON 400 sequence at another institution with facilities unavailable at Marymount.

Thesis Defense: The Senior Thesis will typically be 30 pages, exclusive of the scholarly apparatus, 15 for 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 his/her 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 and take place each spring. Student theses are archived in the Honors Program Office and on the Library and Learning Services website.

Oxford Summer Study Program

The Honors Program's mix of seminars, tutorials, and lectures fits the intimate educational environment of Marymount, pays tribute to the liberal arts tradition of Oxford and Cambridge, and prepares Marymount Honors students for graduate and professional school. To reinforce this and to provide a global perspective for Honors students, the program offers 10 tuition scholarships to students every summer for a six-week study tour at the University of Oxford. Students take 6 academic credits, 3 of which are with an Oxford faculty member in a Traditional or Advanced Tutorial. They also travel in sponsored trips to London, Stratford, Windsor, and other British sites as well as embark on independent travel throughout Europe. Some Marymount students choose to spend an entire semester abroad studying at Oxford or schools throughout Europe and Asia.

Contact the Honors Program director for further information.

THE INTERNSHIP

Undergraduate students who have advanced in their major are required to complete an internship during the junior or senior year. Students register for a 3- or 6-credit internship course within their major, and most are graded on a pass/fail basis. Students must be registered for the internship during the semester that the internship takes place, including summer. Students enrolled in a teaching licensure program fulfill the internship requirement through a 6-credit student-teaching experience during a fall or spring semester.

The internship is a structured work experience, supervised by a faculty mentor, that allows students to apply knowledge and skills learned in the classroom to a concrete situation that is new to the student. The internship experience 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 the responsibilities required of a profession; apply critical thinking, oral and written communication, and teamwork in an organizational setting; and network with professionals in their areas of interest. The Career and Internship Center, described on page 27, is available to assist students as they explore their career interests and locate potential internship sites. In addition, faculty designated as academic internship mentors within each of the majors at the University advise students about internships and serve as supervisors.

Waiver of the internship requirement may only be authorized by the dean of the student's School. If a waiver is obtained, 300/400-level research-based experiential coursework within the student's major will be substituted for the internship.

STUDY ABROAD

Marymount's Center for Global Education administers, supports, and coordinates all University programs taking place outside the U.S.

In today's international world, study abroad presents a meaningful component to 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 Education assists students from a variety of majors to pursue 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 Education.

Marymount's London Program is sponsored by the University and is offered in partnership with the Foundation for International Education. 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. Both the semester and summer programs offer students the option of enrolling in coursework alone or completing a London internship plus coursework. Students in these programs receive direct Marymount credit.

Those electing an option that includes an internship will have opportunities for experiential learning in the London offices of British, American, and multinational firms; British department stores; fashion and design studios; health centers; schools; and media outlets.

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.

The Center for Global Education also can assist students who seek alternative study abroad options to meet specific academic or professional goals as well. 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 Education. 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

Education. (This form does not need to be completed for students in the London Program or short-term Marymount-sponsored programs, as students in these programs receive direct Marymount credit.)

Full details about cost, the program's calendar, academic criteria, 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 can be found through the Center for Global Education and on the Study Abroad pages of the Marymount University website.

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, England.

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 of the University website also provide additional information about such programs.

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 that the student meets the University's requirements for transfer credit. (This does not apply to credits earned through the London Program or Marymount-sponsored short-term programs, as 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 semester credits from either a fall or spring semester abroad, or no more than a total of 30 semester credits for an academic year abroad, as 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 be counted toward the University's 36-credit minimum residency requirement.

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 page 33 for details on Continuous Registration.

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. Other members include American University, The Catholic University of America, Gallaudet University, George Mason University, Georgetown University, The George Washington University, Howard University, Trinity University, University of the District of Columbia, and University of Maryland at College Park.

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 further information about Consortium student registration requirements on page 34.

Enrollment procedures may be found under the FAQ section of the Registrar's Office Web page.

Military Science-Army ROTC Program

ROTC, in conjunction with Marymount University, prepares students for careers as United States Army officers focusing on all fields of military specialization. These areas include, but are not limited to, Nursing, Military Intelligence, Engineering, Infantry, and Military Police. Marymount's Army ROTC is taught at nearby George Mason University as a part of the consortium of local universities. Registration must be completed through Marymount's Registrar's Office. ROTC's purpose is to instill leadership techniques and principles. For more information regarding ROTC at Marymount, please contact Marymount University's Office of Admissions or visit www.gmu.edu.

THE ACADEMIC SUCCESS CENTER

Director: Dr. Robert M. Otten

Academic Counselors: Ms. Jameela Anderson, Ms. Stephanie Serven

The Academic Success Center (ASC) at Marymount University assists students in setting and achieving their academic goals. The Center offers academic advising to students who prefer the advantages of entering the University as an undeclared major. The Center also prepares students in the University Studies Program for admission to a degree program.

The Undeclared Major

Some students are uncertain of their choice of major and choose to enter the University as undeclared. For such students the Academic Success Center facilitates the process of choosing a major. Beginning studies as an undeclared major allows the student to take time for careful reflection in selecting a major that best suits his or her interests and abilities.

An undeclared student must choose a major by the end of his or her sophomore year because traditionally a student's junior and senior years are devoted to taking classes within the major. The ASC encourages undeclared students to begin narrowing down their potential majors following the conclusion of the freshman year.

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

Undeclared Major Option 1

This option should be chosen by students who are open to many possibilities or have no clear idea about how to choose a major. The focus will be on taking classes required for the Liberal Arts Core.

Year One – Fall

EN 101 Composition I (WR core course) *
Humanities (FNA, HI-1, LT-1) core course *
TRS 100 Theological Inquiry *
DSC 101 DISCOVER First-Year Seminar
Explore elective **

Year One – Spring

EN 102 Composition II (WR core course) *
PH 200 Introduction to Philosophy (PH-1 core course) *
Natural Science (NS) core course *
Introductory Social Science (SS-1 core course) *
Explore elective **

Undeclared Major Option 2

This should be chosen by students who are able to narrow down their choice of major to two or three possibilities. In addition to taking Liberal Arts Core requirements, these students will take introductory courses in several fields of interest.

Year One – Fall

EN 101 Composition I (WR core course) *
Humanities (FNA, HI-1, LT-1) core course *
TRS 100 Theological Inquiry *
DSC 101 DISCOVER First-Year Seminar
Explore elective **

Year One – Spring

EN 102 Composition II (WR core course) *
Humanities (FNA, HI-1, LT-1) core course *
PH 200 Introduction to Philosophy (PH-1) core course *
Introductory Social Science (SS-1 core course) *
Explore elective **

Undeclared Major Option 3

This should be chosen by 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. In addition to taking Liberal Arts Core requirements, these students will take introductory mathematics and science courses. This will give the student an opportunity to evaluate his or her aptitude in these disciplines.

Year One – Fall

EN 101 Composition I (WR core course) *
Mathematics (MT) core course *
Natural Science (NS) core course *
TRS 100 Theological Inquiry *
DSC 101 DISCOVER First-Year Seminar

Year One – Spring

EN 102 Composition II (WR core course) *
Mathematics or Natural Science course
PH 200 Introduction to Philosophy (PH-1) core course *
Introductory Social Science (SS-1 core course) *
Explore elective **

* Fulfills Liberal Arts Core/University requirements. See page 46.

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

University Studies Program Students

The University Studies Program prepares students who have not met regular University admission criteria and require intensive academic coaching in order to prepare for admittance in a degree program.

All University Studies students will be enrolled in a mandatory one-credit seminar course, SEM 095 Academic Success and Learning Strategies, emphasizing academic success strategies and critical thinking. The course is designed to improve basic skills, encourage self-reflection about academic strengths and interests, and help students become part of a supportive learning community.

In their first semester, University Studies students will take 13-15 credits in academic subjects required by the Liberal Arts Core. Completing the Liberal Arts Core is a requirement for every degree program in the University, thus the student will be fulfilling requirements regardless of the major he or she will ultimately choose. The student's schedule will be a balance of intellectual challenges that provide a firm foundation for subsequent academic success.

Declaring a Major

A student in the University Studies Program may request placement in a degree program after achieving the prescribed grade point average, demonstrating competency in foundation courses, and being recommended by the program director. To become part of a degree program, a University Studies student must achieve a minimum cumulative grade point average of 2.0 after two regular full-time semesters of coursework. Some programs have additional requirements for which applicants undergo review by a faculty admission committee. The dean of the School that offers the desired program must also approve the admission of the student. The student will be informed of these requirements during his or her meetings with the University Studies Program director as soon as he or she identifies a major of interest. The selection of a degree program will occur toward the conclusion of the student's first year.

The University Studies Program is designed to enable students to complete degree requirements within the standard time frame for any academic program. Some students, however, may take longer based on requirements in the major selected, successful completion of core courses, and the length of time spent with University Studies. Requirements in specific courses and sequencing of the program in which the student intends to enroll may also affect graduation dates. Consistent progress toward degree completion is the ultimate goal of the program.

Students may remain in the University Studies Program for a maximum of three semesters.

School of Arts and Sciences

Dean: Dr. George D. Cheatham, Jr.

The School of Arts and Sciences supports the University's objectives to provide a fundamental grounding in the liberal arts through programs of study in the fine and applied arts, the humanities, mathematics, and the natural sciences.

At the undergraduate level, degree programs are available in Art, Biology, Communication, English, Fashion Design, Fashion Merchandising, Graphic Design, History, Interior Design, Liberal Studies, Mathematics, Philosophy, Politics, and Theology and Religious Studies.

Undergraduate students seeking teaching licensure on the secondary level (grades 6-12) in Biology, English, History and 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. The program in Art Education leads to licensure to teach students in kindergarten through 12th grade. Licensure at the elementary level (grades PK-6) can be pursued through a major in Multidisciplinary Studies. Also, for those who wish to teach students with special needs in grades K-12, a bachelor's degree in Multidisciplinary Studies for Special Education, General Curriculum, is offered.

In addition, the School of Arts and Sciences offers the majority of courses that fulfill the Liberal Arts Core and University requirements.

At the graduate level, the School offers programs in Humanities, Interior Design, and Literature and Language. See the University's Graduate Catalog for additional details on all graduate programs.

ART

ART (B.A.)

Fine Arts courses are offered as electives for all students and as requirements for students majoring in Art, Fashion Design, Graphic Design, and Interior Design. The formal elements of observation and communication skills are introduced in basic courses of design and drawing. Painting, printmaking, and book arts classes advance unification skills through form, color, and composition problems. The curriculum goals are strengthened by additional courses in studio arts and art history.

The Art program provides an education in diverse media and focuses on studying, interpreting, creating, and evaluating art. The program capitalizes on Marymount faculty's expertise in design studies and fine arts.

Coursework begins with foundations in design and drawing. Students choose from painting; printmaking; drawing;

three-dimensional studies, such as jewelry, 3-D studio, and book art; and technology, such as desktop publishing, digital imaging, video, and Web design. Bolstered by rigor drawn from art history, the student creates a body of work at the senior level, which is evaluated by faculty and artists from the chosen field, and completes an internship in art agencies, galleries, or museums or in apprenticeships under professional artists.

Students in this major also have the option of choosing tracks in Art Management or Pre-Art Therapy.

The Art Management track educates students in the integrated application of art, marketing, and management theories to provide eligibility for employment in galleries, museums, and other arts organizations, as well as non-art venues requiring related skills.

The Pre-Art Therapy track educates students in the integrated application of art and psychology for entry-level positions in organizations that employ art therapists. The program also provides the foundation for advanced degree programs, which lead to career opportunities as a practicing art therapist.

Upon successful completion of the Art program, 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 contexts, and communicating their findings in written and visual form;
- integrate academic knowledge with work environment;
- demonstrate research in historical and/or contemporary art and the ability to analyze and/or communicate a message; and
- exhibit portfolio-quality work and effectively present one's work.

Students may earn a minor in Art History with a selection of survey and period courses. Students interested in expanding their study of art history should consult with a School of Arts and Sciences advisor about the interdisciplinary plan for Liberal Studies majors. Art history and studio arts courses are useful for students pursuing careers in graphic design, teaching, or museum and gallery work.

Students may earn a minor in Illustration with a selection of traditional and digital courses. This minor allows students to diversify their portfolio to pursue illustration commissions, employment, and graduate studies.

The study of art at Marymount is enhanced by easy access to Washington's many art galleries and museums. The broad collection of the National Gallery of Art is supplemented by the more specialized collections at the Corcoran and Freer Art

galleries, the Hirshhorn Museum, the National Portrait Gallery, the Phillips Collection, the Renwick Gallery, Dumbarton Oaks, the National Museum of African Art, the Arthur M. Sackler Gallery, and a host of smaller private galleries throughout the city and its suburbs.

Minimum Grade Requirement: A minimum grade of C is required in any Fine Arts course that counts toward the Art degree.

Degree Requirements

Liberal Arts Core and University Requirements: See page 46 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 a faculty advisor. Some courses also satisfy Liberal Arts Core and/or University requirements.

FA 103 Design I

FA 104 Design II

FA 105 Drawing I

FA 106 Drawing II or FA 309 Figure Drawing

FA 201 History of Art I

FA 202 History of Art II

FA 400 Internship

FA 422 Senior Project

FA 427 Portfolio

Nine (9) credits in 2-D electives, choosing from the following: FA 106 Drawing II, FA 110 Crosscultural Visual Thinking, FA 211 Printmaking I, FA 213 Painting I, FA 214 Painting II, FA 307 Printmaking II, FA 309 Figure Drawing, FA 360 Book Illustration

Nine (9) credits in 3-D electives, choosing from the following: FA 251 Jewelry Design; FA 253 Handmade Books: Art, Design, and Construction; FA 350 Three-Dimensional Design; FA 353 Handmade Books II

Six (6) credits in upper-level Art History electives

GD 101 Software Lab I: Photoshop

GD 102 Software Lab II: Illustrator

GD 200 Desktop Publishing, GD 203 Photography: Digital Imaging, GD 205 Video Production I, or GD 308 Web Design

All majors have the option of completing their coursework in a track as follows. Those who do not choose a track will complete their studies with elective coursework.

Art Management track

ACT 201 Principles of Accounting I

FA 426 Art Management

MGT 123 The Business Experience

MGT 304 Organizational Management

MKT 301 Principles of Marketing

MKT 319 Advertising and Integrated Marketing Communication

Pre-Art Therapy track

FA 213 Painting I

FA 425 Art Therapy

PSY 101 General Psychology

PSY 210 Human Growth and Development

PSY 230 Abnormal Psychology

PSY 240 Personality Theories

PSY 330 Counseling Theories and Process or PSY 333 Abnormal Child and Adolescent Psychology

Clay-based studio art class



Sample Degree Plan – Art

Please note that this is a sample plan and all students should consult with an advisor in making course selections. This plan will differ for students who plan to pursue the Art Management track or Pre-Art Therapy track.

Year One – Fall

FA 103 Design I §
 FA 105 Drawing I §
 EN 101 Composition I (WR core course) *
 Mathematics (MT) core course *
 DSC 101 DISCOVER First-Year Seminar

Year One – Spring

FA 104 Design II §
 2-D elective § **
 EN 102 Composition II (WR core course) *
 Natural Science (NS) core course *
 TRS 100 Theological Inquiry (TRS-1 core course) *

Year Two – Fall

FA 201 History of Art I (FNA core course) § *
 GD 101 Software Lab I: Photoshop §
 2-D elective § **
 Introductory History (HI-1) core course *
 PH 200 Introduction to Philosophy (PH-1 core course) *
 Introductory Social Science (SS-1) core course *

Year Two – Spring

FA 202 History of Art §
 GD 102 Software Lab: Illustrator §
 2-D elective § **
 3-D elective § **
 Introductory Literature (LT-1) core course *
 Introductory Social Science (SS-1) core course *

Year Three – Fall

Art History 300/400-level elective §
 GD 200 Desktop Publishing, GD 203 Photography: Digital Imaging, GD 205 Video Production I, or GD 308 Web Design §
 3-D elective § **
 Philosophical Ethics (PH-E) or Advanced Philosophy (PH-2) core course *
 Elective

Year Three – Spring

FA 106 Drawing II or FA 309 Figure Drawing §
 3-D elective § **
 Advanced History (HI-2) or Advanced Literature (LT-2) core course*
 Advanced Social Science (SS-2) core course*
 Elective

Year Four – Fall

Art History 300/400-level course §
 FA 422 Senior Project § *
 Introductory Social Science (SS-1) or Natural Science (NS) core course *
 Two (2) electives

Year Four – Spring

FA 400 Internship § *
 FA 427 Portfolio §
 Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course *
 Two (2) electives

§ Requirement for the major

* Fulfills Liberal Arts Core/University requirements. See page 46.

** See Major Requirements for course selections

NOTE: Three (3) courses taken after Year One must be designated Writing-Intensive (WI) and 3 as Inquiry Learning (INQ). One course designated in each of the following must also be taken: Global Perspective (GP), Ethics Across the Curriculum (ETH), and Experiential Learning (EXP). See page 46 and Course Descriptions.

ART EDUCATION (B.A. IN ART)

This program of study allows students to complete a baccalaureate degree in Art and also be licensed to teach art, levels K-12, 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 Education section (page 128) 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 Art advisor, students should see an Education advisor in the School of Education and Human Services for further information.

Degree Requirements

Liberal Arts Core and University Requirements: See page 46 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 a faculty 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 250 Introduction to Teaching and Learning

ED 327S Curriculum Design

ED 337 Reading in the Content Areas

ED 452 Managing the Classroom

ED 460 Student Teaching

FA 103 Design I

FA 104 Design II

FA 105 Drawing I

FA 106 Drawing II or FA 309 Figure Drawing

FA 201 History of Art I

FA 202 History of Art II

FA 385 Approaches to Teaching Art

FA 422 Senior Project

FA 427 Portfolio

Nine (9) credits in 2-D electives, choosing from the following: FA 106 Drawing II, FA 110 Crosscultural Visual Thinking, FA 211 Printmaking I, FA 213 Painting I, FA 214 Painting II, FA 307 Printmaking II, FA 309 Figure Drawing, FA 360 Book Illustration

Nine (9) credits in 3-D electives, choosing from the following: FA 251 Jewelry Design; FA 253 Handmade Books: Art, Design, and Construction; FA 350 Three-Dimensional Design; FA 353 Handmade Books II

Six (6) credits in upper-level Art History electives

GD 101 Software Lab I: Photoshop

GD 102 Software Lab II: Illustrator

GD 200 Desktop Publishing, GD 203 Photography: Digital Imaging, GD 205 Video Production I, or GD 308 Web Design

PSY 210 Human Growth and Development

PSY 341 Psychology of Individuals with Disabilities

ART HISTORY (MINOR)

Minor Requirements

FA 201-202 History of Art I and II

15 additional credits in Art History courses

Students planning a minor in Art History or students required by their major to study period courses should complete FA 201-202 History of Art I and II before other Art History courses.

ILLUSTRATION (MINOR)

Minor Requirements

FA 105 Drawing I

FA 106 Drawing II

FA 309 Figure Drawing

FA 360 Book Illustration

GD 202 Illustration I

Six (6) additional credits, choosing from the following: FA 211 Printmaking I, FA 213 Painting I, FA 214 Painting II, FA 307 Printmaking II, FA 421 Project, GD 302 Illustration II, GD 421 Project

STUDIO ART (MINOR)

Minor Requirements

FA 103-104 Design I and II

15 additional credits from FA 105-106 Drawing I and II; FA 110 Cross-cultural Visual Thinking; FA 211/FA 307 Printmaking I and II; FA 213, FA 214, FA 313, FA 413 Painting I-IV; FA 251 Jewelry Design; FA 253 Handmade Books: Art, Design, and Construction; FA 309 Figure Drawing; FA 350 Three-Dimensional Design; FA 353 Handmade Books II; FA 360 Book Illustration in Mixed Media; FA 422 Senior Project

Sample Degree Plan – Art Education

Please note that this is a sample plan and all students should consult with an advisor in making course selections.

Year One – Fall

FA 103 Design I §
 FA 105 Drawing I §
 EN 101 Composition I (WR core course) *
 Mathematics (MT) core course *
 DSC 101 DISCOVER First-Year Seminar

Year One – Spring

FA 104 Drawing II §
 2-D elective § **
 EN 102 Composition II (WR core course) *
 Natural Science (NS) core course *
 TRS 100 Theological Inquiry (TRS-1 core course) *

Year Two – Fall

FA 201 History of Art I (FNA core course) § *
 GD 101 Software Lab I: Photoshop §
 2-D elective § **
 PSY 210 Human Growth and Development
 (SS-1 core course) § *
 Introductory History (HI-1) core course § *
 PH 200 Introduction to Philosophy (PH-1 core course) *

Year Two – Spring

ED 250 Introduction to Teaching and Learning §
 FA 202 History of Art §
 GD 102 Software Lab II: Illustrator §
 2-D elective § **
 3-D elective § **
 Introductory Social Science (SS-1) core course (Economics,
 Politics, Sociology) *

Year Three – Fall

ED 327S Curriculum Design §
 GD 200 Desktop Publishing, GD 203 Photography: Digital
 Imaging, GD 205 Video Production I, or GD 308 Web Design §
 PSY 341 Psychology of Individuals with Disabilities (SS-2
 core course) § *
 3-D elective § **
 Introductory Literature (LT-1) core course *

Year Three – Spring

ED 337 Reading in the Content Area §
 FA 106 Drawing II or FA 309 Figure Drawing §
 Art History 300/400-level elective §
 3-D elective § **
 Philosophical Ethics (PH-E) or Advanced Philosophy (PH-2)
 core course*

Year Four – Fall

Art History 300/400-level course §
 FA 385 Approaches to Teaching Art §
 FA 422 Senior Project §
 Introductory Social Science (SS-1) or Natural Science (NS) cor
 course *
 Advanced Theology/Religious Studies (TRS-2) or Theological
 Ethics (TRS-E) core course*

Year Four – Spring

ED 452 Managing the Classroom §
 ED 460 Student Teaching §
 FA 427 Portfolio §
 Advanced History (HI-2) or Advanced Literature (LT-2) core
 course *

§ Requirement for the major and/or teaching licensure

* Fulfills Liberal Arts Core/University requirements. See page 46.

** See Major Requirements for course selections

NOTE: Three (3) courses taken after Year One must be designated Writing-Intensive (WI) and 3 as Inquiry Learning (INQ). One course designated in each of the following must also be taken: Global Perspective (GP), Ethics Across the Curriculum (ETH), and Experiential Learning (EXP). See page 46 and Course Descriptions.

BIOLOGY AND PHYSICAL SCIENCES

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

- propose and develop a research thesis topic and interpret primary research;
- in a professional setting, demonstrate the ability to apply knowledge gained from the major; and
- demonstrate a breadth of content knowledge in the field of biology.

Students in this major will choose a track in General Biology, Molecular and Cellular Biology, or Pre-Med.

Students in the Pre-Med track have additional specific requirements, which follow. These students will be assisted with MCAT preparation in their junior and/or senior year, if they choose. 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 choose the Molecular and Cellular Biology track and supplement the track with four additional courses, as noted under that track.

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 Biology and Physical Sciences department chair.

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 freshmen 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: 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 the 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/her application to medical school for one year.

Pre-Med Minimum Grade Requirements: Students will earn the Pre-Med designation if they have and maintain a cumulative Marymount University GPA of 3.5 or higher.



Biology Degree Requirements

Liberal Arts Core and University Requirements: See page 46 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 a faculty advisor. Some courses also satisfy Liberal Arts Core and/or University requirements.

BIO 151 General Biology I

BIO 152 General Biology II

BIO 260 Microbiology

BIO 262 Genetics

BIO 300 Writing for Science

BIO 400 Internship

BIO 410 Senior Seminar

CHM 151 Principles of Chemistry I

CHM 152 Principles of Chemistry II

CHM 221 Organic Chemistry I

CHM 222 Organic Chemistry II

MA 171 Calculus with Precalculus A and MA 172 Calculus with Precalculus B or MA 181 Calculus I

PHYS 171 Physics I

PHYS 172 Physics II

All majors also complete coursework in a chosen track as follows:

General Biology track

BIO 368 Advanced Laboratory Research Methods

At least seven (7) credits from Area I courses and both Area II courses

Area I: BIO 224 Endocrinology, BIO 272 Parasitology, BIO 327 Marine Biology and Tropical Ecology, BIO 363 Cellular Biology, BIO 441 Biochemistry, BIO 444 Immunology, BIO 446 Virology, BIO 449 Advanced Molecular Biology

Area II: BIO 250 General Botany, BIO 312 Physiological Ecology

Molecular and Cellular Biology track

BIO 363 Cellular Biology

BIO 368 Advanced Laboratory Research Methods

Choose 10 credits from the following: BIO 224 Endocrinology,

BIO 272 Parasitology, BIO 327 Marine Biology and Tropical

Ecology, BIO 441 Biochemistry, BIO 444 Immunology, BIO 446

Virology, BIO 449 Advanced Molecular Biology

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 162 Anatomy and Physiology II

MA 132 Statistical Analysis

PSY 210 Human Growth and Development

Pre-Med track

BIO 363 Cellular Biology

BIO 368 Advanced Laboratory Research Methods

BIO 441 Biochemistry

MA 182 Calculus II

Seven (7) credits, choosing from the following: BIO 224

Endocrinology, BIO 272 Parasitology, BIO 327 Marine Biology and Tropical Ecology, BIO 444 Immunology, BIO 446 Virology, BIO 449 Advanced Molecular Biology

BIOLOGY (MINOR)

Minor Requirements

BIO 151-152 General Biology I and II

16 additional credits in BIO courses numbered above 200

PHYSICAL SCIENCE (MINOR)

Minor Requirements

BIO 151-152 General Biology I and II

CHM 151-152 Principles of Chemistry I and II or PHYS 171-172 General Physics I and II

12 additional credits from BIO or CHM courses numbered above 200

Sample Degree Plan – Biology

Please note that this is a sample plan and all students should consult with an advisor in making course selections. This plan will differ for students who plan to pursue the Pre-Med track.

Year One – Fall

BIO 151 General Biology I (NS core course) § *

MA 181 Calculus I (MT core course) § *

EN 101 Composition I (WR core course) *

DSC 101 DISCOVER First-Year Seminar

Year One – Spring

BIO 152 General Biology II §

EN 102 Composition II (WR core course) *

Introductory History (HI-1) core course *

Introductory Social Science (SS-1) core course *

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

Year Two – Fall

BIO 260 Microbiology §

BIO 300 Writing for Science §

CHM 151 Principles of Chemistry I (NS core course) § *

Introductory Literature (LT-1) core course *

Introductory Social Science (SS-1) core course *

Year Two – Spring

BIO 262 Genetics §

CHM 152 Principles of Chemistry II §

Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course *

PH 200 Introduction to Philosophy (PH-1 core course) *

Year Three – Fall

BIO 363 Cellular Biology §

BIO 368 Advanced Laboratory Research Methods §

CHM 221 Organic Chemistry I §

Philosophical Ethics (PH-E) or Advanced Philosophy (PH-2) core course *

Advanced Social Science (SS-2) core course *

Year Three – Spring

Two (2) Biology track courses § **

CHM 222 Organic Chemistry II §

Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course*

Elective

Year Four – Fall

Biology track course § **

BIO 400 Internship §

BIO 410 Senior Seminar §

PHYS 171 General Physics I §

Year Four – Spring

Biology track course § **

PHYS 172 General Physics II §

Fine Arts (FNA), Advanced History (HI-2) or Advanced Literature (LT-2) core course *

Elective

§ Requirement for the major

* Fulfills Liberal Arts Core/University requirements. See page 46.

** See Major Requirements for course selections

NOTE: Three (3) courses taken after Year One must be designated Writing-Intensive (WI) and 3 as Inquiry Learning (INQ). One course designated in each of the following must also be taken: Global Perspective (GP), Ethics Across the Curriculum (ETH), and Experiential Learning (EXP). See page 46 and Course Descriptions.

BIOLOGY WITH SECONDARY-LEVEL 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 Education section (page 128) 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 a Biology advisor, students should see an Education advisor in the School of Education and Human Services for further assistance in degree planning.

Degree Requirements

Liberal Arts Core and University Requirements: See page 46 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 a faculty 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 152 General Biology II
 BIO 260 Microbiology
 BIO 262 Genetics
 BIO 300 Writing for Science
 BIO 385 Approaches to Teaching Secondary Biology
 BIO 410 Senior Seminar
 CHM 151 Principles of Chemistry I
 CHM 152 Principles of Chemistry II
 CHM 221 Organic Chemistry I
 CHM 222 Organic Chemistry II
 ED 250 Introduction to Teaching and Learning
 ED 327S Curriculum Design: Secondary Education
 ED 337 Reading in the Content Areas
 ED 452 Managing the Classroom
 ED 460S Student Teaching: Secondary Level
 GEOL 102 Principles of Geology



MA 171 Calculus with Precalculus A and MA 172 Calculus with Precalculus B or MA 181 Calculus I

PHYS 171 Physics I

PHYS 172 Physics II

PSY 210 Human Growth and Development

PSY 341 Psychology of Individuals with Disabilities

All majors seeking teaching licensure will complete their studies with coursework in a chosen track as follows:

General Biology track

BIO 368 Advanced Laboratory Research Methods

At least seven (7) credits from Area I courses and both Area II courses

Area I: BIO 224 Endocrinology, BIO 272 Parasitology, BIO 327 Marine Biology and Tropical Ecology, BIO 363 Cellular Biology, BIO 441 Biochemistry, BIO 444 Immunology, BIO 446 Animal Virology, BIO 449 Advanced Molecular Biology

Area II: BIO 250 General Botany, BIO 312 Physiological Ecology

Molecular and Cellular Biology track

BIO 363 Cellular Biology

BIO 368 Advanced Laboratory Research Methods

Choose 10 credits from the following: BIO 224 Endocrinology, BIO 272 Parasitology, BIO 327 Marine Biology and Tropical Ecology, BIO 441 Biochemistry, BIO 444 Immunology, BIO 446 Animal Virology, BIO 449 Advanced Molecular Biology

Sample Degree Plan – Biology with Secondary-Level Teaching Licensure

Please note that this is a sample plan and all students should consult with an advisor in making course selections. This sample plan is based on the Molecular and Cellular Biology track and will differ for students in other tracks.

Year One – Fall

BIO 151 General Biology I (NS core course) §
 MA 181 Calculus I (MT core course) § *
 EN 101 Composition I (WR core course)*
 Introductory Social Science (SS-1) core course *
 DSC 101 DISCOVER First-Year Seminar

Year One – Spring

BIO 152 General Biology II §
 EN 102 Composition II (WR core course) *
 Introductory History (HI-1) core course*
 PSY 210 Human Growth and Development (SS-1 core course) § *
 TRS 100 Theological Inquiry (TRS-1 core course) *

Year Two – Fall

BIO 260 Microbiology §
 BIO 300 Writing for Science §
 CHM 151 Principles of Chemistry I §
 PH 200 Introduction to Philosophy (PH-1 core course) *
 Introductory Literature (LT-1) core course *

Year Two – Spring

BIO 262 Genetics §
 CHM 152 Principles of Chemistry II §
 ED 250 Introduction to Teaching and Learning §
 GEOL 102 Principles of Geology §
 Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course *

Year Three – Fall

BIO 363 Cellular Biology §
 BIO 368 Advanced Laboratory Research Methods §
 CHM 221 Organic Chemistry §
 ED 327S Curriculum Design: Secondary Education §
 Philosophical Ethics (PH-E) or Advanced Philosophy (PH-2) core course *

Year Three – Spring

BIO 446 Animal Virology §
 CHM 222 Organic Chemistry §
 ED 337 Reading in the Content Areas §
 PSY 341 Psychology of Individuals with Disabilities (SS-2 core course) § *
 Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course*

Year Four – Fall

BIO 385 Approaches to Teaching Secondary Biology §
 BIO 410 Senior Seminar §
 BIO 441 Biochemistry §
 PHYS 171 General Physics I §
 Fine Arts (FNA), Advanced History (HI-2) or Advanced Literature (LT-2) core course*

Year Four – Spring

BIO 449 Advanced Molecular Biology §
 ED 460S Student Teaching §
 ED 452 Managing the Classroom §
 PHYS 172 General Physics II §

§ Requirement for the major and/or teaching licensure

*Fulfills Liberal Arts Core/University requirements. See page 46.

NOTE: Three (3) courses taken after Year One must be designated Writing-Intensive (WI) and 3 as Inquiry Learning (INQ). One course designated in each of the following must also be taken: Global Perspective (GP), Ethics Across the Curriculum (ETH), and Experiential Learning (EXP). See page 46 and Course Descriptions.

COMMUNICATION

COMMUNICATION (B.A.)

The Communication major is designed for students seeking a strong focus on writing, speaking, and selected media skills. Students will choose an emphasis in public/corporate communication, journalism/broadcasting, speech communication, or visual/media communication. Graduates are prepared for entry-level positions in broadcasting, publications, public relations, and other media. The major provides excellent preparation for graduate study in communication, law, and journalism.

Upon successful completion of this program, students will be able to

- demonstrate the effective use of research skills and gathering data from diverse sources;
- demonstrate theoretical knowledge in the communications field based on established theoretical traditions of schools of thought;
- demonstrate oral and written communication skills; an understanding of diverse audiences; and an ability to articulate ideas, feelings, and attitudes to a target audience; and
- demonstrate competency in using computer technologies and various software programs.

Minimum Grade Requirements: Students majoring or minoring in Communication must achieve a minimum grade of C in four foundation courses: COM 100 Media Communication, COM 101 Public Speaking, COM 206 Introduction to Public Relations, and COM 209 Introduction to Journalism. The minimum grade in a foundation course must be achieved prior to enrolling in a higher-level course for which that foundation course serves as a prerequisite.

Program Planning: Students should check the Course Descriptions at the back of this catalog to learn about necessary prerequisite coursework.

Program Recommendation: It is recommended that Communication majors purchase a personal computer and software designated by the major.

Degree Requirements

Liberal Arts Core and University Requirements: See page 46 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 a faculty advisor. Some courses also satisfy Liberal Arts Core and/or University requirements.

COM 100 Media Communications

COM 101 Public Speaking

COM 206 Introduction to Public Relations

COM 209 Introduction to Journalism

COM 400 Internship

COM 425 Senior Seminar

All majors have the option of completing their coursework in an emphasis area as follows. Those who do not choose an emphasis will complete their studies with elective coursework.

Journalism/Broadcasting emphasis

COM 200 Desktop Publishing

COM 305 Journalism II

COM 307 Broadcast Delivery

COM 315 Writing for the New Media

COM 316 Broadcast Journalism or COM 317 Editing and the Editorial Process

COM 403 Principles of Communication Law

Public/Corporate Communication emphasis

COM 220 Intercultural Communication

COM 302 Public Relations Techniques

COM 310 Presentational Communication

COM 401 Public Relations Case Studies

COM 402 Organizational Communication

COM 403 Principles of Communication Law

Speech Communication emphasis

COM 204 Oral Interpretation

COM 211 Principles of Language

COM 212 Introduction to the Technique of Acting

COM 220 Intercultural Communication

COM 307 Broadcast Delivery

COM 310 Presentational Communication

Visual/Media Communication emphasis

COM 200 Desktop Publishing
 COM 203 Photography: Digital Imaging
 COM 205 Video Production I
 COM 304 Video Production II
 COM 308 Web Design
 COM 403 Principles of Communication Law
 COM 404 Performance Media Lab

COMMUNICATION (MINOR)**Minor Requirements**

COM 100 Media Communication
 COM 101 Public Speaking
 COM 206 Introduction to Public Relations
 COM 209 Introduction to Journalism
 Nine (9) additional credits in Communication courses

Sample Degree Plan – Communication

Please note that this is a sample plan and all students should consult with an advisor in making course selections.

Year One – Fall

COM 100 Media Communications §
 EN 101 Composition I (WR core course) *
 Mathematics (MT) core course *
 Introductory Social Science (SS-1) core course *
 DSC 101 DISCOVER First-Year Seminar

Year One – Spring

COM 101 Public Speaking §
 EN 102 Composition II (WR core course) *
 Introductory History (HI-1) core course *
 Natural Science (NS) core course *
 TRS 100 Theological Inquiry (TRS-1 core course) *

Year Two – Fall

COM 206 Introduction to Public Relations §
 Communication Emphasis course § **
 Introductory Literature (LT-1) core course *
 PH 200 Introduction to Philosophy (PH-1 core course) *
 Introductory Social Science (SS-1) core course *

Year Two – Spring

COM 209 Introduction to Journalism II §
 Communication Emphasis course § **
 Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course *
 Philosophical Ethics (PH-E) or Advanced Philosophy (PH-2) core course *
 Elective

Year Three – Fall

Two (2) Communication Emphasis courses § **
 PSY 341 Psychology of Individuals with Disabilities (SS-2 core course) *
 Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course*
 Elective

Year Three – Spring

Two (2) Communication Emphasis courses § **
 Three (3) electives

Year Four – Fall

COM 400 Internship §
 Two (2) Communication Emphasis courses § ** or electives
 Introductory Social Science (SS-1) or Natural Science (NS) core course *

Year Four – Spring

COM 425 Senior Seminar §
 Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course *
 Three (3) electives

§ Requirement for the major

* Fulfills Liberal Arts Core/University requirements. See page 46.

** See Major Requirements for course selections

NOTE: Three (3) courses taken after Year One must be designated Writing-Intensive (WI) and 3 as Inquiry Learning (INQ). One course designated in each of the following must also be taken: Global Perspective (GP), Ethics Across the Curriculum (ETH), and Experiential Learning (EXP). See page 46 and Course Descriptions.

ENGLISH

ENGLISH (B.A.)

The English major and minor provide preparation for entry into graduate study, professional schools, and a wide variety of career fields. English majors have the option of choosing a track in Dramatic Arts, Literature, 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 Media and Performance Studies, Gender and Society, Politics, and Psychology, students can prepare themselves to apply their skills in the professional world. The English major, meanwhile, is a lifelong resource in providing 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 establish a connection with the audience.

Residency Requirements: Students transferring from other institutions must complete at least 21 credits in English at Marymount University. Those credits should include EN 200 Elements of Literary Study, EN 290 Literary Theory and Practice, EN 301 The Writing Process: Theory and Practice or EN 308 Style and Revision, EN 424 Senior Seminar, and 6 additional credits at the 300-level or above.

Degree Requirements

Liberal Arts Core and University Requirements: See page 46 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 a faculty advisor. Some courses also satisfy Liberal Arts Core and/or University requirements.

EN 200 Elements of Literary Study

EN 290 Literary Theory and Practice

EN 400 Internship or COM 400 Internship

EN 424 Senior Seminar

All majors also complete coursework in a chosen track as follows:

Dramatic Arts track

COM 204 Oral Interpretation

EN 201 World Literature: The Ancient World

EN 202 World Literature: The Middle Ages

Six (6) credits, choosing from the following: EN 203 World Literature: Renaissance through Enlightenment, EN 204 World Literature: Romanticism through Post-Modernism, EN 205 American Literature I, EN 206 American Literature II

EN 207 Theater History

EN 212 Introduction to the Techniques of Acting

EN 270 Approaches to Creative Writing, EN 301 The Writing Process: Theory and Practice, or EN 305 Topics in Creative Writing

EN 321 Modern Drama

EN 355 Shakespeare: Tragedies and Histories

EN 356 Shakespeare: Comedies

EN 490 Major Authors or EN 562 Shakespeare: Text and Performance (See University's Graduate Catalog for course description)

Nine (9) credits in Literature electives numbered EN 322 or above

Literature track

EN 201 World Literature: The Ancient World

EN 202 World Literature: The Middle Ages

EN 203 World Literature: Renaissance through Enlightenment

EN 205 American Literature I or EN 206 American Literature II

EN 301 The Writing Process: Theory and Practice

EN 490 Major Authors

Three (3) credits in electives numbered EN 204 or above

15 credits in electives numbered EN 321 or above

Writing track

EN 201 World Literature: The Ancient World or EN 202 World Literature: The Middle Ages

EN 203 World Literature: Renaissance through Enlightenment or
EN 204 World Literature: Romanticism through Post-Modernism

EN 205 American Literature I or EN 206 American Literature II

EN 211 Principles of Language

EN 301 The Writing Process: Theory and Practice

EN 308 Style and Revision

Six (6) credits in electives numbered EN 321 or above

12 credits in English and/or Communication writing course
electives

Six (6) credits in support skills electives in digital publishing

**ENGLISH (MINOR)****Minor Requirements**

EN 200 Elements of Literary Study

EN 290 Literary Theory and Practice

Six (6) credits from EN 201-204 World Literature

Nine (9) credits in additional English courses (excluding EN 101 and EN 102, but including 6 credits from EN courses numbered 321 or above)

Sample Degree Plan – English

Please note that this is a sample plan and all students should 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 (WR core course) *
 HI 203 European History I or HI 204 European History II
 (HI-1 core course) *
 Mathematics (MT) core course *
 Introductory Social Science (SS-1) core course *
 DSC 101 DISCOVER First-Year Seminar

Year One – Spring

EN 200 Elements of Literary Style §
 EN 102 Composition II (WR core course) *
 FA 201 History of Art I or FA 202 History of Art II (FNA core course) *
 Natural Science (NS) core course *
 TRS 100 Theological Inquiry (TRS-1 core course) *

Year Two – Fall

EN 201 World Literature: The Ancient World
 (LT-1 core course) § *
 EN 203 World Literature: Renaissance
 through Enlightenment §
 PH 200 Introduction to Philosophy (PH-1 core course) *
 Introductory Social Science (SS-1) core course*
 Elective

Year Two – Spring

EN 202 World Literature: The Middle Ages §
 EN 205 American Literature I § or
 EN 206 American Literature II §
 EN 290 Literary Theory and Practice §
 Two (2) electives

Year Three – Fall

EN 301 The Writing Process §
 Major elective (Advanced Literature LT-2 core course) § *
 Major elective §
 Advanced Social Science (SS-2) core course *
 Advanced Theology/Religious Studies (TRS-2) or Theological
 Ethics (TRS-E) core course*

Year Three – Spring

Two (2) Major electives §
 Introductory Social Science (SS-1) or Natural Science (NS)
 core course *
 Advanced Philosophy (PH-2) core course or Philosophical
 Ethics (PH-E) *
 Elective

Year Four – Fall

EN 424 Senior Seminar §
 EN 490 Major Authors §
 Two (2) Major electives §
 Elective

Year Four – Spring

EN 400 Internship §
 Three (3) electives

§ Requirement for the major. Consult an advisor about scheduling of course requirements for tracks: Dramatic Arts, Literature, Writing.

* Fulfills Liberal Arts Core/University requirements. See page 46.

NOTE: Three (3) courses taken after Year One must be designated Writing-Intensive (WI) and 3 as Inquiry Learning (INQ). One course designated in each of the following must also be taken: Global Perspective (GP), Ethics Across the Curriculum (ETH), and Experiential Learning (EXP). See page 46 and Course Descriptions.

ENGLISH WITH SECONDARY-LEVEL 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 Education section (page 128) 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 advisor in the English program, students should see an Education advisor in the School of Education and Human Services for further assistance in degree planning.

Degree Requirements

Liberal Arts Core and University Requirements: See page 46 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 a faculty 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.

COM 204 Oral Interpretation

ED 250 Introduction to Teaching and Learning

ED 327S Curriculum Design: Secondary Education

ED 337 Reading in the Content Areas

ED 452 Managing the Classroom

ED 460S Student Teaching: Secondary Level

EN 200 Elements of Literary Study

EN 201 World Literature: The Ancient World

EN 202 World Literature: The Middle Ages

EN 203 World Literature: Renaissance through Enlightenment

EN 205 American Literature I or EN 206 American Literature II

EN 211 Principles of Language

EN 290 Literary Theory and Practice

EN 301 The Writing Process: Theory and Practice

EN 385 Approaches to Teaching Secondary English

EN 424 Senior Seminar

EN 490 Major Authors

EN 554 Applied Grammar: Syntactic Structures (See University's Graduate Catalog for course description)

12 credits in English electives numbered EN 321 or above

PSY 210 Human Growth and Development

PSY 341 Psychology of Individuals with Disabilities

Sample Degree Plan – English with Secondary-Level Teaching Licensure

Please note that this is a sample plan and all students should consult with an advisor in making course selections.

Year One – Fall

EN 101 Composition I (WR core course) *
 HI 203 European History I or HI 204 European History II
 (HI-1 core course) *
 Mathematics (MT) core course *
 Introductory Social Science (SS-1) core course (Economics,
 Politics, Sociology) *
 DSC 101 DISCOVER First-Year Seminar

Year One – Spring

COM 204 Oral Interpretation §
 EN 200 Elements of Literary Style §
 EN 102 Composition II (WR core course) *
 Natural Science (NS) core course *
 TRS 100 Theological Inquiry (TRS-1 core course) *

Year Two – Fall

EN 201 World Literature: The Ancient World §
 EN 203 World Literature: Renaissance
 through Enlightenment (LT-1 core course) § *
 EN 211 Principles of Language §
 PH 200 Introduction to Philosophy (PH-1 core course) *
 PSY 210 Human Growth and Development (SS-1 core course) § *

Year Two – Spring

ED 250 Introduction to Teaching and Learning §
 EN 202 World Literature: The Middle Ages §
 EN 205 American Literature I § or
 EN 206 American Literature II §
 EN 290 Literary Theory and Practice §
 Major elective §

Year Three – Fall

EN 301 The Writing Process §
 English 300-level elective (LT-2 core course) § *
 ED 327S Curriculum Design: Secondary Education §
 Major elective §
 Advanced Theology/Religious Studies (TRS-2) or Theological
 Ethics (TRS-E) core course*

Year Three – Spring

ED 337 Reading in the Content Areas §
 EN 385 Approaches to Secondary Teaching §
 Fine Arts (FNA) or Advanced History (HI-2) core course *
 Advanced Philosophy (PH-2) core course or Philosophical
 Ethics (PH-E) *
 Introductory Social Science (SS-1) or Natural Science (NS)
 core course *

Year Four – Fall

EN 424 Senior Seminar §
 EN 554 Applied Grammar §
 PSY 341 Psychology of Individuals with Disabilities (SS-2
 core course) § *
 Major elective §
 Elective

Year Four – Spring

ED 452 Managing the Classroom §
 ED 460S Student Teaching §
 EN 490 Major Authors §
 Major elective §

§ Requirement for the major and/or teaching licensure

* Fulfills Liberal Arts Core/University requirements. See page 46.

NOTE: Three (3) courses taken after Year One must be designated Writing-Intensive (WI) and 3 as Inquiry Learning (INQ). One course designated in each of the following must also be taken: Global Perspective (GP), Ethics Across the Curriculum (ETH), and Experiential Learning (EXP). See page 46 and Course Descriptions.

FASHION

FASHION DESIGN (B.A.)

The Fashion Design major prepares students for positions in the fashion industry related to the roles of an assistant designer.

Students in Fashion Design participate in an annual juried fashion show featuring garments they have designed and constructed. An opportunity to cultivate professional skills can be developed through participation in the Marymount Fashion Club and through affiliations with the Baltimore-Washington, DC, Fashion Group International, Inc.

Students are prepared to work for apparel manufacturers or in departments of product development. Advanced students produce a line of fashions and a portfolio, and all senior students are expected to complete an off-campus internship with a cooperating employer. The program culminates in a noted designer's professional evaluation of the student's original designs.

