The 2020-21 Graduate Academic Catalog

This Catalog includes official announcements of academic programs and major academic policies. Although it was prepared on the basis of the best information available at the time of publication, students are encouraged to seek the most current information from the appropriate offices. All students are responsible for knowing the policies of the University.

For educational and financial reasons, the University reserves the right to change, at any time, any of the provisions, statements, policies, curricula, procedures, fees, or dates found in this Catalog. Statements in the Catalog do not constitute an actual or implied contract between the student and the University. This Catalog is also available print. The definitive version of the Catalog shall be the electronic HTML version published on the University website.

The University of Mary Washington is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and masters degrees. Contact the Commission on Colleges at 1886 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of the University of Mary Washington.

The address and contact numbers for the Commission on Colleges are published so that interested constituents can learn about the accreditation status of UMW; file a third-party comment at the time of UMW’s decennial review; or file a complaint against the institution for alleged non-compliance with a standard or requirement. Normal inquiries about UMW, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to the appropriate office at UMW and not to the Commission.
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ADMISSIONS AND ENROLLMENT

One of the standards expressed by the Southern Association of Colleges and Schools Commission on Colleges is that graduate programs are to be progressively more advanced than undergraduate courses of study. As a result, graduate programs at the University of Mary Washington have entrance requirements designed to admit students whose preparation indicates the potential for a high level of performance in graduate work. The details in this section of the Catalog outline admissions procedures and also cover the general academic policies that pertain to graduate work at the University.

Academic Disputes

If there is a dispute between a student and a faculty member concerning a decision of the faculty member, every effort should be made by them to resolve the matter. If the disagreement cannot be resolved, the student may request a review of this decision no later than the end of the following semester, recognizing that the burden of proof is on the student. The Academic Disputes policy described below applies to students enrolled in all UMW courses, including ones offered in fully online formats.

In Academic Dispute cases, the following procedure is to be followed:

The student will submit a written statement of the matter under dispute, with any supporting material, to the chairperson of the department of the faculty member concerned (or to the college dean, if the dispute is with the chairperson), with a copy sent to the faculty member.

1. Within seven (7) days, the chairperson will review the dispute, consulting with the faculty member and student concerned, with other department members as appropriate, and will attempt to settle the dispute. If agreement is reached at this level, the process ends.

2. If either party does not accept the recommendation of the chairperson, the chairperson will forward all material including his or her recommendation to the college dean.

3. The college dean will review the material submitted and will determine whether or not further consideration of the matter would be fruitful. If the decision is that it would not be fruitful, the college dean will render a final decision.

4. If the college dean determines that further consideration is needed, the matter will be referred to an academic review board. The dean of the college in which the faculty member is housed will determine the makeup of the academic review board.

5. The academic review board will hear the evidence of both the student and the faculty member on the matter and, within two weeks of being convened, communicate its recommendation to the college dean with copies to the student, faculty member and chairperson involved.

6. The college dean will then render a decision, which will be final.

7. Either party may appeal the dean’s decision on procedural grounds only by submitting, within seven (7) days, a written appeal to the Provost outlining the specific procedural irregularities being alleged to have occurred during the review of the academic dispute. The Provost will determine whether or not a procedural review is warranted, who should be requested to undertake that review, and the timeline for completing the procedural review and reporting to the Provost. The appeal process is completed with the Provost’s decision.

8. If a student believes the faculty member has committed a breach of professional ethics, this concern should be conveyed in writing to the chairperson or to the college dean. If the concern involves the college dean, the matter should be conveyed in writing to the Provost.

Note:

If a student has exhausted the avenues provided by the policy described above and the complaint has not been resolved, the student may submit a “Student Complaint Form (https://www.surveymonkey.com/r/StudentComplaintForm)” to the State Council of Higher Education for Virginia (SCHEV). Upon receiving a completed form, SCHEV will open an investigation if the matter being disputed falls within its authority. If preliminary findings indicate a violation of SCHEV regulations by UMW, SCHEV shall attempt to resolve the complaint through mediation. All parties will be notified in writing of the outcome of the investigation. UMW fully accepts SCHEV oversight in resolving complaints from students taking distance education courses under the aegis of the State Authorization Reciprocity Agreements (SARA).

Academic Rules and Regulations

Grades

Academic performance is rated according to the following system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.70</td>
</tr>
<tr>
<td>D+</td>
<td>1.30</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

The following grades carry 0.00 quality points: W (Course Withdrawal), I (Incomplete), G (Delayed Grade), and TR (Transfer Credit). Note: The MBA program does not use C-, D+, or D to evaluate student academic performance.

Incomplete Grade

Incomplete grades are issued on a case-by-case basis when students cannot complete the assigned work or final examination for a particular course due to unforeseen circumstances, e.g., illness, natural disaster, or family catastrophe. A grade of I is issued in lieu of an actual grade for the course. To secure permission for an incomplete grade, the student and faculty member must file an Incomplete Grade Contract clearly stating the reason for the incomplete, the work to be completed, and the due date. Supporting documentation may be required. The Incomplete Grade Contract must be approved by the faculty member and filed with the Office of the Registrar. If appropriate, students must drop any subsequent course for which the incomplete course is a prerequisite. Students must complete the course work by the end of the following semester or summer session, whether enrolled in University course work or not, or by the specified contract date. A grade of F will be applied automatically to
the course after the completion deadline has passed if the student fails to complete the work or the faculty member submits no other grade.

Students who are in military service (active duty, reserves, or National Guard) may request an incomplete grade for military deployment, mobilizations, or duty changes occurring in the final three (3) weeks of the course. A copy of the military orders must be provided to the Office of Academic Services as documentation. The deadline for removing an incomplete given on the basis of military service is last day of the semester following the one in which the incomplete was given. Every effort will be made to work with the student and the faculty member to facilitate completion of the incomplete. Should military service commitments prevent the student from fulfilling the requirements for removal of the incomplete, a grade of W will replace the incomplete.

Exams
Final examinations and other culminating assignments are scheduled at the end of each course regardless of the course length. Students who fail to take a required final examination or who fail to submit a final culminating assignment have not completed the course requirements and, therefore, fail the course. In accordance with Honor Council procedures, a student is required to pledge to disclose neither the contents nor the form of any examination until after the conclusion of the examination period.

Illness or Emergencies During the Examination Period
Any illness or emergency that prevents a student from taking a scheduled final examination should be reported to the Office of Academic Services prior to the examination. The student should provide his/her name, the title of the course, name of the instructor, and time of the examination. The Office of Academic Services will notify the instructor, and it is then the student’s responsibility to contact the instructor to arrange a make-up examination. If a make-up exam cannot be arranged prior to the grade submission deadline, the student must notify the Office of Academic Services.

Attendance
Class attendance is a primary responsibility of students, and regular and punctual class attendance is expected. While an occasional absence may be unavoidable, the student is responsible and accountable for any work missed, including tests, quizzes, assignments, and announcements made in any missed classes. It is entirely at the discretion of the faculty whether to allow students who are absent to make up any missed work. Class participation may in itself be a criterion for grading; failure to participate due to being absent can be expected to affect a student’s grade in the course.

Religious Observances
Requests by students whose religious observance precludes class participation on specific days to reschedule graded work will be honored. Graded work includes final examinations, scheduled tests, graded written assignments, graded laboratory projects, and graded oral assignments. Alternative dates will be set by consulting with the instructor or instructors and, if necessary, through consultation with the Office of Academic Services. It is the student’s responsibility to make alternative arrangements as early as possible.

Jury Duty
UMW students may be summoned to serve as trial jurors. Jury duty is a legal obligation and those who fail to respond to a summons are subject to criminal prosecution. The University supports jury service as an important civic duty and community responsibility. Students who fail to take a required final examination or who fail to submit a final culminating assignment have not completed the course requirements and, therefore, fail the course. In accordance with Honor Council procedures, a student is required to pledge to disclose neither the contents nor the form of any examination until after the conclusion of the examination period.

Military Leave
UMW recognizes and appreciates the important contributions made in service to our country by Active Duty, Reserve, and National Guard members. Requests to reschedule graded work due to short term military absence will be honored. Short term military absence will be recognized either as a result of regularly scheduled drill/training, unexpected training/drill or short term activation/deployment (e.g., National Guard activation in response to a natural disaster or civil unrest). Details on the procedure for Military Service absence can be found in the Directory of Academic Procedures.

Students who are in military service (active duty, reserves, or National Guard) and will be unable to complete the courses in which they are enrolled because of a military deployment, mobilization, or change in duty assignment may withdraw from all courses as of the effective date on their military orders. Students should contact the Office of the Registrar in order to process the course withdrawals, and a copy of the military orders must be provided as documentation. Graduate students withdrawing in this manner will receive a full refund of all tuition and fees (and pro-rated refunds for dining or housing contracts if applicable). Textbooks purchased from the UMW Bookstore may be returned for credit in accordance with the UMW textbook return policy. For withdrawals occurring beyond return policy end date, students should bring books to the Bookstore for the best available buyback prices.

Grade Change
Instructors may submit grade changes for students who have submitted work after completing the course requirements, for a miscalculation resulting in an inappropriate grade, or to correct an error. Instructors may submit changes only during the term immediately following the term during which the grade was assigned.

Grade Type Change
Instructors may submit grade changes for the removal of a G grade (grade delayed), for a miscalculation resulting in an inappropriate grade, or to correct an error. Instructors may submit changes only during the term immediately following the term during which the grade was assigned. Grades will not be changed after a degree has been conferred or a certificate has been awarded.

Transcripts
The transcript is the student’s official academic record and is maintained by the Office of the Registrar. Transcripts list: (1) only those courses that students have registered for and completed, including courses from which the student has withdrawn; (2) transferred course work; and
(3) related comments such as honors notations, graduation dates, or probation/suspension notices. Students may request transcripts of their academic records from the Office of the Registrar only in writing and with signed authorization by the student. Facsimile requests can be honored. Official transcripts may not be released for students who have financial obligations to the University.

Non-Degree Status

Students who enroll in courses but have not been accepted into any degree or certificate program are defined as non-degree students. The same academic rules, regulations, and procedures that govern degree students also govern non-degree students. Depending on the program, credits earned by a non-degree student may be applied toward a degree program if the courses qualify as degree requirements or electives. Enrollment in specific courses is based on eligibility criteria and availability of space in courses; in certain courses or programs, enrollment may be restricted or prohibited.

Re-enrollment, Readmission, and Leave of Absence Policies

All degree-seeking students in good academic standing who enroll each semester, without interruption, are considered continuing students. Students maintain re-enrollment status by completing advance registration each semester.

Graduate degree students who do not enroll for three consecutive semesters, excluding summers, must apply for readmission through the Office of Admissions. Students who are readmitted are subject to the degree requirements in effect at the time of readmission.

Degree students who interrupt their program of study, either by withdrawing during a semester or summer session or by not enrolling at the University for a semester or summer session, but who wish to return after a given period of time away, must request an official Leave of Absence prior to the beginning of the first semester or summer session of absence or at the time of withdrawal by contacting the Office of the Registrar. Degree students who do not attend classes at the University, and for a specific period of time attend courses at another institution, also must request a Leave of Absence to remain on active status in their degree program.

A graduate degree student on Leave of Absence who re-enrolls within one semester or summer session after the approved Leave of Absence will be permitted to complete the degree program and satisfy the requirements in effect when the student began.

Graduate students who do not request a Leave of Absence and do not return within three consecutive semesters will be required to comply with any changes in academic regulations and degree requirements made during their absence. Additionally, those graduate students not on an Official Leave of Absence may be subject to review by the appropriate graduate program Continuance Committee and may have additional requirements set for re-enrollment by the appropriate graduate program Continuance Committee.

Reinstatement of Students Returning from Military Service

Students who withdrew from the University as a result of military deployment, mobilizations, or duty changes are entitled to return without having to re-qualify for admission so long as the student (a) returns after a cumulative absence of no more than five years, and (b) notifies the Office of Admissions of the intent to return to the University not later than three (3) years after the completion of the military service obligation. The student must provide the Office of Admissions with a copy of the military orders to substantiate the end of duty date.

Admission as a Non-Degree Seeking Student

Students who enroll in courses but have not been accepted into any degree or certificate program are defined as non-degree students. The same academic rules, regulations, and procedures that govern degree students also govern non-degree students. All credits earned by a student in any certificate program or in a non-degree status may be applied toward a degree program if the courses qualify as degree requirements or electives. Enrollment in specific courses is based on eligibility criteria and availability of space in courses; in certain courses or programs, enrollment may be restricted or prohibited. Payment is due at the point of registration and the charges are based upon the number of enrolled credits.

Non-degree graduate students may complete a maximum of two courses, with approval from the program director. Such students are required to provide transcripts showing completion of a baccalaureate degree from a regionally-accredited college or university prior to obtaining non-degree status.

Admission to Graduate Programs

The Office of Admissions is the primary point of contact for prospective students interested in all graduate programs. The Office has locations on both the Fredericksburg and the Stafford campuses. Prospective students should contact the admissions office to schedule individual interviews, attend information sessions, or request application materials. New students and students seeking readmission after an absence of three or more consecutive semesters must apply through the Office of Admissions.

Specific admissions requirements for each graduate program are addressed separately in the sections of this catalog pertaining to each program.

For College of Arts and Sciences graduate programs, see the requirements for the Masters of Science in Geospatial Analysis (p. 11).

For College of Business graduate programs, see the requirements for the Master of Business Administration program (http://publications.umw.edu/graduatemcatalog/graduate-programs/college-of-business/mba).

For College of Education graduate programs, see the separate admissions requirements for the following programs:

• Master of Education Initial Licensure Five Year Pathways (https://catalog.umw.edu/graduate/education-programs/master-education-initial-licensure-program-5-year-pathways)
• Master of Science in Elementary Education (p. 21)
• Master of Education Initial Licensure Post Baccalaureate Pathways (p. 17)
• Master of Education for Professional Development or Added Endorsement (p. 21)
• Graduate Endorsement and Certificate programs (https://catalog.umw.edu/graduate/education-programs/certificate-programs)

Definitions Related to Enrollment and Registration

Corequisite and Prerequisite Courses

Corequisite courses are two or more courses that must be completed concurrently.

A course that is required to be completed before enrollment in another course is considered a prerequisite course. Prerequisite courses must be taken in the appropriate sequence to count toward graduation. No student may enroll in a course with prerequisites unless the prerequisite courses have been successfully completed, or waived by the program director. The appropriate department chair resolves prerequisite rule violations.

Course Numbering

The course number is a four-letter discipline code plus a three-digit number delineating the course level. Courses numbered below the 100 level do not carry credit that may be applied to a degree. Lower level undergraduate courses are numbered in the 100s and 200s and are typically introductory courses requiring little or no prior study in the field. Upper level undergraduate courses are numbered in 300s and 400s and require some previous course work in the field or a level of competence in the subject. Courses offered at the 500 level are graduate-level courses. Courses that are numbered in the 800s and 900s are non-degree professional development courses either at the pre- or post-baccalaureate level. These courses cannot be used toward the completion of degree programs at the University.

Directed Study

Degree or certificate students may undertake a directed study for academic credit to investigate a topic that is not covered by course offerings. Permission for a directed study project is granted by the department chair, if there is an appropriate faculty member available to guide the student’s work. Students register for directed study projects with the Office of the Registrar by completing a directed study form signed by the supervising faculty member and the department chair. Non-degree students may not enroll in directed study.

Schedule of Courses

The Office of the Registrar maintains the official listing of courses offered each fall, spring, and summer on its web site. All University courses adhere to the Southern Association of Colleges and Schools’ accreditation guidelines and provide contact hours commensurate with the credits earned.

Enrollment Policies and Procedures

Students may refer to the University’s Guide to Registration for information related to enrollment. They are also encouraged to review registration details online at the Office of the Registrar’s web page (https://academics.umw.edu/registrar) for the most up-to-date enrollment information.

Add

Students may add courses during the official add period after the initial registration period. The official course-add period is published for fall, spring, and summer in the Guide to Registration.

Audit

Students may attend a course but receive no academic credit by completing the audit registration process and paying the appropriate fees. Auditing of courses is permitted in non-restricted courses on a space-available basis. Audit registration procedures, dates, and costs are available in the Office of Admissions and on the website for the Office of the Registrar’s web page (https://academics.umw.edu/registrar).

Course Load

Graduate student load definitions, as determined by the U.S. Department of Education and the U.S. Department of Veterans Affairs, are:

<table>
<thead>
<tr>
<th>Status</th>
<th>Credits</th>
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<tbody>
<tr>
<td>full time</td>
<td>9 or more credits</td>
</tr>
<tr>
<td>part time</td>
<td>fewer than 9 credits</td>
</tr>
<tr>
<td>3/4 time</td>
<td>6 credits</td>
</tr>
<tr>
<td>more than 1/4 but less than 1/2 time</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Graduate students (excluding those enrolled in Five Year Pathway programs) in good academic standing may register for a course load up to 12 credits per semester (not to exceed six credits per eight-week session). To request an overload in order to register for more than 12 credits per semester or summer session, permission must be obtained from the appropriate Associate Dean or Program Director. Permission may be granted to students for an overload if evidence is presented of strong academic achievement in the recent completion of graduate course work at UMW or a prior institution.

Non-degree students pursuing admission to, and enrollment in, graduate course work must secure permission for enrollment from the appropriate Associate Dean or Program Director and may register for no more than two graduate courses prior to enrolling in a degree program.

Drop

Students may drop courses before classes begin without financial or academic penalty. However, once classes begin, students may withdraw from courses based on the calendar included in the Guide to Registration. The amount of refund, if any, is based on the refund schedules published in the Guide to Registration. Nonattendance in a course does not constitute a course drop; a course drop is official only if the student has completed the course drop process through the Office of the Registrar.

Courses cannot be dropped after the published deadlines unless a student withdraws completely from the semester or summer session. Courses that are taught in short time frames or that have either beginning or ending dates different from the beginning or ending dates of the regular full academic semester or summer session have published drop/withdrawal guidelines specific to the dates of the course. Students who have completed and received a grade for the first eight-week session may withdraw from a class by the published date but are ineligible to withdrawal from the entire semester. Students who drop all courses in
which they are registered must withdraw from the University. Information on Voluntary Withdrawal is available in this section.

Instructor-Initiated Drop

Instructors have the authority but are not required to initiate a drop for students during the first week of classes if the student does not attend:

- the first and second meetings of a class that meets three times per week.
- the first and second meetings of a class that meets two times per week.
- the first meeting of a class that meets once each week.

Instructor-Initiated Drop — Majority Online Courses

Instructors have the authority but are not required to initiate a drop for students who have not logged into a majority online course during the first three days after the start of the semester or term.

Section Change

Students may officially change sections of a course during the add period (usually the initial week of the course) by dropping one section and adding the new section of the course in accordance with Office of the Registrar procedures. Attending the new section and not attending the old section does not constitute an official change of section. Section changes are official only if the student has completed the course change process. The official last day to change sections is published in the Guide to Registration.

Withdrawal, Administrative

After the last day to withdraw from the term has passed, a student may petition the University for a retroactive administrative withdrawal from all courses in a given term for substantiated nonacademic reasons. Nonacademic reasons include matters such as hospitalization, debilitating mental illness, incarceration, or a family crisis. Administrative withdrawals of this nature are extremely rare and require appropriate and detailed documentation including a rationale explaining why the student was unable to withdraw by the last day of classes.

Petitions for Non-Academic Administrative withdrawals are initiated by the student through the Office of Academic Services on the “General Request Form.” All petitions for retroactive withdrawals must be made prior to the last day of classes in the subsequent semester. Partial retroactive withdrawals (i.e. from only some courses) are not offered and all grades for the semester in question will be indicated as a W if the petition is approved.

Following receipt of the appeal, the Director of Academic Services will initiate a formal review of the request. If the retroactive withdrawal is approved, the faculty members of the courses in which the student was withdrawn will be notified by the Director of Academic Services. The explanation provided will indicate simply that the withdrawal was done for substantiated non-academic reasons and was approved following careful review of documentation submitted. The nature of the reasons behind the withdrawal action will not be disclosed.

UMW’s standard refund schedules apply to retroactive administrative withdrawals and no special refunds or financial considerations will be offered.

Withdrawal, Voluntary

Regardless of the date, students who wish to drop all of their courses are voluntarily withdrawing from study for that semester or summer session. Such withdrawals must be completed by the last day of class for the semester or summer session. If students have received grades in a completed course, within the semester or summer session, they are not eligible to withdraw. In this case, students may drop courses registered for in the upcoming or current session; however, these students are subject to drop policies for the courses, and grades received for courses in completed sessions are recorded as part of the student’s permanent academic record.

Students must complete a withdrawal form and obtain the required approvals. Students are fully responsible for all outstanding charges on their account, and are not permitted to return to the University or register for courses until their account is cleared. A student who withdraws may return to study within three semesters, excluding summer, without applying for readmission to the University, if the student’s cumulative grade-point average is 3.0 or higher, the student’s account is in good standing, and all other obligations to the University have been met. If a student remains withdrawn for more than three semesters, excluding summer, the student must apply for readmission. Information on Readmission is available in the Academic Rules and Regulations section. Any refunds due at the time of withdrawal are based on the refund schedule for the period published in the Guide to Registration. Such withdrawals are noted on the student’s permanent record.

Military Activation and Withdrawal from the Term

Students who are in military service (active duty, reserves, or National Guard) and will be unable to complete the courses in which they are enrolled because of a military deployment, mobilization, or change in duty assignment may withdraw from all courses as of the effective date on their military orders. Students should contact the Office of the Registrar in order to process the course withdrawals, and a copy of the military orders must be provided as documentation. Students withdrawing in this manner will receive a full refund of all tuition and fees and pro-rated refunds for dining or housing contracts. Textbooks purchased from the UM Bookstore may be returned for credit in accordance with the UM text book return policy. For withdrawals occurring beyond return policy end date, students should bring books to the Bookstore for the best available buyback prices.

Student Records

Confidentiality of Student Records

All student records maintained by University academic and administrative offices are confidential. Only such information that is necessary for appropriate business and academic procedures is maintained in the official student record. University officials may access student records for the purpose of conducting student business.

Education Records

Educational records are those records directly related to a student and maintained by the institution or by a party acting for the institution.

The permanent academic record, which is maintained by the Registrar, contains all completed course work, grades, grade-point average, and notes on the student’s academic status. The student’s application
The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. Online learning creates a record of student activity; therefore, it is subject to FERPA privacy rights unlike verbal exchanges in a physical classroom. Distance education courses are covered by FERPA in the same manner as any other courses.

Students have the right to inspect and review education records within 45 days of the day the University receives a request for access. Students do not have the right to copies of those records. Students should submit to the Registrar written requests that identify the record(s) they wish to inspect. The Registrar or appropriate 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 Registrar, the Registrar shall advise the student of the correct official to whom the request should be addressed.

Students have the right to request the amendment of the student's education records that the student believes are inaccurate or misleading. They should write 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 the University decides not to amend the record as requested, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

Students have the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on 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.

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

The University will not permit access to, or the release of, educational records without the consent of the student or eligible parent or legal guardian to anyone other than the following:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW

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**Directory Information**

The University may release "Directory Information" as defined by the University under the authority of the Family Educational Rights and Privacy Act (FERPA), unless the student informs the University's Office of the Registrar that all or part of such information should not be released without the student's prior consent.

Directory Information includes a student's addresses (home, mailing, email), telephone numbers, class level, previous institution(s) attended, major fields of study, awards, honors (including Dean's List and President's List), degree(s) conferred (including dates), dates of attendance, past and present participation in officially recognized sports and activities, and physical factors (e.g., height and weight of athletes). A request to withhold Directory Information must be received in writing on an annual basis by the Office of the Registrar. A form is available for this purpose from the Office of the Registrar. If this form is not received in the Office of the Registrar by May 1 preceding the academic year, selected Directory Information will appear in the University's telephone directory due to press deadlines. Note that "name" is not considered Directory Information and will appear in the telephone directory, along with the designation "Unlisted."

In accordance with Code of Virginia §23.1-405(C), UMW will not disclose the address, telephone number, or email address of a student pursuant to 34 C.F.R. §99.31(a)(11) or the Virginia Freedom of Information Act (§2.2-3700 (https://law.lis.virginia.gov/vacode/2.2-3700) et seq.) unless the student has affirmatively consented in writing to such disclosure.

Counseling and Psychological Services (CAPS) records, as well as medical records, are not included in the category of information open to inspection; however, such records may be personally reviewed by a physician or other appropriate professional of the student's choice.

Confidential records maintained by the director of disability services are open to inspection with limitations. Students may request a copy of disability documentation that is generated by the office, but may not request access to the director's personal notes, to test protocols, or to information released by private practitioners or by other agencies. Disclosure related to the student's disability is released neither to any faculty member nor to another University office without the student's permission. With the student's written permission, disability documentation generated by the Office of Disability Resources may be released to any specified persons and agencies.

Custodians of educational records are not required to give access to financial records of parents or any information contained therein, nor are they required to give access to confidential letters and statements of recommendation that were placed in the educational records prior to January 1, 1975, or to which the student has waived the right of access.

Directory Information may not be provided to any individual, company or entity for commercial purposes unless the release of this information is specifically authorized by the student or approved in writing by the Office of the President.

**Permanent Record**

The permanent record consists of the documents that are maintained for each student that must be kept in perpetuity either in hard copy or electronically. Examples include admission applications, any exception granted by the University, and records of disciplinary action. Letters of
recommendation are excluded for undergraduate students but included in the records of graduate students. Students may view their permanent record, in accordance with the Family Educational Rights and Privacy Act of 1974, by contacting the Office of the Registrar.

**Verification of Enrollment**

Verification of enrollment for a specified time period can be obtained from the Office of the Registrar by submitting a written request authorizing the release of the verification.
ARTS AND SCIENCES
PROGRAMS

The College delivers one graduate degree program, a Masters of Science in Geospatial Analysis. Inaugurated in 2014, this program provides students and geospatial science professionals with multiple courses in theory and practical applications related to the capture, management, analysis, and display of spatial information.

The program supports the University’s mission by:

- affording “students opportunities to integrate and apply their knowledge within broad educational experiences, to develop their professional interests, and to practice the habits of mind necessary for life-long learning”;
- providing “a superior education that inspires and enables our students to make positive changes in the world”;
- fostering “students’ intellectual and creative independence, facilitating their immersion in local, regional, national, and international communities”.

Additional information may be found in the MSGA Program (p. 11) section of this Catalog.

• Master of Science in Geospatial Analysis (p. 11)

Master of Science in Geospatial Analysis

The Master of Science in Geospatial Analysis (MSGA) program is a unique residential program that focuses on mastering the science and technologies behind the successful application of spatial systems. The MSGA program emphasizes instruction in theory and practical applications related to the capture, management, analysis, and display of spatial information. The program provides students with a technical foundation and geographic knowledge base to apply geospatial tools to a myriad of problems such as crime analysis, transportation engineering, urban planning, emergency preparedness, resource management, facilities management, climate change, and marketing. Theory and technical training will be integrated with the critical thinking, project management, and communication skills required by professionals in the geospatial fields. This is a coherent program designed to assure the mastery of specific knowledge and skills, such as programming within a geospatial environment, report writing, critical spatial analysis and solving problems.

MSGA Program Mission Statement

To provide an advanced level of education to professionals working or interested in pursuing a career in geospatial technology.

Undergraduate Admission

Undergraduate students should apply for the MSGA Accelerated Degree Program in the second semester of their junior year (upon successful completion of 70 credits). Applications will be due on the Monday of the 6th week of that semester. Applicants should have a cumulative GPA of 3.0 or higher based on a minimum of 12 UMW credits, have completed at least three GIS courses each with a grade of B or higher, or have completed two GIS courses with a B and have an approved GIS portfolio. In addition, applicants should have completed at least one course in statistics and must provide a statement of purpose and two letters of recommendation. At least one letter should be from a UMW faculty member familiar with the student’s knowledge of GIS; both should be from people who know the applicant in either a professional or academic capacity, and can attest to the applicant’s graduate potential.

Once admitted, students will take MSGA 510 Spatial Thinking w/lab and MSGA 540 Modeling and Spatial Statistics. These courses are not sequenced; 540 may be taken before 510.

On completion of the undergraduate degree, students may apply for formal admission to the graduate program, providing the forms and documents listed below. The two MSGA courses count toward both undergraduate and graduate programs if formal admission to the MSGA program is received within five years of the award of the undergraduate degree.

Continuance Requirements (Undergraduate)

To continue in the program, students must achieve a grade of B (3.0) or better in each of the graduate courses and must maintain a cumulative GPA of 3.0 or higher.

Graduate Admission

• Earned bachelor’s degree from a regionally accredited college or university
• Successful applicants typically have a GPA of 3.0 or higher from undergraduate course work. In addition, students are required to have successfully earned credits in at least two college-level GIS classes and in at least one statistics class; in lieu of completed coursework, students can gain admission by providing documented evidence demonstrating they have worked with a GIS, such as ArcGIS, Grass, MapInfo, IDRISI, Intergraph – or the equivalent software – on a range of projects indicating competence in the topics typically covered in upper-level undergraduate GIS. Students may be considered for provisional admission without having previous GIS coursework or related work experience under the agreement that if they are admitted they must take GISC 200 Introduction to GIS and GISC 351 Spatial Analysis or GEGO 351A Spatial Analysis prior to beginning their graduate-level courses.
• Non-native English speakers will provide evidence of proficiency in English.

Required Forms and Documents

• Completed application for admission. The application form is found online (https://admissions.umw.edu/graduate/arts-science/msga).
• Official transcripts of all undergraduate and graduate course work.
• A statement of purpose outlining career goals.
• Résumé, stating relevant work experience; applicants without completed coursework in GIS need to provide documented evidence demonstrating their proficiency with GIS.
• GIS Portfolio: a sample of at least one GIS project (as from a work assignment or course) to include a writing sample, which will be used to assess the student’s ability to articulate an argument or communicate a set of ideas, and at least three examples of maps created by the student. One should show cartographic ability; one should demonstrate that the student has performed spatial analysis; and one should illustrate some form of problem-solving. Accompanying text should explain the map purpose and sources used. More examples of work completed by the applicant would be
considered favorably. The portfolio itself may be in any format (e.g. PDF, webpage).

- Two letters of recommendation. One should be from a person who can attest to the applicant’s GIS or geospatial experience. Both should be from people who know the applicant in either a professional or academic capacity, and can attest to the applicant’s graduate potential.
- Demonstration of English competency if English is not your native language. Scores should be sent directly to UMW from the evaluating organization. Any of the following is acceptable:
  - International Language Academy (https://www.ila.edu) (ILA) Intensive English Program (Level 12 completion)
  - Test of English as a Foreign Language (https://www.ets.org/toefl) (TOEFL 80 iBT)
  - International English Language Testing System (http://www.ielts.org) (IELTS 6.5 on the academic exam)
- If applicable, the International Student Application Supplement found online (https://admissions.umw.edu/graduate/international-students) should be completed.

Following an initial vetting of applications by University Admissions, an interdisciplinary committee consisting of full-time UMW faculty familiar with the geospatial field will evaluate submitted documents. This committee will determine if students without undergraduate coursework in GIS have sufficient knowledge to succeed in the program.

Students are admitted for the fall or spring semester. Application Due Dates:

- **Fall Admission:** June 1
- **Spring Admission:** October 1

### Deferred Enrollment

Accepted applicants may ask the College of Arts and Sciences for the option of deferred enrollment for up to two consecutive semesters. Each case is considered on an individual basis. Those who are granted deferred enrollment are subject to rules, regulations, and financial charges in effect when they actually enroll. Students who enroll at another institution before enrolling at the University of Mary Washington must reapply for admission. In cases involving military deployment, mobilization, or change in duty assignment, accepted applicants may request to extend the enrollment deferment for longer than two consecutive semesters. Any such requests will be considered on an individual basis. A copy of the person’s military orders must be provided to the Office of Admissions to support such a request.

### Readmission to the MSGA Program

Students who have not attended the University for three consecutive semesters, excluding summer session, must apply for readmission through the Office of Admissions. Students who are readmitted are subject to the degree requirements in effect at the time of readmission. When a student is readmitted, the six-year limit from time of first admission is still in effect. Academic work that was completed more than six years before the date at which the MSGA is awarded may not be used to satisfy the degree requirements. If a student needs additional time to complete the degree, the student must apply in writing to the Department Chair for an extension. Such requests must be received at least one month prior to the end of the student’s original six-year time limit.

