

MARY BALDWIN COLLEGE

2015–2016 Academic Catalog

For Undergraduate and Graduate Programs

Mary Baldwin College

2015–2016

Academic Catalog

FOR UNDERGRADUATE AND GRADUATE PROGRAMS

Accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award bachelor's, master's, and doctoral degrees. Inquiries concerning accreditation status only directed to:

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Mary Baldwin College at Rappahannock Community College

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Mary Baldwin College in Richmond

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Mary Baldwin College in Southside Virginia

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COLLEGE CALENDARS 2015–2016

College for Women and Adult Degree Program

FALL 2015

August 31	Fall Semester Classes Begin/Term I
October 6	Apple Day (no undergraduate classes on main campus)
October 8	Founders Day Convocation (main campus)
October 13	Term I ends
October 14	Term II begins
October 16–19	Fall Break
October 20	Classes resume
November 25–29	Thanksgiving Break
November 30	Classes resume
December 4	Term II ends
December 7	Exams begin for on-campus classes
December 11	Exams end for on-campus classes; all coursework due
December 12– January 10	Winter Break

SPRING 2016

January 11	Spring Semester classes begin/Term III
February 23	Term III ends
February 24	Term IV begins
March 7–March 13	Spring Break
March 14	Classes resume
April 15	Term IV ends
April 18	Exams begin for on-campus classes
April 22	Exams end for on-campus classes; all coursework due; spring ADP courses end
April 26	Pre-May Term Break
April 27	May Term Begins
May 10	Capstone Festival (main campus)
May 17 May	Term ends/May Term exam day
May 20–22	Commencement Weekend (main campus)

SUMMER 2016

May 31–August 19	ADP Summer Term
June 20–24 ADP	Summer Week

College of Education

FALL 2015

August 28	Fall graduate courses begin
October 16–19	Fall Break (at discretion of professor)
November 25–29	Thanksgiving Break
December 4	Fall graduate courses end (including exams)

SPRING 2016

January 8	Spring graduate courses begin
Week of March 7–13	Spring Break (at discretion of professor)
April 18	Spring graduate courses end (including exams)
May 20–22	Commencement Weekend

SUMMER 2016

May 23–July 1	Graduate courses: Summer Term I
July 11–August 19	Graduate courses: Summer Term II

Murphy Deming College of Health Sciences

FALL 2015

August 24	Fall semester classes begin
September 7	Labor Day holiday observed
October 9–11	Fall Break
November 25–29	Thanksgiving Break
December 7–16	Exams

SPRING 2016

January 4	Spring semester classes begin
March 4–March 8	Spring Break I
March 25	Spring Break II
April 11–22	Exams

SUMMER 2016

April 25	Summer Term I begins
May 20	Summer Term I ends
June 6	Summer Term II begins
July 3	Independence Day holiday observed
August 3–5	Exams

Shakespeare and Performance

FALL 2015

August 3– December 11	MFA Fall Semester
August 31– December 11	MLitt Fall Semester
October 19–20	Fall Break
November 25–29	Thanksgiving
December 5	Fall Classes End
December 8	Exams begin for on-campus classes
December 12	Last day of exams and all coursework due

SPRING 2016

January 11–April 25	MLitt & MFA Spring Semester
March 7–March 13	Spring Break
March 14	Classes resume
April 25	Spring classes end
April 13	Exams begin for on-campus classes
April 25	Last day of exams and all coursework due
April 27	MLitt May Term begins
May 17	MLitt May Term ends
May 20–22	Commencement Weekend

SUMMER 2016

April 20–June 3	MFA Summer Term I
May 31–June 17	MLitt Summer Term I
June 27–August 19	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

A small, entrepreneurial university, Mary Baldwin College builds on its 174-year history of enriching lives through the transformational power of personalized education rooted in the liberal arts and sciences. Mary Baldwin has the courage to innovate as the world changes and the wisdom to stay true to its historic mission.

Founded in 1842 as Augusta Female Seminary, in 1895 the school became Mary Baldwin Seminary in honor of the woman who had served more than 30 years as its principal. When baccalaureate degrees were first granted in 1923, the name was changed to Mary Baldwin College. Today Mary Baldwin retains its residential four-year college for women within the coeducational university. It offers bachelor's, master's, and doctoral degrees, as well as certificates in a range of fields. Educational programs are delivered on two campuses (Staunton and Fishersville), through regional centers located throughout Virginia, and online. In August 2016, it will become Mary Baldwin University.

Mary Baldwin is noted for innovative programs, high academic standards, engaged learning, dedicated faculty, and a diverse student body. A Mary Baldwin education empowers students to build lives of purpose as confident, compassionate changemakers.

Mary Baldwin College for Women (MBCW)

The College for Women offers the proven advantages of a women's college within the larger context of a coed university offering a broad range of opportunities. MBCW serves 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. MBCW 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. Undergraduates may choose to pursue graduate degrees through one of the degree programs bridging undergraduate and graduate course requirements, leading to the BA/MAT (master of arts in teaching), BA/MED (master of education) or the BA/MLitt (master of letters) in Shakespeare and Performance. In addition, qualifying MBCW undergraduates may apply for designated spots in MBCW graduate health sciences programs (physical therapy, occupational therapy, and physician assistant) through an early admissions process.

