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MARYMOUNT UNIVERSITY

2019-2020

GRADUATE CATALOG

MARYMOUNT UNIVERSITY

GRADUATE CATALOG 2019-20

Hallmarks of a Marymount University Education

Scholarship

Leadership

Service

Ethics

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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 the provost in addition to, in abrogation of, or in interpretation of the regulations stated herein have the same force as the regulations themselves. Further information and advice regarding academic regulations may be secured by inquiring in the Office of the Provost and 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 for one year or more are bound by the catalog in effect when they are readmitted.

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

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

The university is an Affirmative Action/Equal Opportunity Employer.

General Information

Academic Calendar

Fall Semester 2019

August 5	Fall 2019 tuition payment due
August 22-24	Undergraduate Student Orientation
August 24	Graduate Student Orientation
August 26	Classes begin
August 26	First fall Mini-Mester classes begin
August 28	Last day to add first fall Mini-Mester class
August 30	Last day to drop first fall Mini-Mester class with 100% refund of tuition and fees; no refunds after this date
August 30	Last day to drop first fall Mini-Mester class without academic record
August 31	First day to withdraw from first fall Mini-Mester class with a grade of W
September 2	Labor Day holiday — university closed
September 3	Last day to late register, add, or drop a full semester class
September 3	Last day to drop a full semester class with 100% refund of tuition and fees
September 4	First day to withdraw from a full semester class with a grade of W
September 4	Mass of the Holy Spirit — no classes between 11 am and 3 pm
September 6	Last day to withdraw from first fall Mini-Mester class with a grade of W
September 10	Last day to withdraw from a full semester class with 75% tuition refund
September 17	Last day to withdraw from a full semester class with 50% tuition refund; no refunds after this date
September 20	First fall Mini-Mester midterm grades due by 5 pm
October 14	Fall Break — university closed
October 15	Make-up day for Fall Break — Monday classes meet
October 18-20 (tentative)	Family and Homecoming Weekend
October 18	Midterm grades for full semester courses due by 5 pm
October 19	First fall Mini-Mester ends
October 21	Registration for Spring 2020 begins
October 21	Second fall Mini-Mester begins
October 23	Last day to add second fall Mini-Mester class
October 25	Last day to drop second fall Mini-Mester class with 100% refund of tuition and fees; no refunds after this date
October 25	Last day to drop second fall Mini-Mester class without academic record
October 26	First day to withdraw from second fall Mini-Mester class with a grade of W
November 1	Last day to withdraw from a full semester class with a grade of W
November 1	Last day to withdraw from second fall Mini-Mester class with a grade of W
November 15	Second fall Mini-Mester midterm grades due by 5 pm
November 27-December 1	Thanksgiving holiday — university closed
December 2	Classes resume
December 7	Last day of classes
December 9-14	Final exam period
December 14	Second fall Mini-Mester ends
December 16	Final grades due to the Office of the Registrar at noon

Spring Semester 2020

January 2	Spring 2020 tuition payment due
January 13	Classes begin
January 13	First spring Mini-Mester begins

January 15	Last day to add first spring Mini-Mester course
January 17	Last day to drop first spring Mini-Mester course with 100% refund of tuition and fees; no refunds after this date
January 17	Last day to drop first spring Mini-Mester course without academic record
January 18	First day to withdraw from first spring Mini-Mester class
January 20	Martin Luther King Jr. holiday — university closed
January 21	Last day to late register, add, or drop a full semester class
January 21	Last day to drop a full semester class with 100% refund of tuition and fees
January 22	First day to withdraw from a full semester class with a grade of W
January 24	Last day to withdraw from first spring Mini-Mester class with a grade of W
January 28	Last day to withdraw from a full semester class with 75% tuition refund
February 4	Last day to withdraw from a full semester class with 50% tuition refund; no refunds after this date
February 7	First spring Mini-Mester midterm grades due by 5 pm
February 17	Registration for Summer 2020 begins
March 6	Midterm grades for full semester courses due by 5 pm
March 7	First spring Mini-Mester ends
March 9-15	Spring Break
March 16	Classes resume
March 16	Registration for Fall 2020 begins
March 16	Second spring Mini-Mester begins
March 18	Last day to add second spring Mini-Mester course
March 20	Last day to withdraw from a full semester class with a grade of W
March 20	Last day to drop second Mini-Mester class with 100% refund of tuition and fees; no refunds after this date
March 20	Last day to drop second Mini-Mester class without academic record
March 21	First day to withdraw from second spring Mini-Mester class with a grade of W
March 27	Last day to withdraw from second spring Mini-Mester class with a grade of W
April 9	Second spring Mini-Mester midterm grades due by 5 pm
April 9-13	Easter holiday — no classes, university closed April 10
April 14	Make-up day for Easter holiday — Monday classes meet
April 22	Student Research Conference — no classes
May 2	Last day of classes
May 4-9	Final exam period
May 9	Second spring Mini-Mester ends
May 11	Final grades due to the Office of the Registrar at noon
May 16-17	Commencement Weekend

Summer Semester 2020

Summer Sessions are also referred to as SU.

May 4	Tuition payment due for SU I and SU III
May 18	Summer Sessions I and III begin
May 20	Last day to late register or add SU I class
May 22	Last day to late register or add SU III class
May 22	Last day to drop SU I and SU III class with 100% refund of tuition and fees; no refunds for SU I classes after this date
May 22	Last day to drop SU I and SU III class without academic record
May 23	First day to withdraw from SU I and SU III class with a grade of W
May 25	Memorial Day holiday — university closed
May 28	Last day to withdraw from SU III class with 75% tuition refund
May 29	Make-up day for Memorial Day holiday
May 29	Last day to withdraw from SU I class with a grade of W
June 1	Last day to withdraw from SU III class with 50% tuition refund; no refunds after this date
June 15	Tuition payment due for SU II

June 19	Last day to withdraw from SU III class with a grade of W
June 20	Summer Session I ends
June 29	Summer Session II begins
July 1	Last day to late register or add SU II class
July 3	Independence Day holiday observed — university closed
July 3	Last day to drop SU II class with 100% refund of tuition and fees; no refunds after this date
July 3	Last day to drop SU II class without academic record
July 4	First day to withdraw from SU II class with a grade of W
July 10	Last day to withdraw from SU II class with a grade of W
August 1	Summer Sessions II and III end
August 3	Final grades for all summer sessions due to the Office of the Registrar at noon

NOTE: These calendars are subject to change. The latest academic date and calendar information is available on the Office of the Registrar's website.

Accreditation

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

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

- The B.B.A., M.B.A., and M.S. in leadership and management programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).
- The M.A. in counseling with specializations in clinical mental health counseling, pastoral clinical mental health counseling, and school counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
- All initial teacher licensure programs and advanced licensure preparation programs are approved by the Division of Teacher Education and Licensure of the Virginia Department of Education and are accredited by the Council for the Accreditation of Educator Preparation (CAEP) under the National Council for Accreditation of Teacher Education (NCATE) standards.
- The M.S. in health care management program is accredited by the Commission on the Accreditation of Healthcare Management Education (CAHME).
- The B.A. in interior design program and the M.A. first professional graduate program are accredited by the Council for Interior Design Accreditation (CIDA).
- The B.S. in nursing, M.S. in nursing, and D.N.P. programs are accredited by the Commission on Collegiate Nursing Education (CCNE). The B.S.N. program is also approved by the State Board of Nursing of the Commonwealth of Virginia.
- The doctoral program in physical therapy is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Fields of Study

Graduate Fields of Study

School of Business and Technology

Graduate Degree Programs

- Business Administration (M.B.A.)
  - Data Analytics
  - Leadership
- Cybersecurity (M.S.)
  - Data Science
  - Digital Health
- Cybersecurity (D.Sc.)
- Health Care Management (M.S.)
- Human Resource Management (M.A.)
  - Analytics
  - Coaching
  - Organization Development
  - Talent Development
- Information Technology (M.S.)
  - Cybersecurity
  - Data Science
  - Digital Transformation
  - Health Care Informatics
  - Project Management and Technology Leadership
  - Software Engineering
- Leadership and Management (M.S.)

Graduate Dual-Degree Programs

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

Graduate Certificate Programs

- Association and Nonprofit Management
- Health Care Informatics
- Health Care Practice Management
- Human Resource Management
- Management Studies
- Organization Development

School of Design, Arts, and Humanities

Graduate Degree Programs

- English and Humanities (M.A.)
  - Literature
  - Language and Composition
  - Humanities
- Interior Design (M.A.)
  - Post-Professional
  - First Professional

Malek School of Health Professions

Graduate Degree Programs

- Health Education and Promotion (M.S.)
- Nursing (M.S.N.)
  - Family Nurse Practitioner
- Nursing (D.N.P.)
- Physical Therapy (D.P.T.)
- Physical Therapy (transitional D.P.T.) *Effective Spring 2020*

Graduate Certificate Program

- Family Nurse Practitioner (post-master's)*

**Denotes gainful employment program (p. 25)*

School of Sciences, Mathematics, and Education

Graduate Degree Programs

- Counseling (M.A.)
  - Clinical Mental Health Counseling
  - Pastoral Clinical Mental Health Counseling
  - School Counseling
- Master of Education (M.Ed.) in Administration and Supervision — grades PK-12
- Master of Education (M.Ed.) in Elementary Education — grades PK-6
- Master of Education (M.Ed.) in Curriculum and Instruction — non-licensure program
  - English as a Second Language (ESL)
  - Science, Technology, Engineering, and Math (STEM)
  - Special Education
- Master of Education (M.Ed.) in Secondary Education — grades 6-12
  - Biology
  - Chemistry
  - Earth Science
  - English
  - History/Social Science

Mathematics
Physics
Master of Education (M.Ed.) in Special Education: General Curriculum — grades K-12
Forensic and Legal Psychology (M.A.)
Intelligence Studies

Graduate Dual-Degree Program

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

Graduate Certificate Programs

English as a Second Language (ESL)
Science, Technology, Engineering, and Mathematics (STEM)
Special Education

Undergraduate Fields of Study

School of Business and Technology

Undergraduate Degree Programs

Business Administration (B.B.A.)
Accounting
Finance
General Business
Human Resource Management
International Business
Marketing
Sport Management
Cybersecurity Accelerated Second Degree (B.S.)
Economics (B.A.)
Information Technology (B.S.)
Applied Cybersecurity
Applied IT
Cloud Computing
Computer Science
Data Science
Forensic Computing
Game Design and Development
Information Systems
Interactive Media
Networking and Cybersecurity

Combined-Degree Programs

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

Undergraduate Minors

Applied Statistics
Business Administration
Computer Networking and Cybersecurity
Computer Science
Data Science
Economics
Forensic Computing
Information Technology
International Studies
Law
Public Health
Social Entrepreneurship
Sustainability

Post-Baccalaureate Certificate Program

Data Science *(not admitting students for the 2019-2020 academic year)*

School of Design, Arts, and Humanities

Undergraduate Degree Programs

Art (B.A.)
Art with K-12 teaching licensure
Arts Management
Pre-Art Therapy
Communication (B.A.)
English (B.A.)
English with secondary teaching licensure
Literature
Media and Performance Studies
Writing
Fashion Design (B.A.)
Fashion Merchandising (B.A.)
Graphic and Media Design (B.A.)
History (B.A.)
History with History/Social Science secondary teaching licensure
Interior Design (B.A.)
Liberal Studies (B.A.)
Philosophy (B.A.)
Politics (B.A.)
Theology and Religious Studies (B.A.)

Combined-Degree Programs

Art (B.A./M.B.A.)
Communication (B.A./M.B.A.)
English (B.A./M.B.A.)
Graphic and Media Design (B.A./M.B.A.)

Liberal Studies (B.A./M.B.A.)
Philosophy (B.A./M.B.A.)
Politics (B.A./M.B.A.)
Theology and Religious Studies (B.A./M.B.A.)

Undergraduate Minors
Art History
Ceramics
Communication
English
Fashion Design
Fashion Merchandising
French
Gender and Society
Graphic and Media Design
History
Illustration
International Studies
Media and Performance Studies
Philosophy
Politics
Public Health
Public History
Public Relations
Social Entrepreneurship
Spanish
Studio Art
Sustainability
Theology and Religious Studies
Web Design
Writing

Malek School of Health Professions

Undergraduate Degree Programs
Health Sciences (B.S.)
Public Health
Pre-Physical Therapy
Pre-Professional
Nursing (B.S.N.)
Four-Year B.S.N.
Accelerated, Second-Degree B.S.N.

Combined-Degree Program
Health Sciences/Health Education and Promotion (B.S./M.S.)

Undergraduate Minors
Health Sciences
International Studies
Public Health

School of Sciences, Mathematics, and Education

Undergraduate Degree Programs
Biology (B.A.)
Biology with secondary teaching licensure
Biology (B.S.)
Biology with secondary teaching licensure
Pre-Medicine
Pre-Physical Therapy
Biochemistry (B.S.)
Criminal Justice (B.A.)
Elementary Education (B.A.)
Elementary Education with teaching licensure, grades PK-6
Mathematics (B.S.)
Mathematics with secondary teaching licensure
Psychology (B.A.)
Sociology (B.A.)
Special Education (B.A.)
Special Education with teaching licensure, grades K-12

Combined-Degree Programs
Biology (B.A./M.B.A.)
Psychology (B.A./M.B.A.)
Sociology (B.A./M.B.A.)

Undergraduate Minors
Biology
Chemistry
Criminal Justice
Education
Forensic Computing
Forensic Psychology
Forensics and Criminal Investigations
Gender and Society
International Studies
Mathematics
Physical Science
Psychology
Public Health
Quantitative Science
Social Entrepreneurship
Sociology
Sustainability

Undergraduate Minors
- Applied Statistics
- Art History
- Biology
- Business Administration
- Ceramics
- Chemistry
- Communication
- Computer Networking and Cybersecurity
- Computer Science
- Criminal Justice
- Data Science
- Economics
- Education
- English
- Fashion Design
- Fashion Merchandising
- Forensic Computing
- Forensic Psychology
- Forensics and Criminal Investigations
- French
- Gender and Society
- Graphic and Media Design
- Health Sciences
- History
- Illustration
- Information Technology
- International Studies
- Law
- Mathematics
- Media and Performance Studies
- Philosophy
- Physical Science
- Politics
- Pre-Chiropractic
- Pre-Dentistry
- Pre-Medicine
- Pre-Occupational Therapy
- Pre-Ophthalmology
- Pre-Optometry
- Pre-Osteopathic Medicine
- Pre-Pharmacy
- Pre-Physical Therapy
- Pre-Physician Assistant
- Pre-Podiatry
- Pre-Veterinary Medicine
- Psychology
- Public Health
- Public History
- Public Relations
- Quantitative Science
- Social Entrepreneurship
- Sociology
- Spanish
- Studio Art
- Sustainability
- Theology and Religious Studies
- Web Design
- Writing

Education Licensure Programs

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

Graduate Programs
- Education (M.Ed.)
- Administration and Supervision (M.Ed.) — grades PK-12
- Elementary Education (M.Ed.) — grades PK-6
- Secondary Education (M.Ed.) — grades 6-12
  - Biology
  - Chemistry
  - Earth Science
  - English
  - History/Social Science
  - Mathematics
  - Physics
- Special Education: General Curriculum (M.Ed.) — grades K-12

About Marymount University

Marymount University was founded in 1950 by the Religious of the Sacred Heart of Mary. Today, Marymount is an independent, comprehensive Catholic university serving approximately 3,400 undergraduate and graduate students. The university has four schools: Business and Technology; Design, Arts, and Humanities; the Malek School of Health Professions; and Sciences, Mathematics, and Education. Programs are offered at Marymount's Main Campus, Ballston Center, and 4040 Center, as well as various corporate and government sites. The university's location in Arlington, Virginia — just minutes from Washington, DC — offers students unparalleled opportunities for academic and personal enrichment.

University Mission

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

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 professions to campus; specialized resources for instruction and research; unique internship placements for students; and outstanding employment opportunities for graduates.

- Marymount has grown and changed extensively since its founding in 1950, reflecting a dynamic period of change in American higher education and reflecting the openness, creativity, and enterprising spirit of the men and women who comprise the Marymount community. Marymount has been willing to look creatively at the educational needs of the region it serves, to respond quickly, and to try new approaches. The university strives to sustain a future-oriented perspective and to serve as a leader in responding to the educational needs of its region and in utilizing innovative instructional technologies and practices.

Graduate Education Mission

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

Marymount University offers graduate programs that are

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

History

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

Marymount University in Arlington was founded as a women’s college in 1950 by Mother Gerard Phelan, General Superior of the Religious of the Sacred Heart of Mary, with the blessing and support of Peter J. Ireton, then Bishop of Richmond. Thirteen freshmen entered the first year, and nine of them comprised the first graduating class in 1952. In 1960 the institution was incorporated as Marymount College of Virginia, an independent college governed by an autonomous board of directors.

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

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

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

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

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

Academic and Student Services

Marymount University is committed to meeting the needs of all students by providing support services through various offices, including Campus Ministry, Student Engagement and Leadership Development, Campus and Residential Services, the Center for Career Services, the Center for Teaching and Learning, Student Access Services, the Counseling Center, International Student Services, Library and Learning Services, Military and Veteran Services, Student Health Services, and Student Affairs.

Admission

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

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

Degree-Seeking Applicants

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

- a completed application form with the nonrefundable $40 application fee
- a current résumé
- official transcripts showing all postsecondary coursework (delivered in a sealed envelope that bears the registrar's signature and/or seal or via an authorized online delivery system)

Schools and individual graduate programs vary in their requirements for standardized test scores*, portfolios, interviews, recommendations, work experience, licensure, or other criteria. Some programs have specific application deadlines. For detailed information, students should consult the section for the school or program to which they are applying.

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

*NOTE: All scores should reflect testing within the last five years, or they will be subject to review by the relevant Graduate Admissions Committee. Applicants who already hold a master's degree are not required to submit GRE, MAT, or GMAT test scores, with the exception of applicants to the Physical Therapy Program. Applicants to this program must submit GRE scores, even if they have a master's degree in another field. Acceptable Praxis Core Math or SAT/ACT Math and Virginia Communication and Literacy Assessment (VCLA) scores are required for admission to all teacher licensure programs.

Note to California Students Regarding Marymount's Online Programs

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

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

International Student Applicants

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

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

Visitors in B-1/B-2 status are not eligible to register. These individuals must change their status to an F-1 student visa in order to study at Marymount University. Contact the International Student Services Office or Office of Graduate Enrollment Services for more information regarding this immigration regulation and other immigration-related questions.

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

- a completed application form with the nonrefundable $40 application fee;

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

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

- acceptable standardized test scores (See Note in the Degree-Seeking Applicants (p. 16) section of this catalog.)

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

- English as the language of instruction in a completed degree program
- a satisfactory score on
  - the Test of English as a Foreign Language (TOEFL),
  - the International English Language Testing System (IELTS), or
  - the Pearson Test of English (PTE) Academic
- successful completion of one of the following programs:
  - ELS Educational Service's English for Academic Purposes Program: ELS Level 112 (More information about the program can be found at www.els.edu.)
  - Georgetown University English Language Center: The Advanced or Academic Bridge levels (More information can be found at https://scs.georgetown.edu/departments/52/english-language-center/.)
  - Inlingua: Certificate of Completion of Level 8 intensive program (More information can be found at https://idc.edu/.)
  - International Language Academy Level 12 (More information can be found at www.ila.edu)
  - Virginia Tech University Language and Culture Institute: Level 550 (More information can be found at www.lci.vt.edu.)

Minimum Score Requirements for Nonnative Speakers of English

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

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

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

Conditional Admission

Conditional admission is an option for international graduate applicants who meet all admission requirements except for demonstrated English language proficiency. Students seeking conditional admission must be enrolled in one of Marymount University's partner language institutes and satisfactorily complete the stipulated level or levels, as described below. These programs help students develop their reading, writing, listening, and speaking skills to a level appropriate for university study. Completion of an intensive English program other than the programs listed does not meet the conditional admission requirement.

ELS Educational Service's English for Academic Purposes Program: Students who demonstrate completion of ELS Level 112 will be fully admitted and may enroll in a degree program without presenting a TOEFL, IELTS, or PTE score. More information about the program can be found at www.els.edu.

Georgetown University English Language Center: Students who successfully complete either the Advanced or Academic Bridge levels will be fully admitted and may enroll in a degree program without presenting a TOEFL, IELTS, or PTE score. More information can be found at

https://scs.georgetown.edu/departments/52/english-language-center/.

Inlingua: Students who demonstrate completion of a Certificate of Completion of Level 8 intensive program and present an official transcript from Inlingua will be fully admitted and may enroll in a degree program without presenting a TOEFL, IELTS, or PTE score. More information about the program can be found at https://idc.edu/.

International Language Academy: Students who successfully complete Level 12 will be fully admitted and may enroll in a degree program without presenting a TOEFL, IELTS, or PTE score. More information can be found at www.ila.edu.

Virginia Tech University Language and Culture Institute: Students who successfully complete level 550 will be fully admitted and may enroll in a degree program without presenting a TOEFL, IELTS, or PTE score. More information can be found at www.lci.vt.edu.

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

Priority Deadlines for Students in Need of an I-20

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

For fall semester (late August to mid-December): July 1

For spring semester (mid-January to early May): December 1

For summer semester (late May to early August): April 1

Note for International Applicants:

International students in need of an I-20 form must adequately document financial resources for the program's duration. Students should submit the documents required for an I-20 immediately after they are offered admission. An I-20 will be issued when

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

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

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

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

Graduate and Post-Master's Certificate-Seeking Applicants

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

- a completed graduate admission application with the nonrefundable $40 application fee
- transcripts reflecting postsecondary work and showing successful completion or expected completion of at least a bachelor's degree from an accredited college or university (applicants to a post-master's certificate program must also present evidence of a master's degree)

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

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

International students must follow the admission procedures for international applicants. See International Student Applicants (p. 16).

Nondegree Applicants

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

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

- a completed graduate admission application with the nonrefundable $40 application fee;
- transcripts reflecting postsecondary work and showing at least a bachelor's degree; and
- a possible interview with the appropriate program representative.

Nondegree Enrollment

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

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

Off-Site Special Program Applicants

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

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

Notification

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

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

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

Deferral of Enrollment

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

Financial Information

The following financial information applies to the 2019-20 academic year.

Tuition

Graduate Student Rate

- $1,050 per credit hour for fall, spring, and summer semester classes (full or part time). In the fall and spring semesters, full-time graduate students carry a minimum of nine (9) credit hours per semester, and part-time students carry six to eight (6-8) credit hours. In the summer, full-time graduate students carry a minimum of six (6) credit hours for all summer sessions combined, and part-time students carry three to five (3-5) credit hours for all summer sessions combined.

Graduate Program Specific Tuition

Business and Technology Programs in the School of Business and Technology

$1,060 per credit hour for fall, spring, and summer semester classes (full or part time).

Education Programs (M.Ed.)

$770 per credit hour for fall, spring, and summer semester classes (full or part time).

Counselor Education and Supervision Program (Ed.D.)

$1,280 per credit hour for fall, spring, and summer semester classes.

Physical Therapy Program

$39,600 per year, for those entering in fall 2019 (Class of 2022), for a total of $118,800 for the three-year program. This sum includes all PT courses, lab fees, immunization certification, and summer courses.

Consortium Tuition

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

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

Tuition Payment

Due Dates

Fall Semester	August 5, 2019
Spring Semester	January 2, 2020
Summer Sessions I and III	May 4, 2020
Summer Session II	June 15, 2020

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

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

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

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

Address Changes

It is the responsibility of students to keep the Office of the Registrar informed of any changes in their home, local residence, and/or billing address; phone number;

and/or email address. Students may submit a change in one of these ways:

- through Marynet by clicking on "Address/Phone/Email update" under the student's academic profile
- through the form available on the Office of the Registrar website
- by email to registrar@marymount.edu from their Marymount email account
- 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 email, mail, or fax, students should include their full name; student ID number; the former address; the new address for home, local residence, and billing purposes; a current email address; and their signature.

Waivers

Catholic School Employees

Employees of Catholic schools specified by the university are eligible for a 50% tuition waiver on the regular rate for undergraduate and graduate programs in education and the graduate school counseling program (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 Sciences, Mathematics, and Education.
- Requests for additional courses and/or programs covered under this waiver after the first degree is obtained will be considered on an individual basis.
- Verification from the employee's school, written by the principal on school letterhead, attesting to the individual's eligibility for a waiver must be provided at the beginning of the program and each year thereafter at the beginning of the fall semester. This verification must be sent to Marymount's Student Accounts Office.

See the *Undergraduate Catalog* for details about this policy regarding the university's undergraduate programs.

Senior Citizens

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

Fees

Room and Board

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

Commuter Meal Plans

For information regarding commuter meal plans, contact the Office of Campus and Residential Services at (703) 284-1608 or visit www.marymountdining.com/plans.html.

New Student Fee

A one-time fee of up to $270 is charged to all graduate students. It covers such items as student ID cards, new student programs, standard transcript requests, and graduation fees (except late application fees).

Technology Fee

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

Course/Program Fees

Some programs require additional fees for specified coursework or activities. Some online courses require an exam proctoring fee. Visit www.marymount.edu/tuition for a current list of such fees.

Alumni Course Audit Fee

For a fee of $320 per course, Marymount alumni may audit up to two courses per semester, if the enrollment limit has not been reached during registration and approval has been granted by the associate dean. No credit or grade will be awarded for the course. Interested alumni should contact the Office of Alumni Relations at (703) 284-1541 or visit the Alumni Course Audit Program page on the alumni website.

Housing Information

New Resident Students

For graduate students entering in the fall semester, a nonrefundable $300 enrollment fee is required by May 1 to reserve a place in university-sponsored housing. For students entering residence halls in the spring semester, a nonrefundable $300 enrollment fee is required by November 1.

If housing is available after the deposit deadline, applicants pay the enrollment fee within 15 days of acceptance.

Academic Program Deposits

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

Counseling (all M.A. programs)	$300
Education Cohort	$200
Forensic and Legal Psychology	$300
Nursing (D.N.P. program)	$300
Nursing (M.S.N. program)	$200
Physical Therapy, due within 3 weeks of acceptance	$500

Insurance

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

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

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

For further information, visit the Student Health Services (SHS) website at www.marymount.edu/Student-Life/Health-Wellness/Student-Health-Center or call (703) 284-1610. Students who have missed the enrollment deadlines may contact the SHC directly to be enrolled.

Collection Policy

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

Refunds and Credits to Student Accounts

Credit Balance Refunds

Credit balance refunds will be processed generally within 14 days. The university does not issue refunds in cash; only check and credit card refunds are issued.

Per federal regulations, Marymount University will be updating its course attendance confirmation policy and procedures beginning Spring 2019. This newly implemented regulation will impact when federal aid is disbursed and refunded to students.

For more details, please visit the Early Refund Period page.

Credit for Tuition and Fee Charges

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

Semester Courses

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

Summer Courses

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

Weekend and Concentrated Courses

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

Class/University Withdrawal Policy

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

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

See Adding, Dropping, or Withdrawing from Courses/Separating from the University (p. 31) for procedural information about withdrawing from a class or separating from the university.

Withdrawal After Expiration of Tuition-and-Fee Credit Period

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

See Leave of Absence (p. 41) and Requests for Exceptions to Academic Policies (p. 45) for further information, or contact the Office of Academic Affairs. Students whose accounts have been placed in collections are not eligible to pursue the appeal process for tuition refunds or assistance.

Credit for Room and Board Charges

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

Credit for Commuter Meal Plan Charges

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

Payment Plans

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

- For the fall semester, payments may begin as early as August 1 and must be paid in full by December 1.
- For the spring semester, payments may begin as early as January 1 and must be paid in full by May 1.
- For the summer semester, payments may begin as early as May 15 and must be paid in full by July 15.

Please contact the Student Accounts Office at (703) 284-1490 for additional information.

All or part of each semester's costs may be budgeted with no interest rate assessed. A nonrefundable enrollment fee of $35 is required.

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

Veterans

The Office of Military and Veteran Student Services at Marymount University provides active duty, veteran, and reserve service members and their families with information and financial resources that promote academic and personal success. Additional information on opportunities for veterans and military service members, including VA benefits, is available by contacting veterans@marymount.edu or (703) 284-1521.

This institution is approved to offer GI BILL® education benefits by the Virginia State Approving Agency, which is the approving authority of education and training programs for Virginia. The agency investigates complaints of GI BILL beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact the agency via email: saa@dvs.virginia.gov.

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

NOTE: A Covered Individual is any student who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI BILL Benefits.

Financial Aid

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

Types of Aid

Graduate Assistantships

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

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

A list of graduate assistant positions is available from the Office of the Associate Dean of Graduate and Professional Studies. Current openings, and application procedures for graduate assistantships, are listed on www.marymountjobs.com from the Office of Human Resource Services.

Grants

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

Marymount participates in the *Yellow Ribbon Program*, part of the post-9/11 GI bill that provides grants of $2,000 per year to eligible veterans pursuing undergraduate or graduate degrees. The U.S. Department of Veterans Affairs (VA) matches this amount with another $2,000. Eligibility requirements are available through the VA or Marymount's Office of Student Affairs.

Loans

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

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

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

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

Scholarships

Marymount 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. Such students are provided with criteria for the awarding of the scholarship as well as information on how to apply for the award. Contact the Office of Graduate Enrollment Services for further information about scholarships.

Student Employment

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

Gainful Employment Programs

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

Continuous Registration

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

Withdrawals

Students who withdraw from the university before the 60% point of the semester will have their federal

financial aid prorated according to the federal formula. In addition, students failing to earn at least one passing grade in a semester will have their federal financial aid prorated and returned.

Satisfactory Academic Progress

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

Federal Financial Aid for Degree-Applicable Courses

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

Repeating Courses

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

Verification of Attendance

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

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

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

Processing of federal aid is affected by non-attendance in the following ways:

1. For summer terms, no federal aid will be released until attendance is confirmed.
2. Following the last day to add/drop for the term, enrollment information will be evaluated based on the courses in which students are registered. These are the credit hours that will be used to determine students' final aid eligibility for the term. Please see the Academic Calendar (p. 6) to confirm the last day to add/drop for each term.

After the last day to add/drop, students will be withdrawn from classes that they failed to attend and "W" grades will be posted to their records. For more information, please see the Attendance section of the catalog (p. 34). Students will still be responsible for tuition and fees (see Credit for Tuition and Fee Charges on p. 24).

Academic Support Services

Library and Learning Services

University Librarian: Alison S. Gregory

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

Emerson G. Reinsch Library and Ballston Coakley Library Extension

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

- a collection of more than 500,000 books, e-books, media, and streaming video access to more than 95,000 journals in print or electronic form
- more than 220 online information resources — many of which are full-text — available on or off campus 24 hours a day, seven days a week
- library research instruction through class-based presentations or individual appointments
- reference assistance in person or by phone, chat, or email
- required textbooks on reserve for two-hour in-library use
- internet access on more than 60 public desktops and laptops, PCs and Macs; access to many software packages on most public computers
- group study rooms that can be reserved online
- MakerSpace equipped with PCs, Macs, 3D printers, projectors, and writable wall
- coffee bar
- scanners, printers, and black-and-white photocopiers
- laptops, iPads, power cables, headphones, and USB drives that can be checked out
- wireless access

The library's goal is to respond to the changing needs of students, faculty, and staff. Library faculty and staff work closely with colleagues in 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 borrow from or use on-site the collections of American University, The Catholic University of America, Gallaudet University, George Mason University, The George Washington University, Georgetown University, Howard University, and the University of the District of Columbia. Library consortium members share an online catalog of collections. Loan requests for books, articles, or media are made online and delivered to the student's home institution or via email access. Interlibrary loan requests from libraries throughout the United States can be arranged if materials are unavailable in the collection.

Center for Teaching and Learning

The Center for Teaching and Learning strives to be a nexus of support where all students and faculty can explore innovations that inspire learning. The center is staffed by specialists in teaching, learning, writing, instructional technology and design, and access services. The center offers the following services:

- one-on-one and drop-in writing support by trained graduate writing consultants; writing support for English language learners
- academic coaching for students who want to explore better ways to study and learn
- assistance preparing applications for further study, honors and awards, and distinguished scholarships
- assistance with writing scholarly work and teaching writing-intensive courses
- determination and coordination of academic accommodations and academic support for students with documented disabilities who are registered with Student Access Services
- teaching consultations, instructional technology integration assistance, collaborative feedback sessions, instructional design services, academic integrity solutions, and comprehensive support for online teaching and learning
- media assistance for faculty and students

Saints' Center for Service

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

The center provides support to Marymount students, faculty, and staff to promote and empower students for service. The center offers the following services:

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

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

Student Access Services

The Office of Student Access Services (SAS), housed in the Center for Teaching and Learning (CTL), enjoys partnering with students with disabilities to help them

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

Accommodation services are offered to students with the goal of reducing the impact of their impairment(s) and providing equal opportunity to engage in Marymount's rich learning environment. In order to allow sufficient time to pinpoint the impact of a disability and determine what access is necessary, students requesting approval for reasonable accommodations should initiate a dialogue with SAS as early as possible.

All accommodation requests need to be directly related to the disability and the impairment's impact on the student. In order to establish an existing disability, students need to submit written documentation. Information on documentation criteria is located on the SAS pages on Marymount's website.

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

SAS assists students in effectively using support resources and services available to them at the CTL and throughout the university community.

Accommodations for housing, dining, emotional support animals, and other non-academic modifications are provided in conjunction with other university offices. More information can be found in the SAS section of Marymount's website.

Career and Internship Services

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

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

Academic Information and Policies

Academic Integrity Policy Summary

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

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

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

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

The complete Academic Integrity Code provides detailed information on the nature of academic integrity violations, possible penalties, the adjudication process, and student rights and responsibilities under the code. The Academic Integrity Code, found on Marymount's website under the Office of Student Conduct and Academic Integrity (www.marymount.edu/Student-Life/Student-Affairs-Administration/Student-Conduct/Policies), supersedes all other documents, descriptions, or summaries of the Academic Integrity Code. Students, faculty, and staff may find additional information about Academic Integrity, including directions on how to file a complaint and information about conferencing with students, on the Academic Integrity portal site (my.marymount.edu/academicintegrity).

Orientation

The university provides new graduate students with a Graduate Orientation and Welcome program to academically prepare them for their Marymount graduate experience. Each school or department offers a program-specific orientation, which is mandatory for some programs, to acquaint students with their program of study. The Graduate Orientation and Welcome also offers workshops, fairs, and social events.

More information about Marymount Graduate orientation can be found by contacting Graduate Enrollment Services or visiting the Graduate Student Orientation website.

International Student Check-In

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

ISOS addresses many different topics, including cultural transition issues, immigration and legal responsibilities, employment, and banking. Students will also have plenty of time to meet other international and American students.

In addition to attending ISOS, all new international students are required to attend the new student or graduate orientations. For more information, email iss@marymount.edu or call (703) 526-6922.

Academic Year

Marymount University operates on a semester system. The two terms of the regular academic year are known as the fall semester and the spring semester. Marymount may also offer abbreviated "mini-mester" sessions within the academic year. The summer term is known as the summer semester, with courses taught in segments identified as sessions. Graduate students may use the summer semester to continue steady progress toward the completion of their degree programs. For session dates, consult the Academic Calendar (p. 6) or see the latest academic date and calendar information on the Office of the Registrar website.

Registration

Each student is required to register at the time and in the manner designated by the registrar. Advance registration periods for students are posted on the Office of the Registrar website.

Students are expected to seek the academic guidance of a faculty advisor in developing a schedule of classes. No credit will be granted for any course, including independent study, unless registration is completed prior to the start of a semester or during the add period as per the Academic Calendar (p. 6). Students are responsible for registering for the necessary courses in the proper sequence to meet the requirements of the chosen curriculum.

All prescribed charges for the previous semester must be paid before registration may begin. All charges for the ensuing semester must be paid, or provided for, before registration is complete. No student whose account is in arrears will be permitted to register until all obligations are met. This includes submission of medical records (when necessary), 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 Office of the Registrar of any address changes. See the Address Changes (p. 20) section of this catalog for more information.

Course Load

Course Load	Fall/Spring	Summer
Full Time	9 or more credits	At least 6 credits combined for all sessions
Half Time	6-8 credits	3-5 credits combined for all sessions
Less than Half Time	5 or less credits	2 or less credits combined for all sessions

Registration for more than 12 credits requires permission from the student's academic advisor and the school's associate dean. Some programs require permission to take more than nine (9) credits in a semester. Check the program-specific section of the catalog for more information. Students in the Doctor of Physical Therapy Program will occasionally be enrolled in up to 16 credits in a semester.

Late Registration and Add Period

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

Auditing Courses

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

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

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

Students can add or drop full semester courses and official mini-mester courses online or in person up to the date specified in the Academic Calendar (p. 6). Students may enroll in weekend or concentrated courses until the start of the first class meeting. Students wishing to drop a weekend or concentrated course have until the start of the first class meeting to drop without academic record and until the start of the third class meeting to withdraw with a grade of W.

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

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

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

Before the last day to add classes, any newly admitted student who wishes to separate from the university or defer admission should notify via email the Office of Admissions (admissions@marymount.edu) and the Office of the Registrar (registrar@marymount.edu). Any returning students, or newly admitted students after the last day to add classes, who wish to separate from the university should notify the Office of the Registrar electronically or in writing by submitting a Separation Form approved by their associate dean. The date students notify the Office of the Registrar of their intent to separate is the official date that determines the student's financial responsibility to the university. Any tuition refund or credit will be calculated based on the withdrawal/separation date recorded by the Office of the Registrar. The last date to file a request for separation for enrolled students is the last day of classes as specified in the Academic Calendar (p. 6).

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

Continuous Registration

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

Any returning student, or newly admitted and enrolled student after the last day to add classes, who intends to temporarily discontinue studies and not enroll for a semester, must obtain email approval for Continuous Registration from his or her associate dean. Continuous Registration is typically approved for one academic semester and rarely approved for longer than one academic year (two academic semesters and one summer semester).

Students approved for Continuous Registration will be reported to the National Student Clearinghouse as withdrawn. If the Continuous Registration term is a future term, the effective date of withdrawal will be the last day of the semester in which the student was enrolled or the last date of enrollment if the student was on Continuous Registration in the previous term. If the Continuous Registration term is the current term, the effective date of withdrawal will be the date the student submits the Continuous Registration request. Students who have federal student loans and go on Continuous Registration will go into repayment status on those loans. See the Continuous Registration section in Financial Information (p. 26).

The date students submit their request for Continuous Registration is the official date to determine the student's financial responsibility to the university. The last date for enrolled students to request Continuous Registration is the same date as the last day to withdraw from classes as listed in the Academic Calendar. For a returning student who has not enrolled in the current semester, the last date to request Continuous Registration is two weeks after the last day to add classes.

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

Students Enrolling at Consortium Institutions

All Marymount degree-seeking students in good academic standing are eligible to enroll in courses offered through the Consortium of Universities of the Washington Metropolitan Area. See the Consortium of Universities of the Washington Metropolitan Area (p. 46) section of this catalog for participating institutions and programs. Nondegree students are not eligible.

Degree-seeking students may enroll under the following conditions:

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

Enrollment at Marymount does not guarantee enrollment at a consortium institution.

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

Consortium courses fulfill the minimum-credits requirement for residency.

Registering for Consortium Classes

For consortium class registration procedures and deadlines, please visit the Office of the Registrar website.

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

Visiting Consortium Students

Consortium students visiting Marymount must fill out a consortium form with their home institution. Visiting consortium students are not eligible for Marymount internships, clinical nursing or physical therapy courses, or other specialized courses. Students must pay all

applicable fees to their home institution. Visiting students with questions about their eligibility for a course should call the consortium coordinator at (703) 284-1520 or send an email to registrar@marymount.edu.

Attendance

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

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

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

Prolonged illness or extraordinary circumstances such as a death in the family must be reported to the Office of Student Affairs, which notifies the student's instructor(s) of the absence (see Short-Term Emergency Notification section on p. 41). Students absent for a significant time should consult with their academic advisor or associate or assistant dean before deciding to withdraw or continue.

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

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

Transfer Policies

Marymount University grants transfer credit for graduate courses when

- a grade of B or better was earned in the particular course or courses and an official transcript showing proof of grade(s) is submitted to the Office of Graduate Admissions or the Office of the Registrar (courses may not be taken pass/fail);
- course credit was granted by an institution of higher education that is accredited by a regional accrediting agency or by an institution that is recognized as a "Candidate for Accreditation" by a regional accrediting agency;
- the content of the applicable graduate course or courses can be determined;
- the course or courses are applicable to the student's intended graduate degree program as a requirement or an elective;
- the content of the course can be deemed relevant and current;
- written approval is obtained from both the student's program chair and associate dean; and
- a final official transcript is submitted to the Office of the Registrar. Students transferring credits from another institution in the semester in which they apply to graduate must submit final official transcripts to the Office of the Registrar no later than 30 days after degrees are conferred for that semester.

If a student is approved to transfer a course from a member of the Consortium of Universities of the Washington Metropolitan Area, the course cannot be changed to consortium credit after the consortium registration deadline.

A maximum of 12 semester hours may be accepted in transfer to most graduate programs at Marymount. Students should refer to the appropriate program section of this catalog for information about the requirements or restrictions for their respective program. Courses taken at Marymount through the Consortium of Universities of the Washington Metropolitan Area are not counted toward the maximum transfer credits allowed within a program.

Students enrolling at Marymount University receive credit for courses transferred. Grades for the transferred courses do not transfer, nor do they have any effect on a student's grade point average in his or her graduate program at Marymount.

Classroom Code of Conduct

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

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

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

The classroom — both face-to-face and virtual — is a professional setting where appropriate behavior is expected. Every participant should focus on the educational activity and contribute to it. Electronic communication among participants should be conducted professionally. An instructor has the right to uphold these expectations through an attendance policy, a class participation grade, or 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 instructor's responsibility to inform students of these expectations at the beginning of the semester and students' responsibility to adapt their behavior to specific instructors' expectations.

Final Semester Enrollment

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

Academic Advising

Academic advising is one of many ways in which a student individually works with a faculty member. An advisee and advisor work collaboratively to develop and carry out an academic plan that meets the student's professional and personal goals. The university values the advising relationship as a continuous dialogue from admission through graduation. This conversation encourages the student's participation in the university community, the growth of ethical awareness, the fulfillment of program requirements, and the advancement of a career.

Students are responsible for

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

- contacting an advisor when their academic performance falls below Marymount or program-specific standards.

Faculty are responsible for

- taking the initiative to engage advisees in the academic planning process;
- assessing student needs, goals, and interests;
- monitoring the academic progress of their advisees;
- making referrals to support services and offices;
- announcing and keeping regular, sufficient hours for consulting with advisees;
- monitoring personal and professional progress; and
- becoming aware of the whole person.

Each school is responsible for

- supporting an advising model that matches the institution's mission and the needs of all students;
- encouraging the development of advising skills by promoting best practices;
- communicating assigned advisors to students; and
- evaluating faculty advisors to ensure continuous improvement.

The university is responsible for

- promoting the central role of advising in the academic life of the community;
- assuring that advising policies are clear, that advising procedures facilitate advisor and advisee relationships, and that advising resources are sufficient;
- providing support and recognition for faculty advisors;
- providing advisors and advisees with user-friendly information systems; and
- assessing the advising program regularly.

Program Planning

All graduate programs include a list of courses required for completing the desired degree or certificate. There may be a recommended or specified enrollment sequence for courses. Consulting with an academic advisor for program planning is recommended. Students can monitor their progress toward degree completion through the progress function in My MU Plan.

Evaluation of Students

The method of evaluation in each course is determined by the individual instructor. The final grade given for any course is based on the sum of evidence that the student gives the instructor, which demonstrates understanding and retention of the material presented in the course.

Graduate Grading Policies

The following is a brief explanation of the letter grades that may be further delineated by a plus sign (+), which is not used for A grades, or a minus sign (-), which is not used for C grades. The numerical equivalent of letter grades is determined by the instructor and is approved by the dean of the school that offers the course.

A/A-	Superior, outstanding scholarship and intellectual initiative.
B+/B/B-	Satisfactory performance.
C+/C	Deficient but passing in courses that do not require a minimum passing grade. See program or department standards for minimum passing grades. A grade of C ordinarily is not transferable.
P	Passing grade. This grade carries no quality points and is not calculated in the grade point average.
F	Failure to meet minimal standards. Course must be repeated to obtain credit. See Course Repeat Policy (p. 36) for further details.
FA	Failure primarily due to poor or non-attendance. Course must be repeated to obtain credit. See Course Repeat Policy (p. 36) for further details.
I	Incomplete work. An Incomplete is given at the discretion of the instructor and with approval of the school dean when circumstances beyond the control of the student prevent the completion of some course requirements. A majority of coursework must be completed in order for an I to be given.
	A student who receives a grade of I must complete the work in the time designated by the instructor. This time may be no longer than one semester. Students receiving a grade of I in the semester in which they apply to graduate must complete the outstanding work within the time designated by the instructor, but no later than 30 days after degrees are conferred in any given semester. The Incomplete must be removed by the end of the semester immediately following,

	including the summer semester. Failure to remove an Incomplete by the time specified will result in a failing grade. A student must then re-enroll and matriculate successfully in the course to obtain credit.
IP	In progress. Indicates a course that has not been completed by the end of the term of enrollment. This grade applies only to courses that are considered thesis-type courses. A student who receives an IP will be required to register for the course again in the following semester.
W	Authorized Withdrawal. A grade of W is given to a student who withdraws from a course up until the last date to withdraw with a grade of W or separates from the university after the last date to drop without academic record. The grade of W carries no credit or academic penalty. It is recorded on the permanent transcript.
AU	Indicates that the course was audited and the student received no credit or grade.
NG	Non-graded course.
PASS/FAIL	A student may register for a course to be taken on a pass/fail basis. The pass/fail option must be approved by the student's advisor and dean. A student must indicate that a course is to be taken pass/fail at the time of registration and may not change this status after the last day to add a class.