A student who has been suspended from the program may apply for readmission after a lapse of three semesters. Applicants for readmission must meet current minimum admission requirements. Readmission to the program is not guaranteed.

### MSGA Degree Requirements

To earn the MSGA degree, students must successfully complete MSGA 510 Spatial Thinking w/lab and MSGA 540 Modeling and Spatial Statistics; MSGA 555 Programming for GIS or MSGA 580 Web GIS and Programming; and three other MSGA courses (12 credits) with a cumulative grade-point average of 3.0 or higher. Students who take MSGA 580 Web GIS and Programming in the core cannot also count it as an elective.

All students are also required to complete a 6-credit capstone project. At least three (3) credits must be taken in the last semester of the program. This independent project provides students the opportunity to pursue original research in their area of interest. As a capstone project, it will provide a measure of GIS skills acquired from the program and will demonstrate the student’s ability to work independently.

Students may propose to take four credits of independent study (MSGA 591 Independent Study) instead of one of the offered elective courses. Students proposing an independent study will work with a faculty sponsor to create a set of readings and assignments culminating in a project equivalent to the assignments in the course for which the independent study is a substitute. Decision on whether to allow a student to pursue MSGA 591 Independent Study will be based on an assessment of the student’s work history, publications and reports, interviews with faculty, and the appropriateness of the proposed independent study project. Given appropriate planning, it is possible for the student to build work on a single topic over four successive semesters in the 1-credit format, thereby using MSGA 591 Independent Study to substitute for one of the offered elective courses.

All required course work must be completed within six years of matriculation into the program.

### Completion of the Capstone

The capstone course (MSGA 595 Capstone Project) is available for variable credit, from 1-6 hours. Students must complete 6 credit hours because of the scope and intensity of the effort expected; students are expected to do considerable independent work, averaging approximately 12 hours per week, if taking all 6 credits at the same time, and to report their progress to their course instructor on a weekly basis.

After completion of MSGA 510 Spatial Thinking w/lab and MSGA 540 Modeling and Spatial Statistics, students will be allowed to take anywhere from 1-3 credits prior to the completion of their other coursework. The effort for these credits should be targeted towards the development of their proposal, literature review, and methodology. The last 3 credit hours must be taken in the last semester of the program, and within 1 year of completing all other classes. Full-time students may complete the capstone during the 10-week summer session.

### MSGA Course Requirements (30 credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSGA 510</td>
<td>Spatial Thinking w/lab</td>
<td>4</td>
</tr>
<tr>
<td>MSGA 540</td>
<td>Modeling and Spatial Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MSGA 555</td>
<td>Programming for GIS</td>
<td>4</td>
</tr>
<tr>
<td><strong>Elective Courses</strong></td>
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<td></td>
</tr>
<tr>
<td>Select three of the following:</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

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1. Students may substitute MSGA 555 Programming for GIS for MSGA 580 Web GIS and Programming in the core.
2. Students may substitute MSGA 591 Independent Study for one of the offered elective courses.
MSGA 520  GeoDesign And Geovisualization
MSGA 550  Remote Sensing and Digital Imagery
MSGA 570  Geospatial Intelligence w/lab
MSGA 571  Special Topics in Geospatial Analysis
MSGA 580  Web GIS and Programming

Capstone/Independent Research
MSGA 595  Capstone Project 3

Total Credits 30

1 Students who have completed an undergraduate GIS programming course equivalent to GISC 450 GIS Programming prior to matriculation may substitute MSGA 580 Web GIS and Programming for MSGA 555 Programming for GIS. If MSGA 580 Web GIS and Programming taken as the core, it cannot also count as an elective.

2 If approved by a faculty member and the Department Chair, students may substitute 4 credits of MSGA 591 Independent Study for one elective.

3 The last 3 credit hours must be taken in the last semester of the program.

Transfer Courses
Ordinarily, a maximum of eight graduate credits can be transferred into the MSGA program. To be accepted for transfer credit, courses must have been taken from a regionally-accredited institution within the last six years with a minimum grade of B and must directly relate to one of the MSGA program courses. Transfer credit is not given for internship or practicum experiences.

Requirements for Continuance in the MSGA Program
All matriculated MSGA students are expected to maintain satisfactory academic progress in their graduate courses toward completion of the degree program. A cumulative GPA of 3.0 (B) or higher is required for graduation from the program.

Students must maintain a minimum cumulative GPA of 3.0 (B) in each semester to remain in good academic standing, with no more than one grade lower than this benchmark per semester. A student who earns a total of three Cs (including C+, C, or C-) or one F in a graduate course in the program (other than the capstone) will automatically be suspended from the program.

To earn the MSGA, students must earn a minimum grade of B for all capstone credits taken (MSGA 595 Capstone Project). Students who fail to achieve this grade on the last three credits of the capstone will be offered the chance to repeat these credits one time. A student who again earns a B- or below in capstone credits will automatically be dismissed from the program.

Students who voluntarily interrupt their enrollment for one to three semesters should refer to the Leave of Absence policy in the “Admission and Enrollment” section.

College of Arts and Sciences
Keith E. Mellinger, Dean
Grant Woodwell, Associate Dean
Jacqueline Gallagher, Chair, Department of Geography

Graduate Faculty
Professor
Stephen Hanna

Associate Professors
Jacqueline Gallagher
Brian Rizzo
Ping Yin

Assistant Professor
Marco Millones Mayer
BUSINESS PROGRAMS

The Master of Business Administration (MBA) provides a quality graduate program for experienced professionals who want to assume management and leadership positions in a variety of organizational settings. The program encompasses the knowledge and skills necessary for effectively managing both the technical and the human sides of organizations.

The curriculum consists of foundation courses, core courses, and elective courses that combine business theory with current business practice. The foundation and core courses provide a common body of knowledge required for effective performance in today’s unpredictable global business environment. Complementing this common body of knowledge are a variety of electives from which students can choose, depending on their professional interests.

Additional details about the MBA degree are available in the MBA program description (p. 14) section of the Catalog.

- Master of Business Administration (p. 14)
- Project Management Certificate (p. 15)

The College of Business is also the home for two Centers (https://catalog.umw.edu/undergraduate/college-business/#centerforeconomicdevelopmenttext) that support development and research related to local business activities: the Center for Economic Development (https://economicdevelopment.umw.edu) and the Center for Business Research (https://business.umw.edu/center-for-business-research).

Master of Business Administration

MBA Program Mission Statement

The University of Mary Washington’s MBA program provides a distinctive blend of opportunities for learning, scholarship, and professional development to meet the needs of a diverse student population. Our mission is supported by a graduate curriculum, based on ethical decision-making, critical thinking, research design and data analysis, technological proficiency, communication expertise, and national and global business perspectives. It is designed to produce creative leaders. The program is facilitated by a faculty with extensive business experience and academic credentials, committed to excellence in teaching, research and scholarship contributing to knowledge in their disciplines, and service to the regional business community.

Admission Requirements for the MBA Program

- Earned bachelor’s degree from a regionally accredited college or university
- GMAT or GRE required.
- Waivers for the GMAT/GRE requirement may be considered if the applicant has:
  - Five (5) or more years of full-time, post-baccalaureate work experience with demonstrated career advancement consistent with the demands of the MBA program;
  - A completed post-graduate degree (e.g., MD, JD, PhD, other earned Master’s degrees); or
  - Professional Certification (e.g., CPA, CFA, CEBS, etc.).

Required forms and documents:

1. Completed application for admission. You can find the application online (https://umw.edu/graduate).
2. Official transcripts of all undergraduate and graduate course work.
3. Official GMAT or GRE scores taken within the last five years.
4. Résumé outlining work experience and education.
5. Demonstration of English competency if English is not your native language. Any of the following is acceptable:
   - Test of English as a Foreign Language (TOEFL (https://www.ets.org/toefl)) – a minimum score of 88 on the Internet-based test or a 570 paper-based score.
   - International English Language Testing System (IELTS) – a minimum score of 6.5 on the academic exam, ielts.org.
   - Certificate of completion from the ELS Language Centers (ELS) Intensive English Program by completing Level 112.
6. Make sure to check all details for international student applications (https://www.umw.edu/admissions/international/checklist).

Students are admitted for the fall or spring semester.

Application Due Dates:

- Fall Admission: June 1
- Spring Admission: October 1

Deferred Enrollment

Accepted applicants may ask the College of Business for the option of deferring enrollment for up to two consecutive semesters. Each case is considered on an individual basis. Those who are granted deferred enrollment are subject to rules, regulations, and financial charges in effect when they actually enroll. Students who enroll at another institution before enrolling at the College of Business must reapply for admission.

In cases involving military deployment, mobilization, or change in duty assignment, accepted applicants may request to extend the enrollment deferment for longer than two consecutive semesters. Any such requests will considered on an individual basis. A copy of the person’s military orders must be provided to the Office of Admissions to support such a request.

Readmission to the MBA Program

Students who have not attended the University for three consecutive semesters, excluding summer session, must apply for readmission through the Office of Admissions. Students who are readmitted are subject to the degree requirements in effect at the time of readmission. When a student is readmitted, the six-year limit from time of first admission is still in effect. Academic work that was completed more than six years before the date at which the MBA is awarded may not be used to satisfy the degree requirements. If a student needs additional time to complete the degree, the student must apply in writing to the Associate Dean for Faculty for an extension. Such requests must be received at least one month prior to the end of the student’s original six-year time limit.
A student who has been suspended from the program may apply for readmission after a lapse of three semesters. Applicants for readmission must meet current minimum admission requirements. Readmission to the program is not guaranteed.

## MBA Degree Requirements

Successful completion of all required core course and elective courses with a cumulative grade-point average of 3.0 or higher is required to meet degree requirements. All required course work must be completed within six years of matriculation into the program.

### MBA Course Requirements (36 Credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GBUS 501</td>
<td>Foundations of Accounting and Quantitative Analysis</td>
<td>3</td>
</tr>
<tr>
<td>GBUS 502</td>
<td>Foundations of Marketing and Management</td>
<td>3</td>
</tr>
<tr>
<td>GBUS 503</td>
<td>Foundations in Financial Markets</td>
<td>3</td>
</tr>
<tr>
<td>GBUS 521</td>
<td>Leadership and Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>GBUS 523</td>
<td>Marketing Strategy</td>
<td>3</td>
</tr>
<tr>
<td>GBUS 525</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>GBUS 526</td>
<td>Quantitative Business Modeling</td>
<td>3</td>
</tr>
<tr>
<td>GBUS 527</td>
<td>Accounting for Decision Making and Control</td>
<td>3</td>
</tr>
<tr>
<td>GBUS 528</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>GBUS 529</td>
<td>Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 6 additional credits chosen from any other 500-level GBUS or MMIS course</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>

### Transfer Courses

Ordinarily, a maximum of six graduate credits can be transferred into the MBA program. To be accepted for transfer credit, courses must have been taken from a regionally accredited institution within the last six years with a minimum grade of B and must directly relate to one of the MBA program courses. Transfer credit is not given for internship or practicum experiences.

### Requirements for Continuance in the MBA Program

All matriculated MBA students are expected to maintain satisfactory academic progress in their graduate courses toward completion of the MBA program. A cumulative GPA of 3.0 (B) or higher is required for graduation from the program.

Students must maintain a minimum cumulative GPA of 3.0 (B) in each 8-week session to remain in good academic standing. Any student whose cumulative GPA is below 3.0 at the end of any session will have the following session to correct the deficiency.

A student who earns three Cs (including C+ or C) or one F in graduate courses in the program will automatically be suspended from the program.

**Students who voluntarily interrupt their enrollment for one to three semesters should refer to the Leave of Absence policy in the “Admission and Enrollment” section.**

### College of Business Faculty

Lynne D. Richardson, Dean  
Kenneth D. Machande, Associate Dean for Faculty

### Faculty

**Professors**  
R. Leigh Frackelton, Jr.  
Lance C. Gentry  
Kenneth D. Machande  
Lynne D. Richardson  
Woodrow D. Richardson  
Mukesh Srivastava  
Xiaofeng Zhao

**Associate Professors**  
Wei Chen  
Kanchan Deosthali  
Christopher J. Garcia  
Rachel L. Graef-Anderson  
David L. Henderson, III  
Michael S. Lapke  
Kashef A. Majid  
John S. Marsh

**Assistant Professors**  
Alexandra M. Dunn  
Kimberly S. Gower  
Sayan Sarkar  
Eun Jung [Kelly] Yoon

**Senior Lecturers**  
Kimberley L. Kinsley  
Smita Jain Oxford

**Lecturer**  
John D. Burrow

### Project Management Certificate

This certificate program provides specific professional learning taught at the graduate level in a concentrated format. It is designed to introduce individuals to a new field of study, update existing knowledge, and/or expand career opportunities. The certificate program will address critical knowledge and skills related to project management and will include topics on program planning and execution; leadership and organizational behavior; business modeling; risk management; and contract management. All coursework required for this certificate must be taken as graded credit.

To be considered for admission, the applicant must submit these materials to the Office of Admissions:

1. Application for Admission;  
2. Nonrefundable application fee  
3. Application for Virginia In-State tuition rates, if applicable; and  
4. Official transcript(s) showing completion of a baccalaureate degree from a regionally-accredited college or university with an earned GPA of at least 3.0.

Students who intend to complete this certificate as part of their MBA program would follow the admissions requirements for the MBA degree program (p. 14).
Certificate Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GBUS 521</td>
<td>Leadership and Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>GBUS 526</td>
<td>Quantitative Business Modeling</td>
<td>3</td>
</tr>
<tr>
<td>GBUS 551</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>GBUS 553</td>
<td>Risk Management for Project Managers</td>
<td>3</td>
</tr>
<tr>
<td>GBUS 555</td>
<td>Contracting for Managers</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 15

Continuation Requirements

Students in this post-baccalaureate certificate program are expected to maintain satisfactory academic progress in their courses toward completion of the certificate. A cumulative GPA of 3.0 or higher is required for completion and awarding of the certificate.

Students must maintain a minimum cumulative GPA of 3.0 each session to remain in good standing. Any student whose cumulative GPA is below 3.0 at the end of any session will have the following session to correct the deficiency.

A student who earns grades of C+ or below (C+, C, or F) in three classes will automatically be suspended from the program.

Students who voluntarily interrupt their enrollment for one to three semesters should refer to the Leave of Absence policy in the Academic Rules and Regulations section of this catalog.
EDUCATION PROGRAMS

College of Education

Undergraduate students at the university can choose to enter one of the following initial licensure programs: the B.S. Ed. in Elementary Education program (grades Pre-K-6); the Secondary Education program (grades 6-12) in each of the following areas: Computer Science, English, History and Social Sciences, Mathematics, Chemistry, Earth Science, Physics; the PreK-12 Education program in Foreign Language (French, German, Spanish, and Latin), Music Education (Instrumental, Vocal/Choral), Theater Arts, or Visual Arts; or the Special Education, General Curriculum (K-12) program. Most of the courses students take in the programs require students to complete field experiences in the public schools.

The College of Education also offers post-baccalaureate initial teacher licensure programs designed for adults who have earned a bachelor’s degree. Candidates may elect to pursue initial licensure to complete the requirements for the Master of Education. Programs available prepare students for licensure in Elementary Education (PreK-6), Middle Education (6-8), at the secondary levels (6-12) in each of the following areas: Computer Science, English, History and Social Sciences, Mathematics, Chemistry, Earth Science, Physics; PreK-12 Endorsements in Foreign Language (French, German, Spanish, and Latin), Music Education (Instrumental, Vocal/Choral), Visual Arts and Special Education, K-12 General Curriculum or adapted curriculum. In addition, the College offers a Master of Education degree for practicing teachers who already possess initial licensure and are seeking continuing professional development, master’s level licensure, or endorsements in teaching or administration. The M.Ed. for professional development programs includes Educational Leadership, Reading Specialist, and Special Education. Students enrolling in any of these programs must possess a collegiate professional or postgraduate professional Virginia license.

The College also offers graduate-level endorsement pathways in Educational Leadership, Reading Specialist, and Special Education.

- Master of Education, Initial Licensure Post Baccalaureate Pathways (p. 17)
- Master of Science in Elementary Education Program (p. 21)
- Master of Education, Professional Development or Added Endorsement (p. 21)
- Education Certificate Programs (p. 23)
- Teacher Licensure Renewal (p. 24)

Master of Education, Initial Licensure Post Baccalaureate Pathways

The M.Ed. Post Baccalaureate Initial Teacher Licensure Program is designed for adults who have earned a bachelor’s degree, may have some professional work experience, and want to obtain teaching credentials. Candidates work closely with their academic advisor to map out their individual course of study.

The primary goal of the program is to ensure that teacher candidates, through support, supervision, and evaluation, can demonstrate and apply the competencies enumerated in the Virginia Licensure Regulations and demonstrated by skillful teachers. The program requires the basic course work and field experiences prescribed by the Virginia Licensure Regulations for an initial teaching license but establishes, through advising, a personalized plan to ensure that all teaching and subject knowledge competencies are demonstrated and all standards are met.

The Initial Licensure program has three components: subject matter endorsement requirements, professional studies requirements, and M.Ed. completion requirements. Subject matter endorsement requirements are typically met prior to enrollment in the program. For example, someone who wishes to teach mathematics should have the equivalent of a mathematics major in course work or be prepared to make up the course work deficiencies. The one exception to this model is Special Education. Graduate-level course work is available as a part of the program to fulfill those endorsement requirements.

The internship (student teaching), required for all licensure completers in the Initial Licensure Program, is a semester long field-based teaching experience in the appropriate grade level or subject area. Self-analysis and reflection on planned and implemented instruction and frequent conferences with the mentor teacher and the university supervisor are prominent aspects of the experience. Because the internship must be a supervised experience, student teaching placements are made in schools local to the university. Students receiving financial aid should complete EDCI 550 M. Ed. Initial Licensure Internship: Initial Licensure Internship prior to making an application for graduation. Students graduating upon completion of course work and then returning to enroll in EDCI 550 M. Ed. Initial Licensure Internship will not be eligible for financial aid to cover the tuition for the internship.

There are six distinct post-baccalaureate pathways within the M.Ed. Initial Licensure Program. Program requirements for each pathway are described below, following the description of the admission, continuance, exit, and readmission policies (which apply to all programs).

- M.Ed. Initial Licensure Post-Baccalaureate Pathway: Elementary (PreK-6) (p. 18)
- M.Ed. Initial Licensure Post-Baccalaureate Pathway: Special Education General Curriculum (K-12) (p. 18)
- M.Ed. Initial Licensure Post-Baccalaureate Pathway: Special Education Adapted Curriculum (K-12) (p. 19)
- M.Ed. Initial Licensure Post-Baccalaureate Pathway: Secondary (6-12) (p. 19)
- M.Ed. Initial Licensure Post-Baccalaureate Pathway: PreK–12 (p. 20)
- M.Ed. Initial Licensure Post-Baccalaureate Pathway: Middle Grades (6-8) (p. 20)

The following requirements are necessary for admission to the Initial Licensure Program:

1. A completed application;
2. An undergraduate degree from a regionally-accredited college or university;
3. Official transcripts of all undergraduate, and any graduate, course work completed;
4. A cumulative grade point average (GPA) of 2.5 or higher on undergraduate course work;
5. A résumé outlining experiences and education;
6. Demonstrate endorsement/subject knowledge competence – by transcript review and evaluation. The student must be within the required number of credit hours of completing endorsement course work at the time of admission. The student, with approval of the Director of Advising Center Services, develops an individual
The student must:

1. Complete all course work and field experiences with a cumulative 3.0 (B) GPA;
2. Obtain passing scores on state-required Praxis Subject Assessment tests, the Virginia Communication and Literacy Assessment (all programs), Child Abuse Recognition and Intervention Training, the Reading for Virginia Educators: Elementary and Special Education (if applicable), certification or training in emergency first aid, CPR and use of the automated external defibrillators, and the completion of the Dyslexia Awareness Training Module;
3. Perform at an acceptable level in EDCI 550 M. Ed. Initial Licensure Internship, as indicated by: mentor teacher and university supervisor evaluations, successful completion of an impact study, and a final grade of B- or higher. The internship (EDCI 550 M. Ed. Initial Licensure Internship) must be completed within one year (fall or spring semester) after obtaining the degree. Students receiving financial aid should complete EDCI 550 M. Ed. Initial Licensure Internship prior to making an application for graduation. Students graduating upon completion of course work and then returning to enroll in EDCI 550 M. Ed. Initial Licensure Internship will not be eligible for financial aid to cover the tuition for the internship; and
4. Complete all teacher licensure requirements as verified by College of Education Licensure Officers.

Post-Baccalaureate Provisional Admission
A student making application to one of the UMW M.Ed. Initial Licensure Post-Baccalaureate Pathways who has satisfied all admission requirements with the exception of passing scores on the Praxis Core or one of the qualifying substitutes may be admitted provisionally to the degree program.

The student will be limited to two courses of UMW coursework. To be formally admitted, a student must earn a minimum 3.0 cumulative GPA with a grade of C or higher in each course.

- passing scores for the Praxis Core Math plus a passing score on the VCLA, SAT Reading and Writing, or ACT English Plus Reading; or
- passing scores for the VCLA plus a passing score on the Praxis Core Math, SAT Math, or ACT Math.

A provisionally admitted student will receive a letter outlining requirements for continued enrollment. Upon submission of the passing score reports, the student may be formally admitted to the degree program.

Readmission
Students who have not attended the University for three consecutive semesters (excluding summers) must apply for readmission. Students who are readmitted are subject to the degree requirements in effect at the time of readmission. When a student is readmitted, the four-year limit from time of first admission is still in effect. Academic work that was completed more than four years before the date when the teacher licensure program is completed may not be acceptable in satisfying the licensure requirements. If a student needs additional time to complete the course work, the student must apply in writing to the Office of the Dean for an extension. Such requests must be received at least one month prior to the end of the student’s original four-year time limit.

Note: Readmitted students may need to take further coursework before applying for the internship.

Program Completion Requirements
The student must:

1. Complete all course work and field experiences with a cumulative 3.0 (B) GPA;
2. Obtain passing scores on state-required Praxis Subject Assessment tests, the Virginia Communication and Literacy Assessment (all programs), Child Abuse Recognition and Intervention Training, the Reading for Virginia Educators: Elementary and Special Education (if applicable), certification or training in emergency first aid, CPR and use of the automated external defibrillators, and the completion of the Dyslexia Awareness Training Module;
3. Perform at an acceptable level in EDCI 550 M. Ed. Initial Licensure Internship, as indicated by: mentor teacher and university supervisor evaluations, successful completion of an impact study, and a final grade of B- or higher. The internship (EDCI 550 M. Ed. Initial Licensure Internship) must be completed within one year (fall or spring semester) after obtaining the degree. Students receiving financial aid should complete EDCI 550 M. Ed. Initial Licensure Internship prior to making an application for graduation. Students graduating upon completion of course work and then returning to enroll in EDCI 550 M. Ed. Initial Licensure Internship will not be eligible for financial aid to cover the tuition for the internship; and
4. Complete all teacher licensure requirements as verified by College of Education Licensure Officers.

M.Ed. Initial Licensure Post-Baccalaureate Pathway: Special Education – General Curriculum K-12
The Masters of Education program for initial licensure in Special Education: General Curriculum K-12 prepares teachers to work with students with learning disabilities, emotional disabilities, mild intellectual disabilities, attention deficit hyperactivity disorders and autism spectrum
disabilities and autism spectrum disorders. Candidates must possess a bachelor’s degree and complete the professional studies and endorsement course requirements in the program and demonstrate the competencies exhibited by skillful teachers and those required for Virginia licensure in both professional studies and the endorsement area. Candidates must be proficient in all competencies to be recommended for licensure.

Program Course Sequence
Professional Studies Courses, Special Education; General Curriculum
The following professional studies courses, or their equivalents, are required of all candidates in the K-12 Special Education Program, General Curriculum:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 500</td>
<td>Teaching and the Development of the Learner</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 506</td>
<td>Foundations of American Education</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 507</td>
<td>Early Literacy and Language Development</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 512</td>
<td>General and Special Education Goals and Practices: Middle and Secondary</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 519</td>
<td>General and Special Education Goals and Practices: Elementary</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 521</td>
<td>Language and Literacy for Special Populations</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 533</td>
<td>Positive Approaches to Behavior Management</td>
<td>3</td>
</tr>
<tr>
<td>INDT 501</td>
<td>Instructional Technologies</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 550</td>
<td>M. Ed. Initial Licensure Internship</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credits: 30

1 Field experiences are embedded.

Endorsement Courses: Special Education General Curriculum
In addition to the professional studies course work outlined above, the following endorsement courses are required of all candidates seeking the Special Education General Curriculum endorsement:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSE 531</td>
<td>Survey of Special Education: Characteristics and Legal Issues</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 534</td>
<td>Assessment, Evaluation, and Instructional Planning</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 535</td>
<td>Collaborative consultation and Transition Planning</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 525</td>
<td>Mathematics Content for the Elementary Classroom</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 12

The following course beyond the initial licensure professional studies course work (excluding field experience credits) and endorsement course work is required of all candidates for the M.Ed. degree: EDCI 589 Applied Research

M.Ed. Initial Licensure Post-Baccalaureate Pathway: Special Education – Adapted Curriculum K-12
The Masters of Education program for initial licensure in Special Education: Adapted Curriculum K-12 prepares teachers to work with students with moderate to severe intellectual disabilities, multiple disabilities and autism spectrum disorders.

Candidates must possess a bachelor’s degree and complete the professional studies and endorsement course requirements in the program and demonstrate the competencies exhibited by skillful teachers and those required for Virginia licensure in both professional studies and the endorsement area. Candidates must be proficient in all competencies to be recommended for licensure.

Program Course Sequence
Professional Studies Courses, Special Education; Adapted Curriculum
The following professional studies courses, or their equivalents, are required of all candidates in the K-12 Special Education Program, Adapted Curriculum:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 500</td>
<td>Teaching and the Development of the Learner</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 506</td>
<td>Foundations of American Education</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 507</td>
<td>Early Literacy and Language Development</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 533</td>
<td>Positive Approaches to Behavior Management</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 539</td>
<td>Characteristics of Students Accessing and Adapted Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 541</td>
<td>Goals and Practices for Students Accessing an Adapted Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>INDT 531</td>
<td>Emerging and Assistive Technologies</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 550</td>
<td>M. Ed. Initial Licensure Internship</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credits: 27

1 Field experiences are embedded.

Endorsement Courses
In addition to the professional studies course work outlined above, the following endorsement courses are required of all candidates seeking the Special Education Adapted Curriculum endorsement:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSE 531</td>
<td>Survey of Special Education: Characteristics and Legal Issues</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 534</td>
<td>Assessment, Evaluation, and Instructional Planning</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 535</td>
<td>Collaborative consultation and Transition Planning</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 537</td>
<td>Characteristics of Students with Autism Spectrum Disorders</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 538</td>
<td>Methods for Teaching and Supporting Students with Autism Spectrum Disorders</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 15

The following course beyond the initial licensure professional studies course work (excluding field experience credits) and endorsement course work is required of all candidates for the M.Ed. degree: EDCI 589 Applied Research

M.Ed. Initial Licensure Post-Baccalaureate Pathway: Secondary
Candidates for licensure in this program should possess a bachelor’s degree with a major in the liberal arts or sciences or the equivalent in training and experience. They must complete the professional studies course requirements listed below—or equivalent courses verified by a program advisor—and demonstrate the competencies exhibited
by skillful teachers and those required for Virginia licensure in both professional studies and content areas (the equivalent of 21 credits in one of the following areas of concentration: English, mathematics, science, and history/social sciences). Candidates must be proficient in all competencies to be recommended for licensure.

**Program Course Sequence**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 500</td>
<td>Teaching and the Development of the Learner</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 501</td>
<td>Curriculum and Instruction: Secondary</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 506</td>
<td>Foundations of American Education</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 515</td>
<td>Literacy and Language Across the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 521</td>
<td>Managing the Classroom Environment: Middle or Secondary</td>
<td>3</td>
</tr>
<tr>
<td>INDT 501</td>
<td>Instructional Technologies</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 531</td>
<td>Survey of Special Education: Characteristics and Legal Issues</td>
<td>3</td>
</tr>
<tr>
<td>TESL 514</td>
<td>Cross-Cultural Education</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 580</td>
<td>Introduction to Research</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 590</td>
<td>Individual Research</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 550</td>
<td>M. Ed. Initial Licensure Internship</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 553</td>
<td>The Teaching of English and Theatre Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 555</td>
<td>The Teaching of History and Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 556</td>
<td>The Teaching of Mathematics and Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 558</td>
<td>The Teaching of Sciences</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 39

1 Field experiences are embedded.

**M.Ed. Initial Licensure Post-Baccalaureate Pathway: PreK-12**

Candidates for licensure in this program should possess a bachelor’s degree with a major in the liberal arts or sciences or the equivalent in training and experience. They must complete the professional studies course requirements listed below—or equivalent courses verified by a program advisor—and demonstrate the competencies exhibited by skillful teachers and those required for Virginia licensure in both professional studies and the endorsement subject area. Transcript review, Praxis Subject Assessment scores, and other forms of assessment may determine proficiency in these competencies. Candidates must be proficient in all competencies to be recommended for licensure.

**Program Course Sequence**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 500</td>
<td>Teaching and the Development of the Learner</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 506</td>
<td>Foundations of American Education</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 509</td>
<td>Intermediate Language and Literacy Development</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 515</td>
<td>Literacy and Language Across the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 521</td>
<td>Managing the Classroom Environment: Middle or Secondary</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 538</td>
<td>Middle Grades Programs and Practices</td>
<td>4</td>
</tr>
<tr>
<td>INDT 501</td>
<td>Instructional Technologies</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 531</td>
<td>Survey of Special Education: Characteristics and Legal Issues</td>
<td>3</td>
</tr>
<tr>
<td>TESL 514</td>
<td>Cross-Cultural Education</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 550</td>
<td>M. Ed. Initial Licensure Internship</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 553</td>
<td>The Teaching of English and Theatre Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 555</td>
<td>The Teaching of History and Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 556</td>
<td>The Teaching of Mathematics and Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 558</td>
<td>The Teaching of Sciences</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 43

1 Field experiences are embedded.

**M.Ed. Initial Licensure Post-Baccalaureate Pathway: Middle**

Candidates for licensure in this program should possess a bachelor’s degree with a major in the liberal arts or sciences or the equivalent in training and experience. They must complete the professional studies course requirements listed below—or equivalent courses verified by a program advisor—and demonstrate the competencies exhibited by skillful teachers and those required for Virginia licensure in both professional studies and content areas (the equivalent of 21 credits in one of the following areas of concentration: English, mathematics, science, and history/social sciences). Transcript review, Praxis Subject Assessment scores, and other forms of assessment may determine proficiency in these competencies. Candidates must be proficient in all competencies to be recommended for licensure.

**Program Course Sequence**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 500</td>
<td>Teaching and the Development of the Learner</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 501</td>
<td>Curriculum and Instruction: Secondary</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 506</td>
<td>Foundations of American Education</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 515</td>
<td>Literacy and Language Across the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 519</td>
<td>Managing the Classroom Environment: Elementary</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 521</td>
<td>Managing the Classroom Environment: Middle or Secondary</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 538</td>
<td>Middle Grades Programs and Practices</td>
<td>4</td>
</tr>
<tr>
<td>INDT 501</td>
<td>Instructional Technologies</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 531</td>
<td>Survey of Special Education: Characteristics and Legal Issues</td>
<td>3</td>
</tr>
<tr>
<td>TESL 514</td>
<td>Cross-Cultural Education</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 550</td>
<td>M. Ed. Initial Licensure Internship</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 553</td>
<td>The Teaching of English and Theatre Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 555</td>
<td>The Teaching of History and Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 556</td>
<td>The Teaching of Mathematics and Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 558</td>
<td>The Teaching of Sciences</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 43

1 Field experiences are embedded.
Continuance Requirements

To remain in the program, a student must:

1. Maintain good academic standing with a minimum 3.0 (B) GPA and no more than one C (including C+, C, and C-) in course work, and by successfully completing all field experiences. A student must be in good standing for admission into EDCI 550 M. Ed. Initial Licensure Internship. A grade of D+ or lower in a course or C+ or lower in EDCI 550 M. Ed. Initial Licensure Internship results in dismissal from the program; and
2. Demonstrate potential for teaching excellence as indicated by performance in course and field experience requirements and positive evaluations or indications of potential for growth by course instructors and mentor teachers in field experience work.

