

A blurred photograph of a classroom. In the foreground on the right, a person with dark curly hair, wearing a red patterned sweater, is seen from the side, holding a stack of papers. In the background, several students are seated at desks, some looking towards the camera and others looking away. The overall scene is dimly lit and has a soft, out-of-focus quality.

2023-2024 CATALOG

Table of Contents

General Information	3	Graduate Transfer Credit	9
Non-Discrimination Notice	3	Class Attendance Policy	10
Mission	4	Honor System and Code of Ethics	10
Statement of Institutional Values	4	Honor Code Violations in Graduate Programs	10
Accreditation	4	College Policies	11
Disclaimer	4	Family Educational Rights and Privacy Act of 1974	11
2023-24 Academic Calendar	4	Notification of FERPA Rights	11
Graduate Admissions	5	Disclosure without Consent	11
Graduate Admissions Requirements	5	Directory Information	11
Graduate Admissions Classifications	6	Grievance Procedures	12
International Student Admissions: Graduates from Bridgewater College or Other Regionally Accredited U.S. Institutions	6	Financial Information	12
Transfer Graduate Student Admissions	6	Graduate Student Deposit	12
Graduate Student Orientation	6	Tuition and Expenses	12
Email as the Official Correspondence	7	Refund Policy	12
Academics	7	Withdrawal Due to Health Reasons or Military Service	12
Bachelor to Master Accelerated Program	7	Withdrawal Due to Personal Reasons	12
Graduate Degree Requirements	7	Mandatory Withdrawal	13
Graduate Capstone Experience	7	Methods of Payment	13
Graduate Course Retake Policy	7	Financial Aid	13
Time Limit for Completing a Graduate Degree	8	Programs	14
Classification of Students	8	Athletic Training	14
The Basis of Graduate Credit	8	Digital Media Strategy	15
Graduate Grade Point Average and the Grading System	8	Human Resource Management	16
Graduate Grade Reports	9	Psychology – Mental Health Professions	17
Minimum Scholarship Standards for Graduate Students	9	Courses	18
Undergraduate to Graduate Overlap Policy	9	Athletic Training	18
Registration and Other Academic Policies Responsibility of Students	9	Digital Media Strategy	21
Registration	9	Human Resource Management	23
Readmission	9	Psychology – Mental Health Professions	25

General Information

Non-Discrimination Notice

Bridgewater College does not discriminate on the basis of race, color, national or ethnic origin, sex, marital status, gender identity or expression, sexual orientation, disability, religion, age, veteran status, family medical or genetic information, or political affiliation in the administration of its educational policies, admissions policies, scholarship and loan programs, athletic programs, or other college programs and activities, or with regard to employment as required by Title IX of the Education Amendments of 1972, Americans with Disabilities Act of 1990, as amended, Section 504 of the Rehabilitation Act of 1973, Titles VI and VII of the Civil Rights Act of 1964, Age Discrimination Act of 1975, the Genetic Information Nondiscrimination Act of 2008, and other applicable statutes and College policies.

Title IX of the Education Amendments of 1972

Title IX, the federal law that prohibits sex discrimination, provides that "no person ... shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" For purposes of Title IX, sex discrimination involves sexual harassment, including sexual violence. As described in its [Sexual Misconduct Policy](#), Bridgewater College prohibits sexual and gender-based harassment, including sexual assault, and other forms of interpersonal violence.

The College's Title IX Coordinators are the designated college officials with primary responsibility for coordinating the college's compliance with Title IX and other federal and state laws and regulations relating to sex-based discrimination.

Dr. Jennifer C. Hawkinberry
Title IX Coordinator and Executive Director for Clery Compliance
Kline Campus Center, Room 120
540-828-8063, jhawkinberry@bridgewater.edu or TitleIXCoordinator@bridgewater.edu

Katie Seymour
Deputy Title IX Coordinator
Funkhouser Center, Room 104
540-828-5391, kseymour@bridgewater.edu

Heather Grant
Deputy Title IX Coordinator
Nininger Hall, Room 248
540-828-8043, hgrant@bridgewater.edu

Title VI and Title VII of the Civil Rights Act of 1964

The following person has been designated to handle inquiries regarding non-discrimination policies:

Dr. Leona A. Sevick
Executive Vice President and Provost
Flory Hall, Room 102
540-828-5607, lsevick@bridgewater.edu

Age Discrimination in Employment Act of 1975

The ADEA protects individuals from discrimination based on age in programs or activities receiving Federal financial assistance. Inquiries concerning the application of the ADEA should be directed to:

Dr. Leona A. Sevick
Executive Vice President and Provost
Flory Hall, Room 102
540-828-5607, lsevick@bridgewater.edu

Section 504 of the Rehabilitation Act of 1973 and the Americans' with Disabilities Act

Individuals, including Bridgewater students and employees, and participants in Bridgewater's programs or activities, may be entitled to reasonable accommodations or modifications for a disability. These laws protect individuals from discrimination based on disability in admission, employment, treatment, or access in programs or activities receiving Federal financial assistance. The following persons have been designated to handle inquiries regarding the American with Disabilities Act, Rehabilitation Act, and related statutes and regulations:

Student inquiries should be directed to:

Denise Miller
Director of Academic Support and Disability Services
Flory Hall, Room 116
540-828-5611 | dmiller2@bridgewater.edu

Employee and Visitor inquiries should be directed to:

Kimberly Harper
Director of Human Resources
Finance Building, Room 9
540-828-5393 | kharper@bridgewater.edu

Complaints of discrimination, harassment, and retaliation may be directed to the Executive Vice President and Provost: lsevick@bridgewater.edu; 540-828-5307. Complaints may also be filed with the [U.S. Department of Education Office for Civil Rights](#), [U.S. Equal Employment Opportunity Commission](#), and the [Commonwealth of Virginia Office of Civil Rights](#).

USDA Funding Notice

Bridgewater College has partnered with the U.S. Department of Agriculture to obtain resources to enhance the College's facilities, including the recent addition to

and renovation of the College's primary athletic facility. The College is posting the following notice as required by federal law by organizations which benefit from the USDA's funding program.

NOTICE

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov.

Mission

Bridgewater College empowers students to lead principled lives of purpose and consequence marked by professional accomplishment and personal fulfillment. Our graduates are distinguished by their collaborative spirit, reason, and resilience of mind in service to a diverse and global community.

Statement of Institutional Values

Bridgewater College lives out its mission by embracing the ideals of Goodness, Truth, Beauty, and Harmony. Grounded in our historical ties with the Church of the Brethren, these ideals animate our mission and inspire us to educate students committed to pursuing truth, to living lives enriched by beauty and aspiring to goodness, and to achieving a vision of unity and community

Goodness. We strive to produce graduates who engage the world with compassion, integrity, and humility, and who seek to build peaceful and just communities.

Truth. We embrace the open exchange of ideas leading to new understanding and knowledge through a liberal arts education that instills in students the skills and habits of mind to think critically and independently.

Beauty. We educate the whole person and recognize that the fullness of the human spirit requires an understanding of and commitment to passion, creativity, and imagination that give the world substance, vitality and depth.

Harmony. We celebrate the diversity among us while promoting civil discourse. We prepare graduates to live and work in community with others, to thrive as educated citizens, ethical and selfless leaders, and to be active participants in a global society where they serve with respect for the dignity and worth of every person.

Accreditation

Bridgewater College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award degrees at the baccalaureate and master's level. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Bridgewater College. Additionally, the College is also accredited by both the State Board of Education of Virginia to offer a state approved program of teacher education and the Commission on Accreditation of Athletic Training Education (CAATE) to offer athletic training education. Bridgewater College is accredited by the Council for the Accreditation of Educator Preparation (CAEP), located at 1140 19th St, NW, Suite 400, Washington, DC 20036. Bridgewater College is a member of the American Council on Education, the Council of Independent Colleges and the National Association of Independent Colleges and Universities.

Disclaimer

The Bridgewater College catalog is a multi-purpose document, and the content of this Catalog and the referenced policies or procedures do not create and do not constitute a contract of any kind. The catalog describes the courses of study, explains certain rules and regulations, states the cost of attendance, contains lists of the administration and faculty and describes other aspects of campus life in effect at the time of publication. All of these and other sources and references are simply statements or summaries of standards and expectations, or are informational as part of the College's ongoing academic and other operations. The College reserves the right to vary from them and to modify any of them at any time without prior consent or notice even during the academic year or period, although it will endeavor to publish changes or updated versions as it may deem appropriate in its sole discretion. The continuation of a specific course, policy or requirement is not guaranteed. Not all College policies and procedures affecting students are described in the College catalog. Please refer to *The Eagle* student handbook, the College's website and other materials for additional information.

