



MARY BALDWIN COLLEGE

2013–2014 Academic Catalog
For Undergraduate and Graduate Programs

Mary Baldwin College

2013-2014

Academic Catalog

FOR UNDERGRADUATE AND GRADUATE PROGRAMS

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[http://www.mbc.edu/spencer_center/
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Switchboard

540-887-7000

Virginia Women's Institute for Leadership

540-887-7042
vwil@mbc.edu

REGIONAL CENTERS

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P.O. Box 80
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540-453-2345
wcadp@mbc.edu

Mary Baldwin College at Piedmont Virginia Community College

501 College Dr.
Charlottesville, VA 22902-5414
434-961-5422
charadp@mbc.edu

Mary Baldwin College at Thomas Nelson Community College

1504 Santa Rosa Rd. Suite 202
Richmond, VA 23229
804-282-9162
wmsbrgadp@mbc.edu

Mary Baldwin College at Rappahannock Community College

1504 Santa Rosa Rd. Suite 202
Richmond, VA 23229
804-282-9164
rappadp@mbc.edu

Mary Baldwin College in Richmond

1504 Santa Rosa Rd. Suite 202
Richmond, VA 23229
804-282-9111
richadp@mbc.edu

Mary Baldwin College in Roanoke

Roanoke Higher Education Center
108 N. Jefferson St., Suite 816
Roanoke, VA 24016
540-767-6170
roanadp@mbc.edu

Mary Baldwin College in South Boston

Southern Virginia
Higher Education Center
820 Bruce St.
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COLLEGE CALENDARS 2013–2014

Residential College for Women and Adult Degree Program

FALL SEMESTER 2013

September 2	Fall Semester Classes Begin/Term I
October 1	Apple Day (no undergraduate classes on main campus)
October 3	Founders Day Convocation (main campus)
October 15	Term I ends
October 16	Term II begins
October 18–21	Fall Break (begins at 2:50 pm, Oct. 17)
October 22	Classes resume
November 27–December 1	Thanksgiving Break
December 2	Classes resume
December 6	Term II ends
December 9	Exams begin for on-campus classes
December 13	Exams end for on-campus classes; all coursework due
December 16–January 5	Winter Break

SPRING SEMESTER 2014

January 6	Spring Semester classes begin/Term III
February 18	Term III ends
February 19	Term IV begins
March 3–9	Spring Break (begins at 2:50 pm, February 28)
March 10	Classes resume
April 11	Term IV ends
April 14	Exams begin for on-campus classes
April 21	Exams end for on-campus classes; all coursework due
April 22	Pre-May Term Break
April 23	May Term Begins
May 8	Capstone Festival (main campus)
May 13	May Term ends/May Term exam day; spring ADP courses end
May 16–18	Commencement Weekend (main campus)

SUMMER 2014

May 27–August 15	ADP Summer Term
June 23–27	ADP Summer Week

Murphy Deming College of Health Sciences (*Opening Summer 2014*)

SUMMER 2014

June 16–August 15	Summer Term II Begins
July 4	Independence Day Holiday Observed
August 18–19	Exams

Graduate Teacher Education

FALL SEMESTER 2013

August 30	GTE Fall courses begin
October 18–21	Fall Break (at discretion of professor)
November 27–December 2	Thanksgiving
December 6	GTE Fall courses end (including exams)

SPRING SEMESTER 2014

January 3	GTE Spring courses begin
March 3-7	Spring Break (at discretion of professor)
April 14	GTE Spring courses end (including exams)
May 16–18	Commencement Weekend

SUMMER 2014

May 19–June 27	GTE Summer Term I
July 7–August 15	GTE Summer Term II

Shakespeare and Performance

FALL SEMESTER 2013

August 5–December 13	MFA Fall Semester
September 2–December 13	MLitt Fall Semester
October 18–21	Fall Break
November 27–December 2	Thanksgiving
December 6	Fall Classes End
December 9	Exams begin for on-campus classes
December 13	Last day of exams and all coursework due

SPRING SEMESTER 2014

January 6–April 21	MLitt & MFA Spring Semester
February 28–March 9	Spring Break
March 10	Classes resume
April 11	Spring classes end
April 14	Exams begin for on-campus classes
April 21	Last day of exams and all coursework due
April 23	MLitt May Term begins
May 13	MLitt May Term ends
May 16–18	Commencement Weekend

SUMMER 2014

April 23–June 6	MFA Summer Term I
May 27–June 20	MLitt Summer Term I
June 30–August 15	MLitt Summer Term II

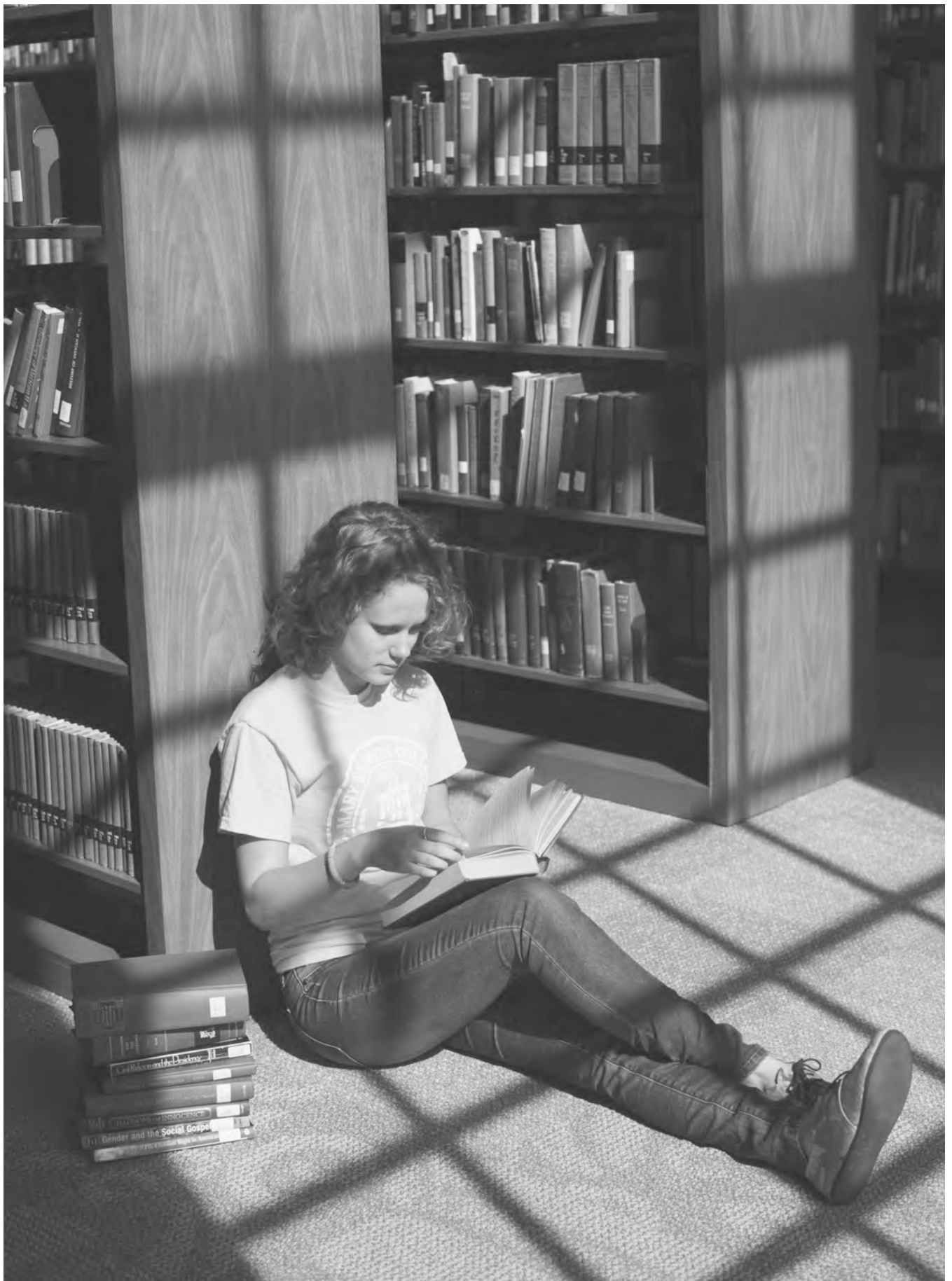
OUR COMMITMENT TO INCLUSIVE COMMUNITY

We, the community of Mary Baldwin College, strive to celebrate humanity in all its wondrous and complex variation. Because we value diversity, it is our mission to sustain a community where all may flourish. We are safe to embrace our shared experiences and our differences. To this end, we treat all with respect and compassion.

THE HONOR CODE

Mary Baldwin College's Honor System is based on three principles: integrity of one's word, respect for the property of others, and honesty in academic work. These standards are an integral part of life at Mary Baldwin; in becoming part of the Mary Baldwin community, each student and faculty member willingly assumes an obligation and a responsibility to uphold them.

The Honor Pledge: Believing in the principles of student government, I pledge myself to uphold the ideals and regulations of the Mary Baldwin College community. I recognize the principles of honor and cooperation as the basis of our life together. I shall endeavor faithfully to order my life accordingly. I will not lie, cheat, steal, plagiarize, or violate my pledge of confidentiality. I will encourage others to fulfill the ideals of the honor system and will meet my responsibility to the community by reporting incidents of honor offenses.



GENERAL INFORMATION

Boldly Baldwin

For 170 years, Mary Baldwin College (MBC) has enriched lives through the transforming power of personalized, liberal education. Mary Baldwin has demonstrated since its founding in 1842 the courage to innovate as the world changes around it and the wisdom to stay true to its historic mission as a college devoted to empowering women at all stages of life even while expanding its mission to include a broad diversity of individuals.

The enduring strengths of a Mary Baldwin education add up to excellence for every student, every day. Committed to the liberal arts and sciences and emphasizing global leadership and citizenship, MBC is noted for high academic standards, dedicated faculty who engage one-on-one with students, a diverse student body, and innovative programs. The college's students are empowered to compose lives of purpose as confident, compassionate changemakers.

A highly ranked institution, MBC offers a variety of degrees and programs.

Residential College for Women (RCW)

The RCW serves approximately 800 students on the college's historic campus in downtown Staunton, Virginia. At the heart of the student experience are meaningful faculty and staff connections, research and leadership opportunities, and learning through community engagement. The Residential College includes two unique programs: the Program for the Exceptionally Gifted, for very young women of exceptional ability, and the Virginia Women's Institute for Leadership, the nation's only all-female corps of cadets.

Adult Degree Program (ADP)

The coeducational undergraduate program extends study through 10 regional centers across the state, in addition to the home campus in Staunton, enrolling more than 1,200 men and women. ADP offers bachelor's degrees, certificates, and full teacher licensure. The program is designed to be flexible enough to fit adult students' busy schedules, while maintaining the college's high academic standards.

Graduate Teacher Education

The coed Graduate Teacher Education (GTE) program offers both a master of arts in teaching and a master of education, as well as a comprehensive certificate in autism spectrum disorders and a certificate in environment-based learning.

Murphy Deming College of Health Sciences

Health-related careers continue to be one of the fastest growing segments of the job market. There is a consistently high demand for practitioners who can meet the current and projected health care needs of a growing and diverse population. The college of health sciences is committed to providing learning opportunities to students aspiring to careers in professions that serve the contemporary health care needs of society. The Murphy Deming College of Health Sciences will open its doors to students in June 2014 at the new MBC Fishersville campus with doctoral programs in physical therapy (DPT) and occupational therapy (OTD). The masters of science in physician assistant (MSPA) will follow in August of 2015. The Murphy Deming College of Health Sciences is committed to fostering the education of future health care professionals who are knowledgeable, competent, compassionate, and ethical, with a strong commitment to human service.

**For the most current accreditation information concerning Murphy Deming College of Health Sciences, reference www.mbc.edu/health_sciences/about/accreditation.*

Shakespeare and Performance

Mary Baldwin's unique graduate program in Shakespeare and Performance, offered in partnership with the American Shakespeare Center, draws students and visiting faculty from all over the world. The graduate program stresses both scholarship and stagecraft and culminates in earning a master of letters and/or master of fine arts.

Honor and Diversity

Mary Baldwin College is governed by a self-perpetuating Board of Trustees. It holds membership in the Phi Beta Kappa Society through the Lambda of Virginia Chapter. Mary Baldwin was the first women's college in the nation to be granted a circle of Omicron Delta Kappa, a society honoring leadership, service and scholarship. Other national honorary societies at MBC include Alpha Kappa Delta (sociology), Alpha Lambda Delta (freshmen), Alpha Phi Sigma (criminal justice), Alpha Sigma Lambda (adult students), Beta Beta Beta (biology), Iota Sigma Pi (chemistry), Kappa Delta Pi (education), Lambda Pi Eta (communication), Omicron Delta Epsilon (economics), Omicron Delta Kappa (leadership), Phi Alpha (social work), Phi Alpha Theta (history), Psi Chi (psychology), Sigma Beta Delta (business, management, and administration), Sigma Pi Sigma (physics), and Sigma Tau Delta (English).

In addition to its educational programs, the college takes pride in its honor system, its exceptionally diverse student body, and its commitment to civic and global

engagement. The honor system reinforces commitment to integrity and ethical behavior and makes possible a student-governed community. New residential undergraduates pledge their honor at the annual Charter Day, when the Student Government Association's charter is passed from the Board of Trustees to the college president and on to the student president of the SGA. Adult and graduate students make their pledges at orientation.

A low student-faculty ratio and small average class size not only ensure that students get the most out of college, but also that they learn to participate effectively in the group settings that prevail in contemporary business. MBC's student body is exceptionally diverse, with students from across the United States and around the globe, who range from age 13 to more than 80 years. More than 40 percent of students in the Residential College for Women are members of ethnic minorities. Evidence of MBC's commitment to a diverse community is the pledge of inclusive community renewed every year by new and returning students, faculty, and administration.

Mission

The mission of Mary Baldwin College is to provide undergraduate and graduate education consistent with the institution's rich heritage as a private liberal arts college primarily for women, which affirms its Christian roots while welcoming a broad diversity of views. This mission is implemented in the residential programs for women and the nonresidential programs for men and women older than 21 through focus on teaching and learning; concern for the individual; commitment to the liberal arts as preparation for life, for careers, for graduate and professional studies, and for leadership; and emphasis on high ethical standards.

Undergraduate Curriculum and College Learning Outcomes

The undergraduate curriculum at Mary Baldwin College expresses the college's commitment to providing a personalized, transforming liberal-arts education as the foundation for life-long learning, global citizenship, and the holistic integration of mind, body, and character.

The faculty of Mary Baldwin College believes that an education grounded in the liberal arts and sciences develops an informed and critical awareness of an open-ended dialogue spanning both centuries and civilizations in the pursuit of knowledge; provides the background necessary for enduring intellectual engagement and creative expression; prepares students for responsible citizenship — both in their own society and among other peoples around the world; liberates students from prejudice, intolerance, and ignorance; and at its very

best informs the heart, enlightens the conscience, and disciplines the intellect.

Mary Baldwin College is committed to providing an education that enables all graduates to demonstrate achievement of the following three College Learning Outcomes.

College Learning Outcome One

Demonstrate an understanding of the liberal arts and sciences through:

- Knowledge of the methods and theoretical approaches of the
- Humanities
- Arts
- Social sciences
- Natural sciences
- Recognition of themes of enduring importance to humanity

Statement of Rationale for Learning Outcome One

A liberal arts education provides students with the knowledge, context, and critical thinking abilities necessary for personal fulfillment and professional success in the 21st century. Students learn to weigh evidence, assess multiple perspectives and interpretations, and approach new ideas analytically. Students learn how different disciplines address common issues and they become better equipped for participation in civic life. Liberal arts and sciences coursework consists of both a broad sampling of different disciplines and opportunities for cross-disciplinary exploration of important questions, problems, and challenges.

College Learning Outcome Two

Demonstrate an understanding of the self in relationship to the broader community through:

- Engagement with diverse cultures in a global context
- Recognition of the importance of race and ethnicity in the United States
- Recognition of the role of gender in shaping identity and culture
- Community involvement
- Knowledge and practice of physical fitness and health

Statement of Rationale for College Learning Outcome Two

A strong sense of identity and self-efficacy combined with an understanding of others serve as a prelude for positive contribution to society as well as ethical and effective leadership. College coursework and co-curricular activities provide students with opportunities to engage with human diversity. Areas of diversity include but are not limited to: gender, race and ethnicity, socio-economic status, religion, education, sexual orientation, and cultural and linguistic heritage. Students

learn to encounter the diversity of human experience with respect and open-mindedness, while also gaining the ability to express themselves and their own values and beliefs creatively and with civility and clarity.

College Learning Outcome Three

Demonstrate the capacity to make a positive impact on the world by:

- Acquiring effective skills in
- Written communication
- Oral communication
- Quantitative reasoning
- Research and information literacy
- Addressing authentic issues and problems by applying theory, using evidence, and considering ethical implications

Statement of Rationale for College Learning Outcome Three

Mary Baldwin College enables graduates to be “confident, compassionate changemakers” through the power of communication, investigation, and rational thought. Graduates use words and numbers fluently and accurately to communicate. They are able to access information and evaluate the credibility of sources. They construct solutions to challenges through the application of rational methods of analysis and give judicious consideration to the ethical dimensions of their actions.

Schools of Excellence

The academic program at Mary Baldwin College is organized into four Schools of Excellence. The Schools of Excellence encourage collaboration between and among the disciplines comprising each school. The school structure affirms the college’s long-term commitment to the liberal arts, cooperative research, women’s education, diversity, international connectivity, and civic engagement. The Schools of Excellence add not only depth of knowledge and intellectual growth within majors and minors, but also experiential elements blending classroom work and real-world practice that prepare students for success in life and in their careers. The schools are “permeable hubs” that encourage both disciplinary and interdisciplinary collaboration on the part of faculty and students.

Schools of Excellence Chairs

- School of Arts, Humanities, and Renaissance Studies — Martha Walker, professor of French and director of women’s studies
- School of Education, Health, and Social Work — Lowell Lemons, associate professor of education

- School of Science — Eric Jones, associate professor of biology
- School of Social Sciences, Business, and International Studies — Jane Pietrowski, associate professor of economics

School of Arts, Humanities, and Renaissance Studies

The graduate program in Shakespeare and Performance, affiliated with the American Shakespeare Center, is one of MBC’s signature programs in this school, which also is home to history; art history; studio art; English; and French and Spanish language, culture, and literature. Within this school, students have the opportunity to work side-by-side with acclaimed artists; study Shakespeare’s plays with literary experts and see them performed professionally at the Blackfriars Playhouse; explore the dynamic history of the region and conduct research at the neighboring Woodrow Wilson Presidential Library; learn languages and take advantage of the many academic opportunities abroad such as theatre in London or Paris, community mural painting in El Salvador, or Renaissance art in Italy.

Undergraduate majors and minors:

African-American Studies
 American Studies
 Art History
 Arts Management
 Creative Writing
 English
 Film
 French
 Historic Preservation
 History
 Ministry
 Music
 Philosophy
 Philosophy and Religion
 Public History
 Religion
 Renaissance Studies
 Studio Art
 Spanish
 Theatre
 Women’s Studies

Non-degree certificates:

American Studies

Graduate programs:

Master of Letters in Shakespeare and Performance
 Master of Fine Arts in Shakespeare and Performance

Five-year program:

BA/MLitt: combines BA in theatre with MLitt in Shakespeare and Performance

Endowed programs:

Carpenter Preparation for Ministry
Carpenter Quest Program

Partnerships and affiliations (selected):

American Shakespeare Center
Woodrow Wilson Presidential Library
Virginia Program at Oxford

School of Education, Health, and Social Work

Programs in this school build professional competence upon a liberal arts foundation and include MBC's excellent pre-professional programs in education, which annually prepare a greater number of newly certified new teachers than the total number of students graduating in any individual major at the college; Health Care Administration (HCA), one of only two fully-certified HCA programs in Virginia; and Social Work, accredited by the Council on Social Work Education (CSWE). Students in the School of Education, Health, and Social Work join a community of people who are committed to leading change. They learn how knowledge informs practice through intensive experience in the field — student teaching, health care administration internships, or social work practicum — and take advantage of MBC's longstanding partnerships with service organizations, schools, and agencies.

Undergraduate majors and minors:

Clinical Laboratory Science
Coaching and Exercise Management
Education
Health Care Administration
Public Health
Social Work
Special Education

Non-degree certificates:

Autism Spectrum Disorders
Health Care Management
Long-Term Care Administration
Post-Baccalaureate Teacher Licensure

Graduate programs:

Master of Arts in Teaching
Master of Education

Five-year program:

BA/MAT: combines BA with Master of Arts in Teaching

Endowed program:

Carpenter Health Care Administration Program

Partnerships and affiliations:

Augusta Health
Staunton City Schools
Augusta County Schools

Accreditations/certifications:

Teacher Education Accreditation Council (TEAC)
Virginia Department of Education
Association of University Programs in Health Administration
Council on Social Work Education (CSWE)

School of Science

This school maintains the long-term association among disciplines with a common emphasis on quantitative and experimental inquiry, such as biology, chemistry, and physics. Students are also prepared well for post-graduate study. Psychology shares this orientation toward research and preparation for graduate study, and plays a significant role as the college's second largest major. Students in the School of Science work on research projects in collaboration with faculty members. The Shenandoah Valley and the Blue Ridge Mountains provide the laboratory for environmental science exploration. Students produce original research, and present it on campus and at professional conferences.

Undergraduate majors and minors:

Applied Mathematics
Biology
Chemistry
Environmental Policy Analysis
Mathematics
Physics
Psychology

Partnerships and affiliations:

Washington and Lee University (physics)
University of Virginia (engineering)
Vanderbilt University (master's degree — nursing)
Jefferson College of Health Sciences (accelerated bachelor's degree — nursing)

School of Social Sciences, Business, and Global Studies

This school brings together programs in business, economics, political science, sociology, and international

relations to accentuate the college's commitment to educating students for leadership and civic engagement in a global context. Students in the School of Social Sciences, Business, and Global Studies have the opportunity to consider human societies from multiple perspectives; participate in an exchange program in Japan, Korea, or India; examine the distribution of resources, diversity of cultures, and stewardship of the environment; learn how to manage conflict and promote peace; and prepare to be leaders in the complex 21st-century world.

Undergraduate majors and minors:

Anthropology
 Asian Studies
 Business for a Sustainable Future
 Communication
 Criminal Justice
 Economics
 Global Poverty and Development
 Human Resource Management
 International Economics and Business
 International Relations
 Latin American Studies
 Leadership Studies
 Management
 Marketing
 Marketing Communication
 Peacemaking and Conflict Resolution
 Political Science
 Sexuality and Gender Studies
 Sociology
 U.S. Poverty Analysis

Non-degree certificate offerings:

Sustainable Business Management
 Entrepreneurship
 Human Resource Management
 Leadership Studies
 Marketing Communication

Partnerships and affiliations:

Clinton Global Initiative University
 Women for Women International

Degrees Offered by Mary Baldwin College

Bachelor of Arts
 Bachelor of Science
 Bachelor of Social Work
 Master of Arts in Teaching
 Master of Education
 Master of Letters in Shakespeare and Performance
 Master of Fine Arts in Shakespeare and Performance

*Master of Science in Physician Assistant Studies (in development; students will be admitted to begin in fall 2015)

*Doctor of Occupational Therapy (in development; students will be admitted to begin in summer 2014)

*Doctor of Physical Therapy (in development; students will be admitted to begin in summer 2014)

Certificates in 10 concentrations

**Pending accreditation*

Certificate Programs

Mary Baldwin College adult education certificate programs prepare and educate students in several relevant and in-demand fields. Coursework can be completed through online classes, at MBC regional centers, on campus in Staunton, or by independent tutorial. Certificates require 21 to 24 credit hours of coursework, which can be completed in one academic year.

Certificates offered: American Studies, Sustainable Business Management, Entrepreneurship, Health Care Management, Human Resource Management, Leadership Studies, Long Term Care Administration, Marketing Communication, Autism Spectrum Disorders, and Environment-Based Learning. *Please see Undergraduate Offerings; American Studies, Business, Health Care Administration, Leadership Studies, and Graduate Teacher Education.*

Consortium Exchange

Mary Baldwin and six other private colleges in Virginia (Hampden-Sydney, Hollins, Randolph-Macon, Randolph, Sweet Briar, and Washington and Lee) have joined in a consortium exchange through which students in the Residential College for Women may attend another of the participating colleges for a year or part of a year while remaining enrolled at MBC. Application should be made to the exchange officer in the registrar's office. Priority is given to juniors. Mary Baldwin students must maintain a cumulative GPA of 3.3 to participate.

Cooperative Programs/ Articulation Agreements

Guaranteed Admissions Agreement with the Virginia Community College System

Mary Baldwin College and the Virginia Community College System have adopted a Guaranteed Admissions Agreement to facilitate the transition from community college to MBC. The articulation agreement guarantees

admission and full transfer of credit between all Virginia community colleges and Mary Baldwin — for both the Adult Degree Program and the Residential College for Women. More information about the guaranteed admissions program, including eligibility requirements, can be found at www.mbc.edu/admissions/transfer.

Mary Baldwin College and the University of Virginia Dual Degree Program in Engineering

Mary Baldwin College students may elect to participate in a dual degree program in the various branches of engineering, offered by the School of Engineering and Applied Science at the University of Virginia. Under this program, qualified students attend Mary Baldwin for three years and then, based on their academic performance, are accepted into the University of Virginia for two or more years of study, leading to a bachelor's degree in applied mathematics from MBC and a master's degree in engineering from UVA. Students who are interested in exploring this option should contact the coordinator, John Ong, associate professor of mathematics, during their first semester at Mary Baldwin. To enroll, they must maintain an overall (as well as a math and science) GPA of B+ at the college, and must complete the calculus and physics sequences during their freshman year. Students who are accepted into the program generally have a 1700 SAT or 25 ACT score or better.

Edward Via College of Osteopathic Medicine (VCOM) – Doctor of Osteopathy

Up to 10 qualified MBC students have the opportunity to gain admission to VCOM through the Guaranteed Acceptance Program by following a distinct academic protocol and by demonstrating high achievement. VCOM also offers the Early Acceptance Program — which encourages candidates from rural areas, low socioeconomic status backgrounds, and underrepresented minorities to enter health careers — for up to five MBC students. Interested students should consult with the pre-medical advisor for more information about the requirements and course schedules for VCOM guaranteed acceptance or early acceptance, preferably early in their college career at MBC.

Jefferson College of Health Sciences — Nursing

Mary Baldwin students seeking nursing degrees may participate in the program at Jefferson College of Health Sciences (JCHS) in Roanoke. The articulation agreement between MBC and JCHS stipulates that, each year,

JCHS will grant priority admission to five qualified Mary Baldwin baccalaureate graduates who seek entry into their accelerated bachelor of nursing program.

Vanderbilt University — Nursing

Students may complete three years at Mary Baldwin and transfer to Vanderbilt University in Tennessee for two additional years of study, at the end of which they will receive the bachelor's degree in their field from Mary Baldwin and the Master of Science in nursing degree from Vanderbilt.

The MSN degree opens many opportunities for students in specialty medical fields and is an attractive option for students who wish to be involved in the various emerging aspects of professional medical practice that are not based in the traditional medical degree or in custodial hospital care. Students considering this program should consult with Dr. Paul Deeble, associate professor of biology.

Washington and Lee University — Physics

Students may receive their bachelor's degrees in physics by designing a major drawn from the appropriate courses at both Mary Baldwin and our consortium partner, Washington and Lee University.

Pre-Professional Programs

Pre-Law

Robert Klonoski, Steven Mosher, Mandy Montgomery Smith, Laura van Assendelft, advisors

Mary Baldwin College is committed to ensuring that students are prepared for the rigors of law school and have the skills needed for a successful professional career.

MBC pre-law advisors suggest that students gain first-hand experience in one or more legal environments — though summer jobs and internships at private firms, a circuit court clerk office, or in a juvenile and domestic relations court. They also recommend talking with and shadowing knowledgeable attorneys to get a feel for the job. Many students benefit from full-time employment as a paralegal after completing their bachelor's degree, which allows them to evaluate their interest in pursuing a law degree.

According to the Association of American Law Schools, there is no specific pre-law major or curriculum. MBC recommends a strong liberal arts foundation, with an emphasis on courses and majors that require writing essays that are evaluated on the basis of reasoning and supporting evidence, as the best undergraduate preparation. Students should also consider taking courses that will help them develop their ability to work with

and motivate others, two very important qualities in an attorney. Suggested courses include those with an emphasis in psychology, social processes, business, accounting, writing, research, communication, and public speaking.

For more detailed information and recommended courses, visit the Pre-Law page at www.mbc.edu/studies/prelaw.

Pre-Med and Allied Health

Paul Deeble, advisor

Many students are interested in graduate school in health-related professions, ranging from traditional medical school to physician assistant studies to careers in allied health, such as physical therapy, and occupational therapy. We strive to support our students in health-focused career exploration and endeavor to prepare them well for future graduate studies.

Medical schools, as well as allied health programs, have varying admission requirements, but most are more concerned that applicants have a strong liberal arts background and have demonstrated an ability to excel, rather than requiring a specific major. Most medical schools want entrants with a strong foundation in science and math, as well as a strong overall GPA.

Achievement on the entrance examination — Graduate Record Examination (GRE) or Medical College Admission Test (MCAT) — is a nearly universal requirement of medical schools and allied health programs. Students usually take the MCAT or GRE in the spring of their junior year and apply for admission the following summer/fall. Some students may apply for early decision in the summer.

Students who choose to major in biology may further designate an emphasis in biomedical science designed to provide broad-based scientific knowledge and skills.

No college can guarantee admission to medical school or other graduate programs; however, at Mary Baldwin we have found that capable students who successfully complete the designated pre-requisite courses and apply themselves can gain admission to a good medical school or allied health program. We recommend that students who are interested in health care participate in an internship in a medical/health care setting early in their careers at MBC, as a valuable addition to their academic records and to evaluate their interest in a particular profession. The premedical advisor and Career Services can help you explore options for internships and shadowing.

Mary Baldwin students interested in applying to the Murphy Deming College of Health Sciences may do so their junior year for “conditional early admission” provided they meet **all admissions requirements** and are on track to complete the baccalaureate degree and

prerequisite coursework in the senior year. Students should work with their faculty advisor to ensure that their four-year plan allows for completion of all necessary prerequisite coursework. There are three early admission seats available each year, and those opportunities will be offered to the most-qualified MBC applicants from each admissions pool. Faculty advisor recommendation is required in addition to the standard admission requirement for letters of recommendation.

A Mary Baldwin student who has been accepted into a school of medicine, dentistry, or veterinary medicine after her junior year may apply to the dean of the college to receive a Mary Baldwin degree following the first year of professional school, thereby waiving her senior year at Mary Baldwin. To get the pre-professional bachelor’s degree, the student must have completed 99 semester hours (66 at MBC), completed the general education and major requirements for the major, and fulfilled the sophomore and junior residency requirements. In addition, she must submit a transcript after one year at the professional school showing at least 33 semester hours of credit with no grade below a “C.”

For more detailed information and recommended courses, visit the Pre-Medical and Allied Health Fields page at www.mbc.edu/studies/premed and/or the Murphy Deming College of Health Sciences page at www.mbc.edu/health_sciences.

Study Abroad

During May Term, any student can go on the short-term trips organized and led by full-time Mary Baldwin faculty with expertise in the subject and location. A May Term trip lasts for three weeks and gives students the opportunity to study or perform community service in locations such as France, Italy, Costa Rica, South Africa, Peru, and Japan.

Students can also study or volunteer abroad for a summer, semester, or year, either at one of Mary Baldwin’s partner colleges or through other universities and independent providers. Mary Baldwin College has partnerships with several colleges in England, India, Japan, Peru, South Korea, and Taiwan. For more information about these programs, see the descriptions listed below.

To find out more about study and service abroad opportunities at Mary Baldwin College, visit the Spencer Center for Civic and Global Engagement, contact the director of international programs at globalengagement@mbc.edu, or visit the study abroad page at www.mbc.edu/study_abroad.

MBC Exchange and Partner Programs

England

Oxford University: The Virginia Program at Oxford is a six-week summer session at St. Anne's College of the University of Oxford. Six Virginia colleges, including Mary Baldwin, combine to offer a select group of students the opportunity to study the literature, history, and society of late 16th and early 17th century England. Lectures and tutorials are conducted by British faculty. Students may earn six semester hours of English and history credit. Students from all majors at Mary Baldwin may apply to the program. For more information and application, contact Professor of History Mary Hill Cole.

India

Lady Doak College: Lady Doak College, the first women's college in the city of Madurai, gives VWIL students the opportunity to spend a semester or year in India. Since it was established in 1948 by American missionary Katie Wilcox, the college has grown from 81 students to more than 3,000. Offering undergraduate courses in 21 disciplines, Lady Doak is committed to the empowerment and academic development of women.

Japan

Applicants for the programs in Japan must have at least a "B" average and should contact Daniel Métraux, professor of Asian studies.

Doshisha Women's College of Liberal Arts: Doshisha Women's College of Liberal Arts in Kyoto has been a "sister school" to Mary Baldwin for more than 20 years. The college is located across the street from the legendary Emperor's Palace in one of Japan's most beautiful and historic cities. While attending Doshisha for a semester or year, students immerse themselves in Japanese language and culture. Students can also arrange independent studies and internships to further their experience.

Kansai Gaidai: Kansai-Gaidai, which enrolls around 13,500 students, is a private college in Hirakata, Osaka Prefecture, offering an Asian Studies program specifically designed for international students. Courses are taught in Japanese and English, though applicants are required to have two years of Japanese instruction. Established in 1945, Kansai-Gaidai is located mid-way between Osaka and Kyoto, in the commercial and cultural heart of Japan.

Soka University: Soka, which enrolls ten thousand undergraduate and graduate students, is Mary Baldwin's

newest "sister school." It is located in the suburban city of Hachioji, less than an hour by train from central Tokyo. International students may enroll for the fall, spring or summer sessions or for a full academic year. Soka offers visiting students a wide range of courses in Japanese and Asian Studies as well as a full complement of Japanese language courses.

Perú

University of Virginia Program in Perú: Spanish is not required to study in Perú for a summer, semester, or full academic year at the Universidad Católica in Lima. Courses in anthropology, history, literature, philosophy, and sociology are taught in English. Students can also take courses taught in Spanish with Peruvian students in arts and sciences, law, education, engineering, or any of the disciplines taught at Católica. Participants visit museums, archaeological sites, explore Lima, and attend plays. Students stay with families in safe neighborhoods. The University of Virginia operates this program in partnership with Mary Baldwin College.

South Korea

Sungshin Women's University: MBC students from all academic programs are eligible to study for a semester or year at Sungshin Women's University, in Seoul, South Korea. Founded in 1936 by Dr. Lee Sook-chong, Sungshin University currently enrolls around 13,000 students. Previous study of Korean language is not required, but participants can enroll in language courses while at Sungshin. Apartment-style housing is provided on campus in the international residence hall.

Taiwan

National Chengchi University: Established in 1927, National Chengchi University (NCCU) is noted for its humanities and social sciences disciplines and is located in Taipei City, the capital of Taiwan. Study at NCCU gives students the opportunity to learn Mandarin Chinese, which is the official language of Taiwan. The partnership between MBC and NCCU will enable at least two MBC students to participate in the exchange each year. Alternatively, the flexible agreement allows up to four students to each pursue one semester of study per year. Contact the director of international programs for more information.

UNDERGRADUATE MAJORS

Bachelor of Arts offered in all majors except social work

* *Bachelor of Science also offered.*

American Studies
 Anthropology/Sociology
 * Applied Mathematics
 Art — Studio
 Art History
 Arts Management
 Asian Studies
 * Biology
 Business — Accounting
 * Business for a Sustainable Future
 * Chemistry
 Clinical Laboratory Science
 Communication
 Criminal Justice
 * Economics
 English
 Health Care Administration
 History
 Independent (Individually Designed)
 International Economics and Business
 International Relations
 Marketing Communication
 * Mathematics
 Music
 Philosophy
 Philosophy/Religion
 Physics (in cooperation with Washington and Lee University)
 Political Science
 * Psychology
 Psychology/Sociology
 Religion
 Renaissance Studies
 Social Work (BSW)
 Sociology
 Sociology/Psychology
 Spanish
 Theatre

Five year dual-degree programs

MBC/UVA Engineering (Bachelor's and Master's)
 Applied Mathematics (BS and Master's)
 Education (BA and MAT)
 Shakespeare and Performance (BA and MLitt)

UNDERGRADUATE MINORS

African-American Studies
 American Studies
 Anthropology
 Art — Studio
 Art History
 Asian Studies
 Biology
 Business
 Chemistry
 Coaching and Exercise Leadership
 Communication
 Creative Writing
 Criminal Justice
 Economics
 Education
 English
 Environmental Policy Analysis
 Film
 French
 Global Poverty and Development
 Health Care Administration
 Historic Preservation
 History
 History — Public
 Human Resource Management
 Latin-American Studies
 Leadership Studies
 Management
 Marketing
 Mathematics
 Ministry
 Music
 Music Education
 Peacemaking and Conflict Resolution
 Philosophy
 Physics
 Political Science
 Psychology
 Public Health
 Religion
 Sexuality and Gender Studies
 Sociology
 Spanish
 Special Education
 Theatre
 U.S. Poverty Analysis
 Women's Studies

ADMISSION AND THE FIRST-YEAR EXPERIENCE

Admission

Mary Baldwin's traditional undergraduate program, the Residential College for Women (RCW), includes the Virginia Women's Institute for Leadership and the Program for the Exceptionally Gifted. Mary Baldwin also offers undergraduate programs designed specifically for adults through its Adult Degree Program, as well as graduate programs in Shakespeare and Performance, health sciences (opening in 2014), and Graduate Teacher Education (*see the Graduate Studies section of this catalog for information on graduate admissions*).

If you are applying for an undergraduate program, you can apply for admission after your junior year in high school, for admission to the fall or spring semesters, or as a transfer student. You may enter with advanced placement, dual enrollment credit, or credit for advanced work by the International Baccalaureate or by tests of the College Entrance Examination Board. You may attend full-time or, if you live in the area, part-time. As an especially gifted student, you may enter well before completing high school. If you are 18 years or older, or have earned an associate's degree, you may enter the Adult Degree Program, with its special provisions for adult learners who have many demands on their schedules and energies. *Please see the Mary Baldwin College website or the Contact Information at the beginning of this Catalog for more information on admission to each MBC program.*

First-Year Admission

Admission to Mary Baldwin is based on a student's academic potential; achievement in secondary school, when applicable; strength and maturity of character; and any special talents and abilities. In judging academic ability, the secondary school record, when applicable, is the primary factor considered.

Candidates for admission should have completed at least 16 college preparatory courses. The college recommends that candidates include four or five academic subjects in their course loads each year in meeting the following recommended school program: English, four units; foreign language, two units; mathematics, three units; history and social studies, three units; and lab science, one unit.

Scores considered in the admissions process are those on the Scholastic Aptitude Test (SAT), the American College Test (ACT), or the Test of English as a Foreign Language (TOEFL).

All students who enroll at Mary Baldwin College agree to abide by the rules, regulations, and

standards set and established by the college. The college in turn will offer a bachelor of arts, bachelor of science, bachelor of social work, master of letters or master of fine arts in Shakespeare and Performance, or a master of education or master of arts in teaching to those who meet the established standards, and will attempt during a student's tenure to lend advice and support as solicited and/or needed.

The Declarations section of this catalog states Mary Baldwin's policies on nondiscrimination, student privacy rights, and other important provisions.

Personal Interviews

A personal interview on campus with an admissions counselor is suggested for students seeking admission. Appointments for an interview and tour of the campus should be made in advance. Refer to the college calendar in this catalog for the dates when the college is in session. The Office of Admissions is open Monday through Friday all year, except for short periods during the Independence Day, Thanksgiving, and Christmas holidays. During academic sessions, the Admissions Office is open on Saturday mornings. During the summer months, it is not open on Saturday. Visit the website, www.mbc.edu, or call 800-468-2262 or 540-887-7019 to schedule an appointment.

Transfer Students

Mary Baldwin will consider students for admission to the freshman, sophomore, or junior class by way of transfer from colleges and universities accredited by regional accrediting agencies or the American Association for Liberal Education. A transfer application must include transcripts of all college work taken and a transcript from the secondary school.

Applications for the fall semester should be filed with the Office of Admissions during the prior winter or spring, and notification will be made when the file of credentials is complete. For entrance in the spring semester, applications should arrive before December 1. An evaluation of credits will be made after the final transcript arrives from the institution from which the student is transferring. A non-refundable advance deposit of \$300 must be received by December 30 for students entering in January.

In evaluating transfer applications, emphasis is placed on the previous college record. As a general guideline, transfer students should have an average of 2.0 or better in their college work in order to be approved for transfer to Mary Baldwin. Only courses with grades of "C-" or higher, or "passing" grades in acceptable internships, will be accepted for transfer credit, and each course will be considered separately.

Transfer students coming into the Residential College for Women must earn a minimum of 63 semester hours at Mary Baldwin and spend two years in full-time attendance. For further information, refer to the section in this catalog on Requirements for the Bachelor's Degree.

Part-Time Degree-Seeking Students

Students who live close to the college and wish to complete their bachelor's degree requirements by class attendance on the Mary Baldwin College campus may do so on a part-time basis. They are subject to the same admission requirements as other entering students.

Leadership Gateways and the First-Year Experience

All new undergraduate students have the benefit of membership in a gateway program offering support, direction, and connection. The Adult Degree Program functions as a Gateway for non-traditional students. International students also have their own Gateway which includes intentional cultural, academic, and social immersion. Residential College for Women students may choose one of ten Leadership Gateways.

For first-year students, Gateways are a critical component of MBC's unique first-year experience. Our first-year curriculum includes an orientation to college course and specially designed first-year courses which assist in the transition to college. Throughout the first year, students work closely with an advising team made up of faculty, staff, and peer advisors. Each team is tied to a Leadership Gateway which integrates co-curricular interests and activities into the academic curriculum. The purposes of the first-year experience are to inspire in students an interest in and enthusiasm for active learning, and to provide support in building successful studentship. Additional supports are available through our Learning Skills Center with peer-led tutoring and mentoring resources, and through residential programming.

First-Year Students in the Residential College for Women enter through the following Gateways with individualized orientation programs which introduce them to the college and local communities, their advising teams, and their peers. These Gateways provide students with a learning community based upon co-curricular interests. Gateway Orientation is followed by an Academic Orientation and a full Weekend of Welcome for all students. National data and MBC's experience demonstrate that focused first-year experience programs, such as that provided through the Leadership Gateways, enhance student success.

Arts Gateway

Directors, Morgan Smith, web producer, and Phoebe West, graphic designer

Students interested in the Arts Gateway are passionate about visual, performing, and literary arts. They want to explore the influence of creative thinking in everyday life. Whether they have aspirations to become scientists, businesswomen, historians, or artists, students in the Arts Gateway strongly believe in the power of fresh thinking and original expression.

Students in this gateway will have the opportunity to attend local and regional arts events and exhibitions, visit the spaces and places that inspire, meet others who share an appreciation of the arts, and participate in activities designed to challenge and develop the creative mind.

- MBC 101 Orientation to College

Career Academy Gateway

Director, Julie Chappell, director of career development services

MBC's innovative liberal arts education for the 21st century is the perfect preparation for satisfying careers in almost every field imaginable. This gateway helps students focus on their talents, interests, and abilities; find the right major; and translate their education into a lifetime of work that is inspiring.

Students in this gateway will participate in a variety of extra-curricular activities and opportunities related to personal and career development, including the *Successful Women Series* and Picture-It Photo journaling project. After the first year, students may serve as peer mentors and many choose to continue in the program until graduation.

- MBC 101 Orientation to College and the Career Academy
- Interdisciplinary 177 Taking the Liberal Arts to Work
- One of the following courses is recommended: Interdisciplinary 118 Managing Life's Challenges; Philosophy 140 Community and Service Learning; or Sociology 282 Community Service and Society

Commuter Gateway (Suburbanites)

Director, Janet Ewing, associate professor of business

It need not be difficult for non-residential, local students to stay informed and connected. New commuter students from Staunton and surrounding areas will find support and networking opportunities among each other and upper-class commuter students. With a variety of ways

to get involved on campus, Suburbanites will immerse themselves in the college community to become vibrant and active members of MBC both in and out of the classroom.

This Gateway helps the commuter student navigate the first-year transition and become fully involved in the college community, while maintaining her ties and responsibilities home.

Early College Gateway

Director, Stephanie Ferguson, executive director of early college and director of the Program for the Exceptionally Gifted

This gateway is for students who have been accepted to either the Program for the Exceptionally Gifted (PEG) or Early College Academy (ECA). PEG is a radical acceleration program that allows students as young as 13 to skip high school and dive right into college, living within a community of their intellectual and social peers. ECA enables academically talented students to start college after their junior year of high school. Many of these students complete their high school degree during their first year at Mary Baldwin.

Students in this gateway are invited to participate in other age-appropriate co-curricular and extra-curricular activities that are social, cultural, or just for fun. PEG students live in the PEG Center, a living-learning community with adult advisors in the building 24 hours a day.

- MBC 101 Introduction to College
- MBC 102 An Investigation of the Arts, which includes participation with the American Shakespeare Center actors and scholars at the Blackfriars Playhouse, or
- MBC 103 An Investigation of the Sciences, which focuses on how science is integrated across disciplines and explores opportunities to engage in research and projects beginning in your First Year.
- ENG 101 Intermediate Composition: PEG

Note: Additional application and interview are required.

Healthy Lifestyles Gateway

Director, Mary VanNortwick, wellness dietitian and assistant director of dining services

This gateway is designed for young women who want practice and promote healthy and active lifestyles as the foundation of their college life and studies. Gateway experiences are designed to provide exposure to all facets of the wellness spectrum.

Students will have the opportunity to help plan community-based activities such as the Girls and Women's Health Fair and Wellness Walk, in conjunction with Women's Health Virginia; volunteer with the Women's Health Initiative; and work with Physical Education, Dining Services, the Health Center, and other campus life offices to help learn and promote healthy lifestyle practices. Each student also completes a personalized fitness and wellness assessment leading to an individualized wellness plan. After their first year, students may work as wellness mentor and assist with programming for new freshmen entering the program.

- MBC 101 Orientation to College and the Healthy Lifestyles program
- Phys Ed 102 Topics in Principles of Health

Honors Gateway

Director, Carol Creager, director of Grafton Library

For high-achieving students who are passionate about intellectual pursuits and global perspectives, this gateway offers a challenging and engaging path to achievement through a rich array of classes; experiential learning; and connections on campus, in the local community, and beyond our borders.

- Honors MBC 101 Orientation to College and to Research and Scholarship Opportunities
- MBC 102 An Investigation of the Arts, which includes participation with the American Shakespeare Center actors and scholars at the Blackfriars Playhouse or
- MBC 103 An Investigation of the Sciences, which focuses on how science is integrated across disciplines and explores opportunities to engage in research and projects beginning in the first year.

Note: By invitation only

Interfaith Explorations Gateway

Director, Katherine Low, chaplain and assistant professor of religion

The Interfaith Explorations Gateway offers students meaningful encounters with a variety of religious, spiritual, and philosophical traditions and pathways. Through cooperative activities and events, students witness the multiple ways in which people of faith live according to shared values.

Students are required to attend three conversations or events their first semester. Examples of events include the Fall Faith Fair, the World Religions and Peacemaking Lecture, and Hunger and Homelessness Awareness Week spiritual activities.

- MBC 101: Orientation to College
- REL 130: Faith, Life, and Service

Latino Culture Gateway

Director, Joanne Harris, director of diversity and advocacy

Designed for students who are interested in exploring the history and heritage of Latino cultures around the world, the Latino Culture Gateway enhances one of Mary Baldwin's greatest strengths: diversity.

Music, art, food, dance, and literature help shape Gateway activities. Students will assist in planning events for Hispanic History Month and work with upper-class students involved in the on-campus group, Latinas Unidas. Resources will be provided in Spanish and English.

- A section of MBC 101 specifically designed for students in the Latino Culture Gateway
- Recommended courses: Spanish language courses and Spanish 127 U.S. Latino Literature and Culture

Spencer Citizens Gateway

Director, Steve Grande, executive director of the Spencer Center for Civic and Global Engagement

Spencer Citizens have a passion for service whether it's in the local or global arena. Multi-cultural experiences and travel opportunities enable participants to become agents of change, understanding that at the heart of leadership is service to others.

Students in this gateway take part in community service projects and assist with Spencer Center for Civic and Global Engagement activities throughout the year, such as Hunger and Homelessness Awareness Week and the International Café Series. After their first year, Spencer Citizens have the opportunity to become Citizen Fellows.

- MBC 101 Orientation to College and the Spencer Citizens Program
- CE 102 The Reflective Self in Community
- Recommended courses: Philosophy 140 Community and Service Learning or Sociology 282 Community Service and Society

Virginia Women's Institute for Leadership (VWIL) Gateway

Director, Melissa Patrick, deputy commandant of cadets and director of academics

Through rigor, intense challenge, and mutual support, VWIL is a four-year leader development program which integrates theoretical instruction with practical application so that graduates have the knowledge, skills, character, and experience to assume positions of leadership in the military, public service, and private sectors in the United States and around the world. Using a holistic approach emphasizing moral and ethical development, VWIL combines military leadership development training (through ROTC as well as the VWIL Corps) with civilian approaches. The VWIL Corps is the only all-female corps of cadets in the nation.

VWIL's leader development program integrates five major components:

- Academic curriculum
- Physical education and fitness
- Military leadership (ROTC)
- Co-curricular program
- Leadership experience

Academic Curriculum

VWIL's students, in addition to completing both the college's General Education requirements and an academic major, complete the following additional requirements, some of which may also count toward the General Education Requirements:

- All VWIL students are required to complete a minor in Leadership Studies, which includes three interdisciplinary leadership core courses addressing history and theories of leadership, ethics and community, and the practice of leadership
- A leadership internship
- At least eight semester hours in two natural science disciplines to satisfy the total General Education Requirement
- Three math and quantitative reasoning courses to include Math 150 or above, a Math elective, and a statistics course
- A communication course
- INT 177 The Citizen Soldier
- Non-commissioning students complete course work in either the Business or Community and Social Change emphases of the Leadership Studies minor.
- Other specified courses that meet General Education requirements in Ethics, Women's Studies, and International Studies selected from VWIL program listings

Physical Education and Fitness

Regular physical training is required, as well as the completion of the Strength and Endurance Test at periodic intervals.

Advanced fitness is required during the Freshman year.

The VWIL freshman experience starts with Wilderness and continues with the Leadership Challenge Program (LCP).

A networking activities class (ballroom dance, golf, racquetball, or tennis) and one other physical and health education course are completed in subsequent years.

Military Leadership

VWIL students are required to complete a minimum of two years of ROTC in one of the four services. Classes are conducted either at MBC or the Virginia Military Institute in Lexington, Virginia. Those seeking commissions continue with ROTC through the junior and senior years.

Co-curricular Program

The co-curricular components provide the contexts within which VWIL students develop and practice leadership skills in an environment of increasing freedom and responsibility. VWIL students live together and meet standards for room neatness, additional study provisions, and conform to disciplinary rules and regulations. Through participation in Mary Baldwin college activities and classroom experiences, they balance cadet life and student life. VWIL students adhere to both the Mary Baldwin and the VWIL codes of conduct.

Students in this leadership program live and learn together as sister nulls, participating in formations, parades, strength and endurance training, and seminars oriented toward career interests and leadership development. Drill team, marching band, and Honor Guard are other available opportunities.

Leadership Experience Opportunities

Beginning in their sophomore year, students will assume leadership positions in the Corps, continuing to live together and holding to a code of professional standards. They have the opportunity to hold rank in the regiment and/or positions within the VWIL class system. They are also encouraged to become active in the Mary Baldwin Student Government Association. As part of the Leadership minor, all VWIL students will complete a leadership internship.

- MBC 101 Orientation to College and VWIL
- ROTC: Army, Air Force, Navy/Marines (commissioning optional)
- Physical Education: Leadership Challenge, Wilderness Adventure, Advanced Fitness

Note: Additional application and interview is required



TUITION AND FINANCIAL AID

Tuition and Fee Information

RCW Tuition and Fees

The comprehensive fee for students at Mary Baldwin in the Residential College for Women during the 2013-2014 academic year is \$37,120 (\$28,360 for tuition, \$250 student organization fee, \$110 technology fee, and \$8,400 for room and board). The PEG Housing fee is \$1,200. Financial aid packages based on both merit and need can substantially reduce the actual out-of-pocket cost. The college offers a variety of services to assist students and families in financing a private college education.

There are no laboratory, lecture, or practice teaching fees. Some classes have fees for private music lessons, art materials, field trips, use of facilities not belonging to the college, or other extraordinary expenses. *For details, see the course descriptions in this catalog.*

Annual Deposit

All students in the RCW who intend to return to Mary Baldwin for the succeeding academic year, including those participating in overseas programs and/or the consortium program, must make a deposit of \$300 by March 1, which is credited to payment of fees for the next session. This deposit will be returned only if the student is advised to withdraw or is prevented by causes beyond her control from returning to college. Students who plan to return to Mary Baldwin College for the following fall, are in good standing, and have made their deposit for the following year are given the opportunity to enter the MBC housing lottery. Eligible students will select housing based on a priority list that weighs a combination of factors including academic performance and class year. Assignments of rooms for upperclassmen are made shortly after spring break.

Monthly Payment Plan

Fees that are normally due in one large lump sum at the beginning of each semester may be paid in 10 equal monthly installments. There are no interest or finance charges — only an administration fee of \$60. *For additional information, please contact the Mary Baldwin College Student Accounts Office.*

Half-Price Tuition Plan

Students who have completed eight semesters of full time work in classes on the MBC campus may enroll in additional on-campus classes for half of the usual applicable per-hour tuition charge if approved by the registrar. Students must be eligible for readmission to

MBC. They may live off campus. On-campus housing is subject to availability and will be charged at full price. To take advantage of the half-price tuition, no more than 12 months may have elapsed since the date of last enrollment. Graduate courses, and summer directed inquiries are not available at half-price. MBC will help the student get external grants and loans, but no institutional aid will be available to students under this plan.

RCW Schedule of Payments 2013–2014

Resident Students

Direct Cost (tuition and fees, room and board) \$37,120
(Fees include: Student Organization Fee \$250, Technology Fee of \$110)

Payable as follows:

Advance Deposit (nonrefundable) due:
March 1 from returning students..... \$300
May 1 from new students \$300
August 1 from all students (less Advance Deposit payment)
\$18,685
December 1 from all students \$18,435

Commuter Students

Comprehensive Fee
 Tuition and Fees.....\$28,720
(Fees include: Student Organization Fee \$250, Technology Fee of \$110)

Payable as follows:

Advance Deposit (nonrefundable) due:
March 1 from returning students..... \$300
May 1 from new students \$300
August 1 from all students (less Advance Deposit payment)
\$14,485
December 1 from all students\$14,235

Part-Time Students

Fewer than 12 semester hours during fall or spring semesters: \$427 per semester hour. Students in the Residential College for Women attempting 12 semester hours or more are considered commuter students and are charged accordingly. The internship fee for part-time students is \$213.50 per semester hour and is charged for any 287 or 387 course. The audit fee is \$213.50 per semester hour.

Summer Term

Individual course credits taken during the summer

- Summer coursework (2013–14) \$427 per s.h.
- Internship Fee (2013–14) \$213.50 per s.h.

Note: Advance Deposit payments are nonrefundable for first-year and transfer students after May 1. Advance Deposit payments for all returning students are nonrefundable.

Partial-Year Students

Full-time students residing at MBC for the fall or spring term will be charged \$18,685. Commuter students enrolling for either period will be charged \$14,485. There will be no additional charge for attending the May Term (for currently enrolled students). For student-teaching, social work and internships being done off-campus during fall or spring semesters under faculty supervision, students will be charged as half-year commuter students. If a student wishes room and board on campus while performing an internship off campus, student is charged as a boarding student.

Special Costs

Administrative Fees

A student, who is enrolled but is off-campus for an entire year on an approved program not under faculty supervision (i.e., clinical laboratory science and studies abroad), will be charged a per-semester fee of \$250. A student who is granted a leave of absence or withdraws from the college and is issued a credit will be assessed an administrative fee of \$100.

Transcript of Record

Transcripts are issued upon request. A student's financial record must be cleared of all charges before a transcript of record is issued.

- Transcripts \$4 per copy
- Graduation Fee (seniors only) \$100

Special Course Fees

Music Lessons: Individual Applied Music Lessons will be charged on a per-semester basis. Pre-approved music majors and minors take Primary Applied Lessons (200-level, two credits/60-minute lessons). Most other students take Elective Applied Lessons (100-level, one credit/30-minute lessons). Students with questions about their status should consult the music department. Fees: twelve 30-minute lessons: \$230; twelve 60-minute lessons: \$450. Approved music majors or minors receive reduced fee: twelve 30-minute lessons: \$130; twelve 60-minute lessons: \$175. Reduced fees are based on

certification by the music department at the beginning of each semester. A student who drops applied music lessons after the second lesson, whether taking a W/F or W/P, will be billed for the full lesson fee for a given term.

Fine Arts: A number of studio art courses require a student to pay for expendable materials. ENG/THEA 216 and THEA 101 require students to pay for theatre tickets. For specific fees, consult course section of this catalog or the instructor in charge of the course.

Physical and Health Education: Some physical and health education courses require special fees. See course descriptions in this catalog for more information.

Special Housing Fees

A charge is added to room cost on a semester basis for the following locations:

- Single room residence halls \$450 per semester
- Carriage House, Coalter Street House, Hawpe House, King, Scott House, and Woodrow Terrace Apartments \$150 per semester

Lost Dorm Keys

- Fine for replacement of lost room keys \$25
- Fine for the replacement of lost keys to outside doors \$50

Note: Students are strongly encouraged to obtain a key to their individual rooms at the beginning of the school year.

Damage or Loss of Personal Possessions

Damage to or of personal property is not covered by the college's insurance. MBC assumes no responsibility for damage or loss of any article left on its premises at any time.

Cars

Students must register their cars with the campus security office and pay the following fees each year:

- Residential students \$50
- Commuter students \$20

Conditions of Payment

Charges are listed for the college year. Fifty percent of the comprehensive fee is due by August 1. The balance for all students is due by December 1. Payments must be made before students can register for classes.

Deadlines for Payment

Students will not be permitted to begin classes until all tuition and fee payments for the first semester have been paid, and will not be permitted to begin second semester classes until all tuition and fee payments have been paid. In order for seniors to participate in Commencement activities, all financial obligations must have been paid two weeks before graduation day. In order for juniors, sophomores and first-year students to participate in Room Draw, all financial obligations must be paid. The college policy for all students is that past and current obligations must be paid in full as a precondition to register or reside on campus.

Note: The college will not issue transcripts or diplomas if any outstanding balances are due to the MBC business office or bookstore.

Finance Charges

An interest charge of 15% a year may be applied to outstanding balances owed after October 15 for the fall semester and February 15 for the spring semester.

Collection Procedures

Active collection efforts are made by MBC personnel to collect delinquent payments from current students. When a student who has withdrawn from the college has a delinquent account, MBC pursues legal means to collect balances due. If the college must refer unpaid obligations to a collection agency, the college includes the full cost of collection and/or attorney fees as part of the outstanding obligation.

Credit and Refund Policy

MBC arranges for instruction and services in advance on an annual basis. Therefore, charges for students in the Residential College for Women are listed for the entire year with billings and payments based on first and second semesters. Charges for the year may be paid in two installments: August 1 for the first semester, and December 1 for the second semester. Credits and refunds are based on first and second semester. Credits outstanding at the end of first semester are applied to second semester of the same academic year. Credits outstanding at the end of second semester are applied to charges for first semester of the following academic year. No student will be permitted to register or reside on campus until applicable charges for the current semester have been paid in full. The Student Accounts Office assumes responsibility for the administration of college policy related to payment of fees.

Application for Credits and Refunds

The date on which written notice is received by the college is considered the date of withdrawal. Refunds are made only to the guarantor of the student's financial obligation. If there is a prepaid deposit, it is applied to bills due at time of re-entry; such deposits are nonrefundable.

Returned Check Policy

Students will be charged a \$28 fee for any check received in payment of any obligation that is returned by the bank.

Counseled Withdrawal

In the event a counseled withdrawal is granted, a refund is issued based on the pro rata portion of the prepaid tuition and room and board, less a \$100 administrative fee. Students approved for counseled withdrawal will not be charged for second semester if withdrawal occurs prior to registration day for second semester. If a counseled withdrawal is granted subsequent to registration day for second semester, a refund will be issued based on the pro rata portion of the prepaid tuition, room and board, less a \$100 administrative fee. Adult students who formally "stop out" during a semester in which they have enrolled in new coursework are eligible for a pro rata refund less a \$100 administrative fee.

Disciplinary Withdrawal

Students who withdraw for disciplinary reasons receive a refund in accordance with the pro rata schedule for the semester in which the penalty is determined. If withdrawal occurs prior to registration day for the second semester, students are not charged for second semester.

Academic Withdrawal

Students required to withdraw for academic reasons at the end of the first semester are not charged for the second semester. Students required to withdraw for academic reasons at the end of the second semester receive a refund for the \$300 advance deposit they paid for the upcoming academic year.

Authorized Leave of Absence

When an authorized leave is granted, a credit is issued based on the pro rata portion of prepaid tuition and

room and board applicable to first semester and/or second semester less a \$100 administrative fee. When an authorized leave of absence is granted prior to second semester registration day, the student is not charged for the second semester.

Medical Leave

When a medical leave is granted, credit is issued based on the pro rata portion of the prepaid tuition and room and board fees, less a \$100 administrative fee. If the leave occurs prior to second semester registration day, students are not charged for the second semester.

Board Refunds

Board refund for basic food costs may be granted only on a semester basis in rare cases when, in the judgment of the college physician, there are medical conditions warranting exemption from the meal plan. A student requesting exemption must first schedule an appointment to see the college physician through the MBC Health Services Center. The student will be referred to an appropriate medical specialist for an evaluation of her condition. All off-campus medical evaluations will be at a student's expense. The college physician will make a final recommendation to the vice president for business and finance based on documentation from the medical specialist

Pro Rata Refund Procedures

What is a Pro Rata Refund?

The Higher Education Amendments of 1992 define a pro rata refund as a refund to a student of not less than that portion of the tuition, fees, room, board, and other charges assessed the student equal to the portion of the enrollment period for which the student has been charged that remains on the last day of attendance, minus any unpaid student charges, and minus a reasonable administrative fee.

When and How are Pro Rata Refunds Applied?

The pro rata refund is applicable to students who withdraw from the institution within 60 percent or less of the enrollment period (beginning of classes to the end of exam period). After the 60% mark, refunds are not granted.

Classes begin September 2, 2013, and exams end December 13, 2013, for terms 1 and 2. Classes

begin January 6, 2014, and exams end April 21, 2014, for terms 3 and 4. May Term (Term 5) begins April 23, 2014, and ends May 13, 2014. There is no additional charge for attending the May Term for currently enrolled full-time students.

For students subject to the institutional refund policy, the MBC Student Accounts Office calculates a federal refund amount according to regulatory requirements.

Federal law requires refunds to be returned in the following order: Direct Stafford Loans, PLUS Loans, Perkins Loans, Pell Grants, SEOG Grants, Institutional Aid.

Dates noted above may need to be adjusted to reflect posted schedules for graduate programs. An additional administration fee may be charged.

ADP Tuition and Fees

The total cost of the program varies depending on the student's background and previous college work.

Tuition Per Semester Hour

- Regular course work — \$427 per semester hour
- Internships — \$213.50 per semester hour

Special Costs

- Orientation Fee — \$50
- Extended Time Fee — \$60 per semester hour
- Prior Learning Portfolio Evaluation — \$427 per portfolio (Cost equals one credit hour per portfolio.)
- Re-activation Fee — \$50
- Graduation Fee — \$100
- Administrative Withdrawal Fee — \$100 (in addition to any tuition that is due)
- Technology Fee — \$10 per semester hour (not to exceed \$50 per semester and \$100 per academic year)

Graduate Tuition and Fees

Graduate tuition and fee information is included with the general information on each program. *For more information, see the Graduate Teacher Education, Shakespeare and Performance, and Murphy Deming College of Health Sciences sections at the end of this catalog.*

Financial Aid

Student Financial Aid

The Office of Financial Aid and Student Campus Employment at Mary Baldwin College is committed to making a private education available to as many well qualified students as possible. In fact, over 97% of our traditional-age students rely on some form of merit or need-based financial aid to help meet the cost of a college education. The college participates in a wide range of federal, state, and institutional aid programs. Each program has its own regulatory demands and requirements. The exact amount of an aid award can be determined only after completion of the Free Application for Federal Student Aid (FAFSA).

The Office of Financial Aid and Student Campus Employment strives to make the aid process as uncomplicated as possible. We understand, however, that families and students are faced with questions and concerns regarding financial aid. The professional staff is available Monday through Friday 8:30–4:30 at 540-887-7022 and by e-mail at finaid@mbc.edu to offer assistance.

Eligibility Requirements for Aid

Since Mary Baldwin actively participates in a number of federal aid programs, the requirements for federal aid are used as the core requirements for all need-based aid and include, but are not limited to, students who:

- have a high school diploma or the equivalent (Exceptions are made for students in the Program for the Exceptionally Gifted and Early College Academy.);
- are accepted or enrolled as full-time, regular students (NOTE: A few federal programs can provide some assistance to students who are less than full-time.);
- are degree candidates;
- are U.S. citizens or eligible non-citizens;
- maintain satisfactory academic progress toward a degree at Mary Baldwin.

Applying for Aid

There are three general types of financial aid awards that students and families receive: grants/scholarships, loans, and jobs. Grants/scholarships represent any form of financial aid that can be used to meet the cost of education without future obligations to repay. For more information on outside scholarships, go to www.fastweb.com. Loans are money that either students or parents can borrow to cover educational expenses. Loans must be repaid with interest in the future. Jobs allow students to work, giving them the opportunity to gain both valuable experience and money to help pay for education-related expenses. Each of these three general types of aid — grants/

scholarships, loans, and jobs — can be awarded based on either a family's financial need or some type of non-need criteria, such as a student's educational accomplishments or state of residence.

To apply for need-based aid at Mary Baldwin College, a family must submit a Free Application for Federal Student Aid (FAFSA) to the federal government for processing each academic year (www.fafsa.ed.gov). The FAFSA is the only form the college requires for students applying for aid based on a family's need. If Mary Baldwin College is listed on a student's FAFSA (School Code 003723), the aid office will receive the results of processing directly from the government in electronic form (ISIR). The student will receive a Student Aid Report (SAR). It is suggested that the SAR be reviewed carefully to check for errors or requests for clarification. Corrections can be made electronically by the students and parents at the FAFSA website, www.fafsa.ed.gov.

For more information on federal aid, access www.studentaid.ed.gov. It is strongly recommended that Virginia residents complete the Tuition Assistance Grant (TAG) application shortly after the student applies to the college. The TAG application must be returned to the aid office before July 31 preceding enrollment. The original application is valid, in most cases, to cover the four years a student is enrolled continuously at the college.

Receiving Aid

Aid not based on need is credited to a student's financial aid record as soon as the aid office becomes aware of such aid. Aid based on need will only be awarded after a student's FAFSA is successfully processed by the government and the results (ISIR) are received by the aid office. The processing of the data the family and student supplied on the FAFSA will result in an Expected Family Contribution (EFC). The EFC is an amount the government determines a student and her family can contribute toward her education. A student's need is the difference between the cost of attendance at Mary Baldwin and the student's EFC.

$$\begin{array}{r} \text{Total Cost of Attendance} \\ - \text{EFC} \end{array}$$

= Financial Need

The cost of attendance is prescribed by federal regulations and includes:

- the tuition and fees the student owes directly to the college;
- the room and board at the college or an allowance for room and board for a commuting student;
- a standard allowance for books;
- a standard allowance for miscellaneous expenses;
- an allowance for transportation;
- an allowance for loan fees (if applicable).

The Office of Financial Aid and Student Campus Employment will prepare an aid package and mail this

information to the student's home address as soon as possible. All non-need-based aid will be considered as part of a need-based aid package first along with eligibility for Pell Grants and other federal grants. If there is need remaining after these forms of aid are considered, the aid office will award loans, jobs, and grants to fill as much of the remaining need as funding and institutional awarding policy will allow.

When the student receives an award letter, she will be asked to make decisions on which types of aid she will accept. The student may also need to complete further paper work depending on individual aid situations. Explanations of what is needed by the aid office to complete a student's aid package will be included with the award letter. **Students are asked to read all information carefully and respond promptly to any requests by the aid office.**

A student must take 12 semester hours in any given semester to be considered full time and eligible for fulltime aid. (Note: May Term hours cannot be included in spring semester totals to achieve full-time status.) Students enrolled at least half time (six semester hours) remain eligible for continuation of some federal aid and loan deferment benefits. If a student receives any aid from outside sources (e.g., ROTC scholarships, outside agency scholarships, etc.), federal rules require that this aid be reported to the aid office as soon as the student becomes aware of eligibility. Rules further indicate that, in some cases adjustments to other aid may be required.

Disbursing Aid

Once a student receives an award package and complies with all the regulatory requirements, her aid package is set. Aid will only be disbursed to a student's business office account once she has enrolled in course work and that enrollment can be verified at the end of "add/drop" each semester. In the meantime, aid will appear on any early billing as "unapplied." It is hoped this will assist parents when planning for expenses. Again, how aid is disbursed or credited to the student account depends on the form it takes: grants/scholarships, job, or loan. Grants/scholarships given as aid through the college are credited directly to the student's account. This disbursement only occurs after all regulatory obligations on the part of the student are met to the satisfaction of the Office of Financial Aid and Student Campus Employment. Jobs are offered through the Federal Work-Study Program and through the college. The student is paid by the hour, and a paycheck is issued each month to the student. The student may turn earnings over to the business office to pay tuition for the next semester, or may use the earnings to pay for books and personal expenses. Payment is issued only for hours worked and only up to the amount awarded. Jobs require specified hours of work each week. A job contract will be provided showing eligible hours and wages per week. The job obligation to Mary Baldwin is considered

an employment commitment in the business world. Loans are not immediately credited to the student's account. Perkins Loans will be credited after the appropriate promissory note is signed by the student when she arrives on campus. Direct Stafford Loans and Parent Loans for Undergraduate Students (PLUS) will be disbursed to the student's business office account only after the "add/drop" period ends and the aid office has reviewed each student's enrollment and continued eligibility, and the required master promissory notes and student loan entrance counseling have been completed. This process usually takes a month, and students should not anticipate this money being credited to the account any sooner than this. Also, federal regulations mandate that loans come in two disbursements. Finally, if a student leaves the college during an academic period, aid funds awarded to the student are refunded to the appropriate aid fund under the policy described in this catalog as "Pro Rata Refund Procedures." Questions about billing should be directed to the Student Accounts Office.

Loans

All loans taken through the Office of Financial Aid and Student Campus Employment at Mary Baldwin should be considered by students and parents as a serious commitment that must be met in the future. MBC will award, depending on financial need and borrowing eligibility, three types of loans: Perkins, Direct Stafford, and PLUS. Perkins Loans are awarded to the students with the most need, usually Pell recipients. Repayment will not begin until the student leaves the college or falls below half time. Interest is covered while the student is in college and only begins to accrue once the repayment period starts. There is a grace period after leaving the college or falling below half time. Students will be counseled on their rights and responsibilities at the time the student is asked to sign her promissory note. Direct Stafford Loans are student loans with two separate and distinct awards based on a family's need. Loans awarded to cover need are Subsidized Direct Stafford Loans. Students will not be charged interest on Subsidized Direct Stafford Loans while they are continuously enrolled with at least half-time status. Students not eligible for Subsidized Direct Stafford Loans may be eligible for an Unsubsidized Direct Stafford Loan. Interest on unsubsidized loans will accrue from the time the loan is disbursed; Students may elect to pay the interest as it accrues, or defer paying it until loan repayment begins, when a student leaves, graduates or drops below half time. Each student's yearly eligibility for Direct Stafford Loans has been established by the federal government as follows:

Freshman \$5,500
Sophomore \$6,500
Junior/Senior \$7,500
Graduate \$20,500

Students who are independent by federal definition and dependent students whose parents are denied a PLUS may borrow additional Unsubsidized Direct Stafford funds. If eligible, a student may borrow up to \$4,000 as a freshman or sophomore, up to \$5,000 as a junior or senior. Undergraduate dependent students may borrow up to \$31,000 in Direct Stafford Loans during a college career, but only \$23,000 may be subsidized. Independent undergraduates, or dependent undergraduate students whose parents do not qualify for federal parent loans, may borrow up to \$57,500 in Direct Stafford Loans but only \$23,000 of the total can be subsidized. Graduate students can borrow up to \$138,500 over a student's entire graduate and undergraduate career. Beginning with Fall Semester 2012, graduate students are only eligible for Direct Unsubsidized Stafford loans and Graduate PLUS loans (credit based). All Direct Stafford Loan borrowers are required to complete entrance and exit counseling sessions detailing loan obligations and the repayment process. Any student with questions on loans is encouraged to contact the aid office at any time before, during, and after her enrollment at Mary Baldwin. Finally, PLUS may be taken by parents of dependent undergraduate students up to the cost of attendance minus other financial aid. This is a credit-based loan for which repayment is the responsibility of the parent. Interest will be charged on the loan from the date of the first disbursement, and repayment generally begins 60 days after the final disbursement of the loan each year. Therefore, parents will begin repayment while the student is in school. Deferment options are available. Detailed information accompanies all Direct Stafford Loans and PLUS applications and promissory notes and may also be found at www.studentaid.ed.gov. Please read this information carefully.

Reapplying for Aid

It is necessary to reapply for all financial aid based on family need. Students are required to submit updated family financial information each year. Most returning students will receive a FAFSA renewal reminder in January from the federal processor that they may complete a renewal FAFSA online at www.fafsa.ed.gov. The reminder will be sent to either the student's e-mail as reported on the FAFSA or to the home address reported on the FAFSA. If a student does not receive a reminder, she may still be able to complete a renewal FAFSA online. If she is unable to complete a renewal FAFSA, she may complete a new FAFSA. In either case, for a dependent undergraduate student (under the age of 24), both the student and a parent must submit personal identification numbers or signatures for the FAFSA to be processed. The college will try to keep a student's need based aid package as constant as possible through the undergraduate career. Balances between grants and loans within an individual student's aid package will change as loan eligibility is increased due

to academic progress. Students who reapply for aid must continue to meet all the eligibility requirements listed above. Satisfactory academic progress is also required for renewal of aid. Students receiving financial assistance must make at least minimum satisfactory progress during their years of study at Mary Baldwin. Progress is measured at the end of each semester. The college offers a four-year program for a bachelor's degree. However, we acknowledge that occurrences such as illness, change of major, and disruption of the program by unexpected events or some period of academic difficulty could extend the program to a fifth year. Therefore, the minimum quantitative and qualitative standards of satisfactory academic progress (SAP) are required by the federal government and Mary Baldwin in order to continue to receive aid. Graduate students must have at least a 3.0 GPA and must successfully complete a minimum of 67% of attempted work within an academic year. One semester of satisfactory academic progress warning will be permitted after a student falls below minimum SAP the first time. If, after the period of warning, a student does not return to the standard minimum progress for that year, aid will not be offered again until minimum standards are achieved. Appeals concerning progress may be addressed to the MBC Office of Financial Aid and Student Campus Employment. Students should bear in mind that these minimum standards are not recommended progress. A student should consult with her academic advisor to develop a program that permits graduation in four years and work toward that goal.

Satisfactory Academic Progress (SAP) For Financial Aid

	Semester Hours Earned	Minimum GPA/Class Level
Freshman	0–26	1.65
Sophomore	27–57	1.75
Junior	58–89	1.95
Senior+	90–126	2.00

Semester hours: This number of earned credit hours determines your class level.

Minimum GPA/Class level: This is the minimum cumulative GPA you must maintain while classified at the specified class level.

Completion Rate and Maximum Time Frame: You must maintain a 67% cumulative completion rate of the courses in which you enroll. You may not receive financial aid for coursework in excess of 150% of the required hours for your degree. You must also have achieved at least the minimum grade point average at each class level.

ACADEMIC POLICIES

Academic Requirements for the Bachelor's Degree

Each student must complete all three of the following: (1) General requirements for the bachelor's degree, described below; (2) Requirements for one major, found in the Undergraduate Course Descriptions section, *or* an Independent Major found under Academic Rules for Student-Designed Coursework in the following section; (3) Electives to complete the 126 semester hours required for the degree, chosen from all courses offered, within the limits stated below.

Required Credit Hours and Grade Point Average

The following are the requirements for all bachelor's degrees:

- a minimum of 126 semester hours
- a maximum of 7 semester hours in physical and health education and a maximum of 15 semester hours in internships
- Cumulative, un-rounded GPA of at least 2.0 overall
- Cumulative, un-rounded GPA of at least 2.0 in the major
- A minimum of 18 semester hours in the major, including the senior project, taken at Mary Baldwin College
- A minimum of 63 total semester hours taken at MBC for students in the RCW; a minimum of 36 total semester hours taken at MBC for students in the ADP

Program Evaluation

Students are required to participate in official activities designed to assess the effectiveness of the academic program as a condition for graduation. These activities are required by government and accrediting organizations.

Common Curriculum Requirements

All students must complete the requirements of the Common Curriculum. *For a list of courses that meet the Common Curriculum requirements, see the Common Curriculum Courses section of this catalog.*

Note: The following Common Curriculum requirements apply to all matriculates from fall 2010 onward and replace the previous General Education and Core requirements. Students who matriculated prior to fall

2010 should consult their advisors, the Adult Degree Program, or the office of the registrar with questions.

Learning Outcome One

Demonstrate an understanding of the liberal arts and sciences through:

- Six or more hours (from two disciplines) of the humanities and history from the list of courses designated 'H'
- Six or more hours (from two disciplines) of the arts from the list of courses designated 'A'
- Six or more hours (from two disciplines) of the social sciences from the list of courses designated 'S'
- Six or more hours (from two disciplines) of the natural sciences from the list of courses designated 'N'
- Completion of at least one course with a thematic emphasis from the list of courses designated 'T'

A liberal arts education provides students with the knowledge, context, and critical thinking abilities necessary for personal fulfillment and professional success in the 21st century. Students learn to weigh evidence, assess multiple perspectives and interpretations, and approach new ideas analytically. Students learn how different disciplines address common issues and become better equipped for participation in civic life. Liberal arts and sciences coursework consists of both a broad sampling of different disciplines and opportunities for cross-disciplinary exploration of important questions, problems, and challenges.

Learning Outcome Two

Demonstrate an understanding of the self in relationship to the broader community through:

- Six or more hours of coursework emphasizing engagement with diverse cultures in a global context. Either six hours of a single modern foreign language ('F') or six hours of coursework designated "International" ('I') in two different disciplines or a combination of "International" courses and qualifying study abroad adding to six hours.
- Three or more hours of coursework emphasizing the role of race and ethnicity in America from the list of courses designated 'D' (for 'diversity')
- Three or more hours of coursework emphasizing the role of gender in shaping identity and culture from the list of courses designated 'G'
- One or more credit hour of community involvement credit from the list of courses designated 'C' (ADP students may meet this requirement through a portfolio — please see your advisor)
- Two or more credit hours of coursework emphasizing knowledge and practice of physical fitness and health from the list of courses designated 'P'

A strong sense of identity and self-efficacy combined with an understanding of others serve as a prelude for positive contribution to society as well as ethical and effective leadership. College coursework and co-curricular activities provide students with opportunities to engage with human diversity. Areas of diversity include but are not limited to: gender, race and ethnicity, socio-economic status, religion, education, sexual orientation, and cultural and linguistic heritage. Students learn to encounter the diversity of human experience with respect and open-mindedness, while also gaining the ability to express themselves and their own values and beliefs creatively and with civility and clarity.

Learning Outcome Three

Demonstrate the capacity to make a positive impact on the world by acquiring effective skills and by addressing authentic issues and problems through:

- Completion of ENG 102 or equivalent
- Completion of six or more credit hours of writing emphasis coursework beyond ENG 102 or its equivalent from the list of courses designated ‘W’
- Completion of three or more credit hours of oral communication emphasis coursework from the list of courses designated ‘O’
- Completion of six or more credit hours of quantitative reasoning coursework from the list of courses designated ‘Q’
- Completion of INT 103 or equivalent
- Completion of three hours or more credit hours of coursework focused on research and information literacy from the list of courses designated ‘R’
- Completion of three or more credit hours of coursework addressing authentic problems and issues in one’s area of academic emphasis (met through the senior requirement) from courses designated ‘M’ (for ‘major’)

Mary Baldwin College enables graduates to be “confident, compassionate change-makers” through the power of communication, investigation, and rational thought. Graduates use words and numbers fluently and accurately to communicate. They are able to access information and evaluate the credibility of sources. They construct solutions to challenges through the application of rational methods of analysis and give judicious consideration to the ethical dimensions of their actions.

Note: Common Curriculum courses may also count toward majors, minors, or certificates, when appropriate. For more information on rules and applicable courses, see the MBC website or contact your advisor, the office of the registrar, or the ADP office (for ADP students).

Senior Requirement

All graduates must complete a senior requirement for a minimum of three and a maximum of six semester hours of credit. It will carry a letter grade. The senior requirement must be supervised and evaluated by full-time faculty in the discipline unless they approve some other method of supervision and evaluation. The purpose of the senior requirement is to serve as a context within which students may establish themselves as persons capable of independent scholarship on a significant level. Disciplines choose among the following options:

- Write and defend (orally or in writing) a thesis reflecting scholarship and originality appropriate to the baccalaureate level of study.
- Complete and report on a project that synthesizes learning and entails an application of that learning to a task or problem of major academic significance.
- Produce and present a creative work or body of work, demonstrating mastery of a medium and an understanding of the creative problems and potential inherent in that work.
- Participate in a special course designed to make the student synthesize and draw conclusions from the various methods and materials in the student’s field.
- Develop an alternate method for the consideration and approval of faculty in the discipline.

Students must have a grade point average in the major equal to or greater than 2.0, or approval of major faculty, to register for the senior requirement. Except in the case of special courses that fulfill the senior requirement, the student should file and get approval of her senior requirement by faculty in the discipline by the end of the fall of her senior year. In the absence of special permission to the contrary, all senior requirements are supervised and evaluated by ranked teaching faculty at MBC. Senior requirements are listed on the student’s transcript as Senior Requirement: (title) with grade. Senior requirements that, according to their majors’ guidelines, are deemed particularly meritorious are designated “With Distinction,” and this achievement is noted on the transcript and diploma.

Bachelor of Science Degree — Additional Requirements

Each discipline may elect to offer the Bachelor of Science. At a minimum, each discipline will require:

- Six semester hours in mathematics at the 200-level or above
- Three semester hours emphasizing quantitative reasoning/data analysis, and
- At least two 200-level lab science courses

Note: Precise requirements will vary according to each major that has chosen to offer the BS and are noted in the Undergraduate Offerings section of this catalog.

Participation in Commencement Ceremony

Mary Baldwin College holds a formal Commencement ceremony once a year, in May (see the MBC website for more information). In order to participate in Commencement, students must have completed all requirements for the degree, without exception. Mary Baldwin College does not allow students to “walk” at graduation if they are not receiving a diploma during the ceremony.

Modification of Requirement

A student who, in unusual circumstances, wishes to petition for an exception to the requirements listed above must submit a request, in writing, to the dean of the college no later than February 1 of the year in which the student expects to graduate. All waivers must be approved by the full faculty.

Academic Credit and Grading

Academic credit is expressed in semester hours (s.h.). A semester hour of credit is equivalent to one 50-minute period of class per week or one 150-minute laboratory session per week, for one semester.

Course Numbering

The following conventions apply to MBC’s course numbering system:

- 100-level — introductory, generally no prerequisites
- 200-level — intermediate, may have prerequisites
- 300-level — major courses, generally have prerequisites
- 400-level — senior projects
- 500-level and above — graduate courses

Course Numerical Suffixes

These two-digit suffixes have specialized meaning beyond the course level:

- 77 colloquium offered on a one-time basis
- 80 teaching assistantship
- 87 internship
- 90 directed inquiry
- 97 CLEP credit in the ADP only
- 98 portfolio credit in ADP only

99 independent tutorial or learning contract in the ADP only

Grades

The grading symbols used by the college are as follows:

- A excellent
- B very good
- C competent
- D minimum passing
- F failing
- NC no credit
- P pass
- EC credit by examination
- I incomplete (temporary)
- NR no grade reported (temporary)
- ET extended time (temporary — ADP only)
- AU audit (satisfactory)
- W withdrawn

Grade Point Equivalents

Grade point equivalents are as follows (there are no grades of A+ or D-):

- A 4.0
- A- 3.7
- B+ 3.3
- B 3.0
- B- 2.7
- C+ 2.3
- C 2.0
- C- 1.7
- D+ 1.3
- D 1.0

Grade point average is determined by dividing total grade points earned by the total semester hours credit attempted for a regular grade.

Grade Reports and Official Grading Periods

Official grade reports, including cumulative averages, are available electronically after the conclusion of the fall semester and the May Term. The report distributed following the May Term includes work completed during the spring semester and the May Term.

Grade Changes

(Provisions in parentheses apply to ADP students.) Requests for a grade changes will not be considered if initiated by students later than the first week of classes in the calendar term following distribution of the official grade report which is being contested. (ADP students

must file grade appeals by the following deadlines: October 1 for summer courses, February 1 for fall courses, and July 1 for spring courses.)

A student with questions about a grade should first contact the course instructor to determine if there is an error. If so, the instructor must report the correct grade to the registrar (or to ADP) immediately. If there is no error, and the student desires to contest the grade, the student must submit written reason(s) for the appeal to the dean of the college (or the dean of adult and graduate studies). The dean forms a hearing committee consisting of the dean, the registrar (or the student's ADP advisor), and two faculty members. The committee reviews the written appeal, hears statements from both the student and the instructor involved, and approves or disallows a change.

Repetition of Courses

Students may repeat a course in which a grade of D or NC or F was earned. Original grades are not removed from the permanent record, but in the case of D or F grades, the lower grade is removed from calculation of a cumulative grade point average. The original grade cannot be replaced by an NC. Repeat work can be done at MBC or at another institution, subject to the guidelines for transfer of credit, and only if appropriate MBC faculty certify that the transfer course is sufficiently similar to the MBC course being repeated. Students will receive only credit for transfer work, not grade points. However, the D or F grade earned in the MBC course will be removed from calculation of the MBC cumulative grade point average.