Consortium Grading and Credit

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

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

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

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

- A student fails the course.
- A student fails to earn the minimum grade required for his or her program and has only taken one consortium course.

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

See Minimum Grade and Course Repeat Policy below.

Cumulative Grade Point Average

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

Grade	Quality points
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
F	0.0
FA	0.0

Minimum Grade and Course Repeat Policy

All students are expected to maintain a minimum cumulative grade point average of 3.0, and their grades are subject to review each semester by the Graduate Studies Committee and their program faculty.

Each program determines the minimum grade for a course to complete a degree or certificate program. Students who do not meet the minimum grade expectation for a course may repeat the course only one time, if repeating the course is allowed by the program, and it cannot be taken pass/fail. If a course is permitted to be repeated, both courses and grades will be recorded in the student's file and transcript. For calculation of the

cumulative GPA and for fulfillment of curriculum requirements, only the credit and the grade of the course with the higher grade will apply, and the credit and grade of the lower-grade course will no longer count. The GPA of the term when the course was originally taken will not be changed. If the same grade is earned, the credit and grade of only one of the courses will apply.

Students must obtain approval from their associate or assistant dean to be enrolled in a repeat course. Any appeals to the policy will be handled at the department level with approval from the associate dean.

Assessment of Learning Outcomes

At Marymount University, faculty strive to improve the curriculum and teaching by assessing student learning. Each academic degree program of the university has identified learning outcomes and evaluates the extent to which students achieve them. Various measures are used depending upon the nature of the program: comprehensive examinations, theses, portfolio submissions, examples of student work, and/or standardized professional board examinations. 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 Planning and Institutional Effectiveness.

Final Examinations

All courses are expected to include a final exam or comparable culminating experience. Final exams are scheduled during a final examination week, which is part of the required contact time for every course. Students should not make travel arrangements prior to determining their final examination schedule because instructors may not schedule alternative or individual examinations in place of the course final exam. The final exam schedule can be found on the Office of the Registrar website.

Academic Honors

Honor Societies

Chi Sigma Iota International Counseling Academic and Professional Honor Society is for counseling professionals and professionals-in-training. This honor society is dedicated to excellence in scholarship, research, and clinical practice. Membership is open to qualified graduate clinical mental health counseling, pastoral counseling, and school counseling students. Students must have completed one or more terms of full-time counseling study or its equivalent with a minimum overall GPA of 3.5.

Delta Mu Delta International Honor Society in Business is open to qualified juniors, seniors, and graduate students in the B.B.A. and M.B.A. programs. Eligibility is determined in early October for the fall induction ceremony. Graduate students must have completed at least 75% of their Marymount University M.B.A. program and have a minimum cumulative GPA of 3.8 in their M.B.A. courses.

Kappa Delta Pi is an international honor society in education dedicated to those demonstrating high academic achievement, a commitment to education as a career, and a professional attitude that assures steady growth in the field. Membership is open to graduate students, undergraduates, and exceptional local leaders in education. Graduate students must have completed 12 hours of education coursework, be fully accepted into the teacher-education program, and have a minimum graduate GPA of 3.5.

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

Psi Chi International Honor Society in Psychology is open to psychology students who have completed at least 12 semester credits (or completed nine and currently registered for three) of psychology courses. Graduate students must have a minimum GPA of 3.5. Students in good standing receive a card and certificate of membership.

Sigma Tau Delta is an international honor society for students majoring or minoring in English. Membership is open to both undergraduate and graduate students. To be eligible for membership, graduate students must have completed at least nine credits in their graduate program and have a minimum GPA of 3.7.

Sigma Theta Tau, the international honor society in nursing, is open to graduate nursing students who have completed one quarter of their coursework leading to the master's degree, have a minimum GPA of 3.5, and demonstrate academic integrity. Applications must be endorsed by two members of Sigma Theta Tau, one of whom must be a nursing faculty member.

Upsilon Phi Delta is the health care management honor society. Membership is open to both undergraduate and graduate students. To be eligible, graduate students must have a minimum GPA of 3.5 and/or be in the top 10% of their class. Members are selected on the basis of academic achievement, service to the community, and/or contributions to the health care management profession.

Upsilon Pi Epsilon is the information technology honor society. Membership is open to both undergraduate and graduate students. To be eligible, graduate students must have completed 18 graduate credits with a minimum GPA of 3.6, exclusive of research and seminar courses.

Dual Academic Programs or Degrees

Each graduate degree program is considered separate from any other degree program and has its own learning outcomes. Graduate students who pursue a dual degree must achieve the learning outcomes outlined for each program. Therefore, the policy governing the pursuit of a second Marymount graduate degree is essentially the same as that for the pursuit of a first degree, including the minimum number of credits required for residency, consortium course restrictions, and probation/dismissal policies. The second degree must include at least two-thirds of the total number of credit hours normally required for a single degree, unless specifically noted by a particular dual-degree program. (See program requirement details in each school section of this catalog.)

The university cannot guarantee availability of all course requirements without scheduling conflicts when pursuing a dual academic program or degree.

Change of Program

Students who wish to change their academic program of study must reapply to the university through the Office of Graduate Enrollment Services and seek admission to that program, with the exception of M.Ed. students in the elementary, curriculum and instruction, secondary, and special education programs who may request to change between those four programs within the department. Curriculum and instruction students must submit official documentation of the required scores on the Praxis-Math and the VCLA in order to be considered for a change to the elementary, secondary, or special education programs. A nondegree student must apply to become a degree-seeking student.

Requirements for Graduation

The Doctoral Degree and the Master's Degree

A graduate degree is awarded to students who satisfy all university degree requirements and all requirements established by each degree program. In order to participate in graduation ceremonies, a student must be receiving a degree. Please see General Requirements that follow as well as specific degree requirements, which are set forth in the program descriptions in this catalog.

The Graduate Certificate and the Post-Master's Certificate

A graduate or post-master's certificate is awarded to students who satisfy all certificate requirements established by each program and as set forth in the program descriptions in this catalog. Certificate students do not participate in graduation ceremonies unless they have completed their certificate in conjunction with a degree program. Please see General Requirements, which follow, as well.

General Requirements

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

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

Completion requirement: For a graduate degree or certificate less than or equal to 60 credits, coursework must be completed at Marymount University within five years of the date of matriculation into the program. For programs greater than 60 credits, coursework must be completed at Marymount University within seven years of the date of matriculation into the program. Students not meeting this requirement must have permission from the program director to continue. School/department ramifications (i.e., retaking outdated courses, considering program changes) may result.

Documentation: All final documentation must be received by the Office of the Registrar no later than 30

days after the degree conferral date for that semester. Documentation includes such items as official transcripts, test scores, completion of incompletes and in progress grades, and grade changes.

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

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

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

Minimum grade point average (GPA): A cumulative GPA of 3.0 or better must be obtained for the awarding of any graduate degree or certificate.

Program requirements: The total number of credits required to earn a degree or certificate varies by program. Please consult individual program sections in this catalog. Marymount University requires successful completion of all coursework associated with a student's degree or certificate program. The requirements to be met are stated in this *Graduate Catalog*. This includes obtaining minimum grades for courses as stipulated in other sections of this catalog.

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

Graduation and Commencement

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

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

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

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

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

In addition, students who are not in the Ed.D. program* and need to take no more than two courses (up to 8 credits) during the upcoming summer semester to complete their degree requirements may also participate in the previous May Commencement ceremony if they meet both of the following conditions:

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

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

*NOTE: Ed.D. students must have completed their dissertations before they may participate in a Commencement ceremony.

Diplomas

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

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

Diploma Replacement Policy

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

Transcripts

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

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

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

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

Short-Term Emergency Notification

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

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

Leave of Absence

Medical Leave

A degree- or certificate-seeking student who cannot continue enrollment for medical reasons may request a medical leave. A medical leave means that the student will be withdrawn from all courses in which the student is enrolled that semester; the university does not grant a medical leave from only one or multiple courses. A student may be unregistered from courses for subsequent semesters. If the medical leave occurs after the deadline to drop, the student receives a W grade on the transcript. Students granted medical leave will be placed on Continuous Registration (see Continuous Registration policy on p. 32) for the current academic semester. Students who require more than one academic semester of leave can petition to extend the absence (see Continuous Registration policy). Medical leave is typically approved for one academic semester and rarely approved for longer than one academic year (two academic semesters and one summer semester).

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

Students (or a parent, spouse, or legal guardian) requesting a medical leave should do the following:

- Obtain email approval from the appropriate associate dean to be placed on Continuous Registration.
- Upon obtaining approval for Continuous Registration, submit the Medical Leave of Absence Form obtained from the Office of the Registrar to registrar@marymount.edu during the active semester by the last day to withdraw from classes.
- Attach supporting medical documentation, such as a doctor's note, military papers, or licensed clinician's note (not from a family member), that attests to the medical necessity for leave. Note that requests made without this required documentation will not be considered.
- Be a current student; no retroactive leaves will be reviewed.
- Not have taken any final examinations or culminating assignments during the current semester.

Final approval for medical leave is granted by the Office of the Provost in consultation with the Office of the Vice President of Student Affairs.

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

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

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

Non-Medical Leave of Absence

A degree- or certificate-seeking student who cannot continue enrollment for non-medical reasons (i.e., employment, personal, or family) may request a non-medical leave of absence. A non-medical leave means that the student will be withdrawn from all courses in which the student is enrolled that semester; the university does not grant a non-medical leave from only one or multiple courses. A student may be unregistered from courses for subsequent semesters. If the non-medical leave occurs after the deadline to drop, the student receives a W grade on the transcript. Students granted non-medical leave will be placed on Continuous Registration (see Continuous Registration policy). Students who require more than one academic semester of leave can petition to extend the absence (see Continuous Registration policy). Tuition and fee refunds are based on the published dates on the Academic Calendar. There is no refund beyond these published dates.

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

Students Called to Military Duty

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

Furthermore, Marymount University appreciates the situation of students who attend classes while maintaining a military obligation. All administrative offices and academic departments at the university will do their utmost to accommodate those students called to active military duty while enrolled in classes. The university aims to make the transition as efficient, equitable, and expeditious as possible.

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

- withdraw from some or all of his/her classes
- seek an Incomplete, outlined in Undergraduate Grading Policies and Graduate Grading Policies (p. 35)
- earn a grade

Under the withdrawal option, students will receive a complete refund of tuition and fees if they withdraw 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 Office of the Registrar the appropriate form. The deadline for completion of an Incomplete is six months after re-enrollment at the university.

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

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

Students who are called to active duty must provide documentation of their orders to the Office of the Provost and Vice President for Academic Affairs. Students who intend to return to the university should

submit a Continuous Registration request to their associate dean. A student who returns to the university within two calendar years of the call to duty and presents documentation of military service is considered to have maintained Continuous Registration.

Academic Probation, Dismissal, and Suspension

Academic Probation

Graduate students are expected to make continuous progress toward a degree in a timely manner. In support of those efforts, the university, through the Graduate Studies Committee and the Office of the Provost and Vice President for Academic Affairs, affirm the following:

- Graduate students are required to maintain a cumulative grade point average of 3.0 or higher.
- A graduate student whose cumulative GPA falls below 3.0 during enrollment at Marymount University is on academic probation.
- To be removed from academic probation, the student must bring his or her cumulative GPA to 3.0 or higher within nine graduate credit hours or be dismissed.

Some graduate degree programs have additional academic requirements governing dismissal. Students should refer to the appropriate program section of the *Graduate Catalog* for information about continuation and academic dismissal requirements for their respective programs.

Academic Dismissal

Graduate students are dismissed if they fail to achieve the academic performance necessary to be removed from academic probation or if they fail to achieve minimum program-level criteria. Some graduate degree programs have additional academic requirements governing dismissal that can result in dismissal without first being on probation. Students should refer to the appropriate program section of the *Graduate Catalog* for information about academic dismissal for their respective programs.

Appeal of Dismissal

Students dismissed from the university due to academic performance have the opportunity to appeal the dismissal. The university notifies students of dismissal within two weeks of the grade submission deadline for the semester and informs them of the appeal procedures and deadlines.

If a student wishes to appeal dismissal, the following procedures must be observed:

1. All appeals must be in writing and are to be addressed to the chair or director of the program in which the student was enrolled.
2. Appeals are due to the chair or program director within three months of notification of dismissal. This date will be specified in the notification of dismissal. No appeals will be accepted after this date. Specific programs may have additional policies related to the timing of appeals, which should also be followed.
3. The university will make every attempt to contact the student in writing using the Marymount email address on file with the Office of the Registrar. The student, whether in the United States or abroad, is responsible for checking his or her Marymount email account on a regular basis. An appeal must explain in full the student's reasons for seeking a reversal of the academic dismissal and provide a plan for returning the student to good academic standing. The program chair/director or designated faculty appeal committee reviews all materials related to the student's appeal and renders a decision, which will be communicated to the student within four weeks of receiving the appeal.
4. A student who wishes to further appeal the decision may, within two weeks of receiving the program decision, appeal in writing to the dean of the school in which the student is enrolled. The Office of the Dean will communicate the dean's decision to the student within two weeks of receiving the appeal letter. The response of the dean is final.

Some graduate degree programs have additional academic requirements regarding dismissal. Students should refer to the appropriate program section of the *Graduate Catalog* for information about the requirements for academic dismissal from their respective programs.

Seeking Readmission to the University

Graduate students dismissed from the university may not apply for readmission to the same academic program, but they may seek admission to another academic program. Graduate students appealing dismissal may not take graduate courses at the university during the appeals process.

University Suspension

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

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

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

Student Complaint Process

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

Grade Complaint Process

If the matter concerns a final grade for a course, 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 about whether the grade was calculated in accordance with the requirements and grading procedures stated in the course syllabus. A complaint that is not resolved informally between a student and an instructor should be submitted in writing (email or letter sent by post) first to the appropriate 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.

Academic Grievance Process

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

Non-Academic Grievance Process

Non-academic complaints should be addressed to the department or office in which the problem originated. Complaints not resolved at this level may be submitted in writing (email or letter sent by post) to the supervisor for that office. If students are not satisfied with the resolution of the problem by a supervisor, they may refer the concern to the office of the vice president who supervises the area in which the complaint originated. The decision of the vice president regarding the issue(s) of concern is final.

For issues related to student academic integrity or behavioral misconduct not handled through the grievance process, please refer to the processes outlined in the Community Standards Book, which is available on the Office of Student Conduct and Academic Integrity website.

In accordance with VAC 40-31-100 of the Virginia Administrative Code, the State Council of Higher Education for Virginia (SCHEV) is responsible for investigating all written and signed complaints against postsecondary educational institutions operating in Virginia. This includes SCHEV oversight of complaints from students taking distance education under the aegis of the State Authorization Reciprocity Agreements (SARA). If a student has a complaint and has exhausted the avenues provided by Marymount University to resolve the complaint internally, the student can submit

a Student Complaint Form to SCHEV. More details on the formal SCHEV student complaints procedure can be found on the SCHEV website at www.schev.edu.

Disability Grievance Process

Students who believe they have been subjected to unlawful discrimination on the basis of disability, or have been denied access to services or accommodations, have the right to use this complaint process. Depending on the nature of the complaint listed below, students are encouraged to contact the following university representatives to resolve the issue in-house:

The institutional ADA officer or a designee if

- Student Access Services (SAS) inappropriately denied a request for accommodations in light of what the student feels is a clearly defined need to overcome a barrier to access.
- the student was unable to access a non-academic program or activity due to a disability for which an SAS accommodation is not needed. This typically applies to a student's access to common areas, transit services, event seating, and communication needs such as interpreting services.
- the student experienced discrimination or harassment based on disability by any person/s on campus.

SAS if

- accommodations authorized by SAS were inadequately implemented by a campus individual or unit.
- a student has been approved to use accommodations in an academic program activity and believes that implementation fell short of its intention. Academic program activity includes course instruction, student housing, and dining accommodations.
- the student feels there was a violation of privacy in the context of a disability during participation in an academic program or activity (to include housing and dining services).

While students are encouraged to utilize Marymount's process for resolving disability-related complaints (above), all students have a right to file a grievance directly with the U.S. Department of Education, Office for Civil Rights (OCR). OCR's contact information is below:

Washington DC (Metro)
Office for Civil Rights
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-1475
Telephone: 202-453-6020
FAX: 202-453-6021; TDD: 800-877-8339
Email: OCR.DC@ed.gov

Requests for Exceptions to Academic Policies

In extenuating circumstances, a student may submit a request for an exception to an academic policy, such as withdrawing from all classes after the last day to withdraw. Students whose accounts have been placed in collections are not eligible to pursue the appeal process. Requests for exceptions to academic policies must be submitted in writing (an email sent to appeal@marymount.edu or a letter sent by post) to the associate provost for academic affairs within 45 days of the end of the term in which the situation requiring an exception occurred.

The Academic Enrollment Committee meets every two weeks to review requests for exceptions. Appeals of committee decisions are only permitted if the student can submit new information that was not reviewed by the committee; this will be the final decision. Students who believe that they were discriminated against within the review process may file an appeal with the vice president for student affairs. Appeals must be submitted in writing (email or letter sent by post) within five business days of receipt of the committee's decision.

For information on academic integrity and student community conduct code appeals, see the Office of Student Conduct and Academic Integrity website.

Academic Opportunities

Study Abroad

The Center for Global Education administers, supports, and coordinates all university programs taking place outside the United States.

Short-Term Programs

Periodically, short-term, faculty-led study abroad programs sponsored by Marymount University are available to graduate and undergraduate students. Past programs have included an art and architecture study tour in Italy, a study of operations and management in Belgium, and a forensic and legal psychology program in London.

Students in these programs typically receive direct Marymount credit.

Marymount's Center for Global Education can provide additional information about these programs and the criteria for enrollment. The study abroad pages on the individual school websites also offer additional information about such programs. Visit www.marymount.edu and search for "study abroad."

Transferring Study Abroad Credit

Credits transferred from study abroad are not included in the university's minimum residency requirement. (This does not apply to credits earned through Marymount-sponsored short-term programs.)

Acceptance of credits earned in a study abroad program is at the discretion of the university. Work must be completed with a grade of B or better to be accepted.

Students studying abroad in programs not sponsored by Marymount should consult the Center for Global Education to learn if they must also maintain Continuous Registration at Marymount. Those who must maintain Continuous Registration but fail to do so will be considered separated from the university. See the Continuous Registration (p. 31) section in this catalog.

Student Research — DISCOVER

Marymount University's DISCOVER program coordinates an annual Student Research Day, where both graduate and undergraduate students may present research projects. The program also offers a small travel stipend to graduate and undergraduate students who are presenting at professional conferences in their fields of study.

Service Learning (SL Designation)

Marymount University's mission, consistent with its Catholic identity and the traditions of the Religious of the Sacred Heart of Mary, emphasizes service to others. This commitment to service is expressed in the classroom through service learning. Service learning is a pedagogical method in which classroom learning and service to a community partner are integrated. In a service learning course, students are expected to draw upon their classroom learning to help meet the needs of a community partner, and, in turn, this service experience enhances students' classroom learning.

Marymount students engage in service in a number of ways, including classroom projects, but certain courses are designated as Service Learning (SL) to communicate that the service learning pedagogy is central to the course. This designation helps the university ensure that best practices for community partnerships are being met and provides faculty and students with clear expectations for the course. Courses designated as SL must meet a number of criteria:

- Students engage in an experiential service project.
- The service project is performed on behalf of or in collaboration with one or more community partners.
- The desired goal of the service project is defined primarily by the community partner(s), and the community partner(s) should be able to give feedback on the project both during and after its completion.
- Service projects are a pedagogical tool for achieving the learning outcomes of the course.
- The course includes at least two learning outcomes specifically linked to service learning.
- Students must devote at least 20 hours, or approximately 20% of students' total time devoted to out-of-class coursework, to the service project(s) and related assignments in a 3-credit course.
- The course must include assignments in which students critically reflect on their service experience in light of course content.
- Students should be assessed on their service learning experience, both in terms of the course's learning outcomes and outcomes specific to service learning.

The following graduate courses are currently designated as SL, and others will be offered in the future:

- HPR 570 Evidence-Based Programs for Older Adults
- NU 539 Global Service Learning for the Advanced Practice Nurse

Consortium of Universities of the Washington Metropolitan Area

Marymount University is a member of the Consortium of Universities of the Washington Metropolitan Area. Eligible students from Marymount may take approved courses at member institutions. A list of all members can be found at www.consortium.org.

Students wishing to enroll in a course offered through the consortium must select one that is acceptable to both Marymount University and the visited institution. See Students Enrolling at Consortium Institutions under Registration (p. 33) for further information about consortium student registration requirements.

Enrollment procedures may be found under the Consortium Information section of the Marymount Office of the Registrar website.

Graduate Programs

School of Business and Technology

Interim Dean: Mr. Jonathan Aberman

Drawing upon the resources of its unique location, the School of Business and Technology follows its mission to educate and prepare students to become ethical business professionals who think critically and communicate effectively in a diverse, dynamic and global environment.

Marymount's premiere location near the nation's capital affords the university the opportunity to work with selected senior officers of various multinational corporations and government agencies who serve as executives-in-residence for undergraduate and graduate business degree programs. These executives assist the faculty by acting as technical and teaching resources. They also act as mentors for students by providing information for career planning.

As affirmation of its mission, the school commits to the students

- a quality undergraduate education combining a foundation in the liberal arts with a professional education that provides a sound knowledge base, basic analytical skills, and solid values for successful career preparation;
- a quality graduate education that increases knowledge, hones analytical skills, reinforces ethical values, and augments academic and professional development through an advanced program of study;
- a student-focused learning environment where the curriculum builds on both the scholarly world and the real world of business activities;
- a challenging interactive 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.

Admission Requirements for Degree Programs: In addition to universitywide requirements (p. 16), graduate programs in the School of Business and Technology may have program-specific admission criteria. See each program for additional information.

Application Deadlines:

Completed applications must be received by the following priority deadlines for admission to graduate degree programs in the School of Business and Technology:

July 16	fall semester
November 16	spring semester
April 16	summer semester

Applications received after these deadlines will be considered on a space-available basis.

Graduate Provisional Acceptance: The School of Business and Technology will admit students who do not meet minimum admission requirements but have the potential to do well as a graduate student on a provisional basis. Students who are admitted under provisional acceptance terms may take up to nine (9) credits in the first semester identified by the school; they must receive a grade of B or better in each provisional course to be considered for degree status.

Admission and Enrollment for Dual-Degree Programs: Students seeking admission to a dual-degree program must meet admission requirements for both programs. Those who wish to pursue a dual degree are encouraged to apply when they first enroll in the university; however, students can elect to enroll in a dual-degree program after they have begun their graduate studies at Marymount.

Students enrolling in any of the School of Business and Technology's dual-degree programs may not substitute any courses specified in the programs. Furthermore, the degrees specified in a dual-degree program must be awarded simultaneously.

Admission Requirements for Certificate Programs: In addition to universitywide requirements (p. 16), graduate certificate applicants must submit a current résumé. Additional information is available from the Office of Graduate Enrollment Services or the program director. Students who wish to continue graduate study beyond certificate status must apply and meet the admission requirements for the degree program to which they are applying.

Admission Requirements for Nondegree Studies: Graduate nondegree admission is limited to six (6) credits and two consecutive semesters in the School of Business and Technology. Students who wish to continue graduate study as a degree- or certificate-seeking student must apply for program admission and meet all regular admission requirements for the program.

Graduate Student Orientation Requirement: The School of Business and Technology requires new graduate students to attend a Graduate Student Orientation. Orientation sessions are held in June and August for fall semester and in January for the spring semester. Students will be notified about the date and time of their orientation session after their acceptance into a program. Admitted students are encouraged to register for classes before the orientation dates.

Minimum Grade Requirements: All graduate students in the School of Business and Technology must maintain a cumulative grade point average of 3.0 or higher. According to university policy, no course may be repeated more than once. These requirements apply to all degree, dual-degree, and certificate programs. See individual programs for additional requirements.

Transfer Credits: Students who have completed an equivalent graduate course within five years at an accredited college or university, and received a grade of B or better, may be permitted to transfer those graduate credits at the discretion of the program director. No transfer credit is given for internship or practicum experience at the graduate level. Ordinarily, no more than 12 graduate credit hours may be transferred.

Business Administration

Business Administration (M.B.A.)

The M.B.A. program prepares business professionals to identify emerging business problems, think critically about options and design, and recommend and manage principled and effective solutions in an evolving global world.

Upon successful completion of the M.B.A. program, students will be able to

- design viable strategies to solve complex business problems using relevant data and concepts across disciplines;
- effectively articulate and defend ideas and proposals;
- model leadership in various settings and levels of the organization; and
- assess the ethical and social implications of business decisions.

The 36-credit program is offered as either a part-time or full-time program in both a traditional face-to-face and online format. Students may choose to complete the program by taking only face-to-face classes, only online classes, or by combining face-to-face and online courses. The online program includes three residency requirements: one in MBA 511, one in MBA 517, and one in MBA 626.

The M.B.A. program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Admission Requirements: In addition to the universitywide requirements (p. 16), applicants to the M.B.A. program are required to submit a GRE or GMAT test score unless they qualify for a waiver by meeting one of the criteria below.

- Earned a master's degree from an accredited college or university.
- Earned an undergraduate degree from Marymount or other ACBSP- or AACSB-accredited program with a cumulative GPA of 3.0 or better.
- Received a non-business baccalaureate degree from Marymount or an accredited college or university with a cumulative GPA of 3.0 or higher, a grade of B or better in statistics or a calculus-level course, and a grade of B or better in an English composition or literature course.
- Applicants who do not meet any of the eligibility criteria above for a standardized test waiver, but hold three to five years of post-baccalaureate work experience that demonstrates career progression, may

request a waiver. These will be granted on a case-by-case basis at the discretion of the program director.

Minimum Grade Requirements: A minimum grade of C is needed to receive credit for a course in the M.B.A. program. All graduate students must maintain a minimum cumulative GPA of 3.0 in the School of Business and Technology.

Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Students must bring their cumulative GPA to 3.0 or higher within nine (9) graduate credits or be dismissed. A student whose cumulative GPA falls below 3.0 a second time will be dismissed.

Degree Requirements — Business Administration

36 credits

Courses are listed in recommended sequence of enrollment.

MBA 511	Management Foundations
MBA 514	Business Analytics
MBA 512	Accounting for Managers
MBA 515	Management in Organizations
MBA 516	Business Law and Ethics
MBA 519	Operations Management
MBA 520	Economics for Managers
MBA 517	Leading in Business
MBA 521	Marketing Concepts and Practice
MBA 522	Corporate Finance
MBA 585	Global Business Experience
MBA 626	Strategic Management Seminar

Students may choose a 15 course (45 credit) MBA Program with either the Data Analytics specialty or the Leadership specialty.

Degree Specialty Courses

MBA with Data Analytics Specialty (45 credits)

Students take the core courses listed above and the following three courses:

IT 540	Enterprise Data Management and Analysis
IT 546	Principles of Data Science
HRM 586	People Analytics

MBA with Leadership Specialty (45 credits)

Students take the core courses listed above and the following three courses:

MGT 502	Leading Collaboration and Innovation
MGT 590	Organization Policy and Strategy
OD 521	Organization Development Change and Consulting

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

The M.B.A./M.S. in Cybersecurity dual-degree program is designed for students looking to meet the growing needs of today's business and government environments where cybersecurity is now a major business consideration. This dual degree will prepare students for management and executive-level positions by enabling them to understand the business context of cybersecurity in business and government.

Upon successful completion of all dual-degree requirements, students will receive both an M.B.A. and an M.S. in Cybersecurity. Students who successfully complete both degrees will achieve the learning outcomes of each of the two programs. See the M.B.A. program (p. 49) for its student outcomes and the M.S. in Cybersecurity degree program (p. 54) for its learning outcomes.

Admission Requirements

In addition to universitywide requirements, students applying to the Business Administration/Cybersecurity dual degree must meet the admission requirements of each of the two programs.

Minimum Grade Requirements:

For students in dual-degree programs, the minimum grade requirement for each degree remains in effect. For students in the Business Administration/Cybersecurity dual-degree program, all course requirements drawn from the M.S. in Cybersecurity must be completed with a B- or better. Courses drawn from the M.B.A. program must be completed with a C or better. All graduate students in the School of Business and Technology must maintain a minimum cumulative GPA of 3.0.

Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Students must bring their cumulative GPA to 3.0 or higher within nine (9) graduate credits or be dismissed. A student whose cumulative GPA falls below 3.0 a second time will be dismissed.

Dual-Degree Requirements — Business Administration/Cybersecurity

57 credits

Degree Required Courses

MBA 511	Management Foundations
MBA 512	Accounting for Managers
MBA 514	Business Analytics
MBA 515	Management in Organizations

MBA 516	Business Law and Ethics
MBA 517	Leading in Business
MBA 519	Operations Management
MBA 520	Economics for Managers
MBA 521	Marketing Concepts and Practice
MBA 522	Corporate Finance
MBA 585	Global Business Experience
IT 504	Cybersecurity Technology for Managers
IT 557	Monitoring, Auditing, and Penetration Testing
IT 567	Global Cybersecurity
IT 575	Information Security Management
IT 577 IT 547	Human Considerations in Cybersecurity OR Security and Privacy of Electronic Documents
MBA 626	Strategic Management Seminar
IT 680	IT Master's Project
	One (1) cybersecurity or data science 500/600-level course elective

Business Administration/Human Resource Management Dual Degree (M.B.A./M.A.)

The M.B.A. and M.A. in Human Resource Management dual-degree program is designed to meet the needs of those students desiring a strong business and human resource management background. A dual degree will prepare students for executive-level responsibilities in human resource departments by better enabling them to understand the business context within which human resource decisions are made.

Upon successful completion of all dual-degree requirements, students will receive both an M.B.A. and an M.A. in Human Resource Management. Students successfully completing both degrees will achieve the learning outcomes of each of the two programs. See the M.B.A. program (p. 49) for its student outcomes and the M.A. in Human Resource Management (p. 60) for its student outcomes.

Admission Requirements: In addition to universitywide requirements, students applying to the Business Administration/Human Resource Management dual degree must meet the admission requirements of each of the two programs.

Minimum Grade Requirements: For students in dual-degree programs, the minimum grade requirement for each degree remains in effect. For students in the Business Administration/Human Resource Management dual-degree program, all course requirements drawn from the M.A. in Human Resource Management must be completed with a B- or better. Courses drawn from the M.B.A. program must be completed with a C or better. All graduate students in the School of Business and Technology must maintain a minimum cumulative GPA of 3.0.

Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Students must bring their cumulative GPA to 3.0 or higher within nine (9) graduate credits or be dismissed. A student whose cumulative GPA falls below 3.0 a second time will be dismissed.

Dual-Degree Requirements — Business Administration/Human Resource Management

57 credits

Courses are listed in recommended sequence of enrollment.

MBA 511	Management Foundations
MBA 514	Business Analytics
MBA 512	Accounting for Managers
MBA 515	Management in Organizations
MBA 516	Business Law and Ethics
MBA 519	Operations Management
MBA 520	Economics for Managers
MBA 517 MGT 515	Leading in Business OR Leading and Managing Teams
MBA 521	Marketing Concepts and Practice
MBA 522	Corporate Finance
MBA 585 HRM 585	Global Business Experience OR Global Human Resource Issues
OD 521	Organization Development Change and Consulting
OD 523	Executive Coaching
HRM 534	Total Pay Perspective
HRM 538	Human Resource Selection and Recruitment
HRM 539	Performance Management
MBA 626	Strategic Management Seminar
HRM 533	Strategic Human Resource Management
	One (1) 500/600-level elective

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

The M.B.A. and M.S. in Information Technology dual-degree program is designed to meet the needs of those students desiring a strong business background with an emphasis in information technology (IT). A dual degree will prepare students for management responsibilities in

today's fast-growing IT industry that exists in a global and competitive business environment.

Upon successful completion of all dual-degree requirements, students will receive both an M.B.A. and an M.S. in Information Technology. Students successfully completing both degrees will achieve the learning outcomes of each of the two programs. See the M.B.A. program (p. 49) for its student outcomes and the M.S. in Information Technology program (p. 62) for its student outcomes.

Admission Requirements: In addition to universitywide requirements, students applying to the Business Administration/Information Technology dual degree program must meet the admission requirements for each of the two programs.

Minimum Grade Requirements: A minimum grade of C is needed to receive credit for any MBA course in this dual-degree program. A minimum grade of B- is needed to receive credit for any IT course in this dual-degree program. All graduate students in the School of Business and Technology must maintain a minimum cumulative GPA of 3.0.

Students whose cumulative GPA falls below 3.0 during enrollment in this dual degree will be placed on academic probation. Students must bring their cumulative GPA to 3.0 or higher within nine (9) graduate credits or be dismissed. A student whose cumulative GPA falls below 3.0 a second time will be dismissed.

Dual-Degree Requirements — Business Administration/Information Technology

57 credits

Courses are listed in recommended sequence of enrollment.

MBA 511	Management Foundations
MBA 514	Business Analytics
MBA 512	Accounting for Managers
MBA 515	Management in Organizations
MBA 516	Business Law and Ethics
MBA 517	Leading in Business
MBA 519	Operations Management
MBA 520	Economics for Managers
MBA 521	Marketing Concepts and Practice
MBA 522	Corporate Finance
MBA 585	Global Business Experience
IT 510	Requirements Analysis
IT 520	Enterprise Infrastructure and Networks
IT 530	Computer Security
IT 540	Enterprise Data Management and Analysis
IT 546	Principles of Data Science
IT 610	IT Governance and Strategy
IT 680	IT Master's Project
MBA 626	Strategic Management Seminar

Business Administration/Leadership and Management Dual Degree (M.B.A./M.S.)

The M.B.A. and M.S. in Leadership and Management dual-degree program is designed to meet the needs of students who desire a strong business background in identifying emerging business problems and their principled, successful solutions with an emphasis on leadership and effective management of organizations.

Upon successful completion of the dual-degree requirements, students will receive both an M.B.A. and an M.S. in Leadership and Management. Students successfully completing both degrees will achieve the learning outcomes of each of the two programs. See the M.B.A. program (p. 49) for its student outcomes and the M.S. in Leadership and Management program (p. 65) for its student outcomes.

Admission Requirements: In addition to universitywide requirements, students applying to the Business Administration/Leadership and Management dual-degree program must also meet the admission requirements of each of the two programs.

Minimum Grade Requirements: For students in the dual-degree programs, the minimum grade requirement for each degree remains in effect. For students in the M.B.A./M.S. in Leadership and Management dual-degree program, all course requirements drawn from the M.S. in Leadership and Management must be completed with a minimum grade of B, and all course requirements drawn from the M.B.A. must be completed with a minimum grade of C. All graduate students in the School of Business and Technology must maintain a cumulative GPA of 3.0 or higher.

Students whose cumulative GPA falls below 3.0 during enrollment in this dual-degree program will be placed on academic probation. Students must bring their cumulative GPA to 3.0 or higher within nine (9) graduate credits or be dismissed. A student whose cumulative GPA falls below 3.0 a second time will be dismissed.

Dual-Degree Requirements — Business Administration/Leadership and Management

57 credits

Degree Required Courses

MBA 511	Management Foundations
MBA 512	Accounting for Managers
MBA 514	Business Analytics
MBA 515	Management in Organizations
MBA 516	Business Law and Ethics
MBA 519	Operations Management
MBA 520	Economics for Managers
MBA 521	Marketing Concepts and Practice
MBA 522	Corporate Finance
MBA 517 MGT 507	Leading in Business OR Leadership
MBA 585 MGT 585	Global Business Experience OR Global Business Management
MBA 626	Strategic Management Seminar
MGT 565	Business Communication
MGT 590	Organization Policy and Strategy
MSC 545	Project Management
OD 523	Executive Coaching
MGT 502	Leading Collaboration and Innovation
	One (1) 500/600-level School of Business and Technology course elective

Health Care Management/Business Administration Dual Degree (M.S./M.B.A.)

See dual-degree program under health care management (p. 59).

Cybersecurity

Cybersecurity (M.S.)

Marymount University is designated as a National Center for Academic Excellence in Cyber Defense (CAE-CD) by the National Security Agency and the Department of Homeland Security through 2020.

Marymount's cybersecurity program is designed to prepare individuals for high-level positions in cybersecurity by developing the necessary knowledge, skills, and abilities in the technology and management of cybersecurity. Graduates will be able to protect the digital world for the federal government, state and local governments, nonprofits, and industry.

Students may take elective courses to meet their professional needs or take a specialized track in either data science or digital health. Students may pursue a dual degree in cybersecurity and information technology to broaden their knowledge in technology.

Because of the university's proximity to federal agencies, including the Department of Homeland Security, Department of Defense, and National Science Foundation, faculty members in the program are involved in and aware of current federal government initiatives and requirements. Further, program leaders are able to call on practitioners in the field as guest speakers and adjunct professors.

This 36-credit program is offered in online and face-to-face formats, and students may take any combination of course formats to meet the requirements of the program. Courses are rigorous and include readings, collaboration, and practical assignments using inquiry-based learning techniques with online multimedia presentations, online tools, and online simulations and labs. The program is designed to prepare individuals for promotion to a cybersecurity analysis position and to meet the certification requirements currently imposed on the profession, particularly by the Department of Defense. While all other coursework may be completed online, the culminating course is recommended to be completed in residency in order to take advantage of the cybersecurity resources of the Washington, DC, area. Students will gain hands-on practice with equipment and tools as they interact with cybersecurity experts in government and industry.

The program is committed to exhibiting the highest professional and ethical standards that address the needs of working individuals, full-time students, and business and government organizations. A variety of electives enable individual students to tailor the program to their knowledge base and career aspirations.

Upon successful completion of the cybersecurity program, students will be able to

- identify and solve cybersecurity issues in business and society by managing cybersecurity operations using available tools and techniques;
- review and understand the legal, regulatory, policy, and ethical issues related to securing cyberspace and ensuring the privacy of personally identifiable information (PII);
- communicate effectively with others, including technologists and managers in cybersecurity and IT as well as users and managers in the business context;

- use specialized knowledge to continue to update skills and obtain, if applicable, certifications in the cybersecurity field;
- optimize the effectiveness of cybersecurity in an organization by performing vulnerability assessments, risk mitigation, auditing, and certification and accreditation of information systems;
- work effectively as a member or as a leader of a cross-disciplinary team in the cybersecurity field where teamwork is essential to the success of a time-critical project; and
- develop the knowledge and skills required to pursue lifelong learning in areas relating to cybersecurity and to adapt to an ever-changing global technological and business environment through information literacy activities relevant to a fast-changing discipline.

Admission Requirements: In addition to meeting universitywide requirements (p. 16), it is preferred that applicants for this program hold certification or demonstrate work experience in computer networking. Those lacking this credential or work experience must take IT 520 Enterprise Infrastructure and Networks before taking the technical courses in the program.

Course Substitution Policy: If a student can exhibit a depth of knowledge gained through prior experience, advanced certifications, and/or previous coursework, more advanced courses may be substituted for lower-level program requirements.

Minimum Grade Requirements: A minimum grade of B- is needed to receive credit for a course in the cybersecurity program. All graduate students in the School of Business and Technology must maintain a minimum cumulative GPA of 3.0.

Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Students must bring their cumulative GPA to 3.0 or higher within nine (9) graduate credits or be dismissed. A student whose cumulative GPA falls below 3.0 a second time will be dismissed.

Degree Requirements — Cybersecurity (M.S.)

36 credits

Degree Required Courses

IT 530	Computer Security
IT 535	Advanced Computer Security
IT 560	Cryptography
IT 570	Cybersecurity: Law, Policy, Ethics, and Compliance
IT 670	Computer Network Defense
IT 575	Information Security Management
MSC 545 OR IT 580 OR IT 585	Project Management Technology Leadership Managing Technical People
IT 680	IT Master's Project
	Take a specialized track or select four (4) courses from the following
IT 537	Computer Forensics and Incident Response
IT 540	Enterprise Data Management and Analysis
IT 546	Principles of Data Science
IT 547	Security and Privacy of Electronic Documents
IT 552	Operating Systems
IT 557	Monitoring, Auditing, and Penetration Testing
IT 566	Computer Scripting Techniques
IT 567	Global Cybersecurity
IT 576	Natural Language Processing (NLP) Techniques
IT 577	Human Considerations in Cybersecurity
IT 586	Machine Learning
IT 587	Cybersecurity Systems: Certification and Accreditation
IT 597	Security and Privacy of Medical Devices

Degree Track Courses

Data Science Track

IT 546	Principles of Data Science
IT 566	Computer Scripting Techniques
IT 576	Natural Language Processing (NLP) Techniques
IT 586	Machine Learning

Digital Health Track

IT 545	Health Care Informatics
IT 546	Principles of Data Science
IT 547	Security and Privacy of Electronic Documents
IT 597	Security and Privacy of Medical Devices

Cybersecurity (D.Sc.)

The mission of the Doctorate of Science (D.Sc.) in cybersecurity is to prepare highly qualified cybersecurity professionals to lead the increasingly complex cyber challenges of the digital world in which

we live and protect the digital infrastructure that is critical to the nation's society and economy. This doctorate program is unique in its location at the center of the United States government's cybersecurity initiatives; emphasis on the intersections of the technology, ethics, management, leadership, policy, teaching, and data science aspects of cybersecurity; and focus on working practitioners in the field.

Marymount's D.Sc. in cybersecurity program provides the knowledge, skills, and abilities needed to meet the cybersecurity challenges facing governments, businesses, and individuals in the increasingly hostile online environment.

The D.Sc. in cybersecurity is offered in two formats:

- 72-credit D.Sc. in cybersecurity for students entering with a qualified undergraduate degree
- 36-credit D.Sc. in cybersecurity for students entering with a master's degree in a cybersecurity-relevant field

Graduates with this terminal degree will be prepared to take leadership roles in cybersecurity in academia, business, or the nonprofit community and make a significant difference to the safety and security of today's digital world. Students will expand their knowledge of cybersecurity, both from its theoretical underpinnings and its practical applications. The focus of the program is applied research, advancing the field of cybersecurity, and applications in the real world.

Courses are available in online and face-to-face formats, and students may take any combination of course formats to meet the requirements of the program. Students are expected to be engaged throughout the program and adhere to the requirements for ethical behavior, respect for others, and research and writing standards.

Upon completion of the program, students will be able to

- lead cybersecurity programs in government, business, and society by researching, analyzing, and applying current and future cybersecurity techniques;
- research contemporary cybersecurity theory and practice and apply these concepts to protecting an increasingly threatened computer infrastructure;
- demonstrate advanced levels of judgment, critical thinking, and accountability in designing and evaluating cybersecurity measures;
- communicate effectively very technical cybersecurity and related computer concepts with others, including academics, cybersecurity professionals, and those who may be less technical;
- apply ethical analysis when generating cybersecurity policy, research, and practice;
- use cybersecurity skills and knowledge to teach or train others in cybersecurity awareness, operation, and defense; and
- publish in professional cybersecurity journals and present at professional cybersecurity conferences.

Admission Requirements:

Post-Bachelor's Entry

1. Application
2. Application fee: $40
3. Official transcripts for all attempted coursework with a minimum GPA of 3.0 or considerable work experience
4. Resume
5. A Statement of Research Background and Interests that describes research-focused coursework, papers, and projects completed. Please provide evidence of this work and/or college-level writing samples (at least two documents).
6. Interview Invitation is extended to qualified applicants upon application completion.

Post-Master's Entry

1. Application
2. Application fee: $40
3. Official transcripts for all attempted coursework — must include a master's degree in a related field — with a minimum GPA of 3.5 or considerable work experience. Note: Students who do not have a solid background in cybersecurity will be required to take relevant courses as prerequisites to the program.
4. Resume
5. A Statement of Research Background and Interests that describes research-focused coursework, papers, and work-related cybersecurity projects completed. Please provide evidence of this work and/or college-level writing samples (at least three documents).
6. Interview Invitation is extended to qualified applicants upon application completion.
7. College-level statistics course with a B- or better

Residency Requirements: Students must apply for residency to ensure that they benefit and contribute to the full spectrum of educational and professional opportunities provided by the university. To establish residency, students should interact with faculty and peers by regularly participating in class (online or in the

classroom), attending professional events sponsored by the university or other institutions, and actively using the university's library resources. The doctoral residency requirements may be satisfied only after admission into the doctoral program and completion of 18 credits of doctoral-level courses for at least three consecutive semesters (fall, spring, and summer).