Upon successful completion of this program, students will be able to

- create garments worthy of acceptance to Marymount's prestigious fashion show that are of appropriate quality, function, and aesthetics;
- design an aesthetically pleasing and functional line of apparel that is appropriate for a target market and visually expressed in a portfolio for entry into the industry;
- make technical drawings of apparel (flats and specs), fashion illustrations, and fashion presentations; and
- demonstrate competency in design research and its application to design problems.

Course Enrollment Policy: Applied Arts courses are open only to declared majors and minors in the Fashion Design or Fashion Merchandising program.

Minimum Grade Requirements: A minimum grade of C is required in any course within the Fashion Design major that serves as a prerequisite for a higher-numbered course.

Degree Requirements

Liberal Arts Core and University Requirements: See page 46 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 a faculty advisor. Some courses also satisfy Liberal Arts Core and/or University requirements.

- AA 151 Textiles
- AA 250 Clothing Construction
- AA 265 Fashion Illustration I
- AA 270 Clothing Analysis
- AA 272 Textile Design I
- AA 274 Fashion Industry and Its Promotion
- AA 350 Apparel Design I
- AA 361 Survey of Fashion
- AA 365 Fashion Illustration II
- AA 370 Tailored Garment Structures
- AA 385 Apparel Design II
- AA 395 Digital Presentation for Fashion
- AA 400 Internship
- AA 407 Product Development
- AA 415 Apparel Design III
- AA 418 Advanced Problems in Fashion Design I
- AA 420 Advanced Problems in Fashion Design II
- AA 423 Senior Fashion Design Portfolio
- FA 103 Design I
- FA 104 Design II
- FA 105 Drawing I

FASHION DESIGN (MINOR)

Course Enrollment Policy: Applied Arts courses are open only to declared majors and minors in the Fashion Design or Fashion Merchandising program.

Minor Requirements

- 21 credits from the following: AA 250 Clothing Construction, AA 265 Fashion Illustration I, AA 270 Clothing Analysis, AA 272 Textile Design I, AA 350 Apparel Design I, AA 365 Fashion Illustration II, AA 370 Tailored Garment Structures, AA 372 Textile Design II, AA 385 Apparel Design II, AA 395 Digital Presentation for Fashion, AA 407 Product Development, AA 415 Apparel Design III, AA 418/420 Advanced Problems in Fashion Design I and II, AA 423 Senior Fashion Design Portfolio

Sample Degree Plan – Fashion Design

Please note that this is a sample plan and all students should consult with an advisor in making course selections.

Year One – Fall

AA 250 Clothing Construction §
 FA 103 Design I (FNA core course) § *
 FA 105 Drawing I §
 EN 101 Composition I (WR core course) *
 DSC 101 DISCOVER First-Year Seminar

Year One – Spring

AA 270 Clothing Analysis §
 FA 104 Design II §
 EN 102 Composition II (WR core course) *
 Introductory History (HI-1) core course *
 Mathematics (MT) core course *

Year Two – Fall

AA 151 Textiles §
 AA 265 Fashion Illustration I §
 AA 350 Apparel Design I §
 Introductory Social Science (SS-1) core course (Politics, Psychology, Sociology) *
 TRS 100 Theological Inquiry (TRS-1 core course) *

Year Two – Spring

AA 274 Fashion Industry and Its Promotion §
 AA 361 Survey of Fashion §
 AA 370 Tailored Garment Structures §
 ECO 210 Principles of Microeconomics (SS-1 core course) *
 PH 200 Introduction to Philosophy (PH-1 core course) *

Year Three – Fall

AA 272 Textile Design §
 AA 385 Apparel Design II §
 Introductory Literature (LT-1) core course *
 Advanced Theology/Religious Studies (TRS-2) core course or Theological Ethics (TRS-E) *
 Advanced Social Science (SS-2) core course *

Year Three – Spring

AA 395 Digital Presentation for Fashion §
 AA 365 Fashion Illustration II §
 AA 415 Apparel Design III §
 Advanced History (HI-2) or Advanced Literature (LT-2) core course*
 Natural Science (NS) core course *

Year Four – Fall

AA 407 Product Development §
 AA 418 Advanced Problems in Fashion Design I §
 Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course *
 Introductory Social Science (SS-1) or Natural Science (NS) core course *
 Elective

Year Four – Spring

AA 400 Internship §
 AA 420 Advanced Problems in Fashion Design II §
 AA 423 Senior Fashion Design Portfolio §
 Elective

§ Requirement for the major

*Fulfills Liberal Arts Core/University requirements. See page 46.

NOTE: Three (3) courses taken after Year One must be designated Writing-Intensive (WI) and 3 as Inquiry Learning (INQ). One course designated in each of the following must also be taken: Global Perspective (GP), Ethics Across the Curriculum (ETH), and Experiential Learning (EXP). See page 46 and Course Descriptions.

FASHION MERCHANDISING (B.A.)

The major in Fashion Merchandising focuses on buying, product development, visual merchandising, public relations and fashion events, writing and media, and international trade in the fashion industry. Graduates attain positions such as department manager, assistant manager, assistant buyer, and fashion events coordinator. Liberal Arts Core requirements sharpen communication and organization skills; ample provision for elective choices permits a variety of minors. Many students choose a minor in Business Administration, Communication, or Fashion Design.

The required internship in the senior year brings students valuable experience with department stores, retail shops, and clothing manufacturers and distributors.

Students in Fashion Merchandising participate in the Marymount Fashion Club, in activities sponsored by the Baltimore-Washington, DC, Fashion Group International, Inc., and in fashion shows on and off campus.

There is an opportunity to study product development related to prominent businesses and agencies, such as Nordstrom, L.L. Bean, and Cotton Incorporated.

Fashion Merchandising students plan and produce the annual student fashion show, *Portfolio in Motion*.

Seniors complete a seminar in which merchandising problems are solved using the case method. The case analysis is evaluated by representatives from the industry.

Upon successful completion of this program, students will be able to

- identify and foster salable apparel based on quality, appropriateness, price, target market, and aesthetic appearance, for the purpose of buying and/or product development;
- promote apparel effectively through writing and media, public relations and fashion events, as demonstrated through Marymount's prestigious fashion show;
- demonstrate visual merchandising skills;
- understand trade regulations, import laws and process, and international apparel markets;
- apply merchandising mathematics; and
- demonstrate competency in merchandising research and consumer and data analysis, and their application to merchandising problems.

Course Enrollment Policy: Applied Arts courses are open only to declared majors and minors in the Fashion Merchandising or Fashion Design program.

Degree Requirements

Liberal Arts Core and University Requirements: See page 46 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 a faculty advisor. Some courses also satisfy Liberal Arts Core and/or University requirements.

- AA 151 Textiles
- AA 250 Clothing Construction
- AA 270 Clothing Analysis
- AA 273 Visual Merchandising
- AA 274 Fashion Industry and Its Promotion
- AA 320 Fashion Research and Communication
- AA 361 Survey of Fashion
- AA 381 Buying Fashion Apparel
- AA 382 Merchandise Planning and Analysis
- AA 400 Internship
- AA 405 Fashion in the Global Marketplace
- AA 407 Product Development
- AA 410 Clothing Selection and Behavior
- AA 414 Fashion Show Production
- AA 422 Senior Seminar in Fashion Merchandising
- MKT 301 Principles of Marketing
- MKT 308 Retailing

FASHION MERCHANDISING (MINOR)

Course Enrollment Policy: Applied Arts courses are open only to declared majors and minors in the Fashion Merchandising or Fashion Design program.

Minor Requirements

- AA 361 Survey of Fashion
- AA 381 Buying Fashion Apparel
- 15 additional credits from the following: AA 151 Textiles, AA 273 Visual Merchandising, AA 274 Fashion Industry and Its Promotion, AA 320 Fashion Research and Communication, AA 382 Merchandise Planning and Analysis, AA 405 Fashion in the Global Marketplace, AA 407 Product Development, AA 410 Clothing Selection and Behavior, AA 412 The Great Designers, AA 414 Fashion Show Production, MKT 301 Principles of Marketing, MKT 308 Retailing

Sample Degree Plan – Fashion Merchandising

Please note that this is a sample plan and all students should consult with an advisor in making course selections.

Year One – Fall

AA 151 Textiles §
 EN 101 Composition I (WR core course) *
 Introductory History (HI-1) core course *
 Mathematics (MT) core course *
 DSC 101 DISCOVER First-Year Seminar

Year One – Spring

AA 274 Fashion Industry and Its Promotion §
 EN 102 Composition II (WR core course) *
 PH 200 Introduction to Philosophy (PH-1 core course) *
 Natural Science (NS) core course *
 Elective

Year Two – Fall

AA 250 Clothing Construction §
 AA 273 Visual Merchandising §
 ECO 210 Principles of Microeconomics (SS-1 core course) *
 Introductory Literature (LT-1) core course *
 MKT 308 Retailing §

Year Two – Spring

AA 270 Clothing Analysis §
 AA 320 Fashion Research and Communication §
 AA 361 Survey of Fashion §
 Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course *
 TRS 100 Theological Inquiry (TRS-1 core course) *

Year Three – Fall

AA 381 Buying Fashion Apparel §
 AA 407 Product Development §
 MKT 301 Principles of Marketing §
 Introductory Social Science (SS-1) core course (Politics, Psychology, Sociology) *
 Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course *

Year Three – Spring

AA 382 Merchandise Planning and Analysis §
 AA 410 Clothing Selection and Behavior §
 AA 414 Fashion Show Production §
 Advanced Philosophy (PH-2) core course or Philosophical Ethics (PH-E) *
 Elective

Year Four – Fall

AA 405 Fashion in the Global Marketplace §
 Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course *
 Advanced Social Science (SS-2) core course *
 Two (2) electives

Year Four – Spring

AA 400 Internship §
 AA 422 Senior Seminar in Fashion Merchandising §
 Introductory Social Science (SS-1) or Natural Science (NS) core course *
 Two (2) electives

§ Requirement for the major

* Fulfills Liberal Arts Core/University requirements. See page 46.

NOTE: Three (3) courses taken after Year One must be designated Writing-Intensive (WI) and 3 as Inquiry Learning (INQ). One course designated in each of the following must also be taken: Global Perspective (GP), Ethics Across the Curriculum (ETH), and Experiential Learning (EXP). See page 46 and Course Descriptions.

FOREIGN LANGUAGES

Foreign language courses in French, German, and Spanish are offered as electives. The introductory-level courses also satisfy the Global Perspective component of the University Requirements (see page 46).

The study of foreign language is both an excellent means for understanding 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. Information on scheduling and registering for courses offered by consortium member universities is available from the Marymount Registrar's Office. For further information concerning Washington consortium guidelines, see page 51.

GRAPHIC AND WEB DESIGN

GRAPHIC DESIGN (B.A.)

This major prepares students for entry-level positions in design organizations. Graphic Design graduates find employment in a variety of settings including corporate design departments; design firms; nonprofit organizations; and publishing, advertising, and government agencies. The major focus is on skill development in basic design techniques and technology and their graphic application. Students in this major have the option of choosing an emphasis in Visual Communication (a Graphic Design major combined with a Communication minor) or Web Design (a Graphic Design major with a Web Design certificate).

Those majoring in Graphic Design will participate in a professional portfolio review during the senior year. The requirements of the major are deliberately flexible to accommodate a variety of options within the discipline. Graphic Design majors are urged to consider a minor in another field.

Upon successful completion of this program, students will be able to

- exhibit the ability to effectively use typography when designing;
- demonstrate the ability to technically prepare design work for print and interactive media including Web;
- demonstrate the ability to conduct design research, audience analysis, and apply those to the design problem-solving process;
- demonstrate the understanding of and ability to design community service projects;

- exhibit the ability to apply graphic design methods and processes; and
- exhibit portfolio-quality designs and effectively present one's work.

The School also offers minors in Graphic Design and in Web Design.

Minimum Grade Requirements: A minimum grade of C is required in any course within the Graphic Design major that serves as a prerequisite for a higher-numbered course.

Program Requirement: Each student entering the sophomore-level Graphic Design curriculum will be required to have a personal computer, color printer, and the software supported by the Graphic Design program. Recommended computer specifications are available from an advisor or by visiting the Graphic Design program website.

Degree Requirements

Liberal Arts Core and University Requirements: See page 46 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 a faculty advisor. Some courses also satisfy Liberal Arts Core and/or University requirements.

- FA 103 Design I
- FA 105 Drawing I
- FA 201 History of Art I
- FA 202 History of Art II
- GD 101 Software Lab I: Photoshop
- GD 102 Software Lab II: Illustrator
- GD 103 Software Lab III: Flash
- GD 104 Software Lab IV: Dreamweaver
- GD 200 Desktop Publishing
- GD 202 Illustration I
- GD 203 Photography: Digital Imaging
- GD 255 Typography
- GD 305 Graphic Design Studio I
- GD 308 Web Design
- GD 360 Graphic Design Studio II
- GD 400 Internship
- One (1) course, choosing from the following: GD 401 Graphic Design Studio III, GD 404 Performance Media Lab
- GD 405 Portfolio

Nine (9) credits in electives, choosing from the following: GD 205 Video Production I, GD 302 Illustration II, GD 304 Video Production II, COM 101 Public Speaking, COM 315 Writing for the Media, COM 403 Principles of Communication Law, MKT 301 Principles of Marketing, MKT 319 Advertising and Integrated Marketing Communications, FA 390 History of Design, GD 401 Graphic Design Studio III, GD 404 Performance Media Lab, GD 421 Project, GD 433 Research

All majors have the option of completing coursework in an emphasis area as follows. Those who do not choose an emphasis will complete their studies with elective coursework.

Visual Communication emphasis

COM 100 Media Communication

COM 101 Public Speaking

COM 205 or GD 205 Video Production I

COM 209 Journalism I

COM 305 Journalism II

COM 315 Writing for the New Media

COM 316 Broadcast Journalism or COM 317 Editing and the Editorial Process

COM 404 Performance Media Lab

MKT 301 Principles of Marketing

MKT 319 Advertising and Integrated Marketing Communications

Web Design emphasis

GD 404 Performance Media Lab

IT 125 Web Development

IT 225 Advanced Web Design

IT 310 Database Technology

Three (3) credits from the following: IT 130 Java Programming, IT 210 Software Engineering, IT 225 Advanced Web Development, IT 230 Advanced Java Programming, IT 305 Computer Networking, IT 310 Database Technology, IT 315 Operating Systems, IT 345 Human Factors in Information Systems, IT 355 Software Testing and Quality Assurance, GD 205 Video Production I, GD 433 Research

GRAPHIC DESIGN (MINOR)

Minor Requirements

GD 101 Software Lab I: Photoshop

GD 102 Software Lab II: Illustrator

GD 104 Software Lab IV: Dreamweaver

GD 200 Desktop Publishing or GD 305 Graphic Design Studio I

GD 202 Illustration I

GD 203 Photography: Digital Imaging

Nine (9) additional credits in Graphic Design courses

WEB DESIGN (MINOR)

Minor Requirements

GD 101 Software Lab I: Photoshop*

GD 104 Software Lab IV: Dreamweaver*

GD 308 Web Design

GD 404 Performance Media Lab

IT 125 Web Development

IT 225 Advanced Web Design

IT 310 Database Technology

Three (3) more credits in Information Technology or Graphic Design courses

*See footnote under Undergraduate Certificate, which follows.

WEB DESIGN (UNDERGRADUATE CERTIFICATE)

This certificate prepares students to create and maintain websites. Students study relevant computer programming and software applications.

Certificate Requirements

20 credits

GD 101 Software Lab I: Photoshop*

GD 104 Software Lab IV: Dreamweaver*

GD 308 Web Design

GD 404 Interactive Media

IT 125 Web Development

IT 225 Advanced Web Design

IT 310 Database Technology

Three (3) more credits in Information Technology or Graphic Design courses

*Students can place out of these courses and substitute other IT and GD courses. The following courses are also relevant to Web design and can be used as electives: IT 130 Java Programming, IT 210 Software Engineering, IT 230 Advanced Java Programming, IT 305 Computer Networking, IT 340 Data Structures and Algorithms, IT 365 Intelligent and Agent-based Systems, GD 102 Software Lab II: Illustrator, GD 202 Illustration I, GD 203 Digital Imaging, GD 205 Video Production I, GD 421 Project

Sample Degree Plan – Graphic Design

Please note that this is a sample plan and all students should consult with an advisor in making course selections. This plan is based on the Web Design emphasis and will differ for students taking the Visual Communication emphasis.

Year One – Fall

FA 103 Design I §
 FA 105 Drawing I §
 GD 101 Software Lab I: Photoshop §
 GD 102 Software Lab II: Illustrator §
 EN 101 Composition I (WR core course) *
 Mathematics (MT) core course *
 DSC 101 DISCOVER First-Year Seminar

Year One – Spring

GD 104 Software Lab IV: Dreamweaver §
 GD 200 Desktop Publishing §
 EN 102 Composition II (WR core course) *
 Natural Science (NS) core course *
 Introductory Social Science (SS-1) core course *
 TRS 100 Theological Inquiry (TRS-1 core course) *

Year Two – Fall

GD 202 Illustration I §
 Graphic Design Emphasis course §** or elective
 FA 201 History of Art I (FNA core course) §*
 Introductory Literature (LT-1) core course *
 PH 200 Introduction to Philosophy (PH-1 core course) *

Year Two – Spring

FA 202 History of Art II §
 GD 203 Photography: Digital Imaging §
 GD 255 Typography §
 Graphic Design Emphasis course or elective §**
 Introductory Social Science (SS-2) core course *

Year Three – Fall

GD 103 Software Lab III: Flash §
 GD 305 Graphic Design Studio I §
 GD 308 Web Design §
 Graphic Design Emphasis course or elective §**
 Introductory History (HI-1) core course *
 Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course *

Year Three – Spring

GD 360 Graphic Design Studio II §
 Two (2) Graphic Design Emphasis courses or electives §**
 Advanced History (HI-2) or Advanced Literature (LT-2) core course *
 Advanced Social Science (SS-2) core course *

Year Four – Fall

GD 401 Graphic Design Studio III §# or elective
 GD 405 Senior Portfolio §
 Two (2) Graphic Design Emphasis courses or electives §**
 Introductory Social Science (SS-1) or Natural Science (NS) core course *

Year Four – Spring

GD 400 Internship §
 COM/GD 404 Performance Media Lab §# or elective
 Graphic Design Emphasis course or elective §**
 Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course *

§ Requirement for the major

* Fulfills Liberal Arts Core/University requirements. See page 46.

** See Major Requirements for course selections

GD 401 and COM/GD 404 are not offered every semester, and students should consult with an advisor to complete the preferred course in a timely manner. Note that Visual Communication and Web Design Emphasis students must choose COM/GD 404 to fulfill Major/Emphasis Requirements.

NOTE: Three (3) courses taken after Year One must be designated Writing-Intensive (WI) and 3 as Inquiry Learning (INQ). One course designated in each of the following must also be taken: Global Perspective (GP), Ethics Across the Curriculum (ETH), and Experiential Learning (EXP). See page 46 and Course Descriptions.

HISTORY

HISTORY (B.A.)

The study of history aims to improve an understanding of the modern world through a perspective that enables evaluation of both its mature and its underdeveloped conditions. 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. Among the most popular destinations are 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 knowledge of historical events through analysis of their causes and interrelationships, and by application of theories of historical interpretation to those events;
- demonstrate satisfactory skills in the development of a research question, its analysis, and the application of evidence from primary and/or secondary sources that pertain to that question, and complete a well-written paper presenting analysis of the research findings related to that question; and
- present themselves as professionals by effectively utilizing their critical analysis, problem solving, and communication skills in applied settings such as an internship or student teaching.

Minors are offered in History and Public History, as well as a secondary-level teaching licensure program.

Degree Requirements

Liberal Arts Core and University Requirements: See page 46 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 a faculty advisor. Some courses also satisfy Liberal Arts Core and/or University requirements.

HI 203 European History I

HI 204 European History II

HI 210 History of the United States to 1877

HI 211 History of the United States since 1877

HI 250 Research and Writing

HI 400 Internship

HI 420 Senior Seminar

HU 201 The Western Tradition I

HU 202 The Western Tradition II

24 credits in History electives

HISTORY (MINOR)

Minor Requirements

HI 203-204 European History I and II or HI 210-211 History of the United States to 1877 and History of the United States since 1877

15 additional credits in History courses, 9 of which must be from courses numbered 300 or above

PUBLIC HISTORY (MINOR)

The Public History minor is an innovative, interdisciplinary track providing the kinds of skills and information associated with careers in museums, historical societies, national parks, corporate archives, and heritage tourism industries.

Capitalizing upon Marymount's proximity to some of the nation's premier cultural and historical institutions, it combines hands-on experience with traditional coursework.

Minor Requirements

HI 295 Introduction to Public History

15 credits (minimum) from the following: COM/GD 205 Video Production I, COM/GD 304 Video Production II, GD 104 Software Lab IV: Dreamweaver, GD 200 Desktop Publishing, ID 351 History of Interiors II, ID 452 American Interiors, ID 453 Modern Design and Architecture, ID 454 Historic Preservation. Working in consultation with the History faculty, students may also take relevant courses through the Consortium and may arrange internships at public history agencies.

NOTES: HI 295 Introduction to Public History is offered in the fall semester, odd years, and is to be taken before other courses in the program.

To ensure adequate contextual grounding, non-History majors must also take both European History courses (HI 203-204) or both U.S. History courses (HI 210-211).

Sample Degree Plan – History

Please note that this is a sample plan and all students should consult with an advisor in making course selections.

Year One – Fall

HI 203 European History I (HI-1 core course) § *

EN 101 Composition I (WR core course) *

Mathematics (MT) core course *

POL 104 American Government (SS-1 core course) *

DSC 101 DISCOVER First-Year Seminar

Year One – Spring

HI 204 European History II §

HU 201 The Western Tradition I §

EN 102 Composition II (WR core course) *

Natural Science (NS) core course *

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

Year Two – Fall

HI 210 History of the U.S. to 1877 §

HI 250 Research and Writing §

HU 202 The Western Tradition II §

Introductory Literature (LT-1) core course *

Introductory Social Science (SS-1) core course *

Year Two – Spring

HI 211 History of the U.S. since 1877 §

One (1) History 300-level (HI-2) core course § *

Fine Arts (FNA) or Advanced Literature (LT-2) core course *

PH 200 Introduction to Philosophy (PH-1 core course) *

Elective

Year Three – Fall

Two (2) 300-level History courses §

Introductory Social Science (SS-1) or Natural Science (NS) core course *

Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course *

Elective

Year Three – Spring

Two (2) 300/400-level History courses §

Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course *

Advanced Social Science (SS-2) core course *

Elective

Year Four – Fall

Two (2) 300/400-level History courses §

Three (3) electives

Year Four – Spring

HI 400 Internship § **

HI 420 Senior Seminar §

One (1) 300-level History course §

Elective

§ Requirement for the major

* Fulfills Liberal Arts Core/University requirements. See page 46.

** Internship may be taken for 6 credits or 3 credits plus one (1) 300-level History course

NOTE: Three (3) courses taken after Year One must be designated Writing-Intensive (WI) and 3 as Inquiry Learning (INQ). One course designated in each of the following must also be taken: Global Perspective (GP), Ethics Across the Curriculum (ETH), and Experiential Learning (EXP). See page 46 and Course Descriptions.

HISTORY/SOCIAL SCIENCE WITH SECONDARY-LEVEL 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 Education section (page 128) 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 a History advisor, students should see an Education advisor in the School of Education and Human Services for further assistance in degree planning.

Degree Requirements

Liberal Arts Core and University Requirements: See page 46 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 a faculty 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 110 Introduction to Environmental Science
- ECO 210 Principles of Microeconomics
- ECO 211 Principles of Macroeconomics
- ED 250 Introduction to Teaching and Learning
- ED 327S Curriculum Design: Secondary Education
- ED 337 Reading in the Content Areas
- ED 452 Managing the Classroom
- ED 460S Student Teaching: Secondary Level
- GEO 201 Introduction to Geography
- HI 203 European History I
- HI 204 European History II
- HI 210 History of the United States to 1877
- HI 211 History of the United States since 1877
- HI 214 Introduction to World History
- HI 250 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 325D Virginia and the Old South
- HI 385 Approaches to Teaching Secondary History/Social Science
- HI 420 Senior Seminar
- 12 credits in History courses
- HU 201 The Western Tradition I
- HU 202 The Western Tradition II
- POL 104 American Government
- POL 225 Comparative Government I
- POL 220 International Relations
- PSY 210 Human Growth and Development
- PSY 341 Psychology of Individuals with Disabilities

Sample Degree Plan – History/Social Science with Secondary-Level Teaching Licensure

Please note that this is a sample plan and all students should consult with an advisor in making course selections.

Year One – Fall

HI 203 European History I (HI-1 core course) § *

HU 201 The Western Tradition I §

EN 101 Composition I (WR core course) *

POL 104 American Government (SS-1 core course) *

DSC 101 DISCOVER First-Year Seminar

Year One – Spring

HI 204 European History II §

HU 202 The Western Tradition II §

EN 102 Composition II (WR core course) *

Mathematics (MT) core course *

POL 225 Comparative Government §

PSY 210 Human Growth and Development (SS-1 core course) § *

Year Two – Fall

HI 210 History of the U.S. to 1877 §

HI 250 Research and Writing §

BIO 110 Introduction to Environmental Science (NS core course) § *

ECO 210 Principles of Microeconomics (SS-1 core course) § *

POL 220 International Relations §

Year Two – Spring

HI 211 History of the U.S. since 1877 §

ECO 211 Principles of Macroeconomics §

ED 250 Introduction to Teaching and Learning §

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

One (1) 300-level History course §

Year Three – Fall

HI 214 Introduction to World History §

HI 311 Modern European History: 1914 to the Present § or
HI 350 Modern United States History (HI-2 core course) § *

HI 322 Colonial and Revolutionary America or HI 325D
Virginia and the Old South §

ED 327S Curriculum Design: Secondary Education §

PH 200 Introduction to Philosophy (PH-1 core course) *

Year Three – Spring

HI 385 Approaches to Teaching Secondary History and
Social Science §

ED 337 Reading in the Content Area §

GEO 201 Introduction to Geography §

Introductory Literature (LT-1) core course *

Advanced Theology/Religious Studies (TRS-2) or Theological
Ethics (TRS-E) core course *

Year Four – Fall

Two (2) 300/400-level History courses §

PSY 341 Psychology of Individuals with Disabilities (SS-2
core course) § *

Fine Arts (FNA) or Advanced Literature (LT-2) core course *

Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E)
core course *

Year Four – Spring

HI 420 Senior Seminar §

One (1) 300-level History course §

ED 452 Managing the Classroom §

ED 460S Student Teaching §

§ Requirement for the major and/or teaching licensure

* Fulfills Liberal Arts Core/University requirements. See page 46.

NOTE: Three (3) courses taken after Year One must be designated Writing-Intensive (WI) and 3 as Inquiry Learning (INQ). One course designated in each of the following must also be taken: Global Perspective (GP), Ethics Across the Curriculum (ETH), and Experiential Learning (EXP). See page 46 and Course Descriptions.

HUMANITIES

Marymount offers opportunities at the undergraduate and graduate level for the study of Humanities.

At the undergraduate level, Humanities is an interdisciplinary concentration in the Liberal Studies major. At the graduate level, a Master of Arts in Humanities is available. Please see the University's Graduate Catalog for information on the graduate Humanities program.

HUMANITIES (UNDERGRADUATE CONCENTRATION)

Students may choose Humanities as one of their concentrations in the Liberal Studies major. The concentration applies resources, theories, and methodologies from six humanities disciplines and prepares students to address issues of values, ethics, and cultural enrichment. Students choosing this concentration are well prepared for Marymount's Master of Arts in Humanities degree program or other graduate programs in humanities disciplines.

See Liberal Studies major (page 85).

INTERDISCIPLINARY STUDIES

Interdisciplinary minors seek to examine a specific area within a major from an interdisciplinary perspective. As such, they differ from an interdepartmental minor in that the emphasis is on the student's synthesis of knowledge regarding his or her major discipline from multiple perspectives, rather than on mastery of multiple disciplines. Therefore, the interdisciplinary minor requires students to demonstrate interdisciplinary synthesis through individual study, research, and expression. It culminates in a public demonstration of a significant capstone project to the Marymount University community in the form of a performance, display, or presentation.

INTERDISCIPLINARY STUDIES – 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 student fluency with media, both for academic and commercial applications, in order to enhance the student's understanding of his/her major disciplinary field. Students will apply their interdisciplinary knowledge through a capstone project that results in a creative presentation, documentary, or ethnographic visual text, or other multimedia production.

Minor Requirements

IS 240 or EN 240 Introduction to Visual and Cultural Studies
EN/IS/GD 404 Performance Media Lab

9 credits (6 outside the student's major) from the following: EN 207 Theatre History; EN/IS 220 The Movie or the Book?; EN 321 Modern Drama; EN 429 Studies in Performance; FA 380 20th-Century Art; SOC 205 Crime, Media, and Culture; PSY 324 Psychology and the Media

6 additional credits outside the student's major from the following: COM 204 Oral Interpretation; COM/EN 212 Acting; COM/GD 203 Photography: Digital Imaging; COM/GD 205 Video Production I; COM/GD 304 Video Production II; COM/GD 308 Web Design; COM/GD 404 Performance Media Lab; EN 270 Approaches to Creative Writing; EN 305 Topics in Creative Writing; FA 103 Design I; FA 110 Cross-Cultural Visual Thinking; FA 253 Handmade Books: Art, Design, and Construction; FA 360 Book Illustration in Mixed Media; GD 202 Illustration I

INTERDISCIPLINARY STUDIES – 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; and youth, elderly, and social services.

Minor Requirements

IS 200 Approaches to Gender and Society

IS 400-level Capstone Project (1-3 credits)

15 credits in a minimum of 3 academic disciplines (12 credits outside the major), choosing from the following: AA 410 Clothing Selection and Behavior, COM 220 Intercultural Communication, EN 230 American Multicultural Literature, EN 340 Major Women Writers, PSY 210 Human Growth and Development, PSY 220 Social Psychology, PSY 250 Biological Bases of Behavior, PSY 321 Psychology of Gender, SOC 306 Social Class in American Society, SOC 350 Social Justice, SOC 351 Addressing Injustice.

INTERIOR DESIGN

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 this program, students will be able to

- capably use quantitative and qualitative skills to evaluate and assess project goals and objectives;
- effectively formulate qualitative schematic design skills to develop solutions incorporating human factors, ADA and universal requirements, and environmental elements and responses;
- effectively formulate quantitative design development skills to develop solutions incorporating building and life safety codes; furniture, fixtures, and equipment (FF & E) requirements; and the built environment;
- exhibit the ability to read, interpret, and create contract documents; and
- demonstrate an understanding of contract administration and the legal and ethical business practices of interior design.

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 Requirements

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. Enrollment is limited to two courses.

Transfer Students: Transfer admission to the Interior Design program is limited and competitive. An Admissions Committee reviews applications in late November and late April. A minimum GPA of 2.7 and a letter of intent are recommended.

Program Requirement: Each student entering the junior-level Interior Design curriculum is required to have a laptop computer. State-of-the-art electronic studios allow students to access the Internet and software on Marymount's server.

Residency Requirement: Students may transfer credits from an accredited school, but must complete a minimum of 36 credits at Marymount. These credits must include ID 405 Interior Design V, ID 406 Interior Design VI, ID 400 Internship, and two 3-credit ID electives.

Degree Requirements

Liberal Arts Core and University Requirements: See page 46 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 a faculty advisor. Some courses also satisfy Liberal Arts Core and/or University requirements.

FA 103-104 Design I and II

FA 105 Drawing I

FA 201-202 History of Art I and II

ID 101 Introduction to Interior Design

ID 111 Architectural Graphics I

ID 201-202 Interior Design I and II

ID 212/214 Architectural Graphics I and II

ID 231 Textiles and Finish Materials

ID 303-304 Interior Design III and IV

ID 313 Computer-Aided Design

ID 332 Building Technology

ID 333 Lighting Design

ID 350-351 History of Interiors I and II

ID 400 Internship

ID 405-406 Interior Design V and VI

ID 434 Business Procedures

Six (6) credits in Interior Design electives

Five (5) additional credits in electives

Sample Degree Plan – Interior Design

Please note that this is a sample plan and all students should consult with an advisor in making course selections.

Year One – Fall

FA 103 Design I §
 FA 105 Drawing I §
 ID 101 Introduction to Interior Design §
 EN 101 Composition I (WR core course) *
 Mathematics (MT) core course *
 DSC 101 DISCOVER First-Year Seminar

Year One – Spring

FA 104 Design II §
 ID 111 Architectural Graphics §
 EN 102 Composition II (WR core course) *
 Introductory Social Science (SS-1) core course *
 TRS 100 Theological Inquiry (TRS-1 core course) *

Year Two – Fall

FA 201 History of Art I (FNA core course) § *
 ID 201 Interior Design Studio §
 ID 212 Architectural Graphics II §
 Introductory History (HI-1) core course *
 Natural Science (NS) core course *

Year Two – Spring

FA 202 History of Art §
 ID 202 Interior Design Studio II §
 ID 214 Architectural Graphics III §
 ID 231 Textiles and Finish Materials §
 Introductory Literature (LT-1) core course *

Year Three – Fall

ID 303 Interior Design Studio III §
 ID 313 Computer Aided Design §
 ID 332 Building Technology §
 ID 350 History of Interiors §
 Introductory Social Science (SS-1) core course *

Year Three – Spring

ID 304 Interior Design Studio IV §
 ID 333 Lighting §
 ID 351 History of Interiors II §
 Introductory Social Science (SS-1) or Natural Science (NS) core course *
 PH 200 Introduction to Philosophy (PH-1 core course) *
 Elective §

Year Four – Fall

IN 405 Interior Design Studio V §
 ID 434 Business Procedures §
 ID elective §
 Philosophical Ethics (PH-E) or Advanced Philosophy (PH-2) core course *
 Advanced Social Science (SS-2) core course *
 Elective §

Year Four – Spring

ID 400 Internship §
 ID 406 Interior Design Studio VI §
 ID elective §
 Advanced History (HI-2) or Advanced Literature (LT-2) core course *
 Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course *

§ Requirement for the major

* Fulfills Liberal Arts Core/University requirements. See page 46.

NOTE: Three (3) courses taken after Year One must be designated Writing-Intensive (WI) and 3 as Inquiry Learning (INQ). One course designated in each of the following must also be taken: Global Perspective (GP), Ethics Across the Curriculum (ETH), and Experiential Learning (EXP). See page 46 and Course Descriptions.

LIBERAL STUDIES

LIBERAL STUDIES (B.A.)

The Liberal Studies program is especially desirable for students who have more than one specialized interest. It provides a broad general education and the opportunity to gain knowledge in two major fields, designated as concentrations. Concentration options are Biology/Physical Sciences, Business and related fields, Communication, English, Fine and Applied Arts, Gender and Society, Graphic Design, History, Humanities, Information Technology, Mathematics, Philosophy/Religious Studies/Theology, Politics, and Psychology/Sociology/Criminal Justice.

This program is especially appropriate for nontraditional students with full-time work experience and previously earned college credits, who desire an efficient way to use these credits to complete a bachelor's degree.

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 this program, students will have achieved the following:

- liberal learning, demonstrated by broad analytical skills, independent thought, empathetic judgment, and mature values; and
- applied learning, demonstrated by experience documented in a personal portfolio that may be shown to prospective employers.

Many students who intend to continue in Marymount's Master of Education program often choose Liberal Studies for their undergraduate major. They are advised to select concentrations from Biology/Physical Sciences, English, Fine and Applied Arts, History, Mathematics, Politics, or Psychology. Such students are permitted at the discretion of the program advisor to substitute undergraduate courses in Education for LS 400 Liberal Studies Internship, since these students must complete a student-teaching experience at the graduate level.

Upon successful completion of this program, students will be able to

- demonstrate in their current writing competence in critical thinking and independent judgment as evidenced by topic choices, claims, and analysis of claims;
- demonstrate evidence of competence in conducting scholarly research integrating knowledge in two fields of the major; and
- demonstrate evidence of competence in attaining mature style in writing and speaking and in the use of technology to enhance research, writing, and speaking.

Degree Requirements

Liberal Arts Core and University Requirements: See page 46 for details. See also Note under Major Requirements.

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 advisor.

- LS 300 Liberal Studies Readings and Portfolio Development
- LS 400 Internship
- LS 420 Senior Seminar

In addition, Liberal Studies majors will complete two concentrations for a total of 42 credits. Students may take 21 credits in each field or as few as 15 credits in one of the fields, as long as the required total of 42 credits for the two concentrations is met. Of these 42 credits, a total of 18 credits must be completed in concentration courses numbered 300 or above; students may take 9 credits in each field, or as few as 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 the requirements of concentrations in Gender and Society, Humanities, Philosophy/Theology/Religious Studies, or Psychology/Sociology/Criminal Justice cannot be used to fulfill Liberal Arts Core requirements.

Gender and Society Concentration

Concentration Requirements

15 - 21 credits

IS 200 Approaches to Gender and Society (to be taken before other courses in the concentration)

Select four (4) to six (6) courses in a minimum of 3 academic disciplines from the following: AA 410 Clothing Selection and Behavior, COM 220 Intercultural Communication, EN 340 Major Women Writers, EN 230 American Multicultural Literature, PSY 210 Human Growth and Development, PSY 220 Social Psychology, PSY 250 Biological Bases of Behavior, PSY 321 Psychology of Gender, SOC 202 Social Problems, SOC 203 The Global Village, SOC 303 Development of Social Thought. Courses used for this concentration cannot be used to fulfill Liberal Arts Core requirements.

Humanities Concentration

Concentration Requirements

15 - 21 credits

Select five (5) to seven (7) courses in a minimum of three (3) 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

Please note that this is a sample plan and all students should consult with an advisor in making course selections.

Year One – Fall

EN 101 Composition I (WR core course) *
Mathematics (MT) core course *
Introductory Social Science (SS-1) core course *
DSC 101 DISCOVER First-Year Seminar
Elective

Year One – Spring

EN 102 Composition II (WR core course) *
Introductory History (HI-1) core course *
Natural Science (NS) core course *
TRS 100 Theological Inquiry (TRS-1 core course) *
Elective

Year Two – Fall

Two (2) first Concentration courses § **
One (1) second Concentration course § **
Introductory Literature (LT-1) core course *
Introductory Social Science (SS-1) core course *

Year Two – Spring

One (1) first Concentration course § **
Two (2) second Concentration courses § **
Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course *
PH 200 Introduction to Philosophy (PH-1 core course) *

Year Three – Fall

LS 300 Liberal Studies Readings and Portfolio Development §
Two (2) first Concentration courses § **
Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course*
Advanced Social Science (SS-2) core course *

Year Three – Spring

Two (2) first Concentration 300/400-level courses § **
Two (2) second Concentration 300/400-level courses § **
Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course *

Year Four – Fall

LS 400 Internship §
Two (2) second Concentration 300/400-level courses § **
Introductory Social Science (SS-1) or Natural Science (NS) core course *

Year Four – Spring

LS 420 Senior Seminar §
Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course *
Three (3) electives

§ Requirement for the major

* Fulfills Liberal Arts Core/University requirements. See page 46.

** Students select two Concentrations, as noted in the program description and degree requirements.

NOTE: Three (3) courses taken after Year One must be designated Writing-Intensive (WI) and 3 as Inquiry Learning (INO). One course designated in each of the following must also be taken: Global Perspective (GP), Ethics Across the Curriculum (ETH), and Experiential Learning (EXP). See page 46 and Course Descriptions.

MATHEMATICS

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. Graphing calculators and computer algebra software facilitate these efforts. In addition, Mathematics majors and minors learn how to prove mathematical statements in a variety of areas in the discipline. Majoring in Mathematics provides students with the opportunity to pose, research, and address new mathematical questions. A major in Mathematics provides students with a strong foundation for careers in secondary mathematics education, actuarial science, business and research, as well as for further studies in mathematics and related fields.

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;
- effectively and efficiently use a variety of technologies to solve mathematical problems; and
- discuss career, internship, and summer program opportunities for mathematicians as well as the wide applicability of mathematics.

After meeting the Liberal Arts Core and University requirements, Mathematics majors have 15-17 elective credit hours. Students are encouraged to apply those credits toward other options such as

- teaching licensure in secondary Mathematics
- a minor or second major in Biology, Economics, or Information Technology (Mathematics majors are also eligible to consider participation in the five-year B.S./M.S. in Information Technology program. See page 117.)

Degree Planning: Note that course rotations vary and not every course is available each semester. Course rotations are specified in the Course Descriptions of this catalog. Individual

advising is important to ensure fulfilling major requirements and the scheduling of additional coursework chosen to meet career objectives.

Minimum Grade Requirements: A minimum grade of C in any course that serves as a prerequisite for a higher-numbered course.

Degree Requirements

Liberal Arts Core and University Requirements: See page 46 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 a faculty advisor. Some courses also satisfy Liberal Arts Core and/or University requirements.

IT 130 Java Programming

MA 181 Calculus I ♦ or MA 171 Calculus I with Precalculus A and
MA 172 Calculus I with Precalculus B

MA 182 Calculus II ♦

MA 209 Mathematics Seminar ✓

MA 215 Linear Algebra

MA 221 Multivariable Calculus

MA 257 Introduction to Number Theory and Proof Techniques

MA 260 Discrete Mathematics for Information Technology

MA 261 Introduction to Mathematical Reasoning

MA 309 Mathematics Seminar ✓

MA 318 Probability and Statistical Inference

MA 325 Differential Equations

MA 400 Internship or MA 433 Research

MA 409 Mathematics Seminar ✓

MA 418 Stochastic Modeling

MA 420 Abstract Algebra

MA 425 Introduction to Real Analysis

MA 430 Numerical Analysis

PHYS 171 Physics I and PHYS 172 Physics II or BIO 151 General
Biology I and BIO 262 Genetics

♦ Students needing preparation for MA 181 should complete MA 171 and MA 172 during the freshman year. Also, MA 181 and MA 182 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.

✓ Transfer students or new majors will not be required to make up Mathematics Seminar classes that met during semesters in which they were not enrolled as a Mathematics major at Marymount; however, they are required to make up the credit hours to meet the 120-credit minimum requirement toward graduation.

MATHEMATICS (MINOR)

Minor Requirements

MA 181-182 Calculus I and II
 MA 209 Mathematics Seminar
 MA 260 Discrete Mathematics for Information Technology
 MA 261 Introduction to Mathematical Reasoning
 12 credits from MA courses numbered 200 or above

Sample Degree Plan – Mathematics

Please note that this is a sample plan and all students should consult with an advisor in making course selections.

Year One – Fall

MA 181 Calculus I (MT core course) § * #
 EN 101 Composition I (WR core course) *
 Introductory Social Science (SS-1) core course *
 DSC 101 DISCOVER First-Year Seminar
 Elective

Year One – Spring

IT 130 Java Programming §
 MA 182 Calculus II §
 EN 102 Composition II (WR core course) *
 Introductory Social Science (SS-1) core course *
 TRS 100 Theological Inquiry (TRS-1 core course) *

Year Two – Fall

MA 209 Mathematics Seminar §
 MA 260 Discrete Mathematics §
 MA 261 Introduction to Mathematical Reasoning §
 MA 325 Differential Equations §
 PHYS 171 Physics I or BIO 151 General Biology I (NS core course) § *
 Introductory Literature (LT-1) core course *

Year Two – Spring

MA 215 Linear Algebra §
 MA 318 Probability and Statistics §
 PHYS 172 General Physics II or BIO 262 Genetics §
 Introductory History (HI-1) core course *
 Introductory Social Science (SS-1) or Natural Science (NS) core course *
 Elective

Year Three – Fall

MA 221 Multivariable Calculus §
 MA 309 Mathematics Seminar §
 Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course *
 PH 200 Introduction to Philosophy (PH-1 core course) *
 Advanced Social Science (SS-2) core course *
 Elective

Year Three – Spring

MA 257 Introduction to Number Theory and Proofs §
 MA 418 Stochastic Modeling §
 Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course*
 Two (2) electives

Year Four – Fall

MA 400 Internship §
 MA 409 Mathematics Seminar §
 MA 420 Abstract Algebra §
 MA 430 Numerical Analysis §
 Philosophical Ethics (PH-E) or Advanced Philosophy (PH-2) core course*

Year Four – Spring

MA 425 Introduction to Real Analysis §
 Fine Arts (FNA), Advanced History (HI-2) or Advanced Literature (LT-2) core course*
 Two (2) electives

§ Requirement for the major

* Fulfills Liberal Arts Core/University requirements. See page 46.

Not all students should begin with MA 181. Follow placement recommendations and advisor guidance in course selection.

NOTE: Three (3) courses taken after Year One must be designated Writing-Intensive (WI) and 3 as Inquiry Learning (INQ). One course designated in each of the following must also be taken: Global Perspective (GP), Ethics Across the Curriculum (ETH), and Experiential Learning (EXP). See page 46 and Course Descriptions.

MATHEMATICS WITH SECONDARY-LEVEL 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 6-9 elective credit hours.

Admission Requirements: Students in this program must seek admission to the teacher licensure program and apply for student teaching. See Education section (page 128) 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 a Mathematics advisor, students should see an Education advisor in the School of Education and Human Services for further assistance in degree planning.

Also, course rotations vary and not every course is available each semester. Course rotations are specified in the Course Descriptions of this catalog. Individual advising is important to ensure meeting all major and teaching licensure requirements.

Degree Requirements

Liberal Arts Core and University Requirements: See page 46 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 a faculty 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 250 Introduction to Teaching and Learning
- ED 327S Curriculum Design: Secondary Education
- ED 337 Reading in the Content Areas
- ED 452 Managing the Classroom
- ED 460S Student Teaching: Secondary Level
- IT 130 Java Programming
- MA 124 History of Elementary Mathematics
- MA 181 Calculus I ♦ or MA 171 Calculus I with Precalculus A and MA 172 Calculus I with Precalculus B

- MA 182 Calculus II ♦
- MA 209 Mathematics Seminar ✓
- MA 215 Linear Algebra
- MA 221 Multivariable Calculus
- MA 257 Introduction to Number Theory and Proof Techniques
- MA 260 Discrete Mathematics for Information Technology
- MA 261 Introduction to Mathematical Reasoning
- MA 309 Mathematics Seminar ✓
- MA 318 Probability and Statistical Inference
- MA 325 Differential Equations
- MA 385 Approaches to Teaching Secondary Mathematics
- MA 409 Mathematics Seminar ✓
- MA 420 Abstract Algebra
- MA 425 Introduction to Real Analysis
- MA 427 Euclidean and Non-Euclidean Geometries
- PHYS 171 Physics I or BIO 151 General Biology I
- PHYS 172 Physics II or BIO 262 Genetics
- PSY 210 Human Growth and Development
- PSY 341 Psychology of Individuals with Disabilities

♦ Students needing preparation for MA 181 should complete MA 171 and MA 172 during the freshman year. Also, MA 181 and MA 182 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.

✓ Transfer students or new majors will not be required to make up Mathematics Seminar classes that met during semesters in which they were not enrolled as a Mathematics major at Marymount; however, they are required to make up the credit hours to meet the 120-credit minimum requirement toward graduation.

Sample Degree Plan – Mathematics with Secondary-Level Teaching Licensure

Please note that this is a sample plan and all students should consult with an advisor in making course selections.