2023-24 Academic Calendar

FALL SESSION 2023	
Faculty Meeting Days	August 14-18
Fall Registration	August 21
Opening Convocation	August 21
First Day of Fall Classes	August 22
Last Day to Add a Class	August 29
Family Weekend	September 15-17
Fall Break (begins after last class)	September 29
Classes Resume	October 4

Mid-Term Grades Due	October 13
Advising Week	October 16-20
Homecoming October	October 27-29
Last Day to Withdraw	October 31
Fall Board Meeting	November 2-3
Thanksgiving Break (begins after last class).	November 21
Classes Resume	November 27
Last Day of Classes	December 1
Reading Day	December 2-3
Exams	December 4-8
SPRING SESSION 2024	
Spring Classes Begin	January 8
Last Day to Add a Class	January 16
MLK Holiday (no classes)	January 15
Mid-Term Grades Due	February 16
Spring Break (begins after last class)	February 23
Classes Resume	March 4
Advising Week	March 11-15
Last Day to Withdraw	March 26
Easter Break (begin after last class)	March 28
Classes Resume	April 2
Founder's Day	April 2
Spring Board Meeting	April 4-5
Last Day of Spring Classes	April 24
Exams	April 25-27
Reading Day	April 28
Exams	April 29-30
Baccalaureate	May 3
Commencement	May 4
MAY TERM 2024	
May Term Begins	May 8
May Term Ends	May 24
SUMMER SESSION 2024	
Orientation and Registration	May 27
First Day of Classes	May 28
Last Day to Withdraw	July 19
Last Day of Classes	August 16

Graduate Admissions

Graduate Admissions Requirements

In addition to all other program-specific requirements, minimal requirements for admission include:

Graduate Application—A complete online graduate application. Graduate programs may have their own deadline for applications. See program-specific information for those deadlines. For programs with rolling admission, applications will be considered as they are submitted and a program may be filled prior to the semester or term it begins.

Graduate Application Fee—Nonrefundable application fee of \$50.

Minimum Undergraduate GPA—Minimum undergraduate GPA of 2.7 on a 4.0 scale.

References—Three references as specified by the intended program of study.

Application Essay—An essay of personal statement describing educational objectives and professional interests.

Official Sealed Transcript of All Undergraduate and Graduate Course Work— An official final transcript showing bachelor's degree conferred along with official transcripts from all regionally accredited institutions of higher education attended. NOTE: Due to admissions deadlines, graduate students are sometimes admitted before conferral of a bachelor's degree. Students who are awaiting their undergraduate degree will be permitted to register for their first semester (or term for programs starting in the summer) of classes. However, the degree-conferral date must be prior to the beginning of the graduate program. Continuation in any graduate program requires an official transcript which verifies conferral of a bachelor's degree. Students enrolled in classes who have not submitted the required proof of degree will have a hold placed on their record. This hold, which will prevent final registration, will not be released until the proper documentation has been submitted. An exception occurs when a student is enrolled in an accelerated bachelor to master program where the student is taking both master- and bachelor-degree courses during the fourth year.

Coursework Completion—Completion of all deficient coursework required for admission into the graduate program, including but not limited to, prerequisite and degree-specific requirements.

Additional Program-Specific Requirements—Other materials specified by the program, including specific exam scores from graduate admission exams (such as GRE or GMAT), departmental forms, portfolios, interviews, on-site and/or phone interview, etc.

English Language Proficiency—An applicant whose first language is not English and/or does not have a degree from an institution where English is the primary language of instruction is required to demonstrate English language

proficiency by submitting a score from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) taken within the last two years. The minimum score required to display English language proficiency for admission to a graduate program is TOEFL: 89 iBT or 573 PBT or an IELTS score of 6.5. Currently enrolled Bridgewater College students are exempt from this requirement.

Additional Requirements for International Students—In addition to the aforementioned items, international students should go to the International Student Admission section for further requirements.

Graduate Admissions Classifications

Unconditional—the applicant has met all college and program requirements for admission to a graduate program.

Conditional—the applicant's admission materials are missing one or more areas required by the college or program e.g. reference letter, official test scores. A student will be admitted without condition upon providing all deficient information. Students electing to enter the bachelor to master accelerated program and meeting all admission criteria except for the completion of the bachelor degree will be admitted to the master program under conditional classification while completing the bachelor program.

Provisional—the applicant is admitted to the graduate program under some described provisional status. These applicants have not met all of the specific program requirements for the graduate program to which they are applying. The student must perform to a level that warrants removal of provisional admission status within the timeframe defined by the program.

Denial—the applicant is not admitted to the college for graduate studies.

International Student Admissions: Graduates from Bridgewater College or Other Regionally Accredited U.S. Institutions

International students should submit the following documents in addition to the required graduate admission application and items outlined in the Graduate Admission Requirement.

1. Certified bank statement verifying financial support for one academic year

2. An applicant whose first language is not English and/or does not have a degree from an institution where English is the primary language of instruction is required to demonstrate English language proficiency by submitting a score from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) taken within the last two years. English language proficiency results with the following minimum scores: TOEFL of 573 (PBT), 89 (internet-based) or IELTS 6.5. No category—reading, listening, speaking or writing—can be below 22 in the iBT.
3. Photocopy of front page (photo page) of passport

An I-20 will be issued after verification of financial support for one academic year is provided and applicant is unconditionally admitted into the program.

Transfer Graduate Student Admissions

Bridgewater College will accept up to six semester hours of equivalent graduate work transferred from institutions credentialed by accredited institutions recognized by the U.S. Department of Education. International institution credits will be evaluated by the World Education Services evaluations process and the College's registrar.

Credit is allowed only for those courses within the previous five (5) years, in which a grade of C or better has been earned. Only credits are accepted in transfer; grades are not transferred and do not affect the student's cumulative grade point average. Credit from institutions on a system other than the semester hour system is converted to semester hours. Students receive no more, and may receive fewer, than the number of credits earned at the host institutions. The student is responsible for supplying official descriptions of courses and any other supporting information such as course syllabi as requested to determine course transferability.

Transcripts will be evaluated by the registrar on a course-by-course basis. Only work comparable to that offered at Bridgewater College in level, nature and discipline will be accepted for degree credit. Official transcripts must be submitted.

Policies governing transfer credit may vary by graduate program and in some cases be far more delimiting than general institutional requirements. All program-specific information is detailed in subsequent sections.

Graduate Student Orientation

Graduate programs directly schedule orientation for their admitted students. Information regarding program-specific orientation will be communicated to the

student from the graduate program. Graduate students are not expected to participate in the orientation program designed for undergraduate students.

Email as the Official Correspondence

Bridgewater College uses the student's institutional email address as an official means of communication from BC faculty, staff, and administrators to the student. All students have an official BC email address that is activated on or before their attendance at orientation. Students are expected to activate and check their BC email on a frequent and consistent basis to remain informed of all official BC business and are expected to ensure that adequate email space is available to receive messages.

Academics

Bachelor to Master Accelerated Program

Qualified Bridgewater College undergraduates can apply for the Bachelor to Master Accelerated Program once they have earned 70 credits. Admission is competitive and must be accompanied by a completed application packet submitted to the appropriate department housing the graduate program. In order to be considered for conditional admission, students must be on-track to complete the bachelor degree no later than their fourth year and fulfill the pre-requisites for graduate program admission. Students in an accelerated degree program must fulfill all requirements for both the bachelor and master degree as outlined by the college and specific program.

Graduate Degree Requirements

Complete a minimum of 30 credit hours at the graduate level. Individual graduate programs may require more credit hours for completion. See specific details in each program section.

Complete all course requirements for the specific graduate program.

Earn a minimum GPA of 3.0 in courses required for the graduate program.

Complete a minimum of 90% of all credit hours from graduate courses in residence at Bridgewater College. Some programs may require that all graduate courses are taken in residence at Bridgewater College. See specific

details in each program section. Students may not transfer credits into the program in the final semester or term of the program.

Complete a capstone experience (or combination of experiences). The nature of this experience will be left to the discretion of the individual graduate program. Experiences may include some combination of (a) comprehensive written or oral examination, (b) thesis or research paper, (c) portfolio, (d) creative work, and/or (e) clinical immersion experience.

Filing of an application for graduation and the final plan of study with registrars' office by the end of the first week of classes in the term/semester prior to which the degree will be granted.

Payment of all accounts owed the College. Transcripts of students owing money to the College will be held until the account is cleared.

All the above requirements must be met by the deadlines stated in the academic calendar. Some graduate programs may have additional requirements not listed above but explained in materials supplied by the program.

It is the responsibility of the student to enroll in the appropriate courses to meet the degree requirements.

Graduate Capstone Experience

The capstone experience may consist of a comprehensive written or oral examination, thesis or research paper, portfolio, creative work, clinical immersion, or some combination of these experiences. The requirement can be satisfied after the student is enrolled in the last semester of the graduate program. If an unsatisfactory grade is given on the first attempt to satisfy the requirement, no more than one additional attempt is permitted. If the student fails to meet the graduate program's minimum criteria for the capstone experience on the second attempt, the chief academic officer will be notified and will send the student a letter of dismissal from the program.

Graduate Course Retake Policy

Students may retake any course in the graduate program in which they received a C or below. If a student retakes a course, the highest grade is used in computing the student's GPA; however, both grades will remain on the student's permanent record. Some graduate programs progress students through the program as a cohort. In those instances, a student may have to delay retaking a course until the course is offered again.