Rules for Pass/No Credit (P/NC)

- Courses taken P/NC are not included in the computation of grade point average.
- A student may choose the Pass/No Credit option for up to four semester hours of credit during each of her first three academic years.
- During the senior year a student may elect to take up to seven semester hours of credit on a P/NC basis, but the seven semester hours may not all be taken during the same semester.
- Grades of A through D are designated as Pass.
- Students may change from the regular graded basis to P/NC or vice versa through the end of the withdrawal period, eight weeks for a two-term course.
- Students may change a class from P/NC to regular grade through the last day of scheduled classes.
- No more than five semester hours taken on a P/NC basis may be counted toward the completion of a major. No more than one course comprising the minor can be taken on a P/NC basis.

- A course taken P/NC specifically to qualify for the BS is excluded from the five semester hour limit on P/NC courses in the major or minor.
- All courses required by the instructor to be taken P/NC, including internships, are excluded from the above limits. All such courses are designated in the course description in the catalog.
- All physical education classes may be taken for a grade or P/NC and are excluded from the above limits.

Rules for Grades of Incomplete and Extended Time

- The temporary symbol of I may be given at the end of a course if, for reasons beyond her control, a RCW student is unable to complete the course work. This policy also applies to ADP students who are taking on-campus coursework.
- An Incomplete may be given only with the approval of the dean or associate dean of the college and of the course instructor.
- Incomplete work must be completed by the end of the next calendar term, that is, by the end of Term 3 for fall semester courses, and by the end of Term 1 for spring courses. In unusual circumstances, such as prolonged illness, with the approval of the instructor, the dean or associate dean of the college may extend the time.
- If the work is not completed within the time specified, the registrar's office will assign the grade awarded by the instructor based on the work completed to date.
- Adult Degree Program students are eligible for the temporary symbol of ET (extended time) for ADP coursework only, upon permission of their instructor, their academic advisor, and the dean of adult and graduate studies and upon payment of an ET fee. ET work must be completed by the end of the following semester or a grade of F is assigned.

Rules for Examinations and Make-Up Exams

To receive credit for a course, a student must take the examination or its equivalent as prescribed for the course by the instructor. A scheduled examination may be postponed for reasons beyond the student's control such as death in the family or illness. Approval for such postponement must be obtained from the instructor and the dean or associate dean of the college. Students who, for other than unavoidable reasons, miss an examination receive a grade of F or No Credit (NC) for the course unless, because of extenuating circumstances, they are given permission by the dean or associate dean of the college to make up the examination. All postponed examinations must be rescheduled and taken at the

earliest practical date. Students involved must make these arrangements with the dean or associate dean of the college and the course instructor. Failure to make such arrangements will be considered grounds for a grade of F or NC for the course.

Auditing Courses

Students may audit courses; neither grade nor credit is awarded. Auditors should observe the following standards:

- Permission of the registrar and the instructor of the course must be secured before the end of the first week of class.
- Minimum attendance of approximately 75 percent of class meetings;
- Reading assignments and class participation to the satisfaction of the instructor; exemption from papers, tests, examinations, or other written work.
- Students who audit courses are, with the consent of the instructor and registrar, free to drop out at any time without penalty.

Academic Procedures

Add-Drop Procedure

- To add or drop a course after initial registration, or to change a grading option, use an Add-Drop form, available from the registrar or ADP Offices. A student may not add a course after the first week of classes. The student's faculty advisor must sign the form.
- To register for ADP courses during fall or spring terms, RCW students must have junior status and a cumulative GPA of 2.5 or better. The student must secure the approval of the advisor and the dean or associate dean of the college on the appropriate form, available in the registrar's office.
- Drops completed during the first week of each term do not appear on a student's record.
- A student may drop a course at any time through the eighth week of a two-term course and the third week of a one-term course. Drops completed after the first week, but before the end of the drop period, are designated by the instructor as Withdrawals and the designation W appears on the grade reports and permanent transcript. Marks of W do not affect grade point average.
- For any course dropped after the end of the drop period, the student will receive a grade of F, which affects grade point average, or NC, which does not affect grade point average.
- Residential College for Women students may drop courses for documented medical or providential reasons at any time upon approval by the dean or

associate dean of the college. They will be awarded grades of W

- ADP students may drop courses or tutorials, and receive grades of W, upon approval of the director or dean of adult and graduate studies.
- During May Term, a student may add classes only through the first day of classes. Courses dropped on the first day will not appear on the transcript. Students may withdraw from a May Term course through the sixth day of classes in May Term, receiving a mark of W. The student may change grading option up through the sixth class day.

Declaration of Majors and Minors

Students are allowed to declare a major at the end of their freshman year. They are expected to do so by the beginning of the junior year. The Major/Minor Declaration form, obtainable from the office of the registrar, is used for this purpose. Appropriate faculty signatures are required. Faculty approval is not needed to declare a major; the signatures are required to encourage students to learn all they can about their prospective majors before declaring. A minor may be declared only after the student has declared a major. The Major/Minor Declaration form is used for this purpose and filed in the office of the registrar.

Defined Majors are listed at the beginning of this Academic Policies Section. They have required courses of study, found in this catalog in the *Undergraduate Course Descriptions*. Defined majors must consist of at least 33 semester hours. For **Independent Majors** see *Academic Policies for Student-Designed Coursework*.

Double Majors: Students declaring a double major must fulfill all the requirements of each major separately, including separate senior requirements. Double majors may be any combination of defined and independent majors.

Minors: Each minor must require at least 18 semester hours. No more than six semester hours may be applied to both a major and a minor (extended to eight semester hours if there are only two courses) or to two or more minors. To earn a minor, the student must have a 2.0 GPA in the minor course of study. At least nine hours applicable to the minor must be earned in work completed at MBC.

Changing Majors and Minors may be done by completing the appropriate section of the Major/Minor Declaration Form and filing it in the Office of the Registrar.

Overloads and Credit Load Limits

- Academic load limits for full-time students are shown in the chart below.
- Enrollment in more than 18 semester hours per semester (unless the enrollment is for only five courses) or four semester hours during the May Term constitutes an overload. Overload fees will apply above 20 hours to all courses except fee-based applied music.
- No student may enroll for more than 24 semester hours in a semester, or in one academic course during May Term except in the case of certain May-term study abroad courses.
- Overloads must be approved by the student's advisor and the dean or associate dean of the college using forms available in the registrar's office.
- Students with cumulative GPA above 3.5 can register during the regular registration period.

Academic Period	Normal Load (s.h.)	Minimum Full-Time Load (s.h.)	Maximum Full-Time Load (s.h.)
Fall Semester	15	12	18
Spring Semester	15	12	18
May Term*	3	3	4
Summer (optional)			10
Full-Year Total	33	27	40

Note: Normal progress toward graduation is based on participation in two May Terms during a four year career.

Transfer of Credit

Credit may be transferred for courses completed at other institutions that are accredited by regional accrediting agencies or the American Association for Liberal Education. The course must be identifiable with MBC's liberal arts curriculum. The college considers the transfer of credit for military training based on official American Council on Education transcripts on a case by case basis. Courses with grades below C- are not accepted. Course work done under Pass/No Credit and similar options is not accepted. Grade points or their equivalent will not be transferred.

If a transferable course taken at another institution is deemed to be equivalent to an MBC course in which the student previously earned a D or F, the effect of the MBC grade will be removed from the student's cumulative GPA. Appropriate MBC faculty must certify the general equivalence of the transfer course. It is the student's responsibility to furnish whatever evidence the certifying faculty may find sufficient.

No more than 63 semester hours of transfer credit (90 for ADP students) can be counted toward the graduation requirement. No more than 10 semester hours may be transferred during any one summer program without the approval of the dean or associate dean of the college.

Credit earned at other institutions in programs sponsored or cosponsored by MBC is not transfer credit — e.g., Seven College Consortium, Oxford Program, etc.

GPA Amnesty

GPA policy for students returning to MBC after at least five years

A Mary Baldwin College undergraduate who has left the college without completing a bachelor's degree and is accepted into RCW or the Adult Degree Program has the option to treat their former Mary Baldwin work as transfer credit.

A student may use this upon reacceptance to Mary Baldwin after five years of academic inactivity.* The student must notify his/her advisor in writing before the first day of the semester to which they return. The request must be approved by the registrar of the college or ADP director. After completing a semester or summer earning at least six semester hours with a term GPA of at least 2.0, the student's GPA prior to their readmittance would return to zero and any prior courses in which the student received less than a 'C-' would be removed from the calculation of cumulative GPA on the transcript. Further, prior MBC coursework converted to transfer credit under this policy will be treated like any other transfer credit and cannot be counted toward the fulfillment of the minimum MBC hours required for graduation.

Students may only use this option one time while they are an undergraduate at Mary Baldwin College.

* Academic inactivity is defined as adding no additional academic work to the MBC transcript for five calendar years of 12 months from the date of last entry of credit.

Withdrawals

Voluntary Withdrawal: RCW students who withdraw from the college must reapply through the Office of Admissions. Adult students "stop-out" and "re-activate" through the Adult Degree Program office. In either case, students are subject to the catalog and college requirements applicable to the student's class at the time of re-entry. In all cases of withdrawals, please refer to the Credit and Refund Policy listing in the Tuition section this academic catalog for information regarding financial arrangements. Students withdrawing from the college must depart the Mary Baldwin campus within 48 hours of the official date of withdrawal.

Financial or Personal Withdrawals: Students may voluntarily withdraw for financial, medical, or personal reasons. The student should complete a Withdrawal Form, an exit interview, and an appointment with the financial aid and business offices.

Counseled Withdrawal: A student may request and be granted a counseled withdrawal from the college. If, in the judgment of both the dean of the college and the dean of students or designee, it is either in the student's best interest or the best interest of the college, a student will be granted a counseled withdrawal. A Withdrawal Form should be completed and an exit interview held. In addition, an appointment must be held with the financial aid and the business offices of the college.

Disciplinary Withdrawal: Students may be required to withdraw from the college for disciplinary reasons, having been served a major penalty by the Honor Council, Judicial Board, or administration. With the approval of the dean of the college, an instructor may require that a disruptive student withdraw from an individual class.

Academic Withdrawal: Students may be required to withdraw from the college for academic reasons under the requirements for suspension or dismissal. If a student is on academic deficiency status at the time of withdrawal, that status will apply if the student should subsequently return to the college.

Effect of Withdrawal, Suspension, or Dismissal: When students withdraw or are suspended or dismissed, all outstanding temporary grades (NR or I) will be converted to permanent grades based on the instructors' assessments of work completed as of the date of withdrawal. Current work in progress will be dropped or changed to W (withdrawal), depending on the effective date of withdrawal. Students who are completing off-campus will be withdrawn after their Mary Baldwin academic record has been inactive for one calendar year from the last additions to the academic record.

Leaves of Absence

Students may arrange a Leave of Absence by applying to the Student Affairs Office. A student on leave may return to Mary Baldwin College at the end of the stated period without reapplying through Admissions. Upon re-entry, the student continues under the graduation requirements in effect at the time of original entry. Only one leave of up to two consecutive semesters will be granted. Leaves of absence are not normally granted in the last two weeks of the semester. A student who does not return at the end of the agreed leave period must reapply through Admissions. Such a student must meet the criteria of the Office of Admissions and is subject to the catalog and college requirements in effect at time of re-entry. At the time the leave of absence is granted, all academic work in progress is given a final grade, including W (withdrawal),

as appropriate. The student is neither allowed to finish "incompletes" while on leave of absence nor to enroll in new Mary Baldwin credit work. In all cases of leaves of absence, please refer to the Credit and Refund Policy section of this academic catalog for information regarding financial arrangements. Students leaving the college must depart the Mary Baldwin campus within 48 hours of the official date of leave.

Counseled Leave: In certain circumstances, the Student Affairs Office may set conditions that must be met during the leave of absence in order for the student to return. In such a case, the student may be required to furnish information concerning those conditions for review by the Office of Student Affairs prior to her reentry to the college.

Medical Leave: A student may be granted a leave of absence for medical reasons. In order to obtain such a leave, the student must get certification from an attending physician and present it and the request for leave to the Student Affairs Office for evaluation by the college physician. In order for a student to return from medical leave, the attending physician must submit to the Student Affairs Office a statement certifying that the student is mentally and/or physically able to resume classes at the college. A student who is on academic deficiency status at the time she begins a leave of absence will continue on that status upon her return. A student who does not return at the end of the agreed leave period must reapply through Admissions. Such a student must meet the criteria of the Office of Admissions and will be subject to the catalog and college requirements in effect at time of re-entry.

Academic Policies for Student-Designed Coursework

Students have many options for tailoring their study to fit their needs. Among them are independent majors; minors, particularly interdisciplinary minors; pre-professional preparation through internships and community-based learning; directed inquiries (independent study); teaching assistantships; consortium exchange with other colleges; and cooperative programs that offer dual degrees (bachelor's and master's) and majors not offered at Mary Baldwin. For more information not detailed below or in the *General Information section of this catalog*, please see your academic advisor or contact the Registrar's Office.

Independent Majors

Students, in consultation with their advisors, may design their own majors. Independent majors are formed by combining courses from two or more disciplines to meet a student's academic interests or to provide preparation for a career. The following general rules apply to all independent majors:

- The independent major must consist of at least 36 semester hours.
- The senior academic requirement consists of the writing and defense of a thesis or the completion of a project, study, or experiment. This work must demonstrate an integration of the bodies of knowledge and approaches the independent major combines.
- Independent majors must be approved by the coordinator for interdisciplinary studies or the dean of adult and graduate studies in the case of ADP students.
- In the case of independent majors, the senior requirement approval and evaluation process will include appropriate representation from faculty in the relevant areas.
- The proposal for an independent major must have a coherent plan and must be accompanied by a written statement of purpose. The appropriate form may be obtained in the registrar's or ADP office and must be filed with appropriate signatures at time of declaration of major.
- The Major/Minor Declaration form, with the completed independent major form, should be filed in the registrar's or ADP office at the close of the student's sophomore year, but it must be filed no later than the first day of classes of the student's final semester.
- A maximum of 24 semester hours in one discipline can be counted toward the independent major.
- At least one of the disciplines involved must offer a major.
- The independent major cannot be a variation of an existing major.

Directed Inquiries/Learning Contracts

Students are encouraged to work with faculty to design individual, nontraditional courses of study. To this end, most disciplines offer directed inquiries (learning contracts for ADP students) and, to advanced students, teaching assistantships. For Residential College for Women students, directed inquiries (DIs) can be supervised only by full-time faculty and can be taken only by full-time students. To register, the student must submit special forms to the Office of the Registrar or the ADP Office. Forms are available in the registrar's office. Students do not normally take more than one directed inquiry per semester. They should have a C average. Freshmen do not take directed inquiries except in special cases. If a directed inquiry substitutes for an existing

course below the 300-level, the DI is designated 290; if it substitutes for a 300-level course, it is designated 390. If a directed inquiry does not substitute for an existing course, the instructor determines the appropriate level based on content. Any exceptions to those policies must be approved by the dean of the college.

Internships and Experiential Learning

Internships and other forms of experiential learning provide students with practical experiences in working with professionals in various career fields, and therefore are valuable testing grounds for possible future careers. Faculty may suggest opportunities; students may discover possibilities themselves; and the Spencer Center and Rosemarie Sena Center also can help. Normally students must be in good academic standing in order to engage in an internship. A student must complete the internship application prior to beginning the internship, including all necessary approvals. Failure to follow this process may result in not receiving credit for the experience.

Internship credit is added to a student's record the semester in which it is completed. In all cases, academic credit is awarded for experiential learning only if the experience produces work that can be evaluated by the supervising professor. Unless otherwise specified by the discipline, all internships are taken on a Pass/No Credit basis. Students must do a minimum of 50 clock hours of work on-site to earn one semester hour of academic credit. No more than 15 semester hours of internship credit may be applied toward the graduation requirement of 126. A student may not register for an internship after the fact unless that internship was arranged with the supervising professor prior to the commencement of work on site.

The student may register for experiential work as either a pre-professional experience or as a general career exploratory experience. A pre-professional level internship is designated EXPL 387, where EXPL is the acronym for the discipline (e.g., BIOL 387). A career exploratory internship is designated EXPL 287. Internships at the 387 level count toward the major requirements. Internships at the 287 level may apply to the major at the discretion of the faculty in the major discipline.

Students who are off-campus due to participation in experiential learning must assume responsibility for any additional costs of housing, meals, and transportation. Further information about internships may be obtained from the Rosemarie Sena Center.

Summer Study

During the summer break, students in the Residential College for Women may enroll in courses offered online, during ADP Summer Week on campus, in MBC Regional

Centers, and in directed inquiries and internships that require direct supervision by Mary Baldwin on-campus faculty. Students are billed separately for summer courses and must abide by the policies and deadlines of the Adult Degree Program.

Teaching Assistantships

During any term, qualified students may assist in the instruction of courses with the approval of the professor in charge. Tasks involve preparation of class materials, tutoring, teaching, and/or research. To register for Teaching Assistantship 380, students must submit an application form, available from the registrar's office. Credit for teaching assistantships is based on a minimum of 39 clock hours of work for each hour of credit. Students must have taken the course in which they are assisting or its equivalent.

Academic Standards

Academic Classification Standards/ Satisfactory Progress

Academic classification after the freshman year is defined as a level of academic accomplishment in terms of semester hours earned.

To Achieve Standing As:	Minimum Semester Hours Required:
Sophomore	27
Junior	58
Senior	90

Academic Honors

Honors and Dean's Lists: To be eligible for the honors or Dean's List — which are compiled at the end of each official grading period — a student must be a degree candidate and must have earned a minimum of 12 semester hours of credit for the preceding grading period. Of that total, at least nine semester hours must have been on a regular-graded basis. There can be no grades below C. Only work done with Mary Baldwin faculty is applicable. In addition to meeting the above requirements, the following grade point averages must have been attained during the preceding grading period: Honors List: 3.75 or better, Dean's List: 3.50–3.74

Global Honors Scholars: A student who has achieved a cumulative GPA of 3.5 or higher in at least 24 semester hours of graded work at Mary Baldwin College will be invited to apply to the Global Honors Scholars Program. Students accepted into the honors program are expected to pursue an Honors Degree (requirements listed below). Students may also enter the honors program as freshmen

on the basis of SAT scores, overall high school records, written applications, and interviews. To continue in the program, all Global Honors Scholars are required to sustain their academic excellence. Freshmen must achieve a minimum 3.25 in the first semester, a 3.3 cumulative GPA after the second semester, a 3.4 after the third semester, and 3.5 cumulative GPA in subsequent semesters. All other Global Honors Scholars must maintain a 3.5 cumulative GPA.

Honors Degree: The Honors Degree is awarded to a Global Honor Scholar upon successful completion of all phases of the Honors Program. Applications for candidacy for the Honors Degree must be submitted to the Honor Scholars Committee by November 1 of the student's senior year (March 1 for January graduates). To be eligible as a candidate for the Honors Degree, a student must be designated as an Honor Scholar for at least three semesters, complete at least one year of foreign language courses and at least one lab science, currently hold a cumulative GPA of 3.5 or higher, and must have earned nine semester hours of Honors credit through Honors courses and/or Honors contracts. Upon application, the student must submit a proposal for an independent honors project or thesis. The project or thesis must be subject to close supervision of a faculty member and must be approved by an interdisciplinary examining committee. Final approval for award of the Honors Degree is made by the dean of the college on the recommendation of the Global Honors Scholars Committee. Students who complete an Honors Degree will have the citation "Honors Degree" inscribed on their diplomas.

Rank in Class is determined by grade point average. Grade points are given only for work done on the regular graded basis. The college does not officially rank students.

Senior Requirement with Distinction: Students whose work for the senior requirement shows exceptional merit as judged by the members of discipline(s) involved will have the citation "With Distinction" inscribed on their transcripts and diplomas.

Graduation with Latin Honors: The honors designations of *summa cum laude*, *magna cum laude*, and *cum laude* will be inscribed on the diplomas of students of outstanding achievement in accordance with criteria established by the faculty.

Students who have earned greater than or equal to 50 credit hours but less than 66 credit hours at MBC:

- Summa cum laude: Cumulative GPA greater than or equal to 3.94
- Magna cum laude: Cumulative GPA greater than or equal to 3.88 but less than 3.94

- Cum laude: Cumulative GPA greater than or equal to 3.7 but less than 3.88

Students who have earned 66 or more credit hours at MBC:

- Summa cum laude: Cumulative GPA greater than or equal to 3.9
- Magna cum laude: Cumulative GPA greater than or equal to 3.8 but less than 3.9
- Cum laude: Cumulative GPA greater than or equal to 3.6 but less than 3.8

Academic Probation

Students may be placed on academic probation if their GPA falls below the levels outlined below:

Minimum Cumulative GPA

Mid-year, first-time college students	1.50
End of first year/freshman standing	1.65
Sophomore standing	1.75
(for all those other than students completing their first year)	
Junior standing	1.95
Senior standing	2.00

Probation Procedures and Rules:

- A student on probation (and dependent student’s parents, where applicable) is notified in writing of the improvements necessary
- RCW students on academic probation may take no more than 13 semester hours of credit in a semester, excluding May Term. Physical education is excluded from these limits.
- ADP students on academic probation may take no more than seven semester hours of credit in a semester, excluding physical education courses.
- RCW students on probation are required to meet with the dean of the college (or his/her designee) periodically to review progress and may be required to meet other special provisions.
- ADP students on probation may be required to consult with their advisor or meet other special provisions.

Academic Suspension and Dismissal

Students may be suspended if their GPAs fall below the standards listed below. Except as specified below, Residential College for Women students must also have been on probation for one term immediately preceding suspension and have failed to meet the requirements outlined during the term of probation. Except as specified below, ADP students must have been on academic probation for one full year without showing significant improvement. A student who is suspended may not re-enroll before a year has elapsed. After

one year the student desiring to re-enroll must apply through the Admissions or ADP office and must provide evidence that the problems that led to suspension have been mastered. Readmission is not automatic. Students may appeal a suspension decision and subsequent to a student’s appeal the college may, at its sole discretion, allow the student to return on probation.

Suspension Below Cumulative GPA:

End freshman year	1.50
End sophomore year	1.65
End junior year	1.85

Immediate Suspension

Students whose semester GPA is 1.0 or below may be subject to immediate suspension, without having spent the usual period on probation. Such suspensions may be for one semester or a full year. This rule applies to students at all levels and in both the RCW and ADP.

Suspension for Other Academic Deficiencies: If at the end of the junior year the student has not satisfied the math competency requirement, the Scholastic Standing Committee may recommend to the dean of the college that she be suspended. Transfer students may be suspended at the end of two semesters of full-time study if they fall below suspension GPA level for their class and were warned following the first semester of study. Provisionally accepted freshmen may be suspended on the recommendation of the student’s advisor and the Scholastic Standing Committee if the GPA falls below 2.0 at the end of the freshman year.

Summary Suspension: Pending action of the Judicial Board, Honor Council, other administrative body, or civil courts, the status of a student should not be altered or her right to be present on campus and to attend classes suspended except for reasons relating to the safety and well-being of students, faculty, or college property. If such a threat to safety and well-being exists, the dean of students may summarily suspend the student until resolution by the appropriate body is achieved.

Dismissal: A student readmitted following a suspension will be dismissed if the student’s work requires academic probation and the student has made unacceptable progress toward raising her GPA to the required levels. Dismissal means that Mary Baldwin College will not consider the student for readmission.

COMMON CURRICULUM COURSES 2013–2014

Learning Outcome One

Arts (A)

ART 109 Fundamentals of Art and Design I
ART 110 Fundamentals of Art and Design II
ART 111 Drawing I
ART 112 Painting I
ART 113 Introduction to Watercolor
ART 114 Ceramics I
ART 115 Photography I
ART 120 Printmaking I
ART 125 Introduction to Art Education
ART 140 Materials as Metaphors
ARTH 101 Survey of Western Art: The Ancient World
ARTH 102 Survey of Western Art: Medieval and Renaissance Worlds
ARTH 103 Survey of Western Art: The Modern World
ARTH 206 History of Photography
MUS 100 Introduction to Listening
MUS 105 Fundamentals of Music
MUS 111 Music Theory I
MUS 223 Piano Literature
MUS 225 Beethoven
MUS 226 Music and the Theatre
MUS 229 Music in the Romantic Era
MUS 230 20th-Century Music
THEA 101 Plays in Performance
THEA 105 Basic Theatre Production
THEA 114 Introduction to Theatre History
THEA 115 Introduction to Drama: Script Analysis

Humanities/History (H)

AS 106 Asian Civilizations
AS/REL 212 Asian Religions
AS 250 Traditional China
AS/REL 275 Buddhism
AS/REL 278 Hinduism
ENG 111 Introduction to Literature
ENG 204 Children's/Young Adult Literature
ENG 208 British Literature before 1780
ENG 209 British Literature after 1780
ENG/THEA 216 Introduction to Shakespeare
ENG 220 American Literature: Colonial to Romantic
ENG 221 American Literature: Realism to Present
FREN 241 Readings in French I
FREN 242 Readings in French II
HIST 101 Western Civilization to 1648
HIST 102 Western Civilization from 1648
HIST 111 Survey of U.S. History to 1877

HIST 112 Survey of U.S. History from 1877
HIST 241 British History to 1688
HIST 242 British History from 1688
INT 268 Truth, Beauty, and Persuasion: Histories and Theories of Writing and Rhetoric
PHIL 101 Introduction to Philosophy
PHIL 102 Introduction to Ethics
PHIL 201 Greek and Medieval Philosophy
PHIL 202 Modern Philosophy
REL 101 Introduction to the Old Testament (Hebrew Bible)
REL 102 Introduction to the New Testament (Christian Bible)
REN 100 Defining the Renaissance
SPAN 246 Approaches to Hispanic Literature

Natural Sciences (N)

BIOL 100 The Living World
BIOL 111 Principles of Biology
BIOL 112 Diversity of Life
BIOL 141 Field Biology
BIOL 142 Botany in the Field
BIOL 145 Freshwater Biology
BIOL 148 Environmental Issues
BIOL 149 Environmental Issues Lab
BIOL 150 Field Ornithology
BIOL 250 Neotropical Ornithology
CHEM/PHYS 100 Exploring the Physical World
CHEM 101 Forensic Chemistry
CHEM/BIOL 120 Nutrition for Health, Fitness, and Sport
CHEM 121 General Chemistry I
CHEM 151 Chemistry in the Kitchen
PHYS 131 Introduction to Astronomy
PHYS 201 General Physics I
PSYC 101 Introduction to Psychology as a Natural Science
PSYC 241 Sensation and Perception

Social Sciences (S)

ANTH 120 Cultural Anthropology
ANTH 121 Physical Anthropology and Archaeology
COMM 115 Mass Communication
ECON 101 Principles of Microeconomics
ECON 150 Experimental Economics
POLS 100 Introduction to American Government and Politics
POLS 101 Introduction to Public Administration
POLS 200 State and Local Government
POLS 210 Judicial Process
PSYC 111 Introduction to Psychology as a Social Science
PSYC 203 Abnormal Psychology
PSYC 210 Child Psychology
PSYC 211 Adolescent Psychology

PSYC 231 Psychology of Personality
SGS 261 Sexual Minorities
SGS 263 Dimensions of Human Sexuality
SOC 100 General Sociology
SOC 110 Sociology of the Family
SOC 112 Social Problems
SOC 232 Deviant Behavior
SOC 254 Social Psychology

Thematic Seminar (T)

AMST 230 Introduction to American Studies: “The Land of the Free”
ANTH 227 People, Place and Culture
ARTH 238 The Age of Cathedrals East and West
BIOL 151 Human Health and Disease
BIOL 348 Conservation Biology
CHEM/PHYS 157 Wilderness, Scientific Advance and American Culture
ECON 210 Food, Population, and Technology
ED 115 Foundations of Education
ENG 330 Nature in America
FREN 225 Literature and Film in Translation
HCA 255 History of International Health and Development
HIST 243 The French Revolution
INT 118 Principles of Sustainable Living
INT 213 Bailey Colloquium
PHIL/REL 305 Science, Religion, and the Search for Meaning
PHIL/PSYC 306 Human Morality: Nature and Nurture
PHIL/REL/AS 320 Peacemaking: Gandhi and Nonviolence
PSYC 307 Drugs and Behavior
SOC 262 Environment, Society, and the Sustainability Movement

Learning Outcome Two

Race and Ethnicity in the U.S. (D)

ANTH 212 Indigenous Peoples of North America
BUAD 334 Multicultural Marketing in America
COMM 225 Culture, Identity, and Communication
ECON 115 Poverty, Inequality, and Welfare
ENG 364 African-American Literature
ENG 375 Special Topics in Language and Literature
HIST 217 The American West
HIST 230 American Immigration History
HIST 265 Survey of African-American History to 1877
HIST 266 Survey of African-American History from 1877
HIST 267 History of the Harlem Renaissance
HIST 302 Virginia History
HIST 365 History of the Civil Rights Movement

INT 155 Permeable Borders
MKTC 334 Multicultural Marketing in America
MUS 151 History of Jazz
PHIL 232 African-American Thought
PSYC 248 Forensic Psychology
REL 217 Native American Religions
REL 232 African-American Religion
SOC 248 Social Inequality
SOC 264 Social Movements
SOWK 353 Social Work with Diverse Populations
SPAN/AMST 127 U.S. Latino Literature and Culture
THEA 270 African-American Theatre

Gender Studies (G)

ANTH 202 Women, Gender, and Culture
ARTH 221 Women in the Visual Arts
AS 251 Asian Women
BIOL/WS 252 Biology of Women
BUAD 250 The Female Executive: Strategies in the Workplace
ECON/WS 180 Women and Economics
ENG 235 Women’s Writing
FILM 275 Women in Film
FREN 170 African and Caribbean Women Writers
FREN 262 The Role of Women in French Culture
HCA 235 Women’s Health Care Issues
HIST 203 Women in American History
HIST 346 European Women’s History from 1700
MUS 218/318 Women in Music
POLS 209 Women and Politics
PSYC 214 Psychology of Women
REL 231 Women and Religion
SGS 235 Gender, Sex, and the Military
SGS/WS 245 Gender and Sport
SGS 275 Trans Communities
SGS 338 Theories in Sexuality and Gender Studies
SOC 225 Sex Roles and Male-Female Relationships
SPAN 216 Women Writers in Spanish
THEA/AMST/WS 219 Women in Theatre and Drama
WS 100 Focus on Women: An Introduction to Women’s Studies
WS 200/ PHIL 231 Contemporary Feminisms and Gender Studies

Community Involvement (C)

CE 102 The Reflective Self in Community
CE 255 Assisting Local Food Programs
ED 110 Practicum in Education
ED 111 Practicum in Special Education
HCA 287/387 Internship
HISP/ARTH 226 Historic Preservation
HPUB 230 Introduction to Public History
HPUB 300 Special Topics in Public History
INT 251 The Writer in the World: Professional Writing

INT 387 Internship
PHIL 140 Community and Service Learning
REL 130 Faith, Life, and Service
REL 221 Christian Faith, Peace, and Justice
SOC 282 Community Service and Society
THEA 211 Theatre in the Community

Global Understanding — Foreign Language (F)

FREN 101 Beginning French I
FREN 102 Beginning French II
FREN 151 Intermediate French I
FREN 152 Intermediate French II
FREN 201 Conversation and Composition
JPNS 101 Beginning Japanese I
JPNS 102 Beginning Japanese II
JPNS 151 Intermediate Japanese I
JPNS 152 Intermediate Japanese II
SPAN 101 Beginning Spanish I
SPAN 102 Beginning Spanish II
SPAN 150 Spanish Conversation
SPAN 151 Intermediate Spanish I
SPAN 152 Intermediate Spanish II

Global Understanding — International Studies (I)

ANTH 208 Medical Anthropology
ART 245 Drawing in Prague
ARTH 204 Latin-American Art After Cortez
ARTH 343 Renaissance Studies in Italy (abroad)
AS 200 Introduction to Asia (abroad)
AS 242 Modern Korea
AS 244 Modern Middle East
AS 246 Modern Japan
AS 247 India and Pakistan
AS 248 Southeast Asia
AS 253 Modern China
AS 257 The Chinese Century?
AS/SOC 270 Australia and New Zealand
BUAD 305 Global Business
BUAD 336 Cross-Cultural & Global Marketing
COMM 280 Intercultural Communication
ECON 102 Principles of International and Macroeconomics
ECON 232 Topics in Economic Development
ECON/BUAD 247 Globalization and Labor Issues
ECON 253 International Trade
ECON 254 International Finance
FREN 202 Introduction to Francophone Culture
FREN 230 Contemporary French Culture
HCA 250 Global Health Care
HIST 246 Europe in the Twentieth Century, 1900–1939
HIST 247 Modern Europe, 1939–Present

HIST 255 The History of Russia
INT 150 Creating Community: Human Rights and the Arts (abroad)
POLS 111 Comparative Politics
POLS 128 U.S. Foreign Policy
POLS 215 Politics in the Third World
POLS 221 International Relations
POLS 310 International Organizations
POLS 311 Terrorism and Counter-Terrorism
REL 202 Judaism, Christianity, and Islam
SOWK 401 Field Instruction in Social Work in Honduras (abroad)
SPAN 201 Advanced Spanish
SPAN 204 Business Spanish
SPAN 205 Spanish Composition
SPAN 210 Advanced Spanish Conversation
SPAN 215 Let's Talk About Movies/Hablemos de Cine
SPAN 218 May Term Abroad
SPAN 232 Topics in Hispanic Culture
THEA 208 London Theatre (abroad)

Physical Fitness and Health (P)

PHE 100–123, 221 (1 hour)
PHE 137–193 (1 hour)

Learning Outcome Three

Oral Communication (O)

ART 401 Senior Project in Painting
ART 403 Senior Project in Graphic Design
ART 404 Senior Project in Ceramics
ART 405 Senior Project in Drawing
ART 406 Senior Project in Printmaking
ART 407 Senior Project in Extended Media
ART 408 Senior Project in Photography
AS 400 Senior Requirement
BIOL 151 Human Health and Disease
BIOL 400 Senior Seminar
BIOL 401 Senior Research
BUAD 401 Business Senior Seminar
CHEM 400/401 Senior Research
COMM 100 Public Speaking
ED 382–392 Student Teaching
ENG 400 Major Seminar
HCA 310 Health Care Strategic Management
HIST 239 Voices of Protest and Authority: Europe 1600–1800
PHIL 140 Community and Service Learning
PHIL 235 Ethics, Community, and Leadership
PSYC 401 Senior Thesis
REL/COMM 237 Meditation: Theory and Practice
SGS 261 Sexual Minorities
SOWK 400 Field Instruction in Social Work

THEA 111 Voice, Diction, and Oral Reading
THEA 400 Seminar

Quantitative Reasoning (Q)

BUAD 209 Financial Decision Making
BUAD 260 Personal Finance
ECON 301 Advanced Data Analysis
INT 222 Social Science Statistics
MATH 155–MATH 398
PHIL 103 Introduction to Logic
PSYC 250 Behavioral Statistics

Research and Information Literacy (R)

ANTH 244 Magic, Ritual, and Religion
ARTH 202 Italian Renaissance Art: The Early Renaissance
ARTH 203 Italian Renaissance Art: The High Renaissance
ARTH 222 History of American Art and Architecture
ARTH 238 The Age of Cathedrals East and West
ARTH 311 Baroque Art: The 17th Century in Europe
ARTH 332 Classical Art: Greece and Rome in Antiquity
ARTM 340 Museum Studies
BIOL 100 The Living World
BUAD 307 Business and Society
CHEM 222 Organic Chemistry II
ECON 210 Food, Population, and Technology
ED 310 Middle and Secondary Methods and Practicum
ENG/THEA 216 Introduction to Shakespeare
ENG 320 Renaissance Literature
ENG 328 The Rise of the Novel
HCA 300 Health Care Research Methods
HISP/ARTH 226 Historic Preservation
HIST 230 American Immigration History
HIST 238 Tudor-Stuart England, 1450–1660
HIST 246 Europe in the Twentieth Century, 1900–1939
HIST 247 Modern Europe, 1939–Present
HIST 302 Virginia History
HIST 346 European Women’s History from 1700
HPUB 230 Introduction to Public History
HPUB 300 Special Topics in Public History
INT 213 Bailey Colloquium
PHIL 301 Contemporary Analytic Philosophy
PHIL/REL/AS 320 Peacemaking: Gandhi and Nonviolence
PHYS 260 Introduction to Materials Science
PSYC 212 Fundamentals of Human Memory and Cognition
PSYC 310 Psychology of Learning and Behavior
REL 355 Greek Myth and Religion
SGS 226 Culture and Wellness: Understanding Access
SGS 263 Dimensions of Human Sexuality
SOC 320 Research Methods
SOWK 317 Social Work Research

THEA 151 Scene and Light Design
THEA 156 Stage Costume

Writing Competency (W)

AMST 400 Senior Thesis
ANTH 320 Theories of Culture
ARTH 302 Modern Art before 1945: From Cézanne to Gorky
ARTH 303 Modern Art after 1945: From Abstract Expressionism to Postmodernism
AS 106 Asian Civilizations
AS 242 Modern Korea
AS 251 Asian Women
AS 257 The Chinese Century?
AS 270 Australia and New Zealand
AS/REL 275 Buddhism
AS/REL 278 Hinduism
BIOL 111 Principles of Biology
BIOL 354 Comparative Physiology
BUAD 200 Management Principles
BUAD 336 Cross-Cultural & Global Marketing
CHEM 311 Analytical Chemistry
COMM 221 Mass Media Writing
ECON 253 International Trade
ECON/WS 180 Women and Economics
ENG 111 Introduction to Literature
ENG 204 Children’s/Young Adult Literature
ENG 208 British Literature before 1780
ENG 209 British Literature after 1780
ENG 220 American Literature: Colonial to Romantic
ENG 221 American Literature: Realism to Present
ENG 235 Women’s Writing
ENG 270 Teaching Writing: An Introduction to Theory and Practice
FILM 264 Screenwriting
FREN 205 Writing in French
HCA 235 Women’s Health Care Issues
HIST 212 The United States: The Revolutionary Generation, 1763–1817
HIST 400 Senior Seminar
MUS 323 Piano Literature
PHIL 101 Introduction to Philosophy
PHIL 203 The Literature and Thought of Existentialism
POLS 215 Politics in the Third World
PSYC 216 Multicultural Psychology
PSYC/BIOL 305 Physiological Psychology
SGS 265 Trans Communities
SGS 338 Theories in Sexuality and Gender Studies
SOC 240 Community and Urban Sociology
SOC 248 Social Inequality
SPAN 205 Spanish Composition
THEA 101 Plays in Performance
THEA 114 Introduction to Theatre History
THEA 115 Introduction to Drama: Script Analysis
WS/AMST 240 Gender and Popular Culture

Authentic Problems in the Major (M)

AMST 400 Senior Research Project
ANTH 400 Senior Seminar
ART 401–408 Senior Projects
ARTH 400 Senior Project in Art History
AS 400 Senior Requirement
BIOL 400 Senior Seminar
BIOL 401 Senior Research
BUAD 400 Strategy and Sustainability in Business
Decisions
BUAD 401 Business Senior Seminar
CHEM 400 Senior Research
CHEM 401 Senior Research
CJ 400 Senior Seminar
COMM 400 Communication Seminar
ECON 401 Senior Project
ENG 400 Major Seminar
HCA 401 Senior Seminar
HIST 400 Senior Seminar
MATH 401 Senior Seminar
MKTC 400 Senior Seminar
MUS 401 Senior Recital

MUS 402 Senior Thesis
PHIL 400 Major Colloquium
PHIL 401 Senior Thesis
PHYS 400 Senior Research
PHYS 401 Senior Research
POLS 400 Senior Seminar in Political Science
PSYC 401 Senior Thesis
REL 400 Major Colloquium
REL 401 Senior Thesis
SOC 400 Senior Seminar
SOC 401 Sociology Senior Thesis
SOWK 400 Field Instruction in Social Work
SOWK 401 Field Instruction in Social Work in Honduras
SPAN 400 Senior Seminar
THEA 210 Problems in Production
THEA 211 Theater in the Community
THEA 401 Senior Project



UNDERGRADUATE OFFERINGS

Aerospace Studies (U.S. Air Force ROTC)

Mary Baldwin College offers the aerospace studies curriculum through the U.S. Air Force ROTC program conducted at Virginia Military Institute. Participation is limited to students in Virginia Women's Institute for Leadership.

Aerospace Course Descriptions

103 The Air Force Today I (1 s.h.)

Focuses on the organizational structure and missions of Air Force organizations, officership, communication, and professionalism.

104 The Air Force Today II (1 s.h.)

**Prerequisite: AERO 103 or permission of instructor.*

203 Evolution of USAF Air and Space Power I (1 s.h.)

Designed to facilitate the transition from Air Force ROTC cadet to Air Force ROTC officer candidate.

204 Evolution of USAF Air and Space Power II (1 s.h.)

**Prerequisite: AERO 203 or permission of instructor.*

214 Leadership Lab for AERO 204 (No credit)

Prepares students for Air Force Field Training Camp. Required only for students pursuing a commission as an officer in the U.S. Air Force.

303 Air Force Leadership and Management I (2 s.h.)

Emphasizes the concepts and skills required by the successful manager and leader.

304 Air Force Leadership and Management II (2 s.h.)

**Prerequisite: AERO 210 or permission of instructor.*

313 Leadership Lab for AERO 303 (No credit)

Covers experiences in officer-type activities.

314 Leadership Lab for AERO 304 (No credit)

Covers experiences in officer-type activities.

403 National Security Affairs and Preparation fro Active Duty I (2 s.h.)

Designed to provide future Air Force officers with a background on U.S. National Security Policy so they can effectively function in today's Air Force.

404 National Security Affairs and Preparation fro Active Duty II (2 s.h.)

**Prerequisite: AERO 403 or permission of instructor.*

Courses that fulfill Common Curriculum requirements are marked with the appropriate letter abbreviation next to the course name:

- Arts (**A**)
- Humanities/History (**H**)
- Natural Sciences (**N**)
- Social Sciences (**S**)
- Thematic Seminar (**T**)
- Race and Ethnicity in the U.S. (**D**)
- Gender Studies (**G**)
- Community Involvement (**C**)
- Global Understanding — Foreign Language (**F**)
- Global Understanding—International Studies (**I**)
- Physical Fitness and Health (**P**)
- Oral Communication (**O**)
- Quantitative Reasoning (**Q**)
- Research and Information Literacy (**R**)
- Writing Competency (**W**)
- Authentic Problems in the Major (**M**)

413 Leadership Lab for AERO 403 (No credit)

Officer-type activities and orientation for initial active duty.

414 Leadership Lab for AERO 404 (No credit)

Officer-type activities and orientation for initial active duty.

African-American Studies

Amy Tillerson, coordinator

Requirements for the Minor in African-American Studies

21 semester hours

PHIL 232

REL 232

HIST 265

HIST 266

ENG 264

Two of the following: MUS 151, HIST 213, REL 310, ECON 115, SOC 240, SOC 248, THEA 270, SOC 264, or any colloquium related to African-American Studies and approved by the director of the minor.

Civic Engagement Opportunities

- One course includes a civic engagement component: REL 310: Community and Practice
- Quest: Spiritual Exploration Program is available to all students and includes a significant civic engagement component.

- Programs sponsored by Religion and Philosophy including Black Baby Doll Day; Martin Luther King Jr. Candlelight March and Memorial Service, Kwanzaa, and others
- Black History Month events: Oratorical Contest with community participation, Gospel Extravaganza, Praise House Service, Peace and World Religions Lecture
- Internship opportunities: Katrina Relief, mediation and conflict resolution
- International civic engagement: South Africa, India

American Studies

Edmund Potter, program director

Kristen Egan, Catharine O'Connell, Brenci Patiño, Amy Tillerson, Janna Segal, Laura Van Assendelft, Abigail Wightman

American Studies is an interdisciplinary field that focuses on the study of the cultures of the United States, including transnational, global, and comparative perspectives. Through requirements that span history, the social sciences, literature, art, and music, the American Studies program encourages students to cross disciplinary boundaries, thus exposing them to differing perspectives on American culture. Students majoring in American Studies choose one of the concentrations. Their academic work culminates in an interdisciplinary thesis tied to their chosen concentration. Students can earn a major, minor, or certificate in American Studies.

Requirements for the Major in American Studies

42 semester hours (21 s.h. of required courses and 21 s.h. in a concentration)

AMST 230

HIST 111

HIST 112

ENG 220 (recommended) or ENG 221

One of the following: HIST 265, HIST 266, or ENG 364

POLS 100

AMST 400

Note: Students interested in American Studies should meet with the director to plan and organize a focused program of study within either concentration.

Concentrations

Courses in a concentration may not double count with those selected for the requirements. For either concentration, a student may, *with the written permission of the director*, substitute an appropriate course not on the approved list for one of the courses in the concentration.

American Studies for Educators

HIST 302

ANTH 227

ECON 101 or ECON 150

An additional 200 level or above course in American History*

An additional 200 level or above course in American Literature**

An additional 200 level or above course in American Politics

One additional course from those listed above or approved by the Director of American Studies

*Includes HISP 226 and HPUB 230

**Includes THEA/AMST 270

American Ethnicity, Culture, and Race

Three of the following: HIST 203, HIST 204, HIST 213, HIST 230, HIST 217, HIST 227, HIST 265, or HIST 266

Two of the following: ENG 264, ENG 375, MUS 151, PHIL 232, REL 232, SPAN/AMST 127, or THEA/AMST 270

Two of the following: ANTH 212, ANTH 220, ECON 115, POLS 209, REL 234, REL 277, SOC 248, or SOC 264

Requirements for the Minor in American Studies

21 semester hours

AMST 230

HIST 111 (recommended) or HIST 112

ENG 220 (recommended) or ENG 221

One of the following: HIST 265, HIST 266, or ENG 264

One of the following: POLS 100, POLS 101, or POLS 200

Two courses, 200-level or above, from those included in the concentrations.

Certificate in American Studies

The certificate in American Studies is intended for international students who seek a broad, general understanding of the history and culture of the United States.

Requirements for the Certificate in American Studies

15 semester hours

AMST 230

One of the following: ENG 220, ENG 221, or ENG 350

One of the following: COMM 115, FILM 275, MUS 151/251, MUS 152, MUS 153, or SOC 214

One of the following: HIST 111, HIST 112, or POLS 100

One of the following: ENG 264, HIST 265, HIST 266, or SPAN 227

Civic Engagement Opportunities

Students in American Studies have multiple opportunities to be involved in their communities. Students in the education concentration work on projects in local schools; students interested in race and ethnicity partner with community organizations serving diverse populations; and the proximity of the Woodrow Wilson Presidential Library and the Frontier Culture Museum provide opportunities to students in all concentrations within American Studies.

American Studies Course Descriptions

127 U.S. Latino Literature and Culture (3 s.h.)

For course description, see SPAN 127 in the Spanish listing.

219 Women in Theatre and Drama (3 s.h.)

For course description, see THEA 219 in the Theatre listing.

230 Introduction to American Studies: “The Land of the Free” (3 s.h.) (T)

American Studies 230 introduces students to the interdisciplinary field of American Studies by focusing on one central and important question in American cultural history: the idea and ideal of freedom. In exploring this topic, the course examines the paradox and tragedy of race slavery in the United States, among other subjects. Readings include a variety of primary sources such as novels, sermons, political tracts, letters, speeches, autobiography, film, and works of art.

240 Gender and Popular Culture (W)

For course description, see WS 240 in the Women’s Studies listing.

251 American Women’s Autobiography (G)

For course description, see ENG 251 in the English listing.

270 African-American Theatre

For course description, see THEA 270 in the Theatre listing.

400 Senior Research Project (3 s.h.) (W, M)

The course represents an examination of the research methods used in American Studies and their specific application to a research problem. Students prepare and defend a seminar paper or unit of study during the course. The research theme varies from year to year.

Anthropology

Abigail Wightman, coordinator

Anthropology is the study of the human experience, divided into four main subfields — cultural anthropology, linguistic anthropology, physical anthropology, and archaeology. The anthropology program at Mary Baldwin College provides an introduction to all four subfields but focuses most extensively on cultural anthropology. As the study of contemporary human societies, cultural anthropology attempts to describe, understand, and explain cultural practices in all human communities, including our own.

Requirements for the Major in Anthropology/Sociology

39 semester hours

ANTH 120

ANTH 121

ANTH 220

ANTH 320

SOC 112

SOC 222

SOC 248

SOC 320

An MBC May Term travel course, a foreign language course at 152 level or above, or an anthropological field school

Two of the following: ANTH 202, ANTH 208, ANTH 212, ANTH 227, ANTH 244, or ANTH 246

One of the following: SOC 254, SOC 264, SOC 284 or SGS 261

Senior Requirement: Successful completion of ANTH 400.

Requirements for the Minor in Anthropology

18 semester hours

ANTH 120

ANTH 121

Three of the following: ANTH 202, ANTH 208, ANTH 212, ANTH 220, ANTH 227, ANTH 244, ANTH 246, ANTH 320, or any anthropology course from another college/university

One of the following: AS/REL 212, AS 242, AS 244, AS 246, AS 247, AS 248, AS 251, AS 253, AS 257, AS 270, FREN 255, FREN 262

Civic Engagement Opportunities

ANTH/SOC majors will find civic engagement opportunities within Sociology, especially SOC 282. Majors are particularly encouraged to seek out global engagement opportunities, particularly study abroad and anthropological field schools. Along with ANTH/SOC faculty, the Spencer Center can help students find appropriate opportunities.

Anthropology Course Descriptions

120 Cultural Anthropology (3 s.h.) (S)

An introduction to the study of humans as culture-bearing beings. Through readings, films, lectures, and discussions students come to an understanding of the extent of human cultural diversity. Using societies from around the world as examples, students will study cultural practices and beliefs regarding marriage, kinship, family life, uses of technology, religion, political organization and social stratification.

121 Physical Anthropology and Archaeology (3 s.h.) (S)

An introduction to the physical history of the human species by studying our closest living primate relatives and analyzing fossil remains of early hominids. Students then study the evolution of human culture from the origins of humankind to the beginnings of the first literate civilizations in the Old and New Worlds. The course concludes by looking at physical variation, including the concept of race, in contemporary human populations.

202 Women, Gender, and Culture (3 s.h.) (G)

Explores the relationship between gender, culture, and women's status in communities around the world. Students will examine the relationship between "sex" and "gender," evaluate cross-cultural variations of women's roles and status, be exposed to differing constructions of gender and sexuality, and gain a greater appreciation of the influence of systems of power, such as race and colonialism, on women's lives.

208 Medical Anthropology (3 s.h.) (I)

Explores the ways in which culture influences the definition and treatment of diseases in communities around the world. Students will be exposed to such topics as the difference between disease and illness, the influence of disease on human populations throughout history, ethnomedicine, the relationship between culture and Western biomedicine, culture-bound syndromes, social suffering, and stigma.

212 Indigenous Peoples of North America (3 s.h.) (D)

An introduction to the cultural diversity of North American indigenous peoples and the relationship between U.S. tribal communities and the federal government. Through readings that tie specific tribal communities to larger issues, we will explore the effects of federal policies on indigenous communities, sovereignty and land rights, Indian activism, and contemporary issues such as language revitalization, identity, and reservation poverty.

220 Language and Culture (3 s.h.)

Explores language, a uniquely human capability that makes us different from primates and other animals. Besides introducing students to the basic definitions of language, this course also examines the complex relations between language and other aspects of human behavior and thought. Students will explore the relationship of language to human evolution, culture, social context, identity, power, status, and gender.

227 People, Place and Culture (3 s.h.) (T)

Combines perspectives from two closely related fields, human geography and cultural anthropology, to focus specifically on the relationships between people and the environments in which they live. The course will be organized around four learning nodes — people, places, flows, and maps — that each include more specific learning objectives. We will study how people — including culture, technology, settlement patterns, religion, and language — have been affected by, and continue to affect in turn, the places that we live. We will also study the flows of people, money, cultures, information and objects across space and time. In order to make sense of these global flows and spatial relationships, we will learn how to use and interpret maps.

244 Magic, Ritual, and Religion (3 s.h.) (R)

Explores religious belief and practice as a cultural phenomenon in a global context, paying particular attention to the relationships between religious institutions and their historical, social, and cultural contexts. Students will examine the intersection of religion with subsistence strategies, economic systems, political systems, and gender structures. Topics include magic, witchcraft, sorcery, ritual, symbolism, possession, identity, and health.

246 Anthropology and Art (3 s.h.)

Emphasizes art in contemporary small-scale societies (sometimes called ethnic art or "primitive art") and includes a survey of aesthetic productions of major areas throughout the world (Australia, Africa, Oceania, and Native America). We read and discuss such issues as art and cultural identity, tourist arts, anonymity, authenticity, the question of universal aesthetic canons, exhibiting cultures, and the impact of globalization on these arts.

320 Theories of Culture (3 s.h.) (W)

An introduction to the history of cultural anthropology. By reading important pieces of cultural anthropological literature, students will be exposed to the many ways anthropologists have defined "culture" and implemented those definitions in anthropological research. In addition, students will be introduced to significant ethical and

philosophical trends within the field, especially as they relate to theories of culture and research design.

400 Senior Seminar (3 s.h.) (M)

Students research a theme or issue of their choice, approved by their thesis supervisor. Students meet for one hour a week of class for directed research and thesis critique. The work culminates in one oral presentation and a finely written research paper, presented to all members of their thesis committee. A required course for the Anthropology/Sociology major.

Applied Mathematics

Please see Mathematics — Applied

Art and Art History

Marlena Hobson, department co-head (Art History)
Paul Ryan, department co-head (Studio Art)

The Department of Art and Art History offers a major and a minor in Art History and a major and a minor in Studio Art. It supports a major in Arts Management with a visual arts emphasis (*see that listing*) and a minor in Historic Preservation (*see that listing*), in conjunction with the History Department.

Civic Engagement Opportunities

- Annual visual arts trips to Washington DC and New York City, open to the community
- Regular public lectures by prominent artists, art historians and art critics
- Five professional exhibitions a year in the college's art gallery, open to the public
- Required or recommended internships through our academic majors
- Study abroad programs, including: Renaissance Studies in Italy, (Dr. Sara James); Drawing in Prague, Czech Republic (Paul Ryan); and, others.
- The 11@250 Project, an ongoing series of studio-based workshops and exhibitions that explore issues of community, communication, and collaboration
- Varied collaborative projects that involve other organizations and institutions, including student exchange exhibitions with other colleges
- Art and art history faculty lectures and service at community organizations
- Exploring civic engagement through class projects and assignments

Studio Art

Paul Ryan, studio art coordinator and department co-head
Shay Clanton, Barbara Holt, Theresa Rollison, Nancy Ross, Martha Saunders, Jim Sconyers, Jr.

The studio art curriculum at Mary Baldwin promotes a process-oriented and creative practice of the language of visual form, where an emphasis is placed upon art making as a thoughtful exploration of ideas. Students learn the following: perceptual skills, analytical and critical competence, and technical skills related to specific media, the importance of process, creative problem solving, various means of artistic conceptualization, and the context of historical and contemporary art. Because of the importance of process and sequential learning in the visual arts, students desiring to major in studio art are encouraged to take foundation courses — ART 109, ART 110, ART 111, and one of the 100-level art history courses — during their freshman year. This will put them on the optimal learning track in the major. Students who plan to qualify for a teaching license with certification in art education should complete the studio art major. Courses specific to endorsement are listed at the end of the studio art courses.

This major requires a substantial portion of the coursework to be completed at the Staunton campus.

Requirements for the Major in Studio Art

Students majoring in Studio Art select at least one area of emphasis. With planning it is possible to have two areas of emphasis, which is recommended for students considering graduate school. 39 semester hours are required for all areas of emphasis except graphic design, where 42 semester hours are required.

Each area of emphasis requires the following courses *in addition* to the requirements listed below:

ART 109

ART 110

ART 111

ART 250

One 200- or 300-level ARTH

Two of the following: ARTH 101, ARTH 102, or ARTH 103

(Note: For students selecting two areas of emphasis, the above requirements only need to be taken once.)

Ceramics Emphasis

ART 112

ART 114

ART 214

ART 314

ART 404

One of ART or ARTH

Drawing Emphasis

ART 112

ART 120

ART 211

ART 311

ART 405
One of ART or ARTH

Painting Emphasis

ART 112
ART 211
ART 212
ART 312
ART 401
One of ART or ARTH

Printmaking Emphasis

ART 112
ART 120
ART 211
ART 220
ART 320
ART 406

Photography Emphasis

ARTH 206 (as 200-300 level ARTH)
ART 115
ART 120
ART 215
ART 320
ART 408
One of ART or ARTH

Graphic Design Emphasis

ART 115
ART 120
ART 171, 172, 173
ART 218
ART 317
ART 318
ART 403

Extended Media Emphasis

This concentration is designed for the serious student who has a specific goal in studio art that cannot be met in the above areas of emphasis. Some possibilities include illustration, the artist's book, video, and installation art. This area of emphasis requires the approval and guidance of the full time studio faculty.

ART 211
ART 407

A small sequence of courses appropriate to the medium/idea, to be approved by the full-time studio faculty

Requirements for the Minor in Studio Art

21 semester hours

ART 109
ART 110
ART 111

Three more art courses

One of the following: ARTH 101, ARTH 102, or ARTH 103

Studio Art Course Descriptions

109 Fundamentals of Art and Design I (3 s.h.) (A)

Required for studio art majors. A practical exploration of the basic elements and principles of art and design. ART 109 and ART 110 establish a foundation for effective communication through the language of visual form. Problems are addressed primarily through black and white media. If possible, ART 109 should be taken before ART 110, but the two courses do not have to be taken sequentially. Materials fee.

110 Fundamentals of Art and Design II (3 s.h.) (A)

Required for studio art majors. Color theory, color organization and an introduction to selected three dimensional design elements, aspects of sequential art and various processes of conceptualization. If possible, ART 109 should be taken before ART 110, but the two courses do not have to be taken sequentially. Materials fee.

111 Drawing I (3 s.h.) (A)

Required for studio art majors. For students who have had little or no experience in art as well as those whose abilities have already been developed in high school programs. A basic-level course emphasizing perceptual skills of drawing, expressiveness and composition. Various media are explored. Materials fee.

112 Painting I (3 s.h.) (A)

Drawing experience helpful but not required. An introduction to the basics of painting, emphasizing composition, value, and color. Materials fee.

113 Introduction to Watercolor (3 s.h.) (A)

An exploration of traditional and experimental techniques in watercolor. Students will work from still life, the model, and the landscape. Materials fee.

114 Ceramics I (3 s.h.) (A)

Basic instruction in clay through various hand building and wheel-throwing techniques and glazing options. Historical and contemporary perspectives on clay will be explored through different projects. Also included will be concepts of 3 D design as they pertain to the projects. Materials fee.

115 Photography I (3 s.h.) (A)

An introduction to technical and aesthetic issues of black and white photography (silver-gelatine printing), with an emphasis on using the medium for personal and creative expression. Includes a series of assignments designed to increase understanding of basic camera operation, darkroom techniques, and artistic problem solving. Requires 35mm camera with manually adjustable aperture and shutter speed. Materials fee.

116 Pinhole Photography (3 s.h.)

The objective of this course is to build a foundation of knowledge about black and white pinhole photography as a creative artistic medium. Materials fee.

119 Introduction to Video Production (3 s.h.)

For course description, see FILM 119 in the Film listing.

120 Printmaking I (3 s.h.) (A)

Designed as an introduction to materials and techniques. Emphasis is given to monotype, woodcuts/linocuts, the artist's book, lithography, and intaglio printing. Students gain a working knowledge of printmaking processes. Materials fee.

125 Introduction to Art Education (3 s.h.) (A)

The prospective teacher is introduced to theoretical concepts concerning the major developmental stages of children's art. Practical art projects are included. This course is required for prospective teachers seeking the K–12 art education endorsement. Materials fee.

140 Materials as Metaphors (3 s.h.) (A)

Students explore various ways that existing materials and objects — both artificial and natural — can be used to create narratives and/or metaphors. Whether the student is primarily interested in painting, drawing, printmaking, photography, or working three-dimensionally, the course will serve to expand her visual and conceptual vocabulary. Materials fee.

171 Software in the Visual Arts: Adobe Photoshop (1 s.h.)**172 Software in the Visual Arts: Adobe Illustrator (1 s.h.)****173 Software in the Visual Arts: Adobe InDesign (1 s.h.)**

These three courses — ART 171, 172, 173 — are “a la carte” software courses. Each one is an online course. Their purpose is to orient students to software used in graphic design and the visual arts. Each course requires completion of lessons and a final project to demonstrate software competence. These courses may include some on-campus meetings. Students provide their own software or pay a materials fee for access to the design studio in Deming Hall (Staunton campus). Students with a graphic design emphasis in the Studio Art major are required to take all three courses; and, it is highly recommended that they take them as early as possible. These three courses can be completed in one semester, or they can be spread out over two. The three courses do not have to be taken sequentially. They are open to all students.

211 Drawing II (3 s.h.)

This course expands the student's concept and practice of drawing. Representational and abstract subjects are explored, emphasizing perception, composition, and process. Figure drawing is covered as well as drawing with color and mixed media. Conceptual and critical skills are developed. *Prerequisite: ART 111 or permission of the instructor. Materials fee.

212 Painting II (3 s.h.)

Providing experience in painting from the still life and model, and exploring issues relating to abstraction, this course encourages further development of technical and critical skills. It also introduces the student to different painting languages. *Prerequisite: ART 112 or permission of instructor. Materials fee.

214 Ceramics II (3 s.h.)

Focus will be on continued growth on the potter's wheel. Also included are projects in glaze-mixing and different firing techniques. Sculptural interpretation of projects is encouraged. In-depth look at certain periods of ceramic development. *Prerequisites: ART 110 and ART 114. Materials fee.

215 Photography II (3 s.h.)

The objective of this course is to build upon the student's knowledge of black and white photography as a creative artistic medium. The course places equal emphasis on deepening understanding of photography as a medium with unique aesthetic and physical qualities as well as building technical proficiency. The course will consist of PowerPoint lectures, student presentations, class discussions and critiques, along with technical instruction. *Prerequisite: ART 115. Materials fee.

218 Print for Publication (3 s.h.)

This course introduces the student to techniques, formats, and core concepts associated with commercial printing. There is a focus on design for publication, pre-press, job specification and estimation. Students gain a working knowledge of professional design practices through case study projects and guest lectures. *Prerequisites: ART 173. Materials fee and external hard drive (250 GB min).

220 Silkscreen II (3 s.h.)

An introduction to the process and techniques of screen printing (silkscreen). Materials fee.

245 Drawing in Prague (3 s.h.) (I)

An on-location studio art course centered in Prague, Czech Republic. Immersed in the history and culture of one of Europe's most beautiful and enchanting cities, and surrounded by a vast range of architectural styles from the Gothic to the postmodern, students will use the language of visual form and a variety of drawing media

to create representational and abstract images that record their interactions and responses to “Magic Prague.” Under the guidance of faculty, students will explore a variety of historical and cultural sites and institutions in and beyond Prague, including Prague Castle, Lobkowitz Palace, Old Town Square, Charles Bridge, Petrin Hill, Kutna Hora, Terezin, Lidice, and much more. This course is offered every other May Term. *Prerequisite: ART 111 or permission of instructor. Materials fee.

250 Survey of Contemporary Art (3 s.h.)

Through selected films, on-line sites, and readings from contemporary art journals, this course considers the aesthetic vigor, conceptual depth, and the diversity of contemporary art practices from the 1980s through the present. We will examine the pluralistic and multi-faceted nature of contemporary art, seeing how it engages with a range of issues including politics, race, gender, the media, art history, aesthetics, and perception. Learning occurs through assigned readings, viewing films, class discussion, and brief writing assignments. This course is required for all Studio Art majors, and it is open to anyone interested in contemporary art.

*Prerequisite: ARTH 103 or permission of instructor.

277 Topics in Art (1–3 s.h.)

Topics courses focus on specialized methods or topics in art, such as theory, art criticism, media, intensive analysis of a specialized period of art history, or areas of interest beyond the usual scope of departmental course offerings. Enrollment is limited. Interests of the students and faculty determine the topic. Emphasis is placed on class discussion and on presentations, both oral and written, or on a portfolio of studio work.

310 Issues in Contemporary Art Criticism (3 s.h.)

This course examines significant ideas and issues in contemporary visual art theory and art criticism since the 1950s: formalism; modernism vs. postmodernism; pluralism; feminism and multiculturalism in the visual arts; deconstruction; and the end of the avant-garde. Selected essays by critics and theorists will be studied and discussed. Note: For Studio Art majors, this course does not fulfill the requirements in Art History, but it can be selected to fulfill the total semester hours required in the major. *Prerequisite: ARTH 103 or permission of instructor.

311 Drawing III (3 s.h.)

Attention is given to contemporary concepts and to helping the student develop an individual direction in drawing. Further development of technical, conceptual, and critical skills is encouraged. In ART 311, drawing is defined very broadly. It is possible to work three-dimensionally and with installation art. *Prerequisite: ART 211. Materials fee.

312 Painting III (3 s.h.)

The purpose of this course is to help the student begin to find her own artistic voice as a painter, as well as to continue developing technical, conceptual, and critical skills. In ART 312, painting is defined very broadly. It is possible to work three-dimensionally and with installation art. *Prerequisite: ART 212. Materials fee.

314 Ceramics III (3 s.h.)

Students will explore a variety of advanced throwing and hand-building techniques, glaze formulation, and firing methods. Students will be encouraged to begin to develop a personal style, including sculptural expression. Students will participate in the operation of the ceramic studio in preparation for having their own studios.

*Prerequisites: ART 111, ART 112, and ART 214. Materials fee.

317 Visual Identity Systems (3 s.h.)

This course is a practical exploration of graphic design in the business environment. Projects address concepts in branding, advertising, and packaging. Students study design based on visual research, strategic positioning, and audience testing. There is an emphasis on pitching ideas, presentation skills, and the collaborative process. *Prerequisites: ART 109, 110, 172, or permission of the instructor. Materials fee and external hard drive (250 GB min).

318 Designer as Author (3 s.h.)

This course provides the opportunity for students to create self-authored design projects. Skills workshops such as bookbinding, stop motion animation, and hand lettering expose students to various applications of design. Project assignments invite students to create inventive, meaningful, and varied solutions. *Prerequisite: ART 109, 110, 111, 218, or permission of instructor. Materials fee and external hard drive (250 GB min).

320 Digital Photography and Digital Printmaking (3 s.h.)

This course provides a structured framework in which both photography and printmaking students can pursue new techniques in printing using digital photography and scanography. The course consists of Photoshop workshops, alternative photo/printmaking techniques (photopolymer intaglio plates; polyester plate photolithography), class discussions, and critique. Materials fee.

387 Internship(s) (3 s.h.)

Students are offered a variety of possibilities for hands-on experience in the fields of graphic design or arts management. Internships may occur either in or outside of Staunton. Experience will vary depending on the type of firm and the kinds of projects currently being produced in that firm. Arranged on an individual basis.

401 Senior Project in Painting (3 s.h.) (O, M)

The senior project in studio art is regarded as the culmination of the major. Affording the opportunity for independent scholarship and creative work, the project is an important and exciting step that will help prepare the student for professional activity and/or graduate work. The student is expected to produce and present for exhibition a cohesive body of work that represents serious investigation of a theme or specific idea. May be repeated for credit. It is strongly recommended that students complete two semesters (6 s.h.) of the senior project; although, only one semester is required. Materials fee.

403 Senior Project in Graphic Design (3 s.h.) (O, M)

Students build a personal website and personal portfolio for graduate school or professional use. It is strongly recommended that students complete two semesters (6 s.h.) of the senior project; although, only one semester is required. The project culminates in an exhibition in Hunt Gallery. Materials fee.

404 Senior Project in Ceramics (3 s.h.) (O, M)

For course description, see ART 401. Materials fee.

405 Senior Project in Drawing (3 s.h.) (O, M)

For course description, see ART 401. Materials fee.

406 Senior Project in Printmaking (3 s.h.) (O, M)

For course description, see ART 401. Materials fee.

407 Senior Project in Extended Media (3 s.h.) (O, M)

For course description, see ART 401. Materials fee.

408 Senior Project in Photography (3 s.h.) (O, M)

For course description, see ART 401. Materials fee.

Note: Directed Inquiries, teaching assistantships, and internships in studio art and studio art-related areas can be arranged individually.

Art Education Course Descriptions

It is strongly recommended that students planning a career in art education, in addition to fulfilling the requirements of their selected emphasis in the studio art major, extend their study with courses offering experience in different media, often required for art educators. For example, a student with a studio art major and a painting emphasis should also take ART 114, ART 214, ART 217, and perhaps ART 115.

125 Introduction to Art Education (3 s.h.) (A)

The prospective teacher is introduced to theoretical concepts concerning the major developmental stages of children's art. Practical art projects are included. This course is required for prospective teachers seeking the K-12 art education endorsement. Materials fee.

Art History

Sara James, coordinator

Marlena Hobson, Kerry Mills, Edmund Potter, Margaret Richardson

The art history curriculum introduces students to historical inquiry, an understanding of the various styles and movements in art, theory of art, and the interpretation of art in the context of time, place, and purpose. Students learn terminology, research methods, develop skills in organization, critical and logical thinking, and writing, and learn that art of the past is relevant today.

Requirements for the Major in Art History

37 semester hours

ARTH 101

ARTH 102

ARTH 103

ARTH 302 or ARTH 303

INT 103 or equivalent

One of the following: ARTH 202, ARTH 203, or ARTH 216/316

Six additional ARTH courses, with at least two at the 200- or 300-level. Up to six semester hours in ART may count toward the major in art history.

ARTH 400

Requirements for the Minor in Art History

19 semester hours

Two of the following: ARTH 101, ARTH 102, or ARTH 103

One of the following: ARTH 202, ARTH 203, ARTH 216/316, ARTH 302, or ARTH 303

One additional course at the 200- or 300-level

Two additional ARTH courses

INT 103 or equivalent

Art History Course Descriptions

101 Survey of Western Art: The Ancient World (3 s.h.) (A)
Introductory slide-lecture survey course orients students to the principles of art, modes of expression and thematic content. The arts of the ancient world, prehistory through Byzantium, are considered in an historical context. Major monuments illustrate the influence of culture, social and religious organizations, and the events of history. ARTH 101, ARTH 102 and ARTH 103 may be taken in any sequence or in part.

102 Survey of Western Art: Medieval and Renaissance Worlds (3 s.h.) (A)

Introductory slide-lecture survey course orients the student to the principles of art, modes of expression and thematic content. Medieval and Renaissance art are considered in a historical context. Major monuments illustrate the influence of culture, social and religious organizations, and the events of history. ARTH 101, ARTH 102 and ARTH 103 may be taken in any sequence or in part.

103 Survey of Western Art: The Modern World (3 s.h.) (A)

Introductory slide-lecture survey course orients the student to the principles of art, modes of expression and thematic content. Baroque through Modern art (17th through 20th century) is considered in a historical context. Major monuments illustrate the influence of culture, social and religious organizations, and the events of history. ARTH 101, ARTH 102 and ARTH 103 may be taken in any sequence or in part.

202 Early Renaissance Art in Italy (3 s.h.) (R)

Art in the thirteenth through fifteenth centuries in Italy developed from a rapidly evolving civilization that would lay the foundations for modern Western civilization: the rebirth of classicism and humanistic studies, and a greater interest in naturalism, scientific precision, and the dignity of mankind, apparent in the works of artists such as Giotto, Masaccio, Donatello, Piero della Francesca, Botticelli, and Brunelleschi. Art and civic, private, and religious projects are addressed in the context of patronage, religion, culture, politics, and shifts in artistic practices. Students develop critical skills through analysis and research. Alternates in spring semester with ARTH 203. Either course is a prerequisite for ARTH 343 (Renaissance Studies in Italy). Strongly recommended background: ARTH 102.

203 High Renaissance Art in Italy (3 s.h.) (R)

The quest for greater naturalism, classicism, and science in fifteenth and sixteenth century Italy culminated in the harmonious balance evident in the art and architecture of Leonardo, Raphael, Alberti Bramante, Michelangelo, Titian, and Palladio, and would influence all of Western civilization. Art and civic, private, and religious projects are addressed in the context of noble and papal patronage, humanistic studies, culture, politics, and the changing religious climate. Students develop critical skills through analysis and research. Alternates in spring semester with ARTH 202. Either course is a prerequisite for ARTH 343 (Renaissance Studies in Italy). Strongly recommended background: ARTH 102.

204 Latin-American Art After Cortez (3 s.h.) (I)

A survey of contemporary Latin-American art, its relationship to pre-Columbian aesthetics, and the encounter of indigenous art with European traditions from the Colonial through the Modern period.

205 19th-Century Art (3 s.h.)

A study of important movements in the visual arts, from Neo-Classicism to Post-Impressionism and Modernism. Recommended background: ARTH 103.

206 History of Photography (3 s.h.) (A)

A survey of the history and evolution of still photography and the consideration of photography as an art form.

207 Art History Studies Abroad: Seminar (1 s.h.)

This course prepares the students for abroad programs. Students meet weekly at a mutually convenient time to help plan activities for the trip, settle on oral presentation topics, discuss assigned readings, contemporary culture, and issues of art and culture. The class is limited to, and required for, students who have been accepted into Renaissance Studies in Italy (ARTH 343) or Studies on Site (ARTH 210). Recommended background: ARTH 102. **Co-requisite: ARTH 202, ARTH 203, or another preparatory class.*

208 History of Furniture (3 s.h.)

An introductory survey of the history of world furniture from ancient to modern times. The student will be introduced to the historical development and stylistic evolution of furniture styles, forms, and characteristics within the context of Western Europe and the United States.

209 Pre-Columbian Art and Architecture: from the Olmec to the Aztec (3 s.h.)

A survey of the art and architecture of the ancient civilizations of Pre-Columbian Mesoamerica, from the period of the Olmec through the Aztec empire. Students will study the ideology, artistic characteristics, and chronology of Pre-Columbian Mesoamerica.

210 Studies on Site (3 s.h.)

Students with strong background, love of art and/or history may apply for Studies on Site. A small group travels to study art in locations that vary from year to year. Group discussions, oral presentations, writing, flexibility and congeniality are important. Extra charge covers room, board, transportation, museum entrance fees, most meals. Applications due with deposit by November 1; notification of acceptance by November 10. **Prerequisites: Two relevant ARTH courses. ARTH 207 may be required to be taken simultaneously.*

211, 311 Baroque Art: The 17th Century in Europe (3 s.h.) (R: 311 only)

An in-depth study of painting, sculpture, architecture, and urban planning of 17th-century Europe and the culture in which it thrived. The art will be studied in the context of political and religious movements, including the Counter Reformation and the rise of Protestantism, global exploration, scientific discoveries, and commercial trade. Students develop critical skills through analysis, both verbal and written, and through in-depth research projects. ARTH 311 requires a larger research project. *Prerequisite: ARTH 102 or ARTH 103.

216, 316 Northern Renaissance Art (3 s.h.)

A study of painting, manuscript illumination, iconography, decorative arts, and architecture in the Netherlands, Flanders, France, Burgundy, Germany, and England in the 14th through the 16th centuries. Art is studied in the context of patronage, culture, humanism, events in Italy, and the onset of the Protestant Reformation. Students develop critical skills through analysis, and through research projects. ARTH 316 requires a larger research project. *Prerequisite: ARTH 102.

221 Women in the Visual Arts (3 s.h.) (G)

Study of the role of selected women in the history and evolution of art from the medieval era to the present. Emphasis on art of the 19th and 20th centuries. Traditional and feminist perspectives will be examined. Recommended background: ARTH 103.

222 History of American Art and Architecture (3 s.h.) (R)

A survey of the arts in America, including architecture, sculpture, and painting, from the Colonial period to the present. Cross listed as HIST 222.

226 Historic Preservation (3 s.h.) (C, R)

For course description, see HISP 226 in the Historic Preservation listing.

232, 332 Classical Art: Greece and Rome in Antiquity (3 s.h.) (R: 332 only)

An introduction to the painting, sculpture, decorative arts and crafts, architecture, and urban planning of Greece and Rome. Differences between civilizations, even cities, will be addressed, as well as the important continuities which tie the art together. The art will be studied in terms of its social, political and religious context. ARTH 332 requires a larger research project. Recommended background: ARTH 101 or INT 213D.

234 Philosophy and the Arts (3 s.h.)

For course description, see PHIL 234 in the Philosophy listing.

238 The Age of Cathedrals East and West (3 s.h.) (T, R)

This course traces medieval buildings and related arts in Western and Eastern Europe from the Age of Constantine through the Gothic period (300- 1400 A.D.) Students learn the visual characteristics of medieval art, as well as an understanding of how works of art, especially ones for public use, reflect the aesthetic and social values of the societies that produced them. Recommended background: ARTH 102.

254 Film Analysis (3 s.h.)

For course description, see FILM 254 in the Film listing.

277 Topics in Art History (1-3 s.h.)

Topics courses focus on specialized methods or topics in art, such as theory, art criticism, media, intensive analysis of a specialized period of art history, or areas of interest beyond the usual scope of departmental course offerings.

302 Modern Art before 1945: From Cézanne to Gorky (3 s.h.) (W)

This course examines the successive movements in the visual arts during the first half of the twentieth century. *Prerequisite: ARTH 103.

303 Modern Art after 1945: From Abstract Expressionism to Postmodernism (3 s.h.) (W)

This course examines the history of western artists and movements from 1945 to 1970. Topics include the New York School, Postwar Europe, Pop Art, and Minimalism. *Prerequisite: ARTH 103.

314 Art in England (3 s.h.)

This course is a chronological, stylistic analysis of art, architecture, and book illumination, focusing especially on the art and architecture that Shakespeare and his contemporaries would have known. This course, taken for undergraduate credit, cross-lists with REN 607, for which there are additional requirements. *Prerequisite: ENG 208, HIST 241, or ARTH 102.

343 Renaissance Studies in Italy (3 s.h.) (I)

Must enroll simultaneously in ARTH 207. Students with strong background and love of art and/or history may apply. They travel with a specialist to study art on site in Italy; itineraries vary. Group discussions, oral presentation skills, writing, flexibility, and congeniality are important. An extra charge covers room, board, transportation, museum entrance fees, most meals. Applications due with a deposit by November 1; notification of acceptance by November 10. *Prerequisites: 6 hours in ARTH including either ARTH 202 or ARTH 203, and either ART 102 or a course approved by the instructor.

400 Senior Project in Art History (3 s.h.) (M)

A yearlong course, earning 1.5 semester hours per semester. In preparation for this course, art history and arts management students select a research project during the junior year that must be appropriate to the major and background of the individual student. The project must be approved by the art history faculty, and is carried out in fall and spring semesters of the senior year.

Arts Management

Art coordinator: Sara James

Music coordinator: Lise Keiter

Theatre coordinator: Theresa K. Southerington

The arts management major provides the student whose field of interest is art, music, or theatre with skills in management appropriate for positions in arts organizations or for graduate study in arts management.

Requirements for the Major in Arts Management

45 semester hours

BUAD 200

BUAD 208

BUAD 230

COMM 100

COMM 260

ECON 101

ARTM 287/387

Senior Project in area of concentration

Required courses for area of concentration, as noted below

One course in each of the other two concentrations

Note: ECON 102 is strongly recommended, especially for students planning to pursue graduate studies in business.

Concentration in Art

21 semester hours

Two of the following: ARTH 101, ARTH 102, or ARTH 103

Three ARTH courses at the 200 level or above

ARTM 340

INT 103

One course in studio art

ARTH 400

Note: INT 251 The Writer in the World: Professional Writing is encouraged but not required.

Concentration in Music

21 semester hours

MUS 100

MUS 111

At least 12 semester hours of music electives, including at least two three-credit music courses at the 200 level
MUS 402

Note: A music minor is recommended for this concentration.

Concentration in Theatre

21 semester hours

THEA 114 or THEA 115

THEA 101 or THEA 208

One course in theatre literature or history

One course in theatre techniques

Two additional theatre courses

THEA 401

Arts Management Course Descriptions

340 Museum Studies (3 s.h.) (R)

The course is designed to introduce the student in history or art history to the history, purpose, and operation of museums, based on the four functions that define a museum: acquisition, preservation, exhibition, and interpretation of objects. Introduction to museum governance, management, financing, including the not-for-profit status, personnel, public relations, auxiliary services, and ethics are also considered.

287, 387 Internship(s) (3 s.h.)

Students gain hands-on experience in museum work, arts organizations, and communications organizations on campus or in the area. Summer internships elsewhere are strongly encouraged. Students gain experience in areas such as museum work, public relations, exhibitions, researching, cataloging, and theatre operations. One internship is required; a second may be taken as an elective. Arranged individually.

400 Senior Project

For course description, see ARTH 400, THEA 401, or MUS 402 in its respective department listing.

Asian Studies

Daniel A. Métraux, department head

Masako Hikami, Amy Miller, James Yoxall, Lin Lin

Aung, Kelda Jamison

Asian Studies is an interdisciplinary major that emphasizes broad cultural, political, economic, and historical perspectives of Asia including the Middle East. Varied courses in related disciplines allow students to understand Asia as a part of the emerging global community. Students are strongly encouraged to participate in the college's programs at Doshisha

Women's College in Kyoto, Japan for a semester each fall, or for a semester or more at Soka University or at Kansai Gaidai in Japan, Sungshin Women's University in Seoul, South Korea, National Chengchi University in Taiwan or at another recognized institution in Asia. Language and Asian Studies courses taken abroad may be included in the major.

Mary Baldwin College offers a major and a minor in Asian Studies. Students may delve deeply into Japanese language and culture and study in Japan or elsewhere in Asia for as long as one academic year. *Japanese language courses can be found in its appropriate listings.* There is no Japanese language major or minor.

Requirements for the Major in Asian Studies

38 semester hours

JPNS 151 and JPNS 152 or equivalent or 6 s.h. of another Asian language at the intermediate level or above. See Note below.

AS 106

AS 212

ANTH 120

ANTH 220

AS 400

Four of the following: AS 200, AS 242, AS 244, AS 246, AS 247, AS 248, AS 250, AS 251, AS 253, AS 255, AS 257, AS/SOC 270, AS/REL 275, AS 277, AS/REL 278, or PHIL/AS 320

Students may substitute one of the following for the courses listed above: BUAD 305, ECON 253, ECON 254, INT 240, POLS 215, or AS 287/387

Recommended: At least 3 s.h. academic credit for one of the following:

- Enroll in a recognized college in Asia for at least one semester
- Complete an internship in Asia or with an Asian company in the United States
- Participate in AS 200 or another approved study travel course in Asia

Note: Students who are unable to study in Asia may take an additional Asian Studies or related course in consultation with the Department Chair

Native speakers of an Asian language

A student may substitute another major Asian language for Japanese by demonstrating competence in that language. However, a person who is a native speaker of an Asian language, or who has achieved at least an intermediate level knowledge of an Asian language, and who elects not to take at least six semester hours of an Asian language at Mary Baldwin College or elsewhere must take up to two additional courses or one additional course and an internship in Asia or with an Asian-related company or institution in the U.S.

Requirements for the Minor in Asian Studies

21 semester hours

AS 106, AS/REL 212 or AS 251

18 semester hours of Asian Studies courses listed below

Recommended: Not more than 6 s.h. earned in one of the following three activities:

- An internship in Japan or elsewhere in Asia
- An internship with an Asian company/organization in the United States
- Participate in AS 200, or another travel study course in Asia

Civic Engagement Opportunities

- Internships with noted international scholars at the Woodrow Wilson International Center for Scholars in Washington, D.C.
- Teaching practicum in elementary schools in New Zealand
- Local internships through our sister schools in Japan and Korea

Asian Studies Course Descriptions

106 Asian Civilizations (3 s.h.) (H, W)

Survey history of East Asia, and Southeast Asia from early 1600s to present.

200 Introduction to Asia (3 s.h.) (I)

A three- to four-week travel study of historical and cultural sites in Japan, Korea, or elsewhere in Asia.

212 Asian Religions (3 s.h.) (H)

A study of the historical religions and philosophies of India, China, and Japan. Cross listed as REL 212.

242 Modern Korea (3 s.h.) (I, W)

Study of the emergence of the modern Korean state from the end of the Yi dynasty through the present division of the country.

244 Modern Middle East (3 s.h.) (I)

Modern political, economic, and cultural history of Middle East from 1800 to present. In-depth studies of Egypt, Israel-Palestine, Saudi Arabia, Iran, Iraq, Turkey, Pakistan, Afghanistan, and current "War on Terror." Preceded by a brief study of Islamic and Jewish history and civilizations.

246 Modern Japan (3 s.h.) (I)

A study of Japanese cultural, political and economic history from the 19th century. Preceded by a brief introduction to its early history.

247 India and Pakistan (3 s.h.) (I)

Political, economic, and cultural history of British India and India, Pakistan and neighboring regions since the late 1700s, preceded by a brief introduction to Hinduism and Islam.

248 Southeast Asia (3 s.h.) (I)

Modern political, economic, and cultural history of SE Asia with an emphasis on Malaysia-Singapore, Vietnam, the Philippines, Burma, and Cambodia.

250 Traditional China (3 s.h.) (H)

Study of Chinese culture and history through 1644.

251 Asian Women (3 s.h.) (G, W)

Study of the social, cultural, political, and religious roles of Indian, Chinese, Korean, Middle Eastern, Southeast Asian, and Japanese women past and present. Focus on degree of “choice” in the lives of Asian women.

253 Modern China (3 s.h.) (I)

Chinese political, economic, and cultural history from the 17th century to the present with an emphasis on 20th-century developments. Emphasis also on Taiwan.

255 Survey of South Asian Art (3 s.h.)

This course covers the art, architecture, and culture of South Asia. Focus on India and its artistic tradition and its influence in Southeast Asia and the rest of the continent. Recommended background: AS/REL 212 and sophomore standing. ADP only.

257 The Chinese Century? (3 s.h.) (I, W)

A study of China’s recent transformation into a major economic and political power. Includes studies of contemporary Chinese society, foreign policy, politics, religion, and culture.

270 Australia and New Zealand (3 s.h.) (I, W)

Comparative analysis of the history and cultures of Australia and New Zealand including native peoples. Cross listed as SOC 270.

275 Buddhism (3 s.h.) (H, W)

A study of the teachings of the original Buddha and of the Hinayana (Theravada) and Mahayana schools of Buddhism, followed by analysis of the socio-political role of Buddhism in contemporary Asia. Cross listed as REL 275.

277 Colloquium (1–3 s.h.)

Colloquia are one-time special courses that focus on specialized areas or themes in Asian Studies.

278 Hinduism (3 s.h.) (H, W)

A general introduction to the many distinct yet interrelated religious traditions of South Asia that are labeled “Hinduism.” Study of the development of traditional Hinduism, its evolution in modern times and its socio-political role in contemporary Asia. Cross listed as REL 278.

287, 387 Internship (1–3 s.h.)

An internship in Japan or elsewhere in Asia, or with an Asian-related company or organization in the United States.

320 Peacemaking: Gandhi and Nonviolence (3 s.h.) (T, R)

For course description, see PHIL 320 in the Philosophy listing.

400 Senior Requirement (3 s.h.) (O, M)

A required course for Asian Studies majors, who meet as a class to prepare individual research papers. Weekly sessions guide students through a step-by-step process from introduction of topic to completion of a 25–30 page paper. Students work in a seminar format, discussing as a group the weekly progress of each student.