Note: Students who voluntarily interrupt their enrollment should refer to the policy defined under the Re-enrollment, Readmission, and Leave of Absence heading in the Academic Rules and Regulations section of the catalog.

College of Education Faculty

Peter S. Kelly, Dean
Courtney M. Clayton, Associate Dean for Academic Programs, Assessment, and Accreditation

Faculty

Professors
Teresa L. Coffman
Peter S. Kelly
Venitta C. McCall
Marie P. Scheckels

Associate Professors
John P. Broome
Courtney M. Clayton
Janine Schank Davis
Beverly D. Epps
Jane L. Huffman
Kyle T. Schultz
Jennifer D. Walker

Assistant Professors
Kevin E. Good
Christy K. Irish
Melissa C. Jenkins
Melissa S. Wells

Master of Education, Professional Development or Added Endorsement

The Master of Education degree for Professional Development or Added Endorsement is offered for practicing teachers who already possess initial licensure and is designed to provide opportunities for continuing professional development, master’s level licensure for teachers and other school personnel, or endorsements in teaching or administration. Students in these programs must possess a collegiate professional or postgraduate professional Virginia license.

Core Programs

- Educational Leadership (fulfills administration and supervision endorsement requirements) (p. 22)
- Reading Specialist (fulfills reading specialist endorsement requirements) (p. 22)
- Special Education (fulfills General Curriculum or Adapted Curriculum endorsement requirements) (p. 22)

The following requirements are necessary for admission:

1. Three years of experience as a licensed teacher;
2. Submit a completed application for admission;
3. Submit official transcripts of all undergraduate and graduate course work;
4. Have earned an undergraduate degree from a regionally-accredited college or university;
5. Have a GPA of 2.5 or higher on undergraduate course work and 3.0 or higher on graduate course work;
6. Provide a résumé outlining work experience and education;
7. Provide verification of the collegiate professional or postgraduate professional license. Courses taken at other institutions and approved for the endorsement pathways must be officially transferred into the program; and
8. Submit essay(s).

An interview, initiated by the Admissions Committee, may be required as part of the admission process.

Readmission Policy

Students who have not attended the University for three consecutive semesters (excluding summers) must apply for readmission. Students who are readmitted are subject to the degree requirements in effect at the time of readmission. When a student is readmitted, the four-year limit from the time of first admission is still in effect. Academic work that was completed more than four years before the date at which the M.Ed. is awarded may no longer be acceptable in satisfying degree requirements. If a student needs additional time to complete the degree, the student must apply in writing to the Office of the Dean for an extension. Such requests must be received at least one month prior to the end of the student’s original four-year time limit.

Program Completion Requirements

1. Students must successfully complete the required course of study for the M.Ed. with a minimum of 36 credits and a 3.0 (B) or higher GPA; and
2. Application for the added endorsement is made to the Virginia Department of Education through the school division’s personnel office.

### M.Ed. for Professional Development or Added Endorsement – Educational Leadership

This program is offered in a cohort format and fulfills administration and supervision endorsement requirements. A passing score on the School Leaders License Assessment is required for those who plan to work as school based administrators.

#### Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEL 539</td>
<td>Special Education Leadership in Schools 1</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 540</td>
<td>Leadership for Learning and Diverse Student Populations 1</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 541</td>
<td>Developing, Administering, and Evaluating Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 542</td>
<td>Managing Schools and School-Community Relationships 1</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 543</td>
<td>Professional Development and Supervision of School Personnel 1</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 545</td>
<td>School Law and Society 1</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 546</td>
<td>Educational Policy and Decision Making 1</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 547</td>
<td>Literacy Leadership for Administrators</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 548</td>
<td>Evaluation for Instructional Improvement 1</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 551</td>
<td>Internship in Educational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>INDT 545</td>
<td>Organizational Leadership in Educational Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 590</td>
<td>Individual Research</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** 36

1 Required courses for students who possess a master’s degree and wish to pursue the added endorsement only. Admission, continuance, and exit requirements are the same as those for the M.Ed. in Educational Leadership. The endorsement pathway consists of 24 credits, which include the internship. EDEL 541 Developing, Administering, and Evaluating Curriculum is not required but is strongly recommended for those students without a master’s degree in curriculum and instruction.

### M.Ed. for Professional Development or Added Endorsement – Reading Specialist

This program leads to a reading specialist endorsement and prepares teachers to take a reading specialist position in a school or district. The courses are designed to prepare reading specialists in the areas of foundational knowledge, instructional strategies and curriculum development, assessment and intervention, literacy in communication, and literacy leadership. The program supports local school districts and the Virginia Department of Education in improving reading performance through highly qualified reading professionals, as well as addressing the teacher shortage in the area of reading specialist. A passing score on the Reading for Virginia Educators: Reading Specialist assessment is required for endorsement.

#### Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLS 540</td>
<td>Psychology of Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDLS 541</td>
<td>Linguistic Foundations of Literacy 1</td>
<td>3</td>
</tr>
<tr>
<td>EDLS 542</td>
<td>Literacy Curriculum and Instruction: Emergent-Elementary 1</td>
<td>3</td>
</tr>
<tr>
<td>EDLS 543</td>
<td>Literacy Curriculum and Instruction: Adolescent 1</td>
<td>3</td>
</tr>
<tr>
<td>EDLS 544</td>
<td>Literacy Assessment and Evaluation 1</td>
<td>3</td>
</tr>
<tr>
<td>EDLS 545</td>
<td>Writing Process and Instruction 1</td>
<td>3</td>
</tr>
<tr>
<td>EDLS 546</td>
<td>Leadership in Literacy Education 1</td>
<td>3</td>
</tr>
<tr>
<td>EDLS 547</td>
<td>Literacy and Diverse Student Populations 1</td>
<td>3</td>
</tr>
<tr>
<td>EDLS 548</td>
<td>Applied Literacy Research 1</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 546</td>
<td>Evaluation for Instructional Improvement 1</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 590</td>
<td>Individual Research</td>
<td>3</td>
</tr>
<tr>
<td>INDT 501</td>
<td>Instructional Technologies</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** 36

1 Required courses for students who possess a master’s degree and wish to pursue the Reading Specialist endorsement. This endorsement pathway provides teachers with the knowledge to become leaders in the area of literacy instruction and lead to the reading specialist endorsement. It is offered for prospective students who possess a master’s degree and a valid Virginia postgraduate professional license. Admission, continuance, and exit requirements are the same as those for the M.Ed. in Literacy.

### M.Ed. for Professional Development or Added Endorsement – Special Education General Curriculum

This program is designed for individuals who hold a Virginia teaching license who want to pursue a degree and added licensure in Special Education.

#### Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 580</td>
<td>Introduction to Research</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 590</td>
<td>Individual Research</td>
<td>3</td>
</tr>
<tr>
<td>INDT 501</td>
<td>Instructional Technologies</td>
<td>3</td>
</tr>
<tr>
<td>or INDT 531</td>
<td>Emerging and Assistive Technologies</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 512</td>
<td>General and Special Education Goals and Practices: Middle and Secondary 1</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 519</td>
<td>General and Special Education Goals and Practices: Elementary 1</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 521</td>
<td>Language and Literacy for Special Populations 1</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 531</td>
<td>Survey of Special Education: Characteristics and Legal Issues 1</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 533</td>
<td>Positive Approaches to Behavior Management 1</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 534</td>
<td>Assessment, Evaluation, and Instructional Planning 1</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 535</td>
<td>Collaborative consultation and Transition Planning 1</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 551</td>
<td>Internship for Added Teaching Endorsement 1</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**
M.Ed. for Professional Development or Added Endorsement – Special Education Adapted Curriculum

This program is designed for individuals who hold a Virginia teaching license who want to pursue a degree and added licensure in Special Education.

**Required Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 580</td>
<td>Introduction to Research</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 590</td>
<td>Individual Research</td>
<td>3</td>
</tr>
<tr>
<td>INDT 531</td>
<td>Emerging and Assistive Technologies</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 521</td>
<td>Language and Literacy for Special Populations</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 531</td>
<td>Survey of Special Education: Characteristics and Legal Issues</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 533</td>
<td>Positive Approaches to Behavior Management</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 534</td>
<td>Assessment, Evaluation, and Instructional Planning</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 535</td>
<td>Collaborative consultation and Transition Planning</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 539</td>
<td>Characteristics of Students Accessing and Adapted Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 541</td>
<td>Goals and Practices for Students Accessing an Adapted Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 551</td>
<td>Internship for Added Teaching Endorsement (May be waived with appropriate experience)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective course work to be approved by program advisor**: 3-6 credits

**Total Credits**: 36-39

1 Required courses for the graduate endorsement pathway in Special Education: General Curriculum offered for candidates who possess a bachelor’s degree and a valid Virginia collegiate professional or a postgraduate professional license, and who wish to only pursue the endorsement. A minimum of 21 credits are required, as the courses are part of an endorsement program that has been approved by the Virginia Department of Education. EDCI 507 Early Literacy and Language Development is also required but will be waived for elementary teachers as an equivalent course was part of their initial endorsement program.

**Continuance Requirements**

1. Maintain good academic standing with a minimum 3.0 (B) GPA and no more than one C (including C+, C or C-) in course work, and by successfully completing all field experiences. A student must be in good standing for admission into EDCI 550 M. Ed. Initial Licensure Internship. A grade of D+ or lower in a course or C+ or lower in EDCI 550 M. Ed. Initial Licensure Internship results in dismissal from the program; and

2. A student must be in good standing for admission into EDEL 551 Internship in Educational Leadership. EDEL 551 Internship in Educational Leadership is by application only.

Students who voluntarily interrupt their enrollment for one semester should refer to the policy defined under the Reenrollment, Readmission, and Leave of Absence heading in the Academic Rules and Regulations section of the catalog.

**College of Education Faculty**

**Dean**

Melissa C. Jenkins

**Associate Dean for Academic Programs, Assessment, and Accreditation**

Jennifer D. Walker

**Faculty**

**Professors**

Teresa L. Coffman

Peter S. Kelly

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Janine Schank Davis

Beverly D. Epps

Jane L. Huffman

Kyle T. Schultz

Jennifer D. Walker

**Assistant Professors**

Kevin E. Good

Christy K. Irish

Melissa C. Jenkins

Melissa S. Wells

**Education Certificate Programs**

*These programs are not currently accepting new enrollments.*

**Graduate Certificate in Teaching English as a Second or Foreign Language**

The Graduate Certificate in Teaching English as a Second or Foreign Language is offered to prospective students who possess a bachelor’s degree and six credits of foreign language study. The certificate is an internationally recognized credential for teaching English in a variety of instructional settings overseas and in some adult education settings in the U.S. It does not fulfill the licensure requirements for teaching English as a second language in the Virginia public schools, although courses in this certificate program may meet partial requirements of UMW licensure programs. Graduate courses taken at other institutions and approved for this certificate program may meet partial requirements of UMW licensure programs. Graduate courses taken at other institutions and approved for the certificate must be officially transferred into the program.

Note: Official transcripts showing completion of six credits in modern foreign language course work are required prior to the awarding of the certificate. If a student’s primary language is not English, all six credits must be in advanced English course work.
Post-Baccalaureate Certificate in Teaching Students with Autism

The University of Mary Washington offers opportunities intended to enhance the effectiveness of licensed teachers and other professionals working with students with autism. The Certificate in Teaching Students with Autism, requires the completion of four graduate courses designed to assist licensed teachers in meeting the needs of students with autism.

Graduate Certificate in Teaching English as a Second or Foreign Language

Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TESL 500</td>
<td>Introduction to English Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>TESL 511A</td>
<td>Applied Linguistics: Grammar and Meaning</td>
<td>3</td>
</tr>
<tr>
<td>TESL 512</td>
<td>Second Language Acquisition Research</td>
<td>3</td>
</tr>
<tr>
<td>TESL 530</td>
<td>Second Language Methods: Literacy and Language Skills</td>
<td>3</td>
</tr>
<tr>
<td>TESL 535</td>
<td>Individual Practicum</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>14</td>
</tr>
</tbody>
</table>

Post-Baccalaureate Certificate in Teaching Students with Autism

Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSE 533</td>
<td>Positive Approaches to Behavior Management</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 537</td>
<td>Characteristics of Students with Autism Spectrum Disorders</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 538</td>
<td>Methods for Teaching and Supporting Students with Autism Spectrum Disorders</td>
<td>3</td>
</tr>
<tr>
<td>INDT 531</td>
<td>Emerging and Assistive Technologies</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>12</td>
</tr>
</tbody>
</table>

Note: The certificate program meets Virginia Autism Council Competencies and Council for Exceptional Children Standards, where appropriate. The program does not lead to licensure by the Virginia Department of Education.

Continuance Requirements

1. A student must maintain a 3.0 (B) or higher GPA with no more than two Cs in course work to remain in good standing in the program. A grade of D+ or lower in a course or field internship results in suspension from the program; and
2. A student must be in good standing for admission into EDCI 551 Internship for Added Teaching Endorsement. Internship for Added Teaching Endorsement is by application only.

Students who voluntarily interrupt their enrollment for one semester should refer to the policy defined under the Re-enrollment, Readmission, and leave of Absence heading in the Academic Rules and Regulations section of this Catalog.

Teacher Licensure Renewal

A variety of teacher license renewal and professional development courses are offered in weekend and evening formats throughout the year. For specific courses, dates, and times, students should call (540) 286-8000 or consult the current Professional Development for Educators schedule (https://www.umw.edu/cps/career-advancement). (Courses selected for license renewal should be preapproved by the school division.)
GRADUATE FACULTY

This listing includes those full-time faculty who have appointed to membership in the graduate faculty of the University.

Note: Dates in parentheses indicate year of appointment to the University faculty and year when present rank and/or title was attained. This listing includes full-time, continuing teaching faculty of the University of Mary Washington as of June 1, 2020.

John P. Broome, Associate Professor of Education (2008, 2017)
B.A., The College of William and Mary; M.Ed., George Mason University; Ph.D., University of Virginia

B.S., University of Mississippi; MPA, Virginia Polytechnic Institute & State University; D.M., University of Maryland University College

Antonio R. Causarano, Associate Professor of Education (2014, 2018)
M.A., University of Findlay (Ohio); M.A., Ph.D., University of New Mexico

Wei Chen, Associate Professor of Management (2009, 2015)
B.A., Xiamen University, China; M.S., Ph.D., Texas Tech University

Courtney M. Clayton, Associate Professor of Education (2009, 2015)
B.A., University of Pennsylvania; M.A., University of San Francisco; Ph.D., Boston College

Teresa L. Coffman, Professor of Education (2004, 2014)
B.A., Hood College; M.A., San Francisco State University; Ph.D., Capella University

Janine Schank Davis, Associate Professor of Education (2012, 2018)
B.A., Virginia Polytechnic Institute & State University; M.Ed., Boston College; Ph.D., University of Virginia

Alexandra M. Dunn, Assistant Professor of Management (2017, 2017)
B.A., Elon University; M.A., Ph.D., University of North Carolina at Charlotte

Beverly D. Epps, Associate Professor of Education (2005, 2005)
B.S., M.Ed., Ph.D., University of Virginia

R. Leigh Frackelton, Jr., Professor of Law and Taxation (1986, 1998)
B.A., Washington & Lee University, J.D., University of Richmond; MLT, The College of William and Mary

Jacqueline Gallagher, Associate Professor of Geography (2006, 2010)
B.Sc., University of Wales, College of Swansea; M.Sc., Memorial University of Newfoundland; Ph.D., University of California at Los Angeles

Christopher J. Garcia, Associate Professor of Quantitative Business Methods (2012, 2017)
B.S., Old Dominion University; M.S., Nova Southeastern University; M.S., Florida Institute of Technology; Ph.D., Old Dominion University

Kimberly S. Gower, Assistant Professor of Management (2016, 2016)
BSBA, Michigan Technological University; MBA, University of Michigan at Flint; Ph.D., Virginia Commonwealth University

Rachel L. Graeaf-Anderson, Associate Professor of Finance (2012, 2018)
B.Sc., The Pennsylvania State University; M.Sc., Ph.D., Purdue University

Stephen P. Hanna, Professor of Geography (1997, 2009)
B.A., Clark University; M.A., University of Vermont; Ph.D., University of Kentucky

David L. Henderson, III, Associate Professor of Accounting (2011, 2015)
B.A., Mary Washington College; M.S., The George Washington University; Ph.D., Virginia Polytechnic Institute & State University

Jane L. Huffman, Associate Professor of Education (2007, 2007)
B.S., M.S., Radford University; Ed.D., Virginia Polytechnic Institute & State University

Kimberley L. Kinsley, Senior Lecturer in Business Law (2003, 2012)
B.S., University of Maryland; M.A., J.D., University of Detroit

Marco Millones Mayer, Associate Professor of Geography (2016, 2020)
B.A., Pontificia Universidad Católica de Peru; M.A., University of Miami; Ph.D., Clark University

Venitta C. McCall, Professor of Education (1980, 2005)
B.S., Niagara University; MBA, University of North Florida; Ed.D., Virginia Polytechnic Institute & State University

Brian R. Rizzo, Associate Professor of Geography (2007, 2011)
B.A., M.A., University of Western Ontario; Ph.D., University of Virginia

Victoria K. Russell, Associate Professor of Education (2013, 2018)
B.A., Loyola University; M.A., M.Ed., The College of William and Mary; Ed.D., The George Washington University

Sayan Sarkar, Assistant Professor of Accounting (2016, 2016)
B.A., Delhi University; M.A., Sheffield Hallam University; MBA, Ph.D., University of Texas at El Paso

Marie P. Sheckels, Professor of Education (1981, 1999)
B.A., Saint Mary's College; M.A., The Pennsylvania State University; Ph.D., University of Maryland

B.S., Garhwal University, India; MBA, Jackson State University; DBA, University of Surrey, United Kingdom

Ping Yin, Associate Professor of Geography (2014, 2019)
B.E., M.E., Tsinghua University (China); Ph.D., University of Georgia

Xiaofeng Zhao, Professor of Management Science (2007, 2019)
B.S., Xiam Jiaotong University; M.Phil., Northwestern University; MBA, Indiana University of Pennsylvania; Ph.D., University of Tennessee
COURSE DESCRIPTIONS

E
- ED: Curriculum & Instruction (EDCI) (p. 26)
- ED: Literacy Specialist (EDLS) (p. 29)
- ED: Special Education (EDSE) (p. 30)
- Education (EDUC) (p. 31)
- Educational Leadership (EDEL) (p. 32)

G
- Geographic Info Sciences (MSGA) (p. 33)
- Graduate Business Administration (GBUS) (p. 33)

I
- Instructional Design and Tech (INDT) (p. 35)

M
- Management Information Systems (MMIS) (p. 35)

N
- Nursing (NURS) (p. 37)

T
- Teaching Eng as a Sec Lang (TESL) (p. 37)

Courses numbered 500 and above are graduate level courses. Graduate courses are more advanced and complex in academic content and more rigorous than undergraduate courses. Graduate-level course expectations exceed the expectations for undergraduate-level courses.

Course expectations are differentiated through assessment measures such as exams, written assignments, computational exercises, etc. Graduate-level course expectations may also include more advanced learning through additional and/or more sophisticated reading assignments, research projects, or course facilitation and experiential activities.

ED: Curriculum & Instruction (EDCI)

EDCI 501 - Curriculum and Instruction: Secondary (3 Credits)
This course focuses on the principles of learning, communication process, selection and use of course materials, and evaluation of pupil performance in middle and secondary school settings. Emphasis is placed on the theory of differentiation, assessment, and the relationship among assessment, instruction, and monitoring of student progress in order to make decisions about how to improve instruction. Field experience required

EDCI 502 - Educational Goals and Practices: Elementary (3 Credits)
Prerequisite or corequisite: EDCI 500. This course focuses on the application of teaching and learning models in the elementary classroom. Special emphasis is placed on the relationships among assessments, instruction, and monitoring student progress. The course allows the prospective teacher to explore discipline-based curriculum methods, including practices for second language learners, English language learners, gifted and talented students, and those students with disabling conditions. Field experience required.

EDCI 506 - Foundations of American Education (3 Credits)
This course introduces the prospective teacher to the issues and challenges of schooling in the United States. Although historical and philosophical contexts are addressed, contemporary political-sociological and economic issues are emphasized. Teaching is viewed in the context of the culture of schools and the influences that shape it, including the important role assessment plays in instructional design and decision making. The legal rights and responsibilities of teachers and students, diverse learner populations, and school community involvement are specific topics addressed in the course.

EDCI 507 - Early Literacy and Language Development (3 Credits)
Prerequisite: EDCI 500. This course focuses on early literacy instruction that is based on knowledge of language acquisition that promotes young children’s literacy development. Emphasis is placed on current theories, instructional approaches, assessment, and evaluation of teaching and learning language processes. Virginia Standards of Learning in elementary English and technology are addressed.

EDCI 509 - Intermediate Language and Literacy Development (3 Credits)
Prerequisite: EDCI 507 or corequisite EDCI 538. This course focuses on promoting the intermediate learner’s literacy development and language acquisition. Emphasis is placed on current theories, models, and methods of teaching, learning, and communicating through the language processes of reading, writing, listening, and speaking in the content areas. Specific topics include comprehension skills, writing processes, questioning strategies, summarizing, and retelling. This course allows prospective teachers to explore literature to support instruction and independent reading. Field experience required.

EDCI 515 - Literacy and Language Across the Curriculum (3 Credits)
This course explores reading and language acquisition in the content areas. Emphasis will be placed on comprehension skills in all content areas including a repertoire of questioning strategies, summarizing and retelling skills, and strategies in literal, interpretive, critical, and evaluative comprehension. Students will explore strategies to foster appreciation of a variety of literature that supports the curriculum. Field experience required. This course is cross-listed with EDUC 415.
EDCI 519 - Managing the Classroom Environment: Elementary (3 Credits)
Prerequisite or corequisite: EDCI 500. This course focuses on the understanding and application of classroom and behavior management techniques, the development of a classroom community environment, and individual interventions. The prospective teacher addresses behavioral, cognitive, social, affective, and ecological-based practices that support the development of social skills and self-discipline to promote learning in the elementary classroom. Field experience required.

EDCI 521 - Managing the Classroom Environment: Middle or Secondary (3 Credits)
This course focuses on the understanding and application of classroom and behavior management techniques, the development of a classroom community environment, and individual interventions. The prospective teacher will address behavioral, cognitive, social, affective, and ecological based practices that support the development of social skills and self-discipline to promote learning in the middle and secondary classroom. Field experience required.

EDCI 525 - Mathematics Content for the Elementary Classroom (3 Credits)
This course addresses the content of the Virginia Standards of Learning for grades PreK-6 and covers the knowledge and skills necessary for effective mathematics instruction in the elementary classroom. Emphasis is placed on a diagnostic-prescriptive instructional approach to mathematics content.

EDCI 530 - Mathematics Methods for the Elementary School (2 Credits)
Prerequisite: EDCI 502. Study of theory, research, and practice as it relates to planning, instruction and assessment in the teaching of mathematics in the elementary school.

EDCI 531 - Science Methods for the Elementary School (2 Credits)
Prerequisite: EDCI 502. Study of theory, research, and practice as it relates to planning, instruction and assessment in the teaching of the sciences in the elementary school.

EDCI 532 - Social Studies Methods for the Elementary School (2 Credits)
Prerequisite: EDCI 502. Study of theory, research, and practice as it relates to planning, instruction and assessment in the teaching of the social studies in the elementary school. Focus is placed on local and Virginia state government and civics.

EDCI 538 - Middle Grades Programs and Practices (4 Credits)
Prerequisite or corequisite: EDCI 500. This course provides an orientation to middle grades (6-8) education. The course develops the teacher candidates' knowledge of young adolescent learning, appropriate instructional strategies, and assessment tools. Emphasis is placed on the foundational components, organizational patterns, instructional programs, the integrated curriculum, and current trends and issues in middle level schooling. Field experience required.

EDCI 540 - Characteristics and Education of Gifted Students (3 Credits)
This course examines the characteristics of gifted students including the various expressions of giftedness- their social- emotional needs- and gifted behaviors in special populations. Topics include integrating gifted and general education- best practices in gifted programs- and parent/ community involvement.

EDCI 541 - Identification of Gifted Students (3 Credits)
Prerequisite: EDCI 540. This course explores the variety of techniques that can be used to identify gifted students- including psychometric procedures and performance and product assessment. Emphasis will be placed on identifying giftedness and the continuous assessment required to turn potential into maximal levels of performance. Topics include standardized testing; alternatives such as performance assessment and portfolios- rating scales and checklists- evaluation of student records information- and case studies; and gathering- analyzing- and reporting formative and summative data.

EDCI 542 - Models and Strategies for Teaching Gifted Students (3 Credits)
Prerequisite: EDCI 540. This course is focuses on specific strategies and program models that adapt instruction for gifted students. Specific strategies that related to student differences will be applied in the classroom setting. Participants should develop an understanding of both the theoretical and practical implications of the models and strategies and learn how they can contribute to promoting academic challenge and learner independence. Topics include accelerated and enriched core academic programs, models and strategies that address specific expressions of giftedness, the integration of curriculum (both multiple disciplines and gifted curriculum into the regular school curriculum), and curricula for gifted students in special populations. Recommend prerequisite or corequisite: EDCI 540.

EDCI 543 - Differentiated Curriculum for the Gifted (3 Credits)
Prerequisite: EDCI 540. This course focuses on current theory and principles of differentiation and specific strategies that adapt instruction in order to meet the needs of the characteristics of gifted learners. Specific differentiation strategies that relate to student differences with high levels of ability will be applied in the classroom setting. Recommended prerequisite or corequisite: EDCI 540.

EDCI 546 - Evaluation for Instructional Improvement (3 Credits)
This course focuses on models and practices for assessing student learning outcomes- including value-added assessment and the use of test data in establishing a program improvement plan. Topics include issues in accountability- data organizers and analysis- the use and interpretation of test scores- the identification of performance indicators and improvement objectives- and basic statistical analysis for test and program evaluation. Participants will write a data-based improvement plan.

EDCI 547 - Special Topics Seminar (3-6 Credits)
This course is designed to teach current topics in education that are a part of particular interest to program participants and faculty.

EDCI 550 - M. Ed. Initial Licensure Internship (6 Credits)
This is the capstone experience of the initial licensure program. The preservice teacher is challenged to blend personal and educational experiences to teach in the classroom under the mentorship of a skillful practicing teacher. This internship is a 14-week field-based teaching experience at the appropriate grade level or subject area. Self-analysis and reflection on planned and implemented instruction, and conferencing with the mentor teacher and university supervisor, are prominent aspects of the experience. Prospective teachers meet as a group throughout the experience for seminars and workshops. The internship experience and concurrent seminars are designed to assist the teacher candidate with performance of the required program standards and competencies, which must be demonstrated to successfully complete the initial licensure program.
EDCI 551 - Internship for Added Teaching Endorsement (3 Credits)
This internship is the capstone experience for an add-on endorsement. It provides the opportunity to apply the skills, understandings, and competencies requisite to the specific endorsement under the auspices of a mentor licensed in that endorsement. Credit requirements and placements are determined by the specific add-on endorsement sought. (Pass/Fail option only.)

EDCI 552 - The Teaching of Business and Information Technology (3 Credits)
Prerequisite: EDCI 501. This course prepares teacher candidates for planning instruction, selecting materials, developing and implementing instructional strategies, and designing assessments in their licensure area. Students become familiar with state and national standards and professional organizations. Field experience required.

EDCI 553 - The Teaching of English and Theatre Arts (3 Credits)
Prerequisite: EDUC 351A or EDCI 501. In this course students will develop an advanced level of proficiency in the following areas: discipline-specific teaching methods and standards, differentiation, assessment strategies, use of technology for instruction, and use of writing as an instructional and assessment tool. Professional organizations and methods to monitor student progress and analyze student data will be introduced. Field experience required. Writing Intensive Course. Cross-listed as EDCI 453 – The Teaching of English and Theater Arts.

EDCI 554 - The Teaching of Foreign Language (3 Credits)
Prerequisite: EDUC 351A or EDCI 502 or EDCI 538. In this course students will develop an advanced level of proficiency in the following areas: discipline-specific teaching methods and standards, differentiation, assessment strategies, use of technology for instruction, and use of writing as an instructional and assessment tool. Professional organizations and methods to monitor student progress and analyze student data will be introduced. Field experience required. Writing Intensive Course. Cross-listed as EDCI 454 – The Teaching of Foreign Language.

EDCI 555 - The Teaching of History and Social Sciences (3 Credits)
Prerequisite: EDUC 351A or EDCI 501. In this course students will develop an advanced level of proficiency in the following areas: discipline-specific teaching methods and standards, differentiation, assessment strategies, use of technology for instruction, and use of writing as an instructional and assessment tool. Professional organizations and methods to monitor student progress and analyze student data will be introduced. Field experience required. Writing Intensive Course. Cross-listed as EDUC 455 – The Teaching of History and Social Sciences.

EDCI 556 - The Teaching of Mathematics and Computer Science (3 Credits)
Prerequisite: EDUC 351A or EDCI 501. In this course students will develop an advanced level of proficiency in the following areas: discipline-specific teaching methods and standards, differentiation, assessment strategies, use of technology for instruction, and use of writing as an instructional and assessment tool. Professional organizations and methods to monitor student progress and analyze student data will be introduced. Field experience required. Writing Intensive Course. Cross-listed as EDUC 456 – The Teaching of Mathematics and Computer Science.

EDCI 557 - The Teaching of Music (3 Credits)
Prerequisite: EDUC 351A or EDCI 502 or EDCI 538. In this course students will develop an advanced level of proficiency in the following areas: discipline-specific teaching methods and standards, differentiation, assessment strategies, use of technology for instruction, and use of writing as an instructional and assessment tool. Professional organizations and methods to monitor student progress and analyze student data will be introduced. Field experience required. Writing Intensive Course. Cross-listed as EDUC 457 – The Teaching of Music.

EDCI 558 - The Teaching of Sciences (3 Credits)
Prerequisite: EDUC 351A or EDCI 501. In this course students will develop an advanced level of proficiency in the following areas: discipline-specific teaching methods and standards, differentiation, assessment strategies, use of technology for instruction, and use of writing as an instructional and assessment tool. Professional organizations and methods to monitor student progress and analyze student data will be introduced. Field experience required. Writing Intensive Course. Cross-listed as EDUC 458 – The Teaching of Sciences.

EDCI 559 - Applied Research (3 Credits)
This course provides an experience in conducting and applying research for the advancement of the educational profession. In a workshop format, the course covers principles of educational research, including development of a topic, review and synthesis of scholarly literature, and practical application of research findings. Students conduct a literature review and develop a research proposal.

EDCI 568 - Individual Research (3 Credits)
This is an experience in self-directed learning and research, which are primary goals of the program. M.Ed. candidates conduct original research on a topic of study in education that is beyond the scope of regular course offerings. Students review the pertinent literature, conduct qualitative or quantitative research, and write a report of their research following conventions of the discipline. A formal research proposal must be submitted for approval by the M.Ed. faculty prior to enrollment in the course. Final project reports are archived in the campus library.
EDLS 540 - Psychology of Literacy (3 Credits)
This course investigates the sociological, cultural, cognitive and psychological bases of the reading process. Emphasis will be placed on developing a working knowledge of current research in literacy, brain development, adolescent literacy, and psychology to support decision making. Course topics include comprehension strategies to develop questioning skills, understanding of the dimensions of word meaning, teaching summarizing and retelling skills, and guiding students to make meaning beyond the test. Participants will develop strategies in literal, interpretive, critical, and evaluative comprehension and demonstrate understanding of child and adolescent psychology, including personality and learning behaviors and the special needs of diverse student populations.