Time Limit for Completing a Graduate Degree

All graduate studies must be completed no later than six years after initial program matriculation. A student unable to complete a degree in the aforementioned timeline must submit a request to the program director and division head explaining the circumstances surrounding the request of extension. All requests will be evaluated on an individual basis and may not result in the ability to waive the time limit for completion of a graduate degree.

Classification of Students

Students registered for a minimum of 9 credits in a semester will be considered full-time. 5 credits is considered half-time.

The Basis of Graduate Credit

A graduate credit is equivalent to one semester hour. The way in which a credit hour is awarded depends on the type of graduate experience. A three-credit course will meet for 40 contact hours. Graduate laboratories meet 30–45 hours per credit hour. Graduate clinical experiences including clinical immersion courses require 100–120 hours per credit hour. Graduate courses may meet in traditional semester format or other block scheduling defined by the specific graduate program.

Graduate Grade Point Average and the Grading System

The following grading system is used in graduate courses:

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

Grades of W, F, S and U receive no quality points

An A is the highest passing grade and is awarded for superior course work. The low passing grade of C is awarded for work that is minimally acceptable at the graduate level. Any grade below a C is considered unsatisfactory and is not accepted in graduate courses.

The grade point average (GPA) is computed by dividing the quality points achieved by the number of credits attempted at Bridgewater College. All graduate credits for which a student enrolls are counted as credits attempted except those credits for which a grade of W or S is received. A student may repeat course work in which he or she has received a grade of C or F. In the case of repeated work, the highest grade is used in computing the student's GPA; however, both grades will remain on the student's permanent record.

Work accepted for transfer to Bridgewater College is recorded as credits earned. Credits attempted and quality points achieved are not transferred. Hence, a student's GPA, both cumulative and in the student's major, is only dependent upon work attempted at Bridgewater.

I—Incomplete Achievement

This grade may be given when a student has been unable to complete the course or has been absent from the final examination because of illness or an emergency situation that is beyond the student's control. The time and conditions for the removal of an I must be approved by the registrar when it is assigned but no later than the sixth week of the following semester. In determining the grade point average, credits with a grade of I are not counted as credits attempted.

W—Withdrawn

This grade indicates withdrawal from a course in which the student was officially registered. In order to receive it, the withdrawal must have the approval of the instructor of the course, graduate program director, the student's academic advisor and the registrar before the withdrawal deadline (see the graduate academic calendar, page 2). A grade of W may be assigned from the last day of the initial drop/add period until the last day of the 10th week of the full semester, the second week of May Term or the last day of the 7th week of the graduate summer sessions. Following these deadlines, the option of withdrawing will no longer be available. In determining the GPA, credits with a grade of W are not counted as credits attempted.

F—Unsatisfactory achievement (carries no credit)

S—Satisfactory achievement

U—Unsatisfactory achievement (carries no credit)

AUD—Audit (carries no credit)

For field internships and student teaching, grades of S or U are assigned. Courses carrying grades of S or U do not contribute to credits attempted or grade points achieved, nor do they figure in the GPA, but appropriate credits earned are credited to the student's permanent record.

For students wishing to audit a course, the student must get permission of the instructor and program director of

the graduate program prior to enrollment. An audited course will have a grade of AUD assigned. A grade of AUD does not contribute to credits attempted, credits earned or grade points achieved. The AUD grade does not figure in the GPA.

Graduate Grade Reports

Final semester or summer term grades are recorded, and a report is made electronically to each graduate student.

Minimum Scholarship Standards for Graduate Students

Every student who is permitted to enroll at Bridgewater College is expected to make continuous progress toward his or her educational objective. At the end of each semester a careful evaluation of the achievement of each student is made, and a student whose quality of performance is below the minimum scholarship standards as outlined below will either be placed on academic probation or academic suspension. Students in graduate programs must, at minimal, maintain a 3.0 GPA in their program of study. Graduate students who fail to maintain a 3.0 GPA will either be placed on academic probation or academic suspension by the program director. Additional criteria related to probation and suspension may be specific for each program and can be requested from the program director.

Undergraduate to Graduate Overlap Policy

An undergraduate student enrolled in a bachelor to master accelerated program may overlap a maximum of 12 graduate credits with the undergraduate program. See specific details in each program section. These graduate credits will count towards the 120 credit hours needed to achieve the bachelor degree.

Registration and Other Academic Policies

Responsibility of Students

It is the responsibility of students to understand the academic standards of the College and the degree requirements of the program in which they are enrolled. Assistance in interpreting the requirements is available from advisors, the program director, department chair, registrar and the division head.

Registration

Students are expected to register in advance of the published registration dates to ensure their enrollment in preferred courses. Graduate students register for courses in the spring prior to their program initiation. Students are expected to confirm their enrollment and make necessary course changes promptly in the period devoted to registration at the beginning of each semester. Failure to confirm enrollment at the proper time will result in the assessment of a late registration fee.

The College accepts no responsibility for holding seats in courses for students who fail to confirm their enrollment by the day designated for that purpose.

By permission of the student's advisor, program director and the registrar, one may make adjustments in his or her program of studies during the drop/add period at the beginning of the semester. When a course is dropped after the drop/add period, and before the withdrawal deadline stated in the academic calendar, a grade of W will be shown on the permanent record. If the withdrawal occurs after the withdrawal deadline, a grade of F will be shown on the permanent record.

Readmission

A student who is absent from the College for a semester or longer, or one who has withdrawn from the College for any reason, voluntarily or involuntarily, must complete the online application for readmission and provide the materials described in the application. The associate provost will work with the appropriate college officials to determine the student's readiness to return to the college. Readmission is never guaranteed. If the applicant for readmission withdrew for health reasons, an evaluation and letter of recommendation may be required from a health professional. If the applicant was suspended for academic reasons, evidence of satisfactory college-level work at another institution must be submitted to the program director. If the applicant was suspended for violating academic or student conduct policies, readmission is dependent on the applicant demonstrating full compliance with the terms of suspension, the College being satisfied that the student takes responsibility for his or her individual choices and actions, and that the student is ready to participate as a positive, contributing member of this academic community, which includes full acceptance of the expectations of the College for the members of its community.

Graduate Transfer Credit

Bridgewater College will accept up to six semester hours of equivalent graduate work transferred from institutions credentialed by accredited institutions recognized by the

U.S. Department of Education. International institution credits will be evaluated by the World Education Services evaluations process and the College's registrar.

Credit is allowed only for those courses within the previous five (5) years, in which a grade of C or better has been earned. Only credits are accepted in transfer; grades are not transferred and do not affect the student's cumulative grade point average. Credit from institutions on a system other than the semester hour system is converted to semester hours. Students receive no more, and may receive fewer, than the number of credits earned at the host institutions. The student is responsible for supplying official descriptions of courses and any other supporting information such as course syllabi as requested to determine course transferability.

Transcripts will be evaluated by the registrar on a course-by-course basis. Only work comparable to that offered at Bridgewater College in level, nature and discipline will be accepted for degree credit. Official transcripts must be submitted. Students

Class Attendance Policy

Regular class attendance is expected of all students and attendance records are kept. Specific policies regarding the number of absences allowed in particular courses are determined by instructors; however, if a student is absent for an entire week without credible explanation or has what the instructor considers excessive absences overall (whether or not they are consecutive), he or she will be reported to the program director who will determine the circumstances of the absences and, after consulting with the instructor, make a recommendation as to whether the student should be permitted to continue in the course. If the student is not permitted to continue and the student is withdrawn prior to the withdrawal deadline stated in the academic calendar, a grade of W will be shown on the permanent record. If the withdrawal occurs after the withdrawal deadline, a grade of F will be shown on the permanent record.

If a student, through excessive absences or otherwise, demonstrates minimal academic motivation, or an attitude inconsistent with reasonable expectations of a member of an academic community, the student will be subject to administrative disciplinary review, which may result in suspension or expulsion as determined by the specific graduate program and outlined in their individual program handbook.

Absences that occur because of College activities approved by the program director will be reported in advance to the registrar by the instructor or staff member sponsoring the activity, and the registrar will notify instructors of the students involved. The student is responsible for all work missed when absent from class. Students should discuss absences with their professors

before the absence occurs. The faculty member's attendance policy determines the impact of absences on a student's grade in the course.

Honor System and Code of Ethics

Ethics, honor and integrity are the fundamental principles at the core of the Bridgewater College experience. Our community can only flourish in an environment of trust and respect, and these notions of personal honor and academic integrity are the fundamentals of the Bridgewater Honor System. The Code of Honor prohibits cheating, stealing and lying in regard to academic matters, lying during Honor Council proceedings, and failing to report or confront known violators of the Code of Honor, and Bridgewater College's commitment to ethics, integrity and values is embodied in the Code of Ethics. Violation of these Codes demonstrates harm to the community.

Honor Code Violations in Graduate Programs

In graduate programs, suspected Bridgewater College Honor Code (academic integrity) violations will be handled through the following process.