Biochemistry

Please see Chemistry, Biochemistry Emphasis

Biology

Paul Callo, department head

Kadrin Anderson, Paul Deeble, Eileen Hinks, Eric Jones, Lundy Pentz

In the Biology Department we believe that the best way to learn science is by doing it — by involvement in thoughtfully designed laboratory work which includes self-designed experiments and by exposure to current methods and questions in the field. We believe that this is important even for non-biology majors, because of both the understanding of science that comes from it and the teamwork and analytical skills which are developed — skills which are valuable in any setting.

Students who major in Biology integrate technique and theory. Whether they are contributing to faculty research or working on a self-designed project, Biology majors have access to equipment and the opportunity to conduct hypothesis-driven research at a high level intended to make an impression in graduate school and beyond. It is expected that this research will incorporate sophisticated techniques and instrumentation and skill in using the primary research literature; this culminates in an original and substantial senior research project and the presentation and defense of a thesis.

Biology is available as a major (BS or BA) and minor. Within the Biology major, there are optional emphases in Biomedical Science or Science Education. Environmental Policy Analysis is available as a minor in coordination with a major in Biology, Business, Chemistry, Economics, or Political Science.

This major requires a substantial portion of the coursework to be completed at the Staunton campus.

Requirements for Bachelor of Arts in Biology

39 semester hours in Biology plus 8 semester hours in supporting courses

The Basic Biology Core: Required of all Majors

Course	Credit Hours
BIOL 111 Principles of Biology	4
BIOL 112 Diversity of Life	4
BIOL 222 Genetics	4
BIOL 224 Cell Biology	4
BIOL 245 Ecology	4
BIOL 253 Zoology or BIOL 257 Botany	4
BIOL 381 Junior Seminar	3
BIOL 400 Senior Seminar	1
BIOL 401 Senior Research	2
BIOL elective	2-4
BIOL elective	2-4
BIOL elective at the 300 level	2-4
TOTAL	Minimum of 39

Note: If BIOL 148 is used as an elective, BIOL 149 must accompany it, though they need not be taken concurrently.

Supporting Courses: Required of all Biology majors 8 credit hours in Chemistry

CHEM 121 General Chemistry I with lab
CHEM 122 General Chemistry II with lab

Requirements for Bachelor of Science in Biology

39 semester hours in Biology plus 19 semester hours in supporting courses

The Basic Biology Core (listed above) with two BIOL electives at the 300 level instead of one.

Supporting Courses:

8 credit hours in Chemistry

CHEM 121 General Chemistry I with lab
CHEM 122 General Chemistry II with lab

And 11 credit hours in Mathematics/Statistics:

MATH 211* Calculus I

MATH 212* Calculus II

Any Statistics course or MATH 200 – 300 level course

Biomedical Science Emphasis

The biomedical science emphasis is an interdisciplinary program designed to prepare students for admission to professional schools in the medical sciences, graduate study in fields related to basic science research, or employment in the rapidly growing biotechnology and pharmaceutical industries.

Requirements for the Biomedical Science Emphasis

Minimum 42 semester hours

The requirements for the BA or BS in biology with 15 elective semester hours selected from: CHEM 221, CHEM 222, PHYS 201, PHYS 202, BIOL 255, BIOL 261, BIOL 264, BIOL 265, BIOL 327, BIOL 328, BIOL 329, BIOL 352, BIOL 354, or BIOL 355

One of the following: ANTH 208, HCA 101, HCA/PHIL 230, HCA 245, HCA 250, PSYC 203, PSYC 210, PSYC 211, PSYC 305, PSYC 307, or SOC 260

Note: Students are encouraged to pursue internships in the biomedical sciences (BIOL 387).

Science Education Emphasis

The science education emphasis, added to a minor in education, prepares students for careers as science educators.

Requirements for the Science Education Emphasis

48 semester hours

The requirements for the BA in biology, including both BIOL 253 and BIOL 257

One of the following: BIOL 141, BIOL 142, BIOL 145 or BIOL 148 and BIOL 149, BIOL 150

One of the following: BIOL 264 or BIOL 265

BIOL 380: serve as a teaching assistant in a lab science

Note: Students also should refer to the requirements for an education minor and for teacher licensure. For more information, see Education and Education — Teacher Licensure.

Requirements for the Minor in Biology

24 semester hours

BIOL 111 and BIOL 112

Three of the following: BIOL 222, BIOL 224, BIOL 245, BIOL 253, or BIOL 257

Additional courses in biology to total 24 semester hours.

Minor in Environmental Policy Analysis

Please see Environmental Policy Analysis

Civic Engagement Opportunities

- Civic engagement contracts with BIOL 151 and BIOL 264/265 by working in local clinics or health services.

- BIOL 145 involves students working with the City of Staunton on the Lewis Creek Watershed Advisory Council to monitor an impaired local waterway.

Biology Course Descriptions

100 The Living World (3 s.h.) (N, R)

This is a course recommended for non-majors. Students will seek answers to several questions: What should I eat? Why do we run? What do our genes do? Why do we need bacteria in our bodies? How does what we do impact other species? This course will examine these themes through readings, videos, discussions, and oral presentations.

111 Principles of Biology (4 s.h.) (N, W)

Lecture and lab. The biological sciences as a process of inquiry, with emphasis on general principles including the structure and function of major biological molecules such as DNA, RNA, protein, lipids, and carbohydrates. This course emphasizes basic cell biology, fundamental biochemical pathways, and introductory genetics. This course provides the foundation for all other biology courses and is the first course in a two part sequence with BIOL 112. Fall.

112 Diversity of Life (4 s.h.) (N)

Lecture and lab. This course is intended to give students an introduction to the great diversity of life on Earth, with emphasis on the body plans, ecology, and evolutionary relationships among organisms. This is the second course in the introductory biology sequence which began with BIOL 111. Spring.

120 Nutrition for Health, Fitness, and Sport (3 s.h.) (N)

For course description, see CHEM/BIOL 120 in the Chemistry listing.

141 Field Biology (4 s.h.) (N)

Field course. Focuses on the natural history and ecology of plants and animals in and around the Shenandoah Valley. Spring wildflowers, birds, and mammals are studied in the varied habitats found in the George Washington National Forest and St. Mary's and Ramsey's Draft wilderness areas. Students who take the course should like to hike. May Term.

142 Botany in the Field (4 s.h.) (N)

Field course. A detailed study of the plant species growing in local habitats, focusing on how elevation, soils, microclimate, and ecological succession affect vegetation patterns of the region. Students who take this course should like to hike. Offered Summer Week as needed.

145 Freshwater Biology (4 s.h.) (N)

Field and lab course. Two local streams will be studied as part of a long term project linking their chemistry with changes in their plant and animal communities. The emphasis will be on the collection and analysis of water quality data. May Term.

148 Environmental Issues (3 s.h.) (N)

The goals of this course are to introduce students to the basic principles of ecology that underlie the major environmental issues of today. This course is particularly appropriate for students interested in the environment that are majoring in business administration, communication, education, and the social sciences. Requires BIOL 149 in order to count toward a Biology major.

149 Environmental Issues Lab (1 s.h.) (N)

Lab course. Students work on a variety of projects dealing with population biology, community structure, and the monitoring of environmental pollution.

150 Field Ornithology (4 s.h.) (N)

Field course. Students study the biology, ecology, and behavior of wild birds, learn to identify birds (by sight and sound) and participate in a bird-banding research project. The plight of neotropical migratory birds is emphasized. Alternate years, May Term.

151 Human Health and Disease (3 s.h.) (T, O)

A study of the structure and function of the human body in order to understand how disease impacts the living world. The effects of disease on society are considered from the primary perspective of the biological sciences with context offered within health care management, the media, ethics, and economics.

211 Evolution (3 s.h.)

Evolution, the great unifying theory behind modern biology, is introduced with an emphasis on experimental evidence bearing on the modern synthesis of evolutionary theory and its bearing on topics such as disease, aging, and social behavior. **Prerequisite: BIOL 111.* Alternate years.

222 Genetics (4 s.h.)

Lecture and lab. The study of genetic principles, including Mendelian inheritance and gene regulation, in a variety of different organisms. The ethical and practical implications of genetic research and the genetic basis of disease are focal points of the course. Students develop problem-solving ability and conduct genetic experiments using classical and molecular methods. **Prerequisite: BIOL 111.* Spring.

224 Cell Biology (4 s.h.)

Lecture and lab. Cell structure and function including cell physiology, cell-cell signaling and the role of cells in development and cancer are presented along with basic biochemical concepts. The laboratory introduces the main techniques of cytochemistry, histology, enzymology, and tissue culture. Alternate years.
**Prerequisite: BIOL 111.*

230 Studies in Biology (3 s.h.)

These colloquia will focus on topics not included in regularly scheduled biology courses. Interests of the students and faculty will determine the subject.

245 Ecology (4 s.h.)

Lecture, lab and field course. Students study the interrelationships of living organisms with each other and their environments at the population, community, and ecosystem levels. The course includes a research weekend at the Duke University Marine Laboratory.
**Prerequisite: BIOL 112. Fall.*

248/348 Conservation Biology (3 s.h.) (T: 348 only)

Conservation biology is the study of the diversity of life and its preservation. The course will cover biodiversity as an evolutionary result, a factor structuring ecological communities, and an environmental issue. The course will examine conservation biology in theory and in practice. **Prerequisite: BIOL 112 or permission of instructor.* Alternate years.

250 Neotropical Ornithology (4 s.h.) (N)

Study abroad. Neotropical ornithology introduces the diversity of birds, their scientific study, and conservation in both tropical and temperate settings. We visit the tropics during spring break and study migratory species in Virginia during a week of May Term. Differences between resident and migratory tropical birds introduce the concept of bias in our perception. Students achieve a solid foundation in bird biology, ecology, and behavior. Alternate years, May Term.

251 Exercise Testing and Training (3 s.h.)

Anatomy and physiology as it applies to exercise, especially exercise testing and exercise program planning. The course includes techniques for assessing blood pressure, resting heart rate, body composition, and muscular strength and endurance. Cross listed as PHE 251.

252 Biology of Women (3 s.h.) (G)

This course examines female biology from the evolution of sex to reproduction to individual health. This course emphasizes female life stages and basic biological concepts relating to cells and heredity. Cross listed as WS/BIOL 252. Suggested background: BIOL 111 or 151.

253 Zoology (4 s.h.)

Lecture and lab. Introduction to the evolution of form and function of the major animal phyla with emphasis on observing ecological adaptations and unraveling evolutionary history through the use of contemporary taxonomic methods. The laboratory involves substantial dissection. **Prerequisite: BIOL 112.* Alternate years, Spring.

255 Microbiology (4 s.h.)

Lecture and lab. The basic biology of bacteria and other microbes, with emphasis on metabolic diversity, the disease process, and microbial ecology. The laboratory introduces methods for microbial culture and identification through student-designed experiments. This course is required for students in the clinical laboratory science or master of science in nursing programs. **Prerequisites: BIOL 112, CHEM 121, CHEM 122.* Alternate years.

257 Botany (4 s.h.)

Lecture and lab. A study of how different groups of plants have solved common environmental challenges including support, transport, defenses, reproductive strategies, and modes of speciation. Laboratory work includes plant physiology experiments, preserved material, and field identification of local species and families. **Prerequisite: BIOL 112.* Alternate years.

259 Horticulture (4 s.h.)

Lecture and lab. Covers horticulture as it relates to home landscaping, landscape maintenance, and gardening principles, including soils, composting, plant propagation, pests and disease. Labs will include field trips to local gardens and nurseries, use of garden design software, demonstrations of gardening techniques, and hands-on learning in the yard and garden. Offered as needed.

261 Epidemiology (3 s.h.)

For course description, see HCA 261 in the Health Care Administration listing.

264/265 Human Anatomy and Physiology I/II (4 s.h. each)

Lecture and lab. The study of the relationships between anatomical structure and physiological function of the human body. All systems of the human body are investigated through classroom discussion, dissection, and physiological analyses. These courses are appropriate for students seeking careers in the allied health sciences and as teachers. **Prerequisite: BIOL 111.* Alternate years.

305 Physiological Psychology (3 s.h.)

For course description, see PSYC 305 in the Psychology listing.

324 Biochemistry I (3 s.h.)

For course description, see CHEM 324 in the Chemistry listing.

325 Biochemistry II (3 s.h.)

For course description, see CHEM 325 in the Chemistry listing.

326 Experimental Biochemistry (4 s.h.)

For course description, see CHEM 326 in the Chemistry listing.

327 Immunology (3 s.h.)

The physiology, cell biology, genetics, and health implications of the immune system, with emphasis on the experimental evidence and reasoning behind our current understanding. This course is required of students seeking to enter the clinical laboratory science program. *Prerequisite: BIOL 111. Alternate years.

328 Molecular Biology (3 s.h.)

Techniques of molecular biology are used to study topics ranging from cell-cell signaling to evolution and ecology; this course is taught as a journal club in which students select, present and discuss a variety of current research papers using these techniques. *Prerequisite: BIOL 222. Alternate years.

329 Electron Microscopy (4 s.h.)

Laboratory course. The study of the theory and methodology required to use the transmission and scanning electron microscopes as specimens are prepared for viewing in the Transmission Electron Microscope (TEM) and the Scanning Electron Microscope (SEM). *Prerequisite: BIOL 111 or BIOL 112. Alternate years, May Term.

352 Developmental Biology (4 s.h.)

Lecture and lab. Embryonic development is studied in a variety of organisms, from gamete production to ageing, with reading from the research literature and a focus on the main experimental approaches to development. In the laboratory, students select and carry out several experimental projects. *Prerequisite: BIOL 111. Alternate years.

354 Comparative Physiology (4 s.h.) (W)

Lecture and lab. An examination of the common cellular mechanisms underlying many physiological processes using a comparative approach emphasizing functional strategies for solving physiological problems. The laboratory allows students to perform self-directed experiments, based in the primary literature, on a variety of organisms. *Prerequisite: BIOL 111. Alternate years.

355 Comparative Vertebrate Anatomy (4 s.h.)

An investigation of the connection between the form and the function of selected organ systems in representative vertebrates. The laboratory emphasizes evolutionary modifications seen in different animals, including lamprey, the dogfish, and the cat. *Prerequisite: BIOL 112 or permission of instructor. Alternate years.

361 Animal Behavior (4 s.h.)

Lecture, project, discussion, and lab. The comparative study of animal behavior from ecological and evolutionary points of view. Topics include innate and learned behavior as two poles of the entire spectrum of behavior, evolution of behavior patterns, social organization, sexual selection and female choice, and applications of ethology to human behavior. *Prerequisite: BIOL 112. Alternate years.

263/363 Primate Ecology (3 s.h.)

A comparative study of the behavior of primates from an ecological and evolutionary point of view. The seminar will focus on recent field studies on chimpanzees, gorillas, orangutans, and other primate species. Social organization, behavioral development, communication, and sexual behavior are some of the topics to be explored through discussion of readings and video sequences. Strongly recommended background: BIOL 361 or Anthropology Course work. Alternate years.

381 Junior Seminar (3 s.h.)

This seminar focuses on experimental design, scientific writing, data analysis, and development of a senior research topic. Required of all junior year biology majors. *Prerequisites: at least two of the biology core courses (BIOL 222, 224, 245, and 253 or 257) completed with a grade of C or better and overall GPA in biology of 2.0 or higher OR permission of the department.

383 Advanced Study in Biology (2–3 s.h.)

Topics of mutual interest to a group of students and a professor are considered.

400 Senior Seminar (1 s.h.) (O, M)

Students complete planning and begin experiments for the project designed during BIOL 381. Students meet in small groups to refine the research plan and write a research proposal for review by midterm, then participate in journal article presentations on relevant papers and lab meetings to report progress on experiments. *Prerequisite: BIOL 381.

401 Senior Research (2 s.h.) (O, M)

Includes the experimental portion of the senior research project, combined with a lab meeting format in which to present results, including formal oral presentations of the project. The student prepares a written thesis and

conducts an oral defense of it, and takes the Major Field Achievement Test in Biology.

Business

Cathy Ferris McPherson and Joe Sprangel, department heads

Gregory Brann, Janet Ewing, Claire Kent, Bob Klonoski, Sally Ludwig, Lallon Pond

Our goal is to prepare students to excel in the present and future work environment. We will provide them with an understanding of different business and organizational structures in the context of sustainable business principles and practices, and help them to gain a heightened understanding of social and environmental issues affecting local, national, and global communities. We will guide them in exploring what makes businesses and other types of organizations thrive in the long run, giving them the skills necessary to critically evaluate and execute business strategy in the real world. We will provide breadth and depth of knowledge through examining theory and practices from a strategic perspective in all functional areas of business. Ultimately students will truly understand the triple bottom line perspective and evaluation and will be prepared to apply this knowledge in their careers. Our students will learn what it means to be global citizens and will be shaped into change agents in their local communities and beyond. They will be life-long learners and will make significant contributions to any organization or community with which they are affiliated.

The Business Department at Mary Baldwin College offers students the option of pursuing a Bachelor of Arts in Business or a Bachelor of Science in Business. Within these two alternatives, students may complete a major in business by opting to pursue one of six distinct areas of emphasis: Accounting, Entrepreneurship, Human Resource Management, Management, Marketing, or Sustainability. Bachelor of Arts degrees are available in Marketing Communication and International Economics and Business. Students may also minor in Business as well as in Entrepreneurship, Human Resource Management, Management, Marketing, and Sustainable Business Management.

Bachelor of Arts in Business

The degree in Business is a preparation for engaging in the world after graduation in almost any endeavor, whether profit-seeking or not. The core of the program focuses on three critical abilities:

- To communicate one's ideas to others and to learn from them
- To organize people and activities in order to effectively accomplish one's goals

- To track and evaluate progress against those goals
- Students will be required to complete a series of business courses intended to provide a foundation in essential business competencies which will be supplemented by additional coursework in one of six emphasis areas.

Students seeking a bachelor of arts in business are urged to complete a minor in any area of study offered at the college. Suitable minors within the business department include the following: management, marketing, or human resource management. A student may pursue a minor in any of these three alternatives provided it is outside the student's chosen emphasis area. Students also are encouraged to consider minors outside of the department based on their particular area/s of interest. Requirements for the three departmental minors as well as other minors across the college may be found in their own distinctive catalog listings (*see alphabetized listing for all majors and minors*).

Note for transfer students: Microeconomics and Macroeconomics credits transferred from another college meet the ECON 101 and 102 requirements for the Bachelor of Arts in Business Degree, but only ECON 102 taken at MBC meets the International Learning outcome requirement. Students transferring the ECON 102 course from another college must meet this learning outcome from one of the other qualifying courses at MBC.

Requirements for the Bachelor of Arts in Business

Emphasis in Accounting

45 semester hours

BUAD 104 — Perspectives on Sustainability
BUAD 200 — Management Principles
BUAD 210 — Financial Accounting
BUAD 211— Managerial Accounting
BUAD 220 — Legal Environment of Business
BUAD 222 — Social Science Statistics
BUAD 230 — Marketing Principles
BUAD 340 — Principles of Financial Management
BUAD 400 — Strategy & Sustainability in Business Decisions
BUAD 401 — Business Senior Seminar
ECON 101 — Microeconomics
ECON 102 — International and Macroeconomics

Plus three of the following:

BUAD 310 — Intermediate Accounting I
BUAD 311 — Intermediate Accounting II
BUAD 312 — Cost Accounting
BUAD 313 — Computerized Accounting for the Small Business
BUAD 314 — Tax Accounting
BUAD 315 — Accounting Information Systems
BUAD 316 — Advanced Accounting

BUAD 317 — Accounting for Non-profits and Government

BUAD 318 — Auditing

Note: Students planning to take the CPA exam should complete all accounting courses at the 300-level offered at MBC. BUAD 221 Legal Environment of Business II is also recommended.

Requirements for the Bachelor of Arts in Business

Emphasis in Entrepreneurship

45 semester hours

BUAD 104 — Perspectives on Sustainability

BUAD 200 — Management Principles

BUAD 208 — Accounting Principles

BUAD 209 — Financial Decision Making

BUAD 220 — Legal Environment of Business

BUAD 222 — Social Science Statistics

BUAD 230 — Marketing Principles

BUAD 306 — The Entrepreneur

BUAD 400 — Strategy & Sustainability in Business Decisions

BUAD 401 — Business Senior Seminar

ECON 101 — Microeconomics

ECON 102 — International and Macroeconomics

Plus three of the following:

BUAD 313 — Computerized Accounting for the Small Business

BUAD 338 — Market Research

BUAD 350 — Project Management for Sustainable Impact

BUAD 362 — Consumer Behavior

CE 281 — Civic Engagement and Social Entrepreneurism

COMM 240 — Principles of Advertising

COMM/MKTC 300 — Integrated Media and Marketing Campaigns

Requirements for the Bachelor of Arts in Business

Emphasis in Human Resource Management

45 semester hours

BUAD 104 — Perspectives on Sustainability

BUAD 200 — Management Principles

BUAD 208 — Accounting Principles

BUAD 209 — Financial Decision Making

BUAD 220 — Legal Environment of Business

BUAD 222 — Social Science Statistics

BUAD 230 — Marketing Principles

BUAD 302 — Managing Human Resources

BUAD 400 — Strategy & Sustainability in Business Decisions

BUAD 401 — Business Senior Seminar

ECON 101 — Microeconomics

ECON 102 — International and Macroeconomics

Plus one of the following:

BUAD 202 — Organizational Behavior and Interpersonal Communication

PSY 245 — Industrial/Organizational Psychology

Plus one of the following:

BUAD 266 — Social Trends and their Impact on Business

BUAD 305 — Global Business

COMM 280 — Intercultural Communication

ECON 247 — Globalization and Labor Issues

Plus one of the following:

BUAD 350 — Project Management for Sustainable Impact

BUAD 387 — Business & Civic Engagement Internship

BUAD 395 — Business Practicum

PSY 205 — Techniques of Counseling and Psychotherapy

PSY 302 — Psychological Testing (Note: PSY 220 or 250 is a pre-requisite for PSY 302)

PSY 313 — Applied Behavioral Analysis

REL/COMM 237 — Mediation: Theory and Practice

Requirements for the Bachelor of Arts in Business

Emphasis in Management

45 semester hours

BUAD 104 — Perspectives on Sustainability

BUAD 200 — Management Principles

BUAD 208 — Accounting Principles

BUAD 209 — Financial Decision Making

BUAD 220 — Legal Environment of Business

BUAD 222 — Social Science Statistics

BUAD 230 — Marketing Principles

BUAD 307 — Business & Society

BUAD 400 — Strategy & Sustainability in Business Decisions

BUAD 401 — Business Senior Seminar

ECON 101 — Microeconomics

ECON 102 — International and Macroeconomics

Plus three of the following:

BUAD 202 — Organizational Behavior and Interpersonal Communication

BUAD 250 — The Female Executive: Strategies in the Workplace

BUAD 302 — Managing Human Resources

BUAD 305 — Global Business

BUAD 306 — The Entrepreneur

BUAD 350 — Project Management for Sustainable Impact

ECON 247 — Globalization and Labor Issues

INT 230 — History and Theories of Leadership

INT 330/331 — The Practice of Leadership Seminar

PSY 245 — Industrial/Organizational Psychology

Requirements for the Bachelor of Arts in Business

Emphasis in Marketing

45 semester hours

BUAD 104 — Perspectives on Sustainability
BUAD 200 — Management Principles
BUAD 208 — Accounting Principles
BUAD 209 — Financial Decision Making
BUAD 220 — Legal Environment of Business
BUAD 222 — Social Science Statistics
BUAD 230 — Marketing Principles
BUAD 338 — Marketing Research
BUAD 362 — Consumer Behavior
BUAD 400 — Strategy & Sustainability in Business Decisions
BUAD 401 — Business Senior Seminar
COMM 240 — Principles of Advertising
ECON 101 — Microeconomics
ECON 102 — International and Macroeconomics

Plus one of the following:

BUAD 334 — Multi-Cultural Marketing in America
BUAD 336 — Cross-Cultural and Global Marketing

Requirements for the Bachelor of Arts in Business

Emphasis in Sustainability

45 semester hours

BUAD 104 — Perspectives on Sustainability
BUAD 200 — Management Principles
BUAD 208 — Accounting Principles
BUAD 209 — Financial Decision Making
BUAD 220 — Legal Environment of Business
BUAD 222 — Social Science Statistics
BUAD 230 — Marketing Principles
BUAD 307 — Business & Society
BUAD 400 — Strategy & Sustainability in Business Decisions
BUAD 401 — Business Senior Seminar
ECON 101 — Microeconomics
ECON 102 — International and Macroeconomics

Plus one of the following:

BUAD 202 — Organizational Behavior and Interpersonal Communication
BUAD 266 — Social Trends and their Impact on Business
CE 281 — Civic Engagement and Social Entrepreneurism

Plus one of the following:

BUAD 250 — The Female Executive: Strategies in the Workplace
BUAD 260 — Personal Finance

PHIL 110 — Ethical Issues in Business

Plus one of the following:

BIO 148 — Environmental Issues
BUAD 350 — Project Management for Sustainable Impact
SOC 262 — Environmental Sociology

Bachelor of Science in Business

Students seeking a Bachelor of Science in Business must meet all of the requirements for the Bachelor of Arts in Business in any of the emphasis areas, plus the following:
ECON/POLS 301 — Advanced Data Analysis
Three courses in mathematics at the 200-level or above
Two 200-level lab science courses

Note: Students planning to enter a Master of Business Administration (MBA) program would benefit from taking:

BUAD 305 — Global Business
BUAD 312 — Cost Accounting
BUAD 340 — Principles of Financial Management
BUAD 336 — Cross-Cultural & Global Marketing
ECON 203 — Intermediate Microeconomic Theory

Bachelor of Arts in International Economics and Business

Please see International Economics and Business

Bachelor of Arts in Marketing Communication

Please see Marketing Communication

Minor in Business

A minor in business is highly desirable in today's fast-paced environment. The minor will provide valuable theoretical understanding and practical application exercises in the areas of management, marketing, accounting, and the legal environment of business. Coursework will also reflect the growing focus on sustainability practices and measures as a means to preserve our world. Students in any major area will benefit from pairing a business minor with other majors and minors.

Requirements for the Minor in Business

18 semester hours

BUAD 104 — Perspectives on Sustainability
BUAD 200 — Management Principles
BUAD 208 — Accounting Principles
BUAD 209 — Financial Decision Making
BUAD 220 — Legal Environment of Business
BUAD 230 — Marketing Principles

For those students whose major field is a non-business discipline, the completion of these core business courses

satisfies the requirements for a Minor in Business. Those students who wish to further their study of business may earn a Major in Business with an emphasis in one of the six areas outlined above. To be eligible for a Major in Business, the student must have earned a 2.5 GPA or higher in the core business curriculum.

Additional Business Department Minors

Please see Human Resource Management, Marketing, or Management

Certificate Programs

MBC offers certificates in the following areas: Sustainable Business Management, Entrepreneurship, Human Resource Management, and Marketing Communication. Twelve semester hours must be new coursework with MBC.

Requirements for Certificate in Sustainable Business Management

21 semester hours

BUAD 104 — Perspectives on Sustainability
BUAD 200 — Management Principles
BUAD 202 — Organizational Behavior and Interpersonal Communication
BUAD 208 — Accounting Principles
BUAD 230 — Marketing Principles
BUAD 350 — Project Management for Sustainable Impact

Plus one of the following:

BUAD 307 — Business & Society
PHIL 110 — Ethical Issues in Business

Requirements for Certificate in Entrepreneurship

21 semester hours

BUAD 104 — Perspectives on Sustainability
BUAD 200 — Management Principles
BUAD 208 — Accounting Principles
BUAD 230 — Marketing Principles
BUAD 306 — The Entrepreneur

Plus two of the following:

BUAD 209 — Financial Decision Making
BUAD 302 — Managing Human Resources
BUAD 338 — Marketing Research
BUAD 350 — Project Management for Sustainable Impact
BUAD 362 — Consumer Behavior
CE 281 — Civic Leadership and Social Entrepreneurism

Requirements for Certificate in Human Resource Management

18 semester hours

BUAD 200 — Management Principles
BUAD 302 — Managing Human Resources

PSY 205 — Techniques of Counseling and Psychotherapy

Plus one of the following:

BUAD 202 — Organizational Behavior and Interpersonal Communication

PSY 245 — Industrial/Organizational Psychology

Plus one of the following:

BUAD 266 — Social Trends and their Impact on Business

BUAD 305 — Global Business

BUAD 307 — Business and Society

COMM 280 — Intercultural Communication

ECON 247 — Globalization and Labor Issues

Plus one of the following:

BUAD 350 — Project Management for Sustainable Impact

BUAD 387 — Business & Civic Engagement Internship

BUAD 395 — Business Practicum

PSY 302 — Psychological Testing (Note: PSY 220 or 250 is a pre-requisite for PSY 302)

PSY 313 — Applied Behavioral Analysis

REL/COMM 237 — Mediation: Theory and Practice

Requirements for Certificate in Marketing Communication

21 semester hours

BUAD 230 — Marketing Principles
BUAD 338 — Marketing Research
BUAD 362 — Consumer Behavior
COMM 115 — Introduction to Mass Media
COMM 240 — Principles of Advertising
COMM 260 — Principles of Public Relations
COMM 300 — Integrated Campaigns (OR an approved 300-level substitute)

Civic Engagement Opportunities

Students may take course learning into their communities to help organizations of all types with business-related activities. As the College's gateway for civic engagement and global engagement options, the Spencer Center provides faculty who will work with students to pair their interests with appropriate opportunities.

Business Course Descriptions

Note: The following courses are available only online: BUAD 211, BUAD 307, BUAD 311, BUAD 312, BUAD 314, BUAD 315, BUAD 316, BUAD 317, BUAD 318, BUAD 340, and BUAD 360.

104 Perspectives on Sustainability (3 s.h.)

Provides an overview of sustainability from the perspectives of business, economics, environmental/ecological studies, and sociology. It introduces the student to the triple bottom line concept and evaluation which focuses on financial, social, and environmental responsibilities.

200 Management Principles (3 s.h.) (W)

Provides an overview of traditional management theory and practice and the growing literature on contemporary management. It also provides the student with opportunities to read about and examine real-life applications. Highlights the principles and practices of sustainable business management from both a strategic perspective and an application-oriented perspective.

**Prerequisite: sophomore standing or permission of instructor.*

202 Organizational Behavior & Interpersonal Communication (3 s.h.)

Focuses on critical aspects of organizational behavior and interpersonal communication. Covers topics such as systems theory; organizational culture and learning; and individual, team, and group dynamics, as well as other vital areas such as conflict resolution and negotiation. Understanding of the centrality of communication in person-to-person relationships, and recognition and acceptance of diversity are critical elements on a micro and macro level. Organizational leadership and change management are explored as elements of healthy and sustainable organizational cultures. Cross listed as COMM 202. **Prerequisite: sophomore standing.*

208 Accounting Principles (3 s.h.)

Introduces students to financial statements and the concepts and transactions that underlie those statements. It focuses on understanding financial statements and the numbers that make up financial statements, giving students a rudimentary knowledge of debits and credits, an understanding of basic accounting principles, and a greater understanding of the relationships between the numbers. Will also examine the prevalence of corporate social responsibility annual reports.

209 Financial Decision Making (3 s.h.) (Q)

Provides an introduction to the concepts, problems, and applications of decision making as related to personal and corporate financial management. Specifically, the principles of time value of money, risk/return trade-off, stock and bond valuation, capital budgeting techniques and practices including cost/benefit analysis, capital structure, and working capital management are covered in the context of the triple bottom line.

210 Financial Accounting (3 s.h.)

Introduces the conceptual foundation of accounting and the fundamental techniques involved in the preparation of corporate financial statements. Includes the balance sheet, income statement, and retained earnings statement.

211 Managerial Accounting (3 s.h.)

Offered online only. The second semester of accounting principles designed for students planning to major in Business with an Accounting emphasis. Looks at financial accounting concepts/theories in greater depth and examines principles of managerial accounting.

**Prerequisite: at least a 'B' in BUAD 210.*

220 The Legal Environment of Business (3 s.h.)

This course is a basic introduction to legal concepts that affect businesses, employees, and individuals dealing with them. Topics covered include the legal system of the United States, constitutional and criminal law, torts, contracts, and agency law. Junior standing recommended.

221 The Legal Environment of Business II (3 s.h.)

This is a continuation of The Legal Environment of Business I. It introduces real, personal, and intellectual property; trusts and wills; general and limited partnerships; and corporations, including their formation, financial and management structures, and fundamental changes. In addition, federal and state business regulations in the areas of environmental law, bankruptcy, consumer protection, and employment law will be covered. **Prerequisite: BUAD 220.*

222 Social Science Statistics (3 s.h.) (Q)

For course description, see INT 222 in the Interdisciplinary Studies listing.

230 Marketing Principles (3 s.h.)

This course introduces the basic principles of marketing, including marketing strategy, marketing communication, and the interaction between organizations and consumers. Emphasis will be on economic, social, cultural, and legal environments in which marketing occurs. Students gain understanding of traditional marketing concepts and current marketing thought, as well as practical experience through analytical and creative projects.

244 Investments (3 s.h.)

An introductory study of investment management covering cash equivalents, money markets, mutual funds, stocks, corporate bonds, government bonds, retirement plans and annuities, real estate, options, and futures, focusing on the individual investor. Investment strategies and risk and return are evaluated as well as techniques and procedures designed to aid in investment management. Course offered as needed. Optional field trip to NYC financial district at additional cost.

247 Globalization and Labor Issues (3 s.h.) (I)

For course description, see ECON 247 in the Economics listing.

250 The Female Executive: Strategies in the Workplace (3 s.h.) (G)

Examines the impact of women in key leadership roles, presenting how women establish and maintain effectiveness as managers and leaders. Provides a historical perspective on women's culture and their changing roles. Topics include gender communication, leadership style development, political game playing, work and family integration, networking and mentoring, sexual harassment, perceived and real barriers to women's job mobility, and professional development planning.

260 Personal Finance (3 s.h.) (Q)

Provides an overview of budgeting, financial record keeping, income tax planning, consumer credit, insurance considerations, factors involved in buying or renting a home, investment strategies, stock market analysis, and retirement planning. Concepts and proven guidelines for successful financial planning are combined with real world applications through readings, analysis of cases, and outside research. Offered as needed.

266 Social Trends and Their Impact on Business (3 s.h.)

Introduces students to the significance of sociocultural, political, and environmental trends and their impact on how business opportunities can grow or be hampered. Emphasizes a triple bottom line viewpoint while focusing on social trends such as the changing face of America, the Green movement, globalization, technology and communication upgrades, and changes in the workforce. Twenty hour service component required. Cross listed as INT 266.

287 Business & Civic Engagement Internship: Career Exploration (credit varies)

This level of internship provides the student with opportunities to observe and learn about job possibilities in an employment setting. A log of daily responsibilities and a written summary are required. **Prerequisite: permission of a business faculty member.*

302 Managing Human Resources (3 s.h.)

Covers the design/purpose of human resource (HR) management systems and examines trends in a broader environment. Sustainable organizational culture requires appropriate design and implementation of HR policy. Students study HR planning and organizational competitiveness, global HRM, equal employment opportunity, job analysis and staffing, recruitment and selection, training and development, performance management and appraisal, compensation, employer rights, union/management relations, and characteristics of high-performance organizations. **Prerequisite: BUAD 200 or HCA 101.*

305 Global Business (3 s.h.) (I)

Addresses issues involved in international business for firms of all sizes. As business has become global in nature, firms must focus on international business to remain competitive. Students preparing for a managerial career must understand the complexities and cultural aspects of international business. Class/Blackboard discussions, case analyses, and a semester project are required. **Prerequisite: BUAD 200 or instructor permission.*

306 The Entrepreneur: Starting, Marketing & Managing a Small Business (3 s.h.)

Students participate in feasibility studies and potential development of a new venture involving creation, planning, assessment, development, startup, and operation. Includes feasibility assessment, business-plan development, and start-up preparation. Case studies will be used to build the skills required. **Prerequisites: BUAD 200, 208, and 230 or instructor permission.*

307 Business and Society (3 s.h.) (R)

This course explores how business processes have affected, and been affected by, social, cultural, political, and legal environments throughout history. Students gain understanding of current business trends and events, with emphasis on the broad cultural contexts in which they occur, through current readings, case analyses, and class/Blackboard discussions. **Prerequisite: sophomore standing.*

310 Intermediate Accounting I (3 s.h.)

This is a further consideration of issues developed in accounting principles courses. Assignments focus on preparation and use of meaningful financial statements. Among topics considered are present value concepts, cash and marketable securities, receivables, inventory valuation, current liabilities, and long-term investments. **Prerequisite: At least a 'B' in BUAD 211 or instructor permission.*

311 Intermediate Accounting II (3 s.h.)

Offered online only. A continuation of BUAD 310, this course includes topics such as intangible assets, long-term liabilities, stockholders' equity, retained earnings, dividends, and leases. **Prerequisite: BUAD 310.*

312 Cost Accounting (3 s.h.)

Offered online only. Emphasis in this course, which is a continuation of managerial accounting topics, will be on the uses of accounting data for decision-making at all levels of managerial responsibility. This course concentrates on the managerial functions of accounting specifically related to cost structures. **Prerequisite: BUAD 211 or equivalent.*

313 Computerized Accounting for the Small Business (3 s.h.)

Utilizing a hands-on approach, students learn the accounting cycle through a popular small business accounting software package. Realistic, virtual company cases are utilized to enhance the student's comprehension of accounting. Students will learn how to set up a chart of accounts, banking and reconciliation, payroll, cut purchase orders, manage inventories, pay vendors, and generate financial statements through the accounting software.

314 Tax Accounting (3 s.h.)

Offered online only. Focuses on the study of the principles of federal taxation and the concept of taxable income. The basic concepts of income taxation in the United States are examined with an emphasis on recognizing the tax consequences of business decisions. This is an elective course, which goes beyond the intermediate level, for students interested in pursuing a career in accounting. **Prerequisite: BUAD 211 or equivalent.*

315 Accounting Information Systems (3 s.h.)

Offered online only. Examines the principal functions of accounting processes using information technology in contemporary business. Examines models for the sales/collection business process and acquisition/payment process. Reviews process rules, risks, and associated controls. Overviews general ledger architecture and Database Management Systems (DBMSs). Students develop an understanding of the critical nature of accounting information flow.

316 Advanced Accounting (3 s.h.)

Offered online only. This is an in-depth consideration of topics introduced in BUAD 311. Emphasis will be given to the principles of preparing consolidated financial statements. This is an elective course for students interested in pursuing a career in accounting. **Prerequisite: BUAD 311.*

317 Accounting for Non-Profit and Government Organizations (3 s.h.)

Offered online only. Examines governmental organizations (county, state, federal), which differ significantly from business organizations and, accordingly, have a different set of accounting activity standards. Reviews accounting and reporting according to the Governmental Accounting Standards Board (GASB) including budgeting, proprietary funds, and revenue funds. In addition, not-for-profit entities are examined, particularly regarding accounting for hospitals and colleges/universities.

318 Auditing (3 s.h.)

Offered online only. Studies the types of audits and their purposes. Working papers, internal controls, accounting systems, and audit reports and programs will be studied, as well as auditing standards, professional ethics, and Securities and Exchange Commission audit requirements. This is an advanced-level accounting course for the student who is serious about a career in accounting and is preparing for the CPA exam. **Prerequisite: BUAD 310 or instructor permission.*

330 Marketing Management (3 s.h.)

Studies both management and marketing to prepare students to manage personnel within a marketing department. Students read leading theory and practitioner articles about management, marketing, and strategic planning of marketing activities. *Prerequisites: BUAD 200 and BUAD 230.* Course offered as needed.

334 Multicultural Marketing in America (3 s.h.) (D)

The U.S. is a mosaic of cultures and backgrounds, and this course will look at the impact these growing subcultures have on a diverse market environment. In addition to learning strategic applications of consumer/segment insights, students will be encouraged to reflect on current biases in advertising and other messaging, and through their analysis understand the ethics and social responsibility involved with marketing to the multicultural consumer.

336 Cross-Cultural and Global Marketing (3 s.h.) (I, W)

Studies marketing concepts and decision making across cultures, both domestic and international. Emphasis on comparative differences in markets, marketing functions, and socio-economic and cultural differences between domestic and international marketing. **Prerequisite: BUAD 230.*

338 Marketing Research (3 s.h.)

The study of the marketing research process involves understanding and learning about many different stages of the process, including design, methodology, analysis, and interpretation. Students gain understanding of both qualitative and quantitative methods of marketing research. The focus will be on providing students with a knowledge base that allows them to become *effective users* and *preliminary "doers"* of marketing research. Practical application comes through completion of consumer research projects. **Prerequisite: BUAD 230.*

340 Financial Management (3 s.h.)

Offered online only. Studies the ways and means by which a corporation raises funds, uses financial resources, and evaluates the uses of funds. Sources of funds, asset management, financial planning, ratio analysis, and other techniques of evaluation are

studied by means of problem solving and case analyses.
**Prerequisites: At least a 'C' in BUAD 208, BUAD 211, ECON 101, and ECON 102.*

350 Project Management for Sustainable Impact (3 s.h.)
Students learn the responsibilities and essential tools and techniques required to successfully plan, manage, control, and evaluate a project in a complex environment. Demonstrates how these approaches can be successfully applied in the development and management of a major project. Sustainability principles and practices will be studied and applied with a focus on environmental impact. **Prerequisite: junior standing or instructor permission.*

360 Retail, Services, and Internet Marketing (3 s.h.)
Offered online only. Past, current, and developing trends in retailing, services marketing, and the Internet as a customer interface are examined in this course. Emphasis is on consumer interaction issues such as customer service, customer satisfaction, and experiential marketing. Practical application is provided through a retail/service consulting project. **Prerequisite: BUAD 230.* Offered as needed.

362 Consumer Behavior (3 s.h.)
Explores the theories, principles, and current perspectives related to consumer behaviors, motivations, and experiences. Students gain understanding of cultural, socio-economic, self-concept, lifestyle, interpersonal, and perceptual factors in consumption. **Prerequisite: BUAD 230.*

387 Business & Civic Engagement Internship: Professional Experience (credit varies)
Focuses on practical experience of a professional nature. It can be a valuable testing ground for possible career opportunities. It requires keeping a log of job responsibilities and writing a paper summarizing the experience and what was learned.

395 Business Practicum (3 s.h.)
Gives students the opportunity to apply theory and skills learned in business courses to the practice of business. Begins with delivering a brief practicum proposal outline to the faculty mentor. Upon approval, student and mentor define the project's timeline and its presentation. Projects MUST be approved in advance for fulfillment of the requirement. **Prerequisites: junior standing and faculty mentor approval.*

400 Strategy and Sustainability in Business Decisions (3 s.h.) (M)
Designed for students to develop conceptual and analytical skills needed by managers in organizations. Focuses on strategy and examines case studies in sustainability for many different types of enterprises.

Emphasizes integration of business courses and should directly precede BUAD 401. Includes the strategic planning process, situational analysis, decision making in an uncertain environment, and effective implementation of a strategic plan, including organizational design and management. Covers a comprehensive case analysis process. **Prerequisites: senior standing and completion of most pre-400 level major courses.*

401 Business Senior Seminar (3 s.h.) (M, O)
Students demonstrate understanding of the principles of the business curriculum through the application of accumulated business knowledge to one of the following options: develop a business plan with social and environmental results and impact; complete a social audit and critical analysis of an existing enterprise/industry using the Institute for Supply Management triple bottom line guidelines; or develop a social responsibility case study. Students present their findings orally and in writing for evaluation and critical review. **Prerequisites: BUAD 400 and senior standing.*

Chemistry

Maria Craig, Nadine Gergel-Hackett, Peter Ruiz-Haas, Karl Zachary

Chemistry is available as a major (BA or BS) and minor. Within the BS degree in chemistry, there is an optional emphasis in biochemistry, environmental chemistry, or materials chemistry. Both independent and profoundly collaborative, chemistry is an essential science and a major or minor in the field prepares students for rewarding careers in industry, academia, and the public sector (government). Chemistry also provides an extremely strong background for those pursuing advanced work in medicine, business, and law. Students receive personalized attention and real laboratory experience on meaningful research projects.

This major requires a substantial portion of the coursework to be completed at the Staunton campus.

Requirements for the Bachelor of Arts in Chemistry

31–32 semester hours in Chemistry and 12 s.h. in supporting courses
CHEM 121
CHEM 122
CHEM 221
CHEM 302
CHEM 311
CHEM 321 or 322
CHEM 351
CHEM 400
CHEM 401

Three additional semester hours in chemistry at the 300-level
PHYS 201
PHYS 202
MATH 211

Requirements for the Bachelor of Science in Chemistry

39 semester hours in Chemistry and 19 s.h. in supporting courses

CHEM 121
CHEM 122
CHEM 221
CHEM 222
CHEM 302
CHEM 311
CHEM 321
CHEM 322
CHEM 351
CHEM 400
CHEM 401

Three additional semester hours in chemistry at the 300-level

PHYS 201
PHYS 202
MATH 211
MATH 212

Three additional semester hours in mathematics at the 200-level or above

Requirements for Materials Chemistry Emphasis

The requirements for the BS in Chemistry

PHYS/CHEM 260
PHYS/CHEM 360

Requirements for Environmental Chemistry Emphasis

35–36 semester hours in Chemistry and 19 s.h. in supporting courses

CHEM 121
CHEM 122
CHEM 221
CHEM 222
CHEM 230
CHEM 302
CHEM 311
CHEM 321 or CHEM 322
CHEM 330
CHEM 351
CHEM 400
CHEM 401

Three additional semester hours in chemistry at the 300-level

PHYS 201
PHYS 202

MATH 211
MATH 212

Three additional semester hours in mathematics at the 200-level or above

Requirements for Biochemistry Emphasis

36 semester hours in Chemistry and 31 s.h. in supporting courses

CHEM 121
CHEM 122
CHEM 221
CHEM 222
CHEM 302
CHEM 311
CHEM 321 or CHEM 322
CHEM 324
CHEM 325
CHEM 351
CHEM 400
CHEM 401
BIOL 111
BIOL 222
BIOL 224
PHYS 201
PHYS 202
MATH 211
MATH 212

Three additional semester hours in mathematics at the 200-level or above

Senior Requirement: Successful completion of CHEM 400 and CHEM 401, which includes an oral defense of a written thesis on an original research project.

Requirements for the Minor in Chemistry

22 semester hours

CHEM 121
CHEM 122
CHEM 221
CHEM 311

Six additional semester hours at the 200-level or above

Minor in Environmental Policy Analysis

Please see Environmental Policy Analysis

Civic Engagement Opportunities

Courses throughout the physical science curriculum discuss the relevance of scientific principles to public policy and social issues. Students lend their growing expertise to projects that examine exposure to lead and other heavy metals as well as the quality of local water. Students are encouraged, particularly through the local chapter of the American Chemical Society Student Affiliates, to engage local schools and organizations such as the Girl Scouts in hands-on experience with science and tutoring.

Chemistry Course Descriptions

100 Exploring the Physical World (3 s.h.) (N)

For course description, see PHYS/CHEM 100 in the Physics listing.

101 Forensic Chemistry (3 s.h.) (N)

This course, intended for non-science majors, will examine selected topics in forensic science. Most of the analysis needed in forensic examinations requires the use of chemical analysis and we will learn about the tools and theories that are used in solving crimes. Topics may include toxicology, fingerprint analysis, fiber identification, blood typing and analysis, drug identification, and DNA profiling.

120 Nutrition for Health, Fitness and Sport (3 s.h.) (N)

The study of nutrients and their effect on health, development, and performance. Topics include metabolism of nutrients, the relationship between energy intake and expenditure, metabolic disorders, nutrition and disease and supplements. Students will be able to evaluate their own energy intake and assess its effectiveness with their daily energy expenditure. Cross listed as BIOL 120.

121 General Chemistry I (4 s.h.) (N)

The first of a two-course survey of the principles of chemistry appropriate for science majors. Topics include stoichiometry, the main classes of reactions, atomic and molecular structure, thermochemistry, and phase behavior. The associated lab elaborates on the material discussed in class and introduces laboratory techniques including the use of modern instrumentation. Algebra and high school chemistry are strongly recommended as background.

122 General Chemistry II (4 s.h.)

A continuation of General Chemistry I. Topics include ionic equilibria, chemical thermodynamics, chemical kinetics, electrochemistry, materials chemistry, the chemistry of main group elements and an introduction to biochemistry. The associated lab elaborates on the material discussed in class and introduces laboratory techniques and the use of modern chemical instrumentation. *Prerequisite: CHEM 121.

151 Chemistry in the Kitchen (3 s.h.) (N)

An introduction to the physical sciences using phenomena observed in the kitchen. Students will be introduced to the use of models and systematic observation to understand heat transfer, the origin of flavors, common chemical reactions, and so on.

157 Wilderness, Scientific Advance and American Culture (3 s.h.) (T)

This course explores how a uniquely American culture emerged as its diverse components responded to the twin challenges of a sparsely populated wilderness and rapid scientific progress. Unique to the course is a set of experiences designed to deepen students' understanding that the central task of science is to understand nature and the central task of technology is to cope with it. These experiences also sharpen the contrast between contemporary American life with its technological accoutrements and life without them. Cross-listed as CHEM/PHYS 157.

221 Organic Chemistry I (4 s.h.)

A survey of organic chemistry, using the functional group approach, emphasizing the properties, stereochemistry, preparative methods, and reaction mechanisms of the following principal classes of organic compounds: alkanes, alkenes, alkynes, alkyl halides, alcohols, ethers, and epoxides. In the associated lab, students develop competence in organic synthetic work, product purification, and analysis of their products using modern spectroscopic instrumentation. *Prerequisite: CHEM 122.

222 Organic Chemistry II (4 s.h.) (R)

This course continues the survey of organic chemistry started in CHEM 221 using a similar approach, and covering alkenes, alkynes, radicals, and aromatic and carbonyl compounds. Mass spectrometry, and IR and NMR spectroscopy, are covered in detail. The lecture and associated lab cover a broad spectrum of modern methods of organic synthesis and characterization. Student work is individualized and the design and execution of experiments is stressed. The course exposes the students to a wide variety of laboratory techniques and develops their judgment in choosing experimental methods. *Prerequisite: CHEM 221.

230 Environmental Chemistry I (3 s.h.)

An introduction to the study of the environment and modern environmental problems in terms of chemical structures and reactions. Chemical principles of equilibrium, kinetics, and thermodynamics are used to help understand our changing environment. Topics include toxicological chemistry, aquatic chemistry, atmospheric chemistry, and green chemistry. *Prerequisite: CHEM 122. Alternate years.

260 Introduction to Materials Science (3 s.h.) (R)

Materials science encompasses the structure and composition, synthesis and processing, performance, and properties of materials. The focus of this course is a holistic introduction to the study of materials from the combined viewpoints of physics and chemistry. This is a survey course investigating topics including crystalline

structure, band theory, defects, and electronic, optical, and thermal properties of materials. Cross listed as PHYS 260. **Prerequisites: PHYS 202 and CHEM 221.*

270 Undergraduate Research (1–3 s.h.)

Students do original research in accordance with ability and background under the guidance of a member of the faculty. Students are expected to devote 4 hours per week to the project for every credit hour. A written report will be submitted to the department each semester of enrollment. Cannot be used to meet elective course requirements for a major or minor in chemistry. May be repeated for credit. Total research credit to be used toward an undergraduate degree not to exceed 6 hours. **Prerequisites: CHEM 122, consent of instructor and submission of a research contract to the department.*

302 Inorganic Chemistry (3 s.h.)

Students will acquire an understanding of inorganic structures and reactions: the periodic properties of elements; molecular and crystal geometry; symmetry relationships; bonding theories; chemistry of selected representative and transition metal elements; contemporary applications in materials and bioinorganic chemistry. **Prerequisite: CHEM 221, which may be taken concurrently.* Alternate years.

311 Analytical Chemistry (4 s.h.) (W)

Principles, techniques, and instruments used in quantitative chemical analysis. Principles of chemical equilibria, spectrophotometry, electrochemistry, and chromatography. Applications to gravimetric, titrimetric, spectrophotometric, chromatographic, and electrochemical analyses. **Prerequisite: CHEM 122.*

321 Physical Chemistry I: Phenomenological and Statistical Thermodynamics (4 s.h.)

Physical chemistry is the branch of chemistry that establishes and develops the theoretical foundations of chemistry. This course begins with an essentially macroscopic perspective then describes the approach used to connect molecular properties to macroscopic phenomena. The associated laboratory gives student experience with physical measurements in chemistry including vacuum techniques, calorimetry, spectroscopic methods, and electrical measurements. CHEM 321 and CHEM 322 may be taken in either order. Cross listed as CHEM/PHYS 321. **Prerequisites: CHEM 122, MATH 212, PHYS 202.* Alternate years.

322 Physical Chemistry II: Quantum Chemistry, Spectroscopy, and Kinetics (3 s.h.)

Atomic and molecular structure, spectroscopy, and chemical kinetics. CHEM 321 and CHEM 322 may be taken in either order. **Prerequisites: CHEM 122, MATH 212, and PHYS 202.* Alternate years.

324 Biochemistry I (3 s.h.)

Studies of the major classes of biomolecules — proteins, carbohydrates, lipids, and nucleic acids — provide a structural and functional basis for the understanding of metabolism, energy production, and transfer of genetic information. Recommended background: BIOL 224 and CHEM 222. **Prerequisite: CHEM 221 and BIOL 222 or permission of instructor.* Alternate years.

325 Biochemistry II (4 s.h.)

A continuation of the topics introduced in CHEM 324. The associated lab introduces students to techniques of protein purification, enzyme assays, and kinetics. Recommended background: BIOL 224 and CHEM 222. **Prerequisites: CHEM 324 or permission of instructor.* Alternate years.

330 Environmental Chemistry II (3 s.h.)

An advanced study of environmental chemistry. Topics include chemical fate and transport, atmospheric photochemistry, and geochemistry. **Prerequisite: CHEM 230.* Alternate years.

351 Advanced Lab (2 s.h.)

An integrated, problem-oriented introduction to contemporary instrumental methods in chemistry, the treatment of data, the use of the chemical literature, and presentation of results. **Prerequisites: CHEM 221 and concurrent enrollment in a 300-level chemistry lecture course.*

360 Advanced Topics in Materials Science (3 s.h.)

This course offers a more rigorous examination of the core topics of Introduction to Materials Science. The theoretical basis for mechanical, thermal, magnetic, and optical properties of materials is examined. In addition, microstructures, composites, and nanostructures are examined. Cross listed as PHYS 360. **Prerequisites: PHYS 260, CHEM 321.*

370 Undergraduate Research (1–3 s.h.)

Students do original research in accordance with ability and background under the guidance of a member of the faculty. Students are expected to devote 4 hours per week to the project for every credit hour. A written report will be submitted to the department each semester of enrollment. Cannot be used to meet elective course requirements for a major or minor in chemistry. May be repeated for credit. Total research credit to be used toward an undergraduate degree not to exceed 6 hours. **Prerequisites: CHEM 121, 122, 221, 222, concurrent enrollment in 350, consent of instructor and submission of a research contract to the department.*

399 Special Topics in Chemistry (1–3 s.h.)

Students study topics in chemistry at a level beyond the discussion in regularly offered courses. Potential subjects include: molecular modeling, supramolecular and nanochemistry, bioanalytical chemistry, medicinal chemistry, group theory, and statistical mechanics.

**Prerequisites: CHEM 221, 351, junior standing.* Course offered as needed.

400, 401 Senior Research (2 s.h. each) (O, M: both 400 and 401)

Seminar and independent research leading to the completion of a thesis required of majors in the senior year. The student, under supervision of staff members, experiences research as it is carried out in practical situations and presents findings orally and in writing. Satisfactory completion of the research project and the oral defense of the thesis fulfill the senior requirement for chemistry majors.

Civic Engagement

Steve Grande, coordinator

Bruce Dorries

The Leadership Studies minor with an emphasis on Community and Social Change is for motivated students in any field who are interested in social action and increasing their sense that individual intervention in community action is possible and consequential. The minor offers practical, analytical, and theoretical tools for leading and serving others to improve the quality of life of our communities from local to international.

Minor in Leadership Studies with an emphasis on Community and Social Change

Please see Leadership Studies, Community and Social Change

Note: the Minor in Civic Engagement has been replaced by the Minor in Leadership Studies with an emphasis on Community and Social Change.

Civic Engagement Course Descriptions

102 The Reflective Self in Community (1 s.h.) (C)

Students will intentionally link a 1-4 credit course to a 25 hour community involvement project. Reflective activities, journals, reading and conversations will facilitate increased understanding of community membership, related societal issues, and the diverse backgrounds and perspectives of those offering and receiving service. Students must submit an approved Community Involvement Contract which identifies the course in which the credit will be attached (e.g. ECON 115).

255 Assisting Local Food Programs (3 s.h.) (C)

Students complete 30 hours of service-learning with local food programs such as the Food Bank and other food assistance providers throughout the Shenandoah Valley. Students will participate, reflect, and critically examine course content and service-learning experiences to better understand current issues related to food insecurity.

281 Civic Engagement and Social Entrepreneurism (3 s.h.)

By developing leadership and business skills, as well as nurturing compassion and a willingness to work for social, economic and environmental justice, this course empowers students with a few of the tools to manage organizations that serve others, provide jobs, build local wealth and contribute broadly to economic and community development.

Clinical Laboratory Science

Lundy Pentz, coordinator

Clinical laboratory science is the allied health profession of those who perform the major laboratory diagnostic tests in hospitals, clinics, and research laboratories. Mary Baldwin College offers a major in clinical laboratory science in affiliation with local health care facilities such as Augusta Health Medical Center in Fishersville, MCV/VCU, Rockingham Memorial Hospital, and Roanoke Memorial Hospital (Carilion). Students complete all MBC graduation and requirements of the major on campus before beginning the clinical year at one of the affiliated schools. All partner hospitals are fully accredited, and their schools of clinical laboratory science are approved by the National Accrediting Agency for Clinical Laboratory Science (NAACLS). Upon completion of all Mary Baldwin College graduation requirements, including requirements for this major and the clinical year, the student graduates with a bachelor's degree from Mary Baldwin College and a major in clinical laboratory science. See the Web site noted above for additional important details regarding the clinical year. Like other health professionals, the student must not only complete the degree requirements but also must pass the National Registry Examination. While our affiliates have an excellent record in preparing their students for these exams, students should understand that completion of academic requirements does not guarantee certification.

This major requires a substantial portion of the coursework to be completed at the Staunton campus.

Requirements for the Major in Clinical Laboratory Science

77–83 semester hours, including the clinical year

Either an emphasis in biology with seven courses in biology and five courses in chemistry, or an emphasis in chemistry with seven courses in chemistry including at least one 300-level chemistry course and five courses in biology, and in either case including the following courses:

BIOL 111
BIOL 255
BIOL 327
CHEM 121
CHEM 122
CHEM 221
CHEM 222

One course in mathematics

Successful completion of the clinical year

Additional courses to complete the first requirement, above, and the total semester hours

Note: Recommended courses: PHYS 201–202 and PSYC 250.

Clinical Laboratory Science Course Descriptions

386, 387 **The Clinical Year (15 s.h., 18 s.h.)**

The clinical year is a 12-month training period typically beginning in July, but varying among programs. Upon acceptance into a clinical training program, the student registers at Mary Baldwin College for CLS 386 (fall semester, 15 semester hours) and CLS 387 (spring semester, 18 semester hours). The clinical training program is conducted by an affiliated hospital; grading is only pass/no credit, and hospital officials are the sole arbiters of these grades.

Coaching and Exercise Leadership

Sharon Spalding, coordinator

The Coaching minor requires 20 hours of course work and a 1 credit internship. Students must complete CEL 220 Coaching Principles before the internship experience. The internship must be approved by the PHE discipline. Internship experiences can include coaching at the youth, club, scholastic or college level. For those students who wish to pursue personal training, athletic training, exercise science, physical therapy or occupational therapy, the internship can be completed in a job field that the student is considering. All internship experiences must be registered before the experience occurs.

Requirements for the Minor in Coaching and Exercise Leadership

20 semester hours

BIOL 151
CEL 220
CEL 245
CHEM 120
INT 287
PHE 221
PHE/BIO 251
SGS/WS 245

Civic Engagement Opportunities

PHE/BIO 251 Exercise Testing and Training assists the MBC community with personal fitness plans during the term it is offered. The Internship Experience required for the minor involves working with a local school sports team or a local club sport.

Coaching and Exercise Leadership Course Descriptions

220 **Principles of Coaching (3 s.h.)**

A course to present the foundational knowledge that is essential for coaching any sport. The course will present an overview of the exercise sciences related to coaching and teaching motor skills. The course will assist students in developing a coaching philosophy as well as providing principles, guidelines and tools that are essential to the coaching profession. Recommended for students in the coaching and exercise leadership minor or students who already assist with youth or scholastic sports. Successful completion of the course will lead to the coaching certification required in many states for high school scholastic coaches.

245 **Motor Learning (3 s.h.)**

Motor Learning will cover the analysis, instruction and rehabilitation of motor skills as related to a variety of individuals who possess different interests and abilities. The course will cover the stages of learning, skills classification, motivation and attention, effective instructions and demonstrations, practice schedules and effective feedback. This course is part of the coaching and exercise leadership minor, but may also be of interest to those students interested in graduate work in occupational or physical therapy.

Communication

Bruce Dorries, coordinator
Velma Bryant, Sarah Ludwig, Suzanne Miller, Allan Moyé, Sandi Smith

This field of study develops communication skills and knowledge, including oral presentation and writing, research, critical thinking, and media and visual literacy. It promotes effective and ethical practice by focusing on

how people use messages to create meanings in different contexts, cultures, and media. Communication helps prepare students for work in a wide range of careers, graduate school, and for civic and global engagement.

Requirements for the Major in Communication

42 semester hours

COMM 100

COMM 115

COMM 202

COMM 212

COMM 280

COMM 320

COMM 387

COMM 400

An emphasis in Visual Communication or Public Communication

Visual Communication Emphasis

ART 109

FILM/COMM 119

Four of the following: ART 115, ART 171/172/173, ART 218, FILM/COMM 229, FILM /COMM 264, or COMM 300

Public Communication Emphasis

COMM 221

INT 251 or INT 268

Four of the following: REL/COMM 237, COMM 240, COMM 260, FILM/COMM 264, or COMM 300

Requirements for the Minor in Communication

18 semester hours

COMM 100

COMM 115

and four of the following

COMM 202

COMM 212

COMM 240

COMM 260

COMM 280

Civic Engagement and International Experience

- Internships provide non-profit organizations and governmental offices with public relations, advertising, video production, writing, and editing. Examples: public relations work for LEARN (the local literacy council), special event preparation and media relations work for Riverfest, an environmental teach-in, and Staunton Earth Day.
- Students conduct internships with local media, including WHSV-TV3, which has a studio on campus, as well as the college's Communications, Marketing, and Public Affairs department.

- Class projects require production of materials, including short documentaries, news releases, and integrated marketing communication campaigns, for nonprofit organizations, such as Wild Virginia, the Community Childcare Center and Project Grows.
- Seniors may choose a civic or global engagement focused thesis, or a project, such as developing the social media plan for the Veterans Administration Hospital in Salem.

Communication Course Descriptions

100 Public Speaking (3 s.h.) (O)

The theory and practice of public speaking in a variety of professional and social contexts, focusing on how presentations can transform speakers and audiences by creating an environment for the civil exchange of ideas, experiences, and opinions.

115 Mass Communication (3 s.h.) (S)

An exploration of media culture includes the history, economic structures, and special issues associated with various media industries. Enhances media literacy and explores how culture influences and is influenced by media. Students are encouraged to become cultural critics of media.

119 Introduction to Video Production (3 s.h.)

For course description, see FILM 119 in the Film listing.

202 Organizational Behavior and Interpersonal Communication (3 s.h.)

For course description, see BUAD 202 in the Business listing.

212 Mass Media Law and Ethics (3 s.h.)

Students examine the dual judicial system in the U.S. and its effect on media, the protections of speech and press afforded by the First Amendment of the U.S. Constitution and on areas of civil and criminal law. Students practice recognizing and resolving ethical conflicts. Cross listed as POLS 212.

221 Mass Media Writing (3 s.h.) (W)

An introduction to the basic principles of media writing, covering a variety of writing styles, including journalism and public relations. Provides practical experience in writing, editing, and meeting deadlines for *Campus Comments*, the MBC student newspaper.

225 Culture, Identity, and Communication (D)

In this course we will study relevant and sometimes controversial ideas relating to the issues of communication, identity, and culture with and among members of various ethnic, racial, social class, ability, and gender identities as well as to other cultural groups within the United States. This course offers an

opportunity to learn and apply, in daily life, practical principles of interpersonal communication. Emphasis is placed on psychological, social, cultural, and linguistic factors, which affect person-to-person interaction. This course is designed to help students understand theories and concepts that can improve communication in both personal and professional contexts.

229 Advanced Video Production (3 s.h.)

For course description, see FILM 229 in the Film listing.

237 Mediation: Theory and Practice (3 s.h.) (O)

For course description, see REL 237 in the Religion listing.

240 Principles of Advertising (3 s.h.)

Examines the history, functions, practices, and criticism of advertising. Students learn the creative process of the profession, as well as ways to become more critical consumers of advertising messages. Includes community-service learning and a group project for a nonprofit organization. Cross listed as MKTC 240. Recommended background: COMM 100.

254 Film Analysis (3 s.h.)

For course description, see FILM 254 in the Film listing.

260 Principles of Public Relations (3 s.h.)

The development and role of public relations and its centrality in democratic societies. Students learn practices of the profession, strategies and tactics, and how to implement a campaign. Includes the important role of research in public relations and related theory. Study of business and media writing and a community service-learning project on behalf of a nonprofit organization. Cross listed as MKTC 260. Recommended background: COMM 100.

264 Screenwriting (3 s.h.)

For course description, see FILM 264 in the Film listing.

280 Intercultural Communication (3 s.h.) (I)

This course serves as an introduction to the field of intercultural communication by looking at the practical application of theory and research. Intercultural Communication focuses on the importance of culture in our everyday lives, and the ways in which culture interrelates with and influences communication processes. The course will cover several general topics including: identity, perception, communication skills, culture, linguistic differences, ecological influences on culture, common and important dimensions of cultural difference, stereotyping, the challenges presented by intercultural encounters, and the social and personal benefits of intercultural interaction. This course is designed to help us do all these things and become better

communicators through intercultural awareness and competencies.

300 Integrated Campaigns (3 s.h.)

Course investigates a broad range of communication campaigns, with emphasis on integrated marketing and social media strategies and tactics. In addition to discussions and readings of case studies, class engages in community service learning, creating campaigns on behalf of nonprofit clients.

320 Research Methods

For course description, see SOC 320 in Sociology listing.

332 Special Topics in Communication (3 s.h.)

Focus on special topics not normally covered in other communication courses, such as Social Media. Individual student projects define or refine an aspect of the topic.

387 Internship in Communication (3–6 s.h.)

A communication-based, practical learning experience that bridges the academic and professional worlds. The student identifies the internship and negotiates the nature of her responsibilities with the supervising organization, which works with the supervising professors to evaluate the student's performance. Internship-agreement contract must be finalized before a student begins working with an organization. The major is required to complete a three-semester-hour internship.

400 Communication Seminar (3 s.h.) (M)

Practice in the conduct of an independent research thesis or project demonstrating understanding of communication issues, research, theories, and skills, on a topic of student's choice in agreement with the instructor. Application of primary and secondary research or project to a selected issue associated with human and/or mass-mediated interaction. Theses or projects are created as a capstone experience in the major, presented in writing and orally. *Prerequisites: junior or senior status and COMM 320.

Creative Writing

Sarah Kennedy, Richard Plant, coordinators

Requirements for the Minor in Creative Writing

21 semester hours

Three of the following: ENG 246, ENG 247, ENG 346, or ENG 347

Four of the following: ENG 111, ENG/THEA 216, FILM 264, or any literature course in English numbered 225–377

Criminal Justice

Douglas Davis, program director
Douglas Davis, Daniel Stuhlsatz, Laura Van Assendelft,
John Wells, steering committee
Robert Farley, Jr., Saray Ludwig, Jane Pietrowski, Bob
Robinson, Daniel Stuhlsatz, Carey Usher

Criminal Justice provides students with a thorough knowledge of crime, criminal behavior, the police and courts, law and society, and theories of crime through offerings within the disciplines of Political Science, Sociology and other disciplines related to this field of study. The major also contains a strong applied component which offers students the opportunity to learn about the criminal justice system by taking courses such as police procedure, crime scene investigation, forensics, corrections and judicial procedures. In addition, students will be offered internships in which they will work with crime agencies and police departments.

Requirements for the Major in Criminal Justice

48 semester hours

CJ 100

SOC 211

SOC 233

SOC 232

POLS 322

Three of the following (to total 9 hours): CJ 215, CJ 220,
CJ 225, CJ 235, or CJ 287

Senior Requirement (to total 15 hours): INT 222, CJ
300, SOC 320 or POLS/ECON 301, CJ 387, and CJ
400 or 401

**Electives (to total 9 hours): Select one course from each of
the following three categories**

Category One: Ethics: PHIL 102 or PHIL 235

Category Two: Public Policy and Administration:
POLS 101, POLS 200, POLS 210, SOC 210, or ECON
115

Category Three: Social System: PSYC 203, SGS 261,
SOC 112, SOC 200, PSYC 248, SOC 248, or CHEM
101

Requirements for the Minor in Criminal Justice

21 semester hours

CJ 100

SOC 211

SOC 232

SOC 233

POLS 322

Two of the following: CJ 215, CJ 220, CJ 225, CJ 235,
CJ 287

Criminal Justice Course Descriptions

100 Introduction to Criminal Justice (3 s.h.)

This course provides a general overview of the social creation of crime and of social responses to crime. Students analyze the social circumstances that produce crime in diverse societies and cultures. They also study a variety of legal and law enforcement systems that define and control crime. This course focuses on the perspectives of all those involved in the production of crime and on the critical analysis of those perspectives.

215 Criminal Investigations (3 s.h.)

This course covers the fundamentals of criminal investigation including the gathering of investigative information from victims and witnesses, the search and recording of crime scenes, and the principles involved in collecting and preserving physical evidence. There is a strong emphasis on investigative policies, procedures, and practices that are necessary and essential to secure the truth within today's legal climate.

220 Police Procedures (3 s.h.)

This course introduces the student to police organizations, focusing on the procedures, politics, and human relations issues that police supervisors and administrators must understand in order to succeed. Students will explore topics such as the evolution of American policing, the organization of policing in the U.S., the nature of police leadership, the management of police organizations, and current issues in policing. The course will examine the many influences that have affected change within police administration to include: the closing of the frontier in 1890, the evolution of different management techniques adapted from private business, contributions by innovative police chiefs, WWII, the civil unrest of the 1960's, and the events of September 11, 2001. The course will examine and critically analyze organizational design, planning, human resource management, organizational communication, labor relations, financial management, and the legal constraints on the organization. This course counts as an "applied", professional – training course for the major. Students will have the opportunity to research major influences and changes in the police organization. Students are encouraged to take CJ100 prior to taking this course.

225 Police Response to Disasters (3 s.h.)

This course will explore the development of public safety response to major incidents following the National Response Framework (NRF), the Incident Command System (ICS), and the National Incident Management System (NIMS). Students will learn how to manage

public safety resources in school shootings, major accidents including trains and planes, pandemics, terrorist attacks, and natural disasters including hurricanes, earthquakes, and fires. Students will conduct classroom exercises using real life or fictional events to manage major incidents and catastrophes. They will learn to critically analyze policy as well as specific events for effectiveness in achieving practical, social and ethical goals. Students will learn how to develop more useful procedures through analysis both failure and success for “lessons learned”. This course counts as an “applied”, professional – training course for the major. Students are encouraged to take CJ100 prior to taking this course.

235 Law Enforcement and the Community (3 s.h.)

This course on Community Policing focuses on problem solving and the strategies and skills necessary to build community/police partnerships. The student examines traditional policing techniques and lessons learned through trial and error. The student explores new and innovative programs aiding a police department’s shift to Community Policing. The student addresses the pitfalls encountered, and the citizens’ concerns and criticisms of Community Policing. The student examines how these obstacles are resolved and explores untried methods to gain community commitment. This course counts as an “applied”, professional – training course for the major. Students are encouraged to take CJ 100 prior to this course.

287 Internship (credit varies)*

Provides students with the opportunity to observe criminal justice related occupational possibilities in actual employment settings. A maximum of 9 s.h. of internship credit will count toward the Criminal Justice major. This course does not substitute for CJ 387. **Prerequisite: permission of a member of criminal justice faculty.*

300 Theory of Criminology and Criminal Justice Systems (3 s.h.)

In this course, students study the role of theory in social scientific analysis of the criminal justice system and criminal behavior. Students become more familiar with some of the major theoretical traditions in the discipline. They write a scholarly paper on at least one social scientific theorist or theoretical tradition. The course also introduces students to criminal justice as an academic profession. This course is offered every spring semester for RCW students, and at least one semester per school year for ADP students. RCW majors take this course during spring semester of their junior year. **Prerequisites: CJ 100, SOC 211, SOC 232, and SOC 233.*

387 Senior Internship (3 s.h.)*

This course is one of four fulfilling the criminal justice senior requirement. The senior internship offers students a field experience in one of a wide range of Criminal Justice professions. Students keep a journal and work with their advisor in order to benefit as much as possible from this opportunity. Ideally, the internship provides data that can be analyzed and developed as part of the senior thesis. **Prerequisites: CJ 100, SOC 211, SOC 232, and SOC 233.*

400/401 Senior Seminar/Thesis (3 s.h.) (M)

This course is one of four fulfilling the criminal justice senior requirement. Students in the senior seminar will conduct an in-depth investigation of a topic in criminal justice and write two scholarly analyses. Student in Senior Thesis will conduct research on a topic in criminal justice and write a thesis presenting their findings. In both cases, senior papers will demonstrate a significant command of criminal justice theory, academic literature and research methodology. Ideally, both the seminar papers and thesis will analyze information acquired during the senior internship. **Prerequisites: INT 222; SOC 320 or POLS/ECON 301.*

**Students may take up to 6 credit hours of internship toward their degree (CJ 387/CJ 287). Internship credits above 3 s.h. will be taken in lieu of the elective requirement.*

Note: Directed inquiries, teaching assistantships, and internships in criminal justice can be arranged on an individual basis.

Economics

Jane Pietrowski, department head
Amy McCormick Diduch, Judy Klein
Economics is available as a major (BA or BS) and a minor. Through the lens of economics, students attain an extraordinarily powerful and flexible set of tools. Economics majors develop highly desired skills such as analytical thinking, research, quantitative reasoning, and an understanding of computer technology. The economics department offers an excellent combination of the liberal arts and career preparation.

This major requires a substantial portion of the coursework to be completed at the Staunton campus.

Requirements for the Bachelor of Arts in Economics

36 semester hours
ECON 101
ECON 102
ECON 303
ECON 304

INT 222
ECON/POLS 301
ECON 395
ECON 401
Three electives in economics
MATH 171 or MATH 211

Note: Economics majors are strongly advised to take BUAD 208, INT 251, MATH 211, and MATH 212.

Requirements for the Bachelor of Science in Economics

53–55 semester hours
All of the requirements listed for the BA, plus the following:
MATH 211
MATH 212
MATH 301 or MATH 306
Two 200-level lab science courses

Requirements for the Minor in Economics

18 semester hours
ECON 101
ECON 102
ECON 303 or ECON 304
INT 222
Two of the following: ECON 115, ECON 150, ECON/WS 180, ECON 210, ECON 221, ECON 232, ECON 247, ECON 250, ECON 253, ECON 254, ECON 277, ECON/POLS 301, ECON 303, ECON 304, ECON 325, or ECON 395

Minor in Environmental Policy Analysis

Please see Environmental Policy Analysis

Honors Credit

Honor Scholars who are comfortable with calculus may take ECON 101 and/or ECON 102 for Honors credit. Please see Professors Klein or Diduch for details. Econ 210 and Econ 250 are offered for honors credit and are open only to global honor scholars.

Civic Engagement Opportunities

Courses provide important tools for analysis of social problems. Courses include issues like root causes and possible responses to poverty, education, health care, the environment, women's labor market participation, the impact of international trade on workers in developed and developing countries, and immigration. ECON 115, PHIL 140, and SOC 282, among others include service learning components. Relevant internships can be arranged.

Economics Course Descriptions

101 Principles of Microeconomics (3 s.h.) (S)

Economics is the study of scarcity and choice in response to incentives. Students learn how economists analyze choices, how markets determine prices and quantities exchanged, and how individuals and businesses make optimal decisions. Students gain skills in cost-benefit analysis, the process of logical thought behind basic economic models, using graphs as analytical tools, and interpreting articles on markets and decision-making.

102 Principles of International and Macroeconomics (3 s.h.) (I)

Students learn how economists measure economic performance, how national economies function and how to analyze national and international economic government policies. Students learn basic economic theories of international trade and finance and explore controversies surrounding exchange rates. Students learn the advantages and disadvantages of specialization and discuss how trade policy can be seen as beneficial or harmful to development. *Prerequisite: ECON 101.

115 Poverty, Inequality, and Welfare (3 s.h.) (D)

This course focuses on methods of defining and examining the extent of income inequality and poverty in the United States and engages in the public policy debates surrounding such issues as welfare reform, discrimination and labor market difficulties of low-skilled workers. Students gain the critical thinking skills necessary to assess poverty programs and policies.

150 Experimental Economics (3 s.h.) (S)

Through highly interactive games and experiments, students participate in market decision-making, bargaining, and auctions, analyze experimental results, and determine whether models predict actual behavior. Students learn models of supply and demand, market structure, public goods, and basic techniques of game theory.

180 Women and Economics (3 s.h.) (G, W)

Explores the sexual division of labor, the value of women's work, and the economics of gender and race through anthropological, economic, and historical studies on women's status in other cultures. For the US examines theories and data on the career/family tradeoff, and recent changes in labor force participation, fertility rates, marital status, poverty rates, and gender differentials in income. Requirements satisfied: writing emphasis, and women's studies. Cross listed as WS 180.

210 Food, Population, and Technology (3 s.h.) (T, R)

An honors colloquium that explores how societies' wealth, well-being, and culture are interwoven with population density and food production and distribution. Students read historical, anthropological, and economic studies to examine stages of development in agricultural production, cross-cultural comparisons of food consumption, factory-farming versus organic farming, solutions to world hunger. Research papers and field trips complement seminar discussions on food and population policies. *Prerequisite: Global Honor Scholar status.

221 Markets in American History (3 s.h.)

For course description, see HIST 221 in the History listing.

222 Social Science Statistics (3 s.h.) (Q)

For course description, see INT 222 in the Interdisciplinary Studies listing.

232 Topics in Economic Development (3 s.h.) (I)

This seminar critically examines the goals of economic development, measurements and indicators of progress and growth for less developed countries, and policies directed toward development (including the concept of sustainable development). We discuss progress in achieving the Millennium Development Goals and policy options for agriculture, education, women's rights, health care, and international trade. *Prerequisites: ECON 101 and ECON 102.

247 Globalization and Labor Issues (3 s.h.) (I)

This course addresses the concerns of workers on a global scale: how changes in international trade, business practices and national economic policies affect employment, wages, unionization, child labor, and immigration. Students discuss the determinants of labor demand and supply, the benefits and costs of education and job training, and the impact of low wages in developing economies on developed country wages. Cross listed as BUAD 247. *Prerequisites: ECON 101 and ECON 102.

250 Economics, Science, and Literature of Seasonal Rhythms (3 s.h.)

An honors colloquium that explores yearly seasonal rhythms of nature and commerce through a variety of means: designing sundials, studying calendars of different cultures, and reading ancient texts, scientific reports, and literature. Students should be receptive to the blending of scientific observation, geometry, quantitative reasoning, and humanist sensitivity that the course intends to cultivate. *Prerequisites: Math 159 or higher-level math and Honor Scholar status.

253 International Trade (3 s.h.) (I, W)

This course examines the importance of, the size of, and the directions in foreign trade within the world economy. Gains from trade, trade theory and policy, and barriers to trade will be studied. Class discussions focus on current issues in world trade. Students complete a series of research papers on the international exchange of one particular commodity. Writing emphasis. *Prerequisites: ECON 101 and ECON 102.

254 International Finance (3 s.h.) (I)

This course examines the finance of international trade and investment and the channels and institutions of world capital flows. Focus will be on models of exchange rate systems, international policy coordination and the changing roles of the IMF and the World Bank, and the growth of international debt. Students follow international financial events and discuss current policy issues. *Prerequisites: ECON 101 and ECON 102.

277 Economics Colloquium (3 s.h.)

This course provides the opportunity for the extensive study of a special topic in which students have expressed particular interest. The topic will change each time the course is offered. In recent years, topics have included social science research on the Internet; economic transition from socialism to capitalism; and environmental policy.

301 Advanced Data Analysis (3 s.h.) (Q)

Applied statistics builds on social science statistics. Students use data, theoretical models, and statistical techniques to explore relationships between variables, use computer graphics and exploratory data analysis to examine economic, social, and financial data. Technical topics include index numbers, forecasting, time series analysis, regression, correlation. Research projects involve data collection, statistical analysis, and interpretation of results. Cross listed as POLS 301. *Prerequisite: INT 222.

303 Intermediate Microeconomic Theory (3 s.h.)

This course presents the analytical methods of consumer choice theory and the theory of the firm, including the use of indifference curves and budget constraints, welfare analysis of perfectly competitive markets, cost minimization, applications of game theory, implications of market structure for profit and output, and the impact of government policies on decisions of consumers and businesses. *Prerequisite: ECON 101.

304 Intermediate Macroeconomic Theory (3 s.h.)

This course examines the phenomena of unemployment, inflation, economic growth and the business cycle. In each case, measurement, trends, patterns, forecasts, and theories will be studied. The course develops the foundations of classical and Keynesian economic theory

and then applies these theories to government policy.
*Prerequisites: ECON 101 and ECON 102.

320 Economics and Finance of Health Care Systems (3 s.h.)

For course description, see HCA 320 in the Health Care Administration listing.

325 Economic Policy Seminar (3 s.h.)

Students analyze issues and policies most in the news, focusing on five or six areas of critical economic policy debate. Recent topics: antitrust, environmental economics, economics of crime prevention, professional sports, low-income housing, inflation policy, social security reform, and NAFTA. Policy applications of economic principles are examined and critiqued through class discussions, journal writing, and a series of essays.

*Prerequisites: ECON 101, ECON 102, and one additional ECON course.

395 Topics in Economic Theory (2 s.h.)

Topics in Economic Theory allows advanced economics students to engage in discussions of important discoveries, controversies and analyses of interest to professional economists. Students will read academic journal articles and books that have led to significant developments in economic theory. Students will be responsible for leading class discussions of the readings.

401 Senior Project (3 s.h.) (M)

The Senior Project requires the economics major to design and implement a major independent research project on a topic of interest to the student. The project draws on a student's mastery of economic theory and quantitative reasoning and results in two written and oral presentations. The student is expected to discuss an appropriate research topic with economics faculty before the beginning of the course.

Education and Teacher Licensure

Lowell Lemons, department head
Sandra Bagby, Tiffany Barber, Sharon Ann Bryant, Karen Dorgan, Kristin Dulaney, Margaret Henderson-Elliott, James McCrory, MegCarolyn Remesz, Robert Remesz, Stephanie Robinson, Jacqueline Stanley, Kathy Tucker, Alice Waddell

There are multiple paths to teacher licensure for students at Mary Baldwin College, and they are outlined below.

Undergraduate students preparing to teach must complete all requirements for the BA or BS, complete a major in one of the disciplines or an interdisciplinary major, and meet professional studies requirements and additional requirements particular to the area of

licensure. Students pursuing their undergraduate degree should minor in Education and meet all additional requirements for licensure.

Students may also minor in Education without pursuing licensure. There are additional options for individuals who already hold a baccalaureate degree and for those who wish to obtain their undergraduate degree, master's, and licensure in five years.

Students pursuing Elementary Education Licensure are encouraged to pursue the American Studies major with an emphasis in American Studies for Educators (see *American Studies, American Studies for Educators*). Students seeking licensure to teach at the secondary level must major in the area in which they intend to teach (see *details below*).

Requirements for licensure are approved by the State Department of Education. Due to the multiple requirements, this program should not be attempted by students who plan to graduate from college in less than four years. All students enrolled in the program must devote their final semester entirely to student teaching.

Through the Post Baccalaureate Teacher Licensure Program, students who already have a bachelor's degree can pursue initial licensure. For more information on PBTL, please contact Dr. Tiffany Barber.

Students seeking both licensure and a graduate degree do so through the Master of Arts in Teaching program. For more information, please, see the Graduate Teacher Education listing in the Graduate Programs section of this catalog.

Requirements for a Minor in Education

19-23 semester hours

ED 110

ED 115

ED 120

And the requirements for one teaching level:

* Elementary Education: PSYC 210, ED 300, ED 323, ED 324

* Middle Education: PSYC 211, ED 310, ED 350

* Secondary Education: PSYC 211, ED 310, ED 350

Requirements for a Minor in Art Education

Paul Ryan, coordinator

ART 125
ART 380
PSYC 210
PSYC 211
ED 110
ED 115
ED 120
ED 300
ED 310

A major in studio art including: emphasis in one of painting, drawing, printmaking, ceramics, graphic design
Required standardized tests

Requirements for a Minor in Music Education

Lise Keiter, coordinator

ED 110
ED 115
ED 120
PSYC 210
PSYC 211
MUS 310
MUS 311

A major in music, either performance emphasis or music history and literature emphasis, including: MUS 217, a minimum of one year of piano, a minimum of one year of voice, and a minimum of six semesters of choir
Required standardized tests

Requirements for a Minor in Special Education

Tiffany Barber, coordinator

23 semester hours
ED 111
ED 115
ED 205
ED 215
ED 305
ED 315
PSYC 210
PSYC 211

BA/MAT Option

An option allows students to complete a Bachelor of Arts (BA), a Master of Arts in teaching (MAT), and teacher licensure, typically completed in five years for RCW students. This program is available to both RCW and ADP students. *For more information, visit the website at www.mbc.edu/mat/bamat.php.*

The Following Licenses are Available

- Elementary Education (PK–6)
- Foreign Language — French or Spanish (PK–12)

- Middle Education (in a teaching subject area for grades 6–8)
- Music Education — Vocal/Choral (PK–12)
- Secondary Education (in a teaching subject area for grades 6–12)
- Special Education — General Curriculum (K–12)
- Theatre Arts (PK–12)
- Visual Arts (PK–12)

Accreditation

The Teacher Education Program at Mary Baldwin College is approved and accredited by the Virginia Department of Education and by the Teacher Education Accreditation Council (TEAC) for a period of five years from March 2008 to March 2013. This accreditation certifies that the forenamed professional education program has provided evidence that the program adheres to TEAC's quality principles.