Candidacy Requirements: Students must then apply for candidacy in the D.Sc. in cybersecurity program. They may do so after they have completed 24 credits of the 700- and 800-level courses and have met the following requirements:

- achieved a minimum GPA of 3.5 or passed a comprehensive exam;
- submitted documentation verifying a professional paper was presented at a professional event;
- completed at least two service commitments involving increasing the cybersecurity knowledge and expertise in the community; and
- formed a dissertation committee.

Degree Requirements — Cybersecurity (D.Sc.) Post-Master's

Degree requirements for those entering with a master's degree in cybersecurity or equivalent.

36 credits

Degree Required Courses

IT 727	Managing Cybersecurity Risk
IT 737	Securing the Evolving Technology Infrastructure
IT 747	Cybersecurity in the Systems Life Cycle
IT 757	Cyber Threat Intelligence
IT 767	Workforce Development: Cybersecurity Education, Training, and Certification
IT 777	Malware Analysis
IT 800	Beginning Applied Research in Cybersecurity
IT 810	Applied Research Topics and Methods in Cybersecurity
IT 820	Applied Research: Qualitative and Quantitative Research
IT 830	Applied Research: The Dissertation Proposal
IT 840	Applied Research: Dissertation Data Collection and Analysis
IT 850	Dissertation and Oral Defense Designs

Degree Requirements — Cybersecurity (D.Sc.) Post-Undergraduate

Degree requirements for those entering with a B.S. in information technology, computer science, or other technical degree.

72 credits

Degree Required Courses

IT 530	Computer Security
IT 535	Advanced Computer Security
IT 537	Computer Forensics and Incident Response
IT 557	Monitoring, Auditing, and Penetration Testing
IT 560	Cryptography
IT 567	Global Cybersecurity
IT 570	Cybersecurity: Law, Policy, Ethics, and Compliance
IT 575	Information Security Management
IT 577	Human Considerations in Cybersecurity
IT 580 OR IT 585 OR MSC 545	Technology Leadership Managing Technical People Project Management
IT 587	Cybersecurity Systems: Certification and Accreditation
IT 670	Computer Network Defense
IT 727	Managing Cybersecurity Risk
IT 737	Securing the Evolving Technology Infrastructure
IT 747	Cybersecurity in the Systems Life Cycle
IT 757	Cyber Threat Intelligence
IT 767	Workforce Development: Cybersecurity Education, Training, and Certification
IT 777	Malware Analysis
IT 800	Beginning Applied Research in Cybersecurity
IT 810	Applied Research Topics and Methods in Cybersecurity
IT 820	Applied Research: Qualitative and Quantitative Research
IT 830	Applied Research: The Dissertation Proposal
IT 840	Applied Research: Dissertation Data Collection and Analysis
IT 850	Dissertation and Oral Defense Designs

Health Care Management

Health Care Management (M.S.)

The mission of Marymount University's graduate health care management program is to prepare graduates to lead and manage the health care delivery systems in a competitive, global environment. The program aims to develop students' managerial and leadership skills while sharpening their policy perspectives on health care issues. Graduates of the program are prepared to deliver the highest professional standards in formulating, evaluating, and implementing effective and efficient health care delivery systems and policies for diverse populations. Program graduates are well prepared for mid-level management positions throughout the health care delivery system. Many of program alumni have gone on to be leaders and high-level executives in the field.

The vision of Marymount University's M.S. in health care management program is to be the national capital area's premier learning environment focused on building student competencies in business, health policy, and leadership integrity that promote excellence in health care delivery. The program prepares graduates for successful careers in various sectors of the health care delivery system, such as hospitals, managed care organizations, government agencies, associations, and health care consulting firms.

Upon successful completion of the health care management program, students will be able to

- apply information technology to health care settings, effectively manage human resources, engage in process management and project planning and implementation;
- engage in critical and analytical thinking as demonstrated by their ability to engage in problem solving, analyze data and the economic environment and apply the results, and assess the health and status of the population served by their institution;
- demonstrate oral and written communication skills as well as financial skills;
- evaluate specific health care challenges by applying the highest ethical, moral, and professional standards to make decisions that promote quality outcomes;
- analyze and apply policy at both the organizational and government levels using knowledge of current practices and historical policy trends as well as systems thinking while responding effectively to legal, regulatory, and policy directives; and
- develop strategies that promote the success and ongoing improvement of the organization using performance management and effective team participation, including interpersonal awareness and emotional intelligence, innovative thinking and action, a strategic orientation, and leadership.

The M.S. in health care management program is accredited by the Commission on Accreditation of Healthcare Management Education (CAHME).

Admission Requirements: In addition to meeting universitywide requirements (p. 16), applicants are required to interview with the program director and/or a designee who will assess potential students' professionalism and oral communication skills.

Minimum Grade Requirements: A minimum grade of C is needed to receive credit for any HCM course in this dual-degree program. A minimum grade of B- is needed to receive credit for any IT course in this dual-degree program. All graduate students in the School of Business and Technology must maintain a minimum cumulative GPA of 3.0.

Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Students must bring their cumulative GPA to 3.0 or higher within nine (9) graduate credits or be dismissed. A student whose cumulative GPA falls below 3.0 a second time will be dismissed.

Degree Requirements — Health Care Management

45 credits

Courses are listed in recommended sequence of enrollment.

HCM 500	Accounting Basics for Health Care Managers
HCM 510	Health Care Management
ECO 590	Health Care Economics
NU 590	Health Care Data Analysis
HCM 530	Human and Organizational Development in Health Care
IT 545	Health Care Informatics
HCM 520	Health Care Reimbursement Systems
HCM 535	Health Care Policy and Ethics
HCM 550	Health Care Finance
LA 540	Health Care Law
HCM 590	Population Health and Epidemiology
HCM 565	Health Care Cases and Project
HCM 560	Health Care Operations Management
HCM 555	Health Care Strategic Planning and Marketing

One (1) course from the following:

HCM 525	Health Care Management — Long-Term Care
HCM 585	Global Health Care
HCM 596	Special Topics in Health Care Management
	or another approved graduate course from a related field

Health Care Management/Business Administration Dual Degree (M.S./M.B.A.)

The M.S. in Health Care Management and M.B.A. dual-degree program is designed to meet the needs of students who desire a strong business background with a prominent emphasis on the U.S. health care industry. A dual degree will prepare students for middle- or senior-level management positions in hospitals or other health care organizations.

Upon successful completion of all dual-degree requirements, students will receive both an M.S. in Health Care Management and an M.B.A. Students successfully completing both degrees will achieve the learning outcomes of each of the two programs. See the M.S. in Health Care Management program (p. 57) for its student outcomes and the M.B.A. program (p. 49) for its student outcomes.

Admission Requirements: In addition to meeting the universitywide requirements (p. 16), students applying to the health care management/business administration dual degree must meet the admission requirements of each of the two programs.

Minimum Grade Requirements: A minimum grade of C is required to receive credit for a course in this dual-degree program. All graduate students in the School of Business and Technology must maintain a minimum cumulative GPA of 3.0.

Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Students must bring their cumulative GPA to 3.0 or higher within nine (9) graduate credits or be dismissed. A student whose cumulative GPA falls below 3.0 a second time will be dismissed.

Dual-Degree Requirements — Health Care Management/Business Administration

63 credits

Courses are listed in recommended sequence of enrollment.

HCM 500	Accounting Basics for Health Care Managers
HCM 510	Health Care Management
MBA 511	Management Foundations
NU 590	Health Care Data Analysis
IT 545	Health Care Informatics
MBA 515	Management in Organizations
ECO 590	Health Care Economics
HCM 535	Health Care Policy and Ethics
LA 540	Health Care Law
MBA 517	Leading in Business
HCM 590	Population Health and Epidemiology
MBA 585 OR HCM 585	Global Business Experience OR Global Health Care
HCM 560	Health Care Operations Management
HCM 520	Health Care Reimbursement Systems
HCM 550	Health Care Finance
MBA 522	Corporate Finance
MBA 521	Marketing Concepts and Practice
HCM 555	Health Care Strategic Planning and Marketing
HCM 565	Health Care Cases and Project
MBA 626	Strategic Management Seminar
	One (1) graduate-level elective
HCM 530	Human and Organizational Development in Health Care
HCM 585	Global Health Care
HCM 525	Health Care Management — Long-Term Care
HCM 596	Special Topics in Health Care Management

Health Care Management/Information Technology Dual Degree (M.S./M.S.)

The M.S. in Health Care Management and M.S. in Information Technology dual-degree program is designed to meet the needs of students who wish to work in the growing field of health care information technology. Students will develop strategies for implementing information technology systems specifically designed to aid health care professionals in managing patient records, payments, and other financial data, among other things.

Upon successful completion of all dual-degree requirements, students will receive both an M.S. in Health Care Management and an M.S. in Information Technology. Students successfully completing both degrees will achieve the learning outcomes of each of the two programs. See the M.S. in Health Care Management program (p. 57) for its student outcomes and the M.S. in Information Technology program (p. 62) for its student outcomes.

Admission Requirements: In addition to universitywide requirements (p. 16), students applying to the health care management/information technology dual degree must meet the admission requirements of each of the two programs.

Minimum Grade Requirements: A minimum grade of C is required to receive credit for a course in this dual-degree program. All graduate students in the School of Business and Technology must maintain a minimum cumulative GPA of 3.0.

Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Students must bring their cumulative GPA to 3.0 or higher within nine (9) graduate credits or be dismissed. A student whose cumulative GPA falls below 3.0 a second time will be dismissed.

Dual-Degree Requirements — Health Care Management/Information Technology

63 credits

Required Health Care Courses

Courses are listed in recommended sequence of enrollment.

HCM 500	Accounting Basics for Health Care Managers
HCM 510	Health Care Management
ECO 590	Health Care Economics
NU 590	Health Care Data Analysis
HCM 530	Human and Organizational Development in Health Care
IT 545	Health Care Informatics
HCM 520	Health Care Reimbursement Systems
HCM 535	Health Care Policy and Ethics
HCM 550	Health Care Finance
LA 540	Health Care Law
HCM 590	Population Health and Epidemiology
HCM 565	Health Care Cases and Project
IT 510	Requirements Analysis
IT 520	Enterprise Infrastructure and Networks
IT 530	Computer Security
IT 540	Enterprise Data Management and Analysis
IT 610	IT Governance and Strategy
HCM 560	Health Care Operations Management
HCM 555	Health Care Strategic Planning and Marketing
IT 680	IT Master's Project
HCM 525 OR HCM 596	Health Care Management — Long-Term Care Special Topics in Health Care Management or another approved graduate course from a related field

Health Care Informatics (Graduate Certificate)

See program under information technology (p. 63).

Health Care Practice Management (Graduate Certificate)

This certificate prepares those with some clinical and/or administrative experience in the health care field with the necessary skill set to integrate business expertise into health care decisions. It is highly recommended that students have prior knowledge of Excel. This certificate is not eligible for Title IV funding.

Minimum Grade Requirement: A minimum grade of C is required to receive credits for a course in the certificate program. All students in the School of Business and Technology must maintain a cumulative GPA of 3.0. Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Students must bring their cumulative GPA to 3.0 or higher within nine (9) graduate credits or be dismissed. A student whose cumulative GPA falls below 3.0 a second time will be dismissed.

Certificate Requirements

15 credits

Certificate Required Courses

MBA 512	Accounting for Managers
MBA 515	Management in Organizations
HCM 520	Health Care Reimbursement Systems
HCM 560	Health Care Operations Management
HCM 555	Health Care Strategic Planning and Marketing

Human Resources

Human Resource Management (M.A.)

This master's degree program prepares students to excel as specialists or generalist human resource professionals, managers, and consultants. Students

acquire competencies in all of the core human resource management functional areas (including organization development) utilizing a systems approach to strategically support organizational performance.

Upon successful completion of the human resource management program, students will be able to

- select an OD/HRM analysis model to organize strategic trends within organizations, formulate and explain aligned recommendations for new or improved HR/OD structures, and develop an implementation plan to support business goals;
- survey and organize performance and total pay systems within organizations and design new or improved performance/total pay structures that measure strategic results at the individual, team, or organizational level;
- investigate and evaluate the OD/HR leadership and team behaviors within organizations that support a healthy culture and produce HR/OD leadership and team development projects that increase engagement and business results; and
- appraise alignments of HR/OD initiatives concerning employment law, ethics, labor, international relations, and diversity and create a plan for improved initiatives.

This program is certified by the Society for Human Resource Management (SHRM) and the Association for Talent Management (ATD) to be in alignment with the designated competencies required by each association.

Admission Requirements: See universitywide requirements (p. 16) for admission.

Minimum Grade Requirements: Students in the human resource management program must meet the university's academic standards for graduate students and achieve a minimum grade of B- for each course required for the degree. All graduate students in the School of Business and Technology must maintain a minimum cumulative GPA of 3.0.

Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Students must bring their cumulative GPA to 3.0 within nine (9) graduate credits or be dismissed. A student whose cumulative GPA falls below 3.0 a second time will be dismissed.

Degree Requirements — Human Resource Management

36 credits

Courses are listed in recommended, but not required, sequence of enrollment.

HRM 538	Human Resource Selection and Recruitment
HRM 539	Performance Management
HRM 534	Total Pay Perspective
LA 535 OR LA 561 OR MBA 516	Employment Law OR Law and the Business Environment OR Business Law and Ethics
HRM 585	Global Human Resource Issues
OD 521	Organization Development Change and Consulting
HRM 509	The Learning Organization
MGT 515	Leading and Managing Teams
HRM 533	Strategic Human Resource Management
HRM 590	Practicum

Students in the program must complete one of the following four tracks and submit a Change of Program form to declare the track with the school office.

General HR Track

	Two (2) School of Business and Technology graduate-level electives
HRM 590	Practicum

Analytics Track

MBA 514	Business Analytics
HRM 586	People Analytics

HRM 590: must be an analytics project

Coaching Track

OD 523	Executive Coaching
OD 522 OR MBA 517 OR MBA 515 OR CE 503 OR CE 530C	Organization Development Implementation and Coaching OR Leading in Business OR Management in Organizations OR Advanced Human Growth and Development OR Career Development Counseling (Clinical Mental Health Counseling section)

HRM 590: must be a coaching project
CE courses require joint permission from the program directors

Organization Development Track

MGT 502	Leading Collaboration and Innovation

	OR
MBA 515	Management in Organizations
OD 522	Organization Development Implementation and Coaching
	OR
OD 523	Executive Coaching

HRM 590: must be an organization development project

Talent Development Track

HRM 503	Adult Learning
	OR
ED 500	Foundations of Education and the Teaching Profession
OD 522	Organization Development Implementation and Coaching
	OR
OD 523	Executive Coaching

HRM 590: must be a training project
ED course requires joint permission from program directors

Business Administration/Human Resource Management Dual Degree (M.B.A./M.A.)

See dual-degree program under business administration (p. 51).

Human Resource Management (Graduate Certificate)

This certificate program prepares students to practice in the core areas of human resources. The program consists of a set of integrated human resource courses that reflect a systems perspective and strategic approach to managing human resources. Title IV federal financial aid is not available for this certificate program but private and institutional aid may be available.

Minimum Grade Requirements: Students in this certificate program must meet the university's academic standards for graduate students and achieve a minimum grade of B- for each course required for the certificate. All graduate students in the School of Business and Technology must maintain a minimum cumulative GPA of 3.0.

Students who cumulative GPA falls below 3.0 will be placed on academic probation. Students must bring their cumulative GPA to 3.0 or higher within nine (9) graduate credits or be dismissed. A student whose cumulative GPA falls below 3.0 a second time will be dismissed.

Certificate Requirements

15 credits

Courses are listed in recommended sequence of enrollment.

HRM 538	Human Resource Selection and Recruitment
HRM 539	Performance Management
HRM 534	Total Pay Perspective
LA 535	Employment Law
	OR
LA 561	Law and the Business Environment
	OR
MBA 516	Business Law and Ethics
OD 521	Organization Development Change and Consulting

Organization Development (Graduate Certificate)

This certificate program allows students to concentrate on organization development (OD) applications and fieldwork. Title IV federal financial aid is not available for this certificate program, but private and institutional aid may be available.

Minimum Grade Requirements: Students in this certificate program must meet the university's academic standards for graduate students and achieve a minimum grade of B- for each course required in the certificate. All graduate students in the School of Business and Technology must maintain a minimum cumulative GPA of 3.0.

Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Students must bring their cumulative GPA to 3.0 or higher within nine (9) graduate credits or be dismissed. A student whose cumulative GPA falls below 3.0 a second time will be dismissed.

Certificate Requirements

15 credits

Courses are listed in recommended sequence of enrollment.

MGT 515	Leading and Managing Teams
OD 521	Organization Development Change and Consulting
OD 525	Organization Theory and Design
	OR
MBA 515	Management in Organizations
OD 523	Executive Coaching
HRM 509	The Learning Organization

Information Technology

Information Technology (M.S.)

Marymount's information technology program offers advanced study to prepare individuals for leadership roles in the IT industry, whether managing enterprise infrastructure, designing computer systems with current systems life cycle methodologies, creating value for data, creating and maintaining high-quality computer software, engaging in cybersecurity management or technical operations, or managing complex IT projects. Individuals can tailor their graduate studies to their career needs in government or industry by pursuing a dual degree in information technology and cybersecurity, a dual degree in information technology and business administration (M.B.A.), a dual degree in information technology and health care management, a variety of electives, a research or project option, a global experience, and specialized tracks.

Students can choose from the following specialized tracks to complete their program:

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

The program is designed to provide the academic foundation for those seeking to become a chief information officer (CIO) or attain a similar senior IT position.

The full-time faculty for this program conduct research in information technology, cybersecurity, data management, open source software, natural language processing (NLP), human computer interaction, technology for health care, and other areas. Adjunct faculty work in the field in areas such as requirements analysis, cybercrime, hardware design, software development, database management, cybersecurity, and operations management for government and business.

Upon successful completion of the information technology program, students will be able to

- analyze complex problems in business and society to identify effective solutions utilizing contemporary digital technologies and methodologies;
- design, develop, and manage enterprise-wide digital systems that adhere to industry-wide standards with strong ethical principles;
- design and conduct evidence-based research on advanced digital technology and its implementation;
- demonstrate knowledge, skills, and abilities in the range of digital technology domains, including applications, enterprise infrastructures, database and storage technology, and cybersecurity;
- optimize the effectiveness of IT in an organization through effective IT decision making, governance, strategy, and policy development;
- communicate effectively with other technology professionals, end users, and managers;
- work successfully in a cross-disciplinary team on a time-critical project, both as a team leader and as a team participant;
- engage in continuing professional development and lifelong learning to adapt to an ever-changing global technology and business environment; and
- specialize in a specific area of technology such as software engineering, project management, health care informatics, cybersecurity, data science, or digital transformation.

Admission Requirements: Preference is given to applicants who have one of the following:

- an overall minimum GPA of 3.0 in a regionally accredited undergraduate program;
- nine (9) recent credits in an accredited graduate program with a minimum GPA of 3.0;
- a high-level certification, such as PMP, CISSP, or CCNA; or
- a satisfactory score on the GRE or GMAT.

An interview with the program director or a designee may be required.

If a departmental review reveals deficiencies in a student's information technology knowledge, the student may be required to complete additional undergraduate courses.

Course Substitution Policy: If a student can exhibit a depth of knowledge gained through prior experience, advanced certifications, and/or previous coursework, more advanced courses may be substituted for lower graduate-level program requirements. This evidence should be submitted at the time of admission; the latest it can be submitted is at the end of the first semester of attendance.

Minimum Grade Requirements: A minimum grade of B- is needed to receive credit for a course in this dual-degree program. All graduate students in the School of

Business and Technology must maintain a minimum cumulative GPA of 3.0.

Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Students must bring their cumulative GPA to 3.0 or higher within nine (9) graduate credits or be dismissed. A student whose cumulative GPA falls below 3.0 a second time will be dismissed.

Degree Requirements — Information Technology

36 credits

Courses are listed in recommended sequence of enrollment.

IT 510	Requirements Analysis
IT 515 OR MSC 515	Decision Making for IT OR Research Methods
IT 520	Enterprise Infrastructure and Networks
IT 530	Computer Security
IT 540	Enterprise Data Management and Analysis
IT 550 OR IT 570	Ethics, Law, and Policy in the Information Age OR Cybersecurity: Law, Policy, Ethics, and Compliance
IT 610	IT Governance and Strategy
IT 680 OR IT 670	IT Master's Project OR Computer Network Defense

IT 670: for those in cybersecurity track

Degree Track Courses

Students must choose a specialized track to complete their program.

Cybersecurity Track

IT 535	Advanced Computer Security
IT 547	Security and Privacy of Electronic Documents

Two (2) courses from the following:

IT 537	Computer Forensics and Incident Response
IT 557	Monitoring, Auditing, and Penetration Testing
IT 560	Cryptography
IT 567	Global Cybersecurity
IT 575	Information Security Management
IT 587	Cybersecurity Systems: Certification and Accreditation
IT 590	Topics in Information Technology
IT 630	Information Technology Practicum

Data Science Track

IT 546	Principles of Data Science
IT 556	Data Visualization
IT 566	Computer Scripting Techniques
IT 576 OR IT 586	Natural Language Processing (NLP) Techniques OR Machine Learning

Digital Transformation Track

IT 544	The Technologies Behind Digital Transformation
IT 546	Principles of Data Science
IT 548	Managing Digital Transformation
IT 504 OR IT 586	Cybersecurity Technology for Managers OR Machine Learning

Health Care Informatics Track

IT 545	Health Care Informatics
IT 547 OR IT 630	Security and Privacy of Electronic Documents OR Information Technology Practicum
HCM 510	Health Care Management
HCM 520	Health Care Reimbursement Systems

(Students who have successfully completed this track may apply for the health care informatics graduate certificate in addition to the degree.)

Project Management and Technology Leadership Track

MSC 545	Project Management
IT 580 OR IT 585	Technology Leadership OR Managing Technical People

Two (2) course from the following:

IT 548	Managing Digital Transformation
IT 630	Information Technology Practicum
MBA 515	Management in Organizations
MGT 502	Leading Collaboration and Innovation
MGT 507	Leadership
MGT 515	Leading and Managing Teams
MGT 585	Global Business Management

Software Engineering Track

Four (4) courses from the following:

IT 500	Programming Language Selection and Design
IT 552	Operating Systems
IT 565	Human Computer Interaction

IT 566	Computer Scripting Techniques
IT 630	Information Technology Practicum

Information Technology/Cybersecurity Dual Degree (M.S./M.S.)

The M.S. in information technology and M.S. in cybersecurity dual-degree program is designed to meet the needs of students who desire a broad information technology background with a very strong cybersecurity emphasis. The dual degree will prepare students for cybersecurity technical and management positions where they are responsible for the security of a variety of technologies.

Upon successful completion of all dual-degree requirements, students will receive both an M.S. in information technology and an M.S. in cybersecurity. Students successfully completing both degrees will achieve the learning outcomes of each of these two programs. See the M.S in information technology (p. 62) for its student outcomes and the M.S. in cybersecurity (p. 53) for its student outcomes.

Admission Requirements: Students in the dual-degree program must meet the requirements of both the M.S. in information technology and M.S. in cybersecurity programs.

Minimum Grade Requirements: A minimum grade of C is needed to receive credit for a course in the dual-degree program. All graduate students in the School of Business and Technology must maintain a minimum cumulative GPA of 3.0.

Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Students must bring their cumulative GPA to 3.0 or higher within nine (9) graduate credits or be dismissed. A student whose cumulative GPA falls below 3.0 a second time will be dismissed.

Dual-Degree Requirements — Information Technology/Cybersecurity

54 credits

Courses are listed in recommended sequence of enrollment.

IT 510	Requirements Analysis
IT 515	Decision Making for IT
MSC 545	Project Management
IT 520	Enterprise Infrastructure and Networks
IT 530	Computer Security
IT 540	Enterprise Data Management and Analysis
IT 535	Advanced Computer Security
IT 570	Cybersecurity: Law, Policy, Ethics, and Compliance
IT 547	Security and Privacy of Electronic Documents
IT 580 OR IT 585 OR IT 630	Technology Leadership Managing Technical People Information Technology Practicum
IT 560	Cryptography
IT 537	Computer Forensics and Incident Response
IT 575	Information Security Management
IT 610	IT Governance and Strategy
IT 557	Monitoring, Auditing, and Penetration Testing
IT 587	Cybersecurity Systems: Certification and Accreditation
IT 670	Computer Network Defense
IT 680	IT Master's Project

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

See dual-degree program under business administration (p. 52).

Health Care Management/Information Technology Dual Degree (M.S./M.S.)

See dual-degree program under health care management (p. 59).

Health Care Informatics (Graduate Certificate)

This certificate program is designed for those who wish to pursue an information technology career in a health care organization.

Admission Requirements: Students interested in earning this certificate must be enrolled in the M.S. in Information Technology program (p. 62) or the M.S. in Health Care Management program (p. 57). Application to this certificate program after matriculation requires approval from the student's advisor and associate dean, and all paperwork must be submitted to the School of Business and Technology. The courses below must be completed in addition to degree program requirements to receive the certificate.

Certificate Requirement for Information Technology Students

12 credits

Certificate Requirements

IT 545	Health Care Informatics
IT 547	Security and Privacy of Electronic Documents
	OR
IT 630	Information Technology Practicum
HCM 510	Health Care Management
HCM 520	Health Care Reimbursement Systems

Certificate Requirements for Health Care Management Students

12 credits

Certificate Requirements

IT 510	Requirements Analysis
IT 540	Enterprise Data Management and Analysis
IT 545	Health Care Informatics
IT 547	Security and Privacy of Electronic Documents

Management

Leadership and Management (M.S.)

This master's degree program is for managers focused on the effective practice of organization management.

Upon successful completion of the leadership and management program, students will be able to

- develop leadership capabilities for leading change and executing mission-driven organizational strategies;
- develop and lead an effective work group or team;
- identify, analyze, and resolve ethical challenges and problems encountered in organizations;
- determine personal and interpersonal competencies for effective management applications within organizations; and
- demonstrate a range of effective communication skills through the process of gathering information, analyzing data, and composing and presenting the message.

The M.S. in Leadership and Management is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Admission Requirements: In addition to meeting universitywide requirements (p. 16), qualified applicants are required to submit an essay (directions provided) and be interviewed by the program director (or designee) to determine the applicant's capabilities in management application and professionalism. Applicants to the program should have at least three years of managerial experience (or equivalent).

Course Substitution Policy: If a student can demonstrate a depth of prior experience and/or education in a required content area, electives may be substituted for required courses.

Minimum Grade Requirements: Students in the leadership and management program must meet the university's academic standards for graduate students and achieve a minimum grade of B for each course required in the degree. All graduate students in the School of Business and Technology must maintain a minimum cumulative GPA of 3.0.

Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Students must bring their cumulative GPA to 3.0 or higher within nine (9) graduate credits or be dismissed. A student whose cumulative GPA falls below 3.0 a second time will be dismissed.

Degree Requirements — Leadership and Management

36 credits

FIN 500	Key Financial Concepts for Managers
MGT 502	Leading Collaboration and Innovation
MGT 507	Leadership
MGT 560	Ethical Issues in Business and Society
	OR
MBA 516	Business Law and Ethics
MGT 565	Business Communication
MGT 585	Global Business Management
	OR
MBA 585	Global Business Experience

MGT 590	Organization Policy and Strategy
MSC 545 OR MBA 519	Project Management OR Operations Management
OD 523	Executive Coaching

Three (3) School of Business and Technology 500/600-level elective courses.

Management Studies (Graduate Certificate)

This certificate program is coordinated by Marymount's Educational Partnerships program to provide customized education to employees of a client corporation or organization. The university can provide classes on-site at the client's location. The six courses leading to the certificate of management studies are selected by the corporate or organizational sponsor, in consultation with Marymount faculty or graduate program directors, from those offered by the School of Business and Technology. These courses would be especially chosen to meet the needs of the individual organization but must be approved by the dean of the School of Business and Technology. Students may be eligible to transition to a School of Business and Technology degree program upon the successful completion of this certificate program. Title IV federal financial aid is not available for this certificate program, but private and institutional aid may be available.

Association and Nonprofit Management (Graduate Certificate)

This certificate program prepares students for leadership positions in the association and nonprofit sectors. This certificate offers students integrated business skills along with the leadership capabilities to solve complex managerial problems found in associations and nonprofit organizations. Management, marketing, finance, membership, fundraising, global, and ethical issues relevant to associations and nonprofits are addressed. Title IV federal financial aid is not available for this certificate program, but private and institutional aid may be available.

Minimum Grade Requirements: Students in this certificate program must meet the university's academic standards for graduate students and achieve a minimum grade of B for each course required in the certificate. All graduate students in the School of Business and Technology must maintain a minimum cumulative GPA of 3.0.

Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Students must bring their cumulative GPA to 3.0 or higher within nine (9) graduate credits or be dismissed. A student whose cumulative GPA falls below 3.0 a second time will be dismissed.

Certificate Requirements

15 credits

FIN 500	Key Financial Concepts for Managers
MGT 507	Leadership
MGT 585	Global Business Management
MKT 537	Marketing Strategies for Associations and Nonprofits
MKT 557	Fundraising

School of Design, Arts, and Humanities

Dean: Dr. Christina A. Clark

The School of Design, Arts, and Humanities supports the university's objectives to provide a fundamental grounding in the liberal arts through programs of study in design, the fine and applied arts, and the humanities.

At the graduate level, the school offers programs in English and the humanities as well as interior design.

Nondegree Admission: Graduate nondegree admission, in programs which permit it, is limited to a total of nine (9) credits and two consecutive semesters in the School of Design, Arts, and Humanities. See individual program descriptions for further restrictions or requirements.

English and Humanities

English and Humanities (M.A.)

Marymount's Master of Arts in English and humanities is a flexible, student-centered, interdisciplinary program of study that immerses students in the unique cultural resources and opportunities of the Washington, DC, area while deepening their understanding of the human condition. Graduate study in the humanities enhances historical consciousness, fosters clear and critical thinking, and hones writing and presentation skills. The program's small seminar classes engage students with the world of ideas through close textual study, individual research, and classroom discussion.

The M.A. in English and humanities program prepares students for an array of academic and alternative academic futures. The program prepares students for further advanced study and entry into competitive doctoral programs; for career development or advancement in secondary and community college teaching; or for master's-level careers invested in research, writing, editing, and the nonprofit sector.

This program requires the completion of 33 credit hours of coursework. Students can elect to cap their coursework with either a thesis or an internship practicum. Students planning to pursue advanced work in a doctoral program are encouraged to complete a thesis, which requires an oral defense, while those seeking professional enhancement and/or a career change are encouraged to complete an internship practicum, which also requires public presentation.

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

- design an approach for scholarly or professional inquiry that is theoretically informed and original;
- conduct original research with informed consideration of source material;
- demonstrate advanced critical thinking skills by synthesizing research or professional findings in a substantive written work;
- deliver professional and engaging digital and/or oral presentations of academic work that demonstrate thorough research and preparation; and
- demonstrate a mastery of language, purpose, and rhetorical strategy.

Application Priority Deadlines: Admission to the program is competitive. Applications must be complete by the following priority deadlines to assure an admissions decision by the start of the semester.

July 16	fall semester
November 16	spring semester
April 16	summer semester

Applications received after these deadlines will be considered on a time and space-available basis.

Admission Requirements: In addition to meeting the universitywide requirements for graduate admission (p. 16) applicants must submit

- evidence of a bachelor's degree with a major in a humanities discipline, such as English, history, philosophy, art history, or comparative religion, comprising at least 18 credits in the discipline;
- a 250-word personal statement stating goals for graduate study;
- a sample 8- to 10-page critical paper; and
- two letters of recommendation.

Consortium Courses: A maximum of six (6) semester credits, selected in conjunction with the director of the graduate program in English and humanities, may be taken through the Consortium of Universities of the Washington Metropolitan Area. Students should not enroll in a consortium course during the semester of their anticipated graduation. Taking a course outside of

Marymount during the student's final semester may delay his or her graduation.

Nondegree Admission: Applicants wishing to enroll for limited coursework may do so as nondegree students for a maximum of nine (9) credits and two consecutive semesters. See nondegree studies (p. 19) for more information.

Transfer Credits: A maximum of six (6) semester credits of transfer or consortium graduate credit may be applied toward the degree, if approved by the dean of the School of Design, Arts, and Humanities and the registrar.

Degree Requirements — English and Humanities

33 credits

Required Courses

Foundation Courses

Six (6) credits as follows:

EN 501	Building Textual Interpretation
EN 502	Engaging Critical Theory

Program Courses

English 500-level literature, linguistics, or composition courses (12-18 credits).

Humanities courses (6-12 credits) selected from 500-level courses in fine arts, history, humanities, religious studies, theology, or philosophy.

Approved graduate courses in other fields including education, interior design, marketing, and information technology may be substituted for humanities courses upon approval from the dean of the School of Design, Arts, and Humanities and the director of the graduate program in English and humanities.

Capstone Courses

Three (3) credits, chosen from the following:

EN 690	Practicum
	OR
HUM 690	Practicum
EN 695	Master's Project
	OR
HUM 695	Master's Project

Interior Design

Interior Design (M.A.)

The M. Wilhelmina Boldt Interior Design Program offers two tracks leading to a Master of Arts in interior design. The post-professional track is for those with an accredited undergraduate degree in interior design or architecture. The first professional track is for those with a baccalaureate degree not in interior design or architecture.

The graduate program abides by the Council for Interior Design Accreditation (CIDA) guidelines and standards.

Upon successful completion of the interior design program, students will be able to

- articulate a global view and integrate considerations of social, cultural, economic, and ecological contexts in their work;
- demonstrate awareness of the role of interior designers in the design process and the value of integrated design practices in order to effectively collaborate with multiple disciplines in developing design solutions;
- demonstrate an understanding of the fundamental principles and processes that define the profession of interior design and the value of interior design to society;
- apply knowledge of human experience and behavior to designing the built environment;
- employ all aspects of the design process to creatively solve a design problem;
- communicate effectively in both oral and written formats;
- apply knowledge of history and theory of interiors, architecture, decorative arts, and art when solving design problems;
- apply elements and principles of design;
- use color effectively in communication and design work;
- develop design solutions that integrate furnishings, products, materials, and finishes;
- use effectively the principles of lighting, acoustics, thermal comfort, and indoor air quality in relation to environmental impact and human well-being;
- demonstrate an understanding of interior construction and its interrelationship with base building construction and systems; and
- formulate designs that are in compliance with laws, codes, standards, and guidelines that impact human experience of interior spaces.

Completion Requirement: Requirements for the post-professional program must be completed within five years of initial registration unless extenuating circumstances exist and an extension is authorized by the dean of the School of Design, Arts, and Humanities. Requirements for the first professional program must be completed within seven years of initial registration unless extenuating circumstances exist and an extension is authorized by the dean of the School of Design, Arts, and Humanities.

Nondegree Admission: Under certain circumstances, a student may be admitted on a nondegree basis with permission of the director of the interior design graduate program. Nondegree students are limited to no more than two courses, up to six (6) credits.

Program Requirement: Students are required to have their own laptop computers once they are admitted to the graduate program.

Residency Requirement: Students pursuing the post-professional track are expected to complete a minimum of 25 of the 34 required credits at Marymount University, including ID 607, ID 608, ID 600, ID 697, ID 698, and ID 699. Students pursuing the first professional track are expected to complete a minimum of 36 of the 66 required credits at Marymount University, including ID 500, ID 605, ID 606, ID 607, ID 698, and ID 699.

Thesis or Design Research Project: Students in each track will complete a research thesis or an evidence-based design project. Students must present their work in a final critique or oral examination before the interior design faculty. Final projects or studies are presented in the May Interior Design Student Show.

Thesis IP Grade: A student who does not complete the required work in ID 698 or ID 699 and is not eligible for an Incomplete may be given a grade of IP (in-progress). The next semester the student must register for continuation of the course in which the IP was received. If the necessary work is not completed in two semesters, the IP becomes an F. Students may register for a continuation of the course up to two times.

Transfer Credits: A maximum of six (6) semester credits of transfer graduate credit after matriculation at Marymount may be applied toward the degree, if approved by the graduate program director, the dean of the School of Design, Arts, and Humanities, and the registrar. Students may transfer credits for the leveling courses into the first professional program before matriculation. The program director reviews a portfolio of student work to determine placement. The department website has further information about portfolio requirements and submission.

The Post-Professional Degree Track

The post-professional degree program's mission is to prepare practitioners to develop a greater capacity to engage in interior design practice, education, and research; to become more proficient in a specific area of the interior design practice; and to actively engage in evidence-based research pertaining to interior design to increase the body of knowledge in the field.

Students in this track must complete 34 graduate credits, including nine (9) credits of thesis culminating in an evidence-based design project.

Application Priority Deadlines: Admission to the program is competitive. Applications must be complete by the following priority deadlines to assure an admissions decision by the start of the semester.

July 16	fall semester
November 16	spring semester
April 16	summer semester

Applications received after these deadlines will be considered on a time and space-available basis.

Admission Requirements: Students may attend on a full- or part-time basis. In addition to universitywide requirements for graduate admission (p. 16), applicants who have or will have a bachelor's degree from an accredited interior design or architecture program prior to enrollment in the post-professional track must provide the following items to be considered for admission:

- proof of a professional degree in interior design, or its equivalent, in the form of an official transcript of all postsecondary coursework
- two letters of recommendation from educators or employers who can attest to the applicant's potential for graduate work
- if applicable, evidence of passing the examination of the National Council for Interior Design Qualification (NCIDQ) or the National Council of Architectural Registration Boards (NCARB) (p. 16)
- a statement of personal goals, objectives, motivations, and intended area of concentration
- a portfolio of student and/or professional design work demonstrating creative ability and professional

competence, including hand drawing, sketching, and design thinking as seen in creative ideation and process work

Students with an accredited interior design or architecture degree must demonstrate completion of an equivalent series of prerequisites that assures an understanding of a common body of knowledge within the field. If a departmental review of a student's previous coursework and/or portfolio reveals deficiencies in the common body of knowledge, the student may be required to complete additional undergraduate and/or graduate course(s). Alternatively, students with degrees in interior design or architecture who want a CIDA-accredited degree may choose the first professional M.A. program and transfer credits into it. However, a minimum of 36 credits must be completed at Marymount University, and a portfolio of work is required for placement. The department website has information on portfolio requirements and submission.

Degree Requirements — The Post-Professional Degree Track

34 credits

ID 600	Research Methods in Interior Design
ID 626	Graduate Seminar
ID 607	Graduate Practice Studio III
ID 608	Graduate Practice Studio IV
ID 697	Thesis or Design Research Proposal
ID 698	Thesis or Design Research Project I
ID 699	Thesis or Design Research Project II

Twelve (12) credits from interior design electives.

A maximum of six (6) credits may be chosen from other areas of the graduate curricula, including business administration, education, human resources, and humanities. Approval must be received from the student's advisor prior to registration.

The First Professional Degree Track

The first professional degree program's mission is to prepare professional interior designers to work effectively within contemporary constraints in a changing society and profession and as professionals to formulate design concepts for a better human environment.

The first professional degree track is accredited by the Council for Interior Design Accreditation (CIDA) guidelines and standards with these specific objectives:

- to cultivate intellectual growth, independent learning, and competency in design practice, education, and research
- to develop proficiency in a specific aspect of the profession of interior design
- to advance the knowledge, skills, and techniques necessary for the competent practice of interior design
- to create a framework of inquiry and analysis to increase the body of knowledge in the field
- to create design solutions that meet specific client and end-user needs

Application Priority Deadlines: Admission to the program is competitive. Applications must be complete by the following priority deadlines to assure an admissions decision by the start of the semester.

July 16	fall semester
November 16	spring semester
April 16	summer semester

Applications received after these deadlines will be considered on a time and space-available basis.

Admission Requirements: Students may attend on a full- or part-time basis. In addition to universitywide requirements for graduate admission (p. 16), applicants must have or expect to earn a bachelor's degree from an accredited college or university before enrollment in the first professional graduate degree program.

To meet CIDA requirements, the applicant's transcript must show a minimum of 30 credits of liberal arts and sciences coursework in such disciplines as English composition, literature, foreign language, history, sociology, mathematics, biology, philosophy, humanities, psychology, and economics. Coursework in professional disciplines, such as business, cannot be included in this total. Applicants with fewer than 30 credits in the required coursework will be expected to make up the deficit within the first year of matriculation.

In addition, applicants to this program must provide the following items to be considered:

- two letters of recommendation from educators or employers who can attest to the applicant's potential for graduate work
- a statement of personal goals, objectives, motivations, and intended area of concentration
- undergraduate GPA of a 2.75 or better

Degree Requirements — The First Professional Degree Track

Undergraduate Leveling or Prerequisite Courses

18 credits

FA 201 OR FA 202 OR FA	Introduction to Art History: Ancient to Medieval * Introduction to Art History: Renaissance to Modern * One (1) 300-level art history course
FA 104	Color Theory *
ID 121	Freehand Drafting
ID 122	Sketching and Rendering for Ideas
ID 223	Presentation Drawings
ID 231	Textiles and Finish Materials

See the Undergraduate Catalog *for course descriptions of the leveling/prerequisite courses. Students are subject to graduate student academic policies and procedures as stated in this catalog while taking the undergraduate foundation courses.*

FA-300 level art history course and FA 104: Students must either take or transfer credit for these two courses during their first year at Marymount. Credit may be transferred from courses in a previous degree or from another college or university.

Graduate Courses

48 credits

ID 500	Practice, Theory, and Research
ID 501	Graduate Studio I
ID 502	Graduate Studio II
ID 532	Construction and Environmental Systems
ID 533	Illumination Systems
ID 534	Professional Practice
ID 545	Graduate Construction Documents
ID 550	History of Architecture and Interiors I
ID 551	History of Architecture and Interiors II
ID 605	Graduate Practice Studio I
ID 606	Graduate Practice Studio II
ID 607	Graduate Practice Studio III
ID 698 ID 699	Thesis or Design Research Project I OR Thesis or Design Research Project II

Six (6) credits from interior design electives.

Malek School of Health Professions

Dean: Dr. Jeanne Matthews

The Malek School of Health Professions aims to support the university's mission to foster the individual development of each student and enable students to become competent health professionals.

The school offers doctoral programs in nursing and physical therapy.

Within an ethical framework and an open and welcoming environment for persons of all religions and cultures, the Malek School of Health Professions will

- provide student-centered, inquiry-guided, evidence-based, collaborative programs of study that meet and exceed professional standards and the needs of the community;
- enable students to develop a philosophy of professionalism and the skills necessary to become excellent health care professionals who contribute to the body of knowledge that supports best practices across the disciplines through education, research, and scholarship;
- provide visionary leaders in health promotion and health care delivery who are developers of innovative health care systems, change agents, health care advocates, and members of professional organizations; and
- foster a commitment to lifelong learning and service to the community.

Health Education and Promotion

Health Education and Promotion (M.S.)

This program prepares new and current health promotion practitioners to plan, implement, and evaluate health promotion and wellness programs in a variety of settings: hospitals, corporations, health maintenance organizations, community health agencies, health clubs, government agencies, and academic campuses. The program’s coursework provides the knowledge and skills needed by health promotion professionals, as defined by the Society for Public Health Education, the American Association for Health Education, and the National Commission for Health Education Credentialing, Inc.

Upon successful completion of the health education and promotion program, students will be able to

- exhibit the knowledge to function as competent graduate-level health educators;
- apply theories and/or models to the process of needs assessment and planning health education and promotion strategies, interventions, and programs;
- apply ethical standards to the development and implementation of health education and promotion programs;
- utilize resource materials, equipment, industry tools/inventories, and/or other practical hands-on applications used in health education and program programming;
- interpret research related to health education and promotion; and
- communicate about and promote health and health education/promotion.

Application Priority Deadlines: Admission to the program is competitive. Applications must be complete by the following priority deadlines to assure an admissions decision by the start of the semester.

July 16	fall semester
November 16	spring semester
April 16	summer semester

Applications received after these deadlines will be considered on a time and space-available basis.

Admission Requirements: In addition to the universitywide requirements for graduate admission (p. 166 applicants must also

- present either an undergraduate or graduate degree with a cumulative GPA of 3.0 or acceptable scores on either the MAT or GRE; and
- provide two recommendations that include a written narrative from educators or employers who can attest to the applicant’s potential for graduate work.

An interview with the department chair may also be required.

Nondegree Admission: Students may enroll in health education and promotion classes as nondegree students. No more than nine (9) credits may be taken without being admitted to the health education and promotion degree program.

Minimum Grade Requirement: A grade of B- or better is needed to pass core courses. No course may be repeated more than once. Students who receive a grade below B- in three or more graduate courses are dismissed, even if courses were repeated for a higher grade. Students are required to maintain a cumulative GPA of 3.0 or higher.

Degree Requirements — Health Education and Promotion

36 credits

HPR 501	Foundations of Health Education and Health Promotion
HPR 502	Introduction to Public Health and Preventive Medicine
HPR 520	Principles of Epidemiology
HPR 534 HPR 500	Topics in Nutrition and Weight Management OR Exercise Physiology
HPR 540	Designing and Evaluating Health Promotion Programs
HPR 555	Health Communication
HPR 591	Research Methods in Health Education
HPR 598	Internship

Six (6) credits of HPR elective courses.

Six (6) additional credits of graduate coursework.

Nursing

Marymount offers the Doctor of Nursing Practice (D.N.P.) and the Master of Science in Nursing (M.S.N.). Marymount's D.N.P. and M.S.N. programs are accredited by the Commission on Collegiate Nursing Education (CCNE).