1. Professor in consultation with his or her dean determines if academic integrity requires informal or formal resolution.
 - a. For **informal resolution**, the professor assigns sanctions and student must acknowledge sanctions in writing.
 - i. The informal sanctions are forwarded to both the program director and dean with no further action.
 - ii. A student is only eligible for one informal sanctions resolution during the length of the graduate program. Any subsequent academic integrity issue will result in formal sanctions being filed. The dean will maintain records for all informal sanctions.
 - iii. Students cannot appeal informal sanctions. The student, however, may choose to opt out of the informal sanctions process in favor of formal resolution.
 - b. For **formal resolution**, the professor forwards pertinent information to the dean of the respective graduate program. The dean investigates the academic integrity issue and assigns formal sanctions.
 - i. The formal sanctions may impact the enrollment status within the course, the program, the College.
 - ii. Student may appeal formal sanctions.
2. Appeals of Formal Sanctions

- a. In writing, within 10 business days of adjudication, student may appeal a decision by the dean related to academic integrity.
- b. Appeals of the decision are made to the associate provost.
- c. Decision of the associate provost is final.

College Policies

Family Educational Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act of 1974 ("FERPA") governs the privacy of student education records maintained by Bridgewater College. FERPA provides students access to their education records while also protecting their right to privacy, by limiting the transferability of records without the students' consent. The following is a summary of the College's FERPA policy and is intended to assist all members of the Bridgewater College community in understanding the provisions of FERPA as they apply to Bridgewater College. A complete and current statement of the College's FERPA policy may be found on the College's website at bridgewater.edu/legal/consumer-information/ferpa.

Notification of FERPA Rights

FERPA affords eligible students certain rights with respect to their education records. An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution. These rights include:

1. The right to inspect and review the student's education records.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA.
3. The right to provide written consent before the College discloses personally identifiable information from the student's education records, except to the extent that FERPA or another statute or regulation authorizes disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:
 Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, DC 20202-8520

Disclosure without Consent

FERPA permits the disclosure of personally identifiable information from students' education records, without consent of the student, if the disclosure meets certain conditions found in 34C.F.R.§99.31 of the FERPA regulations. Those conditions include, but are not limited to, the following:

- To other College officials who have a legitimate educational interest in the records. A College official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College.
- To officials of another College to which the student seeks or intends to enroll, or in which the student is already enrolled.
- In connection with financial aid for which the student has applied or which the student has received.
- To a parent(s) of an eligible student if the student is a dependent of the parent(s) for IRS tax purposes.
- To comply with a judicial order or lawfully issued subpoena.
- In connection with a health or safety emergency if the College determines that there is an articulable and significant threat to the health or safety of the student or other individuals.
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the College, governing the use or possession of alcohol or a controlled substance if the College determines the student committed a disciplinary violation and the student is under the age of 21.

Directory Information

The College has designated the following categories of student information as "Directory Information." FERPA permits the disclosure of Directory Information at the College's discretion, without prior written consent of the student.

- Student Name
- Date and place of birth
- Previous educational institutions attended and degrees awarded
- Current enrollment status
- Dates of attendance
- Current classification (e.g. freshman, full-time/part-time)
- Program(s)
- Degree(s) sought
- Expected date of completion of degree requirements and graduation
- Degree(s) earned and dates awarded
- Past and present participation in officially recognized activities, sports and organizations

- Height and weight of members of athletic teams
- Scholarships, honors, awards and special recognitions
- Photographic and videotaped image

The College may disclose any of this information at its discretion, without prior consent, unless the student notifies the registrar in writing that the student does not wish to permit such disclosure. Requests for nondisclosure by the student are in effect from the date received in writing from the student until rescinded in writing by the student.

Grievance Procedures

It is the policy of Bridgewater College that students should have an accessible process to bring problems or complaints to the attention of the College for review and resolution. The College has separate and specific policies with procedures to address (a) allegations of harassment or discrimination, (b) concerns related to academic issues, and (c) allegations of sexual misconduct (addressed in a separate section (.pdf)). In addition, the College has a general grievance process to address other complaints a student may have regarding the conduct of another student or a faculty or staff member. Any student seeking redress for a perceived grievance must utilize one of the procedures outlined at: bridgewater.edu/grievance

Financial Information

Graduate Student Deposit

Students who have been accepted for admission must confirm their intention to enroll by making a \$300 reservation deposit. The reservation deposit is applied to the entering semester charges for the upcoming year.

Summer Term—The deposit is refundable if requested in writing before February 1. Students admitted after February 1 must make a deposit within 10 days of admission.

Fall Semester—The deposit is refundable if requested in writing before May 1. Students admitted after May 1 must make a deposit within 10 days of admission.

Spring Semester—The deposit is refundable if requested in writing before September 1. Students admitted after September 1 must make a deposit within 10 days of admission.

Enrolling students must present a written health report on a form supplied by the College. The form must be returned to the College before official registration can begin.

A reservation deposit is required for returning graduate students in March and serves to hold the student's place for the upcoming academic year. The deposit is nonrefundable.

Tuition and Expenses

See Graduate Expenses page at bridgewater.edu/graduatefees

Refund Policy

Only limited refunds can be made when a student withdraws from the College. Advance deposits are not refunded in any instance.

The financial aid of a student who does not complete the semester for any reason will be reduced in accordance with mandatory federal guidelines. All questions concerning refund amounts should be addressed to the student accounts office.

Withdrawal Due to Health Reasons or Military Service

In the event of an approved withdrawal for health reasons or military service, a refund of tuition and fees is provided according to the following schedule:

- During the first two weeks of the semester 80%
- During the third or fourth weeks 50%
- During the fifth or sixth weeks 20%
- After the sixth week No Refund

A portion of the residential fee may be prorated. Confidential written documentation in support of a medical withdrawal must be provided by a physician or other certified medical practitioner to the assistant dean for academic affairs. A student called to active military service is responsible for providing the appropriate military orders. In most cases, the supporting documentation must be received within two weeks after the withdrawal date.

Withdrawal Due to Personal Reasons

In the event of an approved withdrawal for personal reasons, a refund of tuition and fees is provided according to the following schedule.

- During the first two weeks of the semester 50%
- During the third or fourth weeks 25%
- After the fourth week No Refund
- A portion of the residential fee may be prorated.

Mandatory Withdrawal

In the event of a disciplinary suspension or administrative withdrawal, refunds are generally treated as a withdrawal due to personal reasons.

Methods of Payment

The College accepts cash, checks, money orders and all major credit cards for tuition payments. A service fee will be charged for all credit card payments, including debit card payments. People who prefer to pay the inclusive fee in equal installments may choose to enroll in the Tuition Payment Flex Plan administered by Tuition Management Systems (TMS). See bridgewater.edu/payments for additional information.

Financial Aid

Since graduate students are charged differently than undergraduate students, Bridgewater College does not offer institutional aid for graduate programs. Federal and private loans are available to eligible students. Find out more about the Direct Unsubsidized Loan and Graduate PLUS Loan at the Federal Student Aid website at studentaid.gov

Programs

Athletic Training

Degree Type

Master of Science

Program Specific Admissions Requirements for the Master of Science in Athletic Training (MSAT)

Applications for admission to the MSAT will require all general admission material along with program specific requirements. All admission applications will be gathered and tracked by the Bridgewater College Admissions Department. A health and human sciences department specific admissions committee comprised of faculty teaching in the curriculum will evaluate applicants based on objective criteria. Specifically, the applicants will be evaluated on completeness of the applicant portfolio, overall GPA, prerequisite GPA, Graduate Record Examination scores (where applicable), personal statement, letters of recommendation and personal interview. Additionally, applicants must understand that a felony or misdemeanor conviction may affect a graduate's ability to sit for the Board of Certification (BOC) examination or attain state licensure thus preventing a graduate from becoming a credentialed athletic trainer. The admission process will be selective and competitive for limited positions. Admission to the Master of Science in athletic training program is regardless of race, color, national or ethnic origin, sex, marital status, gender identity or expression, sexual orientation, disability, religion, age, veteran status or political affiliation.