Application for Admission to Teacher Education Program

Students in the Residential College for Women and ADP undergraduate students must apply for acceptance into the Teacher Education Program by the end of the sophomore year *or* upon completion of 53 credit hours. Application forms are available in the Teacher Education Office or online at https://mymbc.mbc.edu/ICS/Teacher_Education/.

To be accepted for the teacher education program students must:

- Have a minimum overall GPA of 2.5
- Have a GPA of 3.0 on professional studies courses
- Submit a completed application form
- Submit passing test scores as shown by one of the following options:
 - a. Praxis I scores (Reading, Writing, Math)
 - b. SAT or ACT scores
 - c. Virginia Communication and Literacy Assessment (VCLA) and Praxis I Math scores (or remedy option for students who fail to achieve a passing score on the Praxis I Math assessment)

*Acceptable minimum passing scores can be found at: http://www.doe.virginia.gov/teaching/educator_preparation/college_programs/entry_assessment.pdf

- Submit two recommendation forms completed by people who have observed the professional or academic work ethic of the student
- Submit a one-page, typed writing sample (topic provided on the application form)
- Possess suitable personality traits such as character, dependability, emotional stability, interpersonal skills, and temperament, as evidenced by faculty and practicum teachers

Periodic reappraisal of teacher candidates will be made as students progress through the program.

Students who have a bachelor's degree may apply for admission into the Teacher Education Program through the Post Baccalaureate Teacher Licensure Program. These students follow the same admission procedure as undergraduates and are evaluated on the same criteria.

In the event that a student has been convicted of a felony, and/or had a teaching license revoked by another state, if all other admission requirements have been met and after the Teacher Education Committee has favorably reviewed the application, the student will petition the state, through the State Superintendent of Public Instruction, for an exemption to the felony and license revocation clauses of the Department of Education regulations. The Teacher Education Committee may conditionally admit the person to the Teacher Education program, allowing her/him to take classes; however, the individual will be prohibited from student teaching until the exemption has been approved by the state.

Requirements for Approval for Teacher Licensure

- Demonstrated successful student teaching experience
- Overall 2.5 GPA
- 3.0 GPA on professional studies course work
- Submit Math score on Praxis I
- Passing score on Praxis II
- Passing score on Virginia Communication and Literacy Assessment (VCLA)
- Passing score on the Reading for Virginia Educators (RVE) for Elementary and Special Education licensure only
- Successful completion of Child Abuse Recognition training
- Successful completion of certification or training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED).
- Professional studies and teaching area requirements approved by the Virginia Department of Education (see below).

Computer Technology Competency

Technology competencies are embedded in the courses leading to teacher licensure through a variety of demonstrations, applications, and projects.

Elementary Education Licensure (PK–6) Requirements

- A major in an appropriate area
- A minor in education at the elementary level
- Liberal arts course requirements:
 - * English (6 credit hours)
 - ENG 102 Intermediate Composition (required)
 - * One additional course in literature from among:

ENG 111 Introduction to Literature
 ENG 204 Children's/Young Adult Literature
 ENG 208 British Literature before 1780
 ENG 209 British Literature after 1780
 ENG/THEA 216 Introduction to Shakespeare
 ENG 220 American Literature Colonial to Romantic
 ENG 221 American Literature Realism to Present
 ENG 264 African-American Literature
 ENG 334 Modern Poetry

- * Math (9 credit hours)
 - MATH 159 College Algebra or MATH 155 Math in Contemporary Society or higher
 - MATH 156 Numeration and Algebra for Teachers
 - MATH 157 Geometry and Measurement for Teachers
- * Science (7 credit hours from 2 disciplines with one lab course)
 - BIOL 111 Principles of Biology
 - BIOL 112 Diversity of Life
 - BIOL 141 Field Biology
 - BIOL 145 Fresh Water Biology
 - BIOL 148/149 Environmental Issues
 - BIOL 151 Human Health and Disease
 - BIOL 222 Genetics
 - CHEM 101 Forensic Chemistry
 - CHEM 121 General Chemistry I
 - CHEM 151 Chemistry in the Kitchen
 - PHYS/CHEM 100 Exploring the Physical World
 - PHYS 131 Introduction to Astronomy
- * Social Science (6 credit hours: 1 Economics and 1 Geography)
 - ANTH 227 People, Place, and Culture (required)
 - ECON 101 Principles of Microeconomics or
 - ECON 150 Experimental Economics
- * History (9 credit)
 - HIST 101 Western Civilization to 1648
 - HIST 102 Western Civilization from 1648
 - HIST 111 Survey of U.S. History to 1877
 - HIST 112 Survey of U.S. History from 1877
- * Arts (6 credit hours required)
- * Psychology
 - PSYC 210 Child Psychology
 - Note: PSYC 111 Introduction to Psychology as a Social Science recommended
- Professional studies courses
 - ED 325 Classroom & Behavior Management
 - ED 382 Student Teaching
 - ED 386 Student Teaching Seminar
- Required tests: Praxis I Math score, passing scores on Praxis II, passing scores on Reading for Virginia Educators (RVE) passing scores on Virginia Communication and Literacy Assessment (VCLA).

Note: 6 semester hours of master's level work may be applied to the above requirements.

Middle Education Licensure (6–8) Requirements

- A major that includes 21 semester hours in one subject area, selected from language arts, social science, mathematics, or science
- A minor in education at the middle school level
- Additional required courses:
 - HIST 111 Survey of U.S. History to 1877
 - ED 325 Classroom & Behavior Management
 - ED 383 Student Teaching
 - ED 386 Student Teaching Seminar
- Required tests: Praxis I Math score, passing scores on Praxis II, passing scores on Virginia Communication and Literacy Assessment (VCLA)

Note: Six semester hours of master's level work may be applied to these requirements.

Secondary Education Licensure (6–12) Requirements

- A major in a teaching area, selected from business education, English, history and social science, mathematics, science (biology or chemistry with optional addition of earth science)
- A minor in education at the secondary level
- The following additional requirements:
 - ED 325 Classroom & Behavior Management
 - ED 384 Student Teaching in Secondary Education
 - ED 386 Student Teaching Seminar
- The requirements for a teaching field (see below)
- Tests required for secondary education: Praxis I Math score, passing scores on Praxis II, passing scores on Virginia Communication and Literacy Assessment (VCLA)

Business Education (6–12)

- CS 180 Fundamentals of Computer Systems
 - The requirements for secondary licensure
- Note: Business majors are encouraged to take BUAD 306 The Entrepreneur, which may be used to meet major requirements.

English (6–12)

36 semester hours

- A major in English, including coursework covering all of the following:
 - Language: history and nature of English language, comparative English grammar, standard written English
 - Literature: British, American, world literature, and literary theory/criticism
 - Composition: teaching of writing, with emphasis upon advanced composition
 - Oral language: oral expression in both formal and informal presentations
- The requirements for secondary licensure (see above)

- A license in journalism may be added to an English license with these requirements:
 - COMM 115 Mass Communication
 - COMM 212 Mass Media Law and Ethics
 - COMM 221 Mass Media Writing
 - COMM 280 Intercultural Communication

INT 251 The Writer in the World: Professional Writing

History and Social Science (6-12)

The student seeking licensure in History and Social Science will demonstrate an understanding of knowledge, skills, and processes of history and the social science disciplines as defined by the Virginia History and Social Science Standards of Learning. To be licensed as a teacher in History and Social Science, the applicant shall major in history or political science.

For History Majors:

- HIST 101 Western Civilization to 1648
- HIST 102 Western Civilization from 1648
- HIST 111 Survey of U.S. History to 1877
- HIST 112 Survey of U.S. History from 1877
- HIST 400 Senior Seminar
- POLS 100 Introduction to American Government and Politics
- POLS 111 Comparative Politics
- POLS 128 U.S. Foreign Policy or POLS 221 International Relations
- ECON 101 Principles of Microeconomics
- ECON 102 Principles of International and Macroeconomics
- ANTH 227 People, Place and Culture
- Plus at least one course from the recommended list (*see below*).

For Political Science Majors:

- POLS 100 Introduction to American Government and Politics
- POLS 111 Comparative Politics
- POLS 128 U.S. Foreign Policy or POLS 221 International Relations
- POLS 400 Senior Seminar
- HIST 101 Western Civilization to 1648
- HIST 102 Western Civilization from 1648
- HIST 111 Survey of U.S. History to 1877
- HIST 112 Survey of U.S. History from 1877
- ECON 101 Principles of Microeconomics
- ECON 102 Principles of International and Macroeconomics
- ANTH 227 People, Place and Culture
- Plus at least one course from the recommended list (*see below*).

Recommended courses to support History and Social Science endorsement:

HIST 203, HIST 265, POLS 203, POLS 205, PHIL 201, PHIL 202, and REL 202.

Mathematics (6–12)

- A major in mathematics that includes applied mathematics, computer science, and computer programming.
- Algebra I — add-on
- And the following requirements:
 - MATH 159 College Algebra
 - MATH 157 Geometry and Measurement for Teachers
 - MATH 171 Precalculus with Trigonometry
 - MATH 214 Intermediate Statistical Methods
 - MATH 221 History of Mathematics
 - MATH 341 Modern Geometry
- The requirements for secondary licensure (see above).

Sciences (6–12)

Applicants with a major in Biology or Chemistry may receive the add-on license in earth and space science with the completion of 17 semester hours. The applicant shall complete the following course at Mary Baldwin College: PHYS 131 Introduction to Astronomy. The remaining courses for the add-on license shall be taken at Washington and Lee University through the consortium arrangement: General Geology, Historical Geology, Meteorology, Oceanography, and Mineralogy.

For Biology Majors:

The major in biology including all of the following: genetics/molecular biology, botany, zoology, anatomy/physiology, ecology, and other preparation consistent with the Virginia Science Standards of Learning. The requirements for secondary licensure (*see above*).

For Chemistry Majors:

- Students seeking licensure to teach chemistry will complete the major in chemistry including all of the following: inorganic chemistry, organic chemistry, physical chemistry, and analytical chemistry and will demonstrate an understanding of knowledge, skills, and processes of chemistry as defined in the Virginia Science Standards of Learning.
- The requirements for secondary licensure (see above).

Education Licensure (PK–12) Requirements

Art Education (PK–12)

- Major in studio art including: emphasis in one of painting, drawing, printmaking, ceramics, graphic design
 - ART 125 Introduction to Art Education
 - ART 380 Teaching Assistantship in Art
- These courses:

- ED 110 Practicum in Education, with at least one practicum at the middle school level.
- ED 115 Foundations of Education
- ED 120 Understanding Exceptional Individuals
- ED 300 Elementary School Methods and Practicum
- ED 310 Middle and Secondary Methods and Practicum
- ED 325 Classroom and Behavior Management
- ED 385 Student Teaching in Art Education
- ED 386 Student Teaching Seminar
- PSYC 210 Child Psychology
- PSYC 211 Adolescent Psychology
- Required standardized tests

Foreign Languages — Modern: French or Spanish (PK–12)

- A major in a modern language, including the following areas: advanced grammar and composition, conversation, culture and civilization, and literature and applied linguistics
- A minor in secondary education
- And these additional courses:
 - ED 300 Elementary School Methods and Practicum
 - ED 325 Classroom and Behavior Management
 - ED 386 Student Teaching Seminar
 - ED 389 Student Teaching in Foreign Language
 - PSYC 210 Child Psychology
 - PSYC 211 Adolescent Psychology
- Required standardized tests

Note: For an added endorsement in a modern foreign language: 24 semester hours in the language.

Music Education — Vocal/Choral (PK–12)

- A major in music, either performance emphasis or music history and literature emphasis, including:
 - MUS 217 Choral Conducting
 - A minimum of one year of piano
 - A minimum of one year of voice
 - A minimum of six semesters of choir
- These courses:
 - ED 110 Practicum in Education
 - ED 115 Foundations of Education
 - ED 120 Understanding Exceptional Individuals
 - ED 325 Classroom & Behavior Management
 - ED 386 Student Teaching Seminar
 - ED 392 Student Teaching in Music
 - PSYC 210 Child Psychology
 - PSYC 211 Adolescent Psychology
 - MUS 310 Music Education in the Elementary School
 - MUS 311 Music Education in the Secondary School
- Required standardized tests

Special Education — General Curriculum (K-12)

- 2.5 semester hours
- Required courses:
 - ED 111 Practicum in Special Education

- ED 115 Foundations of Education
- ED 205 Characteristics of Exceptionality
- ED 215 Foundations and Legal Issues of Special Education
- ED 218 Transitioning in the Special Education Environment
- ED 305 Classroom Management and Collaboration
- ED 315 Differential Strategies in Instruction and Assessment for Special Education
- ED 323 Language Acquisition and Reading I
- ED 324 Language Acquisition and Reading II and Practicum
- PSYC 210 Child Psychology
- PSYC 211 Adolescent Psychology

- Required standardized tests

Theatre Arts (PK–12)

Students seeking licensure in theatre arts shall demonstrate knowledge, skills, and processes of the theatre discipline as defined in the Virginia Standards of Learning.

- The major in Theatre
- These courses:
 - ED 110 Practicum in Education
 - ED 115 Foundations of Education
 - ED 120 Understanding Exceptional Individuals
 - ED 300 Elementary School Methods and Practicum
 - ED 310 Middle and Secondary Methods and Practicum
 - ED 325 Classroom and Behavior Management
 - ED 386 Student Teaching Seminar
 - ED 391 Student Teaching in Theatre
 - PSYC 210 Child Psychology
 - PSYC 211 Adolescent Psychology
- Required standardized tests

Education Course Descriptions

110 Practicum in Education (3 s.h.) (C)

This course is designed to provide students who are contemplating teaching as a career to acquire early and varied experiences in area school classrooms. Students will meet several afternoons with their practicum supervisor for the practicum seminar. A minimum of 90 hours will be spent in the classroom. Students must complete this course prior to the senior year.
*Prerequisite: ED 115.

111 Practicum in Special Education (3 s.h.) (C)

This course is designed to give students who are contemplating a career in special education an opportunity to observe and assist teachers in the classroom. Students will complete a 90 hour practicum.

115 Foundations of Education (3 s.h.) (T)

The goals of this introductory course are: to acquaint students with the philosophical schools of thought in education and with prominent educators whose contributions have shaped educational theory and practice; and to enhance students' skills in reading, writing, thinking, and discussing critically and analytically. *Prerequisite for ED 110.

120 Understanding Exceptional Individuals (3 s.h.)

This course is about exceptional children and youth with learning and/or behavior problems, or who are gifted and talented, or who have physical disabilities. The course is a study of the field of special education and the exceptional individuals.

125 Introduction to Art Education (3 s.h.)

For course description, see ART 125 in the Art and Art History, Art Education listing.

157 Computer Technology for Teachers (3 s.h.)

This online course prepares teachers to use computer technology within the classroom to enhance, augment, and enlarge opportunities for learning. Offered as needed to ADP students.

205 Characteristics of Exceptionality (3 s.h.)

Students demonstrate knowledge of definitions, characteristics, and learning and behavior support needs of children and youth with disabilities, including learning disabilities, emotional disturbance, mental retardation, developmental delay, autism, traumatic brain injury, attention deficit disorders, other health impairments, and multiple disabilities, among others. They develop understanding of normal patterns of development (physical, psycho-motor, cognitive, linguistic, social, emotional) and educational implications of various disabilities.

215 Foundations and Legal Issues of Special Education (3 s.h.)

Prospective teachers learn the foundation for educating students with disabilities, including: historical perspectives, theories and philosophies, and current trends in the field of special education. They develop an understanding and application of legal aspects and regulatory requirements associated with the identification, education and evaluations of disabled students. Emphasizes ability to analyze ethical issues and to apply accepted standards of professional behavior.

218 Transitioning in the Special Education Environment (1 s.h.)

This course is a requirement for students who are seeking teacher licensure with an endorsement in Special Education. Focus will be on development of skills and knowledge in preparation for working with parents

and families to provide post-secondary transitions as well as transitions while in school, case management, consultation and collaboration. Emphasis will be on transition planning in the IEP — Individualized Education Plan, transition system delivery, independent living skills, career development, community resources, available agencies, self-advocacy, guardianship, and implementation of inter-agency agreements for successful transitioning to employment and self-sustainment. Students will develop an understanding of the best practices in transitioning, the Model of Transition Pathways, transition assessment, Federal Legislation, transition provisions in IDEA 2004, NCLB 2001, and alignment of transition with Standards-Based Education. Participants will learn how to become a transition leader for their students when they are a Special Education teacher, and they will know how to improve transition outcomes during the school years as well as postsecondary for youth with disabilities and for youth placed at risk.

300 Elementary School Methods and Practicum (4 s.h.)
Conceptualizes the teacher as one who makes and carries out decisions about curriculum and instruction, based on principles of teaching and learning. Instructional planning and classroom management are emphasized. A 30 hour field experience in a PK-6 classroom integrates theory with practice. *Prerequisite for ED382; should be taken the semester before student teaching, if possible.*

305 Classroom Management and Collaboration in Special Education Setting (3 s.h.)
Prospective teachers learn classroom and behavior management techniques and individual interventions, develop skills required to collaborate with regular education colleagues and with families of students with disabilities, learn and practice skills in consultation, case management, and collaboration needed to assist and support students and families in successful transitions within the K-12 school system and beyond.

310 Middle and Secondary Methods and Practicum (4 s.h.) (R)
Experience with methods and materials for grades 6-12. They demonstrate knowledge and skills in setting goals and objectives, unit and lesson planning, varying teaching techniques, classroom management, individualizing instruction, measuring and evaluating learning, selecting teaching materials, using multimedia, and developing an effective teaching style and confidence in speaking. A 30 hour field experience in a grade 6-12 classroom integrates theory with practice. **Prerequisite for ED 383 and ED 384; should be taken in fall, senior year.*

315 Differentiated Strategies in Instruction and Assessment for Special Education (4 s.h.)

Students learn service delivery models, curriculum, instruction of students with disabilities, and skills for application. Includes alternative ways to teach content, curriculum adaptation and modification, strategies for integration of students with disabilities with non-disabled peers, uses of technology in learning. Examines procedures to develop, provide, and evaluate instruction consistent with students' individual needs: procedures for screening, prereferral, referral, eligibility determination. Considers factors that may influence assessment findings, related ethical issues, application of results to guide development of individual education plans. Required 30 hour practicum.

323 Language Acquisition and Reading I (3 s.h.)

This course will develop in beginning elementary teachers a thorough understanding of the complex nature of language acquisition and literacy, including but not limited to phonemic awareness, concept of print, phonics, vocabulary development, and comprehension. Students will investigate formal and informal diagnostic measures, instructional procedures, and corrective strategies for varied reading difficulties. Students will develop knowledge of reading and writing processes, compelling theories of reading and writing pedagogy including strategies for working with English language learners. Students will become familiar with criteria for identifying excellence in children's literature and elements of a balanced literacy program which includes a variety of literature and independent reading.

324 Language Acquisition and Reading II and Practicum (4 s.h.)

Learning to read and write is a developmental process that can be systematically advanced through the use of specific instructional strategies. This course will provide beginning elementary teachers the knowledge and skills required to recognize, assess, and respond to children's learning needs as emerging readers and writers. Students will examine various strategies including but not limited to word study, phonics, vocabulary, and spelling designed to accelerate progress in children who encounter reading difficulties. Students will also explore learning opportunities for children who are moving along in the reading continuum more rapidly than their classmates. Strategies for drawing children into literature and utilizing authentic children's books in reading instruction are included. Students will field test literacy strategies introduced in the ED 323/324 sequence in a 30-hour practicum placement in the semester in which they are enrolled in ED 324.

325 Classroom Behavior Management (3 s.h.)

This course presents behavioral, cognitive, and psycho-educational theories along with behavior management strategies and positive behavior intervention plans. Emphasis will include current research on behavior management in the classroom for grades K-12, cognitive restructuring for the social cognitive approach, and current practices. Strategies for learning how to help students with intrinsic motivation will be taught. These strategies can enable students to remain in control of their behavior and make positive choices. Focus will be on teaching students to perceive situations in an appropriate manner which will change their thought patterns regarding social situations and assist them in becoming efficient problem solvers. This focus views students as change agents whereby teachers guide them to manage their own behavior change as well as their own behavior patterns. Research has shown that these strategies have significant impact on interpersonal conflicts within the educational setting. Students will examine the structure of effectively managed whole group classrooms as well as individual behavior management and the development of social behaviors. Response measures will be presented for use in data analysis for behavior management within the classroom. Participants will develop a behavior management plan for their classroom which incorporates management plans needed for individual students as they utilize skills for enhancing a supportive learning environment.

350 Content Area Reading (3 s.h.)

This course requires students to examine research and instructional subjects concentrating on high school students and adults. Students design experiences that examine uses of content area texts capitalizing on critical reading and writing. Course participants will field test all activities described and studied in this course.

Student Teaching

Students who are admitted to the Teacher Education Program are eligible to apply for student teaching during their final semester.

Requirements for Admission to Student Teaching:

- Full admission to the Teacher Education Program and continue to meet requirements
- Application for student teaching prior to the published deadline
- Satisfactory completion of a 90 hour practicum experience in local public schools
- Documentation of successful field experiences
- Suitability for teaching as demonstrated in course work and field experiences
- Overall GPA of 2.5 or higher
- Minimum GPA of 3.0 in professional studies courses

- A grade of C or better in the following courses: any ED course, PYSC 210, PYSC 211, MATH 156, and Math 157
- Submit passing test scores as shown by one of the following options:
 - a. Praxis I scores (Reading, Writing, Math)
 - b. SAT or ACT scores
 - c. Virginia Communication and Literacy Assessment (VCLA) and Praxis I Math scores (or remedy option for students who fail to achieve a passing score on the Praxis I Math assessment)

*Acceptable minimum passing scores can be found at: http://www.doe.virginia.gov/teaching/educator_preparation/college_programs/entry_assessment.pdf

- Demonstrated personal and professional qualities, including responsibility, effective communication, enthusiasm, resourcefulness, flexibility, and professional behavior

Note: Approval for student teaching does not necessarily mean licensure approval. Candidates for licensure must demonstrate successful student teaching experience, an overall 2.5 GPA, and 3.0 GPA on professional studies courses. Elementary Education students must take Praxis I Math and pass Praxis II, pass the Virginia Communication and Literacy Assessment (VCLA), and pass the Reading for Virginia Educators (RVE) assessment. Middle and Secondary Education students must take Praxis I Math and pass Praxis II if available, and pass the Virginia Communication and Literacy Assessment (VCLA).

Student Teaching Courses (12 s.h. each)

Student teaching requires one semester working directly with students in a classroom on a full-time basis, for a minimum of 12 weeks under the direction of a classroom teacher and college supervisor. For students seeking endorsement in Art, Music or Special Education, the student teaching experience shall be split into 8 weeks in an elementary setting and 8 weeks in a secondary setting, to total a 16-week placement. Student teachers may not work, take courses, or participate in varsity sports. Application must be made the semester prior to student teaching. *Prerequisite for ED 382 is ED 300. Prerequisite for ED 383 and ED 384 is ED 310.

- 382 Elementary Education (PK–6) (O)
- 383 Middle Education (6–8) (O)
- 384 Secondary Education (6–12) (O)
- 385 Student Teaching in Art Education (PK–12) (O)
- 389 Student Teaching in Foreign Language (PK–12) (O)
- 391 Student Teaching in Theatre (PK–12) (O)
- 392 Student Teaching in Music Education (PK–12) (O)
- 393 Student Teaching in Special Education (K–12)

386 Student Teaching Seminar (1–3 s.h.)

Seminar is held in conjunction with student teaching. This experience allows students to discuss and examine critical issues related to student teaching. Spring semester only for RCW students.

English

Sarah Kennedy, department head
 Ralph Alan Cohen, Matthew Davies, Kristen Egan,
 Catharine O’Connell, Paul Menzer, Lydia Petersson,
 Molsie Petty, Richard Plant, Katherine Turner

Requirements for the Major in English

33 semester hours

- ENG 208 British Literature to 1780
- ENG 209 British Literature 1780 to the present
- ENG/THEA 216 Introduction to Shakespeare
- ENG 220 American Literature: Colonial to Romantic
- ENG 400 Major Seminar

and six additional courses in English, level ENG 111 and above, to include at least three courses at the 300 level

Note: the department strongly recommends English Majors to study a foreign language through intermediate level.

All Seniors must complete the Major Field Test in English before graduation

Requirements for the Minor in English

21 semester hours

- ENG 208 British Literature to 1780
- ENG 209 British Literature 1780 to the present
- ENG/THEA 216 Introduction to Shakespeare
- ENG 220 American Literature: Colonial to Romantic

and three additional courses in English, level ENG 111 and above, to include at least one course at the 300 level

Minor in Creative Writing

Please see Creative Writing

Virginia Program at Oxford University

The History and English departments co-sponsor the Virginia Program at Oxford University. Working with British tutors in courses devoted to Tudor-Stuart England, students can earn 3 s.h. of history credit and 3 s.h. of English credit that count toward the history and English majors and minors. Interested English majors are urged to apply to this program. *For more information, see Dr. Mary Hill Cole.*

Civic Engagement Opportunities

- Civic Engagement contracts appropriate to individual courses
- Teaching assistantships
- Positions as tutors in the Writing Center or Learning Skills Center
- Internships in web editing and publishing with Outrageous Fortune
- Editorial positions on Campus Comments, Libations, or other publications
- Volunteer work in primary or secondary schools
- Participation in academic conferences and/or reading series
- Internships in journalism, public relations, and editing

English Course Descriptions

100 Basic Composition (3 s.h.)

Required of freshmen who, on evidence of high school record and SAT scores, show need for practice in critical reading and writing. Objective is competence in reading analytically and writing essays that meet standards of organization, logical development, sentence structure, grammar, spelling, and punctuation. Emphasis on extensive composition and revision. Students must pass ENG 100 with a grade of “C-“ or better to enroll in ENG 102.

102 Intermediate Composition (3 s.h.)

Required for graduation. Designed to improve writing, critical thinking and ability to read carefully. Classes devoted to discussing student essays and texts by professional writers, emphasizing discussion and the writing process. Students write six-eight essays or equivalent and revise at least two.

103 English as a Second Language I: Basic Composition (3 s.h.)

Prepares ESL students for academic writing, with emphasis on analytical reading and on writing short essays that meet standards of organization, logical development, sentence structure, grammar, spelling and punctuation. Emphasis on extensive composition and revision. Students taking 103 in fall should expect to take ENG 102 in spring.

111 Introduction to Literature (3 s.h.) (H, W)

Provides an introduction to close reading of poetry, fiction, and drama. Through class discussion and regular writing assignments students will gain an understanding and appreciation of literary genre. The course will also involve discussion and writing about how the elements of each genre — including setting, plot, imagery, sound, and rhythm — contribute to the meaning and effect of a literary work. **Prerequisite: ENG 102*

204 Children's/Young Adult Literature (3 s.h.) (H, W)

An overview of the literary and historical development of literature for children and young adults through selected authors and genres, both classic and contemporary. Students analyze literary elements, discuss cultural and educational issues within the genre, and consider the development of the concept of childhood and literacy in a variety of contexts. **Prerequisite: ENG 102.*

208 British Literature before 1780 (3 s.h.) (H, W)

Works of major British writers from the Anglo-Saxons to 1780. Students will learn about genre, contexts, and critical approaches to literary texts; they will also consider how the English language has evolved over time. Classroom discussion will develop oral presentation skills, and the four term papers (which students are encouraged to revise) will develop writing skills. **Prerequisite: ENG 102.*

209 British Literature after 1780 (3 s.h.) (H, W)

Continuation of ENG 208. Study works of major British writers from 1780 to the late 20th century. **Prerequisite: ENG 102.*

216 Introduction to Shakespeare (3 s.h.) (H, R)

Discussion/performance course focusing on examples of comedy, history, and tragedy, each considered from the dramatic, poetic, and theatrical perspectives, with some attention given to historical background and characteristics and development of Shakespeare's art. Cross listed as ENG/THEA 216. **Prerequisite: ENG 102.*

220 American Literature: Colonial to Romantic (3 s.h.) (H, W)

Study of representative selections, including writers such as Bradstreet, Poe, Hawthorne, Emerson, Melville, Stowe, and Douglass. Students will develop close reading skills through writing and discussion, and they will learn to analyze and compare literary works. Literary texts are also discussed in relation to their cultural and historical contexts, and students will develop an understanding of differing genres. **Prerequisite: ENG 102.*

221 American Literature: Realism to Present (3 s.h.) (H, W)

A continuation of ENG 220. Representative selections from late 19th and 20th centuries are studied, including works by Twain, James, Chopin, Cather, Faulkner, Eliot, and Hughes. Students will develop close reading skills through writing and discussion, and they will learn to analyze and compare literary works. Literary texts are also discussed in relation to their cultural and historical contexts, and students will develop an understanding of differing genres. **Prerequisite: ENG 102.*

235 Women's Writing (3 s.h.) (G, W)

Students will read works by women from across the English-speaking world, from the seventeenth century to the present day, in a variety of genres. Analysis will be grounded in feminist and gender theory, and will consider the historical contexts of texts as well as their significance for later readers. **Prerequisite: ENG 102.*

246 The Crafting of Fiction (3 s.h.)

Introduction to basic elements of fiction writing, including characterization, plot, and point of view. In-class exercises, frequent writing assignments, and readings in contemporary fiction. Also introduces the writing workshop method of analysis and critique. **Prerequisite: ENG 102.*

247 The Crafting of Poetry (3 s.h.)

Introduction to basic elements of poetry writing, including persona, rhyme, rhythm, and meter. Through in-class exercises, frequent writing assignments, and readings in contemporary poetry, students develop strategies and skills for creating and developing formal and free-verse poetry. Also introduces the writing workshop method of analysis and critique. **Prerequisite: ENG 102.*

251 American Women's Autobiography (3 s.h.) (G)

An introduction to the genre of autobiography ("life-writing") and some of the particular challenges, both cultural and literary, faced by American women writers in shaping their individual life stories. Full-length autobiographies read and discussed will include a slave narrative and works by first-generation American women. Cross listed as AMST 251. **Prerequisite: ENG 102.*

270 Teaching Writing: An Introduction to Theory and Practice (3 s.h.) (W)

Introduction to the major developments in the history of writing instruction in the U.S. as well as composition studies and writing pedagogy. Students will practice collaborative writing and research, and, through observation and practice in MBC's Writing Center, gain first-hand experience assisting student writers across the curriculum. Students who complete this course and

meet additional requirements may apply to work in the College's Writing Center. **Prerequisite: ENG 102.*

315 Early English Drama (3 s.h.)

A discussion and performance course studying five to six plays written before 1640, including a sample of medieval drama. The plays are studied in chronological order so that the student will gain some understanding of the development of the drama, as well as the evolution of the language, in the period. Cross listed as THEA 315. **Prerequisite: ENG 111 or any 200-level English Literature course or permission of the instructor.*

320 Renaissance Literature (3 s.h.) (R)

A study of non-dramatic English poetry and prose from Thomas Wyatt through John Milton. This discussion course will cover the major authors of the mid-sixteenth through the mid-seventeenth centuries and will provide an overview of several minor writers of the period. Students will study the comparative grammars of early and contemporary English and will be introduced to the literary theories pertinent to study of the period, primarily New Historicism and Cultural Studies, and will write research papers on topics of their choice. **Prerequisite: ENG 111 or any 200-level English Literature course or permission of the instructor.*

325 Themes in British Poetry, 1660-1900 (3 s.h.)

This course covers about 250 years of British poetry, introducing students to an exciting range of poets and enabling them to discern patterns of tradition and innovation across this historical period. Three key themes will be pursued — “Men and Women”; “City, Country, Globe”; and “The Role of the Poet” — allowing for a focused exploration of how poetry engages with questions of topical urgency and enduring relevance. **Prerequisite: ENG 111 or any 200-level English Literature course or permission of the instructor.*

328 The Rise of the Novel (3 s.h.) (R)

Detailed study of five or six major novels from the 18th and 19th centuries, both as literary masterpieces and as components of a broader cultural matrix. **Prerequisite: ENG 111 or any 200-level English Literature course or permission of the instructor.*

330 Nature in America (3 s.h.) (T)

This course will explore interdisciplinary representations of nature and analyze how these representations participate in the cultural production of American national identity. From its earliest conception, America has paradoxically desired and disavowed nature, a paradox with deep historical roots and contemporary consequences. This course will explore how the dominant culture and marginalized groups contend with this paradox, by analyzing how the theme of America as “nature's nation” changes over time. **Prerequisite:*

ENG 111 or any 200-level English Literature course or permission of the instructor.

346 The Writing of Fiction (3 s.h.)

Emphasizes the process and craft of fiction writing. Classes are designed as workshops and divided between periods of writing and periods of reading and discussing each other's work. **Prerequisite: ENG 246 or permission of instructor.*

347 The Writing of Poetry (3 s.h.)

Emphasizes the process and craft of poetry writing. Classes are designed as workshops and divided between periods of writing and periods of reading and discussing each other's work. **Prerequisite: ENG 247 or permission of instructor.*

350 Modern Literature (3 s.h.)

A survey of 20th-century poetry and fiction, with particular emphasis on Modernist works from between the two World Wars. Although roughly chronological, the course will also group works according to common themes. Through reading, discussing, analyzing, and writing about selected works, students will gain a greater understanding of various Modernist responses to some of the paradigm shifts that characterized the 20th-century. **Prerequisite: ENG 111 or any 200-level English Literature course, or permission of the instructor.*

364 African-American Literature (3 s.h.) (D)

This course will focus on 19th and 20th century African-American fiction, poetry, essays, and drama. Through writing and discussions, students will develop skills in analyzing and comparing literary works and will consider contexts for African-American writing. **Prerequisite: ENG 111 or any 200-level English Literature course or permission of the instructor.*

375 Special Topics in Language and Literature (3 s.h.)

Intensive study of a literary or English language subject, such as the work of one or two major authors, a recurring literary or rhetorical theme, a genre, or a critical problem. Topics and instructors will vary. If there is no duplication of topic, may be repeated for elective credit.

400 Major Seminar (3 s.h.) (M, O)

Students will learn about and evaluate the various theoretical approaches that may be used to analyze literary texts. They will also develop their research expertise within their chosen area of interest, in order to produce a research proposal and annotated bibliography. Once this proposal is approved, they will write either a research paper (4,000-6,000 words excluding notes and bibliography) or a themed critical portfolio of three shorter papers (1,500-2,000 words each excluding notes and bibliography), culminating in a formal presentation

and defense. **Prerequisites: senior standing and at least a 2.0 GPA in English major courses.*

Note: Directed inquiries, teaching assistantships, and internships in English can be arranged on an individual basis.

Environmental Policy Analysis

Laura van Assendelft, Paul Callo, Catherine Ferris McPherson, Amy Diduch, Joseph Sprangel, and Peter Ruiz-Haas, coordinators

For decades, people have asked the question, “Are there limits to growth?” Can people continue to consume more and more of the earth’s resources indefinitely? As we increase our consumption, can the earth continue to process or absorb the byproducts of our production? Answers to these questions and the understanding of how to address them require knowledge of science, economics, political science and business.

Strong, sustainable solutions to environmental problems require critical thinking — an interdisciplinary skill — combined with deep, specific knowledge of the problem — a major-based skill. Students who have chosen majors in Biology, Chemistry, Economics, Political Science or Business may combine environmental coursework from their own majors with coursework from complementary disciplines.

Requirements for the Minor in Environmental Policy Analysis

Coursework will vary depending on your selected major. Contact the coordinator from your major for more details.

Film

Allan Moyé, coordinator

Film study emphasizes cinema as art form, media industry, and social artifact. It integrates courses from many disciplines to provide cultural, historical and aesthetic means to think about and create visual media. Students choose one of two tracks: Film studies emphasizes critical, aesthetic, theoretical and philosophical approaches, while film production emphasizes practice through courses in photography, scriptwriting, video production, and theater production, for students who want to create movies, or study photojournalism, or narrative photography, and/or use video/film as a fine art. Students interested in film as part of their major may want to explore an emphasis in film offered through MBC’s Theater department. Those who wish to design an independent major in film

should discuss the possibility with their advisors and the director of the film minor.

Requirements for the Minor in Film with an Emphasis in Film Studies

21 semester hours

FILM 254

FILM 333

Five of the following: ANTH 220, ARTH 206, ART 250, AS/SOC 270, COMM 115, FILM 275, FREN 225, HIST 246, HIST 247, PHIL 234, PHIL 277, SOC 236, SPAN 215, or special topics in art, communication, film or theatre where appropriate.

Requirements for the Minor in Film with an Emphasis in Film Production

21 semester hours

FILM 254

Two of the following: ART 115, FILM 119, or THEA 105

Four of the following: ART 115, ART 116, ART 215, ART 320, ENG 246, FILM 119, FILM 229, FILM 264, FILM 333, THEA 105, THEA 250, THEA 323, or special topics in art, communication, film, or theatre where appropriate.

Civic Engagement Opportunities

Special topics in film and filmmaking include:

- Documenting special May Term projects in conjunction with artist/activist Claudia Bernardi of the Walls of Hope organization. These have included study abroad trips to El Salvador as well as projects in local and regional communities.
- Documenting local topics of human interest.
- Required or recommended internships at area television, radio stations or video production companies.
- Video taping campus and local events of importance.
- Opportunities to attend national and international film festivals as a student intern.
- Creating Public Service Announcements for campus broadcast.
- Exploring civic engagement through class projects, group and individual assignments.

Film Course Descriptions

119 Introduction to Video Production (3 s.h.)

Fundamental, practical, and theoretical approach to video production. Emphasizes camera operation and composition, nonlinear editing and principles of editing (using FinalCut Pro), and related audio. Projects vary to emphasize broadcasting, documentary, narrative filmmaking, and various forms of artistic expression. Cross listed as COMM 119 and THEA 119 and ART 119.

229 Advanced Video Production (3 s.h.)

The art and theories of visual storytelling through narrative, documentary, and creative self-expression. Projects are oriented toward basic scripting, shooting, editing, and multiple-camera studio events for MBC TV. Cross listed as COMM 229 and THEA 229.

**Prerequisite: FILM 119 or permission of the instructor.*

254 Film Analysis (3 s.h.)

A critical framework for watching and analyzing popular and critically acclaimed films by examining dramatic, visual, and technical elements, and by studying the art and history of great filmmakers. Screenings each week of important silent, classic, international and modern films. Cross listed as ARTH 254 and COMM 254.

264 Screenwriting (3 s.h.) (W)

Theory and practice of screenwriting, including concept, research, writing, revisions, and presentation. Analysis of successful scripts to discover appropriate styles and methods of writing. Workshop development of scripts emphasizing dramatic narrative for television and film. Cross listed as COMM 264 and THEA 264.

275 Women and Film (3 s.h.) (G)

An exploration of issues of representation and spectatorship relating to women and film from the 1920s to the present from a feminist and a critical studies perspective. Examines Hollywood, independent and international cinema with an emphasis on women directors and filmmakers. Includes varied genres of film and their production and reception in their specific social contexts.

333 Film Theory and Criticism (3 s.h.)

An overview of the major theoretical and critical approaches to film as a complex cultural medium. Weekly viewings and discussion of historical, international, independent, and short films. Focuses on film as art and expression by examining work of great classic, independent and international filmmakers. Cross listed as THEA 333.

French

Anne McGovern, department head, World Languages and Literatures
Martha Walker

Students can pursue a minor in French. French minors become proficient in reading, speaking, writing, and understanding the spoken language. They examine literary works representing France and other French-speaking regions, study and perform a contemporary French play, and look at the role of women in French

culture. Students can supplement their study by traveling to France during May Term.

This major requires a substantial portion of the coursework to be completed at the Staunton campus.

Requirements for the Minor in French

18-20 semester hours*

FREN 151

FREN 152

FREN 201

FREN 202

Two literature courses chosen from the following: FREN 241, FREN 242, FREN 262;

Two language/culture courses chosen from the following: FREN 154, FREN 203, FREN 205, FREN 230, FREN 255

*If students begin at the 201 level, they will complete the minor with 18 hours. If they begin at the 151 level, they will finish the minor with 20 hours.

Civic and International Engagement Opportunities

- May Term study travel abroad
- Study abroad for a semester or year
- Volunteer work in non-profit organizations
- Internships
- Students abroad are required to learn about the social, cultural, and political reality of the target country, thus getting involved with the civic life of their host country.

French Course Descriptions

101, 102 Beginning French (4 s.h.) (F: both 101 and 102)

Designed for those with little or no French. Through exercises, dialogues, skits, and controlled and creative writing, the student will develop a basic proficiency in speaking, listening, reading and writing.

151, 152 Intermediate French (4 s.h.) (F: both 151 and 152)

Continues to build the student's proficiency using exercises, dialogues, skits, and controlled and creative writing. At the end of the course, students will have a basic understanding of French and be able to carry on everyday conversations, read schedules, pamphlets, and other texts of moderate difficulty, and write fluently and accurately about everyday topics. Students with more than four years of French may NOT take French 151 or 152.

153 La Révolution Française (1 s.h.)

Designed for students enrolled in HIST 243 who want to pursue a project related to the French Revolution. Students choose and research a topic of interest—for example, songs of the Revolution or ceramics containing Revolutionary images—and share the results in class discussion. *Co-requisite: HIST 243. Prerequisite: FREN 152 or equivalent. Conducted in French.

154 French Play in Performance (3 s.h.)

Together, the class will read, study and stage a short, contemporary French play, performed at the end of May Term as the final exercise in the course. Class time will be spent discussing, then rehearsing, building, etc., in preparation for the performance. *Prerequisite: FREN 152 or equivalent.

170 African and Caribbean Women Writers (3 s.h.)

This survey course of modern francophone women's literature, conducted in English, includes works from North and Sub-Saharan Africa and the Caribbean. Major themes of the course are the search for identity and the role of language and writing in discovering and/or asserting cultural and gender identities.

201 Conversation and Composition (3 s.h.) (F)

By use of film and literary texts, this course is designed to develop advanced proficiency in speaking and writing. Written work includes grammar exercises and essays. At the end of the course students should have developed both oral and written fluency in French. Prerequisite: FREN 152 or equivalent.

202 Introduction to Francophone Cultures (3 s.h.) (I)

Introduction to French-speaking areas of the world including Québec, the Caribbean and Northern and Western Africa. Through literature, current events, and multi-media sources, students explore major Francophone regions and progress to an advanced level of performance in reading, writing, listening, and speaking. *Prerequisite: French 201 or equivalent.

203 Everyday French (3 s.h.)

Study Abroad. A total immersion experience in language learning. Students participating will complete a home stay with a French family, taking meals with them, engaging in the life of their community, and documenting experiences in a journal. Must be taken P/NC.

205 Writing in French (3 s.h.) (W)

Students gain intensive practice in writing French. Frequent writing assignments and analysis of short French texts will allow students to increase grammatical and idiomatic precision and to develop awareness of stylistics. Students will develop a personal style by keeping a journal and by writing short essays, and descriptive passages, and a short research paper.

*Prerequisite: French 202 or permission of the instructor.

225 Literature and Film in Translation (3 s. h.) (T)

Study of translated novels and films from Francophone areas of the world (Québec, North and West Africa, and the Caribbean) that concern the making or undoing of individual and cultural identity. Some of the contexts to be studied that contribute to the formation of identity are interactions of colonizer and colonized, male and female, and child and adult.

230 Contemporary French Culture (3 s.h.) (I)

Designed to provide students with basic knowledge of the geography and political and social structures of contemporary France, and to acquaint them with issues of concern to the French today. *Prerequisite: FREN 152 or equivalent.

241, 242 Readings in French (3 s.h. each) (H: both 241 and 242)

Each semester a different theme, author, or genre is treated. The course aims (1) to facilitate an appreciation and understanding of texts in French; (2) to increase linguistic competence; (3) to improve ability to read critically. The courses are conducted entirely in French. If the content changes, students may take these courses more than once. *Prerequisite: FREN 202 or equivalent.

255 May Term in France (3 s.h.)

Study Abroad. Students will spend three weeks in Paris studying French theatre and attending performances. Field trips and walking tours, including trips to monuments, museums, gardens, and châteaux. Cross listed as THEA 255. *Prerequisite: Intermediate FREN 152. Additional charge for this course beyond MBC tuition.

262 The Role of Women in French Culture (3 s.h.) (G)

Women have been important but often ignored in the social, political, religious and artistic life of France. This course enhances the student's understanding of French history and culture by examining the contributions of women in these fields and the conditions and status of women in, the 19th and 20th centuries. *Prerequisite: FREN 202 or equivalent. Conducted in French.

Global Poverty and Development

Amy McCormick Diduch, coordinator

The global poverty and development minor gives students the tools to understand why some countries are rich and some are poor. Students will compare policy options for increasing incomes and opportunities in the

developing world. Poverty in developing countries, as in America, is a function of education, gender, and age, but also of property rights, political voice, and low levels of national income. Poverty may be reduced by increasing economic growth, improving property rights, addressing discrimination against women and girls, and improving access to education.

Requirements for the Minor in Global Poverty and Development

21–24 semester hours

ECON 101

ECON 102

ECON 232

POLS 215

INT 222

One of the following: ECON 180, ECON 210, or ECON 247

One of the following: ANTH 120, ANTH 202, HCA 255, REL 130, REL 221, the second POLS course above, study abroad in a developing country, or service learning in a developing country.

Health Care Administration

Steven A. Mosher, program director

Kenneth Beals, David Colton, Eileen Hinks, George Repa

Health care is a rapidly changing field. Administration of programs and organizations in health care requires knowledge, skill, and a strong sense of caring for others. The major in Health Care Administration prepares students to enter, or advance, into the management area in a variety of positions and organizations related to the health care field. The major can also be a springboard for graduate work in many related fields. The MBC Health Care Administration Program is the only endowed program of its type in the United States and Canada. It is also a fully certified undergraduate member of the Association of University Programs in Health Administration. The program has five named scholarships for Health Care Administration majors.

Requirements for the Major in Health Care Administration

54 semester hours

HCA 101

INT 222

HCA/PHIL 230

HCA/POLS 245

HCA/BIOL 261

HCA 300

HCA 310

HCA/ECON 320

HCA 330

HCA 387 (minimum of three semester hours)

HCA 401

Two additional courses in HCA

BUAD 208

BUAD 230

BUAD 302

ANTH 208 or SOC 260

ECON 101

Senior Requirement: Successful completion of HCA 401

Requirements for Major in Health Care Administration with Emphasis in Public Health

Students seeking a BA in Health Care Administration with a Public Health emphasis must fulfill all of the requirements for the BA, plus the following:

HCA 125

HCA 225

HCA 250

Requirements for the Minor in Health Care Administration

18 semester hours

HCA 101

HCA/PHIL 230

HCA/BIOL 261

Three additional HCA courses

Requirements for the Certificate in Long Term Care Administration

24 semester hours

HCA 101

HCA/PHIL 230

HCA 240

HCA/BIOL 261

HCA 310

HCA/ECON 320

HCA 387 (must include at least 400 hours under supervision of a preceptor approved by the Virginia Board of Nursing Home Administrators)

INT 222

Requirements for the Certificate in Health Care Management

21 semester hours

HCA 101

INT 222

HCA 310

HCA/ECON 320

Three of the following: HCA/PHIL 230, HCA 240, HCA/BIOL 261, or HCA 330

Civic Engagement Opportunities and Global Awareness

- Each major completes an internship of 150 contact hours or more with a health care institution, including a project that involves community service aspects
- Almost every HCA course contains an international component.
- Possible student placements in internships abroad.
- HCA sponsored events on international themes throughout the academic year.
- HCA faculty conducts research and makes presentations on international topics.

Health Care Administration Course Descriptions

101 Introduction to Health Care Administration (3 s.h.)

This course introduces the nature, organization and functions of the continuum of health services found in the U.S. health care system. Includes general management principles and practices as found in health care organizations. Analyzes the nature and role of health policy. Reviews the roles of providers, managers, and consumers. Current issues explored.

125 Introduction to Public Health (3 s.h.)

An introduction to the mission, functions, ethics, and scope of public health at local, state, national, and global levels; includes the ecological view of health, individual rights vs. population health; health promotion and disease prevention; and the interdisciplinary nature of the public health and its workforce. Emphasis on achievements in public health from the 19th through the 21st centuries, and contemporary applications such as chronic diseases, infant and maternal health, tobacco and obesity control, mental health, and homeland/global security. Students will gain an understanding of the significance of current public health reports (as in Morbidity and Mortality reports). Alternate years.

222 Social Science Statistics (3 s.h.) (Q)

For course description, see INT 222 in the Interdisciplinary Studies listing.

225 Public Health Issues (3 s.h.)

Analysis of contemporary public health issues with a focus on outbreaks (infectious and non-infectious) and outbreak investigation using a case study approach; infectious diseases including diagnostic clinical procedures, emerging infectious diseases, antibiotic resistance, and the use of vaccines. Critical analysis of evidence and sources of information includes use of peer-reviewed journals and discussion/analysis of current events using Morbidity and Mortality Weekly Reports and CDC resources. Alternate years.

230 Medical and Health Care Ethics (3 s.h.)

This course provides an introduction to basic and intermediate principles and theories of ethics, especially as they are relevant to medicine and health care. These principles and theories are applied to current issues in medicine and health care, including: caregiver obligations and patients' rights; informed consent; medical experimentation; genetic engineering; death and dying; access to health care; allocation of health resources; social justice and health care policy. Cross listed as PHIL 230.

235 Women's Health Care Issues (3 s.h.) (G, W)

This course focuses on reading, discussion, and writing about selected current issues in women's health such as gender and racial/ethnic differences, evaluation of internet health sources, use of narrative in health and illness, communicating women's health knowledge to the general public, global vs. U.S. women's health, sexually transmitted diseases, , cardiovascular disease, and other selected diseases/disorders related to women. Alternate years.

240 Long-Term Care Administration (3 s.h.)

The historical development of long-term care and the role of health policy. Analysis of the roles played by long term care facilities, nursing homes, home health organizations, continuing care retirement communities, and organizations that deal with chronic health care concerns. Issues include medical, organizational, legal, financial, human resources, and communication. Holistic approach covers physical, mental, and social well-being. Tours/analyses of long-term care facilities included. Alternate years.

245 Health Care Policy, Politics, and Law (3 s.h.)

Analysis of the factors that shape health care policy in the U.S., including public policy and various types of health care policies, government structures and institutions responsible for making health policy, important actors in the health reform debate, and their strategies to influence policy. The stages of the policy process are exemplified in case studies of several significant health care policies, and health care law is reviewed. Cross listed as POLS 245.

250 Global Health Care (3 s.h.) (I)

Much can be learned about the U.S. health care system by comparing it to the operation of other countries' systems. Canada, the United Kingdom, Germany, Japan, and Australia are among the countries that are explored. Includes review of health issues facing the international community (e.g., AIDS, public health, etc.). Alternate years.

255 History of International Health and Development (3 s.h.) (T)

This course examines the history of western efforts to improve health in the “developing world,” from nineteenth century origins in colonial health and tropic medicine, to twentieth century concerns of international health — including disease eradication, primary health care, population, and child survival — to current efforts in global health such as HIV/AIDS and immunization. A parallel history of organizations (Rockefeller Foundation, UN, WHO, World Bank) highlights political, economic, and cultural assumptions that shape ideas and practices associated with international health and development. Alternate years.

261 Epidemiology (3 s.h.)

The fundamentals of distribution and determinants of health and disease in populations. Epidemiology is applied to formulation/assessment of health care and public health management decisions since it is the basic science of public health and it utilizes principles of the scientific method. Epidemiology includes applications to: morbidity and mortality, and disease prevention and wellness, as well as, disease transmission, diagnostic and screening tests, population studies and study design, and determination of causation. Includes evaluation of peer-reviewed journal articles for study design and proper conclusions and recognition of study limitations and potential biases. Cross listed as BIOL 261. Alternate years.

277 Colloquium (3 s.h.)

Special topics dealing with current issues facing health care administration.

287 Internship (3 s.h.) (C)

Off-campus experiential learning on an exploratory basis in health care facilities and health related organizations. Community service/benefit component required. Placement through the Health Care Administration Program. Forms must be submitted at registration. **Prerequisites: HCA 101 and sophomore HCA major status.* Must be taken P/NC.

300 Health Care Research Methods (3 s.h.) (R)

This course introduces the fundamentals of research in health care, including institutional review boards; qualitative and quantitative methodologies; working with primary and secondary data; health services research; and evaluation studies. In addition, students will identify and develop a topic for the senior project in HCA 401 Senior Seminar, undergo a program approval process for the topic, prepare and submit IRB forms as appropriate, and complete drafts of several components of the senior project – the purpose, research question, research methodology, significance to the field of health care

administration, and a literature review. **Prerequisite: INT 222.*

310 Health Care Strategic Management (3 s.h.) (O)

Course focuses on a variety of methods utilized in the organization of health care facilities and the delivery of services. The nature of planning is analyzed with particular attention paid to health policy, strategic thinking and management, including internal and external environmental assessments. Organizational behavior is analyzed in depth including leadership aspects. Course focuses on managing change, as seen in health reform efforts, the influence of payment systems, and technological and scientific innovations. Case studies used extensively. Alternate years.

320 Economics and Finance of Health Care Systems (3 s.h.)

Investigation of the factors and forces at work in setting health care costs and impacts of those costs. Analysis of demand and supply concerns, reimbursement systems, insurance, Medicare, Medicaid, governmental regulations, legal issues, accessibility, budgeting processes and planning, and human resources concerns. Health care financial management tools and techniques are presented and used. Cross listed as ECON 320. **Prerequisites: ECON 101 and BUAD 208.* Alternate years.

330 Managed Care (3 s.h.)

Analysis of the nature and operations of health insurance in the United States, including purposes of the various plans (HMO, IPA, IPO, MSO, PSN, etc.) and how they work. Offers provider, manager and consumer perspectives. Analysis of the integration of health care delivery systems and financial aspects, including funding principles and practices, systems of reimbursement, and the role of health information technology. Examines public policy initiatives. **Prerequisite: HCA 320.* Alternate years.

387 Internship (credit varies) (C)

Off-campus pre-professional experiential learning in health care facilities and related organizations. Projects are under the supervision of a qualified professional on-site as well as a health care administration faculty member. Community service/benefit component required. Placement through the Health Care Administration Program. Forms must be submitted at registration. **Prerequisites: junior or senior HCA major status.* Must be taken P/NC.

401 Senior Seminar (3 s.h.) (M)

The capstone course for the HCA major. Synthesizes material from the entire curriculum. Focus on health care administrators as professionals. Classroom material is integrated with experiential learning through a major

research project. This is the last course taken in the program by HCA majors. *Prerequisites: HCA 300 and senior HCA major status.

Historic Preservation

Mary Hill Cole, coordinator
Edmund Potter

The historic preservation minor introduces students to basic principles and techniques of historic preservation. It provides historical and academic background to understand major architectural styles and their connection with cultural history from the time of their development. Staunton's sophisticated and successful historic preservation movement provides a good laboratory setting.

Requirements for the Minor in Historic Preservation

24 semester hours
ARTH/HIST 222
HISP/ARTH 226
BUAD 200

One art history course at the 200- or 300-level. ARTH 232 recommended

Two of the following: HIST 211, HIST 212, HIST 213, HIST 230, or HIST 302

Two of the following: ARTH 208, BUAD 230, COMM 240, or COMM 260

Historic Preservation Course Description

226 Historic Preservation (3 s.h.) (C, R)

This course explores the history and changing philosophy of the preservation movement from 1820 to the present. Emphasis is placed on the interaction between communities and their built environment. The course also explores how cultural, economic, legal, and governmental factors define preservation today. Each student completes a project documenting a structure that is more than fifty years old. Cross listed as ARTH 226.

History

Mary Hill Cole, department head
Clayton Brooks, Katharine Franzèn, Edmund Potter,
Amy Tillerson

History is the study of past and present worlds that we explore in their own contexts through written, oral, and material evidence. Using primary sources and engaging in historical debates, historians analyze and interpret the actions, thoughts, values, and challenges of people in different cultures and eras. The discipline of History emphasizes the importance of historical perspective and

context in seeking to understand the past. We encourage the study of other cultures through academic travel and learning foreign languages. History majors pursue careers in a variety of fields, including law, teaching, business, the arts, government, and foreign service.

Requirements for the Major in History

36 semester hours
HIST 101
HIST 102
HIST 111
HIST 112
One 300-level history course
HIST 400

Six additional courses in history above the 100-level

Note: HPUB 230 and HISP 226 may count toward the history major. Teaching assistantships (no more than 3 s.h.) may count toward the major. Students must complete HIST 101, HIST 102, HIST 111, and HIST 112 before enrolling in HIST 400.

Senior Requirement: Students fulfill the senior requirement by successful completion of HIST 400. Students must have a minimum GPA of 2.0 in History courses before enrolling in HIST 400, and they must have passed at least 9 semester hours of MBC history courses.

Requirements for the Minor in History

21 semester hours in history
HIST 101
HIST 102
HIST 111
HIST 112
Three history courses above the 100-level

Note: The department urges history majors to complete foreign language study through the intermediate level. Directed inquiries, teaching assistantships and internships in History can be arranged on an individual basis.

Virginia Program at Oxford

The History and English departments co-sponsor the Virginia Program at Oxford. Working with British tutors in courses devoted to Tudor-Stuart England, students can earn 3 s.h. of history credit and 3 s.h. of English credit that count toward the history and English majors and minors. History majors are urged to apply to this program. *For more information, see Dr. Mary Hill Cole.*

Civic Engagement Opportunities

Students may develop their historical skills by working as interns in local museums, arts organizations, and historical societies. Other opportunities for civic engagement include working with MBC History faculty

on oral history projects in the local community, and serving as a Changemaker Student Research Archivist. For their civic engagement in HPUB 230, HPUB 300, and HISP 226, students may receive community service credit in the common curriculum.

History Course Descriptions

101 Western Civilization to 1648 (3 s.h.) (H)

A survey of the civilization of Western European history from classical antiquity to the end of the Thirty Years' War. Topics include Greek and Roman empires, transmission of cultures, organization of Christianity, medieval dynasties, and the Reformation.

102 Western Civilization from 1648 (3 s.h.) (H)

A survey of the civilization of Western European history from the scientific revolution to the present. Topics include the English Civil War, the French Revolution, nationalism and imperialism, the two World Wars, the Russian Revolution and the rebuilding of postwar Europe.

111 Survey of U.S. History to 1877 (3 s.h.) (H)

A survey of the principal events, in chronological order, of U.S. history to 1877. Students are introduced to the historical method of asking questions about the past, analyzing events and interpreting them.

112 Survey of U.S. History from 1877 (3 s.h.) (H)

A chronological survey of the principal events of U.S. history from 1877. Students are introduced to the historical method of asking questions about the past, analyzing events and interpreting them.

203 Women in American History (3 s.h.) (G)

A thematic study of the history of women in America. This course examines the events and trends that have special significance for women in American history.

**Prerequisite: HIST 111 or HIST 112 or permission of Instructor.*

204 Religion in America (3 s.h.)

An introduction to the history of religion in America, its forms, and the interaction of religious convictions and American culture. Students will learn to analyze and compare religious ideas and environments. Cross listed as REL 204.

211 The United States: The Colonial Experience, 1500–1763 (3 s.h.)

In 1692, Tituba, a Native American slave, was tried as a witch in the town of Salem. This course examines how this came to be by tracking the experiences of the Native peoples of North America; the Spanish settlement of the West Indies; the settlement of Jamestown; the Puritans of New England; and the process by which slavery came

to be entrenched in the North American colonies. This course examines the ideas, cultural practices, and people who brought sweeping changes to the world in the aftermath of European contact with the Americas.

212 The United States: The Revolutionary Generation, 1763–1817 (3 s.h.) (W)

When we think of how this nation was created, we think of the founding fathers. But while Madison, Jefferson, Washington and Adams were all important, what about the other founders—the men and women who not only debated what it would mean to be a citizen of the United States, but who built the towns and cities, plowed the fields, and taught the next generation exactly what it would mean to be an American? This course examines the events and people who participated in the nation's founding, both the elites and the non-elites. It explores the processes of western expansion, the challenges faced by Native Americans confronting this new nation, and ideas about the nature of freedom, citizenship and government in the period of near constant turbulence from the end of the Seven Years War, which set in motion the events that led to the Revolution, to the end of the War of 1812, which finally created a truly independent nation.

213 The United States: Civil War and Reconstruction (3 s.h.)

A study of the United States from the 1830s-1880s. This course examines the causes and consequences of the Civil War, political implications of disunion, national and regional understandings of slavery and race including colonization efforts, personal experiences during the war and emancipation, and the challenges of Reconstruction.

216 The United States: Global America, 1929 to the Present (3 s.h.)

A study of the United States from the Great Depression to the present. Course examines the Great Depression, the rise of the welfare state, internationalism, changing roles of women, racial and ethnic subcultures, the Civil Rights movement, political change, the Cold War, and modern problems of security and peace.

217 The American West (3 s.h.) (D)

The American frontier experience has provided fuel to an endless number of popular portrayals, from *Davy Crockett to Deadwood*. This lecture/discussion course seeks to complicate these images of cowboys and cattle trains by examining the social, political and economic dimensions of the United States' various frontiers in order to integrate these peripheral places into the larger narrative of American history. Beginning with the American Revolution, and ending with World War I, this course emphasizes the conjunction of place and time in influencing the development of different frontiers, while at the same time examining what factors were common

to all American frontiers. Problems to be addressed include geography, technology, warfare, international politics, and Indigenous/European relations.

221 Markets in American History (3 s.h.)

This course is designed to analyze the growth and development of the US economy since colonial times, with special emphasis on changing labor relations and an evolving market economy. The course will explore the transition from farm to factory, the role of credit and cash in American history, counterfeiting, the gold standard, populism, and the rise of a consumer based society. Topics to be considered include the experience of factory life; the relationship between class and consumption; and the rise of the department store. The changing role of women in the workplace, as well as the role of race in labor relations, will be examined, along with the rise of the corporation. Cross listed as ECON 221.

222 History of American Art and Architecture (3 s.h.)

For course description, see ARTH 222 in the Art History listing.

224 Diplomatic History of the United States (3 s.h.)

A study of the foreign relations of the United States from the American Revolution to the Iraq War. **Prerequisite: HIST 111 or HIST 112 or permission of Instructor.*

227 History of the American South (3 s.h.)

History of the American South from its founding to the present; its geography, settlement, economy, politics, and culture. Focuses on the rise of sectionalism and secession, race and slavery, reform and Jim Crow, reconciliation and modernization, civil rights, immigration, and the Sunbelt.

230 American Immigration History (3 s.h.) (D, R)

Watch a television news program or read a newspaper's opinion page, and it seems that someone will always be talking about immigration. Whether in favor of open borders or proposing to electrify the fence between the United States and Mexico, it seems that these debates are a major issue of our time. But the issue of immigration and the role of immigrants within the United States is not a new question: since 1790, the United States have decided who can and who cannot (legally) immigrate to the United States. The goal of this course is to demonstrate the historic role of immigrants in the United States; to examine the hardships and prejudice they have faced; and to explore strategies for adapting and thriving in their adopted homeland. Throughout the course, we will focus on the intertwined relationships of law, race, gender, and prejudice in American immigration policy and practices. Field trip to New York City highly suggested.

238 Tudor-Stuart England, 1450–1660 (3 s.h.) (R)

An exploration of politics, culture, religion, and society. Topics include the Wars of the Roses, Parliament and monarchy, Henry VIII's marital and religious policies, Elizabeth I's court, the Civil War, family, sexuality, and gender. Recommended for students taking English literature courses and the Virginia Program at Oxford.

239 Voices of Protest and Authority: Europe 1600–1800 (3 s.h.) (O)

An exploration of the controversies that divided Europeans during the Enlightenment. Through texts and images of the period, we will explore debates on the nature of political power, absolutism, education, women, race, and family. In addition the course will examine the popular culture, satires, and autobiographical accounts that challenged ideas of liberty, equality, and fraternity.

241 British History to 1688 (3 s.h.) (H)

British history from the Romans to the Glorious Revolution that introduces historical methods, sources, and key debates among historians. Topics include the Norman invasion, English law, the monarchy, medieval town and village life, women's roles, gender relations, the Reformation, the Civil War, and Restoration. This course offers historical background for English literature courses and for the Virginia Program at Oxford.

242 British History from 1688 (3 s.h.) (H)

A survey of British history from the Glorious Revolution to the present. Topics include the power of the landed elite, party rivalries, imperial expansion, the role of women in politics and industry, and British cultural myths. This course offers an historical background for courses in English literature.

243 The French Revolution (3 s.h.) (T)

An intensive study of the first six years of the French Revolution, 1789–1794. Explores major events and figures; economic, social, political, and intellectual conditions; and interpretations of the accomplishments of the era. No knowledge of French language is required; however, students who do their research in French can receive credit toward the French major. A key component of the course is participation in all discussions and projects.

246 Europe in the Twentieth Century, 1900–1939 (3 s.h.) (I, R)

A study of Europe from the early twentieth century to the outbreak of the Second World War. Topics include the Great War and Russian Revolution, women's movements, sexuality and gender relations, the rise of fascism, the Spanish Civil War, and appeasement. Exploring European culture through foreign-language films is a key component of the course.

247 Modern Europe, 1939–Present (3 s.h.) (I, R)

A study of Europe from the beginning of the Second World War to the present. Topics include World War II and the Holocaust, the development of the Cold War, women's movements and culture wars, European relations with the superpowers, the revolutions of 1989, and German reunification. Exploring European culture through foreign films in English is a key component of the course.

255 The History of Russia (3 s.h.) (I)

A survey of the Russian state from its Kievan origins to the present. Topics include Peter the Great's westernization program, the expansion of the Muscovite state under Catherine the Great, the Russian Revolution, Lenin and Stalin, communism and the current crises within the former Soviet Union.

264 Introduction to the African Diaspora (3 s.h.)

A survey course that investigates the dispersal of African peoples to Europe, the Caribbean, and the Americas since ancient times. We will explore the processes of acculturation and resistance among people of African descent and the connections and relationships between Africa and the rest of the world. Major themes include race and culture, the Mediterranean and Atlantic Slave Trades, African Liberation, and interactions between diasporic Blacks and Africans.

265 Survey of African-American History to 1877 (3 s.h.) (D)

This course presents a chronological survey of principal events in African-American History from its beginning in Africa, through the Civil War with particular focus on how Blacks experienced, and responded to, the "peculiar institution" of slavery in the Caribbean, Central and South America and the United States. We will examine the development of slave culture, formation of free communities, rise of abolitionism, and life in the immediate post-Emancipation era discussed with emphasis on the action and experiences of people of African descent. The African American experience was not monolithic; location, condition of servitude, class, and gender must all be considered when analyzing the African American past.

266 Survey of African-American History from 1877 (3 s.h.) (D)

Using lectures, reading and writing assignments; in class discussion and structured debates this course surveys the history of African Americans from the end of Reconstruction to the present. The course critically analyses decisive political, social, and cultural events specific to African American History through the examination of primary and secondary sources. Emphasis is placed on the construction of "race" in each

period as well as the diversity of the Black experience in America.

267 History of the Harlem Renaissance (3 s.h.) (D)

This course surveys the cultural, political, literary, and artistic activities and celebrated figures from the Harlem Renaissance era, late 1910s to mid 1930s. We will analyze the unprecedented artistic outpouring of this era; how politicians, civil rights activists, writers, artists, musicians, and ordinary people explore the character of the "New Negro"; and the implications of race, gender, and skin color. This course will use primary source documents, documentaries and music to study this era.

277 Colloquium (3 s.h.)

Colloquia focus on specialized methods in history such as archaeology, oral, family and local history, or special topics. Emphasis placed on class discussion and presentations. Limited enrollment.

302 Virginia History (3 s.h.) (D, R)

A survey of Virginia life and culture during the first four centuries of the colony and commonwealth. Students conduct research about specific events or topics in Virginia history and present their findings in a research paper. **Prerequisite: HIST 111 or HIST 112 or permission of Instructor.*

340 Revolutionary Europe, 1789–1901 (3 s.h.)

Topics include the French Revolution, Napoleon, industrialization, Marx, political ideologies, suffrage movements, women, and the family.

346 European Women's History from 1700 (3 s.h.) (G, R)

With an emphasis on primary sources and class discussion, we examine women's lives in the workplace, at home, in the professions, and in politics. Topics include the education of women, laws governing marriage and property, women's family relations as wives and mothers, and the dynamics of class and gender. **Prerequisite: one of HIST 102, HIST 242, HIST 246, HIST 247; or permission of instructor.*

365 History of the Civil Rights Movement (3 s.h.) (D)

The struggle for African Americans to enjoy the rights of United States' citizens has been an arduous battle waged in the face of systematic racism and domestic terrorism. This course analyzes the history of the American Civil Rights Movement (1940- 1965) placing emphasis on the following: The involvement of ordinary citizens; the centrality of religion in the movement; decisive events and personalities; tactics; and consequences of the contemporary civil rights movement. This course will use primary source documents, documentaries and music in order to study this important protest movement. **Prerequisite: one of HIST 112, HIST 302, HIST 266; or permission of instructor.*

400 Senior Seminar (3 s.h.) (W, M)

An examination of the method of historical analysis and its specific application to a research problem. Students prepare and defend their senior history seminar paper during the course. Research theme varies from year to year. *Prerequisites: HIST 101, HIST 102, HIST 111, HIST 112. Students must have a minimum GPA of 2.0 in history courses before enrolling in HIST 400.

Note: Directed inquiries, teaching assistantships and internships in history can be arranged on an individual basis.

History — Public

Amy Tillerson, coordinator
Edmund Potter

The Public History minor prepares students for professional careers at museums, presidential libraries, historic birthplaces, volunteer organizations, professional non-profits such as The National Trust for Historic Preservation, and government agencies like The National Park Service and The National Archives and Records Administration. Public historians also work as consultants, write commissioned histories, and research and direct film, radio, and television productions. The minor also provides prospective teachers with resources and ideas for enriching activities to support teaching history beyond the classroom.

Requirements for the Minor in Public History

21 semester hours

Four of the following: ARTM 340, HPUB 230, HPUB 300, HPUB 287, or HPUB 387

Two History courses at the 200 level or above

One of the following: HISP 226, FILM 119, FILM 264, INT 251, or BUAD 200

Public History Course Descriptions

230 Introduction to Public History (3 s.h.) (C, R)

The practice of history in museums, archives, business, media, parks, historical societies, and government agencies, including theoretical and practical issues confronting public historians today. Readings and guest lecturers address questions of audience and authority in collecting and presenting history. Students explore the relationship between history and national, communal, and personal memory and the role politics can play in public history.

300 Special Topics in Public History (3 s.h.) (C, R)

Special Topics in Public History is a seminar course that focuses on an aspect of the field of public history. Students learn how to apply the research, analysis, and writing skills of a historian to develop and complete a project which can benefit an audience outside of traditional academia.

287, 387 Internship (3 s.h.)

Internships consist of 150 hours of practice in such areas as cultural resource management, cultural tourism research, curatorial services and material culture, digital history, educational programming, exhibit design, historical interpretation, and management of archives. In addition to their other activities, students keep a journal of their work experiences. Students may work at a variety of approved organizations in Staunton or elsewhere.

Human Resource Management

Claire Kent and Bob Klonoski, coordinators

Human Resource Management (HRM) focuses on the recruitment and management of an enterprise's greatest resource — its human capital. It is the organizational function that deals with issues related to people such as compensation, hiring, performance management, organization development, safety, wellness, benefits, employee motivation, communication, administration, and training. In order to maximize organizational effectiveness, human potential — individuals' capabilities, time, and talents — must be managed. Human resource management works to ensure that employees are able to meet the organization's goals.

If you think your career path may lead you into leadership or organizational development, then the Human Resource Management minor may be the ideal supplement to your liberal arts or business major. The curriculum provides students with a thorough understanding of human resource management theory and practice and allows them the opportunity to select specific courses of interest based on their career goals and objectives.

Requirements for the Minor in Human Resource Management

18 semester hours

BUAD 200 — Management Principles

BUAD 302 — Managing Human Resources

PSY 205 — Techniques of Counseling and Psychotherapy

One of the following:

BUAD 202 — Organizational Behavior and Interpersonal Communication

PSY 245 — Industrial/Organizational Psychology

One of the following:

BUAD 266 — Social Trends and their Impact on Business

BUAD 305 — Global Business

BUAD 307 — Business & Society

COMM 280 — Intercultural Communication

ECON 247 — Globalization and Labor Issues

One of the following:

BUAD 350 — Project Management for a Sustainable Impact

BUAD 387 — Business & Civic Engagement Internship

BUAD 395 — Business Practicum

PSY 302 — Psychological Testing (Note: PSY 220 or 250 is a pre-requisite for PSY 302)

PSY 313 — Applied Behavioral Analysis

REL/COMM 237 — Mediation: Theory and Practice

Interdisciplinary Studies

Courses within interdisciplinary studies derive their literature and methodologies from more than one discipline.

Interdisciplinary Course Descriptions

101 MBC 101: Introduction to College (1 s.h.)

A successful transition to college is the result of academic readiness, self-efficacy, and responsible connection to and participation in the MBC Community. This course encourages students to use resources at the college in an informed and intentional manner to foster productive relationships, to support academic success, and to facilitate understanding of the value of an education at MBC. First-year students take this course during fall semester.

102 MBC 102: An Investigation of the Arts (1 s.h.)

This course introduces first-year Honors and PEG students to the liberal arts, using Shakespeare as an integrating theme.

103 MBC 103: An Investigation of the Sciences (1 s.h.)

This course introduces first-year Honors and PEG students to the sciences, using historical development of ideas in mathematics and the sciences as an integrating theme.

103 Information Literacy (1 s.h.)

This course will develop the research and critical thinking skills necessary for academic success. Information literacy is a set of abilities used to recognize when information is needed and then how to locate, evaluate, and use it effectively. Topics covered include: focusing topics, finding various information resources, and issues surrounding the use of information. Skills learned are common to all disciplines.

118 Principles for Sustainable Living (3 s.h.) (T)

Sustainability means the capacity to endure. Sustainable living incorporates not only the choices we make but also the impact we have on the future quality of our environment and the lives of the next generation. Each student will examine readings, complete assignments and engage in discussion about how their lives can be enhanced through eco-friendly health and consumer choices. Course materials will integrate discipline materials from economics, psychology, sociology, ecology and health in order to inform the study of sustainability. Students will identify and plan for a sustainable and an enhanced quality of life.

120 Essentials of Scholarship (3 s.h.)

This course is designed for students who are facing academic challenges. It is designed to address the major academic and personal skill areas that affect student performance and quickly intervene with changes that can work across genres and academic disciplines. The class will address strategies for dealing with lengthy and complex readings, increase student fluency in academic writing, strengthen the analytical and evaluative skills of scholarship, and develop individual plans to meet academic goals.

130 Introduction to American Culture (2 s.h.)

Survey of the history and culture of the United States designed specifically for international students. Students will receive a broad overview of American culture since the colonial period with a focus the historical roots of contemporary cultural phenomena.

150 Creating Community: Human Rights and the Arts (3 s.h.) (I)

MBC students will design and implement community-based projects created in partnership with the needs, desires, and proposals of the inhabitants of Perquin El Salvador. Students will be encouraged to work in the areas of art discourse, art practice, and other fields of expertise and studies according to the economic limitations, history, and realities of the region. Course is taught by Marlena Hobson and Artist-in-Residence Claudia Bernardi. Offered in May Term.

155 Permeable Borders (3 s.h.) (D)

A multi-faceted course that utilizes the areas of art, human rights, education and social and political awareness. Mary Baldwin College students, and faculty will collaborate with the Augusta county immigrant community on projects that will help to create a cultural bridge between the mission and activities of Walls of Hope Perquin, El Salvador and immigrant communities of Staunton and Augusta county.

200 Resident Assistant Training (3 s.h.)

The resident assistant's role as a peer counselor in the college residence halls is facilitated through sessions in student development theory, values clarification, women's health issues, sexuality, crisis intervention counseling, alcohol and drug concerns of college students, leadership training, small group communications, conflict mediation, and basic counseling skills. Required for all first-year resident assistants.

213 Bailey Colloquium (3 s.h.) (T, R)

The Bailey Colloquium is a small interdisciplinary honors seminar that counts toward the Honors Degree. It is open to Honor Scholars; other strong students may be admitted at the discretion of the professor. The colloquium fosters creativity and independent thinking. Topics vary.

222 Social Science Statistics (3 s.h.) (Q)

Students learn how to correctly interpret data tables, download data from online databases, manipulate the data in a spreadsheet, and analyze social science and business data with Excel, SPSS, and Systat statistical software. Through an understanding of sampling, distributions, and summary statistics, students acquire the means to understand and evaluate quantitative reasoning in corporate, government, and news reports. Cross listed as BUAD/ECON/HCA/POLS 222.

**Prerequisite: College algebra, its equivalent, or a higher level mathematics course.*

230 History and Theories of Leadership (3 s.h.)

Students develop a broad knowledge of leadership. They explore the origins of study of leadership and analyze and apply leadership theories. Students examine leadership styles and investigate differences among leaders that might be attributable to gender. They place leadership in cultural and historical contexts, become familiar with outstanding women and men, and analyze their lives using leadership principles and theories.

240 Québec and Canada (3 s.h.)

Analysis of the historical and social development of francophone culture in Canada and political/social/cultural relations between Francophone and Anglophone Canadians from the late 1600s to the present. Emphasizes the development of cultural assimilation in a very multicultural society; focuses on the rise of modern Québec nationalism, the Quiet Revolution, and the question of Québec's place in contemporary Canada. Also emphasizes the Asian experience in Canada.

251 The Writer in the World: Professional Writing (3 s.h.) (C)

Application of rhetorical principles in drafting and revising professional documents. Case studies examine common genres of writing in communities and workplaces: proposals, reports, electronic mail, web content, issues papers. Students gain appreciation for the interacting demands of content, audience, and structure and learn to use their writing time more effectively.

**Prerequisites: ENG 102 or ENG 111 and at least sophomore status, or permission of instructor.*

258 Globalization and Its Impact on World Affairs (3 s.h.)

Introduction to the concept of globalization and its economic and political impact on selected countries and regions.

266 Social Trends and Their Impact on Business (3 s.h.)

Introduces students to the significance of sociocultural, political, and environmental trends and their impact on how business opportunities can grow or be hampered. Emphasizes a triple bottom line viewpoint while focusing on social trends such as the changing face of America, the Green movement, globalization, technology and communication upgrades, and changes in the workforce. Twenty-hour service component required. Cross listed as BUAD 266.

268 Truth, Beauty, and Persuasion: Histories and Theories of Writing and Rhetoric (Honors) (3 s.h.) (H)

Introductory survey of high points in the Western tradition of writing and rhetoric, including ancient Greece and Rome and the rise of English rhetoric during the Renaissance. The course also provides attention to evolving assumptions about text and authorship from the Enlightenment through the 20th century, with a speculative look forward. **Prerequisite: ENG 102.*

287, 387 Internship (credit varies) (C: 387 only)

Internships provide practical experiences in working with professionals in field experiences and positions of responsibility on campus under the supervision of a faculty sponsor.

330, 331 The Practice of Leadership Seminar (3 s.h.)

Students complete a comprehensive self-assessment of their leadership styles, skills, and values and develop goals for their continuing education and training. In the second part of the course, students apply their knowledge of leadership to the practice of leadership in a group and an organization.

International Economics and Business

Judy Klein, coordinator

The international economics and business major prepares you for working in a global economy. In today's environment, economics students must combine theoretical analysis of global markets with practical application of tools of the trade. Majors will complete an internship or study abroad experience; a research project incorporating theoretical knowledge and application to a global industry; and a senior seminar reviewing cutting edge initiatives in the field.

Requirements for the Major in International Economics and Business

47 semester hours

ECON 101

ECON 102

ECON 303 or ECON 304

ECON/BUAD 247 or ECON 253

ECON 254

BUAD 200

BUAD 208

BUAD 209

BUAD 230

BUAD 305

BUAD 336

ECON/BUAD 387

ECON 395

ECON 401

INT 103

INT 222

One of the following: ECON 210, ECON 232, or either ECON/BUAD 247 or ECON 253 [not included in choices above]

One semester of intermediate, college-level foreign language

International Relations

International relations is an interdisciplinary liberal arts major specially designed to prepare graduates for careers in the emerging global community. MBC students who major in international relations are preparing for work in U.S. government bureaucracies, international organizations, international businesses, and for graduate study in political science, history, area studies, and economics.

Requirements for the Major in International Relations

48–53 semester hours

One year (2 semesters) of one foreign language at the intermediate level or above

ANTH 120

ECON 101

ECON 102

POLS 221

POLS 400B

One of the following: HIST 102, HIST 246, HIST 247, or HIST 340

Two of the following: POLS 128, POLS 310, POLS 311

Two of the following: BUAD 305, ECON 210, ECON 232, ECON 247, ECON 253, or ECON 254

Four of the following foreign area studies, in at least two disciplines: AS 106, AS/REL 212, AS 242, AS 244, AS 246, AS 247, AS 248, AS 251, AS 253, AS 257, AS 270, HIST 102, HIST 242, HIST 246, HIST 247, HIST 255, HIST 340, HIST 346, POLS 111, POLS 215, POLS 310, POLS 311, or SPAN 232

Senior Requirement: Satisfactory completion of POLS 400B.

Qualifying Colloquia

HIST 277 and POLS 277 may count toward the major only in those cases in which (a) modern or contemporary study of an aspect of the experience of a foreign area forms the major part of the course's content; or (b) study of a problem in international relations forms the major part of the course's content.

Non-native Speakers of English

For international students who are non-native speakers of the English language only, the above language requirement may be completed through equivalent courses in the English discipline.

International Students Not U.S. Citizens

For international students — non-U.S. Citizens only — the Foreign Area Study Courses may be met by completion of courses concerning the United States in the history, and/or political science, and/or economics departments.

Japanese

Masako Hikami

Students learn to read, write, and speak Japanese through the intermediate level, or beyond, through individual tutorials. There is no major or minor in Japanese; students interested in Japanese studies should see the Asian studies section in this catalog for information on major and minor offerings. Students wishing to advance their knowledge of Japanese are invited to spend a semester or a full year at one of MBC's sister schools in Japan.

Japanese Course Descriptions

101, 102 Beginning Japanese (4 s.h.) (F: both 101 and 102)
An introduction to the Japanese language with emphasis on understanding, speaking, reading, and writing. Students will be introduced to the *kana* writing system as well as elementary Chinese characters (*kanji*). Students must register for a special conversation class attached to each course. JPNS 101 offered in the fall semester; JPNS 102 in spring semester.

151, 152 Intermediate Japanese (4 s.h.) (F: both 151 and 152)

Students continue to develop skills of reading, writing, and speaking of Japanese. Students must register for a special conversation class attached to each course.
**Prerequisites: JPNS 101, JPNS 102.* JPNS 151 offered in the fall semester; JPNS 152 in spring semester.

290, 390 Advanced Japanese (1–3 s.h.)

Advanced grammar, reading, writing, and speaking of Japanese. Offered on a tutorial basis.

Latin-American Studies

Maria Lena Hobson, Brenci Patiño

Latin America is an important geo-political and cultural area of the world. In the Latin-American studies minor, students will study the region from different perspectives: culture, history, art, economics, literature, and language. This minor gives students an opportunity to specialize and focus on Latin America in a coherent and directed way.

Requirements for the Minor in Latin-American Studies

18 semester hours

ARTH 204 or ARTH 209

INT 155

SPAN 232

Three of the following: ECON 210, ECON 232, ECON 254, SPAN 215, SPAN 218, SPAN 246, or SPAN 324

Civic Engagement Opportunities

Latin American Studies students, in coordination with the Spencer Center for Civic Engagement, can volunteer locally or abroad. Students can act as translators assisting the children and families of Migrant Workers in the region with their integration into American life — helping children with their homework and parents with translating any communication sent by the schools. Students can also choose among many volunteering programs in the Latin American country of their choice — an important and enriching experience that will enhance the student's CV notably.

Leadership Studies

Steve Grande, coordinator

Leadership Studies is a multidisciplinary minor combining theoretical and applied coursework in a variety of organizational contexts. The Business emphasis is designed for students who are entrepreneurs, future heads of non-profits, and organization leaders. The emphasis on Community and Social Change is for motivated students in any field who are interested in social action and increasing their sense that individual intervention in community action is possible and consequential. The military leadership emphasis is for VWIL students who will commission into the one of the armed services. All VWIL students are required to complete the leadership minor as part of the overall VWIL leader development program.

Requirements for the Minor in Leadership Studies

21 semester hours

INT 230

INT 330/331

PHIL 235

Emphasis requirements (*see below*) An internship is required regardless of emphasis.

One of the following: COMM 100, COMM 280, or REL 237

Business Emphasis

Three of the following: BUAD 200, BUAD 202, BUAD 250, or BUAD 287/387

Community and Social Change Emphasis

CE 281

Two of the following: ECON 115, HCA 245, PHIL 320, REL 221, SGS 261, SOC 112, SOC 240, SOC 248, or SOWK 353

Military Leadership Emphasis

ROTC 3XX

ROTC 4XX

INT 287/387

Certificate in Leadership Studies

The certificate is available to degree-seeking students also involved regularly in volunteer or campus activities or who have significant work experience. Adult learners may be either degree-seeking or non-degree-seeking students.

Requirements for the Certificate in Leadership Studies

21 semester hours

INT 230

INT 330/331

PHIL 235

One of the following: COMM 100, COMM 280, or
REL 237
Emphasis requirements (*see below*)

Business Emphasis

Three of the following: BUAD 200, BUAD 202, BUAD
250, or BUAD 287/387

Community and Social Change Emphasis

Three of the following: CE 281, ECON 115, HCA 245,
PHIL 320, REL 221, SGS 261, SOC 112, SOC 240,
SOC 248, or SOWK 353

Military Leadership Emphasis

Required courses:
INT 287/387
ROTC 3XX
ROTC 4XX

Note: The Military Leadership Emphasis is only
available to VWIL cadets seeking commission.

Civic Engagement Opportunities

Students pursuing this minor have three options for
practical experience: service in a non-profit community-
based or advocacy organization, participation in field
training for one of the US armed forces, or a business
internship. In each case the experience focuses on
organizational leadership and specific leadership skills of
both student and employer.

Management

Bob Klonoski and Joe Sprangel, coordinators

Management focuses on getting people together to
accomplish desired goals. It includes the functions of
planning, organizing, staffing, leading, and controlling.
It also encompasses the deployment and use of human
resources, financial resources, technological resources,
and natural resources. At Mary Baldwin, we approach
this discipline with an eye towards creating a sustainable
business culture while giving students a well-rounded
view of basic management principles. A minor in
management will give students from across the college
community the tools to see the business world in an
entirely new way.