Year One – Fall

MA 181 Calculus I (MT core course) § * #
 EN 101 Composition I (WR core course) *
 Introductory Social Science (SS-1) core course *
 TRS 100 Theological Inquiry (TRS-1 core course) *
 DSC 101 DISCOVER First-Year Seminar

Year One – Spring

IT 130 Java Programming §
 MA 182 Calculus II §
 EN 102 Composition II (WR core course) *
 PH 200 Introduction to Philosophy (PH-1 core course) *
 PSY 210 Human Growth and Development (SS-1 core course) § *

Year Two – Fall

MA 209 Mathematics Seminar §
 MA 260 Discrete Mathematics §
 MA 261 Introduction to Mathematical Reasoning §
 MA 325 Differential Equations §
 PHYS 171 Physics I or BIO 151 General Biology I (NS core course) § *
 Introductory Literature (LT-1) core course *

Year Two – Spring

ED 250 Introduction to Teaching and Learning §
 MA 124 History of Elementary Mathematics §
 MA 215 Linear Algebra §
 MA 318 Probability and Statistics §
 PHYS 172 General Physics II or BIO 262 Genetics §

Year Three – Fall

ED 327S Curriculum Design: Secondary Education §
 MA 221 Multivariable Calculus §
 MA 309 Mathematics Seminar §
 MA 427 Euclidean/Non-Euclidean Geometries §
 Introductory History (HI-1) core course *

Year Three – Spring

ED 337 Reading in the Content Area §
 MA 257 Introduction to Number Theory and Proofs §
 MA 385 Approaches to Teaching Secondary Mathematics §
 Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course *
 Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course *

Year Four – Fall

MA 409 Mathematics Seminar §
 MA 420 Abstract Algebra §
 PSY 341 Psychology of Individuals with Disabilities (SS-2 core course) § *
 Fine Arts (FNA), Advanced History (HI-2) or Advanced Literature (LT-2) core course *
 Philosophical Ethics (PH-E) or Advanced Philosophy (PH-2) core course *

Year Four – Spring

ED 452 Managing the Classroom §
 MA 425 Introduction to Real Analysis §
 ED 460S Student Teaching §
 Introductory Social Science (SS-1) or Natural Science (NS) core course *

§ Requirement for the major and/or teaching licensure

* Fulfills Liberal Arts Core/University requirements. See page 46.

Not all students should begin with MA 181. Follow placement recommendations and advisor guidance in course selection.

NOTE: Three (3) courses taken after Year One must be designated Writing-Intensive (WI) and 3 as Inquiry Learning (INQ). One course designated in each of the following must also be taken: Global Perspective (GP), Ethics Across the Curriculum (ETH), and Experiential Learning (EXP). See page 46 and Course Descriptions.

MULTIDISCIPLINARY STUDIES

This major is designed specifically for students seeking teaching licensure in either Elementary Education (grades PK-6) or Special Education, General Curriculum (grades K-12). Students choose one of the following tracks, depending on the licensure program they intend to pursue.

Upon successful completion of the Multidisciplinary Studies program, students will be able to

- make instructional decisions based on student behavior, the context of the classroom, and assessment data;
- use a variety of problem solving strategies to meet the needs of their students;
- demonstrate a thorough understanding of content, human development, and pedagogy;
- effectively implement instruction and assessment with appropriate pedagogical methods; and
- exhibit a love of teaching, appreciation of diversity, and respect for all persons in the educational setting.

MULTIDISCIPLINARY STUDIES – ELEMENTARY EDUCATION (PK-6) TEACHING LICENSURE (B.A.)

This program allows students to complete a baccalaureate degree in Multidisciplinary Studies and also 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, at the end of four years.

Admission Requirements: Students in this program must seek admission to the teacher licensure program and apply for student teaching. See Education section (page 128) 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 advisor in the Multidisciplinary Studies program, students should see an Education advisor in the School of Education and Human Services for further assistance in degree planning.

Degree Requirements

Liberal Arts Core and University Requirements: See page 46 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 a faculty 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 110 Introduction to Environmental Science

One from the following: COM 101 Public Speaking, COM 204 Oral Interpretation, COM 301 Intercultural Communication

ECO 210 Principles of Microeconomics

ED 250 Introduction to Teaching and Learning

ED 301 Foundation of Literacy Development

ED 310 Reading and the Language Arts (Grades PK-2)

ED 311 Reading and the Language Arts (Grades 3-6)

ED 357 Teaching Social Studies and Creative Arts

ED 358 Teaching Mathematics and Science

ED 452 Managing the Classroom

ED 460E Student Teaching

One from the following: EN 201 World Literature: The Ancient World, EN 202 World Literature: The Middle Ages, EN 203 World Literature: Renaissance through Enlightenment, EN 204 World Literature: Romanticism through Post-Modernism, EN 205 American Literature I, EN 206 American Literature II

EN 211 Principles of Language

EN 301 The Writing Process: Theory and Practice

EN 351 Literature of Childhood and Adolescence

One from the following: FA 121 Music History I, FA 122 Music History II, FA 201 History of Art I, FA 202 History of Art II

GEO 201 Introduction to Geography

HI 203 European History

HI 210 History of the U.S. to 1877

HI 211 History of the U.S. since 1877

HI 325D Virginia History: The Old South

MA 121 Introduction to Problem Solving

MA 124 History of Elementary Mathematics

MA 127 Applied Elementary Geometry

MDS 480 Senior Seminar

PSC 103 Introduction to the Physical Sciences

POL 104 American Government

PSY 210 Human Growth and Development

PSY 341 Psychology of Individuals with Disabilities

One Science elective

Sample Degree Plan – Multidisciplinary Studies with Elementary Education Teaching Licensure

Please note that this is a sample plan and all students should consult with an advisor in making course selections.

Year One – Fall

COM 101 Public Speaking §
 MA 121 Introduction to Problem Solving (MT core course) § *
 POL 104 American Government (SS-1 core course) § *
 EN 101 Composition I (WR core course) *
 DSC 101 DISCOVER First-Year Seminar

Year One – Spring

MA 127 Applied Elementary Geometry §
 PSC 103 Introduction to Physical Science (NS core course) § *
 PSY 210 Human Growth and Development (SS-1 core course) § *
 EN 102 Composition II (WR core course) *
 TRS 100 Theological Inquiry (TRS-1 core course) *

Year Two – Fall

ECO 210 Principles of Microeconomics §
 ED 250 Introduction to Teaching and Learning §
 HI 203 European History (HI-1 core course) § *
 Introductory Literature (LT-1) core course § * #
 PH 200 Introduction to Philosophy (PH-1 core course) *

Year Two – Spring

BIO 110 Introduction to Environmental Science (NS core course) § *
 ED 301 Reading and Language Development §
 EN 301 The Writing Process §
 MA 124 History of Elementary Mathematics §
 FA 121 Music History I, FA 122 Music History II, FA 201 History of Art I, or FA 202 History of Art II (FNA core course) § *

Year Three – Fall

ED 310 Reading and the Language Arts (PK-2) §
 ED 357 Teaching Social Studies and Creative Arts §
 EN 211 Principles of Language §
 HI 210 History of the U.S. to 1877 §
 PSY 341 Psychology of Individuals with Disabilities (SS-2 core course) § *

Year Three – Spring

ED 358 Teaching Mathematics and Science §
 EN 351 Literature of Childhood and Adolescence §
 GEO 201 Introduction to Geography §
 HI 211 History of the U.S. since 1877 §
 Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course *

Year Four – Fall

ED 311 Reading and Language Arts (3-6) §
 HI 325D Virginia History: The Old South §
 MDS 480 Senior Seminar §
 Science elective §
 Advanced History (HI-2) or Advanced Literature (LT-2) core course *

Year Four – Spring

ED 452 Managing the Classroom §
 ED 460E Student Teaching §
 Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course *

§ Requirement for the major and/or teaching licensure

* Fulfills Liberal Arts Core/University requirements. See page 46.

Choose one from EN 201 through EN 206.

NOTE: Three (3) courses taken after Year One must be designated Writing-Intensive (WI) and 3 as Inquiry Learning (INQ). One course designated in each of the following must also be taken: Global Perspective (GP), Ethics Across the Curriculum (ETH), and Experiential Learning (EXP). See page 46 and Course Descriptions.

MULTIDISCIPLINARY STUDIES – SPECIAL EDUCATION, GENERAL CURRICULUM (B.A.)

This program of study allows students to complete a baccalaureate degree in Multidisciplinary Studies and also be licensed to teach special education, general curriculum, in grades K-12, 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, at the end of four years.

Admission Requirements: Students in this program must seek admission to the teacher licensure program and apply for student teaching. See Education section (page 128) 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 advisor in Multidisciplinary Studies, students should see an Education advisor in the School of Education and Human Services for further assistance in degree planning.

Degree Requirements

Liberal Arts Core and University Requirements: See page 46 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 a faculty 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 250 Introduction to Teaching and Learning

ED 219 Current Research, Trends, and Legal Issues in Special Education

ED 301 Foundation of Literacy Development

ED 323 Literacy Instruction: Diagnosis and Corrective Strategies

ED 329 Collaborative Models in Special Education

ED 339 Individualized Education Programs and Strategies for the General Curriculum

ED 341 Transition, Family, and Community Services for Individuals with Disabilities

ED 349 Behavior Management Strategies for the Special Educator

ED 460 Student Teaching

EN 301 The Writing Process: Theory and Practice

MDS 480 Senior Seminar

PSY 210 Human Growth and Development

PSY 310 Psychoeducational Assessment and Diagnostic Practices

PSY 341 Psychology of Individuals with Disabilities

18 credits in Biology, English, History, or Mathematics, with at least 2 classes at the 300+ level

Science elective

Sample Degree Plan – Multidisciplinary Studies with Special Education Teaching Licensure

Please note that this is a sample plan and all students should consult with an advisor in making course selections.

Year One – Fall

EN 101 Composition I (WR core course) *
 Introductory History (HI-1) core course *
 Mathematics (MT) core course *
 Introductory Social Science (SS-1) core course *
 DSC 101 DISCOVER First-Year Seminar

Year One – Spring

PSY 210 Human Growth and Development (SS-1 core course) § *
 EN 102 Composition II (WR core course) *
 Natural Science (NS) core course *
 TRS 100 Theological Inquiry (TRS-1 core course) *
 Elective

Year Two – Fall

One (1) Content Area course § **
 ED 250 Introduction to Teaching and Learning §
 Introductory Literature (LT-1) core course *
 Introductory Social Science (SS-1) or Natural Science (NS) core course *
 PH 200 Introduction to Philosophy (PH-1 core course) *

Year Two – Spring

One (1) Content Area course § **
 ED 301 Reading and Language Development §
 EN 301 The Writing Process §
 PSY 341 Psychology of Individuals with Disabilities (SS-2 core course) § *
 Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course *

Year Three – Fall

Two (2) Content Area courses § **
 ED 341 Transition, Family, and Community Services for Individuals with Disabilities §
 PSY 310 Psychoeducational Assessment and Diagnostic Practices §
 Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course *

Year Three – Spring

ED 219 Current Research, Trends, and Legal Issues in Special Education §
 ED 323 Literacy Instruction: Diagnosis and Corrective Strategies §
 ED 339 Individualized Education Programs and Strategies for the General Curriculum §
 Science elective §
 Elective

Year Four – Fall

Two (2) Content Area courses § **
 ED 329 Collaborative Models in Special Education §
 MDS 480 Senior Seminar §
 Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course *

Year Four – Spring

ED 349 Behavior Management Strategies for the Special Educator §
 ED 460 Student Teaching §
 Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course *

§ Requirement for the major and/or teaching licensure

* Fulfills Liberal Arts Core/University requirements. See page 46.

** Content Area courses will be chosen from Biology, English, History, or Mathematics.

NOTE: Three (3) courses taken after Year One must be designated Writing-Intensive (WI) and 3 as Inquiry Learning (INQ). One course designated in each of the following must also be taken: Global Perspective (GP), Ethics Across the Curriculum (ETH), and Experiential Learning (EXP). See page 46 and Course Descriptions.

PHILOSOPHY

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 opportunity 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.

The achievement of senior students is measured through successful completion of the requirements of the senior seminar and an internship evaluation.

Upon successful completion of this program, students will be able to

- demonstrate a broad and deep understanding of issues concerning the fundamental problems of human existence by critiquing philosophical claims, theories, and arguments or by constructing original arguments;
- demonstrate an awareness of the role of reason in the understanding of perennial philosophical questions and an awareness of the history of attempts to answer them;
- demonstrate an understanding of ethical and moral arguments that offer tools that will allow personal exploration and development; 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 worldview.

Degree Requirements

Liberal Arts Core and University Requirements: See page 46 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 a faculty advisor. Some courses also satisfy Liberal Arts Core and/or University requirements.

PH 200 Introduction to Philosophy

PH 205 Logic

PH 400 Internship

PH 422 Senior Seminar

21 credits in Philosophy electives

PHILOSOPHY (MINOR)

Minor Requirements

PH 200 Introduction to Philosophy

18 additional credits in Philosophy courses

Sample Degree Plan – Philosophy

Please note that this is a sample plan and all students should consult with an advisor in making course selections.

Year One – Fall

EN 101 Composition I (WR core course) *
 Mathematics (MT) core course *
 PH 200 Introduction to Philosophy (PH-1 core course) § *
 Introductory Social Science (SS-1) core course *
 DSC 101 DISCOVER First-Year Seminar

Year One – Spring

EN 102 Composition II (WR core course) *
 Introductory History (HI-1) core course *
 Natural Science (NS) core course *
 TRS 100 Theological Inquiry (TRS-1 core course) *
 Elective

Year Two – Fall

PH 205 Logic §
 PH 309 Ethical Theory (PH-E core course) *
 Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course *
 Introductory Literature (LT-1) core course *
 Introductory Social Science (SS-1) core course *

Year Two – Spring

Two (2) Philosophy courses §
 Advanced Social Science (SS-2) core course *
 Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course *
 Elective

Year Three – Fall

Two (2) Philosophy courses §
 Three (3) electives

Year Three – Spring

Two (2) Philosophy courses §
 Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course *
 Introductory Social Science (SS-1) or Natural Science (NS) core course *
 Elective

Year Four – Fall

One (1) Philosophy course §
 Four (4) electives

Year Four – Spring

PH 400 Internship §
 PH 422 Senior Seminar §
 Three (3) electives

§ Requirement for the major

* Fulfills Liberal Arts Core/University requirements. See page 46.

NOTE: Three (3) courses taken after Year One must be designated Writing-Intensive (WI) and 3 as Inquiry Learning (INQ). One course designated in each of the following must also be taken: Global Perspective (GP), Ethics Across the Curriculum (ETH), and Experiential Learning (EXP). See page 46 and Course Descriptions.

POLITICS

POLITICS (B.A.)

Resources for the study of politics in the Washington area are extraordinary, and students have the opportunity to participate frequently in many 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, 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 and a comprehensive examination.

Upon successful completion of this program, students will be able to

- demonstrate knowledge of political theory, principles, and functions of American government, and international relations through various methods of political analysis;
- demonstrate satisfactory skills in the development of a research question and/or thesis, gathering appropriate evidence from primary and/or secondary sources related to that question, providing an analysis of that evidence in a well-written and well-organized research paper that affirms or refutes the research question and/or thesis; and
- present themselves as professionals by effectively utilizing their critical analysis, problem solving, and communication skills in applied settings such as an internship.

Politics Honors: Students who major in Politics, achieve at graduation a GPA of 3.5 in Politics courses (at least 8 of which must be completed at Marymount University), and achieve superior performance in the senior thesis and comprehensive examination are eligible to graduate with honors in Politics.

Degree Requirements

Liberal Arts Core and University Requirements: See page 46 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 a faculty advisor. Some courses also satisfy Liberal Arts Core and/or University requirements.

ECO 210 Principles of Microeconomics
 ECO 211 Principles of Macroeconomics
 HU 201 The Western Tradition I
 HU 202 The Western Tradition II
 POL 205 American Policy Process
 POL 210 Western Political Concepts I
 POL 211 Western Political Concepts II
 POL 220 International Relations I
 POL 225 Comparative Government I
 POL 250 Research and Writing
 POL 335 American Constitutional Law
 POL 400 Internship
 POL 420 Senior Seminar
 18 additional credits in Politics electives

POLITICS (MINOR)

Minor Requirements

POL 104 American Government
 POL 210-211 Western Political Concepts I or II
 POL 220 International Relations
 12 additional credits in Politics electives

Sample Degree Plan – Politics

Please note that this is a sample plan and all students should consult with an advisor in making course selections.

Year One – Fall

HU 201 The Western Tradition I §
 Introductory History (HI-1) core course *
 EN 101 Composition I (WR core course) *
 POL 104 American Government (SS-1 core course) *
 DSC 101 DISCOVER First-Year Seminar

Year One – Spring

ECO 210 Principles of Microeconomics (SS-1 core course) § *
 HU 202 The Western Tradition II §
 POL 220 International Relations §
 EN 102 Composition II (WR core course) *
 MA 132 Statistical Analysis (MT core course) *

Year Two – Fall

ECO 211 Principles of Macroeconomics §
 POL 210 Western Political Concepts §
 POL 250 Research and Writing §
 Natural Science (NS) core course *
 TRS 100 Theological Inquiry (TRS-1 core course) *

Year Two – Spring

POL 205 American Policy Process §
 POL 211 Western Political Concepts II §
 POL 225 Comparative Government §
 Introductory Literature (LT-1) core course *
 PH 200 Introduction to Philosophy (PH-1 core course) *

Year Three – Fall

POL 335 American Constitutional Law §
 Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course *
 Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course *
 Introductory Social Science (SS-1) or Natural Science (NS) core course *
 Advanced Social Science (SS-2) core course (Politics) § *

Year Three – Spring

Three (3) 300/400-level Politics courses §
 Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course *
 Elective

Year Four – Fall

Two (2) 300/400-level Politics courses §
 Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course *
 Two (2) electives

Year Four – Spring

POL 400 Internship § **
 POL 420 Senior Seminar §
 Two (2) electives

§ Requirement for the major

* Fulfills Liberal Arts Core/University requirements. See page 46.

** Internship may be taken for 6 credits or 3 credits plus one (1) 300/400-level Politics course.

NOTE: Three (3) courses taken after Year One must be designated Writing-Intensive (WI) and 3 as Inquiry Learning (INQ). One course designated in each of the following must also be taken: Global Perspective (GP), Ethics Across the Curriculum (ETH), and Experiential Learning (EXP). See page 46 and Course Descriptions.

THEOLOGY AND RELIGIOUS STUDIES

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 department 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 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 comprehensive knowledge of the student and requires a thesis.

Upon successful completion of this 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.

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

Liberal Arts Core and University Requirements: See page 46 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 a faculty advisor. Some courses also satisfy Liberal Arts Core and/or University requirements.

TRS 100 Theological Inquiry

TRS 201 Phenomenon of Religion

TRS 202 Religions of the World

TRS 400 Internship

TRS 451 Christian Faith in the Modern World

TRS 499 Senior Seminar

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

12 credits in Theology and Religious Studies electives

THEOLOGY AND RELIGIOUS STUDIES (MINOR)

Minor Requirements

TRS 100 Theological Inquiry

TRS 201 Phenomenon of Religion or TRS 202 Religions of the World

12 credits in Theology and Religious Studies electives

Sample Degree Plan – Theology and Religious Studies

Please note that this is a sample plan and all students should consult with an advisor in making course selections.

Year One – Fall

EN 101 Composition I (WR core course) *
 Mathematics (MT) core course *
 Introductory Social Science (SS-1) core course *
 TRS 100 Theological Inquiry (TRS-1 core course) § *
 DSC 101 DISCOVER First-Year Seminar

Year One – Spring

EN 102 Composition II (WR core course) *
 Introductory History (HI-1) core course *
 Natural Science (NS) core course*
 PH 200 Introduction to Philosophy (PH-1 core course) *
 Elective

Year Two – Fall

TRS 201 Phenomenon of Religion §
 TRS 251 The Religion of the Old Testament, TRS 260 The New Testament Gospels, or TRS 261 The New Testament Epistles §
 Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course *
 Introductory Literature (LT-1) core course*
 Introductory Social Science (SS-1) core course*

Year Two – Spring

TRS 202 World Religions §
 TRS 380 The History of the Early Church or TRS 381 Medieval and Reformed Theology §
 Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course *
 Advanced Social Science (SS-2) core course *
 Elective

Year Three – Fall

Two (2) Theology/Religious Studies courses §
 Theological Ethics (TRS-E) core course *
 Two (2) electives

Year Three – Spring

Two (2) Theology/Religious Studies courses §
 Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course *
 Introductory Social Science (SS-1) or Natural Science (NS) core course *
 Elective

Year Four – Fall

TRS 451 Faith in the Modern World §
 Four (4) electives

Year Four – Spring

TRS 400 Internship §
 TRS 499 Senior Seminar §
 Three (3) electives

§ Requirement for the major

*Fulfills Liberal Arts Core/University requirements. See page 46.

NOTE: Three (3) courses taken after Year One must be designated Writing-Intensive (WI) and 3 as Inquiry Learning (INQ). One course designated in each of the following must also be taken: Global Perspective (GP), Ethics Across the Curriculum (ETH), and Experiential Learning (EXP). See page 46 and Course Descriptions.

School of Business Administration

Dean: James F. Ryerson

The School is committed to building a learning community for a student body comprising undergraduate and graduate students seeking intellectual, professional, moral, and personal development.

The School of Business Administration nurtures intellectual inquiry and participatory learning for the professional and personal success of our students and alumni.

The School comprises a faculty focused on excellence in teaching, ethical conduct, and productive interaction with the business, professional, and scholarly communities.

As affirmation of its mission the School commits to the students

- a quality undergraduate education that combines 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 through an advanced program of study adds to their knowledge base, hones their analytical skills, reinforces ethical values and augments their academic and professional development;
- a student-focused learning environment where the curriculum is set in both the scholarly world and the real world of business activities;
- a challenging interactive 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 business 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, and student communities.

Executives-in-Residence: Selected senior officers of various local corporations and government agencies 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 act as mentors for students by providing information for career planning.

BUSINESS ADMINISTRATION

BUSINESS ADMINISTRATION (B.B.A.)

The Bachelor of Business Administration includes general courses in the primary areas of business as well as specialized areas. For highly qualified students, there is a B.B.A./M.B.A. option.

A central requirement of the B.B.A. program is the internship, which provides an opportunity for application of theory and for the cultivation of business skills. It also enables the student to include experience working in a Washington-area business, government agency, or financial institution on his or her résumé.

Upon successful completion of this program, students will be able to

- demonstrate functional knowledge of their major specialty, an appreciation for the interrelation of the business areas, and broad-based current business knowledge;
- use analytical and reflective skills to evaluate issues and situations critically;
- employ leadership and collaborative skills;
- demonstrate the ability to function effectively in an international environment;
- communicate skillfully in multiple forms of expression;
- use current business technology effectively;
- exhibit rational and ethical decision making; and
- apply creative and innovative thinking.

B.B.A. Specialties: Specialties within the B.B.A. allow students to gain a greater depth of knowledge in a field of particular interest. All specialty courses are expected to be completed at Marymount. Students should consult their academic advisor for additional guidance regarding specific specialty or residency requirements. All B.B.A. majors will choose a specialty from the following:

Accounting

This specialty is designed to prepare students to pursue careers in public, private, and government accounting and to pursue advanced degrees in business or law. The program also provides a basic foundation for students to begin preparation for professional certification examinations.

B.B.A./M.B.A.

This specialty allows qualified students to accelerate progress toward their M.B.A. admission requirements. Additional information is provided beginning on page 108. Students interested in this option will initially choose one of the other B.B.A. specialties.

Business Law

This specialty is designed to provide students with a general understanding of the laws that impact businesses and business relationships. It also provides a basic foundation for students interested in pursuing an advanced legal degree.

Finance

This specialty 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.

General Business

This specialty offers the greatest degree of flexibility and choice within the B.B.A. major. It allows students, in consultation with an advisor, to combine Business specialty courses in a way that advances their individual career goals.

Hospitality Management

This specialty prepares students for a career in the hospitality management industry. Hospitality management focuses on the business operations of running hotels, restaurants, and other travel and tourism-related entities. In addition to a required internship in the senior year, students pursuing this specialty are encouraged to gain practical experience through summer employment in the hospitality industry.

International Business

This specialty is designed to give students the entry-level skills needed to succeed in the diverse and complex environment of international business operations. Today's business organizations are increasingly international in their financing, production, and marketing operations as global competition forces U.S. managers to rethink traditional business practices. Students in this specialty are strongly urged to take at least one year of a foreign language and participate in a study abroad program, if possible.

Management

This specialty prepares students to succeed in this dynamic, intellectual discipline concerned with the solution of problems and the improvement of business operations using specialized knowledge, skills, and systematic analysis.

Marketing

This specialty offers students marketing expertise in advertising and sales, as well as such diverse topics as Internet marketing, consumer behavior, marketing research, international marketing, and marketing management. Graduates may find employment in advertising, public relations, brand management, marketing research, and retailing.

Sport Management

This specialty prepares students for a career in the sport management industry. Sport management focuses on the business operations of sports teams or facilities. In addition to a required internship in the senior year, students pursuing this specialty are encouraged to gain practical experience through summer employment in the sport industry.

Internship Prerequisites: A minimum of 90 credits with a cumulative GPA of 2.0 or better and a cumulative GPA of 2.0 or better in all major courses are required in order to register for the internship. Students should consult their academic advisor and/or the internship director in the School of Business Administration for more information.

Minimum Grade Requirements:

- C or better in each of the following courses in order to continue in the B.B.A. degree program: MGT 123, ACT 201, MGT 304, and MGT 451;
- cumulative 2.0 GPA or better in the B.B.A. specialty courses and in all coursework in order to graduate; and
- for Business Law and Paralegal Studies students, a minimum grade of C- in every course that serves as a prerequisite for a higher-numbered legal specialty or major course in the Business Law specialty or Paralegal Studies program.

Degree Requirements

Liberal Arts Core and University Requirements: See page 46 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 a faculty advisor. Some courses also satisfy Liberal Arts Core and/or University requirements.

ACT 201 Principles of Accounting I

ACT 202 Principles of Accounting II

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 155 Finite Mathematics

MGT 123 The Business Experience

MGT 223 Sophomore Business Experience

MGT 291 Business Communication

MGT 304 Organizational Management

MGT 323 Junior Business Experience

MGT 423 Senior Business Experience

MGT 451 Strategic Management

MGT/LA 490 Internship

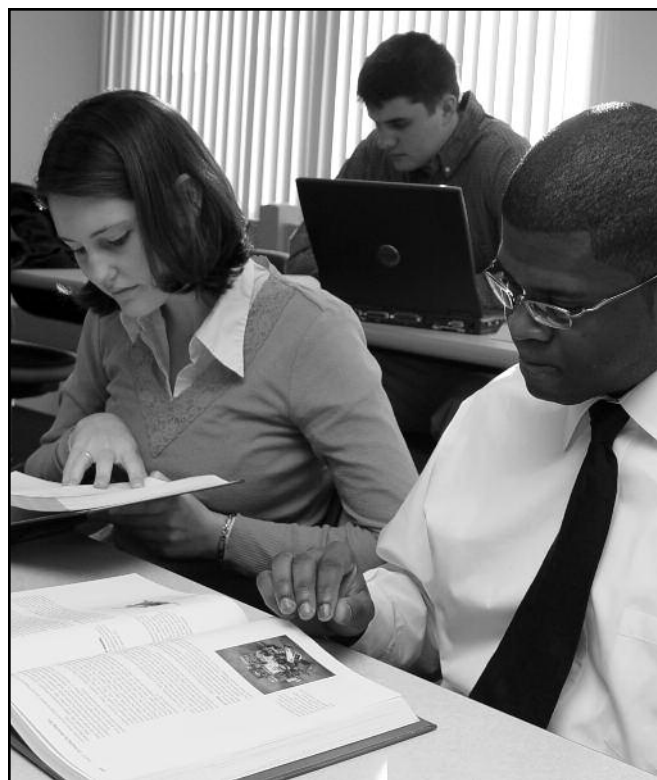
MSC 300 Business Statistics

MSC 337 Operations Management

MKT 301 Principles of Marketing

PH 305 Business Ethics

All majors also complete coursework in a chosen specialty as follows:

**Accounting specialty**

ACT 303 Intermediate Accounting I

ACT 304 Intermediate Accounting II

ACT 306 Cost Accounting

ACT 406 Tax Accounting

ACT 410 Auditing

One (1) course from the following: ECO 485 International Economics or FIN 485 International Finance

(Recommended courses: ACT 420 Advanced Accounting Topics, ECO 332 Money and Banking)

B.B.A./M.B.A. specialty

One (1) international course from the following: ECO 485 International Economics, FIN 485 International Finance, MGT 385 International Business, MGT 485 International Management, MKT 485 International Marketing

MBA 512 Accounting for Managers

MBA 513 Business Communication

MBA 514 Quantitative Methods for Management

One (1) course from another specialty area, 300/400-level Economics course, or IT course numbered above IT 110

Business Law specialty

LA 280 Introduction to the Legal System

LA 301 Civil Litigation

LA 302 Criminal Litigation or LA 430 Legal and Current Issues in Human Resource Management

LA 305 General Practice I

LA 391 Legal Research and Writing

LA 409 Public Law and Procedure

Finance specialty

FIN 334 Investments

FIN 362 Intermediate Financial Management

FIN 485 International Finance

FIN 400 Senior Seminar in Finance

ECO 332 Money and Banking

(Recommended courses: ACT 306 Cost Accounting, ECO 485 International Economics)

General Business specialty

Four (4) courses from other specialty areas, 300/400-level Economics courses, or IT courses numbered higher than IT 110

One (1) international course from the following: ECO 485 International Economics, FIN 485 International Finance, MGT 385 International Business, MGT 485 International Management, MKT 485 International Marketing

Hospitality Management specialty

MGT 370 Hospitality Management

MGT 470 Strategic Hospitality Management

MGT 485 International Management

MSC 345 Project Management

One (1) course from the following: MKT 305 Sport Marketing, MKT 313 Sales Techniques and Strategies, MKT 319 Advertising and Integrated Marketing Communications, MKT 360 Consumer Behavior, MKT 485 International Marketing

International Business specialty

ECO 485 International Economics

FIN 485 International Finance

MGT 385 International Business

MGT 485 International Management

MKT 485 International Marketing

Management specialty

HRM 335 Human Resource Management

HRM 423 Performance Management and Compensation

MGT 485 International Management

MSC 345 Project Management

One (1) from the following: ACT 306 Cost Accounting, ECO 330 Managerial Economics, HRM 336 Labor Relations, MGT 385 International Business, MKT 360 Consumer Behavior

Marketing specialty

MKT 412 Marketing Research

MKT 416 Marketing Management

MKT 485 International Marketing

Two (2) from the following: MKT 305 Sport Marketing, MKT 313 Sales Skills and Strategies, MKT 319 Advertising and Integrated Marketing Communications, MKT 360 Consumer Behavior

Sport Management specialty

ECO 305 Business and Economics of Sports

LA 315 Sport Law

MGT 485 International Management or MKT 485 International Marketing

MKT 305 Sport Marketing

One (1) from the following: HPR 301 Health/Fitness Program Management, MKT 313 Sales Techniques and Strategies, MKT 319 Advertising and Integrated Marketing Communications, MKT 360 Consumer Behavior

BUSINESS ADMINISTRATION (MINOR)

Minimum Grade Requirements: Cumulative GPA at the end of the freshman year must be 2.0 or better. MGT 123 and MGT 304 must be completed with a grade of C or better. Cumulative GPA in courses used to fulfill the Business minor requirements must be a 2.0 or better.

Residency Requirement: Students must complete at least 12 credits of the minor requirements at Marymount.

Minor Requirements

MGT 123 The Business Experience

MGT 304 Organizational Management

15 additional credits in Marymount Business courses approved by the School dean or his designee. (Information Technology majors: these additional credits cannot include IT courses.)

BUSINESS LAW (MINOR)

This minor is offered to undergraduate students pursuing a degree other than the Bachelor of Business Administration (B.B.A.) or the B.A. in Paralegal Studies.

Minimum Grade Requirements: Cumulative GPA in courses used to fulfill the Business Law minor requirements must be a 2.0 or better.

Residency Requirement: Students must complete at least 12 credits of the minor requirements at Marymount.

Minor Requirements

LA 248 Business Law I

LA 249 Business Law II

LA 280 Introduction to the Legal System

LA 301 Civil Litigation

LA 302 Criminal Litigation or LA 430 Legal and Current Issues in Human Resource Management

LA 391 Legal Research and Writing

SOCIAL ENTREPRENEURSHIP (MINOR)

This interdisciplinary minor is open to students in any major. It is designed for students who are socially minded entrepreneurs wishing 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 Administration and School of Education and Human Services. This minor also provides a strong base for future additional studies in business, sociology, education, and law.

Minor Requirements

MGT 315 Entrepreneurship

MKT 301 Principles of Marketing

MSC 355 Managing Social Projects

One from the following: SOC 131 Principles of Sociology, SOC 202 Social Problems, SOC 203 The Global Village

SOC 350 Social Justice

SOC 351 Addressing Injustice

SOC 421 Project, or SOC 433 Research and MGT 499 Independent Study, or MGT 490 Internship as a community-based inquiry/service learning opportunity

Sample Degree Plan – Business Administration

Please note that this is a sample plan and all students should consult with an advisor in making course selections.

Year One – Fall

MGT 123 The Business Experience §
 EN 101 Composition I (WR core course) *
 Introductory Social Science (SS-1) core course (Psychology, Politics, or Sociology) *
 Natural Science (NS) core course *
 DSC 101 DISCOVER First-Year Seminar

Year One – Spring

IT 110 Information Technology in the Global Age §
 EN 102 Composition II (WR core course) *
 Introductory History (HI-1) core course *
 MA 155 Finite Mathematics (MT core course) § *
 PH 200 Introduction to Philosophy (PH-1 core course) *

Year Two – Fall

ACT 201 Principles of Accounting I §
 ECO 210 Principles of Microeconomics (SS-1 core course) § *
 LA 248 Business Law I §
 Introductory Literature (LT-1) core course *
 TRS 100 Theological Inquiry (TRS-1 core course) *

Year Two – Spring

ACT 202 Principles of Accounting II §
 ECO 211 Principles of Macroeconomics (SS-1 core course) § *
 LA 249 Business Law II §
 MGT 291 Business Communication §
 MGT 223 Sophomore Business Experience §
 Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course *

Year Three – Fall

FIN 301 Financial Management §
 MKT 301 Principles of Marketing §
 MSC 300 Business Statistics §
 Specialty course § **
 Advanced Social Science (SS-2) or Natural Science (NS) core course *

Year Three – Spring

MGT 304 Organizational Management §
 MGT 323 Junior Business Experience §
 PH 305 Business Ethics (PH-2 core course) § *
 Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course *
 Specialty course § **

Year Four – Fall

MSC 337 Operations Management §
 Two (2) specialty courses § **
 Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course *
 Specialty course § ** or elective

Year Four – Spring

MGT 423 Senior Business Experience §
 MGT 451 Strategic Management §
 MGT/LA 490 Internship §
 Specialty course § **

§ Requirement for the major

* Fulfills Liberal Arts Core/University requirements. See page 46.

** See Major Requirements for specialty options and course selections.

NOTE: Three (3) courses taken after Year One must be designated Writing-Intensive (WI) and 3 as Inquiry Learning (INQ). One course designated in each of the following must also be taken: Global Perspective (GP), Ethics Across the Curriculum (ETH), and Experiential Learning (EXP). See page 46 and Course Descriptions.

THE COMBINED B.B.A./M.B.A. PROGRAM IN BUSINESS ADMINISTRATION

Students wishing to accelerate their progress toward completion of the Master of Business Administration (M.B.A.) degree at Marymount can apply for the Pre-M.B.A. option. Students accepted into this competitive program begin their M.B.A. studies while completing their B.B.A. Upon graduation from the B.B.A. program, students will complete a minimum of 36 additional credit hours to earn an M.B.A. without a track. Please see the University's Graduate Catalog for details on the M.B.A. program, as well as graduate academic policies.

Admission Requirements: In addition to meeting Universitywide undergraduate admission requirements (see page 14), the student must have

- 75 credits completed in the undergraduate degree (typically by the middle of the junior year); and
- an overall GPA of 3.25 or better and a GPA of 3.25 or better in all Business courses (Students who fail to maintain these required GPAs will not be allowed to take the 500-level courses in this program. They will revert to, and follow the requirements for, another specialty of their choice and can apply to the M.B.A. program in the same manner as any other student.)

Transfer Students: Transfer students must have completed a minimum of 12 credits in 300/400-level Business courses at Marymount with a minimum cumulative GPA of 3.25 before being admitted to the program.

Students successfully meeting these requirements will automatically be accepted into the M.B.A. program and will not be required to take the GMAT exam.

Graduate Student Status: Upon completion of MBA 512, MBA 513, and MBA 514 (each with a minimum grade of B) and the awarding of his/her B.B.A. degree, the student attains full admission to the M.B.A. program and is subject to all graduate student policies and procedures.

Program Requirements

Liberal Arts Core and University Requirements: See page 46 for details.

Major Requirements

Students accepted into the B.B.A./M.B.A. program must complete all of the requirements of the B.B.A. program. See program details beginning on page 101. MBA 512, MBA 513, and MBA 514 will be substituted for 3 specialty courses in the senior year. Consult an advisor for further information on degree planning.

M.B.A. Requirements (to be taken following completion of B.B.A.)

- MBA 515 Organizational Behavior
- MBA 518 Managerial Economics or MBA 520 Macroeconomics
- MBA 521 Marketing Concepts and Practices
- MBA 522 Corporate Finance
- MBA 526 Strategic Management Seminar
- IT 503 Managing Information Technology
- LA 561 Law and the Business Environment
- MGT 560 Ethical Issues in Business and Society
- MSC 516 Operations Management
- Two (2) Business electives
- One (1) graduate international Business course

ECONOMICS

ECONOMICS IN SOCIETY (B.A.)

This major is designed as an interdisciplinary program of studies, combining the primary study of economics with related study in sociology and politics. Students pursuing this major will investigate the basic economic problem of satisfying human wants with limited resources within the broader context of society's values, objectives, and institutions. Students will be encouraged by advisors to choose their elective courses with specific postgraduate goals in mind. Through careful selection of electives, students pursuing a B.A. in Economics in Society can prepare for careers in business, in international relations, or in social or public policy fields. The Economics in Society major can also provide sound preparation for students considering law school or graduate studies in economics, public policy, or business.

Students in Economics in Society are also encouraged to consider a minor in Mathematics.

Upon successful completion of this program, students will be able to

- use his or her professional knowledge, as well as a variety of communications and research skills, including bibliographic, quantitative, and technology information;
- analyze how markets establish equilibria and identify ethical issues related to market outcomes;
- explain economic decision-making processes used by consumers and businesses to satisfy human wants with limited resources;
- describe the political and social environment within which the economic policy is designed and implemented and assess the economic costs and trade-offs of these policy options;

- apply relevant economic concepts to provide insight into a wide range of human concerns; and
- work effectively as an entry-level research or policy economist and/or analyst, and continue lifelong professional development.

Internship Prerequisites: A 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, Politics, and Sociology courses are required in order to register for the internship (ECO 490). Students should also have completed a minimum of 9 credits in 300+level ECO courses. Students should consult their academic advisor and/or the internship director in the School of Business Administration for more information.

Residency Requirement: Students must complete the internship (ECO 490) and a minimum of 18 credits from the 300/400-level major degree requirements at Marymount.



Degree Requirements

Liberal Arts Core and University Requirements: See page 46 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 a faculty advisor. Some courses also satisfy Liberal Arts Core and/or University requirements.

COM 300 Report Writing

ECO 210 Principles of Microeconomics

ECO 211 Principles of Macroeconomics

ECO 305 Business and Economics of Sports or

ECO 330 Managerial Economics

ECO 485 International Economics

ECO 431 Contemporary Issues in Economics

ECO 490 Internship (3-6 credits)

Two (2) to three (3) additional 300/400-level Economics electives

MA 132 Statistical Analysis (Students needing preparation for this course should plan to complete that preparatory coursework during the freshman year.)

MGT 123 The Business Experience

PH 305 Business Ethics

POL 205 American Policy Process

POL 210 Western Political Concepts I or POL 211 Western Political Concepts II

SOC 131 Principles of Sociology

SOC 303 Development of Social Thought

SOC 350 Social Justice: Ethical Dilemmas in Social Context

One (1) additional 300/400-level Politics or Sociology elective

ECONOMICS (MINOR)

Residency Requirement: Students must complete at least 12 credits of the following at Marymount.

Minor Requirements

ECO 210 Principles of Microeconomics

ECO 211 Principles of Macroeconomics

Five (5) additional Economics electives approved by an Economics faculty advisor

Sample Degree Plan – Economics in Society

Please note that this is a sample plan and all students should consult with an advisor in making course selections.

Year One – Fall

MGT 123 The Business Experience §
 EN 101 Composition I (WR core course)*
 Natural Science (NS) core course*
 TRS 100 Theological Inquiry (TRS-1 core course) *
 DSC 101 DISCOVER First-Year Seminar

Year One – Spring

ECO 210 Principles of Microeconomics (SS-1 core course) § *
 SOC 131 Principles of Sociology (SS-1 core course) § *
 EN 102 Composition II (WR core course) *
 Introductory History (HI-1) core course*
 Elective (MA 121 Introduction to Problem Solving, MA 171
 Calculus with Precalculus A, or MA 181 Calculus I recom-
 mended)

Year Two – Fall

ECO 211 Principles of Microeconomics §
 MA 132 Statistical Analysis (MT core course) § *
 Politics/Sociology course § **
 Introductory Literature (LT-1) core course *
 Elective

Year Two – Spring

Economics course § ***
 PH 200 Introduction to Philosophy (PH-1 core course) *
 Introductory Social Science (SS-1) core course *
 Advanced Theology/Religious Studies (TRS-2) or Theological
 Ethics (TRS-E) core course *
 Elective

Year Three – Fall

COM 300 Report Writing §
 Two (2) Economics courses § ***
 Politics/Sociology course § **
 Elective

Year Three – Spring

ECO 485 International Economics §
 Politics/Sociology course § **
 PH 305 Business Ethics (PH-2 core course) § *
 Fine Arts (FNA), Advanced History (HI-2), or Advanced
 Literature (LT-2) core course *
 Elective

Year Four – Fall

ECO 431 Contemporary Issues in Economics (SS-2 core course) § *
 Politics/Sociology course § **
 Politics or Sociology 300/400-level elective §
 Fine Arts (FNA), Advanced History (HI-2), or Advanced
 Literature (LT-2) core course *
 Elective

Year Four – Spring

ECO 490 Internship § #
 Politics/Sociology course § **
 Two (2) electives

§ Requirement for the major

* Fulfills Liberal Arts Core/University requirements. See page 46.

** Politics courses: POL 205 American Policy Process, POL 210 Western Political Concepts I, POL 211 Western Political Concepts II. Sociology courses: SOC 303 Development of Social Thought, SOC 350 Social Justice: Ethical Dilemmas in Social Context

*** Economics courses: ECO 305 Business and Economics of Sports or ECO 330 Managerial Economics and at least two additional 300/400-level Economics courses not specified above.

Internship may be taken for 6 credits or 3 credits plus one (1) Economics course.

NOTE: Three (3) courses taken after Year One must be designated Writing-Intensive (WI) and 3 as Inquiry Learning (INQ). One course designated in each of the following must also be taken: Global Perspective (GP), Ethics Across the Curriculum (ETH), and Experiential Learning (EXP). See page 46 and Course Descriptions.

HEALTH INFORMATION MANAGEMENT

HEALTH INFORMATION MANAGEMENT (B.S.)

Marymount's Health Information Management program offers a solid foundation of knowledge and skills to prepare students for a professional career in health information management. Such opportunities are available in hospitals, clinics, doctor's offices, and related health facilities and involve the responsible management of health information systems consistent with medical, administrative, ethical, and legal requirements of the health care delivery system.

Health information management professionals play a critical role in managing the collection, maintenance, and analysis of the medical data that health care professionals rely on to deliver, manage, and finance quality health care. The program combines knowledge of health care systems, information technology, and medical information management techniques, such as medical coding.

Students get ample opportunity to practice the knowledge gained through hands-on experiences, inquiry-based learning, an internship, and a final capstone project working with a real client.

Upon successful completion of this program, students will be able to

- understand and apply the basic concepts of information management (electronic and manual) in a variety of health care environments;
- use medical coding techniques and understand reimbursement systems such that the health care organization can be appropriately compensated from insurance companies, Medicaid, etc.;
- understand the legal environment and ethical behavior required when working in a health care organization;
- communicate effectively with health care and information technology professionals ensuring the effective implementation of information systems in a given health care environment; and
- collect, store, retrieve, and analyze information to support a variety of health delivery systems.

Internship Prerequisites: A minimum of 90 credits with a cumulative GPA of 2.0 or better and senior status are required to register for the internship.

Minimum Grade Requirements: A minimum grade of C- is required in any course within the Health Information Management major that serves as a prerequisite for a higher-numbered course.

Residency Requirements: Transfer students must complete 21 credits of the Health Care Management or Health Information Management courses at Marymount.

Degree Requirements

Liberal Arts Core and University Requirements: See page 46 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 a faculty advisor. Some courses also satisfy Liberal Arts Core and/or University requirements.

BIO 161 Anatomy and Physiology I
 BIO 162 Anatomy and Physiology II
 HCM 110 Health Care Delivery Systems
 HCM 140 Health Care Statistics
 HCM 220 Quality Management in Health Care
 HCM 310 Organizations and Management in Health Care
 HCM 350 Health Care Finance and Accounting
 HIM 110 Medical Terminology
 HIM 120 Health Information Systems
 HIM 210 Medical Classification Systems
 HIM 220 Advanced Medical Coding
 HIM 310 Health Care Reimbursement Systems
 HIM 360 Integrated Health Care Technology
 HIM 400 Internship
 HIM 423 HIM Senior Seminar
 HIM 489 HIM Capstone Project
 IT 205 Computer Technology
 IT 305 Computer Networking
 IT 310 Database Technology
 IT 335 Information Security
 IT 380 Electronic Document and Record Management
 LA 250 Legal Aspects of Health Care
 MSC 345 Project Management
 NU 361 Pharmacology
 NU 362 Pathophysiology
 PH 305 Business Ethics
 PSY 101 General Psychology
 PSY 225 Health Psychology
 SOC 131 Principles of Sociology

HEALTH INFORMATION TECHNOLOGY (MINOR)

A minor in Health Information Technology is a valuable complement to IT or health professionals who will be working in health care environments where information technology plays an increasingly important role. This minor is not available to students in the Health Information Management program.

Minimum Grade Requirements: A minimum grade of C- is required in any course within the Health IT minor that serves as a prerequisite for a higher-numbered course.

Residency Requirement: Students must complete at least 12 credits of the minor requirements at Marymount.

Minor Requirements

HIM 110 Medical Terminology (for those not enrolled in a health-related program) or IT 205 (for those enrolled in a non-IT program)

HIM 120 Health Information Systems

HIM 310 Health Care Reimbursement Systems

HIM 360 Integrated Health Care Technology

IT 305 Computer Networking

IT 310 Database Technology

IT 335 Computer Security

IT 380 Electronic Document and Record Management

HEALTH INFORMATION TECHNOLOGY (POST-BACCALAUREATE CERTIFICATE)

This program is for students who have previously earned a bachelor's degree either in an information technology-related field or an allied-health science field. The certificate is designed to prepare individuals for a range of jobs in Health IT including the comprehensive management of electronic medical information and its secure exchange between health care consumers and providers. Students can find employment in hospitals, physicians' offices, or with health insurance providers, for example. Student who begin the certificate program in the fall semester can complete the program in one year (late August through late June).