EDLS 541 - Linguistic Foundations of Literacy (3 Credits)
This course provides up-to-date understanding of how learners acquire language as well as thorough coverage of the linguistic aspects of the reading process including phonetics, syllable structure, phonology, morphology, syntax, vocabulary, semantics, and discourse. Participants will develop skills in linguistic analysis needed to instruct and assess learners' development of phonemic awareness, concepts of print, construction of meaning from text, and the writing process. The course also focuses on the cultural contexts of language and on the similarities and differences between oral and written language, between standard English and other dialects, and between native and nonnative language proficiencies.

EDLS 542 - Literacy Curriculum and Instruction I: Emergent-Elementary (3 Credits)
This course explores early literacy development through the elementary grades and the implementation of the language arts curriculum. Topics include emergent literacy, language development through word analysis, vocabulary strategies, creative thinking, expression, guided reading practices, and family literacy. Emphasis will be placed on developing an understanding of reading and language arts supported by strategies directly applicable to classroom situations. Participants will engage in activities to foster an appreciation of a variety of genres, including fiction and non-fiction, and promote creative thinking and expression such as storytelling, drama, and choral/oral reading. Emphasis will be placed on selection and use of quality literature to support early literacy instruction.

EDLS 543 - Literacy Curriculum and Instruction II: Adolescent (3 Credits)
This course explores literacy and the language arts with emphasis on the knowledge, skills, and processes necessary in teaching the adolescent. Topics include language development through word analysis, vocabulary strategies, creative thinking, expression, guided reading practices, and family literacy. Emphasis will be placed on developing and understanding of reading and language arts supported by modeling and explicit instructional strategies in reading comprehension and study strategies across the curriculum. Participants will engage in activities to foster an appreciation of a variety of genres, including fiction and non-fiction. Emphasis will be placed on selection and use of quality literature to support adolescent literacy.

EDLS 544 - Literacy Assessment and Evaluation (3 Credits)
This course focuses on individual and program assessments and evaluation. Emphasis will be placed on experiences that will enable candidates to contribute to literacy assessment in instructional contexts, i.e., assist in the development of formal and informal assessment and screening instruments, conduct assessments for individuals or groups of students, assist in interpretation of test data, and share results of assessment with school personnel and parents. Topics will include strategies for planning, evaluating, and revising literacy instruction to meet the needs of all students.

EDLS 545 - Writing Process and Instruction (3 Credits)
This course focuses on the knowledge, skills, and processes necessary for teaching writing. Topics include the stages of the writing process, elements of a model writing program, invented spelling and spelling development, discourse forms, writing across the curriculum, and the assessment and evaluation of writing. Emphasis will be placed on promoting the thinking and expression of K-12 students through imaginative and expository writing and enhancing writing instruction through the use of technology.

EDLS 546 - Leadership in Literacy Education (3 Credits)
This course provides experiences that enable participants to serve as literacy leaders in instructional contexts, including serving as a resource to teachers, developing curriculum, coordinating the literacy program, selecting or identifying literacy material, and providing professional development. Topics include the roles of the reading specialist, special reading teacher, administrator, and supervisor as they relate to the reading program. Participants explore effective communication skills and the use of technology to enhance instruction. A 20 hour practicum is required working with a reading specialist.

EDLS 547 - Literacy and Diverse Student Populations (3 Credits)
This course focuses on a wide range of instructional practices, curriculum approaches, and assessment tools, including technology-based practices for learners at differing stages of development and cultural and linguistic backgrounds. Emphasis is placed on tailoring instruction using flexible, skill-level grouping options (individual, small-group, whole-class, and computer-based) to meet the needs of a diverse student population. Topics include language acquisition, instructional technology, print and nonprint materials representing multiple levels, broad interests, and diverse backgrounds.

EDLS 548 - Applied Literacy Research (3 Credits)
This course focuses on employing research-based practices that directly address the literacy needs of all students. Emphasis is placed on utilizing current research, literacy theories, and instructional practices including the diagnosis and remediation of reading difficulties in developing sound instructional models and materials for students from diverse backgrounds and with diverse needs. Participants focus on implementing research-based literacy programs to address the needs of the local school divisions. A 20 hour practicum is required working with a Reading Specialist.
ED: Special Education (EDSE)

EDSE 512 - General and Special Education Goals and Practices: Middle and Secondary (3 Credits)
Prerequisite or corequisite: EDSE 531 or EDSE 250. This course provides an introduction to instructional strategies and organization of activities, including Universal Design for Learning, curriculum, media, materials, and physical environment for students in grades 6-12 accessing the general Standards of Learning curriculum. Candidates will develop skills to plan and deliver instruction in a variety of educational settings such as inclusive classrooms, resource rooms and self-contained classes. A continued focus will be on assessing and monitoring student performance, adapting instructional interventions based upon students’ response to intervention, and selecting evidence-based practices that have the greatest likelihood of success. Field experience required.

EDSE 519 - General and Special Education Goals and Practices: Elementary (3 Credits)
Prerequisite or corequisite: EDSE 531 or EDSE 250. This course focuses on the characteristics of students with mild disabilities and the application of elementary school curriculum through teaching and learning models for general and special education. This course allows the prospective teacher to explore and develop ways to adapt curriculum and accommodate students with disabilities in a variety of educational settings. Topics include characteristics and educational needs of students with disabilities who are accessing the general curriculum, instructional planning, individualized educational planning, mathematics education, assessment and evaluation techniques, and the use of assistive technology. Field experience required. Student enrolled in the 5-year Special Education pathway must take EDSE 250 as a prerequisite.

EDSE 521 - Language and Literacy for Special Populations (3 Credits)
Prerequisite: EDSE 531 or EDUC 351A; and EDUC 388 or EDUC 385. The study of language development provides a context for understanding and diagnosing language and reading problems. Topics include normal and abnormal language development patterns, basic reading skills, explicit phonics instruction, multisensory structured language programs, comprehension, assessment and evaluation, and effective language, reading and writing instructional strategies for students with disabilities. Field experience is required. Cross listed as EDSE 421.

EDSE 531 - Survey of Special Education: Characteristics and Legal Issues (3 Credits)
This course presents an overview of the historical basis and regulatory requirements related to special education, including the individualized education program (IEP) as a legal document and the rights and responsibilities of parents, teachers, and schools. The characteristics of learners with disabilities and their educational and medical implications are also examined, as well as the cultural, familial, and ethical issues involved.

EDSE 533 - Positive Approaches to Behavior Management (3 Credits)
Prerequisite or corequisite: EDSE 531 or EDSE 250. This course focuses on how to utilize a variety of positive behavior management strategies within the classroom to increase the learning of students with emotional disturbance, learning disabilities- mental retardation and autism. Applied behavior analysis provides the basis for the implementation of systematic classroom and individual behavior management plans. Intervention in crisis situations is also addressed.

EDSE 534 - Assessment, Evaluation, and Instructional Planning (3 Credits)
Prerequisite: EDSE 531 and EDSE 512, EDSE 519, or EDSE 541; or EDSE 421 and EDSE 305. This course examines a variety of formal and informal approaches to assessing and evaluating student learning and behavior. Experiences are provided in selecting, administering, and interpreting norm-referenced, criterion referenced, and curriculum-based measures; participating in eligibility decisions and response to intervention programs; developing instructional plans; and monitoring the progress of students with disabilities in the K-12 setting. Cross listed as EDSE 434.

EDSE 535 - Collaborative Consultation and Transition Planning (3 Credits)
Prerequisite or corequisite: EDSE 531 or EDSE 250. This course is designed to enhance collaboration- consultation- and communication skills as they relate to working with other teachers and professionals- assisting others in working effectively with students with exceptionalities- and involving families in the education of their children with disabilities. The course also emphasizes coordination with community agencies- other professionals- and the family to plan for life transitions- including self-advocacy- post- secondary training- career development- and life skills.

EDSE 537 - Characteristics of Students with Autism Spectrum Disorders (3 Credits)
This course will teach educators about the disabilities under the category of Autism Spectrum Disorders, with an emphasis on autism, Asperger syndrome, and pervasive developmental disorder not otherwise specified. This course will include a discussion of the core behavioral and secondary characteristics, as well as the known physiological components associated with these disorders. Students will learn about the prevalence as well as the common theories on etiologies. Dual diagnoses, co-morbidity, along with medical issues will also be discussed. Additionally, a review of the characteristics across the lifespan, from infancy and childhood through adulthood, will be provided. Family concerns and considerations will be discussed in the context of age, development, and need for support.

EDSE 538 - Methods for Teaching and Supporting Students with Autism Spectrum Disorders (3 Credits)
This course teaches educators how to review assessment data to choose and implement effective teaching strategies and curricula for students with autism spectrum disorders. This course reviews current research-based strategies used to support students with autism in the areas of communication, sensory issues, social skills, and academic learning. Interventions covered include structured teaching, social skill development, aspects of applied behavior analysis, language/communication interventions, and sensory integration. Educators gain exposure to various curricula to support students in these areas.

EDSE 539 - Characteristics of Students Accessing and Adapted Curriculum (3 Credits)
Prerequisite or corequisite: EDSE 531 or EDSE 250. This course provides an examination of characteristics of students with various disabilities which may require functional, academic and community support in their educational plan. Medical, sensory, positioning, and communication interventions are discussed. Person centered planning and social skill development in addition to academic adaptations and functional curriculum are addressed. Field experience required.
EDSE 541 - Goals and Practices for Students Accessing an Adapted Curriculum (3 Credits)
This course provides an understanding of educational models, methods, and resources employed in teaching students with developmental disabilities requiring an adaptive curriculum. Planning and implementing group/IEP programs for students of all ages is emphasized. Topics include: collaboration with families/professionals, classroom structure, teaching social skills through play, utilizing adaptive technology to improve communication, and understanding core deficits to modify curriculum and instructionally accommodate students with developmental delays, including autism. Students will run UMW Play Lab, part of the UMW Autism Clinic.

EDSE 547 - Special Topics In Special Educ (3 Credits)
This course focuses on new and current educational trends in special education. (May be repeated for credit with a change in topic and faculty permission).

EDSE 552 - Special Education M.Ed. Internship for Initial Licensure Five Year Pathway (9 Credits)
This is the capstone experience of the Special Education Initial Licensure Five Year Pathway. The prospective special education teacher is challenged to blend personal and educational experience to teach in the classroom under the mentorship of a skillful practicing teacher. The internship is a 14-week field-based teaching experience in two different special education settings and grade levels. Self-analysis and reflection on planned and implemented instruction, and conferencing the mentor teacher and university supervisor are prominent aspects of the experience. Prospective teachers meet as a group throughout the experience for seminars and workshops. The experience and seminars are designed to assist the teacher candidate with performance of the required program standards and competencies, which must be demonstrated to successfully complete the special education initial licensure program.

Education (EDUC)

EDUC 510 - The Inclusive Classroom (4 Credits)
This course focuses on instructional practices that general and special educators use to differentiate the curriculum and academic environment for learners with and without special needs. Specific attention is also given to learning the definitions, incidence, and characteristics of each special education exceptionality. Requires a BA/BS/BLS degree and completion of all MWC undergraduate courses in the elementary school.

EDUC 514 - Models of Instruction (4 Credits)
This course challenges students to delve deeply into theories of learning and development and their application to elementary teaching. Students are asked to think critically about how to use particular theories of learning and models of instruction, and their application to diverse learner needs.

EDUC 521 - Educational Research Methods (2 Credits)
Study of research techniques, and methodology as preparation to conduct classroom-based teacher research.

EDUC 522 - Arts Specialization (4 Credits)
Prerequisite or corequisite: EDUC 521. Study of advanced content area teaching methods and current research in arts education. Field experience required.

EDUC 523 - English Language Learners Specialization (4 Credits)
Prerequisite or corequisite: EDUC 521. Study of advanced teaching methods and current research in teaching English Language Learners. Field experience required.

EDUC 524 - Instructional Technology Specialization (4 Credits)
Study of advanced content area teaching methods and current research in each specialization area. Taken concurrently with Educ 521.

EDUC 525 - Literacy Specialization (4 Credits)
Study of advanced content area teaching methods and current research in each specialization area. Taken concurrently with Education 521.

EDUC 526 - Mathematics Specialization (4 Credits)
Study of advanced content area teaching methods and current research in each specialization area. Taken concurrently with Educ 521.

EDUC 527 - Science Specialization (4 Credits)
Study of advanced content area teaching methods and current research in each specialization area. Taken concurrently with EDUC 521.

EDUC 528 - Social Studies Specialization (4 Credits)
Study of advanced content area teaching methods and current research in each specialization area. Taken concurrently with Education 521.

EDUC 529 - Special Education Specialization (4 Credits)
Study of advanced content area teaching methods and current research in each specialization area. Taken concurrently with Educ 521.

EDUC 530 - Masters Research (3 Credits)
Prerequisite: Permission of Department Chair. Implementation of action research project in a classroom and final preparation of a research project. Field experience required.

EDUC 531 - Introduction to Action Research (3 Credits)
Prerequisite or Corequisite EDUC 521. This course introduces M.Ed. candidates to scholarly research and writing in the field of education. The emphasis is on understanding how to plan and conduct action research for instructional improvement and professional development. It builds on the content of EDUC 521 to utilize students’ knowledge of theoretical and research literature and quantitative and qualitative research methodologies. It also covers essentials of research proposal development, including development of research question, an extensive review and synthesis of related literature, plan for collection and analysis of data, and use of APA style. Students conduct a literature review, draft a quality research proposal, and secure IRB approval from the university (and, if necessary, the school district where the research will occur) upon completion of the course. Students’ proposals should be designed to be implemented in a future course, during EDUC 540 Initial Licensure Internship.

EDUC 535 - Advanced Pedagogy (3 Credits)
Prerequisite: Admission to the Master of Education Initial Licensure 5-year Pathway. Secondary or Master of Education Initial Licensure 5-year Pathway. PreK-12. Advanced study of theory, research and practice as it relates to planning, instruction, and assessment in the secondary and PreK-12 classroom.

EDUC 536 - Advanced Pedagogy Internship (5 Credits)
Construct and implement a mini unit for secondary students using constructivist principles, aligned instruction an assessment, and varied models of instruction. Analyze the effects and impact of one’s teaching practice on students. Link the theory of advanced pedagogy with prior courses with practice in internship. Field experience required.

EDUC 539 - Elementary Graduate Internship Seminar (1 Credits)
Students meet to discuss internship work and experiences, hear from guest speakers including public school personnel and graduates from the M.S. in Elementary Education program now working as teachers, review and update internship assignments and expectations, and develop portfolios.
**Educational Leadership (EDEL)**

**EDEL 539 - Special Education Leadership in Schools (3 Credits)**
This course focuses on the knowledge and skills necessary to administer special education programs and ensure the achievement of students with disabilities. Topics include legal requirements and procedures, characteristics of student behavior, effective instructional and behavior management practices, managing school teams, facilitating inclusion and collaboration, assessment of students with disabilities, and assistive technology.

**EDEL 540 - Leadership for Learning and Diverse Student Populations (3 Credits)**
This course provides the knowledge of applied learning and motivational theory necessary for effective instructional leadership. Emphasis is placed on analyzing and assessing instructional needs in order to design, implement, and subsequently evaluate instruction that is appropriate for diverse student populations. Topics include the application of human development and motivation theories to various learning environments, the range of learner difference in a diverse school community, principles of effective instruction including the use of technology, and techniques for the assessment and evaluation of learning. This course prepares the school leader to evaluate and assist teachers in research-based literacy instruction.

**EDEL 541 - Developing, Administering, and Evaluating Curriculum (3 Credits)**
This course examines leadership in K-12 curriculum design, implementation, evaluation, and change. Perspectives are provided on developing a systematic school curriculum that meets the needs of a diverse student population. Influences on curriculum leadership at the school, division, state, and national levels are addressed. Topics include balancing the mastery of fundamentals with curriculum enrichment, providing for the highest achievement of all students, developing and implementing mapping and pacing guides, interpreting data, and integrating technology.

**EDEL 542 - Managing Schools and School-Community Relationships (3 Credits)**
This course focuses on the social and political contexts of schools and provides an overview of practical and theoretical aspects of interpersonal and public relations. It emphasizes utilizing school staff, students, parents, and community resources and partnerships to build a positive culture necessary to achieve educational goals. Topics include understanding political structure, community relations, improving communication, shared decision making, conflict negotiation and management/crisis intervention, legal and ethical issues, strategic marketing, and utilizing the media.

**EDEL 543 - Professional Development and Supervision of School Personnel (3 Credits)**
This course focuses on the theory and practical applications related to human resources management in public and nonpublic school systems. Strategies and assessment related to human resources management and development, including adult learning, motivation, and professional development, are examined. Interviewing skills, consensus building, and performance evaluation of school personnel are emphasized. Instructional strategies including simulations, case studies, and practice in oral and written communications.

**EDEL 544 - Educational Policy and Decision Making (3 Credits)**
This course focuses on the political, economic, and social concepts and strategies involved in educational policy development and decision making in a school setting. Emphasis is placed on the role of leadership and ethics in a global society, as grounded in educational foundations. Course topics include problem analysis, strategic and long range planning, models for change management in educational settings, conflict resolution, policy development, and the value of diverse school communities (e.g., issues in ESL policy for language minority students) in a democratic society. Theory and practical applications, simulations, and demonstrations are emphasized.

**EDEL 545 - School Law and Society (3 Credits)**
This course examines administrative, judicial, statutory, and constitutional laws and regulations that have application to public education. Through the use of the case study approach and the Code of Virginia, the legal rights and responsibilities of public and nonpublic school personnel are addressed. Emphasis is placed on special education law as it applies to diverse learner populations, and legal issues surrounding technology in the school setting.

**EDEL 546 - Educational Policy and Decision Making (3 Credits)**
This course focuses on the political, economic, and social concepts and strategies involved in educational policy development and decision making in a school setting. Emphasis is placed on the role of leadership and ethics in a global society, as grounded in educational foundations. Course topics include problem analysis, strategic and long range planning, models for change management in educational settings, conflict resolution, policy development, and the value of diverse school communities (e.g., issues in ESL policy for language minority students) in a democratic society. Theory and practical applications, simulations, and demonstrations are emphasized.

**EDEL 547 - Literacy Leadership for Administrators (3 Credits)**
This course focuses on building capacity in schools for high quality literacy programs and instruction. This seminar is intended for school administrators, aspiring school leaders, and school specialists with an interest in literacy. This course explores the role of leadership in creating a school culture that promotes literacy development, achievement, and motivation. Topics include national and local trends in literacy, foundations of literacy development, current research for developing school-wide literacy programs, evaluating and supporting teachers’ professional growth in literacy, and fostering literacy achievement for special student populations. Other literacy-related topics may be decided by the class. A seminar format is utilized with discussion related to current research and guest speaker presentations. Students complete projects related to their individual interests in literacy.

**EDEL 548 - Evaluation for Instructional Improvement (3 Credits)**
This course focuses on models and practices for assessing student learning outcomes, including value-added assessment and the use of test date in establishing a program improvement plan. Topics include issues in accountability, data organizers and analysis, the use and interpretation of test courses, the identification of performance indicators and improvement objectives, and basic statistical analysis for test and program evaluation. Participants write a data-based improvement plan.
EDEL 551 - Internship in Educational Leadership (3 Credits)
Students will complete 150 hours of embedded experiences in the core courses prior to, during, and following the intense school division placement experience. This 170-hour practicum component is the capstone experience for the add-on endorsement in administration and supervision. It provides the opportunity to apply the skills, understandings, and competencies learned in the program under the auspices of a mentor licensed in the administration and supervision endorsement. Students are encouraged to identify, analyze, and resolve problems using effective problem-solving techniques throughout this sustained experience.

Geographic Info Sciences (MSGA)

MSGA 510 - Spatial Thinking w/lab (4 Credits)
This course will require students to integrate a variety of theories concerning the nature and uses of maps and geographic information with technical practice in cartographic design and geovisualization. Assignments will be weekly or bi-weekly.

MSGA 520 - GeoDesign And Geovisualization (4 Credits)
This course focuses on workflows to publish maps, imagery, geoprocessing models, and feature templates for using Web applications that support visualization, analysis, and editing of GIS resources. Assignments will be weekly or bi-weekly.

MSGA 540 - Modeling and Spatial Statistics (4 Credits)
This course focuses on the application of statistics and spatial models in GIS. It will cover concepts of quantitative methods, the use of statistical procedures in problem solving, and applications of quantitative methods and spatial analysis throughout a series of geographic problems. Weekly assignments will provide practical experience. Topics include: point pattern analysis, areal data analysis, MAUP gravity models, spatial autocorrelation, and geostatistics (i.e., variograms and kriging).

MSGA 550 - Remote Sensing and Digital Imagery (4 Credits)
This course focuses on the analysis of remotely sensed images with an emphasis on the use of satellite imagery and digital processing techniques in geographical research. It is designed for early graduate students or advanced undergraduates who are interested in pursuing careers or scientific work in the remote sensing or geospatial technology fields. Practical applications of digital image analysis will be provided in weekly assignments.

MSGA 555 - Programming for GIS (4 Credits)
This course focuses on addressing geospatial problems through programming in python. The python language will be used write and modify scripts to automate procedures, integrate numerical and scientific site-packages to facilitate analysis and model development in the spatial domain. Assignments will be weekly or bi-weekly.

MSGA 570 - Geospatial Intelligence w/lab (4 Credits)
This course focuses on the acquisition, methodologies, analysis, presentation and reporting of imagery and mapping data referencing activities on the earth with a focus on intelligence. Due to data availability and breadth of subject, non-military applications of the geospatial intelligence approach will be stressed. Topics may include food security, environmental and health risks, urban planning, and crime (including terrorism) analysis. Assignments will be weekly or bi-weekly.

MSGA 571 - Special Topics in Geospatial Analysis (4 Credits)
This special topics course will focus on the applications of geographic information science (GIS) in a specific domain determined at the instructor's discretion, such as use land cover change, public health, or environmental modeling.

MSGA 571A - Topic: GIS in Public Health (4 Credits)
This special topics course will focus on the applications of geographic information science (GIS) in a specific domain determined at the instructor's discretion, such as use land cover change, public health, or environmental modeling.

MSGA 580 - Web GIS and Programming (4 Credits)
In this course, students will acquire knowledge needed to share GIS content on the Web or across the enterprise using relevant programming techniques. The course will focus on workflows to publish maps, imagery, geoprocessing models, and feature templates for using Web applications that support visualization, analysis, and editing of GIS resources. Assignments will be weekly or bi-weekly.

MSGA 591 - Independent Study (1-4 Credits)
With permission from the Department Chair, this course may substitute for one MSGA elective course. Students will work with a faculty member to create a set of readings and assignments culminating in a project equivalent to those assigned in the course which they are substituting, over the course of one to four semesters. Application of appropriate geospatial technologies is expected.

MSGA 595 - Capstone Project (1-6 Credits)
Prerequisite: Completion of MSGA 510 and MSGA 520; minimum GPA of 3.0 and approval of the faculty advisor. Final 3 credits must be taken in the last semester of the program. An intensive independent research project utilizing theories, methods, and techniques acquired in the program. (1-6 credits)

Graduate Business Administration (GBUS)

GBUS 501 - Foundations of Accounting and Quantitative Analysis (3 Credits)
This course provides a strategic view of accounting principles and the basis quantitative analysis required to make financially informed business decisions through interpretation and prediction. Coverage begins with an overview of business mathematics designed to produce or reinforce fluency in algebraic concepts and probability models followed by the basics of Accounting (journal entries, the accounting equation, updating journals and obtaining trial balance).

GBUS 502 - Foundations of Marketing and Management (3 Credits)
This course will explore the foundational principles of marketing in the global economy and the management tools to aid in decisions related to strategy, the marketing mix, the environment, and competition. The course will provide an overview of business principles that drive marketing functions at the firm and consumer levels including organization, market research, distribution channels, product life cycles, and business cycles. An overview of managerial responsibilities (PIC vs P-O-L-C) and concepts such as SWOT analysis will also be discussed.
GBUS 503 - Foundations in Financial Markets (3 Credits)
A survey of the foundational material in the fields of Finance and Economic Theory. Coverage begins with a review of economic principles covering supply and demand, basic industrial organization, market power, money, money supply, and markets and institutions. Financial concepts in the course will cover the time value of money, principle of risk-reward, principle of diversification, and an overview of financial statements. Case study methodologies are introduced and course topics are integrated through carefully selected cases.

GBUS 521 - Leadership and Organizational Behavior (3 Credits)
Prerequisite: GBUS 502. This course examines the theory, implications, and practical applications of contemporary leadership. Students are introduced to historical and contemporary leadership issues and theories, and the vital central role of leadership in managing and transforming organizations to meet the needs of the 21st century. Topics include leadership principles and their impact on organizational behavior, culture, motivation, group dynamics and team building, organizational structure, design, change, and development.

GBUS 523 - Marketing Strategy (3 Credits)
Prerequisite: GBUS 502. This course is a study of marketing from a strategic management perspective. Emphasis is placed on marketing ‘driving’ the decision-making process, with strategic evaluation of internal (marketing mix) and external (competitive, economic, technological, social and government) forces affecting the firm. Critical evaluation beyond an introductory level is required.

GBUS 525 - Management Information Systems (3 Credits)
This course explores the concepts of management information systems from a strategic management perspective. Students will think tactically and critically about how information systems can improve the efficiency and effectiveness of business processes to gain or maintain a competitive advantage. The importance of information systems in intra-organizational, inter-organizational and global business environments will be emphasized. Software applications will provide students with practical experience of business problem analysis and solution recommendations.

GBUS 526 - Quantitative Business Modeling (3 Credits)
Prerequisite: GBUS 501 Spreadsheet modeling of business activities, processes, and decisions. Topics include optimization and linear programming, network models, sensitivity analysis, regression analysis, time series models and forecasting, simulation models, queuing theory, and decision analysis. Extensive use of Microsoft Excel.

GBUS 527 - Accounting for Decision Making and Control (3 Credits)
Prerequisite: LRSP 201 or ACCT 102 or equivalent. This course introduces fundamental financial and managerial accounting concepts. Financial accounting topics include Generally Accepted Accounting Principles (GAAP), an overview of financial statements, an overview of the accounting equation, recording economic events, as well as an overview of the accounting cycle. The course also addresses basic managerial accounting concepts such as cost behavior, and incremental analysis.

GBUS 528 - Financial Management (3 Credits)
Prerequisite: GBUS 501 and GBUS 503. This course focuses on financial decision making in the modern corporation by providing the theory, the methods, and the concerns of corporate finance. Emphasis is placed on the application of financial data to a wide range of management decisions. The main topics include financial theories, analysis and reporting, financial markets, valuation, uncertainty and the trade-off between risk and return, capital investment decisions, capital markets and optimal capital structure.

GBUS 529 - Strategic Management (3 Credits)
Prerequisite or corequisite: GBUS 521, 523, 525, 526, 527 and 528. This capstone, integrative course of the MBA program examines the complex strategic problems facing top management in a variety of contemporary organizations. Includes strategy formulation, implementation, and evaluation. Emphasis is given to thinking strategically about management issues, problems, and decisions from the perspective of the total organization, and how the organization ‘fits’ within its environment to ensure long-term survival and success.

GBUS 548 - Managerial Economics (3 Credits)
Students examine microeconomic theory with selected business applications. This course focuses on demand and supply analysis, cost and production functions, optimization techniques, pricing strategies, market structure, firm architecture, game theory and competitive strategy, and risk evaluation. Antitrust policies and other government regulations are also delineate and discussed. This course emphasizes the application of microeconomic analysis to find optimal solutions to managerial decision problems in a global environment.

GBUS 551 - Project Management (3 Credits)
This course provides a comprehensive and detailed review of project management. The course will review the framework, culture, principles, and techniques of project management and explore their importance through real-world program management applications. The course will examine each stage of the project management lifecycle and their contribution to successful project management execution. Traditional concepts and tools of project management will be discussed and evaluated to identify potential shortfalls and forecast future project management needs and technologies in an ever changing 21st century global business environment.

GBUS 553 - Risk Management for Project Managers (3 Credits)
Prerequisite: GBUS 551. This course builds upon topics covered in GBUS 551 and studies issues of risk for every stage of project management. Issues of impact, risk assessment, and quantitative and qualitative techniques to evaluate risk are discussed. This course also investigates the importance of contingency plans and proper filing systems.

GBUS 555 - Contracting for Managers (3 Credits)
This course provides a general management overview of the contracting and procurement process. It emphasizes contracting and procurement’s strategic role, its effect on organizational operations, the importance of the organization’s internal and external linkages (e.g., supply chain), and performance risk sharing through type of contract selection. Ethical and legal aspects of contracting are presented.

GBUS 557 - Human Resource Management and Development (3 Credits)
Examines the human resource management function of an organization’s personnel/human resource department and the effective utilization of human resources as a critical responsibility of all managers. Topics include employment planning/recruitment and selection-performance measurement-training and development-compensation-labor relations.
GBUS 558 - Legal and Regulatory Environments of Technology Management and Emerging Technologies (3 Credits)
This course examines the legal and regulatory framework for professionals who have responsibility for managing the use and development of technology. Students consider the historical foundation and current status of laws that govern technology. Topics include laws surrounding the Internet, privacy, and the free flow and use of information. Students also assess technology law as it relates to intellectual property and cyber crime.

GBUS 560 - Computer-Based Decision Support Systems (3 Credits)
This course explores the use of decision support systems (DSS) within public and private organizations. Conceptual and practical discussions help students understand the design and use of these systems. Students will explore commonly used DSS tools and the possible incorporation of these tools in different business environments. A simple decision support system will be designed and developed during the course using a commercially available tool or programming language.

GBUS 570 - Special Topics (1-3 Credits)

GBUS 570A - Service Operations Management (3 Credits)
Service operations management is the management of the process used to design, supply, produce, and deliver valuable services to customers. This course focuses on the management of service operations in service industries, with considerable attention paid to quantitative techniques that can help service firms improve their performance. The topics include service strategy, new service development, service process design, service capacity planning, service facility layout and location, and service quality.

GBUS 570B - Special Topics: Leadership and Social Justice (3 Credits)
This course will help students delve deeper into the social justice challenges that face our world today through extensive readings, videos, and lively, on-line discussions. Issues will include poverty, education, race, and gender, as well as other subjects that arise through student interest, and that are connected to the larger picture of social justice. Students will also learn how courageous leadership is the connecting thread that takes divisive issues and educates and motivates the impacted and interested parties to facilitate change. To this end, the learning goal of this class is the change the world, and students will be preparing a proposal on how to change an issue of their choosing, and then creating a documentary of their efforts to do so.

GBUS 570C - Cyber Security (3 Credits)
Cyber Security is a broad term that encompasses both the technical and managerial aspects that organizations use to secure their data. The technology used to secure a network, encrypt the data, and ensure authorized access are implemented with technical tools. However, this implementation is dependent on good decision making, situational awareness, and effective policy implementation. This course covers this extensive spectrum of cyber security and provides a holistic overview of the concept.

GBUS 591 - Directed Study (1-3 Credits)
This is an individual study under faculty direction on a topic of relevance to the MBA program.

GBUS 599 - Internship (1-6 Credits)
The Professional Experiences and Networking Program (PEN) offers students opportunities to experience various fields of employment while working with a variety of organizations on important and challenging projects. These experiences augment classroom learning while allowing on-the-job training.

GBUS 570A - Service Operations Management (3 Credits)

GBUS 570B - Special Topics: Leadership and Social Justice (3 Credits)

GBUS 570C - Cyber Security (3 Credits)

GBUS 591 - Directed Study (1-3 Credits)

GBUS 599 - Internship (1-6 Credits)

Management Information Systems (MMIS)

MMIS 505 - Information Systems Analysis and Design (3 Credits)
Prerequisite: CPSC 110 or equivalent and GBUS 525 or equivalent. This course will explore the functions and methods of systems analysis and design from a theoretical, practical and managerial perspective. Upon successful completion of the course, students will have used analysis and design techniques in real-world settings, compared methods, tools, and techniques, managed real or simulated IS projects throughout the development life cycle and participated in the prototyping and rapid application development of an information system. This course will culminate with a research project in an area that demands rethinking of traditional practices.