Requirements for the Minor in Management

18 semester hours
BUAD 200 — Management Principles
BUAD 208 — Accounting Principles
Plus two of the following:
BUAD 202 — Organizational Behavior and
Interpersonal Communication
BUAD 220 — The Legal Environment of Business

BUAD 250 — The Female Executive: Strategies in the
Workplace

ECON 247 — Globalization and Labor Issues

INT 230 — History and Theories of Leadership

Plus two of the following:

BUAD 302 — Managing Human Resources

BUAD 305 — Global Business

BUAD 306 — The Entrepreneur

BUAD 350 — Project Management for a Sustainable
Impact

INT 330/331 — The Practice of Leadership Seminar

Note: Students majoring in Business with an emphasis
in sustainability and minoring in management need to
select their courses carefully in order to avoid more than
a two-course overlap between a major and minor.

Marketing

Claire Kent and Catherine Ferris McPherson,
coordinators

Bruce Dorries, Janet Ewing

Marketing is defined by the American Marketing
Association as the activity, set of institutions, and
processes for creating, communicating, delivering, and
exchanging offerings that have value for customers,
clients, partners, and society at large. Marketing practice
tends to be seen as a creative industry, which includes
research, advertising, distribution, and selling. At Mary
Baldwin, students will view the marketing function
through the lens of sustainability and creating ethical
and socially responsible business practices.

The importance of marketing oneself or one's business
cannot be underestimated. The marketing minor allows
students across the college to add this important skill
set to any major they may choose to pursue, including
business. This exciting curriculum will focus on the
theory and practice of marketing and its importance to
any industry or organization.

Requirements for the Minor in Marketing

18 semester hours
BUAD 104 — Perspectives on Sustainability
BUAD 230 — Marketing Principles
BUAD 338 — Marketing Research
BUAD 362 — Consumer Behavior
COMM 240 — Principles of Advertising
Plus one of the following:
BUAD 334 — Multi-Cultural Marketing in America
BUAD 336 — Cross-Cultural and Global Marketing

Marketing Communication

Claire Kent and Catherine Ferris McPherson,
coordinators
Bruce Dorries, Janet Ewing

As competition in the U.S. and the global marketplace in both the profit and nonprofit arenas has heightened in the past decade, the importance of marketing and communication as essential disciplines has increased as well.

Among the many critical issues facing marketers today are pressures in the global marketplace, sweeping changes in technology and information systems that have altered the ways in which organizations distribute their products and communicate with their customers, the shift from mass marketing to relationship marketing with the resulting array of market segments and subcultures, and the continued challenges and opportunities posed by issues of social responsibility and ethics. Organizations have been mandated by consumers and stakeholders to include sustainability and the triple bottom line approach as decision making tools before going to market.

Professional marketers obviously need to understand the concepts and principles of marketing, but they can also benefit from an interdisciplinary approach to the subject with the inclusion of consumer psychology, economics, communication, modern languages, and/or information technology. Liberal arts give students a broader context of knowledge in which to operate as a marketer and communicator.

Requirements for the Major in Marketing Communication

45 semester hours

BUAD/INT 104 — Clean & Green: Business for a Sustainable Future

BUAD/COMM 202 — Organizational Behavior and Interpersonal Communication

BUAD 208 — Accounting Principles

BUAD/INT 222 — Social Science Statistics

BUAD/MKTC 230 — Marketing Principles

BUAD/MKTC 336 — Cross-Cultural & Global Marketing

BUAD/MKTC 338 — Marketing Research

BUAD/MKTC 362 — Consumer Behavior

COMM/MKTC 240 — Principles of Advertising

COMM /MKTC 260 — Principles of Public Relations

ECON 101 — Microeconomics

MKTC 400 — Marketing Senior Seminar

MKTC 401* — Senior Project Implementation and Critique

Three of the following:

BUAD 200 — Management Principles

BUAD 209 — Financial Decision Making

BUAD 250 — The Female Executive: Strategies in the Workplace

BUAD 266 — Social Trends and Their Impact on Business

BUAD 306 — The Entrepreneur

BUAD 334 — Multicultural Marketing in America

BUAD 350 — Project Management for a Sustainable Impact

COMM 100 — Public Speaking

COMM 115 — Mass Communication

COMM 212 — Mass Media Law and Ethics

Plus one of the following:

COMM 300 — Integrated Campaigns

MKTC 387 — Marketing Communication Internship

* Although not required, MKTC 401 (1-3 credits) may be added depending on the magnitude of the project.

Marketing Communication Course Descriptions

230 Marketing Principles (3 s.h.)

This course introduces the basic principles of marketing including marketing strategy, marketing communication, and the interaction between organizations and consumers. Emphasis will be on economic, social, cultural, and legal environments in which marketing occurs. Students gain understanding of traditional marketing concepts and current marketing thought, as well as practical experience through analytical and creative projects.

240 Principles of Advertising (3 s.h.)

For course description, see COMM/MKTC 240 in the Communications listing.

260 Principles of Public Relations (3 s.h.)

For course description, see COMM/MKTC 260 in the Communications listing.

334 Multicultural Marketing in America (3 s.h.) (D)

The U.S. is a mosaic of cultures and backgrounds, and this course will look at the impact these growing subcultures have on a diverse market environment. In addition to learning strategic applications of consumer/segment insights, students will be encouraged to reflect on current biases in advertising and other messaging, and through their analysis understand the ethics and social responsibility involved with marketing to the multicultural consumer.

336 Cross-Cultural & Global Marketing (3 s.h.)

Studies marketing concepts and decision making across cultures, both domestic and international. Emphasis is on comparative differences in markets, marketing functions, and socio-economic and cultural differences between

domestic and international marketing. **Prerequisite: BUAD 230.*

338 Marketing Research (3 s.h.)

The study of the marketing research process, including design, methodology, analysis, and interpretation. Students gain understanding of both qualitative and quantitative methods as well as exposure to current technological research applications. Practical application comes through completion of consumer research projects. **Prerequisite: BUAD 230.*

362 Consumer Behavior (3 s.h.)

Explores the theories, principles, and current perspectives related to consumer behaviors, motivations, and experiences. Students gain understanding of cultural, socio-economic, self-concept, lifestyle, interpersonal, and perceptual factors in consumption. **Prerequisite: BUAD 230.*

387 Marketing Communication Internship (3 s.h.)

Focuses on practical experience of a professional nature. It can be a valuable testing ground for possible career opportunities. Student, professor, and supervisor at the internship site will negotiate terms and expected outcomes of the internship experience. A log and summary paper will be standard requirements, along with other deliverables as specified by the professor and supervisor.

400 Senior Seminar (3 s.h.) (M, O)

In this capstone course, taken the final year, a student chooses to conduct a review and analysis of customer communication components and branding strategies, or develop a comprehensive integrated marketing communication campaign. Both involve research, planning, execution, evaluation, and formal presentation or event, with the primary goal of generating a professional-quality, comprehensive sample of a student's capabilities to include in a portfolio for potential employers.

401 Senior Project Implementation and Critique (1–3 s.h.)

The design of the senior experience may require more than one semester for the student to complete a project/event through the implementation stage. Students may request during the planning and scheduling stage to extend to a second semester for the purpose of implementation and critique. **Prerequisites: senior standing and permission of instructor.*

Mathematics

John Ong, department head
Don Bredder, Joseph Johnson, Christy Lowery-Carter,
Rebecca Williams

The mathematics curriculum at Mary Baldwin emphasizes the development of a student's ability to think and engage in the process of problem solving. Techniques associated with logic, analysis, data manipulation, computing, pedagogy and the understanding of mathematical structures are taught. Students will be exposed to both pure and applied mathematics, gaining analytical and practical skills necessary for succeeding in industry, as a classroom teacher, or in graduate school.

This major requires a substantial portion of the coursework to be completed at the Staunton campus.

Requirements for the Bachelor of Arts in Mathematics

35 semester hours

MATH 211

MATH 212

MATH 231

MATH 301

MATH 302

MATH 306

MATH 322

MATH 398

MATH 401

And additional courses in Math above the 100-level to total 35 s.h.

Requirements for the Bachelor of Science in Mathematics

50 semester hours

All of the requirements listed for the BA, plus the following:

PHYS 201

PHYS 202

One of MATH 233, 234, 304, or 398 Real Analysis, not counted in the BA.

One other 200-level laboratory science course.

Requirements for the Minor in Mathematics

20 semester hours

MATH 211

MATH 212

MATH 231

And additional courses in Math above the 100-level to total 20 s.h.

Program in Applied Mathematics

Please see Mathematics — Applied

Recommended Programs

For teachers of mathematics:

MATH 156, MATH 157, MATH 211, MATH 212, MATH 221, MATH 231, MATH 233, MATH 301, MATH 302, MATH 306, MATH 322, MATH 398, MATH 401 and a teaching assistantship in mathematics. Students in this program should also apply to be math tutors at the College.

For graduate study in mathematics:

MATH 211, MATH 212, MATH 221, MATH 231, MATH 233, MATH 301, MATH 302, MATH 304, MATH 306, MATH 311, MATH 322, MATH 370, MATH 398 in both the junior and senior year, MATH 401. Students in this program should also apply to be math tutors at the College.

For graduate study in statistics:

MATH 211, MATH 212, MATH 231, MATH 233, MATH 234, MATH 301, MATH 302, MATH 304, MATH 306, MATH 311, MATH 322, MATH 370, MATH 398, MATH 401.

Mathematics Course Descriptions

130 Basic Mathematical Concepts (3 s.h.)

This course is a review of basic mathematical concepts. It is not open to any student who has scored 480 or higher on the MATH SAT, scored 19 or higher on the MATH ACT or passed a college level math course. MATH 130 does not fulfill the quantitative reasoning requirement of the Common Curriculum.

155 Mathematics in Contemporary Society (3 s.h.) (Q)

Students will investigate mathematical topics in relationship to life in contemporary society. The course will emphasize quantitative reasoning in the context of applications, focusing on mathematical modeling and critical analysis of real-world problems. Topics to be covered may include basic probability and statistics, mathematical modeling, finance, voting and appointment, and logic. Supplemental topics may be introduced depending on the interests of students enrolled in the course.

156 Numeration and Algebra for Teachers (3 s.h.) (Q)

Students enrolled in this course will investigate the core mathematics related to numeration, mathematical operations, and algebra as taught in elementary and middle schools. Emphasizing depth of understanding, this course focuses on building diverse mathematical reasoning and problem-solving skills, and on identifying and applying appropriate pedagogical strategies for teaching mathematics at the elementary level. The Virginia Standards of Learning for grades K-8 will be addressed, as will standards promoted by the National

Council of Teachers of Mathematics. MATH 156 satisfies the quantitative reasoning requirement of the Common Curriculum. **Prerequisite: MSAT 480 or MATH 130, or a Q course.* Fall semester.

157 Geometry and Measurement for Teachers (3 s.h.) (Q)
Students enrolled in this course will investigate Euclidean geometry, axiomatic systems, and deductive reasoning, along with selected topics in measurement, probability and statistics. The emphasis will be on open exploration, visualization, analysis, reasoning and conjecture. Educational software will be used extensively to investigate topics in this course. MATH 157 satisfies the quantitative reasoning requirement of the Common Curriculum. **Prerequisite: MSAT 480 or MATH 130, or a Q course.* Spring semester.

159 College Algebra (3 s.h.) (Q)

Students are provided with a background in algebra appropriate for the application of mathematics to disciplines and for further study in mathematics. Topics include equations and inequalities, functions and graphs, polynomial and rational functions, exponential and logarithmic functions, and systems of equations. Emphasis is on logical analysis, deductive reasoning, and problem solving. **Prerequisite: MSAT 480 or MACT 19, or MATH 130 or the 130 exemption exam.*

171 Precalculus with Trigonometry (3 s.h.) (Q)

Algebraic, trigonometric, logarithmic and exponential functions are explored. The main emphasis will be on developing trigonometric functions and their properties, since they play an indispensable role in the modeling of physical phenomena and in the study of calculus. Included is a *Derive software* project on modeling and problem solving. **Prerequisite: MATH 159 or equivalent.*

211, 212 Introduction to Calculus and Analytic Geometry I, II (4 s.h. each) (Q)

MATH 211 is required for mathematics majors and recommended for majors in the sciences and economics. We treat the basic concepts of differential calculus and its applications, including limits, continuity, differentiation, the chain rule, the mean-value theorem, optimization problems, antiderivatives, and the fundamental theorem of calculus. **Prerequisite: MATH 171.*
MATH 212 develops the concept of the definite integral and its applications. Integration of transcendental functions, integration techniques, L'Hopital's Rule, and improper integrals are covered. We complete the course with infinite series and the Taylor Polynomials. **Prerequisite: MATH 211.*

221 History of Mathematics (3 s.h.) (Q)

This course will examine the development of mathematics using a blend of chronological and thematic approaches. Major topics include the conceptual and axiomatic development of numeracy, geometry, algebra, and calculus, with particular focus on Euclidean and non-Euclidean geometries, and the development of mathematical reasoning and proof throughout history. Students will explore the contributions of significant individuals in the history of mathematics, and will investigate contemporary mathematical topics as they relate to the major themes of the course.

**Prerequisite: MATH 211 or permission of instructor.*
Alternate years.

231 Discrete Mathematical Structures (3 s.h.) (Q)

This is an introduction to techniques of theoretical mathematics. We will explore logic, truth tables, deductive proof and the principle of mathematical induction. Algorithms, algebraic structures, discrete probability, counting methods, relations, and graph theory are also covered. Some of the topics have substantial application to computer science.

**Prerequisite: MATH 211.* Fall semester.

233 Statistical Methods and Theory I (3 s.h.) (Q)

An introduction to applied statistics and theory. Topics include measures of central tendency, discrete and continuous random variables, Normal distributions, Binomial distributions, sampling distributions and the Central Limit Theorem, probability, correlation and regression, producing data from sampling and experiments, hypothesis testing using the z, t, chi-square, and F distributions, confidence intervals, and analysis of variance. The statistical software package SPSS will be used to illustrate the material presented. **Prerequisite: B or better in INT 222 and MATH 159, PSYC 250, or MATH 211.*

234 Statistical Methods and Theory II (3 s.h.) (Q)

A second course in applied statistics and theory. Topics include analysis of variance, multiple linear regression, and nonparametric statistical methods. The statistical software package SPSS will be used to illustrate the material presented. **Prerequisite: MATH 233.* Offered as needed.

252 Problem Solving Seminar (3 s.h.) (Q)

Students are presented with quantitative problems and asked to find methods of solution. They present those methods informally to the seminar group. Some real-world problems from business or industry are considered. Content varies from year to year. **Prerequisites: MATH 212, MATH 231.* Offered as needed.

301 Multivariable Calculus I (3 s.h.) (Q)

Students are introduced to vectors and the calculus of vector-valued functions. Multivariable functions are then defined and studied. Topics include continuity, partial derivatives, directional derivatives, optimization, and integration of multivariable functions. A computer algebra system, such as MAPLE, may be used.

**Prerequisites: MATH 212.* Fall semester.

302 Multivariable Calculus II (3 s.h.) (Q)

The second semester further explores integration of multivariable functions. This includes change of variables, integration of vector fields, and the fundamental theorems: Stoke's Theorem and The Divergence Theorem. Proofs will be encouraged and a computer algebra system, such as MAPLE, may be used.

**Prerequisite: MATH 301.* Spring semester.

304 Numerical Analysis and Computing (3 s.h.) (Q)

This course surveys the techniques and algorithms of numerical computing, numerical solution of algebraic equations and differential equations, interpolation, approximation, and iteration theory, numerical differentiation and numerical integration, error analysis, stability and convergence of solutions. The computer algebra system *Maple* is used. **Prerequisite: MATH 301.* Alternate years.

306 Ordinary Differential Equations (3 s.h.) (Q)

This is the study of the theory and methods of initial value problems of first and second order equations as well as systems of first order linear equations with constant coefficients. Methods such as integrating factors, undetermined coefficients, variation of parameters and the linearization of nonlinear problems will be covered. Uniqueness and existence questions will be discussed. Differential equations is a powerful modeling tool and can be applied to diverse areas of study including environmental and population studies, radioactive decay, fluid flow, epidemiology and much of engineering. Students will be required to make a presentation in their area of interest. **Prerequisite: MATH 212 or equivalent.* Alternate years.

311 Probability and Distribution Theory (3 s.h.) (Q)

Sample-point and event-composition methods for calculating the probability of an event; Bayes' rule; the binomial, geometric, hypergeometric and Poisson probability distributions; mathematical expectations; moment-generating functions; Tchebysheff's theorem; continuous random variables and their probability distributions; multivariate probability distributions; and functions of random variables. This course is recommended for students planning to work in industry. **Prerequisites: 212.* Offered as needed.

322 Linear Algebra (3 s.h.) (Q)

This class develops the theory of vector spaces and its underlying relevance to matrices and systems of linear equations. Topics include the vector space R^n , abstract vector spaces, elementary operations and systems of linear equations, linear transformations, and eigenvectors and eigenvalues. Emphasis is on providing a bridge from the intuitive developments of lower level courses to the more rigorous abstract courses in mathematics. All students will be required to make a presentation on an application area. *Prerequisites: MATH 211 and 231. Alternate years.

370 Colloquium in Mathematics (3 s.h.) (Q)

Selected topics in higher-level mathematics are offered which are not among our regular courses. The list below reflects the knowledge and expertise of the current faculty and are typical courses in an undergraduate curriculum. The colloquium is also used to introduce students to potential research areas. Topics include: Abstract Algebra II, Real Analysis II, Topology, Fourier Analysis, Complex Analysis, Mathematical Modeling, Partial Differential Equations, Women in Mathematics, Mathematics Pedagogy, Introduction to Functional Analysis, Partially Ordered Groups, Graph Theory, and Engineering Mathematics. Alternate years or through directed inquiry.

398 Abstract Algebra I or Real Analysis I (3 s.h. each) (Q)

MATH 398 alternates between abstract algebra one year and real analysis the next. Both courses develop mathematical maturity through the use of intuition, deductive logic and mathematical analysis. Abstract algebra studies the structures of axiomatic mathematical systems such as groups, rings and fields. Real analysis develops the mathematical techniques necessary to understand the real line as well as functions on the reals. MATH 398 may be repeated for credit and all students who plan to attend graduate school in Mathematics must take both courses. *Prerequisites: MATH 302 and MATH 322. Fall semester.

401 Senior Seminar (3 s.h.) (M)

MATH 401 provides the structure under which students complete their senior research projects. Students must sign up for 1 s.h. of Senior Seminar in the fall and 2 s.h. of Senior Seminar in the spring of their senior year. Each student completes a faculty-approved research project, writes a senior paper based on the results, and presents the results to the mathematics faculty. The student is required to write a paper and pass an oral examination on the theory related to her research area, as well as propose her research project in the fall. She will perform her research in the spring semester, and defend her senior research project paper when done. This requirement applies to Adult Degree Program students as well.

*Prerequisite: MATH 398.

Note: Directed inquiries, teaching assistantships, and internships are arranged on an individual basis. Internships and teaching assistantships may include service-oriented work in the community for fulfilling civic engagement requirements.

Mathematics — Applied

John Ong, coordinator

Applied mathematics explores the connections between mathematics and the physical world, and uses mathematics in studying and solving real-world problems. In this interdisciplinary major, students learn the techniques of modeling, analysis, computing, simulation and data manipulation as applied to their area of interest, such as engineering, biology, chemistry, physics, or economics. Students can pursue a BS with a major in applied mathematics in two ways, either at the college or through the MBC-UVA dual degree program in Engineering.

This major requires a substantial portion of the coursework to be completed at the Staunton campus.

The four year program in Applied Mathematics (Option A)

Students who are interested in the intersection of mathematics with another discipline at the college should choose this option.

Requirements for the Bachelor of Science in Applied Mathematics (Option A)

MATH 211
MATH 212
MATH 231
MATH 233
MATH 301
MATH 302
MATH 304
MATH 306
MATH 322
MATH 398
MATH 401
PHYS 201
PHYS 202

A math elective above the 100-level

A minor in a discipline of interest. (*Common disciplines include Biology, Chemistry, Physics, Business, Economics, Sociology, Philosophy, and Art and Literature, although most disciplines are possible.*)

Note: MATH 401 in this applied mathematics program consists of an in-depth study of mathematics in the student's chosen minor. The committee formed for evaluating the student's senior project must include both

the mathematics faculty and a member of the faculty from the minor discipline.

MBC-UVA dual degree program in Engineering (Option B)

Mary Baldwin College students may elect to participate in a dual degree program in engineering offered by the School of Engineering and Applied Science at the University of Virginia. Qualified students attend Mary Baldwin for three years and then, based on their academic performance, are accepted into the University of Virginia for two or more years of study, leading to a Bachelor of Science degree in applied mathematics from Mary Baldwin College and a master's degree in engineering from the University of Virginia. Interested students should contact Dr. Ong during their first semester at the College, *and must sign up and complete the Calculus and Physics sequence during their freshmen year.*

Requirements for the Bachelor of Science in Applied Mathematics (Option B)

MATH 211
MATH 212
MATH 231
MATH 233
MATH 301
MATH 302
MATH 304
MATH 306
MATH 322
MATH 400
MATH 401
CHEM 121
PHYS 201
PHYS 202

Plus 21 semester hours of coursework transferred from the University of Virginia. Note: Credit that counts toward the master's degree at U. Va. cannot be transferred.

Note: MATH 401 in this applied mathematics program consists of a study of partial differential equations, or a comparable area of mathematics as applied to an engineering problem. The student will present her faculty-approved math 401 project in the spring of her third (last) year at the College. It is recommended that each student in the program complete an internship or a summer course in engineering or programming.

Military Science (U.S. Army ROTC)

MBC offers the Military Science curriculum through the U.S. Army ROTC program conducted at Virginia Military Institute. The first two years of the program are open to eligible freshmen and sophomores. Participation at the junior and senior level is limited to VWIL students and other students with Army ROTC advanced level contracts.

Military Science Course Descriptions

109 Foundations of Officership (1 s.h.)

U.S. Army orientation information and individual military skills are stressed.

110 Introduction to Leadership (1 s.h.)

Initial instructions in land navigation and military history.

209 Individual Leadership (1 s.h.)

Covers the intermediate level in the Leadership Development Program for the Army ROTC program.
**Prerequisites: MS 109 and MS110.*

210 Leadership and Teamwork (1 s.h.)

Cadets continue leadership development and transition to the advanced course; emphasis is placed on individual and team building.

309 Leadership and Problem Solving (2 s.h.)

Emphasis is placed on leadership applications and effective planning and organizational skills. **Concurrent enrollment in either MS 319 or MS 350 is required.*

310 Leadership and Ethics (2 s.h.)

A continuation of MS 309. Cadets are trained on basic officer skills, including preparation of map overlays, the principles of war, and how to conduct an After Action Review. **Concurrent enrollment in MS 320 or MS 351 required.*

319, 320 MS Lab (No credit)

Focuses on individual and small unit tactics skills.
**Concurrent enrollment in MS 309 or MS 310 is required.*

409 Leadership and Management (2 s.h.)

This begins the transition of the cadet to an officer. Emphasis is on roles and duties of the 2nd lieutenant.
**Concurrent enrollment in MS 419 or MS 450 is required.*

410 Officership (2 s.h.)

Completes the transition of the student to an officer, culminating in her commissioning. Primary focus of the course is to provide the Advanced Camp graduates instruction in the planning, organizing, training, and leadership development necessary to lead a platoon.

**Concurrent enrollment in either MS 420 or MS 451 required.*

419, 420 Military Science Lab (No credit)

Practical applications of subjects taught in MS 409 and MS 410. **Concurrent enrollment in MS 409 or 410 is required.*

Ministry

Katherine Low, chaplain, director

Minor in Ministry

The Ministry minor is offered to students of all faiths and backgrounds. The minor helps students explore their lives in relation to others and can prepare students for more formal training in their respective institutions or seminaries. The minor also develops the student's critical ability to identify the ways that faith helps to structure one's sense of a meaningful and purposeful life.

Requirements for the Minor in Ministry

21–23 semester hours

REL 101 or REL 102

REL 130

AS/REL 212 or AS/REL 275

REL 231 or REL 232

REL 222

Two of the following: ANTH 120, ANTH 244, PHIL 102, REL 202, REL 213, REL 221, or REL 237

Note: Other courses appropriate for the major and/or to the career plans of the student may be chosen and substituted for the above with the approval of the director. Directed inquiries and teaching assistantships are available on an individual basis.

Carpenter Preparation for Ministry Program

This unique program provides a bridge between the intellectual rigor of the classroom and the living of faith in the world. The program is not only for those students preparing for a religious vocation, but for those with any major or career plans who are interested in integrating faith and life. Both internships and volunteer opportunities are also available.

Carpenter Quest Program

Conducted by the chaplain as part of the Carpenter Preparation for Ministry Program, this unique program helps students integrate religious commitment,

intellectual development, and service. The program includes two years of spiritual direction, academic courses, and enrichment activities that support individual efforts to make sense of life, learning, and faith. Students may apply to Quest after the first semester of their freshman year. When students fulfill all the requirements of Quest, they are inducted into The Carpenter Society in their junior or senior year.

Music

Lise Keiter, department head

Sharon Barnes, Elise Blake, Elizabeth Brightbill, Beth Cantrell, Audrey Dillon, Timothy Duncan, Pamela Fox, Luis Gonzalez, Lacey Johnson, Ryan Keebaugh, Eloise Kornicke, Elizabeth Roberts, John "Cutch" Tuttle, David Tate, Anne Wick

The music department offers a major and a minor, as well as introductory courses and electives for more casual music enthusiasts. In all its offerings, the department is committed to the exploration of music within the context of the liberal arts. Vocal, keyboard, and selected instrumental instruction is available to all students at beginning, intermediate, and advanced levels. The Mary Baldwin College Choir has an active schedule and is open to all students by audition, as are other vocal and instrumental ensembles.

This major requires a substantial portion of the coursework to be completed at the Staunton campus.

Requirements for the Major in Music

33–36 semester hours

MUS 100

MUS 111

MUS 112

MUS 211

MUS 212

MUS 315

MUS 316

MUS 400

Emphasis requirements (*see below*)

Note: All music majors must pass the piano proficiency test (see piano department for details). Music majors are expected to attend on-campus recitals.

Music Literature and History Emphasis

All core requirements for the major in music
At least two additional courses at the 300-level
A minimum of two semesters of Applied Lessons
MUS 106 or MUS 108 for a minimum of four semesters
MUS 402

Music Performance Emphasis

All core requirements for the major in music

A formal audition by the end of the sophomore year
Applied Lessons on the primary instrument or voice for a
minimum of six semesters

MUS 401

Piano or Voice concentration requirements (*see below*)

Note: MUS 301 is recommended for students who wish
to pursue graduate study

Piano concentration:

MUS 106 (*at least two semesters*)

MUS 210 (*at least one semester*)

MUS 323

Voice concentration:

MUS 106 (*every semester after declaring the music
major*)

MUS 141

Two semesters of a foreign language

Note: Students with an instrumental concentration
should consult the department about specific
requirements.

Requirements for the Minor in Music

20–23 s.h.

MUS 100

MUS 111

MUS 112

Concentration requirements (*see below*)

General Concentration

All core requirements for the minor in music

At least two three-credit courses at the 200- or 300-level

A minimum of four semesters of Applied Lessons, MUS
106, and/or MUS 108

Music Literature Concentration

All core requirements for the minor in music

Four three-credit courses at the 200-or 300-level (*two
of these must be courses other than MUS 211, MUS
212, and MUS 217*)

Performance Concentration

All core requirements for the minor in music

A formal audition by spring semester of the sophomore
year

A minimum of six credit hours of Applied Lessons

MUS 302

At least two additional three-credit courses at the 200-
or 300-level

**Requirements for Music Education
Licensure (Vocal/Choral Pre-K–12)**

All students who wish to be licensed to teach music
in the public schools, grades pre-K–12, must have a
major in music (with a performance emphasis or music

history and literature emphasis). In addition to emphasis
requirements, they must complete the following:

MUS 217

MUS 310

MUS 311

PSYC 210

PSYC 211

ED 110

ED 115

ED 120

ED 386

ED 392

Minimum of one year of piano (or approved equivalent)

Minimum of one year of voice (or approved equivalent)

Minimum of six semesters of choir (or approved
equivalent)

Additional piano proficiency requirements

Civic Engagement Opportunities

- Performing in the community, as part of one of the
music department's ensembles
- Being involved in area schools, through the Music
Education Program
- Sharing talents with the community, through the
Senior Project.

Music Course Descriptions

100 Introduction to Listening (3 s.h.) (A)

A general introduction to western music from Gregorian
Chant to the 21st century, as well as world music, jazz,
and other popular styles, designed to refine the student's
listening skills and enjoyment. Emphasis will be on
guided analytical listening to selected works by major
composers. No previous musical experience is expected.

101 Beginning Voice Class (1 s.h.)

The rudiments of singing — how to begin to build your
voice — will be offered for those students who have
an interest in strengthening their vocal ability, perhaps
with the goal of further applied study. Students must be
enrolled in the Mary Baldwin College Choir in the term
in which this course is taken. Intended for students with
no prior vocal study. Course fee.

102 Beginning Piano Class (1 s.h.)

This course introduces students to the basics of reading
music and playing the piano. It is taught in a piano
laboratory environment and is intended for those who
have no keyboard background. Students with prior piano
study should consult Professor Keiter about taking a
different course. Course fee.

103 Beginning Guitar Class (1 s.h.)

This course introduces students to the basics of reading music and playing the guitar. It is intended for those who have no guitar background. (Students with prior guitar experience should consult the instructor about taking a different course.) Course fee.

105 Fundamentals of Music (3 s.h.) (A)

An introduction to the structure of tonal music intended for the student with little or no formal musical training. Students will learn the basics of reading music, and have an introduction to the keyboard, and to aural skills training. This course is recommended for teacher licensure or for students who wish to take MUS 111. (This course is not open to students who have passed Music 111 or the equivalent.)

106 Mary Baldwin College Choir (1 s.h.)

A large performing ensemble open to all Mary Baldwin students. The choir activities include a spring tour and occasional concerts with area men's choruses. Can be repeated for credit.

108 Chamber Music Ensembles (credit varies)

Admission by audition. Can be repeated for credit. Ensembles include Baldwin Charm, Bella Voce, Flute Ensemble, String Ensemble, and chamber groups. Singers for Baldwin Charm and Bella Voce are selected by audition from the Mary Baldwin College Choir. (Choir membership is a requirement for participation in either small vocal ensemble.)

111, 112 Music Theory I and II (4 s.h. each) (A: 111 only)

These courses examine the role of harmonic material in tonal music, viewed in several ways: harmonization exercises, analysis, and short compositions. There is a lab component, which will emphasize aural skills and sight-singing. Required for the major or minor in music. **Prerequisite: Familiarity with notation of pitch and rhythm and/or MUS 105.*

Applied Lessons (1–2 s.h.)

Individual voice, piano, and selected instrumental lessons are available to all students, on a space available basis, regardless of present level of ability and prior music experience. Normally, approved music majors and minors take Primary Applied Lessons (200-level, two credits, and 60-minute lessons), and most other students should take Elective Applied Lessons (100-level, one credit, 30-minute lessons). Students with questions about their status should consult the music department. Fees: 12, 30-minute lessons, \$230; 12, 60-minute lessons, \$450. Reduced fee for approved music majors or minors: 12, 30-minute lessons, \$130; 12, 60-minute lessons, \$195. (Reduced fees are based on certification

by the music department at the beginning of each semester.) Students should consult their teachers about which course is appropriate for them.

120, 260 Applied Piano (credit varies)

121, 261 Applied Voice (credit varies)

Priority for Applied Voice will be given first to music majors or minors and then to students registered for MUS 106 (Mary Baldwin College Choir). All students in Applied Voice are required to enroll in MUS 106.

122, 262 Applied Organ (credit varies)

Available at beginner/intermediate or advanced levels. Note that beginner/intermediate level assumes intermediate level of piano skills. Organ lessons are taught off-campus.

123, 263 Applied Violin (credit varies)

124, 264 Applied Flute (credit varies)

125, 265 Applied Cello (credit varies)

125B, 265B Applied Bass (credit varies)

126, 266 Applied Clarinet (credit varies)

127, 267 Applied Guitar (credit varies)

128, 268 Applied Viola (credit varies)

129, 269 Applied Harp (credit varies)

130, 270 Applied Bassoon (credit varies)

141 Diction for Singers (2 s.h.)

The course will include the application of the International Phonetic Alphabet, mainly to the study of Italian, English, German, and French song literature. There will be a brief study of its application to Spanish and Latin texts. Diction problems applicable to all song literature will be discussed.

151 History of Jazz (3 s.h.) (D)

An examination of jazz as both a musical and sociological phenomenon; we will focus on the musical developments that resulted in jazz, the major jazz styles from New Orleans to the present, and musicians who have strongly influenced these styles.

152 Rock Music (3 s.h.)

A survey of the history of rock from its roots in rhythm and blues to present-day developments. Major stylistic trends and the contribution of such early artists as Elvis Presley, Chuck Berry, the Beatles, and the Rolling Stones

will receive attention. No previous musical experience is expected.

153 American Folk Music (3 s.h.)

This course traces the development of American oral-tradition music, beginning with the earliest British ballads. Various surviving song-types examined include blues, '30s dust-bowl ballads, and '60s protest songs. The recorded era is also closely scrutinized, from early hillbilly artists to the mid-century folk revival.

200, 300 Topics in Music History (credit varies)

One or more course topics will be chosen from such areas as: J. S. Bach, the Art Song, Music in Vienna, Music in London, Wagner operas, World Music, and Chamber Music Literature.

210 Accompanying (1 s.h.)

This course is for piano students. Each student will accompany voice or instrumental students in a performance. **Prerequisites: advanced piano skills and permission of instructor.*

211, 212 Music Theory III and IV (3 s.h. each)

These courses are a continuation of MUS 111–112. Students will develop analytical techniques appropriate for the major styles and genres of western music, from Gregorian chant to the present, with attention as well to the historical and cultural foundation of these techniques. Focus will be on analysis projects, composition, and aural skills. Required for music majors. **Prerequisite: MUS 112 or permission of instructor.*

217 Choral Conducting (3 s.h.)

Choral conducting is the choreography of sound. In addition, it is the art of teaching and communicating through verbal and gestural technique. The major goal of this course is to secure for the student the fundamental skills necessary for success as a conductor and teacher. Required for Music Education students.

218, 318 Women in Music (3 s.h.) (G: both 218 and 318)

This course will examine the rich history of women's involvement with music as composers, performers, listeners, patrons, critics, and objects of musical representation. This course includes examples drawn from western civilization, popular music, and world music.

223, 323 Piano Literature (3 s.h. each) (A: 223 only; W: 323 only)

A survey of the music, history, and performance technique of the keyboard from the Baroque to the 21st century. Individual works will be selected for listening, discussion and limited analysis. Emphasis will be on both live and recorded performances. Reading knowledge of

music recommended. **Recommended background: MUS 100.*

224, 324 The Symphony (3 s.h. each)

A study of the symphony from Haydn to Stravinsky, emphasizing evolution of musical style as well as development of the orchestra. Featured composers may include Mozart, Beethoven, Schumann, Brahms, Mahler, Prokofiev, and Tchaikovsky.

225, 325 Beethoven (3 s.h. each) (A: 225 only)

The life and musical style of Ludwig van Beethoven: an intensive study of works in four genres (piano sonata, concerto, string quartet, symphony) that mark his evolution through three style periods (classic, heroic, late). **Recommended background: MUS 100.*

226, 326 Music and the Theatre (3 s.h. each) (A: 226 only)

An introduction to the opera and related theatre music from their origins to the 21st century. Well known operas by Mozart, Rossini, Verdi, Wagner, Puccini, and Strauss will be treated in lectures and audio and video recordings.. If possible, a field trip to hear an operatic performance will be scheduled. **Recommended background: MUS 100.*

229, 329 Music in the Romantic Era (3 s.h. each) (A: 229 only)

A study of the major styles in European music from the death of Beethoven through the end of the 19th century: the German art song, short piano pieces from Schubert to Brahms, the rise of the virtuoso (Chopin and Liszt), "music of the future" — the new directions of Wagner, and the rise of Nationalism (Dvorak and Tchaikovsky). **Recommended background: MUS 100.*

230, 330 20th-Century Music (3 s.h. each) (A: 230 only)

The major styles and issues in European and American music from Debussy to the present — a full spectrum of the sounds of the 20th century. Composers to be studied will include Schoenberg, Stravinsky, Bartok, Berg, Ives, and Prokofiev. **Recommended background: MUS 100.*

301 Junior Recital (1 s.h.)

The Junior Recital is a half-recital (25–35 minutes) that music majors with performance emphasis present in their junior year. Students should consult the "Guide to Recitals." **Prerequisite: MUS 112 or permission of instructor.*

302 Minor Recital (1 s.h.)

The Minor Recital is a half-recital (25–35 minutes) that music minors with performance concentration present in their junior or senior year. Students should consult the "Guide to Recitals." **Prerequisite: Students must have passed their minor audition and have at least junior standing.*

310 Music Education in the Elementary School (3 s.h.)

This course will give students a foundation for teaching music at the elementary level. Observation and participation in public school classrooms will be arranged to integrate teaching theory and practice. The course will introduce standard methods and materials appropriate for teaching general and vocal/choral music, including Orff and Kodaly systems, recorder, and autoharp. **Prerequisite: Sophomore standing or permission of instructor.*

311 Music Education in the Secondary School (3 s.h.)

This course will give students a foundation for teaching music at the middle and high school levels. Observation and participation in public school classrooms will be arranged to integrate teaching theory and practice. This course is directed toward the vocal music educator and will cover choral direction methods, materials, and strategies. **Prerequisite: Sophomore standing or permission of instructor.*

315 History of Western Music to 1700 (3 s.h.)

A survey of western music from antiquity to the Baroque. The major emphasis will be on aural recognition of the various musical styles current during the Medieval, Renaissance, and Baroque eras. Required for Music majors. **Prerequisite: MUS 100.*

316 History of Western Music from 1700 to the Present (3 s.h.)

A survey of western music from the late Baroque to the present. As in MUS 315, primary emphasis will be on aural recognition of the major styles of the last 400 years. Required for Music majors. **Prerequisite: MUS 100.*

400 Senior Seminar (3 s.h.)

Music majors must take the Major Field Achievement Test. This seminar will focus on selective review for this examination, along with emphasis on developing writing and research techniques appropriate to the field of music.

401 Senior Recital (3 s.h.) (M)

The Senior Recital is a full recital (40–55 minutes) that majors with performance emphasis present in their senior year. Students should consult the “Guide to Recitals.” **Prerequisite: Students must have passed the major audition and have senior standing.*

402 Senior Thesis (3 s.h.) (M)

The senior thesis affords students the opportunity to conduct a large-scale, independent research project. This will include a proposal, bibliography and literature review, a 30-page thesis (at least one component of which must discuss or analyze music), and a final defense.

Note: Directed inquiries, teaching assistantships, and internships in music can be arranged on an individual basis.

Naval Science (U.S. Navy and U.S. Marine Corps ROTC)

MBC offers the naval science curriculum, with Marine Corps option, through the U.S. Navy and Marine Corps ROTC program conducted at Virginia Military Institute. Participation is limited to students in Virginia Women’s Institute for Leadership at MBC.

Naval Science Course Descriptions

101 Introduction to Naval Science (1 s.h.)

A general introduction to sea power and the Naval Services. Emphasis is placed on the mission, organization, regulations and broad warfare components of the Navy and Marine Corps.

102 Sea Power and Maritime Affairs (1 s.h.)

Continues the general concepts and history of sea power, implementation of sea power as an instrument of national policy and a study of the U.S. Naval strategy.

203 Leadership and Management (1 s.h.)

Introduction to the principles of Naval leadership, management and command.

205 Navigation (Navy Option) (2 s.h.)

Provides a comprehensive study of the theory, principles and procedures of ship navigation and coastal piloting. **Must concurrently register for either NS 211 or MS 350.*

206 Evolution of Warfare I (Marine Option) (1 s.h.)

Explores the nature of warfare throughout Western history.

211 Navigation Lab for NS 205 (Navy Option) (No credit)

For students seeking a commission in the Navy. **Concurrent enrollment in NS 205 required.*

303 Amphibious Warfare I (Marine Option) (2 s.h.)

Historical survey of the projection of sea power ashore. **Must concurrently register for either NS 313 or MS 350.*

304 Amphibious Warfare II (Marine Option) (2 s.h.)

Continuation of NS 303. **Must concurrently register for either NS 314 or MS 351.*

308 Naval Engineering (1 s.h.)

Familiarizes students with the types, structures and purpose of Navy ships.

309 Naval Weapons Systems (Navy and Marine Option) (2 s.h.)

Covers the principles of Naval weapons systems, including the integration of Marine Corps combat elements with a Navy Battle Group. **Must concurrently register for either NS 315, NS 413, or MS 450.*

313 Amphibious Warfare I Lab for NS 303 (Marine Option) (No credit)

For students seeking a commission in the Marine Corps. Emphasizes preparation for NROTC Officer Candidate School at Quantico, Virginia. **Concurrent enrollment in NS 303 is required.*

314 Amphibious Warfare II Lab for NS 304 (Marine Option) (No credit)

For students seeking a commission in the Marine Corps. **Concurrent enrollment in NS 304 required.*

315 Navy Leadership Lab I for NS 309 (Navy Option) (No credit)

For students seeking a commission in the Navy. **Concurrent enrollment in NS 309 is required.*

402 Leadership and Ethics (Navy and Marine Option) (2 s.h.)

Seminar on leadership principles and management techniques as they apply to the duties and responsibilities of junior officers. **Must concurrently register for NS 412, NS 414, or MS 451.*

408 Naval Operations and Seamanship (Navy Option) (2 s.h.)

Comprehensive study of the theory, principles and procedures of naval operations. **Must concurrently register for either NS 411 or LS 450.*

411 Naval Operations Lab for NS 408 (Navy Option) (2 s.h.)

For students seeking a commission in the Navy. **Concurrent enrollment in NS 408 required.*

412 Navy Leadership Lab II for NS 402 (Navy Option) (No credit)

For students seeking a commission in the Navy. **Concurrent enrollment in NS 402 is required.*

413 Marine Leadership Lab I for NS 309 (Marine Option) (No credit)

For students seeking a commission in the Marine Corps. **Concurrent enrollment in NS 403 is required.*

414 Marine Leadership Lab II for NS 402 (Marine Option) (No credit)

For students seeking a commission in the Marine Corps. **Concurrent enrollment in NS 402 is required.*

Peacemaking and Conflict Resolution

Roderic Owen, coordinator

Students with an interest in peace-building, global and cross-cultural diversity, and the relationship between peace and justice as well as the skills and techniques emerging from mediation, conflict resolution, and non-violence are encouraged to pursue MBC's multi-disciplinary minor in Peacemaking and Conflict Resolution. Topics include older forms of faith-based pacifism and diverse forms of contemporary non-violent thought and protest, as well as the skills and resources necessary for interpersonal, organizational, and cross-cultural conflict analysis, resolution, and peace building. Minor requirements are structured to support cross-disciplinary study, a combination of theory and *praxis*, and (whenever possible) integration with a student's declared major.

This minor complements an academic major in any number of different liberal arts and pre-professional areas while also enriching students' participation in various programs including Quest Interfaith, Spencer Global Citizens, and VWIL and Leadership Studies.

Requirements for the Minor in Peacemaking and Conflict Resolution

21 semester hours

Three of the following core courses: COMM 280, REL/COMM 237, PHIL/REL 320, or PSYC 277,

Three of the following elective courses (with *no more than two from any one department*): ANTH 120, ANTH 202, AS 212, AS 251, AS/REL 275, AS/REL 278 BIOL 148, BUAD/COMM 202, CE 281, ECON 115, ECON 180, HIST 266, HIST 365, INT/ART 150, PHIL 232, PHIL 235, POLS 209, POLS 221, POLS 310, PSYC 216, PSYC 218, PSYC 245, REL 130, REL 202, REL 203, REL 221, REL 232, SOC 112, SOC 240, SOC 248, SOC 262, and SOC 264

Either a faculty-approved 3 s.h. internship (*see note below*) or one of the following experiential courses: CE 255, PHIL 140, POLS/CE 287, REL 310, or SOC 282

Note: The internship must have a mediation/conflict resolution or a community-service emphasis and be registered under one of the following departments: Civic Engagement, Communication, Philosophy and Religion, Political Science, Psychology, or Sociology.

Philosophy

James Gilman, department head
Kenneth Beals, Roderic Owen, Edward Scott

MBC offers a major and a minor in philosophy, and a major combining philosophy and religion. Some students develop independent majors, combining philosophy with other disciplines such as English, history, psychology, or political science.

Requirements for the Major in Philosophy

34 semester hours

PHIL 101

PHIL 103

PHIL 201

PHIL 202

PHIL 301

PHIL 400

PHIL 401

Five additional courses in Philosophy

One year of a foreign language

Requirements for the Major in Philosophy/Religion

34 semester hours

PHIL 101

PHIL 103

PHIL 201 or PHIL 202

One philosophy course at the 300-level

REL 101 or REL 102

REL 202 or AS/REL 212

One religion course at the 300 level

REL 400 or PHIL 400

REL 401 or PHIL 401

Additional courses to total 34 s.h.

Requirements for the Minor in Philosophy

21 semester hours

PHIL 101

PHIL 103

PHIL 201 or PHIL 202

Additional courses to total 21 s.h.

Note: The following Philosophy courses may be taken at the 300 level: PHIL 201, PHIL 202, PHIL 203, PHIL 211, PHIL 232, and PHIL 234.

Civic Engagement Opportunities

- Civic engagement component in PHIL 140 Community and Service Learning
- Many programs and events jointly sponsored by Religion and Philosophy, such as Black Baby Doll Day, Martin Luther King Jr. Candlelight March and Memorial Service, Kwanzaa, others

- Black History Month events: Oratorical Contest with community participation, Gospel Extravaganza, Praise House Service, Peace and World Religions Lecture
- Participation in Habitat for Humanity and Amnesty International
- Internship opportunities: Katrina Relief, mediation and conflict resolution
- International civic engagement: South Africa, India, Greece, and work with native Americans

Philosophy Course Descriptions

101 Introduction to Philosophy (3 s.h.) (H, W)

Involves the activity of philosophizing by practicing skills and methods of philosophical inquiry and critical analysis. Issues examined include free will and determinism, ethical decision-making, theories of knowledge, the existence of God, political philosophy, and theories of human nature.

102 Introduction to Ethics (3 s.h.) (H)

Provides theoretical tools for ethical decision-making; examines basic concepts of ethical decision-making and several theories including those of Plato, Aristotle, Kant, Mill and Bentham. Application is made to contemporary moral issues.

103 Introduction to Logic (3 s.h.) (Q)

Acquaints the student with basic terminology and develops her analytic and logical reasoning abilities. Topics include distinctions between truth and validity, induction and deduction, recognizing fallacies, testing the validity of arguments in concrete situations, and understanding the importance of logic for the sciences.

110 Ethical Issues in Business (3 s.h.)

A philosophical introduction to ethical inquiry and moral judgments in corporate and business contexts. Ethical issues include advertising, profit margins, environmental responsibility, and worker's rights, and moral issues in business that concern the student. Online only.

140 Community and Service Learning (3 s.h.) (C, O)

Students encounter practical community needs and goals, develop skills in critical thinking and problem solving, and reflect on the relationship between theory and practice. They explore their commitment to community-oriented values, practice skills that enhance citizenship, and learn how to care for those in need. Combined course and internship includes hands-on experience in an approved community agency or religious or humanitarian organization, and critical reading, discussion, and written reflection about service work. Students make connections between personal and professional goals, their roles as liberal arts students, and their evolving commitment.

201 Greek and Medieval Philosophy (3 s.h.) (H)
Retraces the original steps taken by the philosophical imagination in the history of metaphysics; includes a careful interpretation of seminal works determinative for the unfolding of that history, with particular attention to the play of logos and the formation of metaphor for expressing thought and being. Related themes include the existence of God, theories of ethics, refutation of skepticism, and the nature of persons.

202 Modern Philosophy (3 s.h.) (H)
An inquiry into the intellectual origins of modern thought, the rise of modern science and its development to the 19th century. Students examine issues regarding human knowledge and the nature of reality. Philosophers include Bacon, Hobbes, Descartes, Leibniz, Spinoza, Locke, Hume, Kant, and Hegel. This course is relevant to the study of history, literature, science, and political science.

203 The Literature and Thought of Existentialism (3 s.h.) (W)
Explores the growth of existentialism as a major modern literary and philosophical movement. Besides philosophical literature, the student reads novels, poetry, and drama selected from the works of Kierkegaard, Nietzsche, Dostoyevsky, Heidegger, Sartre, Camus, Hesse, Kafka, Tillich, and Buber. **Prerequisite: one Philosophy course or one English literature course.*

211 Modern Political Thought (3 s.h.)
Inquiry into the origins and development of modern political theories, especially democracy, communism, and fascism. Students will examine ideas and values underwriting these theories, including modern conceptions of freedom, equality, individualism, social contract, and sovereignty. Readings include works of thinkers such as Machiavelli, Hobbes, Locke, Rousseau, Marx, Mussolini, Hitler, and Rawls.

230 Medical and Health Care Ethics (3 s.h.)
For course description, see HCA 230 in the Health Care Administration listing.

231 Contemporary Feminisms and Gender Studies (3 s.h.) (G)
For course description, see WS 200 in the Women's Studies listing.

232 African-American Thought (3 s.h.) (D)
Focuses on various intellectual resources created by African Americans in response to a series of crises that shaped their history. Students explore these responses as modes of black consciousness and culture and as viable options for the American experience. Includes discussion of issues such as freedom, voice, community, history, worship, literature, and music as expressions of black experience.

234 Philosophy and the Arts (3 s.h.)
This course examines perennial questions concerning beauty in art and nature, the attribution of value, the relation of aesthetic judgment and imagination to cognition and moral duty, and the implications of these questions for inquiries in related disciplines, i.e. linguistics, psychoanalysis, and religious studies. A primary theme will be the truth-value of aesthetic objects and their ontological status as expressive entities or "spiritual objects." Cross listed as ARTH 234.

235 Ethics, Community, and Leadership (3 s.h.) (O)
Students learn about the moral dimensions of leadership and develop a critical understanding of the ethical relationships among character, leadership style and skills, community values, and the aims of leadership. Students examine the nature and function of leadership in the context of humanitarian causes, advancement of social justice, and the peaceful conflict resolution. Includes analysis of major forms of moral reasoning and of classic leadership case studies. Required for the Leadership Studies minor.

277 Studies in Philosophy (3 s.h.)
Topics not included in regularly scheduled philosophy courses. Interests of students and faculty determine the subject matter.

301 Contemporary Analytic Philosophy (3 s.h.) (R)
Studies the analytic tradition in contemporary philosophy with readings selected from the writings of philosophers such as Moore, Russell, Wittgenstein, and Ayer. Issues include the nature of realism, sense data and sensations, meaning and reference, the nature of language, and principles of verification and falsification. **Prerequisite: any other Philosophy course.*

305 Science, Religion, and the Search for Meaning (3 s.h.) (T)
An Honors inquiry into the domains and methods of the sciences and religion. Introduces methodologies of Western science in their historical, philosophical, religious, and institutional contexts. A parallel examination of theological thought focuses on models of inquiry, views of nature, language and symbols, and the relationship between the divine and the natural. Modern cosmology, human genetic engineering, and developments in quantum physics are topics for examining the interactions between religion and science. Cross listed as REL 305.

306 Morality: Human Nature and Nurture (3 s.h.) (T)
For course description, see PSYC 306 in the Psychology listing.

320 Peacemaking: Gandhi and Nonviolence (3 s.h.) (T, R)
An examination of the life, writings, and ideals of Mahatma Gandhi and those influenced by him who are powerful contemporary advocates of nonviolent social change. Topics include the emergence of peace activism and peace studies and their roots in the philosophy of non-violent social change; sources of violent conflict; alternatives to violence; and cultural models of conflict management and transformation that aim at resolving conflict in non-violent ways. Cross listed as REL 320 and AS 320.

390 Directed Inquiry

The student and supervising faculty member undertake an advanced study of a selected topic in philosophy.

400 Major Colloquium (2 s.h.) (M)

Students participate in a community of peer and faculty scholars, for the purpose of developing independent research, writing, and oral communication skills. Each year the colloquium focuses on a different selected topic.

401 Senior Thesis (2 s.h.) (M)

Each major completes an independent research project of her choice, meeting regularly and working closely with a faculty advisor. Each student presents and defends her senior thesis before a faculty member.

Note: Directed inquiries, teaching assistantships, and internships in philosophy are available on an individual basis.

Physical and Health Education

Irene Sarnelle, department head
Lynda Alanko, Charles Angersbach, Patricia Davis,
Sheree Kiser, Nicole Maples, Sharon Spalding, Paul Yee

Physical and health education provides instruction through movement, cognitive development, and social experiences. The program emphasis is the acquisition of physical skills, which contribute to the development of healthful lifestyles and life-long activity. MBC students must complete one class from PHE 100 through 123 or PHE 221, as well as one credit hour from PHE 137 through PHE 193, for a total of at least two credit hours. In addition to the basic instructional program in physical education, the department offers a minor in Coaching and Exercise Leadership (CEL).

Minor in Coaching and Exercise Leadership

Please see Coaching and Exercise Leadership

Physical and Health Education Course Descriptions

100 Fitness (1 s.h.) (P)

Self Fitness and Nutrition assessment. Design and implementation of a personal fitness, wellness, and nutrition plan based on the seven components of wellness. Students participate in a variety of wellness activities. Strongly suggested for freshmen and sophomores.

101 Advanced Fitness (1 s.h.) (P)

Self Fitness and Nutrition assessment as well as instruction in how to assess and plan group fitness. Required for VWIL freshmen. Current health issues will also be addressed. Required for VWIL freshmen.

102 Topics in Principles of Health (1 s.h.) (P)

Covers current content related to specific topics in the Principles of Health. See the current course offerings list for the most up-to date topic offering.

122 Stress Management (1 s.h.) (P)

Students engage in self-examination of personal stressors. Emphasis on the practice of stress reduction techniques. The student will construct a personal stress management plan.

123 Consumer Health (1 s.h.) (P)

Provides the student with knowledge and skills to become a wise consumer of health products and services.

137 Outdoor Recreation: Leadership Challenge Program (.5 s.h.) (P)

Experiential activities that encourage individual challenge, team building, communication, and trust.
**Prerequisite: VWIL student.*

139 Topics in Principles of Dance and Health-Related Fitness (.5 s.h.) (P)

A current content-related class specific to topics in the Principles of Dance and Health-Related Fitness. See the current course offerings list for the most up-to-date topic offering.

140 Yoga (.5 s.h.) (P)

Instruction in basic techniques of yoga. This course covers a brief history of yoga, a variety of yoga breathing techniques, proper alignment instruction, and an opportunity to develop a safe and effective yoga practice.

141 Aerobics (.5 s.h.) (P)

Instruction and participation in various types of aerobics. Aerobic activities may include

interval training, spinning, stepping and a variety of other activities that will improve cardiovascular fitness.

142 Weight Training (.5 s.h.) (P)

Instruction in basic techniques of weight training.

143 Fitness Walking (.5 s.h.) (P)

Instruction in basic techniques of fitness walking. May include use of Nordic walking poles or hiking.

144A Beginning Ballet (.5 s.h.) (P)

Instruction in beginning level ballet. Leotard and slippers required. Consult the physical education department for fees. Students must provide own transportation.

144B Intermediate Ballet (.5 s.h.) (P)

Instruction in intermediate level ballet skills. Leotard and slippers required. Consult the physical education department for fees. Students must provide own transportation. **Prerequisite: one year of ballet instruction after age 10, PHE 144A, or permission of instructor.*

144C Advanced Ballet (.5 s.h.) (P)

Instruction in advanced level ballet skills. Leotard and slippers required. Consult the physical education department for fees. Students must provide own transportation. **Prerequisite: three or more years of ballet instruction after age 10, PHE 144B, or permission of instructor.*

146 Modern Dance (.5 s.h.) (P)

Instruction in the basic techniques of modern dance. The students choreograph and perform.

147 Historical Dance (.5 s.h.) (P)

Instruction in historical dance movement with emphasis on American and European social dance from the 16th to 20th centuries.

148 Ballroom Dance (.5 s.h.) (P)

Introduction to basic ballroom dance skills including: steps, styling, leading and following for American and Latin ballroom dance forms.

149 Folk Dance (.5 s.h.) (P)

Instruction and participation in international folk dances primarily from European and Middle Eastern countries.

150 Performance Dance Group (1 s.h.) (P)

Introduction to group dance experiences through dance technique training, technical practice, rehearsal, and performance. The group hosts a historical ball in the fall and a dance festival in the spring. They offer special dance programs and conduct dance workshops for area schools and community groups. Course may be repeated for credit. **Prerequisite: permission of instructor.*

155 Independent Activity (.5 s.h.) (P)

Activities to suit individual students with special needs or those who wish to do an advanced activity not offered on campus. **Prerequisite: permission of instructor.*

167 Outdoor Recreation: VWIL Wilderness (1 s.h.) (P)

Provides knowledge, experience, and skills in outdoor adventures as a part of the VWIL orientation. **Prerequisite: VWIL student.*

170 Racquetball (.5 s.h.) (P)

Instruction in basic skills, rules, and strategies of racquetball for the beginner. Equipment is available.

171 Tennis (.5 s.h.) (P)

Instruction in basic skills, rules, and strategies of tennis for the beginner. Equipment is available.

172 Golf (.5 s.h.) (P)

Instruction in basic skills and rules of golf for the beginner. Equipment is available.

173 Fencing (.5 s.h.) (P)

Instruction in basic skills, rules, and strategies of bouting for the beginner. Equipment is available.

174 Self-Defense (.5 s.h.) (P)

Instruction in basic techniques of self-defense.

175 Karate (.5 s.h.) (P)

Instruction in basic techniques of karate.

176 Outdoor Recreation (.5 s.h.) (P)

Provides physical activity through participation in outdoor recreational activities.

177 Colloquium (credit varies) (P)

Review current course offerings list for subject matter.

179 Horseback Riding (.5 s.h.) (P)

Instruction in basic horsemanship and horseback riding necessary to begin the safe and successful sport of riding. Beginning through advanced competition lessons offered. Consult the physical education department for fees. Students must provide own transportation.

180 Scuba (1 s.h.) (P)

Instruction in the knowledge and the skills necessary to dive safely and enjoy the aquatic environment. Successful completion earns the student international certification (PADI). Consult the physical education department for fees. Students must provide own transportation.

181 Skiing/Snowboarding (.5 s.h.) (P)

Instruction in basic techniques of skiing/snowboarding. Consult the physical education department for fees. Students must provide own transportation.

183 Indoor Recreation (.5 s.h.) (P)

Promotes physical activity through the skills and knowledge in indoor recreational activities.

185 Independent Activity (.5 s.h.) (P)

Activities to suit individual students with special needs or those who wish to do an advanced activity not offered on campus. *Prerequisite: permission of instructor.

189 Topics in Principles of Motor Skill and Sport-Related Fitness (.5 s.h.) (P)

Provides content related to specific topics in the Principles of Motor Skill and Sport-Related Fitness. See the current course offerings list for the most up-to-date topic offering.

190 Fall Athletic Sports (.5 s.h.) (P)

Varsity Athletes in soccer, volleyball, cross country and basketball may enroll. *Prerequisite: permission of instructor.

192 Spring Athletic Sports (.5 s.h.) (P)

Varsity athletes in tennis and softball may enroll. *Prerequisite: permission of instructor.

193 Advanced Fencing (1 s.h.) (P)

Provides skill development in the student's chosen weapon (foil or épée). Students are expected to compete intercollegiately as a part of the class. *Prerequisite: PHED 173.

221 Emergency Health Care (2 s.h.) (P)

Provides knowledge and practical experience for emergency health care procedures. American Red Cross Certification is awarded after successful completion of ARC exam.

251 Exercise Testing and Training (3 s.h.)

This course covers the essentials needed to assess all components of physical fitness and how to design exercise programs for different populations. Basic exercise physiology is covered in the course. Students will learn assessment techniques and how to interpret results to plan effective conditioning programs for those wishing to improve their fitness or to train for sports activities. Cross listed as BIOL 251.

Physics

Nadine Gergel-Hackett, Karl Zachary

Mary Baldwin College offers a minor in Physics and a major (bachelor of science) in collaboration with our consortium school, Washington & Lee University in Lexington, Virginia.

A student pursuing the major is required to have a cumulative GPA of at least 3.3 and have an average GPA for at least 3 physics courses taken at MBC of at least 3.7 prior to registering for any courses at W & L. The student is also expected to provide her own transportation to W & L.

This major requires a substantial portion of the coursework to be completed at the Staunton campus.

Requirements for the Major in Physics

41 semester hours in physics and 23 semester hours in supporting courses

PHYS 201

PHYS 202

PHYS 260

PHYS 210

CHEM/PHYS 321

Optics*

Electricity and Magnetism*

Newtonian Mechanics*

Quantum Mechanics*

Mathematical Methods for Physics and Engineering*

PHYS 400 and PHYS 401

MATH 211

MATH 212

MATH 301

MATH 302

MATH 306

CHEM 121

CHEM 122

One of the following lab courses: PHYS 207, Laboratory Computer Applications*, Nuclear Physics*

Two additional science courses selected from CHEM 221 or higher, or Computer Science 200-level or higher

* Courses offered at Washington and Lee University

Requirements for the Minor in Physics

21 semester hours

PHYS 201

PHYS 202

PHYS 207

PHYS 210 or PHYS 360

PHYS/CHEM 260

CHEM/PHYS 321

Note: Students may substitute Physics courses at Washington and Lee for PHYS/CHEM 260 and CHEM/PHYS 321. Please see you advisor for more information.

Civic Engagement Opportunities

- Courses throughout the physical science curriculum discuss the relevance of scientific principles to public policy and social issues.
- Students lend their growing expertise to projects that examine exposure to lead and other heavy metals as well as the quality of local water.
- Students are encouraged, particularly through the local chapter of the American Chemical Society Student Affiliates, to engage local schools and organizations such as the Girl Scouts in hands-on experience with science and tutoring.

Physics Course Descriptions

100 Exploring the Physical World (3 s.h.) (N)

This is a course for students who like to learn by doing; hands-on activities linking core chemistry and physics principles to the real-world are emphasized. The objectives of the course are to give an appreciation of the process and content of physical science and to provide experience in learning by the inquiry method. Topics are selected based on general interest and appropriateness for early and middle education. Cross listed as CHEM 100.

131 Introduction to Astronomy (3 s.h.) (N)

A descriptive survey of astronomical observations and conceptual models for non-science majors through readings, discussions, and observations. Students will develop a basic understanding of the structure and properties of the earth, moon, planets, sun, and stars based on simple physical concepts and astronomical models. This course assumes no previous background in college science or mathematics.

157 Wilderness, Scientific Advance, and American Culture (3 s.h.) (T)

For course description, see CHEM 157 in the Chemistry listing.

201, 202 General Physics I, II (4 s.h. each) (N)

A foundation for further study in physics, biology, chemistry, and pre-medicine. Topics include the phenomena of classical mechanics, wave motion and sound, fluids, electricity, magnetism, and light, each developed from first principles, often historic discoveries. Equations for physical laws use algebra, trigonometry, plane geometry, and calculus, as appropriate. Laboratories provide direct familiarity with natural phenomena. Recommended background: high school physics. **Prerequisites: MATH 211–212, which may be taken concurrently.*

207 Electrical Circuits (4 s.h.)

This self-paced laboratory course covers basic introductory level circuits, including basic DC Circuits, Ohm's Law and Kirchoff's Rules, Resistance, Thevenin and Norton Equivalents, Op-Amps, digital circuits, and transient circuits. **Prerequisites: PHYS 201 and PHYS 202.*

209 Experimental Modern Physics (3 s.h.)

Experimental Modern Physics is a laboratory/lecture course that explores the groundbreaking ideas of modern physics. Through a combination of computer simulations and laboratory experiments, students will explore topics such as Einstein's Theory of Special Relativity, quantization of mass and charge, atomic structure and nuclear decay. **Prerequisites: PHYS 201 and 202.*

210 Modern Physics (3 s.h.)

This course introduces students to the special theory of relativity and quantum mechanics. Topics include atomic structure, wave properties of matter, the hydrogen atom, many-electron atoms, and statistical physics. **Prerequisites: PHYS 201 and PHYS 202.*

260 Introduction to Materials Science (3 s.h.) (R)

Materials science encompasses the structure and composition, synthesis and processing, performance, and properties of materials. This survey provides a holistic introduction from the combined viewpoints of physics and chemistry. Topics: crystalline structure, band theory, defects, and electronic, optical, and thermal properties of materials. Cross listed as CHEM 260. **Prerequisites: PHYS 202 and CHEM 122, which may be taken concurrently.*

270 Undergraduate Research (1-3 s.h.)

Students do original research in accordance with ability and background under the guidance of a member of the faculty. Students are expected to devote 4 hours per week to the project for every credit hour. A written report will be submitted to the department each semester of enrollment. Cannot be used to meet elective course requirements for a major or minor in physics. May be repeated for credit. Total research credit to be used toward an undergraduate degree not to exceed 6 hours. **Prerequisites: PHYS 202, consent of instructor and submission of a research contract to the department.*

321 Physical Chemistry I: Thermodynamics, Statistical Thermodynamics, and Kinetics (3 s.h.)

For course description, see CHEM 321 in the Chemistry listing.

360 Advanced Topics in Materials Science (3 s.h.)

This course offers a more rigorous examination of the core topics of Introduction to Materials Science. The theoretical basis for mechanical, thermal, magnetic, and optical properties of materials is examined. In addition, microstructures, composites, and nanostructures are examined. Cross listed as CHEM 360. **Prerequisite: PHYS 260 and CHEM 221.*

370 Undergraduate Research (1-3 s.h.)

Students do original research in accordance with ability and background under the guidance of a member of the faculty. Students are expected to devote 4 hours per week to the project for every credit hour. A written report will be submitted to the department each semester of enrollment. Cannot be used to meet elective course requirements for a major or minor in physics. May be repeated for credit. Total research credit to be used toward an undergraduate degree not to exceed 6 hours. **Prerequisites: PHYS 202, PHYS 260, consent of instructor and submission of a research contract to the department.*

400, 401 Senior Research (2 s.h. each) (M: both 400 and 401)

Seminar and independent research leading to the completion of a thesis required of majors in the senior year. The student, under supervision of staff members, experiences research as it is carried out in practical situations and presents findings orally and in writing. Satisfactory completion of the research project and the oral defense of the thesis fulfill the senior requirement for physics majors.

Note: Directed inquiries, teaching assistantships, and internships in physics are available on an individual basis.

Political Science

Laura van Assendelft, department head
Cara Jones, Sarah Ludwig, Steven Mosher

Requirements for the Major in Political Science

36 semester hours

One American government course: POLS 100, POLS 101, POLS 203, POLS 205, POLS 210, POLS 213, POLS 260, POLS 300, POLS 321, or POLS 322

One comparative government course: POLS 111 or POLS 215

One international relations course: POLS 128, POLS 221, POLS 310, or POLS 311

One political theory course: PHIL 201, PHIL 202, PHIL 211 or PHIL 235

One senior project/thesis: POLS 400A or 400B
Additional courses in Political Science to total 36 s.h.

Senior Requirement: Satisfactory completion of POLS 400 A or B.

Requirements for the Minor in Political Science

18 semester hours

One American government courses: POLS 100, POLS 101, POLS 203, POLS 205, POLS 210, POLS 213, POLS 260, POLS 300, POLS 321, or POLS 322

One comparative government course: POLS 111 or POLS 215

One international relations course: POLS 128, POLS 221, POLS 310, or POLS 311

Three additional Political Science courses

Minor in Environmental Policy Analysis

Please see Environmental Policy Analysis

Civic Engagement Opportunities

- Civic engagement contracts associated with any course in political science
- POLS 287/CE 287: MBC Election Live Broadcast
- Political science internships approved by the political science faculty supervisor
- Study abroad for academic credit through student participation in issues of public concern and reflection on the public issues encountered
- Senior projects in political science designed to emphasize civic engagement

Political Science Course Descriptions

100 Introduction to American Government and Politics (3 s.h.) (S)

Students are introduced to political science by studying the U.S. Constitution, major institutions, political processes (elections and lobbying), and political behavior.

101 Introduction to Public Administration (3 s.h.) (S)

This course introduces students to the management of governmental organizations. The theory and practice of public agencies will be reviewed to see just how government actually “works.” Functions such as planning, organizing, communicating, and budgeting will be reviewed. One area of special interest is emergency management, especially as public health is concerned.

111 Comparative Politics (3 s.h.) (I)

Students examine challenges to democratic government by studying the domestic politics of several non-U.S. political systems. Particular attention is paid to social foundations of government. The status of the individual

and the rights of minorities provide themes for learning about the distinction between democratic and non-democratic political systems.

128 U.S. Foreign Policy (3 s.h.) (I)

Students study the institutions and events that have shaped the relations of the United States with the rest of the world. Diplomatic, covert, and military techniques used to maximize U.S. national interests are addressed in the period since 1945.

200 State and Local Government (3 s.h.) (S)

Students examine the regional political units in the U.S. federal system, their relationships with each other and with the national government. The course focuses on the contemporary functions of state and local governments and their role in managing diversity among competing social, political, and judicial pressures.

203 The U.S. Congress (3 s.h.)

Students examine the historical origins and contemporary operation of the United States Congress, including the nature of congressional campaigns, institutional differences in leadership and process between the House and Senate, and executive-legislative relations in domestic, budget, and foreign policy arenas. Students participate in a congressional simulation, experiencing all stages of the legislative process as they play the roles of members of Congress, interest group representatives, and constituents.

205 Political Parties and Interest Groups (3 s.h.)

Students examine the nature of political parties and interest groups and the role they play in American politics, including analysis of platforms, purposes, strategies and influence in elections and policymaking. Students engage in writing assignments, hands-on experiments, group exercises, and oral presentations, including a mock political convention.

209 Women and Politics (3 s.h.) (G)

Students examine the roles and influences of women in politics and the effect of politics upon their status and life choices. Students analyze gender differences in patterns of political participation, including voting, working in campaigns, running for public office, serving as elected officials, and participating in various kinds of interest groups.

210 Judicial Process (3 s.h.) (S)

Students examine the functions of law and its sources. The structure of the federal and state court systems in the United States, the roles of lawyers, the methods for selecting and removing judges, trial and appellate procedures for both criminal and civil cases, judicial decision-making, and the limits on judicial power will be covered. This course is offered online only.

212 Mass Media Law and Ethics (3 s.h.)

Students examine the dual judicial system in the U.S. and its effect on media, the protections of speech and press afforded by the First Amendment of the U.S. Constitution in areas of civil and criminal law. Students practice recognizing and resolving ethical conflicts. Cross listed as COMM 212.

213 The U.S. Presidency (3 s.h.)

Students examine the origins and evolution of the role of president and of the executive offices of the presidency. Constitutional foundations, key influences on the growth of the modern presidency, and contemporary trends are analyzed.

215 Politics in the Third World (3 s.h.) (I, W)

This course studies political problems in the nations outside the affluent North of the globe. The political options of democratic, military, and single party forms are analyzed.

221 International Relations (3 s.h.) (I)

This is the basic course in which students apply tools of systematic study to relations among the actors in the international system: states, international organizations, and non-state actors (e.g., terrorist groups). The sources of states' behavior, including ideological and strategic motivations, are studied. The ways in which the global set of states operates as a system also are analyzed.

222 Social Science Statistics (3 s.h.) (Q)

For course description, see INT 222 in the Interdisciplinary Studies listing.

234 Religion, Politics and Public Policy (3 s.h.)

For course description, see REL 234 in the Religion listing.

245 Health Care Policy, Politics, and Law (3 s.h.)

For course description, see HCA 245 in the Health Care Administration listing.

260 Public Policy (3 s.h.)

This course explains the nature of public policy and analyzes stages in its making, including problem identification and policy agenda, formulation, adoption, implementation, and evaluation. Case studies in varied policy areas will show how the process actually works, i.e., what the results of policy look like in the real world. Leadership roles of individuals, groups, and institutions will be reviewed in depth.

277 Colloquium (3 s.h.)

These courses look into subjects best covered in intensive group study experiences. Core readings and seminar discussions form common experiences for the group, and individual projects refine understanding. Offered as needed.

287 MBC Election Live Broadcast

For course description, see CE 287 in the Civic Engagement listing.

300 Political Behavior (3 s.h.)

Students investigate determinants of political behavior, including political socialization, group differences, political efficacy, and civic engagement. They develop skills in empirical analysis as they measure and analyze public opinion and voting behavior.

301 Advanced Data Analysis (3 s.h.)

For course description, see ECON 301 in the Economics listing.

310 International Organizations (3 s.h.) (I)

This course studies attempts to control and influence the behavior of states. Major attempts to order the international system (League of Nations, United Nations) are reviewed. Regional international bodies are also examined.

311 Civil Wars and the International System (3 s.h.) (I)

This course studies modern terrorism with special attention paid to terrorism arising from the Middle East region. The choices and consequences of various counter-terrorism policies of the United States and other states are studied to bring practical dimensions of the problem into focus.

321 Constitutional Law I: Structure and Powers (3 s.h.)

This course is a case-method study of the significant decisions of the U.S. Supreme Court that define judicial, presidential, and congressional powers and their limits. Federalism and administrative power also will be examined.

322 Constitutional Law II: Civil Rights and Liberties (3 s.h.)

A case-method study of the U.S. Supreme Court decisions in the areas of First Amendment freedoms of speech, press, and religion. Constitutional protections in criminal law, the right to privacy and equal protection will be examined.

400A, 400B Senior Seminar in Political Science (3 s.h.) (M)

Seniors majoring in political science or international relations, or who include this discipline in an independent major, must enroll in this course and complete an acceptable senior thesis on a major

independent research project. Political Science majors writing their theses in American politics enroll in section A; International Relations majors and Political Science majors writing their theses in international or comparative politics enroll in section B.

Psychology

Heather Macalister and Patricia Murphy, department heads

Donyetta Bryson, Kimberly Craig, Louise Freeman Jenna Holt, Chandra Mason

Requirements for the Bachelor of Arts in Psychology

39 semester hours

PSYC 101

PSYC 150

PSYC 210 or PSYC 211

PSYC 220

PSYC 241 or PSYC/BIOL 305

PSYC 212 or 310

PSYC 250

PSYC 360

PSYC 401

Four additional courses selected from SOC 254 or any psychology course excluding those on the core list above, PSYC 287, PSYC 387, and PSYC 380. At least one of the elective courses must emphasize social psychology, (e.g. PSYC 111, SOC 254 or colloquium approved by the department head).

Majors must take a standardized achievement test in psychology during their senior year

Requirements for the Bachelor of Science in Psychology

All of the requirements listed for the BA, plus the following:

Two mathematics courses at the 200 level or above.

One additional lab science course at the 200 level

Senior Requirement: Satisfactory completion of PSYC 401

Requirements for the Psychology/Sociology Major

42 semester hours

PSYC 101

PSYC 150

PSYC 220

PSYC 250

PSYC 360

PSYC 401

SOC 100

SOC 110

SOC 200

SOC 248

SOC 254

One other 200 level SOC course (SOC 225 is suggested)
One of the following: PSYC 210, PSYC 211, or PSYC 311
One of the following: PSYC 203, PSYC 205, or PSYC 232

Requirements for the Sociology/Psychology Major

Please see Sociology, Sociology/Psychology

Requirements for the Minor in Psychology

18–20 semester hours, with at least 3 semester hours at the 300+ level

One of the following: PSYC 101 or PSYC 111

One of the following: PSYC 210, PSYC 211, or PSYC 214

One of the following: PSYC 220, PSYC 250, or PSYC 302

One of the following: PSYC 203, PSYC 205, PSYC 231, or PSYC 313

One of the following: PSYC 212, PSYC 305, PSYC 307, PSYC 310, or PSYC/BIO 305

One other psychology course (3-4 hrs.) of the student's choice, excluding PSYC 287, PSYC 387, and PSYC 380.

Emphasis Areas

Child Psychology:

Majors who plan an elementary teaching license, a career in child care, or to enter a graduate program in developmental psychology, educational psychology, or a related field should take: PSYC 203, PSYC 210, PSYC 302, and PSYC 310. PSYC 232 is also recommended.

Mental Health Work:

Students who plan to work in a mental health setting or enter a graduate program in clinical or counseling psychology or a related field should take: PSYC 203, PSYC 205, PSYC 231, PSYC 302, PSYC 313, and an internship in mental health.

Personnel Work:

Majors who plan for entry-level positions in personnel work or to enter a graduate program in industrial/organizational psychology should take: PSYC 205, PSYC 231, PSYC 245, PSYC 302, BUAD 104, BUAD 200, BUAD 202, BUAD 302, and an internship in personnel work during May Term of the senior year.

Physical/Occupational Therapy:

Students interested in graduate studies in physical or occupational therapy should take: PSYC 305, PSYC 310, PSYC 313, BIOL 111, BIOL 251, BIOL 264, BIOL 265, and an internship in a PT or OT setting. (Note: this is an emphasis within the psychology major; it does not include all pre-requisite courses for admission to a graduate program in PT or OT.)

Elder Care:

Students interested in working with the elderly or graduate work in gerontology should take: PSYC 111, PSYC 212, PSYC 307, PSYC 311, BIOL 151, HCA 240, SOWK 124, and an internship in an elder care setting. SOC 205 is also recommended.

Civic Engagement and International Opportunities

- Long-established internships and volunteer opportunities with agencies such as Western State Hospital, Woodrow Wilson Rehabilitation Center, and area service agencies
- Extra credit for meaningful volunteer efforts outside the classroom
- Psychology classes sponsor and communicate with impoverished children in Kenya, Honduras, and Brazil

Psychology Courses

101 Introduction to Psychology as a Natural Science (4 s.h.) (N)

A course with a required laboratory applied component emphasizing the experimental method as a procedure for discovering the principles of behavior and mental processes. Subject areas include psychobiology, sensation and perception, consciousness, learning and memory, motivation, emotion, and stress. Weekly labs enable students to explore a wide variety of psychological phenomena by replicating classic experiments and collecting and analyzing behavioral data.

111 Introduction to Psychology as a Social Science (3 s.h.) (S)

This course is designed to introduce students to the study of psychology as a social science. Content areas: the major theoretical approaches to the study of psychology, developmental processes, stress, intelligence and its assessment, personality and its assessment, abnormal psychology, therapy, and social influences on behavior.

150 Survival Skills for the Psychology Major (1 s.h.)

Required for declared psychology majors. The course fosters an understanding of the career field and the acquisition of the basic learning and professional skills necessary to succeed in the field. Topics include vocational assessment, tools for academic success, writing a literature review and an empirical paper, occupational choices, and preparing for and applying to graduate school.

203 Abnormal Psychology (3 s.h.) (S)

A study of the major forms of abnormal behavior focusing on adult psychopathology. Topics include the definition and history of abnormal behavior, research methods, current theoretical perspectives classification, symptomatology and treatment of mental disorders, psychological health. Of special interest to prospective human service workers, including social workers,

counselors, and teachers. **Prerequisite: PSYC 101 or PSYC 111.*

205 Techniques of Counseling and Psychotherapy (3 s.h.)

An overview of current approaches to counseling and psychotherapy including psychodynamic, phenomenological, behavioral, cognitive, and feminist orientations, and family therapy and therapy with children. Ethical and multicultural issues pertaining to therapy are also considered. Of special interest to prospective human service workers, including mental health workers, social workers, teachers, and personnel workers. **Prerequisite: PSYC 101 or PSYC 111.*

210 Child Psychology (3 s.h.) (S)

Examines cognitive, socio-emotional, language, and gender development from infancy through late childhood from different theoretical perspectives. Environmental and biological influences on children's behavior are considered. Implications for parents, teachers, and others who work with children are discussed.

211 Adolescent Psychology (3 s.h.) (S)

This course focuses on the neurological, socio-emotional, cognitive, and transitional aspects of adolescent development. Topics include identity formation; sexuality; work and leisure; and family, peer, and school influences on development. Students learn how culture, generation, gender roles, and other psychological factors affect adolescent behavior

212 Fundamentals of Human Memory and Cognition (3 s.h.) (R)

This course provides an introduction to the operations of the human mind. Students will learn about how we take in information from our environment and make sense of it, how we store and retrieve information in memory, how we manipulate information and knowledge for problem-solving and communication, the nature of consciousness, and other topics.

214 Psychology of Women (3 s.h.) (G)

This course takes a psychosocial developmental feminist approach to understanding psychological and social phenomena that pertain to women. We will examine theoretical perspectives on women's psychology; cultural and societal images of women; women in adolescence, young adulthood, midlife, and late adulthood; and issues of relationships, lifestyles, sexuality, parenting, family, and work. Includes opportunity for community activism that benefits girls and women.

216 Multicultural Psychology (3 s.h.) (W)

In this class you will be studying human behavior with respect to culture. It is becoming more broadly understood that one's culture impacts development, personality, perceptions, cognition, social behavior and

views of "abnormality." In order to scientifically study psychology and/or be more effective in interacting with others, we must understand cultural differences and how we each are affected by them. Some of the premises formed early in our discipline's history now need to evolve to retain truth and relevance in our world. We will look at some of these as a way to understand our own biases. As well as studying racial, ethnic, and national cultural diversity, we will also gain knowledge of the impact of differences in religion, class, age, gender and sexual orientation. Offered online only.

218 Psychology of Relationships (3 s.h.)

This course discusses and evaluates recent data, emphasizing heterosexual relationships, but including data on other intrapersonal and family relationships. It focuses on how relationships have evolved and the adaptive significance of the roles of the individuals within them. Examines the psychological principles that result in different behavioral strategies in response to changing societal demands, and addresses principles that underlie adaptive, destructive, and abnormal behaviors within relationships. Alternate years.

220 Experimental Psychology (4 s.h.)

Lecture/laboratory course focuses on why and how experiments are conducted in psychology. Students learn how to critically evaluate published psychological research, design and conduct experiments, use computers for statistical analysis of results. Uses significant research to investigate variables, methods, problems peculiar to psychological research. In lab students participate in data collection, design and conduct experiments, analyze results with computer-generated statistics. **Prerequisite: PSYC 101.*

231 Psychology of Personality (3 s.h.) (S)

This course introduces each of the major theories of personality: psychoanalytic, phenomenological, biological, behavioral, social learning, humanistic, existential, and positive. Each is critically examined with respect to its ability to explain human nature and generate strategies for assessing and modifying personality. Considers findings relating to conflict, stress, aggression, self-concept, and multicultural influences on personality. **Prerequisite: PSYC 101 or PSYC 111.*

232 Educational Psychology (3 s.h.)

The application of psychological principles and theories to educational settings, including elementary, middle, and secondary schools, colleges, and other institutions (e.g., businesses and industries) in which education or training is a goal. Students will learn how to write educational objectives, analyze learning tasks, devise instructional strategies for accomplishing educational objectives, and evaluate the outcomes of such strategies.

241 Sensation and Perception (3 s.h.) (N)

Introduces principles of sensation and their involvement in our perception of the world. Examines all sensory systems as to how they translate physical stimuli into information useful for processing by the brain. Investigates roles of experience, context, attribution, and other perceptual variables in the interpretation of these stimuli. Personally conducted and computer generated demonstrations involving sensation and perception phenomena allow students to experience principles firsthand. **Prerequisite: PSYC 101, BIOL 111 or BIOL 151, or permission of Instructor.*

245 Industrial/Organizational Psychology (3 s.h.)

Students survey topics related to industrial and organizational psychology, including motivation, job satisfaction and values, groups in organizations, decision-making, leadership, job analysis and evaluation, and models and methods of employee selection. The requirements cover theory and conceptual information as well as practical applications. Alternate years.

248 Forensic Psychology (3 s.h.) (D)

Application of psychological principles and research to legal issues. This course addresses police training in interrogation, profile generation, and how to deal with special victims. Trial issues such as pre-trial publicity effects, jury composition, and assisting lawyers with their presentation and cross-examination techniques are addressed. Special attention to how the legal system influences and is influenced by race, ethnic, religious, and cultural differences. Alternate years.

250 Behavioral Statistics (3 s.h.) (Q)

Required of all psychology majors. Overview of the basic concepts and principles of parametric and non-parametric statistics and how they are used in the behavioral sciences. Students learn to conduct statistical tests on data sets and to thoughtfully critique the conclusions of others. Topics include descriptive and inferential statistics, probability, correlation, linear regression, the z-test, the t-test, analysis of variance, and chi-square. Strongly recommended background: PSYC 220. **Prerequisite: MATH 159 or equivalent.*

287 Internship: Career Exploration in Psychology (1–3 s.h.)

This course provides the opportunity to observe and participate with professionals performing psychology-related jobs in widely varied employment settings. Students must apply for an internship to a member of the psychology faculty who will serve as the supervisor. The two negotiate the terms of the internship with the on-site supervisor.

302 Psychological Testing (3 s.h.)

An examination of the basic principles of psychological assessment and a critical survey of the instruments used in schools, clinics, and hospitals, including intelligence, aptitude, achievement, vocational interest, and personality tests. Practice is given in administering, scoring, and interpreting representative tests.

**Prerequisite: PSYC 220 or PSYC 250. Alternate years.*

305 Physiological Psychology (3 s.h.)

Current concepts regarding the relationship between brain function and behavior. Includes the gross anatomical characteristics of the nervous system, functional characteristics of neurons, research techniques used in neurophysiology, and the functional role of the nervous system with respect to arousal, pain, sensory processes, sleep, sexual behavior, brain disorders, emotion, learning, and motivation. Cross listed as BIOL 305. **Prerequisites: PSYC 101 and three semester hours in biology or permission of the instructor. Alternate years.*

306 Human Morality: Nature and Nurture (3 s.h.) (T)

This Honors colloquium focuses on the cross-disciplinary debate about the implications of research in evolutionary psychology, neuroscience and social sciences for our understanding of human morality. Students will move beyond the classic *nature vs. nurture* debates to understand newly merging models of the complex interaction between evolutionary accounts of human morality and diverse perspectives in ethical theory. Cross listed as PHIL 306. Alternate years.

307 Drugs and Behavior (3 s.h.) (T)

Examines drugs and their effects on human and animal behavior, with particular emphasis on the neural mechanisms underlying drug actions. Topics include the current clinical uses of drugs, drug abuse, addiction, and the effects of drugs on motivation, memory, and learning. Drugs studied include alcohol, antidepressants, antipsychotics, barbiturates, hallucinogens, narcotics, sedatives, and stimulants. **Prerequisite: PSYC 101, BIOL 111 or 151 or permission of Instructor. Alternate years.*

310 Psychology of Learning and Behavior (3 s.h.) (R)

A study of the basic processes of classical, operant, and vicarious conditioning as they relate to animal and human behavior. Attention is also given to biological constraints on learning. Relevance of the concepts and principles of learning and behavior for understanding human behavior is emphasized throughout.