Admission Requirements: In addition to meeting Universitywide requirements for post-baccalaureate certificate admission (see page 18), the student must demonstrate knowledge or experience in information technology or health care management. Students with insufficient subject knowledge will be asked to take appropriate undergraduate courses to prepare for the certificate.

Program Completion Requirement: All coursework must be completed at Marymount University within three years of the date of matriculation.

Certificate Requirements

27 credits

HIM 120 Health Information Systems

HIM 210 Medical Classification Systems

HIM 360 Integrated Health Care Technology

HIM 489 HIM Capstone Project

Students complete coursework for this certificate in one of the following tracks:

Track 1 (for IT professionals)

HCM 110 Health Care Delivery Systems

HCM 220 Quality Management in Health Care

HIM 120 Medical Terminology

HIM 310 Health Care Reimbursement Systems

LA 250 Legal Aspects of Health Care

Track 2 (for allied-health professionals)

IT 205 Computer Technology

IT 305 Computer Networking

IT 310 Database Technology

IT 335 Computer Security

IT 380 Electronic Document and Record Management

Sample Degree Plan – Health Information Management

Please note that this is a sample plan and all students should consult with an advisor in making course selections.

Year One – Fall

HIM 110 Medical Terminology §
 HCM 110 Health Care Delivery Systems §
 EN 101 Composition I (WR core course) *
 MA 121 Introduction to Mathematical Problem Solving (MT core course) *
 DSC 101 DISCOVER First-Year Seminar

Year One – Spring

BIO 161 Anatomy and Physiology I (NS core course) § *
 HCM 140 Health Care Statistics §
 HIM 120 Health Information Systems §
 PSY 101 General Psychology (SS-1 core course) § *
 EN 102 Composition II (WR core course) *

Year Two – Fall

BIO 162 Anatomy and Physiology II (NS core course) § *
 HIM 210 Medical Classification Systems §
 IT 205 Computer Technology §
 LA 250 Legal Aspects of Health Care §
 Introductory Literature (LT-1) core course *

Year Two – Spring

HCM 220 Quality Management in Health Care §
 HIM 220 Advanced Medical Coding §
 SOC 131 Principles of Sociology (SS-1 core course) § *
 Introductory History (HI-1) core course *
 TRS 100 Theological Inquiry (TRS-1) core course *

Year Three – Fall

HCM 310 Organizations and Management in Health Care §
 IT 305 Computer Networking §
 NU 361 Pharmacology §
 Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course *
 PH 200 Introduction to Philosophy (PH-1 core course) *

Year Three – Spring

IT 310 Database Technology §
 IT 335 Information Security §
 MSC 345 Project Management §
 NU 362 Pathophysiology §
 Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course*

Year Four – Fall

HIM 310 Health Care Reimbursement Systems §
 HIM 400 Internship §
 HIM 423 Seminar §
 IT 380 Electronic Document and Record Management §
 PSY 225 Health Psychology (SS-2 core course) § *

Year Four – Spring

HCM 350 Health Care Finance and Accounting §
 HIM 360 Integrated Health Care Technology §
 HIM 489 HIM Capstone Project §
 PH 305 Business Ethics (PH-2 core course) § *
 Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course*

§ Requirement for the major

* Fulfills Liberal Arts Core/University requirements. See page 46.

NOTE: Three (3) courses taken after Year One must be designated Writing-Intensive (WI) and 3 as Inquiry Learning (INQ). One course designated in each of the following must also be taken: Global Perspective (GP), Ethics Across the Curriculum (ETH), and Experiential Learning (EXP). See page 46 and Course Descriptions.

INFORMATION TECHNOLOGY

INFORMATION TECHNOLOGY (B.S.)

Marymount's Information Technology (IT) program offers a solid foundation of knowledge across the system life cycle – from defining requirements, to developing software, to managing and securing a computer network. The curriculum addresses hardware, software, databases, networks, and security. Students will focus in one of the following specialty areas:

- Applied IT – for students who wish to study computers in the context of an application area, such as biology, education, or interactive media
- Computer Science – for students who wish to design and build software products or design and build complex, secure networks
- Forensic Computing – for students who wish to investigate computer crimes and prepare evidence for use in a court of law
- Health IT – for students who wish to work in the health care industry, using technology to improve patient care.
- Information Systems – for students who will design support networks, provide technical support to system users, and design and manage websites, usually in a business context
- Interactive Media – for students who will design websites using audio and video components.

Students are also prepared for industrywide certification, such as A+, Net+, and Security+ from CompTia. Students who specialize in Forensic Computing study the field using topics required for the International Society of Forensic Computer Examiner's Certified Computer Examiner certification.

The full-time faculty for this program conduct research in information security, data management, open source software, technology for health care, and other areas. Adjunct faculty work in areas such as requirements analysis, computer crime investigation, hardware design, software development, database management, information assurance, and operations management. Students can benefit from a breadth of research and experience in the IT field and participate in such activities as the Association of Computing Machinery (ACM) programming competition and undergraduate research. The Computer Science specialty provides the preparatory work necessary to enter Marymount's M.S. in Information Technology's Software Engineering track and prepares students for the IEEE Certification of Software Development Professionals (CSDP).

Students are advised to consider a minor depending on their specialty. Students choosing the Applied IT specialty should consider a minor tied to their intended application area,

such as Biology or Graphic Design, both offered through the School of Arts and Sciences. Students specializing in Computer Science might consider a minor in Mathematics, through the School of Arts and Sciences. Students specializing in Forensic Computing may wish to minor in Criminal Justice, available through the School of Education and Human Services. Students specializing in Information Systems should consider a minor in Business Administration, offered through the School of Business Administration. Students specializing in Interactive Media should consider the Web Design minor offered through the School of Arts and Sciences.

Upon successful completion of this program, students will be able to

- develop a broad knowledge of information technology, allowing them to function as IT professionals who can successfully analyze problems and implement IT solutions to these problems;
- develop specific skills in a segment of the information technology field, allowing them to work effectively in these specializations;
- be proficient in at least one programming language and be able to learn additional programming languages based on a knowledge of programming principles;
- be proficient in a variety of skills such as computer repair, computer networking, database design, software testing, and information security through a combination of theoretical knowledge and hands-on experience sufficient to obtain industry certifications;
- conduct a capstone project that includes research in an aspect of information technology (hardware, software, data, or information security) and apply that research to a current information technology concern for businesses or society in general;
- compose and construct written documents and give presentations articulating business needs, identifying solutions, and considering decision implications, with arguments backed up by data;
- work successfully in a team environment both as a team leader and as a participant, and communicate effectively with team members who do not have a technical background;
- have a well-rounded education to conduct themselves as responsible professionals and global citizens who are aware of ethical issues and societal needs and problems; and
- possess the knowledge and skills required to pursue lifelong learning, including advanced degrees in areas relating to information technology and to adapt to an ever-changing, global technological and business environment.

Internship Prerequisites: A minimum of 90 credits with a cumulative GPA of 2.0 or better, senior status, and a grade of C or better in IT 323 Junior IT Seminar are required in order to register for the internship.

Minimum Grade Requirements: A minimum grade of C- is required in any course within the Information Technology major that serves as a prerequisite for a higher-numbered course.

Residency Requirement: Transfer students must complete 21 credits of their IT major or specialty courses at Marymount.

Degree Requirements

Liberal Arts Core and University Requirements: See page 46 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 a faculty advisor. Some courses also satisfy Liberal Arts Core and/or University requirements.

IT 110 Information Technology in the Global Age
 IT 120 Personal Security in the Digital Age
 IT 130 Java Programming or IT 125 Web Development
 IT 205 Computer Technology
 IT 210 Software Engineering
 IT 223 Sophomore IT Seminar
 IT 230 Advanced Java Programming or IT 225 Advanced Web Development
 IT 305 Computer Networking
 IT 310 Database Technology
 IT 323 Junior IT Seminar
 IT 335 Information Security
 IT 355 Software Quality Assurance, Documentation, and Testing
 IT 400 Internship
 IT 423 Senior IT Seminar
 IT 489 IT Capstone Project
 MGT 123 The Business Experience
 MSC 300 Business Statistics
 MSC 345 Project Management
 MA 155 Finite Mathematics or MA 181 Calculus I (Students needing preparation for either course should plan to complete that preparatory coursework during the freshman year.)
 MA 260 Discrete Mathematics for Information Technology
 PH 305 Business Ethics

All majors also complete coursework in a chosen specialty as follows:

Applied IT specialty

Five (5) courses representing an IT application area that have been approved by the program director

Computer Science specialty

IT 315 Operating Systems
 IT 320 Structure of Programming Languages
 IT 340 Data Structures and Algorithms
 IT 365 Intelligent and Agent-based Systems
 MA 182 Calculus II
 One (1) Information Technology (IT) or Mathematics (MA) elective

Forensic Computing specialty

ACT 201 Principles of Accounting I
 CJ 209 The Criminal Justice System
 CJ 310 Policing in American Society
 CJ 320 Cybercrime and Digital Terrorism
 IT 370 Computer Forensics
 One (1) Information Technology (IT) or Criminal Justice (CJ) elective

Health IT specialty

HIM 110 Medical Terminology
 HIM 120 Health Information Systems
 HIM 360 Integrated Health Care Technology
 IT 380 Electronic Document and Record Management
 LA 250 Legal Aspects of Health Care

Information Systems specialty

ACT 201 Principles of Accounting I
 IT 300 Decision Analysis
 LA 248 Business Law I
 MGT 304 Organizational Management
 MKT 301 Principles of Marketing
 One (1) elective from any of the following disciplines –
 Accounting (ACT), Information Technology (IT), Graphic Design (GD), Management (MGT), or Marketing (MKT)

Interactive Media specialty

GD 101 Software Lab I: Photoshop
 GD 103 Software Lab III: Flash
 GD 104 Software Lab IV: Dreamweaver
 GD 203 Photography: Digital Imaging
 GD 205 Video Production I
 GD 308 Web Design
 GD 404 Performance Media Lab

COMPUTER SCIENCE (MINOR)

A minor in Computer Science complements programs such as Mathematics and Biology, as computer analysis becomes a major part of other applied mathematics and scientific programs.

Minor Requirements

IT 130 Java Programming
 IT 205 Computer Technology or IT 305 Computer Networking
 IT 230 Advanced Java Programming
 IT 340 Data Structures and Algorithms
 MA 181 Calculus I
 MA 260 Discrete Mathematics for IT

FORENSIC COMPUTING (MINOR)

This program provides students with the knowledge required by the International Society of Forensic Computer Examiners for their Certified Computer Examiner standing. It is ideal for students in the Criminal Justice major with a Forensic Science concentration.

This minor is offered jointly by the Department of Information Technology and Management Science in the School of Business Administration and the Department of Sociology and Criminal Justice in the School of Education and Human Services.

Minor Requirements

CJ 320 Cybercrime and Digital Terrorism
 IT 120 Personal Security in the Digital Age or IT 335 Computer Security
 IT 130 Java Programming
 IT 205 Computer Technology
 IT 230 Advanced Java Programming
 IT 305 Computer Networking
 IT 370 Computer Forensics

INFORMATION TECHNOLOGY (MINOR)

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.

Minor Requirements

IT 110 Information Technology in the Global Age
 IT 130 Java Programming or IT 125 Web Development
 IT 205 Computer Technology
 IT 210 Software Engineering
 IT 305 Computer Networking
 IT 120 Personal Security in the Digital Age or IT 335 Computer Security
 MSC 345 Project Management

**WEB DESIGN (MINOR
OR UNDERGRADUATE CERTIFICATE)**

These programs are offered through the School of Arts and Sciences. For details on each program of study, see page 76.

Sample Degree Plan – Information Technology

Please note that this is a sample plan and all students should consult with an advisor in making course selections.

Year One – Fall

IT 120 Personal Security in the Digital Age §
 MGT 123 The Business Experience §
 EN 101 Composition I (WR core course) *
 MA 155 Finite Mathematics or MA 181 Calculus I (MT core course) *
 DSC 101 DISCOVER First-Year Seminar

Year One – Spring

IT 110 Technology in the Global Age §
 IT 130 Java Programming or IT 125 Web Development §
 EN 102 Composition II (WR core course) *
 PH 200 Introduction to Philosophy (PH-1 core course) *
 Introductory Social Science (SS-1) core course *

Year Two – Fall

IT 205 Computer Technology §
 IT 210 Software Engineering §
 IT 223 Sophomore IT Seminar §
 MA 260 Discrete Mathematics for IT §
 Introductory Literature (LT-1) core course *
 PH 305 Business Ethics (PH-2 core course) § *

Year Two – Spring

IT 230 Advanced Java Programming or IT 225 Advanced Web Development §
 MSC 300 Business Statistics §
 Introductory History (HI-1) core course *
 Natural Science (NS) core course *
 TRS 100 Theological Inquiry (TRS-1) core course *

Year Three – Fall

IT 305 Computer Networking §
 IT 310 Database Technology §
 IT 323 Junior IT Seminar §
 Specialty course § **
 Introductory Social Science (SS-1) core course *
 Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course*

Year Three – Spring

IT 335 Information Security §
 IT 355 Software Quality Assurance, Documentation, and Testing §
 MSC 345 Project Management §
 Specialty course § **
 Introductory Social Science (SS-1) or Natural Science (NS) core course **

Year Four – Fall

Two (2) Specialty courses § **
 IT 400 Internship §
 IT 423 Senior IT Seminar §
 Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course*

Year Four – Spring

Two (2) Specialty courses § **
 IT 489 IT Capstone Project §
 Advanced Social Science (SS-2) core course *
 Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course *

§ Requirement for the major

* Fulfills Liberal Arts Core/University requirements. See page 46.

NOTE: Three (3) courses taken after Year One must be designated Writing-Intensive (WI) and 3 as Inquiry Learning (INQ). One course designated in each of the following must also be taken: Global Perspective (GP), Ethics Across the Curriculum (ETH), and Experiential Learning (EXP). See page 46 and Course Descriptions.

THE COMBINED B.S./M.S. PROGRAM IN INFORMATION TECHNOLOGY

This pre-M.S. program allows advanced students to earn a B.S. in Information Technology, or a bachelor's degree in another discipline with a minor in Information Technology, and an M.S. in Information Technology in a five-year time frame.

Students with a major or minor in Information Technology can supplement their undergraduate graduation requirements with up to 12 credits of specified graduate Information Technology (IT) coursework during their senior year as part of the Applied IT specialization.

Admission Requirements: To complete both degrees in five years, the student must be very well prepared when entering the University and ready to take core IT courses. The student should also plan from the outset to follow a tightly packed and challenging course schedule, and satisfy all conditions outlined before the end of the junior year to be certified for admission into the pre-M.S. program.

In addition to meeting Universitywide undergraduate admission requirements (see page 14), the student must have

- a declared major or minor in Information Technology;
- 90 credits earned (typically by the end of the junior year);
- at least 48 credits of Information Technology and Mathematics courses completed;
- an overall GPA of 3.0;
- a GPA of 3.5 in Information Technology courses; and
- two recommendation letters (one of which must be from an Information Technology program advisor).

Once admitted to the program, the student will take a mixture of undergraduate and up to 12 credits of graduate courses in the senior year. Undergraduate students admitted to the B.S./M.S. program must fulfill all other requirements of their undergraduate program with the Applied IT specialty.

Minimum Grade and Residency Requirements: Students should consult the requirements for their major program. For students in programs other than Information Technology, the following also apply:

- A minimum grade of C- is required for any Information Technology course that serves as a prerequisite for a higher-numbered course.
- Transfer students must complete 21 credits of their undergraduate IT courses and all of their graduate courses at Marymount.

Graduate Student Status: Upon completion of IT 510, IT 515, IT 520, and IT 530 (each with a minimum grade of B) and the awarding of his or her bachelor's degree, the student attains full admission to the M.S. program and is subject to all graduate student policies and procedures. The GRE and interview are waived for entry into the M.S. in Information Technology program.

Students complete their M.S. degree by following a general program of studies or choosing one of three tracks in their final year: Computer Security, Project Management and Technology Leadership, or Software Engineering.

The requirements for the awarding of the M.S. in Information Technology are identical to those stated for the traditional M.S. program. Please see the University's Graduate Catalog for details on the M.S. in Information Technology program, as well as graduate academic policies.

Program Requirements

Liberal Arts Core and University Requirements: See page 46 for details.

Major Requirements

Students accepted into the B.S./M.S. program must complete all of the requirements of the B.S. in Information Technology or a similar program with a minor in Information Technology. See details beginning on page 113. Consult an advisor for further information on degree planning.

In addition, students will complete the following as part of the B.S. program:

- IT 510 Systems Engineering
- IT 515 Decision Making for IT
- IT 520 Enterprise Infrastructure and Networks
- IT 530 Computer Security

M.S. Requirements (to be taken after completion of the B.S.)

- IT 540 Enterprise Data Management and Analysis
- IT 550 Ethics, Law, and Policy
- IT 610 Governance and Strategy
- IT 680 IT Master's Project, IT 690 IT Master's Thesis, or IT 670 Computer Network Defense
- 12 credits in IT track requirements (See University's Graduate Catalog for track requirements)

COMPUTER SCIENCE (POST-BACCALAUREATE CERTIFICATE)

This program is for students who have previously earned a bachelor's degree in a field other than Computer Science. The certificate is designed to prepare individuals for entry-level positions in software development. It also provides the

preparatory work necessary to enter Marymount's Master of Science in Information Technology's Software Engineering track. Students who begin the certificate program in the fall semester can complete the program in one year (late August through late June).

Admission Requirements: In addition to meeting Universitywide requirements for post-baccalaureate certificate admission (see page 18), the student must demonstrate knowledge of high school algebra and trigonometry. Students with insufficient mathematics preparation will be advised to take appropriate undergraduate courses to prepare for the certificate.

Program Completion Requirement: All coursework must be completed at Marymount University within three years of the date of matriculation.

Certificate Requirements

21 credits

- IT 130 Java Programming
- IT 230 Advanced Java Programming
- IT 205 Computer Technology or IT 305 Computer Networking
- IT 340 Data Structures and Algorithms
- MA 181 Calculus I
- MA 260 Discrete Mathematics for IT

FORENSIC COMPUTING (POST-BACCALAUREATE CERTIFICATE)

This program is for individuals who want to prepare for entry-level positions in forensic computing. The certificate provides students with the knowledge required by the International Society for Forensic Computer Examiners for their Certified Computer Examiner standing.

This certificate is offered jointly by the Department of Information Technology and Management Science in the School of Business Administration and the Department of Sociology and Criminal Justice in the School of Education and Human Services.

Admission Requirements: In addition to meeting Universitywide requirements for post-baccalaureate certificate admission (see page 18), 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.

Program Completion Requirement: All coursework must be completed at Marymount University within three years of the date of matriculation.

Certificate Requirements

23 credits

- CJ 320 Cybercrime and Digital Terrorism
- IT 120 Personal Security in the Digital Age or IT 335 Computer Security
- IT 130 Java Programming
- IT 205 Computer Technology
- IT 230 Advanced Java Programming
- IT 305 Computer Networking
- IT 370 Computer Forensics

INFORMATION TECHNOLOGY (POST-BACCALAUREATE CERTIFICATE)

Information technology is a rapidly changing field, and this program is designed for students who need to update or upgrade their expertise for the computer-networked environment of today. It focuses on the core skills needed for information technology jobs in business or government and covers topics such as Web development, computer hardware and software, computer networks, relational databases, computer security, and project management. Courses are taught by Marymount faculty representing the discipline of information technology. Students who begin the certificate program in the fall semester are able to complete the program in one year (late August through late June).

Admission Requirements: In addition to meeting Universitywide requirements for post-baccalaureate certificate admission (see page 18), 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.

Program Completion Requirement: All coursework must be completed at Marymount University within three years of the date of matriculation.

Certificate Requirements

21 credits

- IT 125 Web Development
- IT 205 Computer Technology
- IT 225 Advanced Web Development
- IT 305 Computer Networking
- IT 310 Database Technology
- IT 335 Computer Security or IT 120 Personal Security in the Digital Age
- MSC 345 Project Management

PARALEGAL STUDIES

PARALEGAL STUDIES (B.A.)

This program prepares students to work as paralegals in corporate law departments, law firms, and law-related agencies.

This program is approved by the American Bar Association, providing students with paralegal certification, if earned. Certification requires the successful completion of coursework and 24 hours of approved *pro bono* legal service to the community. Graduates of ABA-approved paralegal programs may not provide legal services directly to the public, except as permitted by law.

Students graduating from this program will be prepared for careers as paralegals or legal assistants.

Upon successful completion of this program, students will be able to

- understand the sources of law, as well as federal and state court systems and their powers;
- conduct basic legal research, using print and computer sources;
- analyze a set of facts relating to a legal dispute to determine what further information is required to prepare for resolution of the dispute and where this information can be obtained;
- draft documents and prepare legal forms typically used in areas of general practice;
- understand the various types of documentation generated in legal cases and identify methods for information processing/document management with a computerized emphasis; and
- understand the ethical considerations affecting the practice of law.

Internship Prerequisites: A minimum of 90 credits with a cumulative GPA of 2.0 or better and a cumulative GPA of 2.0 or better in all Business Law/Paralegal Studies courses are required in order to register for the internship (LA 490).

Minimum Grade Requirement: A minimum grade of C- is required in every course that serves as a prerequisite for a higher-numbered legal specialty course in the Paralegal Studies major.

Degree Requirements

Liberal Arts Core and University Requirements: See page 46 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 a faculty advisor. Some courses also satisfy Liberal Arts Core and/or University requirements.

- ACT 201 Principles of Accounting I
- ACT 202 Principles of Accounting II
- 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
- LA 280 Introduction to the Legal System
- LA 301 Civil Litigation
- LA 302 Criminal Litigation
- LA 303 Litigation Support Technology or HRM 336 Labor Relations
- LA 305 General Practice I
- LA 306 General Practice II
- LA 391 Legal Research and Writing
- LA 409 Public Law and Procedure
- LA 430 Legal and Current Issues in Human Resource Management or HRM 335 Human Resource Management
- LA 490 Internship
- LA 491 Computerized Legal Research
- MGT 123 The Business Experience
- MGT 304 Organizational Management
- MGT 385 International Business or MGT 485 International Management
- MKT 301 Principles of Marketing
- MA 155 Finite Mathematics (Students needing preparation for this course should plan to complete that preparation during the freshman year)
- PH 305 Business Ethics
- POL 104 American Government
- POL 335 Constitutional Law or Business elective
- 24 hours of approved *pro bono* legal service to the community

PARALEGAL STUDIES (UNDERGRADUATE CERTIFICATE)

This certificate is approved by the American Bar Association (ABA). When a student receives a Paralegal Studies certificate from an ABA-approved program, the student may not provide legal services directly to the public, except as permitted by law. To receive the undergraduate paralegal certificate, a student must successfully complete coursework and 24 hours of approved *pro bono* legal service to the community.

Admission Requirement: This program is offered only for those Marymount students currently enrolled in an undergraduate degree program. Contact the program director for enrollment information and procedures.

Minimum Grade Requirement: A minimum grade of C- is required in every course that serves as a prerequisite for a higher-numbered legal specialty course in the Paralegal Studies certificate.

Certificate Requirements

30 credits

LA 280 Introduction to the Legal System

LA 301 Civil Litigation

LA 302 Criminal Litigation

LA 305-306 General Practice I and II

LA 391 Legal Research and Writing

LA 409 Public Law and Procedure

LA 490 Internship (6 credits)

LA 491 Computerized Legal Research

(LA 248 Business Law I, LA 249 Business Law II, and LA 408 Real Estate Practices are recommended, though not required.)

BUSINESS LAW SPECIALTY UNDER THE B.B.A.

See Business Administration (B.B.A.) beginning on page 101.



Sample Degree Plan – Paralegal Studies

Please note that this is a sample plan and all students should 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 (WR core course) *
 MA 155 Finite Mathematics (MT core course) § *
 PH 200 Introduction to Philosophy (PH-1 core course) *
 DSC 101 DISCOVER First-Year Seminar

Year One – Spring

EN 102 Composition II (WR core course) *
 Introductory History (HI-1) core course *
 Introductory Literature (LT-1) core course *
 Introductory Social Science (SS-1) core course *
 Natural Science (NS) core course *

Year Two – Fall

ACT 201 Principles of Accounting I §
 LA 248 Business Law I §
 LA 280 Introduction to the Legal System §
 LA 302 Criminal Litigation §
 Introductory Social Science (SS-1) or Natural Science (NS) core course *
 TRS 100 Theological Inquiry (TRS-1) core course *

Year Two – Spring

ACT 202 Principles of Accounting II §
 ECO 211 Principles of Macroeconomics §
 LA 249 Business Law II §
 LA 301 Civil Litigation §
 POL 104 American Government (SS-1 core course) § *

Year Three – Fall

LA 305 General Practice I §
 LA 391 Legal Research and Writing §
 MKT 301 Principles of Marketing §
 MGT 304 Organizational Management §
 Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course *

Year Three – Spring

FIN 301 Financial Management §
 LA 430 Legal and Current Issues in Human Resource Management or HRM 335 Human Resource Management §
 LA 303 Litigation Support Technology or HRM 336 Labor Relations §
 LA 306 General Practice II §
 Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course *

Year Four – Fall

LA 409 Public Law and Procedure §
 PH 305 Business Ethics (PH-2 core course) § *
 POL 335 Constitutional Law or Business course §
 Advanced Social Science (SS-2) core course *
 Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course *

Year Four – Spring

LA 490 Internship §
 LA 491 Computerized Legal Research §
 MGT 385 International Business or MGT 485 International Management §
 Elective

§ Requirement for the major

* Fulfills Liberal Arts Core/University requirements. See page 46.

NOTE: Three (3) courses taken after Year One must be designated Writing-Intensive (WI) and 3 as Inquiry Learning (INQ). One course designated in each of the following must also be taken: Global Perspective (GP), Ethics Across the Curriculum (ETH), and Experiential Learning (EXP). See page 46 and Course Descriptions.

School of Education and Human Services

Dean: Dr. Wayne Lesko

The core mission of the School of Education and Human Services is to enable students to serve as agents of positive change for individuals and in the global community.

The School offers baccalaureate degree programs in three major disciplines: Criminal Justice, Psychology, and Sociology. At the undergraduate level, the School also supports teaching licensure programs in various disciplines.

For those considering study beyond the undergraduate level, the School offers graduate programs in Community Counseling, Criminal Justice Administration and Policy, Education, Forensic Psychology, Pastoral Counseling, and School Counseling.

CRIMINAL JUSTICE

Marymount provides a Bachelor of Arts in Criminal Justice as well as the Bachelor of Science in Criminal Justice with a concentration in Forensic Science.

Internship Prerequisites: When other requirements are successfully completed in the senior year, the student is placed in an internship (CJ 400) for 280 hours (6 credits). Prerequisites for the internship are a cumulative grade point average of 2.0 or higher, a grade of C- or better in all required courses for the major, a minimum of 18 credits earned at Marymount, and permission of 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.

Residency Requirement: Transfer students must complete the internship and at least 18 credits in Marymount Criminal Justice courses, including CJ 304, CJ 308, and CJ 495.

CRIMINAL JUSTICE (B.A.)

The B.A. program is distinctive in its combined emphasis of 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, 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 this program, students will be able to

- demonstrate a working knowledge of the origin and development of the criminal justice field and how its component parts function;
- demonstrate skills in the use of research methods and statistics;
- develop proficiency in the use of computers and information technology;
- demonstrate proficiency in written communication; and
- demonstrate an understanding of ethical issues and exhibit their application to social phenomena.

Degree Requirements

Liberal Arts Core and University Requirements: See page 46 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 a faculty advisor. Some courses also satisfy Liberal Arts Core and/or University requirements.

CJ 200 Careers in Criminal Justice
 CJ 209 The Criminal Justice System
 CJ 300 Writing for Criminal Justice
 CJ 304 Applied Research Methods
 CJ 307 Juvenile Justice
 CJ 308 Principles of Forensic Science
 CJ 310 Policing in American Society
 CJ 312 Criminal Justice Management

CJ 400 Internship

CJ 495 Senior Seminar

Five (5) Criminal Justice (CJ) electives, choosing from SOC 200 Law and Society; SOC 205 Crime, Media, and Culture; SOC 322 Race and Ethnic Relations; CJ 302 Introduction to Counterintelligence; CJ 309 Principles of Forensic Science II; CJ 311 Correctional Institutions; CJ 320 Cybercrime and Digital Terrorism; PH 301 Ethics and Public Policy; PSY 220 Social Psychology; PSY 230 Abnormal Psychology; PSY 332 Psychology of Addictions

LA 302 Criminal Litigation

MA 132 Statistical Analysis

SOC 131 Principles of Sociology

SOC 250 Deviant Behavior

SOC 305 Criminology



Sample Degree Plan – Criminal Justice (B.A.)

Please note that this is a sample plan and all students should consult with an advisor in making course selections.

Year One – Fall

SOC 131 Principles of Sociology §
 EN 101 Composition I (WR core course) *
 MA 132 Statistical Analysis (MT core course) *
 DSC 101 DISCOVER First-Year Seminar
 TRS 100 Theological Inquiry (TRS-1) core course *

Year One – Spring

CJ 200 Careers in Criminal Justice §
 EN 102 Composition II (WR core course) *
 Introductory Social Science (SS-1) core course (Psychology) *
 Natural Science (NS) core course *
 SOC 202 Social Problems (SS-1 core course) *

Year Two – Fall

CJ 209 The Criminal Justice System §
 SOC 250 Deviant Behavior §
 Introductory History (HI-1) core course *
 Introductory Literature (LT-1) core course *
 PH 200 Introduction to Philosophy (PH-1 core course) *

Year Two – Spring

CJ 300 Writing for Criminal Justice §
 LA 302 Criminal Litigation §
 SOC 305 Criminology §
 Major elective § **
 Introductory Social Science (SS-1) or Natural Science (NS) core course *

Year Three – Fall

CJ 307 Juvenile Justice §
 CJ 308 Principles of Forensic Science §
 CJ 310 Policing in America §
 Major elective § **
 Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course*

Year Three – Spring

CJ 304 Applied Research Methods §
 CJ 312 Criminal Justice Management §
 Major elective § **
 Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course*
 Advanced Social Science (SS-2) core course*

Year Four – Fall

CJ 495 Senior Seminar §
 Major elective § **
 Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course*
 Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course*
 Elective

Year Four – Spring

CJ 400 Internship §
 Major elective § **
 Two (2) electives

§ Requirement for the major

* Fulfills Liberal Arts Core/University requirements. See page 46.

** See Major Requirements for course selections

NOTE: Three (3) courses taken after Year One must be designated Writing-Intensive (WI) and 3 as Inquiry Learning (INQ). One course designated in each of the following must also be taken: Global Perspective (GP), Ethics Across the Curriculum (ETH), and Experiential Learning (EXP). See page 46 and Course Descriptions.

CRIMINAL JUSTICE–FORENSIC SCIENCE CONCENTRATION (B.S.)

This major with a concentration in Forensic Science is designed for students seeking basic training in the sciences, law, and physical evidence in order to increase specialized orientation to professional areas of work such as criminal investigation, crime-scene processing, and crime laboratories. Minimally, this program introduces students to the application of science to law. Investigators in various law enforcement agencies (state and local police, FBI, ATF, DEA, Secret Service) at all levels are expected to possess rudimentary knowledge of various lab techniques, including serology (DNA testing), hair and fiber analyses, gunshot residue testing, toxicology, and drug analyses.

Upon successful completion of this program, students will be able to

- demonstrate a working knowledge of the origin and development of the criminal justice field and how its component parts function;
- demonstrate skills in the use of research methods and statistics;
- develop proficiency in the use of computers and information technology;
- demonstrate proficiency in written communication;
- demonstrate an understanding of ethical issues and exhibit their application to social phenomena;
- understand and apply the principles and practices of forensic science and their contribution to the criminal justice system; and
- articulate and analyze the role of forensic science in the identification and investigation of criminal activity.

Degree Requirements

Liberal Arts Core and University Requirements: See page 46 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 a faculty advisor. Some courses also satisfy Liberal Arts Core and/or University requirements.

BIO 151 General Biology I

BIO 152 General Biology II

BIO 260 Microbiology

BIO 262 Genetics

CHM 151 Principles of Chemistry I

CHM 152 Principles of Chemistry II

CJ 200 Careers in Criminal Justice

CJ 209 The Criminal Justice System

CJ 300 Writing for Criminal Justice

CJ 304 Applied Research Methods

CJ 308 Principles of Forensic Science I

CJ 309 Principles of Forensic Science II: Advanced Criminalistics

CJ 312 Criminal Justice Management

CJ 400 Internship

CJ 495 Senior Seminar

LA 302 Criminal Litigation

MA 132 Statistical Analysis

PSY 250 Biological Bases of Behavior

SOC 250 Deviant Behavior

SOC 305 Criminology

CRIMINAL JUSTICE (MINOR)

Minor Requirements

Seven (7) courses from the following: CJ 209 The Criminal Justice System; CJ 300 Writing for Criminal Justice; CJ 307 Juvenile Justice; CJ 308 Principles of Forensic Science I; 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; SOC 200 Law and Society; SOC 202 Social Problems; SOC 205 Crime, Media, and Culture; SOC 250 Deviant Behavior; SOC 305 Criminology; SOC 322 Race and Ethnic Relations

CRIMINAL JUSTICE/FORENSIC SCIENCE (UNDERGRADUATE CERTIFICATE)

This certificate program is available for individuals seeking an introduction to the crucial role played by forensic science in providing scientific and foundational information for investigations and to the courts. There are many forensic science specialty areas (i.e. forensic entomology, forensic computer science, forensic psychology, forensic nursing), but courses required for this certificate will provide a foundation for understanding the importance of recognition, identification, individualization, and evaluation of physical evidence in legal proceedings through the application of the natural sciences.

Residency Requirement: Students must complete the following courses at Marymount University: CJ 209, CJ 308, CJ 309, BIO 151, and CHM 151.

Certificate Requirements

23 credits

BIO 151 General Biology I
 CHM 151 Principles of Chemistry I
 CJ 209 The Criminal Justice System
 CJ 308 Principles of Forensic Science I
 CJ 309 Principles of Forensic Science II: Advanced Criminalistics
 LA 302 Criminal Litigation
 PSY 250 Biological Bases of Behavior

FORENSIC COMPUTING (UNDERGRADUATE MINOR OR POST-BACCALAUREATE CERTIFICATE)

The undergraduate minor and post-baccalaureate certificate program are offered jointly by the School of Business Administration and the School of Education and Human Services. For further information about the minor, see page 115; information about the post-baccalaureate certificate can be found on page 118.

Sample Degree Plan – Criminal Justice/Forensic Science concentration (B.S.)

Please note that this is a sample plan and all students should consult with an advisor in making course selections.

Year One – Fall

BIO 151 General Biology I (NS core course) § *
 EN 101 Composition I (WR core course) *
 Introductory History (HI-1) core course *
 TRS 100 Theological Inquiry (TRS-1) core course *
 DSC 101 DISCOVER First-Year Seminar

Year One – Spring

BIO 152 General Biology II (NS core course) § *
 CJ 200 Careers in Criminal Justice §
 MA 132 Statistical Analysis (MT core course) § *
 EN 102 Composition II (WR core course) *
 Introductory Social Science (SS-1) core course (Psychology) *
 SOC 202 Social Problems (SS-1 core course) *

Year Two – Fall

CHM 151 Principles of Chemistry I §
 CJ 209 The Criminal Justice System §
 SOC 250 Deviant Behavior §
 Introductory Literature (LT-1) core course *
 PH 200 Introduction to Philosophy (PH-1 core course) *

Year Two – Spring

CHM 152 Principles of Chemistry II §
 CJ 300 Writing for Criminal Justice §
 LA 302 Criminal Litigation §
 PSY 250 Biological Bases of Behavior §
 SOC 305 Criminology §

Year Three – Fall

BIO 260 Microbiology §
 CJ 308 Principles of Forensic Science §
 Advanced Social Science (SS-2) core course *
 Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course *
 Elective

Year Three – Spring

BIO 262 Genetics §
 CJ 304 Applied Research Methods §
 CJ 309 Principles of Forensic Science II §
 CJ 312 Criminal Justice Management §
 Elective

Year Four – Fall

CJ 495 Senior Seminar §
 Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course *
 Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course *
 Two (2) electives

Year Four – Spring

CJ 400 Internship §
 Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course *
 Two (2) electives

§ Requirement for the major

*Fulfills Liberal Arts Core/University requirements. See page 46.

NOTE: Three (3) courses taken after Year One must be designated Writing-Intensive (WI) and 3 as Inquiry Learning (INQ). One course designated in each of the following must also be taken: Global Perspective (GP), Ethics Across the Curriculum (ETH), and Experiential Learning (EXP). See page 46 and Course Descriptions.

EDUCATION

Marymount University's professional programs leading to teaching licensure are dedicated to the mission "Preparing Education Leaders for Diverse Learning Communities." The three strands comprising the conceptual framework model that synergistically interact include critical thinker, effective practitioner, and caring professional. Knowledge of content, human growth and development, and pedagogy, along with current research and learning theory, provide the foundation for Marymount's professional programs. All courses and experiences are designed to achieve this mission.

Upon successful completion of a Marymount teacher education program, students will be able to

- analyze content, behavior, and data for instructional decision making;
- reflect on the context of the classroom and the outcomes of their students;
- use strategic problem solving to support the development of all learners;
- demonstrate a thorough understanding of content, human development, and pedagogy;
- use communication, technology, management, and pedagogical skills to implement instruction and assessment; and
- exhibit high ethical standards, respectful attitudes, and a dedication to teaching.

Through a variety of programs, Marymount undergraduate students may earn Virginia licensure at elementary, secondary, and K-12 levels. Undergraduates major in an appropriate liberal arts or science 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. Available teaching licensure disciplines are noted on page 128.

Students seeking teaching licensure reserve one semester for the student-teaching experience. 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. Complete information about application procedures for student teaching can be found on page 129.

All Marymount University teacher education programs are approved by the National Council for Accreditation of Teacher Education (NCATE) and the Virginia Department of Education. Program requirements are subject to revision based on changes in the Commonwealth of Virginia licensure requirements. More than 30 states share reciprocity with Virginia.

PROFESSIONAL DEVELOPMENT EVALUATION

The goal of all Marymount University Education programs is to prepare students for a variety of educational positions in PK-12 school settings. The Education Department believes that becoming an educator who embodies the characteristics of a "critical thinker," "effective practitioner," and "caring professional" requires many things, including solid academic knowledge, up-to-date teaching skills, ethical behavior, professional demeanor, and appropriate personal characteristics.

Periodic Progress Review

Each semester, the Education faculty meets to evaluate all students' academic progress and professional development. 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 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 student will first be required to meet with his or her advisor. If needed, the student may be referred to the School of Education and Human Services' Teacher Education Committee. Failure to meet academic and professional standards may result in dismissal from the Marymount University Education program. If the faculty identifies an outstanding candidate during the periodic review, the faculty may decide to send a letter of commendation to the student to recognize outstanding achievement.

UNDERGRADUATE PROGRAMS IN EDUCATION

Admission Requirements: In addition to Universitywide admission requirements (see page 14), applicants to the undergraduate teaching licensure programs must fulfill the following to be considered for acceptance into the program:

- notify their major advisor of intent to pursue licensure during the freshman year;
- complete ED 250 Introduction to Teaching and Learning during the sophomore year with a grade of C or better;
- have a minimum of 2.5 GPA overall;
- have a minimum of 3.0 GPA in the major for secondary programs; and
- submit an application for the teacher licensure program upon completion of ED 250. At the time of application, the student must have a passing score, as set by the Virginia Department of Education, for the Praxis I exam or the SAT/ACT. (See the department chair for SAT/ACT scoring criteria.) The Praxis I exam must be taken while the student is enrolled in ED 250.

<i>Praxis I</i>	<i>Passing Score*</i>
Mathematics	178
Reading	178
Writing	176

*or a composite score of 532 (Applicants who have an aggregated Praxis I score between 527 and 531 may appeal to the Undergraduate Admissions Committee and ask to be considered for admission through remediation. The appeal must be in writing by the student to the chair of the Education Department at least 45 days prior to the start of a new semester. Admission through remediation is not automatic and a prospective student's entire academic profile will be considered. Remediation may involve – but not be limited to – tutoring, coursework, or workshop attendance.)

No more than 6 Education credits may be taken prior to acceptance into the teacher licensure program.

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 cost of the investigation (approximately \$50) must be paid by the student.

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 250 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 (page 57) under School of Arts and Sciences for program requirements.

Biology with Secondary-level Teaching Licensure (B.S. in Biology)—See Biology (page 62) under School of Arts and Sciences for program requirements.

Elementary Education (PK-6) Licensure (B.A. in Multidisciplinary Studies)—See Multidisciplinary Studies (page 91) under School of Arts and Sciences for program requirements.

English with Secondary-level Teaching Licensure (B.A. in English)—See English (page 69) under School of Arts and Sciences for program requirements.

History/Social Science with Secondary-level Teaching Licensure (B.A. in History)—See History (page 80) under School of Arts and Sciences for program requirements.

Mathematics with Secondary-level Teaching Licensure (B.S. in Mathematics)—See Mathematics (page 89) under School of Arts and Sciences for program requirements.

Special Education, General Curriculum, Teaching Licensure (B.A. in Multidisciplinary Studies)—See Multidisciplinary Studies (page 93) under School of Arts and Sciences for program requirements.

The Student-Teaching Experience

Students seeking licensure complete their studies with a student-teaching experience. Students must 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 faculty member in the School of Education and Human Services and by an on-site cooperating 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 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 cooperating school is the responsibility of the student. 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 placement.

Applications for student teaching must be received by the Office of Clinical Experiences by October 15 for spring student teaching and by April 30 for fall student teaching. Passing scores must be attained for all licensure exams (Praxis II, VRA, and VCLA) before submitting an application. Please note that when applying for fall semester student-teaching placements, the last test dates for the Praxis II, VRA, and VCLA are in March. When applying for spring student-teaching placements, the last test dates are in September. Please see an advisor for exact dates. Information and directions for application completion are available in the Office of Clinical Experiences.

Student Teaching Abroad

Students who would like to student teach abroad must contact the chair of the Education Department the semester before he or she will apply to student teach. Placements are currently available in Asia and Europe through Marymount University's partnership with the U.S. Department of Defense Schools (DoDDS). Tuition for student teaching abroad remains the same; however, there may be additional fees or stipends for supervision. Student teachers are responsible for their own transportation and housing expenses.

Applying for Student Teaching

To be considered for placement, a student must fulfill the following requirements:

For the undergraduate Elementary Education (PK-6) licensure program

- gain full admission into the teacher licensure program;
- submit a student-teaching application packet (see deadlines previously noted);
- submit a passing score on the Praxis II exam – Elementary Education: Content Knowledge #10014 – with the student-teaching application;
- submit passing scores on the Virginia Reading Assessment (VRA) and the Virginia Communication and Literacy Assessment (VCLA);
- complete all licensure and Professional Studies requirements;
- earn a minimum 3.0 GPA in Education courses; and
- gain the approval of the Undergraduate Teacher Licensure Committee.

For undergraduate Art Education, Special Education, and all undergraduate Secondary Education licensure programs

- gain full admission into the teacher licensure program;
- submit a student-teaching application packet (see deadlines previously noted);
- submit a passing score on the Praxis II exam – Specialty Area Test for secondary students – with the student-teaching application;
- submit a passing score on the Virginia Communication and Literacy Assessment (VCLA), and – for those enrolled in the Special Education licensure program – a passing score on the Virginia Reading Assessment (VRA);
- complete at least 27 credits in the major and all Professional Studies requirements;
- earn a minimum 3.0 GPA in the student's major; and
- gain the approval of the Undergraduate Teacher Licensure Committee.

PSYCHOLOGY

PSYCHOLOGY (B.A.)

Students earning an undergraduate degree in Psychology will gain the knowledge and skills necessary for entry-level professional responsibilities in a variety of settings. Students will be prepared for graduate study in Psychology and related fields. Psychology graduates work in a wide variety of community, business, government, and educational settings.

The Psychology major consists of a core of required courses plus completion of coursework chosen by students to reflect their interest, career aspirations, or graduate study ambitions.

Students in Psychology can choose from courses that help them focus on careers in human resources, marketing, human development across the life span, and roles related to the influence of the social setting on the behaviors of individuals. Psychology graduates interested in working in mental health-related professions might find employment in substance abuse treatment programs, family and child services, crisis counseling centers, and other human services agencies. Those majoring in this field can also choose courses that help prepare them for graduate study in Psychology and Counseling. Marymount offers graduate programs in Counseling and Forensic Psychology. More information about the Counseling programs and the Forensic Psychology program can be found in the University's Graduate Catalog.

Upon successful completion of this 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;
- analyze an ethical issue in psychology using ethical reasoning;
- apply specialized psychological knowledge in an internship setting;
- demonstrate an understanding of human diversity within the discipline, for example through an analysis of ethnicity, race, religion, gender, sexual orientation, age, disability, culture, or language; and
- demonstrate effective presentation skills within the discipline.

Internship Prerequisites: When other requirements are successfully completed in the senior year, the student is placed in 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, a minimum of 12 credits earned at Marymount, and completion of the required prerequisite courses.

Minimum Grade Requirements: Grade of C- or better in all courses required for the major.

Degree Requirements

Liberal Arts Core and University Requirements: See page 46 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 a faculty advisor. Some courses also satisfy Liberal Arts Core and/or University requirements.

- PSY 101 General Psychology
- PSY 105 General Psychology Laboratory
- PSY 200 Careers in Psychology
- PSY 201 Statistics for the Social Sciences
- PSY 210 Human Growth and Development
- PSY 220 Social Psychology
- PSY 230 Abnormal Psychology or PSY 240 Personality Theories
- PSY 250 Biological Bases of Behavior
- PSY 260 Introduction to Learning and Cognition
- PSY 270 Tests and Measurements
- PSY 300 Research and Writing for the Social Sciences
- PSY 302 Research Design for Psychology
- Four (4) Psychology 300/400-level courses
- PSY 400 Internship or PSY 405 General Psychology Laboratory Instructor Practicum
- PSY 497 Senior Seminar

PSYCHOLOGY (MINOR)

Minor Requirements

- PSY 101 General Psychology
- PSY 105 General Psychology Laboratory
- Three (3) courses from the following: PSY 210 Human Growth and Development, PSY 220 Social Psychology, PSY 230 Abnormal Psychology, PSY 240 Personality Theories, PSY 250 Biological Bases of Behavior, PSY 260 Introduction to Learning and Cognition
- Three (3) Psychology 300+ level electives

Sample Degree Plan – Psychology

Please note that this is a sample plan and all students should consult with an advisor in making course selections.