Adult Degree Program (ADP)

With online, on-site, and hybrid options, ADP is designed to be flexible and affordable, streamlining the path to degree or certificate completion. ADP offers bachelor's degrees, certificates, and individual courses, and operates on the main campus in Staunton as well as through regional centers across the state.

College of Education

The College of Education (COE) offers undergraduate and graduate programs in education, post-baccalaureate teacher licensure, and professional development and certificate programs. Headquartered on the historic main campus in Staunton, COE extends its reach through MBCW's regional centers and offers many classes online. All COE offerings encourage inquiry and reflection, integrate theory and practice, and provide opportunities for exploration and innovation. Undergraduate students may elect to pursue a streamlined path to earn, in five academic years, a BA plus either the master of education or master of arts in teaching.

Murphy Deming College of Health Sciences

Recognizing that quality health care is best achieved when practitioners work collaboratively across disciplines, the uniquely inter-professional Murphy Deming curriculum ensures that our graduates will be ready to serve patients well in a changing health care environment. In state-of-the-art facilities on a new campus in Fishersville, the Murphy Deming College of Health Sciences offers doctoral programs in physical therapy (DPT) and occupational therapy (OTD) as well as an online RN-to-BSN program. The master of science in physician assistant (MSPA) is scheduled to launch in January 2016. 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, stresses both scholarship and stagecraft and draws students and visiting faculty from all over the world. The graduate degrees offered include an initial graduate degree, the master of letters (MLitt); students may further choose to pursue the master of fine arts (MFA), whose one-of-a-kind company model prepares graduates for a wide range of roles in theater and education. MBC undergraduates have the opportunity to pursue both the BA in theatre and the MLitt in a streamlined five-year program.

Honor and Distinctions

Mary Baldwin College 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), 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 includes students from across the United States and around the globe, who range from age 13 to more than 80 years. The varied backgrounds, perspectives, ethnicities, faiths, and sexual identities enrich the college community. 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

Mary Baldwin empowers leaders to pursue lives of purpose in a changing world.

As a distinctive small university committed to its rich heritage as an inclusive, women-centered liberal arts college, Mary Baldwin fulfills its mission by providing undergraduate, graduate, and professional education to a diverse population of women and men. It emphasizes high ethical standards and the development of critical, creative, and reflective reasoning as the foundation for fulfilling, engaged, and meaningful lives.

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.

Colleges and Schools

The academic program at Mary Baldwin College is organized into two colleges and four schools. The two colleges are the College of Education and Murphy Deming College of Health Sciences (described above). The four schools not only include 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.

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.

Partnerships and affiliations (selected):

American Shakespeare Center
Woodrow Wilson Presidential Library
Virginia Program at Oxford

School of Professional Studies

Programs in this school build professional competence upon a liberal arts foundation and include business, marketing, and communication; 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 Professional Studies join a community of people who are committed to leading change. They learn how knowledge informs practice through intensive experience in the field — business or Health Care Administration internships or social work practicum — and take advantage of MBC's longstanding partnerships with service organizations, companies, and agencies.

Partnerships and affiliations:

Augusta Health
Augusta County Office of Economic Development and Tourism
City of Staunton
People Places
United Way
Volunteer Income Tax Assistance of Staunton, Augusta County, and Waynesboro

Accreditations/certifications:

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.

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

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

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 Science in Nursing (RN to BSN program: in development; students will be admitted to begin in fall 2015)

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

*Doctor of Physical Therapy

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, and Leadership Studies and Graduate Offerings: College of 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 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 College for Women. More information about the guaranteed admissions program, including eligibility requirements, can be found at www.mbc.edu/admissions/transfer.

Guaranteed Admissions Agreement with Richard Bland College

As a member of the Council of Independent Colleges in Virginia (CICV), Mary Baldwin can offer guaranteed admission for graduates of Richard Bland College, a two-year college in Petersburg, Virginia. Richard Bland students must have graduated with at least a 3.0 GPA and with an associate in art or an associate in science to be eligible.

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 socio-economic 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

A student 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 Paul Deeble, associate professor of biology.

Washington and Lee University — Physics

A student may receive a bachelor's degree 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, Mandi 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 Pre-Health Sciences

Paul Deeble, advisor

Many students are interested in graduate school in health-related professions, ranging from traditional medical school to physician assistant studies to 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 health sciences graduate programs, have specific 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 are required of many other programs as well. 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 graduate program in the health sciences. 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 undergraduates interested in applying to graduate programs in 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 (63 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, students have the opportunity to participate in 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 about three weeks and gives students the opportunity to study or perform community service in locations such as France, Mexico, 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 Amy Miller, assistant 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
 * Chemistry
 Clinical Laboratory Science
 Criminal Justice
 * Economics
 English
 Health Care Administration
 * Health Sciences
 History
 Independent (Individually Designed)
 International Affairs
 International Economics and Business
 Latin American Literatures and Cultures
 Liberal Arts and Educational Studies
 Marketing and Communication
 * Mathematics
 Music
 Nursing (RN to BSN completion only)
 Philosophy
 Philosophy and Religious Studies
 * Physics (in cooperation with Washington and Lee University)
 Policy Analysis
 Political Science
 * Psychology
 Renaissance Studies
 Social Work (BSW)
 Sociology
 Theatre