MMIS 531 - Managing and Leading the Information Technology Workforce (3 Credits)
Prerequisite: GBUS 525 or equivalent. The history of management and leadership throughout the evolution of the information worker will give students a basis from which to build their knowledge and perspectives. Leadership and management styles will be discussed in relation to effective management of information technology workers. Emphasis will be placed on the expansion and growth of virtual work environments and how they affect management and leadership. Related topics include the effects of organizational culture and the importance of communication.
MMIS 532 - Enterprise Information Systems (3 Credits)
Prerequisite: GBUS 525 or equivalent. This course introduces students to key strategies and technologies involved in enterprise information systems. Topics include concepts of incremental change, business process redesign, and reengineering. Top down and bottom up design approaches are studied with respect to successfully matching systems with organizational structure. Students analyze the strategic fit between information system design and organization structure, understand the methods through which organizational processes are derived and mapped, comprehend the elements, modules, and integration of an ERP package, and use analytical tools and strategies to solve real-world business application cases.

MMIS 533 - Management of Information Technology Outsourcing (3 Credits)
This course introduces management aspects of information technology outsourcing and discusses trend, models, and implications of outsourcing in relation to a variety of business perspectives and concerns including customer satisfaction, ethical issues, benefits, risks analysis, economic advantage, partnerships, competition, strategic management, and international challenges. Other topics include adoption, innovation, business process outsourcing, evolving role of IT outsourcing, outsourcing as an catalyst for change, and linkage between IT outsourcing and business strategy.

MMIS 535 - Strategic Management of Information Systems and Innovation (3 Credits)
Prerequisite: GBUS 525 or equivalent. This course investigates strategies for information systems innovation and management, and provides conceptual frameworks for the development and evaluation of information systems management strategies. It also examines concepts of analyzing strategic applications, and planning as it relates to information systems management strategy and the interface with organizational strategies.

MMIS 540 - Information Systems Security (3 Credits)
Prerequisite: GBUS 525 or equivalent. This course equips students with a sound knowledge of the underlying principles of information security and provides them with the skills needed to analyze and evaluate information security problems, intrusion detection, firewalls, operational security, physical security, legal issues, steganography and Internet security. Students explore security policies and models, cryptography, security in distributed systems, including knowledge of the underlying architecture of the systems, and malware prevention disaster recovery techniques. An emphasis is placed on current issues, future directions, and research areas. This course provides a broad overview of the threats to the security of information systems, responsibilities and basic tools. A research paper or project is required. Cross listed as MIST 411.

MMIS 541 - Network Security and Cryptography (3 Credits)
Prerequisite: MMIS 540 or equivalent. Topics include fundamentals of network security, security threats and vulnerabilities, viruses, cryptography, digital signatures, and key certification and management. Other topics include access control, authentication, intrusion detection, firewalls and virtual private networks. Wireless and mobile network security is covered in detail. A research paper or project is required. (Credit is not awarded for both MMIS 541 and CIST 441)

MMIS 542 - Security Policy, Planning, and Assurance (3 Credits)
Prerequisite: MMIS 540 or equivalent. This course covers policy, legal systems, ethical issues, physical security, disaster recovery, business continuity issues, and risk in information systems. Topics also include maintenance of essential business processes following a disaster, restoration of systems, assurance, and building systems with formal evaluation methods. A research paper or project is required. (Credit is not awarded for both CIST 442 and MMIS 542.)

MMIS 544 - Ethical Hacking and Malware Analysis (3 Credits)
Prerequisite: MMIS 540 or equivalent. This course introduces students to penetration testing methods that can be used in an ethical hacking situation. Students learn in interactive environments where they scan, test, hack and secure their own systems, and gain experience with essential security systems. Topics include perimeter defenses, scanning and attacking students’ networks, escalating privileges, and steps to secure a system. Students learn about intrusion detection, policy malware, DoS and DDoS attacks, buffer overflows and virus creation. A research paper or project is required.

MMIS 555 - Knowledge Management Systems (3 Credits)
Prerequisite: MMIS 500 or equivalent. This course examines the shift from transaction processing to technical, information, and application architectures. Methods for gathering, organizing, sharing, analyzing, and disseminating knowledge to the appropriate levels within the organization for better decision making are discussed in detail.

MMIS 570 - Special Topics (1-3 Credits)
Prerequisite: GBUS 525 or equivalent. Selected topics reflect faculty specialization or program needs. The purpose of this course is to offer current and emerging topics of interest in the area of management information systems. May be repeated for credit with a change in topic and instructor permission.

MMIS 590 - MIS - Research Project (3 Credits)
Prerequisites: All core courses except MMIS 591. Students select, propose, and write a research paper on a topic related to managing information systems in today's business environment, public or private. Research is to be conducted using proven academic research methods, including data collection from actual field observations and substantiated with current literature reviews. The course culminates with an oral presentation accompanied by visual displays and research project paper.

MMIS 591 - MIS Externship (1-6 Credits)
Students are required to locate and study an actual information system problem within an existing organization. The student is expected to analyze the system and design a solution using current system analysis and design techniques. After obtaining appropriate permission from the organization under review, students observe and possibly participate in the organization's processes related to the area under study. Students develop a final report consisting of the requirements, design, development, and implementation for the proposed solution. The course culminates with an oral presentation accompanied by visual displays of the problem and proposed solution.
Nursing (NURS)

NURS 540 - Informatics and Healthcare Technologies (3 Credits)
Prerequisite: NURS 310, 320, 410, 430. This course explores the utilization of information management, patient care technologies and communication technologies to deliver quality and safe patient care. Standardized computer information systems terminologies, regulatory reporting, decision support systems for evidence-based practice and health education, data analysis for quality improvement, electronic health records to improve patient outcomes, data security and confidentiality of patient information will be explored. The registered nurse will examine social technology and public information domains and their impact on quality and safe patient care. (This is an 8-week course, offered in the second half of the semester [fall and spring only; not yet offered in summer].)

Teaching Eng as a Sec Lang (TESL)

TESL 500 - Introduction to English Linguistics (3 Credits)
Provides a theoretical foundation for the scientific study of language. Covering both formal and applied linguistics- topics covered include: pronunciation patterns- vocabulary and word formation- sentence structure- meaning- language change and variation- and first and second language acquisition. Required for VDOE endorsement in ESL.

TESL 511A - Applied Linguistics: Grammar and Meaning (3 Credits)
Detailed coverage of how the grammatical structure of English interacts with both written and spoken linguistic functions. Focuses on those aspects of grammar that pose particular problems for the second language teacher and learner. Also essential for those teaching usage to native speaking students. Applies to VDOE endorsement competency requirements in ESL.

TESL 512 - Second Language Acquisition Research (3 Credits)
Prerequisite: TESL 500 or permission of instructor. This course provides thorough exposure to scholarly research and theory in the field of second language teaching and learning, focusing on learner characteristics, native language, and learning environments, and their effects on second language acquisition. The course also covers first language acquisition and bilingualism. Students develop skills in designing and conducting qualitative and qualitative research in the field, with emphasis on topic development, review and synthesis of literature, research ethics, data collection and analysis, process writing, and use of APA style. The final project is a literature review and a draft of a research proposal in the field of second language acquisition.

TESL 513 - Special Studies in Linguistics and Language Learning (3 Credits)
Prerequisite: TESL 500 or permission of instructor. This course offers a focused study of topics of special interest and importance in language teaching and learning.

TESL 514 - Cross-Cultural Education (3 Credits)
Focuses on understanding the effects of socio-cultural variables on education systems and the practical application of theories in the culturally diverse classroom. Covers the characteristics and educational needs of non-native speaking students as well as those of native speaking ethnic minorities. Required for VDOE endorsement in ESL.

TESL 515 - ESL Literacy Strategies: PreK-12 (3 Credits)
Prerequisite: TESL 500 or permission of instructor. This course focuses on strategic development of reading and writing skills in the content areas for PreK-12 English language learners. Skills in methods of teaching ESL literacy include understanding of the World-Class Instructional and Design Assessment (WIDA) English Language Development Standards. The emphasis is on language acquisition, linguistic awareness, concept of print, phonics, fluency, vocabulary development, and comprehension strategies. It explores strategies that will scaffold literacy development for ELLs, including process writing, questioning skills, and literal, critical and evaluative comprehension of content material. It also examines the political and social impact for language learners in the literacy debate. Field experience required.

TESL 530 - Second Language Methods: Literacy and Language Skills (3 Credits)
Prerequisite: EDCI 501 or permission of instructor. This course covers current principles, practices, and approaches for teaching second language reading, writing, listening, and speaking to learners at varying levels of proficiency in both second and foreign language programs. It includes the basics of second language acquisition theory. Skills in the teaching of reading and writing include similarities and differences between first and second language literacy and a balanced, domain specific literacy approach with emphasis on techniques for lesson design, content-based language instruction, and integrating components of communicative competence. Includes knowledge of the effects of sociocultural variables on the instructional setting in the second language classroom.

TESL 531 - ESL Curriculum, Assessment, and Leadership (3 Credits)
Prerequisite: TESL 530 or permission of instructor. This course provides practical, in-depth coverage of current approaches and research-based trends in teaching English language learners from PreK to adult. Topics emphasized include development of curricula for content-based language instruction, development of summative and formative assessments in a standards-based program to include how to prepare students for the Assessing Comprehension and Communication in English State-to-State for English Language Learners (Access for ELLs®) test, and strategies for effective teacher collaboration. The course covers skills for reflective practice, classroom research, evaluation of materials and technology for language learning, and advocacy for culturally and linguistically diverse students.

TESL 532 - Differentiated Instruction Across the Curriculum for English Language Learners (3 Credits)
This course provides an introduction to effective strategies for differentiating instruction for English language learners (ELLs) in the mainstream classrooms including understanding of the World-Class Instructional and Design Assessment (WIDA) English Language Development Standards. It examines the effects of policy and practice on students from culturally and linguistically diverse backgrounds. Among the topics addressed are: current research on cultural and cognitive learning style, socio-cultural contexts of teaching and learning, differentiated instruction for reading, writing, and language acquisition across the curriculum, and socio-cultural influences on subject specific learning. The course also reviews performance-based classroom assessment relative to standards-based assessment (Access for ELLs®) and examines the implications that standards-based teaching has on the classroom and school environment for ELLs.
TESL 535 - Individual Practicum (2 Credits)
Prerequisite or corequisite: TESL 530. This course provides practical experience for students enrolled in the Graduate Certificate in Teaching English as a Second or Foreign Language. The course requires a minimum of 25 on-site hours involving systematic observation of and supervised teaching in an ESL classroom outside of the PreK-12 setting. Students will work individually with a faculty member to create a teaching portfolio as the capstone project for the Certificate.
THE UNIVERSITY

Chartered on March 14, 1908, and originally established as a State Normal and Industrial School for Women, the institution has evolved into a state-assisted, coeducational university consisting of campuses in Fredericksburg, Virginia, Stafford County, and King George County. University of Mary Washington is recognized as one of the nation’s best small universities by such authoritative publications as U.S. News and World Report, Barron’s Profiles of American Colleges, The Fiske Guide to Colleges, and The Princeton Review. In addition, programs in business, education, and adult degree completion provide a rich diversity of options that build upon and extend University of Mary Washington’s excellence in the liberal arts.

Several factors contribute to the institution’s excellence. Foremost among these are the expertise and commitment of the faculty. Members of the faculty are energetically engaged in productive research and scholarship, which lead to the advancement of their particular disciplines. At the same time, however, it is teaching that is their primary goal and purpose.

Teaching effectiveness is enhanced by the small size of most classes, which encourages personal interaction between faculty and students. Moreover, faculty devote much attention to students’ concerns beyond the classroom, working closely with them on matters of academic, career, and personal development.

The University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and masters degrees. Contact the Commission on Colleges at 1886 Southern Lane, Decatur, Georgia, 30033-4097 or call 404-679-4500 for questions about the accreditation of the University of Mary Washington.

University of Mary Washington Mission Statement

The University of Mary Washington is one of Virginia’s outstanding public liberal arts universities, providing a superior education that inspires and enables our students to make positive changes in the world.

The University is a place where faculty, students, and staff share in the creation and exploration of knowledge through freedom of inquiry, personal responsibility, and service. UMW regards the provision of high quality instruction as its most important function. The University offers a wide range of undergraduate and graduate programs focusing on both disciplinary and interdisciplinary studies. These academic programs afford students opportunities to integrate and apply their knowledge within broad educational experiences, to develop their professional interests, and to practice the habits of mind necessary for life-long learning. Through a professionally engaged faculty, the University supports ongoing research appropriate to the development of student abilities and faculty interests. It especially encourages the participation of undergraduates in research.

UMW’s size, dedicated faculty, and historical commitment to fine teaching create an institutional culture where both undergraduate and graduate students benefit from strong connections with their faculty and multiple opportunities for active learning.

Located in Fredericksburg between our nation’s capital and the capital of the Commonwealth of Virginia, the University of Mary Washington is a nexus for engagement among diverse communities and is dedicated to supporting professional advancement and economic development and to improving the regional quality of life.

We fulfill our mission by immersing students, faculty, and staff in local, regional, national, and international communities, and by inculcating the values of honor and integrity. UMW graduates are models of adaptive learning, personal achievement, responsible leadership, service to others, and engaged citizenship in a global and diverse society.

History and Development of the University

The institution was founded in 1908 as the State Normal and Industrial School for Women in Fredericksburg. The name was changed in 1924 to the State Teachers College at Fredericksburg, and again in 1938 to Mary Washington College, having transformed over the years to Virginia’s public liberal arts college for women. Then in 1944, Mary Washington College became affiliated with the University of Virginia as its women’s undergraduate arts and sciences division. In 1970 the entire University became coeducational and in 1972, by action of the General Assembly of Virginia, the College became an independent, state-supported institution for women and men, with its own governing board. On July 1, 2004, the General Assembly named the institution University of Mary Washington.

Through an emphasis on quality, the University attracts students from all areas of Virginia, particularly the urban areas of Northern Virginia, Richmond, and Tidewater. Approximately 25 percent of its on-campus resident students are from other states and foreign countries, with the largest population coming from Southern, Middle Atlantic, and New England states. Located in the middle of a rapidly growing Washington-Richmond “urban corridor,” the University of Mary Washington serves the educational needs of both full-time and part-time students.

To meet the diverse academic goals sought by students in today’s society, the undergraduate curriculum is organized into three colleges – the College of Arts and Sciences, the College of Business, and the College of Education. The various academic departments and disciplines offer more than 30 undergraduate programs. Four undergraduate degrees are awarded: Bachelor of Arts, Bachelor of Science, Bachelor of Liberal Studies, and Bachelor of Science in Nursing (degree completion program). Emphasis upon excellence in the pursuit of liberal learning has traditionally been at the core of the University’s educational philosophy, and commitment to this tradition will continue.

University of Mary Washington also awards graduate degrees: Master of Business Administration (MBA), Master of Science in Geospatial Analysis, Master of Education, and Master of Science in Elementary Education. Details about these degree programs are available in the University’s Graduate Academic Catalog. Because the Master of Science in Elementary Education is a five-year program that follows directly from the undergraduate degree, details about it are available in the education section of this Catalog as well.

As the University evaluates its offerings, it will build upon its high-quality programs and propose curricular additions and adjustments specifically designed to meet new and increased demands.

Statement of Community Values

As a public, liberal arts university, the University of Mary Washington community is dedicated to providing a diverse, accepting, and supportive environment that holds all of its members to the highest standards of
conduct, scholarship, integrity, inclusiveness, respect, and engagement. Through a commitment to these values, we strive to transform our academic community into a place where all will learn, thrive, and grow. As faculty, staff, and students of the UMW community, we are committed to upholding these common values:

- **Accountability** – we promote practices, behaviors, and attitudes where individuals take responsibility for their actions and decisions.
- **Scholarship** – we promote intellectual inquiry by engaging ideas and one another in order to gain better understanding and contribute to knowledge.
- **Personal and Institutional Integrity** – we are honorable in our academic and work endeavors as well as our interactions with others.
- **Inclusive Excellence** – we strive for all members of the community to have equitable access to opportunities for participation and the resources necessary for success.
- **Respect and Civility** – we foster an environment in which every individual is treated with dignity at all times by valuing the inherent worth of all identities, abilities, and differences.
- **Engagement** – we develop engaged members of our community who actively participate in the community through responsible leadership and service.

We **ASPIRE** to live these values and work to support our collective and individual successes.

### Statement of Guiding Principles on Diversity and Inclusion

UMW embraces its obligation to serve the educational aspirations of all communities and seeks to reflect the diversities of all people in its students, faculty, and staff. This philosophical approach to diversity and inclusion strengthens our community and is essential to our academic mission and institutional excellence. UMW is committed to its responsibility to be a model of fairness, inclusivity, equity, access and equal opportunity, providing intellectual and institutional leadership regarding diversity, and maintaining a welcoming, inclusive environment of mutual respect for its members of all backgrounds and identities. In keeping with these tenets, the University is committed to a system of responsibility, accountability, and recognition of all of its members, and seeks to carry out these principles of diversity and inclusion in all of its operations, goals, and objectives.

### Statement of Non-Discrimination

At the University of Mary Washington the principles of equal opportunity and affirmative action are practiced. The University does not discriminate on the basis of race, religion, color, sex, gender identity or expression, sexual orientation, parental status (including pregnancy), national origin, age, disability, family medical history or genetic information, political affiliation, military service, or other non-merit based factors in recruiting, admitting, enrolling students or hiring and promoting faculty and staff members. Complaints of discrimination should be directed to the AA/EEO officer of the University. (Approved by the Board of Visitors, September 2018)

### The Campuses

The learning environment of the University of Mary Washington is further enhanced by the very location and physical characteristics of each campus. The University is named for the mother of George Washington, who lived most of her life in Fredericksburg and is buried near the Fredericksburg campus. Fredericksburg is a place of extraordinary historical significance in both the Revolutionary and Civil War eras. Indeed, the original campus is located on Marye’s Heights, a Confederate artillery position in the 1862 Battle of Fredericksburg, and major historic sites abound throughout the area.

The spacious Fredericksburg campus, located in an established residential neighborhood, is exceptionally attractive. Both academic and residential buildings, consistent in their neoclassical, Jeffersonian style of architecture, are interspersed along a wide brick Campus Walk that extends for more than a half-mile from one end of campus to the other. With vehicular traffic and parking confined to the edges of campus, the grounds offer extensive park-like space including substantial stretches of lawn and large wooded areas.

The Stafford campus (121 University Blvd., Fredericksburg, VA 22406) is located seven miles north of the Fredericksburg campus and situated on a wooded 48-acre site in the heart of one of the region’s rapidly developing business, technology, and residential corridors. The campus location, parking, and modern architectural design have been carefully tailored to maximize convenience and educational quality for working adult commuting students, while remaining faithful to the high aesthetic standards of the University.

A third campus (4224 University Dr., King George, VA 22485) is located near the Dahlgren Naval Surface Warfare Station. The UMW Dahlgren Campus Center for Education and Research is designed to support the education and continued professional development of the region's engineers, scientists and professionals by providing educational programs and services to the Naval base and the surrounding community.

Two historic sites are also owned and administered by the University of Mary Washington: Belmont, the home of famed impressionist artist Gari Melchers, and the James Monroe Museum and Memorial Library, located on the site of James Monroe’s Fredericksburg law office. Overlooking the Rappahannock River, Belmont is a carefully restored 18th-century house and early 20th-century artist’s studio, which now serves as a gallery of Melchers’ work. The James Monroe Museum illustrates and educates about the life and times of America’s fifth president and houses artifacts, an archive, and a presidential library. Working in conjunction with the University’s Department of Historic Preservation, the Museum promotes education in museum practice, research, public history, and collections management.

### The Honor System

Another element basic to the University’s mission is adherence to the Honor System, which applies to every student enrolled at the University and constitutes one of the distinctive features of student life at the institution. This system, based upon the integrity of each student, provides that a student shall act honorably in all facets of campus life. The Honor Pledge required on quizzes, examinations, and other course work means that the submitted work is the student’s own, completed according to requirements for the course as determined by the instructor. Lying, cheating, and stealing are specific infringements of the Honor Code. In the case of an alleged violation, determination of responsibility and possible sanctions is made by students elected to the Honor Council. When a student is found “responsible” the student may receive a sanction ranging from honor education to permanent dismissal from the University, and major sanctions will be noted on the student’s permanent academic transcript. All students and faculty
should understand that by joining the University of Mary Washington community, they commit themselves to living by and upholding the Honor System. More information is available on the Honor System website (https://academics.umw.edu/academicintegrity/academic-integrity/guidebook-and-constitution).

Title IX

The University of Mary Washington complies with Title IX 34 C.F.R. part 106 as it is amended from time to time and does not discriminate on the basis of sex in its programs, activities, admission or employment. Inquiries about the application of Title IX and 34 C.F.R. part 106 may be referred to the University of Mary Washington's Title IX Coordinator, Stefanie Lucas-Waverly, at the contact information herein, to the Assistant Secretary for Civil Rights, or both.

Stefanie Lucas-Waverly, M.S.
Title IX Coordinator
Fairfax House
1301 College Ave.
Fredericksburg, VA 22401

Phone: 540-654-5656
E-mail: slucaswa@umw.edu
FEES AND FINANCIAL AID

Tuition and Fees are approved by the Board of Visitors prior to each academic year. The yearly tuition and fee schedule can be found on the Student Accounts website (https://adminfinance.umw.edu/studentaccounts). Any changes to the schedule of fees will be announced immediately. Questions about fees and payment procedures should be directed to the Office of Student Accounts in Lee Hall (540/654-1250). Questions about financial aid or assistance should be addressed to the Office of Financial Aid, Lee Hall (540/654-2468).

The University of Mary Washington offers financial aid to students without regard to physical ability, political affiliation, marital status, sex, color, race, religion, age, or national origin. Each year, UMW administers over $43 million in financial assistance, including educational loans totaling $30 million, to students at both the Fredericksburg and Stafford campuses. Through a comprehensive program of grants, scholarships, loans and student employment from federal, state, institutional and private resources, the Office of Financial Aid strives to assist applicants with various aid sources to pay for college expenses. Additional details are provided in the Financial Aid and Scholarships (p. 43) section of the Catalog.

Classification As a Virginia Student

The Code of Virginia, section 23-7.4, governs eligibility for in-state tuition rates at Virginia public institutions of higher education. Please refer to the State Council of Higher Education for Virginia website (http://www.schev.edu/index/tuition-aid/in-state-residency) for clarification on eligibility and any changes to the Code of Virginia regarding tuition benefit provisions.

In general, an independent student, or the parents or legal guardians of a dependent student, must have been legally domiciled in the Commonwealth of Virginia for one full and continuous year immediately before the first official day of class within the semester or term of the student's program and must have paid Virginia state income tax on a full-time salary for that full year. Living in the state primarily to attend school does not constitute legal domicile. Certain exceptions are made for military personnel and their dependents. Detailed questions about domiciliary status are part of each application for admission. Questions about residency status should be directed to the Office of Admissions (540/654-2000), or Office of Student Accounts (540/654-1250).

EagleOne Card

The University of Mary Washington EagleOne Identification Card is the only card a student needs at the University. The card acts as a form of identification allowing access to the library, gymnasium, residence halls, and other University buildings and activities. It contains the students’ meal plan and flex dollar information for University food service. It is also a debit card. Money may be added in the form of EagleOne Dollars, which can then be debited from the balance for use in the University Bookstore, the Eagle's Nest, dining in the University Center, Panera Bread (in the University Center), Katora Coffee at the Hurley Convergence Center, UMWA Health Center, laundry, vending, University Tennis Center, theatre productions, pay-to-print and cloud printing, Copy Center, Post Office, and other locations on campus. Fredericksburg area merchants also accept the EagleOne card as payment. A list of participating merchants (https://adminfinance.umw.edu/eagleone/vending-off-campus/eagleone-off-campus-2) is available. EagleOne cardholders may check their account balances, deposit funds, and download statements at EagleOne eAccounts (https://eagleone-sp.blackboard.com/eAccounts/AnonymousHome.aspx).

Fees

Fees vary by academic year. For the most up-to-date fees please visit the Student Accounts website (https://adminfinance.umw.edu/studentaccounts).

Any changes to the schedule of fees will be announced immediately. The University does not charge an additional fee for taking online courses.

Mandatory Processing Fee

A mandatory processing fee is charged to any student who registers for classes.

Audit Fee

This non-refundable fee is incurred when students take a course for no credit, and is charged to all part-time students (including graduate students) who audit a class and any full-time undergraduate student whose semester course load exceeds 18 credit hours by virtue of the audited course. Auditing a course is permitted on a space-available basis in courses where approval to audit is granted.

In-State Tuition Surcharge

As required by state law, an undergraduate student entitled to in-state tuition must pay a surcharge on all satisfactorily completed credit hours that are in excess of 125% of the credit hours required for an undergraduate degree. The amount of the surcharge will be based on the difference in the rate paid for tuition by an in-state student and the actual cost of providing instruction. Some credits on a student's record, such as Advanced Placement (AP) and International Baccalaureate (IB) credits, will not count toward the surcharge total. However, all UMW courses taken will apply to the surcharge threshold, and so will any transfer courses taken that are used to satisfy either general education or major requirements. For additional details, go to the explanation (https://adminfinance.umw.edu/studentaccounts/tuition-and-fees/instate-tuition-surcharge) on the Student Accounts web page.

Tuition Overload Fee

A full-time student registering for more than 18 semester credit hours is required to pay an additional overload fee based on his or her residency.

Credit-by-Examination

Degree-seeking students are charged a fee when taking examinations for which credit may be awarded.

Special Course Fees

Some classes require the payment of a special instructional fee in addition to the tuition charge.

Education Abroad Fee

All students studying abroad must pay the education abroad fee. The fee applies to all education abroad programs occurring in the winter, spring break, summer session, semester, and the full academic year.
Late Payment Fee
A fee, which is 10 percent of the unpaid account balance (up to $250), will be charged to students whose accounts are not paid in full by the invoice due date. Interest may also be charged on all past due accounts.

Returned Payment Fee
There is a service charge for each check/e-check returned for insufficient funds or similar reasons. A casher's check or cash is then required in place of the returned payment. Payments returned for insufficient funds will be considered as nonpayment and subject to the 10 percent late fee.

Parking Fee
There is a parking fee and students should visit the Parking Management office's website (http://adminfinance.umw.edu/parking) for more details.

Residential Fee
The residential fee is the cost per semester for University housing.

Meal Plans
University of Mary Washington offers a variety of meal plans. For information about meal plan options, please visit the Student Accounts web page (https://adminfinance.umw.edu/studentaccounts/room-and-board). Each meal plan comes with flex dollars, which may be used to purchase additional meals or to eat in the Eagle's Nest or the Underground. EagleOne Dollars may also be used for additional dining meals. All residential students are required to enroll in a meal plan. The meal plan required depends on where the student resides. All freshmen are required to have the largest meal plan of those being offered. Commuting students may sign up for any of the plans offered at UMW.

Terms and Methods of Payment
University of Mary Washington accepts payments in a variety of ways. For complete details, see the Office of Student Accounts web page regarding "Methods of Payment (https://adminfinance.umw.edu/studentaccounts/methods-of-payment)" accepted.

All fees, including room and board, are billed to students through EaglePAY within the student's portal and are payable in advance of the beginning of the semester. If a student wishes to designate additional authorized payers, he/she may do so through EaglePAY. This will allow those authorized by the student to access the student's bill. For further instructions, please contact the Office of Student Accounts.

Room and Tuition Deposits
After receiving notice of acceptance for admission students must make a deposit ($550 for residential students, $300 for non-residential students). Please note that for residential students only $300 will be credited to the account and the other $250 will be held as a contingent fee to be refunded less any outstanding balance at the point they either graduate or move off campus.

Statements and Due Dates
The University emails each student a notification that a bill is available for viewing online well in advance of the beginning of each semester. Payment is due prior to the start of each semester (the cancellation date). Students with an unpaid balance as of the due date (and who have not set up a payment plan) will have their course registration administratively cancelled.

Payment plans are offered to degree seeking students through a third party approved by the University. Additional details about payment plans and the University's Payment Policy are available at the Student Accounts website (https://adminfinance.umw.edu/studentaccounts).

Throughout the semester, a student may incur additional charges on their account such as library fines, lost library books, parking tickets, prescriptions, lost keys, building and equipment damage, and other miscellaneous charges. Any student whose full account has not been settled may not receive grades or transcripts, be able to pre-register for classes, or be eligible to return to the University until the account is settled.

Scholarship and Loan Awards
Normally, one-half of the annual financial aid awarded through the Office of Financial Aid is shown on each semester statement. If state, federal or UM Washington grants/scholarships that were awarded are not credited on the statement, the student may check their student portal for missing documents and then contact the Office of Financial Aid. Some scholarships are not paid until the successful completion of the semester. In these cases, you may not deduct these scholarships from the amount due.

A student receiving financial aid from a source other than the University must make sure that payment is received prior to the start of the semester. Awards and loans from sources other than the University will not be credited to the account until they are actually received at the Cashier's Office. One-half of the award will be shown on each semester unless otherwise directed in writing by the granting source.

Delinquent Accounts
Any charge incurred in collecting a delinquent account will be added to the account. This applies but is not limited to fees charged by an attorney or collection agency.

Refund of Fees
A student who withdraws from the University during the semester should promptly complete an official withdrawal form in the Office of the Registrar in Lee Hall (Fredericksburg campus) or on the Stafford campus. A copy of the form must be sent or delivered to the Office of Student Accounts and will serve as the basis for withdrawal charges and credits.

Students who are in military service (active duty, reserves, or National Guard) and withdraw from all courses in a given term as a result of a military deployment, mobilization, or change in duty assignment will receive a full refund of all tuition and fees and pro-rated refunds for dining or housing contracts. Military change orders must be provided to the Office of Student Accounts and will serve as the basis for withdrawal charges and credits.

Financial Aid and Scholarships
All need-based financial assistance, including need-based scholarships and grants, offered through the Office of Financial Aid requires the results from the Free Application for Federal Student Aid (https://studentaid.ed.gov/sa/fafsa) (FAFSA). Meeting published filing dates is critical to receiving financial aid. All students must file the FAFSA on or
before February 1. The Federal (Title IV) school code for the University of Mary Washington is 003746.

Priority for all scholarships and grants is given to students who maintain a minimum 2.000 UMW cumulative grade point average. Many programs require a higher grade-point average. Students who are Virginia residents with demonstrated need may be eligible for Virginia state scholarships and grants. Critical financial aid information, including general information, filing instructions, federal loan information, enrollment requirements, scholarship opportunities, student employment and forms for both campuses is available at Financial Aid (https://www.umw.edu/financialaid). Visit the Financial Aid Facebook page (https://www.facebook.com/UMWfinaid) for more information.

All students selected for verification, as well as parents of dependent students selected for verification, must submit copies of requested documents to the Office of Financial Aid by June 1. Students not meeting filing and submission dates will be considered for assistance AFTER on-time filers. Since funds are limited, this may result in otherwise eligible students not receiving awards. Students must be enrolled at least half-time to receive aid. Detailed information regarding eligibility and enrollment status is available on-line.

Scholarships
Current students may apply for UMW endowed scholarships by completing the Online Scholarship Application Form (https://umw.scholarships.nwebsolutions.com/CMXAdmin/Cmx_Content.aspx?cpId=886) on or before May 15. Scholarship selection is based on academic and/or financial criteria and some qualifications can include participation in various volunteer and leadership positions. Students must complete the FAFSA to determine eligibility for need-based scholarships. Returning student recipients are selected through committee during the month of June for the following academic year. New students are reviewed for eligibility and are selected for endowed scholarships prior to the May 1 National Response Deadline, when possible.

Satisfactory Academic Progress Policy
Federal regulations require institutions of higher education to establish minimum standards of satisfactory academic progress (SAP) for students receiving Title IV federal aid. All university course work must be considered, regardless of whether the student received federal financial aid at the time.

Financial aid at the University of Mary Washington is awarded to students for the entire academic year or summer session. If an aid recipient’s grade point average falls below the minimum standards at the end of the spring semester, the recipient will be placed on financial aid suspension. The student will be ineligible for financial aid for the subsequent enrollment period and will not receive consideration for aid again until the standards have been met. A student may attend summer school to meet the standards of satisfactory academic progress to regain eligibility. The student should notify the Office of Financial Aid when standards for satisfactory academic progress have been met.