Department of Nursing Vision, Mission, and Values

Vision Statement

The Marymount University Department of Nursing aims to inspire future leaders in the advancement of the profession and promote the art and science of nursing in a collaborative, culturally sensitive, evolving health care environment.

Mission Statement

In keeping with the mission of Marymount University and the tradition of the Religious of the Sacred Heart of Mary, the Department of Nursing prepares future nurses and nurse leaders using a framework that is student-centered and evidence-informed. Students actively engage in providing high-quality care focusing on optimizing health outcomes for diverse individuals, families, and communities.

Values

- Social Justice/Advocacy
- Respect
- Pursuit of Excellence
- Ethical Reasoning
- Scholarship
- Leadership
- Service
- Compassion

Department of Nursing Graduate Nursing Student Handbook: Graduate nursing students must comply with additional program-specific policies found in the Department of Nursing Graduate Student Handbook. The handbook is available on the Graduate (M.S.N./D.N.P.) Nursing Student Canvas site. All graduate nursing students are required to read the handbook upon matriculation in the program and to review the handbook each time it is revised. Notification of revisions is made through the Graduate Nursing Student Canvas site.

Programs

Admission Requirements for Degree and Certificate Programs: In addition to universitywide graduate admission requirements for degree-seeking applicants (p. 16) or post-master's certificate applicants (p. 18), individuals must

- provide evidence of having earned a nursing degree from a CCNE-accredited college or university;
  - M.S.N. applicants must hold a B.S.N. with a minimum GPA of 3.0.
  - Certificate applicants must hold an M.S.N. with a minimum GPA of 3.3.
  - D.N.P. applicants entering with a B.S.N. as their highest credential must have a minimum GPA of 3.3.
  - D.N.P. applicants with an M.S.N. as their highest credential must have a minimum GPA of 3.5.
- hold R.N. licensure in Virginia or be eligible for licensure in Virginia. Family nurse practitioner students are required to have licensure in two of the three local jurisdictions prior to placement in clinical courses (DC, MD, VA);

- provide two letters of recommendation from professionals who can attest to the applicant's potential for graduate work. At least one recommendation should be from a direct supervisor (not a charge nurse) within the past two years and the other from an employer or professor who can attest to the applicant's potential for graduate work;
- submit a 250- to 500-word professional essay describing professional goals and motivation for seeking the degree; and
- provide a copy of APN certification, as applicable.

D.N.P. applicants should also identify an area of interest for their scholarly project.

In addition, individuals must meet these requirements:

- D.N.P. applicants and post-master's family nurse practitioner certificate applicants must provide documentation of clinical hours at the master's level.
- M.S.N. family nurse practitioner degree and certificate program applicants must have two years of experience as a registered nurse or the equivalent before beginning practicum courses.
- Post-master's D.N.P. applicants must have completed a graduate-level statistics course within the last five years.

Application materials are submitted via NursingCAS. After a preliminary review of application materials, applicants may be invited to interview with members of the admissions committee.

Enrollment Policies and Application Deadlines

M.S.N/Post-Master's Certificate

Fall enrollment application: March 1 (early-decision deadline)

Final deadline, if space permits: June 15

Spring enrollment application: October 15 (full-time student enrollment only)

D.N.P.

Enrollment application (fall only): March 1 (early-decision deadline)

Final deadline: June 15

Transfer Credit Policy: M.S.N. students may request that up to 12 credit hours be reviewed for acceptance as transfer credit. D.N.P. students may request that up to nine (9) credit hours be reviewed. Only courses in which a student has earned a grade of B or better will be considered.

Nondegree Admission: Faculty approval is required for nondegree student enrollment in graduate nursing courses. Approval is based on applicant qualifications and class space availability. The following courses may be taken on a nondegree basis: NU 501, NU 510, NU 554, NU 590, and NU 700. No more than nine (9) credits may be taken without enrolling in the M.S.N. program.

A student may take core D.N.P. courses with the approval of the D.N.P. director or graduate program chair.

Clinical Requirements: All graduate nursing students must submit evidence of a recent health examination and required immunizations upon entering the university. Additionally, students must submit the Provider Attestation and Technical Standards Forms.

Students must provide evidence of the following before entering each practicum course:

- written verification of PPD testing for tuberculosis (required annually) (If PPD is positive, an initial chest X-ray is required.)
- written verification of CPR certification from the American Heart Association (BLS for health care providers)
- health insurance coverage
- documentation of malpractice insurance
- criminal background check, which is a federal requirement for all persons working with vulnerable populations
- written verification of the following immunizations: hepatitis B, MMR, chicken pox, tetanus/diphtheria/pertussis, and influenza (Note: influenza immunization is an annual requirement.)
- negative 9-panel (or more) drug screen
- additional requirements as stated by specific health care agencies and the Department of Nursing Graduate Student Handbook

Students enrolled in clinical courses are not guaranteed their choice of placement site. Additional details about placements are outlined in the Department of Nursing Graduate Student Handbook.

Clinical-Experience Transportation: Students provide their own transportation to and from clinical experiences. The university's free shuttle service connects the Main Campus, the Ballston Center, and the Ballston-MU Metro station.

Graduation Requirements: All graduate nursing students must take and pass a comprehensive examination prior to graduation.

Legal Limitations of Licensure: The practice of nursing is regulated by state laws. Questions concerning advanced practice licensure in a specific state should be directed to that state's board of nursing. Applicants for advanced practice nursing licensure in Virginia are required to notify the Virginia Board of Nursing if they have

- been convicted of (or pled *nolo contendere* 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
- have a mental or physical condition that could interfere with their ability to practice.

Minimum Grade Requirements: Successful completion of a graduate nursing course requires a minimum grade of B. A student may repeat one course in which a grade of B- or lower is earned. A grade of B- in a second course will result in dismissal from the program.

Residency Requirements for Certificate Students: Certificate-seeking students must complete two-thirds of the required credits at Marymount.

Nursing – Family Nurse Practitioner (M.S.N.)

Marymount's Master of Science in Nursing (M.S.N.) family nurse practitioner program prepares nurse practitioners to provide primary care to the family. An in-depth study is made of health as well as common acute and chronic illnesses throughout the life cycle. Laboratory and clinical experiences are provided to develop competence in the diagnosis and treatment of common illnesses. This degree program prepares graduates to sit for nationally recognized certification examinations offered by the American Association of Nurse Practitioners and the American Nurses Credentialing Center.

Marymount's family nurse practitioner curriculum is designed and based on the American Association of Colleges of Nursing's *The Essentials of Master's Education in Nursing* (2011) as well as "The Criteria for the Evaluation of Nurse Practitioner Programs" from the National Organization of Nurse Practitioner Faculties.

Upon successful completion of the M.S.N. program, students will be able to

- translate theoretical knowledge from the sciences and humanities into the delivery of advanced nursing care to diverse populations;
- utilize organizational and systems leadership strategies to promote high-quality and safe care to individuals, families, groups, and communities;
- integrate theory and evidence-based practice principles to optimize patient care;
- incorporate informatics and health care technologies to deliver, coordinate, and optimize health care;
- analyze the influence of health care policy development, regulation, and finance on health care organizations and delivery systems;
- apply principles of inter-professional collaboration to improve patient and population health outcomes;
- design preventative clinical strategies to promote health and reduce the risk of disease and chronic illness;
- demonstrate advanced practice competencies in the delivery of safe, quality care to diverse populations; and
- integrate professional and ethical standards in advanced nursing practice.

Degree Requirements — Nursing – Family Nurse Practitioner (M.S.N.)

45 credits and minimum of 700 clinical hours

NU 501	Theoretical, Ethical, and Profession Foundations of Advanced Nursing Practice
NU 510	Population Health
NU 552	Advanced Pharmacology
NU 554	Advanced Pathophysiology
NU 590	Health Care Data Analysis
NUF 500	Advanced Assessment and Health Screening for the Family Nurse Practitioner
NUF 501	Introduction to Primary Care of the Family
NUF 503	Primary Care of the Family I
NUF 504	Primary Care of the Family II
NU 700	Evidence-Based Practice
NU 701	Innovative Models of Care Delivery
NU 706	Policy and Advocacy in Health Care
NU 707	Leadership, Quality, and Ethics in Health Care

Nursing – Family Nurse Practitioner (Post-Master's Certificate)

This certificate program prepares nurse practitioners to provide primary care to the family. Title IV federal financial aid is available for this certificate program. Click here to review the Gainful Employment Disclosure for this certificate program.

Certificate Requirements

30 credits and a minimum of 700 clinical hours

NU 510	Population Health
NU 552	Advanced Pharmacology
NU 554	Advanced Pathophysiology
NU 707	Leadership, Quality, and Ethics in Health Care
NUF 500	Advanced Assessment and Health Screening for the Family Nurse Practitioner
NUF 501	Introduction to Primary Care of the Family
NUF 503	Primary Care of the Family I
NUF 504	Primary Care of the Family II

Nursing Education (M.S.N.)

Since fall 2012, new students are no longer accepted into the M.S.N. in nursing education or the post-master's certificate in nursing education. Admission to these program tracks has been temporarily suspended.

Nursing Education (Post-Master's Certificate)

Since fall 2012, new students are no longer accepted into the M.S.N. in nursing education or the post-master's certificate in nursing education. Admission to these program tracks has been temporarily suspended.

Nursing (D.N.P)

Marymount's Doctor of Nursing Practice (D.N.P.) program provides the knowledge, skills, and abilities needed to negotiate and improve the health care system.

Acquired skills include those needed to develop evidence-based practice protocols, develop and utilize databases, and apply epidemiological methods. Students will endeavor to develop new models of care delivery and to become expert in a specific area of nursing. Further, students will expand their knowledge of health care policy and finance to better negotiate and influence the health care delivery system and to advocate for improved care for individuals and aggregates. Graduates with this terminal degree will be prepared for roles in direct care or indirect, systems-focused care.

Upon successful completion of the D.N.P. program, students will be able to

- develop new approaches to advanced nursing practice and health care delivery based on scientific knowledge and theories of nursing and other disciplines;
- demonstrate clinical, organizational, and systems-level leadership through design of innovative models of caring;
- design methods for evaluating clinical outcomes to direct evidence-based practice for improving health care outcomes;
- utilize knowledge drawn from epidemiological, statistical, and technological data to implement quality improvement initiatives for practice with individuals, aggregates, or populations;
- lead inter-professional teams in the analysis of complex practice and organizational issues;
- demonstrate leadership in health policy advocacy at the local, state, and federal level;
- demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes;
- apply ethical analysis when generating policy, research, and practice; and
- use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.

Students who enter with a B.S.N. as their highest credential will complete 45 credits of M.S.N. coursework, in addition to the 30-32 credits for the D.N.P. program, for a total of 75-77 credits.

Doctoral Scholarly Project: Students complete a project that integrates the practice and scholarship essentials of the D.N.P. degree. The project is designed to be completed in two semesters. Students are expected to present a summary of their scholarly project at a university, regional, or national conference.

Degree Requirements — Nursing (D.N.P.)

Degree Requirements for those entering with a B.S.N.

75-77 credits

NU 501	Theoretical, Ethical, and Profession Foundations of Advanced Nursing Practice
NU 510	Population Health

NU 552	Advanced Pharmacology
NU 554	Advanced Pathophysiology
NU 590	Health Care Data Analysis
NUF 500	Advanced Assessment and Health Screening for the Family Nurse Practitioner
NUF 501	Introduction to Primary Care of the Family
NUF 503	Primary Care of the Family I
NUF 504	Primary Care of the Family II
NU 700	Evidence-Based Practice
NU 701	Innovative Models of Care Delivery
NU 702	Epidemiology
NU 703	Research Methods and Applications
NU 705	Multivariate Analysis
NU 706	Policy and Advocacy in Health Care
NU 707	Leadership, Quality, and Ethics in Health Care
HCM 500	Accounting Basics for Health Care Managers
NU 800	Residency
NU 801	Doctoral Project
NU 899	Independent Study

NUF 501, NUF 503, NUF 504, NU 800: Students must complete a minimum of 1,200 supervised post-baccalaureate clinical practicum hours to fulfill program requirements. 700 clinical hours must be in direct patient care to meet the requirements for FNP certification; 500 hours must be spent in DNP practicum. Residency hours are established in courses.

Degree Requirements for those entering with an M.S.N.

31-35 credits

Courses are listed in recommended sequence of enrollment. All students must have taken a graduate-level statistics course within five years of admission.

NU 700	Evidence-Based Practice
NU 701	Innovative Models of Care Delivery
NU 702	Epidemiology
NU 703	Research Methods and Applications
NU 705	Multivariate Analysis
NU 706	Policy and Advocacy in Health Care
NU 707	Leadership, Quality, and Ethics in Health Care
HCM 550	Health Care Finance
NU 800	Residency
NU 801	Doctoral Project
NU 899	Independent Study

NU 800: Students must complete a total of 1,000 supervised post-baccalaureate clinical practicum hours to fulfill program requirements. Post-baccalaureate clinical hours achieved prior to entering the D.N.P. program must be officially documented. Residency hours are established in these courses. If more than one semester is required for completion of NU 800, students may complete by registering for independent study credits (NU 899) for a maximum of three (3) subsequent semesters.

Physical Therapy

Physical Therapy (D.P.T.)

The Marymount University Doctor of Physical Therapy (D.P.T.) program prepares generalist practitioners to deliver best available physical therapist practice for improving movement, function, and health across diverse individuals and communities. The program employs a dynamic learning-in-context environment that is warm and welcoming. All classroom, clinic, and community activities are grounded in critical thinking, professionalism, respect for individual differences, and adherence to ethical practices. The program utilizes a modified problem-based curriculum unique to the region.

Upon successful completion of the D.P.T. program, students will be able to

- function independently, managing patients with a wide variety of simple or complex conditions;
- perform skilled physical therapist examinations, interventions, and clinical reasoning proficiently and consistently;
- apply best available scientific evidence, clinical judgment, and patient preferences in physical therapy patient management;
- manage a full-time physical therapist's caseload to achieve resource-efficient and patient-effective outcomes;
- exhibit care, compassion, and empathy in delivering physical therapy services sensitive to individual, cultural, and social differences; and
- implement a self-directed plan for professional development and lifelong learning.

The physical therapy program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Admission Requirements and Eligibility: The physical therapy program is a three-year, full-time program. Applicants have a separate admissions process and a notification of admission status shortly after the required interview. Entry into the program is in the fall semester only. Class size is limited to 38 students. The

deadline to submit a completed application is October 15th.

Students applying for admission to the graduate program in physical therapy at Marymount University must meet the following minimum standards to be eligible for consideration:

- bachelor's degree from an accredited college or university prior to entry into the physical therapy program
- 3.0 or higher cumulative GPA for all college and university coursework
- 3.0 or higher cumulative GPA for all prerequisite science coursework (see list below under "Prerequisite Coursework")
- completion of 40 hours of observation or volunteer service work in a physical therapy clinical setting, verified by a physical therapist from the clinical setting (hours may be completed at more than one clinical facility)
- GRE scores from within the last five years
- not more than one prerequisite course with a grade of C or C+; grades of B- or better for all other prerequisite courses
- Up to 12 credits of prerequisite coursework may remain incomplete at the time of application to the program; any remaining prerequisite coursework must be completed with a grade of B- or better before entering the D.P.T. program.

Prerequisite Coursework: For program consideration, the prerequisite courses below must be completed.

Note: Marymount course equivalencies are listed in parentheses for comparison/informational purposes only.

- two (2) courses of biological sciences with lab (BIO 151-152, General Biology I and II)
- one (1) course of anatomy/anatomy and physiology I with lab (BIO 161, Anatomy and Physiology I)
- one (1) course of physiology/anatomy and physiology II with lab (BIO 162, Anatomy and Physiology II)
- two (2) courses of general chemistry with lab (CHM 151-152, Principles of Chemistry I and II)
- two (2) courses of general physics with lab
- one (1) course of psychology (PSY 101, General Psychology)
- one (1) course of statistics (MA 132, Statistical Analysis)

International students for whom English is a second language should review the International Graduate Students page for TOEFL, IELTS, or PTE Academic test score requirements.

Required Application Materials: Marymount University participates in the Physical Therapy Centralized Application Service (PTCAS), which is used by the majority of U.S. physical therapy programs. With PTCAS, students complete one central application. PTCAS sends the completed application to the programs students designate. As part of the process, applicants will need to submit a supplemental fee directly to the Office of Graduate Admissions. Instructions for sending this fee and more information about the online application process are found on PTCAS website.

The following materials must be submitted as part of the PTCAS application:

- PTCAS application form
- $30 supplemental application fee (in addition to the PTCAS fee) sent directly to the Office of Graduate Admissions, 2807 N. Glebe Road, Arlington, VA 22207
- essay, as described on the PTCAS application
- official transcripts for all college and university coursework
- verification of completing 40 hours of clinical observation or work in a physical therapy setting under the supervision of a licensed physical therapist
- two letters of recommendation (using the form provided by PTCAS) from faculty, academic advisors, physical therapists, or employers addressing the applicants ability, motivation, and interest in pursuing graduate studies in physical therapy
- scores from the GRE; the GRE code for Marymount's Doctor of Physical Therapy program is 7738

The physical therapy program's admissions committee reviews all applications. Initial evaluation of applicants includes assessment of overall GPA, prerequisite science GPA, GRE scores, applicant's written statement, community activities, and recommendations.

Special consideration is given to current Marymount students who have completed at least two full-time semesters at Marymount prior to applying, Marymount University graduates, and persons from minority groups that are underrepresented in the profession.

Applicants are selected based on their qualifications and potential to contribute to the profession and their

community. The program also aims to have students who represent of a broad diversity of backgrounds.

After the initial review of applicants' preliminary materials, all individuals being considered for admission are invited to participate in a Physical Therapy Department interview, typically a Saturday in December. Interview Day consists of a personal interview, group activity, and facility tour. Please check the university website or call the Office of Graduate Enrollment Services to find out the date of Interview Day for the upcoming year. Admission decisions are announced to applicants within 30 days following their scheduled interview. All accepted students must confirm acceptance within three weeks of notification.

Clinical Education: Clinical activities are integrated throughout the three-year curriculum. Integrated part-time clinical experiences take place in local physical therapy clinics and coincide directly with didactic learning activities. Clinical full-time practicums take place in clinics locally and nationally. The majority of full-time clinical placements occur within the greater metropolitan Washington area and nearby states. Students complete three (3) full-time practicums in 10- or 12-week rotations, at three different clinic sites.

Clinical Requirements: For admission to the program, students must submit the items below.

- medical examination
- criminal background check, which is a federal requirement for all persons working with vulnerable populations
- drug screen, required by clinical agencies
- written verification of testing for tuberculosis or screening (If PPD is positive, a clear chest X-ray is required.)
- written verification of the following immunizations: hepatitis B, MMR, varicella titer, and Tdap
- documentation of health insurance coverage
- documentation of American Heart Association CPR for health care providers

Clinical Education Transportation: Students provide their own transportation to and from courses and clinical experiences. The university's free shuttle service connects the Main Campus, Ballston Center, and the Ballston-MU Metro station.

Comprehensive Examination: Each student must pass a comprehensive written examination in order to graduate.

Minimum Grade and Academic Progression Requirements: Physical therapy students must meet all of the university academic standards for graduate students. In addition, physical therapy students are expected to receive a minimum grade of B in all required courses. However, students may be allowed to continue in the program without interruption with up to two course grades of B-. Course grades lower than a B- are considered unsatisfactory. Students who receive three course grades of B- or any course grade lower than a B- are dismissed from the program.

Degree Requirements — Physical Therapy

102 credits

Year One — Fall

PT 700	Clinical Neuroscience
PT 701	Applied Pathophysiology
PT 702	Health Care Delivery and Contemporary Society

Year One — Spring

PT 710	Gross Anatomy
PT 711	Foundations of Physical Therapy Examination, Evaluation, and Diagnosis
PT 712	Critical Assessment of Information

Year One — Summer

PT 713	Therapeutic and Scientific Principles of Exercise

Year Two — Fall

PT 714	Foundations of Physical Agents and Therapeutic Technologies in the Physical Therapist Practice
PT 720	Evaluation and Management of Patients with Orthopedic Disorders
PT 721	Clinical Applications of Physical Therapy Management of Patients with Orthopedic Disorders
PT 723	Research Principles and Design

Year Two — Spring

PT 730	Evaluation and Management of Patients in Acute Care
PT 731	Clinical Application of Physical Therapy Management of Patients in Acute Care
PT 732	The Physical Therapist as a Manager
PT 735	Physical Therapy and the Older Adult

Year Two — Summer

PT 800	Clinical Practicum I

Year Three — Fall

PT 740	Evaluation and Management of Patients with Neurological Disorders
PT 741	Clinical Applications of Physical Therapy Management of Patients with Neurological Disorders
PT 744	Case Report I: Foundations
PT 745	Clinical Practice Synthesis
PT 746	Physical Therapy in Pediatrics

Year Three — Spring

PT 757	Leadership, Professional Development, and Expert Practice
PT 801	Clinical Practicum II
PT 803	Clinical Case Reports

Year Three — Summer

PT 802	Clinical Practicum III

Physical Therapy (Transitional D.P.T.)

Effective spring 2020

The Marymount University transitional Doctor of Physical Therapy (t.D.P.T.) program develops licensed practitioners with a master's- or bachelor's-level education into doctors of physical therapy. Offered in association with Rehab Essentials Inc., this fully online program employs a dynamic learning-in-context environment that is designed to engage learners at their speed and level within their context of practice.

There are three start windows for a cohort each year: January, May, and August. Each cohort will follow in sequence the progression of courses listed below associated with their degree entry point. The Bachelor's to D.P.T. program is 30 credits in length and is completed in 7 semesters. The Master's to D.P.T. program is 20 credits long and designed to be completed in 5 semesters.

Upon successful completion of the t.D.P.T. program, students will be better equipped to incorporate all aspects of current PT patient management and professional practice responsibilities consistent with Marymount's entry-level D.P.T. program expectations:

- function independently, managing patients with a wide variety of simple or complex conditions;
- perform skilled physical therapist examinations, interventions, and clinical reasoning proficiently and consistently;
- apply best available scientific evidence, clinical judgment, and patient preferences in physical therapy patient management;
- manage a full-time physical therapist's caseload to achieve resource-efficient and patient-effective outcomes;
- exhibit care, compassion, and empathy in delivering physical therapy services sensitive to individual, cultural, and social differences; and
- implement a self-directed plan for professional development and lifelong learning.

It is anticipated that these program outcomes will translate to t.D.P.T. students reporting improved professional performance as evidenced by such behaviors as:

- increased commitment to the ideals of the profession;
- consistent application of critical thinking paradigms into clinical decision making and patient management approaches;
- ability to apply higher-level principles of management and leadership in professional practice environments;
- ability to transition from roles as a general consumer of scientific literature to using the scientific literature to inform best practice decisions; and
- increased awareness and engagement in contemporary issues of practice.

The physical therapy program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Admission Requirements and Eligibility:

1. U.S. Bachelor's-Trained Practitioners Interested in the D.P.T.

If you attained your B.P.T. or B.S.P.T. from a CAPTE-accredited institute:

- official transcript(s)
- copy of U.S. physical therapy license
- the executed signature page

If you attained your B.P.T. or B.S.P.T. from a non-CAPTE (or foreign) institute:

- official transcript(s)
- copy of U.S. physical therapy license
- the executed signature page

2. U.S. Master's-Trained Practitioners Interested in the D.P.T.

If you attained your M.P.T. or M.S.P.T. from a CAPTE-accredited institute:

- official transcript(s)
- copy of U.S. physical therapy license
- the executed signature page

If you attained your M.P.T. or M.S.P.T. from a non-CAPTE (or foreign) institute:

- official transcript(s)
- copy of U.S. physical therapy license
- the executed signature page

3. Foreign-Trained Practitioners with a Bachelor's Interested in the D.P.T.

- bachelor's in physical therapy degree or Bachelor of Science in physical therapy
- official transcript(s)
- copy of U.S. physical therapy license
- the executed signature page

4. Foreign-Trained Practitioners with a Master's Interested in the D.P.T.

- master's in physical therapy or Master of Science in physical therapy
- official transcript(s)
- copy of U.S. physical therapy license
- the executed signature page

SEND REQUIREMENTS (REGARDLESS OF PROGRAM) TO:

Rehab Essentials, Inc.
ATTN: Ms. Terry Heron, Director of Admissions
4813 East Hoffman Street
Baltimore, MD 21205

Email any questions regarding admissions to terry@rehabessentials.com.

DUE DATES
All material must be postmarked no later than the date(s) identified on www.rehabessentials.com. Spots are limited and assigned on a first-come, first-serve basis.

Minimum Grade and Academic Progression Requirements: Physical therapy students must meet all of the university academic standards for graduate students. In addition, physical therapy students are expected to receive a minimum grade of B in all required courses. However, students may be allowed to continue in the program without interruption with up to two course grades of B-. Course grades lower than a B- are considered unsatisfactory. Students who receive three course grades of B- or any course grade lower than a B- are dismissed from the program.

Degree Requirements — Physical Therapy (t.D.P.T.) Post-Master's

20 credits

Semester One

PT 772	Pharmacology in Rehabilitation
PT 774	Clinical Decision Making: Utilizing the Guide to PT Practice

Semester Two

PT 773	Legal and Ethical Issues for Physical Therapists
PT 775	Business and Marketing

Semester Three

PT 777	Professionalism-The Doctoring Profession
PT 771	Medical Imaging in Rehabilitation
PT 776	Documentation, Coding, Payment and Compliance

Semester Four

PT 770	Screening for Medical Disorders
PT 778	Critical Assessment of the Literature and Evidence Informed Practice

Semester Five

PT 779	Capstone Project

Degree Requirements — Physical Therapy (t.D.P.T.) Post-Bachelor's

30 credits

Semester One

PT 772	Pharmacology in Rehabilitation
PT 774	Clinical Decision Making: Utilizing the Guide to PT Practice

Semester Two

PT 773	Legal and Ethical Issues for Physical Therapists
PT 775	Business and Marketing
PT 777	Professionalism-The Doctoring Profession

Semester Three

PT 771	Medical Imaging in Rehabilitation
PT 776	Documentation, Coding, Payment and Compliance

Semester Four

PT 770	Screening for Medical Disorders
PT 778	Critical Assessment of the Literature and Evidence Informed Practice

Semester Five

PT 780	Clinical Reasoning in Orthopedic and Manual Therapy
PT 781	Management of Patients with Cardiovascular and Pulmonary Disorders

Semester Six

PT 782	Management of Patients with Neurological Disorders
PT 783	Management of Patients with Integumentary Disorders
PT 784	Foundations in Population Health

Semester Seven

PT 779	Capstone Project

School of Sciences, Mathematics, and Education

Dean: Dr. Catherine M. Wehlburg

The core mission of the School of Sciences, Mathematics, and Education is to enable students to serve as agents of positive change for individuals and in the global community.

At the graduate level, students may pursue degrees in counseling, education, and forensic and legal psychology.

Minimum Grade Requirements: For degree-seeking students, unless otherwise indicated, a minimum grade of C is needed to receive credit for a graduate course in the school. See individual programs for further requirements.

Nondegree Admission: Graduate nondegree admission, in programs that permit it, is limited to a total of nine (9) credits and two consecutive semesters in the School of Sciences, Mathematics, and Education. Students who are denied admission to a degree program in the School of Sciences, Mathematics, and Education will need department approval before being accepted as a nondegree student. See individual program descriptions for further restrictions or requirements.

Counseling

Marymount offers the M.A. in counseling with three specialization options: clinical mental health counseling, pastoral clinical mental health counseling, and school counseling.

The clinical mental health counseling, pastoral clinical mental health counseling, and school counseling specializations are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The school counseling specialization, all teacher licensure programs (elementary, secondary, and special education), and the M.Ed. in administration and supervision program are accredited by the Division of Teacher Education and Licensure of the Virginia Department of Education, the National Council for Accreditation of Teacher Education (NCATE), and the Council for the Accreditation of Educator Preparation (CAEP).

Marymount also offers a forensic and legal psychology option for students in the clinical mental health counseling program. This is a unique opportunity to earn both a master's degree in clinical mental health counseling and a master's degree in forensic and legal psychology, then complete the post-master's clinical supervisory requirements needed to become a licensed professional counselor (LPC).

Admission Policies: Students admitted to other Marymount graduate programs must reapply to the university and meet the counseling program's admissions requirements before they will be admitted into a counseling program.

Nondegree Students: Students who have been denied admissions to any of the counseling programs will need to be approved by the department. Nondegree students may only register for the following courses with permission from the department chairperson and if space permits after registration ends for fully admitted students: CE 500, CE 501, CE 502, CE 503, CE 505, CE 520, CE 529, CE 532, CE 540, CE 541, CE 542, CE 549, and CE 551.

Admission Requirements for Master's Degree Programs: In addition to the universitywide graduate admission requirements (p. 16), the following are required:

- acceptable GPA (An undergraduate major in psychology is preferred; however, candidates from other fields will be considered)
- satisfactory scores on the GRE (including the Analytical Writing score), as determined by the department
- two letters of recommendation that speak directly to the applicant's academic and interpersonal skills
- personal statement describing the applicant's background and motivation for entering the field of study

Enrollment Policies and Application Deadlines

Clinical mental health counseling and pastoral clinical mental health counseling specializations: Students are admitted for the fall semester only. Completed applications must be received by the January 15 priority deadline or March 1 final deadline. Applications received after these deadlines will be considered for a future admission date. If space permits, students may be admitted for the spring semester. Contact the Office of Graduate Enrollment Services for information.

School counseling specialization: Students are admitted for the summer or fall only. Students are expected to begin in the summer or fall immediately after their admission to the program. Completed applications must be received by the January 15 priority deadline or by the final deadline of March 11. Applications received after these deadlines will be considered for the summer, space permitting.

Process: After the initial review of applicants' preliminary materials, they may be invited to participate in an on-campus interview process with the faculty. The process includes group and individual interviews and a mandatory orientation to the program. All application materials must be received in order to be considered for an interview. The Office of Graduate Enrollment Services will contact those applicants selected for an interview with the date.

Following the interview process, the counseling faculty will review the entire application and render a final decision based on an assessment of both academic and interpersonal appropriateness for the program and the counseling profession. Applicants will be notified of their status by the Office of Graduate Enrollment Services and should not contact the counseling department directly.

Academic Progression: The counseling faculty will review the academic, clinical, and professional development of students in all graduate programs each semester. Students must demonstrate appropriate academic, clinical, professional, and interpersonal skills in order to progress in the program and to be placed into a practicum and internship. Details of the review process and procedures can be found in the graduate program handbook.

Academic Probation: Students may only be on nonconsecutive probation once during their graduate studies. If a student's cumulative GPA falls below 3.0 for a second time, the student will be dismissed. Students who wish to appeal their dismissal should refer to the Academic Dismissal (p. 42) section of this catalog for the proper procedure.

Legal Limitations of Practice: The practice of counseling is regulated by state laws. Questions concerning licensure in a specific state should be directed to that state’s board of professional counselors. Before clinical mental health counseling and pastoral clinical mental health counseling students are placed in a practicum or internship site, agencies may require them to undergo a national criminal background check. Students are responsible for the cost of the investigation. Students are required to obtain and present proof of liability insurance prior to the start of a practicum or internship experience and carry the insurance until graduation.

Maximum Credits: Students enrolled in the M.A. programs in counseling are limited to registering for a maximum of 12 credits per semester.

Minimum Grade Requirements: For the clinical mental health counseling and pastoral clinical mental health counseling M.A. specializations, a minimum grade of B is required in the following courses to advance in the program: CE 501, CE 502, CE 508, CE 520, CE 522C, CE 523C, CE 597C, and CE 599C.

For the school counseling M.A. specialization, a minimum grade of B is required in the following courses to advance in the program: CE 508, CE 520, CE 522S, CE 523S, CE 560, CE 561, CE 597S, and CE 599S.

Practicum and Internship Prerequisites: For the clinical mental health counseling, pastoral clinical mental health counseling, and school counseling M.A. specializations, in order to be admitted to a practicum or an internship, students must have completed the practicum and internship application process, which includes attendance at a mandatory meeting one semester prior to the placement, attainment of a satisfactory review of student academic progress, completion of the appropriate paperwork, submission of documentation of student professional liability insurance, and permission of the faculty.

Students must complete all prerequisites and 24 credits prior to registering for CE 597C or CE 597S Practicum. The practicum and 30 credit hours of the program must be completed prior to being admitted to CE 599C or CE 599S Internship.

Research Requirement: All students in the clinical mental health counseling, pastoral clinical mental health counseling, and school counseling specializations are required to log a minimum of 20 hours of research assistance under the guidance of one or more members of the counseling faculty or another approved faculty member. See the specific programs in the *Counseling Student Handbook* for details. Pastoral counseling students are also required to fulfill 30 service hours. See "Service Requirements" below.

Residency Requirement for M.A. Students: Clinical courses (CE 522C or CE 522S; CE 523C or CE 523S;

CE 597C or CE 597S; CE 599C or CE 599S) must be taken at Marymount.

Scheduling of Courses: Courses listed are not offered every semester. Students should consult their program advisor for guidance on course rotations and scheduling. Students in any of the counseling programs may enroll in a maximum of 12 credits per semester.

Service Requirements: All graduate students in any pastoral counseling program are required to log a minimum of 30 hours of service to Marymount or the community. See the *Pastoral Counseling Student Handbook* for details.

Transfer Policies: For the clinical mental health counseling, pastoral clinical mental health counseling, and school counseling M.A. specializations, students requesting course substitutions or course transfer from other institutions are required to submit paperwork for required courses for review to the counseling department's Course Review Committee. Upon approval by the department, students may transfer a maximum of 12 credits. After admission into a program, students may transfer a maximum of six (6) credits. Students must gain approval from the counseling department's Course Review Committee prior to enrolling in a course outside of Marymount. No online classes can be transferred into the counseling program. No online classes are permitted to be taken while in the program.

Counseling (M.A.)

Marymount offers an M.A. in counseling with three specialization options: clinical mental health counseling, pastoral clinical mental health counseling, and school counseling.

The clinical mental health counseling, pastoral clinical mental health counseling, and school counseling specializations are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The school counseling program is also accredited by the Council for the Accreditation of Educator Preparation (CAEP).

Marymount's CACREP, licensure-track counseling program provides an opportunity to earn a degree and complete coursework needed for licensure to become a licensed professional counselor (LPC) in 60 credit hours. Individuals are eligible to sit for the National Board of Certified Counselors (NBCC) examination at Marymount toward the end of their program of study and begin the supervised experience necessary to become an LPC upon completion of this degree program. Electives in any specializations should be selected in consultation with advisors to meet licensure requirements in other states.

Upon successful completion of the clinical mental health counseling, pastoral clinical mental health counseling, and school counseling specializations, students will be able to demonstrate a knowledge base required for professional counselors. That knowledge base, as outlined by CACREP, includes the following:

- advanced human growth and development
- multicultural counseling
- individual skills
- group counseling
- career development and counseling
- testing and assessment
- research methods
- professional, legal, and ethical issues in counseling

Students also will demonstrate an understanding of current trends in the job market through self-marketing strategies.

Degree Requirements — Counseling

60 credits

Shared Degree Requirements

45 credits

CE 500	Research and Evaluation
CE 501	Bases of Psychopathology
CE 503	Advanced Human Growth and Development
CE 508	Crisis Assessment and Intervention
CE 509	Substance Abuse Assessment and Intervention
CE 510	Survey of Testing and Assessment
CE 520	Theories of Counseling
CE 522C OR CE 522S	Counseling for Individuals (Counseling section) Counseling for Individuals (School Counseling section)
CE 523C OR CE 523S	Group Counseling Techniques (Clinical Mental Health Counseling section) Group Counseling Techniques (School Counseling section)
CE 524	Theories and Techniques of Family Counseling

CE 530C CE 530S	Career Development Counseling (Clinical Mental Health Counseling section) OR Career Development Counseling (School Counseling section)
CE 551	Multicultural Counseling
CE 597C CE 597S	Clinical Mental Health Counseling Practicum OR School Counseling Practicum
CE 599C CE 599S	Internship: Clinical Mental Health Counseling OR Internship: School Counseling

Specialization Courses

In addition to the courses above, a student must choose from one of three specializations (18 credits).

Clinical Mental Health Specialization

CE 502	Foundations, Ethics, and Professional Issues in Clinical Mental Health Counseling
CE 536	Advanced Counseling: Theories and Techniques

Nine (9) elective credits in counseling education or forensic legal psychology courses.

Electives must have approval from an advisor. Students should consult with their state licensing board to determine appropriate electives.

Pastoral Clinical Mental Health Specialization

CE 502	Foundations, Ethics, and Professional Issues in Clinical Mental Health Counseling
CE 540	Contemporary and Historical Religious Perspectives
CE 541	Pastoral Counseling Integration
CE 542	Grief and Loss
CE 549	Moral and Spiritual Development and Ethical Issues in Counseling

No electives

School Counseling Specialization

The school counseling specialization provides the education and training necessary to work as a school counselor in elementary, middle, or high school. Students who successfully complete this program will be eligible for licensure as a school counselor (grades PK-12) in the Commonwealth of Virginia. Students also meet the requirements for the LPC with completion of CE 501.

Field experience, practicum, and internship hours must be completed when school is in regular session: September through June, Monday through Friday, from 7 a.m. to 3:30 p.m.

CE 505	Advanced Study of Individuals with Exceptionalities
CE 534	Counseling Children and Adolescents
CE 560	Foundations, Ethics, and Professional Issues in School Counseling
CE 561	Practices of School Counseling

An elective from counseling education or forensic legal psychology graduate courses, three (3) credits.

Counseling with Clinical Mental Health Specialization/Forensic and Legal Psychology Dual Degree (M.A./M.A.)

Marymount offers a forensic and legal psychology option for students in the clinical mental health counseling program. Through this program, the student has an opportunity to earn an M.A. in clinical mental health counseling and an M.A. in forensic and legal psychology.

Marymount's forensic and legal psychology program balances traditional counseling knowledge and skills with a specialized understanding of the criminal justice and legal systems while tapping into the rich resources of the nation's capital. Coursework is interdisciplinary, combining study in law, criminal justice, and public policy, in addition to many subfields in psychology. See forensic and legal psychology (p. 95) for more information.

The clinical mental health counseling program provides an opportunity to earn a degree, be eligible to sit for the National Board for Certified Counselors (NBCC) examination toward the end of the program of study, and begin the supervised experience necessary to become a licensed professional counselor.

Admission Requirement: To be admitted to this program, students are admitted to one program at a time and must meet the application and deadline requirements for each program. Students who are admitted from the forensic and legal psychology

program can begin classes in the clinical mental health counseling program only after completing 18 forensic and legal psychology program credits. In addition, they must plan to begin classes in the clinical mental health counseling program in the fall semester that immediately follows their acceptance into the program. Students who are admitted from the clinical mental health counseling program can begin classes in the forensic and legal psychology program only after completing 40 clinical mental health counseling program credits.

Dual-Degree Requirements — Counseling with Clinical Mental Health Specialization/Forensic and Legal Psychology

75 credits

CE 500	Research and Evaluation
CE 502	Foundations, Ethics, and Professional Issues in Clinical Mental Health Counseling
CE 503	Advanced Human Growth and Development
CE 508	Crisis Assessment and Intervention
CE 509	Substance Abuse Assessment and Intervention
CE 510	Survey of Testing and Assessment
CE 520	Theories of Counseling
CE 522C	Counseling for Individuals (Counseling section)
CE 523C	Group Counseling Techniques (Clinical Mental Health Counseling section)
CE 524	Theories and Techniques of Family Counseling
CE 530C	Career Development Counseling (Clinical Mental Health Counseling section)
CE 536	Advanced Counseling: Theories and Techniques
CE 551	Multicultural Counseling
CE 597C	Clinical Mental Health Counseling Practicum
CE 599C	Internship: Clinical Mental Health Counseling
FLP 501 OR CE 501	Bases of Psychopathology Bases of Psychopathology
FLP 511	Legal and Investigative Psychology
FLP 512	Issues in the American Legal System
FLP 527	Psychology, Public Policy, and Law
FLP 531	Psychology of Criminal Behavior
FLP 540	Forensic Assessment

CE 500: FLP 502 will not count in place of CE 500 due to CACREP and licensure requirements.

FLP 501 must cover the entire DSM-5 to meet counseling requirements.

Nine (9) elective credits from counseling education and forensic legal psychology courses.

Electives must have approval from an advisor. Students should consult with their state licensing board to determine appropriate electives.

Counselor Education and Supervision (Ed.D.)

Since fall 2016, new students are no longer accepted into the Ed.D. in counselor education and supervision program accredited by CACREP. Students currently enrolled in the program should consult the catalog they received at the time of matriculation for program requirements.

Education

Marymount University's professional programs leading to the Master of Education are dedicated to the mission of "preparing educational leaders for diverse learning communities." All courses and experiences are designed to achieve this mission. Critical thinker, effective practitioner, and caring professional are the three synergistically interacting tenets that comprise the conceptual framework model. Knowledge of the learner and learning, content, instructional practice, and professional responsibility provide the foundation for our programs.

Upon successful completion of any Master of Education licensure program, students will be able to

- apply knowledge of learner development, learning differences, and learning environments to help all learners meet high standards and reach their full potential;
- demonstrate a deep understanding of content and the ability to draw upon content knowledge to support learners in accessing information and applying knowledge in real-world settings to assure mastery of content;
- design and implement a variety of effective instructional strategies and assessments in coordinated and engaged ways; and
- demonstrate leadership and collaboration by modeling ethical behavior and professional responsibility that results in the highest levels of achievement.

Graduate programs leading to a Master of Education and initial teaching licensure in Virginia are elementary

education (grades PK-6); secondary education (grades 6-12 in biology, chemistry, earth science, English, history and social science, mathematics, and physics); and special education: general curriculum (grades K-12). The administration and supervision program offers an add-on endorsement for Virginia licensure in administration and supervision (grades PK-12). The school also offers a non-licensure program: the Master of Education in Curriculum and Instruction (36 credits) and 15-credit certificates in special education; English as a second language; and science, technology, engineering, and math (STEM).

Upon completion of the non-licensure education programs, students will be able to

- research and write critically about issues in education;
- apply specialized knowledge and skills in a selected concentration area;
- analyze data for educational decision making and problem solving; and
- demonstrate leadership and collaboration by modeling ethical behavior and responsibility to help advance the profession.

Students seeking teaching licensure reserve one semester for the student-teaching experience. This experience is a 14-week, full-time placement. Student teaching is the culmination of the Marymount teacher-education licensure program and reflects the degree to which a student will be effective as a classroom teacher. See the Student-Teaching Experience section (p. 89) of this catalog for complete information about application procedures for student teaching.

All Marymount University teacher education programs are approved by the National Council for Accreditation of Teacher Education (NCATE), the Council for Accreditation of Educator Preparation (CAEP), and the Virginia Department of Education. Program requirements are subject to revision based upon changes set forth by the Commonwealth of Virginia.

Periodic Progress Review

Each semester, the education faculty meets to evaluate all students' academic progress and professional dispositions. The education faculty consider not only academic performance, but also personal characteristics, 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 Sciences, Mathematics, and Education's Teacher Education Committee. Failure to meet academic and professional standards may result in dismissal from the Marymount 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.

Graduate Programs in Education

Application Priority Deadlines: Admission to the program is competitive. Applications must be complete by the following priority deadlines to assure an admissions decision by the start of the semester.

July 16	fall semester
November 16	spring semester
April 16	summer semester

Applications received after these deadlines will be considered on a time and space-available basis.

Admission Requirements for Degree Programs: Formal application for admission to the teacher education program is required. In addition to the university-wide graduate admission requirements (p. 16), applicants to the M.Ed. program must do the following:

- submit proof of a bachelor's degree with a minimum 2.75 GPA or 3.25 in the last 60 hours or a 3.0 in their endorsement area
- submit two recommendations
- submit all undergraduate transcripts so that the adequacy of undergraduate general education coursework needed for licensure requirements can be determined
- interview with a faculty advisor in the education department
- present passing scores, as set by the Virginia Department of Education, for
  - Praxis Core Mathematics only (Praxis Core Mathematics exam may be waived with sufficient composite SAT/ACT score. See an academic advisor for further information.)*
  - Virginia Communication and Literacy Assessment (VCLA)*

The MU education department requires at least one of the following:

- CSLP/PDS writing sample
- VCLA writing score at appropriate level (see an academic advisor for further information)
- "in-house" writing sample scored using designated rubric

*Applicants for the administration and supervision program and the non-licensure M.Ed. program are not required to take the Praxis or VCLA examinations.

Academic Progression Requirements: Education students must achieve satisfactory progress each semester. Failure to meet requirements for progression to any course or portion of the program will result in review by the Teacher Education Committee and may result in dismissal from the program.

Academic Probation: Students may only be on nonconsecutive probation once during their graduate studies. If a student's cumulative GPA falls below 3.0 for a second time, the student will be dismissed. Students who wish to appeal their dismissal should refer to the Academic Dismissal (p. 42) section of this catalog for the proper procedures.

Legal Limitations of Practice: The practice of teaching is regulated by state laws. Questions concerning licensure in a specific state should be directed to that state's board of education. Students may be required to submit to a national criminal background check before being placed in field experiences or as a student-teacher. The student is responsible for the cost of the investigation.