Five year dual-degree programs

MBC/UVA Engineering (Bachelor's degree and Master's degree)
 MBC/Vanderbilt Nursing (Bachelor's degree and Master of Science in Nursing)
 Applied Mathematics (Bachelor of Science and Master's degree)
 Education (Bachelor of Arts and Master of Arts in Teaching)
 Shakespeare and Performance (Bachelor of Arts and Master of Letters)

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
 Film
 Francophone Studies
 Global Poverty and Development
 Health Care Administration
 Historic Preservation
 History
 History — Public
 Human Resource Management
 Latin American Literatures and Cultures
 Leadership Studies
 Management
 Marketing
 Mathematics
 Music
 Peacebuilding and Conflict Resolution
 Philosophy
 Physics
 Political Science
 Psychology
 Public Health
 Religious Leadership and Ministry
 Religious Studies
 Sexuality and Gender Studies
 Sociology
 Special Education
 Theatre
 U.S. Poverty Analysis
 Women's Studies

GRADUATE PROGRAMS

Education
 Occupational Therapy
 Physical Therapy
 Physician Assistant
 Shakespeare and Performance

ADMISSION AND THE FIRST-YEAR EXPERIENCE

Admission

Mary Baldwin's traditional undergraduate program, Mary Baldwin College for Women, 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, and education (*see the College of Education, Shakespeare and Performance, or Murphy Deming College of Health Sciences 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, 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 (preferably two consecutive foreign language courses);
- Mathematics, three units;
- History and social studies, three units;
- Lab science, two units.

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 science in nursing, or bachelor of social work; master of letters or master of fine arts in Shakespeare and Performance; master of education or master of arts in teaching; or master of science in physician assistant, doctor of occupational therapy, or doctor of physical therapy 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 Mary Baldwin College for Women 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 Mary Baldwin College for Women must earn a minimum of 63 semester hours at Mary Baldwin and spend two years in full-time attendance.

Transfer students should send their official college transcript(s), official final high school transcript, and application to Mary Baldwin College for full consideration. Students with 25 credits or less of transfer work should also submit SAT or ACT scores. Official college transcripts must be mailed directly from the Office of the Registrar from all previously attended institutions; and prospective applicants should request the transcripts be sent to Mary Baldwin as soon as possible. We will notify students of the status of their admission application within two weeks. Mary Baldwin will consider transfer students with some college and no degree and those with an associate of arts, associate of science, or associate of arts and sciences.

Important information:

1. Students must be academically and socially eligible to return to the school they are currently attending or in which they were previously enrolled.
2. Mary Baldwin has articulation agreements with the Virginia Community College System.
3. Students with less than 24 hours of college level course work will be evaluated for admission based on their academic performance in high school as well as their college-level course work.
4. SAT or ACT test scores may be taken into consideration.
5. If a student enters with 18 or fewer credit hours, the student’s academic work will be evaluated to determine the appropriate Gateway course for the student.
6. Official Mary Baldwin College transcripts will show course titles, grades, and credit hours earned on transfer credit for which MBC has comparable courses; however, grades from transfer coursework are not factored into the GPA. In evaluating graduation requirements, the Registrar will determine if certain transfer credits can be used to satisfy general education requirements. All students must satisfy the core requirements and other graduation requirements set forth in the catalog under which they enter Mary Baldwin College.

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 adult students. International students also have their own Gateway which includes intentional cultural, academic, and social immersion; and transfer and commuter students have their own Gateways as well. Mary Baldwin College for Women students may choose one of seven Leadership Gateways.

For first-year students, Gateways are a critical component of MBC’s unique first-year experience, serving as the entryway to a journey of lifelong leadership. Our first-year curriculum includes a year-long orientation program which assists in the transition to college and helps guide students in career exploration with focus on leadership. Throughout the first year, students work closely with faculty, staff, and peers to build successful studentship and strong relationships, to discover their passions, and to explore who they want to be. The Leadership Gateway brings these teams together around common co-curricular interests and activities and integrates these activities into the academic curriculum while exposing students to the larger campus and all of its resources. Our first year experience supports new students in their transition to college and in their exploration and discovery of their best selves. National data and MBC’s experience demonstrate that focused first-year learning communities enhance student success.

First-year students in RCW enter through the following Leadership Gateways with individualized orientation programs. Through these learning communities, all new students will complete BOLD 101 and 102: Baldwin Opportunities for Leadership and Development.

Arts Gateway

Director, Morgan Smith, webmaster and social media manager

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.

Suburbanites (for commuter students)

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 at home.

Early College Gateway

Director, Christy Baker, associate director of PEG

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 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.

Note: Additional application and interview are required.

Lois Blackburn Women for Healthy Lifestyles Gateway

Director, Mary VanNortwick, wellness and nutrition coordinator

This gateway is designed for young women who want to 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.

- Phys Ed 100 Fitness

Coexist Gateway

Director, Katherine Low, chaplain and assistant professor of religion

The Coexist 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.

- REL 130 Faith, Life, and Service

Ida B. Wells Gateway

Director, Rev. Andrea Cornett Scott, associate vice president for inclusive excellence

Named in honor of a 19th-century civil rights activist and suffragist, this gateway is designed to aid African-American students in their transition to college life. Participants learn to identify their skills, values, and experiences, and understand how their unique presence adds value to the MBC experience.