Year One – Fall

PSY 101 General Psychology (SS-1 core course) § *

PSY 105 General Psychology Lab §

EN 101 Composition I (WR core course) *

Introductory History (HI-1) core course *

Mathematics (MT) core course *

DSC 101 DISCOVER First-Year Seminar

Year One – Spring

PSY 201 Statistics for the Social Sciences §

PSY 210 Human Growth and Development §

EN 102 Composition II (WR core course) *

Introductory Social Science (SS-1) core course (Economics, Politics, Sociology) *

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

Year Two – Fall

PSY 200 Careers in Psychology §

PSY 270 Tests and Measurements §

Introductory Literature (LT-1) core course *

Natural Science (NS) core course (Biology recommended) *

PH 200 Introduction to Philosophy (PH-1 core course) *

Year Two – Spring

PSY 220 Social Psychology §

PSY 260 Introduction to Learning and Cognition §

PSY 300 Research and Writing for the Social Sciences §

Introductory Social Science (SS-1) or Natural Science (NS) core course *

Elective

Year Three – Fall

PSY 230 Abnormal Psychology or
PSY 240 Personality Theories §

PSY 250 Biological Bases of Behavior §

PSY 302 Research Design for Psychology §

Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course *

Elective

Year Three – Spring

Two (2) 300/400-level Psychology courses §

Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course*

Elective

Year Four – Fall

PSY 400 Internship §

One (1) 300/400-level Psychology course §

Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course*

Advanced Social Science (SS-2) core course*

Year Four – Spring

PSY 497 Senior Seminar §

One (1) 300/400-level Psychology course §

Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course*

Two (2) electives

§ Requirement for the major

* Fulfills Liberal Arts Core/University requirements. See page 46.

NOTE: Three (3) courses taken after Year One must be designated Writing-Intensive (WI) and 3 as Inquiry Learning (INQ). One course designated in each of the following must also be taken: Global Perspective (GP), Ethics Across the Curriculum (ETH), and Experiential Learning (EXP). See page 46 and Course Descriptions.

SOCIOLOGY

SOCIOLOGY (B.A.)

The field is concerned with the social location of people – their culture, social class, gender, age, and education; the relationships between groups; and external influences that are internalized, becoming part of an individual's identity and behavior.

Increasingly, employers are looking for people with the analytical skills that a Sociology major provides. The investigative skills emphasized in the major, along with the focus on working with diverse groups prove valuable to students pursuing careers in journalism, public relations, business, and public administration. Sociology also provides a strong base for later professional training in law, education, and social work.

An undergraduate major in Sociology provides a strong liberal arts preparation for entry-level positions in business, social service, and government sectors.

Upon successful completion of this program, students will be able to

- develop skills in the use of sociological concepts as tools for understanding the interrelationships among self, society, and social change;
- demonstrate skills in the use of research methods and statistics;
- demonstrate proficiency in the use of computers and information technology;
- demonstrate proficiency in written communication; and
- demonstrate an understanding of ethical issues and exhibit their application to social phenomena.

Internship Prerequisite: When all other requirements are successfully completed, in the senior year the student is placed for 280 hours (6 credits) in an internship (SOC 400) that complements his/her selected focus. Prerequisites for the internship 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 of the internship coordinator.

Residency Requirement: Transfer students must complete the internship and at least 18 credits in Marymount Sociology courses, including SOC 304 and SOC 495.

Degree Requirements

Liberal Arts Core and University Requirements: See page 46 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 a faculty advisor. Some courses also satisfy Liberal Arts Core and/or University requirements.

CJ 300 Writing for Criminal Justice, EN 301 The Writing Process, or PSY 300 Research and Writing for the Social Sciences

MA 132 Statistical Analysis

SOC 131 Principles of Sociology

SOC 202 Social Problems

SOC 203 The Global Village

SOC 303 Development of Social Thought

SOC 304 Applied Research Methods

SOC 306 Social Class in American Society

SOC 322 Race and Ethnic Relations

SOC 350 Social Justice: Ethical Dilemmas in Social Context

SOC 400 Internship

SOC 495 Senior Seminar

Five (5) Sociology electives, choosing from CJ 209 The Criminal Justice System; CJ 310 Policing in American Society; CJ 311 Correctional Institutions; CJ 320 Cybercrime and Digital Terrorism; SOC 200 Law and Society; SOC 205 Crime, Media, and Culture; SOC 250 Deviant Behavior; SOC 305 Criminology; SOC 307 Juvenile Justice; SOC 351 Addressing Injustice; SOC 360 Britain Today: Myth and Reality

SOCIOLOGY (MINOR)

Minor Requirements

Seven (7) courses from the following: SOC 131 Principles of Sociology; SOC 200 Law and Society; SOC 202 Social Problems; SOC 205 Crime, Media, and Culture; SOC 250 Deviant Behavior; SOC 303 Development of Social Thought; SOC/CJ 304 Applied Research Methods; SOC 306 Social Class in American Society; SOC/CJ 307 Juvenile Justice; SOC 322 Race and Ethnic Relations; SOC 351 Addressing Injustice; SOC 495 Senior Seminar

SOCIAL JUSTICE (MINOR)

This minor is open to students in any major. It allows students to analyze those groups most in need of justice. By analyzing the consequences of inequality, these students examine ways of empowering the marginalized and voiceless to work effectively on their own behalf by developing community strategies that enable change.

This minor provides a strong liberal arts preparation for entry-level positions as a lobbyist, legislative advocate, fundraiser, and nonprofit director and for work in government agencies. This minor encourages students to develop their own framework for addressing social justice issues that interest them. The Social Justice minor also provides a strong base for later professional training in law, education, and social work.

Sample Degree Plan – Sociology

Please note that this is a sample plan and all students should consult with an advisor in making course selections.

Year One – Fall

SOC 131 Principles of Sociology (SS-1 core course) § *
 EN 101 Composition I (WR core course) *
 Introductory History (HI-1) core course *
 DSC 101 DISCOVER First-Year Seminar
 Elective

Year One – Spring

SOC 202 Social Problems §
 EN 102 Composition II (WR core course) *
 Natural Science (NS) core course (Biology recommended) *
 Introductory Social Science (SS-1) core course (Psychology) *
 TRS 100 Theological Inquiry (TRS-1) core course *

Year Two – Fall

SOC 203 The Global Village §
 Introductory Literature (LT-1) core course *
 MA 132 Statistical Analysis (MT core course) § *
 PH 200 Introduction to Philosophy (PH-1 core course) *
 Elective

Year Two – Spring

CJ 300 Writing for Criminal Justice, EN 301 The Writing Process, or PSY 300 Research and Writing for the Social Sciences §
 SOC 303 Development of Social Thought §
 Major elective § **
 Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course*
 Introductory Social Science (SS-1 in Economics or Politics) or Natural Science (NS) core course *

Minor Requirements

SOC 131 Principles of Sociology
 SOC 200 Law and Society
 SOC 202 Social Problems
 SOC 304 Applied Research Methods
 SOC 350 Social Justice: Ethical Dilemmas in Social Context
 SOC 351 Addressing Injustice
 Independent Study (SOC 421 Project or Service Learning or SOC 433 Research)

Year Three – Fall

SOC 306 Social Class in American Society §
 SOC 350 Social Justice: Ethical Dilemmas in a Social Context §
 Major elective §
 Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course*
 Elective

Year Three – Spring

SOC 304 Applied Research Methods §
 SOC 322 Race and Ethnic Relations §
 Major elective §
 Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course*
 Advanced Social Science (SS-2) core course*

Year Four – Fall

SOC 400 Internship §
 Major elective §
 Two (2) electives

Year Four – Spring

SOC 495 Senior Seminar §
 Major elective §
 Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course*
 Two (2) electives

§ Requirement for the major

*Fulfills Liberal Arts Core/University requirements. See page 46.

** See Major Requirements for course selections.

NOTE: Three (3) courses taken after Year One must be designated Writing-Intensive (WI) and 3 as Inquiry Learning (INQ). One course designated in each of the following must also be taken: Global Perspective (GP), Ethics Across the Curriculum (ETH), and Experiential Learning (EXP). See page 46 and Course Descriptions.

School of Health Professions

Dean: Dr. Theresa Cappello

The School aims to support the mission of Marymount University to foster the individual development of each student and enable students to become competent health professionals. The School of Health Professions seeks to promote

- a scholarly climate that fosters critical thinking, creativity, ethical decision making, and self-directed lifelong learning in an environment where knowledge and research are valued;
- a prominent presence in the community by providing health care, health education and promotion, and continuing education offerings;
- graduates who are competent health professionals prepared to contribute and respond to society's changing health needs; and
- respect for life, human development, and individual differences.

HEALTH SCIENCES

HEALTH SCIENCES (B.S.)

The undergraduate program provides students resources for developing professional skills in exercise testing, physical activity leadership, and health promotion. Graduates are prepared for beginning administrative, supervisory, and leadership positions in commercial and community health and athletic clubs, in corporate fitness and wellness programs, and for graduate study in Health, Exercise Science, or Physical Therapy. In addition, qualified students may apply for an accelerated B.S. to M.S. program in Health Promotion Management.

Students will choose from two emphasis areas: Health Promotion or Pre-Physical Therapy.

Students completing the baccalaureate degree in Marymount's Health Sciences programs are qualified to apply for health fitness specialist (HFS) certification by the American College of Sports Medicine.

Upon successful completion of this program, students will be able to

- demonstrate the knowledge and skills required to function as competent entry-level professionals in the health/fitness industry as determined by the American College of Sports Medicine (ACSM) or to attend graduate school;
- acquire and demonstrate competence in using non-technology-based equipment, industry tools/inventories, and/or other practical "hands-on" applications in health

and wellness as determined by ACSM;

- demonstrate the ability to effectively educate and/or counsel individuals regarding lifestyle modification;
- successfully respond in a rational, sensitive, and critical thinking manner about values and ethics in the health and wellness field;
- demonstrate an ability to use technology in the classroom, in designing and evaluating health promotion programs, and/or in the clinical setting;
- gather, evaluate, and utilize appropriate information to address the health needs/concerns of individuals or groups.

Health Promotion emphasis

This emphasis area is based upon recommendations of the American College of Sports Medicine.

Internship Prerequisites: A cumulative grade point average of 2.0 or better; a grade of C- or better in HPR 202, HPR 260, HPR 302, HPR 304, 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 150-hour, 3-credit internship.

Minimum Grade Requirement: A minimum cumulative grade point average of 2.0 and a minimum grade of C- in HPR 202, HPR 260, HPR 302, HPR 304, HPR 410, and HPR 415.

Degree Requirements

Liberal Arts Core and University Requirements: See page 46 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 a faculty advisor. Some courses also satisfy Liberal Arts Core and/or University requirements.

BIO 151 General Biology I

BIO 152 General Biology II

BIO 161 Anatomy and Physiology I

BIO 162 Anatomy and Physiology II

HPR 108 Weight Training

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 300 Essentials of Personal Training
 HPR 301 Health/Fitness Program Management
 HPR 302 Fitness and Health Assessment
 HPR 304 Developing Physical Training Programs
 HPR 308 Transcultural Concepts in Health and Illness
 HPR 340 Nutrition for Optimal Health

HPR 400 Internship
 HPR 406 Stress Management
 HPR 410 Anatomical Kinesiology and Cardiovascular Physiology
 HPR 415 Applications in Human Performance
 Health and Human Performance elective
 NU 305 Alternative/Complementary Medicine
 PSY 210 Human Growth and Development

Sample Degree Plan – Health Sciences (Health Promotion emphasis)

Please note that this is a sample plan and all students should consult with an advisor in making course selections.

Year One – Fall

BIO 151 General Biology I (NS core course) § *
 HPR 108 Weight Training §
 HPR 201 Introduction to Health and Exercise §
 EN 101 Composition I (WR core course) *
 Mathematics (MT) core course *
 DSC 101 DISCOVER First-Year Seminar

Year One – Spring

BIO 152 General Biology II §
 EN 102 Composition II (WR core course)*
 PH 200 Introduction to Philosophy (PH-1 core course)*
 Introductory Social Science (SS-1) core course (Economics, Politics, Sociology) *
 Elective

Year Two – Fall

BIO 161 Anatomy and Physiology I (NS core course) § *
 HPR 225 Health Psychology §
 HPR 260 Introduction to Sports Medicine §
 PSY 210 Human Growth and Development (SS-1 core course) § *
 TRS 100 Theological Inquiry (TRS-1) core course*

Year Two – Spring

BIO 162 Anatomy and Physiology II §
 HPR 202 Exercise Physiology §
 HPR 230 Community Health §
 HPR 300 Essentials of Personal Training §
 Introductory History (HI-1) core course *

Year Three – Fall

HPR 301 Health/Fitness Program Management §
 HPR 302 Fitness and Health Assessment §
 HPR 308 or NU 304 Transcultural Concepts in Health and Fitness §
 Health and Human Performance elective §
 Introductory Literature (LT-1) core course*
 Elective

Year Three – Spring

HPR 304 Developing Physical Training Programs §
 NU 305 Alternative/Complementary Medicine §
 COM 300 Report Writing
 Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course*
 Elective

Year Four – Fall

HPR 340 Nutrition for Optimal Health §
 HPR 410 Anatomical Kinesiology and Cardiovascular Physiology §
 Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course*
 Advanced Social Science (SS-2) core course * or elective
 Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course*

Year Four – Spring

HPR 400 Internship §
 HPR 406 Stress Management §
 HPR 415 Applications in Human Performance §
 Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course*

§ Requirement for the major

*Fulfills Liberal Arts Core/University requirements. See page 46.

NOTE: Three (3) courses taken after Year One must be designated Writing-Intensive (WI) and 3 as Inquiry Learning (INQ). One course designated in each of the following must also be taken: Global Perspective (GP), Ethics Across the Curriculum (ETH), and Experiential Learning (EXP). See page 46 and Course Descriptions.

HEALTH SCIENCES (MINOR)

Admission Requirement: Students whose cumulative GPA is 1.8 or better at the end of the freshman year may declare a minor in Health Sciences, Health Promotion emphasis.

Minimum Grade Requirements: A GPA of 2.0 or better is required in all courses applied to the minor.

Minor Requirements

HPR 201 Introduction to Health and Exercise Science
 HPR 202 Exercise Physiology
 HPR 302 Fitness and Health Assessment
 HPR 304 Developing Physical Training Programs
 HPR 340 Nutrition for Optimal Health
 Three (3) credits in HPR electives

Pre-Physical Therapy emphasis

This emphasis area 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 260, HPR 302, HPR 304, 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 150-hour, 3-credit internship.

Minimum Grade Requirement: A minimum cumulative grade point average of 2.0 and a minimum grade of C- in HPR 202, HPR 260, HPR 302, HPR 304, HPR 410, and HPR 415.

Degree Requirements

Liberal Arts Core and University Requirements: See page 46 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 a faculty advisor. Some courses also satisfy Liberal Arts Core and/or University requirements.

BIO 151 General Biology I
 BIO 152 General Biology II
 BIO 161 Anatomy and Physiology I
 BIO 162 Anatomy and Physiology II
 CHM 151 Principles of Chemistry I

CHM 152 Principles of Chemistry II
 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 300 Essentials of Personal Training
 HPR 301 Health/Fitness Program Management
 HPR 302 Fitness and Health Assessment
 HPR 304 Developing Physical Training Programs
 HPR 308 Transcultural Concepts in Health and Illness
 HPR 340 Nutrition for Optimal Health
 HPR 400 Internship
 HPR 406 Stress Management
 HPR 410 Anatomical Kinesiology and Cardiovascular Physiology
 HPR 415 Applications in Human Performance
 MA 132 Statistical Analysis
 MA 181 Calculus I
 PHYS 171 General Physics I
 PHYS 172 General Physics II
 PSY 210 Human Growth and Development



Sample Degree Plan – Health Sciences (Pre-Physical Therapy emphasis)

Please note that this is a sample plan and all students should consult with an advisor in making course selections.

Year One – Fall

BIO 151 General Biology I (NS core course) § *

HPR 201 Introduction to Health and Exercise §

EN 101 Composition I (WR core course) *

Introductory Social Science (SS-1) core course *

DSC 101 DISCOVER First-Year Seminar

Year One – Spring

BIO 152 General Biology II §

HPR 230 Community Health §

EN 102 Composition II (WR core course)*

Introductory History (HI-1) core course *

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

Year Two – Fall

BIO 161 Anatomy and Physiology I (NS core course) § *

HPR 225 Health Psychology §

HPR 260 Introduction to Sports Medicine §

HPR 308 Transcultural Concepts in Health and Fitness §

Introductory Literature (LT-1) core course*

Year Two – Spring

BIO 162 Anatomy and Physiology II §

HPR 202 Exercise Physiology §

MA 132 Statistical Analysis (MT core course) § *

PSY 210 Human Growth and Development (SS-1 core course) § *

PH 200 Introduction to Philosophy (PH-1 core course)*

Year Three – Fall

CHM 151 Principles of Chemistry §

HPR 301 Health/Fitness Program Management §

HPR 302 Fitness and Health Assessment §

MA 181 Calculus §

Elective

Year Three – Spring

CHM 152 Principles of Chemistry II §

HPR 300 Essentials of Personal Training §

HPR 304 Developing Physical Training Programs §

HPR 406 Stress Management (SS-2 core course) § *

Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course*

Year Four – Fall

HPR 340 Nutrition for Optimal Health §

HPR 410 Anatomical Kinesiology and Cardiovascular Physiology §

PHYS 171 General Physics I §

Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course*

Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course*

Year Four – Spring

HPR 400 Internship §

HPR 415 Applications in Human Performance §

PHYS 172 General Physics II §

COM 300 Report Writing

Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course*

§ Requirement for the major

*Fulfills Liberal Arts Core/University requirements. See page 46.

NOTE: Three (3) courses taken after Year One must be designated Writing-Intensive (WI) and 3 as Inquiry Learning (INQ). One course designated in each of the following must also be taken: Global Perspective (GP), Ethics Across the Curriculum (ETH), and Experiential Learning (EXP). See page 46 and Course Descriptions.

THE COMBINED B.S./M.S. PROGRAM IN HEALTH PROMOTION MANAGEMENT

This dual program allows advanced students to complete a B.S. in Health Sciences and an M.S. in Health Promotion Management in five years.

Admission Requirements: In addition to meeting Universitywide undergraduate admission requirements (see page 14), undergraduate students with a major in Health Sciences must have the following prerequisites to apply:

- 93 undergraduate credits completed (typically at the end of the junior year);
- completion of all undergraduate Health Sciences course requirements for the major (28 credits) except HPR 340, HPR 406, HPR 410, and HPR 415;
- a minimum overall undergraduate GPA of 3.0;
- a minimum GPA in the major of 3.5; and
- two recommendation letters (one of which must be from a Health and Human Performance advisor).

Qualified students will take graduate Health Promotion Management courses during their 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 GPAs. 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 Health Promotion Management. Please see the University's Graduate Catalog for details on the M.S. in Health Promotion Management program as well as graduate academic policies.

Graduate Student Status: Upon satisfactory completion of HPR 501, HPR 520, HPR 540, HPR 555, and 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.

Degree Requirements

Liberal Arts Core and University Requirements: See page 46 for details.

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 a faculty advisor. Some courses satisfy Liberal Arts Core and/or University requirements.

- BIO 151 Biology I
- BIO 152 Biology II
- BIO 161 Anatomy and Physiology I
- BIO 162 Anatomy and Physiology II
- HPR 108 Weight Training
- HPR 201 Introduction to Health and Exercise Science
- HPR 202 Exercise Physiology
- HPR 225 Health Psychology
- HPR 260 Introduction to Sports Medicine
- HPR 300 Essentials of Personal Training
- HPR 302 Fitness and Health Assessment
- HPR 304 Developing Physical Training Programs
- HPR 308 Transcultural Concepts in Health and Illness
- HPR 340 Nutrition for Optimal Health
- HPR 406 Stress Management
- HPR 410 Anatomical Kinesiology and Cardiovascular Physiology
- HPR 415 Applications in Human Performance
- Health and Human Performance elective
- HPR 500 Exercise Physiology or HPR 534 Topics in Nutrition and Weight Measurement*
- HPR 501 Foundations of Health Education
- HPR 502 Introduction to Public Health and Preventive Medicine
- HPR 520 Epidemiology
- HPR 540 Designing and Evaluating Health Promotion Programs
- HPR 555 Health Communication
- HPR 598 Internship
- NU 305 Alternative/Complementary Medicine
- NU 591 Health Care Research
- 6 credits in 500-level Health and Human Performance electives
- 6 credits in other 500-level electives

* One of these courses satisfies a core requirement for the M.S. in Health Promotion Management.

Sample Degree Plan – Health Sciences/Health Promotion Management (B.S./M.S.)

Please note that this is a sample plan and all students should consult with an advisor in making course selections.

Year One – Fall

BIO 151 General Biology I (NS core course) § *
 HPR 108 Weight Training §
 HPR 201 Introduction to Health and Exercise §
 EN 101 Composition I (WR core course) *
 Mathematics (MT) core course *
 DSC 101 DISCOVER First-Year Seminar

Year One – Spring

BIO 152 General Biology II §
 HPR 202 Exercise Physiology §
 EN 102 Composition II (WR core course) *
 Introductory Social Science (SS-1) core course *
 PH 200 Introduction to Philosophy (PH-1 core course) *

Year Two – Fall

BIO 161 Anatomy and Physiology I (NS core course) § *
 HPR 260 Introduction to Sports Medicine §
 PSY 210 Human Growth and Development (SS-1 core course) *
 TRS 100 Theological Inquiry (TRS-1) core course *
 Elective

Year Two – Spring

BIO 162 Anatomy and Physiology II §
 HPR 300 Essentials of Personal Training §
 Introductory History (HI-1) core course *
 Advanced Philosophy (PH-2) or Philosophical Ethics (PH-E) core course *
 Elective

Year Three – Fall

HPR 225 Health Psychology §
 HPR 302 Fitness and Health Assessment §
 HPR 308 Transcultural Concepts in Health and Fitness §
 Health and Human Performance elective §
 Introductory Literature (LT-1) core course *
 Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course *

Year Three – Spring

COM 300 Report Writing
 HPR 304 Developing Physical Training Programs §
 NU 305 Alternative/Complementary Medicine §
 Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course *
 Elective

Year Three – Summer

Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course *

Year Four – Fall

HPR 340 Nutrition for Optimal Health §
 HPR 410 Anatomical Kinesiology and Cardiovascular Physiology §
 HPR 501 Foundations of Health Education §
 HPR 540 Designing and Evaluating Health Promotion Programs §

Year Four – Spring

HPR 406 Stress Management (SS-2 core course) § *
 HPR 415 Applications in Human Performance §
 HPR 520 Epidemiology §
 HPR 555 Health Communication §

Year Four – Summer

HPR 502 Introduction to Public Health §
 Health and Human Performance or other graduate elective §

Year Five – Fall

Two (2) Health and Human Performance or other graduate electives §
 NU 591 Health Care Research §

Year Five – Spring

Health and Human Performance or other graduate elective §
 HPR 500 Exercise Physiology or HPR 534 Topics in Nutrition and Weight Management §
 HPR 598 Internship §

§ Requirement for the major and/or graduate degree

* Fulfills Liberal Arts Core/University requirements. See page 46.

NOTE: Three (3) courses taken after Year One must be designated Writing-Intensive (WI) and 3 as Inquiry Learning (INQ). One course designated in each of the following must also be taken: Global Perspective (GP), Ethics Across the Curriculum (ETH), and Experiential Learning (EXP). See page 46 and Course Descriptions.

NURSING

Marymount offers Nursing programs at the bachelor's, master's, and doctoral levels.

Upon successful completion of the Bachelor of Science in Nursing program, students will be able to

- apply the nursing process to provide quality patient-centered care;
- communicate, collaborate, and negotiate as a member of an interdisciplinary health care team;
- demonstrate knowledge of professional and ethical standards as they apply to nursing practice;
- utilize evidence-based knowledge from nursing and other clinical sciences to practice;
- demonstrate the use of psychomotor skills for efficient, safe, and effective patient care;
- demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing practice;
- delegate and supervise patient care activities to insure the delivery of safe, timely, and effective nursing care;
- participate in population-focused health promotion and disease prevention activities;
- participate in professional activities that support improvement in health care services; and
- develop a plan for continuous professional development and lifelong learning.

Marymount's Bachelor of Science in Nursing and Master of Science in Nursing 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 approved also by the State Board of Nursing of the Commonwealth of Virginia.

PROGRAMS

Marymount offers several approaches to an undergraduate Nursing degree:

- a four-year Bachelor of Science in Nursing (B.S.N.) program. After successfully completing four years of coursework, the B.S.N. student takes state board examinations (NCLEX-RN) to work as a registered nurse.
- a hybrid online R.N.-to-B.S.N. program, an opportunity to complete a Bachelor of Science in Nursing for the registered nurse who already holds a diploma or associate degree in Nursing.
- an accelerated B.S.N. program for students with a previous bachelor's degree in another field.

Admission Requirements: See individual programs.

Nondegree Admission: Nondegree students may not enroll in courses in the Nursing program.

Clinical Requirements: A copy of each student's medical examination record is required upon admission.

Additionally, Nursing students must provide to the clinical agency coordinator the following prior to attending the first clinical:

- written verification of PPD testing for tuberculosis (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, and Influenza;
- written verification of accident and health insurance coverage, submitted to the Student Health Center;
- written verification of current CPR certification, provided each semester, from the American Heart Association (BLS for Healthcare Provider);
- a criminal background check, which is a federal requirement for all persons working with vulnerable populations; and
- additional requirements, such as drug screening, as stated by specific clinical agencies.

Students will not be permitted to attend clinicals until all requirements are met.

Students must attend all course clinical days. Students who miss a clinical day due to an emergency situation must submit documentation of the emergency. Such students will receive an Incomplete for the course and may not progress in the Nursing program until the Incomplete is resolved. Repeated absences will be grounds for course failure.

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 State 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 review by the Undergraduate Academic Standards Committee and may result in academic 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 receive a grade point average of 2.5 or better, a minimum grade of C+ in all Nursing courses, and a minimum grade of C in the following courses: BIO 161, BIO 162, BIO 260, CHM 125, MA 132, PSY 210, and SOC 131.

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.

A student who fails two Nursing courses will automatically be dismissed from the Nursing program.

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.

Technology Requirement: Traditional and Accelerated B.S.N. students will be required to have a laptop computer. Recommended specifications are available from Information Technology Services.

NURSING (B.S.N.)

The Bachelor of Science in Nursing program prepares students to practice as professional nurses. The program is ideal for entering freshmen and students with general education transfer credits in non-Nursing fields.

Admission Requirements for Freshmen: Freshmen are admitted to the Nursing program through the admissions process described on page 14. Completion of high school biology and chemistry is strongly recommended. SAT scores and high school grade point averages are critical factors in the admissions process for Nursing. Continuation in the Nursing major into the sophomore year is contingent upon completion of CHM 125 and BIO 161 with a minimum grade of C, minimum grade point average of 2.5, minimum passing score on the ATI Test of Essential Academic Skills (TEAS), and submission of a personal statement.

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 (TEAS); a satisfactory grade point average in classes being transferred to Marymount, particularly science courses; and submission of a personal statement.

Most transfer students require at least six semesters to complete the program and must follow the progression of Nursing courses in the semesters as indicated in the degree plan. Nursing courses for transfer students are not offered in the summer.

Degree Requirements

Liberal Arts Core and University Requirements: See page 46 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 a faculty advisor. Some courses also satisfy Liberal Arts Core and/or University requirements.

BIO 161-162 Anatomy and Physiology I and II
 BIO 260 Microbiology
 CHM 125 Life Chemistry
 HPR 345 Clinical Nutrition
 MA 132 Statistical Analysis
 NU 226 Introduction to the Profession of Nursing
 NU 234 Health Across the Life Span
 NU 236 Nursing Fundamentals
 NU 246 Clinical Nursing Concepts and Skills
 NU 302 Health Assessment
 NU 304 Transcultural Concepts in Health and Illness
 NU 331-332 Illness Management in Adults I and II
 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 361 Pharmacology
 NU 362 Pathophysiology
 NU 400 Health Promotion and Risk Reduction in Communities
 NU 403 Research and Evidence-Based Practice
 NU 412 Introduction to Leadership, Management, and Advocacy
 NU 425 Nursing Capstone
 NU 490 Nursing Internship
 PH 309 Ethical Theory
 PSY 210 Human Growth and Development
 SOC 131 Principles of Sociology

Sample Degree Plan – Nursing (Four-Year B.S.N. Program)

Please note that this is a sample plan and all students should consult with an advisor in making course selections.

Year One – Fall

CHM 125 Life Chemistry (NS core course) § * #
 EN 101 Composition I (WR core course) *
 PH 200 Introduction to Philosophy (PH-1 core course) *
 SOC 131 Principles of Sociology (SS-1 core course) § *
 DSC 101 DISCOVER First-Year Seminar

Year One – Spring

BIO 161 Anatomy and Physiology I (NS core course) § * #
 NU 226 Introduction to the Profession of Nursing §
 EN 102 Composition II (WR core course) *
 Introductory History (HI-1) core course *
 PSY 210 Human Growth and Development (SS-1 core course) § *
 TRS 100 Theological Inquiry (TRS-1) core course *

Year Two – Fall

BIO 162 Anatomy and Physiology II §
 NU 234 Health Across the Life Span §
 NU 304 Transcultural Concepts in Health and Illness §
 Introductory Literature (LT-1) core course *
 Advanced Social Science (SS-2) core course (Sociology or Psychology) *
 ATI-TEAS exam #

Year Two – Spring

BIO 260 Microbiology §
 HPR 345 Clinical Nutrition §
 NU 236 Nursing Fundamentals §
 PH 309 Ethical Theory (PH-E core course) § *
 Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course*

Year Three – Fall

NU 246 Clinical Nursing Concepts and Skills §
 NU 331 Illness Management in Adults I §
 NU 362 Pathophysiology §
 MA 132 Statistical Analysis (MT core course) § *
 Fine Arts (FNA), Advanced History (HI-2), or Advanced Literature (LT-2) core course*

Year Three – Spring

NU 302 Health Assessment §
 NU 334 Mental Health Promotion and Illness Management §
 NU 335 Illness Management in Children and Adolescents §
 NU 361 Pharmacology §
 Elective

Year Four – Fall

NU 332 Illness Management in Adults II §
 NU 333 Health Promotion and Illness Management in the Childbearing Family §
 NU 403 Research and Evidence-Based Practice §
 Advanced Theology/Religious Studies (TRS-2) or Theological Ethics (TRS-E) core course*

Year Four – Spring

NU 400 Health Promotion and Risk Reduction in Communities §
 NU 412 Introduction to Leadership, Management, and Advocacy §
 NU 425 Nursing Capstone § *
 NU 490 Internship §
 Comprehensive exam

§ Requirement for the major

* Fulfills Liberal Arts Core/University requirements. See page 46.

Completion of these courses with a minimum grade of C, a GPA of 2.5, and completion of the ATI-TEAS exam are required to continue in the Nursing program after semester 3.

NOTE: Three (3) courses taken after Year One must be designated Writing-Intensive (WI) and 3 as Inquiry Learning (INQ). One course designated in each of the following must also be taken: Global Perspective (GP), Ethics Across the Curriculum (ETH), and Experiential Learning (EXP). See page 46 and Course Descriptions.

NURSING – ACCELERATED SECOND-DEGREE PROGRAM (B.S.N.)

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.

Admission Requirements: Students are admitted to this program in the fall and the spring. Admission to this program is competitive. To be eligible to be reviewed for admission, students must have an earned non-Nursing bachelor's degree, must achieve a competitive score on the ATI Preadmission Examination, and submit a personal statement. Exemption from the ATI Preadmission Examination is automatically granted for students having a bachelor's degree from a U.S.-accredited college or university with a GPA of 2.8 or greater. The determination to waive the exam will be made by the Nursing Admissions Committee upon receipt of all official transcripts.

Program prerequisites: These courses or their equivalents must be completed prior to starting the accelerated second-degree program: SOC 131 Principles of Sociology, PSY 101 General Psychology, BIO 161-162 Anatomy and Physiology I and II with lab (8 credits), BIO 260 Microbiology (4 credits), Chemistry, and Statistics.

Degree Requirements

Liberal Arts Core and University Requirements: See page 46 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 a faculty advisor. Some courses also satisfy Liberal Arts Core and/or University requirements.

- NU 230 Theoretical Foundations of Professional Nursing
- NU 231 Principles and Applications of Nursing Technologies
- NU 234 Health Across the Life Span
- NU 302 Health Assessment
- NU 304 Transcultural Concepts in Health and Illness
- NU 331 Illness Management in Adults I
- NU 332 Illness Management in Adults II
- 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 361 Pharmacology
- NU 362 Pathophysiology
- NU 400 Health Promotion and Risk Reduction in Communities
- NU 403 Research and Evidence-Based Practice
- NU 412 Introduction to Leadership, Management, and Advocacy
- NU 425 Nursing Capstone
- NU 490 Nursing Internship
- PH 309 Ethical Theory

Sample Degree Plan – Nursing (Accelerated Second-Degree B.S.N. Program)

Please note that this is a sample plan and all students should consult with an advisor in making course selections.

Year One – Fall or Spring

NU 230 Theoretical Foundations of Professional Nursing §
 NU 231 Principles and Applications of Nursing Technologies §
 NU 234 Health Across the Life Span §
 NU 331 Illness Management in Adults I §
 NU 362 Pathophysiology §

Year One – Spring or Summer

NU 302 Health Assessment §
 NU 333 Health Promotion and Illness Management in the
 Childbearing Family or NU 335 Illness Management in
 Children and Adolescents §
 NU 334 Mental Health Promotion and Illness Management §
 NU 361 Pharmacology §

Year One – Summer or Fall

NU 304 Transcultural Concepts in Health and Illness §
 NU 332 Illness Management in Adults II §
 NU 333 Health Promotion and Illness Management in the
 Childbearing Family or NU 335 Illness Management in
 Children and Adolescents §
 NU 403 Research and Evidence-Based Practice §
 PH 309 Ethical Theory (PH-E core course) § *

Year Two – Fall or Spring

NU 400 Health Promotion and Risk Reduction in
 Communities §
 NU 412 Introduction to Leadership, Management, and
 Advocacy §
 NU 425 Nursing Capstone §
 NU 490 Internship §

§ Requirement for the major

* Fulfills Liberal Arts Core/University requirements. See page 46.



NURSING-HYBRID ONLINE R.N.-TO-B.S.N. PROGRAM

This hybrid online program is designed for the entering student who is already a registered nurse with diploma or associate degree credentials. Students who hold an A.A.S. degree receive 31 credits for previous Nursing courses and may transfer in up to 64 credits. Students who graduated from a diploma program or a program that is not NLN accredited, but have R.N. licensure in the U.S., are eligible to receive 31 transfer credits in Nursing that will be placed in an escrow account. These credits will be granted upon successful completion of all 300-level Nursing courses.

Admission Requirements: Students are admitted in the fall semester only. Applicants to this program do not need to take the ATI Preadmission Examination. In addition to Universitywide undergraduate admission requirements (see page 14), students must

- hold an A.A.S. or diploma in Nursing;
- hold R.N. licensure (required for all clinical courses); and
- have a GPA of 2.5 or better or permission of advisor prior to registering for the first Nursing course.

Liberal Arts Core and University Requirements: Students in this program have specified coursework necessary to meet the Liberal Arts Core and University requirements as outlined on page 46. In many cases, these requirements can be fulfilled through transfer credits. See an advisor for further information about required coursework and transfer credit opportunities.

Residency Requirement: Students must complete 36 credits at Marymount University to earn a degree.

Degree Requirements

Liberal Arts Core and University Requirements: See pages 46 and 144 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 a faculty advisor. Some courses also satisfy Liberal Arts Core and/or University requirements.

NU 302OL Health Assessment*

NU 310OL The Nurse, Client, and Health Care System

NU 361OL Pharmacology

NU 362OL Pathophysiology

NU 400OL Health Promotion and Risk Reduction in Communities*

NU 403OL Research and Evidence-Based Practice

NU 412OL Introduction to Leadership, Management, and Advocacy

NU 427OL Contemporary Issues in Nursing

NU 490 Nursing Internship* (or elective)

Elective (Recommended: NU 305OL Alternative/Complementary Medicine)

Comprehensive exam

* These courses require some clinical or laboratory time in addition to online coursework.

Most courses require two (2) class meetings at the University in addition to the online component.

PHYSICAL THERAPY

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 School of Health Professions outlines one option, through its Health Sciences major/Pre-Physical Therapy emphasis. (See page 135.) The School of Arts and Sciences outlines another option, through its Biology major/Molecular and Cellular Biology track. (See page 59.) However, students should consider majoring in the subject area in which they have the strongest aptitude and interest. 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 University's Graduate Catalog. 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 under-represented 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.

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 freshmen. 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 SATs;
- a high school grade point average (GPA) of 3.3 or above;
- a high school mathematics and science GPA of 3.3 or above, or its equivalent;
- 3 years of high school science (chemistry, biology, and physics preferred);
- 3 years of high school mathematics;
- 4 years of high school English; and
- completed the essay portion of the Marymount University undergraduate admissions application.

To continue in the program, a student must

- maintain an overall GPA of 3.3;
- maintain a science GPA of 3.3 (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; and
- obtain a letter of recommendation from a faculty member in the student's academic major.

Decisions regarding general undergraduate admission to the University and admission to the PT Scholars Program are done separately. Qualified applicants interested in the PT Scholars Program should contact the Office of Admissions for specific application instructions.

Course Descriptions

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. (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. (3)

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. Prerequisite: ACT 202 with a grade of C or better. (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

Examines advanced financial accounting theory with emphasis on accounting concepts, current reporting problems, preparation of consolidated financial statements, and government and not-for-profit accounting. Prerequisite: ACT 304 with a grade of C- or better. (3)

APPLIED ARTS

NOTE: Applied Arts courses are open only to declared majors or minors in the Fashion Design or Fashion Merchandising program.

AA 151 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)

AA 250 Clothing Construction

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)

AA 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: FA 105 or permission of the instructor. *Liberal Arts Core/University Requirements Designation: INQ.* (3)

AA 270 Clothing Analysis

Focuses on the evaluation of garment quality from construction and sewing standards to appropriate textile choice, mass production processes, and pricing. Prerequisite: AA 250. (3)

AA 272 Textile Design I

Introduces fabric crafts and principles related to surface design for printing on textiles with an emphasis on market trends for the industry. Studio projects develop skills in the design of textiles and computer-aided design. Prerequisite: FA 105 or permission of the instructor. (3)

AA 273 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: INQ.* (3)

AA 274 The Fashion Industry and Its Promotion

Students identify global and domestic fashion markets and obtain an historic overview of the fashion industry. Course develops an analysis of sources and market trends and assigns exercises in the coordination of special events. Students assist in the production of a dramatized fashion show at the University. (3)

AA 320 Fashion Research and Communication

Teaches students to identify fashion trends through research, then communicate and promote those trends to the trade and to the consumer. Students will examine the role of public relations in the fashion industry. Prerequisite: EN 102 or permission of instructor. *Liberal Arts Core/University Requirements Designation: WI.* (3)

AA 350 Apparel Design I

Execution of fashion designs through the flat pattern method. The course teaches the rudiments of draping. Prerequisites: AA 250 and AA 270, or the equivalents. (3)

AA 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. (3)

AA 365 Fashion Illustration II

An advanced study of fashion drawing and design using a variety of color media. Prerequisite: AA 265 and AA 350. (3)

AA 370 Tailored Garment Structures

A studio in the methods of tailoring. Projects are assigned to develop skills in fitting, shaping, lining, and underlining of garments. Prerequisites: AA 250 and AA 270, or permission of the instructor. (3)

AA 372 Textile Design II

A continuation of AA 272 with concentration on color, the markets, industry specifications, and computer-aided design. Prerequisite: AA 272 or permission of the instructor. (3)

AA 381 Buying Fashion Apparel

Examination and analysis of the theory and practice of buying and selling apparel. Prerequisite: MKT 308. (3)

AA 382 Merchandise Planning and Analysis

Provides an understanding of the methods and calculations necessary in successful merchandising as well as computer applications for inventory control. Prerequisite: AA 381. (3)

AA 385 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. Prerequisites: AA 250, AA 270, and AA 350. *Liberal Arts Core/University Requirements Designation: INQ.* (3)

AA 390 Principles of Costume and Theater

Examines the principles and processes of designing costumes for the stage. Emphasis on methods used to illuminate ideas, themes, characters, and action found in a script. (3)

AA 395 Digital Presentation for Fashion

Students utilize Photoshop and Illustrator software for applications to the fashion industry, such as fashion presentations, trend boards, and mood boards. Prerequisite: AA 265. (3)

AA 400 Internship

A senior student may register for 3-6 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: permission of the dean of Arts and Sciences. *Liberal Arts Core/University Requirements Designation: EXP.* (3-6)

AA 405 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: ECO 210. *Liberal Arts Core/University Requirements Designation: GP.* (3)

AA 407 Product Development

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: AA 151, AA 270, and open only to juniors and seniors majoring in Fashion Design or Merchandising. *Liberal Arts Core/University Requirements Designation: INQ.* (3)

AA 410 Clothing Selection and Behavior

A study of fashion as it relates to clothing selection. Emphasis on clothing behavior, consumer practices, wardrobe planning, and color. Analysis of fringe consumer groups. *Liberal Arts Core/University Requirements Designation: GP.* (3)

AA 412 The Great Designers

An examination of the origin of haute couture and the contributions of noted fashion designers since 1850. The course considers social and economic influences on the designer and consumer in each period. (3)

AA 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. Prerequisite: AA 274 or permission of the instructor. (3)

AA 415 Apparel Design III

Advanced study in the use of the draping method. Design concepts are developed to final, well-constructed original creations. Prerequisites: AA 250, AA 270, AA 350, AA 370, and AA 385. (3)

AA 418 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. Prerequisites: AA 250, AA 270, AA 350, AA 370, AA 385, AA 415, and senior status. (3)

AA 420 Advanced Problems in Fashion Design II

A continuation of the advanced projects started in AA 418. Students create a line of garments suited to a specific market. Prerequisites: AA 250, AA 270, AA 350, AA 370, AA 385, AA 415, and AA 418. (3)

AA 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 dean of Arts and Sciences. (3-6)

AA 422 Senior Seminar in Fashion Merchandising

The capstone course in Fashion Merchandising. 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. Prerequisite: senior status. *Liberal Arts Core/University Requirements Designation: INQ.* (3)

AA 423 Senior Fashion Design Portfolio

Design for different markets is integrated with fashion presentations. Students create a portfolio for entry into the industry. Prerequisites: AA 265, AA 365, and senior status. (3)

AA 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 department chair. (1-6)

ASTRONOMY

NOTE: This 4-credit course requires a laboratory.

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: 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.* (4)

BIOLOGY

NOTE: All 4-credit courses require a laboratory. A minimum grade of C- is required in any course that serves as a prerequisite for a higher-numbered course.

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, 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.* (4)

BIO 111 Human Genetics for Nonmajors

This course is for nonscience majors, and 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.* (4)

BIO 120 Introduction to the Biological World

Introduces nonmajors 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.* (4)

BIO 127 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 will also 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. *Liberal Arts Core/University Requirements Designation: GP, NS.* (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: INQ, NS.* (4)

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. 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.* (4)

BIO 161-162 Anatomy and Physiology I and II

A two-semester study of the structure and function of the human body with emphasis upon the interdependencies at the microscopic and cellular levels. Laboratory work includes dissection experiments related to physiological processes, microscopic observation of cell types, biochemical tests, and some diagnostic laboratory procedures. *Liberal Arts Core/University Requirements Designation: NS.* (4) (4)

BIO 212 Biology of Aging

Introduces the student to the aging process at the cellular and subcellular levels. Surveys processes from single-cell organisms to the human organism. Prerequisite: one semester of Biology. (3)

BIO 224 Endocrinology

Focuses on the study of human hormones, 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. (4)

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. (4)

BIO 262 Genetics for Majors

This course is for majors, and 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. Prerequisite: BIO 260. *Liberal Arts Core/University Requirements Designation: NS.* (4)

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. (4)

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 nonscientific audience. Prerequisite: EN 102. *Liberal Arts Core/University Requirements Designation: INQ, WI.* (3)

BIO 312 Physiological Ecology

Explores the way living organisms adjust to the adversities of their environment. Understanding how organisms obtain information about the environment through their senses. Students will learn to use the principles of physiology to predict, as well as model, the behavior of animals. Students will be able to discuss the interplay of many physiological variables on the overall function of the body. Prerequisite: BIO 152 or equivalent. (3)

BIO 327 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 will also 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. *Liberal Arts Core/University Requirements Designation: GP, NS.* (6)

BIO 363 Cellular Biology

Examination of prokaryotic and eukaryotic cell structure and function. 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 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. (3)

BIO 385 Approaches to Teaching Secondary Biology

Prepares the student to teach Biology at the secondary level by integrating content mastery with effective pedagogical strategies. A field experience (20 hours) is required. Prerequisites: ED 250, ED 327S, and PSY 312. (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 410 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: INQ.* (2)

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 department chair. (1-3)

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. Prerequisite: application and approval of department chair. (1-6)

BIO 441 Biochemistry

A study of the structures and functions of biomolecules (carbohydrates, lipids, proteins, and nucleic acids) found in living systems. An introduction to bioenergetics and kinetics as applied to those systems. Prerequisites: BIO 363 and CHM 222 or equivalents. (3)

BIO 444 Immunology

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

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)

BUSINESS LAW/PARALEGAL STUDIES**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. A multitude of laws (both statutory and through court decisions) affect daily decisions in the delivery of health care services. Students examine various health care legal issues including reimbursement law, quality, malpractice, cost containment, licensure, antitrust, and systems development. In addition, there is a general discussion of health care ethics and quality of life decision making. The student will also have a strong introduction to writing legal analysis 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 various kinds of law practices, role of attorneys and paralegals, ethics, and legal research. *Liberal Arts Core/University Requirements Designation: INQ.* (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. Prerequisite: LA 280. (3)

LA 302 Criminal Litigation

An introduction to the rules governing criminal procedure from indictment, pretrial motions, plea bargains, jury selection, through prosecution by the trial court, emphasizing the role of the paralegal in the process. Prerequisite: LA 280. (3)

LA 303 Litigation Support Technology

An introduction to current litigation software products and instruction on database creation, management, and use; deposition management; courtroom presentations; and overall case management. See program director for course offering schedule. Prerequisite: LA 301. (3)

LA 305 General Practice I

An introduction to the laws of estates and trusts, bankruptcy, and legal ethics. Practice in preparing materials for probate, estate planning, and bankruptcy filings. Prerequisite: LA 280. (3)

LA 306 General Practice II

An introduction to the laws of partnerships, limited liability companies, family law, corporations, and legal ethics. Emphasis on preparation of documents and materials for filing.

Prerequisite: LA 305. (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 391 Legal Research and Writing

A study of the terms and research tools used in legal research. Presents a clear understanding of legal terminology and its use in the preparation of legal briefs, memoranda, and opinions. Develops students' legal-research skills and gives students legal-writing experience. Prerequisites: EN 102 and LA 280. *Liberal Arts Core/University Requirements Designation: INQ, WI.* (3)

LA 408 Real Estate Practices

A study of real estate documents and financing instruments with emphasis on their preparation, abstracting, and recording. Prerequisite: LA 280. (3)

LA 409 Public Law and Procedure

An introduction to the federal legislative process, the federal regulatory process, and federal administrative agency procedures, as well as state legislative and regulatory procedures. Prerequisite: LA 280. (3)

LA 430 Legal and Current Issues in Human Resource Management

A study of current trends, issues, recent legislation, court decisions, and regulations as they affect the human resource function. Prerequisite: LA 280. (3)

LA 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 program director. (1-6)

LA 490 Internship

Senior students receive field experience in a cooperating corporation or law firm in the Washington metropolitan area. The experience is monitored by the program director and an attorney in the cooperating corporation or firm. Prerequisites: permission of program director, 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 Law/Paralegal Studies courses. *Liberal Arts Core/University Requirements Designation: EXP.* (6)

LA 491 Computerized Legal Research

An introduction to the use of Lexis, Westlaw, and the Internet in the legal environment, and their use in the preparation of research documents in various areas of the law. This course is a continuation of LA 391. Prerequisites: EN 102 and LA 391. *Liberal Arts Core/University Requirements Designation: INQ, WI.* (3)

CHEMISTRY

NOTE: All 4-credit courses require a laboratory. A minimum grade of C- is required in any course that serves as a prerequisite for a higher-numbered course.