**Prerequisite: junior or senior standing.*

311 Psychology of Adult Development (3 s.h.)

This course is an advanced developmental psychology seminar, focusing on psychosocial, cognitive, and physiological development and issues of young adulthood, midlife, and late adulthood, with an emphasis on women. Students will critique traditional theories and perspectives on adulthood and apply contemporary feminist theory and research. Topics include research methodology; work and retirement; intimate relationships, family, friendships, and caregiving; physical changes and sexuality; cognitive functioning and intelligence; identity, generativity, and integrity. **Prerequisite: PSYC 210 or PSYC 211.*

313 Applied Behavior Analysis (3 s.h.)

Procedures for treating a variety of problems, ranging from personal behavior problems to abnormal behavior will be considered. Students will learn to design, conduct, and evaluate programs for behavior change for themselves and others. Considers procedures for establishing desirable behaviors and eliminating or reducing undesirable behaviors, maladaptive anxiety, and other unwanted emotions.

360 History and Systems of Psychology (3 s.h.)

This course for senior psychology majors examines the historical antecedents of contemporary psychology and the major systems of psychology from 1850 to the present. Emphasis is placed on the historical development leading to currently held positions on topic areas including development, learning, motivation, sensation, perception, and cognition. An oral presentation is videotaped and critiqued for presentation skills.

387 Internship: Professional Experience in Psychology (2-3 s.h.)

Culminates a student's preparation for entry level employment in a psychology-related career by providing practical experience working with professionals in a chosen career specialty. Students work closely with a faculty member and negotiate the terms of the internship with the on-site supervisor. Credit is awarded on the basis of three semester hours per 150 hours of observation. Must be taken P/NC.

401 Senior Thesis (3 s.h.) (O, M)

In the senior thesis students integrate their learning in the major by conducting a large-scale exercise under the mentorship of a psychology faculty member: either a data collection project or a comprehensive literature search of primary sources on a contemporary topic in psychology with a written critical analysis of the data. All students make a formal oral presentation of their results and present a final written thesis. Students who do not have a B average in Psych 220 and 250 must take the critical analysis option. **Prerequisites: PSYC 220 and PSYC 250.*

Note: Directed inquiries for courses not regularly taught and teaching assistantships in psychology can be arranged on an individual basis.

Public Health

Steven A. Mosher, director
Eileen Hinks

Public health involves the study of population health, including protection and improvement of community health at local, national, and global levels. The public health minor introduces students to the wide variety of public health fields including administration and policy, community health and education, epidemiology and biostatistics, and medical and public health research.

Requirements for the Minor in Public Health

21 semester hours

HCA 101

HCA 125

HCA 225

HCA 250

HCA/BIOL 261

HCA 387 (internship in a public health organization)

INT 222

Public History

Please see History — Public.

Religion

James Gilman, department head
Kenneth Beals, Andrea Cornett-Scott, Katherine Low,
Roderic Owen, Edward Scott

MBC offers a major and a minor in religion, a major combining philosophy and religion, and a minor in ministry. Some students develop independent majors, combining religion with other disciplines such as English, history, psychology, or political science.

Requirements for the Major in Religion

34 semester hours

REL 101

REL 102

REL 203

REL 212

REL 355

REL 400

REL 401

PHIL 101

ANTH 244

Three additional courses in religion

Note: Recommended for the major in religion: one year of a foreign language, ANTH 120, and ART 102

Major Combining Philosophy and Religion

Please see Philosophy, Philosophy/Religion

Requirements for the Minor in Religion

21 semester hours

REL 101

REL 102

AS/REL 212

Four additional courses in religion

Note: Majors and minors may take the following at the 300-level: REL 203, REL 221, REL 231, REL 233, REL 234, REL 275, and REL 277

Minor in Ministry

Please see Ministry

Civic Engagement Opportunities

- Four courses include a civic engagement component: REL 130 Faith, Life, and Service; REL 221 Christian Faith, Peace, and Justice; REL 232 African American Religion; REL 310 Community and Practice.
- Quest: Spiritual Exploration Program
- Programs sponsored by Religion and Philosophy including Black Baby Doll Day; Martin Luther King Jr. Candlelight March and Memorial Service, Kwanzaa, others
- Black History Month events: Oratorical Contest with community participation, Gospel Extravaganza, Praise House Service; Peace and World Religions Lecture
- Participation in Habitat for Humanity and Amnesty International
- Internship opportunities: Katrina Relief, mediation and conflict resolution
- International civic engagement: South Africa, India, Greece

Religion Course Descriptions

101 Introduction to the Old Testament (Hebrew Bible) (3 s.h.) (H)

Introduction to the historical and cultural background of Hebrew scripture. Students are introduced to the historical-critical method of study. The Biblical texts are approached from the perspectives of the history, faith, and theology of Ancient Israel, from Abraham to the return from exile.

102 Introduction to the New Testament (Christian Bible) (3 s.h.) (H)

The formation and content of the New Testament are the focus, with special emphasis on developing the student's ability to interpret texts in the synoptic gospels. This study includes the history of the early church and some of its leaders, especially the Apostle Paul.

130 Faith, Life, and Service (3 s.h.) (C)

Focuses on the relationship between life, work, and faith. Students examine the interaction between American culture and religion. Through reading, discussion and guest lecturers, they gain an appreciation for the differing ways in which individuals and communities put together faith and respond to the world.

202 Judaism, Christianity, and Islam (3 s.h.) (I)

A study of the historical religions of the Middle East and West: Judaism, Christianity, and Islam. Along with an analysis of the beliefs, practices, and history of each tradition, a comparative analysis is undertaken.

203 History of Christian Thought (3 s.h.)

Introduces basic ideas and history of the Christian tradition. Traces the emergence of orthodoxy from a context of theological conflicts, and examines ways in which contemporary theological movements interpret and apply these ideas.

204 Religion in America (3 s.h.)

For course description, see HIST/REL 204 in the History listing.

212 Asian Religions (3 s.h.) (H)

For course description, see AS 212 in the Asian Studies listing.

213 Islam (3 s.h.)

An exploration of the fastest growing religion in the world. Seeks to undermine stereotypical images and misimpressions of Islam and to present an accurate account of who Muslims are, what their faith teaches, and the relationships between doctrine and practice, and social, political, and economic systems. International focus: students learn about culturally diverse forms of Islam and analyze a contemporary religious issue in the Islamic world. Offered as needed.

217 Native American Religions (3 s.h.) (D)

Students study the religions and cultures of indigenous peoples living in the land occupied by the United States of America. This course focuses first on the nature of indigenous religions prior to contact with Europeans, and secondly, on the impact of interactions with European immigrants on those religions. This study includes understanding indigenous peoples' views of reality, the rituals and ceremonies reflecting these views,

and contemporary issues that are of particular concern today.

221 Christian Faith, Peace, and Justice (3 s.h.) (C)

Examines the relationship among justice, mercy, and peace in the context of biblical tradition and Christian ethics. Through readings and discussion, these moral values are applied to contemporary issues: race, the environment, war and peace, poverty and wealth. Also focuses on Christian leaders, such as Mother Teresa and Martin Luther King Jr., whose lives distinguished themselves in terms of justice, mercy, and peace.

222 Internship in Ministry (credit varies)

Students work with faculty and pastors to learn and practice the basics of pastoral care, counseling, and ministry. **Prerequisite: permission of instructor.* Offered as needed.

231 Women and Religion (3 s.h.) (G)

A study of the role and treatment of women focusing primarily on the Judeo-Christian tradition. Beginning with the biblical texts, the study looks at both traditional and feminist interpretation of scriptures concerning the “place of women.” Issues include biblical imagery for God, the ordination of women, and inclusive religious language.

232 African-American Religion (3 s.h.) (D)

Focuses on the African origin and African-American recreations of religions and sects. Special emphasis on the liturgical and homiletical (preaching) traditions of black women and men, and the role of the slave church as a catalyst for civil rights in the contemporary black church. Examines the evolution of womanist and black theological critiques and the counter challenge of the black Muslim movement.

234 Religion, Politics, and Public Policy (3 s.h.)

Focuses on the point at which religion in America interacts with politics and public policy. Topics include religion and politics in American history; interpretations of the religious clauses of the first amendment, including Supreme Court cases, and the political activity and policies of religious interest groups, including the Roman Catholic Church, Evangelicals, African-American churches, and Mainline Protestant traditions. Cross listed as POLS 234.

237 Mediation: Theory and Practice (3 s.h.) (O)

Students explore both the theory and process of mediation and conflict resolution. Through readings, discussions, cases, and role playing, they develop skills necessary for being effective mediators. Cross listed as COMM 237.

275 Buddhism (3 s.h.) (H)

For course description, see AS 275 in the Asian Studies listing.

277 Studies in Religion (credit varies)

Topics not included in regularly scheduled religion courses. Interests of students and faculty determine the subject matter.

278 Hinduism (3 s.h.) (H)

For course description, see AS 278 in the Asian Studies listing.

284 Sociology of Religion (3 s.h.)

For course description, see SOC 284 in the Sociology listing.

305 Science, Religion, and the Search for Meaning (Honors Colloquium) (3 s.h.) (T)

For course description, see PHIL 305 in the Philosophy listing.

310 Community and Practice (3 s.h.)

Students engage in a hands-on experience that requires direct involvement with established institutions known for shaping African-American life and culture — e.g., the African-American faith community, service organizations, civic offices/programs, and schools. Students dialogue with community members (in their own voices) to establish a depository of historical witness that supplements and authenticates the formal study of African-American life and culture.

320 Peacemaking: Gandhi and Nonviolence (3 s.h.) (T, R)

For course description, see PHIL 320 in the Philosophy listing.

355 Greek Myth and Religion (3 s.h.) (R)

Examines the myths and religious beliefs, practices, and institutions of the ancient Greeks. Primary sources for doing so include Hesiod, Homer, and Greek dramatists and poets. This course also examines theories of interpreting myth and the influence of Greek myth and religion in Western culture, literature, art, and music. **Prerequisite: sophomore standing.*

390 Directed Inquiry (credit varies)

The student and supervising faculty member undertake an advanced study of a selected topic in religion.

400 Major Colloquium (2 s.h.) (M)

Students participate in a community of peer and faculty scholars, for the purpose of developing independent research, writing, and oral communication skills. Each year the colloquium focuses on a different selected topic.

401 Senior Thesis (2 s.h.) (M)

Each major completes an independent research project of her choice, meeting regularly and working closely with a faculty advisor. Each student presents and defends her senior thesis before a faculty committee.

Renaissance Studies

Ralph Cohen, Mary Hill Cole, Sara James, Sarah Kennedy, Janna Segal, Terry Southerington

Renaissance Studies introduces students to historical inquiry; an understanding of the various artistic and literary styles and movements of the Renaissance; and the interpretation of art, literature, philosophy, and political theory in the context of time and place. Students acquire knowledge of terminology, research methods, and library reference tools. They also develop skills in organization, critical and logical thinking, and strong writing. The requirements in the major assure that the students will be introduced to the breadth as well as depth of the subject matter.

This major requires a substantial portion of the coursework to be completed at the Staunton campus.

Requirements for the Major in Renaissance Studies

36 semester hours

REN 100

ENG/THEA 216

HIST 238

ENG 320

ARTH 202 or ARTH 203

THEA 217 or THEA 218

REN 400

Five of the following: ARTH 211, ARTH 314, ENG 315, ARTH 343, ENG 390, HIST 390, or SPAN 325

Students may take up to six elective hours in the following graduate courses, *with permission* from the Director of the MLitt/MFA program and the instructor: REN 510, REN 520, REN 540, REN 550, REN 554, REN 557, REN 630, or REN 675

Civic Engagement Opportunities

- Lectures, performances, internships and other opportunities at the American Shakespeare Center
- Annual visual arts trips to Washington DC and New York City, open to the community

- Regular public lectures by prominent scholars, writers, critics, directors, and performers
- College sponsored and planned International studies program in theatre, literature, and/or art history
- Explore civic engagement through class projects and assignments
- The Spencer Center for civic engagement and global engagement and the Sena Center will work with students to pair their interests with appropriate opportunities and internships

Renaissance Studies Course Description

100 Defining the Renaissance (3 s.h.) (H)

Defining the Renaissance provides a survey of the history, art, literature, and science of the period. Daily activities will range from lectures and discussions to field trips and presentations, and students will learn about major authors and events of fourteenth to early seventeenth-century Europe. The development of Renaissance drama and the complex cultural functions of the stage will be studied in the context of performances at the Blackfriars Playhouse.

400 Senior Seminar (3 s.h.)

REN 400 is the capstone course for seniors majoring in Renaissance Studies. Interdisciplinary in nature, the course will require students to develop an independent project in consultation with at least three members of the Renaissance Studies faculty, complete a research paper of 6000-9000 words, and defend the thesis in an oral presentation to a committee of three faculty members from different disciplines.

Sexuality and Gender Studies

Kathy McCleaf, coordinator

Studies in gender and sexuality range from theoretical to practical, from institutional to individual, and from policy to practice. Students will explore the multiple dimensions of sexuality and gender framed in biological, psychological, and sociocultural analyses. An investigation of this field of study will be useful for students entering into multiple disciplines such as sociology, psychology, and education as well as pre-professional programs such as health care and social work. The interdisciplinary minor in sexuality and gender studies, grounded in the social sciences, offers students an opportunity to examine the field of sexuality and gender through a bio-psycho-sociocultural perspective. Students interested in declaring a major in Sexuality and Gender Studies should contact Dr. McCleaf for curriculum options to design an Independent Major.

Requirements for the Minor in Sexuality and Gender Studies

21 semester hours

One of the following: SOC 100, ANTH 120 or PSYC 111 as pre- or co-requisite for SGS 261 or SGS 263

SGS 261

SGS 263

SGS 265

SGS 338

One of the following: SOC 236, SOC 225, SOC 248, SOC 254, ANTH 202, PSYC 218, PSYC 214, PSYC 231, SGS 226, SGS 215/315, or SGS 245

One of the following: HCA 125, HCA 235, HCA 261, SOWK 235, or SOWK 353

Civic Engagement Opportunities

SGS 226 Culture and Wellness and CE 255 Assisting Local Food Programs, taught by Dr. McCleaf, provide students opportunities for civic engagement and applications to better understand class and gender. Students receive 3 credit hours attributed to CE when participating in CE 255 and may contract for CE hours in SGS 226 beyond what is required in the course.

Sexuality and Gender Course Descriptions

215, 315 Topics in Sexuality and Gender Studies (3 s.h.)
Special topics in sexuality and gender studies include but are not limited to studies in masculinities, bisexuality, sexual consumerism, research issues and methods in sexuality and gender studies, sexuality and the schools, constructions of sexual minority male and female cultures, religion and sexuality, ethnicity and sexuality. This course may count as an elective towards the completion of a major in Sociology.

226 Culture and Wellness: Understanding Access (3 s.h.) (R)

Students examine intersections of ethnicity, gender, sexuality, ability and class as it impacts access to wellness. Beginning qualitative research and practical experience with a local Global Information System will engage students in an examination of community stratification relative to food security and economic resources. This course counts as a select elective towards the completion of a major in Sociology.

235 Gender, Sex, and the Military (3 s.h.) (G)

Students will focus on current issues in the US military representing constructions of gender – with a focus on masculinity. Students will engage in a critical investigation of the recent transitions to the Don't Ask Don't Tell Policy. In addition, students will examine the history, politics and constructions of a modern day warrior as it relates to American society and those individuals serving in the military. Students will also examine foreign militaries and make comparative

analysis relative to access with regard to issues of religion, sex, class, and race.

245 Gender and Sport (3 s.h.) (G)

Conversations will guide class explorations regarding current and historical performance, participation, and politics in sport relative to gender, sexual orientation, class and race. Special emphasis will be placed on women's sport experience. Cross listed as WS 245.

261 Sexual Minorities (3 s.h.) (S, O)

Students examine sexual minority culture. Lesbian, gay, bisexual and transpersons' experiences will be explored utilizing an interdisciplinary approach. Discussion topics will include civil rights, access to education, ethnicity, religion, health and other bio-psycho-social cultural issues. Course work will include understanding and reflecting on our heterocentric culture while examining select theories in sexual identity development, gender variance and sexual orientation. This course counts as an elective towards the completion of a major in Sociology or a major in Anthropology/Sociology.

263 Dimensions of Human Sexuality (3 s.h.) (S, R)

Students are provided opportunities to develop a level of sexual literacy. Scholarly inquiry will aid personal decisions regarding sexuality while building awareness of the institutional and cultural factors that affect policy and cultural ideologies relative to gender and sexuality. Research efforts that apply critical examination skills will be honed as students explore topics such as intimacy, assertiveness, internet dating and sexual consumerism

275 Trans Communities (3 s.h.) (G, W)

Students are provided with an opportunity to explore and better understand those identified (by self or by other) with a gender variance outside of the binary constructs of male and female. An examination of the history, biology, theory, and psycho-social-cultural ideologies that frame the lives of this subset of sexual minorities will guide the student's reading, discussion and research. This course counts as an elective in the Sociology major. **Prerequisite: SGS 263 or SGS 261 or instructor permission.*

338 Theories in Sexuality and Gender Studies (3 s.h.) (G, W)

Students are provided an opportunity to examine select theoretical frames that inform the study of sexuality and gender. Beginning with a variety of readings in gender, LGBT and queer theories, students will discuss and research scholarly works and engage in discourse about the intersections and contributions of each as they inform the field of sexuality and gender studies. This course counts as a select elective towards the completion of a major in Sociology. **Prerequisite: SGS 263 or SGS 261 or instructor permission.*

Social Work

Mary Clay Thomas, program director
Elizabeth Anderson, Doris Dodson, Linda Dressler, May Guenin, Chris Jenkins, Guari Rai, Carla Renner

Students interested in social work may receive professional training by majoring in social work. This major requires a sequence of courses as described in the Social Work section below, including supervised field instruction in a social service agency. This internship, for 15 s.h. credit, provides an opportunity to develop and translate theoretical concepts into professional practice.

Requirements for the Bachelor of Social Work

57 semester hours

BIOL 151/252

POLS 100

PSYC 111

SOC 100

SOWK 153

SOWK 156

SOWK 235

SOWK 275

SOWK 317

SOWK 335

SOWK 353

SOWK 355

SOWK 365

SOWK 375

SOWK 400

INT 222

Two of the following electives: SOWK 124, SOWK 251, SOWK 307, or SOWK 287/387

Civic Engagement Opportunities

- SOWK 400 engages students in the direct practice of social work where they fulfill 450 hours of a field placement.
- The Social Work Club allows students to work with area agencies to serve local residents and provide needed community service.

Social Work Course Descriptions

124 Aging (3 s.h.)

Introduction to dynamics of aging, including biopsychosocial aspects and special needs of aged persons. Participants will examine society's provisions for the aged and methods used in working with their problems.

153 Introduction to Social Work (3 s.h.)

Explores career opportunities in social work. Special emphasis on the profession as it relates to practice with children, families, and other persons who experience problems with adjustment to their social environment. Participants will study philosophies, values, and attitudes that form a base for professional practice.

156 Interviewing in Human Service Professions (3 s.h.)

Helps students acquire knowledge and develop skills for effective communication in helping individuals and families in planning change. Emphasis on development of interviewing skills. Class activities include role playing and interviews with individuals and groups.

235 Human Behavior and Social Environment 1 (3 s.h.)

Provides basic framework for creating and organizing knowledge of human behavior and social environment. Social systems, life-span and strengths approaches to understanding HBSE introduced. Focus on individuals and families and impact of larger environment on these systems. **Prerequisites: SOWK 153, SOC 100, PSYC 111, and either BIOL 151 or BIOL/WS 252.*

251 Child Welfare Services (3 s.h.)

Study of adoption, foster care, child care, protective services, juvenile court, and other child welfare services for children in need of protection. We study the well-being of children and attitudes and values that define parents' and society's responsibilities to children.

275 Social Welfare Policy (3 s.h.)

Describes and analyzes policies and services rendered by local, state, regional, national, and international agencies and policy implications for social work practice. Students prepare to advocate for social policy changes designed to improve social conditions, promote social justice, and empower at risk populations. **Prerequisite: POLS 100.*

287/387 Social Work Field Observation (3 s.h.)

Through affiliation with a social service agency, students observe the nature of the client-worker relationship. Perceptual orientation and descriptive skills are emphasized through varied levels of observation. Internship requires placement for a minimum of 120 contact hours on a scheduled basis. Group supervision is also required. **Prerequisites: SOWK 153 and SOWK 156.*

307 School Social Work (3 s.h.)

Teaches students the skills and knowledge needed to work in a school setting as a social worker. With an emphasis on planning, assessment and successful interventions, students learn theoretical framework as applied in a school setting. Students also learn the value of interdisciplinary team planning, models of service delivery, program planning and the value of community resources. **Prerequisite: SWK 153*

317 Social Work Research (3 s.h.) (R)

Designed to increase knowledge of research as a tool for social work practice. Students acquire basic skills and knowledge to utilize existing social research for practice-related decision making and the capacity to carry out systematic methods of inquiry in their practice setting. **Prerequisite: INT 222.*

335 Human Behavior and Social Environment II (3 s.h.)

Provides basic framework for creating and organizing knowledge of human behavior and social environment, along with social systems, lifespan and strengths approaches acquired in HBSE I, to understand group organizational and community systems. Special attention given to the impact of human diversity, discrimination, and oppression in the context of groups, organizations, and communities.

353 Social Work with Diverse Populations (3 s.h.) (D)

Provides understanding of and sensitization toward cultural diversity, racism, gender issues, and heterosexism in the context of social work practice and policy. Personal values toward racial, cultural, gender, and heterosexism are explored and discussed in the context of social work values and practice.

355 Social Work Practice I (3 s.h.)

Assists students in developing knowledge and skills to work with individuals. Experiential techniques are employed to aid in integration of theory and practice. Many of the videotapes, class exercises, case studies, and role plays focus on the implications of cultural diversity and include application to vulnerable populations. **Prerequisite SOWK 153*

365 Social Work Practice II (3 s.h.)

Assists students in developing knowledge and skills to work with families and groups. Experiential techniques are employed to aid in integration of theory and practice. Many of the videotapes, class exercises, case studies, and role plays focus on the many implications of cultural diversity and include application to vulnerable populations.

375 Social Work Practice III (3 s.h.)

Assists students in developing the knowledge base necessary for understanding the contemporary American community, its structure, politics, its growth and/or decline, and roles and functions of various human service agencies and organizations within the community. Additional focus on how people can empower themselves for the purpose of improving the overall quality of life in communities.

387 Social Work Field Observation (3 s.h.)

For course description, see SOWK 287/387.

400 Field Instruction in Social Work (15 s.h.) (O, M)

Supervised field instruction in a social service agency provides seniors opportunities to acquire knowledge and skills in social work practice. The field work requires a semester block placement, five days a week, 8 hours per day, for a minimum of 450 contact hours on a scheduled basis. An integrating seminar is also required. **Prerequisites: Completion of all social work and general education required curriculum with a minimum grade of 'C' in each social work course.*

401 Field Instruction in Social Work in Honduras (15 s.h) (I, M)

Students travel to El Progreso, Honduras and work with the Organization for Youth Empowerment in an international field placement. This course provides cultural, language immersion while working with impoverished Honduran youth in a social work setting. **Prerequisites: Completion of all social work and general education required curriculum with a minimum grade of 'C' in each social work course.*

Sociology

John Wells, department head
Russ Crescimanno, Robert Robertson, Sheila Smith,
Daniel Stuhlsatz, Carey Usher

Sociology involves application of scientific principles and procedures to understand and solve the problems of social groups, organizations, and institutions. Many sociologists are involved in research; others manage; some teach. Though specific areas of expertise and abilities vary, sociologists command an arsenal of skills, knowledge, and experience that can be put to good use in an increasingly complex social world.

Requirements for the Major in Sociology

36 semester hours

SOC 100

INT 222

SOC 282

SOC 300

SOC 320
SOC 400 or SOC 401
Six additional sociology courses
Completion of Senior Achievement Test

Senior Requirement: Completion of SOC 400 or SOC 401 and completion of the Senior Achievement Test.

Note: In meeting the above requirements, students may include two of the following in lieu of sociology electives: ED 115, INT/BUAD 266, SOWK 124, SOWK 153, SGS 226, SGS 261, SGS 265, or SGS 338. A maximum of nine semester hours of internship credit (SOC 287 and/or SOC 387) may count toward the sociology major.

Requirements for the Major in Sociology/ Psychology

41 semester hours

SOC 100
SOC 200
INT 222
SOC 248
SOC 254
SOC 300
SOC 320
SOC 400/401
PSYC 101
PSYC 111
PSYC 220

One of the following: PSYC 210, PSYC 211, or PSYC 311
One of the following: PSYC 203, PSYC 205, or PSYC 232

Requirements for the Minor in Sociology

18 semester hours

SOC 100
SOC 110 or 254
SOC112

Three sociology electives of which two must be at the 200 level

Civic Engagement Opportunities

- The faculty aims to instill a sense of civic engagement and altruism.
- Several courses require a service component.
- Service internships are encouraged.
- The student SOC CLUB offers many service opportunities each semester.

Sociology Course Descriptions

100 General Sociology (3 s.h.) (S)

Designed to introduce the unique perspective of the sociologist through readings, discussions, and lectures as well as observations focused on the everyday social world. Deviant behavior, social class, and globalization are some of the more specific topics.

110 Sociology of the Family (3 s.h.) (S)

Acquaints student with the field of marriage and family from a sociological perspective. Focuses include mate selection, dating, premarital sex, the marriage contract, parenthood, communal living, and divorce. Alternate years.

112 Social Problems (3 s.h.) (S)

Focus on theory of social problems, critically formulated and applied to tensions within society such as those stemming from population, war, centralized power, environmental issues, race relations, poverty, gender inequality, sexual issues, drug addictions, family relations, and health care. Course includes a service component.

200 Drugs and Society (3 s.h.)

Acquaints student with the relationship among drug use, the individual, and society at large. Topics covered include regulation of narcotics and dangerous drugs; drugs, crime, and violence; drugs and sports; tranquilizers and depressants; and marijuana, cocaine, and the use of LSD.

205 Death and Dying (3 s.h.)

Topics covered through reading, discussion, and lecture are: concepts of death, death rites of other cultures, experiences of death, preparing for death, and contemporary attitudes toward death. Recommended background: SOC 100. Alternate years.

210 Prisons and Punishment (3 s.h.)

Major philosophies of punishment and related history of prisons. Develops understanding of justification for punishment and how American prison systems do and do not reflect these justifications.

211 Criminology (3 s.h.)

This course introduces students to social scientific theory explaining crime and criminal behavior, with an emphasis on sociology theory. This is an introductory level class focusing on the basic principles of criminology from a sociological perspective. Course topics include basic concepts, different methods of measuring crime, diverse theories of criminology, and a focus on the social origins of crime and criminal behavior. Criminology is a very complex and far-reaching discipline. It

has captured the attention of political scientists, biologists, anthropologists, psychologists, and sociologists. Legislators, politicians, mass media, law enforcement, the courts and the corrections system all have a profound impact on the nature of crime. Indeed, crime is an integral part of the fabric of American life. *Strongly recommended background: a 100-level sociology course.*

214 Sociology of Popular Culture (3 s.h.)

Acquaints student with study of popular culture in America with a focus upon sociological significance of such cultural products as television, radio, magazines, and popular music.

222 Social Science Statistics (3 s.h.)

For course description, see INT 222 in the Interdisciplinary Studies listing.

225 Sex Roles and Male-Female Relationships (3 s.h.) (G)

Examines nature and dynamics of male/female relationships. Traditional notions of masculinity and femininity and changing sex role identities in modern society are analyzed. Focuses upon socialization process, theoretical attempts to explain sex role division, and biographical case studies of men and women.

232 Deviant Behavior (3 s.h.) (S)

This course will survey social theories that have been developed about deviant, non-conformist, behavior, and will survey a selection of the many studies that have been conducted on this topic. The student will learn how deviance is socially constructed when members of a society or group define the actions of others as being outside the boundaries of normative, approved, behavior. Reactions by those in power emphasize these boundaries, and these reactions are a major force defining the culture of a society. Classical sociological theorists often considered the creation of deviance as fundamental to the creation of integrated groups and societies. Time has only reinforced the validity of their insight.

233 The Criminal Justice System (3 s.h.)

Considers various elements of criminal justice system in an historical and cultural context. Functions of police, courts, lawyers, jails, bail, and prisons are examined as they relate to the assigning of the label of either juvenile delinquent or criminal. Theories of crime will be studied to understand criminal behavior and reactions to it. *Strongly recommended background: a 100-level sociology course.*

236 Men and Society (3 s.h.)

Acquaints the student with men's studies using sociological perspective in examination of portrayal of men in films. Students will understand male socialization process and development of personality in a changing society.

240 Community and Urban Sociology (3 s.h.) (W)

Examines relationships between humans and place and their effects on community from a sociological perspective. Students become acquainted with ecological and socio-spatial perspectives regarding origins of urbanization, and social and psychological consequences of the urban environment. *Recommended background: SOC 100. Alternate years.*

248 Social Inequality (3 s.h.) (D, W)

General survey course in social stratification. Topics include social inequality based on social class, race/ethnicity, gender, sexual orientation, age and disability, drawing on a variety of theoretical approaches. Focus is on the United States, but significant attention is also given to a broad range of societies. *Strongly recommended background: a 100 level sociology course.*

254 Social Psychology (3 s.h.) (S)

Examines the individual in a changing society and the dynamic relationship between the person and society at large. In addition, a wide range of topics will be covered including personality development, the evolutionary setting of human behavior, perception, symbolic communication, drug addiction, madness, social control, deviant subcultures, and the effects of prolonged isolation.

260 Medical Sociology (3 s.h.)

Examines health/illness issues as they relate to societal conditions and social identities. Specific topics include social factors and health, the medicalization of life, the interrelationships of health and various social institutions, the health care delivery "system" in the United States, and selected ethical issues in medicine. *Alternate years.*

262 Environment, Society, and the Sustainability Movement (3 s.h.) (T)

This course focuses on the "sustainability movement", a broad ranging set of groups, organizations and policies advocating human development that insures the well-being of the natural world. This movement is an attempt to resolve a long-standing dispute between those who place their hopes in unfettered technological development and those who call for the preservation of "nature". As a course in social movements, we will consider the historical roots of today's movement for sustainability. We will also analyze the conceptual and organizational forms this movement takes in our day. As

a sociology course in environmental issues, we will focus on the social and cultural dimensions of a full range of environmental “problems”. We will discuss relevant aspects of the physical, economic, political and business dimensions of these problems. Students will have the opportunity to research and write about an appropriate topic of their own choosing.

264 Social Movements (3 s.h.) (D)

Analyzes organized, enduring, collective actions called social movements and counter-movements by studying social context, organizational networks, resource mobilization, collective identity, group solidarity, and leadership of social movements.

270 Australia and New Zealand (3 s.h.) (I)

For course description, see AS 270 in the Asian Studies listing.

282 Community Service and Society (3 s.h.) (C)

Development of the sociological perspective through field work in community service. Four parts to this service experience include: community service, journal of the experience, weekly class meetings, and final paper.

284 Sociology of Religion (3 s.h.)

Examines diversity of religious expression in human history, and major religious traditions in our world today. Much of the course focuses on the United States and includes discussion of religious affiliation and organization, religiosity and conversion, social issues, political-economy, and social inequality. Cross listed as REL 284.

287 Internship: Career Exploration (credit varies)

Provides students with the opportunity to observe sociology-related occupational possibilities in actual employment settings. A maximum of 9 s.h. of internship credit will count toward the Sociology major. **Prerequisite: permission of a member of sociology faculty.*

300 Sociological Theory (3 s.h.)

This course is designed to acquaint students with the general development of sociological theory from its earliest foundations to the modern era. The nature of theories and the historical context of the writers will be explored in detail by focusing upon abstract concepts, propositions, major events and individual biographies. Some of the theories and theorists include Marxism, Durkheim, Weber, Structural-Functionalism, Symbolic Interactionism, Feminism, and W.E.B. Du Bois. Furthermore, students will write one standard sociological research paper on a special topic in sociology using one or more of the theories covered in class to explain the issue or problem. **Prerequisite: SOC 100.*

320 Research Methods (3 s.h.) (R)

Designed to teach nature and techniques of research process. Students learn to use theory in formulating hypotheses, ways in which to collect data, and methods for analysis of data. Course covers survey research, qualitative field research, classical experiments, and unobtrusive methods. Recommended: senior standing. Cross listed as COMM 320. Highly recommended: INT 222 **Prerequisites: SOC 300 and permission of the instructor.*

387 Internship: Professional Experience (credit varies)

Provides students with opportunity to work with professionals in a sociology-related occupational setting. A maximum of 9 s.h. of internship credit will count toward the Sociology major. **Prerequisite: permission of a member of sociology faculty.*

400 Senior Seminar (3 s.h.) (M)

The first third of the course includes seminar discussions of issues in sociological theory and professional development. For the remainder of the semester, students write their senior research papers and give oral reports on their work, drawing conclusions from areas of study within the field of sociology. **Prerequisite: SOC 320.*

401 Sociology Senior Thesis (3 s.h.) (M)

Students work with their thesis advisor to complete and defend their senior thesis. **Prerequisite: SOC 320.*

Note: Directed inquiries, teaching assistantships, and internships in sociology can be arranged on an individual basis.

Spanish

Brenci Patiño, Verónica Gutiérrez

Students learn about Spanish-speaking countries as they learn to speak, write, read, and understand the language. Literature, culture, history, art, and music are also explored. May Term in Spain or a Latin-American country provides a total immersion experience, giving students opportunities to further their study of Spanish. Students can pursue a major or minor in Spanish.

Students who choose to do a double major may, with permission, count up to two courses (six credits) of the other major as part of the total credits required for the Spanish major. Please see Dr. Patiño for more information.

This major requires a substantial portion of the coursework to be completed at the Staunton campus.

Requirements for the Major in Spanish

39 semester hours. 33 semester hours in Spanish and 6 in supporting courses

SPAN 201
SPAN 205
SPAN 218
SPAN 232
SPAN 246
SPAN 400

Four of the following: SPAN 127, SPAN 210, SPAN 215, SPAN 216, or SPAN 241

One of the following: SPAN 324 or SPAN 325

Two of the following: ANTH 120, ANTH 220, ARTH 102, ARTH 103, ARTH 204, ENG 208, ENG 209, ENG 220, ENG 221, ENG 350, FREN202, FREN 241, FREN 242, HIST 101, HIST 102, PHIL 234, REL 355

Senior Requirement: Successful completion of SPAN 400

Requirements for the Minor in Spanish

18 semester hours

SPAN 201
SPAN 205
SPAN 216
SPAN 232

Two of the following: SPAN 127, SPAN 210, SPAN 215, SPAN 218, SPAN 241, SPAN 246, SPAN 324, or SPAN 325

Note: SPAN 218 provides a total immersion experience and is strongly recommended.

Civic and International Engagement Opportunities

- May Term study abroad
- Study abroad for a semester or a year
- Study and volunteer for a semester or a year in Perú
- Volunteer in non-profit organizations in the U.S. or abroad
- Internships
- Tutor Latino migrant workers' children
- Interpreter for Latino migrants

Spanish Course Descriptions

101, 102 Beginning Spanish (4 s.h. each) (F: both 101 and 102)

An introductory course designed to teach the student the basics of Spanish language. The goal of this two-semester sequence is to develop basic proficiency in Spanish in the four skills: listening, speaking, writing, and reading. For students who have never studied Spanish before or have taken only one year of Spanish in high school. Students

with more than two years of Spanish may NOT take Spanish 101 or 102.

127 U.S. Latino Literature and Culture (3 s.h.) (D)

This course explores the complexities of the U.S. Latina/o experience through the study of fictional and non-fictional texts by or about Latinas/os. Although most Latino groups are covered, this course studies Chicanos, Puerto Ricans, and Cuban Americans in a more detailed manner. Students read, reflect on, and discuss texts from a variety of disciplines including history, law, sociology, film studies, public health, literature, and ethnomusicology. Taught in English. Students who wish to count this course for the major or minor are required to write their term paper and other assignments in Spanish. This course is a requirement for students in the Latino Culture Gateway. Crossed listed as AMST 127.

150 Spanish Conversation (3 s.h.) (F)

Study Abroad. The student who is at an early stage of language study concentrates on the development of communication skills in everyday situations. Extensive use will be made of videos and audio tapes. Class conducted in Spanish.

151, 152 Intermediate Spanish (4 s.h. each) (F: both 151 and 152)

This two-semester sequence continues to develop the student's proficiency in Spanish language, enabling students to communicate successfully in everyday situations. They will also build on their reading and writing skills. For students who have taken two or three years of Spanish in high school. Students with more than three years of Spanish may NOT take Spanish 151 or 152. *Prerequisite: SPAN 102 or equivalent.

201 Advanced Spanish (3 s.h.) (I)

Intensive grammar review and amplification of knowledge of grammatical principles enable the student to achieve greater accuracy and idiomatic flavor in the use of oral and written language. Particular emphasis is given to developing reading and writing skills. Regular practice in controlled and free conversation. *Prerequisite: SPAN 152 or equivalent.

205 Spanish Composition (3 s.h.) (I, W)

A writing course designed to develop the student's ability to write critical essays in Spanish. Special attention is given to developing strategies for planning, developing, and organizing a scholarly writing assignment from the first to the final draft. *Prerequisite: SPAN 201 or permission of Instructor.

210 Advanced Spanish Conversation (3 s.h.) (I)

Study Abroad. Intensive oral training designed to help the student achieve more sophisticated expression in Spanish, along with good pronunciation and intonation and a reasonable degree of speed. **Prerequisite: SPAN 152 or the equivalent.*

215 Let's Talk About Movies/Hablemos de Cine (3 s.h.) (I)

A conversation course for students interested in improving their speaking and listening skills. We will watch a selection of Latin American and Spanish movies and discuss the language and cultural issues presented. The movies also provide an excellent example of natural language in context. Students will develop techniques for understanding oral language, will learn to identify different regional accents, and will acquire advanced level speaking skill. **Prerequisite: SPAN 152.*

216 Women Writers in Spanish (3 s.h.) (G)

This course focuses on the works of outstanding women writers from Spain and Latin America. We will study the tradition of women's writing in Spanish language: What are its characteristics? Who are the founding/canonical authors of this tradition? How do contemporary writers relate to this tradition? The texts will be treated analytically, we will analyze form, structure, and rhetorical strategies. **Prerequisite: SPAN 205 or the equivalent.*

218 May Term Abroad (3 s.h.) (I)

Study Abroad. Students spend the May Term abroad, where they live with native families while attending language and culture classes taught by native professors. With an MBC director, students visit museums and monuments of artistic and historic interest. All travel and other expenses abroad are in addition to the MBC tuition already paid for the semester. Provides a total immersion experience. **Prerequisite: permission of instructor.*

232 Topics in Hispanic Culture (3 s.h.) (I)

This course explores the political, cultural and social relations between Spain and Latin America through the study of historical, cultural, and literary texts, and of films that deal with this transatlantic subject. In order to do this, we will analyze a wide variety of cultural expressions: movies, music, art, web pages, and religious celebrations, among others. **Prerequisite: SPAN 205.* Fall semester.

241 Topics in Hispanic Literature (3 s.h.)

The topic dealt with during the semester is selected to accord with the interests and needs of the students enrolled. It may be an entire period in Spanish or Latin-American literature, a literary movement, a specific work or author. Class taught in Spanish. **Prerequisite: permission of instructor.*

246 Approaches to Hispanic Literature (3 s.h.) (H)

Introduction to literary analysis through close readings and interpretation of representative works by major Latin American and Spanish writers. Students will learn to identify texts of different genres, and will become acquainted with the styles of the different periods of Hispanic literary history. Throughout the course, the students will acquire the appropriate vocabulary and the critical skills that will allow them to write critical essays and comment on what a text says and how it says it. **Prerequisite: SPAN 205 or permission of the instructor.*

324 Contemporary Latin-American Fiction (3 s.h.)

We will read novels and short stories of contemporary Latin American writers. Through reading these works, as well as critical texts, students acquire an understanding of the development of Latin-American narrative and insight into important aspects of Latin-American culture. **Prerequisite: SPAN 205.*

325 Spanish Literature of the Golden Age (3 s.h.)

The literary works in poetry, prose, and theatre of the 16th and 17th centuries play a pivotal role in Hispanic literature and culture; their study is fundamental to understanding the literary tradition of Spanish language. Students will acquire insight into important aspects of the Spanish Renaissance and Baroque. **Prerequisite: SPAN 205.*

400 Senior Seminar (3 s.h.) (M)

A required course for all Spanish and Spanish combined majors. Students pursue research on a theme or issue of their choice approved by their thesis supervisor. Throughout the semester, students give three oral presentations of their work, which will be evaluated. The work culminates in an oral presentation and a research paper in Spanish.

Theatre

Terry K. Southerington, department head
Sarah Kennedy, Allan Moyé, Janna Segal

This major requires a substantial portion of the coursework to be completed at the Staunton campus.

Requirements for the Major in Theatre

33 semester hours

THEA 101 or 208

THEA 114

THEA 115

THEA 121 or 323

THEA 210 4 times with 1–3 hours variable credit

THEA 400

THEA 401

Three of the following: THEA 301, THEA 302, THEA 303, or THEA 304
One of the following: FILM/THEA 119, THEA 151, THEA 153, or THEA 156
Two of the following: THEA 217, THEA 218, THEA 219, or THEA 270

Note: Substantial contribution to theatrical productions at Mary Baldwin College is required of all theater majors.

Areas of Concentration (optional)

Acting/Directing

THEA 101 or 208
THEA 121
THEA 221
THEA 321
THEA 323
THEA 324

Film

FILM/THEA 119
FILM/THEA 229
FILM/COMM 254
FILM/THEA 264
FILM/THEA 333
Plus one additional course approved by the department

Theatre History/Literature

THEA 101
THEA 114
THEA 115
ENG/THEA 216
Two of the following: THEA 217, THEA/ENG 218
THEA/AMST/WS 219, THEA/AMST 270, ENG/THEA 315

Theatre Practice

THEA 105
THEA 151
THEA 153
THEA 154
THEA 156
THEA 210

Senior Requirement: Successful completion of THEA 400 and an approved senior project registered as THEA 401 during the senior year.

Major in Arts Management/Theatre

Please see Arts Management, Theater

Requirements for the Minor in Theatre

21 semester hours
THEA 101 or 208
THEA 105
THEA 115

THEA 121

One of the following: FILM/THEA 119, THEA 151, , THEA 153, or THEA 156
THEA 210 OR 211

Note: At least 9 semester hours must be taken with on-campus MBC faculty.

3-2 Program for BA/MLitt

Students may pursue a bachelor of arts and master of letters (3-2 program) that allows completion of the BA in theatre and the MLitt in Shakespeare and Renaissance Literature in Performance in five years. Students should see Professor Southerington during their freshman year to discuss requirements.

Civic Engagement Opportunities

- Theatre in the Community engages students in theatre communities beyond the college.
- Theatre students work with school and community theatres through service learning contracts or directed inquiries.
- Student teachers with theatre majors are encouraged to incorporate theatre in their student teaching.
- International course offerings explore the role of theatre in community and public life in London and Paris.

Theatre Course Descriptions

101 Plays in Performance (3 s.h.) (A, W)

Students are introduced to theatre by analyzing plays and viewing performances in professional, academic, and community theatres. No previous knowledge of theatre is required. Course may be repeated for credit. Course fee is approximately \$175.

105 Basic Theatre Production (3 s.h.) (A)

Students learn how to manage a production from play selection to final performance. Brief introduction to all technical aspects of production. Extensive work in MBC productions is required. No previous knowledge is necessary.

111 Voice, Diction, and Oral Reading (3 s.h.) (O)

Students set individual goals for development of the speaking voice, standard American diction, clear and expressive speech, and poise in public situations. The course is appropriate for students whose first language is English and for international students, who prepare readings to demonstrate progress toward their goals.

114 Introduction to Theatre History (3 s.h.) (A, W)

Students are introduced to Western theatre history and drama from the ancient Greeks to the Renaissance. Prerequisite for THEA 400.

115 Introduction to Drama: Script Analysis (3 s.h.) (A, W)
Students learn a system of play script analysis and apply it to significant plays of the modern and postmodern periods.

119 Introduction to Video Production (3 s.h.)
For course description, see FILM 119 in the Film listing.

121 Acting I (3 s.h.)
The first college-level acting course. Through a series of exercises and scene work it takes actors through the beginning steps of developing mind, body, and voice as tools for character development. No previous acting experience is required. This course is a prerequisite for further acting courses.

151 Scene and Light Design (3 s.h.) (R)
Students learn the responsibilities of scene and lighting designers and the steps involved in the design and communication of ideas through drafting, model building, lighting plots, and hands-on experience in MBC productions. Drafting supplies needed. Alternate years.

153 Stage Management (3 s.h.)
Students develop and practice the duties and skills of the stage manager in facilitating and organizing a show from planning through auditions, rehearsals, performances, tours, and strikes. Special emphasis on the stage manager's role in a group process, as a problem preventer and solver, and as a morale officer. Alternate years.

154 Stage Makeup (2 s.h.)
Design, planning, and execution of makeup for the stage, including period makeup and hairstyles, character makeup, and old-age makeup. Alternate years.

156 Stage Costume (3 s.h.) (R)
Students learn the basics of costume construction, design, and history including basic hand and machine stitches, garment construction, color and fabric, pattern drafting, period research, and costume rendering. Laboratory work in the costume shop and individually-designed construction projects. Alternate years.

208 London Theatre (3 s.h.) (I)
Study-travel in London and to Stratford-upon-Avon. Course fee includes air transportation from Washington DC, hotel, theatre tickets, and all scheduled performances and activities. The course must be taken P/NC and may be repeated for credit. **Prerequisites: Application by November 1 and permission of instructor.* Alternate years.

210 Problems in Production (credit varies) (M)
Directed experience in acting, directing, or production in the Mary Baldwin College Theatre. In May Term, working conditions approximate those of the professional theatre, as enrolled students work full time. The course may be repeated for credit. **Prerequisites: Course work or experience at MBC in the area of specialization and permission of instructor; no permission required for May Term.*

211 Theatre in the Community (credit varies) (C, M)
Supervised experience in acting, designing, stage management, producing, or directing in the community. Students are encouraged to propose work in theatre communities beyond the Staunton- Augusta region and to propose additional work that meets the criteria for global citizenship experience. **Prerequisites: Course work or experience at MBC in area of specialization and permission of instructor.*

216 Introduction to Shakespeare (3 s.h.) (H, R)
For course description, see ENG 216 in the English listing.

217 Continental Renaissance Drama (3 s.h.)
A survey of the canonized plays and dramatic theory of the non-English Renaissance. This comparative study of the major theatrical and theoretical works from the Italian Renaissance, Spanish Golden Age, and French Neoclassical period explores how these dramatic and critical works engage with their specific historical and cultural moment, and how they inform each other through cross-cultural exchanges. Offered every third year. **Prerequisite THEA 114.*

218 Shakespearean Drama in Context (3 s.h.)
This course examines Shakespeare's plays in their initial cultural context, and explores Shakespeare in new contexts through a study of modern and postmodern Shakespearean adaptations. Offered every third year. **Prerequisite THEA 114.*

219 Women in Theatre and Drama (3 s.h.) (G)
A survey of American plays by and about women and the contributions of American female theatre practitioners. This course traces the development of the role of women in American theatre by examining the work of diverse American female theatre artists (playwrights, directors, actors, producers, etc.) from over the past 100 years of American theatre history. Offered every third year. Cross listed as AMST 219 and WS 219.

221 Acting II (3 s.h.)
Introduction to acting styles of Stanislavski, Hagen, Laban, Bogart and others. Emphasis on monologues and audition pieces. **Prerequisite: THEA 121.*

229 Advanced Video Production (3 s.h.)
For course description, see FILM 229 in the Film listing.

250 Playwriting I (3 s.h.)
Through writing exercises, students learn the fundamentals of writing for the stage: character creation, dramatic structure, dialogue, theatrical perspective. The final exam is to formally submit a completed and properly formatted final draft of a short play demonstrating understanding of the principles discussed. Students will be expected to read their work in class and to participate in supportive and constructive criticism of each other's work. Alternate years.

255 May Term in France (3 s.h.)
For course description, see FREN 255 in the French listing.

264 Screenwriting (3 s.h.)
For course description, see FILM 264 in the Film listing.

270 African-American Theatre (3 s.h.) (D)
This survey of African-American theatre history traces the development of African-American theatre artists (playwrights, directors, actors, producers, etc.) from the early 20th century to the present. Cross listed as AMST 270. Offered every third year.

277 Colloquium (3 s.h.)
Focused, intensive study of a special topic, announced annually.

301, 302, 303, 304 Topics in Theatre (1 s.h. each)
A two year sequence covering topics valuable to theatre majors including play readings, workshops in audition, resumes, graduate school application, guest lectures etc. Three of the four required for majors. Open to other students with permission of department head.

315 Tudor-Stuart Drama (3 s.h.)
For course description, see ENG 315 in the English listing.

321 Acting III (3 s.h.)
This course allows students accomplished in acting to concentrate on their own areas of difficulty or experience with specific emphasis on portfolio and audition.. This course may be repeated for credit. **Prerequisite: permission of instructor.* Alternate years.

323 Directing Methods (2 s.h.)
The director's responsibilities and practices in play selection and analysis, casting, planning and coordination of technical elements, and conducting rehearsals and performances. Focus on academic and community theatre. Previous MBC acting and technical experience is required. Students who enroll in this course are expected to take THEA 324. **Prerequisite: permission of instructor.* Alternate years.

324 Directing Practicum (3 s.h.)
Supervised directing experience. Each student casts and rehearses a one-act play and forms a concerted whole of the play text, actors, and production elements. Public performance constitutes the final exam. The course may be repeated for credit. **Prerequisites: THEA 323 and permission of instructor.* May term. Alternate years.

333 Film Theory and Criticism (3 s.h.)
For course description, see FILM 333 in the Film listing.

400 Seminar (3 s.h.) (O)
This final course for theatre majors surveys Western theatre history and drama from the Restoration to the present. Through a series of paper projects, students examine canonized plays in relation to their specific cultural and theatrical contexts. Required of the theatre major; open to other students by permission of the instructor. **Prerequisites: THEA 114 and junior or senior standing.* Alternate years.

401 Senior Project (3 s.h.) (M)
Students demonstrate their ability to apply their skills and knowledge to the work of the theatre, present and defend a written analysis of their work and experience, and evaluate their work against their contract goals and professional standards. **Prerequisites: senior status and permission of instructor.*

Note: Directed inquiries, teaching assistantships, and internships in theatre can be arranged on an individual basis.

U.S. Poverty Analysis

Amy McCormick Diduch, coordinator
Poverty in the United States is largely a function of education, class, race, gender, age, and marital status. The minor in U.S. poverty analysis gives students the tools to understand why poverty can persist in a high income country and compare the possible solutions.

Requirements for the Minor in U.S. Poverty Analysis

21 semester hours

ECON 101

ECON 115

SOC 248

INT 222

One of the following: ECON 210, ECON 247, or ECON 180

One of the following: POLS 209, PHIL 102, PHIL 235, PHIL 320, POLS 245, POLS 260, PSYC 221, REL 130, REL 221, SOC 112, or SOC 240

One three-credit service learning experience

Women's Studies

Martha Walker, program director

Women's Studies is a minor program at Mary Baldwin College. Students wishing to major in women's studies may talk to their advisors or the director about designing an independent major in women's studies.

Requirements for the Minor in Women's Studies

21 semester hours

WS 100

WS 200

At least three of the following: ANTH 202, ARTH 221, AS 251, BIOL/WS 252, BUAD 250, ECON/WS 280, ENG 235, FREN 262, HCA 235, HIST 203, HIST 346, MUS 218, MUS 318, WS 200/PHIL 231, POLS 209, PSYC 214, REL 231, SOC 225, SPAN 216, THEA 219, WS 240, or WS 245

No more than two of the following: HIST 213, HIST 277, MUS 151, MUS 152, PSYC 210, PSYC 211, PSYC 311, REL 202, SOC 110, or THEA 115

Civic Engagement Opportunities

Co-curricular civic engagement opportunities are available to WS minors through a variety of women-focused community service organizations in the Staunton area. Students may also arrange service-based internships in the field. Consult the director or the Spencer Center for more information.

Women's Studies Course Descriptions

100 Focus on Women: An Introduction to Women's Studies (3 s.h.) (G)

Examines the interdisciplinary nature of the field as well as its applications in non-academic contexts. What are the aims of women's studies and how are they put into practice?

180 Women and Economics (3 s.h.) (G, W)

For course description, see ECON 180 in the Economics listing.

200 Contemporary Feminisms and Gender Studies (3 s.h.) (G)

Why is any attempt to define one monolithic vision of feminism inadequate? Explores contemporary topics in women's studies and feminist theory as it examines various models of feminism. Compares and contrasts principles of Marxist, psychoanalytic, essentialist, radical, and liberal feminism and analyzes ways these ideologies enter into dialogue and debate with one another. Traces evolution of feminist thought and articulation of Queer Theory as structures from which current thinking on gender studies develops. Cross listed as PHIL 231. *Prerequisite: WS 100 or permission of instructor.

219 Women in Theatre and Drama (3 s.h.)

For course description, see THEA 219 in the Theatre listing.

240 Gender and Popular Culture (3 s.h.) (W)

This course explores the cultural and social meanings of gender, and the intersections of gender with race and class, as seen through American popular culture. It investigates the popular images and stories that shape gendered/sexual identities as well as a variety of theories and methods used in contemporary gender scholarship. Cross listed as AMST 240.

245 Gender and Sport (3 s.h.) (G)

For course description, see SGS 245 in the Sexuality and Gender Studies listing.

252 Biology of Women (3 s.h.) (G)

For course description, see BIOL 252 in the Biology listing.

277 Colloquium (credit varies)

A one-time only special course, offered on an occasional basis.

Note: Directed Inquiries, teaching assistantships, and internships in women's studies can be arranged on an individual basis.

GRADUATE TEACHER EDUCATION

Rachel Potter, director
Irving Driscoll, James Harrington, Gayle Hefty, Tamra Willis, Alice Waddell

The Mary Baldwin teacher is ...
an inquiring and reflective learner,
a well-educated professional who brings forth the best in
all students.

We support this by ...
modeling and encouraging inquiry and reflection,
integrating theory, practice and liberal arts,
and providing opportunities for individual exploration
within a collaborative environment.

Graduate Teacher Education at Mary Baldwin College

Mary Baldwin College offers two unique graduate programs for teachers and prospective teachers. The Master of Arts in Teaching (MAT) balances liberal arts courses with professional studies, and includes requirements for initial teacher licensure in:

- Elementary PK–6,
- Middle School 6–8 (Language Arts, Math, Science, and Social Studies),
- Secondary Education (English, Math, and History & Social Science), and
- Special Education — General Curriculum K–12, while the Master of Education (MEd) program flexibly addresses the needs of teachers who are already licensed, and other educators whose careers don't require a teaching license. The MEd offers emphasis options in:
 - Adult and Higher Education,
 - Applied Behavior Analysis,
 - Autism Spectrum Disorders,
 - Environment-Based Learning,
 - Leadership,
 - Special Education,
 - Elementary Education, and
 - Gifted Education.

Additionally, Mary Baldwin College offers a Comprehensive Certificate in Autism Spectrum Disorders and a Certificate in Environment-Based Learning.

Graduate Education programs are nonresidential and are available on MBC's Staunton campus and at our regional centers in Charlottesville, Richmond, and Roanoke. Note that the MEd focus on Environment-Based Education has a summer component offered on the

historic Staunton Campus. Courses for both programs are offered throughout the calendar year, including a full complement of courses during the summer.

Accreditation

Mary Baldwin College's Teacher Education Program is accredited by the Teacher Education Accreditation Council (TEAC). This accreditation certifies that Mary Baldwin College's professional education program has provided evidence that it adheres to TEAC's quality principles.

Admission

All students who matriculate at Mary Baldwin College agree to abide by the rules, regulations, and standards set by the college. The college will offer the MAT or MEd to those who meet the established standards. Students who seek the MAT or MEd must be admitted to the graduate program. They are eligible for financial aid services. The Declarations section of this catalog states Mary Baldwin's policies on nondiscrimination, student privacy rights, and other important provisions.

Special Students

Persons who possess bachelor's degrees from accredited institutions are eligible to enroll in Graduate Teacher Education courses as special students. No financial aid services are provided to special students. Teachers seeking re-certification credits may enroll as special students. Students enrolled as undergraduates or post-baccalaureate teacher licensure (PBTL) students at Mary Baldwin College may be permitted to take up to two Graduate Teacher Education (GTE) courses as special students. They must receive permission from the GTE director with support from their academic advisor.

Admission Requirements for the MAT

- A bachelor's degree from a regionally accredited institution.
- Adequate general education course work. For students seeking an initial teaching license, a transcript review will determine adequate background in the arts, humanities, natural and social sciences, mathematics and English.
- An academic major in the arts and sciences or an appropriate discipline (or interdisciplinary major).
- For some endorsement areas: College algebra and English composition or the equivalent. Adequate coursework in World and U.S. history, and science in two different discipline areas.
- Minimum 3.0 (B) average in last 60 semester hours.
- Correct, fluent written and spoken English. Non-native English speakers must submit a TOEFL score of 600 or above on the paper-based test or 75 on the computer-based test with a minimum score of 18 in each section. Alternately an overall score on the IELTS of 7.0 or above may be accepted in lieu of the TOEFL.

- MAT applicants must provide Praxis I scores or the SAT/ACT equivalents. The Virginia Communication and Literacy Assessment (VCLA) plus Praxis I math can also be used for this requirement. Students who do not provide Passing Praxis I scores or the SAT/ACT equivalent may be admitted as conditional students to the MAT program and work with their advisors for opportunities to address any deficit areas in basic communication skills.

Admission Requirements for the MEd

- A bachelor's degree from a regionally accredited institution.
- Adequate general education course work. For students seeking an add-on endorsement to their licenses, transcript review will determine adequate background for the program.
- An academic major in the arts and sciences or an appropriate discipline (or interdisciplinary major).
- Minimum 3.0 (B) average in last 60 semester hours.
- Correct, fluent written and spoken English. Non-native English speakers must submit a TOEFL score of 600 or above on the paper-based test or 75 on the computer-based test with a minimum score of 18 in each section. Alternately an overall score on the IELTS of 7.0 or above may be accepted in lieu of the TOEFL.

Admission Requirements for the Comprehensive Certificate in Autism Spectrum Disorders

- A bachelor's degree from a regionally accredited institution. (This requirement can be waived on a case-by-case basis for individuals without undergraduate degrees who are professionally serving individuals with autism and who demonstrate the capability to handle graduate-level work.)
- Minimum 3.0 (B) average in last 60 semester hours.

Admission Process

Applicants to the Graduate Teacher Education Program (GTE) must submit the following to the GTE Office at Mary Baldwin College:

- Online application for admission/enrollment
- Official transcripts of all post-secondary work (for degree-seeking students)
- MAT applicants must provide Praxis I scores or qualifying SAT/ACT, VCLA/Praxis I Math scores
- Two letters of reference from professional educators (including higher education faculty and administrators) and/or employers, school faculty and administrators who have observed/supervised the applicant in instructional, administrative, tutoring, training or guidance roles (for degree-seeking students)
- A goal-statement essay (for degree-seeking students)

Note: An interview is suggested and may be required.

Admission Decisions

Admissions decisions are made by the Graduate Teacher Educational Policy Committee. The Director of Graduate Teacher Education informs applicants, in writing, of their admission status and the date of the next orientation. Applicants are advised at the time of their admission regarding any additional undergraduate course requirements that must be fulfilled as conditions of enrollment. Any individual may be denied admission to the Graduate Teacher Education program for the following reasons:

- Attempting to obtain admission by fraudulent means or through misrepresentation of material facts
- Falsification of records or documents
- Conviction of any felony
- Conviction of any misdemeanor involving moral turpitude, sexual offense, drug distribution, or physical injury
- Failure to meet stated program admission requirements.

Full Admission

Students who meet all admissions requirements are admitted to the GTE program as fully admitted degree seeking students.

Conditional Admission

Students whose GPAs are below 3.0 may be considered for conditional admission on the basis of strong evidence that they can succeed in a graduate teacher preparation program that requires maintenance of a 3.0 GPA.

Students who do not provide Passing Praxis I scores or the SAT/ACT, VCLA/Math Praxis I equivalent, may be admitted as conditional students to the MAT program and work with their advisors for opportunities to address any deficit areas in the basic communication skills.

Conditionally admitted students are permitted to enroll in up to three GTE courses to establish program-based evidence of their ability to perform in a graduate program. Conditionally admitted students must achieve a minimum 3.0 GPA in all graduate work and complete all other admissions requirements in order to be considered for full admission. In general, conditional admission status does not continue for more than three successive semesters.

Moving from Conditional to Full Admission Status

The program director monitors the progress of conditionally admitted students at the end of each semester. Course grades, course instructors' assessment of students' writing and speaking skills, and professional qualities evaluations are considered in this review. The director informs students and their academic advisors in writing regarding their status:

- continued conditional admission
- admission to full degree-seeking status, or
- dismissal.

Aid for Which GTE Students May Qualify

(Subject to approval and funding by federal and state agencies)

Type of Aid	Enrollment Status	Repayment Required	How to Apply and Comments
Subsidized Stafford Loan	full-time, half-time	monetary repayment	Apply through college. Borrow from lender. Need based.
Unsubsidized Stafford Loan	full-time, half-time	monetary repayment	Apply through college. Borrow from lender. Not need based.

Transfer Credit

The Graduate Teacher Education (GTE) program may accept up to six hours of transfer credit from another accredited graduate program. GTE will consider such transfer only if all the following conditions are met:

- The GTE director determines on the basis of catalog and course materials submitted by the student that the course content is identifiable with the aims and philosophies of the GTE curriculum.
- The credit was earned in a regionally accredited graduate program.
- The credit was earned no earlier than three calendar years before the student's admission to the program.

The student is responsible for determining in advance of enrollment whether courses taken in the GTE program can be transferred to another graduate program or will satisfy credential requirements outside Virginia. After the drop deadline, a determination that courses are not transferable is not grounds for refund of tuition or fees.

Orientation

Students are required to participate in an orientation prior to enrollment. New students receive notice of orientation in their admission letters.

Advising

Each graduate student is assigned an advisor who is a member of the graduate faculty. The advisor assists the student in making course selections, meeting competency requirements, enrolling and participating in Professional Development Institutes, and preparing for the final project. The advisor reviews academic progress and performance related to professional qualities standards. He or she may make recommendations concerning a student's status to the graduate faculty, committees, and administration on request or as necessary.

Tuition and Fees 2013-2014

Tuition for all courses in the GTE program is determined on an annual basis.

In addition, the following fees apply:

Orientation \$50

Re-Enrollment \$50 (*See Requirement for Continuous Enrollment below*)

Technology and Library fee \$50/semester

Graduation \$100

Financial Aid

Mary Baldwin makes every effort to assist students who need to obtain funding for education. Students should contact the Office of Financial Aid and Student Campus Employment at the time of application. To qualify for aid, students must be accepted in the GTE Program (not special students), meet registration deadlines each semester, and make satisfactory academic progress in the work attempted. Aid is awarded pending approvals of federal and state agencies.

Academic Policies

Academic policies applicable to Graduate Teacher Education students are published in this catalog. Other statements of program policies are maintained in the program director's office. Policies may be amended at any time by the graduate faculty, who determine the date at which amended policies become effective. The completion requirements for each student are those in effect on the date of first enrollment as a fully-accepted, continuously enrolled, degree-seeking student. Occasionally, some exceptions may apply if changes are made to teacher licensure regulations at the state level. Students are required to report address, e-mail, and telephone number changes to the registrar and to the program director. Students may petition for exemption from academic policies. The request must include the recommendation of the student's advisor. Petitions are granted only for cause, and only with the approval of the GTE Educational Policy Committee. A petition for exemption from or modification of a completion requirement may be granted only by the graduate faculty.

Honor System

The provisions of the college's Honor System apply to GTE students. Students are responsible for understanding the provisions of the Honor System and seeking information from professors as to the application of the Honor Code to course activities.

Code of Conduct

The provisions of the college's Code of Conduct apply to GTE students.

Moral and Ethical Responsibility

GTE students may not engage in behavior or actions that endanger themselves or others, either while on MBC's property or while engaged in a program or activity connected with the college and/or its programs. Students

are required to comply with professional standards of schools in which they engage in practicum or research, interning, student teaching, or other activities connected with the college and/or its programs.

Copyright Policy

The college enforces all provisions of copyright law. Students are responsible to inform themselves of the law, particularly with respect to copying.

Research on Human Subjects

Federal, state, and college policies regarding research on human subjects apply to all research involving MBC students, faculty, or staff as researchers or as subjects, including research undertaken in the GTE program.

Requirement for Continuous Enrollment, Leave of Absence

Students are expected to remain enrolled continuously from the date of their initial registration for courses until completion of the degree. However, because of family emergencies or special situations, students may need to stop registering for new course work for a semester or two. The decision to do so should be made by the student in consultation with the advisor. Students who do not enroll in GTE courses for three consecutive sessions (or one calendar year) are considered “inactive” and no longer receive mailings from the GTE office. Inactive students who wish to re-enter the program must reapply and must pay a re-enrollment fee of \$50, if accepted. Records of inactive students who wish to re-enter the program are reviewed for reactivation. Certain conditions may be set for re-entry into the program: e.g., if program requirements have changed during the time students were on inactive status, they may have to meet the new requirements.

Add-Drop Procedures

A graduate student may drop a course without penalty prior to the second meeting of the class. For online and blended courses, the course must be dropped by the end of the first week of the semester. A course may be dropped for medical or providential reasons at any time, upon approval of the director. The program director in consultation with the teaching team determines the student’s final course grade when the course is dropped after the official drop period. These policies also apply to practica, field experiences, and student teaching enrollments. A student may add a course prior to the second meeting of the course, or prior to the second week of the semester for online and blended courses. Please see the Tuition and Financial Aid section of this catalog for the proration policy concerning tuition refunds.

Auditing Courses

The instructor approves audits on a space available basis. Students who audit courses are expected to meet all reading and oral discussion requirements for the course. Full tuition applies to audited courses.

Sequence of Courses

Each GTE student’s advisor recommends a sequence of courses which takes into account the student’s preparation and educational needs.

Course Enrollment Priorities

GTE students are enrolled in courses according to the following priorities: candidates for the MAT or MEd first, followed by fully admitted degree-seeking MAT or MEd students, conditional students, and special students.

Contact Hours

The syllabus of each graduate course includes a schedule of class contact hours required for the course. The syllabus includes goals, requirements, assignments, and attendance and grading policies, as well as criteria for evaluating students’ writing and speaking skills.

Grades

The grading symbols used by the college’s GTE program are as follows:

- A excellent
- A-, B+ very good
- B good
- B- competent
- C minimum passing
- F failing

Grade point equivalents are:

- A = 4.0
- A- = 3.7
- B+ = 3.3
- B = 3.0
- B- = 2.7
- C = 2.0
- F = 0

A minimum 3.0 GPA is required to earn a graduate degree at Mary Baldwin College. The grade point average is determined by dividing the total grade points earned by the total semester hours credit attempted in the GTE program. Transfer courses are not included in the GPA.

Examinations, Incompletes, Grade Reports, Grade Changes

The determination of whether students are required to take final examinations is at the sole discretion of the instructors of each course. Similarly, they determine when and the circumstances under which the

examination is to be completed, as well as the weight of the examination in determining course grades. These guidelines as well as other course requirements are provided to students in the course syllabus at the first class meeting. Official grade reports, including cumulative averages, are distributed after the conclusion of the fall semester and the May term, and at the conclusion of the summer session. The report distributed following the May term will include work completed during the spring semester. A temporary symbol of “I” (for Incomplete) may be given at the end of a course if, for reasons beyond the student’s control, the student is unable to complete the work. An incomplete is given upon the recommendation of the teaching team and the approval of the GTE Director. Work must be completed by the end of the next semester. In unusual circumstances, such as prolonged illness, the program director and dean may extend the time. If the work is not completed within the time specified when the Incomplete is granted, or within the explicitly authorized extended time, a grade of “F” is recorded. Students make initial requests for a grade of incomplete to the teaching team of the course prior to the end of the grading period. Students must initiate the request and then the teaching team communicates in writing its recommendation to the GTE program director. This coursework must be resolved by the end of the semester following the semester in which the course was taken, or by an earlier determined date.

A student who wishes to contest a grade submits the reasons in writing to the program director and the dean of the college within one week of the distribution of grade reports for the course. A committee consisting of the dean, program director, teaching team whose grade is being contested, and two other graduate faculty members will review the case and approve or disapprove the change.

Academic Progress

Degree-seeking GTE students are required to maintain a minimum cumulative GPA of 3.0 in GTE work to remain in good standing and to graduate from the program. No more than one “C” may be counted on the student’s records. To maintain degree-seeking status in the program, students must repeat any other courses in which they receive a grade of “C” or lower. The original grade is not removed from the permanent record, but the lower grade is removed from the GPA calculation. Repeated work must be done at MBC. In order to be recommended by Mary Baldwin College’s MAT or MED program to the Commonwealth of Virginia for an initial teaching license or for an additional endorsement on an existing license, a student must earn a letter grade of “B” or better in ED 609, ED 610 or ED 614 (Student Teaching). A student whose GPA falls below 3.0 at the end of any semester is placed on warning. At the end

of the second semester during which a student’s GPA is below 3.0, the student’s record is reviewed by the GTE Educational Policy Committee, which may place the student on probation for a stated period, attach conditions to the probation, or dismiss the student. To be removed from probation or to complete the degree, a student must fulfill any conditions attached to the probation.

In the event that a student earns a grade of D or F in any course in the program, the course in which the unsatisfactory grade was earned must be repeated with a successful grade earned prior to enrolling in any further courses in the program. If the particular course is unavailable during the next semester, with advisor recommendation and director approval, the student may be permitted to proceed with other coursework until such course becomes available, at which time, the course with the D or F grade must be repeated before proceeding with any other courses.

A student who has been dismissed for academic reasons may, after one calendar year, reapply for admission to the degree program. The GTE Educational Policy Committee will review the student’s application for readmission as well as the applicant’s previous performance and the reasons for dismissal; the committee may request additional information from the applicant and his/her references, and from other relevant professional and educational sources. The director communicates the GTE Educational Policy Committee’s decision to the applicant.

Admission to Candidacy

To determine whether students are making satisfactory progress toward the degree, the GTE Educational Policy Committee evaluates the progress of each student who has completed 18 semester hours. Also included in this review are the professional qualities evaluations.

Prior to each student’s admission to candidacy status, instructors of all courses except Student Teaching and Seminar rate as satisfactory or unsatisfactory the student’s performance in the professional qualities components of the course, separately. The criteria for the ratings are provided in each course syllabus. Students who meet the following standards are admitted to candidacy automatically:

- Total GPA of 3.3
- No course grade lower than 3.0
- No unsatisfactory ratings of oral or written English
- No pattern of “concern” ratings on professional qualities evaluations.

Professional Qualities Evaluation

Graduate faculty advisors and the program director review all students’ professional qualities evaluations and course grades at the end of each semester. If in

their judgment a pattern of concern about professional qualities from either the course or practicum evaluations is evident, both the students and their academic advisors are notified in writing. Advisors and/or the program director may request a review by the GTE Educational Policy Committee. The request for review may be accompanied by a recommendation to the committee that the student be placed on warning or probation. The GTE Educational Policy Committee reviews the student's file and determines what his/her continuing status should be and what conditions are placed on the student, or whether the student should be dismissed.

Master of Arts in Teaching (MAT)

Overview

The Master of Arts in Teaching (MAT) is designed to offer realistic, practical preparation for enriched classroom teaching through a balanced program of liberal arts and professional studies. All courses are team-taught by graduate faculty members and classroom teachers who serve as "teaching partners." Courses throughout the 39–45 semester hour program focus on inquiry—the processes by which students and teachers ask questions, study, and learn about human experience. Program coursework includes requirements for initial teacher licensure. Students also can earn initial K–12 licensure to work with special education students in the General Curriculum settings. Those who hold a valid teaching license can earn add-on endorsements in Gifted Education (K-12), Elementary Education (PK-6), and Special Education (K–12) settings. To be recommended for teacher licensure, students must complete all relevant program requirements and receive the MAT degree. Students may opt to complete Virginia Department of Education licensure requirements in advance of the full MAT degree. In the Licensure First option, students complete licensure requirements, obtain their teaching endorsement, and then return to complete the remaining master's degree requirements. The program offers close contact with faculty members and advisors and extensive observation and hands-on experience in the classroom.

Practicum Requirement

The practicum experience is designed for MAT students who are preparing to teach as a career. Students have the opportunity to observe and assist teachers in the classroom, and to discuss their experiences with the instructor and other students. Students are required to complete 140 clock hours of practicum experience. MAT students become familiar with the dynamic culture of schools and classrooms and their curricula, teaching strategies, and their organizational and management features. MAT students learn more from the practicum experience if they actively assist in the classroom. The

student should confer with the cooperating teacher regarding graduate course assignments to be completed in the practicum and plan how the MAT course assignments can best be accomplished. In practicum, students work under the supervision of an experienced teacher and begin to apply the knowledge and skills gained in MAT courses in the context of today's classrooms. The practicum requirement also includes completion of a practicum journal, documenting the student's actual time in the classroom (clock hour form) as well as activities and reflections upon the classroom experiences. Students should refer to the "Practicum Guidelines Handbook" for additional information on this requirement.

Requirements for the Master of Arts in Teaching

Required courses:

- ED 601 Inquiry into Human Growth, Development, and Diversity
- ED 602 Meaning and Purpose: The Foundations of Education
- ED 603 Thoughtful Assessment of Students
- ED 605 An Integrated Approach to Language Arts (not required for secondary education)
- ED 606 An Inquiry Approach to Teaching Reading and Writing in the Content Area
- ED 607 Instructional Strategies for Inquiry-based Classrooms (except those pursuing special education licensure)
- ED 625 Classroom and Behavior Management

Select 3 of the following 5 courses (secondary education students select 2, one of which must be in the discipline area sought):

- IN 601 Inquiry in Mathematics (required for elementary licensure)
- IN 603 Inquiry in Social Sciences
- IN 605 Inquiry in Natural Sciences
- IN 607 Inquiry in Humanities
- IN 609 Inquiry in the Arts

Additional required courses for students pursuing special education licensure:

- IN 620 Inquiry into the Legal and Political Processes of Exceptionality
- ED 622 An Integrated Approach to Exceptionality
- ED 624 An Inquiry Approach to Differentiated Curriculum and Instruction
- ED 627 Collaborations and Transitions for Exceptional Students

Additional required courses for students pursuing secondary education licensure:

- ED 622 An Integrated Approach to Exceptionality
- ED 624 An Inquiry Approach to Differentiated Curriculum and Instruction

Student teaching sequence:

- ED 609/610/614 Student Teaching/Internship (6 s.h.)
- ED 611 Seminar (2 s.h.)
- ED 613 Reflective Synthesis Project (1 s.h.)

Additional requirements:

Any additional content courses or co-requisite requirements for specific endorsement areas

- Participation in four Professional Development Institutes
- Minimum GPA of 3.0 in program
- To be processed for licensure, students must earn a B or better in Student Teaching
- Satisfactory oral and written language skills
- Satisfactory performance on professional qualities standards
- Participation in required student and program evaluations
- Passing scores on applicable standardized tests required by the Commonwealth of Virginia, which, depending on licensure sought, may include: Praxis II, VCLA, and the RVE.
- Demonstration of technology competency by completion of the Computer Competency checklist.
- Documentation of instruction in state requirements regarding the recognition and reporting of child abuse and neglect.

Master of Education (MEd)

Overview

The MEd is a professional degree designed for those who seek advanced study in education and related fields. The program is intended for teachers who are already licensed or individuals who are pursuing careers that do not require teacher licensure.

The degree consists of 33 graduate semester hours, focused on a common set of 15 credit hours, and followed by an area of emphasis of the student's choice.

The areas of emphasis are:

- Adult and Higher Education
- Applied Behavior Analysis,
- Autism Spectrum Disorders,
- Leadership
- Environment Based Learning
- Special Education (with add-on licensure option)
- Gifted Education (with add-on licensure option)
- Elementary Education (with add-on licensure option)

Requirements for the Master of Education

33 semester hours (All courses 3 s.h. unless noted.)
 IN 627 Contemporary Learning Theory for Diverse Learners
 IN 629 Leadership in Education

- IN 630 Methods of Professional Inquiry
- ED 631 Technologies to Advance Learning
- ED 632 Inquiry Research Project
- ED 732 (1 s.h.) Inquiry Research Project Extension (only if ED 632 is not completed in one semester; may be repeated for credit)

And completion of at least one of the following areas of emphasis:

Adult and Higher Education Emphasis

- IN 628 Public Policy and Community Relations in Education
- ED 651 Structure, Power, and Freedom: Perspectives on U.S. Higher Education
- ED 652 Adult Development: Emerging Adulthood and Beyond
- ED 653 The History of Adult Education
- ED 654 Special Topics in Adult and Higher Education
- ED 655 Internship in Adult and Higher Education

Applied Behavior Analysis

- PSYC 513 Basic Concepts and Principles of Behavior Analysis
- ED 592 Behavior Analysis: Measurement and Assessment
- ED 593 Ethics and Special Considerations in Behavior Analysis
- ED 594 Fundamental Elements of Behavior Change and Change procedures
- Two additional graduate courses approved by the advisor

Autism Spectrum Disorders

- ED 640 Characteristics and Assessment of Students with Autism Spectrum Disorder
- ED 641 Communication, Language, and Sensory Aspects of Autism Spectrum Disorder
- ED 642 Social Skills Instruction and Behavioral Strategies for Students with Autism Spectrum Disorder
- ED 643 Practicum Experience: Autism Spectrum Disorder
- Two additional graduate courses approved by the advisor

Leadership Emphasis

- IN 628 Public Policy and Community Relations in Education
- IN 631 Curriculum Development and Design
- IN 632 Education Law
- IN 633 Assessment and Planning for Instructional Improvement
- Two additional graduate courses approved by the advisor.
- (Some courses may require the director's approval.)

Environment-Based Learning Emphasis

- IN 626 Environment-Based Learning
- IN 634 The Intersection of Life and Land: Issue-driven Investigations

ED 620 The Outdoor Classroom: EBL Program
Development, Implementation, and Evaluation
Two additional Environment-Based Learning courses
One additional 3 s.h. graduate course approved by the
advisor.

Special Education Emphasis

IN 620 Inquiry in the Legal and Political Processes of
Exceptionality
ED 622 An Integrated Approach to Exceptionality
ED 624 An Integrated Approach to Differentiated
Curriculum and Instruction
ED 625 Classroom and Behavioral Management: Theory
and Practice
ED 616 Field Experience in Special Education
One additional 3 s.h. graduate course approved by the
advisor.

Gifted Education Emphasis

ED 603 Thoughtful Assessment
ED 615 Gifted Education Field Experience (1 s.h.)
ED 622 An Integrated Approach to Exceptionality
ED 623 Advanced Studies of Gifted Learners
ED 624 An Inquiry Approach to Differentiated
Curriculum and Instruction
Two additional 3 s.h. graduate courses approved by the
advisor.

Elementary Education Emphasis

ED 605 An Integrated Approach to Language Arts
ED 606 An Inquiry Approach to Teaching Reading and
Writing in the Content Area
ED 607 Instructional Strategies for Inquiry-based
Classrooms
ED 608 Field Experience in Elementary Education
ED 625 Classroom and Behavior Management
One additional 3 s.h. graduate course approved by the
advisor.

Note: Additional co-requisites apply and are determined
following a detailed transcript analysis.

Comprehensive Certificate in Autism Spectrum Disorders

Overview

One of the greatest challenges schools and caregivers face today is the sharp rise in children diagnosed with Autism Spectrum Disorder (ASD). Mary Baldwin College is helping to provide educators — and others seeking employment in any human services field — with comprehensive training and experiences in the field of ASD. Approved by the Virginia Autism Council, Mary Baldwin College's Comprehensive Certificate in the Area of Autism Spectrum Disorders will help those professionals work with and provide support to individuals with ASD in schools and in the greater community.

Each course in the four-course sequence (12 semester hours) meets online 4–6 times throughout the semester and is supplemented with additional online requirements. Students may complete the certificate program as a special student or as a degree-seeking student (in combination with an MAT or MEd).

Requirements for the Comprehensive Certificate in Autism Spectrum Disorders

ED 640 Characteristics and Assessment of Students with
Autism Spectrum Disorder
ED 641 Communication, Language, and Sensory Aspects
of Autism Spectrum Disorder
ED 642 Social Skills Instruction and Behavior Strategies
for Students with Autism Spectrum Disorder
ED 643 Practicum Experience: Autism Spectrum
Disorder

Behavior Analysis Certification Board® Approved Course Sequence in Applied Behavior Analysis

Overview

The BACB® has approved a four-course sequence at Mary Baldwin College toward eligibility for taking the Board Certification Exam to be a Board Certified *Assistant* Behavior Analyst (BCaBA). This sequence is well-suited to those in teaching, social work, mental health, criminal justice and behavioral services field. Additional requirements for eligibility to take the BCaBA exam include an *undergraduate or graduate degree* in an approved field and supervised fieldwork. MBC will work with students to assist in setting up field placement experiences, though there may be an additional required cost for private supervision of those hours. Please see the Behavior Analyst Certification Board® website for more details about degree and fieldwork requirements (www.bacb.com).

Mary Baldwin College is pending BACB® and faculty approval for an additional two courses (a six-course sequence in total) towards eligibility for taking the Board Certification Exam to be a Board Certified Behavior Analyst (BCBA). This sequence is well-suited to those in teaching, social work, mental health, criminal justice and behavioral services field. Additional requirements for eligibility to take the BCBA exam include a *graduate degree* in an approved field and supervised fieldwork. MBC will work with students to assist in setting up field placement experiences, though there may be an additional required cost for private supervision of those hours. Please see the Behavior Analyst Certification

Board® website for more details about degree and fieldwork requirements (www.bacb.com).

Requirements for the BCaBA course sequence

PSYC 513 or PSYC 313 Basic Concepts and Principles of Behavior Analysis
ED 592 Behavior Analysis: Measurement and Assessment
ED 593 Ethics and Special Considerations in Behavior Analysis
ED 594 Fundamental Elements of Behavior Change and Change procedures

Requirements for the BCBA course sequence (pending approval)

PSYC 513 Basic Concepts and Principles of Behavior Analysis
ED 592 Behavior Analysis: Measurement and Assessment
ED 593 Ethics and Special Considerations in Behavior Analysis
ED 594 Fundamental Elements of Behavior Change and Change procedures
ED 595 Special Topics in Behavior Analysis
ED 596 Societal Considerations for Behavior Analysis

Inquiry (IN) Course Descriptions

IN 577 Special Topics in Graduate Study (Credit varies)

On an occasional basis, this course is offered to a student(s) to explore topics related to graduate education.

IN 601 Inquiry In Mathematics (3 s.h.)

Students develop mathematical habits of mind and: (1) communicate mathematical ideas effectively through mathematical terminology and symbols and oral and written expression, and translate mathematical ideas from concrete to abstract and vice versa; (2) solve non-routine problems through experimentation and common methods of reasoning (deduction, induction, analogy); and (3) communicate the value of mathematics to their students, and the role of mathematics in the history of civilization. Included are number systems and theory, estimation, measurement, geometry, graph theory, probability and statistics. **Prerequisite: College Algebra.*

IN 603 Inquiry in Social Science (3 s.h.)

Questions social scientists ask about the human experience, institutions and interactions, and the methods of inquiry used to investigate those questions are studied. Conceptual themes include economic development and geography, (including political systems, cultural themes, and physical characteristics both nationally and globally). The range of understandings and skills K-12 students should develop when participating in these investigations are explored. The

course cultivates a conceptual framework for graduate students to plan and teach geography and economics.

IN 605 Inquiry in Natural Science (3 s.h.)

Students investigate the nature of science and processes for acquiring scientific knowledge. Multiple branches of Natural Sciences are explored through readings, discussions, activities and investigations. Guided discovery of teaching science, involving hands-on experiments and active-learning techniques, emphasizes the learning and teaching of science. Students examine ways to integrate inquiry-based science across the curriculum, assess active science, use science education tools and technology, and address the diverse characteristics of students and their learning environments.

IN 607 Inquiry in the Humanities (3 s.h.)

Student knowledge of culture's legacy of creative endeavor utilizes materials from philosophy, literature (including literature for children), and history for exploring human creativity and developing the capacity for aesthetic judgment. Students learn to examine their own beliefs, respond to literature, discuss controversial topics, and communicate complex ideas. Writing and communication skills are strengthened, and the practice of intellectual inquiry while offering experience in designing instructional strategies for K-12 learners is modeled.

IN 609 Inquiry in the Arts (3 s.h.)

Students understand and interpret both visual and performing arts using formal and contextual analysis. Presents understanding and appreciating art (1) as formal constructions in which meaning resides in selection and arrangement of materials or processes particular to the art form, and (2) as the expressions of cultures, eras and makers with distinctive qualities of mind and spirit, and distinctive interpretations of the nature and experience of humankind. The nature of creativity, goals of arts education, and integrating arts across the curriculum are emphasized.

IN 620 Inquiry into the Legal And Political Processes of Exceptionality (3 s.h.)

Historical and current foundations for legal and regulatory requirements influencing educational programs for students with a wide range of exceptionalities are explored. The Individuals with Disabilities Education Improvement Act (IDEA), Section 504 of the Rehabilitation Act, the Javits Act, the Americans with Disabilities Act, the Virginia Comprehensive Services Act and No Child Left Behind are considered. Current regulations governing special education, including disciplinary policies, alternative placements along the continuum, rights and responsibilities of students, parents, teachers, and schools

are examined. Communication and leadership skills needed for case management, consultation, collaboration, conflict resolution/mediation, and professional decision-making used for IEP planning and transitioning students into adulthood are studied. Students consider their leadership abilities in becoming effective advocates and committed, ethical, and persuasive leaders in the field, honoring the dynamics of culture and family pertinent to educating exceptional students.

IN 626 Environment Based Learning (3 s.h.)

The local environment provides numerous opportunities for connections to K-12 academic standards in all content areas. In this course, students learn to integrate problem-based themes of the local community into the curriculum. Using the complex interconnections of natural and built environments, educators from rural to urban areas can facilitate investigations of real-world issues from a variety of perspectives: historical, scientific, socio-cultural, economic, and personal. This course emphasizes the history, philosophy, and theory of using Environment-Based Learning (EBL) to teach state and national standards.

IN 627 Contemporary Learning Theory for Diverse Learners (3 s.h.)

This course applies contemporary brain theory research to a wide range of diversity present in today's schools. This course covers the role of challenge, perception, patterning, and spatial memory and the total physiology as part of learning. The underlying concept that each brain is unique provides the fundamental concepts of differentiated curriculum.

IN 628 Public Policy in Education and Community Relations In Education (3 s.h.)

This course examines the influence of political and social constructs that affect decisions relative to education in both public and private schools, including home schooling. Emphasis is placed on the role of public education in the greater community. Using current legislative issues at state and federal levels, the students will consider the impact of public policy on effective schools.