These new students will make a commitment to diversity programming by serving as student ambassadors for the Office of Inclusive Excellence. As a member of this gateway, students will also take a general education course taught by their advisor and engage in co-curricular programming focused on civic engagement and African-American culture. Ida B. Wells extended support system includes Ubuntu Student Mentors and Sista Friends alumni mentors, using a team approach to helping each young woman become her best self. Additional application and interview are required.

- PHIL 140 Community and Service Learning

Latino Culture Gateway

Director, TBD

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.

- Recommended: Spanish language and Latin American Literatures and Culture courses
- Required: LALC 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.

- CE 102 The Reflective Self in Community
- Recommended courses: PHIL 140 Community and Service Learning or SOC 282 Community Service and Society

Transfer Gateway

Kim Robinson, Director

Transfer students are new to Mary Baldwin, but they already have some experience with the college ropes. MBC makes the transition seamless and offers the resources and support they need to succeed while finishing their undergraduate education. Mary Baldwin and the Virginia Community College System also have a Guaranteed Admissions Agreement to facilitate credit transfer from community colleges.

Virginia Women's Institute for Leadership (VWIL) Gateway

Director, Terry Djuric, Brigadier General, US Air Force, Retired

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.

- 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

College for Women Tuition and Fees

The comprehensive fee for students in the Mary Baldwin College for Women during the 2015–2016 academic year is \$39,331 (\$29,940 for tuition, \$275 student organization fee, \$116 technology fee, and \$9,000 for room and board). The additional PEG housing fee is \$1,250. 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 College for Women 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 go to www.mbc.edu and follow the Monthly Payment Plan link under “Admissions” or 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 and summer courses 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.

College for Women Schedule of Payments 2015–2016

Resident Students

Direct Cost..... \$39,331
 Tuition and fees, room and board. Fees include: Student Organization Fee \$275, Technology Fee of \$116.

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) \$19,803
December 1 from all students..... \$19,528

Commuter Students

Comprehensive Fee \$30,331
 Tuition and Fees. Fees include: Student Organization Fee \$275, Technology Fee of \$116.

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) \$15,303
December 1 from all students..... \$15,028

Part-Time Students

Fewer than 12 semester hours during fall or spring semesters: \$450 per semester hour and a \$58.00 Technology Fee. Students in the 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 \$225.00 per semester hour and is charged for any 287 or 387 course. The audit fee is \$225.00 per semester hour.

Summer Term

Individual course credits taken during the summer

- Summer coursework (2015–16)..... \$450 per s.h.
- Internship Fee (2015–16)..... \$225.00 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 \$19,803. Commuter students enrolling for either period will be charged \$15,303. 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 \$260. 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 \$105.

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 \$6 per copy; \$8 if sent by U.S. mail
- 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, posted as a withdraw (W), 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.

Graduate Courses: Prior to admission to an MBC graduate program, students may only take two graduate courses (six semester hours). Following admission to a graduate program, students may take additional graduate courses, but will be assessed an additional nominal fee to do so, beyond the first six semester hours. Students should check the appropriate graduate program section for semester hour limits on graduate courses prior to BA conferral.

Special Housing Fees

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

- Single room..... \$600 per semester
- Carriage House, King, Scott House, and Woodrow Terrace Apartments.....\$160 per semester
- Pet cleaning fee* \$250 per semester

*Only service animals allowed; advanced approval required.

Lost Dorm Keys

- Fine for replacement of lost room keys..... \$30
- Fine for the replacement of lost keys to outside doors..... \$55

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
- Second decal \$5

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 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 \$105 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 \$105 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 \$105 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 \$105 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 \$105 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 August 31, 2015, and exams end December 11, 2015, for terms 1 and 2. Classes begin January 11, 2016, and exams end April 25, 2016, for terms 3 and 4. May Term (Term 5) begins April 27, 2016, and ends May 17, 2016. 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 of \$105 will 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 — \$450 per semester hour*
- Internships — \$225.00 per semester hour (only classes numbered 287 or 387)

Special Costs

- Orientation Fee — \$50*
- Extended Time Fee — \$65 per semester hour
- Prior Learning Portfolio Evaluation — \$450 per portfolio (Cost equals one credit hour per portfolio.)
- Re-activation Fee — \$50
- Graduation Fee — \$100*
- Administrative Withdrawal Fee — \$105 (in addition to any tuition that is due)
- Technology Fee — \$58.00 per semester*

*Fees applicable to RN to BSN Program

Graduate Courses: Prior to admission to an MBC graduate program, students may only take two graduate courses (six semester hours). Following admission to a graduate program, students may take additional graduate courses, but will be assessed an additional nominal fee to do so, beyond the first six semester hours. Students should check the appropriate graduate program section for semester hour limits on graduate courses prior to BA conferral.

Graduate Tuition and Fees

Graduate tuition and fee information is included with the general information on each program. *For more information, see the College of 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 a measure of your family's financial strength and is calculated according to a formula established by law. A student's need is the difference between the cost of attendance at Mary Baldwin and the student's EFC.

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

$$= \text{Financial Need}$$

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 and grants to fill as much of the remaining need as funding and institutional awarding policy will allow. Students may apply for work-study positions at the work-study website: www.mbc.edu/work_study.

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 full-time 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 has been 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. 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 status. 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 status. Students will be counseled on their rights and responsibilities at the time they completed student loan entrance counseling. 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 status. 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. 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. 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. 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.