Admission Requirements for Master of Science in Athletic Training

- Successful academic performance resulting in a minimum cumulative GPA of 2.7
- Minimum grade of "C" in all prerequisite coursework
- Complete 50 observation hours under the supervision of a certified/licensed athletic trainer
- Complete the BC Health Record Forms
- Complete all required immunizations
- Complete the Technical Standards for Admission Certification form
- Professional statement & goals essay
- Applicant interview
- 3 Letters of recommendation (1 certified athletic trainer, 1 college/university faculty member, and 1 other individual)
- Completion of prerequisite coursework, including:
 - 8 Credits in Anatomy/Physiology with Lab
 - 4 Credits in General or Inorganic Chemistry with Lab
 - 3 Credits in English Composition (not literature)
 - 3 Credits in Nutrition
 - 3 Credits in Exercise Physiology

- 3 Credits in Statistics or Research Methods
- 4 Credits Physics with Lab
- 3 Credits in General Psychology

Master of Science in Athletic Training Curriculum

The MSAT program requires 63 credit hours from the following classes for degree completion:

Course Code	Title	Credits
AT-501	Anatomy for Healthcare Professionals I	3
AT-502	Anatomy for Healthcare Professionals II	3
AT-510	Athletic Training Foundations	1
AT-511	Athletic Training Applications I	1
AT-520	Patient Examination & Care I	3.5
AT-521	Patient Examination & Care II	3.5
AT-530	Therapy Interventions I	3.5
AT-531	Therapeutic Interventions II	3.5
AT-540	Professional Knowledge & Assessment I	1
AT-541	Professional Knowledge & Assessment II	1
AT-550	Clinical Experience I	1
AT-551	Clinical Exp II	2
AT-552	Clinical Experience III	1
AT-556	Management Concepts in Health Care	3
AT-560	Athletic Training Seminar I	3
AT-567	Psychology of Sport Performance and Injury	3
AT-601	Emergency Care	3
AT-610	Athletic Training Applications II	1
AT-620	General Medical Conditions	2
AT-630	Health Promotion	3
AT-640	Professional Knowledge Assessment III	1
AT-641	Professional Knowledge & Assessment IV	1
AT-642	Professional Knowledge & Assessment V	1
AT-650	Clinical Experience IV	1
AT-651	Clinical Immersion I	5
AT-652	Clin Immersion II	5
AT-660	Athletic Training Seminar II	3
Total Credits		63

Technical Standards Information

The Athletic Training Program at Bridgewater College is rigorous, intense, and places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Program establish the essential qualities considered

necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). The following abilities and expectations must be met by all students admitted to the Athletic Training Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program. Compliance with the program's technical standards does not guarantee a student's eligibility for the Board of Certification, Inc. (BOC) certification exam.

Candidates for selection to the Athletic Training Program must demonstrate:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional behavior.
4. The ability to record the physical examination results and a treatment plan clearly and accurately.
5. The capacity to maintain composure and continue to function well during periods of high stress.
6. The perseverance, diligence and commitment to complete the athletic training program as outlined and sequenced.
7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the athletic training program will be required to verify they understand and meet these technical standards or that they believe that, with reasonable accommodations, they will meet the standards. The Bridgewater College Director of Academic Support and Disability Services will evaluate a student who believes he/she will require an accommodation(s) to the program's technical standards to determine whether (a) the student qualifies for the requested accommodation(s) under applicable laws, and (b) the

student can meet the technical standards with reasonable accommodation(s), which will include a review of whether the accommodation(s) requested would jeopardize clinician/patient safety or the educational process of the student or the institution, including all coursework, clinical experiences and immersions deemed essential to graduate.

If the student states he or she can meet the technical standards with accommodation, then the College will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review of whether the accommodations requested would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

Additional Information for MSAT Students

- There are additional requirements for program progression and retention identified in the MSAT Student Handbook. Please contact the department of health and human sciences or the MSAT program director for a copy of this handbook.
- MSAT students may be required to complete their clinical experiences and immersions during normal college breaks e.g., spring break, holidays.
- Additional fees for the MSAT program are announced in the MSAT Student Handbook and may include but are not limited to things such as the cost for books, laboratories, clinical expenses, certifications, background checks, and uniforms.
- MSAT students may be required to travel off-site for clinical experiences and immersions. Reliable transportation is required.
- Following successful completion of this program, a student will be eligible to sit for the Board of Certification (BOC) examination for credentialing as an athletic trainer.

Digital Media Strategy

Degree Type
Master of Arts

Program Specific Admission Requirements for the Master of Arts in Digital Media Strategy (MDMS)

Applications for admission to the MDMS will require general admission material along with program specific requirements. All admission applications will be gathered and tracked by the Bridgewater College Admissions Office. An admission committee comprised of faculty teaching in the curriculum will evaluate applicants based on objective criteria. Specifically, the applicants will be evaluated on completeness of the applicant portfolio,

overall GPA, prerequisite GPA, application essay, and letters of recommendation. The admission process will be selective and competitive for limited positions.

Admission to the Master of Arts in Digital Media Strategy program is regardless of race, color, national or ethnic origin, sex, marital status, gender identity or expression, sexual orientation, disability, religion, age, veteran status or political affiliation.

Admission Requirements for Master of Arts in Digital Media Strategy

In addition to the college's graduate admission requirements listed earlier in this catalog, admission to the MDMS requires:

- Successful academic performance resulting in a minimum cumulative GPA of 2.7
- Minimum of "C" in all prerequisite coursework, or submission of a portfolio of professional work for the admission committee to consider in lieu of coursework
 - An undergraduate course related to media writing (e.g. BC's COMM/PWR-255, PWR-318, or related course approved by the program director).
 - An undergraduate course related to visual design (e.g. BC's ART-120, PWR-318, or related course approved by the program director.)
- Submitted online application
- Personal Statement (also known as a "Statement of Purpose" or "Goals Statement"; may be text-based or multimodal)
- Three letters of recommendation (1 professional, 1 faculty, & 1 other; letters may not be written by faculty serving on the Admissions Committee during the application cycle during which the student applies)
- Optional supplemental material: You may submit a sample multimodal composition or portfolio demonstrating your production skills or an undergraduate writing sample demonstrating your academic writing skills in addition to your personal statement.

Additional Admissions Information

- Current Bridgewater College undergraduates may apply for the MDMS once they have completed 75 credits and all prerequisites with a grade of C or better
- Admitted Bridgewater College undergraduates may begin taking cross-listed undergraduate/graduate electives once they are officially admitted into the MDMS
- Admitted applicants who are not current Bridgewater College undergraduates must have completed an undergraduate degree before taking MDMS electives

- All admitted applicants must complete an undergraduate degree before enrolling in core MDMS courses

Tuition and Expenses

See Graduate Expenses page at bridgewater.edu/graduatefees

Master of Arts in Digital Media Strategy Curriculum

The MDMS program is a 33-credit hour program allowing full-time enrolled students to complete the program in a single year (9-12 credit hours per term). Part-time students must complete the program within 5 years. The MDMS program is offered online. All courses will be taught synchronously.

Course Code	Title	Credits
DMS-500	Studies in Digital Media	3
DMS-505	Digital Writing Genres & Processes	3
DMS-515	Digital Media Production Strategies	3
DMS-520	Multimedia Storytelling	3
DMS-528	User Experience Web Design	3
DMS-541	Consulting Strategies	3
DMS-542	PR Strategies and Tactics	3
DMS-546	Digital Media Campaign Targeting and Analytics	3
DMS-551	Digital Persuasion	3
DMS-591	Master's Project Proposal	2
DMS-592	Master's Project Implementation	3
DMS-593	Master's Project Evaluation	1
Total Credits		33

Human Resource Management

Degree Type

Master of Science

Program Specific Admissions Requirements for the Master of Science in Human Resource Management (MSHRM)

Applications for the admission to the MSHRM requires general admissions materials as outlined in the catalog. No specific program admissions materials are required.

Master of Science in Human Resource Management Curriculum

The MSHRM program is a 30-credit hour program allowing full-time enrolled students to complete the program in a single year (9-12 credit hours per term). Part-time students must complete the program within 5 years. The MSHRM program offers both in-person and synchronous online courses.

NOTE: International students in F-1 status are required to participate in person in accordance with federal regulations."

Course Code	Title	Credits
HRM-500	Managing Human Resources	3
HRM-505	Talent Management	3
HRM-510	Compensation and Benefits	3
HRM-520	Managing the Global Workforce	3
HRM-530	Employment Law and Labor Relations	3
HRM-540	Human Resource Analytics	3
HRM-550	Diversity and Inclusion Management	3
HRM-552	Organizational Development, Behavior and Leadership	3
HRM-554	Organizational Consultation	3
HRM-600	Human Resource Management Capstone	3
Total Credits		30

Psychology – Mental Health Professions

Degree Type

Master of Science

Program Specific Admission Requirements for the Master of Science in Psychology – Mental Health Professions (MSPsy)

Applications for admission to the MSPsy will require general admission material along with program specific requirements. All admission applications will be gathered and tracked by the Bridgewater College Admission Office. An admission committee comprised of faculty teaching in the curriculum will evaluate applicants based on objective criteria. Specifically, the applicants will be evaluated on completeness of the applicant portfolio, overall GPA, prerequisite GPA, application essay, and letters of recommendation. The admission process will be selective and competitive for limited positions.

Admission Requirements for Master of Science in Psychology – Mental Health Professions

In addition to the college's graduate admission requirements listed earlier in this catalog, admission to the MSPsy requires:

- Candidates must indicate and speak to their chosen specialty area (Adult or Child or Intellectual Disabilities or Brain Injury or Dementia/Memory or Corrections/Criminal Justice) in their application essay.
- Completion of prerequisite coursework with a minimum grade of C or better:
 - An undergraduate course in introductory social science (psychology or sociology preferred).
 - An undergraduate course in abnormal psychology.
 - An undergraduate course in quantitative research methods and/or statistics,
 - An undergraduate course in physical or natural science with an accompanying lab.

Although not a requirement for admission, ideal candidates will have 18 or more credits in human or health services areas.