The standards for determining progress at the University of Mary Washington are composed of three separate measurements. These measurements are: grade point average (qualitative), incremental progress (quantitative), and accumulated hours (maximum timeframe). A student whose average drops below the minimum requirement will be placed on financial aid warning for the subsequent semester.

Minimum Cumulative Grade Point Average (GPA)
In order to receive federal financial aid or other need-based aid, a student’s cumulative grade point average (GPA) must meet the minimum requirement as defined below:

<table>
<thead>
<tr>
<th>Student Level</th>
<th>Hours Earned</th>
<th>Minimum Required Cumulative GPA (4.0 scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>0 - 30</td>
<td>1.80</td>
</tr>
<tr>
<td></td>
<td>31 - 60</td>
<td>1.90</td>
</tr>
<tr>
<td></td>
<td>61 +</td>
<td>2.00</td>
</tr>
<tr>
<td>Graduate/Advanced Degree Student</td>
<td></td>
<td>3.0</td>
</tr>
</tbody>
</table>

Incremental Progress: Minimum Credit Hour Completion Rate
University of Mary Washington students must complete at least 70% of all hours attempted towards graduation. Repeated courses and courses with a grade of W, WA, F, I, G, UN or FA will count as attempted coursework and not as completed coursework. Students repeating a course, previously passed may do so only once. A course repeated more than once will not be included when determining enrollment status. All students must earn a minimum of 70.0% of the credit hours that they have attempted.

Example A
The student below has earned 120 credit hours at UMW and has attempted a total of 123 credit hours. Divide 120 (earned credit hours) by 123 (attempted credit hours). This student’s credit hour completion rate is 98%.

<table>
<thead>
<tr>
<th>Type</th>
<th>Attempt Hours</th>
<th>Passed Hours</th>
<th>Earned Hours</th>
<th>GPA Hours</th>
<th>Quality Points</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>UMW</td>
<td>76.000</td>
<td>73.000</td>
<td>73.000</td>
<td>73.000</td>
<td>283.00</td>
<td>3.877</td>
</tr>
<tr>
<td>Transfer</td>
<td>47.000</td>
<td>47.000</td>
<td>47.000</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
</tr>
<tr>
<td>Degree</td>
<td>123.000</td>
<td>120.000</td>
<td>120.000</td>
<td>73.000</td>
<td>283.00</td>
<td>3.87</td>
</tr>
</tbody>
</table>

Example B
The student has attempted a total of 48 credit hours during his entire attendance at UMW. In order to meet the minimum credit hour completion rate requirement and be eligible for financial aid for future semesters, the student must have earned 34 of those credit hours (48 x 0.70 = 34). In this case, the student has only earned 24 credit hours and is not meeting the minimum credit hour completion rate. (24 divided by 48 = 50%). This student is not eligible for financial aid.

<table>
<thead>
<tr>
<th>Type</th>
<th>Attempt Hours</th>
<th>Passed Hours</th>
<th>Earned Hours</th>
<th>GPA Hours</th>
<th>Quality Points</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>UMW</td>
<td>48.000</td>
<td>24.000</td>
<td>24.000</td>
<td>24.000</td>
<td>60.00</td>
<td>2.500</td>
</tr>
<tr>
<td>Transfer</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
</tr>
<tr>
<td>Degree</td>
<td>48.000</td>
<td>24.000</td>
<td>24.000</td>
<td>24.000</td>
<td>60.00</td>
<td>2.500</td>
</tr>
</tbody>
</table>

Earned Hours: A, B, C, D, PA or SA
Unearned Hours: F, I, W, WA, G, UN or FA
Withdrawals (W): Courses for which a student has withdrawn and a W is posted on their transcript, are counted as attempted but not earned credit hours.

Course Repeats: If a student repeats a course, both the original and the repeated courses will count toward the earned and attempted credit hours. Students may only receive federal financial aid for one repeat of a course that has been successfully completed with a grade of “D” or higher.

Incomplete Grades (I): Courses for which a student earns a grade of incomplete (I) are counted as attempted but not earned credit hours. Once a grade is received it is the student’s responsibility to notify the Office of Financial Aid by submitting an appeal.

Maximum Timeframe/Credit Hours
To remain eligible for financial aid at the University of Mary Washington, students must complete their degree program requirements within 150 percent of the published length of their degree program. All attempted hours are counted, including transfer hours, whether or not financial aid was received.

Undergraduate Example
If an Undergraduate degree program requires 120 semester credit hours to complete, then a student is eligible for financial aid during the first 180 attempted credit hours as an Undergraduate.

(120 x 150% = 180 maximum attempted credit hours for financial aid eligibility).

Second Degree-Seeking Students
All attempted hours from a prior degree will not count towards the second degree, unless they are needed for that degree. A student pursuing a second undergraduate degree is eligible to receive financial aid for a maximum of 150% of the hours required for the second degree (Maximum of 228 hours including hours for first degree).

Mid-Year Transfer Students
When a student transfers to the University, all of their transfer credit hours are counted towards SAP as attempted and earned hours. Any grades are excluded from the University for SAP purposes. The GPA starts at 0.00 as a new transfer.

Appeal Process
If a student is denied financial aid for failure to meet any of the above standards for satisfactory academic progress, the student may request an appeal of the decision. Students are permitted to appeal their financial aid suspension; however, the right to appeal must be based on extraordinary, personal circumstances that contributed to student’s inability to meet the SAP requirements. If the initial appeal is approved, appeals for future semesters must be based on a different circumstance than the previous appeal. Acceptable circumstances include:

• The death of an immediate family member or close relative (i.e. mother, father, grandparent, sibling or immediate family such as a related aunt or uncle)
• A serious injury or illness of the student which required medical intervention
• Significant, unanticipated family obligations due to medical issue or illness

If the appeal is approved, a student will receive financial aid on a probationary status and an academic plan may be required. At the end of the semester, the student will be evaluated according to the SAP Policy to determine if financial aid will be awarded for the next semester.

Student who wish to appeal must complete and submit a Satisfactory Academic Process Appeal Form together with all the required supporting documents by the posted deadlines.

Satisfactory Academic Progress Appeals should be submitted to the Office of Financial Aid either by mail, fax or in person to:
Lee Hall – Second Floor
University of Mary Washington
1301 College Avenue
Fredericksburg, VA 22401
or Fax: 540.654-1858.

Military Deployment, Withdrawals, and Financial Aid
Students who are in military service (active duty, reserves, or National Guard) and withdraw from all courses in a given term as a result of a military deployment, mobilization, or change in duty assignment will receive a full refund of all tuition and fees and pro-rated refunds for dining or housing contracts. Any deposits paid by students who discontinue enrollment as a result of a military service obligation will be fully refunded.

Students receiving financial aid who withdraw from the University due to military deployment must contact the Office of Financial Aid prior to their withdrawal. For all students, Federal regulations require that financial aid funds be returned to the government when a student receiving financial aid withdraws from the University. Students should contact the Office of Financial Aid to discuss their individual situation. Students who reduce their course loads or completely withdraw from UMW may owe refunds to federal, state, or institutional programs. The return of federal funds is calculated in accordance with federal guidelines and is prorated based on the actual days the student attended classes. For example, a student who withdraws after 30 days of attendance in a 105-day semester is entitled to 29 percent of aid disbursed. The return of State and UMW funds is determined by requirements of the specific programs.

Satisfactory Academic Progress Policy
Undergraduate Policy
Federal regulations require institutions of higher education to establish minimum standards of satisfactory academic progress (SAP) for students receiving Title IV federal aid. All university course work must be considered, regardless of whether the student received federal financial aid at the time.

Financial aid at the University of Mary Washington is awarded to students for the entire academic year or summer session. If an aid recipient’s grade point average falls below the minimum standards at the end of the spring semester, the recipient will be placed on financial aid suspension. The student will be ineligible for financial aid for the
subsequent enrollment period and will not receive consideration for aid again until the standards have been met. A student may attend summer school to meet the standards of satisfactory academic progress to regain eligibility. The student should notify the Office of Financial Aid when standards for satisfactory academic progress have been met.

The standards for determining progress at the University of Mary Washington are composed of three separate measurements. These measurements are: grade point average (qualitative), incremental progress (quantitative), and accumulated hours (maximum timeframe). A student whose average drops below the minimum requirement will be placed on financial aid warning for the subsequent semester.

**Minimum Cumulative Grade Point Average (GPA)**

In order to receive federal financial aid or other need-based aid, a student’s cumulative grade point average (GPA) must meet the minimum requirement as defined below:

<table>
<thead>
<tr>
<th>Student Level</th>
<th>Hours Earned</th>
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<td>1.90</td>
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<tr>
<td></td>
<td>61 +</td>
<td>2.00</td>
</tr>
</tbody>
</table>

**Incremental Progress: Minimum Credit Hour Completion Rate**

University of Mary Washington students must complete at least 70% of all hours attempted towards graduation. Repeated courses and courses with a grade of W, WA, F, I, G, UN or FA will count as attempted coursework and not as completed coursework. Students repeating a course, previously passed may do so only once. A course repeated more than once will not be included when determining enrollment status. All students must earn a minimum of 70.0% of the credit hours that they have attempted.

**Withdrawals (W)**

Courses for which a student has withdrawn and a W is posted on their transcript, are counted as attempted but not earned credit hours.

**Course Repeats**

If a student repeats a course, both the original and the repeated courses will count toward the earned and attempted credit hours. Students may only receive federal financial aid for one repeat of a course that has been successfully completed with a grade of “D” or higher.

**Incomplete Grades (I)**

Courses for which a student earns a grade of incomplete (I) are counted as attempted but not earned credit hours. Once a grade is received it is the student’s responsibility to notify the Office of Financial Aid by submitting an appeal.

**Maximum Timeframe/Credit Hours**

To remain eligible for financial aid at the University of Mary Washington, students must complete their degree program requirements within 150 percent of the published length of their degree program. All attempted hours are counted, including transfer hours, whether or not financial aid was received.

**Second Degree-Seeking Students**

All attempted hours from a prior degree will not count towards the second degree, unless they are needed for that degree. A student pursuing a second undergraduate degree is eligible to receive financial aid for a maximum of 150% of the hours required for the second degree (Maximum of 228 hours including hours for first degree).

**Mid-Year Transfer Students**

When a student transfers to the University, all of their transfer credit hours are counted towards SAP as attempted and earned hours. Any grades are excluded from the University for SAP purposes. The GPA starts at 0.00 as a new transfer.

**Appeal Process**

If a student is denied financial aid for failure to meet any of the above standards for satisfactory academic progress, the student may request an appeal of the decision. Students are permitted to appeal their financial aid suspension; however, the right to appeal must be based on extraordinary, personal circumstances that contributed to student’s inability to meet the SAP requirements. If the initial appeal is approved, appeals for future semesters must be based on a different circumstance than the previous appeal.

If the appeal is approved, a student will receive financial aid on a probationary status and an academic plan may be required. At the end of the semester, the student will be evaluated according to the SAP Policy to determine if financial aid will be awarded for the next semester.

Students who wish to appeal must complete and submit a Satisfactory Academic Process Appeal Form together with all the required supporting documents by the posted deadlines.

**Graduate Policy**

Federal regulations require institutions of higher education to establish minimum standards of satisfactory academic progress (SAP) for students receiving Title IV federal aid. All university course work must be considered, regardless of whether the student received federal financial aid at the time.

Financial aid at the University of Mary Washington is awarded to students for the entire academic year or summer session. If an aid recipient’s grade point average falls below the minimum standards at the end of the spring semester, the recipient will be placed on financial aid suspension. The student will be ineligible for financial aid for the subsequent enrollment period and will not receive consideration for aid again until the standards have been met. A student may attend summer school to meet the standards of satisfactory academic progress to regain eligibility. The student should notify the Office of Financial Aid when standards for satisfactory academic progress have been met.

The standards for determining progress at the University of Mary Washington are composed of three separate measurements. These measurements are: grade point average (qualitative), incremental progress (quantitative), and accumulated hours (maximum timeframe). A student whose average drops below the minimum requirement will be placed on financial aid warning for the subsequent semester.
Minimum Cumulative Grade Point Average (GPA)

In order to receive federal financial aid or other need-based aid, a graduate/advanced degree student’s cumulative grade point average (GPA) must meet the minimum requirement of 3.0.

Incremental Progress: Minimum Credit Hour Completion Rate

University of Mary Washington students must complete at least 70% of all hours attempted towards graduation. Repeated courses and courses with a grade of W, WA, F, I, G, UN or FA will count as attempted coursework and not as completed coursework. Students repeating a course, previously passed may do so only once. A course repeated more than once will not be included when determining enrollment status. All students must earn a minimum of 70.0% of the credit hours that they have attempted.

Earned Hours
A, B, C, D, PA or SA

Unearned Hours
F, I, W, WA, G, UN or FA

Withdrawals (W)
Courses for which a student has withdrawn and a W is posted on their transcript, are counted as attempted but not earned credit hours.

Course Repeats
If a student repeats a course, both the original and the repeated courses will count toward the earned and attempted credit hours. Students may only receive federal financial aid for one repeat of a course that has been successfully completed with a grade of “D” or higher.

Incomplete Grades (I)
Courses for which a student earns a grade of incomplete (I) are counted as attempted but not earned credit hours. Once a grade is received it is the student’s responsibility to notify the Office of Financial Aid by submitting an appeal.

Maximum Timeframe/Credit Hours

To remain eligible for financial aid at the University of Mary Washington, students must complete their degree program requirements within 150 percent of the published length of their degree program. All attempted hours are counted, including transfer hours, whether or not financial aid was received.

Appeal Process

If a student is denied financial aid for failure to meet any of the above standards for satisfactory academic progress, the student may request an appeal of the decision. Students are permitted to appeal their financial aid suspension; however, the right to appeal must be based on extraordinary, personal circumstances that contributed to student’s inability to meet the SAP requirements. If the initial appeal is approved, appeals for future semesters must be based on a different circumstance than the previous appeal. Acceptable circumstances include:

- The death of an immediate family member or close relative (i.e. mother, father, grandparent, sibling or immediate family such as a related aunt or uncle)
- A serious injury or illness of the student which required medical intervention
- Significant, unanticipated family obligations due to medical issue or illness
- A catastrophic loss due to fire, flood or natural disaster that affects the student’s academic attendance or performance

If the appeal is approved, a student will receive financial aid on a probationary status and an academic plan may be required. At the end of the semester, the student will be evaluated according to the SAP Policy to determine if financial aid will be awarded for the next semester.

Student who wish to appeal must complete and submit a Satisfactory Academic Process Appeal Form together with all the required supporting documents by the posted deadlines.

SAP Appeals should be submitted to the Office of Financial Aid either by mail, fax or in person to:

Lee Hall – Second Floor, University of Mary Washington
1301 College Avenue
Fredericksburg, VA 22401
or Fax: 540.654-1858

Senior Citizens

A legal resident of Virginia 60 years of age or older shall be permitted under regulations prescribed by the State Council of Higher Education to:

1. register and enroll free of charge in courses as a full-time or part-time student for academic credit if such citizen has an individual taxable income not exceeding $23,850 for federal income tax purposes for the year preceding the year in which the enrollment is sought,
2. register for and audit courses offered for academic credit, and
3. register for and enroll in non-credit courses in any state institution of higher education in this Commonwealth on a space-available basis.

Senior citizens pay no tuition or fees except fees established for the purpose of paying for course materials, such as laboratory fees, but shall be subject to the admission requirements of the institution and a determination by the institution of its ability to offer the course or courses for which the senior citizen registers.

A legal resident of Virginia 60 years of age or older with Federal taxable income not exceeding $23,850 may audit credit courses or enroll in non-credit courses without paying general University fees, but must pay general University fees to take courses for University credit.

Additional information is available through the Office of the Registrar (540-654-1063).

Veterans Benefits

Students who have questions about Veteran Affairs (VA) benefits prior to admission should address inquiries to:

The Veterans Inquiry Unit at the U.S. Department of Veterans Affairs
Regional Office
210 Franklin Road S.W.
Roanoke, VA 24011
Additional information is available from the U.S. Department of Veterans Affairs (https://www.va.gov/education/about-gi-bill-benefits).

Students who have questions about VA benefits after admission should address inquiries to the Office of the Registrar.

Under the provisions of the Veterans Access, Choice, and Accountability Act of 2014, the following individuals shall be charged a rate of tuition not to exceed the in-state rate for tuition and fees purposes:

- A Veteran using educational assistance under either chapter 30 (Montgomery G.I. Bill – Active Duty Program) or chapter 33 (Post-9/11 G.I. Bill), of title 38, United States Code, who lives in the state in which the institution is located (regardless of his/her formal State of residence) and enrolls in the institution within three years of discharge or release from a period of active duty service of 90 days or more.
- Anyone using transferred Post-9/11 GI Bill benefits (38 U.S.C. § 3319) who lives in the state in which the institution is located (regardless of his/her formal State of residence) and enrolls in the institution within three years of the transferor’s discharge or release from a period of active duty service of 90 days or more.
- Anyone described above while he or she remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same institution. The person so described must have enrolled in the institution prior to the expiration of the three-year period following discharge or release as described above and must be using educational benefits under either chapter 30 or chapter 33, of title 38, United States Code.
- Anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b)(9)) who lives in the state in which the institution is located (regardless of his/her formal State of residence). Individuals using the Marine Gunnery Sergeant John David Fry Scholarship are no longer required to enroll within three years of the service member’s death, and there is no longer a requirement that the deceased service member’s death in the line of duty followed a period of active duty service of 90 days or more.
- Anyone using transferred Post-9/11 G.I. Bill benefits (38 U.S.C. § 3319) who lives in the state in which the institution is located (regardless of his/her formal State of residence) and the transferor is a member of the uniformed service who is serving on active duty.
- An individual using educational assistance under chapter 31, Vocational Rehabilitation and Employment (VR&E) who lives in the Commonwealth of Virginia while attending a school located in the Commonwealth of Virginia (regardless of his/her formal State of residence) effective for courses, semesters, or terms beginning after March 1, 2019.

For students using Chapter 33 Post 9/11 GI Bill or Chapter 31 Vocational Rehabilitation benefits, even though VA has not yet paid tuition and fees, UMW will not prevent the student from enrolling, will not assess a late penalty fee, will not require alternative or additional funding, and will not deny access to any university resources that are available to other students that have paid. Students wishing to utilize veteran’s benefits must submit a Request for VA Benefits form (https://academics.umw.edu/registrar/requestforvabenefits-form) (accessible through the Office of the Registrar’s website) for each term of enrollment. For Chapter 33 students, a copy of the Certificate of Eligibility will also be required; for Chapter 31 students, a copy of the Tuition Assistance form will be required.

For issues regarding veterans benefits decisions that have not been satisfactorily addressed or resolved by the University, the beneficiary should contact the State Approving Agency (https://www.dvs.virginia.gov/education-employment/state-approving-agency).

Virginia Military Survivors and Dependents Education Program

The Virginia Military Survivors and Dependents Education Program (VMSDEP) provides education benefits to spouses and children of military members killed, missing in action, taken prisoner, or who became at least 90 percent disabled as a result of military service in an armed conflict. VMSDEP provides educational benefits for children of certain Virginians who served in the Armed Forces of the United States. Eligible children attending public colleges and universities in Virginia are admitted free of tuition and all required fees. (See the Code of Virginia, Section 23-7.41.) Additional information is available through the Office of Student Accounts (540/654-1250).

In addition, VMSDEP students are also eligible for a full-time or part-time student stipend that is processed through the State Council of Higher Education of Virginia (SCHEV). SCHEV provides a roster of eligible students who have identified their intention to attend UMW to the Office of Financial Aid who in turn certifies that the students are attending and are eligible to receive the stipend payment. Because there may not be sufficient funding to make full VMSDEP stipends to all eligible students, a priority funding system is used by SCHEV to determine the order and amount of stipends. Students in a higher Priority category must receive their full projected annual stipend, as determined by SCHEV based on student enrollment level, before subsequent categories are considered for funding.

Only students appearing on the verification rosters released by SCHEV to the institutions will be funded for the terms specified as authorized, regardless of certification/verification from any other source. For more information on eligibility, the application process, and filing dates, visit the Virginia Department of Veterans Services (https://www.dvs.virginia.gov/education-employment/virginia-military-survivors-and-dependents-education-program-2-2) web site.

Additional information is also available through the Office of Student Accounts (540/654-1250) or the Office of Financial Aid (540-654-2468).
ACADEMIC RESOURCES

The variety of resources described in this section of the Catalog support student academic engagement and enable students to have the assistance required to help them succeed academically. Academic resources also help students take full advantage of the wide range of learning opportunities offered throughout the curriculum.

Academic Advising

First-year students are advised by their First-Year Seminar (FSEM) instructor who works closely with the Office of Academic Services. After the first-year, undeclared students are advised by either their FSEM instructor or a professional advisor in the Office of Academic Services as part of a sophomore year experience focused on selecting an academic pathway. When students formally declare their major, they are assigned advisors by their respective department and college.

BLS Advising for incoming BLS students is provided by the BLS advisor and/or director. After declaring a major BLS students will be assigned a major advisor but also continue to be advised in the BLS Office.

BSN Completion Program Advising for all incoming nursing students is provided by the program director. Returning students may be advised by the director or designed nursing faculty member.

Major Advising is provided by faculty in the student’s major department or college. Major advisors are assigned by the department chair. Students will have a major advisor for each declared major. Students plan their course work with their major advisor so that they will be able to meet all graduation requirements in a timely manner. To change the major advisor, B.A./B.S. students should contact the chair of the major department. BLS students should contact advisors in their respective areas for a change in major or concentration.

Non-degree students are not assigned to an advisor.

International students are also advised by the Center for International Education and the Office of Academic Services.

Center for Community Engagement

The UMW Center for Community Engagement works to create a culture of community engagement at UMW by providing structural support for civic engagement, volunteerism, and service, and by celebrating the work in the community done by all members of UM, including faculty, staff, and students.

The Center works with community members to support effective, respectful, community-driven, reciprocal partnerships to meet societal needs. These partnerships will have measurable, beneficial outcomes both for our community partners and our students.

The Center for Community Engagement works to provide enhanced learning opportunities for students and help them apply their knowledge and skills to complex problems in new environments and settings. The Center also works with faculty to cultivate and support opportunities for community engagement including community-engaged pedagogy and research.

Center for Economic Education

The UMW Center for Economic Education was established in 2011 as part of the Virginia Council on Economic Education (VCEE). The VCEE works in partnership with colleges and Universities in the Commonwealth of Virginia through a statewide network of university-based centers for economic education. The mission of the UMW Center for Economic Education is to build ongoing partnerships with the region’s school divisions and their teachers, provide professional development workshops for teachers, and provide creative, hands-on lesson plans, curriculum and programs for students. These efforts are with the goal of effectively infusing economic and financial education in grades K-12 to promote economic and financial literacy.

Center for Historic Preservation

Established in 1979 through a Commonwealth of Virginia Grant for Excellence, the Center for Historic Preservation has a dual mission, to support the historic preservation program and to encourage preservation activities through public outreach programs. The Center enhances students’ opportunities for employment, research, internships, and public involvement in preservation by sponsoring lectures, workshops, and conferences, and by conducting research and service projects in the Fredericksburg region. Preservation organizations, government agencies, and citizens are the beneficiaries of the Center’s second charge – the support of preservation activities through public programs and cultural resource management services. Since 1989 the Center annually awards the nationally competitive Historic Preservation Book Prize to the book that a professional jury deems to have made the most significant contribution to the intellectual vitality of historic preservation in America. Through its website, the Center hosts the Virginia Local Preservation Reference Collection and the newly established Historic Buildings of Fredericksburg database.

Center for International Education

The mission of the Center for International Education (CIE) is to build an internationally minded UM community in order to prepare UMW students to be globally competent citizens. The Center values diversity and offers an environment that fosters cross-cultural understanding and international cooperation and engagement through transformational programs and experiences. CIE provides support to students interested in education abroad opportunities and serves the needs of international students.

CIE oversees the numerous Faculty-Led programs (https://international.umw.edu/study-abroad-2-program-search/umw-facultyled-programs) abroad and UMW Approved education abroad programs. Faculty-Led Programs are conducted by UMW professors during the breaks from the regular academic calendar (winter and spring breaks) or during summer sessions. Students can study, intern, research or volunteer abroad through UMW’s Approved Programs for a summer, semester, or year. Students can plan one program or multiple as an undergraduate and earn academic credit that counts toward graduation requirements.

CIE guides international students (https://international.umw.edu/international-services/prospective), both degree-seeking and exchange, through the process of obtaining their visas and how to maintain status. In addition, CIE organizes and leads an international student orientation...
held at the beginning of each semester to help ease the transition to studying and living in the United States.

**Center for Spatial Analysis and Research**

The Center for Spatial analysis and Research (CeSAR) at the University of Mary Washington is an interdisciplinary research center focused on education, research, and application development in the field of geographic information science (GISC). The center provides customized educational programs, innovative solutions, and access to students and intellectual capital at UMW.

CeSAR professionals encompass a wide variety of academic disciplines and broader GIS experience. To support its mission, CeSAR provides state-of-the-art technology and facilities. The Center serves as a leader and catalyst for the advancement of geospatial thinking and analysis for academic institutions, private industry, and the public sector.

The Center seeks to raise the visibility of existing activity, to encourage linkages and to stimulate new research and education at UMW in the rapidly developing field of GISC. It accomplishes this mission by serving research, education, and administration with computer infrastructure support; shared hardware resources; distribution of site licensed software; specialized instructional classes and seminars; data development, repository and access; consulting services; programming support; community building; and outreach.

**Center for Teaching**

The Center for Teaching actively supports and encourages faculty in providing a rigorous public, liberal arts education. To fulfill its mission, the Center for Teaching:

1. Offers resources and support for evidence-based teaching and learning practices that create opportunities for applied, impactful learning experiences;
2. Cultivates a collegial culture of teaching excellence on campus;
3. Serves as a hub connecting the university community across centers, services and departments; and
4. Provides holistic support for faculty throughout their careers.

This mission addresses strategic university goals while, at the same time, provides the flexibility to respond to the changing needs of faculty and broader campus communities.

**Digital Knowledge Center**

The Digital Knowledge Center (DKC) provides UMW students with peer tutoring on digital projects and assignments. Any student at the University can take advantage of the Center’s services by scheduling an appointment to work one-on-one or in a small group with a student tutor; when a tutor is available, the Center also provides walk-in assistance. Tutorials can cover a wide-range of topics related to common digital systems, technologies, new media, and tools used in courses at UMW. In addition, the Center provides training for students interested in using the Advanced Media Production Studio (HCC 115). DKC tutors adhere to the UMW Honor Code in all tutorials. They are available to provide guidance and advice, but they cannot create, produce, or edit work on a student’s behalf. The DKC is located in HCC 408.

**Information Technologies at the University**

The University of Mary Washington is making steady progress toward status as a national model in the use of technology in teaching and learning. The divisions of Information Technologies and Teaching and Learning Technologies focus not only on the construction and maintenance of networks and information systems, but on the exploration and deployment of technologies that effectively and efficiently promote a first-rate education.

The University believes that technology helps stimulate creative thinking, enabling students and faculty to take advantage of all that the current worldwide information environment has to offer. Technology allows students to view, learn, assemble, and personalize information and resources from diverse sources, and enables faculty collaboration with colleagues without geographic limitations. In every discipline throughout the University, courses make use of technology to help actively engage students in the learning process.

**Student Computing Needs**

As a UMW student, a computer is essential to a successful academic career. While UMW does not require our students to bring a computer to campus, it is strongly recommend to facilitate access to the many resources and services available online. The list of suggested computer specifications (http://technology.umw.edu/new/students) provides guidelines about computing needs at UMW. Numerous computer labs are available on the Fredericksburg and Stafford campuses, equipped with both PC and Macintosh computers and specialized software. Printing is available in labs and can be charged to the EagleOne card.

Wireless network access is available in all academic and administrative buildings and many outdoor areas along campus walk. Residence hall rooms are equipped with both wired and wireless Internet access for each occupant through subscription ResNet service. University network resources, such as registration, class schedules, course materials, library offerings, and email, may be accessed online.

**IT Help Desk**

Technical support for the entire UMW community is provided by the IT Help Desk. If you have a technical question or issue, contact them at 540-654-2255, email at helpdesk@umw.edu, visit the Help Desk website (http://technology.umw.edu/helpdesk), or visit room 112 in the Hurley Convergence Center. Additional online documentation addressing most common IT issues is available on the Technology Information website (https://technology.umw.edu/info). The Help Desk does not repair student owned computers, but will assist in attempting to diagnose issues with software or hardware.

**International Programs and Education Abroad**

The University of Mary Washington encourages students to enrich their liberal arts education through a variety of education abroad programs, which range from academic, research, internships, athletics, clubs, volunteering, and service learning in other countries. Any currently enrolled student with at least 12 accumulated UMW credits and a 2.0 GPA may make education abroad part of their Mary Washington experience.
A wealth of academic programs are available in a variety of locations for all academic disciplines. Faculty-led programs, based on the expertise and interests of UMW professors, are offered during the summer and over the spring and winter breaks. Students may also enroll in summer, semester and academic year programs approved by the Center for International Education (CIE).

Students exploring the possibility of education abroad work closely with the Center for International Education (p. 49). Preparations must be made well in advance and include the guidance of CIE as well as the student's academic advisor(s). CIE assists students with program selection and approval, transfer credit, and other administrative and cultural preparations, and supports them while abroad and upon re-entry to UMW. With careful preparation and planning in conjunction with CIE and the student's academic advisor(s), students may use coursework as well as research endeavors, internships, volunteer opportunities and service learning to fulfill degree and major requirements.

CIE also supports international students, both exchange and degree-seeking, in their adjustment to the academic, cultural and social aspects of living and studying in the United States. Serving as the point of contact with U.S. Citizenship and Immigration Services and the Department of State, CIE provides education and guidance to support compliance with the federal immigration regulations governing international students in the United States.

**Internships and Career and Professional Development**

**Internships**

Academic departments sponsor internships under the joint direction of a faculty member and award academic credit for their successful completion. Guidelines for academic credit vary from program to program; therefore, students are encouraged to discuss these opportunities with their academic advisor and review specific internships requirements of the academic program which sponsors the internship. The Center for Career and Professional Development maintains an online database of internships and is available to assist students in researching, identifying, and applying for such opportunities. In addition, please note the academic policies related to internships (https://catalog.umw.edu/undergraduate/academic-policies/internships).

**Career and Professional Development**

The Center for Career and Professional Development, located in the heart of the University Center, is the place where UMW’s institutional capacities converge to support and inform student transitions from college to career and the world of work. Its central placement symbolizes the University's core belief that the liberal arts and sciences education prepares students for meaningful post-graduation opportunities as well as the constantly changing job market. The Center serves as a place where students, alumni, employers, and academic programs converge in a variety of programs, opportunities, and services related to career and professional development.

**Career Services**

The Center for Career and Professional Development supports the University’s efforts to support student’s in their transition from college to career by assisting students and alumni in assessing skills, interests, and values; exploring career options; preparing for the internship, job or graduate school search process; and implementing career goals. Through individual appointments, workshops and special events, students clarify their academic and career pursuits. The office maintains a website providing students immediate access to resources and to information on academic and career events.

Handshake (https://www.umw.edu/careercenter/handshake) is an online resource available for students and alumni to use in their internship and job searches. This resource allows students and alumni to search job and internship opportunities as well as post resumes for employer review. Employers use this site to recruit UMW students and alumni for a variety local, national and international job and internship opportunities.

Throughout the year, students and alumni have the opportunity to prepare for the job/internship/graduate school search process and meet with employers, alumni, and graduate school recruiters. Career Fairs, held each semester, provide an opportunity for representatives from businesses, government agencies, and non-profit organizations to recruit UMW students and alumni for career opportunities. A Graduate School Fair, held each year, provides the opportunity for students to explore graduate school options. Through the on-campus recruiting program, graduating students have the opportunity to interview with organizations hiring for full-time positions.