Degree	Hours to Complete	Max Hours May Attempt with Aid
Bachelors	126	189
MLitt	36	54
MFA (including MLitt)	66	99
MAT Elementary School	39	58.5
MAT Middle School	39	58.5
MAT Special Ed	42	63
MEd	33	49.5
DPT	124	186
OTD	112	168
MSPA	126	189



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
- a maximum of 6 semester hours of graduate-level coursework (unless admitted into a joint bachelor's-master's program, in which case addition credits are allowed, and additional charges will apply)
- 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 College for Women; 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, socioeconomic 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

A candidate for the baccalaureate degree may participate — or “walk” — in the May Commencement ceremony without having completed the degree if he/she satisfies four conditions:

- No more than six credits remain after May Term
- A cumulative GPA in the major and overall of at least 2.0
- No outstanding financial obligations to the college or payment plan approved by the Business Office
- The student has submitted a written plan or documented course registration to complete all requirements for graduation by the end of the following fall semester. Documentation must be accepted by the head of the student’s major department and academic administration no later than the Monday preceding Commencement.

The student’s transcript will not certify completion of the degree until all degree requirements have been met. No student may “walk” in more than one ceremony for a single degree. The Commencement program will designate students who are “walking.”

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 experimental course in 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 is no grade of A+):

- 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
- D- 0.7

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

Grading Scale

- A 93–100
- A- 90–92
- B+ 87–89
- B 83–86
- B- 80–82
- C+ 77–79
- C 73–76
- C- 70–72
- D+ 67–69
- D 63–66
- D- 60–62

Grade Changes

(Provisions in parentheses apply to ADP students.) Requests for 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 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, an MBCW 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.
- Students taking ADP coursework are eligible for the temporary symbol of ET (extended time) for ADP coursework only, with the exception of courses taught through the College of Education, upon permission of their instructor, their academic advisor, and the director of the adult degree program 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, MBCW 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.

- MBCW 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) 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 more than 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.

Withdrawals

Voluntary Withdrawal: Students in the College for Women who withdraw from the college must reapply through the Office of Admissions. ADP students “stop-out” and “re-activate” through the 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 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 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 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 or incomplete or missing grades. 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 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
- MBCW 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.
- MBCW 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, 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 College for Women and ADP.

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 2015–2016

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 122 Silkscreen
ART 124 Digital Photography and Digital Printmaking
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
ARTH/FILM 254 Film Analysis
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
PHIL/ARTH 234 Philosophy and the Arts
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 160 How to Live: Classic French Literature

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
LALC 232 Approaches to Latin American Literature
PHIL 101 Introduction to Philosophy
PHIL 102 Introduction to Ethics
PHIL 201 Greek and Medieval Philosophy
PHIL 202 Modern Philosophy
REL 101 Old Testament (Hebrew Bible)
REL 102 New Testament (Christian Bible)
REN 100 Defining the Renaissance
THEA 217 Continental Renaissance Drama

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 151 Human Health and Disease
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
INT 165 Earth Science
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 200 State and Local Government
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 Deviance
SOC 254 Social Psychology

Thematic Seminar (T)

AMST 230 Introduction to American Studies: “The Land of the Free”
ANTH 227 Human Geography: People, Place and Culture
ARTH 238 The Age of Cathedrals East and West
BIOL 348 Conservation Biology
BUAD/INT 104 Perspectives on Sustainability
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 130 French Food Culture
FREN 225 Literature and Film in Translation
HIST 235 Body, Mind, and Spirit: Renaissance and Reformation Europe, 1350–1650
HIST 243 The French Revolution
HIST 264 Introduction to the African Diaspora
HIST 365 History of the Civil Rights Movement
INT 118 Principles for 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 205 Death and Dying
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/MKTC 334 Multicultural Marketing in America
ECON 215 Poverty, Inequality, and Welfare
ED 342 Culturally Responsive Teaching and Communication
ENG 364 African-American 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
INT 155 Permeable Borders
LALC/AMST 127 U.S. Latino Literature and Culture
MUS 151 History of Jazz
PHIL 232 African-American Thought
PHIL/REL 225 Martin Luther King and a Philosophy of Civil Rights
PSYC 248 Forensic Psychology

REL 232 African-American Religion
SOC 248 Social Inequality
SOC 264 Social Movements
SOWK 353 Social Work with Diverse Populations
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
ENG/AMST 241 American Women’s Autobiography
FILM 275 Women in Film
FREN 270 African and Caribbean Women Writers
HCA 235 Women’s Health Care Issues
HIST 203 Women in American History
HIST 346 European Women’s History from 1700
LALC 246 Latin American Women Writers
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
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
WS/AMST 240 Gender and Popular Culture

Community Involvement (C)

BUAD 214 Income Tax (VITA)
CE 102 The Reflective Self in Community
CE 255 Assisting Local Food Programs
CE 287 Civic Engagement Internship
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
SOC 282 Community Service and Society
SOWK 355 Social Work Practice I
THEA 211 Theatre in the Community

Global Understanding — Foreign Language (F)