Program Completion Requirements: The education programs require completion of all methods coursework, a teacher work sample, and the presentation of a professional standards-based portfolio. A successful student-teaching experience as well as passing scores on all licensure examinations required by the Virginia Department of Education are also necessary for all teaching licensure programs.

The university does not accept credit on standardized tests, such as CLEP, toward graduate coursework required for any graduate education program. (CLEP or standardized test credits may be accepted for undergraduate coursework needed for licensure requirements.)

Upon completion of all licensure requirements, students submit an Application for Initial Virginia Teacher Licensure to the School of Sciences, Mathematics, and Education and are then recommended by the faculty to the Commonwealth of Virginia for endorsement.

NOTE: Once admitted to a master's program, students are allowed a maximum of five years from their first semester to complete their coursework.

The Student-Teaching Experience

Students seeking licensure complete their program with a student-teaching experience.

Student teachers are supervised by a university supervisor in the School of Sciences, Mathematics, and Education and by an on-site cooperating teacher. Students should consult the *Marymount University Graduate Teacher Candidate Handbook* and the *Student Teaching Handbook* for further information on student teaching.

Placement for student teaching is dependent upon the school's and faculty's judgment regarding the student's performance in coursework, dispositions, and field placement.

Deadlines are set annually for student teaching applications. Contact the Office of Clinical Experiences for exact deadlines. Passing scores must be attained for the Praxis II, Virginia Communication and Literacy Assessment (VCLA), and Reading for Virginia Educators (RVE) licensure exams before submitting an application. Please see an advisor for exact dates for specific exams needed for licensure areas. Information and directions for application completion are available in the Office of Clinical Experiences.

Placement is available in 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. If a student needs a student-teaching assignment outside of the local area, the student must meet the written requirements available from the coordinator of clinical experiences and must have approval from the chair of the education department. While student teaching, all students assume the role of guest in the host school and must abide by the host school's policies and regulations.

Student Teaching Abroad

Students who would like to student teach abroad must contact the coordinator of clinical experiences two

semesters before applying to student teach. Placements are currently available in Europe, South America, and New Zealand. Tuition for student teaching abroad remains the same; however, student teachers are responsible for their own transportation, housing expenses, and any additional program fees.

Student Teaching Out-of-Area

Students who want to student teach out of the local area within the United States must contact the coordinator of clinical experiences two semesters before applying to student teach. Out-of-area placements are granted on a case-by-case basis based on the student's need to relocate due to personal and/or financial reasons. If the out-of-area student-teaching assignment is granted, the student teacher is responsible for any additional costs exceeding that which Marymount provides to the cooperating teachers and supervisors. Students register for student teaching through Marymount regardless of the geographic location of the placement.

Applying for Student Teaching

In order to register for student teaching, a student must fulfill the following requirements:

- gain full admission into a licensure program
- submit a student-teaching application packet (see deadlines previously noted)
- complete all stipulated methods coursework
- submit passing scores for the Virginia Communication and Literacy Assessment (VCLA) and the Praxis Core Math (if applicable)
- submit passing scores on the Praxis II exam
- submit passing scores on the Reading for Virginia Educators (RVE) exam (for elementary education and special education programs)
- be endorsed by an education department faculty member to student teach based upon ability and dispositions

Prior to beginning the student-teaching placement, student teachers must clear a criminal background check as required by the local school division and must submit verification of current health insurance.

Program Options

Professional Development School Partnership

Through Fairfax County Public Schools, Marymount offers a Professional Development School (PDS) program. This partnership is a collaborative licensure program and is available to selected M.Ed. candidates. Interns spend a full academic year in partner schools while completing M.Ed. coursework. Students may elect to complete initial licensure for the elementary education (PK-6) program or the special education: general curriculum (K-12) program. All field and clinical experiences, as well as student teaching, are supervised and take place at the schools.

Administration and Supervision, PK-12 (M.Ed.)

This master's degree program is designed to prepare candidates for school administration in public and private schools. It also provides the Catholic values and perspectives essential to fostering Catholic unity and identity within a school community. In addition to developing competencies in educational leadership, the program focuses on the church's history, teaching, and moral perspectives while encouraging participants' own faith and spiritual growth. A unique feature of the program is that most of the courses are offered online.

Students in this program may complete an internship and should contact the program director for instructions on applying for the internship.

Students seeking licensure are required to successfully complete the School Leaders Licensure Assessment (SLLA) during their second year. Students who complete the program, including the internship, and pass the SLLA are eligible for Virginia endorsement in administration and supervision (PK-12).

Upon successful completion of the administration and supervision program, students will be able to

- develop, advocate, and enact a shared mission, vision, and core values of high-quality education by acting ethically through equitable and culturally responsive practices to promote student academic success and well-being;
- develop supportive, inclusive, and rigorous learning communities through coherent systems of curriculum, instruction, and assessment to promote student academic success and well-being;
- develop and engage a network of learning community stakeholders in meaningful and reciprocal ways to promote student academic success and well-being; and
- act as agents of continuous school improvement to promote student academic success and well-being.

Degree Requirements — Administration and Supervision, PK-12

36 credits

ED 581	Foundations of American Education for School Leadership
ED 582	Building School Community Relations
ED 583	Administration in the Schools
ED 584	Advanced Curriculum and Instruction for Educational Leadership
ED 586	Current Issues in Education
ED 587	School Law
ED 588	Educational Leadership and Supervision
ED 589	Fostering Moral and Ethical Development
ED 591	School Finance and Development
ED 592	Administrative Issues in Special Education
ED 593	Project, Thesis, or Internship

Elementary Education, PK-6 (M.Ed.)

This program is designed for those who wish to earn licensure to teach in the preschool and/or elementary setting (grades PK-6). For Virginia licensure, individuals must provide evidence of a wide range of general studies competencies in undergraduate coursework and a course in human growth and development.

The M.Ed. in elementary education with licensure is available at Main Campus Monday through Friday. The program is also available at Main Campus in a weekend cohort format and through Marymount's Professional Development School (PDS) partnership with Fairfax County Public Schools as a one-year full-time internship.

Degree Requirements — Elementary Education, PK-6

36 credits

Many courses require field experience. For details, see education (p. 103) in Course Descriptions.

ED 500 and ED 509 are required as the first courses in this program, as they provide the foundation for all other courses.

ED 500	Foundations of Education and the Teaching Profession
ED 509	Special Education: Foundations and Characteristics of Exceptional Learners
ED 551	Instruction and Assessment
ED 552	Effective Classroom Management
ED 554	Educational Technology
ED 555	Literacy Methods for Diverse Learners: Grades PK-2
ED 556	Literacy Methods for Diverse Learners: Grades 3-6
ED 557	Social Studies and the Visual Arts
ED 558	Elementary Math Methods
ED 559	Elementary Science Methods
ED 570E	Student Teaching: PK-6

ED 552 and ED 570E must be taken at the same time.

Elementary Education Teaching Licensure Additional Endorsement

Students in the special education program who seek the add-on endorsement in elementary education must complete all PK-6 general studies requirements for licensure, an additional three-credit student-teaching experience (contact the department chair for information), and additional coursework.

Curriculum and Instruction (non-licensure M.Ed.)

This master's degree program is designed for those students who are not seeking a Virginia teaching license. Students in this program may be practicing teachers, education professionals who are not working in a classroom setting, or students who intend to teach in international or private schools. Along with completing a core of professional courses intended to develop the knowledge, skills, and dispositions to the field of education, students will complete a concentration area and a capstone project designed to meet the individual needs, interests, and goals of the student.

Degree Requirements — Curriculum and Instruction (non-licensure)

36 credits

Shared Degree Required Courses

18 credits

ED 500	Foundations of Education and the Teaching Profession
ED 509	Special Education: Foundations and Characteristics of Exceptional Learners
ED 526 OR ED 541	Cross-Cultural/International Curricula Global Perspectives for the Special Educational Needs of All Students
ED 551	Instruction and Assessment
ED 554	Educational Technology
ED 580	Capstone: Curriculum and Instruction Program

Students with an undergraduate education equivalent may waive the content of ED 500 and replace it with additional elective hours.

Concentration Courses

In addition to the courses above, a student must choose from one of four concentrations (18 credits).

Other courses may be selected with the consent of an advisor.

Curriculum and Instruction Concentration

ED 537 OR ED 555	Literacy Across the Curriculum: Secondary Literacy Methods for Diverse Learners: Grades PK-2
ED 558 OR ED 566 OR ED 567 OR ED 568 OR ED 569	Elementary Math Methods Teaching Science in Secondary Schools (6-12) Teaching History and Social Science in Secondary Schools (6-12) Teaching English in Secondary Schools (6-12) Teaching Mathematics in Secondary Schools (6-12)
	Or another approved graduate course from a related field

English as a Second Language (ESL) Concentration

ED 511	Psychoeducational Assessment and Instruction
ED 523	Diagnostic and Corrective Literacy Instruction
ED 526	Cross-Cultural/International Curricula
ED 553	Teaching English as a Second Language
ED 555	Literacy Methods for Diverse Learners: Grades PK-2
EN	One (1) linguistics course
	Or another approved graduate course from a related field

Science, Technology, Engineering, and Math (STEM) Concentration

ED 537 OR ED 555	Literacy Across the Curriculum: Secondary Literacy Methods for Diverse Learners: Grades PK-2
ED 558 OR ED 566 OR ED 569	Elementary Math Methods Teaching Science in Secondary Schools (6-12) Teaching Mathematics in Secondary Schools (6-12)
ED 559 OR ED 538	Elementary Science Methods Secondary Teaching Methods
ED 556	Literacy Methods for Diverse Learners: Grades 3-6
ED 557 OR ED 567 OR ED 568	Social Studies and the Visual Arts Teaching History and Social Science in Secondary Schools (6-12) Teaching English in Secondary Schools (6-12)

Special Education Concentration

ED 511	Psychoeducational Assessment and Instruction
ED 523	Diagnostic and Corrective Literacy Instruction
ED 529	Collaboration and Consultation in Special Education Settings
ED 539	Instructional Implementation of the Individualized Education Program
ED 545	Transition and Family Issues for Individuals with Disabilities
	Or another approved graduate course from a related field

Secondary Education, 6-12 (M.Ed.)

This master's degree program is designed for persons who already have a B.A. or B.S. and seek licensure in any of the following content areas: biology, chemistry, earth science, English, history and social science, mathematics, or physics.

In order to maintain currency in the content area, students seeking a teaching license at the secondary level (grades 6-12) must have satisfactorily completed a course in their licensure endorsement area within five years prior to applying for a Virginia teaching license through Marymount. Three (3) credit hours in human growth and development are required for licensure in addition to the graduate program requirements.

The M.Ed. in secondary education is available at Marymount’s Main Campus. The program is also

available in a weekend cohort format at the Main Campus.

Degree Requirements — Secondary Education, 6-12

36 credits

Many courses require field experience. For details, see education (p. 103) in Course Descriptions.

ED 500 and ED 509 are required as the first courses in this program, as they provide the foundation for all other courses.

ED 500	Foundations of Education and the Teaching Profession
ED 509	Special Education: Foundations and Characteristics of Exceptional Learners
ED 526	Cross-Cultural/International Curricula
OR	
ED 541	Global Perspectives for the Special Educational Needs of All Students
ED 529	Collaboration and Consultation in Special Education Settings
ED 537	Literacy Across the Curriculum: Secondary
ED 538	Secondary Teaching Methods
ED 551	Instruction and Assessment
ED 552	Effective Classroom Management
ED 554	Educational Technology
ED 566	Teaching Science in Secondary Schools (6-12)
OR	
ED 567	Teaching History and Social Science in Secondary Schools (6-12)
OR	
ED 568	Teaching English in Secondary Schools (6-12)
OR	
ED 569	Teaching Mathematics in Secondary Schools (6-12)
ED 570S	Student Teaching: Secondary

ED 552 and ED 570S must be taken at the same time.

Special Education: General Curriculum, K-12 (M.Ed.)

This master's degree program is designed for those who wish to earn licensure and teach children with special education needs in a K-12 classroom setting. Three (3) credit hours in human growth and development are required for licensure in addition to the graduate program requirements.

The M.Ed. in special education: general curriculum is available at Marymount's Main Campus. The program is also available through Marymount's Professional Development School (PDS) partnership with Fairfax County Public Schools in the format of a one-year full-time internship.

Additional Endorsement Options: An additional endorsement in elementary education is available to students in this program. See Elementary Education Teaching Licensure Additional Endorsement (p. 91) in this catalog for requirements.

Degree Requirements — Special Education: General Curriculum, K-12

36 credits

Many courses require field experience. For details, see education (p. 103) in Course Descriptions.

ED 500 and ED 509 are required as the first courses in this program, as they provide the foundation for all other courses.

ED 500	Foundations of Education and the Teaching Profession
ED 509	Special Education: Foundations and Characteristics of Exceptional Learners
ED 511	Psychoeducational Assessment and Instruction
ED 523	Diagnostic and Corrective Literacy Instruction
ED 529	Collaboration and Consultation in Special Education Settings
ED 539	Instructional Implementation of the Individualized Education Program
ED 545	Transition and Family Issues for Individuals with Disabilities
ED 549	Assessments, Techniques, and Interventions in Behavior Management
ED 555	Literacy Methods for Diverse Learners: Grades PK-2
ED 558	Elementary Math Methods
ED 570SE	Student Teaching: Special Education General Curriculum K-12

ED 509: A course in human development and learning for kindergarten-age students through adolescents is required before enrolling in ED 509.
ED 549 and ED 570SE must be taken at the same time.

Graduate Certificates in English as a Second Language; Science, Technology, Engineering, and Math (STEM); and Special Education

Each certificate is comprised of five (5) courses at three (3) credits each, for a total of 15 credits. A student may

complete one of these three specific course sequences in order to earn a certificate. THIS IS NOT A LICENSURE PROGRAM. Students interested in a licensure program should see an education advisor or contact the Office of Graduate Admissions.

These 15-credit education certificates are for students who have an undergraduate degree and meet universitywide requirements for graduate certificate admissions. Students who choose to apply these certificate courses to earn the 36-credit M.Ed. in curriculum and instruction must meet all the current graduate admissions requirements set by Marymount and the Commonwealth of Virginia. All coursework must be completed at Marymount within three (3) years of matriculation. Title IV federal financial aid is not available for these certificate programs, but private and institutional aid may be available.

Minimum Grade Requirements: Students in these certificate programs must meet the university's academic standards for graduate students and achieve a minimum grade of C for each course required for the certificate. All graduate students in the School of Sciences, Mathematics, and Education must maintain a minimum cumulative GPA of 3.0. A student whose cumulative GPA falls below 3.0 will be placed on academic probation. The student must bring his or her cumulative GPA to 3.0 or higher within nine (9) graduate credits or be dismissed. A student whose cumulative GPA falls below 3.0 a second time will be dismissed.

Prerequisite: Prospective students need to have an introductory curriculum/instruction course or one year of validated teaching experience. Students may also take ED 500 Foundations of Education and the Teaching Profession or ED 551 Curriculum and Assessment as a corequisite to meet this entrance requirement.

Certificate Requirements — English as a Second Language

15 credits

ED 509	Special Education: Foundations and Characteristics of Exceptional Learners
ED 511	Psychoeducational Assessment and Instruction
ED 523	Diagnostic and Corrective Literacy Instruction
	OR
ED 541	Global Perspectives for the Special Educational Needs of All Students
ED 553	Teaching English as a Second Language

Certificate Requirements — Science, Technology, Engineering, and Math (STEM)

15 credits

ED 537	Literacy Across the Curriculum: Secondary
	OR
ED 555	Literacy Methods for Diverse Learners: Grades PK-2
	OR
ED 556	Literacy Methods for Diverse Learners: Grades 3-6
ED 558	Elementary Math Methods
	OR
ED 566	Teaching Science in Secondary Schools (6-12)
	OR
ED 569	Teaching Mathematics in Secondary Schools (6-12)
ED 538	Secondary Teaching Methods
	OR
ED 559	Elementary Science Methods
ED 554	Educational Technology
ED 580	Capstone: Curriculum and Instruction Program

Certificate Requirements — Special Education

15 credits

ED 509	Special Education: Foundations and Characteristics of Exceptional Learners
ED 511	Psychoeducational Assessment and Instruction
ED 523	Diagnostic and Corrective Literacy Instruction
ED 529	Collaboration and Consultation in Special Education Settings
ED 539	Instructional Implementation of the Individualized Education Program

Counseling with a Specialization in School Counseling (M.A.)

Offered by the counseling department, this program prepares students for licensure as school counselors at elementary-, middle-, and high-school levels. A Master of Arts degree is awarded upon completion of the required graduate credits. See the counseling section (p. 83) of this catalog for more information.

Forensic and Legal Psychology

Forensic and Legal Psychology (M.A.)

This master's degree program provides graduates with the skills and knowledge they need to provide effective, high-quality services in a variety of forensic and legal settings. These include probation and parole, victim assistance, mitigation and sentencing advocacy, law enforcement, intelligence, trial consultation, policy, advocacy, and research. To accomplish this goal, the program balances traditional psychological knowledge and skills with a specialized understanding of the legal system.

Upon successful completion of the forensic and legal psychology program, students will be able to

- evaluate existing research in the field;
- develop and deliver effective oral presentations;
- analyze the effectiveness of public policies in the legal system and propose workable solutions;
- design and defend solutions to major problems in the field, using current research and theory; and
- analyze the complexities involved in various ethical dilemmas in the field and argue for preferred solutions

Admission Requirements: In addition to universitywide requirements for graduate admission (p. 166), the following are required:

- satisfactory GPA (An undergraduate major in psychology is preferred; however, candidates from other fields will be considered.)
- satisfactory scores on the GRE* (including the Analytical Writing score), as determined by the department
- two letters of recommendation, using the official recommendation form provided by the Office of Graduate Enrollment Services, that speak directly to the applicant's academic and interpersonal skills
- a personal statement, maximum 500 words, describing the applicant's background and motivation for entering the field of study, as well as the applicant's rationale for applying to Marymount's forensic and legal psychology program

*GRE is waived for a previously earned graduate degree from an accredited college or university. GRE waivers may be considered on a case-by-case basis for exceptional work history in a forensically relevant field. The department will also consider substitution of GRE scores with comparable graduate-level standardized exams (e.g., LSAT, GMAT, MCAT, etc.).

Intelligence Studies Concentration Admission Requirements: Forensic and legal psychology students who are interested in completing the intelligence studies concentration must meet the following requirements (after at least one semester in the program):

- declare their intent to complete the concentration by the spring semester of their first year in the program
- complete a minimum of nine (9) FLP credits (including FLP 570)
- complete FLP 570 with a B or higher
- have a minimum cumulative GPA of 3.0 or department chair approval

Once these criteria are met, students will meet with their academic advisor to complete a Change of Program form in order to formally enter the intelligence studies concentration.

Maximum Credits: Students enrolled in the M.A. programs in forensic and legal psychology are limited to registering for a maximum of nine (9) credits per semester.

Application Deadlines: Students are admitted for the fall semester only. Completed applications must be received by February 15. Applications received after February 15 will be considered for a future academic year.

Internship Prerequisite: In order to be admitted to an internship, students must have completed the internship application process, which includes a review of academic progress, prerequisite coursework, and appropriate paperwork. Students must also submit the required application fee and gain the permission of the faculty. See the *Forensic and Legal Psychology Student Handbook* for additional details.

Research Requirement: All graduate students are required to log a minimum of 20 hours of research assistance under the guidance of one or more members of the forensic and legal psychology faculty. See the *Forensic and Legal Psychology Student Handbook* for details.

Transfer Policies: Students in the program requesting course substitutions or course transfer from other institutions will be required to submit paperwork for review by the forensic and legal psychology faculty.

Academic Probation: Students may only be on nonconsecutive probation once during their graduate studies. If a student's cumulative GPA falls below 3.0 for a second consecutive time, the student will be dismissed. Students who wish to appeal their dismissal

should refer to the Academic Dismissal (p. 42) section of this catalog for the proper procedure.

Degree Requirements — Forensic and Legal Psychology

39 credits

FLP 501	Bases of Psychopathology
FLP 502	Research Methods
FLP 511	Legal and Investigative Psychology
FLP 512	Issues in the American Legal System
FLP 527	Psychology, Public Policy, and Law
FLP 531	Psychology of Criminal Behavior
FLP 540	Forensic Assessment
FLP 599	Internship: Forensic and Legal Psychology

FLP 502: Students considering the forensic and legal psychology with clinical mental health counseling option (M.A./M.A.) need to be aware that, per CACREP requirements, FLP 502 is not an approved course. CE 500 is instead required.

Five (5) courses from the following:

CE 508	Crisis Assessment and Intervention
CE 509	Substance Abuse Assessment and Intervention
CE 517	Neuropsychological Issues, Treatments, and Assessments
FLP 503	Statistics
FLP 515	Death Penalty and Mitigation
FLP 520	Wrongful Convictions: Case Analysis
FLP 526	Field Experience in Criminal Court
FLP 533	Psychology of Sexual Violence and Exploitation
FLP 534	Substance Use and Abuse: Treatment and Legal Responses
FLP 536	Victims of Interpersonal Violence
FLP 552	Psychology of Law Enforcement
FLP 555	Individual Profiling: International and Political
FLP 556	Group and Country Profiling: International and Political
FLP 559	Behavioral Criminology
FLP 560	Psychopathology of Childhood and Adolescence
FLP 563	Psychology and Treatment of the Juvenile Offender
FLP 566	Child Victimization
FLP 567	Juvenile Justice
FLP 570	The Intelligence Community: Theory, Process, and Challenges
FLP 571	Intelligence Analysis I
FLP 572	Intelligence Analysis II
FLP 573	Counterintelligence
FLP 574	Contemporary Terrorism and the U.S. Response
FLP 575	Intelligence-Led Policing: Application and Methods
FLP 598	Project: Forensic and Legal Psychology

With prior approval of faculty, graduate credit for other elective courses can be applied toward the student's degree. Students who complete FLP 502 and FLP 503 should complete a research-focused internship.

Intelligence Studies Concentration

Students choosing the intelligence studies concentration will complete five (5) courses listed here instead of five electives.

In addition, students in the intelligence studies concentration must complete an internship in the intelligence community or at a private sector company that supports the intelligence community. Students who complete FLP 502 and FLP 503 should complete a research-focused internship.

FLP 570	The Intelligence Community: Theory, Process, and Challenges
FLP 571	Intelligence Analysis I
FLP 572	Intelligence Analysis II
FLP 573	Counterintelligence

Students choose one (1) of the following:

FLP 555	Individual Profiling: International and Political
FLP 556	Group and Country Profiling: International and Political
FLP 574	Contemporary Terrorism and the U.S. Response
FLP 575	Intelligence-Led Policing: Application and Methods
IT 577	Human Considerations in Cybersecurity

With prior approval of faculty, graduate credit for other elective courses can be applied toward the student's degree.

With prior approval of faculty, graduate credit for other elective courses can be applied toward the student's degree.

Forensic and Legal Psychology/Counseling with Clinical Mental Health Specialization Dual Degree (M.A./M.A.)

Marymount offers a clinical mental health counseling option for students in the forensic and legal psychology

program. This is an opportunity to earn both a Master of Arts in forensic and legal psychology and a Master of Arts in clinical mental health counseling while completing the academic requirements needed for licensure to be a licensed professional counselor (LPC). Graduates of the program are eligible to sit for the National Board for Certified Counselors (NBCC) examination and begin the supervised experience necessary to become an LPC.

Marymount's clinical mental health counseling program focuses on clinical techniques applicable to specific populations, providing experiences that are transferable to the contemporary workplace. See the M.A. in clinical mental health counseling program (p. 85) for additional information.

Marymount's forensic and legal psychology program prepares students to work in a variety of psychology settings through interdisciplinary coursework in psychology, law, criminal justice, and public policy.

Admission Requirement: To be admitted to this program, students are admitted to one program at a time and must meet the application and deadline requirements for each program. Students who are admitted from the forensic and legal psychology program can begin classes in the clinical mental health counseling program only after completing 18 forensic and legal psychology program credits. In addition, they must plan to begin classes in the clinical mental health counseling program in the fall semester immediately following their acceptance into the program. Students who are admitted from the clinical mental health counseling program can begin classes in the forensic and legal psychology program only after completing 40 clinical mental health counseling program credits.

Dual-Degree Requirements — Forensic and Legal Psychology/Counseling with Clinical Mental Health Specialization

75 credits

FLP 501 OR CE 501	Bases of Psychopathology Bases of Psychopathology
FLP 511	Legal and Investigative Psychology
FLP 512	Issues in the American Legal System
FLP 527	Psychology, Public Policy, and Law
FLP 531	Psychology of Criminal Behavior
FLP 540	Forensic Assessment
CE 500	Research and Evaluation
CE 502	Foundations, Ethics, and Professional Issues in Clinical Mental Health Counseling
CE 503	Advanced Human Growth and Development
CE 508	Crisis Assessment and Intervention
CE 509	Substance Abuse Assessment and Intervention
CE 510	Survey of Testing and Assessment
CE 520	Theories of Counseling
CE 522C	Counseling for Individuals (Counseling section)
CE 523C	Group Counseling Techniques (Clinical Mental Health Counseling section)
CE 524	Theories and Techniques of Family Counseling
CE 530C	Career Development Counseling (Clinical Mental Health Counseling section)
CE 536	Advanced Counseling: Theories and Techniques
CE 551	Multicultural Counseling
CE 597C	Clinical Mental Health Counseling Practicum
CE 599C	Internship: Clinical Mental Health Counseling

CE 500: FLP 502 will not count in place of CE 500 due to CACREP and licensure requirements.

Nine (9) credits of electives from counseling education or forensic legal psychology courses.

Electives must have approval from an advisor. Students should consult with their state licensing board to determine appropriate electives.

Courses

CE - Counseling Education

All counseling courses are reserved for students fully admitted into a Marymount counseling degree program. Students in other programs must have permission from the counseling department chairperson and faculty to register for counseling courses.

CE 500 - Research and Evaluation

Provides an overview of various research approaches, methods, and techniques, with an emphasis on interpretation of published research data. Topics include methods of data analysis, research designs, data collection techniques, and writing research reports. (3)

CE 501 - Bases of Psychopathology

Examines various contemporary views of abnormal behavior such as the medical, behavioristic, and humanistic models, and theories of personality. Disorders are examined in terms of individual, biological, and socially causative factors. A minimum grade of B is required to advance in the program. (3)

CE 502 - Foundations, Ethics, and Professional Issues in Clinical Mental Health Counseling

Examines contemporary views of behavior in a sociocultural and historical perspective, enabling the student to acquire a holistic overview of the counseling field. Addresses professional legal and counselors. Must be completed prior to or concurrent with any clinical and professional skills courses. A minimum grade of B is required to advance in the program. (3)

CE 503 - Advanced Human Growth and Development

A survey of research and findings in the field of development across the life span. Topics include philosophical models of development such as the organismic and contextual models; the nature-nurture and continuity-discontinuity controversies; and state theories of development such as those of Kohlberg, Piaget, Freud, and Erikson. (3)

CE 505 - Advanced Study of Individuals with Exceptionalities

Examines the relationship between normal psychosocial development and the development of various exceptionalities including sensory handicaps, mental deviations, communication disorders, behavior disorders, learning disabilities, health impairments, and the gifted/talented special education process in the school setting. Emphasis is placed on etiology, diagnosis, and intervention techniques as well as the counselor's role in working with client exceptionalities. (3)

CE 508 - Crisis Assessment and Intervention

This class will familiarize students with the different aspects of crisis intervention, including an examination of various crisis situations; crisis assessment; intervention strategies, models, and techniques; and a critical analysis of developmental, situational, and existential crises. A minimum grade of B is required to advance in the program. (3)

CE 509 - Substance Abuse Assessment and Intervention

The goal is to familiarize the student with the various aspects of substance abuse and its treatment. Topics include definitions and conceptualizations of substance abuse; medical, social, and behavioral models of addiction; psychopharmacology of drugs; and intervention strategies and techniques. (3)

CE 510 - Survey of Testing and Assessment

An overview of test design, construction, and interpretation. Emphasis is placed on intellectual, cognitive, and educational tests, while personality, vocational, and interest inventories also are introduced. Practical issues of testing, including ethical concerns, are examined. (3)

CE 517 - Neuropsychological Issues, Treatments, and Assessments

The impact of biological and physiological factors on human psychological functioning is investigated with cognitive, behavioral, psychosocial, and developmental perspectives. (3)

CE 520 - Theories of Counseling

Furnishes an overview of theories of counseling and psychotherapy and examines the philosophical systems underlying those models. The course also provides a background in professional ethics and standards and knowledge of issues related to the application of psychological services to diverse populations. Must be taken prior to or concurrent with any clinical and professional skills courses. A minimum grade of B is required to advance in the program. (3)

CE 522C - Counseling for Individuals (Counseling section)

Focuses on the skills necessary for effective interaction and communication in a variety of situations, with the emphasis on individual counseling and consultation. A minimum grade of B is required to advance in the program. (3)

CE 522S - Counseling for Individuals (School Counseling section)

Addresses the skills necessary to carry out individual counseling and consultation in the school setting. A minimum grade of B is required to advance in the program. (3)

CE 523C - Group Counseling Techniques (Clinical Mental Health Counseling section)

By combining discussions of various techniques of group counseling with in-class experiences in group dynamics, this course enables the student to develop skills for working with clients of diverse backgrounds in various settings. A minimum grade of B is required to advance in the program. Prerequisite: CE 522C. (3)

CE 523S - Group Counseling Techniques (School Counseling section)

By combining discussions of various techniques of group counseling with in-class experiences in group dynamics, this section for school counseling students addresses the skills necessary to carry out group counseling in the school setting. A minimum grade of B is required to advance in the program. Prerequisite: CE 522S. (3)

CE 524 - Theories and Techniques of Family Counseling

Provides an eclectic view of family dynamics and counseling strategies while also providing the student with practical skills for working with families of diverse backgrounds. Prerequisite: CE 522C or CE 522S. (3)

CE 529 - Psychopathology of Childhood and Adolescence

A systematic study of behavioral and emotional disorders in children and adolescents, including identification of factors that impact deviance: genetic, biological, cognitive, familial, and social. (3)

CE 530C - Career Development Counseling (Clinical Mental Health Counseling section)

Presents a framework for understanding how career development issues unfold, what the appropriate counseling procedures are at each stage, and use of various assessment procedures. (3)

CE 530S - Career Development Counseling (School Counseling section)

Provides an overview of career theories and addresses the skills necessary to carry out career counseling in the school setting. Offered summer semester only. (3)

CE 531 - Eating Disorders: Theory, Research, and Practice

This course provides an overview of the etiology, diagnosis, and treatment of eating disorders, including anorexia nervosa, bulimia, and binge eating disorder. Treatment is considered from a team-based approach to include psychological, cognitive, and physiological processes. Obesity and its relationship with eating disorders will also be addressed. (3)

CE 532 - Human Sexuality Issues in Counseling

The purpose of this course is to increase students' awareness, knowledge, and skills regarding the broad range of issues in the field of counseling when addressing human sexuality issues. Students will develop competence and comfort in addressing sexuality issues in counseling with clients across the developmental spectrum. (3)

CE 533 - Expressive Arts in Counseling

This course is designed to increase knowledge of and experience with appropriate uses of expressive arts in counseling diverse populations. Students will learn how to use therapeutic interventions in the processing phase of expressive arts counseling that are designed to enhance client growth and awareness. Psychodynamic and humanistic interventions and techniques will be demonstrated and practiced in class so that students may learn experientially how to utilize these interventions in expressive arts counseling. Students also will engage in experiential activities designed to enhance their own growth and development. Prerequisite: CE 522C or CE 522S. (3)

CE 534 - Counseling Children and Adolescents

Provides an overview of the assessment, treatment, and ethical issues unique to counseling children and adolescents in mental health or educational settings. It provides students with relevant information about child and adolescent development and strategies for dealing with at-risk populations. Also explores the techniques used to understand and evaluate child and adolescent

behavior. Offered summer semester only. Prerequisites: CE 522C or CE 522S, and CE 529. (3)

CE 535 - Equine Assisted Therapy

This course provides an introduction to the field of equine assisted psychotherapy (EAP) and other related interventions. This course is designed to increase knowledge of and experience with incorporating equine assisted psychotherapy with diverse populations. Students will learn the theory and specific interventions that incorporate the use of horses in counseling. Equine assisted psycho-therapeutic interventions and techniques will be demonstrated and practiced during this experiential class. Students also will engage in experiential activities designed to enhance their own growth and development. Prerequisite: CE 522C or CE 522S. (3)

CE 536 - Advanced Counseling: Theories and Techniques

This course will emphasize advanced clinical theories and techniques in the counseling process, including issues of alienation, lack of effective coping skills, and interpersonal difficulties. The course will help the student understand his or her own reactions and attitudes toward the client, as well as the client's experiences during counseling, through the analysis and application of advanced theories and techniques from the counseling field. Corequisite: CE 599C. Prerequisite: CE 597C or CE 597S. (3)

CE 540 - Contemporary and Historical Religious Perspectives

Offers students an overview of the various religious and spiritual perspectives from the religions of the world. Students will explore beliefs, traditions, rituals, and practices from various religious and spiritual frameworks. Students will also be expected to share and explore personal religious and spiritual belief systems as they relate to their identity as a pastoral counselor. (3)

CE 541 - Pastoral Counseling Integration

Prepares students to integrate counseling theory with spiritual and theological principles. This course includes spiritual and religious perspectives in the field of counseling, theoretical counseling applications in spiritual settings, and applied exercise in personal and professional development for any counselor. (3)

CE 542 - Grief and Loss

Designed to provide a foundation for practice in the area of grief and loss. The practice of grief counseling is based on an in-depth understanding of the various theories and models associated with grief and loss and the applications of those models. Major and minor types of losses related to grief and loss will be explored as well as differing reactions across developmental stages. Self-exploration of personal experiences, responses, and reactions to grief and loss will be examined. (3)

CE 546 - Wellness and Self-Care

This course is designed to assist students in gaining insight into their personal wellness and self-care and its impact on their work as a counselor. Students will develop awareness, knowledge, and skills by exploring wellness and self-care concepts. Through participation in a variety of experiential activities, students will learn strategies to develop effective approaches to wellness and self-care. (3)

CE 549 - Moral and Spiritual Development and Ethical Issues in Counseling

Offers a foundation into the theories and models of moral and spiritual development and addresses the common ethical issues associated with these theories as they relate to the counseling profession. (3)

CE 551 - Multicultural Counseling

A survey of mental health literature concerning the role of cultural, ethnic, and racial influences on behavior, coping, symptoms, assessment, psychopathology, and treatment. Focus is on developing an understanding of the impact of ethnicity on the mental health status of minority individuals. (3)

CE 560 - Foundations, Ethics, and Professional Issues in School Counseling

An introductory overview of school counseling programs at the elementary, middle, and secondary levels. Philosophy and basic principles in school counseling are addressed. This course requires a 20-hour field experience in a school setting. A minimum grade of B is required to advance in the program. Offered fall semester only. (3)

CE 561 - Practices of School Counseling

This course provides an overview of counseling practices at the elementary, middle, and high school levels. Focus is on facilitating the continuing advancement of professional knowledge and skills

through the presentation of techniques and strategies for working with elementary, middle, and high school students in all areas of the school setting. A minimum grade of B is required to advance in the program. Offered spring semester only. Prerequisites: CE 560 and CE 522S. Corequisite: CE 597S. (3)

CE 597C - Clinical Mental Health Counseling Practicum

The practicum in counseling provides students with beginning practical experience in a counseling setting. The practicum totals 180 hours on-site over one semester, including 40 hours of direct client contact. Weekly on-site supervision by the on-site supervisor and weekly individual and group supervision by the university supervisor are required. A minimum grade of B is required to advance in the program. Prerequisites: CE 501, CE 502, CE 520, CE 522C, completion of 24 credits, and permission of the graduate counseling faculty. Prerequisites or corequisites: CE 523C and CE 551. (3)

CE 597S - School Counseling Practicum

The practicum in school counseling facilitates the continuing advancement of professional knowledge and skills through an on-site field experience that enables students to observe and practice various techniques and strategies utilized by school counselors in the school setting. Students complete 100 hours of supervised field experience in an elementary, middle, or high school setting and attend a weekly group supervision seminar on campus. In addition, students will meet individually with a university supervisor each week. Offered spring semester only. A minimum grade of B is required to advance in the program. Prerequisites: CE 522S, CE 560, and permission of the graduate counseling faculty. Corequisite: CE 561. (3)

CE 598 - Project

Individually arranged seminar to explore in greater depth an area of interest to the student. May only be taken after 75% of the program requirements are fulfilled. Prerequisite: permission of the chair of the counseling department. (3)

CE 599C - Internship: Clinical Mental Health Counseling

Provides the student with practical experience in an applied setting. Internship hours must be done over a minimum of two semesters. Students attend a weekly seminar. Internships must have prior approval of the internship coordinator. A minimum grade of B is required to advance in the program. Prerequisites: successful completion of CE 597C, 30 credits in the program, and permission of the faculty. (6)

CE 599S - Internship: School Counseling

Provides a transitional school counseling experience by engaging the student in a practical, day-to-day work schedule under close supervision. In order to be admitted to the internship, the student must have completed the internship application process, which includes a review of the student's progress, submission of appropriate paperwork by January 15, documentation of student professional liability insurance, and permission of the faculty. Offered fall and spring semesters only: 600 hours. A minimum grade of B is required to advance in the program. Prerequisites: CE 522S, CE 523S, CE 560, CE 561, and CE 597S, completion of 30 credits, and permission of the graduate counseling faculty. (3-6)

CE 701 - Advanced Diagnostic Classification and Treatment of Mental Disorders

Provides the conceptual and theoretical foundation for the advanced study of mental health diagnostic classification, differential diagnoses, effective treatments, and pharmacologic management of persons with mental illness. Emphasis is on the mental health treatment across the life span, including children, adolescents, adults, and older adults, in the context of the family, cultural diversity, and practice settings. This course emphasizes the importance of accurate diagnostic assessments as a key element in the effective treatment of the individual. Prerequisites: successful completion of CE 501 or an approved equivalent and permission of faculty. Minimum grade of B is required to advance in the program. (3)

CE 702 - Advanced Professional, Legal, and Ethical Issues in Counseling

Examines the professional identity of counselor educators and supervisors and provides an understanding of professional functioning in a variety of settings. Legal, ethical, and best practice issues encountered by professional counselors will be examined. Prerequisite: admission to the Counselor Education and Supervision Program. A minimum grade of B is required to advance in the program. (3)

CE 710 - Advanced Assessment of Social and Personality Functioning

Designed to provide counselors with a working knowledge of assessment principles and instruments

used in schools and clinical mental health counseling. An "informed consumer" must have the knowledge of how to choose, use, read, and interpret psychological tests. Therefore, this course will emphasize the "science" of appraisal, focusing on the process of test selection, administration, and scoring. Prerequisite: admission to the counselor education and supervision program. (3)

CE 723 - Advanced Group Counseling Techniques/Issues

Students will learn advanced group facilitation skills that will include training on group theory, group process, and how interpersonal processes affect behavior as a group leader. Prerequisites: admission to the counselor education and supervision program, CE 523S or its equivalent, and permission of faculty. (3)

CE 725 - Theories and Models in Counseling Supervision

Intended to introduce doctoral students to the theories and models of supervision in counseling. The course will examine the ethical and legal issues encountered by supervisors and help students develop problem-solving techniques to address these concerns. Students will develop the skills necessary to implement supervision strategies, explore assessment procedures, and begin the development of their model of supervision. The class will allow students to develop and work toward the Approved Clinical Supervisor credential. Prerequisites: admission to the Counselor Education and Supervision Program and permission of faculty. A minimum grade of B is required to advance in the program. (3)

CE 801 - Advanced Clinical Skills Assessment Lab

Intended for doctoral students who have previous experience counseling clients during an approved counseling master's program. The class is designed to assess students' counseling skills to determine the level of competence and/or need for remediation. This course will provide advanced graduate students an opportunity to demonstrate and develop advanced counseling skills. Prerequisites: admission to the Counselor Education and Supervision Program and permission of faculty. A minimum grade of B is required to advance in the program. (3)

CE 803 - Ed.D. Clinical Practicum II

Intended to provide advanced doctoral students an opportunity to demonstrate and continue to develop counseling skills in an approved practicum placement in the field of counseling. Students will build upon their previous internship experiences at the master's level and complete the clinical practice requirement for doctoral studies as outlined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This course will focus on advanced case conceptualization and analysis; diagnosis; and ethical, legal, and clinical issues in counseling. The course will also explore the issues related to private practice, such as development, marketing, reimbursement, and insurance carriers. Prerequisites: admission to the Counselor Education and Supervision Program, completion of a master's degree program, and CE 701 and CE 801 with a minimum grade of B. A minimum grade of B is required to advance in the program. (3)

CE 805 - Internship in Counselor Education

This class reviews and offers doctoral-level students the opportunity to examine and practice the various roles of teaching in counseling under direct supervision. This is a two-semester internship, with a minimum of one semester devoted to teaching. However, students traditionally complete two semesters of teaching for the internship. Students may be required, or may request, additional internship hours in the areas of supervision or counseling. Prerequisite: admission to the Counselor Education and Supervision Program and permission of the faculty. A minimum grade of B is required to advance in the program. (6)

CE 809 - Counselor Supervision Practicum

This class allows opportunities for experiential learning and skill development in an applied supervisory setting and enables students to synthesize a personal approach to counselor supervision that integrates knowledge based on theory and experience. The practicum allows students to put into practice supervision theories and techniques they have learned in the introductory counseling supervision course, CE 725, while under the supervision of a faculty member. Prerequisite: admission to the Counselor Education and Supervision Program, CE 725 with a minimum grade of B, and permission of the faculty. A minimum grade of B is required to advance in the program. (3)

CE 810 - Adv. Research Designs

Provides students with an exposure to more advanced methods of data analysis and research approaches, with an emphasis on the completion of a research project. Topics include multivariate data analysis; quantitative data analyses, including MANOVAs; discriminate function analysis; hierarchical multiple regression; and exploratory factor analysis. Prerequisites: admission to

the Counselor Education and Supervision Program, CE 500, and permission of faculty. (3)

CE 813 - Qualitative Research Design

Provides an introduction to the broad field known as qualitative research and will examine theoretical, methodological, and practical aspects of qualitative research by focusing on areas of naturalistic observation, oral history, and interviews. Prerequisites: admission to the Counselor Education and Supervision Program, CE 500, and permission of faculty. (3)

CE 815 - Empirical Bases of Research

Provides analysis and support for doctoral candidates in the theory and practice of dissertation development, particularly chapters 1-3 of the dissertation, which will be completed prior to the conclusion of this class. Prerequisites: admission to the Counselor Education and Supervision Program, CE 810, and CE 813. A minimum grade of B is required to advance in the program. (3)

CE 899 - Dissertation Research

This course is the culminating experience of the doctoral research experience and is an extension of CE 815. The purpose of this course is to successfully complete an original piece of research, which contributes to the existing literature in the counseling profession as evidenced by the doctoral dissertation through a written and oral defense. Students are required to complete a minimum of 9 credit hours for this course. Prerequisites: CE 815, meet residency and Ed.D. candidacy requirements, have formed a dissertation committee, and have permission of the faculty. (9-credit minimum)

ECO - Economics

ECO 590 - Health Care Economics

Emphasizes the significance and relevance of economics, financial information, and financial management in the health care industry. The course provides an understanding of the fundamental principles of economics and evaluates how economics can impact decision making within a health care organization. The importance of effective resource utilization and the role of supply and demand in managing health care services are examined also. (3)

ED - Education

ED 500 - Foundations of Education and the Teaching Profession

This course explores the historical, sociological, and philosophical foundations of education and the teaching profession with emphasis on current trends and issues. The role of various organizations on its structure and operation, along with teacher responsibilities toward professional and ethical standards, and the legal issues that impact the classroom will be addressed. An introduction to curriculum design, standards and accountability, and lesson planning to support the needs of all learners are covered. A minimum 10-hour service-learning component is required. (3)

ED 509 - Special Education: Foundations and Characteristics of Exceptional Learners

This course is designed for students to become knowledgeable in the foundations of special education in relation to students with federally recognized disabilities labels. This includes historical perspectives, legal aspects, regulatory requirements, models, theories, philosophies, ethical issues, and trends that provide the basis for educational implications in school and home settings. The course also covers developmental characteristics of individuals with high-incidence disabilities, including but not limited to cognitive, linguistic, physical, psychomotor, social, medical, and emotional development. Field experience: 10 hours. Prerequisite: a life span and development course that encompasses kindergarten-age students through adolescents. (3)

ED 511 - Psychoeducational Assessment and Instruction

Designed to help the teacher develop techniques of formal and informal assessment, data collection and interpretation, and individual educational planning for exceptional learners. Clinical practice in the use of appraisal instruments is provided. Field experience: 10 hours. Prerequisite: ED 509. (3)

ED 516 - Adolescent Psychology

The purpose of this course is to develop an advanced level of understanding of theoretical and practical knowledge of adolescent psychology and how it relates to human growth and development. Emphasis is on helping the student understand and apply the results of research studies to current issues facing today's adolescents. Biological, emotional, psychological, cognitive, and social development will be examined

along with critical issues and topics determined by the interest of the class. (3)