Master of Science in Psychology – Mental Health Professions Curriculum

The MSPsy program requires completion of 30 credit hours from the following courses for degree completion:

Course Code	Title	Credits
PSY-510	Motivational Interviewing	4
PSY-515	Case Management	4
PSY-520	Substance Use/Abuse	3
PSY-525	Research & Program Evaluation	3
PSY-530	Psychiatric Rehabilitation	3
PSY-535	Professional Issues & Ethics	3
PSY-540	Forensics, Criminal Justice & Mental Health	2
PSY-545	Crisis Intervention Strategies	3
PSY-570	Practicum	2
PSY-580	Internship	3
Total Credits		30

Courses

Athletic Training

AT-501 : Anatomy for Healthcare Professionals I

In-depth exploration of the structure and function of the skeletal and muscular systems of the body. An emphasis is placed on the interrelated functions of these systems with other body systems and the impact that age and a variety of pathologies have on them.

Credits 3

Term Offered

Summer

Session Cycle

SU

AT-502 : Anatomy for Healthcare Professionals II

In-depth exploration of the structure and function of the cardiovascular, respiratory, neurological, and urinary systems of the body. An emphasis is placed on the interrelated functions of these systems with other body systems and the impact that age and a variety of pathologies have on them.

Credits 3

Term Offered

Summer

Session Cycle

SU

AT-510 : Athletic Training Foundations

Introduces the foundational principles of the athletic training profession. Topics such as injury/illness prevention, scope of practice, concepts of patient care, healthcare ethics, legal considerations and pre-participation examinations will be investigated.

Credits 1

Term Offered

Summer

Session Cycle

SU

AT-511 : Athletic Training Applications I

Concepts and techniques in the application of athletic/therapeutic taping and wrapping for the appendicular and axial musculoskeletal system. Includes athletic protective equipment fitting guidelines and skill development.

Credits 1

Term Offered

Summer

Session Cycle

SU

AT-520 : Patient Examination & Care I

Preparation in patient musculoskeletal and neurovascular examination for the clinical diagnosis of athletic and non-athletic injuries/conditions of the upper and lower extremities. Includes the development of clinical reasoning skills, treatment interventions, referral actions and return to activity decisions.

Credits 3.5

Term Offered

Fall Only

Session Cycle

F

AT-521 : Patient Examination & Care II

Preparation in patient musculoskeletal and neurovascular examination for the clinical diagnosis of athletic and non-athletic injuries/conditions of the head, face, neck, spine, thorax and abdominal regions of the body. Includes the development of clinical reasoning skills, treatment interventions, referral actions and return-to-activity decisions.

Credits 3.5

Term Offered

Spring Only

Session Cycle

S

AT-530 : Therapy Interventions I

Foundational course in the theoretical concepts, clinical applications and physiological effects of therapeutic modalities, exercise and rehabilitation. Topics such as thermal/acoustic/electrical agents and the foundations of therapeutic exercise/rehabilitation design and implementation are examined. An emphasis is placed on patient assessment, clinical decision making in design and progression, patient/clinician-oriented outcomes and equipment safety and maintenance.

Credits 3.5

Term Offered

Fall Only

Session Cycle

F

AT-531 : Therapeutic Interventions II

Introduces manual therapy techniques, functional rehabilitation and return-to-activity assessment. Manual therapy techniques such as joint mobilizations, instrument-assisted soft tissue mobilization, strain counter strain and massage are examined. An emphasis is placed on patient assessment, clinical decision making in design and progression, patient/clinician-oriented outcomes and equipment safety and maintenance.

Credits 3.5

Term Offered

Spring Only

Session Cycle

S

AT-540 : Professional Knowledge & Assessment I

Assessment of the professional knowledge of the athletic training student based on their coursework in the Summer I term. This includes assessing the student's competency and proficiency in athletic training professional knowledge, clinical skills and behaviors.

Credits 1

Term Offered

Fall Only

Session Cycle

F

AT-541 : Professional Knowledge & Assessment II

Assessment of the professional knowledge of the athletic training student based on their coursework in the Fall I term. This includes assessing the student's competency and proficiency in athletic training professional knowledge, clinical skills and behaviors.

Credits 1

Term Offered

Spring Only

Session Cycle

S

AT-550 : Clinical Experience I

Clinical education experience within the profession of athletic training. This clinical experience allows the opportunity for the athletic training student to apply their professional knowledge, skills and behaviors under the direct supervision of a clinical preceptor within an athletic setting during a traditional athletic preseason. Students must complete a minimum of 100 hours but no more than 120 hours during this clinical experience. This clinical experience may require travel to off-campus clinical sites.

Credits 1

Term Offered

Summer

Session Cycle

SU

AT-551 : Clinical Exp II

Clinical education experience within the profession of athletic training. This clinical experience allows the opportunity for the athletic training student to apply their professional knowledge, skills and behaviors under the direct supervision of a clinical preceptor within an orthopedic setting. Students must complete a minimum of 200 hours but no more than 240 hours during this clinical experience. This clinical experience may require travel to off-campus clinical sites.

Credits 2

Term Offered

Fall Only

Session Cycle

F

AT-552 : Clinical Experience III

Clinical education experience within the profession of athletic training. This clinical experience allows the opportunity for the athletic training student to apply their professional knowledge, skills and behaviors under the direct supervision of a clinical preceptor within an orthopedic setting. Students must complete a minimum of 100 hours but no more than 120 hours during this clinical experience. This clinical experience may require travel to off-campus clinical sites.

Credits 1

Term Offered

Spring Only

Session Cycle

S

AT-556 : Management Concepts in Health Care

Concepts and theory of administration for healthcare professionals. Topics include policy and procedure development, recordkeeping, budgeting, facility design, risk management, productivity standards, and related legal matters.

Credits 3

Term Offered

Fall Only

Session Cycle

F

AT-560 : Athletic Training Seminar I

First of two seminar courses integrating a variety of concepts within the athletic training field. This course includes a focus on exercise, fitness, nutrition and pharmacology. This course incorporates a number of speaking engagements from professionals in a variety of health care fields. Some of the course requirements are conducted outside of scheduled course meeting times and may require travel to off-campus sites.

Credits 3

Term Offered

Spring Only

Session Cycle

S

AT-567 : Psychology of Sport Performance and Injury

Examination of mental health issues and psychological skills training in sport and exercise and the psychological aspects of injury including injury risk, responses to injury, rehabilitation adherence, and appropriate interventions. The cognitive, emotional, behavioral, and social factors of sport and exercise and disease and injury will be examined from a biopsychosocial perspective.

Credits 3

Term Offered

Fall Only

Session Cycle

F

AT-601 : Emergency Care

Planning, identification and management of emergent athletic and non-athletic injuries/conditions. Emphasis on clinical decision-making for emergency intervention, referral and return-to-activity. Emergent intervention skills such as splinting, spine boarding, ambulatory aids and basic life support skills will be developed.

Credits 3

Term Offered

Summer

Session Cycle

SU

AT-610 : Athletic Training Applications II

Concepts and techniques in the fabrication and application of custom protective equipment, splints and orthotics. Includes the foundational concepts and fitting of orthopedic braces and other custom orthopedic devices.

Credits 1

Term Offered

Summer

Session Cycle

SU

AT-620 : General Medical Conditions

Preparation in patient examination for the clinical diagnosis of general medical illnesses and conditions for body systems such as the cardiovascular, pulmonary, endocrine, gastrointestinal, genitourinary, neurological and integumentary. Includes the development of clinical reasoning skills, treatment interventions, referral actions and return-to-activity decisions.

Credits 2

Term Offered

Summer

Session Cycle

SU

AT-630 : Health Promotion

Examines the health promotion roles and functions of the athletic trainer within the healthcare community. An emphasis is placed on theoretical foundations, needs assessment, intervention strategies, and program planning for health risks, injuries, conditions and illnesses.

Credits 3

Term Offered

Fall Only

Session Cycle

F

AT-640 : Professional Knowledge Assessment III

Assessment of the professional knowledge of the athletic training student based on their coursework in the Spring semester. This includes assessing the student's competency and proficiency in athletic training professional knowledge, clinical skills and behaviors.

Credits 1

Term Offered

Summer

Session Cycle

SU

AT-641 : Professional Knowledge & Assessment IV

Assessment of the professional knowledge of the athletic training student based on their coursework in the Summer II term. This includes assessing the student's competency and proficiency in athletic training professional knowledge, clinical skills and behaviors.

Credits 1

Term Offered

Fall Only

Session Cycle

F

AT-642 : Professional Knowledge & Assessment V

Assessment of the professional knowledge of the athletic training student based on their coursework in the Fall II term. This includes assessing the student's competency and proficiency in athletic training professional knowledge, clinical skills and behaviors.

Credits 1

Term Offered

Spring Only

Session Cycle

S

AT-650 : Clinical Experience IV

Clinical education experience within the profession of athletic training. This clinical experience allows the opportunity for the athletic training student to apply their general medical professional knowledge, skills and behaviors under the direct supervision of a clinical preceptor within a general medical setting. Students must complete a minimum of 50 hours but no more than 60 hours during this clinical experience. This clinical experience may require travel to off-campus clinical sites.