FREN 101 Beginning French I
FREN 102 Beginning French II
FREN 201 Intermediate French I
FREN 202 Intermediate French II
JPNS 101 Beginning Japanese I
JPNS 102 Beginning Japanese II
JPNS 201 Intermediate Japanese I
JPNS 202 Intermediate Japanese II
SPAN 101 Beginning Spanish I
SPAN 102 Beginning Spanish II
SPAN 150 Spanish Conversation
SPAN 201 Intermediate Spanish I
SPAN 202 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 China in the Developing World
AS/SOC 270 Australia and New Zealand
BIOL 250 Neotropical Ornithology
BUAD 305 Global Business
BUAD/MKTC 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
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)
LALC 218 May Term Abroad
LALC 230 Latin American Culture and Civilization
POLS 111 Comparative Politics
POLS 112 International Relations
POLS 128 U.S. Foreign Policy
POLS 215 Politics of Developing Nations
POLS 249 Latin American Politics
POLS 295 African Politics
POLS 311 Terrorism and Counter-Terrorism
REL 202 Judaism, Christianity, and Islam
SOWK 401 Field Instruction in Social Work in Honduras
SPAN 203 Advanced Grammar and Composition
SPAN 210 Advanced Spanish Conversation
SPAN 215 Let’s Talk About Movies/Hablemos de Cine
THEA 208 London Theatre (abroad)

Physical Fitness and Health (P)

PHE 100–123, 221, or 251 (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 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 400 Senior Seminar
BIOL 401 Senior Research
BIOL 402 Senior Colloquium
BUAD 401 Business Senior Seminar
CHEM 400/401 Senior Research
COMM 100 Public Speaking
ED 382–393 Student Teaching
ENG 400 Major Seminar
HCA 310 Health Care Strategic Management
HIST 239 Voices of Protest and Authority: Europe 1600–
1800
MKTC 400 Marketing and Communication Senior
Seminar
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 101 Principles of Microeconomics
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 314 Art in England
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 265 Survey of African-American History to 1877
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/REL/AS 320 Peacemaking: Gandhi and Nonviolence
PHYS 260 Introduction to Materials Science
PSYC 212 Cognition and Cognitive Neuroscience
PSYC 310 Learning and Memory
REL 355 Greek Myth and Religion
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/MKTC 336 Cross Cultural Global Marketing
CHEM 230 Environmental Chemistry I
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
FILM 264 Screenwriting
FREN 160 How to Live: Classic French Literature
HCA 235 Women's Health Care Issues
HIST 212 The United States: The Revolutionary Generation, 1763–1817
HIST 400 Senior Seminar
INT 251 The Writer in the World: Professional Writing
INT 270 Teaching Writing: Introduction to Theory and Practice
MUS 323 Piano Literature
PHIL 101 Introduction to Philosophy
PHIL 203 The Literature and Thought of Existentialism
POLS 215 Politics of Developing Nations
PSYC 216 Multicultural Psychology
PSYC/BIOL 305 Physiological Psychology
SGS 275 Trans Communities
SGS 338 Theories in Sexuality and Gender Studies
SOC 240 Community and Urban Sociology
SOC 248 Social Inequality
SOC 300 Sociological Theory
SPAN 203 Advanced Grammar and Composition

SOWK 353 Social Work with Diverse Populations
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
BIOL 402 Senior Colloquium
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
ED 400 Senior Seminar and Project
ENG 400 Major Seminar
HCA 401 Senior Seminar
HIST 400 Senior Seminar
LALC 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
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 Reserve Officer Training Corps (AFROTC) program conducted at Virginia Military Institute. Participation is limited to students in Virginia Women's Institute for Leadership.

AFROTC is a nationwide program that allows students to pursue commissions (become officers) in the United States Air Force (USAF) while simultaneously attending college. AFROTC classes are held on college campuses throughout the United States and Puerto Rico; students can register through normal course registration processes. AFROTC consists of four years of Aerospace Studies classes (Foundations of the USAF, Evolution of USAF and Space Power, Air Force Leadership Studies, and National Security Affairs/Preparation for Active Duty), and a corresponding Leadership Laboratory for each year (where students apply leadership skills, demonstrate command and effective communication, develop physical fitness, and practice military customs and courtesies). College students enrolled in the AFROTC program (known as "cadets") who successfully complete both AFROTC training and college degree requirements will graduate and simultaneously commission as Second Lieutenants in the Active Duty Air Force.

The AFROTC program at the Virginia Military Institute (VMI) has an agreement with Mary Baldwin College that allows MBC students to enroll in AFROTC and become full-fledged cadet participants. For more information on AFROTC course descriptions, please review the Air Force section of the VMI Academic Catalogue.

Aerospace Studies Course Descriptions

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

Offered in the fall semester. Focuses on the organizational structure and mission of the Air Force.

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

Offered in the spring semester. Further focus on the organization and mission of the Air Force and fundamental leadership principles. *Prerequisite: AS103.

113 Leadership Lab for AS103 (No credit)

Focuses on fundamentals of leadership and followership. Required only for students pursuing a commission in the U.S. Air Force.

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**)

114 Leadership Lab for AS104 (No credit)

Focuses on fundamentals of leadership and followership. Required only for students pursuing a commission in the U.S. Air Force.

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

Offered in the fall semester. Focuses on the history of the US Air Force and 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.)

Offered in the spring semester. *Prerequisite: AS203.

213 Leadership Lab for AS203 (No credit)

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

214 Leadership Lab for AS204 (No credit)

Prepares students for Air Force Field Training. 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.)

Offered in the fall semester. Emphasizes concepts and skills required by the successful manager and leader.

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

Offered in the spring semester. *Prerequisite: AS303.