ED 523 - Diagnostic and Corrective Literacy Instruction

This course teaches students who are preparing to be special education teachers language acquisition and the causes of literacy and reading disabilities. Also addressed are ways to prevent reading failure and strategies for the collection and analysis of reading behavior. Students will learn the process of developing instructional reading programs for individualized correction. Field experience: 20 hours. Prerequisites: ED 500 and ED 509. (3)

ED 526 - Cross-Cultural/International Curricula

A basic course in cultural differences in education. Cultural groups' needs in the United States and cultural differences in other nations are examined. Prerequisite: ED 500. (3)

ED 529 - Collaboration and Consultation in Special Education Settings

This course is designed for students to become knowledgeable in collaboration and communication skills and models within special education settings, which includes families, community service agencies, and nondisabled peers. Assistive and instructional technology that is used to gain access into the general curriculum is also addressed. Field experience: 10 hours. Prerequisite: ED 509. (3)

ED 537 - Literacy Across the Curriculum: Secondary

Overview of the language and literacy process as it applies to teaching in secondary schools. Emphasizes reading and writing in content areas and instructional strategies to support students' literacy development. Focuses on ways reading, writing, speaking, and listening are developed and used in learning discipline-specific curriculum. Field experience: 10 hours. Prerequisites: ED 500 and ED 509. (3)

ED 538 - Secondary Teaching Methods

Examines research, theory, and pedagogical methods of instructional planning and delivery in today's diverse classrooms at the secondary level. Historical and contextual factors of secondary learning are also examined. Field experience: 20 hours. Prerequisites: ED 500 and ED 509. (3)

ED 539 - Instructional Implementation of the Individualized Education Program

This course is designed for students to become knowledgeable about individualized education program (IEP) implementation in a K-12 setting. This includes demonstrating the use of assessment tools to make decisions about student progress within the general education curriculum; teaching remediate deficits in academic areas; understanding the scope and sequence of the SOLs; promoting high academic, social, and behavioral standards; and implementing and monitoring IEP-specified accommodations within the general education classroom. Field experience: 10 hours. Prerequisite: ED 509. (3)

ED 540 - Special Topics

Study or directed research of a selected topic in education under the supervision of a faculty member. This course is designed to provide opportunities for application of the knowledge, skills, and strategies acquired in the education field. (3-6)

ED 541 - Global Perspectives for the Special Educational Needs of All Students

This course will engage pre-service and in-service education students with research and practical applications in regard to international education and students who require special education supports. This course will review research-based global initiatives regarding students with exceptionalities in inclusive environments. Student outcomes will include global perspectives and culturally responsive educational practices. Students will be expected to communicate with understanding about international needs of exceptional populations in global communities. (3)

ED 542 - Global Perspective on Peace and Conflict Resolution Education

Whether teaching art, government, or history, each teacher can play a role in preparing students to understand conflict, learn to build peace, and become engaged global citizens. This course introduces peace and conflict resolution education theories and practices while also exploring how today's global world impacts students and teachers. This course will begin with a brief overview of the field of peace and conflict studies. Students will critically explore causes of violence and methods of constructively addressing conflict and building peace. Following that, this course will examine globalization and its impact on today's classroom and world. Students will examine 10 core competencies of global education and their role in building peace and

preventing conflict in an ever more connected world. Finally, this course will explore pedagogical approaches to peace and conflict education, focusing on experiential education. Students will learn and develop their own experiential education approaches that can be applied to any classroom. (3)

ED 543 - Global Education Capstone

This course is designed as the capstone experience for the Global Education Certificate. The capstone course is designed to provide the practical application of the skills and knowledge acquired and developed throughout the Global Education Certificate program. The project is intended to tie the student's professional goals and coursework with a real-world application of current research-based data. Students will also use this course as a time to reflect on their program and how they will instill global perspectives into their careers. (3)

ED 545 - Transition and Family Issues for Individuals with Disabilities

Designed to provide students with a broad overview of the rationale for career and transition programming critical to the development of children and youth with disabilities. The course also presents the various program options that are currently available. The knowledge and understanding of the importance of counseling, working with families of students with disabilities, and the availability of community resources to assist both parents and children with disabilities will be discussed. Prerequisites: ED 500 and ED 509. (3)

ED 549 - Assessments, Techniques, and Interventions in Behavior Management

This course teaches behavior management assessments, techniques, and intervention strategies for special educators within school-wide, classroom, and individual settings. Functional behavior assessment is included. Corequisite: ED 570SE. Prerequisite: permission of ECE office. (3)

ED 550 - Research Methods

Presents students with various current research methods in education preparing them to design and conduct an applied research project that involves collecting and analyzing data and reporting the findings. (3)

ED 551 - Instruction and Assessment

This course is designed to support students in selecting and developing curriculum and instruction that will promote effective teaching and learning in today's diverse classrooms. Students will understand the importance of data-informed decision making and develop and use a variety of valid and reliable classroom assessments that support student-learning outcomes. Students will learn to collect, analyze, and make instructional decisions based upon the results of a variety of assessment data in order to set goals for student achievement. Prerequisite: ED 500. (3)

ED 552 - Effective Classroom Management

This course is designed to provide the principles and best practices of effective classroom management techniques, individual intervention strategies, and classroom community building in developmentally appropriate ways within the PK-12 setting. Additionally, students will analyze diverse approaches for effective classroom management based upon behavioral, cognitive, affective, social, and ecological theory and practice. Corequisite: ED 570E or ED 570S. Prerequisite: permission of ECE office. (3)

ED 553 - Teaching English as a Second Language

Emphasizes second-language learning and supporting issues involved with linguistics and semantics; deals with remediation and textual material. Field experience: 10 hours. Prerequisite: ED 509. (3)

ED 554 - Educational Technology

An introductory hands-on course designed to prepare pre-service teachers with the integration of technology into an educational curriculum, including multimedia, evaluation of educational software, and an introduction to telecommunication resources and programming. Prerequisite or corequisite: ED 500. (3)

ED 555 - Literacy Methods for Diverse Learners: Grades PK-2

Introduces students to the teaching of reading by exploring the nature of the reading process and the major approaches and skills needed to enhance literacy learning in the classroom for student in grades PK-2. Various strategies for teaching spelling, writing, vocabulary, and comprehension are emphasized. Students will examine and apply diagnostic tools used to assess, evaluate, and group students for differentiated literacy instruction. Field experience: 20 hours. Prerequisites: ED 500 and ED 509. (3)

ED 556 - Literacy Methods for Diverse Learners: Grades 3-6

Using the Virginia Standards of Learning as the framework, the relationship among reading, writing, speaking, and listening in the context of a diverse grades

3-6 classroom will be explored. Various strategies for teaching spelling, writing, fluency, comprehension, and vocabulary and their integration into the curriculum are emphasized. Students will examine and apply diagnostic tools used to assess, evaluate, and group students for differentiated literacy instruction. Field experience: 20 hours. Prerequisites: ED 500 and ED 509. (3)

ED 557 - Social Studies and the Visual Arts

This course provides an understanding of the knowledge, skills, and processes of history and the social science disciplines as defined by state and national standards. It provides experiences and strategies for teaching and integrating the visual arts across the curriculum. One emphasis is the development of planning and assessment strategies that help teachers differentiate instruction through the use of multiple instructional models. A second emphasis is the development of strategies to help children understand their world through literature, art, music, drama, and dance. Field experience: 20 hours. Prerequisites: ED 500 and ED 509. (3)

ED 558 - Elementary Math Methods

Methods for teaching elementary mathematics will be demonstrated with an emphasis on the use of technology as an instructional tool. Students will study techniques for designing and implementing mathematics lessons that develop knowledge and skills in mathematical concepts, computations, reasoning, and problem solving. Mathematics curricula and strategies for evaluating student performance will be addressed while identifying errors and misconceptions. Field experience: 10 hours. Prerequisites: ED 500 and ED 509. (3)

ED 559 - Elementary Science Methods

Applied methods for teaching elementary science will be demonstrated using manipulatives, natural objects, technologies, and other tools of science and measurement. Students will study techniques in engineering and design and implement science lessons focused on Project-Based Learning (PBL), an inquiry model. In addition, questioning strategies, safety in the science classroom, and appropriate assessment strategies will be addressed. Field experience: 10 hours. Prerequisites: ED 500 and ED 509. (3)

ED 560 - Summer Institute on International Affairs for Educators

The purpose of the course is to enrich the mind and experience teachers to think globally. Teachers will explore how culture, migration, and globalization impact personal, regional, and national identities. We will examine how technology and globalization have brought the world closer while deeply affecting one's sense of belonging to a certain group, state, and nation. We will also discuss the relationship between culture, migration, globalization, and national security. (3)

ED 561 - Teaching Language Pragmatics

Designed for ESL teachers (in training and service), this course focuses on ESL classroom practices based on the latest principles of applied linguistics and sociolinguistics, especially as these principles relate to language use versus language usage. Prerequisite: ED 503. (3)

ED 563 - ESL/ESP: Curricula, Materials, and Tests

Emphasizes English as a Second Language/English for Special Purposes. Develops skills for preparing assessment materials and tests. Field experience: 10 hours. Prerequisite: ED 500. (3)

ED 566 - Teaching Science in Secondary Schools (6-12)

Students will engage in integrating content, professional, and pedagogical knowledge and skills to devise learning experiences that are meaningful to secondary students. Utilizing investigations, central concepts of their content area, and inquiry, this course will allow students to practice skills and to explore topics in curriculum, assessment, classroom procedures, materials, textbooks, and assignments. Incorporation of national, state, and technology standards as well as college- and career-ready performance expectations will be addressed. Field experience: 20 hours. Prerequisites: ED 500 and ED 509. (3)

ED 567 - Teaching History and Social Science in Secondary Schools (6-12)

Students will engage in integrating content and pedagogical knowledge and skills to devise learning experiences that are meaningful to secondary students. Utilizing investigations, central concepts of their content area, and inquiry, this course will allow students to practice skills and to explore topics in curriculum, assessment, classroom procedures, materials, textbooks, and assignments. Incorporation of national, state, and technology standards as well as college- and career-ready performance expectations will be addressed. Field experience: 20 hours. Prerequisites: ED 500 and ED 509. (3)

ED 568 - Teaching English in Secondary Schools (6-12)

Students will engage in integrating content and pedagogical knowledge and skills to devise learning experiences that are meaningful to secondary students. Utilizing investigations, central concepts of their content area, and inquiry, this course will allow students to practice skills and to explore topics in curriculum, assessment, classroom procedures, materials, textbooks, and assignments. Incorporation of national, state, and technology standards as well as college- and career-ready performance expectations will be addressed. Field experience: 20 hours. Prerequisites: ED 500 and ED 509. (3)

ED 569 - Teaching Mathematics in Secondary Schools (6-12)

Students will engage in integrating their content, professional, and pedagogical knowledge and skills to devise learning experiences that are meaningful to secondary students. Utilizing investigations, central concepts of their content area, and inquiry, this course will allow students to practice skills and to explore topics in curriculum, assessment, classroom procedures, materials, textbooks, and assignments. Incorporation of national, state, and technology standards as well as college- and career-ready performance expectations will be addressed. Field experience: 20 hours. Prerequisites: ED 500 and ED 509. (3)

ED 570E - Student Teaching: PK-6

Supervised clinical experience in an elementary (grades PK-6) school site for 14 weeks. Readings, seminar sessions, and completion of a teacher work sample and professional portfolio are required. Corequisite: ED 552. Prerequisite: permission of ECE office. (6)

ED 570S - Student Teaching: Secondary

Supervised clinical experience in a school site, grades 6-12, for 14 weeks. Readings, seminar sessions, and completion of a teacher work sample and professional portfolio are required. Corequisite: ED 552. Prerequisite: permission of ECE office. (6)

ED 570SE - Student Teaching: Special Education General Curriculum K-12

Supervised clinical experiences in special education, general curriculum, at both the elementary and secondary levels for 14 weeks. Readings, seminar sessions, and completion of a teacher work sample and professional portfolio are required. Corequisite: ED 549. Prerequisite: permission of the ECE office. (6)

ED 580 - Capstone: Curriculum and Instruction Program

This course is designed as the capstone experience for Marymount's M.Ed. in curriculum and instruction non-licensure program. The course focuses on the practical application of the skills and strategies acquired and developed throughout the program. The capstone is intended to tie the student's professional goals and coursework with real-world applications and current research-based data. Students will present a professional portfolio documenting their ability to meet the standards set by Marymount's Education Department. (3)

ED 581 - Foundations of American Education for School Leadership

Surveys the historical, philosophical, theological, and sociological roots of American Catholic education in the context of education in general. Examines the ministry of Catholic school educators through tradition, history, mission, and current practice as well as their role in evangelization, lifelong faith development, and building a school community. Prerequisite: admission to Administration and Supervision Program. (3)

ED 582 - Building School Community Relations

Provides the knowledge, understanding, and application of the conditions and dynamics impacting a diverse school community. Participants develop an understanding of the primary role of a school leader in building school community relations. It also emphasizes ways to involve the entire school community, to put faith in action through social justice and prayer, and to build a school's Catholic identity based on its history, tradition, and rituals. Prerequisite: admission to Administration and Supervision Program. (3)

ED 583 - Administration in the Schools

Examines the theories, research, and practices of leadership and management of educational organizations, such as motivation theory, decision making, effective communication, conflict resolution, consensus building, and personnel issues. The Catholic school administrator's role will be examined in relation to the various constituencies within the school community and daily operational activities. Prerequisite: admission to Administration and Supervision Program. (3)

ED 584 - Advanced Curriculum and Instruction for Educational Leadership

Prepares educators with knowledge; understanding; and application of planning, assessment, and instructional

leadership for roles in the K-12 school setting at the supervisory or administrative level. The emphasis of the course will be planning, implementation, and refinement of standards-based curriculum aligned with instruction, assessment, and instructional decisions as they affect the teaching and learning environment of the school with diverse cultural, ethnic, linguistic, religious, and special needs populations. The implications of current reform movements, issues, and trends in curriculum will be explored, including using principles of student motivation, growth, and development; gathering and analyzing data to develop and implement a school improvement plan; identifying competencies and target areas in need of attention; and integrating technology in curriculum and instruction. As part of the administration and supervision program, the course will also focus on providing leadership in school-wide curricula that incorporates religious education and Christian values in the curriculum. Prerequisite: admission to Administration and Supervision Program. (3)

ED 586 - Current Issues in Education

Topics will vary and will address current trends and contemporary challenges facing school teachers and administrators, such as personnel, legal, safety, and current curriculum issues; standardized testing, including the Virginia Standards of Learning (SOLs); the use of technology and other issues related to the managerial, instructional, and spiritual dimensions of school leadership; and school/community relations. The curriculum has also been arranged to accommodate the specific and unique needs confronting Catholic school administrators in light of the needs and issues confronting any school principal today and in the future. Prerequisite: admission to Administration and Supervision Program. (3)

ED 587 - School Law

Addresses legal issues applicable to both public and private schools: structures of the law; the legal process; and the legal rights and responsibilities of educators, parents, and students. Prerequisite: admission to Administration and Supervision Program. (3)

ED 588 - Educational Leadership and Supervision

Examines leadership theories, principles of school supervision, and ministry while developing concepts, attitudes, values, and skills necessary to establish and maintain a school climate that fosters the teachings of the Catholic Church. Prerequisite: admission to Administration and Supervision Program. (3)

ED 589 - Fostering Moral and Ethical Development

Studies the major theories of developmental psychology related to moral development with an emphasis on current research and best practices to promote ethical behavior within the particular dynamics of Catholic schools. Prerequisite: admission to Administration and Supervision Program. (3)

ED 591 - School Finance and Development

Addresses effective strategies in business management, school plant management, budgeting, accounting, fiscal planning, and fund-raising tasks of schools as well as those issues facing Catholic school administrators. Prerequisite: admission to Administration and Supervision Program. (3)

ED 592 - Administrative Issues in Special Education

Examines the legal rights of all children to gain an appropriate educational experience and provides a variety of strategies for inclusion of children with special needs and the celebration of diversity within the school community. Participants also identify the forces that drive Catholic schools to fully educate exceptional learners as well as the barriers that restrain them. Prerequisite: admission to Administration and Supervision Program. (3)

ED 593 - Project, Thesis, or Internship

Provides a practical application of the skills and strategies acquired and developed throughout the Administration and Supervision Program. The project and internship components will closely resemble real-world conditions actually encountered daily by practicing educational leaders. Students who select the thesis option will use high-quality writing skills to present issues that are well substantiated by current research-based data. Students seeking licensure must choose the internship. Prerequisite: admission to Administration and Supervision Program. (6)

EN - English

EN 501 - Building Textual Interpretation

This course familiarizes students with the processes of critical analysis and scholarly research at the graduate level by examining texts — both the read and the written — as constructed texts. It emphasizes two skill sets necessary for graduate-level work in literature and cultural studies: the first set focuses on the key building blocks of critical and textual analysis; the second relates

to bibliographic and research methodologies, drawing where possible on the wealth of resources in the Washington, DC, metropolitan area. (3)

EN 502 - Engaging Critical Theory

This course involves a study of the major contributions to modern literary theory in Europe and the United States. Students will engage critical theory in historical and literary context and apply critical theory to a variety of texts, both written and performative. (3)

EN 522 - Out of the '30s: Literature, Social Advocacy, and the Great Depression

The years of the Great Depression saw the rise of a new generation of writers who confidently attempted to combine literature and social advocacy. This course examines two groups of writers: one is predominantly Northern, urban, and progressive; the other is predominantly Southern, agrarian, and conservative. (3)

EN 527 - Dante's Florence and The Divine Comedy

The Divine Comedy masterfully treats the enduring issues of sin and retribution, worthy and unworthy love, forgiveness and redemption, but it emerged out of Dante's deep involvement with the problems of political and ecclesiastical corruption that beset his own time and place. Through an intensive study of Dante's major text in its political and cultural contexts, this literature course seeks to heighten students' ability to use close textual analysis as ways both of responding to the rich complexities of Dante's poem and of gaining historical insight into the medieval world. (3)

EN 533 - Shakespeare: Text and Performance

This course conducts an intensive study of several Shakespearean plays in both text and performance. Each play will be considered as representative of a specific genre (comedy, tragedy, history) and will be examined from both Renaissance/Early Modern and contemporary perspectives. In addition, there will be consideration for the staging and producing of plays through an experiential frame, examining the different methods for dramatic production, whether for stage, film, or television. (3)

EN 542 - Origins of the Novel: Text, Context, and Critique

The 18th century, which saw the proliferation of print culture, the inauguration of Enlightenment thought, and the expansion of the British Empire, also witnessed the emergence of a new literary form to figure that modern world. This literature course examines the earliest British "novels," the historical and cultural contexts from which they developed in the 18th century, and important critical thought about the form both before and after Ian Watt's watershed *Rise of the Novel*. (3)

EN 545 - Social Upheaval and Dramatic Structure

The Vietnam War, violence in the streets, and the unrest on college campuses in America in the late '60s worked profound changes in the fabric of American life, reflected in the plays of the '60s, '70s, and '80s. This literature course traces these changes from a background examination of the evolution of realism into more overt political forms. (3)

EN 549 - Topics in Counter-Cultural Literary Movements

This is a topics course that will provide an in-depth study of a specific counter-cultural literary movement or time period. The course will examine works from several genres within a given literary movement or time period and will study these works within their critical and historical context. In particular, the course will examine how recurrent thematic and structural patterns challenge or respond to Western European literary traditions. Specific topics will rotate, and the course may be taken more than once, provided the student selects different literary topics. (3)

EN 550 - General Linguistics

This course involves a study of the basic concepts of phonology, morphology, syntax, semantics, and pragmatics. (3)

EN 551 - Composition: Theory and Practice

This course provides a theoretical and practical overview of the teaching of composition. Students read and respond to theories of composition as well as to central debates in the field. They study the composition practices of a single classroom while reflecting on their own experiences as academic writers. The course culminates in a research paper that synthesizes and analyzes current research on one issue in the field of composition and in a teaching portfolio that includes course materials and teaching philosophy. (3)

EN 552 - Applied Phonology

This course involves the study of phonetics and phonemics including comparative analysis techniques. Emphasis is given to phonology and the ESL learner. (3)

EN 554 - Applied Grammar: Syntactic Structures

This course involves an analysis of contemporary English grammar that investigates meaning in written and oral discourse. Emphasis is given to the application of English grammar in second-language learning. (3)

EN 558 - History of the English Language

This course traces the development of English from its Anglo-Saxon roots to its present-day form. (3)

EN 559 - Studies in Creative Writing

This course involves an investigation into the stylistic, theoretical, and technical elements of several creative genres, such as fiction, poetry, creative nonfiction, and/or writing for performance, through contemporary literature, literary theory, and writing exercises. This course is provided in both a seminar and workshop format. It concentrates on the analysis of contemporary literature as well as the production, critique, and revision of student writing. It may be taken more than once provided that the course content changes. (3)

EN 561 - Topics in College Composition

Provides an in-depth study of one issue important to the field of composition studies. The course will examine the historical significance of this issue as well as its current theoretical and pedagogical debates. Special attention will be paid to analyzing research studies about the issue. Specific topics will rotate, and the course may be taken more than once, provided the student selects different topics. (3)

EN 571 - Technology for College Literature and Writing

In this course, students will explore and evaluate a range of technologies that impact writing pedagogy, literary analysis, and how knowledge is shared with others. Students will analyze key theories and debates about the promise and dangers of using technology in college English pedagogy and scholarship. This course combines theoretical foundations with practical application. (3)

EN 572 - The Canterbury Tales and the Late Medieval World

This course explores both the artistic mastery Chaucer exhibits in *The Canterbury Tales* and the historical context in which his story collection took shape. Chaucer's life intersected with major historical turning points: the Black Death, the Hundred Years' War, the Avignon papacy and the Great Schism, the Peasants' Revolt, the rise of the Wycliffite heresy, the emergence of diplomacy in international politics, the increasing importance of the English language, and the shift from a primarily oral to an increasingly literate culture. The course strives to illuminate both the external world of business and politics and the inner world of philosophic and poetic insight. (3)

EN 576 - Literary Proponents of Culture in the 19th and 20th Centuries

Working from a standpoint established by Matthew Arnold and Lionel Trilling, this course examines works by six authors. Goethe, Melville, and Joyce demonstrate the synthesizing activity of the creative imagination faithful to myth and literary tradition. Marx, Freud, and Wittgenstein demonstrate the analytical activity of the rational mind bent on changing society, the psyche, or language. (3)

EN 580 - Independent Study

This course gives students the opportunity to pursue in-depth, and under the direction of a faculty member, a topic in literature and/or language for which no formal course is available. Topics and proposals must be approved by the program director of English and humanities. (3)

EN 590 - Major Author(s)

This course provides an in-depth study of one or two major writers. Author(s) will be announced in the course schedule. This course may be taken more than once provided that the student selects different authors. (3)

EN 690 - Practicum

This course serves as a capstone experience for students pursuing the master's degree for career enhancement or career change rather than as a basis for further advanced study. It provides students with an opportunity to apply and extend the skills and knowledge developed in their graduate courses and to foster increased self-knowledge and reflection on their career goals and on their strengths and weaknesses. Students will complete 120 hours of work with an area cultural institution, keep an experiential journal and or/portfolio, craft a reflective essay, and present publicly on their experience. (3)

EN 695 - Master's Project

This capstone course offers the student an opportunity to write a substantial and original critical/interpretive paper in literary and/or linguistic studies and to present its main features to an audience of peers and faculty members. This paper should draw on various aspects of

the student's previous studies. Students who do not fulfill all of the course requirements and are not eligible for an incomplete will receive an IP grade. Students must register for EN 695C and pay a registration fee. The continuation carries no credit, and it may only be taken twice. (3)

FA - Fine Arts

Students in the interior design first professional (track II) program should refer to the university's *Undergraduate Catalog* for course descriptions of foundation courses in fine arts.

FA 502 - Theories and Methods of Art History

Introduces graduate students to the different approaches that art historians have used to study works of art. Students will explore issues unique and central to investigating art as well as the many connections between art and other disciplines in the humanities. The class will also discuss major writings by art historians who have helped share the discipline, and students will apply these methods to an analysis of works of art in the broader Washington, DC, area. (3)

FA 585 - Art and Culture in Early Modern Northern Europe

Investigates visual arts in Northern Europe from the 15th to the 17th century within the historical context of Early Modern culture. Students will engage with a range of subjects, including developing spiritual and religious practices, popular literature, the rise of capitalist economies, and shifting political ideologies, each considered through the speculum of the fine arts. The course will focus primarily on examples of Northern European Renaissance and Baroque art in regional collections, with frequent visits to area museums. (3)

FIN - Finance

FIN 500 - Key Financial Concepts for Managers

Provides students with a working vocabulary of financial terms, an understanding of corporate financial statements, and familiarity with basic accounting practices. The course provides an introduction to the techniques of financial planning and budgeting. This course may not be used by students in the M.B.A. program to meet any program requirements. (3)

FLP - Forensic and Legal Psychology

FLP 501 - Bases of Psychopathology

Examines various contemporary views of abnormal behavior such as the medical, behavioristic, and humanistic models, and theories of personality. Disorders are examined in terms of individual, biological, and socially causative factors. (Also listed as CE 501.) (3)

FLP 502 - Research Methods

This course will provide students with a detailed understanding of how to conduct research in the social sciences. Students will gain knowledge of how to operationally define a research question, apply various types of research design, address ethical issues that arise in research, and effectively critique published research. Additionally, students will gain an understanding of the relation between various research designs and statistical analysis to improve their ability to understand and apply published research. (3)

FLP 503 - Statistics

This course will provide students with a detailed understanding of univariate statistics as well as an introduction to common multivariate statistics. Students will gain knowledge of how to effectively utilizes SPSS to create databases, conduct analysis, and interpret output for the various analyses covered in class. Additionally, students will gain an understanding of the concepts that underlie the various analyses discussed to further their knowledge regarding why particular analyses are utilized and under which conditions a particular analysis would be appropriate. Finally students will apply this knowledge to assigned readings to further their ability to critically analyze research. (3)

FLP 511 - Legal and Investigative Psychology

Examines the role of psychological research and knowledge as it pertains to contemporary issues within the legal and law enforcement systems. Particular focus will be on the application of experimental areas of psychology (e.g., social, cognitive, physiological) to topics such as witness memory and identification, investigative interviewing, deception detection, false confessions, and juries. (3)

FLP 512 - Issues in the American Legal System

Designed to introduce the logic of legal reasoning and to analyze the interaction between legal and psychological thinking. Students will study the U.S. Constitution and

selected major court opinions. They will examine the structure of the American adversary system, debate its strengths, and propose solutions to its problems. Prerequisite: FLP 511 and additional 12 credits in FLP. (3)

FLP 515 - Death Penalty and Mitigation

Students will learn about death penalty cases in the American legal system. The course will emphasize identification of the humanity within capital defendants and the presentation of mitigation evidence. Trial procedures, effective representation, mental health issues, cultural competence, victim concerns, and problems of vicarious trauma will be addressed. (3)

FLP 520 - Wrongful Convictions: Case Analysis

Provides students with the opportunity to examine an actual current case of possible wrongful conviction for homicide using state of the art research and investigative techniques. With the help of law enforcement experts, students examine the crime scene, the prosecution and defense arguments, witness testimony, police conduct, and the psychological status of the convicted individual. At the end of the class, students provide a written analysis of the case, which is provided to the client's attorney(s). Prerequisite: FLP 511. (3)

FLP 526 - Field Experience in Criminal Court

Offers the student an opportunity to spend a significant amount of time observing in criminal court under the mentorship of a judge. Students will study trial advocacy (the parts of the trial; effective advocacy; and the role of the lawyers, judges, parties, and witnesses) and critically evaluate the court system. Students will have the opportunity to talk with judges and attorneys on a regular basis. Prerequisite: 15 credits in FLP. (3)

FLP 527 - Psychology, Public Policy, and Law

Introduces the student to issues in the development and implementation of public policy in the legal system, with special emphasis on the role of psychological knowledge. The course will acquaint the student with theoretical issues of policy development and the basics of the legislative process as well as provide an opportunity to work on a selected policy issue. (3)

FLP 531 - Psychology of Criminal Behavior

Provides a foundation understanding of the origins and consequences of criminal behavior including biological, cognitive, behavioral, psychosocial, and developmental perspectives. Also explores theories of social deviance, cultural biases, and the underpinnings of aggression. (3)

FLP 533 - Psychology of Sexual Violence and Exploitation

Provides a foundational understanding of the origins and consequences of sexual abuse, sexual violence, prostitution, trafficking, and sexual exploitation from psychological, social, and legal perspectives. (3)

FLP 534 - Substance Use and Abuse: Treatment and Legal Responses

This course addresses substance use and abuse from a supply and demand perspective. The course reviews major classes of abused substances and their psychoactive and addictive properties. Information on illicit production and distribution of abused substances is examined, and current laws regulating substance use are reviewed. Connections between substance use and crime are explored, and evidence-based responses to substance abuse from both the legal and mental health systems are highlighted.

FLP 536 - Victims of Interpersonal Violence

An examination of contemporary victimology as it relates to physical violence in personal relationships. The course's emphasis on current theory and practice with respect to violent behavior and governmental and organizational treatment of victims will assist students in becoming aware of victims' unique plight in American society. This course examines physical violence in American families, including spouse, child, and elder abuse and other forms of interpersonal harm. (3)

FLP 540 - Forensic Assessment

This course will develop the capacity and competence of students to analyze and understand the psychological assessments most frequently required in forensic settings. Students will become familiar with test administration and interpretation as well as test design, methodology, and standardization data on a variety of assessment tools. Prerequisite: FLP 501 (or CE 501 if a dual FLP/CMHC student). (3)

FLP 552 - Psychology of Law Enforcement

Provides students with a foundational understanding of how psychology is applied to law enforcement, specifically the role of the psychologist and the use of psychological principles and knowledge in law enforcement agencies. Traditional roles of the

psychologist, as well as contemporary functions, will be addressed. (3)

FLP 555 - Individual Profiling: International and Political

This course is designed to provide an overview of theory, research, and application in the core areas of forensic individual psychology as it pertains to the interdisciplinary behavioral science of psychological profiling and assessments of individuals and political leaders in a variety of situations. In addition, it covers aspects of the field of psychological operations and the role of culture and religion in personality profiling. The course offers a broad and general foundation in the terms and concepts of individual and political psychological assessments used by major government intelligence and law enforcement agencies. It is intended to familiarize the student with real-world operations. Finally, the course will provide students with the skills associated with the critical thinking and analysis needed when conducting individual profiles and/or assessments. (3)

FLP 556 - Group and Country Profiling: International and Political

This course is designed to provide an overview of theory, research, and application in the core areas of forensic group psychology as it pertains to the interdisciplinary behavioral science of group psychological profiling and assessments. In addition, it covers aspects of the field of psychological operations and the role of religion and culture in group personality profiling. The course offers a broad and general foundation in the terms and concepts of group, population, and political psychological assessments used by major government intelligence and law enforcement agencies. The course will familiarize the student with key areas of research in the field and provide students with the critical thinking and analysis skills to use that research when conducting group and population profiles and/or assessments. (3)

FLP 559 - Behavioral Criminology

This elective is an introduction to behavioral criminology, the analysis of criminal behavior and its underlying motivations from an investigative as well as psychological perspective. The techniques involved in this field can be used to solve crimes and identify offenders. (3)

FLP 560 - Psychopathology of Childhood and Adolescence

A systemic study of behavioral and emotional disorders in children and adolescents including identification of factors impacting on deviance: genetic, biological, cognitive, familial, and social. (3)

FLP 563 - Psychology and Treatment of the Juvenile Offender

Examines psychological factors involved in juvenile delinquency and common developmental trajectories among juvenile offenders. Students will also explore contemporary issues in the juvenile justice system from a psychological perspective and evidence-based treatment options for offenders and their families. Prerequisite: FLP 501 (or CE 501 if a dual FLP/CMHC student). (3)

FLP 566 - Child Victimization

Students will examine research, theory, and clinical practice involving a variety of issues in the field, such as child abuse, neglect, traumatic grief, child witnesses, international human trafficking, child victims as offenders, bullying, and internet crimes against children. Prevention, intervention, policy, and legal system concerns will be addressed. Prerequisite: FLP 501 (or CE 501 if a dual FLP/CMHC student). (3)

FLP 567 - Juvenile Justice

An advanced examination of the history and purpose of the juvenile justice system that includes the role of the U.S. Supreme Court. The course also evaluates the extent and nature of juvenile delinquency in contemporary America; examines theoretical explanations of juvenile delinquency; and addresses the physical, emotional, and societal problems faced by juveniles today. Students will also study the treatment and punishment of juvenile offenders using cutting-edge research. (3)

FLP 570 - The Intelligence Community: Theory, Process, and Challenges

Provides a comprehensive overview of the U.S intelligence community (IC) and its vital role in the formulation of U.S. foreign and national security policy. This course will explore how information is collected and transformed from raw intelligence to a finished analytical product used to inform policy maker decisions. The IC's response to terrorism, the use of covert action as a tool of U.S. foreign policy, and the ethical dilemmas that arise in the conduct of intelligence operations will also be examined. A minimum grade of

B is required to advance in the intelligence studies concentration. (3)

FLP 571 - Intelligence Analysis I

This course introduces students to the basic skill sets that would enable them to work as entry-level analysts in the intelligence community (IC). Students will acquire a detailed understanding of the critical-thinking process that is essential to creating intelligence products based on sound analytic reasoning and will become aware of psychological factors that influence analyses, including the types of biases that may unconsciously distort analyses and degrade analytic judgments. Students will also acquire an arsenal of structured analytic techniques (SATs) that will be applied to generate assessments and analyses in accordance with IC standards. (3)

FLP 572 - Intelligence Analysis II

The primary orientation of this course is a "learn by doing" approach. Students will take the critical-thinking skills and structured techniques that they acquired in Intelligence Analysis I and apply them in the creation of the types of intelligence products used in the intelligence community (IC). Emphasis will be placed on acquiring analytic writing skills to create analytic products and briefing skills to enhance the ability to prepare and present high-impact briefings to IC consumers and policy makers. Prerequisite: FLP 571. (3)

FLP 573 - Counterintelligence

Provides students with a comprehensive overview of counterintelligence (CI) and how CI serves as an instrument to protect U.S. strategic advantage and support U.S. policy. Through analysis of case studies and a "lessons learned" approach, students will explore how foreign intelligence services and non-state actors have sought to use various forms of espionage to acquire protected information from U.S. entities and how the U.S. has responded to that challenge. (3)

FLP 574 - Contemporary Terrorism and the U.S. Response

Provides an introductory overview of contemporary terrorism and governmental responses to terrorist threats at the national and global levels. Students will gain knowledge of the various types of terrorist organizations and their ideologies, plans, goals, strategies, and tactics. Students will be exposed to various theories of radicalization and the diverse cultural environments that nurture extremist behavior. The course will conclude by looking at the various responses governments have made to combat terrorism, their ability to work jointly with other nations against the terrorist target, and their success in reducing the terrorist threat. The ethical and legal challenges faced by liberal democracies in addressing terrorist threats will be explored and assessed. (3)

FLP 575 - Intelligence-Led Policing: Application and Methods

This course will focus on a modern policing strategy, the practice of intelligence-led policing in the United States. The course will present the history of intelligence-led policing, its methodology, and its application to current issues facing law enforcement. It will inform and challenge learners to understand and apply intelligence-led policing concepts as well as build analytic skills. (3)

FLP 598 - Project: Forensic and Legal Psychology

Individually arranged seminar to explore in greater depth an area of interest to the student. May only be taken after 75% of the program requirements are fulfilled. Prerequisite: permission of the chair of the Forensic and Legal Psychology Department. (3)

FLP 599 - Internship: Forensic and Legal Psychology

Designed to give the student supervised experience working in a psychological setting. The internship requires a total of 300 hours, including attending a seminar at Marymount. Interns must have prior approval of the internship coordinator. In order to be admitted to the internship, the student must have completed the internship application process, which includes a review of the student's academic progress, submission of appropriate paperwork, documentation of student professional liability insurance, and permission of the faculty. Prerequisites: 18 credits in FLP. (Intelligence studies concentration students must complete six (6) of these credits in intelligence studies concentration courses.) (3)

HCM - Health Care Management

HCM 500 - Accounting Basics for Health Care Managers

This course focuses on the financial and managerial accounting concepts that are fundamental to the career

success of health care managers. Students will learn how to read and interpret financial statements and assess the financial performance of health care organizations. Students also will understand the behavior of costs in health care; cost allocation methodologies; pricing strategies; the relationship between volume, cost, and profit; and how to create a budget. Microsoft Excel will be used in both in-class exercises and assignments. (3)

HCM 510 - Health Care Management

Provides an overview of the health care system in the United States. The course focuses on the unique characteristics of health care delivery and discusses the major issues and challenges that impact the cost, quality, and access to health care. Students are introduced to the historical context of the U.S. health care system and its policies and general management, governance, operations, finance, and strategic planning issues that are essential to managing in the health care environment. (3)

HCM 520 - Health Care Reimbursement Systems

Provides an overview of how the 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 the services. Private and public reimbursement; state rate setting; risk management; new models of reimbursement; the role of billing, coding, and accounts receivable are explained. (3)

HCM 525 - Health Care Management — Long-Term Care

Focuses on the education of individuals seeking to become managers in the long-term care field, specifically those seeking roles as nursing home administrators and managers of assisted living and home health care programs. The course examines the external forces that impact the operation and management of long-term care facilities, including government payers, state regulatory bodies, and national accreditation bodies. (3)

HCM 530 - Human and Organizational Development in Health Care

Provides a strategic overview of the key concepts and principles of each human resource function along with their practical implications. Special emphasis is placed on human resource roles and competencies and creating a personal career development plan. Issues, trends, and problems facing the human resource professional are also identified and addressed. (3)

HCM 535 - Health Care Policy and Ethics

Uses the case method to analyze major health care issues and policy formulation for health care providers and organizations. It covers health care policy, planning, and operations of the health care system. The course also reviews the major ethical issues inherent in health care and requires the student to analyze the impact of ethical decisions on the cost and access to care. Prerequisite or corequisite: HCM 510. (3)

HCM 550 - Health Care Finance

Focuses on the financial management of health care organizations, addressing issues unique to health care organizations. The course trains students to create, read, and interpret financial statements and key financial ratios within the health care industry and to assess the financial health of an organization. Students will also discuss the importance of credit, the time value of money, and learn to develop a long-range financial plan that supports an organization's strategic plan. The course will also review the legal, regulatory, and ethical obligations that are critical to sound financial management. Substitutes MBA 512 for dual MBA/HCM study. Prerequisite: HCM 500. (3)

HCM 555 - Health Care Strategic Planning and Marketing

This course focuses on the role of strategic planning within a health care organization. Emphasis will be placed on learning the strategic planning process, including the mission, vision, environmental assessment, strategic position and implementation plan. Students will use a case study approach to analyze multiple health care providers in a market and assess how the local and national market impacts strategic position. The course also will discuss the role of marketing in the delivery of health care and the challenges health care organizations face in marketing products and services. The importance of leadership and corporate governance in implementing a strategic plan also will be examined. (3)

HCM 560 - Health Care Operations Management

Examines the management of hospitals and other health care operations and the synthesis of concepts and techniques relating to and enhancing the provision of health services. (3)

HCM 565 - Health Care Cases and Project

As the capstone in the Health Care Management Program, this course requires students to integrate knowledge from all the classes and to apply it to complex health care management situations. Students will complete a comprehensive strategic business plan analyzing a current issue impacting the delivery of care or investigating an innovative management technique that can be applied to a health care organization. Prerequisite: completion of 33 credit hours in health care management-related courses. (3)

HCM 585 - Global Health Care

Explores the social, political, economic, demographic, and cultural determinants of health and health care and the development of various health care systems around the world. Students will analyze and compare theories and models of health policy and access. The course will examine international health care development and social change around the globe. The roles of different international health organizations will be defined and examined. Students will reflect on how the global health issues impact the U.S. health care system. Emphasis will be placed on health care management strategies used in different countries to allocate and maintain resources to improve on health status and delivery of care. (3)

HCM 590 - Population Health and Epidemiology

Examines the many facets of public health in developing and developed countries of the world. This course allows students to examine the economic, social, political, demographic, cultural, and environmental determinants of health and diseases, morbidity, and mortality in populations. The analysis occurs within the framework of policy, public health, and program planning. Epidemiologic methods for the control of conditions such as infectious and chronic diseases, mental disorders, community and environmental health hazards, and unintentional injuries are discussed. Other topics include quantitative aspects of epidemiology, for example, data sources, measures of morbidity and mortality, evaluation of association and causality, and study design. Prerequisites: HCM 510 and NU 590. (3)

HCM 596 - Special Topics in Health Care Management

Provides an in-depth study of a major current topic in health care management. See program director for course schedule and future topics. Prerequisite: HCM 510. (3)

HI - History

HI 503 - Foundations of Historical Thought

A graduate-level introduction to the methodology of the historical discipline. Course readings and discussions will center around a particular broad theme that has long engaged examination by historians, such as liberty, justice, war, law, and power. By exploring this theme, students will learn to develop the habits of thinking by which the historian tries to recreate the world of the past and see those past worlds through the eyes of those who lived in it. It will also introduce students to unique research opportunities in the Washington, DC, area. (3)

HI 550 - The Intellectual History of the American Revolution

Explores the intellectual history of the American Revolutionary Era, from 1750 to 1785. Students will seek to identify the concepts and cognitive methods that early Americans used to answer political questions and guide political behavior. Students will be introduced to the major interpretive schools on this subject and read broadly in the Revolutionary political literature, from pamphlets and essays to sermons and private letters. The course provides the opportunity for advanced study of the history and historiography of the American Revolution as an intellectual phenomenon. (3)

HPR - Health and Human Performance

HPR 500 - Exercise Physiology

Focuses on the acute and chronic effects of exercise on bioenergetics; endocrinology; and the cardiorespiratory, musculoskeletal, and neuromuscular systems. Other areas of study include the pathophysiology of diseases associated with a sedentary lifestyle and the role of exercise in the prevention and treatment of hypokinetic diseases. Special populations will be examined with regard to exercise prescription. (3)

HPR 501 - Foundations of Health Education and Health Promotion

Introduces the basic principles, philosophies, and functional areas of health promotion and education. Describes prevalent educational and psychological theories of learning and behavior change used by health educators in a variety of work settings. (3)

HPR 502 - Introduction to Public Health and Preventive Medicine

Provides an overview of the field of public health, with emphasis on prevention of chronic and communicable diseases. This is a required course for health education and promotion students who have no undergraduate degree in health education or related fields. (3)

HPR 510 - Global Health and Culture

Examines culturally based value orientations, communication, and patterns of health care beliefs and practices among clients and health care providers. Emphasis is on the provision of culturally competent health care. Offered as online or face-to-face format. (3)

HPR 520 - Principles of Epidemiology

Study of the nature, prevention, control, and treatment of injuries and communicable and noncommunicable diseases. Examines epidemiological principles, methods, and strategies and the use of morbidity, mortality, and other vital statistics data in the scientific appraisal of community/organizational health. It is recommended that students take this course before HPR 591. (3)

HPR 534 - Topics in Nutrition and Weight Management

Presents scientific principles of nutrition, diet planning, and weight management. Includes current research on the role of nutrition in the prevention of disease and the causes of and treatments for obesity. (3)

HPR 536 - Stress Management

Designed to help individuals better identify, understand, and manage their own stressors and stress response. In addition, students begin to act in a health professional role by assessing and planning to assist others who are experiencing excessive stress by exploring numerous stress management techniques and designing a community stress management plan. (3)

HPR 540 - Designing and Evaluating Health Promotion Programs

Focuses on the design of effective learning programs: emphasizes objectives, learning activities, and program assessment. Evaluation includes construction/use of health-risk appraisals and a variety of health-related measures. (3)

HPR 550 - Management of Health and Wellness Organizations

Focuses on considerations in managing health/fitness programs at the workplace and in other agencies. Includes budgeting, revenue, personnel, emergency procedures and safety, legal liability, facility management, staff development, marketing, record keeping, policies and procedures, and various management strategies. (3)

HPR 555 - Health Communication

This course addresses a variety of communication methods in advocating for health and health education and planning and administering health-education strategies, interventions, and programs. Students will explore interpersonal communication in the patient-caregiver relationship to include health disparities, organizational communication in health care settings, mass communication processes including media campaigns, influence of research on developing preventive health care messages, and the incorporation of communication strategies into program planning and implementation. (3)

HPR 560 - Design of Adult Fitness Programs

Provides students with the knowledge and skills necessary to safely administer exercise tests to adults in various states of health, analyze results, and prescribe appropriate exercise. Offered fall semester in alternating years only. Prerequisite: HPR 500 or permission of instructor. (3)

HPR 570 - Evidence-Based Programs for Older Adults: A Service-Learning Course

The purpose of this course is to provide students with an overview of the health issues affecting older adults with an emphasis on falls and injury prevention. Students will be introduced to the role of evidence-based programs for older adults and will be trained as a coach for the evidence-based falls prevention program, A Matter of Balance. Students will engage in a service-learning experience delivering this program to older adults in the community. SL designation. (3)