IN 629 Leadership in Education (3 s.h.)

This course is designed to prepare students to be effective teacher leaders in their schools. It will focus on leadership styles, funding strategies, mediation strategies, and other issues related to empowering teachers to become school leaders.

IN 630 Methods of Professional Inquiry (3 s.h.)

This course will prepare students to conduct scholarly research through a wide variety of resources. Using both primary and secondary documents, students will learn how to search traditional and contemporary media

documents. Further, students will learn how to formulate a thesis and appropriately document supporting evidence through literature reviews and research methodologies.

IN 631 Curriculum Development and Design (3 s.h.)

This course offers a critical analysis of the K-12 curriculum from a variety of disciplinary perspectives. It will include a review of historical developments, an analysis of pressures affecting curriculum change and status, an examination of curriculum-making issues, and a consideration of current trends in curriculum design and practice.

IN 632 Education Law (3 s.h.)

A study of the relevant legal principles that affect the operation, organization, and administration of schools in Virginia and the United States, students examine how judicial interpretation of common, statutory, and constitutional law influences educational policy making. This course assists teachers and others in related professions to gain knowledge about legal issues to help them effectively perform professional duties.

IN 633 Assessment and Planning for Instructional Improvement (3 s.h.)

This course emphasizes variables related to both short and long-term planning as well as assessment of curricular programs. Using a variety of assessment tools, students will learn how to analyze data and make informed decisions for program evaluation and classroom instruction. Discussions will also include the use of both quantitative and qualitative data in planning new curricular programs.

IN 634 The Intersection of Life and Land: Issue-Driven Investigations (3 s.h.)

This course is designed as a model of the environment-based learning process with an emphasis on topics in social studies and geography. Students participate in an investigation of a local socio/environmental issue, focusing on the integrated relationship of environment to people and culture. Investigations involve field trips and studies of history, literature, ecological principles, and cultural connections, and include strategies for implementing EBL projects with K-12 students.

Professional (ED) Course Descriptions

ED 510/511/512/513/514 Practicum (.5 s.h.)

The practicum experience is designed for MAT students who are preparing to teach. This experience provides them with an opportunity to observe and assist teachers in the classroom, and to understand the ethical issues and the practice of accepted standards of professional behavior.

ED 577 Special Topics in Graduate Study (credit varies)
On an occasional basis, this course is offered to a student(s) to explore topics related to graduate education.

ED 592 Behavior Analysis: Measurement and Assessment (3 s.h.)

This graduate-level 45-hour course covers the basic concepts and principles of measurement and experimental design, as it relates to the profession of applied behavioral analysis. The present course covers tasks from the content areas of B. Measurement and the Basic Behavior Analytic Skills of Measurement and Experimental Design as outlined in the BACB's Fourth Edition Task List. Specific emphasis will be given to: 1) selecting proper measurement systems to obtain data in an applied setting, 2) designing and implementing observational measurement systems, and 3) different methods for evaluating interventions to determine effectiveness.

ED 593 Ethics and Special Considerations in Behavior Analysis (3 s.h.)

This graduate-level 45-hour course covers both the ethical standards surrounding the professional field of behavior analysis as well as the key concepts related to the implementation of assessment and intervention. This class emphasizes the Guidelines for Responsible Conduct (BACB) as well as content from the areas of A. Identification of the Problem, C. Assessment, D. Intervention, and E. Implementation, Management, and Supervision (from the BACB Fourth Edition Task List). Behavioral Change Considerations (TC:01-TC:03), and Behavior Change Systems (TS:01-TS:08) are also reviewed. Upon completion of the class, the student will have an understanding of both the ethical standards and application of these standards and the concepts, as well as the applications necessary for both successful interventions and assessment across a variety of settings.

ED 594 Fundamental Elements of Behavior Change and Change Procedures (3 s.h.)

This graduate 45-hour course covers in depth concepts, principles, and processes related to the elements of behavior change. Specific consideration is given to 1) the appropriate use of reinforcement, 2) the concepts of shaping and chaining, 3) the proper use of mand, tact, intraverbal, and listener training, 4) the use of differential reinforcement, 5) discrimination procedures, 6) using interventions based on antecedents, and 7) errorless learning procedures. This class emphasizes the content areas of Fundamental Elements of Behavior Change (TE-01 to TE-21) and Specific Behavior Change Procedures (TP-01 to TP-13) from the Behavior Analyst Certification Board's Fourth Edition Task List.

ED 595 Special Topics in Behavior Analysis (3 s.h.)

This graduate 45-hour course covers in depth concepts, principles, and processes related to the elements of behavior change. Specific consideration is given to measurement and data analysis, experimental design, behavior change systems, intervention, implementation, management, and supervision within behavior analysis. This class emphasizes the content from the A. Identification of the Problem, C. Assessment, D. Intervention, and E. Implementation, Management, and Supervision as well as B. Measurement and the Basic Behavior Analytic Skills of Measurement and Experimental Design as outlined in the BACB's Fourth Edition Task List. (from the BACB Fourth Edition Task List). Behavioral Change Considerations (TC:01-TC:03), and Behavior Change Systems (TS:01-TS:08) are also reviewed. (Please note that as of the date of publication of this catalog, this course is pending approval.)

ED 596 Societal Considerations for Behavior Analysis (3 s.h.)

This graduate 45-hour course covers in depth concepts, principles, and processes related to the elements of behavior change. This class emphasizes the Guidelines for Responsible Conduct (BACB) as well as discretionary content. Upon completion of the class, the student will have an understanding of both the ethical standards and application of these standards and the concepts, and will also have reviewed a number of ethical dilemmas that will aid in their future ethical conduct as behavior analysts. *(Please note that as of the date of publication of this catalog, this course is pending approval.)*

ED 601 Inquiry into Human Growth, Development, and Diversity (3 s.h.)

Normal patterns of human development during the K-12 school years, including the theoretical, pragmatic and complex nature of language acquisition, and socio-emotional well being of K-12 students are studied. Variations in physical, socio-cultural, ethnic, religious in the contexts of schools, families (e.g. the effects of daycare and divorce), and society, as a whole, are studied through difference and similarities. Developmental patterns for at-risk populations, students with disabilities and identified gifted students as related to age, level of involvement and effect on learning are examined. Intervention strategies grounded in current research will focus on successful learning for K-12 students.

ED 602 Meaning and Purpose: The Foundations of Education (3 s.h.)

Historical, philosophical, and sociological foundations underlying the role of education in the United States are studied. Contemporary issues such as multicultural understanding, citizenship, moral education, and critical thinking are examined.

ED 603 Thoughtful Assessment (3 s.h.)

Methods of assessing student learning are discussed. Emphasis will be placed on the centrality of accurate assessment in designing learning approaches for groups of diverse learners. Current trends and issues in assessment, such as standardized tests, high-stakes testing, and school accountability will be discussed.

ED 605 An Integrated Approach to Language Arts (3 s.h.)

Students learn effective language arts instruction of reading and writing and how to regard the language arts (reading, writing, speaking, listening, and literature study) as an integrated whole, including research and theory for instructing students with special needs. Students investigate reading disability and interventions. Explores a balanced approach to teaching reading, writing, listening, and speaking. Emphasizes federal policy regarding effective reading instruction through phonemic awareness, phonics, fluency, vocabulary, and comprehension, as well as current assessment practices for differentiation to meet learner's developmental and educational needs, and developmental stages of spelling and vocabulary development are emphasized. Examines flexible grouping, small group instruction, collaborative planning, reflective practice, the domains of teaching writing, including composing, written expression, usage and mechanics, and the writing process of planning, drafting, revising, editing, and sharing.

ED 606 An Inquiry Approach to Teaching Reading and Writing in the Content Area (3 s.h.)

Explores reading to comprehend and learning with text, whether printed or digital, and how teachers assist in these processes, including the complex nature of language acquisition and reading and their impact on content comprehension. Addresses fostering appreciation for a wide variety of literature, methods for determining independent reading levels, and examines basic reading skills (such as phonemic awareness, understanding of sound/symbol relationships, phonics instruction, syllables, phonemes, morphemes, decoding skills, and word attack skills) and their influence on students' ability to comprehend content area curriculum. Addresses assessment of students' comprehension strategies and creating instructional procedures. Understanding narrative and expository texts used in sciences, social sciences and humanities builds a repertoire of instructional strategies, including questioning, summarizing and retelling skills, and strategies in literal, interpretive, critical, and evaluative comprehension to help K-12 students learn independently.

ED 607 Instructional Strategies for Inquiry-Based Classrooms (3 s.h.)

Students develop pedagogical skills in the areas of classroom management, differentiating instructional goals and objectives, writing lesson and unit plans, and assessing student progress. Graduate students develop

a range of instructional options from which to choose when working in heterogeneous classrooms. Using current standards of learning (SOLs), curriculum criteria, and scoring rubrics, students focus on the learning tasks by planning effective lessons and developing criteria, assessments and tests appropriate to the children's interests and levels of development.

ED 608 Field Experience for Elementary or Special Education Add-On Endorsement (3 s.h.)

This is a 150 clock hour classroom experience for licensed teachers seeking to add-on an endorsement in either Elementary or Special Education for the General Curriculum. Students receive mentored practice in planning, instructing and assessing student learning. In addition, they develop an understanding of the ethical issues and the practice of accepted standards of professional behavior and legal factors applied to exceptional students in the general curriculum.

ED 609 Student Teaching: Elementary (6 s.h.)

A (minimum) 12-week classroom placement requires full classroom teacher responsibility for a minimum of five consecutive weeks, and accumulates a total of 300 hours with a minimum of 150 clock hours of direct instruction within the grade level range of the endorsement area sought. Students receive mentored practice in planning, instructing and assessing student learning, as well as the ethical issues and accepted standards of professional behavior.

ED 610 Student Teaching: Middle Grades (6 s.h.)

A (minimum) 12-week classroom placement requires full classroom teacher responsibility for a minimum of five consecutive weeks, a total of 300 hours with a minimum of 150 of direct instruction.

ED 611 Seminar (2 s.h.)

Students explore with peers the insights and understandings they gain in the Student Teaching (ED609/610/614) or Professional Development Project (ED612). During the seminar students critically analyze their own teaching through written and oral presentations. **ED 611 is to be taken concurrently with ED 609/610/614 or ED612.*

ED 612 Professional Development Project (3 s.h.)

In lieu of student teaching (for teachers who hold a collegiate professional license), students choose among options for their professional development: a classroom research project, a supervision project, or a self-designed project. The project is planned with the student's advisor and presented to a committee of three from the graduate faculty. **Prerequisite: IN 630.*

ED 613 Reflective Synthesis Project (1 s.h.)

In a final paper graduating students reflect on and analyze their entire MAT experience, including course work, practica, and student teaching. They synthesize their understanding of what it means to be an inquiring teacher, both conceptually and practically, who cultivates inquiry in K-12 students. *ED 613 is to be taken concurrently with ED 609/610/614 or ED 612.

ED 614 Student Teaching: Special Education for the General Curriculum (6 s.h.)

A 12-week (minimum) classroom placement requires full classroom teacher responsibility for a minimum of five consecutive weeks, and accumulates a total of 300 hours with a minimum of 150 clock hours of direct instruction. Students receive mentored practice in ethical issues, accepted standards of professional behavior, planning, instructing and assessing student learning. Addresses assessment, evaluation, differentiated instruction, best practices, and technology to promote K-12 student learning within the scope and sequence of the general curriculum while addressing individualized needs and implementing IEPs.

ED 615 Gifted Education Field Experience (1 s.h.)

For certified teachers seeking an add-on endorsement in Gifted Education, this practicum/field experience includes 45 instructional hours of successful teaching experience with gifted students in a heterogeneously grouped (mixed ability) classroom or a homogeneously grouped (single ability) classroom. Students receive mentored practice in planning, instructing and assessing student learning, developing an understanding of ethical issues and accepted standards of professional behavior.

ED 616 Nature Journaling Across The Curriculum (3 s.h.)

Educators study a variety of journaling techniques and artistic medium for observing and documenting the natural world, including the use of field sketching, map making, daily logs, data collection, observational notes, and writing for reflection. The course is designed to: 1) introduce educators to strategies for improving the artistic, written and reflective abilities of K-12 students using nature experiences; 2) encourage educators to use the outdoors around the school and community as sites for nature-related observation, documentation, and artistic/written expression; and 3) help educators develop school-based curriculum strategies for integrating art with science and writing through nature journaling.

ED 617 Math in the Garden (3 s.h.)

Educators learn how to use the garden and local environment to teach standards-based math skills to students in grades K-8. Math concepts from basic operations to geometry and data analysis are covered. The course includes field trips to gardens and natural areas for implementation practice.

ED 618 Natural Research: Using the Environment for Student-Driven Investigations (3 s.h.)

This course provides educators the knowledge and skills needed to work with K-12 students as they design and perform their own science experiments related to the local environment. Educators participate in watershed-based field investigations, develop experiments, collect and analyze data, and present results and conclusions. Educators plan curriculum for effective “environment-based learning” instruction by implementing strategies and techniques presented in class. The course addresses learning standards in the natural sciences.

ED 619 Trout In The Classroom (3 s.h.)

Educators learn to implement the science-based curriculum, Trout in the Classroom (TIC) developed through the conservation organization, Trout Unlimited. In TIC programs, students in grades K-12 raise trout from eggs, monitor tank water quality, engage in stream habitat study, and release their trout in a local state-approved stream. The course focuses on integrating TIC across the curriculum, finding resource support and funding, and tank set-up and maintenance. Field experiences include stream/watershed studies, data collection and field technology practice, and fisheries biology.

ED 620 The Outdoor Classroom: EBL Program Development, Implementation and Evaluation (3 s.h.)

A variety of pedagogical issues related to environment-based learning (EBL) are studied, including: outdoor learning methods, management of students and materials, program and student assessment, working with special needs students and diverse populations in the outdoors, lesson planning, technology, curriculum resource development, area mapping, and schoolyard habitat development and management.

ED 621 Storytelling: A Pathway to Curriculum Integration (3 s.h.)

The oral tradition of storytelling provides a window into the context of culture and environment; the process addresses content standards in language arts, science, and social studies. Educators come to understand how to use this timeless tradition as a tool for motivating student learning while enhancing the oral and writing abilities of K-12 students. Students learn to observe, reflect upon and document their own sense of place in time.

ED 622 An Integrated Approach to Exceptionality (3 s.h.)

Characteristics of students with learning disabilities, emotional disturbance, intellectual disabilities, developmental delays, autism, traumatic brain injury, multiple disabilities, giftedness, overlapping exceptionalities. These and other health impairments are studied across age-span/developmental issues,

levels of severity, cognitive functioning, language development, emotional and behavioral adjustment, social development, related medical aspects impacting learning, and cultural/ethnic and socioeconomic factors. Various forms of communication including verbal, non-verbal, and written; skill development in understanding the dynamic influence of the family system and cultural/environmental milieu as applied to the education of exceptional students and emphasis on case management and collaboration with other entities, including students, parents, general education teachers, administrators, paraprofessionals and agencies responsible for implementing IEPs on the continuum of placements. Practical applications of service delivery, curriculum, and instruction related to exceptional learners is explored.

ED 623 Advanced Studies of Gifted Learners (3 s.h.)

With historical background in gifted education, students develop a deep understanding and appreciation for the cognitive, social, and emotional characteristics of gifted learners and skills in meeting associated educational needs of these gifted learners. Multiple perspectives on intelligence are discussed with current issues in the field of gifted education, including: alternative approaches to identification for special populations of gifted learners and meeting needs of gifted learners with multiple exceptionalities. Advocacy skills for gifted, identification, holistic assessment, appropriate models and strategies, alternative programs and options in delivering appropriate services are emphasized.

ED 624 An Inquiry Approach to Differentiated Curriculum and Instruction (3 s.h.)

Recognizing that students in today's classrooms are widely diverse, attention is given to the scope and sequence of the general education curriculum (including the Standards of Learning and the state accountability system) and to strategies to promote successful integration of students with disabilities with their non-disabled peers. Included: the use of technology to support learning, strategies to develop, provide and evaluate instruction consistent with students' individual needs (including educational implications of various disabilities). Diverse learning needs for all students, including exceptional learners, through curriculum development and differentiation, skill development plans, individual assessment strategies, and flexible planning and grouping strategies are studied. Environmental factors, connections among conceptual, curricular and social/emotional issues, effective strategies for working collaboratively with professionals, parents/families and students in and with other school settings are addressed.

ED 625 Classroom And Behavioral Management: Theory And Practice (3 s.h.)

Theories and practices associated with establishing, implementing, and maintaining classroom and behavioral management procedures are emphasized, along with preventing behavior problems and modifying classroom environments to enhance student learning. Response to Intervention theory (RTI) and strategies are included. Participants develop and analyze specific techniques to increase positive behavior and decrease inappropriate behavior that affects learning. Methods of behavioral/environmental assessment are addressed.

ED 626 Chesapeake Classrooms (3 s.h.)

This course is provided in partnership with the Chesapeake Bay Foundation (CBF). Educators choose from any of the five-day Chesapeake Classroom summer sessions offered by CBF (www.cbf.org/chesapeakeclassrooms) and complete the MBC requirements. Chesapeake Classrooms equips educators with the knowledge, skills, and confidence to include the environment in the K-12 curriculum and involve students in outdoor learning. Educators explore the watershed and examine the connection between land-use and water quality through hands-on, standards-based investigations and action projects. **Note:** MBC students must be accepted into the Chesapeake Classrooms program before registering for this course.

ED 627 Collaboration and Transitions for Exceptional Students (3 s.h.)

Understanding the educational process of transitions from childhood to adulthood for exceptional students, including developing independent living skills, pre-vocational and career skills, self-advocacy/self-determination skills, and pursuit of post-secondary education is studied with legal and regulatory components related to transition planning within the IEP, including the provision of transition services and effective models of instruction for secondary transition. Strategies to develop and foster family and professional partnerships honoring diversity and culture, while emphasizing the role of collaborative planning in the preparation and delivery of developmentally appropriate services for exceptional learners is explored through collaboration with all stakeholders — students, families, teachers, related service providers, paraprofessionals, and other school staff — to develop communication and leadership skills conducive to implementing quality student programs.

ED 628 Reading on the River (3 s.h.)

In this course, educators learn to build upon students' natural curiosities to develop an environment-based literacy program for students in grades K-12. By connecting research-supported literacy instruction to experiences in the outdoors, educators can create reading

and writing activities that are relevant and motivational for students. In the course, educators study pedagogical skills and strategies that align instruction to local and state literacy standards. Methods, resources, and technology for teaching foundational reading skills and for using informational text, literature, writing, and assessments are explored.

ED 629 The Trail to Every Classroom (3 s.h.)

This course is offered in partnership with the Appalachian Trail Conservancy and the National Park Service to provide graduate credit for the high-quality professional development program, The Trail to Every Classroom (TTEC). The TTEC course provides K-12 educators with the tools and training needed to implement a place-based curriculum and to conduct service-learning with students on the Appalachian Trail (A.T.). During the course, educators develop their own experiential learning curriculum based on state educational standards that integrate a hands-on study of the A.T. The TTEC program goals are to: engage youth in volunteer activities; encourage a love of learning; promote healthy lifestyles; create a conservation ethic; and to form a respect for the Appalachian Trail. **Note:** MBC students must be accepted into the TTEC program before registering for this course.

ED 631 Technologies to Advance Learning (3 s.h.)

The application of contemporary technologies to advance teaching and learning is studied. Students explore a wide variety of media and technological resources develop learning plans that demonstrate an understanding and application of the course objectives.

ED 632 Inquiry Research Project (3 s.h.)

Students work with their assigned project chair to identify a research question and develop a project for investigation. Through comprehensive scholarly study, the student presents conclusions that offer innovation or resolution to their research question to a faculty panel.

**Prerequisite: IN 630.*

Special note about ED 632: Students not completing ED 632 within the semester will be required to maintain ongoing enrollment in ED 732, a 1 semester hour continuance/extension of the course, and will be billed accordingly per semester that the student continues work on the project. Students may choose to not enroll during summer months, provided that the student does not plan to use college resources (including faculty support) on the project and provided that the student does not plan to defend in the summer. If the student plans to work with their project chair or defend the project during the summer, the student must first check with the project chair to make sure that they are available to do so. The student must be enrolled during all Fall and Spring semesters until completing and defending the project. The student must be enrolled in ED 632 or ED

732 during the semester that the project is defended. If a semester of enrollment is skipped (other than summer) prior to completing the project, a grade of “F” will be entered for ED 632 and the course will need to be retaken at the full 3sh tuition rate.

ED 640 Characteristics and Assessment of Students with Autism Spectrum Disorders (3 s.h.)

This is the first of four courses in the proposed 12-credit Autism Certificate Program. This course provides an overview of autism and related developmental disabilities across the lifespan, including Asperger Syndrome and other pervasive developmental disorders. The course will cover assessment, diagnostic criteria and identification, characteristics, collaboration with families, an overview of educational impact and trends, transitioning to adulthood, controversial topics regarding etiology and treatment, and an overview of national and state resources.

ED 641 Communication, Language, and Sensory Aspects of Autism Spectrum Disorders (3 s.h.)

This is the second of four courses in the 12-credit Autism Certificate Program. This course provides students with an overview of typical language acquisition and development as compared with students with Autism Spectrum Disorders. The course emphasizes the visual aspects of language learning as well as the notion of “communication as behavior” and addresses the role of assistive and augmentative communication technologies to support individuals on the Spectrum. Additionally, this course introduces students to the common sensory integration issues often associated with Autism. The course provides classroom strategies for supporting individualized sensory and communication needs of children who have Autism Spectrum Disorders, including an introduction to applied behavioral analysis techniques used for language development and collaboration with families and related service providers, as well as focusing on the importance of teaching skill-generalization across multiple settings and situations. **Prerequisite: ED 640.*

ED 642 Social Skills Instruction and Behavior Strategies for Students with Autism Spectrum Disorders (3 s.h.)

This is the third of four courses in the 12-credit Autism Certificate Program. This course provides students with an overview of typical social and behavioral development as compared with students with Autism Spectrum Disorders. The course emphasizes the role of functional behavior assessments and applied behavioral techniques as related to addressing challenging or inappropriate behaviors that may be exhibited by persons with Autism Spectrum Disorders. Additionally, the course addresses social skill deficits that persons with Autism may have and provides instructional strategies and techniques to address these issues in the classroom using methods that are purposeful and individualized, including the

role of peers. This course will focus on collaboration with families and related service providers, as well as the importance of teaching skill-generalization across multiple settings and situations. **Prerequisite: ED 640.*

ED 643 Practicum Experience: Autism Spectrum Disorders (3 s.h.)

This practicum experience concludes the four-course program for the 12-credit Autism Certificate. It is intended to be a culminating experience so that students have an opportunity to concretely demonstrate skills, techniques, and strategies learned in the previous three courses. This course requires that students complete a practicum experience (minimum of 70 in-class hours) in a setting that serves children with Autism Spectrum Disorders. This could include a self-contained setting, and inclusive setting, or a combination of the two; the population served must be between the ages of 2 and 21, inclusive. Students enrolled in the course will meet three times during the semester to process experiences, share ideas, and engage in inquiry-based discussion. This is in addition to ongoing on-line requirements. **Prerequisites (or co-requisites): ED 640, ED 641, and ED 642.*

ED 651 Structure, Power, and Freedom: Perspectives on U.S. Higher Education (3 s.h.)

This course will acquaint students with the history, purposes, origins, structures, and challenges of the complex system of post-secondary education in the U.S. The course will consider the different uses to which higher education has been applied. We will examine the European roots of American higher education and will explore a broad array of issues, controversies, traditions, and reforms.

ED 652 Adult Development: Emerging Adulthood and Beyond (3 s.h.)

This course considers the developmental psychology of adults, beginning with the transition from late adolescence into emerging adulthood and continuing through five definitive stages of maturation through senescence. Included in this course is an overview of the tenets of developmental psychology and the theorists most noted for the foundations of the discipline. Students will apply developmental theory to the five domains of adult functioning, focusing on physical change, cognitive change, family and gender roles, work roles, personality and meaning, and relationships in each of these dimensions. Included in the discussions will be the effect of stress on healthy adult development.

ED 653 The History of Adult Education (3 s.h.)

The purpose of this course is to guide students through the development and history of adult education outside of the traditional institutions from a global perspective. It will review the concepts of higher learning throughout history, from ancient classical civilizations to present day. It is designed to address not only traditional educational programs, but also the numerous issues that have influenced the expansion of adult education such as literacy development, career and professional training, GED programs, etc. The course will pay special attention to adult education program developed for diverse populations. While focusing mostly on adult education programs in the United States, students will have the opportunity to become acquainted with programs in other countries and cultures.

ED 654 Special Topics in Adult and Higher Education (3 s.h.)

The purpose of this course is for students to explore a topic related to Adult and Higher Education in depth. The topics will rotate on a regular basis (at least annually) so that students will have an element of choice in what topic they would like to explore further. Sample topics for the course include: Multiculturalism/ Diversity in Higher Education; College Administration and Student Affairs; Marketing, Recruitment, and Retention; The American Community College; Gender and Higher Education: National and International Perspectives; Curriculum Design and Planning in Higher Education. There may also be opportunities for such a course to be centered on educational travel to a domestic or international location to explore further dimensions of adult and higher education beyond our local community. With all topics, students will be given assignments to demonstrate their reflection and analysis of how these course experiences relate to historical, philosophical, cultural, and political aspects of the field.

ED 655 Internship in Adult and Higher Education (3 s.h.)

The purpose of this course is for students to experience workplace environments in adult and/or higher education. Students will complete a minimum of 120 hours working in such a setting (at least 20 of which need to be in a second setting or second type of experience). Students who are currently employed in adult and higher education will need to complete a minimum of 20 of these hours in another office or capacity to broaden their experience. Students will be given assignments to demonstrate their reflection and analysis of how these experiences relate to philosophical, cultural, and political aspects of the field.

ED 732 MEd Inquiry Research Project Extension (1 s.h., audited)

Students who need to complete ED 632 must register for this extension course during all Fall and Spring semesters following the semester in which ED 632 was taken until they have completed and defended their project. If students plan to work with their project chair or defend their project during the summer, they must also register for one session during Summer, after confirming the availability of their project chair. ED 732 will appear on the transcript as an audit only. Offered every term. Fee: equivalent to 1s.h..

Professional (PSYC) Course Descriptions

PSYC 513 Basic Concepts and Principles of Behavior Analysis (3 s.h.)

This undergraduate, 45-hour course is designed to cover the basic concepts and principles of behavior analysis, as it evolved and derived from the earlier experimental analysis of behavior and as it related to the profession of applied behavior analysts. This class emphasizes the skills outlined in the Foundational Knowledge Accompanying the BACB Fourth Edition Task List, and will cover this section in its entirety. It will outline a brief history of behavior analysis, and topics related to conditioning and simple measurement concepts. The required books will be paired with a virtual lab, designed to allow for experiential learning and a deeper understanding of the concepts.

Murphy Deming College of Health Sciences

Linda Seestedt-Stanford, vice president of health sciences

Our Mission

The mission of the Murphy Deming College of Health Sciences is to prepare compassionate and ethical health professionals that strive for excellence through interprofessional collaboration that is responsive to an ever-changing global environment. This will be accomplished by fostering a dynamic learning community dedicated to innovative teaching and learning, engaged scholarship, and service.

Graduate Programs in Occupational Therapy, Physical Therapy, and Physician Assistant Studies

Mary Baldwin College will offer three graduate programs in the health sciences:

- Doctor of Occupational Therapy (OTD) — *begins Summer 2014*
- Doctor of Physical Therapy (DPT) — *begins Summer 2014*
- Master of Science in Physician Assistant Studies (MSPA) — *begins Fall 2015*

Health sciences graduate programs are nonresidential and will be offered at the new MBC satellite campus in Fishersville, VA, 7.6 miles from Staunton. Students enrolled in these programs are admitted once a year, are full-time, year-round students, and must maintain continuous enrollment throughout the duration of the program.

The information provided is subject to change. Up-to-date information is posted on the web page.

Accreditation

All programs have initiated the appropriate professional accreditation process. The information below is current as of printing; however, our most-current accreditation information can be found on our website: www.mbc.edu/health_sciences/accreditation.

SACSC OC

Our application to offer doctoral level programs was approved by SACSCOC (Southern Association of Colleges and Schools Commission on Colleges) in December 2012.

CAPTE

Mary Baldwin College is seeking accreditation of a new physical therapist education program from CAPTE. The program submitted an Application for Candidacy on June 1, 2013, which is the formal application required in the pre-accreditation stage. Submission of this document does not assure that the program will be granted Candidate for Accreditation status. Achievement of Candidate for Accreditation status is required prior to implementation of the professional/technical phase of the program; therefore, no students may be enrolled in professional/technical courses until Candidate for Accreditation status has been achieved. Further, though achievement of Candidate for Accreditation status signifies satisfactory progress toward accreditation, it does not assure that the program will be granted accreditation.

Graduation from a physical therapist education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; phone; 703-306-3245; accreditation@apta.org is necessary for eligibility to sit for the licensure examination, which is required in all states.

ARC-PA

Mary Baldwin College has applied for Accreditation - Provisional from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). Mary Baldwin College/Murphy Deming College of Health Sciences anticipates matriculating its first class in August 2015, pending Accreditation - Provisional in March 2015. Accreditation - Provisional is an accreditation status for a new PA program that has not yet enrolled students, but at the time of its initial accreditation review, has demonstrated its preparedness to initiate a program in accordance with the accreditation Standards.

ACOTE

The entry-level occupational therapy doctoral degree program has applied for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org.

Once accreditation of the program has been obtained, its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition,

most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Admission

Admission Requirements/Process for the Doctor of Occupational Therapy Program

Application cycle begins: July 2013

Application deadline: January 15, 2014

- College Transcripts: A bachelor's degree is required prior to enrollment.
- Application: Applications will be accepted online through the Occupational Therapy Centralized Application Service (OTCAS) once the application cycle has begun.
- Application Fee: In addition to the OTCAS fee, a non-refundable supplemental fee of \$45 is required.
- GRE: GRE must have been taken within five years of application to our program.
- Prerequisite Courses:

Required Courses	s.h.	Comments
Introduction to Biology	3-4	Lab not required but recommended
Human or Vertebrate Anatomy	3-4*	Lab not required but recommended
Human or Vertebrate Physiology	3-4*	Lab not required but recommended
Introduction to Psychology	3	
Abnormal Psychology	3	
Introduction to Sociology or Anthropology	3	
Lifespan Human Development	3	Birth to Death
Introduction to Research Methods	2	Qualitative or Quantitative Research, Statistics, or Research Methods
Medical Terminology	1-2	A medical terminology certificate could be used to fulfill the pre-requisite requirement for this coursework.

*Can be combined A/P for 8 credits, but must include labs

- GPA: A minimum of 3.0 overall GPA required. We expect that most accepted students will surpass this minimum. In addition, all prerequisite courses must reflect a "C" or better.

- **References:** Three references are required (submitted via OTCAS). At least one reference must be from an occupational therapist and one reference from a college professor who can attest to your ability to enter a competitive professional program.
- **OT Observation Hours:** 40 hours are required to explore occupational therapy as a career in at least two different settings. Information on how to provide this information can be found on the OTCAS application form.
- **Essay:** The OTCAS application form will require a brief personal essay describing why you selected OT as a career and how an occupational therapy degree relates to your immediate and long-term professional goals.
- **Interview:** The Admissions Committee will send invitations to selected candidates to interview. Not all applicants will be invited to interview. An interview does not guarantee acceptance into the program.

Before registering for classes, students must provide:

- Criminal background checks (federal requirement for all persons working with vulnerable populations) at student expense. *T, can you fix this tab (hanging indent) — it won't work for me!
- Signed Technical Standards document
- Written verification of immunizations
- After classes start, and in preparation for clinical placements, students must also provide:
- Written verification of health insurance
- CPR certification from the American Heart Association
- Any additional requirements as stated by specific health care agencies (such as drug screening, etc.) at student expense.

Admission Requirements/Process for the Doctor of Physical Therapy Program

Application cycle begins: July 2013

Application deadline: December 1, 2013

- **College Transcripts:** A bachelor's degree is required prior to enrollment.
- **Application:** The first DPT class will be applying through a web-based application process directly to Mary Baldwin College, once the application cycle has begun.
- **Application Fee:** A non-refundable supplemental fee of \$45 is required.
- **GRE:** GRE must have been taken within five years of application to our program.

• **Prerequisite Courses:**

Required Courses	s.h.	Comments
Human or Vertebrate Anatomy	4*	Must include lab
Human or Vertebrate Physiology	4*	Must include lab
Biology	3	At least one course; Upper level biology such as cell biology or histology are recommended, but not required.
Chemistry	8	Must include labs
Physics	8	General physics, must include labs
Psychology	6	1 intro and 1 upper or 2 upper level psychology courses; Abnormal and developmental psychology are preferred.
Statistics	3	Can be from biology, mathematics, psychology, or business; NOTE: if a psychology course is used to meet this requirement it cannot also be used for the psychology requirement.

**Can be combined A/P for 8 credits, but must include labs*

- **GPA:** A minimum of 3.0 overall GPA required. We expect that most accepted students will surpass this minimum. In addition, all prerequisite courses must reflect a "C" or better.
- **References:** Two references are required. At least one reference must be from a physical therapist. The online application will provide a form for you to send to your references.
- **PT Observation Hours:** 40 hours are required in at least two different settings, such as hospital inpatient, outpatient, pediatrics, long-term care, etc. Instructions on how to provide this information can be found on the online application form.
- **Essay:** The application form will require a brief personal essay describing your decision-making process in choosing physical therapy as a career choice versus other health care careers.
- **Interview:** The Admissions Committee will send invitations to selected candidates to interview. Not all applicants will be invited to interview. An interview does not guarantee acceptance into the program.

Before registering for classes, students must provide:

- Criminal background checks (federal requirement for all persons working with vulnerable populations) at student expense.
- Signed Technical Standards document
- Written verification of immunizations

After classes start, and in preparation for clinical placements, students must also provide:

- Written verification of health insurance
- CPR certification from the American Heart Association
- Any additional requirements as stated by specific health care agencies (such as drug screening, etc.) at student expense.

Admission Requirements/Process for the Master of Science in Physician Assistant Studies Program (begins Fall 2015)

Application cycle begins: Spring 2013

Application deadline: November 1, 2014

- College Transcripts: A bachelor's degree is required prior to enrollment.
- Application: Applications will be online through the Centralized Application Service for Physician Assistants (CASPA), once the application cycle has begun.
- Application Fee: In addition to the CASPA fee, in order to process your application, you will also need to submit a non-refundable supplemental fee of \$45.
- GRE or MCAT: GRE or MCAT must have been taken within 5 years of application to our program.
- Prerequisite Courses:

Required Courses	s.h.	Comments
Biology	3-4	Any biology course in addition to Anatomy, Physiology, Microbiology; must include lab
Human or Vertebrate Anatomy	3-4*	Must include lab
Human or Vertebrate Physiology	3-4*	Must include lab
Microbiology	3-4	Must include lab
Chemistry	3-4	Must include lab
Organic Chemistry OR Biochemistry	3-4	Lab preferred
Psychology	6	1 intro and 1 upper OR 2 upper level psychology courses; abnormal and developmental psychology are preferred.
Statistics	3	Can be from biology, mathematics, psychology, or business. NOTE — if a psychology course is used to meet this requirement, it cannot also be used for the psychology requirement.

Medical Terminology	1-2	A medical terminology certificate could be used to fulfill the prerequisite requirement for this coursework.
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**Can be combined A/P for 8 credits, but must include labs*

- GPA: A minimum of 3.0 overall GPA required. We expect that most accepted students will surpass this minimum. In addition, all prerequisite courses must reflect a "C" or better.
- References: Three references are required (submitted via CASPA).
- Observation Hours: Health care observation hours or actual health care experiences are recommended.
- Essay: The CASPA application form will require a brief personal essay.
- Interview: The Admissions Committee will send invitations to selected candidates to interview. Not all applicants will be invited to interview. An interview does not guarantee acceptance into the program.

Before registering for classes, students must provide:

- Criminal background checks (federal requirement for all persons working with vulnerable populations) at student expense.
- Signed Technical Standards document
- Written verification of immunizations

After classes start, and in preparation for clinical placements, students must also provide:

- Written verification of health insurance
- CPR certification from the American Heart Association
- Any additional requirements as stated by specific health care agencies (such as drug screening, etc.) at student expense.

Admission Decisions

The Health Sciences Graduate Programs use multiple criteria to select the most promising candidates from an applicant pool which exceeds the number of seats available. Admission decisions are made by the Murphy Deming College of Health Sciences Admissions Committee after applications are completed, interview has been given, and committee reviews in the context of the applicant pool. The Director of Enrollment informs applicants, in writing, of their admission status. Applicants are advised at the time of their admission regarding any additional undergraduate course requirements that must be fulfilled as conditions of enrollment. Mary Baldwin College reserves the right to rescind admission for students whose criminal background check comes back positive for any conviction.

Conditional Acceptance

Admission “Conditional Acceptance” will be used for students finishing their prerequisite coursework. Their acceptance, through a written and mailed document, will be conditional pending confirmation that they have met all admissions requirements, including official transcript showing final coursework was completed; meeting GPA and minimum course grade requirements; and confirming that they have earned their baccalaureate degree, before enrollment into the program.

Transfer Credit

The graduate courses in health sciences are arranged in a lock-step sequence, therefore we cannot accept graduate transfer credits. These courses may, however, be used to meet the prerequisite requirements. There is no waiver of course work or advanced standing granted in any program.

Articulation Agreements

Murphy Deming College of Health Sciences will have articulation agreements with a select group of institutions to provide early admittance to qualified students. Pursuant to these agreements, all admission requirements must be met prior to matriculation.

Guaranteed Acceptance Program

Murphy Deming College of Health Sciences encourages Mary Baldwin College undergraduate students to apply to its graduate programs. The Guaranteed Acceptance Program provides early conditional admission in their junior year and graduate with a bachelor’s degree. In order to apply under this program, students must meet all minimum requirements as outlined on our website, www.mbc.edu/health_sciences, and graduate with a bachelor’s degree.

Advising

Academic advisement is a process-oriented, interactive professional relationship between advisor and advisee. Each graduate student is assigned a faculty advisor who supports the student in career exploration, academic progress and performance related to professional standards and support for their final project.

Tuition and Fees 2013–2014

Tuition for all graduate programs in health sciences is determined on an annual basis and billed per semester. Tuition is inclusive of all course, lab, and technology fees.

Financial Aid

Mary Baldwin makes every effort to assist students who need to obtain funding for education. Students should contact the Office of Financial Aid at the time of application. To apply for financial aid students must

complete the Free Application for Federal Student Aid (FAFSA) each year at www.fafsa.ed.gov. To qualify for aid, students must be accepted in the health sciences programs and make satisfactory academic progress in the work attempted. Aid is awarded pending approvals of federal and state agencies.

Aid for Which Graduate Students May Qualify

- Loans: Federal Unsubsidized Stafford Loans; Grad PLUS Loans; Private Education Loans
- Virginia residents are eligible for the Virginia Tuition Assistance Grant (VTAG)
- Outside Scholarships

Murphy Deming College of Health Sciences Academic Policies

Academic policies applicable to health sciences graduate students are published in this catalog. Other program policies are provided to students in the MDCHS Student Handbook and the Clinical Education Manual. Policies may be amended at any time by the faculty, who determine the date at which amended policies become effective.

Honor System

The students, faculty, and administration of the Murphy Deming College of Health Sciences join together in support of the HONOR CODE for the purposes of (a) providing an atmosphere of mutual trust, concern, and respect; (b) fostering honorable and ethical behavior; and c) cultivating lifelong professional conduct. To promote this purpose, matters regarding misconduct shall fall under the jurisdiction of the Honor Code (refer to MDCHS Student Handbook) while other aspects of a student’s graduate education will be covered by guidelines stated in this document as well as the MDCHS Student Handbook.

Copyright Policy

The college enforces all provisions of copyright law. Students are responsible to inform themselves of the law, particularly with respect to copying.

Research on Human Subjects

Federal, state, and college policies regarding research on human subjects apply to all research involving MBC students, faculty, or staff as researchers or as subjects, including research undertaken in the health sciences programs.

Grading, Student Standing, and Academic Probation

The health sciences graduate programs are all full-time programs. Students will not be permitted to reduce the

course load in a semester as the professional programs are sequential and require the student to complete them in a specific period of time. Any special circumstances related to course work for students will be addressed on a case-by-case basis with the Learning Skills Center professional, the program director, and the faculty.

The following grading scale will be used by all programs in the Murphy Deming College of Health Sciences:

90–100%	A	4.0 points per semester hour
80–89%	B	3.0 points per semester hour
70–79%	C	2.0 points per semester hour
60–69%	D ₍₁₎	
<60%	F ₍₁₎	0.0
	I	Incomplete (used for extenuating circumstances)
	IP	In progress
	P ₍₂₎	Passing (used in Pass/Fail Grading Status)
	W	Withdraw

⁽¹⁾ Does not count toward graduate degree requirement, does count on grade point average.

⁽¹⁾ Does not count toward graduate degree requirement; does count on grade point average.

⁽²⁾ Does count toward graduate degree: does not count on grade point average.

Graduate courses will be taken in semesters and assigned appropriate credit hours for contact time for lecture, lab, and clinical activities as appropriate. A course may be offered as a Pass/Fail grading option; however, students may not choose to take a regular, graded course for Pass/Fail.

All graduate courses in the College must be passed with a grade of “C” or better. A student receiving a grade of “D” or “F” in any course will be dismissed from the program in which they are enrolled. Students must maintain an overall GPA of 3.0 or better to continue in the program and graduate. Students falling below a GPA of 3.0 in any given semester will be placed on academic probation. A student may remain on academic probation for one additional semester in order to reach a 3.0 overall GPA. If the 3.0 GPA is not met at that time the student will be dismissed from the program.

A student on probation at the completion of the first spring semester academic year may be permitted to proceed to Clinical Education 1 or Field Work 1 if the student has completed all course work with no grade lower than a “C,” has successfully passed all practical examinations, and has demonstrated appropriate

professional behaviors in class and clinical settings. Faculty will meet to discuss the student’s performance and determine the student’s readiness to proceed to the full time clinical experience.

If the student is permitted to proceed to Clinical Education 1 and successfully completes it, the student will then have one full-time semester (9 credit hours or more) in which to improve their GPA to a 3.0 or better.

Students must be at a 3.0 GPA or better at the completion of the second spring academic semester in order to proceed to Clinical Education 2 or Fieldwork 2. Students must also be at a 3.0 or better in order to proceed to the terminal clinical internship experiences for the third year, and must maintain the 3.0 GPA in order to graduate.

Students must be at a 3.0 GPA or better to proceed to the terminal clinical internship experiences and must maintain the 3.0 GPA in order to graduate.

Students on academic probation should meet with their faculty advisor and course instructors on a regular basis to facilitate their academic improvement.

Students on academic probation are not eligible for academic and programmatic merit awards.

Incompletes

A grade of “I” (for incomplete) may be given at the end of a course if, for reasons beyond the student’s control, the student is unable to complete the work. An incomplete is given upon the recommendation of the course instructor and the approval of the program director and Vice President for Health Sciences. In order to receive an “I” students must have achieved a passing grade to date in the class. Work must be completed by the end of the next semester and the student cannot matriculate to the next phase of professional study until the incomplete has been resolved successfully resulting in the assigning of a passing grade for the course. If the work is not completed within the time specified when the incomplete was granted, or within the explicitly authorized extended time, a permanent “I” grade will be recorded and the course will need to be repeated.

In Progress (IP)

An in progress grade can be given for practicum courses only. The IP is used in the event there is a delay in completing the clinical assignment (not attributable to the student) by the time grades are due.

In the event that a student does not successfully complete the doctoral project or practicum in time for graduation, the student must enroll in a “Continuing Credit” course (PTH/OTH 723:1–3 credits) for the next semester in order to complete the program.

Program Matriculation and Completion

At the end of each semester faculty review the academic performance of all students. In order to matriculate to the next semester students must successfully complete all courses in a particular semester with a grade of “C” or better and maintain a 3.0 GPA. All practical testing during that semester must be passed. The student must demonstrate appropriate professional behaviors as expected in all courses. The student will be permitted to progress to the second professional year and beyond only if all course work and full-time clinical experiences have been successfully completed. Comprehensive examinations will be completed at the end of the second professional year for some graduate programs. These must be successfully completed before matriculation to the full-time terminal clinical internship experiences in the final professional year. Successful completion and meeting of entry-level competencies is required in the full-time terminal clinical internship experiences in order to graduate as scheduled. If a student fails a clinical internship experience he/she may be offered the opportunity to repeat the clinical internship. *These specific procedures are further outlined in the Clinical Education Manual which students will receive and review prior to clinical placement.*

Academic Resolutions and Appeals

Academic Action Policy

The College recognizes the need for students to voice grievances and to seek resolution to problems, disagreements with faculty/administrators, or interpretations of institutional policy. The College also recognizes the responsibility of the student to express their concerns in a professional and ethical manner. Concerns may involve course grades, promotion, behavioral issues or issues related to accreditation standards and procedures.

A student may only appeal a final grade or program dismissal if he/she can show the grade or program dismissal was assigned arbitrarily or impermissibly. A student who wishes to appeal a grade on a particular assignment or exam can do so if it affects their final assigned grade or dismissal from a program. A final grade or program dismissal is deemed to have been assigned arbitrarily or impermissibly if, by a preponderance of the evidence, a student establishes that:

1. The final grade or dismissal was impermissible based in whole or in part upon the student’s race, color, religion, national origin, age, sex, disability, sexual orientation, or for some other arbitrary or personal reason unrelated to the instructor’s reasonable exercise of his or her professional academic judgment in the evaluation of the academic performance of the student; or
2. The final grade or program dismissal was assigned in a manner not consistent with the standards and procedures for evaluation established by the instructor, the program, or the College in the MDCHS Student Handbook, in the course syllabus, or during the class/program in written or oral communications directed to the class/program as a whole; or
3. The final grade or program dismissal was the result of a clear and material mistake in calculating or recording grades or other evaluation.
4. Individual elements (e.g., assignments, tests, activities, projects) which contribute to a final grade are generally NOT subject to appeal or subsequent review during a final grade appeals procedure. However, individual elements may be appealed under these procedures providing all of the following conditions are met:
 - a) The student presents compelling evidence that one or more individual elements were graded on arbitrary or impermissible grounds;
 - b) Grounds can be established for determining a professionally sound grade for the appealed element(s); and
 - c) The ensuing grade for each appealed element would have resulted in a different course grade than that assigned by the faculty member.

If dismissal from MDCHS is a result of grades, the student may appeal the grade causing the dismissal. If the appeal is unsuccessful, the dismissal stands; the student cannot appeal the dismissal as well as the grade because dismissal is based upon the grades. If the appeal is successful, the dismissal will be rescinded. If a student is appealing dismissal from a program, or a final assigned grade that results in dismissal, the student shall be allowed to continue taking courses until the appeal is resolved (with the approval of the program in which the classes are taken), with the exception of clinical placements or internships, or when the students’ continued participation is deemed by the program director or department head to be harmful or disruptive to other students and/or the program. If the appeal is unsuccessful and the dismissal stands, the student will be removed from any classes in which he or she is registered and will be responsible for any tuition and fees accrued as a result of registration during the appeals process.

Final Grade Appeal Procedures

The following procedures detail the steps for appealing a final assigned grade (whether or not that grade results in dismissal from MDCHS). The student is encouraged to meet/talk with the instructor prior to filing a formal appeal. The student must demonstrate that the grade was impermissibly or arbitrarily assigned. That the student simply disagrees with the assigned grade does not constitute a basis for a review.

I. Appeal to Instructor

Within twenty (20) calendar days after the student receives notification of the academic action (grade) the student should submit a formal written appeal to the instructor. This appeal must include:

- A statement of the reason(s) why the student believes the grade was impermissibly or arbitrarily assigned (see Academic Action Appeal Policy).
- The resolution sought.
- All correspondence should include contact information.
- The instructor must respond to the student's request in writing as soon as possible (no later than ten working days after receiving the student's written appeal). This response should detail whether or not the instructor is approving or denying the appeal.

II. Appeal to Program Director

If the student is unable to resolve the grievance through the appeal to the instructor, the student should submit a written appeal to the program director within ten working days of receiving the instructor's written response (from Step I). Students appealing to the program director assume the burden of proof. Therefore, the appeal must include:

- A statement of the reason(s) the student believes the grade was impermissibly or arbitrarily assigned;
- The steps taken to resolve the disagreement over the assigned course grade; and
- The resolution sought.
- The appeal must be accompanied by evidence the student believes supports the conclusion that the grade was impermissibly or arbitrarily assigned. Evidence might include papers, tests, syllabi, or written documentation.

Within ten working days of receiving this appeal, the program director will attempt to resolve the appeal. If the program director is unable to resolve the appeal within ten working days, the program director will notify the student of the decision and copy the VPHS.

III. Appeal to the Academic Action Appeal Committee AAAC

If appealing to the AAAC the student should forward his/her initial Appeal to the Instructor and response from the instructor (from Step I), the subsequent Appeal to the program director, and the program director's written notification (from Step II) to the VPHS Office. Upon receipt of the appeal and aforementioned materials the Vice President will identify a faculty member (VPHS special designee) outside of the student's program or assistant or associate dean, to review the information, request further information from the student, the instructor, and/or the program director. If the VPHS designee concludes that the facts alleged by the student

does not constitute permissible grounds for appeal as set forth in this Academic Action Appeal Policy and Procedures, the VPHS special designee may, in consultation with the VPHS dismiss the review. The student will not be allowed any further appeal. If the VPHS special designee determines that the facts alleged in the student's written appeals could, if true, constitute a violation of the Academic Action Appeal Policy and Procedures, the VPHS special designee within ten working days of receiving all information, shall refer the case to the College's Academic Action Committee.

IV. College Academic Action Committee Review

The College Academic Action Committee (CAAC) will consist of 3 faculty members (who do not teach in the program from which the appeal originated) and 2 students who are in different graduate programs appointed by the VPHS. The VPHS special designee will serve as ex-officio (non-voting) chair of this committee. The purpose of the CAAC is to determine whether the facts support the student's contention that the grade was impermissibly or arbitrarily assigned, or there was material procedural deviation, as defined in the policy. It is not the function of the Committee to re-evaluate the student's work to determine whether the CAAC agrees with the professional judgment of the faculty member who assigned the grade.

The committee shall be convened no later than ten working days from the time the request was made to the VPHS office by the student. All relevant documents collected by the VPHS special designee will be shared with committee members. Additionally, the CAAC may request oral presentations from both parties. Other relevant parties may be questioned.

Neither the student nor the faculty member may be accompanied or represented in the hearing by legal counsel or other advisor. The CAAC may consider only such evidence as is offered by the parties and at the hearing(s) and need consider only the evidence offered that it considers fair and reliable. The burden of proof shall be on the student to satisfy the Committee that a preponderance of the evidence supports a conclusion that the grade was awarded arbitrarily or impermissibly as defined. All recommendations of the CAAC shall be made by a simple majority vote.

Within ten working days from the conclusion of its hearing(s) on the matter, the CAAC Chair will provide a written report to the VPHS. The Committee report must include the Committee's finding as to whether or not the grade assigned was awarded arbitrarily or impermissibly as defined in the policy. If such a determination is made, the CAAC shall recommend a course of action which could include recommending assignment of a specific grade to replace the one originally assigned or implementation of some process to re-evaluate the student's work

V. Review by the Vice President of Health Sciences

Within ten working days after receiving the CAAC's report, recommendations and other documentation assembled in the review, the VPHS will, in consultation with the faculty member and program director, determine a final course of action. S/he will then communicate the final action in writing to the student, faculty member, and program director within ten working days. No appeal is available beyond this review.

Addressing Unprofessional Behavior

Students are expected to demonstrate professional behavior at all times in the classroom, lab and clinical setting (refer to Appendix A in the MDCHS Student Handbook). Students are expected to treat all individuals (students, faculty, patient, clinicians, etc.) with respect at all times. Unprofessional behaviors in any setting will be brought to the student's attention by academic and clinical faculty. The student will be expected to correct any unprofessional behavior immediately upon receiving feedback about this behavior. Students that demonstrate a pattern of unprofessional behavior in any combination of settings will receive more formal counseling and behavior will be documented. That student may be dismissed if patterns of unacceptable professional behaviors persist despite counseling for improvement. The OT or PT student must understand and model the characteristics defined by their professions. The faculty expects that students comply with these professional behavior expectations at all times (i.e. classroom, laboratory, meetings with faculty, program sponsored service activities, and clinical settings). The faculty believes that prompt remediation of actions, attitudes, or characteristics that demonstrate a student's failure to comply with the expected professional behaviors is essential to facilitate successful completion of a program.

As such, potential action that may be taken if a student does not comply with the Professional Behavior as outlined in the MDCHS Student Handbook. Please note that, depending on the severity of the specific violation, the faculty may initiate remediation and sanction procedures at any of the four steps described below (skip verbal warning and initiate a written warning, etc.) In addition, all remediation and sanction procedures will be documented and discussed with the student. The student will be asked to sign this documentation following discussion with a faculty member or the program director. Their signature indicates the issue has been discussed with them, not that he/she agrees with the nature of the allegations. This documentation will become part of the student's permanent scholastic record within the program. As such, this information may be shared with potential employers if the student asks a faculty member to serve as a reference.
Remediation and Sanction Procedures:

1. **Verbal Warning** — to the student by the involved faculty member or advisor emphasizing the need to discontinue the behavior that is inconsistent with professional expectations. Documentation will note that a verbal warning has taken place and briefly describe the behavior violation. Verbal warnings will be discussed at the following faculty meeting.
2. **Written Warning** — from the program director to the student indicating the need to discontinue the behavior that is inconsistent with the expected professional behaviors. This letter will contain a detailed description of the nature of the unsatisfactory performance, parties who observed or were affected by the behavior, actions needed to correct the behavior, a timeline for correction, and actions to be taken if the problem is not corrected by the timeline expected, and notification that the student has a right to request a review of this action.
3. **Probation Period** — for the student during which time the faculty will assess the student's ability to demonstrate expected professional behaviors. Probation is a time-limited, remediation-oriented period that is closely supervised by the program director. Students placed on probation for professional behaviors will be notified in writing of the following:
 - a) The specific inappropriate behavior(s)
 - b) The recommendations for rectifying this/these behaviors
 - c) The time frame for probation during which the behavior(s) is expected to be corrected, and
 - d) The procedures to ascertain whether the behavior(s) has been rectified.

If the program director determines that there has not been sufficient improvement in the student's behavior to remove him/her from probation, then the director will discuss this with the faculty to determine possible courses of action. The director will communicate in writing to the student that the conditions for revoking probation have not been met. The notice will include the course of action determined by the faculty.

1. Dismissal from the Program for Behavior(s)

Inconsistent with the Expected Professional Behaviors: When the specific interventions do not result in the expected changes in behavior within the determined timeframe, or when a single violation of the expected professional behaviors is severe, the program director will discuss this with the VP of Health Sciences and involved faculty to determine if dismissal from the program is warranted. Dismissal will be invoked when in the faculty's collective judgment:

- a) Technical standards have been violated;

- b) Severe violations of the College and profession Code of Ethics have taken place;
- c) Imminent physical or psychological harm to a fellow student, patient, instructor, or other individual is a major factor; or
- d) A pattern of behavior inconsistent with the expected professional behaviors is documented regardless of the students' performance on written, oral, or practical assignments and courses.

If the student disagrees with the faculty's decision, he/she has the right to implement Grievance Procedures as described in the MDCHS Student Handbook.

Program Dismissal Appeal Procedures

The following procedures detail the steps for appealing a dismissal from a program for any reason other than final assigned grade(s), including failure to adhere to technical standards. Dismissal from the program based on bad grades may not be appealed. Program dismissals for any reason other than final assigned grades rest with the faculty of the program. The student is encouraged to meet/talk with the program director prior to filing a formal appeal. The student must demonstrate that dismissal was impermissibly or arbitrarily assigned. That the student simply disagrees with the dismissal does not constitute a basis for a review.

I. Appeal to Program Director

Within twenty calendar days after the student receives notification of the academic action (cause for program dismissal) the student should submit a formal written appeal to the program director. This appeal must include:

- A statement of the reason(s) why the student believes the dismissal was impermissibly or arbitrarily assigned (see Academic Action Appeal Policy)
- The resolution sought
- All correspondence should include contact information.
- The program director must respond to the student's request in writing as soon as possible (no later than ten working days after receiving the student's written appeal). This response should detail whether or not the program is approving or denying the appeal.

II. Appeal to the Vice President of Health Sciences (VPHS)

If the student is unable to resolve the grievance through the appeal to the program director, the student should submit a written appeal to the Vice President of Health Sciences within ten working days of receiving the program director's written response (from Step I). Students appealing to the VPHS assume the burden of proof. This is the last step in the appeal process. Therefore, the appeal must include:

- A statement of the reason(s) the student believes the dismissal was impermissibly or arbitrarily assigned along with any evidence to support the statement
- The steps taken to resolve the disagreement over the dismissal
- The resolution sought
- All correspondence should include contact information.

The VPHS must respond to the student's request in writing as soon as possible (no later than ten working days after receiving the student's written appeal). This response should detail whether or not the appeal is approved or denied. This is the last step in the appeal process.

Student Withdrawal

Voluntary Academic Withdrawal

A student who wishes to voluntarily withdraw from a program for financial, medical, or personal reasons should 1) talk with their faculty advisor, 2) talk to the program director, 3) provide a written letter to the program director stating his/her reasons for withdrawal, and 4) complete a Withdrawal Form, an exit interview, and an appointment with the Financial Aid and Business Offices. If a withdrawal is granted a refund is issued based on college policy less a \$75 administration fee. Students will not be charged for subsequent semesters.

Counseled Withdrawal

A student may request and be granted a counseled withdrawal from the college. If, in the judgment of the Vice President of Health Sciences, and the program director or designee, it is either in the student's best interest or the best interest of the college, a student will be granted a counseled withdrawal. A Withdrawal Form, an exit interview, and an appointment with the Financial Aid and Business Offices are required. If a withdrawal is granted a refund is issued based on college policy less a \$75 administration fee. Students will not be charged for subsequent semesters.

Disciplinary Withdrawal

Students may be required to withdraw from the College for disciplinary reasons, having been served a major penalty by the Honor Council or administration. Students who withdraw for disciplinary reasons receive a refund in accordance with college policy for the semester in which the penalty is determined, and subject to an administration fee of \$75.

Health Issues and Withdrawals or Leave of Absences

From time to time a student may develop a health-related problem that necessitates a medical leave of absence or withdrawal from the program and College. A student may be granted a medical leave of absence. If a student wishes to request a medical leave of absence he/she

should meet with the program director first. Then the student would be required to provide documentation from a physician or other relevant health professional regarding the need for a medical leave. This will be provided to the MDCHS Vice President's Office for evaluation by Health Services. To return to the program after a medical leave the student would be required to provide written documentation from a physician or other relevant health professional that he/she is mentally and/or physically able to return to classes. Because of the physical and mental nature of the health sciences programs the student will be required to have a completed "Participation Readiness Form," as this documentation ensures that the student can meet the physical and mental demands of the program in which he or she is enrolled. The student should work with the program director to address sequencing of course work and the appropriate returning date to allow for a smooth transition back into the program. (See Appendix B of MDCHS Student Handbook)

A student that withdraws from a program secondary to medical issues is welcome to reapply for admission through a regular admissions cycle at a later time.

Military Withdrawal

Military withdrawal is granted to students whose military reserve obligations may require a period of absence from the academic program when they are called to extended active duty. Readmission is guaranteed pending proof of compliance with the minimal technical standards and the Honor Code of Conduct. The student will need to meet with the specific program director and VPHS to determine appropriate curriculum to be completed in the remainder of the degree program.

Suspension

Suspension is defined as a temporary separation from the institution. The duration of the suspension will be determined by the VPHS. Students may be assigned independent studies during suspension to remain current; however, these independent studies do not replace course attendance or rotation requirements. If the terms set out under the suspension are not fulfilled and the period of the suspension is six months or greater, the student will be dismissed from MDCHS. The VPHS may grant an exception for extreme circumstances that are beyond the control of the student.

Doctor of Occupational Therapy (OTD)

Nathan "Ben" Herz, program director

Overview

The Doctor of Occupational Therapy (OTD) is a post-baccalaureate, entry-level professional doctoral degree that will prepare the student for work in any practice setting following graduation and licensure acquisition. The curriculum integrates the occupational therapy profession's foundational knowledge requirements, its basic theoretical tenets and perspectives, and a strong didactic and clinical education focus to support students in achieving competencies in screening, evaluation, fabrication, and delivery of evidence-based plans of care. The curriculum is deliberately intended to incorporate the contexts associated with occupational therapy service delivery and will have an emphasis on interprofessional education in class and lab settings. Interprofessional activities will extend to opportunities for service to the local and regional community.

The OTD student must successfully complete each didactic year prior to matriculation to the clinical education course that follows. The total length of the program will be 112 credit hours, 3.0 years (nine semesters) at the completion of the curricular process. The curriculum will include two, 12-week fieldwork experiences and one, 16-week Doctoral Experience. Students must successfully complete a practical examination at the completion of their second year in order to begin Fieldwork II practicum. They must also take and pass a written Department Exit Exam prior to matriculation to the final clinical experience (16 weeks). Successful completion of the terminal clinical practicum sequence and evidence of meeting the competencies for entry-level occupational therapy practice must be met in order to graduate.

Mission of the Occupational Therapy Program

The mission of the MDCHS OT department is to apply strong teaching and learning methodologies that will build upon each student's diverse background in preparing them to deliver compassionate practice through an interprofessional team, with strong leadership skills, and the highest ethical standards for evidenced based client centered care that will increase engagement in meaningful productive living.

Curriculum

Summer Semester, Year 1:

OTH 705 Introduction to Occupational Therapy

OTH 711 Teaching and Learning 1

OTH 700 Human Anatomy

Fall Semester, Year 1:

OTH 706 Foundations of Occupational Therapy
 OTH 701 Kinesiology
 OTH 712 Psychosocial Aspects of Care
 OTH 721 Research and Critical Inquiry
 OTH 726 Occupational Patterns in Life and Culture
 OTH 714 Managing OT Delivery Systems
 OTH 736 Clinical Fieldwork 1A (Introductory)

Spring Semester, Year 1:

OTH 704 Neuroanatomy
 OTH 727 OT Practice in Mental Health
 OTH 729 OT and Adult Populations 1
 OTH 703 Pathophysiology
 OTH 713 Topics in Health Care
 OTH 730 Clinical Seminar 1
 OTH 737 Clinical Fieldwork 1B (Mental Health)

Summer Semester, Year 2:

OTH 827 Physical Agent Modalities
 OTH 826 OT and Adult Populations 2 (UE conditions and OT Practice)
 OTH 832 Technology and Environmental Adaptation
 OTH 811 Teaching and Learning 2

Fall Semester, Year 2:

OTH 828 OT and Adult Populations 3
 OTH 813 Teaching and Learning 3
 OTH 812 Community Practicum (Fall or Spring)
 OTH 831 Contemporary Assessment and Intervention
 OTH 830 Clinical Seminar 2
 OTH 822 Doctoral Project 1
 OTH 842 Clinical Fieldwork 1C (Adult)

Spring Semester Year 2:

OTH 829 Pediatric Practice in Occupational Therapy
 OTH 814 Organization and Management of Practice
 OTH 815 Leadership, Policy, and Advocacy
 OTH 840 Clinical Seminar 3
 OTH 823 Doctoral Project 2
 OTH 812 Community Practicum (Fall or Spring)
 OTH 843 Clinical Fieldwork 1D (Pediatrics)

Summer Semester, Year 3:

OTH 845 Clinical Fieldwork 2A (12 weeks)
 OTH 921 Doctoral Project 3

Fall Semester, Year 3:

OTH 855 Clinical Fieldwork 2B (12 weeks)
 OTH 835 Professional Competency

Spring Semester, Year 3:

OTH 865 Doctoral Experience (16 weeks)
 OTH 922 Doctoral Project 4

TOTAL CREDITS = 112

Occupational Therapy (OTH) Course Descriptions

Contact the OT Program Office for specific syllabi

OTH 700 Human Anatomy (5 s.h.)

Lecture and Lab. This course provides in depth study and analysis of the regional and systemic organization of the human body through lecture and cadaver dissection. This course is cross listed with PTH 700 and is an interprofessional collaborative course.

OTH 701 Kinesiology (3 s.h.)

Lecture and Lab. This course will introduce the student to the kinematics and kinetics of human movement. Emphasis will be placed on understanding of regional functional anatomy and applying this information to movement. This course is cross listed with PTH 701 and is an interprofessional collaborative course.

OTH 703 Pathophysiology (2 s.h.)

This course will cover the pathological processes related to the immune system, and neoplasia in general. An overview of the most clinically significant diseases for the various body systems including a description of causes, epidemiology, pathophysiology, and clinical manifestations for the health care professional will be covered. This course is cross listed with PTH 703 and is an interprofessional collaborative course.

OTH 704 Neuroanatomy (4 s.h.)

The course includes the study of functional neuroanatomy and neuroscience to understand the basic structure and function of the nervous system with special emphasis on topics of greatest concern to occupational and physical therapists. This course is cross listed with PTH 704 and is an interprofessional collaborative course.

OTH 705 Introduction to Occupational Therapy (1 s.h.)

This course will allow students to gain a foundational knowledge and skills of occupation related to the history of the profession, current health care trends, and the various setting for OT practice.

OTH 706 Foundations of Occupational Therapy (3 s.h.)

In this course the student will examine the critical reasoning behind the service provision for clients with whom they work. Developing OT critical reasoning includes: screening and identification of problems to support students in referral, assessment, goal setting, intervention planning, reassessment, discontinuation for client, and family-centered care. Included will be applications of theory in various settings in order to utilize evidenced-based practice.

OTH 711 Teaching and Learning 1 (1 s.h.)

The course provides an understanding of teaching and learning theories with application to clinical practice for occupational and physical therapy. This course is cross listed with PTH 711 and is an interprofessional collaborative course.

OTH 712 Psychosocial Aspects of Care (3 s.h.)

This course will introduce the students to various psychosocial considerations important to working with patients and clients successfully. This course is cross listed with PTH 712 and is an interprofessional collaborative course.

OTH 713 Topics in Health Care (2 s.h.)

This course will provide the student an overview of key topics in health care that are important for health professionals to understand. Topics will include an introduction to health care systems organization, health care financing, Medicare, Medicaid, and managed care. This course is cross listed with PTH 713 and is an interprofessional collaborative course.

OTH 714 Managing OT Delivery Systems (2 s.h.)

The course will provide a general examination of the delivery systems associated with rehabilitation and focus on specific environments and structures.

OTH 721 Research and Critical Inquiry (2 s.h.)

This course covers concepts and principles of the research process including question, theory, and hypothesis development, research design and methodology, and statistical reasoning and analysis. Critical review of professional literature and determination of the relevance and applicability of research findings to specific patient problems are introduced with the goal of promoting evidence-based practice in health care. This course is cross listed with PTH 721 and is an interprofessional collaborative course.

OTH 722 Special Topics (variable s.h.)

Exploration of current special topics in occupational therapy examination and intervention.

OTH 723 Continuing Registration for Final Project (1 s.h.)

Non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.

OTH 724 Independent Study (variable s.h.)

Independent study in interdisciplinary or discipline specific issues and/or clinical practice with goals, methods, and expected outcomes negotiated in advance with an individual faculty member.

OTH 726 Occupational Patterns in Life and Culture (3 s.h.)

Lecture and Lab. This course analyzes developmental theories and occupations across the lifespan (from birth to death). Emphasis is placed on the analysis and synthesis of interrelationships of occupation and development as well as specific physical decline with age. The influence of cultural diversity and the environment across the lifespan are also analyzed.

OTH 727 OT Practice in Mental Health (3 s.h.)

Lecture and Lab. In this course students will utilize critical reasoning and selected theories, evaluation, and intervention approaches for mental health practice. Principles of health promotion, occupationally-based intervention models, and the application of selected individual and/or group programming within specific health and community based settings will be reviewed.

OTH 729 OT and Adult Populations 1 (3 s.h.)

Lecture and Lab. In this course students will understand, analyze, and implement integration of motor control and motor learning approaches related to occupational therapy interventions including the analysis of posture, balance, quality of movement, and the impact on occupational performance. Current evidence is used to update the knowledge of selected methodologies for assessment and intervention related to movement analysis, health and wellness principles, and specific impairments related to adult health conditions (including older adults).

OTH 730 Clinical Seminar 1 (1 s.h.)

This is the first course in a sequence that utilizes a case-based learning model to integrate clinical management of common patient diagnoses across the professional disciplines of physical therapy and occupational therapy. This course is cross listed with PTH 730 and is an interprofessional collaborative course.

OTH 736 Clinical Fieldwork 1A (Introductory) (1 s.h.)

In this course the student will apply the knowledge and skills learned in the first two semesters of graduate OT coursework. Various practice settings are utilized to expose the student to the role of an OT as an interdisciplinary team member, the uses of OT theory and frames of references, as well as the role of the OTA and other disciplines. This course is offered on a pass/fail basis.

OTH 737 Clinical Fieldwork 1B (Mental Health) (1 s.h.)

The course will address the OT role in the mental health care setting to include but not be limited to acute psychiatry, community based mental health, hospital, or Geri-psych facilities. This course is offered on a pass/fail basis.

OTH 811 Teaching and Learning 2 (1 s.h.)

The course provides an understanding of teaching and learning theories with application to clinical practice for occupational and physical therapy students. Students will examine the means by which one successfully implements teaching and evaluates learning in a clinical setting. This course is cross listed with PTH 811 and is an interprofessional collaborative course.

OTH 812 Community Practicum (2 s.h.)

Lecture and Lab. Occupational therapy and physical therapy students, working in teams with local community agencies, will develop a requested service project that is health related. An interprofessional collaborative course.

OTH 813 Teaching and Learning 3 (2 s.h.)

In this course students will formulate appropriate learning goals then plan learning activities to engage students in ways that will achieve those goals. Each student will be responsible for teaching a specific subject area associated with Occupational Therapy practice and will have the opportunity to be evaluated and receive feedback on their efforts.

OTH 814 Organization and Management of Practice (3 s.h.)

This course includes an application of administrative and professional leadership processes, standards of practice, competencies, needs assessments, program development, outcome management, reimbursement, ethics, policy, and trends in OT practice.

OTH 815 Leadership, Policy, and Advocacy (2 s.h.)

In this course students will review the literature regarding leadership and examine their own leadership style. Federal and state legislation will also be critically analyzed and discussed relevant to its impact on those in the rehabilitation professions and on the clients they serve. Students will be exposed to advocacy activities that will provide them with opportunities to gain knowledge of specific societal needs.

OTH 822 Doctoral Project 1 (2 s.h.)

This course is the first in a sequence that leads to the completion of a culminating project for the OTD curriculum. The course will include review of content from Research and Critical Inquiry with a focus on formulating an appropriate research or project question. This course is cross listed with PTH 822 and is an interprofessional collaborative course.

OTH 823 Doctoral Project 2 (2 s.h.)

This course is the second in a sequence that leads to the completion of a culminating project for the OTD curriculum. Students will select an area of concentration from clinical practice, research, education, service, or

advocacy. The student will work with a faculty advisor to develop, plan, and implement a project that will be presented at the completion of the third year prior to graduation. This course is cross listed with PTH 823 and is an interprofessional collaborative course.

OTH 826 OT and Adult Populations 2 (UE conditions and OT Practice) (3 s.h.)

Lecture and Lab. The course will introduce the area of upper extremity function and dysfunction. The course will examine musculoskeletal disorders to include fractures, nerve compressions, and injuries to the shoulder, wrist, and hand. The use of appropriate assessments and interventions for impairments, illnesses, or injuries related to adult health conditions (including older adults) are addressed.

OTH 827 Physical Agent Modalities (2 s.h.)

Lecture and Lab. In this course the student will understand the use of physical agent modalities as an intervention and adjunctive therapy. Assessment (implications/contra-indications), implementation, and discontinuance of specific modalities will be addressed.

OTH 828 OT and Adult Populations 3 (3 s.h.)

Lecture and Lab. This course will address occupationally-based theories and evidenced-based approaches for the selection and application of family and client-centered care for adult populations. Focus would include but not be limited to spinal cord injuries, traumatic brain injuries, cerebral vascular accidents, and degenerative disease processes.

OTH 829 Pediatric Practice in Occupational Therapy (4 s.h.)

Lecture and Lab. This course will address the selection and application of appropriate assessments and interventions for the pediatric client population. Emphasis will be on analyzing atypical development, understanding the various roles of the occupational therapist with this population and specific pediatric approaches. Techniques for collaboration and advocacy within interdisciplinary teams will be discussed.

OTH 830 Clinical Seminar 2 (1 s.h.)

This is the second in a sequence of courses that utilizes a case-based learning model to integrate clinical management of common patient diagnoses across the professional disciplines of physical therapy and occupational therapy. The focus will be on interprofessional understanding and collaboration in a patient-centered health care delivery model. This course is cross listed with PTH 830 and is an interprofessional collaborative course.

OTH 831 Contemporary Assessment and Intervention (3 s.h.)

Lecture and Lab. In this course students will examine specific assessment and interventions associated with contemporary needs such as low vision, driving, obesity, ergonomics, tele-health, assisted living, building and construction design, and aging in place.

OTH 832 Technology and Environmental Adaptation (3 s.h.)

Lecture and Lab. The course guides the student through the design, development, modifications, compensation, and adaptations of personal needs and the environment, as it relates to occupational roles and context.

OTH 835 Professional Competency (1 s.h.)

This course is a self-paced application of program learning in preparation for the Department Exit Exam (DEE) and the National Board for Certification in Occupational Therapy (NBCOT). The course uses critical analyses of professional entry competencies for the occupational therapist including certification, licensure, and professional development responsibilities. A programmatic review and professional self-assessment are conducted.

OTH 840 Clinical Seminar 3 (1 s.h.)

This course is the third and final in a sequence of courses that utilize a case-based learning model to integrate clinical management of common patient diagnoses across the professional disciplines of physical therapy and occupational therapy. Cases in this course will focus on complex medical management. This course is cross listed with PTH 840 and is an interprofessional collaborative course.

OTH 842 Clinical Fieldwork 1C (Adult) (1 s.h.)

Students will be placed in physical disabilities setting (adult and geriatrics) to include but not be limited to: long-term care, acute, out-patient, and in-patient rehabilitation. Level I experiences are designed to integrate fieldwork seminars with clinical experiences in order to strengthen the ties between didactic and practical instruction. This course is offered on a pass/fail basis.

OTH 843 Clinical Fieldwork 1D (Pediatrics) (1 s.h.)

Students will be placed in a pediatric setting, to include but not be limited to: out-patient, schools, and children's medical centers (acute or rehabilitation). All Level I experiences are designed to provide fieldwork seminars and experiences to strengthen the ties between the didactic and fieldwork education. This course is offered on a pass/fail basis.

OTH 845 Clinical Fieldwork 2A (12 weeks) (10 s.h.)

This course is an intensive practicum to address the development of competent, entry-level, generalist knowledge and skills related to OT service provision. This fieldwork experience will focus on the application of purposeful and meaningful occupation and may include research, administration, and management of occupational services. This course is offered on a pass/fail basis.

OTH 855 Clinical Fieldwork 2B (12 weeks) (10 s.h.)

This course is an intensive practicum to address the development of competent, entry-level, generalist knowledge and skills related to OT service provision. This fieldwork experience will focus on the application of purposeful and meaningful occupation and may include research, administration, and management of occupational services. This course is offered on a pass/fail basis.

OTH 865 Doctoral Experience (16 weeks) (13 s.h.)

This is the culminating practical experience in the Doctor of Occupational Therapy Program. This experiential placement will be made consistent with the interest of the student, under the guidance of an external mentor and faculty advisor. The experience creates and enhances the student's professional skills and abilities allowing them to acquire advance knowledge in one or more areas of the profession. Examples are: legislation and policy, clinical practice, advocacy, leadership, research, program development, administration, education, or theory development. This course is offered on a pass/fail basis.

OTH 921 Doctoral Project 3 (1 s.h.)

This course is the third in a sequence that leads to the completion of a culminating project in the OTD curriculum. The focus of this course is to prepare to implement the proposed project/research. This course is cross listed with PTH 921 and is an interprofessional collaborative course.

OTH 922 Doctoral Project 4 (1 s.h.)

This is the final course in a sequence that leads to the completion of a culminating project for the OTD curriculum. The student will present the final project via a poster or platform exhibition during Doctoral Project Week prior to graduation. This course is cross listed with PTH 922 and is an interprofessional collaborative course.

Doctor of Physical Therapy (DPT)

Lisa D. Shoaf, program director, V. Kai Kennedy, director of clinical education, Keith Bishop, faculty

Overview

The doctor of physical therapy (DPT) program will prepare the student as an entry-level physical therapist who can work in any practice setting upon graduation and licensure. The DPT program will focus on developing the important skills of critical thinking, and application of evidence-based practice, for optimizing patient outcomes within the context of compassionate care delivery. Murphy Deming College of Health Sciences will have an emphasis on interprofessional education. Students from various health professions will work collaboratively in class and lab settings. Interprofessional activities will also extend to opportunities for service to local and regional communities.

The DPT is a post baccalaureate entry-level professional doctoral degree. Applicants must have completed a bachelor's degree prior to matriculation into the program. Students will be required to complete a full-time curriculum over slightly more than three years (nine semesters). The DPT student must successfully complete each didactic year prior to matriculation to the clinical education course that follows. Students will complete two shorter full-time clinical experiences during the program at the completion of the first and second years of didactic course work to help integrate course content into the clinical setting. Two longer clinical experiences of 14 and 16 weeks will be completed during the final year of the program leading to achievement of entry-level practice skills. Students will complete clinical experiences in outpatient orthopedics and in a setting treating medically ill and complex patients. There will be opportunities for specialty rotations such as pediatrics, sports medicine, manual therapy practice, neuro rehab, and aquatics. Successful completion of the terminal clinical practicum sequence and evidence of meeting the competencies for entry-level physical therapy practice must be met in order to graduate.

Mission of the Physical Therapy Program

The mission of the doctor of physical therapy program is to prepare individuals to be compassionate and ethical entry-level physical therapists that utilize critical thinking skills and evidence-based knowledge for decision making, and demonstrate strong interprofessional collaboration for patient-centered care that enhances function and decreases the influence of illness on society. Graduates will be lifelong learners that utilize contemporary practice models in a variety of practice settings across the lifespan.

In realizing its mission, the doctor of physical therapy program at Murphy Deming College of Health Sciences

is committed to serving the Commonwealth of Virginia, the nation, and beyond by:

- Preparing health professionals who demonstrate the ability to respond effectively to an ever-changing global environment;
- Conducting engaged scholarship through exploration and discovery of knowledge meaningful to teaching and health;
- Providing a dynamic and student-centered teaching and learning environment that fosters interprofessional collaboration and the development of compassionate and ethical health professionals; and
- Striving for excellence among students and faculty through community service, life-long learning, advocacy, and leadership with a focus on enhancing the well-being of the individual.

Curriculum

Summer Semester, Term II, Year 1:

PTH 700 Human Anatomy
PTH 714 Professional Issues 1
PTH 711 Principles of Teaching and Learning 1

Fall Semester, Year 1:

PTH 706 Foundations of Clinical Exercise 1
PTH 701 Kinesiology
PTH 712 Psychosocial Aspects of Care
PTH 705 Foundations of PT Practice
PTH 702 Cellular Systems Physiology
PTH 721 Research and Critical Inquiry

Spring Semester, Year 1:

PTH 707 Biomechanics
PTH 703 Pathophysiology
PTH 713 Topics in Health Care
PTH 726 Musculoskeletal Management 1
PTH 727 Therapeutic Agents
PTH 704 Neuroanatomy
PTH 730 Clinical Seminar 1

Summer Semester, Term I, Year 1:

PTH 740 Clinical Education 1

Summer Semester, Term II, Year 2:

PTH 826 Musculoskeletal Management 2
PTH 801 Pharmacology
PTH 802 Clinical Imaging
PTH 811 Principles of Teaching and Learning 2

Fall Semester, Year 2:

PTH 827 Musculoskeletal Management 3
PTH 813 Professional Issues 2
PTH 828 Neuromuscular Management 1 — Adult
PTH 803 Foundations of Clinical Exercise 2
PTH 822 Doctoral Project 1
PTH 812 Community Practicum (Fall or Spring 2nd Year)

PTH 830 Clinical Seminar 2

Spring Semester, Year 2:

PTH 829 Neuromuscular Management 2 — Pediatrics
PTH 831 Cardiovascular and Pulmonary Management
PTH 832 Integumentary Management
PTH 823 Doctoral Project 2
PTH 833 Health Promotion and Wellness
PTH 840 Clinical Seminar 3

Summer Semester, Term I, Year 2:

PTH 845 Clinical Education 2

Summer Semester, Term II, Year 3:

PTH 814 Administration and Organization of Practice Settings
PTH 834 Specialty Practice Management
PTH 815 Professional Issues 3
PTH 835 Comprehensive Outcomes

Fall Semester, Year 3:

PTH 855 Clinical Education 3
PTH 921 Doctoral Project 3

Spring Semester, Year 3:

PTH 865 Clinical Education 4
PTH 922 Doctoral Project 4

TOTAL HOURS = 122

Physical Therapy (PTH) Course Descriptions

Contact the PT Program Office for specific syllabi

PTH 700 Human Anatomy (5 s.h.)

This course provides in-depth study and analysis of the regional and systemic organization of the human body through lecture and cadaver dissection. This course is cross listed with OTH 700 and is an interprofessional collaborative course.

PTH 701 Kinesiology (3 s.h.)

Lecture and lab. This course will introduce the student to the kinematics and kinetics of human movement. Emphasis will be placed on understanding of regional functional anatomy and applying this information to analysis of movement. This course is cross listed with OTH 701 and is an interprofessional collaborative course.

PTH 702 Cellular Systems Physiology (3 s.h.)

This course is designed to present the important features of histology and embryology for cell and system function in the human, providing the foundation to study pathophysiological changes in cells and systems that lead to dysfunction from development to aging.

PTH 703 Pathophysiology (2 s.h.)

This course will cover the pathological processes related to the immune system, and neoplasia in general. An overview of the most clinically significant diseases for the various body systems including a description of causes, epidemiology, pathophysiology, and clinical manifestations for the health care professional will be covered. This course is cross listed with OTH 703 and is an interprofessional collaborative course.

PTH 704 Neuroanatomy (4 s.h.)

The course includes the study of functional neuroanatomy and neuroscience to understand the basic structure and function of the nervous system with special emphasis on topics of greatest concern to occupational and physical therapists. This course is cross listed with OTH 704 and is an interprofessional collaborative course.

PTH 705 Foundations of PT Practice (3 s.h.)

Lecture and lab. This course introduces the student to the foundations of practice that will build in other courses specific to a practice area. The student will be introduced to the clinical reasoning models that will be used throughout the program, as well as an introduction to the Guide to PT Practice. The basics of a systems screening will be introduced as well as beginning practice skills.

PTH 706 Foundations of Clinical Exercise 1 (3 s.h.)

Lecture and Lab. This course reviews key principles of exercise physiology as it pertains to various parameters of exercise. The student will examine physiological responses of apparently healthy individuals, as well as those individuals with disease and special needs with a focus on musculoskeletal and neuromuscular issues across the lifespan. This course will serve as a foundation for designing appropriate exercise programs for individuals with musculoskeletal issues and/or neuromuscular issues.

PTH 707 Biomechanics (3 s.h.)

Lecture and Lab. This course will continue to build on course content from Kinesiology further developing knowledge and understanding related to selected biomechanical factors influencing normal and pathological human form and movement including posture and gait analysis.

PTH 711 Principles of Teaching and Learning 1 (1 s.h.)

The course provides an understanding of teaching and learning theories with application to clinical practice for occupational and physical therapy. This course is cross listed with OTH 711 and is an interprofessional collaborative course.

PTH 712 Psychosocial Aspects of Care (3 s.h.)

This course will introduce students to various psychosocial considerations important to working with patients and clients successfully including ethics, cultural considerations, and communication. This course is cross listed with OTH 712 and is an interprofessional collaborative course.

PTH 713 Topics in Health Care (2 s.h.)

This course will provide the student an overview of key topics in health care that are important for health professionals to understand. Topics will include an introduction to health care systems organization, health care financing, Medicare, Medicaid, managed care, and future trends in health care. This course is cross listed with PTH 713 and is an interprofessional collaborative course.

PTH 714 Professional Issues 1 (1 s.h.)

This course introduces the student to the profession of physical therapy including the history, the professional organizations, and current and future practice trends. Students are also introduced to professional behaviors and expectations, including interprofessional expectations that will be applied throughout the program.

PTH 721 Research and Critical Inquiry (2 s.h.)

This course covers concepts and principles of the research process including question, theory and hypothesis development, research design and methodology, and statistical reasoning and analysis. Critical review of professional literature and determination of the relevance and applicability of research findings to specific patient problems is introduced with the goal of promoting evidence-based practice in health care. This course is cross listed with OTH 721 and is an interprofessional collaborative course.

PTH 722 Special Topics (variable s.h.)

Exploration of current special topics in physical therapy examination and intervention.

PTH 723 Continuing Registration for Final Project (1 s.h.)

Non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.

PTH 724 Independent Study (variable s.h.)

Independent study in interdisciplinary or discipline specific issues and/or clinical practice with goals, methods, and expected outcomes negotiated in advance with an individual faculty member.

PTH 726 Musculoskeletal Management 1 (4 s.h.)

Lecture and Lab. This course is the first in a sequence that provides content on examination and treatment of musculoskeletal conditions in physical therapy. Musculoskeletal injuries and conditions from acute to post-rehabilitation across the lifespan will be discussed. The course will be a regional focus that includes lumbo-sacral and lower quarter examination and treatment.

PTH 727 Therapeutic Agents (3 s.h.)

Lecture and Lab. The course examines the theoretical bases for and therapeutic application of thermal, mechanical, and electrical agents and emphasizes the physical and physiological effects, indications, and contraindications for electrical current, diathermy, superficial heat and cold, massage, ultraviolet, traction, ultrasound, laser, and compression therapy.

PTH 730 Clinical Seminar 1 (1 s.h.)

This is the first course in a sequence that utilizes a case-based learning model to integrate clinical management of common patient diagnoses across the professional disciplines of physical therapy, and occupational therapy. This course is cross listed with OTH 730 and is an interprofessional collaborative course.

PTH 740 Clinical Education 1 (3 s.h.)

This four week, full-time clinical learning experience is designed to allow students the opportunity to integrate knowledge acquired during the first year of professional coursework and to apply it in practical physical therapy environments. Students will develop beginning to intermediate skills in physical therapy evaluation and treatment. Students will also develop interpersonal skills necessary to interact with patients, colleagues, and community members. Additionally, students may be exposed to various aspects of the role physical therapy in comprehensive health care delivery and in a current health care environment. This course is offered only on a pass/fail basis.