313 Leadership Lab for AS303 (No credit)

Hands-on application of leadership and followership

principles. Required only for students pursuing a commission in the U.S. Air Force.

314 Leadership Lab for AS304 (No credit)
Hands-on application of leadership and followership principles. Required only for students pursuing a commission in the U.S. Air Force.

403 National Security Affairs and Preparation for 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 for Active Duty II (2 s.h.)
**Prerequisite: AS403.*

413 Leadership Lab for AS403 (No credit)
Officer candidates apply leadership principles to prepare for active duty by leading a cadet wing.

414 Leadership Lab for AS404 (No credit)
Officer candidates apply leadership principles to prepare to enter active duty by leading and managing a cadet wing.

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 364

Two of the following: MUS 151, HIST 213, ECON 215, 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

- Quest: A spiritual exploration program available to all students that includes a significant civic engagement component.
- Various community and campus-wide programming that includes Black Baby Doll Day; Martin Luther King Jr. Candlelight March and Memorial Service; and Kwanzaa and Black History Month programs.
- Internship opportunities that include local archival and oral history projects.

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 364, ENG 375, MUS 151, PHIL 232, REL 232, LALC/AMST 127, or THEA/AMST 270

Two of the following: ANTH 212, ANTH 220, ECON 215, PHIL 225, POLS 209, REL 237, 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 364

One of the following: POLS 100 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 or ENG 221

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 364, HIST 265, HIST 266, or LALC 127

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.) (D)

For course description, see LALC 127 in the Latin American Literatures and Cultures listing.

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

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 (3 s.h.) (G, W)

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

241 American Women’s Autobiography (3 s.h.) (G)

For course description, see ENG 241 in the English listing.

270 African-American Theatre (3 s.h.) (D)

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 200-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 251, AS 253, AS 270, FREN 255, or POLS 249

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 Human Geography: 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 D.C. 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 (Sara Nair James); Studio Art 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, Nancy Ross, 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.

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.)

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 122

ART 124

ART 211

ART 406

Photography Emphasis

ARTH 206 (as 200–300 level ARTH)

ART 115

ART 120

ART 124

ART 215

ART 408

Graphic Design Emphasis

ART 115

ART 117

ART 120

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. Some attention will be given to three-dimensional design. 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 3D 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-gelatin 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.

117 Software in the Visual Arts (3 s.h.)

This course introduces a practical understanding of Adobe Photoshop, Adobe Illustrator and Adobe InDesign. External hard drive (250 GB min).

119 Introduction to Film/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.

122 Silkscreen (3 s.h.) (A)

An introduction to the process and techniques of screen printing (silkscreen). The course includes multiple-color printing to paper, textile printing, tie-dye workshops (associated with textile printing), class discussions, and critique. Materials fee.

124 Digital Photography and Digital Printmaking (3 s.h.) (A)

An introduction to the process and techniques of photolithography and photo-intaglio. The course includes Photoshop workshops, photo/printmaking techniques, class discussions, and critique. 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 in two-dimensions and three-dimensions 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.

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, including working with three-dimensional form. **Prerequisite: ART 112 or permission of instructor.* 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. Students work with both silver gelatin and digital techniques. 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 Production for Print (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 117. Materials fee and external hard drive (250 GB min).

245 Studio Art 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 and photography 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.

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.

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, 117, 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).

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)
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 140, ART 117, 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 in two-dimensions and three-dimensions 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 213.

234 Philosophy and the Arts (3 s.h.) (A)
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.) (A)
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.) (R)
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 in the spring semester. 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

Cara E. Jones and Amy Miller, co-directors of program
Lin Lin Aung, Masako Hikami, Daniel Metraux, James Yoxall

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 201 and JPNS 202 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 or another course in cultural anthropology

AS 400

Four of the following: AS 200, AS 242, AS 244, AS 246, AS 247, AS 251, AS 253, AS 255, 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, 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 United States.

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, DC
- 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 or travel study of Asian cultures in the United States.

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.

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 China in the Developing World (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.

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, Mary Jane Epps, Eileen Hinks, Barbara Merk

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.

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 or BIOL 402 Senior Colloquium	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 and BIOL 401.

Supporting Courses:

8 credit hours in Chemistry:
 CHEM 121 General Chemistry I with lab
 CHEM 122 General Chemistry II with lab
 11 credit hours in Mathematics/Statistics:
 MATH 211* Calculus I
 MATH 212* Calculus II
 Any Statistics 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

Four of the following: 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 125, HCA 225, 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 College of Education.*

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.

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.) (N)

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, Recommended: CHEM 121.*

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.

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

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. **Prerequisite: BIOL 111, Recommended: CHEM 121.* 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.

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 224 or permission of instructor. Alternate years.

328 Biotechnology (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 Biological Imaging (4 s.h.)

Laboratory course. The study of the theory and methodology of multiple types of imaging to include light and fluorescence microscopy, Scanning Electron Microscopy (SEM), and gel imaging for DNA and protein analysis. *Prerequisite: BIOL 111 or BIOL 112. Alternate years, May Term.

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 245 or permission of instructor. 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.

361 Animal Behavior (4 s.h.)

Lecture, project development, 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.

381 Junior Seminar (3 s.h.)

This seminar focuses on experimental design, scientific writing, data analysis, and development of a senior research topic. Students write a research proposal for review by midterm. 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.