HPR 580 - Ethical Issues in Public Health

This course provides an overview of how the paradigms of ethical principles and theory intersect with the paradigms of public health. This course will also explore the ethical considerations of selected public health issues, such as the social determinants of illness,

the social construction of the experience of illness, infectious disease control and emergency planning, health promotion and behavior modification, justice and access to health care, public health genomics, and climate change. (3)

HPR 588 - Selected Topics in Health

A seminar that examines a different topical issue in health each time it is offered. See department chair for course offering schedule. (3)

HPR 591 - Research Methods in Health Education and Promotion

This course provides an overview of the qualitative and quantitative methods commonly used in health education and reviews critical elements of various designs and issues in research. This course prepares the student to access and interpret research publications, critically engage in discussions of published articles, differentiate between common study designs, integrate health behavior theory into studies, conduct common statistical analyses used in health education, and develop practical evidence-based research-related skills. Prerequisites: HPR 501, HPR 540, and HPR 555. (3)

HPR 598 - Internship

On-the-job application of knowledge and skills that were developed during coursework in the health education and promotion program. Options include community, corporate, clinical, or commercial fitness/wellness facilities; nonprofit organizations; sports medicine settings; or health plans. This is the culminating experience for students in the health education and promotion program. Offered each semester. Eligibility is based upon completion of 21 graduate credits, 12 from the core HEP requirements. (3)

HPR 599 - Research Project

An individual investigation of a topic in health promotion/health education, with relevance to an elective concentration chosen by the student. Under direction of a faculty advisor, the student will demonstrate the ability to conduct independent research and prepare a research paper. Offered each semester. Prerequisite: permission of instructor. (3)

HRM - Human Resource Management

HRM 503 - Adult Learning

Explores models and techniques for increasing skills and knowledge among people in organizations. Emphasizes the instructional systems design (ISD) model, including needs assessment, instructional design and development, delivery, and evaluation of learning strategies. Includes the selection of instructional delivery systems and the design and development of job aids. Introduces performance support systems. (3)

HRM 509 - The Learning Organization

Explores a variety of systems instructional design models and strategies from the behavioral, cognitive, humanistic, and social families. Students learn to design organizational learning using these models and to evaluate their strengths and limitations. They also plan and conduct a formative evaluation of a module or course. (3)

HRM 531 - Labor and Employee Relations

Examines current issues in unionism, collective bargaining, and the conduct of labor-employee relations. Emphasis on labor-management relations, labor practices and procedures, and the strategies, tactics, and techniques used in labor-employee relations. See department chair for course offering schedule. (3)

HRM 532 - Seminar in Human Resource Management Topics

Examines current issues affecting human resource development, human resource management, and organizational development. Topics are announced each semester. See department chair for course offering schedule. (3)

HRM 533 - Strategic Human Resource Management

Takes a systems and strategic-planning approach to human resource management, including job analysis, recruitment, interviewing, selection, placement, staffing, performance appraising, outplacement, forecasting, and organizational development. This is the capstone course to be taken toward the end of HRM program coursework. Prerequisites: three HRM core courses or permission of department chair. (3)

HRM 534 - Total Pay Perspective

Students learn how compensation and benefits are integrated into total pay systems within organizations. The course examines history, structure, and

organizational context of compensation and benefits. Students experience the roles and challenges of total pay management. Finally, corporate issues and problems, along with significant governmental and society trends, are addressed. (3)

HRM 538 - Human Resource Selection and Recruitment

Covers theoretical, practical, ethical, and legal issues of personnel recruitment and selection systems. Key concepts, principles, and practical implications of recruitment and selection functions in the following areas are discussed: HR planning; job analysis; internal/external recruitment; predictor development; criterion measurement and selection instruments; validation of systems; fairness, utility, and ethics in selection; and uses of technology in recruitment and selection. (3)

HRM 539 - Performance Management

Students develop the theoretical and practical skills necessary to plan, monitor, measure, motivate, and improve performance. Students learn how to define and develop individual and organization-level performance indicators, align individual and organizational performance goals and objectives, measure and track performance, diagnose performance deficiencies, and develop and implement group and individually tailored performance improvement systems. (3)

HRM 540 - Project

Investigation of selected topics under the direction of a faculty advisor. The project is intended to demonstrate ability to conduct independent research, perform independent studies in a specialized area, and present the results in writing of commendable quality. (3)

HRM 585 - Global Human Resource Issues

Emphasizes a practical approach to the diverse problems associated with international HR work. Areas such as cross-cultural communication, international business issues, HR in the developing world, and multicultural education and training are explored. (3)

HRM 586 - People Analytics

Covers the use of quantitative data as applied to human capital/people analytics as a way to influence and improve organizational and individual performance. Exposes students to the use of analytics to make decisions about employees and the organization as well as demonstrate the value of analytics systems. Emphasizes the uses of predictive analyses (regression, logistic regression, and relative weights), classification analyses (cluster analyses), impact analyses (ANCOVA, repeated measures ANOVA), utility analyses, and adverse-impact analyses. The course contains theoretical aspects and hands-on applications. Prerequisite: MBA 514. (3)

HRM 590 - Practicum

Application of a human resource management or organization development topic within an organization. Independent work under the direction of a faculty advisor. Includes benchmarking, research analysis, data gathering, and recommendations for practitioners. Students must identify a faculty advisor for this course before applying. (3)

HUM - Humanities

HUM 524 - Myth, Symbol, and Language

This course is an inquiry into linguistic meaning. Topics may include speech-act theory; naming and reference; the relation of language to thought, truth, and objectivity; metaphor; language ideologies; and the role gender plays in the construction of linguistic meaning. This course may also examine structuralist or post-structuralist approaches to myth and language. This course may be taught from a number of humanities disciplines. (3)

HUM 525 - King Arthur and Camelot: Interdisciplinary Perspectives

This course examines "Arthuriana" in its many guises, including archaeology, art, film, history, literature, music, and pop culture. This course may be taught from a number of humanities disciplines. (3)

HUM 528 - Visions of Freedom in the Modern World

This course examines the diverse concepts of "freedom" that bear upon the individual in the 20th century. This course may be taught from a number of humanities disciplines. (3)

HUM 549 - Topics in Humanities

This course explores a thematic approach to a specific question of current importance in the humanities and seeks to engage students in interdisciplinary, inquiry-based research. Topics will rotate and address multidisciplinary or interdisciplinary questions that connect among the fields of literature, fine arts, history, philosophy, and theology/religious studies. Specific topics will rotate, and the course may be taken more

than once, provided different course content is involved. (3)

HUM 560 - Lies and Secrets

This course will explore social and moral questions associated with lying and secrecy. When, if ever, is it morally permissible to lie? Is it invariably wrong to reveal someone's secret to the public? To what extent are political candidates and government officials obligated to be open with the public about their personal affairs or their religious beliefs? How are these questions treated in literary or other cultural contexts? This course may be taught from a number of humanities disciplines. (3)

HUM 574 - Gender, Race, and Empire

This course explores the impact of empire and empire building on culture, with an emphasis on attitudes concerning the "other" in society — women, the working class, and people of color. Students will also explore the ways in which attitudes toward gender roles and race shape the discourses of empire. This course may be taught from a number of humanities disciplines. (3)

HUM 599 - Independent Study

An interdisciplinary investigation of a topic under the supervision of a faculty advisor. Topics and proposals must be approved by the English and humanities program director. The disciplinary focus of each section will be determined by the topic of the individual investigation. (3)

HUM 690 - Practicum

This course offers the student an opportunity to gain experience in a humanities-based institution in the Washington, DC, metropolitan region. All students will keep a journal of their on-site experiences and choose either to contribute in a substantial way to a major project at the institution or to produce a researched essay based on that experience. Each student will also be expected to present publicly on their experience. Prerequisites: completion of eight graduate courses. (3)

HUM 695 - Master's Project

This course offers the student an opportunity to research and write a substantial and original critical/interpretive thesis on an interdisciplinary topic in the humanities and to present its main features to an audience of peers and faculty members. This thesis must demonstrate the student's ability to integrate materials from different disciplines and must support independent conclusions in writing of commendable quality. Students who do not fulfill all of the course requirements and are not eligible for an incomplete will receive an IP grade. Students must register for HUM 695C and pay a registration fee. The continuation carries no credit, and it may only be taken twice.

ID - Interior Design

Students in the interior design first professional (track II) program should refer to the university's *Undergraduate Catalog* for course descriptions of foundation courses in fine arts.

ID 500 - Practice, Theory, and Research

This course examines important social, economic, and technical issues and significant professional developments affecting contemporary interior design practice. It introduces some interior design theories and the practice of evidence-based interior design. Examination of common research methods used in interior design practice and evaluation of published research studies are stressed. (3)

ID 501 - Graduate Studio I

Studio investigating creative, abstract design thinking as related to human behavior and the built environment within specific contexts. The class introduces the design process and emphasizes interior design for diverse cultures and socio-economic populations. Design theories and design conceptualization for small groups of people are explored. Small environments are studied to understand space and form and the interaction of people and their environments. (3)

ID 502 - Graduate Studio II

Studio focusing on the fundamentals of interior space planning with emphasis on human factors and anthropometric theory. Students also are introduced to codes, regulations, and their application to residential interior design for diverse family structures. The course stresses the design process, users' needs, universal design, visual communication, and presentation skills for interior environments. Prerequisites: grade of B- or better in ID 121 and ID 501. (3)

ID 512 - Furniture Design Seminar

Provides the graduate student with an overview of the furniture design and manufacturing processes.

Emphasizes development of design concepts, design meaning, acknowledgement of cultural trends, and generating study models to better understand construction connections and detailing. Research and analysis are required to structure the student's understanding of historical furniture design influences and current trends in contemporary culture. 3-D modeling skills and presentation drawings will be created to convey design concepts. (3)

ID 515 - Field Study and Advanced Rendering

Focuses on increased visual awareness through application of advanced rendering and field-study sketching techniques. The creative process of seeing and thinking to gain visual literacy is thoroughly developed. Specific sketch topics analyze forms of the built environment and explore new awareness in observational skills. Renderings examine light and shadow compositions, spatial concepts, and compositional frames. Computer rendering is integrated as a tool in the studio environment to transform the original sketches and further develop ways of design thinking. (3)

ID 522 - Environmental Behavior Seminar

A systematic examination of behavioral determinants in the interior environment. Applies investigative methods, including observation, survey, and photographic techniques, to analyze and evaluate dysfunctional aspects of selected interior environments. (3)

ID 524 - Design Methods Seminar

Examines methods necessary for controlling complexity in projects in which design and implementation responsibilities are distributed among many parties. Individual and team design exercises are used to build skills and analyze issues. (3)

ID 525 - Health Care Design Seminar

Focuses on the application of principles and processes of health care design, including how the environment can support healing and promote well-being. Explores and analyzes interior technological and building-code issues for specialized facilities through design projects and research reports. (3)

ID 527 - Ecological Interior Design

This course provides a theoretical exploration of the sustainable design movement; its history and background; and the social, cultural, and economic issues surrounding its current momentum. Students will use investigative methods, such as observation, theoretical research, site analysis, and survey, to analyze and evaluate comparative assessments of design applications. (3)

ID 532 - Construction and Environmental Systems

Explores factual and technical knowledge of the various components and materials in building construction. Concentration on the interaction of those materials, systems, and methods specified by interior designers and other design disciplines as they relate to the construction process in both commercial and residential structures. (3)

ID 533 - Illumination Systems

Investigation into the various sources, components, and materials utilized in lighting design. Emphasis is on analyzing objective and procedural criteria for determining selections of lighting types and evaluating decisions made in the lighting design process. (3)

ID 534 - Professional Practice

Investigation of business practices used in interior design, professionalism, and standards of business ethics. Includes inquiry into the relationship between the profession, the broader field of environmental design, and the construction industry. Synthesis of business procedures for conducting commercial and residential interior design projects developed through project development, including contractual negotiations with clients, contractors, and suppliers, and other business strategies-in-action. Individual and team presentations. Prerequisite: grade of B- or better in ID 606. (3)

ID 535 - Illumination and Acoustical Design Seminar

An analysis of illumination and acoustical design, their impact on environmental systems, and their relationship to the design of interior space. Individual exploration of the qualitative and quantitative applications of lighting and acoustical design. Prerequisite: ID 533. (3)

ID 536 - Technology for Interior Design Seminar

Study of current and emerging interior design systems technologies. The course examines technical and organizational approaches to solving problems in the interior environment. Case studies are developed and analyzed. (3)

ID 537 - Graduate Professional Development

An in-depth study of visual and written communications that will enable students to market themselves for the interior design profession. The course emphasizes research and documentation for the profession; verbal,

written, and graphic communication for self-promotion; and analysis and development of project work for marketing material. Includes the development of a graphic portfolio for student work. Prerequisite: grade of C or better in ID 605. (3)

ID 538 - Color, Light, and Human Perception

Examines color theories in design and cross-disciplinary knowledge domains of science and the psychology of color vision and perception. The course investigates the function and application of color and light in art, architecture, interior design, and photography. The analysis of color effects on human behavior and perception are emphasized throughout the semester. Prerequisite: FA-104. (3)

ID 545 - Graduate Construction Documents

Exploration and application of the concepts, theories, and methods of computer applications for the design, development, and construction document phases of the design process. The course reinforces computer applications and techniques introduced in ID 223 Presentation Drawings while continuing to develop student proficiency in free-hand sketching, free-hand drafting, digital drawing, and rendering. A laptop computer meeting departmental specifications is required for this course. Studio. Prerequisite: grade of B- or better in ID 223. (3)

ID 550 - History of Architecture and Interiors I

A historical and aesthetic survey of mainly Western architecture, interiors, furniture, and decorative arts from ancient times through the 17th century. Stylistic developments, significant examples, important people, social history, and material culture are investigated, analyzed, and appraised. Historic research methods and case studies are examined. (3)

ID 551 - History of Architecture and Interiors II

A historical and aesthetic survey of mainly Western architecture, interiors, furniture, and decorative arts from the 18th century to the present. Stylistic developments, significant examples, important people, social history, and material culture are investigated, analyzed, and appraised. Historic and material culture research methods and case studies are examined. Readings and individual or team research topics are explored. (3)

ID 553 - Modern Design and Architecture Seminar

Investigation of the dominant theories, influences, and character of interiors and architecture during the 20th and 21st centuries, their relation to the preceding periods, and their effects on the present era. Individual and team inquiries and presentations. (3)

ID 554 - Historic Preservation Seminar

Explores the significance of the historic preservation movement in this country emphasizing its relationship to interior design. Through individual readings, site visits, and presentations, students research and analyze the history of preservation and its legislative initiatives as well as preservation projects and practices. (3)

ID 558 - Interior Design Study Tour

Short-term study tours to a variety of locations provide an in-depth examination of the history and aesthetics of architecture, interiors, furniture, and art spanning a range of periods in the United States and abroad. In selected cities, participants will visit museums, significant buildings, and sites. Outcomes may be cross-cultural analyses of historical context and/or design problem solving. Prerequisites: 3 credits of art history and ID 550. (3)

ID 590 - Practicum

This practicum provides professional opportunities relevant to the uniqueness of the university's location near the nation's capital. Formal arrangements are made with federal, state, or community agencies, or area industries. Prerequisite: approval of graduate program director. (3)

ID 595 - Graduate Directed Research

Individual investigation into and analysis of specific aspects within the discipline of interior design. Under faculty supervision, students develop a written and/or graphic project and presentation focusing on an area of interest or design specialization in which the department does not offer coursework or in which the student seeks further development. Prerequisite: approval of graduate program director. (3)

ID 600 - Research Methods in Interior Design

Introduction to the theory and practice of evidence-based interior design including literature reviews, best practices, and data collection and analysis. Examination of common research methods used in evidence-based interior design and evaluation of published research studies. Some forms of statistical analysis are covered. Significant research in interior design is explored through readings and individual or team empirical research projects and writings. (4)

ID 605 - Graduate Practice Studio I

Studio focusing on development of comprehensive design solutions for the practice areas of commerce and entertainment, including retail and hospitality. Observation and/or behavior mapping studies, literature reviews, innovative design concepts, and brand identity are used to create evidence-based design solutions that emphasize creativity, principles of sustainability, wayfinding, and security. Studio. Prerequisites: FA 104 or equivalent and a grade of B- or better in ID 502. (3)

ID 606 - Graduate Practice Studio II

Studio focusing on development of comprehensive design solutions for the practice areas of workplace, educational, or governmental interior design. Surveys and/or interviews, literature reviews, innovative design concepts, and brand identity are used to create evidence-based design solutions that emphasize creativity, principles of sustainability, life-safety codes, and building codes. Studio. Prerequisites: grade of B- or better in ID 545 and ID 605. (3)

ID 607 - Graduate Practice Studio III

Studio focusing on an interdisciplinary approach to complex problems in the interior environment for the practice areas of healing, restoration, and well-being. Case studies, programming briefs, literature reviews, and collaborative teamwork are used to create evidence-based design solutions that incorporate creativity, human factors data, barrier-free and universal design concepts, life-safety codes, and building codes. Studio. Prerequisite: grade of B- or better in ID 606. (3)

ID 608 - Graduate Practice Studio IV

Studio focusing on an interdisciplinary approach to complex problems in the interior environments for diverse populations in a multi-level, mixed-use project. Literature reviews and multiple research methods are used to create evidence-based design solutions that builds on the interdisciplinary experience in ID-607. Students write their own programming briefs. Studio. Prerequisite: grade of B- or better in ID 607. (3)

ID 626 - Graduate Seminar

Investigates theories and hypotheses and examines current design theories. Emphasis is placed on deepening awareness of theories in interior design, and students are encouraged to evaluate their personal philosophies, concepts, and practices as they relate to the field of design. Through individual readings, investigations, article reviews, and research topic presentations, students assess their values and positions on current issues. Prerequisite: permission of graduate program director. (3)

ID 697 - Thesis or Design Research Proposal

This course focuses on the identification of a significant question or challenging issue in interior design that can be explored or investigated using empirical research methods. Through literature reviews, readings, and field studies, students formulate an individual empirical study in interior design under faculty supervision and critique. A written thesis proposal is produced. Students who do not fulfill all of the course requirements and are not eligible for an incomplete will receive an IP grade. Students with an IP must register for ID 697C and pay a registration fee. The continuation carries no credit. Prerequisites: grade of B- or better in ID 607 and ID 600. (3)

ID 698 - Thesis or Design Research Project I

This course focuses on the exploration of a significant question or challenging issue in interior design. Through readings and field studies, students formulate and carry out an individual investigation under faculty supervision and critique. Findings are presented in a written or graphic document and evidence-based design project. Students who do not fulfill all of the course requirements and are not eligible for an incomplete will receive an IP grade. Students with an IP must register for ID 698C and pay a registration fee. The continuation carries no credit. Prerequisite: grade of B- or better in ID 606 or ID 697. (3)

ID 699 - Thesis or Design Research Project II

This capstone course is a continuation of ID 698. The thesis document or design research project employs research applications and inferences of analytical thought in the design process and communication of the design intent. Design projects or thesis findings and analyses are completed and presented to faculty. Upon approval, students give a final presentation of their projects and/or study findings to the university community. Students who do not fulfill all of the course requirements and are not eligible for an incomplete will receive an IP grade. Students must register for ID 699C and pay a registration fee. The continuation carries no credit. Prerequisite: ID 698. (3)

IT - Information Technology

IT 500 - Programming Language Selection and Design

Introduces the concept of fundamental programming languages. The course examines the major programming paradigms and investigates the applicability of a variety of programming languages and techniques. It examines issues associated with the selection, design, and implementation of programming languages. Students must achieve a minimum grade of B-. (3)

IT 502 - Creating Websites

An introductory course that investigates the business and technology of websites. Students study design issues such as navigation, usability, site architecture, search engine optimization, and Web 2.0 techniques. Students explore basic Web creation techniques, such as HTML, JavaScript, and Cascading Style Sheets (CSS). They learn how to interface with IT professionals to specify complex requirements. They create and publish their own sites to demonstrate their understanding of these issues. Students must achieve a minimum grade of B-. (3)

IT 504 - Cybersecurity Technology for Managers

Examines cybersecurity technology for managers. It explains core components of technologies and network architectures as well as new and emerging technologies. It covers risk management and budgeting for cybersecurity projects. Learners will be exposed to sound procedures for making decisions about cybersecurity in their organizations. Students must achieve a minimum grade of B-. (3)

IT 510 - Requirements Analysis

Examines the collection of requirements and takes a systematic and disciplined approach to the entire system life cycle. The course includes planning, requirements definition, modeling, estimating, analysis and design, coding, integration, testing, quality assurance, and maintenance. The course focuses on object-oriented techniques, and students get practical experience with the Unified Modeling Language (UML) to produce high-quality software. Students must achieve a minimum grade of B-. (3)

IT 515 - Decision Making for IT

Presents the quantitative tools and techniques necessary to ensure IT professionals can support the complex decisions necessary in today's business environment. Techniques will support estimation and resource allocation, return-on-investment calculations, make-or-buy decisions, sampling in requirements gathering, cost-benefit analysis, annualized loss expectancy (ALE) calculations, and other quantitative requirements. It provides practical experience in a wide range of decision-making methods and tools, including classical decision analysis, decision trees, influence diagrams, group decision making, and simulation. The course also examines several emerging technologies, such as expert systems and intelligent systems. Students must achieve a minimum grade of B-. (3)

IT 520 - Enterprise Infrastructure and Networks

Covers the technology and management of the various components of today's enterprise IT infrastructure, including hardware, software, and networks. The course examines network architectures, network protocols, network management, IT support models, performance metrics, and operating systems. It also considers data communication and messaging in a global context. Students must achieve a minimum grade of B-. (3)

IT 530 - Computer Security

Provides an overview for the computer security risks facing enterprises today and covers the many options available for mitigation of these risks. Topics include security concepts, controls, and techniques; standards; designing, monitoring, and securing operating systems; hardware; applications; databases; networks (wired and wireless); and the controls used to enforce various levels of availability, confidentiality, and integrity. Computer security is taught in the context of the increasingly global and distributed environment of today's enterprise. Business continuity and disaster recovery planning are also discussed. Students must achieve a minimum grade of B-. Prerequisite: IT 520 with a minimum grade of B-. (3)

IT 535 - Advanced Computer Security

A more advanced study of computer security, including coverage of topics such as authentication mechanisms, authorization techniques, security models, trusted computing, network architecture security, operating system security, cryptography, database security, physical security, Web security, and network security protocols, such as IPSec and SSL. Students must achieve a minimum grade of B-. Prerequisite: IT 530 with a minimum grade of B-. (3)

IT 537 - Computer Forensics and Incident Response

Presents methods to properly conduct a computer forensics investigation and to handle a cybersecurity

incident. The course begins with a discussion of ethics while mapping to the objectives of the International Association of Computer Investigative Specialists (IACIS) certification or the International Society of Forensic Computer Examiners Certified Computer Examiner (CCE) certification exam. Students should have a working knowledge of hardware and operating systems to maximize their success on projects and exercises throughout the course. Students must achieve a minimum grade of B-. (3)

IT 540 - Enterprise Data Management and Analysis

Recognizing the increasing dependence on data to manage today's enterprises, this course covers the design, development, management, and use of today's transaction-based databases and data warehouses. The course covers the entire life cycle from planning; physical and logical design; extract, transfer, and load (ETL) applications; and data querying and reporting. The course provides practical experience with a relational database and with the Extensible Markup Language (XML) and the XML Stylesheet Language (XSL) for data transfer. Students must achieve a minimum grade of B-. (3)

IT 544 - The Technologies Behind Digital Transformation

This course covers the new technologies and methodologies that are helping transform organizations (government and private sector) in the digital age. Technologies include cloud computing, blockchain, augmented reality, artificial intelligence, machine learning, robotics, the Internet of Things, data science, and other emerging technologies. Methodologies include DevOps and IT service management. Students research these technologies and methodologies and apply them to case studies in government, business, education, and health care. Students must achieve a minimum grade of B-. Prerequisite: IT 510 with a minimum grade B-. (3)

IT 545 - Health Care Informatics

Provides a broad understanding of the emerging field of medical informatics from the clinical, administrative, and health services planning perspectives. The course focuses on issues related to how public and private sector organizations generate and use health care information for management, evaluation, and research. It also addresses how organizational needs for information intersect, and sometimes conflict, with individual needs for privacy and confidentiality. Students must achieve a minimum grade of B-. (3)

IT 546 - Principles of Data Science

This course examines the principles of data science, and data mining in particular. It focuses on finding information in large data repositories and covers concepts, algorithms, and applications in data warehousing and online analytical processing; mining frequent patterns and association rules; classification and predication; and cluster analysis implementations. It applies these techniques to the various types of data collected today, including sequential and structured data, data streams from sensors, text data, Web data, social media data, image data, biomedical data, and other forms of complex data. Students must achieve a minimum grade of B-. Prerequisite: IT 540 with a minimum grade of B-. (3)

IT 547 - Security and Privacy of Electronic Documents

Focuses on the security and privacy of issues (technical and managerial) associated with the collection, storage, and dissemination of electronic documents. Topics include analysis of business, technology, and legal concepts behind the storage, communication, and retrieval of electronic documents, including text documents, email messages, and instant messages. Protection mechanisms include encryption, digital signature, watermarking, redaction, and security classification. The course addresses specific applications of the technology to include medical and e-discovery. Students must achieve a minimum grade of B-. (3)

IT 548 - Managing Digital Transformation

This course examines digital transformation in companies, government agencies, the health care industry, and other organizations. Studies include the implementation of emerging technologies such as cloud computing, the Internet of Things (IoT), artificial intelligence, machine learning, blockchain, and augmented reality. It investigates economic drivers and how business models evolve and provides a framework for decision makers for implementing digital transformation. Students must achieve a minimum grade of B-. Prerequisite: IT 544 with a grade of B- or higher. (3)

IT 550 - Ethics, Law, and Policy in the Information Age

Introduces students to the ethical, legal, and policy issues raised by designing, developing, and using information technology. Issues that are researched and debated in the course include subjects such as information privacy, environmental conservation, effective energy use, limits on the use of technology, the

digital divide, customer profiling, open source, copyright violation, globalization, and outsourcing. Students are expected to independently research the issues, make presentations to the class, and support their case. Students must achieve a minimum grade of B-. (3)

IT 552 - Operating Systems

Covers the major features of today's multi-user operating systems, including topics such as concurrent processing, CPU scheduling, deadlocks, memory management, real and virtual memory, secondary storage management, security, and file management. Students must achieve a minimum grade of B-. (3)

IT 556 - Data Visualization

Communicating clearly, accurately, and effectively about the patterns found in data is a key skill for a successful data scientist. This course focuses on the design and implementation of complementary visual and verbal representations of patterns and analyses in order to convey findings, answer questions, drive decisions, and provide persuasive evidence supported by data. Assignments will give students hands-on experience with designing and building data visualizations as well as reporting their findings in a variety of presentation styles. This course focuses on the use of current industry-standard data visualization techniques. Students must achieve a minimum grade of B-. Prerequisite: IT 546 with a grade of B-. (3)

IT 557 - Monitoring, Auditing, and Penetration Testing

Examines best practices for identifying vulnerabilities and preventing attacks. This course is designed for cybersecurity personnel who are responsible for the management of cybersecurity in an organization and who will oversee processes and procedures that demonstrate the validity and quality of cybersecurity within an organization through monitoring, auditing, and penetration testing. Students must achieve a minimum grade of B-. Prerequisite: IT 530 or IT 504 with a minimum grade of B-. (3)

IT 560 - Cryptography

Presents a detailed understanding of symmetric and asymmetric cryptography. This course includes a discussion of the history of cryptography and cryptanalysis. It covers the algorithms for modern ciphers such as AES, DES, RSA, and RC4. The topics of key exchange and management, digital signatures, secure hashes, and steganography are covered. Students must achieve a minimum grade of B-. Prerequisite: IT 535 with a minimum grade of B-. (3)

IT 565 - Human Computer Interaction

Emphasizes the importance of human engineering issues in the implementation of successful computer-based systems. The course examines the entire spectrum of human issues that must be considered in developing, operating, and using information systems. It examines elements such as usability factors for online application, time to adopt, customer satisfaction, and data quality. Students review and suggest improvements to common websites. Students must achieve a minimum grade of B-. (3)

IT 566 - Computer Scripting Techniques

This course covers writing scripts using current industry scripting languages to solve common IT problems. It covers the basics of scripting, syntax, and data representations, examining different ways to use system administration, natural language processing, and Web programming. Students will apply scripting skills to problem solve relevant tasks in various IT specialties, learning how to write algorithms and regular expressions to extract relevant information from data sets and how to use third-party packages for more complicated tasks. Students must achieve a minimum grade of B-. Prerequisite: IT 546. (3)

IT 567 - Global Cybersecurity

Examines the global scope of the Internet and the security of cyberspace to ensure openness in a networked world, including areas such as business, politics, crime, and warfare. This is an emerging field, and the course focuses on the identification of problems and the examination of global cybersecurity initiatives in the U.S. and other countries and the coordinating role of international organizations, both technical and strategic. Students must achieve a minimum grade of B-. Prerequisite: IT 570 with a minimum grade of B-. (3)

IT 570 - Cybersecurity: Law, Policy, Ethics, and Compliance

Focuses on the law, policy, ethics, and compliance issues concerning cybersecurity as information is collected and communicated in today's networked world. International security law and legal principles are covered as well as topics such as ethics, privacy, and

compliance. The theory and principles behind these topics are explored in-depth, and students prepare a research paper on a contemporary topic relating to the field. Policy documents are critiqued and compliance issues are discussed. Students are expected to independently research the issues, make presentations to the class, and support their case. Students must achieve a minimum grade of B-. (3)

IT 575 - Information Security Management

Covers the knowledge and skills for the management of security in today's enterprise IT environments. It focuses on planning, designing, implementing, managing, and auditing security at all levels. Automated security management systems are discussed in detail. It examines the best practices and global standards in this emerging field. Students must achieve a minimum grade of B-. Prerequisite: IT 530 or IT 504 with a minimum grade of B-. (3)

IT 576 - Natural Language Processing (NLP) Techniques

Natural language processing (NLP) is the study of the complexities of analyzing linguistic information both in text and voice. Students examine the complexities of language phenomena and how to handle those using current NLP tools and scripting techniques. The course covers topics such as tokenization, sentence structure, grammars, parsing, machine translation, and sentiment analysis. Students discuss and examine how data selection and sampling across genres affects NLP systems, including learning how to leverage social media data along with more formal language sources for English and multilingual data. Students must achieve a minimum grade of B-. Prerequisite: IT 566 with a minimum grade of B-. (3)

IT 577 - Human Considerations in Cybersecurity

Explores the human aspects that have an impact on the practices, policies, and procedures that are in place in an organization to secure the firm's information. Topics include human behavior, ethics, psychology, social engineering, and hacker culture. Emphasis is on the human element and the motivations for cybercrimes. Analysis covers techniques to prevent intrusions and attacks that threaten organizational data and techniques to identify potential insider threats. Students must achieve a minimum grade of B-. Prerequisite: IT 530 or IT 504 with a minimum grade of B-. (3)

IT 580 - Technology Leadership

Centers around the leadership knowledge and skills necessary for a chief information officer (CIO) or equivalent. Topics include strategic thinking, consulting, budget formulation, and effective management and leadership. In case studies and role-playing exercises, students practice leadership skills such as influence- and relationship-building. Students use questioning skills to gather information, analysis techniques, and negotiation and influencing skills to make decisions, and communication skills to present the final proposal at an executive level. Students must achieve a minimum grade of B-. (3)

IT 585 - Managing Technical People

Teaches the basic concepts and skills needed to manage technical people in high-performance environments. It is designed specifically for technical professionals who are planning to become team leaders, supervisors, and managers. Students must achieve a minimum grade of B-. (3)

IT 586 - Machine Learning

This course introduces core machine learning models and algorithms for classification, regression, clustering, and dimensionality reduction. The course focuses on both understanding the theory of learning approaches and effectively using them to solve real-world data science problems. Topics include least squares methods, linear classification, support vector machines, Bayesian networks and inference, the EM algorithm, and kernel methods. Students discuss and examine how machine learning is used in the real-world including government data, business information, biomedicine, and cybersecurity. Students must achieve a minimum grade of B-. Prerequisite: IT 546 with a minimum grade of B-. (3)

IT 587 - Cybersecurity Systems: Certification and Accreditation

Familiarizes students with the standards and processes required to certify and accredit information systems for compliance with federally mandated cybersecurity requirements and international standards. This course includes detailed analysis of the government's Federal Information Security Management Act (FISMA) and provides students with practical experience with preparing reports under the regulations. The course also examines the National Security Agency's "Common Criteria" requirements for security products. Students must achieve a minimum grade of B-. Prerequisite: IT 530 or IT 504 with a minimum grade of B-. (3)

IT 590 - Topics in Information Technology

Explores a contemporary topic relating to some aspect of information technology. This course can be repeated for credit with a new topic. Students must achieve a minimum grade of B-. (3)

IT 597 - Security and Privacy of Medical Devices

This course examines the key cybersecurity design considerations for medical device manufacturers and developers as well as effective processes and procedures to manage cybersecurity throughout a device's life cycle. Students will learn the major concepts and skills for creating more trustworthy software-based medical devices, ranging from pacemakers to mobile medical apps. Topics span cybersecurity principles, human factors, and regulatory policy that impact the security level of medical devices that are increasingly interconnected and wirelessly controlled today. Students will apply the concepts and skills by analyzing the security of a real-world medical device in a term project. Students must achieve a minimum grade of B-. Prerequisite: IT 530 with a minimum grade of B-. (3)

IT 610 - IT Governance and Strategy

Examines methodologies and techniques to govern the large and rapidly evolving set of IT activities and initiatives that take place in a large enterprise. The course includes the processes, including best practices, that govern decision making around investment decisions, staffing levels, outsourcing decisions, client relationships, project management, and other important IT operational areas. Internet governance is also discussed. The course includes practical experience in the development of an IT strategic plan. Students must achieve a minimum grade of B-. Prerequisites: IT 515 or MBA 514 and at least 18 credits in the program with a minimum grade of B-. (3)

IT 630 - Information Technology Practicum

The course facilitates the continuing advancement of information technology knowledge and skills and serves as a practical experience for career changers and international students. It provides an opportunity for students to extend their knowledge and skills developed in the master's program by applying the tools and techniques learned to a specific project in the information technology workplace, taking advantage of the university's location near the nation's capital. Students must complete at least 240 hours in the university-approved work environment, attend a weekly seminar, prepare monthly summaries, and prepare a detailed reflection paper on their experience, including evaluating the extent of digital transformation. Students must achieve a minimum grade of B-. Prerequisite: completion of at least 18 credits in the program with a minimum grade of B-. (3)

IT 670 - Computer Network Defense

Provides hands-on experience for students to defend computer networks against attacks such as viruses; worms; Trojan horses; denial-of-service attacks; password cracking; key loggers; buffer overflow attacks; and reconnaissance, such as sniffing, DNS, SNMP, scanning, fingerprinting, and war driving. Students execute attack-and-defend scenarios and document their results. Students must achieve a minimum grade of B-. Prerequisite: IT 535 with a minimum grade of B-. (3)

IT 680 - IT Master's Project

Requires the student to integrate and apply knowledge acquired in the degree program to a particular project. The student works individually to complete the project for a sponsor and under the direction of a full-time faculty member of his or her choice. The results are presented orally and communicated in writing. The project outcomes are critiqued by the faculty. Students must achieve a minimum grade of B-. Prerequisite: completion of at least 27 credits in the program with a minimum grade of B-. (3)

IT 727 - Managing Cybersecurity Risk

This doctoral-level course covers all aspects of the management of the risk of cyber attack and covers the foundations for the thoughtful and purposeful development of cyber defense strategies in any organization. In general, there are too many threats and potential vulnerabilities but not enough money and resources to protect all the digital assets in organizations, particularly those connected to the Internet. This courses covers the strategic decision-making process, including formal methodologies, as to which assets to defend and why. (3)

IT 737 - Securing the Evolving Technology Infrastructure

This doctoral-level course examines the cybersecurity challenges of the constantly changing computing infrastructure with its increasing reliance on the Internet and the rise of additional threats posed by cloud computing, mobile computing, integration of the Internet of Things, automated industrial control systems,

use of hardware built in other countries, and the risk of other critical infrastructures. This course examines the cybersecurity challenges of interrelated systems across the global landscape and the different techniques used to protect computers and data, with particular emphasis on sectors such as transportation, utilities, health care, financial services, and manufacturing. (3)

IT 747 - Cybersecurity in the Systems Life Cycle

This doctoral-level course integrates cybersecurity concepts, principles, tools, and techniques into the system life cycle, including acquisition and purchasing of technology, security requirements definition during requirements analysis, secure software coding practices, auditing processes for production systems, cyber insurance considerations, and communication security issues with upper management and the board. (3)

IT 757 - Cyber Threat Intelligence

This doctoral-level course covers the cyber threat intelligence landscape including tactical, operational, and strategic dimensions. It includes open source intelligence techniques and social media intelligence techniques as well as mobile app intelligence-gathering techniques. Investigational strategies such as counter intelligence methods and attribution are also discussed. (3)

IT 767 - Workforce Development: Cybersecurity Education, Training, and Certification

This doctoral-level course strategically examines the cybersecurity workforce of today and examines the leadership and educational skills necessary to grow the nascent workforce effectively. The course looks at the difference between cybersecurity education and training and examines the education requirements at all levels (K-12 through doctorate). The industry's current reliance on certifications is also discussed. (3)

IT 777 - Malware Analysis

This doctoral-level course covers all aspects of the field of malware analysis. It is an advanced hands-on class that includes delineating the role of malware analysis, cybersecurity defenses, developing policies to handle malware, and performing dynamic and static analysis to recognize existing and potential malware. Students learn how and when to use malware analysis techniques to mitigate risks associated with malware. (3)

IT 800 - Beginning Applied Research in Cybersecurity

This course prepares doctoral students for the applied research process in the cybersecurity field. Students review APA guidelines and look at the special requirements for academic writing. They start thinking of issues in the field that could benefit from additional research, and they begin to examine the literature research and writing process to develop these ideas into potential dissertation topics. Students also analyze past work and consider ethical issues that might occur during the conduct of cybersecurity research. (3)

IT 810 - Applied Research Topics and Methods in Cybersecurity

In this course, doctoral students will begin to develop the applied research concept in the cybersecurity field. Students examine the state of cybersecurity research and the roadmaps established at the national and international levels. It is designed to provide an increased understanding of the philosophy of science and the nature of scientific thinking. The doctoral students identify researchable topics, the use of existing knowledge to act as a basis for the research project, and the use of information systems to support the identification of known information and data. The course prepares students to be cybersecurity leaders who are able to use applied research to refine and improve cybersecurity practices through evidence-based techniques. Prerequisite: IT 800. (3)

IT 820 - Applied Research: Qualitative and Quantitative Research

In this course, doctoral students will be exposed to the overall research design process through the analysis of knowledge claims, strategies of inquiry, and the development phases of the research project. The course examines how to consider external factors and how they are applied to the quantitative, qualitative, and mixed methods research methodologies. In addition, this course will provide the student with an introduction to questionnaire design. Prerequisite: IT 810. (3)

IT 830 - Applied Research: The Dissertation Proposal

In this course, doctoral students will develop the documentation for approval of their research topic and overall research plan, obtain approval from their advisor, and submit their dissertation proposal for approval by the Faculty Dissertation Committee. Students will evaluate which type of IRB submission is appropriate and prepare the material for its timely submission. Students also will be guided in a professional literature review on their chosen topic and

develop a clear understanding of past work in their field. Prerequisite: IT 820. (3)

IT 840 - Applied Research: Dissertation Data Collection and Analysis

During this course, the doctoral student will collect and analyze data to further the dissertation research developed in previous courses. The purpose of this course is to complete an original piece of applied research that will contribute to the development of the cybersecurity field. At the end of the course, the doctoral student must have completed the analysis phase of the dissertation and be ready to complete the writing process. Prerequisite: IT 830. (3)

IT 850 - Dissertation and Oral Defense Designs

This course is the culminating experience of the doctoral research experience. The purpose of the class is to successfully prepare the written dissertation based on previous original research and to present its oral defense. Prerequisites: IT 840, meet candidacy requirements, and permission of the dissertation committee. (3)

LA - Legal

LA 535 - Employment Law

Focuses on the dynamic relationship between legal and personnel concepts and how human resource practitioners can help organizations avoid exposure to litigation. Students analyze and apply appropriate rules of law to problem situations. (3)

LA 540 - Health Care Law

Provides students with a review of medical-legal aspects of health care. The course focuses on major legal issues of malpractice, antitrust, insurance law, patient rights, and provider liability. Prerequisite: HCM 535 or permission of department chair. (3)

LA 557 - Nonprofit Legal Issues

Introduces students studying nonprofit management to nonprofit legal issues. Topics addressed include nonprofit enterprise formation and dissolution, regulation and governance, regulations and charitable solicitation, tax exemptions, and an overview of the nonprofit sector from a legal perspective. (3)

LA 561 - Law and the Business Environment

Examines the role of law and legal procedure in the management of business enterprises, concentrating on business organization, liability issues, employment law, consumer protection, antitrust, securities, and legal-ethical concerns. Provides a broad understanding of reciprocal influence of business and legislation. (3)

MBA - Master of Business Administration

MBA 511 - Management Foundations

In this foundational M.B.A. course, critical thinking and reasoning with quantitative data, managerial problem solving, legal/ethical decision making, communication, and leadership skills are introduced. These skills are practiced in an active student learning environment as students are challenged to begin to apply essential business principles to a variety of management challenges while developing a global perspective on change, service to society, and leadership. Requirement: Must be taken in the first 12 credit hours of the M.B.A. program. (3)

MBA 512 - Accounting for Managers

Examines the process of preparing, analyzing, and interpreting financial statements with emphasis on how the resulting information is then used by managers within the firm as well as investors and creditors outside the firm. Students will interpret financial statements to extract information about the organization's goods, services, and functions and use that information to organize resources, develop and implement plans, and evaluate the effectiveness/efficiency of plans and operations. Students will also analyze financial statements from the perspective of investors or creditors basing investment and/or lending decision on the information contained therein. (3)

MBA 513 - Organizational Communication

Focuses on the skills managers must have to communicate effectively at work. Emphasizes clear writing and clear and engaging presentation preparation. Requires successful demonstration in today's technology to communicate with a variety of business audiences. Includes projects requiring teamwork and an understanding of vertical and horizontal communication patterns. (3)

MBA 514 - Business Analytics

Provides students with an understanding of the concepts and applications of quantitative methods and models to support managerial decision-making processes throughout the organization. Spreadsheet software and other quantitative techniques will be used to analyze business problems. Students will determine appropriate quantitative techniques or tools and apply them to solve specific problems. (3)

MBA 515 - Management in Organizations

Addresses the best contemporary management and organizational theories and their roots. This critical analysis will examine the influence of individual, group, and organizational processes on behavior in organizations. The purpose of the course is to familiarize students with principles that can be applied to manage human resources, enhance individual and group performance, and increase organizational effectiveness. (3)

MBA 516 - Business Law and Ethics

This course examines the role of law, legal procedure, and ethical reasoning in the management of business enterprises. It concentrates on the U.S. Constitution as the basis for all law, business organization and corporate functions, judicial system and administrative processes, contract law, tort law, employment law, consumer protection, securities, and legal-ethical concerns. In addition, it considers the dominant theories in the realm of ethics and the way in which ethical concepts and principles may reinforce, inform, or require more than the law. The course provides a broad understanding of the reciprocal influence between business, legislation, and ethical practice. (3)

MBA 517 - Leading in Business

Provides graduate students with an integrated understanding of leadership theory and practice across multiple levels of analysis and fields of practice, including ethical and sustainable implications for leading. Readings and assignments focus students on leading and leadership development for service and for-profit organizations as well as their own development within the context of application and engagement with any group or organization. (3)

MBA 519 - Operations Management

Examines the management of business operations, the tools and techniques used by operations managers in manufacturing and service industries, the interaction of production functions, and the synthesis of concepts and techniques relating to and enhancing the management of production systems and the provision of services. The course focuses on applying the operational methodologies covered in class to real-world cases to solve business situations and address business issues that are challenging to managers in this global environment. (3)

MBA 520 - Economics for Managers

This course presents the framework for acquiring and using the knowledge of micro, macro, and international economic concepts to guide a variety of business decisions. (3)

MBA 521 - Marketing Concepts and Practice

A comprehensive study of the concepts and practices of marketing with an in-depth investigation of the interacting marketing systems and activities that deliver goods and services and that create value for existing and new customers. This inquiry involves the application of several disciplines of business management to a decision-oriented marketing process involving considerations of product, price, place, and promotion in a global environment. (3)

MBA 522 - Corporate Finance

Presents a wide range of important issues in managerial finance, including such topics as the role of finance in organizations, principles of financial analysis and control, capital budgeting techniques, investment decisions under uncertainty, financial structure and cost of capital, sources of long- and short-term financing, working capital management, and the multinational aspect of financial management. Prerequisite: MBA 512. (3)