**Leidecker Center For Asian Studies**

The Leidecker Center for Asian Studies supports interdisciplinary study of Asia, drawing on the expertise of faculty from across the campus. The Center sponsors an annual lecture series, seminars, and conferences. In coordination with the resources of the Center for International Education, the center also promotes academic and cultural exchange as well as awareness of Asia and its place in the world. In addition to promoting the academic study of Asia, the Center for Asian Studies sponsors public workshops allowing direct familiarity with various aspects of Asian cultures. The Leidecker Center for Asian Studies was established by the College's Board of Visitors in 1998 in honor of Professor Emeritus Kurt Leidecker (1902 – 1991), a professor of philosophy at Mary Washington College from 1948 until his retirement in 1973 and a specialist in Buddhism, who first developed a program in Asian Studies at Mary Washington College.

**Office of Disability Resources**

The Office of Disability Resources (ODR) coordinates reasonable and appropriate accommodations for qualified students with disabilities. These accommodations are based on individual student profiles and may include – but are not limited to – extended time on tests, note-taking assistance, accessible dorm rooms, sign language interpreters, electronic texts, and distraction-reduced testing sites.

In order to receive services, students must provide professional documentation of a substantially limiting condition and discuss appropriate accommodations with the ODR. Documentation guidelines for specific disabilities may be found on the Disability Resources web site (https://academics.umw.edu/disability) or by requesting it from the office at 540/654-1266. The ODR verifies the disability, determines reasonable accommodations in collaboration with the student, and acts as a liaison with students, faculty, and administration as needed on issues relating to services or accommodations.

**Speaking Center**

The Speaking Center, located on the Fredericksburg campus, supports the Speaking Intensive Program by providing free consultations to students.
interested in developing oral communication skills. The Center houses a collection of instructional resources (books, handouts, videotapes, and equipment) that address a variety of topics ranging from public speaking anxiety to constructing effective visual aids. Consultants are available to video record practice presentations and to provide feedback.

The Center adheres strictly to the Honor Code: consultants will not compose any portion of a presentation for a student, nor will they do research for a student’s presentations. Consultants also are prepared to offer advice on special types of oral communication activities such as speeches, group presentations, debates, or interviews.

Special Advisors

Accounting

Students interested in accounting may focus their study in this area through electives in accounting. The accounting advisors help students select courses that meet their individual needs and interests, as well as develop the communication and critical reasoning skills necessary in today's accounting profession. Courses offered at Mary Washington provide students with an opportunity to prepare for the uniform examinations required to obtain the designation of certified public accountant (CPA), certified management accountant (CMA), and certified internal auditor (CIA).

Health Sciences

The health sciences constitute a variety of professions providing health care. The basic liberal arts and science courses offered at Mary Washington prepare students for entering nursing, physical therapy, dental hygiene, medical technology, occupational therapy, ophthalmic technology, optometry, physician assistant, and pharmacy programs. During their first year students must give careful attention to the professional school admission requirements, which are available on the respective school websites. The Pre-Physical/Occupational Therapy and Allied Health Advisors in the Department of Biological Sciences are available to help students select courses that meet these requirements, and prepare for the relevant admission examination. Admission to professional institutions is, of course, very competitive, and depends on academic performance and scores on qualifying examinations.

Medical

Pre-medicine, pre-dentistry and pre-veterinary medicine are career paths, not majors. Students in pursuit of one of these clinical careers may select any of the major programs at the University. Although most pre-medical, pre-dental, and pre-veterinary students major in one of the sciences, students can easily major in one of the humanities or social sciences and complete their pre-medical courses as electives.

The pre-medical/pre-dental advisor provides academic guidance for the pre-clinical curriculum of the pre-medical and pre-dental students, and students thinking about pursuing one of these careers should contact the pre-medical advisor for an advising appointment. The advisor also heads the Pre-medical Advisory Board, a committee charged with the preparation of an institutional recommendation for each student to be sent to the medical and dental schools. The pre-veterinary medicine advisor provides academic guidance for students interested in veterinary medicine. These students should contact the pre-vet advisor for an advising appointment.

Law

The pre-law advising system provides guidelines for students interested in entering law school. There is no prescribed “pre-law curriculum,” and students considering a legal career may focus their studies in any academic major. Students, however, are encouraged to enroll in courses that develop written and oral communication as well as critical reasoning. The pre-law advisor helps students to select courses that meet their individual needs, foster skills necessary to the legal profession, and prepare for the Law School Admissions Test (LSAT).

Teacher Education

The Teacher Education Program is approved by the Virginia State Department of Education. Students who complete an approved program qualify for licensure/certification in all the states with which Virginia has reciprocity agreements. Students major in an academic discipline and take professional education courses as electives. They have advisors both in their major discipline and in the University’s College of Education.

Student Outcomes Assessment

The University has adopted a comprehensive plan for evaluating the impact of its programs and services on its students. Developed in response to guidelines set forth by the State Council of Higher Education for Virginia and the Southern Association of Colleges and Schools Commission on Colleges, the outcomes assessment program examines the extent to which the University is meeting its intended goals for its students. Assessment results are used to evaluate programs and curricula, not individual students.

Although the data collected are maintained in the institution’s computer database, they are not included on official transcripts, nor are the aggregated data used for any purpose other than comparative analysis. The long-range goals of outcomes assessment are to identify and rectify the University’s shortcomings and build upon its strengths. Only by examining closely the effects of what it does can the University become a stronger and continuously improving institution.

The University’s commitment to assessing its effectiveness necessitates the participation of students, who are required to be involved directly in the evaluation of the various academic major programs as well as the General Education curriculum.

Summer Session

The Summer Session offers numerous opportunities to enrich and accelerate a student’s academic program. Additional Summer Session offerings include internships, study abroad courses, courses that satisfy state teacher certification requirements, and some offerings that are only available in the summers. Students attend the summer session for many reasons: to get ahead on their work toward a degree; to catch up by taking a course the student had been previously unable to take; or to explore an area of personal or career interest. Qualified high school students may apply to attend the Summer Session and may take courses if their application is approved.

Testing

College Level Examination Program (CLEP) tests are available in computer-based formats and may be scheduled individually through local universities. Different programs at the University have varying regulations about the acceptance of CLEP test scores. Students should consult the
information about CLEP tests posted at the Registrar’s web site (https://academics.umw.edu/registrar/transfer-information/transferring-credit-ability-previous-coursework) or should contact the Office of the Registrar.

The University’s National Testing program provides a quality testing environment for the hundreds of teachers, high school students, and graduate school applicants who live in the Fredericksburg area. On scheduled Saturdays throughout the year, the PRAXIS Series, the Graduate Record Exam (GRE) Subject Tests, the ACT, and the Law School Admission Test (LSAT) are given on the University’s Fredericksburg campus.

To register for a national exam, candidates must contact the national office of the exam they plan to take. For more information about these tests and to register, visit these websites: PRAXIS (http://www.ets.org/praxis); GRE (http://www.ets.org/gre); ACT (http://www.act.org); LSAT (https://www.lsac.org).

The Graduate Management Admission Test (GMAT) is scheduled individually and is only offered at various computer-based testing (CBT) centers throughout the country. Students interested in taking the GMAT might wish to explore the resources provided by the Graduate Management Admissions Council (https://www.mba.com).

Tutoring

The Office of Academic Services offers free tutorial services to degree-seeking University of Mary Washington students in need of academic assistance. Although tutors are available in a variety of subjects, tutors are not available for every course offered at the University of Mary Washington. Students are encouraged to seek help early in the semester if they feel that they will have difficulty in a course. Students who need assistance should contact the Office of Academic Services.

Undergraduate Research and Research Grant Program

Faculty are committed to the mutually supportive values of undergraduate teaching and academic research. Seeking to extend those values to its students, UMw has a well-established and nationally-recognized Undergraduate Research Grant Program, whereby collaborative teams of faculty member(s) and students apply for University-funded research project support. This grant program enables undergraduates to work intensively with faculty members on a broad range of research topics, work which in many instances leads to student presentations at state, regional, or national academic conferences. In some instances, undergraduate research grants support student travel for study, observation, and performance related to focused individual projects.

Students engaged in undergraduate research earn credits by registering for individual studies (courses numbered 491 or 492). Every academic discipline offered at the University has such courses available. Students should check with the department in which they are interested in doing an individual study because programs have specific requirements for enrolling in individual study courses.

Another undergraduate research option is the URES 197 Undergraduate Research course. In this case, the student works on the faculty member’s research project and completes research tasks connected with that project as determined by the faculty member. Beginning students are eligible to register for URES 197 Undergraduate Research, and the students who complete URES 197 Undergraduate Research will likely develop their own individual study project at a later time, thereby building on initial research experiences. Individual studies are most often done by more advanced students (juniors and seniors) who have the necessary background to successfully formulate an individual study project.

University Galleries

The Ridderhof Martin Gallery is a high-quality art museum facility. It displays traveling exhibitions from museums around the country, bringing to the University the art of the past and present from many cultures. Other exhibitions draw from the permanent collection for themes such as “The Artist Looks at Sister Artists” and “Art and 20th-Century War.” The duPont Gallery features painting, drawing, sculpture, photography, ceramics, and textiles by art faculty and students as well as other contemporary artists.

The Galleries’ permanent collection of some 6,000 artworks is strongest in mid-20th century art and Asian art. The Galleries also house much of the life’s work, as well as the personal papers, of New York surrealist Margaret Sutton and Los Angeles figurative expressionist Phyllis Ridderhof Martin.

Professors in art history and other fields often assign class projects and research in the Galleries. Students study the works on view and in storage, and delve into the computerized records and paper files. Students also participate in cataloging the collection and organizing and installing exhibitions.

University Libraries

Library Staff (p. 68)

The UMW Libraries constitute the knowledge center of the university — a physical and virtual manifestation of the institution’s mission of connected, integrated, and engaged teaching, learning, research, and service.

During regular semesters, Simpson Library is open with full-service for 90 hours each week. During Reading Days/Exam Week, the Library is open 24/7. The Libraries’ collections contain more than 380,000 physical items including books, journals, videos, and popular reading materials. The Libraries provide access to more than 120,000 online journals, 450,000 electronic books, and 40,000 streaming videos. The Libraries also provide access to an extensive array of electronic databases that include full-text articles, historical newspapers and other primary source materials, images, and research datasets. The Libraries add 2,000 or more volumes to their collections each year to support the University’s wide-ranging curriculum.

An official partial depository of both Federal and state government publications, the Libraries also maintain an online digital repository, a rare book collection, and the archives of the University. The University of Mary Washington is an active member of VIVA (The Virtual Library of Virginia) a consortium of colleges and universities in Virginia that provides students and faculty access to a rich array of electronic resources through the campus network. VIVA resources range from online encyclopedias and dictionaries to bibliographic databases and full-text periodical services.

One of the largest buildings on the Fredericksburg campus, Simpson Library is connected to the Hurley Convergence Center (HCC) by a bridge leading from the library’s second floor to the HCC’s third floor. The library staffs a service desk in the HCC that is equipped with a self-service
checkout system. The HCC also includes the library's Digital Archiving Lab and Digital Gallery.

Simpson Library includes spaces for group and individual study, including the popular "treehouses" — double-decker study carrels located on the third floor. UMW's ThinkLab maker space is also located in Simpson Library.

The Libraries also provide wireless access to the campus network. The online catalog provides access to the Libraries' print and electronic collections. A full range of instructional services is offered to faculty and students to aid in the use and interpretation of the Libraries' resources, research methods and the efficient use of new information technologies. Librarians teach a wide array of course-related instruction in addition to the provision of reference assistance. The Libraries also support an efficient interlibrary loan service.

Writing Center

The Writing Center, located on the Fredericksburg campus, is open to all Mary Washington students. Operating within the Honor Code, the Writing Center offers free tutorial assistance to undergraduate and graduate students, regardless of major or concentration, both for course assignments and for personal writing needs.

The Writing Center works with student writers at every skill level to improve their writing performance. Staffed by a faculty director and well-trained student tutors, the Center provides advice in getting started on papers, developing ideas, achieving unity and coherence, reviewing troublesome parts of papers, learning writing styles such as APA and MLA, understanding and correcting recurring grammatical and punctuation errors, and overcoming writer's block. The Writing Center welcomes students writing research papers, short essays, letters of application, and laboratory reports. The Center also provides access to various writing guides.
STUDENT LIFE

The University provides a wide assortment of activities, programs, and services available to students. Select from the options in the drop down box above to learn more about various student life resources. Additional information on Student Life is found in the University of Mary Washington Student Handbook (http://publications.umw.edu/student-handbook), updated annually.

Athletics

The University sponsors 23 men’s and women’s NCAA Division III varsity teams for intercollegiate competition and two team sports. Varsity men’s teams compete in baseball, basketball, cross country, golf, lacrosse, soccer, tennis, swimming, and indoor and outdoor track and field. Varsity women’s teams compete in basketball, cross country, field hockey, golf, lacrosse, soccer, softball, swimming, tennis, volleyball, and indoor and outdoor track and field. Men and women compete together in riding. Men’s and Women’s Rugby are the team sports. UMW competes in the Capital Athletic Conference (CAO).

The Anderson Events Center seats 1,700 spectators for sports, and 2,800 spectators for concerts. The Goolrick physical education building provides a basketball gymnasium, dance studios, an intercollegiate swimming pool with electronic touch time system, an auxiliary gymnasium, an 8,000-square-foot weight training room, an indoor golf practice facility, three competitive volleyball courts, two indoor batting cages, and two athletic training rooms. A 15,000 square foot fitness center is connected to Goolrick and is open seven days per week during the academic year. The six-court indoor Tennis Center is a great resource for student athletes and the campus community. State-of-the-art outdoor facilities are located at the Battleground Complex on Hanover St. and include fields for baseball, soccer, lacrosse, softball, and field hockey; three artificial surface fields (two lighted); cross country courses and a running trail; 12 lighted tennis courts; and a newly completed, state of the art all-weather track and field facility.

Campus Recreation and Fitness Center

Students enjoy a comprehensive recreation program with something for everyone. Intramural sports events range widely from team leagues in basketball and flag football to events such as dodgeball and kickball. The sport club program offers opportunities for intercollegiate competition in a variety of sports. Working on your wellness is fun and interactive with group fitness classes, personal training, and outdoor recreation programs. Additionally, the Fitness Center, open to all students, faculty, and staff, offers cardiovascular, free weight, and circuit equipment for open recreation use.

Community Outreach and Resources (COAR)

COAR is a diverse group of students serving community needs through an active exchange of service and learning while continually striving to find solutions to problems that challenge the community. COAR sponsors multiple weekly programs (http://students.umw.edu/coar/coar-programs) and six major annual events (http://students.umw.edu/coar/special-events). The purpose of all COAR programs and events is to build strong community relations between UMW students and the Greater Fredericksburg community through service. Any UMW student who has a desire to serve UMW and the Greater Fredericksburg community can get involved with COAR.

Health Center

The Student Health Center offers full-time students a self-care center and outpatient medical services Monday through Friday during the academic year. It is staffed by a full-time physician, nurse practitioner, and registered nurse. On-site specialty care includes sexual health services, allergy shots, travel and health consultation. Student Health Center visits are free. There are nominal fees charged for tests, prescription medications given, immunizations, and medical supplies.

Multicultural Student Affairs

The University of Mary Washington continually and actively seeks a rich blend of cultural diversity in its faculty and staff, students, curriculum, and activities. The James Farmer Multicultural Center, named after the prominent civil rights leader who taught at the University of Mary Washington, specifically focuses on the academic and social well being of underrepresented students through programming, mentoring, and leadership opportunities. The Center also offers a wide variety of cultural programming, including the Cultural Awareness Series, which spans the academic year. The programs and activities for the various cultural celebrations highlight and enhance the education and appreciation of differences across the campus community. The series culminates with the Multicultural Fair, which attracts regional attendance.

While inclusion is a goal for all University organizations, several specific interest groups on campus assist in promoting diversity within the University community and offer programs and resources that foster an awareness and understanding of cultural differences and social justice issues, including the Asian Student Association, the Black Student Association, Brothers of a New Direction, the Latino Student Association, Jewish Student Association, Muslim Student Association, S.E.E.D. (Students Educating and Empowering for Diversity), PRISM (People for the Rights of Individuals of Sexual Minorities), and Women of Color. Through these many efforts, the University strives to achieve greater diversity and inclusion in its population and a full measure of respect for, and appreciation of, the cultural traditions of all people.

Office of Student Conduct and Responsibility (OSCAR)

The Office of Student Conduct and Responsibility (OSCAR) supports the Division of Student Affairs’s overarching mission to promote student success, learning, and personal wellness. In doing so, it also supports the University’s overall mission, which is to provide students with a superior education that inspires and enables them to make positive changes in the world.

OSCAR supports these missions by upholding a Code of Conduct, a set of guidelines for how UMW students are to conduct themselves, and what conduct they should expect from each other. These guidelines, based on principles of student development, are intended to facilitate all students’ learning and personal growth within the University and beyond, and to create a community of integrity. Students’ success, ability to learn, and wellness should not be negatively impacted by the conduct of other students, or by their own conduct. Students whose actions are inconsistent with the Code of Conduct are held accountable through a fair and compassionate process in which education is a primary value.
OSCAR upholds an environment in which personal growth is facilitated, citizenship is promoted, and sensitivity to others within the community is balanced against each student's need for personal expression. Related to their conduct, UMW students have both rights and responsibilities, and OSCAR assists students in understanding how those rights and responsibilities benefit all members of the UMW community, including themselves.

**Talley Center for Counseling Services**

The mission of the Talley Center is to help students meet the demands of college effectively and to support their personal, social, and intellectual growth and development. Talley Center staff includes licensed clinical psychologists, licensed professional counselors, and masters- and doctoral-level interns from graduate programs in counseling and psychology. The Talley Center provides individual and group counseling services to full-time, undergraduate, degree-seeking students enrolled on the Fredericksburg campus. The Talley Center also provides limited, short-term psychiatric services by referral. We offer crisis intervention, consultation, community referrals, and training and educational outreach programs to the entire UMW community. All services are confidential and free of charge.

Student concerns vary considerably and may range from typical developmental issues— including University adjustment, relationship concerns, and stress management— to problems with depression, anxiety disorders, bereavement, and trauma.

To schedule an appointment or inquire further about services, please call the Talley Center at 540-654-1053. If this is a crisis that requires immediate assistance and the Talley Center is not open, please call campus police at 540-654-4444.

**University Bookstore**

The University Bookstore, managed by Barnes & Noble College, is dedicated to supporting the academic mission of UMW and the quality of student life on campus. Competitively-priced course materials are offered in store and online (https://umw.bncollege.com/shop/umw/home). Departments, courses, or sections that have Open Education Resource (OER) materials available are listed at the Bookstore. Assorted course materials, such as computer, art, and medical supplies, are also available.

The Bookstore is also the nest of Eagle Pride, offering UMW apparel, gifts, insignia and emblematic school supplies; the trade book department boasts the work of UMW faculty, staff and alumni, and offers a rich array of local history titles.

The UMW Bookstore is located in Lee Hall. Phone: 540-654-1017.

**University Public Safety**

UMW Public Safety includes UMW Police, an accredited police agency, and the Office of Emergency Management. The University Police offer around-the-clock law enforcement and security for the Fredericksburg campus. They employ a community policing philosophy that includes outreach efforts to the University and local community. The 19 full-time sworn officers and 15 security personnel are certified by the Commonwealth of Virginia to enforce state and local laws and ordinances as well as University rules and regulations. The University employs security personnel at the Fredericksburg, Stafford, and Dahlgren campuses during class and library hours, with back-up from UMW Police and Stafford or King George County sheriffs' departments, as necessary.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
<th>University/Institution</th>
</tr>
</thead>
<tbody>
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David W. Kolar, Associate Professor of Psychology (1995, 2004)
B.A., San Diego State University; M.A., Ph.D., University of California at Riverside

Janusz Konieczny, Professor of Mathematics (1992, 2004)
M.S., Jagiellonian University (Poland); Ph.D., The Pennsylvania State University

Leonard R. Koos, Associate Professor of French (1992, 1997)
B.A., University of California at Los Angeles; M.A., M.Phil., Ph.D., Yale University

James Brooks Kuykendall, Professor of Music (2017, 2017)
A.B., Erskine College; M.A., Ph.D., Cornell University

Benjamin J. LaBreche, Associate Professor of English (2009, 2015)
B.A., Ph.D., Yale University

Bradley A. Lamphere, Assistant Professor of Biology (2016, 2016)
B.A., Pomona College; Ph.D., University of North Carolina at Chapel Hill

Jeremy G. Larochelle, Professor of Spanish (2006, 2018)
B.A., The College of William and Mary; M.A., Ph.D., Rutgers, The State University of New Jersey

Elizabeth F. Larus, Professor of Political Science (1997, 2010)
B.A., Creighton University; M.A., University of Oklahoma; M.A., Ph.D., University of Virginia

B.S., Lynchburg College; M.S., Ohio University

Donghyun (Don) Lee, Assistant Professor of Economics (2015, 2015)
B.S., Arizona State University; M.S., University of Wisconsin at Madison; Ph.D., University of Oregon

Jangwoon (Leo) Lee, Professor of Mathematics (2008, 2020)
B.S., Kangnam University (South Korea); M.S., Sogang University (South Korea); Ph.D., Iowa State University

Janie Lee, Associate Professor of Linguistics (2011, 2017)
B.A., Ewha Women’s University (South Korea); M.A., Ph.D., University of California at Santa Barbara

J. Larry Lehman, Professor of Mathematics (1986, 1998)
B.A., Eastern Mennonite College; Ph.D., University of Virginia

Marcus L. Leppanen, Assistant Professor of Psychology (2020, 2020)
B.A., University of Wisconsin at Milwaukee; M.S., Ph.D., University of Louisville

Emile J. Lester, Professor of Political Science (2006, 2019)
B.A., The George Washington University; M.Sc., London School of Economics; Ph.D., University of Virginia

Jonathan Levin, Professor of English (2013, 2013)
A.B., University of Michigan; M.A., University of California at Los Angeles; Ph.D., Rutgers University

Rachel J. Levy, Assistant Professor of English (2019, 2019)
B.A., Allegheny College; M.A., Miami University; MFA, University of Colorado at Boulder; Ph.D., University of Utah

Elizabeth F. Lewis, Professor of Spanish (1992, 2011)
B.A., Auburn University; M.A., Ph.D., University of Virginia

Lynn O. Lewis, Professor of Biology (1989, 2002)
B.S., Ph.D., Virginia Polytechnic Institute & State University

Miriam N. Liss, Professor of Psychology (2001, 2013)
B.A., Wesleyan University; M.A., Ph.D., University of Connecticut

Eric G. Lorentzen, Professor of English (2004, 2019)
B.A., Rowan University; M.A., Ph.D., The Pennsylvania State University

Kenneth D. Machande, Professor of Accounting (2004, 2010)
A.A., University of Maryland; BLS, Mary Washington College; MBA, Albany State University

Virginia H. Mackintosh, Associate Professor of Psychology (2008, 2014)
B.A., State University of New York at Binghamton; M.S., Ph.D., Virginia Commonwealth University

Will B. Mackintosh, Associate Professor of History and American Studies (2010, 2017)
B.A., Swarthmore College; M.A., Ph.D., University of Michigan at Ann Arbor

Jennifer Magee, Senior Lecturer in Mathematics (2013, 2018)
B.A., Washington and Jefferson College; M.A., Bowling Green State University

Jennifer R. Mailloux, Associate Professor of Psychology (2003, 2009)

B.A., Fairfield University; M.A., Ph.D., State University of New York at Stony Brook

**Kashef A. Majid**, Associate Professor of Marketing (2013, 2019)
B.C., University of Ottawa; M.S., Concordia University; Ph.D., The George Washington University

**Varun Suresh Makhiya**, Assistant Professor of Physics (2019, 2019)
B.A., Drew University; Ph.D., Kansas State University

**John S. Marsh**, Associate Professor of Management (2013, 2019)
B.S., M.S., Ph.D., Rensselaer Polytechnic Institute

**Kristin L. Marsh**, Professor of Sociology (2000, 2019)
B.A., M.A., Georgia State University; Ph.D., Emory University

**Andrew M. Marshall**, Associate Professor of Computer Science (2014, 2020)
B.S., New Mexico State University; M.S., Bowling Green State University; Ph.D., State University of New York at Albany

**Leslie E. Martin**, Associate Professor of Sociology (2007, 2012)
B.A., The College of William and Mary; M.A., Temple University; Ph.D., Emory University

**Melissa Martinez**, Assistant Professor of Political Science (2019, 2020)
B.A., St. Mary’s University; M.A., Ph.D., University of North Texas

**Maria Isabel Martínez-Mira**, Associate Professor of Spanish (2005, 2011)
B.A., University of Murcia (Spain); M.A., Ph.D., University of Illinois at Urbana-Champaign

**Mary Elizabeth S. Mathews**, Professor of Religion (2000, 2017)
A.B., The College of William and Mary; M.A., Ph.D., University of Virginia

**Maya Mathur**, Professor of English (2006, 2019)
B.A., St. Stephen’s College; M.A., Ph.D., University at Buffalo, The State University of New York

**Jason P. Matzke**, Professor of Philosophy (2007, 2017)
B.S., Ball State University; MAIS, Oregon State University; M.A., Ph.D., Michigan State University

**Marco Millones Mayer**, Associate Professor of Geography (2016, 2020)
B.A., Pontificia Universidad Católica de Peru; M.A., University of Miami; Ph.D., Clark University

**Marie E. McAllister**, Professor of English (1998, 2009)
B.A., Yale University; Ph.D., Princeton University

**Christine A. McBride**, Professor of Psychology (1994, 2006)
B.A., University of Portland; M.A., Ph.D., University of California at Riverside

**Venita C. McCall**, Professor of Education (1980, 2005)
B.S., Niagara University; MBA, University of North Florida; Ed.D., Virginia Polytechnic Institute & State University

**Jeffery W. McClurken**, Professor of History (1999, 2013)
B.A., Mary Washington College; M.A., Ph.D., The Johns Hopkins University

**Kevin J. McCluskey**, Associate Professor of Theatre (2001, 2007)
BFA, University of South Dakota; MFA, Indiana University; MLS, Southern Connecticut State University

**Pamela S. McCullough**, Lecturer in Nursing (2014, 2018)

B.S., MSN., The Catholic University of America; DNP, Old Dominion University

**Jonathon F. McMillan**, Associate Professor of Art (2011, 2017)
BFA, James Madison University; MFA, Southern Illinois University at Edwardsville

B.A., University of Mary Washington; M.A., East Carolina University; Ph.D., University of Tennessee

**Keith E. Melling**, Professor of Mathematics (2003, 2014)
B.S., Millersville University; M.S., Ph.D., University of Delaware

**Laura H. Mentore**, Associate Professor of Anthropology (2010, 2017)
B.A., University of Virginia; Ph.D., University of Cambridge

**Nina Mikhailovsky**, Professor of Philosophy (2006, 2006)
B.A., Boston University; M.A., Ph.D., Georgetown University

B.A., Pomona College; M.A., Ph.D., The Johns Hopkins University

**Caitlin E. Moore**, Senior Lecturer in Athletics, Health, and Physical Education (2013, 2018)
B.S.; MBA, University of Mary Washington

**Sarah A. Morelli**, Senior Lecturer in Environmental Sciences (2013, 2018)
B.S., Slippery Rock University; M.S., University of Pittsburgh

**John T. Morello**, Professor of Communication (1989, 1996)
A.B., The College of William and Mary; M.A., Northern Illinois University; Ph.D., Wayne State University

**Ginny R. Morriss**, Assistant Professor of Biology (2019, 2019)
B.S., Gonzaga University; Ph.D., University of New Mexico

**Joseph W. Nicholas**, Associate Professor of Geography (1991, 1997)
B.A., Bemidji State University; M.S., University of North Dakota; Ph.D., University of Georgia

B.A., St. Olaf College; M.A., M. Phil., Ph.D., Yale University

**Marjorie A. Och**, Professor of Art (1994, 2008)
B.A., Towson State University; M.A., University of Delaware; Ph.D., Bryn Mawr College

**Deborah A. O’Dell**, Professor of Biology (1992, 2016)
B.S., Ursinus College; Ph.D., State University of New York at Stony Brook

**Timothy M. O’Donnell**, Professor of Communication (1999, 2011)
B.A., M.A., Wake Forest University; Ph.D., University of Pittsburgh

**E. Davis Oldham**, Associate Professor of Chemistry (2013, 2019)
B.A., Lawrence University; Ph.D., University of Illinois at Urbana-Champaign

B.A., Universidad Autonoma de Nuevo Leon (Mexico); M.A., University of North Dakota; M.A., George Mason University; Ph.D., The Catholic University of America

B.A., Wellesley College; MBA, Columbia University; M.A., University of Maryland
Erin N. Palmwood, Assistant Professor of Psychology (2020, 2020)
B.S., University of Mary Washington; M.A., Ph.D., University of Delaware

Judith A. Parker, Professor of Linguistics (1987, 2008)
B.A., Sarah Lawrence College; M.A., Ph.D., Brown University

Melina A. Patterson, Associate Professor of Geography (2003, 2010)
B.A., Pitzer College; M.A., Ph.D., Rutgers University

Kelly W. Perkins, Senior Lecturer in Mathematics (2015, 2020)
B.S., Rice University; J.D., University of Houston Law School; M.S., Virginia Commonwealth University

Angela L. Pitts, Professor of Classics (2002, 2016)
B.A., Ohio University; M.A., Ph.D., University of Wisconsin at Madison

Jennifer A. Polack, Professor of Computer Science (1998, 2010)
B.S., University of Scranton; M.S., Pace University; Ph.D., University of South Florida

Allyson M. Poska, Professor of History (1992, 2004)
B.A., The Johns Hopkins University; M.A., Brown University; Ph.D., University of Minnesota at Minneapolis

Scott M. Powers, Professor of French (2002, 2017)
B.S. Ed., Arizona State University; M.A., Ph.D., Tulane University

Colin T. Rafferty, Associate Professor of English (2008, 2014)
B.A., Kansas State University; M.A., Iowa State University; MFA, University of Alabama

P. Anand Rao, Professor of Communication (2002, 2016)
B.A., M.A., Ph.D., University of Pittsburgh

Veena Ravishankar, Assistant Professor of Computer Science (2018, 2018)
B.E., Visveswaraiah Technological University (India); M.S., Ph.D., State University of New York at Albany

Margaret A. Ray, Professor of Economics (1993, 2005)
B.S., Oklahoma State University; M.A., Western Illinois University; Ph.D., University of Tennessee

Randall D. Reif, Associate Professor of Chemistry (2014, 2020)
B.A., St. Mary’s College of Maryland; Ph.D., Texas Tech University

Michael J. Reno, Lecturer in Philosophy (2015, 2018)
B.S., Illinois State University; M.A., Ph.D., Michigan State University

David A. Rettinger, Professor of Psychology (2006, 2019)
B.A., University of Michigan at Ann Arbor; M.A., Ph.D., University of Colorado at Boulder

Gary N. Richards, Professor of English (2008, 2017)
B.A., Trinity University; M.A., Ph.D., Vanderbilt University

Lyne D. Richardson, Professor of Marketing (2011, 2011)
BBA, University of Montevallo; MBA, University of Alabama at Birmingham; Ph.D., University of Alabama

Brian R. Rizzo, Associate Professor of Geography (2007, 2011)
B.A., M.A., University of Western Ontario; Ph.D., University of Virginia

Jason M. Robinson, Associate Professor of Art (2014, 2020)
B.A., Pennsylvania State University; MFA, Virginia Commonwealth University

Joseph M. Romero, Professor of Classics (2000, 2015)
B.A., Mary Washington College; Ph.D., Duke University

Marcel P. Rotter, Associate Professor of German (2004, 2010)
M.A., Pädagogische Hochschule Erfurt; Ph.D., University of Wisconsin at Madison

Farhang Rouhani, Professor of Geography (2001, 2015)
B.A., University of California at Berkeley; M.A., Ph.D., University of Arizona

Robert S. Rycroft, Professor of Economics (1977, 1989)
B.A., The College of William and Mary; M.A., Ph.D., University of Maryland