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.* (4)

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.* (4)

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.* (4)

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. (4)

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. (4)

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 department chair. (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 department chair. (1-6)

COMMUNICATION**COM 100 Media Communication**

An introduction to communication and the function of the media therein. Investigation of the historical, legal, theoretical, and ethical dimensions in communication. Lecture material is supplemented with presentations of audio and visual material illustrating how the media function. (3)

COM 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. (3)

COM 200 Desktop Publishing

An introduction to the fundamentals of desktop publishing using InDesign, Photoshop, and vector graphics software. Students integrate type and images to produce common business publications for print or use on the Internet. (Also listed as GD 200.) (3)

COM 203 Photography: Digital Imaging

An exploration of various photographic techniques and technology for graphic communications. Emphasis is on photographic style and an introduction to digital photography. Prerequisite: GD 101 or prior experience with Photoshop software. (Also listed as GD 203.) (3)

COM 204 Oral Interpretation

A laboratory experience in vocal development and control. The course explores forms of literature and the techniques involved in oral communication of literature. Focus is on the development of interpretative skills and analysis of literary styles. (3)

COM 205 Video Production I

An exploration of various video techniques, digital technology, and equipment for graphic communications. Students experience hands-on preproduction, production, and postproduction techniques. Students plan and produce digital video presentations. (Also listed as GD 205.) (3)

COM 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; 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. (3)

COM 209 Introduction to Journalism

Designed to provide the student with a broad overview of journalism as a communication medium. The emphasis is placed on developing the basic writing skills used by reporters on daily newspapers, wire services, and in broadcasting. The student will learn how to function effectively under deadline pressure using computerized word processing. *Liberal Arts Core/University Requirements Designation: INQ.* (3)

COM 211 Principles of Language

An introductory investigation of basic constructs and subsystems of English structure as described by grammarians of various theoretical persuasions. (Also listed as EN 211.) (3)

COM 212 Introduction to the Technique of Acting

The goal of this course is to make a student aware of the transformation process whereby drama is turned into theater through the language of the theater, i.e. sets, lights, costumes, makeup, music, and/or the actor. Secondly, the course aims to make the student aware of the importance of textual analysis, which is the foundation for acting. (Also listed as EN 212.) (3)

COM 220 Intercultural Communication

Introduces students to the influences and effects of cultural variability on the communication process and its outcomes with regard to family, religious, government, education, health, and business institutions. Particular emphasis will be given to 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. (3)

COM 300 Report Writing

An advanced course in writing aimed at the logical and orderly presentation of materials, development of ideas, and effective communication of secondary materials from professional fields. Prerequisite: EN 102. *Liberal Arts Core/University Requirements Designation: INQ, WI.* (3)

COM 302 Public Relations Techniques

Focuses on the applications of public relations theory and principles. Students learn the requirements of different media such as newspapers, magazines, radio, television, and cable. They develop basic writing skills in preparing news releases for newspapers, magazines, and newsletters as part of publicity and promotion campaigns, as well as strategic planning and audience identification. Prerequisite: COM 206. (3)

COM 304 Video Production II

An overview of the history, theory, and equipment of television studio production. Students will learn all phases of studio production through readings and hands-on experience. Students will plan and execute their own studio production. All productions will be taped for portfolio use. Prerequisite: COM/GD 205 or permission of instructor. (Also listed as GD 304.) (3)

COM 305 Journalism II

Building on COM 209, this course provides additional practice in writing news and feature stories for the print media, with a focus on editing, reporting, and interviewing skills. The course focuses on public affairs, special features reporting, and magazine writing. Includes an assessment of career opportunities and responsibilities. Prerequisite: COM 209. *Liberal Arts Core/University Requirements Designation: INQ, WI.* (3)

COM 307 Broadcast Delivery

A laboratory experience in writing and delivering copy for radio and television that develops critical thinking skills. The course includes audio and video tapings of students delivering newscasts, commercials, interviews, and public service announcements. Both content and performance are evaluated. (3)

COM 308 Web Design

An introduction to the fundamentals of Web design and technology for graphic communication. Students integrate type and images to produce websites for use on the Internet. Prerequisites: GD 101 and GD 104, or prior experience with course software. (Also listed as GD 308.) (3)

COM 310 Presentational Communication

Provides guided experiences that develop career-related oral communication skills such as listening, interviewing, communicating in small groups, and persuasion. Students practice these skills in classroom exercises and in videotaped sessions, and they explore how the skills are applicable in professional environments. Prerequisites: COM 100, COM 101, COM 206, and COM 209. (3)

COM 315 Writing for the New Media

Explores writing techniques used in the new media, including the Internet and multimedia. The class will examine styles and techniques of writing for different audiences in various formats and contexts. The differences between linear and nonlinear writing will be studied, as well as the way people use and read material in the new media. Prerequisite: COM 209 or equivalent experience. (3)

COM 316 Broadcast Journalism

Building on the skills mastered in COM 209, this course focuses on gathering, writing, and preparing news for radio and television. Includes extensive practice in writing news for broadcast and handling taped material effectively. Prerequisite: COM 209. (3)

COM 317 Editing and the Editorial Process

Focuses on the editing process and the role of the editor in today's media. It includes extensive practice in editing, headline writing, and layout, as well as discussions of ethical standards and practice in the media. Prerequisite: COM 209. (3)

COM 400 Internship

Senior students may register for an internship in a cooperating research or media communication agency in the Washington metropolitan area under the supervision of an instructor. Prerequisite: permission of the dean of Arts and Sciences. *Liberal Arts Core/University Requirements Designation: EXP.* (3-6)

COM 401 Public Relations Case Studies

Examines solutions to public relations problems through an analysis of actual corporate and association cases. The focus will emphasize successful public relations management and practice through the systematic application of defining, planning and programming, acting and communicating, and evaluating results. Prerequisites: COM 206, COM 302, and senior status, or permission of instructor. (3)

COM 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: senior status or permission of instructor. (3)

COM 403 Principles of Communication Law

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: senior status or permission of instructor. (3)

COM 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. Prerequisites for Graphic Design majors: GD 103, and COM/GD 205 or COM/GD 308 or equivalent experience. COM/GD 203 is recommended. Prerequisites for non-Graphic Design majors: instructor approval. Evidence of a completed upper-level research course project is recommended. (Also listed as GD 404 and IS 404.) (3-6)

COM 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 in writing of commendable quality. Prerequisite: permission of the dean of Arts and Sciences. (3)

COM 425 Senior Seminar in Communication

The 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 will develop expertise in research methodology and in writing a major research paper. Prerequisite: senior standing. *Liberal Arts Core/University Requirements Designation: INQ.* (3)

COM 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 department chair. (1-6)

CRIMINAL JUSTICE

(See also Sociology)

CJ 200 Careers in Criminal Justice

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 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. (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 note taking, résumé writing, report writing, written legal analysis, research-document writing, as well as presentation of testimony in court. 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

Provides an introduction to counterintelligence, with a focus on the evolution of contemporary counterintelligence in military, government, and pseudo-government organizations, both domestically and internationally. 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 and MA 132 or equivalent. (Also listed as SOC 304.) *Liberal Arts Core/University Requirements Designation: INQ.* (3)

CJ 307 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. Prerequisite: SOC 131, SOC 202, or SOC 203. (Also listed as SOC 307.) (3)

CJ 308 Principles of Forensic Science I

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. Prerequisite: CJ 209. (3)

CJ 309 Principles of Forensic Science II: Advanced Criminalistics

A continuation of the introduction to investigative and laboratory techniques used in the forensic analysis of criminal offenses. Examined are forensic pathology, anthropology, and toxicology; 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 308. (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 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 SOC 305. (3)

CJ 400 Internship

Practical experience in an applied criminal justice or social service setting. Field experience is supervised and course is open only to senior Criminal Justice majors. Prerequisite: permission of internship coordinator. *Liberal Arts Core/University Requirements Designation: EXP.* (6)

CJ 421 Project

Research of an original topic in criminal justice 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)

CJ 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 department chair. (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 SOC 305, senior standing, and permission of the instructor. *Liberal Arts Core/University Requirements Designation: INQ, WI.* (3)

ECONOMICS**ECO 210 Principles of Microeconomics**

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

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 304 Environmental Economics

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

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: INQ. (3)*

ECO 330 Managerial Economics

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: INQ. (3)*

ECO 332 Money and Banking

An analysis of the American banking system, monetary theories, and monetary policies with emphasis on the economic importance of the Federal Reserve System. Prerequisite: ECO 211. (3)

ECO 401 Economics of Regulation

An exploration of the theories of the regulation of economic activity, its applications, and its implications. Topics will include why and how the government regulates some types 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 issues explored in-depth, using a variety of current sources and the various tools of economic analysis. Prerequisites: ECO 210, ECO 211, and EN 102. *Liberal Arts Core/University Requirements Designation: INQ, SS-2, WI. (3)*

ECO 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 department chair. (1-6)

ECO 451 Senior Seminar in Economics

An opportunity for assisted, self-directed study of a topic of interest. The study will culminate in a paper and oral presentation. Prerequisites: 12 credits in ECO courses numbered above 300. (3)

ECO 485 International Economics

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. (3)

ECO 490 Internship

Senior students may register for field experience in cooperating Washington metropolitan area firms or organizations. The internship is monitored by the director of internships and a representative of the cooperating company. Prerequisites: permission of director of internships for the School of Business Administration; minimum of 9 credits in 300/400-level ECO 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, Politics, and Sociology courses. *Liberal Arts Core/University Requirements Designation: EXP. (3-6)*

EDUCATION**ED 219 Current Research, Trends, and Legal Issues in Special Education**

Designed to provide students with the opportunity to use reference materials to explore the current research and legal issues that impact special education policy and practice. The topics to be discussed include the legal basis for special education, issues related to the identification and evaluation of special education students, the concepts of free and appropriate public education (FAPE) and least restrictive environment (LRE), discipline and special education students, the impact of school reform movements on special education, funding for special education, recent litigation outcomes, and the reauthorization of the Individuals with Disabilities Education Act (IDEA). Prerequisite: sophomore status. (3)

ED 250 Introduction to 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 will also offer a look at the contemporary issues that affect students and schooling. Rudimentary curriculum design based on an understanding of the relationships among assessment, instruction, and monitoring student progress and how assessment is used to make decisions to improve instruction and student performance will also be addressed. Field experience: 10 hours. Prerequisite: 25 or more earned credit hours. (3)

ED 301 Foundation of Literacy Development

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: 20 hours. Prerequisite: ED 250 with a grade of C or better. (3)

ED 310 Reading and Language Arts: Grades PK-2

Reading, writing, listening, speaking, thinking, and viewing are studied in the context of language arts in the primary classroom. Various strategies for teaching spelling, writing, and grammar are included as well as creative arts and technology to reinforce language arts and reading. Techniques learned in class are implemented with diverse populations in the field experience. The Virginia Standards of Learning are used as the framework for this course. Field experience: 20 hours. Prerequisites: a grade of C or better in ED 250, ED 301, and PSY 341. (3)

ED 311 Reading and Language Arts: 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 250, ED 301, ED 310, and PSY 341. (3)

ED 323 Literacy Instruction: Diagnosis and Corrective Strategies

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 250, ED 301, and PSY 341. (3)

ED 327S Curriculum Design: Secondary Education

Provides a foundation in the principles of effective curriculum design and instruction development for students preparing to teach at the secondary level. The course covers integrating technology into the curriculum, adapting the curriculum for students with special needs, interdisciplinary curriculum design, and assessment procedures. Field experience: 20 hours. Prerequisite: ED 250 with a grade of C or better. (3)

ED 329 Collaborative Models for Special Education

Designed for students to become knowledgeable in collaboration and communication skills and models within special education settings, which includes 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: ED 250, ED 301, and PSY 341. (3)

ED 337 Reading in the Content Areas

Helps students develop the background knowledge and instructional strategies needed to become effective teachers of reading 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: ED 250 and ED 327S. (3)

ED 339 Individualized Education Programs and Strategies for the General Curriculum

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 behavior standards; and implementing and monitoring IEP-specified accommodations within the general education classroom. Field experience: 10 hours. Prerequisites: ED 250, ED 301, and PSY 341. (3)

ED 341 Transition, Family, and Community Services for Individuals with Disabilities

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: ED 250, ED 301, and PSY 341. (3)

ED 349 Strategies for Behavior Management for the Special Educator

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. This course must be taken concurrently with ED 460 by Multidisciplinary Studies/Special Education students. Field experience: 20 hours. Prerequisite: permission of instructor. (3)

ED 357 Teaching Social Studies and Creative Arts

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 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 and implement strategies that are introduced. Field experience: 10 hours. Prerequisites: ED 250, ED 301, and EN 102. *Liberal Arts Core/University Requirements Designation: WI.* (3)

ED 358 Teaching Mathematics and Science

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. Applied methods for teaching elementary math and science will be demonstrated, using manipulatives, natural objects, computer technologies, and other tools of science and measurement. Field experience: 30 hours. Prerequisites: ED 250, ED 301, and ED 310. These prerequisite courses must have been completed with a grade of C or better. (6)

ED 421 Project

An investigation of some 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 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 (scholarly work leading to new knowledge) under the direction of a faculty member. Prerequisite: application and approval of department chair. (1-6)

ED 452 Managing the K-12 Classroom

Designed for students to become knowledgeable on 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 become knowledgeable of diverse approaches for effective classroom management based upon behavioral, cognitive, affective, social, and ecological theory and practice. This course must be taken concurrently with ED 460, ED 460E, or ED 460S. Prerequisite: permission of instructor. (3)

ED 460 Student Teaching

Supervised clinical experience in a school site, grades K-12, for 14 weeks. Readings and seminar attendance required. Prerequisite: Students must apply for student teaching and fulfill all requirements listed on page 129. Prerequisite: permission of instructor. *Liberal Arts Core/University Requirements Designation: EXP.* (6)

ED 460S Student Teaching: Secondary Level

Supervised clinical experience in a school site, grades 6-12, for 14 weeks. Readings and seminar attendance required. Prerequisite: Students must apply for student teaching and fulfill all requirements listed on page 129. Prerequisite: permission of instructor. *Liberal Arts Core/University Requirements Designation: EXP.* (6)

ED 460E Student Teaching: PK-6

Supervised clinical experience in an elementary (grades PK-6) school site for 14 weeks. Readings and seminar attendance required. Prerequisite: Students must apply for student teaching and fulfill all requirements listed on page 129. Prerequisite: permission of instructor. *Liberal Arts Core/University Requirements Designation: EXP.* (6)

ENGLISH

EN 090 Introduction to College Reading

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 on essay development based on personal experience and observation. 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

Instruction in the writing of the research essay with emphasis on the rhetorical situation, effective organization, and the writing of clear and vivid prose. The course includes instruction in effective oral presentations. 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

A continuation of EN 101. Emphasis on analysis and argument and the use of both primary and secondary sources in research. The course includes oral presentations. A minimum grade of C- is required for graduation. Prerequisite: EN 101 or equivalent. *Liberal Arts Core/University Requirements Designation: WR. (3)*

EN 200 Elements of Literary Study

An introduction to the essential elements of literary analysis in poetry and prose. Cultivates an awareness of literary study as a discipline and the conventions of literary research and writing. 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. (3)

EN 201 World Literature: The Ancient World

A study of world literature from Gilgamesh and Homer to Virgil and Saint Augustine. Prerequisite: EN 102 or permission of instructor. *Liberal Arts Core/University Requirements Designation: LT-1, GP. (3)*

EN 202 World Literature: The Middle Ages

A study of world literature from the late antique to the late medieval periods. Prerequisite: EN 102 or permission of instructor. *Liberal Arts Core/University Requirements Designation: GP, LT-1. (3)*

EN 203 World Literature: Renaissance through Enlightenment

A study of world literature from the 15th through the 18th centuries. Prerequisite: EN 102 or permission of instructor. *Liberal Arts Core/University Requirements Designation: GP, LT-1. (3)*

EN 204 World Literature: Romanticism through Post-Modernism

A study of major international 19th- and 20th-century cultural movements and literary works. Prerequisite: EN 102 or permission of instructor. *Liberal Arts Core/University Requirements Designation: GP, LT-1. (3)*

EN 205 American Literature I

A study of representative American literary works from the colonial period through 1870. Prerequisite: EN 102 or permission of instructor. *Liberal Arts Core/University Requirements Designation: LT-1. (3)*

EN 206 American Literature II

A study of representative American literary works from 1870 to the present. Prerequisite: EN 102 or permission of instructor. *Liberal Arts Core/University Requirements Designation: LT-1. (3)*

EN 207 Theater History

A study of selected periods in the development of theater from the ancient world to the 20th century. This course introduces students to key theatrical traditions across cultures by focusing on the material contexts of performance in addition to the plays as written texts. Prerequisite: EN 102 or permission of instructor. *Liberal Arts Core/University Requirements Designation: GP, LT-1. (3)*

EN 211 Principles of Language

An investigation of basic constructs and subsystems of English structure as described by grammarians of various theoretical persuasions. (Also listed as COM 211.) (3)

EN 212 Introduction to the Technique of Acting

A study of the transformation process whereby drama is turned into performance through the language of the theater, i.e. sets, lights, costumes, makeup, music, and/or acting. Emphasis on textual analysis as the foundation for acting. (Also listed as COM 212.) (3)

EN 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 at film genres themselves. 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 IS 220.) *Liberal Arts Core/University Requirements Designation: LT-1. (3)*

EN 225 Literary Superheroes

A study of the “hero” and “superhero” models in European and American literature, from Hercules and Prometheus to Don Juan and Superman. Emphasis is placed on the various heroic codes both as literature and as embodiments of popular visions, ideals, and desires of their eras. Prerequisite: EN 102 or permission of instructor. *Liberal Arts Core/University Requirements Designation: LT-1. (3)*

EN 227 Short Fiction

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 230 American Multicultural Literature

A study of multicultural literature that challenges definitions of American identity based on assumptions about race, culture, ethnicity, and gender. Emphasis on themes of identity and otherness, marginalization and empowerment, and assimilation and resistance. Prerequisite: EN 102 or permission of instructor. *Liberal Arts Core/University Requirements Designation: GP, LT-1. (3)*

EN 240 Introduction to Visual and Cultural Studies

An introduction to the core concepts, methods, and vocabularies of visual and cultural study. This course is required for all students enrolled in the interdisciplinary Media and Performance Studies minor. (Also listed as IS 240.) *Liberal Arts Core/University Requirements Designation: INQ. (3)*

EN 250 Introduction to Shakespeare and Elizabethan Literature in London

An introduction to the work of Shakespeare and his contemporaries in relation to Elizabethan life and wider literary traditions. The course readings will be considered as textual artifacts of their time and location. The role of the writer and audience will be examined, as well as the relationship of Shakespeare to other significant poets and playwrights of the period. Offered only in London. Prerequisite: EN 102. (3)

EN 270 Approaches to Creative Writing

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. (3)

EN 280 Perspectives on Language Acquisition

A study of what it means to “know” a language and how speakers build communicative competence in both first and second languages. Special emphasis is given to the difference between child and adult second-language learners, barriers to language learning, and the cross-cultural problems involved in learning a second language. (3)

EN 290 Literary Theory and Practice

An introduction to the foundations of literary theory and to the process of applying these critical approaches in literary research. Students will explore the principles of New Criticism, Reader-Response Criticism, Gender Studies, New Historicism and Cultural Criticism, and Psychoanalytic Criticism. Open to English majors and minors only. English majors must earn a grade of C or better. Prerequisite: EN 200. (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. Prerequisites: EN 102. *Liberal Arts Core/University Requirements Designation: 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. Open to juniors and seniors, and to others with the consent of the instructor. Prerequisite: 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 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. (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: INQ, LT-2, WI.* (3)

EN 322 19th-Century British Poets

A study of major British poets of the Romantic and Victorian periods in the context of the important literary traditions and techniques of their age. Prerequisite: EN 102 or permission of instructor. (3)

EN 323 Modern Poetry

A study of modern American and British poetry in the context of the literary and cultural trends that informed the movement. Prerequisite: EN 102 or permission of instructor.

Liberal Arts Core/University Requirements Designation: LT-2. (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 major women writers. Prerequisite: EN 102 or permission of instructor. *Liberal Arts Core/University Requirements Designation: LT-2.* (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: Tragedies and Histories

An introduction to the tragedies and histories that examines the plays as reflections of both inherited dramatic form and early modern culture. Emphasis on recurrent themes such as the problem of evil, the tragic flaw, and the role of kingly leadership. Prerequisite: EN 102 or permission of instructor.

Liberal Arts Core/University Requirements Designation: LT-2. (3)

EN 356 Shakespeare: Comedies

An introduction to the comedies that examines the plays as reflections of both inherited dramatic form and early modern culture. Emphasis on recurrent themes such as courtship and love, relationships between children and parents, and expectations regarding marriage. Prerequisite: EN 102 or permission of instructor. *Liberal Arts Core/University Requirements Designation: LT-2.* (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 250 and ED 327S. (3)

EN 400 Internship

Senior students 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. Prerequisite: permission of the dean of Arts and Sciences. *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 all senior English majors; other students may enroll with permission of the instructor. English majors must earn a grade of C or better. (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. Students may enroll in this course more than once, provided there is no significant overlap in content. Prerequisite: EN 102 or permission of instructor. *Liberal Arts Core/University Requirements Designation: WL. (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 literature, history, and contemporary culture. Content varies, depending on instructor. Students may enroll in this course more than once under different topics. Prerequisite: EN 102 or permission of instructor. (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. 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: INQ, WL. (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 department chair. (1-6)

EN 490 Major Author(s)

An in-depth study of one or two major writers. Author(s) announced in course schedule. This course may be taken more than once, provided the student selects different authors. Prerequisite: EN 102 or permission of instructor. *Liberal Arts Core/University Requirements Designation: INQ, WL. (3)*

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, 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: MGT 123 and ACT 202. (3)

FIN 334 Investments

Survey of commercial and government investments with emphasis on understanding investment markets, primarily the stock exchanges. Prerequisite: FIN 301. (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. Prerequisite: FIN 301. (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: 12 credits in FIN courses and senior status. (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. (3)

FINE ARTS**FA 103 Design I**

An introduction to the basic principles of pure design using the elements of dot, line, form, shape, value, and texture, while investigating a variety of media. *Liberal Arts Core/University Requirements Designation: FNA. (3)*

FA 104 Design II

A continuation of the use of the basic principles of pure design with the addition of color. Focuses on color properties of hue, value and intensity, the relativity of color to its surroundings, color temperature, and the psychological aspects of color. Prerequisite: FA 103. (3)

FA 105 Drawing I

Introduces basic fundamentals of drawing with emphasis on perceptive and technical skills. Basic elements and principles of art are explored as they relate to graphic expression. *Liberal Arts Core/University Requirements Designation: FNA. (3)*

FA 106 Drawing II

Explores further the technical and perceptive skills related to renderings in various color media with focus on students' individual majors. Prerequisite: FA 105. (3)

FA 110 Cross-Cultural Visual Thinking

Investigation of basic drawing and design concepts from a cross-cultural perspective. *Liberal Arts Core/University Requirements Designation: FNA, GP.* (3)

FA 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)

FA 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)

FA 161 Dance Appreciation

An introduction to dance as theatrical and social art forms. The course examines how dance affects culture and how culture affects dance. *Liberal Arts Core/University Requirements Designation: FNA.* (3)

FA 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. (Also listed as HPR 165.) *Liberal Arts Core/University Requirements Designation: FNA.* (3)

FA 170 Beginning Jazz Dance

Provides an introduction to the fundamentals of jazz dance technique and its historical context. (Also listed as HPR 170.) *Liberal Arts Core/University Requirements Designation: FNA.* (3)

FA 201 History of Art I

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 Core/University Requirements Designation: FNA, GP.* (3)

FA 202 History of Art II

A survey of painting, architecture, and sculpture in the Western world, from the Renaissance to the 20th century, investigating meaning in the visual arts and the development of artistic style within an historical context. *Liberal Arts Core/University Requirements Designation: FNA, GP.* (3)

FA 211 Printmaking I

An introduction to printmaking using relief and monoprint methods. *Liberal Arts Core/University Requirements Designation: FNA.* (3)

FA 213 Painting I

A beginning studio course studying painting techniques and the principles of color and composition. *Liberal Arts Core/University Requirements Designation: FNA, INQ.* (3)

FA 214 Painting II

An intermediate studio course studying painting techniques and the principles of color and composition. Prerequisite: FA 213. (3)

FA 250 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)

FA 251 Jewelry Design

An introductory studio course in jewelry design that includes an understanding of materials, techniques, and applied design in creating original handmade jewelry. *Liberal Arts Core/University Requirements Designation: FNA.* (3)

FA 253 Handmade Books: Art, Design, and Construction

This course approaches books not merely as facilitators of literal communication, but also as three-dimensional objects of art. *Liberal Arts Core/University Requirements Designation: FNA.* (3)

FA 305 Pre-Classical Art

An examination of painting, sculpture, and architecture from Prehistory to the end of the first millennium B.C. in the context of the different cultures that produced them, and focusing on the roles that the visual arts played within those cultures. Prerequisite: FA 201 or permission of instructor. *Liberal Arts Core/University Requirements Designation: GP.* (3)

FA 307 Printmaking II

An advanced study of the printmaking processes of FA 211 with an introduction to various other methods. Prerequisite: FA 211 or permission of instructor. (3)

FA 309 Figure Drawing

A studio course in rendering the human figure for art and design applications. Students will also research renowned artists' rendering styles. Prerequisite: FA 105 or permission of instructor. (3)

FA 313 Painting III

An advanced studio course addressing problems and principles of techniques and aesthetics of painting. Prerequisites: FA 213 and FA 214. (3)

FA 315 Classical Art

An examination of the art and architecture produced by different Mediterranean societies from around 2500 B.C. to around 300 A.D. with particular emphasis on ancient Egypt, Greece, Etruria, and/or Rome. Works of art will be studied in the context of historical developments in philosophy, religion, and political power. Prerequisite: FA 201 or permission of instructor. *Liberal Arts Core/University Requirements Designation: GP.* (3)

FA 325 Medieval Art

An examination of sculpture, painting, and manuscript illumination, plus architectural decorations such as mosaic, fresco, and stained glass, from the 4th through the 14th century in Western Europe and Byzantium. Works of art are investigated within the historical context of theology, political power, changing social structures and practices, and Europe's interactions with non-Western civilizations. Prerequisite: FA 201 or permission of instructor. *Liberal Arts Core/University Requirements Designation: GP.* (3)

FA 345 Renaissance Art

An examination of the development of the arts of Italy, Germany, France, and/or the Low Countries from the 14th through the 16th century within the historical context of religious practice, humanist philosophy, politics, socioeconomic development, and science. Particular emphasis will be given to painting, sculpture, and graphic art. Prerequisite: FA 202 or permission of instructor. *Liberal Arts Core/University Requirements Designation: GP.* (3)

FA 350 Three-Dimensional Design

The application of design principles to the element of form through a variety of media and methods. (3)

FA 353 Handmade Books II

An advanced approach to the handmaking of books in which an in-depth concept development and technical proficiency are expected. Prerequisite: FA 253. *Liberal Arts Core/University Requirements Designation: INQ.* (3)

FA 360 Book Illustration in Mixed Media

An exploration of a variety of hands-on methods and techniques toward the creation of aesthetically sound and conceptually appropriate sequential images that "tell a story." Prerequisite: FA 105 or permission of instructor. (3)

FA 365 Baroque Art

A study of European art of the 17th and 18th centuries. The course examines developments in painting, graphic art, and sculpture across Europe from around 1560 to around 1750, within the historical context of international politics and national identity, religion, and philosophy. Prerequisite: FA 202 or permission of instructor. *Liberal Arts Core/University Requirements Designation: GP.* (3)

FA 370 19th-Century Art

Examines European and American art from the period of the late 18th century through the end of the 19th century, within the context of rapidly developing ideas (e.g. Enlightenment, Romanticism, Socialism) and changes to society brought on by industry, revolution, etc. Prerequisite: FA 202 or permission of instructor. *Liberal Arts Core/University Requirements Designation: GP.* (3)

FA 380 20th-Century Art

An examination of different movements in 20th-century art and architecture in Europe and North America, as they react or contribute to historical developments of the century, including politics, nationalism and war, radical changes in social structures and practices, technology, and new media. Prerequisite: FA 202 or permission of instructor. *Liberal Arts Core/University Requirements Designation: GP.* (3)

FA 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 250, ED 327S, and PSY 210 or PSY 312. (3)

FA 390 History of Design

An examination of the development of design and the applied arts in Europe and America from around 1700 to the modern day. This examination takes place within the historical context of changing materials and modes of production as well as patterns of marketing and consumption. Reference will be made to design from earlier periods and to contemporary movements in the fine arts. Prerequisite: FA 202 or permission of instructor. *Liberal Arts Core/University Requirements Designation: GP.* (3)

FA 400 Internship

Senior students may register for a field experience with cooperating institutions in the Washington metropolitan area. The internship is monitored by a supervising professor and a representative of the cooperating institution. Prerequisite: permission of the dean of Arts and Sciences. *Liberal Arts Core/University Requirements Designation: EXP.* (3-6)

FA 410 Topics in Art History

Designed to take advantage of current art exhibitions in the Washington-Baltimore area, using them as the basis for an in-depth study of particular topics in the history of art. Conducted in a seminar fashion. The theme and focus will change each time the class is offered, depending upon the exhibit. Prerequisite: EN 102, FA 201, FA 202 or permission of instructor. (3)

FA 413 Painting IV

An advanced studio course in painting that provides the opportunity to demonstrate mastery of techniques, composition, and problems in aesthetics. Prerequisites: FA 213, FA 214, and FA 313. (3)

FA 421 Project

An investigation of a selected topic in the major emphasis area under the direction of a faculty advisor. The project develops students' independent research skills and culminates in the presentation of their results in a written and/or artistic medium. Prerequisite: permission of the dean of Arts and Sciences. (3-6)

FA 422 Senior Project

An investigation of a selected topic in the major that takes place in the senior year under the direction of a faculty advisor. The project develops students' independent research skills and their application through a written paper and an artistic product. Upon completion, the artwork and paper are presented to a panel of professionals for evaluation. Prerequisite: senior status and permission of the dean of Arts and Sciences. *Liberal Arts Core/University Requirements Designation: INQ.* (3-6)

FA 425 Art Therapy

By integrating art and psychology, this course provides an introductory theoretical framework for facilitating therapeutic growth through practical art applications. Prerequisites: FA 103 and FA 104, or PSY 210, or permission of instructor. (3)

FA 426 Art Management

By integrating art and business, this course provides an introductory theoretical framework for the management of arts organizations and art facilities, such as galleries, museums, and studios, as well as areas of the non-arts sector that use the same skills. Prerequisites: FA 103 and FA 104, or MGT 123, or MKT 301, or permission of instructor. (3)

FA 427 Portfolio

Covers the fundamentals of building, preparing, and presenting a portfolio for the field of fine arts and/or application to graduate school. Students will prepare and present original art, Web, and/or CD portfolios. Prerequisites: senior status in the major, GD 101, FA 422, or permission of instructor. (1)

FA 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 department chair. (1-6)

FA 481 Accelerated Design

An introduction to the basic principles of pure design in the context of historic art movements. Emphasis is on two- and three-dimensional spatial relationship and color theory. Prerequisite: baccalaureate degree. (4)

FA 483 Drawing

Introduction to the basics of drawing with emphasis on perceptive and technical skills. Basic elements and principles of art are explored as they relate to graphic expression; includes rendering in various color mediums. Prerequisite: baccalaureate degree. (4)

FIRST-YEAR SEMINAR**DSC 101 DISCOVER First-Year Seminar**

This class is designed to introduce new first-year students to Marymount University and learning in higher education. Each course section features a unique theme, emphasizing active learning, student engagement, and inquiry, which allows students to begin to identify their strengths and weaknesses as learners and develop important intellectual skills and attitudes. Through participation in a variety of activities and with the support of their peer mentor, instructors, and classmates, students will improve their understanding of the intellectual, social, and emotional challenges of university life and apply this knowledge to themselves. (3)

SEM 095 Academic Success and Learning Strategies

Focuses on learning strategies and critical thinking skills required for academic success. Students will be expected to experiment with and apply new strategies to their current coursework and identify their strengths and weaknesses as learners. Emphasis is placed on time management, textbook reading, note-taking, test taking and preparation, study skills, use of campus resources, and general academic and career decision-making skills. (1)

FOREIGN LANGUAGES

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. *Liberal Arts Core/University Requirements Designation: GP. (3)*

FR 102 Introductory French II

Perfects 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 Contemporary French Civilization

Focuses on a general overview of the social, political, and cultural trends in France and in Francophone countries today. Readings, lectures, and class discussions are conducted in French. Prerequisite: FR 202 or equivalent. (3)

FR 305 Topics in French Literature

Each year the course readings focus on a different literary topic as announced in the course schedule. Readings, analysis, and discussions are conducted in French. Prerequisite: FR 202 or permission of instructor. (3)

German

GER 101 Introductory German I

A study of the basic German communication skills for reading, writing, listening, and speaking; 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)

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 Spanish Civilization and Culture

A study of the historical and cultural roots of the Hispanic world in Europe and the Americas. The course is conducted in Spanish. Prerequisite: SP 202 or equivalent, or approval of instructor. (3)

GEOGRAPHY**GEO 201 Introduction to Geography**

Introduces students to the fundamentals of geography. It covers the areas of physical, historical, cultural, and political geography. Offered spring semester only. (3)

GEOLOGY

NOTE: This 4-credit course requires a laboratory.

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.* (4)

GRAPHIC DESIGN**GD 101 Software Lab I: Photoshop**

A hands-on introduction for new users to the main features and capabilities of Photoshop. (1)

GD 102 Software Lab II: Illustrator

A hands-on introduction for new users to the main features and capabilities of Illustrator. (1)

GD 103 Software Lab III: Flash

A hands-on introduction for new users to the main features and capabilities of Flash. (1)

GD 104 Software Lab IV: Dreamweaver

A hands-on introduction for new users to the main features and capabilities of Dreamweaver. (1)

GD 200 Desktop Publishing

An introduction to the fundamentals of desktop publishing using InDesign, Photoshop, and vector graphics software. Students integrate type and images to produce common business publications for print or use on the Internet. (Also listed as COM 200.) (3)

GD 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. Prerequisites: FA 105 or FA 309, GD 101, and GD 102 or prior experience with course software. *Liberal Arts Core/University Requirements Designation: INQ.* (3)

GD 203 Photography: Digital Imaging

An exploration of various photographic techniques and technology for graphic communications. Emphasis is on photographic style and an introduction to digital photography. Prerequisite: GD 101 or prior experience with Photoshop software. (Also listed as COM 203.) (3)

GD 205 Video Production I

An exploration of various video techniques, digital technology, and equipment for graphic communications. Students experience hands-on preproduction, production, and postproduction techniques. Students plan and produce digital video presentations. (Also listed as COM 205.) (3)

GD 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: GD 102 and GD 200, or permission of instructor. (3)

GD 302 Illustration II

A continuation of GD 202, this is an exploration of developing design relationships between text and illustration and intermediate computer techniques for graphic applications.

Prerequisite: GD 202. (3)

GD 304 Video Production II

An overview of the history, theory, and equipment of television studio production. Students will learn all phases of studio production through readings and hands-on experience.

Students will plan and execute their own studio production. All productions will be taped for portfolio uses. Prerequisite: GD 205 or COM 205, or permission of instructor. (Also listed as COM 304.) (3)

GD 305 Graphic Design Studio I

An intermediate study of typography, layout, and color using computer techniques and output. Emphasis is on design relationship of type, images, and format. Prerequisites: GD 101, GD 102, and GD 255. (3)

GD 308 Web Design

An introduction to the fundamentals of Web design and technology for graphic communication. Students integrate type and images to produce websites for use on the Internet. Prerequisite: GD 101 and GD 104, or prior experience with course software. (Also listed as COM 308.) (3)

GD 360 Graphic Design Studio II

The application of effective visual communication methods to real-world problem solving. Emphasis on concept development, design strategy, and printing processes. Prerequisites: GD 202, GD 203, and GD 305. *Liberal Arts Core/University Requirements Designation: INQ.* (3)

GD 400 Internship

Senior students register for field experience in the Washington metropolitan area. The internship is monitored by a supervising faculty member and a representative from the internship site. Prerequisites: senior standing and permission of the dean of Arts and Sciences. *Liberal Arts Core/University Requirements Designation: EXP.* (6)

GD 401 Graphic Design Studio III

An individual exploration of advanced visual communication problems with emphasis on personal style and professional presentation. Students develop the advanced skills required to incorporate a central creative theme into integrated promotional and marketing communications campaigns, and specialized design practices. Students will discuss and explore current critical issues, industry trends, techniques and technologies. Students demonstrate these skills by designing numerous portfolio-quality pieces for print and the Internet.

Prerequisites: GD 360 and senior status. *Liberal Arts Core/University Requirements Designation: INQ.* (3)

GD 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. Prerequisites for Graphic Design majors: GD 103, and COM/GD 205 or COM/GD 308 or equivalent experience. COM/GD 203 is recommended. Prerequisites for non-Graphic Design majors: instructor approval. Evidence of a completed upper-level research course project is recommended. (Also listed as COM 404 and IS 404.) *Liberal Arts Core/University Requirements Designation: INQ.* (3-6)

GD 405 Portfolio

The fundamentals of preparing an entry-level portfolio for the field of graphic design and/or application to graduate school. Students will prepare and present print, Web, and CD portfolios and supporting promotional materials. Prerequisites: GD 360 and senior status. Recommended: GD 401 and GD 404. (1)

GD 421 Project

An investigation of a selected topic in the major under the direction of a faculty advisor. This project is intended to demonstrate an ability to conduct independent research and present the results as a graphic communication project. Prerequisite: permission of department chair and the dean of Arts and Sciences. (1-6)

GD 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 department chair. (1-6)

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 nonswimmer, 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, 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 106 Swimming for Fitness

Offers skill development to make swimming a lifetime sport. Includes water safety, stroke development, and aquatic training principles. (1)

HPR 107 Team Sports

Development of fundamental skills in selected team sports. (1)

HPR 108 Weight Training

Includes information and skills for safety and correctly improving muscular strength and endurance using weights. (1)

HPR 109 Karate

An introduction to Okinawan Isshinryu Karate, including basic self-defense skills and an emphasis on development of physical fitness. (1)

HPR 111 Advanced Weight Training

Expands on basic weight training principles presented in HPR 108. Topics include split routines, supersets, breakdown sets, negatives, plyometrics, periodization training, nutritional supplements, and sport specific training. Offered spring semester only. Prerequisite: HPR 108 or permission of instructor. (1)

HPR 112 Cross-Training for Personal Fitness

Provides students the opportunity to learn and apply contemporary methods of cross-training to ensure that their training regimen is beneficial and safe. Focus is on creating an individualized cross-training program for a specific sport. (1)

HPR 114 Water Aerobics

Provides aerobic exercise and total body conditioning and aquatic environment. Swimming proficiency not required. (1)

HPR 116 Water Polo

Provides opportunities for development of knowledge and skills needed for safe participation in water polo and to become better conditioned for aquatic sports. Offered spring semester only. (1)

HPR 117 NIA: Holisitic Fitness

Neuromuscular Integrated Action (NIA) Technique is a mind, body, and spirit approach to whole body aerobic fitness. Blends elements of tai chi, tae kwon do, aikido, dance, yoga, Feldenkrais, and Alexander techniques. (1)

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 connection, increase flexibility, strengthen core muscles, reduce stress, enhance posture, and improve complementary cardiovascular endurance and strength training workouts. The student will learn the Vinyasa style of yoga to include the different classes of asanas. (1)

HPR 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. (Also listed as FA 165.) (3)

HPR 170 Beginning Jazz Dance

Provides an introduction to the fundamentals of jazz dance technique and its historical context. (Also listed as FA 170.) (3)

HPR 200 Physical Activity

Includes skills and techniques of a specific physical activity or sport. HPR 200 may be repeated for credit, but the same activity/sport may not be repeated for credit. 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 semester only. (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. Offered spring and summer semesters only. 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 211 Water Safety Instructor

Development of instructional skills and understanding of the teacher-pupil relationship leading to certification as a Red Cross Water Safety Instructor. Prerequisite: basic swimming proficiency. (2)

HPR 212 Swimming Pool Management

Includes information needed to operate safe pools, spas, and therapy pools and to qualify for a pool operator's permit. (1)

HPR 225 Health Psychology

Examines the relationship among health knowledge; beliefs; attitudes, behaviors, and health maintenance; illness prevention; and the diagnosis and treatment of disease. Offered fall semester only. (Also listed as PSY 225.) *Liberal Arts Core/University Requirements Designation: INQ.* (3)

HPR 230 Community Health

Provides an overview of the field of community health, with emphasis on prevention of injuries, 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 260 Introduction to Sports Medicine

Focuses on the role of fitness personnel in conditioning, 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 only. (3)

HPR 300 Essentials of Personal Training

Provides learning instruction geared toward certification as a personal trainer following the American College of Sports Medicine 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. (3)

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. Offered fall semester only. Prerequisite: EN 102. (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, and submaximal cycle ergometry. Offered fall semester only. Prerequisite: HPR 202. *Liberal Arts Core/University Requirements Designation: INQ.* (3)

HPR 304 Developing Physical Training Programs

Course covers basic principles of development of safe and individualized cardiovascular conditioning, muscular strength, and flexibility programs. Includes leadership techniques for aerobics and resistance training programs. Offered spring semester only. Prerequisites: HPR 202 and HPR 302. (3)

HPR 308 Transcultural Concepts in Health and Illness

Provides an introduction to transcultural theories, concepts, and principles that help to explain the health care needs and responses of individuals and groups within the context of their cultures and subcultures. An emphasis is placed on the conduct of culturally competent assessments. Offered fall and summer semesters only. Prerequisite: EN 102. (Also listed as NU 304.) *Liberal Arts Core/University Requirements Designation: INQ.* (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.) Offered fall semester only. Prerequisite: EN 101. (3)

HPR 345 Clinical Nutrition

This course explores the nurses' 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. Prerequisites: EN 101 and BIO 161. Prerequisite or corequisite: BIO 162. (3)

HPR 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, PSY 210, or HPR 201. (Also listed as PSY 361.) (3)

HPR 400 Senior Internship

Offers students the opportunity for supervised, practical experience in the organization and administration of physical fitness programs and 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. *Liberal Arts Core/University Requirements Designation: EXP.* (3)

HPR 406 Stress Management

This course is designed to help individuals better identify, understand, and manage their own stressors and stress response. In doing so, students will learn various stress management techniques that will enhance their professional practice in the health and psychology fields. Offered spring semester only. Prerequisites: EN 102, and PSY 101 or PSY 210. (Also listed as PSY 406.) *Liberal Arts Core/University Requirements Designation: SS-2.* (3)

HPR 410 Anatomical Kinesiology and Cardiovascular Physiology

The study of functional anatomy, with an emphasis on the skeletal, muscular, and nervous systems, and cardiovascular physiology, including microscopic and macroscopic study of the heart and blood vessels, the cardiac cycle, and electrical conductivity. Offered fall semester only. Prerequisite: HPR 202. (3)

HPR 415 Applications in Human Performance

Applies the concepts of anatomical kinesiology, cardiovascular physiology, and exercise science to the practice of biomechanics, cardiac rehabilitation, and athletic performance. Offered spring semester only. Prerequisites: EN 102 and HPR 410. *Liberal Arts Core/University Requirements Designation: INQ, 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 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 department chair. (1-6)

HEALTH CARE MANAGEMENT**HCM 110 Health Care Delivery Systems**

Provides an overview of the health care system in the United States with emphasis on the types of providers and the role that accrediting and licensing bodies play in the delivery of health care. 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. Emphasis is placed on understanding the historical context; how the U.S. health care system developed; and the significant policies that regulate health care organizations, providers, payors, and populations. Students are introduced also to general technology, financial, reimbursement, legal, and strategic planning issues that are essential to managing in the health care environment. (3)

HCM 140 Health Care Statistics

Introduces the student to basic statistical principles and calculations as applied in the health care environment. This course focuses on procedures for collecting and reporting vital statistics and basic quality control population statistics. In addition, students will learn the fundamentals of displaying statistical information using a variety of graphs and charts. The course uses active- and inquiry-learning techniques in which students solve problems each week. (3)

HCM 220 Quality Management in Health Care

Focuses on how to operate and manage a health care organization with the specific purpose of improving the operational efficiencies and the quality of patient care. Students will become familiar with the intricacies of managing different types of health care organizations. The course will evaluate how management techniques impact the quality of patient care, the role of governance and the key issues in managing support services. The course will also examine quality management, in both private practices and hospital settings; organization relationships; materials management and supplies; facilities planning; and human resource management, including collective bargaining, relationships among patients, physicians, and other health care employees. Prerequisite: HCM 110. (3)

HCM 310 Organizations and Management in Health Care

Provides a general orientation to management practices in the field of health care as well as the types of organizations and how they are structured. The focus is on management concepts and processes considered necessary for persons who intend to practice in a health care field. Emphasis is placed on the differences in management in health care from other industries and the importance of patient care and ethical issues. Tradeoffs between patient care issues and financial accountability are addressed. Prerequisite: HCM 110. (3)

HCM 350 Health Care Finance and Accounting

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. The course will also review the legal, regulatory, and ethical obligations that are critical to sound financial management. Prerequisites: HCM 110. (3)

HEALTH INFORMATION MANAGEMENT**HIM 110 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)

HIM 120 Health Information Systems

Provides an overview of the use of information technology in health care and focuses attention on the hardware, software, and people components. This course surveys how information systems are used in the health care delivery process, hospital IT departments, and in the use and management of data. Areas covered include accounting, telemedicine, public health, radiology, surgery, pharmacy, and dentistry. The privacy and security of health care information are also discussed. The course also addresses ethical issues that health professionals face in the electronic age. (3)

HIM 210 Medical Classification Systems

Focuses on disease and procedure classification systems currently utilized for collecting health data for the purpose of statistical research and financial reporting. Prerequisite: HIM 110 or equivalent. (3)

HIM 220 Advanced Medical Coding

Stresses advanced coding skills through practical exercises using actual medical records. This course requires students to build on the knowledge gained from HIM 210 and further develop their critical thinking skills as they are challenged to analyze and code increasingly complex cases that may not be covered by specific insurance plans. The course also allows students to use computerized tools in the coding process and manage the quality assurance of health care records. Finally the course introduces the students to the more comprehensive codes in ICD-10-CM and ICD-10-PCS as well as other coding systems. This course uses active- and inquiry-learning techniques in which students are required to solve problems each week. Prerequisite: HIM 210. (3)

HIM 310 Health Care Reimbursement Systems

Provides an overview of how the health care reimbursement systems work in the United States. The course focuses on the evolution of insurance, HMOs, and managed care. Students learn how hospitals, outpatient centers, clinicians, and other providers are reimbursed for their services. Private and public reimbursement methods; state rate setting; risk management; newer models of reimbursement; the role of billing, coding, and accounts receivable; and managed competition are explained. Prerequisites: HIM 210 and HIM 220. (3)