PTH 801 Pharmacology (2 s.h.)

This course covers the basic principles of Pharmacodynamics and Pharmacokinetics, as well as common adverse drug reactions of medications. The students will be exposed to key categories of medications including autonomic, cardiovascular, pain and inflammatory, endocrine, neurological, anti-infective and anti-cancer, as well as key special topics. The focus will be on understanding how these medications impact medical and rehabilitation management of the patient.

PTH 802 Clinical Imaging (1 s.h.)

This course provides an introduction to principles of imaging for the health professional including radiography, CT scans, magnetic resonance imaging, and special studies and arthrography. How findings related to

imaging impact clinical decision making for patient/client management will be discussed via case studies.

PTH 803 Foundations of Clinical Exercise 2 (3 s.h.)

Lecture and Lab. This course is a continuation of Foundations of Clinical Exercise 1. This course will serve as a foundation for designing appropriate exercise programs for individuals with cardiopulmonary and neuromuscular issues. Elements of exercise testing and specific prescription will be addressed with focus on the role of the physical therapist in primary, secondary, and tertiary prevention and their role in exercise testing and prescription. Foundational knowledge on nutrition as it relates to exercise will also be included in this course.

PTH 811 Principles of Teaching and Learning 2 (1 s.h.)

The course provides an understanding of teaching and learning theories with application to clinical practice for occupational and physical therapy students. Students will examine the means by which to successfully implement teaching and evaluate learning in a clinical setting. This course is cross listed with OTH 811 and is an interprofessional collaborative course.

PTH 812 Community Practicum (Fall or Spring 2nd Year) (1 s.h.)

Lecture and lab. Occupational therapy and physical therapy students, working in teams with local community agencies will develop a requested service project that is health related. This course is cross listed with OTH 812 and is an interprofessional collaborative course.

PTH 813 Professional Issues 2 (1 s.h.)

This course builds on Professional Issues 1 with the student exploring in more depth issues related to professional socialization including conflict management and negotiation, practice and reimbursement issues, use of substitutes, further integration of ethical decision making, and classroom teaching principles.

PTH 814 Administration and Organization of Practice Settings (2 s.h.)

This course provides students with a basic understanding of operational issues related to health care practice in a variety of settings. Topics include leadership and supervision, operational and business success measures, reimbursement, quality assurance, performance improvement, utilization review, risk management, documentation and marketing.

PTH 815 Professional Issues 3 (1 s.h.)

This course is the final course in the sequence for professional socialization and development. The focus of this course is to provide the student with content related to important state and national issues for the profession and understanding about the governance structure of the profession. The student will prepare for employment

with preparation of a resume, cover letter, interview skills, a professional development plan, and exploration of advanced practice opportunities upon graduation.

PTH 822 Doctoral Project 1 (2 s.h.)

This course is the first in a sequence that leads to the completion of a culminating project for the OTD and DPT curricula. The course will include review of content from Research and Critical Inquiry with a focus on formulating an appropriate research or project question. This course is cross listed with OTH 822 and is an interprofessional collaborative course.

PTH 823 Doctoral Project 2 (1 s.h.)

This course is the second in a sequence that leads to the completion of a culminating project for the OTD and DPT curricula. Students will select an area of concentration from clinical practice, research, education, service, or advocacy. The student will work with a faculty advisor to develop, plan, and implement a project that will be presented at the completion of the 3rd year prior to graduation. This course is cross listed with OTH 823 and is an interprofessional collaborative course.

PTH 826 Musculoskeletal Management 2 (4 s.h.)

Lecture and lab. This course continues from Musculoskeletal Management 1 with content for examination and treatment of musculoskeletal conditions in physical therapy. Content will be provided on injuries and conditions from acute to post-rehabilitation across the lifespan. This course will have a regional focus that includes cervical and thoracic spine, TMJ, and upper quarter examination and treatment.

PTH 827 Musculoskeletal Management 3 (4 s.h.)

Lecture and lab. This course continues from Musculoskeletal Management 2 with content for examination and treatment of musculoskeletal conditions in physical therapy. Content will be provided on injuries and conditions from acute to post-rehabilitation across the lifespan with a focus on advancing clinical decision making for complex cases, occupational health and work hardening, fabrication and utilization of special equipment, and advanced manual therapy.

PTH 828 Neuromuscular Management 1 – Adult (5 s.h.)

Lecture and lab. This course will provide the student with didactic information about the principles of motor learning and motor control that guide the examination, evaluation, and treatment of adults with neurologic dysfunction with focus on stroke, brain injury, spinal cord injury, balance dysfunction, and vestibular deficits.

PTH 829 Neuromuscular Management 2 - Pediatrics (4 s.h.)

Lecture and lab. This course is the second in a neuromuscular sequence with a focus on pediatrics. It covers normal motor, psychosocial, neurological, and musculoskeletal development birth through adolescence, models of neurologic dysfunction in pediatrics, principles of examination and evaluation in pediatrics, commonly seen diagnoses, and treatment planning for a pediatric population.

PTH 830 Clinical Seminar 2 (1 s.h.)

This is the second in a sequence of courses that utilizes a case-based learning model to integrate clinical management of common patient diagnoses across the professional disciplines of physical therapy and occupational therapy. The focus will be on interprofessional understanding and collaboration in a patient-centered health care delivery model. This course is cross listed with OTH 830 and is an interprofessional collaborative course.

PTH 831 Cardiovascular and Pulmonary Management (4 s.h.)

Lecture and lab. This course includes essential principles and procedures related to cardiovascular and pulmonary physical therapy. The content should enable the student to evaluate and treat cardiovascular and pulmonary problems, including complex cases, in inpatient and outpatient PT practice.

PTH 832 Integumentary Management (4 s.h.)

Lecture and lab. This course prepares the student to evaluate and treat the patient with integumentary conditions or injuries. Content includes conditions that lead to amputation, limb care and prosthetics, burn management, and fabrication of orthotic devices.

PTH 833 Health Promotion and Wellness (2 s.h.)

The course will focus on the basics of health promotion and wellness and the role of the physical therapist in individual wellness assessment, health and wellness for specific physical conditions such as asthma, diabetes, cardiovascular disease, cancer, and arthritis, as well as considerations for population health.

PTH 834 Specialty Practice Management (1 s.h.)

This course will be a seminar course that explores new and emerging practice areas for the field of physical therapy. Students will garner an introduction to some post-entry level practice settings, as well as discuss possible new areas of practice that may be emerging.

PTH 835 Comprehensive Outcomes (1 s.h.)

The comprehensive outcomes course is designed to require the student to review all course content for the didactic portion of the curriculum. This will be followed by practical and written testing to ensure the student has integrated the course content and demonstrates readiness to matriculate to the terminal clinical experiences. Focus will be on safety, content knowledge, psychomotor skills for practice, and appropriate clinical reasoning skills.

PTH 840 Clinical Seminar 3 (1 s.h.)

This course is the third and final in a sequence of courses that utilize a case-based learning model to integrate clinical management of common patient diagnoses across the professional disciplines of physical therapy, and occupational therapy. Cases in this course will focus on complex medical management. This course is cross listed with OTH 840 and is an interprofessional collaborative course.

PTH 845 Clinical Education 2 (3 s.h.)

This 4-week, full-time clinical learning experience is designed to allow students the opportunity to develop competence in physical therapy evaluation and treatment. Students will hone clinical reasoning skills and apply scientific rationale in the assessment, planning, and implementation of physical therapy. The focus of this clinical experience will be evaluation and management of patients with complex medical conditions.

PTH 855 Clinical Education 3 (12 s.h.)

This 14-week, full-time clinical learning experience is the first of two terminal clinical education courses. The course is designed to allow students the opportunity to demonstrate competence in physical therapy evaluation and treatment, applying sound scientific rational and incorporating clinical reasoning and clinical decision-making skills in all aspects of physical therapy care. Students may affiliate in any PT setting depending on availability of sites and student interest.

PTH 865 Clinical Education 4 (13 s.h.)

This 16-week, full-time clinical learning experience is the final of two terminal clinical education courses. The course is designed to allow students the opportunity to demonstrate competence in physical therapy evaluation and treatment, applying sound scientific rational and incorporating clinical reasoning and clinical decision-making skills in all aspects of physical therapy care. Students may affiliate in any PT setting depending on availability of sites and student interest.

PTH 921 Doctoral Project 3 (1 s.h.)

This course is the third in a sequence that leads to the completion of a culminating project in the OTD and DPT curricula. The focus of this course is to prepare to implement the proposed project/research. This course is cross listed with OTH 921 and is an interprofessional collaborative course.

PTH 922 Doctoral Project 4 (1 s.h.)

This is the final course in a sequence that leads to the completion of a culminating project for the OTD and DPT curricula. The student will present the final project via a poster or platform exhibition during Doctoral Project Week prior to graduation. This course is cross listed with OTH 922 and is an interprofessional collaborative course.

Master of Science in Physician Assistant Studies (MSPA)

David Paulk, program director

Overview

The Master of Science in Physician Assistant Studies is in the early stages of development. The program is scheduled to open in the fall of 2015. We will begin to accept applications in the spring of 2014. Curriculum and course information will be issued in an addendum to this catalog in early 2014. Please contact the program director for more information.

SHAKESPEARE AND PERFORMANCE

Paul D. Menzer, director; Julie D. Fox, assistant director of operations

Ralph Alan Cohen, executive director, American Shakespeare Center

Matthew Davies, Mary Hill Cole, Janna Segal, Terry Southerington, Doreen Bechtol

Shakespeare and Performance at MBC

Overview

Mary Baldwin College, in partnership with the American Shakespeare Center, offers the degree of Master of Letters (MLitt), leading to the terminal degree of Master of Fine Arts (MFA). The program is non-residential and open to qualified men and women. Offers of admission are extended to the strongest candidates. Firmly grounded in the liberal arts tradition, the program offers a combination of stagecraft and scholarship, with interdisciplinary emphasis on acting, directing, dramaturgy, and teaching. Study proceeds from a common group of required courses, ensuring mastery of Shakespeare and his plays and the world and theatre in which he worked. Many classes follow the traditional semester format; others have a modular format lasting several weeks, or are held on weekends and during the summer months. Each student works closely with the faculty and with a faculty advisor on the Mary Baldwin campus, and courses combine traditional academic scholarship with practical experience. All students have access to the American Shakespeare Center's Blackfriars Playhouse, the only modern reconstruction in the world of Shakespeare's Blackfriars. Resident faculty instruction is augmented with internationally recognized visiting scholars and artists.

Admission

All students who matriculate into the Mary Baldwin College Shakespeare and Performance (S&P) program agree to abide by the rules, regulations, and standards set by the college. Students who seek the MLitt and MFA are eligible for financial aid services. The Declarations section of this catalog states Mary Baldwin's policies on non-discrimination, student privacy rights, and other important provisions.

Note for prospective teachers: Post Baccalaureate Teacher Licensure (PBTL) is offered through the academic outreach program of MBC's Adult Degree Program. It is not part of the S&P program. Students also can earn initial Virginia Licensure in K-12 Theatre or Secondary English through the MBC Master of Arts in Teaching program.

Admission Requirements

- Admission will be limited to the most qualified applicants
- Bachelor's degree from an accredited institution
- An academic major in the arts and sciences or other appropriate discipline (or interdisciplinary major)
- Minimum 3.0 GPA in the last sixty hours of college work
- Correct, fluent, written and spoken English. Nonnative English speakers must submit a TOEFL score of 600 or above.
- General GRE scores (including minimum Verbal score of 550, Writing, 5.0)
- An interview (campus or phone) and/or audition with the S&P Admissions Committee.
- See Transfer Credit section below.

Admission Process

Applicants to the S&P program must submit the following to the Office of Graduate Admissions at Mary Baldwin College:

- Application for admission
- Official transcript of all post-secondary work
- Two letters of reference from professional educators, employers, or those who have observed professional work
- A goal statement of approximately 500 words
- GRE scores: minimum Verbal score 550, Writing 5.0
- The application fee

Selected candidates will be invited for an interview or an audition, whichever is appropriate. Admissions decisions are made by the S&P Admissions Committee. The program director will inform applicants, in writing, of their admission status. In rare cases, applicants will be advised at the time of their admission regarding any additional undergraduate course requirements that must be fulfilled as conditions of enrollment. Any person may be denied admission to the S&P program for the following reasons:

- Attempting to obtain admission by fraudulent means or through misrepresentation of material facts
- Falsification of records or documents
- Conviction of any felony
- Conviction of any misdemeanor involving moral turpitude, sexual offense, drug distribution, or physical injury.

Full Admission

Full admission to the MLitt program as degree-seeking candidates will be offered to the most qualified applicants who meet all admissions requirements. Those who complete the MLitt may be approved as candidates for the MFA (see Master of Fine Arts below).

Conditional Admission

In rare cases a student may be admitted on a conditional basis, requiring, for example, specific work to be completed early in the student's career in the program, or the maintenance of a specific GPA during the first semester or academic year. In accepting the student, the program director will inform the student of the conditions under which the student is accepted and the time allowed for the fulfillment of those conditions.

Transition from Conditional to Full Acceptance

The program director will monitor any conditional student, reporting to the S&P Educational Policy Committee on the student's academic progress at the end of each semester. Within two weeks of that review, the program director will inform the student in writing of the committee's recommendations regarding the student's continuation in the program, admission to full degree-seeking status, or requesting the student to withdraw from the program.

Five Year BA/MLitt Option

Undergraduate theatre students at MBC may elect to apply to the S&P program through a 3-2 option that allows selected students to receive the Bachelor of Arts degree in theatre and Master of Letters degree in Shakespeare and Performance in five academic years. *For more details, see Undergraduate Offerings, Theater.*

Orientation

New students are required to participate in an orientation just prior to the start of the fall term. Successful applicants receive notice of the orientation dates in summer of the year they will matriculate in the fall term.

Advising

On entering the program, each student is assigned an advisor who is a member of the S&P faculty. The advisor is a general resource person for the program. In practice, however, students usually gravitate towards the faculty member most qualified to advise them on their research interests and, as they select their final degree project, towards the person likely to advise their thesis. All students should feel free to consult the program director, or any faculty member, at any time.

Transfer Credit

A student may present no more than six semester hours of graduate credit for transfer on approval by the program director, who grants that approval on a case by case basis. Courses may be presented only if graded "B" or better. Transfer credit is awarded only if ALL the following conditions are met:

- The S&P director determines on the basis of catalog and course materials submitted by the student that the course content is equivalent to an MBC course.
- The credit was earned in an accredited graduate program.
- The credit was earned no earlier than three calendar years prior to the student's admission to the program.

Note: Because MBC's S&P program is, by its nature, different from many other English and theatre graduate programs, program transcripts are accompanied by a "key" noting course similarities to more standard English and theatre courses. In advance of enrollment, students are responsible for determining whether courses taken in the program can be transferred to another graduate program or will satisfy credential requirements the student intends to meet. After the course drop deadlines, a determination that courses are not transferable is not grounds for refund of tuition or fees. The program neither accepts nor offers credit toward the Master of Letters degree for out-of-class learning through prior learning credit, correspondence courses, independent study, learning contracts, or credit by examination.

Invitational Post-Baccalaureate Portfolio Option

Students with a master's degree, extensive graduate work, or extraordinary professional experience may be invited to present a Post-Baccalaureate Portfolio. The program director, in consultation with faculty, will review the portfolio, and may grant 15–18 semester hours of credit, allowing the applicant to proceed towards completion of the Master of Fine Arts degree requirements within an abbreviated timeframe (without first completing the Master of Letters degree). The Post-Baccalaureate Portfolio should provide a detailed account of relevant course work or professional experience and how it relates to analogous courses in the S&P graduate catalog. (Certain courses are exempt from consideration for prior credit.)

Granted credit hours and course credit for work at Mary Baldwin College must total 54 credit hours for completion of the MFA. In other words, students granted 15–18 hours of prior credit must complete a minimum of 36 hours in the S&P program. A Post-Baccalaureate student must complete all non-exempt MLitt required courses and complete the requirements for the MFA degree, including the MFA thesis. If a Post-Baccalaureate Portfolio applicant is deemed eligible for fewer than fifteen granted credits, he or she will be advised to proceed with the standard MLitt/MFA academic program, with a possibility for award of transfer credits.

Special Students

Individuals who possess a bachelor's degree from an accredited institution are eligible to enroll in courses as special students. Special students must meet the entry standards for the graduate program and should apply to the MBC Office of Admissions. No financial aid services are provided to special students. Students currently enrolled as undergraduates or graduates or post-graduate teacher certification students at Mary Baldwin College may be permitted to take up to two MLitt courses as special students. They must receive permission from the program director to do so. A GPA of 3.0 is normally required.

Academic Policies

Academic policies applicable to MLitt and MFA students are published in this catalog. Other statements of program policies are maintained in the program director's office and/or published in the *S&P Student Handbook*. Policies may be amended at any time by the graduate faculty, who determine the date at which amended policies become effective.

Exemption from Policy

Students may petition for exemption from academic policies. Petitions are granted only for cause and only with the approval of the S&P Educational Policy Committee. A petition for exemption from or modification of a completion requirement may be granted only by the S&P faculty and the program director.

Requirement for Continuing Enrollment

Degree-seeking S&P students are required to remain continuously enrolled from the date of their initial registration for courses until completion of the degree. A student who does not enroll in new work in any semester must pay a re-enrollment fee of \$50. All enrolled students and those who have paid the re-enrollment fee are eligible to use college facilities and to receive such services as e-mail accounts, advising, Learning Skills and Writing Center assistance, and career counseling. MLitt and MFA students completing their projects or theses who have satisfied all other course requirements for the degree (including REN 700 and REN 800) must maintain their enrollment by registering for REN 701 or REN 801 during each additional semester. They are eligible to use college facilities and to receive the same services as enrolled and re-enrolled students. *For more information, see Tuition and Fees.*

Time Limit for Completion

Students seeking the MLitt degree are required to complete the program within five and a half calendar years from the date of initial registration; the limit for

the MFA degree is seven years from the date of initial registration.

Application for Graduation

Students who expect to complete degree requirements must be enrolled in the semester or summer term in which they intend to graduate. They must apply for graduation to the S&P program director by the end of the second week of the term in which they expect to graduate.

Policy on Participation

The plays taught and performed in the program may contain controversial themes and sexual content. Students are expected to engage with all the material and are encouraged to discuss with faculty any concerns they may have. Accepting a role in a program-sponsored performance event constitutes a *de facto* agreement to perform, direct, and/or dramaturg the play in its entirety.

Grading

The grading symbols used by the college's S&P program are:

A Distinguished 4.0

A- Excellent 3.7

B+ Good 3.3

B Competent 3.0

B- Minimum passing 2.7

C Unacceptable work 2.0

F Failing 0

NR No grade reported (temporary)

CR Credit awarded

NC No credit awarded

I Incomplete (temporary)

WP Withdrawn passing

WF Withdrawn failing

Pass/No Credit Grading Option

MLitt/MFA faculty may elect to offer a course with the Pass/No Credit grading option; however, students may not choose to take a regular, graded course for Pass/No Credit.

Academic Progress

The program director reviews each student's academic record after each semester to determine whether students are making satisfactory progress towards the degree. The degree completion requirements for each student are those in effect on the date of first enrollment as a degree-seeking student.

Academic Standing

To remain in good academic standing, degree-seeking S&P students are required to maintain a 3.0 cumulative GPA. A student not in good standing may be placed on probation or asked to withdraw from the program. All students are responsible for monitoring their own

progress towards the degree and in each of their courses. Where they are experiencing academic difficulties, they should consult the relevant faculty to decide what remedial measures need to be taken. They are expected to know and understand the specific requirements for their degree. To ensure their own compliance with those requirements, they should consult frequently with their advisor or the program director.

Probation and Dismissal

The program director may place students on probation if their cumulative GPA falls below 3.0 or if their semester GPA falls below 3.0 for two consecutive semesters. The program director in consultation with the Vice President of Academic Affairs and the Educational Policy Committee may require a student to withdraw from the program: if, after one semester on probation, the cumulative GPA remains below 3.0 or when other conditions attached to the probation have not been met; if, in any semester, a student receives a C or lower in a course (including a NC), irrespective of the number of credit hours awarded for that course. Students subject to dismissal may be continued on probation at the director's discretion. Additionally, students may be placed on probation or dismissed for flagrant non-participation in program activities or violation of the "Moral and Ethical Responsibility" clause in the catalogue at the discretion of the director in consultation with the Vice President for Academic Affairs. In any case, withdrawal procedures may be initiated at the discretion of the director in consultation with the Vice President for Academic Affairs.

Leave of Absence, Withdrawal

Students may request a Leave of Absence by completing a form available on the program web site.

- Students who re-enroll within one year of the withdrawal date pay no re-enrollment fee.
- Students who re-enroll after one year from the withdrawal date must pay a re-enrollment fee.
- Transcripts cannot be released until all financial obligations have been met.

Students should consult with the Business Office and the Office of Financial Aid regarding these matters. Students who withdraw from the program must notify the director in writing. Prorated tuition refunds, if any, are given consistent with college policy.

Syllabi, Examinations

The syllabus of each graduate course includes a schedule of class contact hours required, goals, requirements, assignments, and attendance and grading policies. The determination of whether students will be required to take a final examination is the sole province of the instructor of each course. Similarly, the instructor will determine when and the circumstances under which

the examination is to be completed, and the weight of the examination in determining course grades. These guidelines are provided in the syllabus at the first class meeting.

Add/Drop

A graduate student may drop a course before the second class meeting. If a graduate student wishes to drop a course after the second class meeting, she or he will be financially obligated to meet tuition costs on a pro rated basis. (See “Pro Rata Refund Procedures” in the Admissions and Financial Aid section of this catalog.) A course may be dropped for medical or providential reasons at any time, upon approval of the director, and in accordance with the provisions of the pro rata policy. The instructor will determine and report the student’s final course grade when the course is dropped after the official drop period. A student may add a course prior to the second meeting of the course, or at any time with the permission of the instructor.

Grade Reports, Incompletes, Grade Changes

Official grade reports, including cumulative averages, will be posted online after the conclusion of the fall semester and the May term, and at the conclusion of the summer session. The grades posted following the May term will include work completed during the spring semester.

A temporary symbol of “I” (for Incomplete) may be given at the end of a course if, for reasons beyond the student’s control, the student is unable to complete the work. An incomplete will be given upon the recommendation of the instructor and the approval of the program director. Work must be completed by the end of the next regular semester. In unusual circumstances, such as prolonged illness, the program director and the dean of the college may extend the time. If the work is not completed within the time specified when the Incomplete is granted, or within the explicitly authorized extended time, a grade of “F” will be recorded.

Students requesting a grade change must make such requests initially to the instructor of the course. Students must initiate the grade change request/contest within one week of the official online grade report for the course. The instructor will then communicate in writing a recommendation to the S&P program director and the registrar. This procedure must be completed by the end of the semester following the semester in which the course was taken. If a student wishes to contest a grade, the reasons must be submitted in writing to the program director and the dean of the college. A committee consisting of the dean, program director, instructor whose grade is being contested, and two other graduate faculty members will review the case and approve or disapprove the change.

Course Enrollment Priorities

S&P students are enrolled in courses according to the following priorities: first fully admitted degree-seeking MLitt or MFA students, according to seniority in the program, followed by conditionally admitted students and special students, in that order.

Auditing Courses

Students may audit one S&P graduate course during their pursuit of the MLitt/MFA degree(s). The student will not be charged for the course and will not receive credit. The course will appear on the student transcript with the designation “AU” in place of a grade. Permission to audit a class is solely at the discretion of the instructor, as are the terms of the audit with respect to student participation and work.

MBC-S&P Attendance Policy

Every S&P faculty member (both resident and adjunct) is responsible for developing his or her own attendance policy and publishing it on his or her own syllabus. Every S&P student is responsible for requesting an excused absence from a faculty member in advance. Legitimate medical absences are exempted from attendance policies, though extended or multiple absences may necessitate the student withdrawing or taking an “Incomplete” in the course.

Tuition and Fees 2013–2014

Tuition for courses in the S&P program is \$750 per credit hour for all students. In addition, the following fees apply.

Application fee: \$40

Library and Technology fee: \$50 per semester

MLitt Productions annual fee: \$50

MFA Productions annual fee: \$100

Re-Enrollment (if absent): \$50

MLitt Commencement fee: \$100 in semester of graduation

MFA Commencement fee: \$100 in semester of graduation

REN 701/REN 801 fee: \$750/semester (if needed)

Financial Aid

Financial aid is available to S&P students. In general, students must be at least half-time (5 or more credit hours per semester) to receive financial aid. While there are very few grant opportunities available for graduate students through the federal or state governments, most students are eligible for Federal Stafford Loans to assist with tuition and living expenses.

Some Possible Financial Aid Opportunities

- Federal Stafford Loans
- Veteran’s benefits for those who qualify

- Private sources: *www.fastweb.com* or *www.scholarships.com*
- Tuition-reimbursement programs. These are available to employees of cities, counties, states, and private corporations. Contact your employer for details.
- Scholarships and Assistantships, as awarded through the admission process to the S&P program. Each year the program distributes a good number of merit scholarships in the form of course tuition waivers for three-to-six semester hours per term or year. These awards are posted on students' tuition invoices and deducted from the balance due.
- The S&P program also funds six graduate assistantships each year. The recipients receive an annual tuition waiver for three-to-six semester hours of credit plus an annual stipend (\$6,883.00 for 2013-14) that is distributed as twelve monthly checks on the 25th of each month, beginning in September. In addition, the program awards several Federal Work-Study positions that require students to work approximately 7.5 hours per week for \$8.25/hour. All assistants must complete and submit monthly timesheets.
- MLitt/MFA students who hold a master's degree also may apply for Graduate Teaching Fellowships available in the theatre, English, and communication departments of the Residential College for Women. GTFs teach one class in exchange for a 3 s.h. tuition waiver. MLitt and MFA students also are hired as teaching assistants for visiting or resident faculty, on a 1-semester basis.
- Students in the S&P program generally find part-time jobs in the Staunton area, to help reduce the amount of loan money needed for living expenses.

Methods of Tuition Payment

- VISA, Mastercard, and personal checks
- Pay up front each semester or set up a convenient monthly payment plan.
- Tuition is deducted from loan amounts and checks for the balance are distributed to students the second week of classes. Students sign for and pick up checks from the MBC Business Office on the ground floor of the Administration Building.
- For more information, contact the Financial Aid Office at 540-887-7323.

Honor Code and Code of Conduct

The provisions of the college's Honor System apply to S&P students, who are responsible for understanding the provisions of the Honor System and for seeking information from professors as to the application of the Honor Code to course activities. The provisions of the college's Code of Conduct apply to S&P students.

Copyright Policy

The college enforces all provisions of copyright law. Students are responsible for informing themselves about copyright laws, particularly with respect to copying materials.

Research on Human Subjects

Federal, state, and college policies regarding research on human subjects apply to all research involving MBC students, faculty, or staff as researchers or as subjects, including research undertaken in the S&P program. Students whose thesis work involves people other than themselves must consult with staff in the MBC Sponsored Programs office.

Moral and Ethical Responsibility

S&P students may not engage in behaviors or actions that endanger themselves or others, either while on MBC's property or while engaged in a program or activity connected with the college and/or its programs. Students are required to comply with professional standards of schools in which they engage in research, internship work, teaching, or other activities connected with the college and/or its programs.

Master of Letters in Shakespeare and Performance (MLitt)

Requirements for the Master of Letters Degree (MLitt)

37 total semester hours including the required 28 s.h. of core courses:

- REN 500 Shakespeare (3 s.h.)
 - REN 501 Research Methods (1 s.h.)
 - REN 510 Shakespeare and Textual Culture (3 s.h.)
 - REN 520 Tudor-Stuart History or REN 550 Social History of Early Modern England (3 s.h.)
 - REN 530 The Language of Performance (3 s.h.)
 - REN 531 Performance of the Language (3 s.h.)
 - REN 551 Shakespeare Pedagogy (3 s.h.)
 - REN 553 Directing I (3 s.h.)
 - REN 670 Dramaturgy (3 s.h.)
 - REN 700 MLitt Thesis Project (3 s.h.)
- Plus nine to 12 s.h. of elective credits to complete degree total of 37 or 40* s.h.

*Students staying for the MFA degree are encouraged to complete at least 40 s.h. before matriculating into the MFA degree program, which requires a total of 70 s.h. (An MFA student may graduate from the MLitt degree program with 37 s.h. of course credits, then take the additional required 3 s.h. during the summer after MLitt graduation.)

Note: A Minimum GPA of 3.0 is required to remain in “good standing” as an MLitt student; and a minimum GPA of 3.3 is required for admission to the MFA program.

The MLitt Thesis Project

All candidates for the MLitt degree must complete REN 700, the Thesis Project for the MLitt degree. MLitt students may enroll for the project after they have completed 18 s.h. of coursework. The project must be approved by the program director and regularly supervised by a member of the program faculty. *For more information, see the S&P Student Handbook and MLitt Thesis Proposals and Enrollment, below.*

The Project consists of:

- a thesis,
- a 25-minute staged presentation in support of the thesis,
- and an oral defense before an examining panel of at least two faculty members.

Progress towards the MLitt degree normally requires an enrollment of at least nine hours per semester. However, students receiving financial aid should ensure that they maintain the minimum enrollment for aid, usually five hours per semester. Typically, students complete the MLitt degree in two years. *For more information, see Continuing Enrollment, Time Limit for Completion, and Tuition and Fees.*

MLitt Thesis Proposals and Enrollment

Students may enroll for their final projects after they have completed 18 s.h. of coursework towards the MLitt degree, and when their proposals have been approved by the following process: Students submit formal proposals for their thesis projects, obtain the consent of an appropriate faculty member to act as project supervisor, and a minimum of one other faculty to act with the supervisor as examiner(s). Occasionally, qualified outside examiners may form part of the examining committee. Once these steps have been taken, the program director must approve the project. Where resources, including actors, are drawn from the American Shakespeare Center, the consent of the American Shakespeare Center is also required. Details of and forms for this process are available from the program office. Only after obtaining the necessary approvals may a student enroll for the final project (REN 700). A grade is awarded for the course leading to completion of the project; the project itself is not graded but is the basis for the decision to award or withhold the degree. *It is in the student's best interests to consult regularly with the project supervisor and any other faculty who may provide helpful advice during development of the thesis and planning for performances.* It is also advisable to prepare for work on the thesis by

taking REN 695 in May Term or an exploratory REN 590: Directed Inquiry. It is extremely unwise to leave preparation of the thesis until the student's final semester.

After the oral defense, a thesis may be accepted without revision; accepted conditionally, in which case the examiners will specify the revisions or additions needed; or rejected. In the case of rejection, a student may be required to resubmit the thesis, or an alternative thesis, for a second and final attempt. Acceptance, and the award of the degree, requires the unanimous consent of the examining committee. Students should consult the most recent *Student Handbook* for details of the process, format for preparation of the thesis, the steps required for enrollment, etc.

Master of Fine Arts in Shakespeare and Performance (MFA)

The Master of Fine Arts (MFA) degree is the terminal degree in practical theatre. Admission is not automatic, and applications for the MFA program should be made during the fall semester of the year in which the MLitt graduation is expected. An interview and audition with MFA faculty is required. Acceptances granted to students in the final year of their MLitt studies are conditional on the successful completion of that degree.

Upon completion of their MLitt requirements, students admitted to the MFA degree will embark upon a 30 s.h. thesis project called “Company.” The twelve-month (early May to late April) degree is an immersive, collaborative experience during which students rotate through the program's four core competencies (teaching, acting, directing, dramaturgy) while producing and performing a repertory of plays. Course work will be modular, allowing for flexibility of scheduling and instruction. The experience culminates in a festival presentation of all of the Company's shows. In addition to fulfilling all evaluated components of the program, students will produce an assessed piece of writing, a collaborative thesis, with their fellow MFA students.

Requirements for the Master of Fine Arts Degree (MFA) for 2013–14

Minimum GPA of 3.3;

A minimum of 70 semester hours, including those earned for the MLitt degree and these 30 s.h.;

Summer 1 2013

REN 810 Company Management (3 s.h.)

REN 811 Company Marketing (3 s.h.)

Fall Term 2013

REN 812 Company Acting A (3 s.h.)

REN 813 Company Directing A (3 s.h.)
REN 814 Company Dramaturgy A (3. s.h.)
REN 815 Thesis A (3 s.h.)

Spring Term 2014

REN 822 Company Acting B (3 s.h.)
REN 823 Company Directing B (3 s.h.)
REN 824 Company Dramaturgy B (3. s.h.)
REN 825 Thesis B (3 s.h.)

MLitt Course Descriptions

REN 500 Shakespeare (3 s.h.)

This course designs to make all holders of the degree fully conversant with the fundamentals of Shakespeare, including the major themes and narratives of his plays and poems, the basics of prosody, early English staging, the main issues of textual transmission, and the facts surrounding the life of the author. **Required for MLitt core; must be taken in first fall term.*

REN 501 Research Methods (1 s.h.)

This course introduces students to basic methods of research into early English drama, particularly in service of the MLitt degree thesis. Students also learn conventions of academic writing as needed. Assignments derive in part from components of the research paper required for REN 500. **Required for MLitt core; must be taken in first fall term.*

REN 510 Shakespeare and Textual Culture (3 s.h.)

This course introduces students to basic terms and methods of critical bibliography with an emphasis on contemporary theories of textual studies. Students focus on the composition, transmission, printing, and editing of early modern dramatic scripts. **Required for MLitt core. Offered annually in spring term.*

REN 520 Tudor-Stuart History (3 s.h.)

This course explores the politics, religions, and cultural developments in England from 1460 to 1660. The course focuses on the dynastic turmoil of the late fifteenth century, the Reformation and its impact, the concept of personal monarchy, the lives and courts of Elizabeth I and James I, and the English Civil War. **Either 520 or 550 is required for MLitt core. Offered annually.*

REN 530 The Language of Performance (3 s.h.)

This course examines the language tools that Shakespeare and his fellow playwrights used to convey meaning to an audience. Students study the mechanics of scanning verse before exploring in detail the ways in which these playwrights used verse forms and rhetoric to guide actors in performance. Students also learn to read both explicit and implicit stage directions in the

text. **Required for MLitt core; must be taken in first fall term.*

REN 531 Performance of the Language (3 s.h.)

Students will explore how semantic and linguistic structure informs performance and how, in turn, performance enlivens language. This course furthers the examination of textual devices such as scansion, rhetoric, and rhyme by integrating them with vocal, physical, and emotional components of performance. Special attention is given to the theatrical importance of actor-audience interaction. *Prerequisite: REN 530. *Required for MLitt core; must be taken in first spring term.*

REN 540 Early English Drama and Theatre History (3 s.h.)

This course stresses the institutional and commercial auspices of early English drama — its place, its space, and its occasions — against the backdrop of major developments in theatre history. **Elective for students who have not completed a theatre history survey course. Offered annually.*

REN 550 Social History of Early Modern England (3 s.h.)

This course takes a topical approach to exploring significant aspects of daily life in England between 1460 and 1660. Topics include the structures of power and authority, family life, the roles of women and men, urban and rural life, popular religion, and ritual. ** Either 520 or 550 is required for MLitt core. Offered annually.*

REN 551 Shakespeare Pedagogy (3 s.h.)

This course focuses on ways to teach dramatic literature, particularly Shakespeare, through performance in class. Students learn how to turn a classroom into a laboratory for the exploration of a play. The course offers future teachers both theoretical and practical knowledge of how students learn through their own performance and that of others. **Required for MLitt core. Offered annually in spring term.*

REN 553 Directing I (3 s.h.)

Students develop a vision for a play based in the text and on the playing conventions of the Blackfriars stage. Course work includes readings, discussions of known directors of Shakespeare, their views on “true” to the text, cutting, and period issues. Also covered are practical considerations of casting, blocking, scheduling and running rehearsals. Features conversations with visiting actors, directors, and scholars. Final project includes a paper and a directed scene on the Blackfriars stage. **Required for MLitt core. Offered in fall and spring terms.*

REN 554 Shakespeare’s Theatre (3 s.h.)

This course provides an in-depth study of the

architecture and theatrical conventions of Shakespeare's theatre. Among the subjects covered are architecture and design of theatre spaces, organization of acting companies, acting conventions, composition and configurations of audiences, and pacing and presentation of plays. *Elective. Offered as needed.*

REN 555 Voice (3 s.h.)

This course builds on warm-up, breathing, resonance, articulation and text work to give actors vocal range, endurance, and melody. Text work includes poetry, improvisation, group exploration of language, and the performance of monologues. *Elective. Offered annually.*

REN 556 The Body in Performance (3 s.h.)

A critical examination and physical exploration of principles of movement: time, space, balance, grace, and harmony. Students learn the importance of these principles in human expression and theatrical performance. Focuses on self expression, range of motion, group dynamics, character transformation. Special attention to the significance of body language in the early modern period and application of movement principles to early modern dramatic texts. *Elective. Offered annually in spring term.*

REN 557 Shakespeare's Contemporaries (3 s.h.)

This course examines the work of playwrights in the Elizabethan and Jacobean periods. Concentrating on the textual ambience in which these playwrights wrote, the course will provide students with a greater understanding of the issues of influence, intertextuality, and notions of "originality" in the work of Shakespeare and his contemporaries. *Elective. Offered as needed.*

REN 577 Special Topic Colloquium courses (1–3 s.h.)

REN 587 Shakespeare Pedagogy Internship (3–6 s.h.)

Instructional strategies internship for prospective teachers, actors, dramaturges, or directors. Students explore instructional strategies in varied settings, including college classrooms, high school classrooms, and/or educational departments of professional theatres. Interns work with teachers and students in each setting, and discuss their experiences with the instructor and other students. Credit varies; approximately 50 hours of work equivalent to 1 s.h. *Elective to follow REN 551. Approval of program director is required. Offered every term. Not recommended for first-year students until summer.*

Note: Internship credit of 1-6 semester hours can count towards the total number of hours required for graduation. Any internship hours above 6 require special approval from the program director. See Student Handbook for more detailed information about internships and approval forms.

REN 590 Directed Inquiry for the MLitt Degree (1–6 s.h.)

Independent inquiry directed by a faculty member on a topic relevant to the MLitt student's program and/or thesis. A directed inquiry is strongly recommended for all students in the summer or semester prior to the MLitt thesis project. **Approval of faculty supervisor and program director is required. Elective. Offered every term.*

REN 603 Studio (3 s.h.)

A company of student actors, directors, teachers, and dramaturges work together to devise an original performance piece based on, inspired by, or using an extant early modern text. *Prerequisites: REN 530, REN 531. Elective. Offered as needed.*

REN 605 Performance on the Blackfriars Stage (3 s.h.)

Students will examine action and character development for the stage through analysis and application of acting fundamentals and methods of actor training under an umbrella of Shakespearean staging conditions. Students will explore ensemble building, action awareness, space, and physicality to enhance understanding and practical uses for the actor, director, dramaturg and teacher of Elizabethan drama. *Elective. Offered in May Term.*

REN 607 Early English Art and Architecture (3 s.h.)

A chronological, stylistic analysis of art, architecture, book illumination, visual culture, and connoisseurship in England from medieval beginnings until the death of Shakespeare. Students explore the sources for art made in England and that imported from the continent. Course emphasizes unique qualities of art in England. Special focus on art and architecture that Shakespeare and his contemporaries would have known. Cross listed as ARTH 314. *Elective. Offered as needed.*

REN 608 Shakespeare and Music (3 s.h.)

Through listening and score reading students learn songs and music associated with original performances of Shakespeare's plays and those from later periods. Emphasizes music resources. Students also learn about instruments of the 16th century and appropriate modern substitutions, and study Renaissance music and music reading skills by playing the recorder. No prior music knowledge is required, but a review of basic skills — treble clef note names and rhythm — before class begins would be helpful. *Elective. Offered as needed.*

REN 609 Social and Theatrical Dance in the Renaissance (3 s.h.)

This course focuses on the social function of dance in the Renaissance and its interconnection with societal manners and behavior. Also examined will be the dramatic use of the discourse of dance to further plot

and reveal character. Students will learn to recognize the metaphorical use of dance in dramatic texts as well as reconstruct and perform dances based on manuals of the period. Emphasis is placed on country and court dances as well as dances of symbolism and ritual. *Elective. Offered as needed.*

REN 620 Audience Studies (3 s.h.)

This course explores the relationship between audiences and performance, looking in unique depth at the psychology of audiences, at an audience's needs and expectations, at the ways in which dramatists include (or exclude) an audience, and at the uses (and abuses) of a visible audience. Using the resources of the Blackfriars stage and performances, prospective directors gain practical experience in the care and handling of audiences. *Elective. Offered as needed.*

REN 630 Visual Design on the Early Modern Stage (3 s.h.)

This course challenges students to examine and explore — in the absence of sets — visually exciting stage action and pictures through the use of movement, blocking, props, and costumes. Special attention is given to the stage pictures that Shakespeare and his contemporaries wrote into the plays. Students consider the importance of visual variety and discover the dramatic potential in a range of staging devices such as crowd scenes and balcony scenes. *Elective. Offered as needed.*

REN 640 Combat (3 s.h.)

Students focus on performing stage combat that is both safe and dramatically effective. The course offers a physical vocabulary in one or more techniques: unarmed, single sword, rapier & dagger, broadsword, quarterstaff, or knife. At the discretion of the instructor, students can qualify for Skills Proficiency Testing with the Society of American Fight Directors on the last day of class. This course may be taken more than once, as different weapon proficiencies are featured, cyclically. *Elective. Offered twice annually in fall and summer terms.*

REN 650 Directing II (3 s.h.)

Further explores the art of directing with emphasis on the early modern stage, culminating in practical experience before an audience. *Elective. Offered annually in spring term.*

REN 660 Acting for the Early Modern Stage (3 s.h.)

This course continues the work normally included in an acting class, but stresses acting for the Shakespearean stage. Students experiment with a range of acting techniques from the most traditional to the most contemporary, but always with a view to the architecture and audience environment of Shakespeare's theatre. *Strongly suggested prerequisites: REN 530, 531, 555, and 556. Elective. Offered annually in fall term.*

REN 670 Dramaturgy (3 s.h.)

This practicum course focuses on production dramaturgy for Shakespearean plays and adaptations for the American stage. Students experience the dramaturg's role in each phase of the theatrical process, from the pre-production, rehearsal, and post-show stage of production. The course provides instruction in the component skills of the art of dramaturgy, and teaches students how to creatively collaborate as dramaturgs with members of a production team seeking to produce Shakespeare for audiences today.

**Required for MLitt core. Offered annually in fall term.*

REN 675 Early Modern Costume (3 s.h.)

Students research contemporary records, museum pieces, and portraiture; learn play analysis from the costumer's point of view; prepare costume dramaturgy reports; design costumes for characters from an early modern play; and learn and practice early modern construction techniques. Students also work closely with actors in the annual MFA acting production. *Elective. Offered as needed.*

REN 680 Gender and Performance: Theory and Practice (3 s.h.)

Examines theories of gender as performance and theories of gender *in* performance to develop critical tools for understanding social construction of gender in theater. English Renaissance cross-dressing of boy actors to play women's roles grounds performance analysis and discussion. Also considers other theatrical practices, including the contemporary. Helpful to students who want background in critical theory before continuing to a doctoral program. *Elective. Offered as needed.*

REN 682 Playwriting (3 s.h.)

This course combines an historical focus on the playwriting culture of early modern England with practical experience creating plays within the period's theatrical conventions. Stresses collaboration in both its historical and practical emphases. *Elective. Offered as needed.*

REN 686 Clown (3 s.h.)

Students in this performance-based class investigate the internal logic of the clown mind and the clown's external physical characteristics. Students engage in exercises, improvisations, drills, and scene work to explore these concepts. Clown history, make-up, a brief overview of Mask, the art of physical comedy, and intellectual and physical exploration of "What is Funny" will be covered. A willingness to publicly make a fool out of oneself while supporting others in that artistic risk is mandatory. *Elective. Generally offered alternate summers.*

REN 687 Internship (1–6 s.h.)

A number of internships are regularly available at the American Shakespeare Center, either for or not for credit, at the student's discretion. Students may seek internships with other organizations, as well. Credit varies, with approximately 50 hours of work equivalent to 1 s.h. of credit. 1–6 s.h. of internship credit can count towards the total number of hours required for graduation. Any internship hours above 6 require special approval from the program director. See *Student Handbook* for more detailed information about internships and approval forms. *Elective. Approval of program director is required. Offered every term. Not recommended for first year students until summer.*

REN 695 Thesis Symposium (3 s.h.)

The symposium prepares students to plan, research, write, present, and defend his or her MLitt thesis. The course begins with a consideration of the aims, kinds, purpose, audience, and scope of theses and includes analysis of pre-existing student theses. Ultimately, the objective of the short course is for each student, through workshops and one-on-one work with the instructor, to produce a thesis prospectus and bibliography. *Elective. Offered annually in May Terms.*

REN 700 Thesis Project for the MLitt (3 s.h.)

The MLitt thesis is an individually designed project with written and practical components. **Required for MLitt core. Strongly recommended prerequisite: REN 590 or REN 695. Approval of faculty supervisor and program director is required. Offered every term.*

REN 701 MLitt Thesis Extension (0 s.h.)

Students who need more time to complete the MLitt thesis project must register for this extension continually, for each fall and spring term (not summer), until thesis is completed. REN 701 does not appear on academic transcripts once REN 700 is complete. *Offered fall and spring terms. \$750 fee.*

MFA Course Descriptions**REN 810 Company Management (3 s.h.)**

Principles and practices of theatre management. This course looks at the fundamentals of creating a company. Topics include designing a mission statement, choosing a location, incorporating, recruiting, building, and managing a board, fundraising, building a budget, and basic business practices. Instruction includes resident and guest faculty. Students are to put into the practice of the MFA company the principles learned in the course.

REN 811 Company Marketing (3 s.h.)

Principles and practices of theatre marketing. This

course surveys the evolving world of arts marketing from traditional paid marketing to “free marketing” and the use of social networking. Topics will include branding, brand building, pricing, news releases, print and media advertising, social networking, and auxiliary sales. Instruction includes resident and guest faculty. Students are to put into the practice of the MFA company the principles learned in the course.

REN 812 Company Acting A (3 s.h.)

Students will take a major or featured role (or roles) in one or more of the MFA company productions. Building on their knowledge of Shakespeare's theatre, performance practices, and audiences, students will experiment with a range of acting techniques and styles from the most traditional to the most contemporary in conventional, community, in house, and found spaces. Acting journals will serve as resource material for the Company Book thesis project. Resident and guest faculty offer instruction.

REN 813 Company Directing A (3 s.h.)

Students will direct or co-direct one or more of the MFA company productions. Developing their abilities as creative artists and passionate storytellers, students will explore various aspects of directing, including (though not limited to) character and text analysis, pre-production and script scoring, choreography and composition, actor coaching techniques and rehearsal protocol, and collaboration with technical and design teams. Directing journals will serve as resource material for the Company Book thesis project. Resident and guest faculty offer instruction.

REN 814 Company Dramaturgy A (3 s.h.)

This course emphasizes script selection and preparation; documentation of rehearsal and performance practices; preparation of para-textual and para-performative materials; and strategies for sharing information with audiences before, during, and after performance. Instruction includes resident and guest faculty. Students are to put into the practice of the MFA company the principles learned in the course.

REN 815 Thesis A (3 s.h.)

Working with resident and guest faculty, MFA degree candidates dramaturg, rehearse, direct, and perform four to five early modern and early modern inspired pieces over the course of the calendar year. Each student will also contribute a chapter to a collectively composed “Company Book” that chronicles the research into and performance of the company repertory but also explores a particular theme as directed by program faculty.

REN 822 Company Acting B (3 s.h.)

Students will take a major or featured role (or roles) in one or more of the MFA company

productions. Building on their knowledge of Shakespeare's theatre, performance practices, and audiences, students will experiment with a range of acting techniques and styles from the most traditional to the most contemporary in conventional, community, in-house, and found spaces. Acting journals will serve as resource material for the Company Book thesis project. Resident and guest faculty offer instruction.

REN 823 Company Directing B (3 s.h)

Students will direct or co-direct one or more of the MFA company productions. Developing their abilities as creative artists and passionate storytellers, students will explore various aspects of directing, including (though not limited to) character and text analysis, pre-production and script scoring, choreography and composition, actor coaching techniques and rehearsal protocol, and collaboration with technical and design teams. Directing journals will serve as resource material for the Company Book thesis project. Resident and guest faculty offer instruction.

REN 824 Company Dramaturgy B (3. s.h.)

This course emphasizes script selection and preparation; the digital documentation of rehearsal and performance practices; the preparation of para-textual and para-performative materials; and strategies for sharing information with audiences before, during, and after performance. Instruction includes resident and guest faculty. Students are to put into the practice of the MFA company the principles learned in the course.

REN 825 Thesis B (3 s.h.)

Working with resident and guest faculty, MFA degree candidates dramaturg, rehearse, direct, and perform four to five early modern and early modern inspired pieces over the course of the calendar year. Each student will also contribute a chapter to a collectively composed "Company Book" thesis project that chronicles the research into and performance of the company repertory but also explores a particular theme as directed by program faculty.



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- NANCY H. ROSS (2002)
Adjunct Instructor of Art; BA, University of Maryland; MA, James Madison University
- PETER RUIZ-HAAS (2008)
Assistant Professor of Chemistry; BA, Hampshire College; PhD, Oregon State University
- PAUL RYAN (1992)
Professor of Art; BA, Principia College; MFA, Virginia Commonwealth University
- HUMBERTO SALES (2007)
Adjunct Instructor of Music; Bachelors, Universidade Federal da Bahia, Salvador, Brazil
- IRENE E. M. SARNELLE (1992)
Associate Professor of Physical Education; AA, Los Angeles City College; BA, California State University at Los Angeles; MS, James Madison University
- MARTHA SAUNDERS (2003)
Adjunct Assistant Professor of Art; BFA, Virginia Commonwealth University; MFA, Mount Royal School of Painting, Maryland Institute, College of Art.
- JIM R. SCONYERS JR. (2003)
Associate Professor of Art; BA, University of North Carolina at Asheville; MFA, Indiana University, Bloomington
- EDWARD A. SCOTT (1990)
Associate Professor of Philosophy; BA, Slippery Rock State College; MA, PhD, Duquesne University
- JANNA SEGAL (2011)
Assistant Professor of Theatre; BA, University of California; MA, California State University; PhD, University of California

LISA D. SHOAF (2012)

Program Director, Professor, Physical Therapy; BS, Medical College of Virginia/Virginia Commonwealth University; MS, James Madison University; PhD, DPT Virginia Commonwealth University

MANDI M. SMITH (2013)

Adjunct Instructor of Political Science; BS, Virginia Polytechnic Institute and State University; JD, Washington and Lee School of Law

SANDI M. SMITH (2012)

Adjunct Instructor of Communication; BS, Liberty University; MA, Appalachian State University; EdD, Florida State University

SHEILA W. SMITH (2007)

Adjunct Instructor of Sociology; BA, University of Liverpool; MA, George Mason University

THERESA K. SOUTHERINGTON (1977)

Professor of Theatre and holder of the Margaret Hunt Hill Chair in Humanities; BA, Mary Baldwin College; MS, Madison College; MA, MFA, University of Virginia

SHARON B. SPALDING (1989)

Professor of Physical Education and Director of Athletics and Wellness; BS, James Madison University; MEd, University of Virginia; ACSM Exercise Specialist, (certified)

JOSEPH SPRANGEL, JR (2010)

Assistant Professor of Business Administration and the holder of the H. Gordon and Mary Beth Reed Smyth Chair in Business; BA, Eastern Michigan University; MBA, Spring Arbor University; PhD, Lawrence Technological University

JACQUELINE H. STANLEY (2005)

Adjunct Instructor of Education and Religion; BS, Central Michigan University; MTS, Protestant Episcopal Theological Seminary in Virginia

DANIEL M. STUHLSTATZ (1999)

Associate Professor of Sociology; BA, Wichita State University; MA, University of Wyoming; PhD, University of Virginia

DAVID TATE (2004)

Adjunct Instructor of Music; BS, Bridgewater College

MARY CLAY THOMAS (2008)

Assistant Professor and Director of Social Work; BA, University of Montana; MSW, University of Vermont

AMY J. TILLERSON (2004)

Associate Professor of History; BA, MA, Virginia Polytechnic Institute and State University; PhD, Morgan State University

STUART A. TOUSMAN (2009)

Adjunct Instructor of Psychology; BS, Ohio State University; MS, PhD, State University of New York at Binghamton

KATHY TUCKER (2009)

Adjunct Assistant Professor of Education; BA, James Madison University; MEd, University of Virginia

KATHERINE TURNER (2005)

Associate Professor of English; BA, University of Oxford (Balliol College); MPhil, PhD, University of Oxford

CAREY L. USHER (2002)

Associate Professor of Sociology, Associate Dean of the College and Faculty Director of the First-Year Experience; BA, Converse College; MA, PhD, University of Alabama at Birmingham

LAURA A. VAN ASSENDELFT (1994)

Professor of Political Science; BA, University of the South; PhD, Emory University

ALICE WADDELL (2003)

Assistant Professor of Education and Academic Advisor; BS, Radford University; MEd, James Madison University; EdD, Virginia Polytechnic Institute and State University

MARTHA J. WALKER (1996)

Professor of French/Director of Women's Studies; AB, Duke University; MA, University of Virginia; PhD, Harvard University

JOHN D. WELLS (1978)

Professor of Sociology; BA, Tusculum College; MA, East Tennessee State University; PhD, Virginia Polytechnic Institute and State University

ABIGAIL WIGHTMAN (2009)

Assistant Professor of Anthropology; BA, Miami University; MA, PhD, University of Oklahoma

REBECCA C. WILLIAMS (1990)

Adjunct Instructor of Mathematics; AB, Mary Baldwin College; MEd, University of Virginia

TAMRA WILLIS (2004)

Associate Professor of Education; BS, Appalachian State University; MEd, James Madison University; PhD University of Tennessee, Knoxville

JAMES W. YOXALL (2008)

Adjunct Instructor of Asian Studies; BA, Mary Baldwin College; MA, Union Institute & University

KARL ZACHARY (2006)

Associate Professor of Chemistry; BS, University of Texas; PhD, University of Florida

Sabbaticals 2013–2014

Sara James (Spring semester and May Term 2014)

Lowell Lemons (Spring semester and May Term 2014)

Paul Menzer (Fall semester 2013)

Daniel Mettraux (Fall semester 2013)

Jane Pietrowski (Spring semester and May Term 2014)

Theresa Southerington (Spring semester and May Term 2014)

Karl Zachary (Fall semester 2013 and May Term 2014)

Additional Faculty

ELLIE COGGINS

Program Director, School of Clinical Laboratory Science, Augusta Medical Center; BS, Radford University, MT, Augustan Medical Center School of Clinical Laboratory Science, MSHA, Virginia Commonwealth University

Administrative Staff 2013–14

Academic Affairs

CATHARINE O'CONNELL (2009)

Vice President for Academic Affairs and Dean of the College; BA, Amherst College; MA, PhD, University of Michigan

TERRI WALKER (1992)

Administrative Coordinator for Academic Affairs; Danville Community College; Mary Baldwin College

LEWIS D. ASKEGAARD (1983)

Associate Dean of the College and Registrar, Dean of Institutional Research; BA, MEd, PhD, University of Virginia

LALLON POND (1992)

Director of the Adult Degree Program, Associate Dean of the College; BS, University of Georgia; MBA, Florida State University

CAREY USHER (2002)

Faculty Director of the First-Year Experience, Associate Dean of the College; BA, Converse College; MA, PhD, University of Alabama at Birmingham

DONNA S. BOWYER (1994)

Faculty Resource Coordinator

MARGO K. LEACH (1985)

Faculty Resource Coordinator

Admissions and Financial Aid and Student Campus Employment

GAIL AUEN (1997)

Director of Enrollment Technology; Blue Ridge Community College; Mary Baldwin College

SHANNON BROWN (2012)

Customer Service Representative; BS, University of Minnesota; MS, Winona State University

ASHLEY CLARK BUCHANAN (2001)

Director of Admissions, Adult and Graduate Studies; BA, Mary Baldwin College

DIXIE DANIEL (2007)

Assistant Director of Financial Aid; BA, Mary Baldwin College

ROBIN DIETRICH (2005)

Director of Financial Aid; BA, Carleton College

SARA EGGLESTON (2008)

Assistant Director of Admissions; BS, Grove City College

SHAROLYN FAUNTLEROY (2013)

Admissions Counselor; BA, Mary Baldwin College

AUTUM FISH (2011)

Financial Aid Counselor; BA, Sweet Briar College

MEGAN FORBES (2012)

Admissions Counselor; BA and BS, Virginia Tech

MEGAN HARTLESS (2006)

Associate Director of Financial Aid; BA, Peace College; MFA, Virginia Commonwealth University

ROBERTA P. PALMER (1997)

Director of Admissions; Blue Ridge Community College

AUTUMN PENNINGTON (2013)

Admissions Counselor; BA, Mary Baldwin College

SAMANTHA SIPE (2008)

Assistant Director of Admissions; BA, Mary Baldwin College

Adult Degree Program

Staunton Campus

LALLON G. POND (1992)

Director of Adult Degree Program, Associate Dean of the College; BS, University of Georgia; MBA, Florida State University

DEBRA C. BIBENS (1999)

Director of Operations; Hollins University; Mary Baldwin College

DREMA HERNANDEZ (2000)

Administrative Assistant

ELLEN LUCIUS (2011)

Academic Advisor; BSEd, University of Wisconsin-Madison; MEd (Educational Administration), MEd (Reading Education), James Madison University

TERI VREULS MAERKI (2003)

Assistant Coordinator of Advising Services/Assistant Advisor; BS, Eastern Mennonite University

SUSAN MICHAEL (2006)

Registration Specialist

TINA OBENSCHAIN (2007)

Operations Assistant; AAS, Blue Ridge Community College

ROBERT ROBINSON (2006)

Academic Advisor, Instructor of Sociology; AS, Piedmont Virginia Community College; BS, Longwood College; MS, North Carolina State University

VIRGINIA TROVATO (2011)

Academic Advisor; BA, University of Virginia; MA, University of Richmond; EdS, Appalachian State University

Mary Baldwin College in Charlottesville

TIFFANY BARBER (2005)

Director, Associate Professor of Education; BA, James Madison University; MEd, PhD, University of Virginia

ABBY ARNOLD (2011)

Academic Advisor; BA, University of Virginia; MSW, MA, Virginia Commonwealth University; MFA, Bennington College

TERI BEASLEY (2012)

Academic Advisor; BA, St. Andrews Presbyterian College; MA, Western Kentucky University

DIANE JOHN (2008)

Regional Operations Coordinator; BA, Mary Baldwin College

ROBERT KLONOSKI (2006)

Assistant Professor of Business; BS, Fairfield University;

MBA, University of Connecticut; JD, Brooklyn Law School;

DMgt, University of Maryland University College

Mary Baldwin College in Richmond, Rappahannock, and Williamsburg

CATHERINE FERRIS McPHERSON (1993)

Director, Associate Professor of Business; BA, Mary Baldwin College; MBA, West Virginia Graduate College

KATREENA ARNOLD (2012)

Academic Advisor; BS, MEd, Tuskegee Institute

DONYETTA BRYSON (2008)

Visiting Assistant Professor of Psychology; BS, James Madison University; MEd, EdS, Lehigh University; PhD, University of Virginia

KAREN DORGAN (1994)

Professor of Education; BA, MA, College of William and Mary; EdD, University of Virginia

KERRY MILLS (2005)

Academic Advisor, Instructor of Art History, Recruiter; BS, BFA, MA, Virginia Commonwealth University

PATRICIA MURPHY (2004)

Associate Professor of Psychology; BS, George Washington University; MA, University of Vermont; PhD, University of Vermont, Burlington

ANNETTE WALLACE (2003)

Regional Operations Coordinator

Mary Baldwin College in Roanoke

SHARON BARNES (1997)

Director, Academic Advisor; BA, MLS, Hollins College

JOYCE FRANKLIN (1984)

Regional Operations Coordinator

KARI FRENZ (2011)

Academic Advisor; BA, Mary Baldwin College; MS, Radford University

D.D. THORPE (2007)

Recruiter; BS, Bluefield College; MS/CTE, Virginia Polytechnic Institute & State University

Mary Baldwin College in South Boston and Greenville-Emporia

SANDRA BAGBEY (2008)

Director, Academic Advisor; BS, MS, Longwood College

EDWARD LINK (2012)

Coordinator of Operations and Student Support; BA, Averett University; MA, Lynchburg College

Mary Baldwin College in Weyers Cave

SUSAN SCHMEISSING (2003)

Director, Academic Advisor; BS, Purdue University; MEd, Mary Baldwin College

MARION A. WARD (1990)

Academic Advisor; BA, Elizabethtown College; MEd, EdS, University of Virginia

Athletics/Physical Activities Center

SHARON B. SPALDING (1989)

Director of Athletics and Wellness, Cross Country Coach; BS, James Madison University; MEd, University of Virginia; ACSM Exercise Specialist, (certified)

LYNDA ALANKO (2007)

Sports Information Director, Assistant Athletic Director, SWA; BS in Exercise Science, University of Florida

CHARLES ANGERSBACH (2007)

Athletic Trainer; BA, Glassboro State College; MA, Ohio State University; ATC, licensed in State of Virginia

NICOLE MAPLES (2013)

Head Basketball Coach; BA, Agnes Scott College; MS, Georgia Southern University

HOMES TEHRANI (2006)

Head Soccer Coach; BS, Virginia Tech

CHRISTY M. SHELTON (2000)

Athletic Events Coordinator, Head Coach of Softball

BECKI TEERLINK (2012)

Administrative Assistant for Athletics and

Wellness; Associate's Degree in Early Childhood Education, Ricks College

PAUL YEE (2007)

Head Volleyball Coach, Tennis Coach; BS, Milwaukee School of Engineering

Bookstore

BRAD CLATTERBUCK (1990)

Bookstore Manager

Building Services

REBEKAH PAGE HEARN (2012)

Housekeeping Supervisor

Business and Finance

DAVID MOWEN (2001)

Senior Vice President for Business and Finance; BS, Virginia Polytechnic Institute and State University; MBA, James Madison University

SUE ARMSTRONG (2000)

Accounting Administrator

RICK CZERWINSKI (2006)

Director of Budgets and Risk Management; BBA, MBA, James Madison University

PATRICIA W. DAVIS (1979)

Director of Student Accounts; AAS, Blue Ridge Community College; BA, Mary Baldwin College

MELISSA DOLLINS (2008)

Director of Accounting Operations; BS, University of Virginia

LINDA FRETWELL (1990)

Student Account Coordinator (Adult and Graduate Studies)

MICHELLE IRVINE (1983)

Director of Human Resources; BA, Mary Baldwin College

BECKY McCRAY (1989)

Payroll Administrator; BS, James Madison University

JESSIE L. MOYERS (2005)

Controller; BBA, James Madison University

KAY REXRODE (1999)

Office Administrator/Collection Specialist

DEBORAH T. SNYDER (1997)

Cashier, Perkins Loan Administrator

PAMELA YOWELL (1996)

Student Account Coordinator (Residential College for Women)

Campus Post Office

BILLY COFFEY (2006)

Mailroom Supervisor

Central Receiving and Stockroom

VALERIE PURCELL (2008)

Stockroom Coordinator; BS, Lamar University

Office of the Chaplain

KATHERINE LOW (2011)

Assistant Professor of Religion and College Chaplain; BA, Doane College; MDiv and PhD, Brite Divinity School, Texas Christian University

Communication, Marketing, and Public Affairs (CoMPA)

CRISTA R. CABE (1988)

Vice President for Public Relations; BA, College of William and Mary; AM, University of Chicago

LEIGHTON CARRUTH (2011)

Communications Specialist; BA, University of Virginia; MA, Brown University

PAM DIXON (2007)

Senior Graphic Designer; BFA, James Madison University

DAWN MEDLEY (2003)

Director of Publications; BA, Randolph-Macon Woman's College

LIESEL NOWAK CROSIER (2009)

Director of Media Relations; ABJ, University of Georgia

MORGAN C. ALBERTS SMITH (2000)

Web Producer; BA, Mary Baldwin College

PHOEBE SCHWEIZER WEST (2012)

Graphic Designer; BA, Hollins University

Counseling and Psychological Services

NADIA B. KULEY (1987)

Director of Counseling and Psychological Services; BS, James Madison University; MA, American University; PhD, California School of Professional Psychology

Dining Services

TRACY G. HINER (2004)

Director of Dining Services; BA, Mary Baldwin College; AAS, Johnson & Wales University; FMP (Food Management Professional)

MARY VAN NORTWICK (2006)

Wellness Dietitian/Assistant Director of Dining Services; BS, University of Akron; MS, University of Maryland; MPM, George Washington University; FMP (Food Management Professional)

MICHAEL CLAY (2012)

Executive Chef; BS, Bethany College; AAS, Pennsylvania Culinary Institute; FMP (Food Management Professional)

Early College — Program for the Exceptionally Gifted (PEG) and Early College Academy (ECA)

STEPHANIE K. FERGUSON (2007)

Executive Director Early College, Director of PEG; BS, Millersville University; MEd, Southern Louisiana University; PhD, The University of Southern Mississippi

CHRISTINE M. BAKER (2000)

Director of Early College Student Life; BA, James Madison University

MARGARET R. BIVANS (2010)

Associate Director of Early College Admissions; BA, Mary Baldwin College

Facilities Maintenance

TOMMY CAMPBELL (1981)

Engineering Supervisor

MICHAEL R. HANGER (1986)

Maintenance Supervisor

JEFF WAGNER (1980)

Grounds Supervisor

Graduate Teacher Education

RACHEL POTTER (2003)

Director of Graduate Teacher Education; EdD, University of Virginia; MAEd, College of William and Mary; BA, College of William and Mary

LORI M. WALL (2013)

Field Placement Coordinator; MEd, James Madison University; BS, James Madison University

LORI S. JOHNSON (1999)

Administrative Assistant

Health Services

DONNA DUFF (1987)

Office Manager, Health Center

ELIZABETH CAMPBELL (2011)

Registered Nurse; BSN, Samford University

DR. DAVID FOSNOCHT (2011)

SARAH MCGILL (2011)

Nurse Practitioner; ASN, Blue Ridge Community College; BSN, Eastern Mennonite University; MSN, University of Virginia

HEATHER CAMP (2011)

Nurse Practitioner; MSN, FNP-C, James Madison University

Inclusive Excellence

ANDREA CORNETT-SCOTT (1996)

Associate Vice President for Inclusive Excellence; BA, Morris Brown College; MDiv, Payne Theological Seminary

Institutional Advancement and Alumnae/i Relations

SHERRI GIVENS MYLOTT (2013)

Vice President for Institutional Advancement; BA, College of William & Mary; MPA, Old Dominion University

DANIELLE BECKEY (2009)

Prospect Research Associate; BAA, Central Michigan University

LESLEY BRADY (2006)

Annual Giving Associate; BA, Bridgewater College

ANGELA CLINE (2009)

Office Manager for Alumnae/i and Parent Relations

KELLY DOWNER (2011)

Director of Development and ADP Alumni Relations Coordinator; BA, Mary Baldwin College

GAIL GRIMM (2011)

Advancement Services Assistant

ANNE McINTOSH HOLLAND (1989)

Director of Alumnae/i Events; BA, Mary Baldwin College

TINA THOMPSON KINCAID (1994)

Advancement Services Manager; BA, Mary Baldwin College

AMANDA MINIX (2012)

Advancement Writer; BA, Longwood University

STEPHANIE MOREHEAD (2012)

Phonathon Coordinator; BA, Mary Baldwin College

JANET PEACOCK (2011)

Director of Development; BA, University of Alabama

TAMARA RIDENOUR, CFRE (2011)

Director of Development; BS, Radford University

SUSANNAH VIA (2005)

Donor Relations Coordinator; BA, Randolph-Macon Woman's College

BRIAN YUROCHKO (2010)

Director of Annual Giving; MA, Duquesne University

Learning Skills Center

BEVERLY J. ASKEGAARD (1989)

Director of the Learning Skills Center; BA, Mary Washington College; MEd, University of Virginia

Library

CAROL CREAGER (1993)

Director of Grafton Library; BA, College of William and Mary; MLS, University of Maryland

LUCY CREWS (1989)

Catalog and Serials Librarian; BA, Virginia Polytechnic Institute and State University; MLIS, University of North Carolina at Greensboro

L. SEAN CROWLEY (2009)

Interlibrary Loan Coordinator; BIS, James Madison University

CHRISTINA DANIEL (2001)

Circulation and Student Staff Coordinator; BBA, Radford University

SUNDEEP MAHENDRA (2012)

Instruction and Electronic Services Librarian; BA, University of Cincinnati; MS, University of North Carolina, Chapel Hill

CLAIRE RUSWICK (2010)

Reference and Instruction Librarian; BA State University of New York at Geneseo; MSLS University of North Carolina at Chapel Hill

Master of Letters/Master of Fine Arts in Shakespeare and Performance (SAP)

PAUL D. MENZER (2007)

Director of the M.Litt/MFA Program in Shakespeare and Performance; BA, University of Maryland; MA, Georgetown University; PhD, University of Virginia

JULIE D. FOX (2007)

Assistant Director for Operations, MLitt/MFA; BA, James Madison University; MAE and PhD, Texas Tech University, Lubbock

DOREEN BECHTOL (2012)

MFA Company Manager and Director of Training; BS, Eastern Michigan University; MFA, Mary Baldwin College

Murphy Deming College of Health Sciences

LINDA SEESTEDT-STANFORD (2012)

Vice President of Health Sciences; BS, MA Central Michigan University; PhD, Michigan State University

KEITH BISHOP (2013)

Associate Professor, Physical Therapy; BS, MS, Brigham Young University; PhD, Virginia Commonwealth University

NATHAN "BEN" HERZ (2013)

Program Director, Professor, Occupational Therapy; AS, St. Phillips College; BS, Eastern Kentucky University; MBA, Averett University; OTD, Creighton University

V. KAI KENNEDY (2013)

Director of Clinical Education, Assistant Professor, Physical Therapy; BS, University of Maryland at College Park; DPT, Virginia Commonwealth

MARTHA OTEGUI MODLIN (2012)

Director of Enrollment & Student Services; BS, George Mason University; MBA, University of North Carolina at Chapel Hill

DAVID PAULK (2013)

Program Director, Professor, Physician Assistant Studies; BS, Alderson-Broaddus College; MS, West Virginia University; EdD, Rutgers University

LISA D. SHOAF (2012)

Program Director, Professor, Physical Therapy; BS, Medical College of Virginia/Virginia Commonwealth University; MS, James Madison University; PhD, DPT Virginia Commonwealth University

Office of Information Technology

ANGUS A. MCQUEEN III (2002)

Chief Information Officer; BS, College of William and Mary; MDiv, Union Theological Seminary

WILLIAM A. BETLEJ (1990)

Information Technology Director of Operations; University of Virginia, Blue Ridge Community College, Mary Baldwin College

DAVID KOONTZ (1997)

Associate Director of Information Technology; Blue Ridge Community College

DEREK BUCHANAN (2007)

Information Technology Specialist; BS, Eastern Mennonite University

REBECCA BENTON (2009)

Software Support Specialist/Programmer; AS, Tidewater Community College, BBA, James Madison University

TONYA COOK (2010)

Information Technology Specialist; Wilson Technical Community College

CRAIG W. CONNELLY (2013)

Systems Administrator; BS, Fairfield University; MMIS, Nova Southeastern University

JAY A. HIGHTMAN (2013)

Systems Administrator; Piedmont Virginia Community College, University of Virginia

REID OECHSLIN (2011)

Instructional Technology Support Specialist; BA, University of Virginia

ELIZABETH STELLING (2012)

Coordinator of Client Services; AAS, J. Sargeant Reynolds Community College

BEVERLY RIDDELL (2010)

Coordinator, Instructional Technology; BA, College of William and Mary

Office of the President

PAMELA FOX (2003)

President; BA, MA, PhD, University of Cincinnati, College Conservatory of Music

SHARON S. BOSSERMAN (2010)

Administrative Assistant to the President

Physical Plant Administration

BRENT DOUGLASS (2009)

Director of Facilities Management; BA, Dartmouth College.

SYLVIA FIELDING (2003)

Facilities Office Manager; BS, Shephard College

MICHAEL SHOAF (2013)

Assistant Director of Facilities Services; John Tyler Community College

Registrar and Institutional Research

LEWIS D. ASKEGAARD (1983)

Dean of Institutional Research, Associate Dean of the College and Registrar; BA, MEd, PhD, University of Virginia

K. JAN GALVIN (1993)

Reports Coordinator; AAS, Blue Ridge Community College; BS, Eastern Mennonite University; University of Virginia

DOREEN LICCIONE (2010)

Assistant Registrar; BBA, James Madison University

SHARON PHILLIPS (1996)

Administrative Assistant

KIMBERLY ROBINSON (2004)

Associate Registrar; BS, Shepherd College

Safety and Security

ROBERT RICHARDSON (2004)

Director of Safety and Security

ROCKY BERRY (2001)

Lead Security Officer

ANN KOONTZ (2007)

Office Manager/Switchboard

The Samuel R. Jr. and Ava Spencer Center for Civic and Global Engagement

STEVE GRANDE (2008)

Executive Director of the Spencer Center for Civic and Global Engagement; BS, University of Minnesota; MA, PhD, University of Maryland

RHEA VANCE-CHENG (2012)

Associate Director of Civic and Global Engagement; BA, Mary Baldwin College; MA, Georgetown University

AMY MILLER

International Student Advisor; BA, Wesleyan University; MA, PhD, University of Virginia

BRUCE R. DORRIES (2000)

Spencer Center Faculty-in-Residence; BA, Baylor University; MA, Corpus Christi State University; PhD, University of Missouri-Columbia

AMBER KEEN ELLIS

Spencer Center Staff Fellow; BS, MS, Radford University

MARIA LENA HOBSON (1987)

School of Arts, Humanities and Renaissance Studies, Spencer Center Faculty Fellow; BFA, MA, PhD, Virginia Commonwealth University

CHANDRA MASON (2008)

Assistant Professor of Psychology, Spencer Center Faculty Fellow; BA, University of Virginia; MA, James Madison University

MARY CLAY THOMAS (2008)

School of Education, Health and Social Work, Spencer Center Faculty Fellow; BA, University of Montana; MSW, University of Vermont

ABIGAIL WIGHTMAN (2009)

School of Social Science, Business and Global Studies, Spencer Center Faculty Fellow; BA, Miami University; MA, PhD, University of Oklahoma

Sponsored Programs and Undergraduate Research

LYDIA J. PETERSSON (1989)

Director of Sponsored Programs and Undergraduate Research; BA, MA, University of Tennessee; PhD, University of Virginia

Student Affairs

LISA C. WELLS (2005)

Executive Director of Student Life, Associate Dean of Students, and Student Life Director of the First Year Experience; BS, James Madison University; MEd, James Madison University

LAURA CAMMAROTO (2012)

Career Counselor; BS, MA, and EdS, James Madison University

JULIE CHAPPELL (2005)

Director of Career Development Services; BS, Maryville University; MS, East Carolina University

CASSIE DOYLE (2008)

Director of Residence Life

AMBER KEEN ELLIS (2012)

Director of Student Development and Support; BS, MS,
Radford University

JOANNE HARRIS (2013)

Director of Diversity and Advocacy; BA, Bridgewater College;
MA, Hollins University

ERIN PASCHAL (2011)

Director of Student Engagement; BA, Mary Baldwin College

CYNTHIA WINE (2006)

Administrative Assistant; Central Piedmont Community
College

Support Services

SUE HOWDYSELL (1994)

Support Services Assistant; Phillips Business College

WANDA THAYER (1993)

Support Services Supervisor; BA, Mary Baldwin College

Virginia Women's Institute for Leadership (VWIL)

BRIG. GEN. TERESA DJURIC (2013)

Commandant of Cadets; BS, Mary Washington College; MA,
University of Colorado; MSS, Army War College

COL. MELISSA E. PATRICK (2012)

Deputy Commandant of Cadets; BA, Mary Baldwin College;
MA, Duke University; U.S. Army War College

SARAH BAILEY (2012)

Chief of Staff; BA, Mary Baldwin College

AMELIA F. UNDERWOOD (2013)

Director of Leadership Development and Academic Affairs;
BS, United States Military Academy; MA, James Madison
University

Writing Center

MOLSIE A. PETTY (1985)

Director and Assistant Professor of English; BA, East Carolina
University; ML, MA, University of South Carolina

UNIFORM STUDENT GRIEVANCE POLICY

Please note: students in the Murphy Deming College of Health Sciences (MDCHS) should refer to the MDCHS section in this catalog, consult the MDCHS student handbook, or contact the Office of the Vice President of MDCHS for grievances involving any of the following concerns.

Approved by Executive Staff, May 2009

- 1) The Ombuds Officers (i.e., first point of contact) for students who wish to explore the possibility of filing a complaint or lodging a grievance at Mary Baldwin College are:
 - a) The dean of adult and graduate programs for matters dealing with academic programs and coursework.
 - b) The associate vice president for student affairs for matters dealing with student life, residence life, extra-curricular programs, and other issues not involving academic programs and coursework.
- 2) Grievances involving academic programs, faculty, and coursework:
 - a) Grade Appeals: The dean of adult and graduate programs will explain the college's grade appeal policy (see Grade changes, p. 23), guide the student in following the established procedure and, if the appeal is not resolved, refer the matter to the vice president for academic affairs and dean of the college.
 - b) Complaints about Faculty Members: The department head will hear the student's concern and determine an appropriate course of action. In most cases, this course of action will consist of one or more of the following: mediation, counseling, referral to the school chair or to the dean, submission of a written statement to the school chair and the dean, or resolution with no further action.
 - c) Other Academic Complaints and Grievances: The dean of adult and graduate programs will hear the student's concern and determine an appropriate course of action. In most cases, this course of action will consist of one or more of the following: mediation, counseling, referral to the dean, submission of a written statement to the dean, or resolution with no action.
- 3) Grievances involving admissions, student life, and extracurricular programs:
 - a) Student Senate: Every student has the option of referring issues and concerns to the Student Senate through her Senator. She should consult her Hall President to determine if the issue or concern is appropriately referred to that body.
 - b) Complaints about a Staff Member: An associate vice president for Student Life will hear the student's concern and determine an appropriate course of action. In most cases, this course of action will consist of one or more of the following: mediation, counseling, referral to the dean of students, submission of a written statement to the dean, or resolution with no action.
- 4) For grievances about aspects of college policy or procedure not falling into either of the above categories, the student complaint is forwarded from the staff recipient of the complaint to the Executive Staff member responsible for the area of concern. That person attempts to resolve the complaint to the student's satisfaction. For example, a complaint about food that initially was submitted to the food service director would go to the vice president for business and finance. The responsible executive staff member will report steps taken to the complainant within 90 days of receiving the complaint.
- 5) If grievances cannot be resolved in the above manner:
 - a) The complainant may present a written appeal to the president of the institution. Such an appeal will not be received unless the complainant documents that he or she has gone through the step, above.
 - b) If the president receives the appeal, she will, at her sole discretion, determine whether or not further intervention is necessary and take whatever steps she feels are appropriate. The president will report steps taken to the complainant within 90 days of receiving the complaint.
 - c) If the complainant has proceeded through all the steps leading through 5(b) above, he/she has exhausted all possibilities of internal intervention to resolve the issue.
- 6) If the complainant feels that his/her complaint involves a violation of accreditation standards:
 - a) The complainant may file a written complaint to the Commission on Colleges of the Southern Association of Colleges and Schools. That complaint must follow the protocol established by the Commission on Colleges in its policy, "Complaint Procedures for the Commission or its Accredited Institutions."
 - b) The protocol for filing complaints and the required forms may be obtained from the Commission's web site (www.sacscoc.org) or from the institution's accreditation liaison, currently Dr. Lewis Askegaard, office of the registrar.

Grievance Policy for Students with Disabilities

1. Student with a documented disability takes a Confidential Memo to his/her instructor to request accommodations.
2. If a student is dissatisfied with the accommodations at any time during the academic term, the student consults with the director of the Learning Skills Center.

3. The student talks with his/her instructor; the director of the Learning Skills Center will meet with the student and instructor if requested by either the instructor or the student.
4. If the accommodations issue is not resolved satisfactorily, the student may ask for a hearing with the Disabilities Committee. 132
5. After hearing from the student and the instructor and consulting with other individuals as needed (e.g., faculty; staff), the committee will recommend a course of action.
6. The student and instructor will have a week to respond to this recommendation.
7. If the student or instructor is dissatisfied with the recommendation, he/she may appeal and meet with the committee.
8. The committee will make a decision.
9. If the student is unsatisfied with the committee's decision, the student shall pursue steps 5 and/or 6 of the Uniform Student Grievance Policy.

Disabilities Committee

Director of the Learning Skills Center
 Dean of the College
 Registrar
 Director of Counseling and Psychological Services
 Education Department Faculty Member
 Vice-President of Business and Finance
 Dean or Associate Dean of Students

Declarations

- The provisions of this catalog are not to be regarded as an irrevocable contract between Mary Baldwin College and the student. The college reserves the right to change any provision, program, regulation or requirement at any time and to determine its applicability to present or previous students.
- Mary Baldwin College does not discriminate on the basis of sex (except that men are admitted only as ADP and graduate students), race, national origin, color, age, disability or sexual orientation in its educational programs, admissions, co-curricular or other activities, and employment practices. Inquiries may be directed to the director of human resources, P.O. Box 1500, Mary Baldwin College, Staunton, VA 24402; 540-887-7370.
- Mary Baldwin College complies strictly with the Family Educational Rights and Privacy Act of 1974, as amended, for access to and release of information contained in student records. The Act accords all students certain rights which are summarized as:
 - (1) to be informed of rights under the Act;
 - (2) to inspect and review education records;
 - (3) to request a change in an education record which a student believes to be inaccurate, misleading, or in violation of privacy or other rights;
 - (4) to exercise a limited control over disclosure of information contained in a student's education records; and
 - (5) to file complaints. The college's Policy Statement is available from the Office of the Registrar. Pursuant to the Act, the college has adopted the following policies: Mary Baldwin College considers the following to be directory information: name, class, local address, email,

and telephone number, home address and phone number, date of birth, major field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received. Photographs or recordings may be taken by the college or its designees in public areas of the Mary Baldwin College campus and regional centers and at college events. The college may use such photographs or recordings to document, promote, or provide information about the college and its programs without prior consent by individuals depicted or recorded in them. Public areas include but are not limited to outdoor areas, classrooms, laboratories, library, athletic facilities, residence hall common areas, dining and gathering facilities, meeting rooms, and performance spaces. A student has the right to refuse to permit the release of any or all directory information, and/or the use of her/his image or voice (if clearly identifiable in photograph or recording), without the student's prior written consent. Any refusal must be received in writing by the registrar prior to the end of the second week of the academic year, and designate the information not to be released.

- The regulations as stated in the catalog form the official basis for all academic performance. Members of the faculty and staff are available for conference and advice, but the individual student is fully responsible for compliance with all catalog requirements and regulations.

Information

The following list shows various information that will be disclosed to current and prospective students upon request pursuant to the Higher Education Amendments of 1998.

- Financial Aid Information: Information about programs available, application forms and procedures, eligibility requirements, criteria for selection, criteria for determining amount, satisfactory progress standards, disbursement methods, loan terms, and employment details when employment is part of the student's financial aid package is available from Mary Baldwin College admissions and office of financial aid and student campus employment, Mary Baldwin College, Staunton, VA 24401, 800-468-2262 or 540-887-7019 (admit@mbc.edu).
- Completion and Graduation Rates: Information available from the office of institutional research, Mary Baldwin College, Staunton, VA 24401, 540-887-7071.
- Institutional Security Policies and Crime Statistics: Information available from campus security office, Mary Baldwin College, Staunton, VA 24401, 540-887-7000 and at www.mbc.edu/security.
- Athletic Program Participation Rates: Information available from athletic director, Mary Baldwin College, Staunton, VA 24401, 540-887-7295.
- Equity in Athletics/EADA Report: The report is available from athletic director, Mary Baldwin College, Staunton, VA 24401, 540-887-7295.

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**FOUR-YEAR PLAN (use pencil!)
MATRICULANTS BEGINNING FALL, 2013**

MARY BALDWIN COLLEGE

Name _____ ID _____ Grad Year _____ PO Box _____

126 semester hours total and no more than 7 in PHE and 15 in Internships.

Minimum cumulative GPA and GPA in major or minor, 2.0; no more than 5 s.h. P/NC in each of first 3 years, no more than 7 s.h. P/NC in fourth year (not all 7 in same semester).

Four-Year Plan Worksheet

LEARNING OBJECTIVE 1: Liberal Arts Core	LEARNING OBJECTIVE 2: Self and community	LEARNING OBJECTIVE 3: Skills to change the world
Humanities/History (6 hrs in 2 disciplines) _____ _____	International/Global (6 sh; either 1 year modern language or 6 hrs in study abroad and international studies) _____ _____	Writing Competency 1. English 102 or equivalent: _____ 2. Writing Emphasis (6 hrs) _____ _____
Arts (6 hrs in 2 disciplines) _____ _____	Race and Ethnicity in U.S. (3 sh) _____ Gender Studies (3 sh) _____	Quantitative Reasoning (6 hrs) _____ _____
Social Sciences (6 hrs in 2 disciplines) _____ _____	Community Involvement (1 sh) _____	Research and Info Literacy INT 103 _____ Research emphasis class (3 sh) _____
Natural Sciences (6 hrs in 2 disciplines) _____ _____	Physical Fitness and Health (1 sh of health/principles of fitness, 1 sh activities or sports – 2 hrs total) _____ _____	Oral Communication Competency (3 sh) _____ Authentic Problems (3 sh) _____
Thematic seminar (3 hrs) _____		

Abbreviations for Common Curriculum Requirements:		
Humanities/Hist = H; Soc Sci = S; Nat Sci = N; Arts = A; Theme = T	Global = 6 hrs I or F; Race = D; Gender = G; Com Inv=C; PE=P	Writing = W; Oral = O; Quant=Q; Rsch = R; Auth Probs = M

Major: Must complete *one* major, minimum of 33 semester hours and a minimum GPA in major of 2.0. (Independent and combined majors minimum 36 sh)

Major _____ Date of Declaration of Major form _____

Major requirements from catalog of academic year when major was declared: (no more than 4 sh P/NC)

Senior Requirement: (cannot be P/NC) _____

Additional Courses for B.S. Degree: (specified by discipline but must include 3 math at 200 level or above and 2 lab sciences at 200 level or above)

First Year	Third Year
Fall Semester <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Fall Semester <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Spring Semester <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Spring Semester <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
May Term	May Term
Second Year	Fourth Year
Fall Semester <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Fall Semester <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Spring Semester <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Spring Semester <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
May Term	May Term