Christopher O. Ryder, Associate Professor of Music (2018, 2018)
B.A., Mary Washington College; M.A., George Mason University; DMA, Shenandoah Conservatory of Shenandoah University

Jose A. Sainz, Associate Professor of Spanish (2001, 2007)
B.A., Universidad de Deusto (Spain); M.A., West Virginia University; Ph.D., University of Maryland

Sayan Sarkar, Assistant Professor of Accounting (2016, 2016)
B.A., Delhi University; M.A., Sheffield Hallam University (United Kingdom); MBA, Ph.D., University of Texas at El Paso

Mara N. Scanlon, Professor of English (1999, 2011)
B.A., University of Virginia; M.A., Ph.D., University of Wisconsin at Madison

Holly H. Schiffrin, Professor of Psychology (2005, 2017)
B.S., Mary Washington College; M.S., Ph.D., University of Miami

Debra J. Schleef, Professor of Sociology (1999, 2011)
B.A., Indiana University at Indianapolis; M.A., Ph.D., Northwestern University

Federico Schneider, Associate Professor of Italian (2004, 2009)
 Diploma, Berklee College of Music; M.A., Boston College; Ph.D., Yale University

Kyle T. Schultz, Associate Professor of Education (2017, 2017)
B.A., MAT, Miami University; Ph.D., University of Georgia

Jessica Zeit Self, Assistant Professor of Computer Science (2016, 2016)
B.S., University of Mary Washington; M.S., Ph.D., Virginia Polytechnic Institute & State University

Jason R. Sellers, Associate Professor of History (2011, 2019)
B.A., University of California at Berkeley; M.A., Ph.D., University of California at Irvine

Marie P. Sheckels, Professor of Education and Mathematics (1981, 1999)
B.A., Saint Mary’s College; M.A., The Pennsylvania State University; Ph.D., University of Maryland

Ranjit Singh, Associate Professor of Political Science (2004, 2010)
B.A., Mary Washington College; M.A., Georgetown University; Ph.D., University of Virginia

Kelli M. Slunt, Professor of Chemistry (1995, 2008)
B.S., Mary Washington College; Ph.D., University of Virginia

Andréa D. Livi Smith, Professor of Historic Preservation (2008, 2020)
B.A., Brown University; M.S., University of Vermont; Ph.D., University of Maryland

Michael G. Spencer, Associate Professor of Historic Preservation (2009, 2015)
Jennifer D. Walker, Associate Professor of Education (2014, 2020)

B.A., Mary Washington College; MHP, University of Kentucky


B.S., Garhwal University (India); MBA, Jackson State University; DBA, University of Surrey (United Kingdom)

W. David Stahlan, Associate Professor of Psychology (2012, 2018)

B.A., Franklin and Marshall College; M.A., Ph.D., University of California at Los Angeles

Emily M. Stanley, Assistant Professor of Psychology (2016, 2016)

B.A., Trinity University; M.A., Ph.D., University of Delaware

Michael C. Stebar, Senior Lecturer in Biological Sciences (2014, 2020)

B.S., The College of William and Mary; M.T., University of Virginia

Hilary E. Stebbins, Associate Professor of Psychology (2010, 2016)

B.S., Mary Washington College; Ph.D., Brown University

Debra C. Steckler, Associate Professor of Psychology (1982, 1990)

B.A., Butler University; M.S., Ph.D., University of Georgia

Jesse J. Stomme, Senior Lecturer in English, Linguistics, and Communication (2019, 2019)

B.A., M.A., Ph.D., University of Colorado at Boulder

Gregg Stull, Professor of Theatre (1991, 2005)

B.A., Mary Washington College; M.A., University of Maryland

Sushma Subramanian, Assistant Professor of Journalism (2015, 2015)

B.A., University of Southern California; M.S., Columbia University

Suzanne Sumner, Professor of Mathematics (1992, 2004)

B.S., University of North Carolina at Chapel Hill; M.S., Ph.D., North Carolina State University


B.S., Allegheny College; M.S., California University of Pennsylvania

Melanie D. Szulczewski, Associate Professor of Environmental Science (2008, 2014)

B.A., Cornell University; M.S., Ph.D., University of Wisconsin at Madison


B.S., Radford University

Abbie M. Tomba, Associate Professor of Biology (2006, 2012)

B.S., M.S., Bowling Green State University; Ph.D., Auburn University

Cristina Turdean, Associate Professor of Historic Preservation (2011, 2017)

B.S., M.S., The Polytechnic Institute of Cluj-Hașe (Romania); M.A., State University of New York at Oneonta; M.A., Ph.D., University of Delaware

Clarence W. Tweedy, III, Associate Professor of English (2006, 2013)

B.A., Virginia Military Institute; M.A., Ph.D., University of Kentucky

Craig R. Vasey, Professor of Philosophy (1986, 1999)

B.A., Towson State College; Doctorate, Université de Paris; Ph.D., Brown University

Jennifer D. Walker, Associate Professor of Education (2014, 2020)

B.S., University of Mary Washington; M.Ed., Ph.D., George Mason University

Robert Parrish Waters, Assistant Professor of Biology (2014, 2015)

B.A., University of North Carolina at Asheville; Ph.D., University of South Dakota

Melissa S. Wells, Assistant Professor of Education (2017, 2017)

B.A., M.A., Furman University; Ph.D., University of South Carolina

Robert L. Wells, Assistant Professor of Music (2017, 2019)

B.M., Furman University; M.A., M.M., Ph.D., Eastman School of Music

Zachary N. Whalen, Associate Professor of English (2008, 2014)

B.A., Carson-Newman College; M.A., Ph.D., University of Florida

Charles E. Whipkey, Associate Professor of Geology (2000, 2006)

B.S., The Pennsylvania State University; M.S., North Carolina State University; Ph.D., University of Pittsburgh

Marc A. Williams, Assistant Professor of Theatre (2020, 2020)

B.A., University of Mary Washington; MFA, University of North Carolina at Greensboro

Laura C. Wilson, Associate Professor of Psychology (2013, 2019)

B.S., Virginia Polytechnic Institute & State University; M.A., The College of William and Mary; Ph.D., Virginia Polytechnic Institute & State University


B.A., Randolph-Macon College; M.Ed., National-Louis University

Grant R. Woodwell, Professor of Geology (1986, 1998)

B.A., Columbia University; M.Phil., Ph.D., Yale University

April N. Wynn, Assistant Professor of Biology (2015, 2015)

B.S., McMurtry University; M.S., Texas A & M University; Ph.D., North Carolina State University

Ping Yin, Associate Professor of Geography (2014, 2019)

B.E., M.E., Tsinghua University (China); Ph.D., University of Georgia

Eun Jung [Kelly] Yoon, Assistant Professor of Marketing (2019, 2019)

BBA, MBA, Kyung Hee University (South Korea); M.S., University of Florida; Ph.D., University of California at Irvine

Ronald A. Zacharski, Associate Professor of Computer Science (2007, 2013)

BFA, University of Wisconsin at Milwaukee; Ph.D., University of Minnesota

Xiaofeng Zhao, Professor of Management Science (2007, 2019)

B.S., Xian Jiaotong University (China); M.Phil., Northwestern University; MBA, Indiana University of Pennsylvania; Ph.D., University of Tennessee
FACULTY AWARDS

Six University awards are presented each year to outstanding members of the faculty. The first four awards listed are presented at the Commencement ceremonies. The “Topher” Bill Award is presented at the opening general faculty meeting at the start of each fall semester. The Waple Faculty Professional Achievement Award, initiated in 2013, is presented at the April general meeting of the faculty.

Grellet C. Simpson Award
Established in 1972, the Grellet C. Simpson Award reflects the importance placed by the University on its primary mission as an undergraduate, teaching institution. Named for former President Grellet C. Simpson, this award was made possible by an anonymous donor and is presented to a faculty member in recognition of excellence in undergraduate teaching. The faculty rank shown is the person's rank at the time of the award.

1972 — Carmen L. Rivera, Professor of Modern Foreign Languages
1973 — Sidney H. Mitchell, Professor of English
1974 — Anna S. Hoye, Professor of Biology
1975 — Earl G. Insley, Professor of Chemistry
1976 — Donald E. Glover, Professor of English
1977 — Glen R. Thomas, Professor of American Studies
1978 — Nancy H. Mitchell, Professor of English
1979 — Elizabeth A. Clark, Professor of Religion
1980 — Janet G. Zeleznock, Associate Professor of Mathematical Sciences
1981 — Arthur L. Tracy, Associate Professor of History
1982 — Mary W. Pinschmidt, Professor of Biology
1983 — Joseph C. DiBella, Associate Professor of Art
1984 — Bernard L. Mahoney, Jr., Professor of Chemistry
1985 — Susan J. Hanna, Professor of English
1986 — George M. Van Sant, Professor of Philosophy
1987 — Marshall E. Bowen, Professor of Geography
1988 — Joanna L. Reynolds, Associate Professor of Modern Foreign Languages
1989 — Roger J. Bourdon, Professor of History
1990 — Michael J. Joyce, Associate Professor of Dramatic Arts
1991 — Richard M. Zeleznock, Assistant Professor of Mathematics
1992 — David W. Cain, Professor of Religion
1993 — Sammy R. Merrill, Professor of Modern Foreign Languages
1994 — William B. Crawley, Jr., Distinguished Professor of History
1995 — Lewis P. Fickett, Jr., Distinguished Professor of Political Science
1996 — Carol S. Manning, Professor of English
1997 — Topher Bill, Professor of Psychology
1998 — Bulent I. Atalay, Professor of Physics
1999 — Steven A. Greenlaw, Associate Professor of Economics
2000 — William Kemp, Professor of English
2001 — Clavio F. Ascarì, Professor of Italian
2002 — Steve R. Hampton, Associate Professor of Psychology
2003 — Rosemary Barra, Professor of Biology
2004 — John H. Reynolds, Professor of Computer Science
2005 — David J. Long, Professor of Music
2006 — John M. Kramer, Distinguished Professor of Political Science
2007 — Thomas G. Moeller, Professor of Psychology
2008 — Margaret Huber, Distinguished Professor of Anthropology
2009 — Jean Ann Dabb, Associate Professor of Art History
2010 — Gregg Stull, Professor of Theatre
2011 — Teresa A. Kennedy, Professor of English
2012 — Dawn S. Bowen, Professor of English
2013 — Joella C. Killian, Professor of Geography
2014 — Mara N. Scanlon, Professor of English
2015 — Liane R. Houghtalin, Professor of Classics
2016 — Marie E. McAllister, Professor of English
2017 — Jonathon F. McMillan, Assistant Professor of Art
2018 — Robert R. Barr, Associate Professor of Political Science
2019 — Leslie E. Martin, Associate Professor of Sociology

Graduate Faculty Award
Established in 2003, this award recognizes an exceptional full-time faculty member who demonstrates excellence in graduate teaching and professional leadership in a graduate program. The person selected must have served in a full-time position at the University for at least two years. The faculty rank shown is the person's rank at the time of the award.

2003 — Andrew Blair Staley, Assistant Professor of Leadership and Management
2004 — Jo Tyler, Associate Professor of Linguistics and Education
2005 — Alan G. Heffner, Professor of Leadership and Management
2006 — Norah S. Hooper, Associate Professor of Education
2007 — Gail D. Brooks, Associate Professor of Computer Information Systems
2008 — Brenda E. Vogel, Professor of Education
2009 — Kimberley L. Kinsley, Assistant Professor of Leadership and Management
2010 — Suzanne Houff, Professor of Education
2011 — Laurie B. Abeel, Associate Professor of Education
2012 — Mukesh Srivastava, Associate Professor of Management Information Systems
2013 — Louis A. Martinette, Associate Professor of Marketing
2014 — Beverly D. Epps, Associate Professor of Education
2015 — G. Robert Greene, Senior Lecturer in Management
2016 — John P. Broome, Assistant Professor of Education
2017 — Patricia E. Reynolds, Assistant Professor of Education
2018 — Jane L. Huffman, Associate Professor of Education
2019 — Woodrow D. Richardson, Professor of Management

Alumni Association Outstanding Young Faculty Member Award

The Alumni Association Outstanding Young Faculty Member Award, established in 1989, recognizes the achievement and contribution of a faculty member who has been at the University from two to five years. The faculty rank shown is the person’s rank at the time of the award.

1989 — James E. Goehring, Assistant Professor of Religion
1990 — George King, III, Associate Professor of Physics
1991 — Grant R. Woodwell, Assistant Professor of Geology
1992 — Larry W. Penwell, Assistant Professor of Psychology
1993 — John T. Morello, Associate Professor of Speech
1994 — Suzanne Sumner, Assistant Professor of Mathematics
1995 — Gregg Stull, Assistant Professor of Theatre
1996 — Janusz Konieczny, Assistant Professor of Mathematics
1997 — Mehdi Aminrazavi, Assistant Professor of Philosophy and Religion
1998 — W. Gardner Campbell, Assistant Professor of English
1999 — Christine A. McBride, Assistant Professor of Psychology
2000 — Kelli M. Slunt, Assistant Professor of Chemistry
2001 — Stephen J. Farnsworth, Assistant Professor of Political Science
2002 — Carole A. Garmon, Assistant Professor of Art
2003 — Claudia Emerson, Associate Professor of English
2004 — Leanna C. Giancarlo, Assistant Professor of Chemistry
2005 — Miriam N. Liss, Assistant Professor of Psychology
2006 — Craig T. Naylor, Assistant Professor of Music
2007 — Jason W. Davidson, Assistant Professor of Political Science

2008 — Keith E. Mellinger, Assistant Professor of Mathematics
2009 — W. Shawn Humphrey, Assistant Professor of Economics
2010 — Robert R. Barr, Associate Professor of Political Science
2011 — Krystyn R. Moon, Associate Professor of History
2012 — Rosemary K. Jesionowski, Assistant Professor of Art
2013 — Melanie D. Szulczewski, Assistant Professor of Environmental Science
2014 — Chad M. Murphy, Assistant Professor of Political Science
2015 — Eric C. Bonds, Assistant Professor of Sociology
2016 — Jon M. Pineda, Assistant Professor of English
2017 — Laura C. Wilson, Assistant Professor of Psychology
2018 — Caitlin C. Finlayson, Assistant Professor of Geography
2019 — Elizabeth A. Johnson-Young, Assistant Professor of Communication

Mary W. Pinschmidt Award

Members of the senior class select the winner of the Mary W. Pinschmidt award. Established in 1999 in honor of a long-time professor of biology, this award recognizes the faculty member who seniors select as the person they will most likely remember as the one who had the greatest impact on their lives. The faculty rank shown is the person’s rank at the time of the award.

1999 — Stephen J. Farnsworth, Assistant Professor of Political Science
2000 — Werner Wieland, Professor of Biology
2001 — Erin H. Fouberg, Assistant Professor of Geography
2002 — Topher Bill, Professor of Psychology
2003 — Gregg Stull, Associate Professor of Theatre
2004 — José Angel Sainz, Assistant Professor of Spanish
2005 — William B. Crawley, Jr., Distinguished Professor of History
2006 — Claudia Emerson, Associate Professor of English
2007 — Kenneth D. Machande, Assistant Professor of Business Administration
2008 — W. Brown Morton III, Professor of Historic Preservation
2009 — Jean Ann Dabb, Associate Professor of Art History
2010 — Stephen C. Davies, Assistant Professor of Computer Science
2011 — Chad M. Murphy, Assistant Professor of Political Science
2012 — Gary N. Richards, Assistant Professor of English
2013 — Daniel J. Hubbard, Associate Professor of Accounting
2014 — Lynn O. Lewis, Professor of Biology
2015 — Maria Isabel Martinez-Mira, Associate Professor of Spanish
2016 — Dawn S. Bowen, Professor of Geography

2017 — Surupa Gupta, Associate Professor of Political Science

2018 — Smita Jain Oxford, Senior Lecturer in Business Communication

2019 — Jeremy G. Larochelle, Professor of Spanish

J. Christopher "Topher" Bill Faculty Service Award

The Topher Bill Award recognizes outstanding faculty service. Nominees must have served a minimum of seven years as a member of the Mary Washington teaching faculty and must have been heavily and consistently involved in a variety of service roles through department, college, university, and/or community service activities. This award is presented annually at the opening general faculty meeting in August. The faculty rank shown is the person's rank at the time of the award.

2003 — Sammy R. Merrill, Distinguished Professor of German

2004 — Roy H. Smith, Distinguished Professor of Psychology

2005 — Patricia P. Norwood, Professor of Music

2006 — Raymond B. Scott, Professor of Chemistry

2007 — Martha V. Fickett, Professor of Music

2008 — Debra L. Hydorn, Professor of Mathematics

2009 — Ana G. Chichester, Associate Professor of Spanish

2010 — Kelli M. Slunt, Professor of Chemistry

2011 — Ernest C. Ackermann, Professor of Computer Science

2012 — Jeffrey W. McClurken, Associate Professor of History

2013 — Craig R. Vasey, Professor of Philosophy

2014 — Louis A. Martinette, Associate Professor of Marketing

2015 — Venitta C. McCall, Professor of Education

2016 — Debra J. Schleef, Professor of Sociology

2017 — Kenneth D. Machande, Associate Professor of Accounting

2018 — Dana S. Hall, Associate Professor of Athletics, Health, and Physical Education

2019 — Jacqueline Gallagher, Associate Professor of Geography

Waple Faculty Award for Professional Achievement

Established in 2013, this award is based on the significance/impact of the faculty nominee's scholarly, creative, and/or professional achievement(s). All full-time, continuing faculty with at least seven years employment at UMW are eligible. Achievement(s) must have been undertaken during the nominee's years at UMW.

2013 — Claudia Emerson, Professor of English

2014 — Mindy J. Erchull, Associate Professor of Psychology
ADMINISTRATION

The administrative organization of the University is presented in this section of the Catalog along with a listing of all current faculty, members of the Library staff, winners of faculty awards, and all faculty and administrators who were awarded Emeriti status upon their retirement.

- Board of Visitors (https://catalog.umw.edu/administration-faculty/board-visitors)
- Administrative Organization (p. 67)
- Current Faculty (p. 57)
- Faculty Awards (p. 64)
- Library Staff (p. 68)
- Emeriti (p. 70)

Administrative Organization

President

Troy D. Paino, President
B.A., Evangel University; J.D., Indiana University; M.A. and Ph.D., Michigan State University

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B.A., Saint Stephen's College; M.A., Western Michigan University; Ph.D., Purdue University

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B.S., M.Ed., Ed.D., University of Virginia

Charles A. Sletten, Professor Emeritus of Sociology
B.A., University of Virginia; A.M., Ph.D., Harvard University

Roy H. Smith, Distinguished Professor Emeritus of Psychology
David S. Soper, Associate Professor Emeritus of Athletics, Health, and Physical Education
B.S., M.Ed., Frostburg State College

Stephen P. Stageberg, Associate Professor Emeritus of Economics
BSFS, M.A., Ph.D., Georgetown University

Gary W. Stanton, Associate Professor Emeritus of Historic Preservation
B.A., University of California at Santa Barbara; M.A., Ph.D., Indiana University

Mary Ellen Stephenson, Professor Emerita of Modern Foreign Languages
B.A., Westhampton College; M.A., Middlebury College; Ph.D., University of Chicago

Glen R. Thomas, Professor Emeritus of American Studies
B.A., Stanford University; M.A., American University; Ph.D., Emory University

Arthur L. Tracy, Associate Professor Emeritus of History and American Studies
B.A., Barrington College; M.A., Ph.D., American University

Leslie Jo Tyler, Professor Emerita of Linguistics and Education
B.A., Michigan State University; M.Ed., University of Virginia; M.A., Ph.D., University of Florida

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B.A., M.A., Ph.D., University of Virginia

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A.B., St. John's College; M.A., Ph.D., University of Virginia

Brenda E. Vogel, Professor Emerita of Education
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Richard H. Warner, Professor Emeritus of History
A.B., Dartmouth College; M.A., Ph.D., New York University

Stephen H. Watkins, Professor Emeritus of English
B.A., M.A., Ph.D., Florida State University

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B.A., Wellesley College; A.M., Ph.D., Harvard University

Katharine F. Wells, Associate Professor Emerita of Health, Physical Education, and Recreation
B.S., New York University; Ed.M., Boston University; M.S., Wellesley College; Ph.D., State University of Iowa

Werner Wieland, Professor Emeritus of Biology
B.S., M.S., Virginia Commonwealth University; Ph.D., Auburn University

Janet F. Wishner, Professor Emerita of Philosophy
B.A., University of Leeds; M.A., Bedford College, University of London; Ph.D., University of Georgia

Lawrence Wishner, Professor Emeritus of Chemistry
B.A., M.A., Ph.D., University of Maryland

Rebecca T. Woosley, Associate Professor Emerita of Health and Physical Education
A.B., Women's College of the University of North Carolina; B.S., Mary Washington College; M.S., Louisiana State University

Marsha F. Zaidman, Associate Professor Emerita of Computer Science
B.S., Brooklyn College; M.S., The George Washington University

Janet G. Zeleznock, Associate Professor Emerita of Mathematics
B.S., Saint Francis College; M.A., Duquesne University

Benjamin F. Zimdars, Professor Emeritus of History
B.A., North Central College; M.A., University of Wisconsin; Ph.D., University of Texas

Paul M. Zisman, Professor Emeritus of Education
B.A., The College of William and Mary; M.A.T., Howard University, Ph.D., The Catholic University of America
## Fall 2020

<table>
<thead>
<tr>
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<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes begin</td>
<td>Monday, August 24</td>
</tr>
<tr>
<td>Last day to add courses (by 5 p.m.) for 16-week semester and 1st 8-week term</td>
<td>Friday, August 28</td>
</tr>
<tr>
<td>Last day to drop 1st 8-week term course(s) without grade of W</td>
<td>Wednesday, September 2</td>
</tr>
<tr>
<td>Last day to drop 16-week semester course(s) without grade of W</td>
<td>Friday, September 11</td>
</tr>
<tr>
<td>Last day to withdraw from 1st 8-week term course without a grade of F</td>
<td>Friday, September 18</td>
</tr>
<tr>
<td>Last day to change from/to pass/fail grade for 1st 8-week term</td>
<td>Friday, September 18</td>
</tr>
<tr>
<td>Declaration of major is due (B.A./B.S. students only)</td>
<td>Tuesday, September 22</td>
</tr>
<tr>
<td>Classes end for 1st 8-week term</td>
<td>Friday, October 9</td>
</tr>
<tr>
<td>Last day to withdraw from the University (all courses) if registered for a 1st 8-week course (students may not be enrolled for 2nd 8-week term if withdrawing from 1st 8-week term)</td>
<td>Friday, October 9</td>
</tr>
<tr>
<td>Final exams for 1st 8-week term classes</td>
<td>Monday - Friday, October 12 - 16</td>
</tr>
<tr>
<td>Pre-Registration Advising</td>
<td>Wednesday - Friday, October 14 - 23</td>
</tr>
<tr>
<td>2nd 8-week term classes begin</td>
<td>Monday, October 19</td>
</tr>
<tr>
<td>Last day to withdraw from a 16-week course without a grade of F; last day to change from/to pass/fail grade (16-week semester courses)</td>
<td>Friday, October 23</td>
</tr>
<tr>
<td>Last day to add courses for 2nd 8-week term</td>
<td>Friday, October 23</td>
</tr>
<tr>
<td>Advance registration for upcoming Spring semester</td>
<td>Monday - Friday, October 26 - November 6</td>
</tr>
<tr>
<td>Last day to drop a 2nd 8-week term course(s) without grade of W</td>
<td>Wednesday, October 28</td>
</tr>
<tr>
<td>Last day to withdraw from a 2nd 8-week term course without a grade of F</td>
<td>Friday, November 13</td>
</tr>
<tr>
<td>Last day to change from/to pass/fail grade for 2nd 8-week term</td>
<td>Friday, November 13</td>
</tr>
<tr>
<td>Thanksgiving Break begins at 5 p.m.</td>
<td>Friday, November 20</td>
</tr>
<tr>
<td>Thanksgiving Break ends; classes resume</td>
<td>Monday, November 30</td>
</tr>
<tr>
<td>Classes end</td>
<td>Friday, December 4</td>
</tr>
<tr>
<td>Last day to withdraw from the University (if registered for 16-week courses and/or 2nd 8-week term courses if no grade was awarded for a 1st 8-week term course)</td>
<td>Friday, December 4</td>
</tr>
<tr>
<td>Reading Period</td>
<td>Saturday - Sunday, December 5 - 6</td>
</tr>
<tr>
<td>Final Examinations (16-week and 2nd 8-week term)</td>
<td>Monday - Friday, December 7 - 11</td>
</tr>
</tbody>
</table>

## Spring 2021

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes begin (16 week semester and 1st 8 week term)</td>
<td>Monday, January 25</td>
</tr>
<tr>
<td>Late registration (16-week semester)</td>
<td>Monday, January 25</td>
</tr>
<tr>
<td>Last day to add courses (by 5 p.m.) for 16-week semester and 1st 8-week term</td>
<td>Friday, January 29</td>
</tr>
<tr>
<td>Last day to drop 1st 8-week term course(s) without grade of W</td>
<td>Wednesday, February 3</td>
</tr>
<tr>
<td>Last day to drop 16-week semester course(s) without grade of W</td>
<td>Friday, February 12</td>
</tr>
<tr>
<td>Declaration of major is due (B.A./B.S. students only)</td>
<td>Thursday, February 18</td>
</tr>
<tr>
<td>Last day to withdraw from 1st 8-week term course without a grade of F</td>
<td>Wednesday, February 24</td>
</tr>
<tr>
<td>Last day to change from/to pass/fail grade for 1st 8-week term</td>
<td>Wednesday, February 24</td>
</tr>
<tr>
<td>Last day of classes for 1st 8-week term</td>
<td>Friday, March 12</td>
</tr>
<tr>
<td>Last day to withdraw from the University (all courses) if registered for a 1st 8-week course (students may not be enrolled for 2nd 8-week term if withdrawing from 1st 8-week term)</td>
<td>Friday, March 12</td>
</tr>
<tr>
<td>Final exams for 1st 8-week term</td>
<td>Monday-Friday, March 15 - 19</td>
</tr>
<tr>
<td>Pre-Registration Advising</td>
<td>Monday - Friday, March 15 - 26</td>
</tr>
<tr>
<td>Classes begin (2nd 8-week term)</td>
<td>Monday, March 22</td>
</tr>
<tr>
<td>Registration for upcoming Summer terms begins</td>
<td>Monday, March 22</td>
</tr>
<tr>
<td>Last day to register for 2nd 8-week term courses</td>
<td>Friday, March 26</td>
</tr>
<tr>
<td>Last day to withdraw from a 16-week course without a grade of F; last day to change from/to pass/fail grade (16-week semester courses)</td>
<td>Friday, March 26</td>
</tr>
<tr>
<td>Advance registration for upcoming Fall semester</td>
<td>Monday - Friday, March 29 - April 2</td>
</tr>
<tr>
<td>Last day to drop 2nd 8-week term course(s)</td>
<td>Wednesday, March 31</td>
</tr>
<tr>
<td>Last day to change from/to pass/fail grade for 2nd 8-week term</td>
<td>Wednesday, April 14</td>
</tr>
<tr>
<td>Last day to withdraw from 2nd 8-week term course without a grade of F</td>
<td>Wednesday, April 14</td>
</tr>
<tr>
<td>Classes end</td>
<td>Friday, April 30</td>
</tr>
<tr>
<td>Last day to withdraw from the University (if registered for 16-week courses and/or 2nd 8-week term courses if no grade was awarded for a 1st 8-week term course)</td>
<td>Friday, April 30</td>
</tr>
<tr>
<td>Reading Period</td>
<td>Saturday - Sunday, May 1 - 2</td>
</tr>
<tr>
<td>Final Examinations (16-week semester and 2nd 8-week term)</td>
<td>Monday - Friday, May 3 - 7</td>
</tr>
<tr>
<td>Commencement</td>
<td>Saturday, May 8</td>
</tr>
</tbody>
</table>
## May/June Five-Week Summer Term 2021

*Registration for all summer terms begins on Monday, March 22, 2021.

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes begin</td>
<td>Monday, May 17</td>
</tr>
<tr>
<td>Last day to add courses for 1st 5-week term (by 5 p.m.)</td>
<td>Wednesday, May 19</td>
</tr>
<tr>
<td>Last day to drop courses without a grade of W</td>
<td>Tuesday, May 25</td>
</tr>
<tr>
<td>Memorial Day (no classes) (Daytime classes made up on Friday, June 4) (Evening classes made up on first open evening)</td>
<td>Monday, May 31</td>
</tr>
<tr>
<td>Last day to change from/to pass/fail grade</td>
<td>Tuesday, June 1</td>
</tr>
<tr>
<td>Last day to withdraw from a course without W</td>
<td>Tuesday, June 15</td>
</tr>
<tr>
<td>Reading Period</td>
<td>Wednesday, June 16</td>
</tr>
<tr>
<td>Examinations</td>
<td>Thursday, June 17</td>
</tr>
</tbody>
</table>

## Eight Week Summer Term 2021

*Registration for all summer terms begins on Monday, March 22, 2021.

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>Classes begin</td>
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</tr>
<tr>
<td>Last day to add courses (by 5 p.m.)</td>
<td>Friday, May 21</td>
</tr>
<tr>
<td>Last day to drop courses without a grade of W</td>
<td>Friday, May 28</td>
</tr>
<tr>
<td>Memorial Day (no classes) (Daytime classes made up on Friday, June 4) (Evening classes made up on first open evening)</td>
<td>Monday, May 31</td>
</tr>
<tr>
<td>Last day to withdraw from a course without W</td>
<td>Friday, June 4</td>
</tr>
<tr>
<td>Last day to change from/to pass/fail grade</td>
<td>Friday, June 4</td>
</tr>
<tr>
<td>Last day to withdraw from this term</td>
<td>Wednesday, June 30</td>
</tr>
<tr>
<td>Independence Day observed (no classes) (Daytime classes made up on Friday, July 9) (Evening classes made up on first open evening)</td>
<td>Monday, July 5</td>
</tr>
<tr>
<td>Classes end</td>
<td>Friday, July 9</td>
</tr>
</tbody>
</table>

## Ten-Week Summer Term 2021

*Registration for all summer terms begins on Monday, March 22, 2021.

<table>
<thead>
<tr>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Classes begin</td>
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</tr>
<tr>
<td>Last day to add courses (by 5 p.m.)</td>
<td>Friday, May 21</td>
</tr>
<tr>
<td>Last day to drop courses without a grade of W</td>
<td>Friday, May 28</td>
</tr>
<tr>
<td>Memorial Day (no classes) (Daytime classes made up on Friday, June 4) (Evening classes made up on first open evening)</td>
<td>Monday, May 31</td>
</tr>
<tr>
<td>Last day to change from/to pass/fail grade</td>
<td>Friday, June 4</td>
</tr>
<tr>
<td>Last day to withdraw from this term</td>
<td>Wednesday, June 30</td>
</tr>
<tr>
<td>Independence Day observed (no classes) (Daytime classes made up on Friday, July 9) (Evening classes made up on first open evening)</td>
<td>Monday, July 5</td>
</tr>
<tr>
<td>Classes end</td>
<td>Friday, July 9</td>
</tr>
</tbody>
</table>

## June/July Five-Week Summer Term 2021

*Registration for all summer terms begins on Monday, March 22, 2021.

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes begin</td>
<td>Monday, June 21</td>
</tr>
<tr>
<td>Last day to add courses (by 5 p.m.)</td>
<td>Wednesday, June 23</td>
</tr>
<tr>
<td>Last day to drop courses without a grade of W</td>
<td>Friday, June 25</td>
</tr>
<tr>
<td>Independence Day observed (no classes) (Daytime classes made up on Friday, July 9) (Evening classes made up on first open evening)</td>
<td>Monday, July 5</td>
</tr>
<tr>
<td>Last day to withdraw from a course without W</td>
<td>Tuesday, July 6</td>
</tr>
<tr>
<td>Last day to change from/to pass/fail grade</td>
<td>Tuesday, July 20</td>
</tr>
<tr>
<td>Reading Period</td>
<td>Wednesday, July 21</td>
</tr>
<tr>
<td>Examinations</td>
<td>Thursday, July 22</td>
</tr>
</tbody>
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