HIM 360 Integrated Health Care Technology

Examines the use of advanced technology in the health care field through research and inquiry with the result of improved quality of care, increased availability of services, and a reduction in costs. The cost looks at existing technology applications including imaging, telemedicine, telesurgery, robotics, statistics, and Radio Frequency Identification (RFID), as well as emerging technologies that will be implemented in the near future. This course uses active- and inquiry-based techniques and includes several writing assignments. Prerequisite: HIM 120. *Liberal Arts Core/University Requirements Designation: INQ.* (3)

HIM 400 Internship

Relates classroom education to a real-world professional experience. Students in their senior year must register for a field experience in the field of health information management in the metropolitan area. The internship is monitored by the internship director, a representative of the cooperating health care provider or company in a health-related field. Prerequisite: permission of the internship director for the School of Business Administration, senior status, minimum of 90 credits with a cumulative GPA of 2.0 or better and a cumulative GPA of 2.0 or better in all HCM and HIM courses. *Liberal Arts Core/University Requirements Designation: EXP.* (6)

HIM 423 Senior Seminar

Provides additional interaction with senior students as a group, particularly as they begin their internship and capstone project. Example activities include understanding of the Real-Projects-for-Real-Clients Course (RPRCC) methodology; exploring reasons to go to graduate school and the application process; finding a job with career prospects; selecting a capstone project and writing a project proposal and project plan. Students will plan and give at least one substantive presentation supported by research. Prerequisites: 90 credits in the HIM program and a minimum GPA of 2.0 in major courses. (1)

HIM 489 HIM Capstone Project

This is the capstone course for students in the B.S. in Health Information Management program. 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 for their project, conduct the work, develop a project report, and write a project perspective after the project is over. This is a required course for the HIM program. This course uses active- and inquiry-based techniques and includes several writing assignments. Prerequisite: HIM 423. *Liberal Arts Core/University Requirements Designation: INQ.* (3)

HISTORY**HI 203 European History I**

A study of the rise and contribution of the dominant ancient civilizations, the medieval Christian heritage, and the feudal way of life. *Liberal Arts Core/University Requirements Designation: HI-1, GP, ETH.* (3)

HI 204 European History II

A study of the forces that shape the modern world and of transcendent problems of the contemporary age. The course emphasizes the development of European civilization. *Liberal Arts Core/University Requirements Designation: HI-1, GP, ETH.* (3)

HI 210 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, 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, GP, ETH.* (3)

HI 211 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, GP, ETH.* (3)

HI 214 Introduction to World History

Provides an overview of world history, including an introduction to the origin and development of Indian, Arabic, Chinese, African, and European American societies and their political, cultural, social, and economic traditions. (3)

HI 250 Research and Writing

An introduction to the sources and methods used in historical research and writing. *Liberal Arts Core/University Requirements Designation: INQ, 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. It is recommended that students take HI 203 before taking this course. (3)

HI 305 History of the British Isles: 1603 to the Present

Examines the major political, socioeconomic, 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. It is recommended that students take HI 204 before taking this course. (3)

HI 310 Modern European History: 1815-1914

An examination of the European civilization from the Congress of Vienna through World War I. The issues of war, imperialism, and power are studied in the context of the emerging nation states. It is recommended that students take HI 204 before taking this course. *Liberal Arts Core/University Requirements Designation: GP, HI-2.* (3)

HI 311 Modern European History: 1914 to the Present

An examination of 20th century European civilization with a focus on the rise of communism, fascism, Nazism; economic developments and markets; causes and results of war; and the collapse of European colonialism. It is recommended that students take HI 204 before taking this course. *Liberal Arts Core/University Requirements Designation: GP, HI-2.* (3)

HI 315 Modern French History: 1789 to the Present

A study of the political, economic, social, and cultural history of France from the French Revolution to the present. The course charts France's search for security through the Fifth Republic and examines the contemporary role of France in Europe and the European Community. It is recommended that students take HI 204 before taking this course. (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. It is recommended that students take HI 210 before taking this course. *Liberal Arts Core/University Requirements Designation: HI-2.* (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. It is recommended that students take HI 210 before taking this course. *Liberal Arts Core/University Requirements Designation: HI-2.* (3)

HI 325A-F Topics in American History

Provides an opportunity for students to study a specific group, region, or theme in American history. Subjects vary from semester to semester and are designated as: HI 325A Women in the United States; HI 325B Immigrants and Ethnicity; HI 325C The Frontier; HI 325D Virginia and the Old South. HI 325E and HI 325F have not been designated yet. (3)

HI 330 The United States: Civil War and Reconstruction

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. It is recommended that students take HI 210 before taking this course. (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 220 or permission of instructor. (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. It is recommended that students take HI 211 before taking this course. *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. It is recommended that students take HI 211 before taking this course. *Liberal Arts Core/University Requirements Designation: GP, 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. It is recommended that students take HI 203 before taking this course. (3)

HI 365 History of Medieval Europe

Covers topics in medieval European history from the end of the Roman World to the transitional period of the 15th century. The study includes an examination of the Church-State relations, the development of Christian culture, and the institution of feudalism. It is recommended that students take HI 203 before taking this course. (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. It is recommended that students take HI 203 before taking this course. (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. It is recommended that students take HI 204 before taking this course. (3)

HI 385 Approaches to Teaching Secondary History and Social Science

Prepares the student to teach History and Social Science at the secondary level by integrating content mastery with effective pedagogical strategies. Field experience: 20 hours. Prerequisites: ED 250 and ED 327S. (3)

HI 400 Internship

Senior 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. Prerequisites: senior status and a grade point average of 2.5 in major courses. *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. Prerequisite: EN 102. *Liberal Arts Core/University Requirements Designation: INQ, 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 Arts and Sciences. (3)

HONORS**HON 101 The Quest: An Introduction to the Honors Program**

This seminar is devoted to classic texts that take up the theme of "The Quest." Students are introduced to various forms of scholarship and the skills necessary for academic inquiry. Students learn how to conduct research, write, and present a traditional undergraduate research paper. Honors students take this course to fulfill the DSC 101 University requirement. (3)

HON 200/HON 300 Traditional Tutorial/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 in the summer at the University of Oxford. Prerequisite: HON 101. (3)

HON 399 Research Tutorial

During the junior year, Honors students identify a faculty mentor and work with him/her on a scholarly research project. During this semester, the student may serve as a research assistant, becoming acquainted with the specific literature and techniques in his/her chosen area of research. At the end of the semester, the student will produce a formal research proposal and, when approved by his/her faculty mentor and the Honors director, may then commence the research for the Senior Honors Thesis. Prerequisites: HON 101 and junior status. (3)

HON 400 Senior Seminar

During the senior year, Honors students conduct their approved research projects in a "capstone" course. Most majors offer such a course, but for those programs that do not, the Honors Program will offer a section of HON 400 to serve the purpose of a capstone experience. Prerequisite: HON 399. (3)

HUMAN RESOURCE MANAGEMENT**HRM 335 Human Resource 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 focus on legislation and regulations governing the management of employees. Discussion of unions, labor contracts, and employer-employee relations. Prerequisite: HRM 335. (3)

HRM 423 Performance Management and Compensation

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 on motivational and productivity issues underlying the development of effective performance management and compensation systems. Prerequisite: HRM 335. (3)

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), figures, and 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)

INFORMATION TECHNOLOGY**IT 110 Information Technology in the Global Age**

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 and software, networks, the Internet), communications, software and website development, databases, and information security and privacy. *Liberal Arts Core/University Requirements Designation: GP.* (3)

IT 120 Personal Security in the Digital Age

Introduces students to the field of information security. Students will examine security and privacy issues that affect their personal use of computers and the Internet. It covers how to protect personal computers from outside threats and how to protect oneself from potential problems such as viruses, phishing, identity theft, and other computer crimes. (3)

IT 125 Web Development

Provides students with the knowledge and skills to develop and maintain dynamic Web pages. HTML, XHTML, XML, Cascading Style Sheets, XSL, and JavaScript are introduced as client-side techniques. Server-side programming techniques are examined including Cold Fusion, PHP, Python, and Perl. The students create Web pages that collect and validate data. (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. (4)

IT 205 Computer Technology

Examines how computers work, including the components of technology: hardware, operating systems, storage, and networking, and how these components work together to support information technology applications. Students troubleshoot, repair, configure, and upgrade computer systems in a hands-on environment. It includes the application of Boolean algebra to basic digital circuits. The course is designed to prepare students with the knowledge necessary to pass the CompTia A+ certification, a prerequisite for preparing for a career in computer support and maintenance. *Liberal Arts Core/University Requirements Designation: INQ.* (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. (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. Some sessions will be held in conjunction with Mathematics and Biology students. Students will plan and give several small presentations, individually and in groups, and jointly prepare a website about the IT program. (1)

IT 225 Advanced Web Development

Extends the Web programming skills developed in IT 125, including using Web 2.0 technologies. The course covers in more depth server-side programming languages such as PHP, Python, and Java Server Pages. AJAX techniques are used together with advanced technologies such as Ruby-on-Rails. Content management systems are also covered in depth. Prerequisite: IT 125. (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. Prerequisite: IT 130. (4)

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 Interconnect (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. Prerequisite: IT 205. (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. (3)

IT 315 Operating Systems

Studies the major features of operating systems such as real and virtual memory, concurrent processing, disk storage techniques, resolving deadlocks, and security features. Students work with Microsoft Windows and UNIX operating systems. Prerequisite: IT 205. (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. Prerequisite: IT 230. (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 such as MCSE, 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. (1)

IT 335 Computer Security

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. Prerequisite: IT 305. (3)

IT 340 Data Structures and Algorithms

Provides an introduction to effective data structures and algorithms. The testing and evaluation of data manipulation algorithms with respect to memory needs, complexity, and speed are emphasized. Prerequisite: IT 230. (3)

IT 345 Human Factors in Information Systems

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. (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. Prerequisites: EN 102 and IT 210. *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. Prerequisite: varies with topic. (3)

IT 365 Intelligent and Agent-based Systems

Surveys the field of artificial intelligence. Students examine algorithms including search heuristics for problem solving and game playing; logic; knowledge representation and reasoning; planning, analysis, and navigation; machine learning; neural networks; natural language processing; and robotics. (3)

IT 370 Computer Forensics

Covers the major topics in the field of computer forensics, combining information technology skills with criminal justice concepts. Students examine the field using topics required for the International Society of Forensic Computer Examiner's Certified Computer Examiner standing. Prerequisites: IT 205 and IT 210. (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 e-mail, 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. Prerequisite: IT 310. (3)

IT 400 Internship

Students in their senior year must register for a field experience in the metropolitan area. The internship is monitored by the internship director and must be in the information technology field. Prerequisites: permission of internship director for the School of Business Administration, senior status, a C or better in IT 323, and a cumulative GPA of 2.0 or better in major courses. *Liberal Arts Core/University Requirements Designation: EXP.* (6)

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. They will also manage a database of IT careers available over the Web. (1)

IT 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 department chair. (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. Prerequisite: senior status. *Liberal Arts Core/University Requirements Designation: INQ.* (3)

INTERDISCIPLINARY STUDIES**IS 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 service as they explore the impact of gender on our common humanity. (3)

IS 240 Introduction to Visual and Cultural Studies

An introduction to the core concepts, methods, and vocabularies of visual and cultural study. This course is required for all students enrolled in the interdisciplinary Media and Performance Studies minor. (Also listed as EN 240.) *Liberal Arts Core/University Requirements Designation: INQ.* (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 themselves. 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 multicultural perspectives. 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.) (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. Prerequisites for Graphic Design majors: GD 103, and COM/GD 205 or COM/GD 308 or equivalent experience. COM/GD 203 is recommended. Prerequisites for non-Graphic Design majors: instructor approval. Evidence of a completed upper-level research course project is recommended. (Also listed as COM 404 and GD 404.) (3-6)

INTERIOR DESIGN**ID 101 Introduction to Interior Design**

Introduction to the field of interior design, its relationship to other design disciplines, and the occupational opportunities and responsibilities of the profession. Emphasis on basic design concepts, vocabulary, and visual awareness of the built environment. Introductory course to the program. (1)

ID 111 Architectural Graphics I

Introductory course in mechanical drawing and freehand techniques 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 201 Interior Design I

An introduction to the principles of interior design and the relation of humans to the built environment. The course emphasizes the physiological and psychological needs of the end user and develops means to analyze these needs. Design concepts, programming analysis, universal design concepts, ergonomics, and anthropometrics are introduced. Sketching and drafting techniques are reinforced through floor plans, elevations, and perspectives. Studio. Prerequisites: ID 101 and ID 111. *Liberal Arts Core/University Requirements Designation: INQ.* (3)

ID 202 Interior Design II

An emphasis on residential design projects for interior designers through space planning and information-gathering techniques. A gradual increase in complexity of design problems reinforces the design process. Design concepts with application of floor-planning techniques; color theory for interiors; human factors; and furniture, textiles, and finish selections are introduced. Custom design detailing is highlighted. Sketching and drafting techniques are reinforced through floor plans, elevations, perspectives, and models used in project presentations. Studio. Prerequisites: ID 201 and ID 212. (3)

ID 212 Architectural Graphics II

Offers continued development of manual skills in the form of plans, sections, elevations, and three-dimensional representations. Emphasis on perspectives, three-dimensional techniques, and contract documents. Studio. Prerequisites: ID 101 and ID 111. (3)

ID 214 Architectural Graphics III

Introduction to the fundamentals and the application of architectural rendering techniques. Methods of preparing visual presentations of interior design projects by acquiring specific skills in color and black/white rendering techniques with an emphasis on quick-sketch and rendering methods are employed. Studio. Prerequisites: FA 103, FA 104, FA 105, and ID 212; or FA 481 and ID 485. (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 of a database for textiles and materials is required. Sustainable design, building codes, standards, and regulations are studied. (3)

ID 303 Interior Design III

Comprehensive design solutions are developed for public spaces such as retail, health care, houses of worship, restaurants, and hotels. Research on sustainable design through design concept, character development, programming, building codes, and formal presentations are emphasized. Signage, way finding, and security issues are highlighted. Freehand drafting, millwork detailing, models, and perspectives are developed. Studio. Prerequisite: ID 202 or ID 487. (3)

ID 304 Interior Design IV

Strategic facilities planning of the office environment including both traditional and component office layouts. The first half of the course emphasizes programming analysis, schematic design, design development, office hierarchy, office design trends, and formal presentations with attention to environmental needs, life safety issues with focus on fire suppression and fire detection, and building codes. Computer-aided drafting (CADD) is employed in this class, and design skills are utilized. The second half of the course emphasizes the creation of a set of construction documents. Studio. Prerequisites: ID 303 and ID 313. (3)

ID 313 Computer-aided Drafting and Design

Application of computer-aided drafting and design (CADD) concepts, methods, and skills used in interior design. Emphasis on the utilization of the CADD functions and skills to further enhance the design development and production phases of the design process. Prerequisite: ID 202 or ID 487. (3)

ID 332 Building Technology

Survey of residential and commercial building systems. Focus on structural and environmental systems and the methods utilized in construction, installation, and sustainable design. Visits to construction sites as permitted. Prerequisite: junior standing. (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 standing. *Liberal Arts Core/University Requirements Designation: INQ.* (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 standing. (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

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. *Liberal Arts Core/University Requirements Designation: EXP.* (3-6)

ID 405 Interior Design V

Students complete group projects that involve comprehensive design solutions developed for larger-scale spaces for special populations, such as assisted-living, child-care, and other special-needs facilities. Emphasis is on barrier-free design concepts, universal design application, and building and life safety codes. Various presentation styles are employed; freehand drafting, sketching, models, and computer-aided drafting skills are all incorporated. Prerequisite: ID 304. (3)

ID 406 Interior Design VI

Students complete individually selected comprehensive design solutions that involve client analysis, programming, and the determination of interior architectural materials, furnishings, and light design. The complete design process is emphasized with research, building and life-safety code implications, and design specifications applied in the student documentation. This is the senior capstone course. Studio. Prerequisite: ID 405. *Liberal Arts Core/University Requirements Designation: INQ.* (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. Prerequisites: ID 202 or ID 487, and ID 214. (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 214. (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 which is not part of the curriculum. The project is intended to demonstrate ability to conduct independent research and present the results in an expert manner. Prerequisite: permission of a faculty advisor and the dean of Arts and Sciences. (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 Foundation Course for the First Professional (Track Two) master's 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: junior standing. (3)

ID 435 Advanced Professional Practice

An in-depth study of advanced professional practice, including proposal writing, contract 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: ID 214 and ID 434. (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. (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. (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 201 or FA 202, and ID 350. (3)

ID 485 Accelerated Architectural Graphics

An introduction to the use of mechanical and architectural drafting techniques. Emphasis on the development of drafting skills, architectural lettering, and graphic expression through floor plans, elevations, details, perspectives, isometrics, and working drawings. Introduction to computer skills as a graphic expression. Studio. This course is a Foundation Course for the First Professional (Track Two) master's program. Prerequisite: baccalaureate degree. (4)

ID 487 Accelerated Interior Design Studio

An introduction to the fundamentals of theory and practice of interior design with an emphasis on human factors and the principles of residential design. The course includes drafting, color theory, spatial arrangements, graphic expression, and presentation skills. Studio. It is recommended that students have completed or be simultaneously enrolled in ID 426. This course is a Foundation Course for the First Professional (Track Two) master's program. Prerequisites: baccalaureate degree and ID 485. (4)

LAW

See Business Law/Paralegal Studies, page 150.

LIBERAL STUDIES**LS 300 Liberal Studies Readings and Portfolio Development**

In this course 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 from important figures in the humanities and sciences are discussed to foster development of critical thinking skills and an understanding of the interrelationships among the liberal studies disciplines. *Liberal Arts Core/University Requirements Designation: WI.* (3)

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: approval of the dean of Arts and Sciences. *Liberal Arts Core/University Requirements Designation: EXP.* (3-6)

LS 420 Senior Seminar

Examines ways to integrate learning in the two chosen concentrations. Using computer technology, the student conducts research to identify a suitable topic for a major thesis paper requiring scholarly support in both concentrations. When the thesis is completed, the student is required to present and defend it orally to the class and the instructor prior to submission in writing. Prerequisite: EN 102, LS 300, and senior status. *Liberal Arts Core/University Requirements Designation: INQ, WI.* (3)

LS 421 Project

An investigation of 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 Arts and Sciences. (3)

LITERATURE

See English (EN) courses beginning on page 160.

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 Bachelor of Business Administration, a minimum grade of C is required to continue in the program. (3)

MGT 223 Sophomore Business Experience

Provides additional interaction with sophomore students as a group. Activities will be designed to help students identify or confirm their areas of specialization, continue to build critical thinking and information literacy skills, and understand the applicability of freshman- and sophomore-level foundational business courses to real-world business problems. Sample activities will include research about and discussions of current business topics and identification of career opportunities through guest speakers and site visits. Students will plan and give several short presentations, individually and in groups. Prerequisites: EN 102, MGT 123, ACT 201, and ECO 210 or ECO 211. (1)

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. (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 Bachelor of Business Administration, a minimum grade of C is required to continue in the program. Prerequisite: MGT 123 or EN 102. *Liberal Arts Core/University Requirements Designation: WI.* (3)

MGT 315 Entrepreneurship

This multidisciplinary course helps students learn the basic business, strategy, and leadership skills needed to launch and manage new ventures. Topics include learning how to assess the feasibility of a new venture, as well as how to apply best practices for planning, launching, and managing new companies. Students discuss a wide range of issues of importance and concern to entrepreneurs and learn models and "rules of thumb" that help them navigate uncertainty. The opportunities and challenges of entrepreneurship are explored, as is the ability to use entrepreneurial skill sets in corporate environments. Prerequisite: EN 102. (3)

MGT 323 Junior Business Experience

Provides additional interaction with junior students as a group. Activities will be designed to help students identify and prepare for their internships, further develop interpersonal skills necessary for successful individual and group performance in a modern business setting, integrate knowledge and skills acquired through B.B.A. core courses in solving business problems, and continue to build information literacy and critical thinking skills. Sample activities include discussion of current business topics, continued identification of career opportunities through guest speakers and site visits, use of simulation packages to allow students to make business decisions in a competitive environment while working with classmates. Prerequisites: MGT 223, MGT 291, and LA 249. Prerequisites/corequisites: FIN 301 and MKT 301. *Liberal Arts Core/University Requirements Designation: INQ.* (1)

MGT 370 Hospitality Management

This course is an introduction to the field of hospitality management. Hospitality management involves the business operations of running and managing hotels, restaurants, and other firms in the travel and tourism industry. Topics explored include trends in the tourism industry, differentiation and operations within the hotel and restaurant industries, and the importance of service within the hospitality sector of the economy. Prerequisites: MGT 123, and ECO 210 or ECO 211. (3)

MGT 385 International Business

An investigation of the international environment. Topics include multinational organizations, international trade, effects 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 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, MGT 304. *Liberal Arts Core/University Requirements Designation: INQ.* (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 department chair. (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: EN 102, FIN 301, MGT 291, MGT 304, MKT 301, and senior status. *Liberal Arts Core/University Requirements Designation: INQ, WI.* (3)

MGT 470 Strategic Hospitality Management

This course is an examination of the creation and implementation of business policies within the hospitality management industry. A case study approach is used to address topics such as trends in the hospitality industry concerning ethics, training and development, reward systems, and effective communication. Prerequisite: MGT 370. (3)

MGT 485 International Management

An in-depth exploration of the 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 490 Internship

Senior students register for field experience with cooperating business firms in the Washington metropolitan area. The internship is monitored by the director of internships for the School of Business Administration and a representative of the cooperating company. Application should be made 3 to 6 months prior to registration to permit exploration of internship opportunities. Prerequisites: permission of director of internships for the School of Business Administration, 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.* (3-6)

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 dean of the School of Business Administration. (3-6)

MANAGEMENT SCIENCE**MSC 202 Applied Business Problem Solving**

Provides a general understanding and appreciation of the role played by mathematics and spreadsheets in business. Develops an adequate foundation to pursue more advanced work in marketing, finance, management science, and other business areas. (4)

MSC 300 Business Statistics

Introduces students to the basic descriptive and inferential statistical procedures used in the analysis of data and testing of hypotheses in a business environment. Commonly available spreadsheet software will be used. Prerequisite: MA 155 or equivalent. *Liberal Arts Core/University Requirements Designation: INQ.* (3)

MSC 310 Decision Analysis

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. (3)

MSC 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 on quantitative analysis techniques used by managers to solve these problems. Extensive use of microcomputer models. Prerequisites: MSC 300. (3)

MSC 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. Prerequisites: MSC 300 and MGT 304. (3)

MSC 355 Managing Social Projects

Managing social projects includes managing 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)

MARKETING

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. Prerequisite: 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 department chair for course offering schedule. Prerequisite: MKT 301. (3)

MKT 308 Retailing

An introduction to the retail business: the analysis of large and small retail operations, site location, store layout and design, advertising and display, relation of the store to its intended target market, store organization, and merchandise mathematics. This course does not fulfill a specialty requirement for B.B.A. students. Prerequisite: EN 102. (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 Advertising and Integrated Marketing Communications

An introduction to advertising – its planning, creation, and use. Examines the purposes of advertising in our economy and society and the role of advertising in the marketing plan. Includes familiarization with the media, media planning, and creative execution. 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 and MSC 300. (3)

MKT 416 Marketing Management

An examination of marketing policy decisions using a case-study approach. Emphasis 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 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. (3)

MATHEMATICS

MA 019W Quantitative Reasoning Workshop

This course is the workshop portion of MA 119 Introduction to Problem Solving with Quantitative Reasoning Review, 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 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 155 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 Introduction to Problem Solving with Quantitative Reasoning Review

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 Introduction to Problem Solving

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 Elementary 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 Elementary 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 132 Statistical Analysis

An introduction to basic descriptive and inferential statistical procedures used in the analysis of data. Students are required to use the TI-84 calculator in this course. 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 155 Finite Mathematics

Introduces common problems that can be modeled and solved using techniques of finite mathematics. Applies concepts from the study of functions, probability, counting techniques, and basic finance to business applications. 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 year-long sequence that integrates the study of Precalculus with the study of Calculus I. 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 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 year-long sequence that integrates the study of Precalculus with the study of Calculus I. 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. 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: grade of C or better in MA 171. (4)

MA 181 Calculus I

Emphasizes separate visual, analytical, and numerical approaches to the fundamental ideas of elementary differential and integral calculus. Topics include differentiation and applications of the derivative, as well as integration and anti-differentiation. Graphing calculators are used to explore properties of functions and to facilitate computations. Prerequisite: complete University's Directed Self-Placement process. *Liberal Arts Core/University Requirements Designation: MT. (4)*

MA 182 Calculus II

A continued study of differential and integral calculus of a single variable. Topics include techniques of integration, applications of the definite integral, improper integrals, and infinite sequences and series. Graphing calculators and computer algebra software 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 172 or MA 181. *Liberal Arts Core/University Requirements Designation: MT.* (4)

MA 209 Mathematics Seminar

This weekly seminar is intended for Mathematics majors and minors. Includes lectures on interesting mathematical topics and careers in mathematics. Students will plan and give several small presentations and perhaps partner with other students for larger presentations on material of interest. Offered fall semester only. Corequisite: MA 261 or instructor permission. (1)

MA 215 Linear Algebra

An introduction to real vector spaces, linear transformations, matrices, determinants, eigenvalues, and eigenvectors. The course uses computer algebra software and emphasizes applications. Offered spring semester, odd-numbered years, only. Prerequisite: a grade of C or better in MA 181 or MA 261 or instructor permission. (3)

MA 221 Multivariable Calculus

A study of multivariable calculus. Includes elementary three-dimensional geometry, vector-valued functions, partial differentiation, multiple integration, and computations using Green's and Stokes' theorems. Students are introduced to the appropriate use of computer algebra software to create three-dimensional graphs and to perform difficult numerical integration. Offered fall semester, odd-numbered years, only. Prerequisite: a grade of C or better in MA 182 or instructor permission. (4)

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, even-numbered years, only. Prerequisite: a grade of C or better in MA 260 and MA 261. *Liberal Arts Core/University Requirements Designation: INQ.* (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. Prerequisite: a 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 261 Introduction to Mathematical Reasoning

A companion course to MA 260 for Mathematics majors and minors, MA 261 supplements the introduction to mathematical logic in MA 260 with primers on elementary proofs and mathematical induction. Corequisite: MA 260. (1)

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 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 209 or permission of the instructor. (1)

MA 318 Probability and Statistical Inference

A study of the theory of probability, related to use in statistical inference in daily life. Includes solution of problems using the probability laws, random variables, mathematical expectation, and binomial probability, testing of null and alternative hypotheses, and application of the Central Limit Theorem to statistical inference. Offered spring semester, odd-numbered years, only. Prerequisite: a grade of C or better in MA 182. (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, even-numbered years, only. Prerequisite: a grade of C or better in MA 182. *Liberal Arts Core/University Requirements Designation: INQ.* (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 250, ED 327S, and PSY 312. (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 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 318. (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, even-numbered years, only. Prerequisite: a grade of C or better in MA 257. (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 department chair. (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 the proofs of calculus. Offered spring semester, odd-numbered years, only. Prerequisite: a grade of C or better in MA 257 and MA 182. *Liberal Arts Core/University Requirements Designation: INQ.* (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, odd-numbered years, only. Prerequisite: a grade of C or better in MA 257. (3)

MA 430 Numerical Analysis

Introduces numerical methods for solving applied problems in analysis. Students will develop solutions (or approximate solutions) of mathematical equations which model real-world phenomena. The numerical routines will be implemented using appropriate software. Offered fall semester, even-numbered years, only. Prerequisite: a grade of C or better in MA 215 and IT 130. Corequisite: MA 325. (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. Prerequisite: application and approval of department chair. (1-6)

MA 440 Topics in Mathematics

This course is intended as an opportunity to offer 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. Prerequisite: a grade of C or better in MA 182, MA 260, and MA 261. (3)

MULTIDISCIPLINARY STUDIES**MDS 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: INQ, WI.* (3)

NURSING

NU 226 Introduction to the Profession of Nursing

The content of this course introduces the traditional Nursing student to what it means to be a member of the profession of nursing. The values, principles, and standards developed by the profession are discussed as a framework for personal and professional development. Students are introduced to concepts related to the nursing process, work environments, professional roles, organizations, journals and the use of evidence-based practice. (1)

NU 230 Theoretical Foundations of Professional Nursing

Introduces Nursing students to the nursing process and role of care provider. Serves as a foundation for future B.S.N. Nursing courses by presenting historical perspectives, selected nursing theories, the role of the nurse and client within the health care system, and standards of nursing practice. Also examines concepts of health and illness, care and comfort. Prerequisites: admission to the accelerated B.S.N. program, BIO 161, and BIO 162. (3)

NU 231 Principles and Applications of Nursing Technologies

Prepares Nursing students to utilize the nursing process in implementing nursing skills and nursing technologies when caring for clients across the life span and representing a wide variety of health care concerns. Students will develop skills through discussion, observation, and practice in the laboratory setting. Accelerated B.S.N. students are expected to take NU 231 and NU 331 concurrently. Students taking NU 231 and NU 331 in the same semester must drop NU 331 if they withdraw from NU 231. Students who drop NU 331 but remain in NU 231 may be required to have a skills check-off if more than one semester elapses before re-enrolling in NU 331. Prerequisites: BIO 161, BIO 162, and admission to the accelerated B.S.N. program. Prerequisite or corequisite: NU 230. (4)

NU 234 Health Across the Life Span

The content of this course focuses on health promotion in the context of developmental changes, health events, and illnesses commonly experienced by individuals across the life span. Goals of Healthy People 2010 are described. Students examine models and theories that present and interpret health status, health behavior, and disparities in health status. Social, cultural, political factors that contribute to or hinder achieving maximum 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. Prerequisite: BIO 161. (3)

NU 236 Fundamentals of Nursing

Prepares students to utilize the nursing process in implementing nursing skills and basic nursing technologies when caring for patients in a variety of settings. Foundations of nursing, including ethical, and legal issues, nursing roles, and evidence-based practice are discussed. Prerequisites: BIO 162, CHM 125. Prerequisites or corequisites: NU 226 and NU 234. *Liberal Arts Core/University Requirements Designation: INQ.* (4)

NU 246 Clinical Nursing Concepts and Skills

Prepares students to utilize the nursing process in implementing clinical nursing skills and technologies when caring for clients with acute and chronic illness. Builds upon the basic knowledge and skills practiced in NU 236. Students are expected to incorporate evidence-based practice to determine appropriate nursing interventions and apply simulated laboratory skills and rationale into meaningful clinical encounters in concurrent clinical course settings. Prerequisites: BIO 161, BIO 162, BIO 260, CHM 125, NU 234, NU 226, and NU 236. (2)

NU 302 Health Assessment

Prepares the student to perform a comprehensive health assessment of physiological, psychological, spiritual, sociocultural, and developmental variables of individual clients across the life span. History-taking and physical-assessment skills are developed. Course includes a laboratory component. Prerequisites: BIO 161 and BIO 162. Additional prerequisite for students in the 4-year B.S.N. program: NU 246. Additional prerequisites for students in the accelerated B.S.N. program: NU 230, NU 231, and NU 331. NU 331 may be taken concurrently. (3)

NU 302OL Health Assessment

This hybrid online course for RNs prepares the student to perform a comprehensive health assessment of physiological, psychological, spiritual, sociocultural, and developmental variables of individual clients across the life span. History-taking and physical-assessment skills are developed.

Prerequisites: BIO 161, BIO 162, and RN licensure. (3)

NU 304 Transcultural Concepts in Health and Illness

Provides an introduction to transcultural theories, concepts, and principles that help to explain the health care needs and responses of individuals and groups within the context of their cultures and subcultures. An emphasis is placed on the conduct of culturally competent assessments. Prerequisite: EN 102. (Also listed as HPR 308.) *Liberal Arts Core/University Requirements*
Designation: INQ, GP. (3)

NU 304OL Transcultural Concepts in Health and Illness

This hybrid online course provides an introduction to transcultural theories, concepts, and principles that help to explain the health care needs and responses of individuals and groups within the context of their cultures and subcultures. An emphasis is placed on the conduct of culturally competent assessments. Prerequisite: EN 102. (3)

NU 305OL Alternative/Complementary Medicine

This hybrid online course introduces learners to various modalities of alternative/complementary/integrative medicine. Course content will provide learners with the ability to critically analyze and evaluate these approaches for application in their personal lives and professional practices. Learners participate in experiential exercises in various alternative/complementary/integrative techniques including, but not limited to, imagery, movement, biofeedback, music, and hypnosis. Prerequisite: EN 102. (3)

NU 310OL The Nurse, the Client, and the Health Care System

This hybrid 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 331 Illness Management in Adults I

Focuses on developing skills in problem solving and clinical judgment to facilitate the planning and provision of appropriate nursing care for adults with major disruptions in health in a variety of settings. Medical-surgical problems of the cardiovascular, respiratory, renal, and hematological systems as well as shock and burns will be addressed. Expands understanding of the nursing process, concepts and principles of nursing, humanities, and physical and behavioral sciences. Course includes lecture and clinical. Accelerated B.S.N. students are expected to take NU 231 and NU 331 concurrently. Students taking NU 231 and NU 331 in the same semester must drop NU 331 if they withdraw from NU 231. Students who drop NU 331 but remain in NU 231 may be required to have a skills check-off if more than one semester elapses before re-enrolling in NU 331. Prerequisites: BIO 161 and BIO 162. Prerequisites or corequisites: NU 246 for students in the 4-year B.S.N. program or NU 230 and NU 231 for students in the accelerated B.S.N. program. (5)

NU 332 Illness Management in Adults II

Continuation of NU 331. Covers medical-surgical problems relating to the gastrointestinal, musculoskeletal, neurological, endocrine, and reproductive systems. Emphasis is on assisting clients in regaining optimum levels of wellness, meeting rehabilitation requirements, and/or adjusting to terminal illness. Course includes lecture and clinical. Prerequisites: NU 230, NU 231, NU 234, and NU 331. Corequisite: NU 361. (5)

NU 333 Health Promotion and Illness Management in the Childbearing Family

Focuses on nursing care of families during the childbearing phase of the life cycle – from preconception through pregnancy, birth, and the postpartum period. Addresses normal and high-risk pregnancy and each phase of the childbearing period. Course includes lecture and clinical. Prerequisite: NU 331. (4)

NU 334 Mental Health Promotion and Illness Management

Focuses on promotion of mental health and the care of clients with acute and chronic mental health problems. Current therapies and models of care delivery are explored. Course includes lecture and clinical. Prerequisites: NU 230, NU 231, and NU 331. (5)

NU 335 Illness Management in Children and Adolescents

Introduces students to caring for children as they grow and develop within a family system. Discusses commonly occurring physiological disruptions in childhood, from infancy to adolescence. Course includes lecture and clinical. Prerequisite: NU 331. (4)

NU 361 Pharmacology

Explores the role of pharmacological agents in promoting health and/or managing illness. The collaborative and teaching roles of the nurse are stressed and specific interventions are identified for primary, secondary, and tertiary prevention for clients receiving pharmaceutical or nutritional therapy. Prerequisite: NU 331. Prerequisite or corequisite: NU 332. (3)

NU 361OL Pharmacology

This hybrid online course for RNs explores the role of pharmacological agents in promoting health and/or managing illness. The collaborative and teaching roles of the nurse are stressed and specific interventions are identified for primary, secondary, and tertiary prevention for clients receiving pharmaceutical or nutritional therapy. Prerequisites: BIO 161, BIO 162, and RN licensure. (3)

NU 362 Pathophysiology

Examines the changes associated with physiologic and psychiatric disease states, and relates these changes to signs and symptoms encountered in health assessment. The pathology of disease is differentiated from the developmental changes expected to occur over the course of a life span. Prerequisites: BIO 161 and BIO 162. (3)

NU 362OL Pathophysiology

This hybrid online course for RNs examines the changes associated with physiologic and psychiatric disease states, and relates these changes to signs and symptoms encountered in health assessment. The pathology of disease is differentiated from the developmental changes expected to occur over the course of a life span. Prerequisites: BIO 161, BIO 162, and RN licensure. (3)

NU 400 Health Promotion and Risk Reduction in Communities

Presents public health concepts, principles, standards, theory, and intervention modalities in nursing practice. Clinical experience is provided in distributive settings. Client advocacy is promoted and teaching is emphasized. Transportation is the responsibility of the student. Must be taken during the final semester. Prerequisites: all required 300-level NU courses and BIO 260. (5)

NU 400OL Health Promotion and Risk Reduction in Communities

This hybrid online course for RNs presents public health concepts, principles, standards, theory, and intervention modalities in nursing practice. Clinical experience is provided in distributive settings. Client advocacy is promoted and teaching is emphasized. Transportation is the responsibility of the student. Prerequisites: NU 302OL, NU 362OL, NU 361OL, BIO 260, and RN licensure. (5)

NU 403 Research and Evidence-Based Practice

Provides an opportunity for learners 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 on guiding the beginning nurse researcher 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. Prerequisites: MA 132 and NU 331. (3)

NU 403OL Research and Evidence-Based Practice

This hybrid online course for RNs introduces the process of systematic investigation for the continued development of new knowledge and to answer complex pragmatic problems. Emphasis is given to the interdependence of the parts of the research process and to analysis and synthesis of the complex body of published research reports. Primary attention is given to the development of research skills. Prerequisite: MA 132. (3)

NU 412 Introduction to Leadership, Management, and Advocacy

Focuses on the roles of the professional nurse as a leader in the health care environment, manager of health care clients in a variety of settings, and advocate for social and political reform. Students explore theories of leadership, management, and organizational behavior as well as the social, political, and economic forces affecting health care environments. Students examine and apply legal and ethical accountability and decision making to planning, evaluating, and documenting client outcomes. 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 hybrid online course for RNs focuses on the roles of the professional nurse as a leader in the health care environment, manager of health care clients in a variety of settings, and advocate for social and political reform. Students explore theories of leadership, management, and organizational behavior as well as the social, political, and economic forces affecting health care environments. Students examine and apply legal and ethical accountability and decision making to planning, evaluating, and documenting client outcomes. Prerequisite or corequisite: NU 400 and RN licensure or permission of instructor. (3)

NU 425 Nursing Capstone

Explores issues and trends in nursing and health care. Students analyze current evidence for discussion of issues as 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. Corequisite: NU 490. *Liberal Arts Core/University Requirements Designation: INQ.* (3)

NU 427OL Contemporary Issues in Nursing

This hybrid 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 student's educational experiences and abilities to a broader understanding of contemporary issues in nursing and health care. It focuses on the transition of professional nursing practice in diverse settings within the context of emerging societal issues and trends. Prerequisite: RN licensure or permission of instructor. (3)

NU 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 department chair. (1-6)

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. 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 School of Health Professions. Independent study enables students to pursue specialized interests and develop skills in critical analysis. (1-6)

PARALEGAL STUDIES

See Business Law/Paralegal Studies, page 150.

PHILOSOPHY**PH 200 Introduction to Philosophy**

An introduction to some of the major issues concerning fundamental problems of human existence including an understanding of the core areas: logic, epistemology, metaphysics, and ethics. Students will learn to recognize and evaluate logical arguments in the texts of central, primary figures. *Liberal Arts Core/University Requirements Designation: PH-1.* (3)

PH 205 Logic

An introductory examination of the problems involved in maintaining consistency in thinking, describing reality, and identifying knowledge and certainty. The course includes practice in the avoidance of fallacy and an analysis of the method of reasoning required for science. (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. Prerequisites: EN 102 and permission of instructor. *Liberal Arts Core/University Requirements Designation: PH-2.* (3)

PH 301 Ethics and Public Policy

A consideration of current problems for social and individual ethical behavior. The course considers specific conflicting values related to human freedom and responsibility; the individual and society; political and civil rights; and the family and society. The course aims to involve the students both individually and collectively in the experience of problem solving. Prerequisites: EN 102 and one course in the humanities. *Liberal Arts Core/University Requirements Designation: ETH, PH-2.* (3)

PH 305 Business Ethics

Examines the ethical foundations of business and the role of ethical judgment in business decisions. The course reviews theoretical foundations and examines case study applications. Prerequisite: EN 102. *Liberal Arts Core/University Requirements Designation: ETH, PH-2.* (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 one course in the humanities. *Liberal Arts Core/University Requirements Designation: PH-E. (3)*

PH 315 Metaphysics and Epistemology

An examination of philosophical arguments for determining the existence and nature of reality and the scope of knowledge that supports the claims. The study examines arguments from the classical, medieval, modern, and contemporary periods.

Prerequisites: EN 102 and one course in the humanities. *Liberal Arts Core/University Requirements Designation: PH-2. (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 one course in the humanities. *Liberal Arts Core/University Requirements Designation: INQ, PH-2. (3)*

PH 326 Medieval Philosophy

Examines the perceptions of the Middle Ages through a concentration upon the intellectual themes expressed in philosophical, theological, and literary texts. The relationship between faith and reason is presented as the fundamental problem of the period and is considered in a variety of contexts including the relation between divine and human love, and the function of the earthly city vis-à-vis the heavenly city.

Prerequisites: EN 102 and one course in the humanities. *Liberal Arts Core/University Requirements Designation: INQ, PH-2. (3)*

PH 327 Modern Philosophy

Studies the changes in philosophy during the 17th century that gave rise to the new science. Topics include problems in epistemology and metaphysics that led science to a mechanistic world view. Prerequisites: EN 102 and one course in the humanities.

Liberal Arts Core/University Requirements Designation: INQ, PH-2. (3)

PH 328 Contemporary Philosophy: 19th-21st Century

Examines a wide variety of philosophical schools: pragmatism, idealism, existentialism, phenomenology, and the analytic approach. The focus is upon contemporary changes in logic, ethics, epistemology, and metaphysics. 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. Prerequisites: EN 102 and one course in the humanities. *Liberal Arts Core/University Requirements Designation: INQ, PH-2. (3)*

PH 330 Philosophy of Mind

This course focuses on the question of the place of mind in nature and in the world: What is the mark of the mental? 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. Prerequisite: one course in Philosophy or one advanced science course in which the student has had experience reading primary source material. (3)

PH 345 Philosophy of Religion

A description and evaluation of the major ideas and beliefs in Western civilization that are relevant to the religious dimension of human existence. The course develops from the classical influences on early Christian perspectives to modern and contemporary views. Comparison between traditional and the present leads to an evaluation of religious values.

Prerequisites: EN 102 and one course in the humanities. *Liberal Arts Core/University Requirements Designation: PH-2. (3)*

PH 350 Philosophy of Science

Provides the analytic tools needed to evaluate the structure of scientific explanations. The principal focus is upon the contribution of the Logical Empiricists and the recent criticism of them. Examples are drawn primarily from physics and biology.

Prerequisites: EN 102 and one course in the humanities. *Liberal Arts Core/University Requirements Designation: PH-2. (3)*

PH 355 Existentialism

A study of the major characteristics of existentialism with emphasis on the qualities of freedom and the rational character of the person in society. A selection of works from Kierkegaard, Dostoyevsky, Kafka, Nietzsche, Marcel, Camus, and Sartre are discussed. Prerequisites: EN 102 and one course in the humanities. (3)

PH 400 Internship

Students may register for 3 to 6 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 405 Philosophy of Law

An examination of issues dealing with natural law, obligation to obey the law, liberty, justice, responsibility, and punishment. Contemporary legal interpretations are examined using tools from moral, social, and political philosophy. Prerequisites: EN 102 and one course in the humanities. (3)

PH 406 Desire, Passion, and Human Action

This course deals with problems in moral psychology and action theory. Students will read and discuss contemporary and historical texts on issues such as freedom, temptation, seduction, weakness of the will, and self-deception. Prerequisites: PH 200 and EN 102. (3)

PH 410 American Philosophy

A study of the major trends and developments in the history of American philosophy. The course emphasizes the classical period of American philosophy with readings from Peirce, James, Royce, Dewey, as well as selections from recent philosophers. Prerequisite: PH 200. (3)

PH 415A Area Studies: 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. Prerequisite: PH 200. (3)

PH 420 Aesthetics

An investigation of the notion of beauty through a presentation of traditional and contemporary attitudes toward aesthetic judgments. The course emphasizes the problems contained in a philosophy of art as well as in determining aesthetic value. Prerequisite: PH 200. (3)

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. Prerequisite: 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. Prerequisite: senior status. *Liberal Arts Core/University Requirements Designation: INQ.* (3)

PH 430 Ethics Seminar

This is a topical seminar that aims to provide students with a comprehensive understanding of current issues in ethics and an interdisciplinary view of how ethical systems are developed and solutions derived. Prerequisite: PH 309 or equivalent. (3)

PHYSICAL SCIENCE

NOTE: This 4-credit course requires a laboratory.

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.* (4)

PHYSICS

Note: All 4-credit courses require a laboratory. A minimum grade of C- is required in any course that serves as a prerequisite for a higher-numbered course.

PHYS 171 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 171 or higher. *Liberal Arts Core/University Requirements Designation: NS.* (4)

PHYS 172 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 171 or equivalent. *Liberal Arts Core/University Requirements Designation: NS.* (4)

POLITICS

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: ETH, GP, SS-1. (3)*

POL 205 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. Recommended Prerequisite: POL 104. *Liberal Arts Core/University Requirements Designation: SS-2. (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. (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. (3)

POL 220 International Relations

An historical survey of the relations between states and an examination of the main conceptual approaches, both past and present, that influence the way policymakers attempt to order their nation's relations with foreign countries. (3)

POL 225 Comparative Government I

A study of the nature and functions of government through a survey of the main types of national governmental systems and an investigation of their similarities and differences. (3)

POL 226 Comparative Government II

Extends the study of governments from the European parliamentary governments discussed in POL 225 to the constitutions of African, Asian, and South American countries and to autocratic regimes. Prerequisite: a grade of C or better in POL 225, or permission of instructor. (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: INQ, 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: a grade of C or better in POL 104 or POL 205, or permission of the instructor. *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: a grade of C or better in POL 104 or POL 205, and a grade of C or better in POL 250 or its equivalent, or permission of instructor. (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: a grade of C or better in POL 104 or POL 205, and a grade of C or better in POL 250 or its equivalent, or permission of instructor. (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: a grade of C or better in POL 104 or POL 205, 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: a grade of C or better in POL 104 or POL 205, and a grade of C or better in POL 250 or its equivalent, or permission of instructor. (3)

POL 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: a grade of C or better in POL 220 and POL 250, 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. Prerequisites: a grade of C or better in POL 104 or POL 205, and a grade of C or better in POL 250 or its equivalent, or permission of instructor. (3)

POL 336 American Constitutional Law II

A survey of the principal court decisions concerning individual rights under the United States Constitution. Prerequisites: a grade of C or better in POL 250 or its equivalent and POL 335, or permission of instructor. (3)

POL 340 National Security Policy

A study of the role of national security policy in contemporary world politics. The course examines strategic thought, modern warfare (including terrorism and indirect warfare), the history of U.S. strategic doctrine, intelligence, and U.S. national security institutions. Prerequisites: a grade of C or better in POL 220 and POL 250 or its equivalent, or permission of instructor. (3)

POL 345 20th-Century Russian Politics

Introduces students to the shaping of Soviet and Russian foreign policy and the role of the Soviet Union and Russia in world politics from 1917 to the present. Policy from Lenin to the present is examined. Prerequisites: a grade of C or better in POL 220 or POL 225, and a grade of C or better in POL 250 or its equivalent, or permission of instructor. (3)

POL 350A-F Area Studies

The content of particular area studies courses ranges from the study of politics of particular nations or groups of nations to the relations among states in a geographic area. A description of each area studies course is made available to students prior to registration. Prerequisites: a grade of C or better in POL 220 or POL 225, and a grade of C or better in POL 250 or its equivalent, or permission of instructor. (3)

POL 355 Contemporary International Politics

Focuses on issues, institutions, and international relations since World War II. Prerequisite: a grade of C or better in POL 220, a grade of C or better in POL 250 or its equivalent, or permission of instructor. (3)

POL 360 Statesmanship and World Politics

Examines the statecraft of several political leaders of the 19th and 20th centuries. Prerequisite: a grade of C or better in POL 220 or POL 225, a grade of C or better in POL 250 or its equivalent, or permission of instructor. (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 Arts and Sciences. *Liberal Arts Core/University Requirements Designation: EXP.* (3-6)

POL 405 Political Ideologies

A study of ideology as a particular form of political thought. The course examines the origins of ideology, its distinguishing characteristics, and various examples of ideology. Prerequisites: a grade of C or better in POL 210 or POL 211, and a grade of C or better in POL 250 or its equivalent, or permission of instructor. (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: a grade of C or better in POL 250 or its equivalent, or permission of instructor. Prerequisite: EN 102. *Liberal Arts Core/University Requirements Designation: INQ, WI.* (3)

POL 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. Prerequisite: permission of the dean of Arts and Sciences. (3)

PSYCHOLOGY**PSY 101 General Psychology**

A course designed to help students develop an insight into their own psychological processes and those of others. Provides an introduction to the content and scope of psychology as a behavioral science; study of such topics as development, adjustment, learning, intelligence, motivation, emotion, and personality. *Liberal Arts Core/University Requirements Designation: SS-I.* (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/corequisite: enrollment in PSY 101 or completion of course equivalent to PSY 101. (1)

PSY 200 Careers in Psychology

Provides students with an introduction to and an overview of the Psychology major at Marymount. Information about the Psychology undergraduate curriculum at Marymount will be included, as well as information about future career options with a B.A. in Psychology, graduate training in psychology, and personal career interests. The course will provide the student with an introduction to APA format and style, finding articles in the field, and creating documents needed to secure employment or gain admission into a graduate program.