MBA 523 - Business Problem Solving

In this integrated core course, students will solve current business problems by applying appropriate problem-solving and decisions analysis models and using the foundational skills and knowledge acquired in prerequisite courses. Completion of a semester-long project will require students to begin by assessing a designated business problem within the context of the firm's internal cross-functional structure as well as the ethical, economic, competitive, legal, and social environment within which the organization operates. Working through established problem-solving steps, students will conduct a comprehensive analysis and propose an actionable solution that supports the strategic goals of the organization in question. As a final step,

students will present their analysis and solutions to affected decision makers in an effort to persuade these business leaders to take action. Prerequisites or corequisites: MBA 515, MBA 519, MBA 521, and MBA 522. (3)

MBA 585 - Global Business Experience

A study of the context and content of international business ventures with a real-world, country-specific application of the global strategies that create business success beyond domestic markets. Includes a required one-week structured study abroad with the Center for Global Education during the spring semester. (As a Center for Global Education co-sponsored course, the course cost during the spring semester includes tuition as well as fees specific to the study abroad component.) (3)

MBA 600 - Practicum

Independent research under the direction of a faculty sponsor on a topic of business management theory or application. (3)

MBA 626 - Strategic Management Seminar

This is the capstone course in the M.B.A. program. Using the perspective of top management of an enterprise, this integrative experience allows students to examine, analyze, and create strategic policy initiatives for complex organizations. The course uses the analysis of case studies and the creation of a comprehensive strategic plan to provide the student with the opportunity to make decisions under conditions of uncertainty. MBA 626 must be completed in residence during the final 9 credit hours of the M.B.A. program. Prerequisites: MBA 511, MBA 514, MBA 521, and MBA 522. Corequisite: MBA 519. (3)

MGT - Management

MGT 502 - Leading Collaboration and Innovation

Focuses on how managers initiate, lead, and support innovation within organizations. Concepts of creativity, design, and the conditions required for them to flourish are examined, along with the model of the "learning organization." The course introduces students to the practice of collaboration and provides opportunities to analyze management of groups charged with advancing new products for practices in organizations. (3)

MGT 507 - Leadership

Enables students to become more aware of and thoughtful about leadership practices in addition to developing and expanding their existing capabilities. The course provides students with opportunities to examine and apply dynamics of creativity and design to organizational constructs and strategic thinking, to examine and assess leadership capability and readiness, and to integrate personal leadership philosophies and values into a reflective practice of leadership. (3)

MGT 515 - Leading and Managing Teams

Provides conceptual understanding of the principles of group and team behavior and the influence of organizational culture and group processes on group and team performance. Examines the impact of group and team management on organizational development. (3)

MGT 525 - Knowledge Management

Examines ways in which organizations create, identify, capture, interpret, evaluate, and use knowledge for strategic advantage and mission success. Considers both micro- and macro-level knowledge structures and organizational forms, from new and joint ventures to large organizations and multiorganizational systems, such as the U.S. government and innovation clusters. Emphasizes programmatic integration across organizational dimensions as well as how to lead knowledge management initiatives. (3)

MGT 537 - Nonprofit Management

A graduate-level introduction to the field of nonprofit management. Topics addressed include managing the nonprofit and nonprofit leadership; the structure of the nonprofit enterprise; nonprofit lobbying and advocacy; nonprofit fundraising; and nonprofit financial management. The course takes both a theoretical and a practical, application-oriented overview of the field. (3)

MGT 551 - Negotiation Skills and Mediation

Focuses on knowledge of, and basic competencies in, negotiation and mediation. Applies the Harvard win-win negotiation model to progressively more challenging role-plays involving multiple parties and issues. Provides techniques for handling conflict, power, and ethical issues in negotiation and mediation. Students will also have an opportunity to practice writing durable agreements. (3)

MGT 560 - Ethical Issues in Business and Society

Examines corporate governance, business-government relations, the impact of economic and social change, organizational ethics, and the political role of business. Considers the measures business may use to anticipate and provide appropriate response to changes in public and government expectations while defending legitimate business interests. (3)

MGT 565 - Business Communication

Focuses on the skills managers must have to communicate effectively at work. Emphasizes clear writing as well as clear and engaging presentation preparation. Requires successful demonstration in the use of today's technology to communicate with a variety of business audiences. Includes projects requiring teamwork and an understanding of vertical and horizontal communication patterns. (3)

MGT 585 - Global Business Management

Examines the scope and nature of opportunities and problems in international business operations. Emphasizes the effect of culture and environmental differences and the skills needed to manage international businesses. Topics include the international business environment; multinational corporations as economic, social, and political institutions; strategy issues of control and coordination; and the operating issues of managing the workforce, other managers, and management systems. (3)

MGT 590 - Organization Policy and Strategy

This capstone course for management students requires application of disciplines and techniques learned during the degree program. Concepts and applications of strategy and sustainability are presented. Course requirements include completion of a portfolio, executive summary, and presentation of a major project. Prerequisite: completion of 27 credit hours in the program or permission of instructor. (3)

MGT 596 - Special Topics

Explores a contemporary topic relating to some aspect of management. (3)

MGT 599 - Independent Study

Students investigate selected topics in the major areas under the direction of a faculty advisor and the dean of the School of Business Administration. The independent study allows the student to develop and demonstrate the ability to conduct independent research, perform independent studies in a specialized area, and present the results in writing of professional quality. Prerequisite: permission from the dean of the School of Business Administration. (3)

MKT - Marketing

MKT 537 - Marketing Strategies for Associations and Nonprofits

Takes a strategic look at marketing from the perspective of the nonprofit enterprise. Traditional marketing topics such as the marketing mix, consumer behavior, market segmentation, branding, and positioning are addressed within a nonprofit context. Additionally, marketing topics that are nonprofit-specific, such as fundraising, attracting volunteers, and nonprofit media advocacy, are covered. (3)

MKT 557 - Fundraising

A graduate-level marketing course for students studying nonprofit management. The course builds on the topics introduced in MKT 537 with a specific emphasis on the theory and practice of fundraising for nonprofit organizations. This marketing-oriented course borrows heavily from the fields of psychology, law, accounting, and ethics. Prerequisite: MKT 537. (3)

MSC - Management Science

MSC 510 - Process Improvement

Focuses on the practical aspects of process improvement for immediate and long-range effectiveness. Students examine metrics that can be used to measure business processes and identify ways that processes can be changed, either gradually or radically, using business-process engineering techniques. The impact of resulting change on human and technical systems is addressed. (3)

MSC 515 - Research Methods

Provides students with the fundamental knowledge and skills necessary to perform basic evaluation and research and to be conversant with terms and concepts that are necessary to direct more advanced evaluations. Special emphasis is placed on measurement techniques, evaluation systems, designing evaluation instruments, and the sociopolitical factors affecting research and evaluation applications. (3)

MSC 516 - Operations Management

Examines the management of business operations, the tools and techniques used by operations managers in manufacturing and service industries, the interaction of production functions, and the synthesis of concepts and techniques relating to and enhancing the management of production systems and the provision of services. Prerequisite: MBA 514 or equivalent. (3)

MSC 545 - Project Management

Combines quantitative tools, concepts, and methods with behavioral science techniques to enable managers to plan, initiate, organize, lead, and manage projects within matrix and project organizations and under time pressure, rapid change conditions, and other conditions of rush. Students must achieve a minimum grade of B-. (3)

MSC 550 - Procurement and Contracting

Examines the principles and concepts of the acquisition process from government and commercial perspectives. Focuses on the procurement process, including planning, source selection, solicitation writing, negotiations and oral discussions, contract preparation, and contract administration. Emphasizes the unique aspects of federal procurement policy, such as open competition, and compares it with state and local government purchasing and with the private sector. (3)

MSC 555 - Program Management

Examines knowledge, strategies, and techniques needed to manage various kinds of projects, including software development and e-business projects. Strategies for improving quality and developing a project management culture within an organization are discussed, with focus on the Project Management Maturity Model. This course makes extensive use of case studies. Prerequisite: MSC 545. (3)

MSC 585 - Global Operations Strategy

Introduces the students to the different concepts and global issues of operations strategy. Focuses on how manufacturing and operations can be global competitive weapons. The course addresses topics such as how American managers respond to global competition through superior quality, productivity, and new product and process development, and how operations strategy can be modified as environmental or competitive conditions change. Prerequisite: MSC 516 or permission of department chair. (3)

NU - Nursing

NU 501 - Theoretical, Ethical, and Profession Foundations of Advanced Nursing Practice

This course explores the historical origins of advanced nursing practice, its contribution to the contemporary health care environment and the role of the advanced nursing practice. Students explore theoretical knowledge and principles drawn from nursing and related disciplines that guide advanced practice. Students apply ethical theory, principles of moral reasoning, and legal regulations to analyze clinical scenarios and use information technologies to support scholarly endeavors. (3)

NU 550 - Advanced Pathophysiology I

Presents advanced pathophysiology of the head and neck, muscular skeletal, pulmonary, cardiovascular, hematologic, and dermatologic systems. Emphasis is given to the interaction of these systems with other body systems. Students analyze data pertinent to clinical disease states and utilize the information in implementing the nursing process as a clinical nursing expert. (3)

NU 551 - Advanced Pathophysiology II

Focuses on the endocrine, gastrointestinal, renal, genitourinary, neurologic, and reproductive systems. The interaction of body systems is stressed. Analysis of data pertinent to clinical disease states is continued as a foundation for expert clinical nursing practice. (3)

NU 510 - Population Health

This course provides an overview of global and national population health with a focus on the determinants of health, health disparities, and population-oriented prevention. Using an epidemiological approach, students will examine the burden of disease within ethical, social, cultural, political, economic, and environmental contexts. (3)

NU 512 - Nursing and Health Care Systems and Organizations

This course provides an overview of the contemporary U.S. health care system, including political, economic, organizational, and cultural factors impacting nursing and health care. It examines the role of innovative leadership models and theories, policy, and regulation in shaping organizations and health care systems. (3)

NU 539 - Global Service Learning for the Advanced Practice Nurse

This course will provide a culturally rich and diverse global service learning experience. Students will engage in didactic and experiential learning activities as part of a structured host country placement while serving vulnerable populations. This course will enable students to collaborate with community partners to enhance knowledge and skills in the areas of community-focused health promotion, cultural competence, capacity building, social justice, and advanced nursing practice. Prerequisites: NUF 502 and permission of the instructor. Enrollment in the one-credit lecture is required for the one- to two-credit immersion experience. (1-3)

NU 552 - Advanced Pharmacology

An in-depth study of clinical pharmacology and toxicology. Drugs affecting the organ systems are discussed with emphasis on mechanisms of drug action and types and mechanisms of adverse drug action as well as drug interactions. The nursing implications of each drug classification are emphasized together with the implications surrounding the decision-making process used in prescribing drugs. Drug legislation and regulations affecting advanced-practice nurses are studied. Relevant research with implications for nursing practice is presented. (3)

NU 554 - Advanced Pathophysiology

This course presents advanced concepts in pathophysiology to support advanced nursing practice. The study is wide ranging, from biochemical to systemic levels, and as such will include review of anatomy, physiology, and biochemistry. The increased depth and scope of the knowledge will provide a foundation for advanced clinical practice associated with primary, secondary, and tertiary prevention. Evidence-based practice serves as the framework for this course. Students will be provided with the most recent research and evidence in the areas studied. Emphasis is given to the interaction of these systems with other body systems. Students analyze data pertinent to clinical disease states and utilize the information in implementing the nursing process as a clinical nursing expert. (3)

NU 590 - Health Care Data Analysis

Provides the student with a conceptual understanding of statistical methods in relation to the purpose, design, and methods of health care research. Both descriptive and inferential applications are presented, and students are introduced to the use of computers for data storage, retrieval, and statistical analysis. (3)

NU 591 - Evidence-Based Practice in Health Care

This course provides an in-depth study of the process and elements of research and evidence-based practice. Focus is placed on the process of identifying clinical and health care delivery problems; searching for and appraising the evidence for solutions; and planning, implementing, and evaluating practice changes. It incorporates an overview of the design and conduct of ethical health care inquiry with an emphasis on translational research skills to improve health care delivery and outcomes. Prerequisite or corequisite: NU 590. (3)

NU 599 - Independent Study

Students investigate selected topics in nursing under the direction of a faculty advisor and/or the dean of the Malek School of Health Professions. Independent study enables students to pursue specialized interests and contribute to the advancement of knowledge in nursing. (1-6)

NU 700 - Evidence-Based Practice

Introduces students to the concept of evidence-based practice and its relationship to improved patient outcomes. It prepares students to critically examine current nursing practice standards and guidelines to determine if these are consistent with the best research available. Strategies to overcome barriers to the integration of new knowledge in the practice setting are identified. (3)

NU 701 - Innovative Models of Care Delivery

Prepares students to demonstrate clinical, organizational, and systems-level leadership through study and design of innovative models of care delivery. It emphasizes the application of continuous quality management (CQM) principles and business process improvement (BPI) strategies in model development. Attendant course content focuses on developing skills in organizational and policy arenas, applying principles of practice management, balancing productivity with quality of care, and encouraging a culture that emphasizes practice excellence. (3)

NU 702 - Epidemiology

Students engage in a comprehensive study of the concepts of epidemiology and the science of public health. Students evaluate distribution and determinants of health problems and diseases in select aggregates

with the goal of developing strategies to reduce the incidence and prevalence of identified health problems. Prerequisite: NU 705. (3)

NU 703 - Research Methods and Applications

This course builds on prior knowledge of the research process. Students gain an increased understanding of the philosophy of science, nature of scientific thinking, and qualitative and quantitative research methods. Emphasis is placed on the identification of researchable practice problems. The relationship among theory, research, and practice is addressed. The course prepares students to be nurse leaders who are able to utilize nursing research to refine and improve nursing practice. Prerequisites: NU 702 and NU 705. (3)

NU 705 - Multivariate Analysis

This course builds upon NU 590 Health Care Data Analysis and introduces students to selected multivariate techniques used in health care and epidemiological research, including multiple regression analysis, logistic regression, factorial analysis of variance, multivariate analysis of variance and covariance, factorial analysis of variance, path analysis, structural equation modeling, and select parametric techniques. The use of appropriate hardware and software is integrated throughout the course. (3)

NU 706 - Policy and Advocacy in Health Care

This course focuses on current health policy issues in nursing, health care, and patient outcomes. Students will critically analyze and evaluate current health policy and the related political process. Influences in developing and implementing health policy will be discussed. (3)

NU 707 - Leadership, Quality, and Ethics in Health Care

Students will analyze and demonstrate evidenced-based leadership skills as core competencies in nursing to improve quality in patient care and strengthen nursing as a profession. Emphasis is on the theories of professional leadership, personal leadership, skill building, quality improvement, ethical values, moral agency, and change. (3)

NU 800 - Residency

This course is an advanced nursing practicum that provides an opportunity for the student to integrate and synthesize knowledge and skills acquired in graduate coursework. Emphasis is placed on demonstrating increasing competency in the integration of principles of evidence-based practice and science-based theories when making patient-focused decisions. The curricular elements and competencies include evidence-based practice, interprofessional collaboration, leadership, organizational systems, principles of business, health care policy, evaluation of clinical outcomes, information systems and technology, prevention strategies, and health promotion. These elements are operationalized as the student develops competence in evaluating the links among practice, organizational, population-based, fiscal, and policy issues. Prerequisites: NU 700-level courses must be completed. (3-5)

NU 801 - Doctoral Project

Provides an opportunity for the student to synthesize knowledge and skills learned in previous nursing courses and clinical practice to produce a product that makes a contribution to advanced nursing practice. The product may vary with the student's interest and his or her assessment of gaps in nursing knowledge and practice strategies. It is anticipated that the student will work closely with an advisor and seek the assistance of experts outside the university community, if necessary. It is anticipated that the final project will be disseminated to the nursing and health care communities. Prerequisites: NU 700-level courses must be completed. (3)

NU 899 - Independent Study

This course will enable students to do an independent study while completing their doctoral degree. Students investigate topics in nursing under the direction of a faculty advisor and/or the dean of the Malek School of Health Professions. (1-3)

NUE - Nursing Education

NUE 503 - Nursing Education I

A critical study of the educational process with emphasis on relevant research. The organization and administration of both the educational setting and the health care agency are discussed with attention to the role of the educator within both settings. Role development is initiated with an analysis of the rights and responsibilities of the educator. (3)

NUE 504 - Nursing Education II

Intensive study of learning, the learner, and the environment for learning. Special attention is given to the theoretical base of learning and relevant education

research. The special needs and interests of the learner in nursing are analyzed, and unique features of the teaching environment in nursing are discussed. Techniques of measurement and evaluation are presented with opportunities for test construction, analysis, and evaluation. (3)

NUE 505 - Nursing Education III

Focuses on role preparation for nursing educators. Curriculum/program planning and development receive major emphasis. The instructional process and teaching principles are studied with attention to application. Prerequisites: NUE 503 and NUE 504. (3)

NUE 590 - Nursing Education Practicum

This practicum provides opportunities to apply educational theory to teaching practice. Current issues in nursing education are explored. Leadership and research roles of nursing education are analyzed and opportunities are provided for role development. Experiences are analyzed and evaluated to develop teaching competence. Prerequisites: NUE 503, NUE 504, NUE 505, NU 550, and NU 551. (4)

NUF - Family Nurse Practitioner

NUF 500 - Advanced Assessment and Health Screening for the Family Nurse Practitioner

Provides the didactic and clinical skill foundation for the advanced practice nurse in the primary care setting. Emphasis is placed on interviewing skills and a methodical comprehensive approach to physical examination for the formulation of differential diagnoses and the development of an evidence-based management plan. The focus is on thorough and organized written and electronic documentation. Role preparation for the nurse practitioner is initiated with attention to the development of advanced health and health promotion competencies throughout the lifespan. Content incorporates the physiological, psychological, sociocultural, spiritual, and developmental variables of health. Laboratory and clinical experiences are incorporated to provide opportunities for advanced health assessment, clinical, and diagnostic reasoning skills. Prerequisites: NU 552 and NU 554. (3)

NUF 501 - Introduction to Primary Care of the Family

This course presents the theoretical principles that guide the primary care family nurse practitioner (FNP). Emphasis is placed on demonstrating clear understanding of the professional nurse practitioner role and the beginning clinician role. This course facilitates the student's transition to advanced-practice nursing and introduces the role of the FNP in promoting health and preventing disease across the lifespan, including management of common episodic encounters. The clinical learning environment provides essential experiential opportunities to enhance student development of the NP role and refine advanced-practice skills in the clinic setting. 150 clinical hours. Prerequisite: NUF 500. (3)

NUF 503 - Primary Care of the Family I

This course builds upon the knowledge and skill base from previous core M.S.N. and nurse practitioner courses. It provides the theoretical, clinical role development, and skill foundation requisite for the primary care of individuals and families with common acute and chronic health problems. Focus is on the application of evidence-based didactic concepts for the delivery of quality-driven advanced-practice care. Role preparation of the primary care family nurse practitioner is emphasized with attention to the components of a comprehensive assessment, clinical management and therapeutic monitoring, and coordination and management of health promotion and disease prevention. The clinical learning environment provides essential experiential opportunities for the development and refinement of core competencies. 275 clinical hours. Prerequisite: NUF 501. (5)

NUF 504 - Primary Care of the Family II

This final course in the FNP curriculum focuses on complex management of the family. It appraises the theoretical, role development, and skill foundation requisite for the primary care of individuals and families. Focus is on the application of evidence-based concepts essential to the delivery of quality-driven advanced-practice care. Role preparation of the primary care family nurse practitioner is expanded with attention to the components of comprehensive assessment, clinical management and therapeutic monitoring, and the coordination and management of health promotion and health care. The clinical learning environment provides essential experiential opportunities for the development and refinement of core family nurse practitioner competencies. 275 clinical hours. Prerequisite: NUF 503. (5)

OD - Organizational Development

OD 521 - Organization Development Change and Consulting

Focuses on understanding, managing, and facilitating change in organizations. Emphasizes the use of diagnostic models and theories of organization development to identify organizational problems, plan interventions, and develop processes for facilitating planned organizational change. (3)

OD 522 - Organization Development Implementation and Coaching

Focuses on implementing and measuring organization development interventions. Emphasizes the ability to analyze findings, develop solutions, design strategies, and measure results. See department chair for course offering schedule. (3)

OD 523 - Executive Coaching

Focuses on leading-edge organization development trends, specifically executive coaching and consulting. Emphasis is on the skill and art of coaching executives in high-performance organizations. Provides approaches and application of dialogue, adult learning, change, and measurement. This course requires a high level of interaction and participation. It also requires practice outside the classroom and journal writing. Students learn to apply skills in leadership, team, and organizational renewal efforts. (3)

OD 524 - Consulting Skills

Enables students to function responsibly as novice consultant or mid-level practitioners, depending on each student's entry-level knowledge and skills. Emphasis is placed on practical application of conceptual skills. Students learn to apply consulting skills and strategies to their own work situations. Course content focuses on current consulting theory and practice, building an effective client-consultant relationship, and applying skills and strategies. (3)

OD 525 - Organization Theory and Design

Explores organizational theories and structures for increased efficiency and results. Provides basic approaches for the design and implementation of high-performance cultures, designs, internal systems, technology, innovation, control, goals, ethics, leadership, decision making, teams, and strategy. (3)

PH - Philosophy

PH 504 - Philosophy and the Humanities

A graduate-level introduction to philosophy as a context for humanistic inquiry. Readings and class discussion will focus on foundational issues such as the distinction between the sciences and the humanities, theories of truth, interpretation, historical knowledge, and theories of art and aesthetic value. Students will learn to interpret and evaluate primary source texts to appreciate how influential philosophers have framed questions and constructed theories about these subjects. In addition, during the semester, students will attend one or more relevant academic events at a DC area research institution to learn about contemporary philosophical research. (3)

PT - Physical Therapy

PT 700 - Clinical Neuroscience

Provides an in-depth study of nervous system neurobiology and neuroplasty. Content emphasizes nervous system circuitry from development through aging and the major central and peripheral nervous system components of sensation, postural and motor control, learning, memory, and emotion. Problem-based, patient-centered cases and interactive in-class activities provide early linkages of content with and across courses. Study of brain, brain-stem, spinal cord models; vertebrae; skulls; and, when possible, wet brains is incorporated to enhance understanding of course concepts. Offered fall semester only. (5)

PT 701 - Applied Pathophysiology

Examines the effects of pathological and age-related changes of major organ systems on general health and human movement. Basic pharmacological principles and medical terminology are included in course content. Problem-based, patient-centered cases guide the learning activities and link the content across courses and to clinical practice. Offered fall semester only. (6)

PT 702 - Health Care Delivery and Contemporary Society

Provides an overview of the demographic, social, economic, historical, and legislative forces affecting the profession of physical therapy and the delivery of health care in the United States. Cultural, sociological, educational, and ethical issues that influence roles and responsibilities of consumers and health professionals

are emphasized. The process of enablement/disablement frameworks for clinical decision making, professionalism, basic teaching and learning concepts, and ethical practice are analyzed. Offered fall semester only. (3)

PT 710 - Gross Anatomy

Provides an in-depth study of the gross anatomical structures and kinesiological principles underlying movement of the neck, upper extremity, thorax, abdomen, lumbosacral region, lower extremity, head, and face. Problem-based, patient-centered cases from PT 711 provide linkages of content across courses. Examples of laboratory work may include human cadaver dissection and use of prosected cadaver materials, models, 3D computer animation platforms, and video atlases. Offered spring semester only. Prerequisites: PT 700 through 702. Corequisite: PT 711. (6)

PT 711 - Foundations of Physical Therapy Examination, Evaluation, and Diagnosis

Includes fundamental patient care skills (safety, patient handling, transfers), basic kinesiology and muscle physiology as they relate to therapeutic exercise, and basic evaluation and treatment procedures. Problem-based, patient-centered cases guide the learning activities and link content across courses and to clinical practice. One half-day per week is spent in supervised clinical practice. Offered spring semester only. Prerequisites: PT 700 through 702. Corequisite: PT 710. (6)

PT 712 - Critical Assessment of Information

Prepares students to be able to locate appropriate primary and secondary physical therapy literature resources and to critically analyze the quality and applicability of these resources in answering clinical questions. Offered spring semester only. Prerequisites: PT 700 through 702. (3)

PT 713 - Therapeutic and Scientific Principles of Exercise

Provides students with knowledge of how exercise has an acute and chronic effect on the cardiopulmonary, neuromuscular, musculoskeletal, and endocrine systems. An emphasis is placed on the physiology of exercise in health and fitness, as well as within clinical populations. The benefits and use of exercise are explored across the spectrum of individuals and ages — from those with disease to those who are healthy. Special populations are reviewed with regard to exercise and fitness testing, prescription, and training in the context of physical therapy practice. Offered summer semester only. Prerequisites: PT 700 through 702, PT 710 through 712. (3)

PT 714 - Foundations of Physical Agents and Therapeutic Technologies in the Physical Therapist Practice

Provides a theoretical foundation and grounded rationale necessary for selection and application of physical agents and therapeutic technologies used in the physical therapist plan of care. Decision making linking potential benefits and efficient resource management is emphasized. Offered summer semester only. Prerequisites: PT 700 through 712. (2)

PT 720 - Evaluation and Management of Patients with Orthopedic Disorders

Focuses on the management of patients with neuromusculoskeletal disorders affecting the axial and appendicular skeleton. The course emphasizes outpatient orthopedic physical therapy to normalize movement and prevent injury recurrence. Throughout the course, sensitivity is maintained with regard to cultural, racial, ethnic, and educational differences among patients. Emphasis is on examination, evaluation, diagnosis, and patient management of mechanical joint dysfunction. The content of the course follows the major joints and regions of the axial and appendicular skeleton starting with the lower quarter (lumbar, SIJ, hip, knee, and ankle) and progressing to the upper quarter (cervical, thoracic, shoulder, elbow, and wrist/hand). The theory and practice of manual therapy and progressive orthopedic rehabilitation are major components of the course. Offered fall semester only. Prerequisites: PT 700 through 714. Corequisite: PT 721. (5)

PT 721 - Clinical Applications of Physical Therapy Management of Patients with Orthopedic Disorders

Includes laboratory activities focusing on the safe and competent application of physical therapy examination procedures and treatment interventions associated with the content of PT 720. Problem-based, patient-centered cases guide the learning activities, as students participate in small-group tutorial sessions twice weekly. One full day per week for eight weeks is spent in supervised clinical practice. Offered fall semester only. Prerequisites: PT 700 through 714. Corequisite: PT 720. (5)

PT 723 - Research Principles and Design

Focuses on the development of the skills needed by physical therapists to effectively fulfill their role as participants in the research process. Students examine and analyze common research designs, methodologies, ethical considerations, and statistical procedures used to answer research questions related to physical therapy. Offered fall semester only. Prerequisites: PT 700 through 714. (3)

PT 730 - Evaluation and Management of Patients in Acute Care

Focuses on physical therapy management of patients with acute medical and surgical conditions, emphasizing physical therapy practice in the acute care hospital, subacute treatment center, and early-phase home care. Long-term rehabilitation and preventative aspects of care of patients with cardiac, pulmonary, and integumentary conditions, as well as amputations, are included. Offered spring semester only. Prerequisites: PT 700 through 723, and PT 732. Corequisite: PT 731. (5)

PT 731 - Clinical Application of Physical Therapy Management of Patients in Acute Care

Includes laboratory activities focusing on the safe and competent application of physical therapy examination procedures and treatment interventions associated with the content of PT 730. Problem-based, patient-centered cases guide the learning activities as students participate in small-group tutorial sessions twice weekly. Students also participate in supervised clinical practice. Offered spring semester only. Prerequisites: PT 700 through 723, and PT 732. Corequisite: PT 730. (5)

PT 732 - The Physical Therapist as a Manager

Applies concepts and principles of management in the delivery of physical therapy services to the individual patient, selected health care organizations, and the community. The student gains exposure to contemporary health care administration practices in representative segments of the health care industry and to the historical basis from which the current system evolved. The course also includes a quality assurance program, concepts of accountability, cost-effectiveness and efficacy of services, organizational behavior, marketing strategies, facility planning, and outcome assessment measurement and utilization. Offered fall semester only. Prerequisites: PT 700 through 723. (3)

PT 735 - Physical Therapy and the Older Adult

Focuses on the identification and integration of personal and environmental contextual factors that affect the delivery of physical therapy services for older adults. Factors that impact clinical decision making regarding the physical therapy management of older adults will be analyzed. Students examine, synthesize, and apply all three components of evidence-based practice (best scientific evidence, patient preferences, and clinical expertise) in making informed clinical practice decisions aimed at optimal aging for older adults across the spectrum of fit to frail. Offered spring semester only. Prerequisites: PT 700 through 723, and PT 732. (3)

PT 740 - Evaluation and Management of Patients with Neurological Disorders

Supports the development of proficiency in the physical therapy examination and management of adults with neurological dysfunction. Emphasis is on post-acute or rehab management of the patient, which typically occurs in a rehabilitation setting, long-term care facility/skilled nursing facility, home care environment, adult day care/community re-entry setting, or outpatient physical therapy clinic. Utilization of a consistent framework for examining and evaluating patients and justification of intervention/evidence-based practice is emphasized throughout the course. Offered fall semester only. Prerequisites: PT 700 through 735. Corequisite: PT 741. (5)

PT 741 - Clinical Applications of Physical Therapy Management of Patients with Neurological Disorders

Includes laboratory activities focusing on safe and competent physical therapy examination and treatment techniques used in the management of the individual with neurological dysfunction. Movement awareness and movement analysis instruction and practice create a framework for lab and patient observation activities. The content of the course follows the organization of PT 740 (the classroom component for adult neuro-rehabilitation content). Structured laboratory activities with specific patient management goals guide students through each module. Biweekly tutorial meetings give students the opportunity to work in small groups with faculty facilitators to investigate neurological diagnoses and physical therapy interventions in the context of specific patient cases. Journal club discussions allow students to analyze recent evidence to cases. Visiting patients, patient observation at local settings, and integrated clinical assignments allow students the

opportunity to apply knowledge and skills to actual patients. Offered fall semester only. Prerequisites: PT 700 through 735. Corequisite: PT 740. (4)

PT 744 - Case Report I: Foundations

Prepares students to engage in case report research: patient selection, clinical question development, literature review, data gathering, and outcomes reporting. This is a foundational course for PT 803 in which a comprehensive case report is prepared and disseminated. Offered fall semester only. Prerequisites: PT 700 through 735. (2)

PT 745 - Clinical Practice Synthesis

Prepares students as Doctors of Physical Therapy to serve the broad community as entry points to the health care system. The role of the physical therapist in primary care, prevention, and wellness and in the management of neuromusculoskeletal (NMS) health across an individual's lifespan are emphasized. Screening for referral to other practitioners; identifying individuals at risk for disease or injury as a consequence of predisposing factors and/or lifestyle behaviors; and promoting health, fitness, and wellness among special populations are among the topics covered in this course. Offered fall semester only. Prerequisites: PT 700 through 735. (3)

PT 746 - Physical Therapy in Pediatrics

Focuses on the subspecialty of pediatrics in physical therapy. Students study normal development, tests and measures pathology, interventions, equipment, documentation, family-centered care, natural environments, and legal concerns including IDEA and ADA in the context of physical therapy management of the pediatric patient. The ICF framework provides the basis for the examination and evaluation of children and justification for planning interventions. The use of an evidence-based approach is emphasized. Offered fall semester only. Prerequisites: PT 700 through 735. (2)

PT 757 - Leadership, Professional Development, and Expert Practice

Focuses on leadership, professional development, and expert practice, which reflects the continuum of development expected of Doctors of Physical Therapy on entry to professional practice. The purpose of this course is to guide the transition of students into professional practice, leadership development, and autonomous practice. Emphasizes the emerging role of the physical therapist as an entry point to the health care system and practitioners of choice for neuromuscular health and wellness of individuals and communities across the lifespan. Offered spring semester only. Prerequisites: PT 700 through 746. (3)

PT 770 - Screening for Medical Disorders

This course addresses PTs' role, responsibilities, and decision-making processes regarding appropriate referral of a patient to a physician for emergency or non-emergency evaluation of medical conditions outside the scope of physical therapy. A well developed examination scheme guides a structured decision making processes to efficiently and effectively collect and evaluate examination data for an informed differential diagnosis and subsequent referral decision. Proficient communication with the patient and other health care professionals will be emphasized. A series of patient cases are presented as a means of applying differential diagnostic principles and promoting clinical decision making. (2)

PT 771 - Medical Imaging in Rehabilitation

The purpose of this medical imaging course is to provide the PT clinical doctoral learner with the tools needed to interpret and apply specialized medical imaging information to the rehabilitation patient. Musculoskeletal imaging is emphasized. A basic introduction to imaging techniques for other physiological systems (CNS, heart, lung, vascular tree) will also be incorporated (Doppler ultrasound, V/Q scan, echocardiography, radioisotope testing, etc.) This course strengthens physical therapist clinical expertise in comprehensive patient evaluation, diagnosis, treatment planning, and physician interaction. (2)

PT 772 - Pharmacology in Rehabilitation

This course will provide the PT clinical doctoral learner with the primary drug classes and the physiologic bases of their action. Drugs will be grouped according to their general effects and the type of disorders they are routinely used to treat. Special emphasis will be placed on drugs that are commonly used to treat people receiving physical therapy. This course will likewise address how drug therapy interacts with physical therapy, and how drugs can exert beneficial effects as well as adverse side effects that impact rehabilitation. A specific area of focus will include geriatric pharmacology. (2)

PT 773 - Legal and Ethical Issues for Physical Therapists

This course provides the PT clinical doctoral learner with foundational information as to legal, ethical, and

administrative decision making processes often facing physical therapists in clinical practice. Specific topics include medical malpractice, employment law, the legal aspects of documentation, informed consent, sexual conduct and sexual harassment, professional responsibility, preparation for a deposition, and managed-care issues. Utilizing theoretical frameworks, case-based decision making situations are presented. Analysis and application of the ethical/legal responsibilities of the PT as an autonomous practitioner are covered in depth. (1)

PT 774 - Clinical Decision Making: Utilizing the Guide to PT Practice

This course will provide the PT clinical doctoral learner ways to utilize the Guide to PT Practice for effective and efficient clinical decision making. The Guide to PT Practice is an organizational tool that summarizes physical therapist rights, roles, and responsibilities in treating patients/clients and provides the PT a framework for clinical decision making. The patient/client management model utilizing examination methods, evaluation, diagnosis, prognosis, intervention, length of visits/stay, outcome measures, and discharge planning is covered in this course. (1)

PT 775 - Business and Marketing

This course is designed to enhance the PT clinical doctoral learner's appreciation of business and management practices needed to succeed within the current healthcare landscape. Students will examine physical therapy as a healthcare business that is becoming increasingly autonomous. Applying general business principles to this evolving practice environment will include: finance, productivity, reimbursement, business planning, marketing, human resources, leadership, flexibility, and corporate compliance. This content will assist the therapist and the profession as it prepares for the future. (2)

PT 776 - Documentation, Coding, Payment and Compliance

This course is designed to educate the PT clinical doctoral learner in analyzing reimbursement of current billing, accounts receivable, collection procedures, and use of proper coding. Documentation, coding, review of current payers' contracts, and billing audits necessary to succeed in today's healthcare landscape will be covered. The material will assist the therapist and the profession as it prepares for the future. (1)

PT 777 - Professionalism-The Doctoring Profession

This seminar course provides the PT clinical doctoral learner the opportunity to analyze and discuss the roles/responsibilities and challenges/opportunities inherent in doctoral-level physical therapy practice. Development of practitioners who view their education as a route to engaged professionalism is emphasized. The components of a doctoring profession in PT are examined: autonomous practice, direct access, evidence-based practice, practitioner of choice, and professionalism. Professionalism, articulated in the APTA's Core Values in Physical Therapy, is grounded in seven core professional values: accountability, altruism, excellence, compassion/caring, social responsibility, integrity, and professional duty. Each of these values will be explored in this seminar. (2)

PT 778 - Critical Assessment of the Literature and Evidence Informed Practice

This course develops skills in the application of evidence-based practice as a model for effective clinical decision making. The critical assessment of scientific information, an essential element of evidence-based practice, is included in this course. PT clinical doctoral learners apply principles of evidence-based practice in the use of current 'Best Evidence' to make patient-focused decisions in day-to-day clinical practice. The course includes an analysis and application of secondary literature sources for time-efficient, valid, and reliable tools for engaging in EBP. Basic principles of epidemiological research commonly used in EBP decision making are also included. (3)

PT 779 - Capstone Project

This short course is designed to assist the student in the development of research writing by directly applying the skills learned in PT778 and in preparation for PT780. The course will enable the student to apply the common ethical principles generally used in scientific research and writing, but more specifically, will be applied toward completion of a publishable physical therapy case report. At the completion of the course the student should be prepared to proceed into the capstone project with increased confidence and skill. (4)

PT 780 - Clinical Reasoning in Orthopedic and Manual Therapy

This course will present to the physical therapy clinical doctoral learner a systematic way of looking at all orthopedic cases with a logical analytical approach that be replicated in all circumstances. It is not possible to cover the entirety of the body in this format without

demanding an extraordinary quantity of your time. Because of these logistical constraints there will be a presentation of basic principles of clinical reasoning with an application predominance of context in the region of spine as it tends to be the most complex and most poorly understood. The hope is that the astute learner will apply the basic concepts as a methodological default to all regions of the body. (2)

PT 781 - Management of Patients with Cardiovascular and Pulmonary Disorders

This course is designed to expose physical therapists and physical therapy students to the examination and treatment of patients or clients with primary or secondary cardiovascular and/or pulmonary disorders. Learners will receive instruction on best practices to integrate and apply existing evidence into comprehensive patient-client management programs. This course is designed to challenge students to differentiate and prioritize clinical findings based upon level of acuity, patient preference, and knowledge of anatomy, pathophysiology, pharmacology, and diagnostic imaging. Case scenarios will integrate principles of differential diagnosis and establishment of long-term management of cardiovascular and pulmonary conditions. (2)

PT 782 - Management of Patients with Neurological Disorders

This course is designed to incorporate evidence-based practice and utilization of previous t.D.P.T. coursework for the management of people with neurological disorders. Lectures and patient cases are presented to aid the learner in facilitating clinical decision making and implementing evidence-based practice in contemporary, professional clinical practice for persons with neurological disorders. (2)

PT 783 - Management of Patients with Integumentary Disorders

This course will explore the therapist's role in the management of patients with integumentary conditions. A general foundation in examination, evaluation, diagnosis, prognosis, interventions and outcomes for persons with various types of wounds will be provided. Application of specific tests and measures their reliability and validity, and efficacy of treatment interventions will be covered. Wound risk factor reduction will be examined. Clinical reasoning and decision making will be fostered through multiple case studies. (2)

PT 784 - Foundations in Population Health

This course provides an introduction to Population Health Management and builds the context for the essential role that multi-faceted, scale-able health promotion and prevention interventions play in achieving sustainable, value-based health outcomes at national and global levels. This course will lay the foundation for assessing and developing population health initiatives using the social-ecological framework. In Part 1, participants will evaluate the economic burden and prosperity costs of chronic disease management. In Part 2, participants will survey historical and contemporary population health initiatives to close the gap between disease management and sustainable community health. In Part 3, participants will evaluate evidence-based interventions for key health behaviors. (2)

PT 799 - Independent Study

Allows physical therapy students to investigate — under the direction of a faculty member — a topic of interest, relevance, and importance to their own professional development as a physical therapist. Prerequisite: approval of department chair. (1)

PT 800 - Clinical Practicum I

Provides 12 weeks of full-time supervised clinical education that takes place between the second and third academic years. This course provides in-depth exposure and hands-on experience in the clinical setting. The clinical sites include acute care medical centers, subacute centers, home health agencies, and outpatient clinics. Offered summer semester only. Prerequisites: PT 700 through 735. (6)

PT 801 - Clinical Practicum II

Provides 10-12 weeks of full-time supervised clinical education that takes place during the third academic year after completion of the fall semester. This course builds on the knowledge and skill set gained from PT 800 and provides in-depth exposure and hands-on experience in the clinical setting. The clinical sites will include acute-care medical centers, subacute centers, home health agencies, and outpatient clinics. PT 801 GC is a unique opportunity for physical therapist students to experience a culture different from their own. Students will spend an additional two weeks as members of volunteer teams providing physical therapy and other general health services to under-served populations abroad. Offered spring semester only. Prerequisites: PT 700 through 746, and PT 800. Corequisite: PT 803. (5-6)

PT 801A - Clinical Practicum II

Provides 12 weeks of full-time supervised clinical education, including in-depth exposure and hands-on experience in the clinical setting. (2)

PT 802 - Clinical Practicum III

Provides the final 12 weeks of full-time supervised clinical education experience that takes place at the end of the third academic year. This course provides in-depth exposure and hands-on experience in the clinical setting ensuring that the student is prepared for entry-level physical therapy practice. Students may have the opportunity to develop areas of special interest, such as pediatrics in the school system, hand therapy, burns, or sports medicine. The clinical sites include acute-care medical centers, subacute centers, home health agencies, outpatient clinics, and specialized practice centers. Offered summer semester only. Prerequisites: PT 700 through 757, PT 800, PT 801, and PT 803. (6)

PT 803 - Clinical Case Reports

Includes the preparation and dissemination of an individual patient case report that is ready for journal submission and is presented in both oral and poster formats following the Guidelines for Submitting Case Reports to PTJ. Offered spring semester only. Prerequisites: PT 700 through 746, and PT 800. Corequisite: PT 801. (3)

TRS - Theology and Religious Studies

TRS 565 - Violence, Religion, and Peacemaking

This course takes an interdisciplinary perspective to explore the phenomenon of religious violence and religious peacemaking. Students will examine historical and contemporary examples of religiously justified violence and peacemaking in a variety of religious traditions and undertake a research project on a specific case study. (3)

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Theresia A. Wansi, 2007, Director, Bachelor of Business Administration Program; 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

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Rita Anne Wong, 1995, Associate Dean for Graduate and Professional Studies; Professor of Physical Therapy. B.S., Northeastern University; M.S., Boston University; Ed.D., Clark University

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Katherine Zlabek, 2015, Post-Doctoral Teaching Fellow of English. B.A., Augustana College; M.F.A., Western Michigan University; Ph.D., University of Cincinnati

Emeriti Faculty

Annette Ruth Ames, 1988-2015, Associate Professor of Fashion Design and Merchandising

Peggy Thomas Bakken, 1967-1981, Associate Professor of Speech and Drama

Judy Marsha Bass, 1984-2016, Professor of Fine Arts

Robert A. Bernstein, 1989-2016, Professor of Counseling

Alice Susan Bidwell, 1983-2014, Professor of Nursing

Lillian Bisson, 1969-2010, Professor of Literature and Languages

Jacquelyn Furman Black, 1967-1971, 1982-2015, Professor of Biology

Michael J. Bolton, 1996-2019, Professor of Criminal Justice

Charles Frederick Brand, 1991-2011, Associate Professor of Education

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Judith Miller Clear, 1982-2013, Professor of Nursing

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John Everly, 1976-1996, Professor of Biology

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Issa Feghali, 1986-2007, Professor of Mathematics and Computer Science

Gail Eileen Flatness, 1994-2015, Librarian

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Judy Green, 1989-2007, Professor of Mathematics

Chris Tucker Haggerty, 1984-2016, Professor of Fine Arts

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Kristi Planck Johnson, 1995-2011, Professor of Education

Edward Maurice Kaitz, 1987-1997, Professor of Business

Denise Kaydouh, 1966-1981, Assistant Professor of Education

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Barbara Ballard Kreutzer, 2008-2019, Professor of Biology

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Zary Mostashari, 2002-2018, Dean, Library and Learning Services, Librarian (Professor)

Raja T. Nasr, 1990-2016, Professor of Education

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Charles Roger Smith, 1987-2010, Professor of History and Politics

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Karen Volland Waters, 1984-2010, Professor of Literature and Languages

Alice Lemira Young, 1999-2016, Professor of Education

Fatma Ahmed Youssef, 1986-2011, Professor of Nursing

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

Family Educational Rights and Privacy Act (FERPA)

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 that 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, mailing address, telephone number, email 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.

Virginia law precludes Marymount from disclosing the address, telephone number, or email address of a currently enrolled student, pursuant to 34 C.F.R. § 99.31(a)(11), except as required by state or federal law or unless (a) the disclosure is to students enrolled in the institution for educational purposes or institution business and the student has not opted out of such disclosure in accordance with 34 C.F.R. § 99.31(a)(11) and institution policy or (b) the student has affirmatively consented in writing to such disclosure except as required by state or federal law. This subsection shall not apply to disclosures, other than disclosures pursuant to 34 C.F.R. § 99.31(a)(11), permitted under FERPA.

Currently enrolled students may request that the university withhold disclosure of all directory information under FERPA by meeting with the university registrar. Currently enrolled students may meet with the university registrar at any time throughout the year. A request to withhold directory information will immediately affect prospective disclosures. 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.

Consumer Information and Student Achievement

Information for current and prospective students regarding athletics, financial aid, health and safety, and other student issues is also publicly available. This information, along with data on student and alumni achievement, can be found on the Office of the Registrar website.

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.

Marymount University seeks compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and section 504 of the Rehabilitation Act of 1973, which respectively prohibit discrimination. Inquiries regarding these issues may be directed to the vice president for student affairs and Title IX coordinator. Students who want to file a complaint should contact the vice president for student affairs and Title IX coordinator.

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