Credits 1

Term Offered

Summer

Session Cycle

SU

AT-651 : Clinical Immersion I

The first clinical education immersion within the profession of athletic training. This clinical immersion allows the opportunity for the athletic training student to apply their professional knowledge, skills, and behaviors under the direct supervision of a clinical preceptor within an orthopedic setting, and gain experience in the daily operating functions of a clinical facility. Students must complete a minimum of 500 hours but no more than 600 hours during this clinical immersion. This clinical immersion may require travel to of campus clinical sites.

Credits 5**Term Offered**

Fall Only

Session Cycle

F

AT-652 : Clin Immersion II

The second clinical education immersion within the profession of athletic training. This clinical immersion allows the opportunity for the athletic training student to apply their professional knowledge, skills, and behaviors under the direct supervision of a clinical preceptor within an orthopedic setting, and gain experience in the daily operating functions of a clinical facility. Students must complete a minimum of 500 hours but no more than 600 hours during this clinical immersion. This clinical immersion may require travel to of campus clinical sites.

Credits 5**Term Offered**

Spring Only

Session Cycle

S

AT-660 : Athletic Training Seminar II

Second of two seminar courses integrating concepts related to athletic training. This course includes a focus on health care inter-professionalism, medical referrals, communication and evidence-based practice. This course incorporates a number of speaking engagements from professionals in a variety of health care fields. Some of the course requirements are conducted outside of scheduled course meeting times and may require travel to off-campus sites.

Credits 3**Term Offered**

Spring Only

Session Cycle

S

Digital Media Strategy

DMS-500 : Studies in Digital Media

This graduate seminar looks at attributes of various digital media platforms and recent research about the trends in and effects of digital media. Students will be asked to read, discuss, and write about trends in the digital environment. Off-Campus Distance Electronic Synchronous Remote Delivery.

Credits 3**Term Offered**

Summer

Session Cycle

SU

DMS-505 : Digital Writing Genres & Processes

This core course teaches theories and skills for the effective analysis, creation, curation, and publication of writing in digital and networked spaces (blogs, wikis, social media correspondence, standalone websites, etc). This course may be taken as a cross-listed course during a BC student's senior year. Off-Campus Distance Electronic Synchronous Remote Delivery.

Credits 3**Term Offered**

Spring Only

Session Cycle

S

DMS-515 : Digital Media Production Strategies

This course teaches theories and skills for the effective capture, processing and editing of photo, video, and audio messages. The course will be taught as two 2-week intensive workshops in audio and video production. Off-Campus Distance Electronic Synchronous Remote Delivery.

Credits 3**Term Offered**

Summer

Session Cycle

SU

DMS-520 : Multimedia Storytelling

This course teaches concepts and strategies for effective storytelling in multimedia contexts using text, moving and still images, and sound. Guided by design thinking, students will examine how organizations tell stories and interact with users through hands-on exercises and projects. Off-Campus Distance Electronic Synchronous Remote Delivery.

Credits 3**Prerequisites**[DMS-500](#), [DMS-515](#), and [DMS-542](#)**Term Offered**

Fall Only

Session Cycle

F

DMS-528 : User Experience Web Design

This course will teach students to apply a holistic, user-based approach to the website design process, in order to ensure that a user's entire experience with a website--how the website looks and how it works--is favorable. Off-Campus Distance Electronic Synchronous Remote Delivery.

Credits 3

Prerequisites

[DMS-500](#), [DMS-515](#), and [DMS-542](#)

Term Offered

Spring Only

Session Cycle

S

DMS-541 : Consulting Strategies

This course will address the strategies of working as a consultant independently, in a larger consulting firm, or in a specialist role in an organization. Specific topics will include: general knowledge about organizational structure and function (types of organizations, business financials, basic operations), skills needed to create/maintain a consulting organization (business creation fundamentals, budget creation, contract negotiation, relationship management, and risk management), and practical consulting skills (client interaction, problem analysis, project scope definition, solution testing, testing and presenting prototypes, and project management). Students will have the opportunity to apply their skills learned in previous courses over a semester-long small group digital media project. Currently this final project is visualized as creating 30 second videos intended to be posted on social media that introduce the client organization and their products/services. Off-Campus Distance Electronic Synchronous Remote Delivery.

Credits 3

Prerequisites

[DMS-500](#), [DMS-515](#), and [DMS-542](#)

Term Offered

Fall Only

Session Cycle

F

DMS-542 : PR Strategies and Tactics

This course offers an in-depth exploration of public relations theories, strategies, tactics and tools. The course will provide opportunities to apply theoretical concepts for critically evaluating strategic communications. The course will examine how these theories help us understand communication processes in digital media environments. The course will also explore how these communication strategies inform relationship-building, particularly in the areas of reputation creation and crisis management. Students will analyze texts, case studies, and online blogs and will apply their knowledge by creating a public relations plan for an organization or event. Off-Campus Distance Electronic Synchronous Remote Delivery.

Credits 3

Term Offered

Summer

Session Cycle

SU

DMS-546 : Digital Media Campaign Targeting and Analytics

This course covers strategies for identifying and reaching potential target audiences on various types of online platforms (e.g. Search Engine optimization). Basic web analytics techniques will be covered, as well as analytics reporting strategies. Off-Campus Distance Electronic Synchronous Remote Delivery.

Credits 3

Prerequisites

[DMS-500](#), [DMS-515](#), [DMS-542](#), and [DMS-551](#)

Term Offered

Spring Only

Session Cycle

S

DMS-551 : Digital Persuasion

This course will provide the student with an in-depth understanding of the theories and current research in digital persuasive communication. Students will evaluate the utility of a variety of theoretical perspectives as applied to areas including the following: consumer-generated content, public relations, social media campaigns, in-game advertising, advergames, and cross-media communication. The course will emphasize an understanding of attitude formation, change, and reinforcement as well as the relationship between attitudes and behaviors. Students will learn to use theoretical concepts in the practice of digital persuasion. Off-Campus Distance Electronic Synchronous Remote Delivery.

Credits 3

Prerequisites

[DMS-500](#), [DMS-515](#), and [DMS-542](#)

Term Offered

Fall Only

Session Cycle

F

DMS-591 : Master's Project Proposal

The Program Coordinator will put out a call for digital media projects from local organizations. The students in this course will hear proposals from those organizations and select a project client. They will meet with the client to develop a detailed initial project proposal. They will submit the proposal to the Program Coordinator. The proposals will be evaluated (in consultation with the Program Director) based on the criteria laid out by the faculty advisors for the program. The course will culminate with a proposal presentation to faculty advisors. Projects might be part of the broad categories of: a web redesign, a social media campaign plan with audio/visual materials prepared, or a series of multimedia messages (videos, podcast, infographics) aimed at a particular audience. Off-Campus Distance Electronic Synchronous Remote Delivery.

Credits 2**Prerequisites**[DMS-500](#), [DMS-515](#), and [DMS-542](#)**Term Offered**

Fall Only

Session Cycle

F

DMS-592 : Master's Project Implementation

This course will support student work in completing the field implementation of their master's project. Each student will work early in the semester to finalize their proposal with their faculty advisor and client. They will also solicit two additional faculty members to sit on their master's committee and serve as mentors throughout the project. Committee members may be any full-time, tenure-track faculty member at the college approved by faculty advisors. Students will be required to make periodic progress reports to the Program Coordinator and attend several class meetings that will help clarify the field experience process. The Program Coordinator will be available to help students communicate with clients and to obtain the resources they need for their projects. Off-Campus Distance Electronic Synchronous Remote Delivery.

Credits 3**Prerequisites**[DMS-591](#)**Term Offered**

Spring Only

Session Cycle

S

DMS-593 : Master's Project Evaluation

Students will write a final report about their Master's Project and give a campus presentation of their work. Grades will be assigned based on the quality of the work produced and the student analysis of the project's success. Off-Campus Distance Electronic Synchronous Remote Delivery.

Credits 1**Prerequisites**[DMS-591](#) and [DMS-592](#)**Term Offered**

May Term

Session Cycle

M

Human Resource Management

HRM-500 : Managing Human Resources

Students will explore management's responsibility in labor and personnel relations and will consider the contributions made by adjacent fields including law, economics, behavioral sciences, communication and psychology. Students will learn to design and deliver essential human resource services including recruitment, selection, performance management, compensation and benefits design. Students will analyze an aspect of an organization's human resource development efforts.

Credits 3**Term Offered**

Summer

Session Cycle

SU

HRM-505 : Talent Management

This course focuses on creating organizational excellence by identifying and recruiting talent. Emphasis on systems that provide personal and professional opportunities for growth. Additional topics include retention strategies that tie rewards to performance, workforce planning to include staffing models, employment testing, statistical analysis, legal issues and selection methods using technology. May be taken concurrently with [HRM-500](#).

Credits 3**Term Offered**

Summer

Session Cycle

SU

HRM-510 : Compensation and Benefits

The course will focus on the procedures used to analyze and evaluate individual jobs. Students will also learn how compensation and benefits integrate into total pay systems within organizations. Students experience the roles and challenges of total pay management. Finally, corporate issues and problems, along with significant governmental and society trends are examined using innovative approaches, which can contribute more effectively to improving organizational performance. May be taken concurrently with [HRM-500](#).