Prerequisites/corequisites: PSY 101 and 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 210 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 220 Social Psychology

Designed to provide students 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.

Prerequisites: PSY 101 and PSY 105, or PSY 210. (3)

PSY 225 Health Psychology

Examines the relationship among health knowledge; beliefs; attitudes, behaviors, and health maintenance; illness prevention; and the diagnosis and treatment of disease. Prerequisite: PSY 101 or PSY 210. (Also listed as HPR 225.) (3)

PSY 230 Abnormal Psychology

A survey of major psychological disorders with emphasis on methods of diagnosis and treatment. Prerequisites: PSY 101 and PSY 105. (3)

PSY 240 Personality Theories

Personality is a set of emotional, behavioral, and cognitive tendencies that people display consistently and across situations. This course is a review of the major theoretical contributions to understanding human personality.

Prerequisites: PSY 101 and PSY 105. (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. Offered fall semester only.

Prerequisite: PSY 101 and PSY 105. (3)

PSY 260 Introduction to 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. Offered spring semester only. Prerequisite: PSY 101 and PSY 105. (3)

PSY 270 Tests and Measurements

Survey of standards for development of reliable and valid test instruments, types of instruments, and applications of test results. Prerequisite: PSY 201. *Liberal Arts Core/University Requirements Designation: INQ.* (3)

PSY 300 Research and Writing for the Social Sciences

This course is designed to introduce undergraduate students to the important skills of reading, writing in APA style, and understanding written communications in psychology.

Prerequisites: EN 102 and PSY 270. *Liberal Arts Core/University Requirements Designation: WI.* (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.) Prerequisite: PSY 300. *Liberal Arts Core/University Requirements Designation: INQ.* (3)

PSY 310 Psychoeducational Assessment and Diagnostic Practices

Designed to provide educators with an understanding of a variety of psychological and educational assessment tools currently utilized by the public schools in order to determine special education eligibility. Students will be able to analyze and synthesize test results in order to produce written reports that can be utilized in the special education placement process. Students will also learn how assessment results can be utilized in individual program development and course placement.

Prerequisite: PSY 101 or PSY 210. (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. Prerequisite: PSY 101 or PSY 210. *Liberal Arts Core/University Requirements Designation: SS-2. (3)*

PSY 312 Adolescent Psychology

Study of social, emotional, and physical problems confronting the adolescent with stress on developmental factors affecting growth and social adjustment. Offered spring semester only. Prerequisite: PSY 210. (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 on such events as choosing a mate, starting a family, and making career choices across adult life. Prerequisites: PSY 101 or PSY 210. *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. Offered fall semester only. Prerequisite: PSY 101 or PSY 210. (3)

PSY 322 Group Dynamics

Examines the social and psychological principles and research relevant to the individual in groups. Prerequisite: PSY 101 or PSY 210. (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. Prerequisite: PSY 101 or PSY 210. (3)

PSY 324 Psychology and the Media

Examines the psychological impact of electronic media, including new technologies. A wide range of topics will be explored highlighting research and theory concerning the psychological and social processes involved in media use and effects on children, adolescents, adults, and family life. Prerequisite: PSY 101 or PSY 210. (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. Offered spring semester only. Prerequisite: PSY 101 or PSY 210. *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. Prerequisite: PSY 220. (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. Prerequisite: 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 only. 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 fall semester only. Prerequisite: PSY 210. (3)

PSY 341 Psychology of Individuals with Disabilities

Explores the theories and issues related to teaching students with exceptional needs. A variety of disabilities that impact school performance will be surveyed and discussed. Prerequisite: PSY 101 or PSY 210. *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, PSY 210, or HPR 201. (Also listed as HPR 361.) (3)

PSY 400 Internship and Applied Research

Senior students participate in a supervised field experience in cooperating public and private agencies in the Washington area. Students design an applied research project based on their internship experience. Prerequisites: PSY 302 and senior status. *Liberal Arts Core/University Requirements Designation: EXP.* (6)

PSY 405 General Psychology Laboratory Instructor Practicum

This course will prepare students to supervise the laboratory sections associated with 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 spans the fall and spring semester. Students must register for 3 credits in both the fall and the spring. This course is a substitute for PSY 400.

Prerequisites/corequisites: Psychology major, selection by a faculty committee, concurrent supervision of the laboratories associated with PSY 105. (6)

PSY 406 Stress Management

This course is designed to help individuals better identify, understand, and manage their own stressors and stress response. In doing so, students will learn various stress management techniques that will enhance their professional practice in the health and psychology fields. Prerequisite: PSY 101 or PSY 210. (Also listed as HPR 406.) *Liberal Arts Core/University Requirements Designation: SS-2.* (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 department chair. (1-6)

PSY 451 Project

An original research program is planned and executed under the direction of a faculty member. Prerequisites: PSY 302 and approval of instructor. (1-9)

PSY 496 Special Topics in Psychology

Topics of special interest to advanced undergraduates in Psychology. Prerequisite: PSY 200-level course. (3)

PSY 497 Senior Seminar

This capstone course in Psychology is designed for students nearing the end of their undergraduate program. It is designed to help students integrate their knowledge and apply the skills they have acquired in the program to think critically about important issues in psychology and society. It is also designed to help students use their undergraduate training and experiences to help them understand personal issues and formulate career goals and directions. Prerequisites: EN 102, PSY 302, and senior status. *Liberal Arts Core/University Requirements Designation: INQ, WI.* (3)

SOCIOLOGY

(See also *Criminal Justice*)

SOC 131 Principles of Sociology

A study of the fundamental principles of social interaction. The course analyzes social relationships (family, peer, group, school, organization); culture; deviant behavior; and political institutions. *Liberal Arts Core/University Requirements Designation: GP, SS-1.* (3)

SOC 200 Law and Society

Introduces students to the field of law in our contemporary society by exploring different types of legal careers. In addition, students will gain an understanding of the origin, development, and role of law in American society. *Liberal Arts Core/University Requirements Designation: ETH, SS-1.* (3)

SOC 202 Social Problems

Often, common myths and stereotypes are challenged by the findings of sociological research. This course helps students develop a sociological understanding of contemporary social problems in American society, such as poverty, crime and violence, gender and racial inequalities, or drug and alcohol abuse. Students will identify the characteristics of a societal problem, summarize the existing research and statistical data, and critically examine proposed solutions toward the goal of developing an informed opinion. *Liberal Arts Core/University Requirements Designation: ETH, INQ, SS-1. (3)*

SOC 203 The Global Village

Globalization refers to the increasing connectedness of people around the world and has resulted from economic, political, and cultural exchanges that transcend national boundaries. Corporate growth, modern transportation, and technological innovation facilitate this connectivity. In this course, a sociological perspective will be used to examine how this increasing global interdependence impacts daily life. The degree to which social life still takes place within national borders will be analyzed and the meaning of citizenship in the new global village will be discussed. *Liberal Arts Core/University Requirements Designation: GP, SS-1. (3)*

SOC 205 Crime, Media, and Culture

Provides an overview of the relationships of 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, etc. Such topics will be addressed using a sociological perspective, thus necessitating the analysis of the media's relationship to sociological and criminological theories. (3)

SOC 250 Deviant Behavior

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, SOC 202, or SOC 203. (3)

SOC 303 Development of Social Thought

Introduces students to the mainstreams of social thought from 19th-century Europe to the present and examines the relevance of historical theory to contemporary social issues. This course is open to juniors and seniors and is designed primarily for majors. Prerequisite: SOC 131, SOC 202, or SOC 203. (3)

SOC 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 and MA 132 or equivalent. (Also listed as CJ 304.) *Liberal Arts Core/University Requirements Designation: INQ. (3)*

SOC 305 Criminology

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, SOC 202, or SOC 203. *Liberal Arts Core/University Requirements Designation: GP, SS-2. (3)*

SOC 306 Social Class in American Society

An overview of the process of social stratification, how individuals and groups in society are ranked and evaluated, and the consequences of the evaluations. Topics covered include the historical origins of inequality, theories on the development of classes, and structural explanations of their presence. Prerequisite: SOC 131, SOC 200, SOC 202, or SOC 203. *Liberal Arts Core/University Requirements Designation: ETH, SS-2. (3)*

SOC 307 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. Prerequisite: CJ 209, SOC 200, or SOC 202. (Also listed as CJ 307.) (3)

SOC 322 Race and Ethnic Relations

An examination of the various systems, structures, and processes that surround majority-minority relationships in various societies. Topics addressed include the social and cultural meanings of race and ethnicity and the social outcomes of contact, stability, and change. Prerequisite: SOC 131, SOC 200, SOC 202, or SOC 203. *Liberal Arts Core/University Requirements Designation: GP, SS-2. (3)*

SOC 350 Social Justice: Ethical Dilemmas in Social Context

This upper-division interdisciplinary seminar presents a social science analysis of social justice using a series of case studies. Specific ethical dilemmas faced in contemporary society are investigated, with an emphasis on the key players and conflicting interests involved as well as the social, economic, and political institutions that gave rise to these dilemmas. Contemporary and historical case studies focus discussion on the social context of issues such as the human rights of women, children, and refugees; economic justice associated with the international debt; and environmental protection. Prerequisite: SOC 131, SOC 200, SOC 202, or SOC 203. *Liberal Arts Core/University Requirements Designation: ETH, SS-2.* (3)

SOC 351 Addressing Injustice

This upper-division seminar examines how others have addressed social injustice through activism and advocacy. The most effective social action is based on a foundation of research. Qualitative techniques are particularly suited to supporting social change because these tools often provide us with an understanding of the structural dynamics that generate social injustice. Students will examine one social entrepreneurship effort. Prerequisite: SOC 131, SOC 202, or SOC 203. *Liberal Arts Core/University Requirements Designation: ETH, SS-2.* (3)

SOC 360 Britain Today: Myth and Reality

In order to explore the various social dimensions of contemporary British life, this course provides students in the London Program with a comparison of British and American histories and cultures. Current issues and major social institutions, such as government, the monarchy, legal systems, family, education, media, and religion, are carefully examined and discussed. (3)

SOC 400 Internship

Practical experience in an applied criminal justice or social service setting. Field experience is supervised and course is open only to senior Sociology majors. Prerequisite: permission of the internship coordinator. *Liberal Arts Core/University Requirements Designation: EXP.* (6)

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

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 department chair. (1-6)

SOC 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: EN 102, SOC 303-304, senior standing, and permission of the instructor. *Liberal Arts Core/University Requirements Designation: INQ, WI.* (3)

THEOLOGY AND RELIGIOUS STUDIES

TRS 100 Theological Inquiry

This course functions as an introduction to the discipline of Christian theology and thus 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, culture, and world. The issue of the responsibilities of Christianity in a pluralistic world is also addressed. Course includes significant reading and writing components. Prerequisite: completion of, or enrollment in, EN 101 or higher. *Liberal Arts Core/University Requirements Designation: TRS-1.* (3)

TRS 201 Phenomenon of Religion

Introduces the students to the study of religion by expanding awareness of the structure, function, and complexity of the religious experience. The course examines the interaction of religion, culture, and social processes and explores the manner in which religion bears on major issues of human existence. Prerequisite: TRS 100. *Liberal Arts Core/University Requirements Designation: INQ, TRS-2.* (3)

TRS 202 Religions of the World

The major religions of the world are studied as various responses to the search for ultimate meaning and purpose in human existence. The course examines the basic tenets of Christianity, Hinduism, Islam, Buddhism, and Judaism. Prerequisite: TRS 100. *Liberal Arts Core/University Requirements Designation: 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 is upon 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 320 Religion in America

An examination of the religious traditions that have shaped and have been shaped by the contours of American history. Course focuses on the history of religious traditions in the United States aiming to understand the role of religion in shaping the American society. Prerequisites: TRS 100, and HI 210 or HI 211. *Liberal Arts Core/University Requirements Designation: TRS-2. (3)*

TRS 325 Religious Approaches to Death

Death has always been a central concern of the world's religions, though religious approaches to death continue to evolve in relation to cultural changes. 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 201 or TRS 202. (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 will also 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 351 The Foundations of Christian Morality

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. Service learning: 20 hours. Prerequisite: TRS 100. *Liberal Arts Core/University Requirements Designation: TRS-E. (3)*

TRS 352 Catholic Medical Morality

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 353 Catholic Social Morality

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. Service learning: 20 hours. Prerequisite: TRS 100. *Liberal Arts Core/University Requirements Designation: TRS-E. (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 fifth century. Emphasis is on the development of Christian orthodoxy and the impact of the Church upon human culture and development. Prerequisite: TRS 100. *Liberal Arts Core/University Requirements Designation: TRS-2. (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. Prerequisite: TRS 100. *Liberal Arts Core/University Requirements Designation: TRS-2. (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 intended for majors, minors, and Honors Program students. Prerequisite: TRS 100. *Liberal Arts Core/University Requirements Designation: INQ. (3)*

TRS 452 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 one of the following: TRS 270, TRS 271, TRS 380, or TRS 381. *Liberal Arts Core/University Requirements Designation: INQ, TRS-2, WI. (3)*

TRS 453 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 lifestyles. Prerequisites: EN 102 and one of the following: TRS 351, TRS 352, or TRS 353. *Liberal Arts Core/University Requirements Designation: WI. (3)*

TRS 470 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. Prerequisite: 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 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: INQ, WI. (3)*

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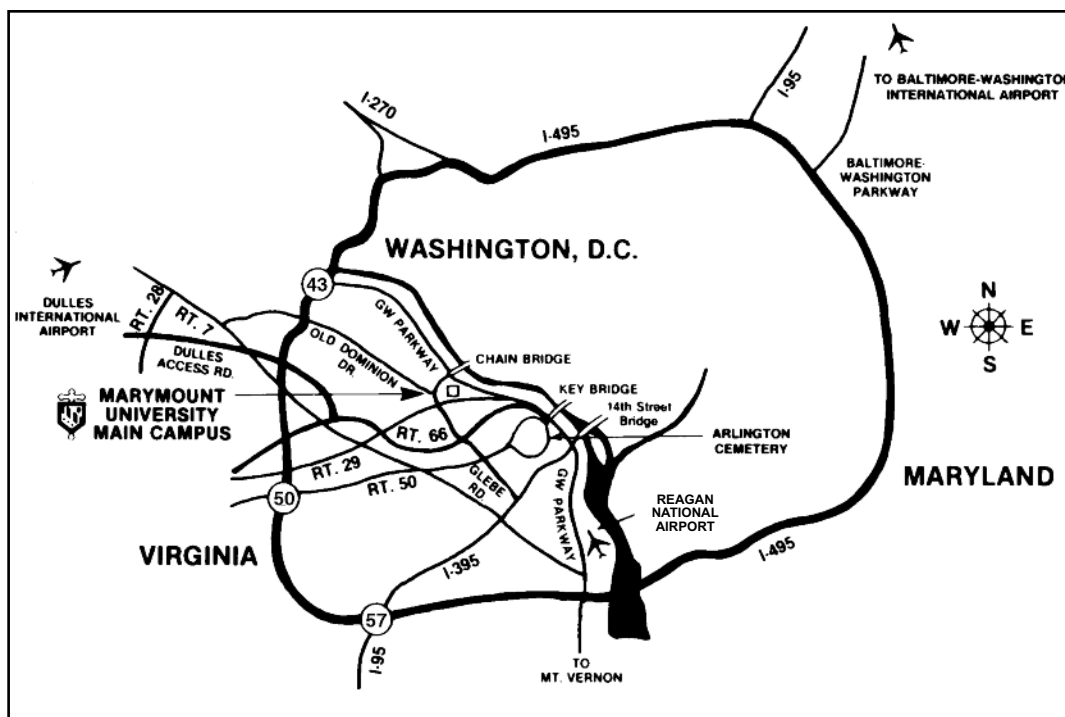
- Catherine Schrader Elrod**, 1999, Associate Professor of Physical Therapy. B.S., Virginia Polytechnic Institute and State University; M.S., Virginia Commonwealth University; Ph.D., George Mason University
- Catherine England**, 1998, Associate Dean, School of Business Administration; Associate Professor of Finance. B.S., Tennessee Technological University; M.S., Ph.D., Texas A&M University
- Barry Charles Erdeljon**, 1992, Associate Professor of Graphic Design. B.S., University of Maryland; M.F.A., The George Washington University
- Janet L. Fallon**, 1988, Professor of Communication. B.A., Albertus Magnus College; M.A., Ph.D., Ohio State University
- Brenda E. Fawcett**, 1991, Associate Professor of Counseling. B.A., University of Pennsylvania; Ph.D., Northwestern University
- Susan B. Fay**, 1980, Professor of Literature and Languages. B.A., Fordham University; M.A., University of Michigan; Ph.D., The George Washington University
- Brian Flanagan**, 2009, Assistant Professor of Theology. B.A., The Catholic University of America; M.A., Ph.D., Boston College
- Gail Eileen Flatness**, 1994, Librarian (Associate Professor). B.A., University of Washington; M.S., University of Illinois; M.A., Georgetown University
- Bess L. Fox**, 2007, Assistant Professor of Literature and Languages. B.A., Louisiana State University; M.A., University of Missouri; Ph.D., University of Kentucky
- Jean Parker Freeman**, 1987, Professor of Interior Design. B.S., M.S., Florida State University; ASID, IDEC
- Nancy E. Furlow**, 2004, Associate Professor of Management and Marketing. B.S., B.A., Louisiana Tech University; M.J., Louisiana State University; Ph.D., University of Southern Mississippi
- David Gammack**, 2008, Assistant Professor of Mathematics. B.Sc., Ph.D., University of Surrey (England)
- Kathleen Marie Garces-Foley**, 2006, Assistant Professor of Religious Studies. B.A., University of Notre Dame; M.A., Graduate Theological Union/Jesuit School of Theology at Berkeley; Ph.D. University of California at Santa Barbara
- Michele C. Garofalo**, 1988, Assistant Chair, Department of Counseling; Associate Professor of Counseling. B.A., West Virginia University; M.A., Ed.D., The George Washington University
- Rajamma V. George**, 1976, Associate Professor of Nursing. B.S.N., Christian Medical College (India); M.S.N., Delhi University (India); Ed.D., Virginia Polytechnic Institute and State University
- William Gray**, 2008, Assistant Professor of Accounting. B.A., University of North Carolina; B.S., Shepherd University; M.S., Virginia Polytechnic Institute and State University
- Linda Marie Gulyn**, 1994, Chair, Department of Psychology; Professor of Psychology. B.A., Boston University; M.S.Ed., Ph.D., University of Pennsylvania
- Chris Tucker Haggerty**, 1984, Professor of Fine Arts. B.S., Skidmore College; M.F.A., The George Washington University. Other study: St. Martin College of Art and Design (London)
- Jaya Halepete**, 2006 Assistant Professor of Fashion Design and Merchandising. B.S., University of Agricultural Sciences, College of Home Science (India); M.S., Shrimati Nathibai Damodar Thakarsay University (India); M.S., University of Georgia; Ph.D., Iowa State University
- Charles Stanley Harris**, 1992, Chair, Department of Sociology and Criminal Justice; Professor of Sociology. B.A., Syracuse University; M.A., Ph.D., Duke University
- Carla Michele Haser**, 2002, Chair, Department of Education; Professor of Education. B.S., West Virginia University; M.Ed., The College of William and Mary; Ph.D., The Catholic University of America
- William J. Heuett**, 2010, Assistant Professor of Mathematics. B.S., University of Colorado; M.S., Ph.D., University of Washington
- Susan V. Heumann**, 1977, Assistant Dean, School of Arts and Sciences; Associate Professor of Literature and Languages. B.S., M.A.T., Ph.D., Georgetown University
- Sean Hoare**, 1980, Professor of English. A.B., The Catholic University of America; Ph.D., Stanford University
- William T. Hodson**, 1999, Professor of Information Management. B.S., U.S. Air Force Academy; M.S., University of Colorado; Ph.D., Arizona State University
- Tonya-Marie Locke Howe**, 2006, Assistant Professor of Literature and Language. B.A., James Madison University; M.A., Ph.D., University of Michigan
- Rosemary McCarthy Hubbard**, 1968, Professor of Biology and Physical Sciences. B.A., Notre Dame College of Staten Island; M.S., University of Pittsburgh; Ph.D., Georgetown University. Other study: University of Heidelberg, Duke University, Stanford University
- Sherri Lind Hughes**, 2008, Provost and Vice President for Academic Affairs; Professor of Psychology. B.A., Davidson College; M.S., Ph.D., Georgia Institute of Technology
- Charles G. Hurst**, 1991, Professor of Business. B.B.A., M.B.A., Ph.D., Wayne State University
- Lisa Jackson-Cherry**, 2000, Chair, Department of Counseling; Professor of Counseling. B.A., College of Notre Dame of Maryland; M.C.J., Ed.S., Ph.D., University of South Carolina
- Shirley Ann Jarecki**, 2003, Professor of Nursing. B.A., George Mason University; M.S.N., The Catholic University of America; Ph.D., University of Maryland
- Kristi Planck Johnson**, 1995, Professor of Education. B.A., Dana College; M.A., University of Minnesota; Ph.D., University of Maryland. Other study: University of Copenhagen, The Royal Danish School of Educational Studies
- Christina Kalisz**, 2009, Assistant Professor of Nursing. B.S.N., Michigan State University; M.S.N., University of Michigan; D.N.P. (candidate), Case Western Reserve University
- Hollynd F. Karapetkova**, 2007, Assistant Professor of Literature and Languages. B.A., Rice University; M.F.A., Georgia State University; Ph.D., University of Cincinnati
- Julie Elizabeth Kirsch**, 2006, Assistant Professor of Philosophy. B.A., State University of New York College at Buffalo; Ph.D., University of Toronto
- Cynthia L. Knott**, 2005, Assistant Professor of Management Science. B.A., James Madison University; M.B.A., Ph.D., The George Washington University
- Margaret C. Konkel**, 2006, Assistant Professor of Interior Design. B.A., The College of William and Mary; M.F.A., The Academy of Art College
- Adam Akos Kovach**, 2004, Director, Graduate Studies in Humanities; Associate Professor of Philosophy. B.A., University of Kansas; Ph.D., Indiana University
- Barbara Ballard Kreutzer**, 2008, Associate Professor of Biology. B.A., University of Virginia; M.S., Virginia Polytechnic Institute and State University; Ph.D., Ohio University
- Ana Luisa Lado**, 1992, Professor of Education. B.S., M.S., Ph.D., Georgetown University
- Donald F. Lavanty**, 1979, Professor of Business. B.A., J.D., The George Washington University
- Teresa H. LaMonica**, 2006, Assistant Professor of Nursing. B.S.N., East Carolina University; M.S.N., Ph.D., The Catholic University of America
- Thomas K. Lee**, 1999, Professor of Finance. B.A., Yonsei University (Korea); M.A., Ph.D., The Catholic University of America

- Laurie Lenz**, 2005, Associate Professor of Mathematics. B.S., M.S., Ph.D., State University of New York at Albany
- Wayne Andrew Lesko**, 1981, Dean, School of Education and Human Services; Professor of Psychology. B.A., King's College; M.A., Ph.D., University of Windsor
- Rhett Leverett**, 2002, Assistant Professor of History. B.S., University of Alabama; M.A., University of Illinois. Other study: The Catholic University of America, George Mason University, University of Southern California
- Mary W. Lindahl**, 2001, Professor of Psychology. B.A., Wellesley College; M.S.W., Simmons College School of Social Work; Ph.D., University of Chicago. Other study: Georgetown University
- Michelle Liu**, 2008, Assistant Professor of Information Technology. B. of Engineering, Nankai University (China); M. of Management, Tianjin Polytechnic University (China); D.B.A., Boston University
- Teresa Marie Long**, 1981, Professor of Economics. B.A., Coe College; M.S., Ph.D., Iowa State University
- Stacy Lopresti-Goodman**, 2009, Assistant Professor of Psychology. B.S., Kutztown University; Ph.D., University of Connecticut
- Louise Marshall**, 1976, Chair, Department of Accounting, Economics, and Finance; Professor of Business. B.A., M.A., Rice University; Ph.D., University of Maryland
- Bridget Ann May**, 1992, Professor of Interior Design. B.F.A., Louisiana Tech University; M.A., Louisiana State University; Ph.D., University of Georgia
- Linda Ruth McMahon**, 1965, Chair, Department of History and Politics; Professor of History and Politics. B.A., Marymount College, Tarrytown; M.A.T., Oberlin College; Ph.D., The George Washington University. Other study: American University
- Robert Paul Meden**, 1985, Chair, Department of Interior Design; Professor of Interior Design. B.Arch., M.Arch., Kent State University; Ph.D., The Catholic University of America; AIA, ASID
- Laura Jane Medhurst**, 1993, Professor of Physical Sciences. B.A., University of Colorado; Ph.D., University of California. Other study: St. John's College
- Arthur C. Meiners, Jr.**, 1982, Professor of Business. B.S.B.A., Rockhurst College; M.B.A., University of Michigan; D.B.A., The George Washington University
- Shannon Melideo**, 2004, Assistant Professor of Education. B.S., Lock Haven University; M.Ed., Kutztown University; Ph.D., American University
- Elizabeth Messman**, 1977, Senior Learning Specialist, Library and Learning Services (Associate Professor). B.A., Cornell College; M.A.T., Trinity College; M.A., The George Washington University. Other study: Georgetown University
- Charles Walter Miller**, 1983, Associate Professor of Finance. B.B.A., Kent State University; M.B.A., The George Washington University. Other study: The George Washington University
- William Schaffner Miller, Jr.**, 1986, Professor of Politics. A.B., Gettysburg College; M.A., J.D., Ph.D., University of Notre Dame. Other study: Georgetown Law Center, University of Indiana
- Pamela Barta Moreno**, 2005, Associate Dean, School of Health Professions; Assistant Professor of Nursing. B.S.N., Incarnate Word College; M.S.N., University of Texas Health Science Center at San Antonio; Ph.D., University of Northern Colorado
- Zary Mostashari**, 2002, Dean, Library and Learning Services, Librarian (Professor). B.A., University of Tehran; M.A.T., Oklahoma City University; M.B.A., Long Island University; M.L.S., Ph.D., Texas Woman's University
- John Patrick Mullins**, 2008, Assistant Professor of History. B.A., New College of Florida; M.A., Florida Atlantic University; Ph.D., University of Kentucky
- Bridget Murphy**, 2001, Chair, Department of Graphic Design and Fine Arts; Associate Professor of Graphic Design. B.F.A., St. Mary's College; M.F.A., Rochester Institute of Technology
- Diane R. Murphy**, 2002, Chair, Department of Information Technology and Management Science; Associate Professor of Information Management. B.S., University of Wales; M.S., Ph.D., University of Sheffield, England
- Raja T. Nasr**, 1990, Professor of Education. B.B.A., American University of Beirut; M.A., Ed.D., University of Michigan
- Susanne Bruno Ninassi**, 2005, Assistant Professor of Legal Administration. B.A., King's College; J.D., University of Baltimore School of Law. Other study: University of Bridgeport School of Law
- Margaret Kanof Norden**, 1988, Librarian (Associate Professor). B.A., Wellesley College; M.L.S., Simmons School of Library Science; M.A., Marymount University. Other study: University of Pittsburgh, Case Western Reserve University School of Library Science
- Michael Paul Nordvall**, 1998, Chair, Department of Health and Human Performance; Professor of Health and Human Performance. B.S., Ithaca College; M.S., Southern Connecticut State University; Ed.D., University of Northern Colorado
- Hanora Marie O'Sullivan**, 1987, Professor of Business Administration. B.A., Marymount Manhattan; M.A., Ohio State University; M.B.A., University of Baltimore; Ph.D., University of Michigan
- Robert M. Otten**, 1995, Associate Vice President for Academic Affairs; Professor of English. B.A., St. John's University; Ph.D., University of Notre Dame
- Carolyn Bevell Oxenford**, 1989, Director, Center for Teaching Excellence; Professor of Psychology. B.A., The College of William and Mary; M.A., Ph.D., Emory University
- Katie Lyn Peebles**, 2010, Assistant Professor of Medieval Literature. B.A., Smith College; M.A., Ph.D., Indiana University
- Barbara Pasternak**, 2008, Assistant Professor of Nursing. B.A., George Mason University; M.S.N., Michigan State University
- Sr. Jacquelyn Porter, RSHM**, 1988, Professor of Theology. B.A., Marymount College, Tarrytown; M.A., Columbia University; Ph.D., The Catholic University of America. Other study: Loyola University
- Behnaz Z. Quigley**, 2002, Professor of Accounting. B.A., University of Tehran; M.B.A., The Federal City College; Ph.D., University of Maryland
- Usha Rajdev**, 2008, Associate Professor of Education. B.S., M.Ed., Chaminade University; Ed.D., Arizona State University
- Pramila Rao**, 2005, Assistant Professor of Human Resource Management. B.A., Women's Christian College (India); M.B.A., Grand Valley State University; Ph.D., The George Washington University
- Julie Deanne Ries**, 1996, Associate Professor of Physical Therapy. B.S., Quinnipiac College; M.A., The George Washington University; Ph.D., Nova Southeastern University
- Todd Alan Rimkus**, 1996, Chair, Department of Biology and Physical Sciences; Professor of Biology. B.S., University of Illinois; M.S., Ph.D., Iowa State University
- Marguerite H. Rippey**, 1999, Chair, Department of Literature and Languages; Professor of Literature and Languages. B.A., Brown University; M.A., Vanderbilt University; Ph.D., Indiana University
- Monica L. P. Robbers**, 1999, Professor of Criminal Justice. B.S., M.A., East Tennessee State University; Ph.D., American University
- Cynthia Roman**, 2008, Assistant Professor of Management and Human Resources. B.A., University of Virginia; M.Ed., University of Georgia; Ed.D., Virginia Polytechnic Institute and State University
- James Francis Ryerson**, 1982, Dean, School of Business Administration; Chair, Department of Management and Marketing; Associate Professor of Business. B.S., St. Lawrence University; M.B.A., Clarkson University. Other study: The George Washington University

- Eileen Sarsfield**, 2009, Assistant Professor of Nursing. B.S.N., Georgetown University; M.S.N., Ph.D., The Catholic University of America
- Elsa Jann Newman Schaefer**, 1996, Chair, Department of Mathematics; Professor of Mathematics. B.A., Agnes Scott College; Ph.D., Emory University
- Kathleen Ann Peck Schaefer**, 2001, Assistant Professor of Nursing. B.S.N., University of Colorado; M.Ed., Whitworth College; M.S.N., Marymount University; D.A. (candidate), George Mason University
- Donna M. Schaeffer**, 2005, Associate Professor of Information Management. B.S., M.B.A., Florida International University; Ph.D., Claremont Graduate University
- Amy Scott-Douglas**, 2010, Assistant Professor of Medieval Literature. B.A., M.A., Bowling Green State University; Ph.D., University of Oklahoma
- Susan Dorothea Scott-Fundling**, 1994, Associate Professor of Interior Design. B.F.A., M.Arch., University of Texas
- Douglas Seidler**, 2009, Assistant Professor of Interior Design. B.Des., M.Arch., University of Florida. Other study: Boston Architectural College
- Kate Ruth Sheehan**, 1981, Professor of Mathematics. B.A., M.Ed., Marymount College of Virginia; Ph.D., American University
- Barbara Siller**, 1992, Librarian (Assistant Professor). B.S., Northwest Missouri State University; M.L.I.S., University of Texas
- Soumya Sivakumar**, 2008, Assistant Professor of Marketing. B.S., M.B.A., University of Bombay (India); Ph.D., Case Western Reserve University
- Ellen I. Smith**, 2002, Reference Librarian (Associate Professor). B.A., Michigan State University; M.L.S., Indiana University; M.A., Marymount University
- Christopher Allen Snyder**, 1996, Director, Honors Program; Professor of History. B.A., West Virginia University; M.A., Ph.D., Emory University
- Cynthia L. Starita**, 2010, Assistant Professor of Criminal Justice. B.S., Ph.D., University of Southern Mississippi; M.Ed., William Carey University
- William Sterner**, 2009, Assistant Professor of Psychology. B.S., M.Ed., Ph.D., Pennsylvania State University
- Pamela B. Stoessel**, 1975, Professor of Fashion Design and Merchandising. B.F.A., Rhode Island School of Design; M.F.A., The George Washington University; Ph.D., The Union for Experimenting Colleges and Universities. Allied Member, ASID
- Gerard Steube**, 2008, Assistant Professor of Management Science. B.A., Divine Word College. M.S., Johns Hopkins University; M.A., Northcentral University; Ph.D., Capella University
- Liane M. Summerfield**, 1980, Associate Vice President for Academic Affairs; Professor of Health and Human Performance. B.S., Northeastern University; M.A., The George Washington University; Ph.D., University of Maryland
- Mark Trowbridge**, 2005, Associate Professor of Fine Arts. B.A., Portland State University; M.A., Ph.D., Institute of Fine Arts, New York University
- Margaret Tseng**, 2004, Associate Professor of Politics. B.A., University of California at Los Angeles; M.A., Ph.D., Georgetown University
- Jane Uebelhoer**, 1992, Associate Professor of Business. B.A., Marquette University; M.A., Ph.D., University of Missouri
- Laura C. Valdez-Pagliaro**, 2006, Assistant Professor of Literature and Languages. B.A., Brandeis University; M.A., Boston College; Ph.D., State University of New York at Stony Brook
- Diana Gilroy Venskus**, 1999, Associate Professor of Physical Therapy. B.S., George Mason University; Physical Therapy Certificate, University of Pennsylvania; M.A., The George Washington University; Ph.D., Virginia Commonwealth University, Medical College of Virginia Campus
- Gwen D. Vredevoogd**, 1997, Librarian (Associate Professor). B.A., Edinboro University; M.A., Ohio University; M.L.S., University of Pittsburgh
- Robin Judy Wagner**, 1997, Assistant Chair, Department of Interior Design; Associate Professor of Interior Design. A.A., Art Institute of Atlanta; B.A., M.A., Marymount University. Other study: Northern Virginia Community College
- Theresia A. Wansi**, 2007, Associate Professor of Finance. B.Sc., M.B.A., M.A., Ph.D., University of New Orleans; M.B.A. Plus, University of North Carolina at Charlotte
- Michelle Walters-Edwards**, 2005, Assistant Professor of Exercise and Health Sciences. B.Sc., Staffordshire University (England); Ph.D., University of Wales
- Michelle R. Wolfe**, 2002, Assistant Professor of Nursing. B.S.N., Trenton State College; M.S.N., University of Virginia. Other study: University of Virginia
- Rita Anne Wong**, 1995, Chair, Department of Physical Therapy; Professor of Physical Therapy. B.S., Northeastern University; M.S., Boston University; Ed.D., Clark University
- Amanda Gates Wright**, 2008, Clare Boothe Luce Assistant Professor of Biology and Physical Sciences. B.S., Clemson University; Ph.D., University of North Carolina School of Medicine
- Mason Yang**, 2010, Electronic Services Librarian (Assistant Professor). B.S., Jiangsu University (China); M.S., Virginia Polytechnic Institute and State University; M.S., University of Maryland
- Alice Lemira Young**, 1999, Associate Dean, School of Education and Human Services; Professor of Education. B.S., West Virginia State College; M.S., University of Kentucky; Ph.D., Southern Illinois University
- Fatma Ahmed Youssef**, 1986, Professor of Nursing. B.N., M.P.H., Alexandria University (Egypt); D.N.Sc., The Catholic University of America
- Kenneth P. Yusko**, 2002, Associate Professor of Human Resources. B.S., Georgetown University; M.A., Ph.D., University of Maryland

EMERITUS FACULTY

- Peggy Thomas Bakken**, 1967-1981, Associate Professor of Speech and Drama
- Lillian Bisson**, 1969-2010, Professor of English
- Michael Didoha**, 1961-2005, Professor of Philosophy
- Issa Feghali**, 1986-2007, Professor of Mathematics and Computer Science
- Judy Green**, 1989-2007, Professor of Mathematics
- Boyd Frederick Hagy**, 1966-2005, Professor of English
- Edward Maurice Kaitz**, 1987-1997, Professor of Business
- Denise Kaydough**, 1966-1981, Assistant Professor of Education
- James Dan Knifong**, 1985-2003, Professor of Mathematics
- Sr. Noël Loughlin, RSHM**, 1976-1999, Professor of Nursing
- Alice Mandanis**, 1971-2010, Provost Emerita and Professor of English
- Karen Lynn Medsker**, 1988-2005, Professor of Human Resources
- Robert Sigethy**, 1983-2007, Professor of Business
- Janet Spirer**, 1984-2000, Professor of Business
- Phillipa Brady Stevens**, 1973-1999, Professor of Education and Psychology
- Karen Volland Waters**, 1984-2010, Professor of English



Marymount University, Main Campus, 2807 North Glebe Road, is located at the intersection of North Glebe Road and Old Dominion Drive.

Ballston Center, 1000 North Glebe Road, is located at the intersection of North Glebe Road and Fairfax Drive.

From north of Washington, DC: Take Interstate 95 South to I-495 West. Continue past Maryland exits to Virginia. Take exit 43 (George Washington Parkway, South) to Rt. 123 North, Chain Bridge Road (second exit). Turn right at light onto Glebe Road (Rt. 120 South) and follow for three miles; Main Campus is on the left. Continue two miles, and the Ballston Center is on the right.

From south of Washington, DC: Take Interstate 95 North, which becomes I-395 inside the Beltway. Exit Glebe Road (Rt. 120 North), marked "Marymount University." Continue on Glebe Road four miles. Ballston Center is on the left. Continue for two miles, and Main Campus is on the right.

From Interstate 66 (either direction): From I-66 West, exit at Glebe Road and drive north 1.5 miles for the Main Campus. Drive a half mile south for the Ballston Center. From I-66 East, exit at Glebe Road (Rt. 120) and the Ballston Center is immediately on the left. Turn left on Glebe Road and continue north two miles for the Main Campus, which is on the right.

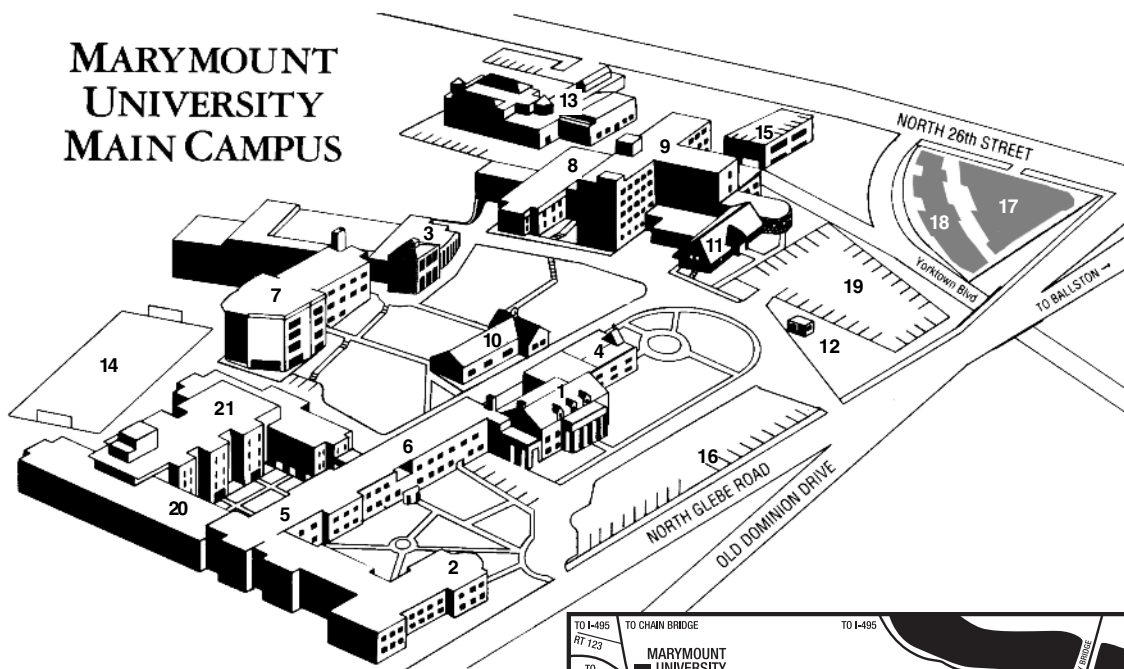
From Rt. 50-Arlington Blvd. (either direction): Exit Glebe Road (Rt. 120 North). Drive half a mile; Ballston Center is on the left. Drive another two miles; Main Campus is on the right.

Main Campus
2807 N. Glebe Road
Arlington, VA 22207-4299
(703) 522-5600

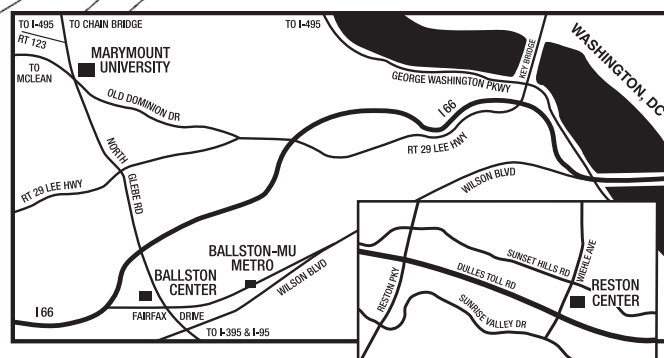
Ballston Center
1000 N. Glebe Road
(send mail to Main Campus)
(703) 522-5600

Reston Center
1861 Wiehle Avenue
Reston, VA 20190
(703) 284-5770

MARYMOUNT UNIVERSITY MAIN CAMPUS



1. Main House
2. Undergraduate Admissions
3. Rose Benté Lee Center
4. Sacred Heart of Mary Chapel
5. Butler Hall
6. St. Joseph Hall
7. Gailhac Hall
8. Majella Berg Hall
9. Gerard Phelan Hall
10. Ireton Hall
11. The Lodge
12. Security Station
13. Emerson G. Reinsch Library
14. Playing Field
15. Parking Garage
16. Parking Lot (Faculty)
17. Caruthers Hall
18. Rose Benté Lee Ostapenko Hall
19. Main Lot (General)
20. Rowley Academic Center
21. Rowley Hall



Directions to the Reston Center:

From the Dulles Toll Road (VA 267): If traveling west on the Toll Road, take Exit 13, the Wiehle Avenue exit, and turn right onto Wiehle. If traveling east on the Toll Road, take exit 13, the Wiehle Avenue exit, and turn left onto Wiehle. Marymount's Reston Center, at 1861 Wiehle Avenue, will be the first building on the right (between the Toll Road and Sunset Hills Road).

From Route 7: Turn onto Baron Cameron Avenue (left if traveling west; right if traveling east). Turn left onto Wiehle Avenue. Continue straight and cross Sunset Hills Road. Marymount's Reston Center, at 1861 Wiehle Avenue, will be on the left just past Sunset Hills Road and before the Toll Road.

Of the two identical buildings, it is the one closest to the Toll Road. Marymount's Reston Center is on the first floor.

If you or any of your guests require special consideration because of physical disabilities, please notify the Office of Campus Safety at (703) 284-1601 at least 48 hours prior to your visit.

NOTICES TO STUDENTS

- Marymount University reserves the right to change without notice its fees and charges, course offerings, academic policies, calendar, and other regulations.
- 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.
- Marymount University is an Affirmative Action and Equal Employment Opportunity employer.
- Marymount University reserves the right to publish photographs of current and past students engaged in classes or other officially sponsored University activities.

ANNUAL NOTICE TO STUDENTS

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. Those rights are the following:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

Students should submit to the registrar or appropriate dean, vice president, or other official written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write to the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If Marymount decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the requests for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position; a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, Marymount discloses education records without consent to officials of another school in which a student seeks enrollment or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Marymount University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

PUBLIC NOTICE DESIGNATING DIRECTORY INFORMATION

Marymount designates the following 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 the Family Educational Rights and Privacy Act of 1974 (FERPA). However, the University is not required to disclose directory information and, therefore, carefully evaluates requests for information. At Marymount University, directory information includes the student's name, address, telephone number, e-mail address, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (undergraduate or graduate; full time or part time), participation in officially recognized activities or sports, height and weight of student-athletes, degrees, honors (including Dean's List) and awards received, and the most recent educational agency or institution attended.

Currently enrolled students may withhold disclosure of directory information under FERPA. To withhold disclosure, students must meet with the University registrar. Marymount University assumes that failure on the part of any student to specifically restrict the disclosure of directory information indicates individual approval for disclosure. Former students may not place a new request to restrict disclosure of directory information on their education records, but they may request removal of a previous request for nondisclosure.

NONDISCRIMINATION

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.

Inquiries regarding nondiscrimination may be directed to the vice president for Enrollment and Student Services (703) 284-1511; Marymount University, 2807 North Glebe Road, Arlington, Virginia 22207-4299.

A nondiscrimination complaint is defined as a violation or misapplication of the policy stated above.

Student complaints should be filed with the appropriate office of the University as follows:

- Educational Policies: provost and vice president for Academic Affairs
- Admissions, Scholarships, Loan Programs, and Disability Services: vice president for Student Development and Enrollment Management
- Financial and Plant Access Policies: vice president for Financial Affairs

Initially, a student should seek to resolve a complaint informally through a meeting with the appropriate officer.

If the student does not believe the complaint is resolved through this meeting, the student may file a formal complaint in writing within 10 working days with the proposed dates for a hearing.

If the complaint is not resolved in the formal hearing, within five working days after the formal hearing, the student may request in writing a meeting with the president. The president will meet with the student within 10 working days and make the final decision on the student's complaint.

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