Credits 3

Term Offered

Summer

Session Cycle

SU

HRM-520 : Managing the Global Workforce

This course examines human resource management issues that exist in the international business environment. Topics to be included: how to adapt corporate processes/procedures to fit within each country's cultural and legal framework while still being aligned to the overall business strategy. Students will learn how to design and implement procedures and programs that will engage a global workforce. Discuss global compensation strategies that are aligned with the organization's business objectives. Decisions about how to recruit, train, compensate, and generally manage these employees will be discussed. Cross-cultural differences in values will be examined. Students will be given opportunities to specialize in a particular country by conducting individual or groups projects.

Credits 3

Prerequisites

[HRM-500](#)

Term Offered

Fall Only

Session Cycle

F

HRM-530 : Employment Law and Labor Relations

This course focuses on the legal and regulatory factors surrounding human resource management. Students will develop relevant expertise in employment law and HR ethics by actively applying their knowledge to vexing issues facing HR professionals today. Topics related to employment law, workplace health, safety, and security, corporate social responsibility, and ethical guidelines and conduct for HR professionals will be addressed in the course. This course will also cover day-to-day union worker-management interaction and will introduce methods and skills necessary for change in management-union relationships. Case studies will be used to illustrate and discuss legal implications. These are cases of human resource disputes on the verge of going to court, as well as mock trials based on real human resource disputes.

Credits 3

Prerequisites

[HRM-500](#)

Term Offered

Fall Only

Session Cycle

F

HRM-540 : Human Resource Analytics

This course exposes students to the use of analytics to make decisions about employees and the organization as well as demonstrate the value of analytics systems. The course will be taught in an applied fashion using problem scenario approaches. The course will examine tools and skills needed to make evidence-based linkages between HR and organizational performance including data analytic techniques, interpretation, and reporting of analyses to decision makers.

Credits 3

Prerequisites

[HRM-500](#)

Term Offered

Fall Only

Session Cycle

F

HRM-550 : Diversity and Inclusion Management

This course examines the strategic management of workforce diversity from both a local and a global perspective. This course also examines the diversity field from an organizational perspective. Students will learn how to shape HR practices that help organizations compete and succeed by building a diverse workforce and an inclusive culture.

Credits 3

Prerequisites

[HRM-500](#)

Term Offered

Spring Only

Session Cycle

S

HRM-552 : Organizational Development, Behavior and Leadership

This course is designed to expose students to the foundations of group interactions and processes within the workplace. Focus will be placed on the managerial application of knowledge to issues such as motivation, group processes, inter and intra group conflict, leadership, organizational design structure. This course will also examine organizations as complex social systems, to include diversity and inclusion.

Credits 3

Prerequisites

[HRM-500](#)

Term Offered

Spring Only

Session Cycle

S

HRM-554 : Organizational Consultation

This course provides students with concepts and practices needed to build solid consulting skills. Students will learn the design, facilitation and development abilities required for consulting. To demonstrate their understanding of consulting concepts and their practical application, students will be required to participate in a consulting project.

Credits 3

Prerequisites

[HRM-500](#); May be taken concurrently with [HRM-600](#)

Term Offered

Spring Only

Session Cycle

S

HRM-600 : Human Resource Management Capstone

This course is a comprehensive summary of the major areas of managing human resources, including progressive and innovative human resource practices found in leading companies. Over the course of the semester, students will work with an organization to help address real life problems within the organization. A faculty advisor will work closely with students and sponsoring organizations to ensure that the project comprehensively addresses the issue(s) and demonstrates the depth of competency the student gained through the program.

Credits 3

Prerequisites

[HRM-500](#), [HRM-505](#), [HRM-510](#), [HRM-520](#), [HRM-530](#), [HRM-540](#), [HRM-550](#), [HRM-552](#); May be taken concurrently with [HRM-554](#).

Term Offered

May Term

Session Cycle

M

Psychology – Mental Health Professions

PSY-510 : Motivational Interviewing

Focus on motivation as the key element in personal change and health. Primary text and class information gives a detailed and action-oriented approach to engaging, focusing, evoking, and evaluating change. The course also recognizes the importance of relationship and ambivalence as substantial factors in the change process in everyday practice. Includes applied lab of 10 complete motivational interviews and formal plan for change. Specific attention for use in child & adult mental health, intellectual disabilities, brain injury, dementia, and corrections settings.

Credits 4

Term Offered

Fall Only

Session Cycle

F

PSY-515 : Case Management

Introduction and skill development of best practices in case management. Primary topics include cultural differences, boundaries, communication, documentation, assessment, potential impediments, and methods of monitoring. Includes applied lab of 10 complete case management assessments. Resources also utilized from the Case Management Association. Specific attention for use in child & adult mental health, intellectual disabilities, brain injury, dementia, and corrections settings.

Credits 4

Term Offered

Spring Only

Session Cycle

S

PSY-520 : Substance Use/Abuse

Focus on the biopsychosocial approach to current substance and substance use issues. The common divisions of substances are covered and the interaction of the user - including developmental issues - are highlighted. Programmatic, prevention and psychoeducational materials from SAMHSA's "Evidence-Based Practices Resource Center" are incorporated throughout.

Credits 3

Term Offered

Spring Only

Session Cycle

S

PSY-525 : Research & Program Evaluation

Introduction and skill development in the theory and practice of program evaluation. Students will examine various approaches to program evaluation and discuss how evaluation contributes to program development, implementation, and improvement for the benefit of consumers in mental health. In addition, students will; learn to discriminate between rigorous and weak evaluation designs (including quantitative, qualitative, and mixed methods designs), demonstrate understanding of the statistical methods used to analyze data gathered in program evaluation (including descriptive and inferential statistical methods), and discuss political, cultural, and ethical issues faced by program evaluators in conducting their work. Students will integrate the theory and practice of program evaluation by designing a technically sound and useful evaluation for a program of their choosing.

Credits 3**Term Offered**

Spring Only

Session Cycle

S

PSY-530 : Psychiatric Rehabilitation

Programmatic areas of rehabilitation - for use in child & adult mental health, intellectual disabilities, brain injury, dementia, and corrections settings. Primary topics include various levels of assistance, Recovery Model, co-occurring life challenges, employment/education, residential services, socialization, self-help & peer services, and disability assessment. Specific training in standard methods of determining disability and independent functioning. Introduction to various information and programmatic summaries including the "Evidence-Based Practices Resource Center" on the SAMHSA website. Resources also utilized from the United States Psychiatric Rehabilitation Association.

Credits 3**Term Offered**

Fall Only

Session Cycle

F

PSY-535 : Professional Issues & Ethics

Introduction and review of professional issues and ethics in the mental health field. Discipline specific ethics codes are reviewed (ACA, APA, Case Management, USPRA, etc). Specific attention and topic coverage includes; professional competence, standards of care, multicultural competence, professional boundaries, patient/client rights, confidentiality, continuing education/professional development, and self-care/burnout. Students will also complete documented mastery of HIPAA/FERPA content and mandated reporter training for children/adolescents as well as elder/dependent-adult care.

Credits 3**Term Offered**

Fall Only

Session Cycle

F

PSY-540 : Forensics, Criminal Justice & Mental Health

Introduction and education to various ways mental health and the legal system interact. Topics covered include mental health services in prisons/jails, legal proceedings for adults/children, Child/Adult Protective Services procedures and requirements, alternate models for restitution, and outcome monitoring.

Credits 2**Term Offered**

Fall Only

Session Cycle

F

PSY-545 : Crisis Intervention Strategies

Introduction to the most frequent crisis situations in mental health care. Warning signs, referral practices, and appropriate prevention are emphasized. Some content regarding when/how/not to physically engage when providing mental care is covered. Primary material includes SAMHSA resources on "Alternatives to Seclusion and Restraint" as well as specific training/certification in non-abusive and nonviolent responses to behavior.

Credits 3**Term Offered**

Spring Only

Session Cycle

S

PSY-570 : Practicum

Semester-long supervised practicum experience in a public or private agency setting that provides services to individuals that match the student's identified specialty area (A=Adult; C=Child/Adolescent; ID=Intellectual Disabilities; BI=Brain Injury; DM=Dementia/Memory Care; or CCJ=Corrections/Criminal Justice). Student will complete a minimum 200 hours within the semester, have a specified on-site supervisor, and the placement will be formally registered with the department (and for those applicable – also with Virginia Board of Counseling for QMHP-A and QMHP-C). The position may be paid or unpaid.

Credits 2**Term Offered**

Fall Only

Session Cycle

F

PSY-580 : Internship

Supervised internship experience in a public or private agency setting that provides services to individuals which match the student's identified specialty area (A=Adult; C=Child/Adolescent; ID=Intellectual Disabilities; BI=Brain Injury; DM=Dementia/Memory Care; or CCJ=Corrections/Criminal Justice). Student will complete a minimum 100 hours within the term, have a specified on-site supervisor, and the placement will be formally registered with the department (and for those applicable - also Virginia Board of Counseling for QMHP-A and QMHP-C). The position may be paid or unpaid. This is the culminating experiential course in the program.

Credits 3**Term Offered**

Spring Only

Session Cycle

S