387 Internship: Professional Experience in Biology (2–3 s.h.)

Provides practical experience in a biology related career setting by working with professionals in a chosen career specialty area. Students work closely with a faculty member and negotiate the terms of internship with the on-site supervisor. Credit is awarded on the basis of one semester hour per 50 hours of internship. Must be taken P/NC, and does not count as a 300-level elective towards the major.

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

Students complete planning for the project designed during BIOL 381. Students refine the research/review plan and then participate in journal article presentations on relevant papers. Students meet in small groups to report progress on experiments and data acquisition or

on writing of a critical review of the research literature.
**Prerequisite: BIOL 381.*

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

This research seminar includes the experimental portion of the senior research project developed during BIOL 381 and 400, 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. **Prerequisite: BIOL 400.*

402 Senior Colloquium (2 s.h.) (O, M)

This colloquium includes the completion of a critical review of the research literature focused on the topic developed during BIOL 381 and 400, combined with small group meetings to discuss progress on a comprehensive critical review paper, including formal oral presentations of the topic. The student prepares a critical review paper and conducts a summary oral presentation of it, and takes the Major Field Achievement Test in Biology. **Prerequisite: BIOL 400.*

Business

Cathy Ferris McPherson and Joe Sprangel, department heads

Gregory Brann, Bruce Dorries, Janet Ewing, Claire Kent, Robert Klonoski, Lallon Pond

We prepare students to embark on the next phase of their lives, whether it is entering the work environment or pursuing graduate studies, with a powerful skill set. Students will develop the ability to assess a situation, choose effective business tools, and adapt to often complex changes.

We offer several challenging and focused baccalaureate options. Our bachelor of arts in business has a strong broad-based core covering all the fundamental components necessary to understand the business world and the dynamic environment in which it operates. Students complete the core, as well as at least one area of emphasis, specific to their needs and interests. Emphasis areas include: management, entrepreneurship, marketing, accounting, human resource management, sustainability, and women's leadership. A bachelor of science in business is also available.

The second baccalaureate option in the department is a Marketing and Communication major. We offer students this unique major, which focuses specifically on marketing and communication theory and practice. This degree equips students to understand, assess, and navigate in a world that is increasingly diverse. Students will gain knowledge and skills to understand different contexts,

cultures, and media and be able to leverage the power of effective, informed and targeted communication. There are two tracks available in the Marketing and Communication degree option: Integrated Marketing and Communication Studies. Students have the opportunity to become effective and impassioned communicators, decision makers, and team players.

In partnership with the Political Science and Economics departments, we offer a major in International Economics and Business. This rigorous major lays a foundation for understanding our global economy with a particular focus on financial institutions dealing with foreign currencies and not-for-profit organizations involved in foreign aid and diplomacy.

And, finally, we offer an online degree option appropriate for distance learning students who wish to complete a comprehensive program that will prepare them to move ahead in their career. This bachelor of arts in business curriculum includes courses that will promote development of strong conceptual skills, along with a focus on practical application. Students may choose one of three emphasis areas: entrepreneurship, management, or women's leadership.

Bachelor of Arts in Business

College for Women and Adult Degree Program

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 seven emphasis areas.

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, but only ECON 102 taken at MBC meets the Global Understanding 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 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 Global Labor Issues
INT 230 History and Theories of Leadership
INT 330/331 The Practice of Leadership Development
PSYC 245 Industrial/Organizational Psychology

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 214 Income Tax (VITA)
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 Advertising
COMM/MKTC 300 Persuasive Campaigns

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 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 Accounting

Note: All upper division accounting courses are only offered online.

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 214 Income Tax (VITA)
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 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 and 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
PSYC 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 Global Labor Issues

Plus one of the following:

BUAD 350 Project Management for Sustainable Impact
BUAD 387 Business and Civic Engagement Internship
BUAD 395 Business Practicum
PSYC 205 Techniques of Counseling and Psychotherapy
PSYC 302 Psychological Testing (Note: PSYC 220 or 250
is a pre-requisite for PSYC 302)
PSYC 313 Applied Behavioral Analysis
REL/COMM 237 Mediation: Theory and Practice

**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
ECON 272 Environmental Policy
SOC 262 Environmental Sociology

**Requirements for the Bachelor of Arts in Business
Emphasis in Women's Leadership**

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 250 The Female Executive: Strategies in the
Workplace
BUAD 400 Strategy & Sustainability in Business
Decisions
BUAD 401 Business Senior Seminar
ECON 101 Microeconomics
INT 230 History and Theories of Leadership
INT 330/1 The Practice of Leadership
PSYC 214 Psychology of Women
WS 100 Focus on Women

**Bachelor of Arts in International
Economics and Business**

College for Women and the Adult Degree Program
49 semester hours

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.

ECON 101 Microeconomics
ECON 102 International and Macroeconomics
BUAD 200 Management Principles
BUAD 208 Accounting Principles
BUAD 209 Financial Decision Making
INT 222 Social Science Statistics
BUAD 230 Marketing Principles
BUAD 305 Global Business
BUAD 336 Cross-Cultural and Global Marketing
ECON 254 International Finance
ECON/BUAD 387 Business and Civic Engagement
Internship or Study Abroad
ECON 401 Senior Project

Plus, one of the following:

ECON/BUAD 247 Global Labor Issues
ECON 253 International Trade

Plus, one of the following:

ECON 303 Intermediate Microeconomic Theory
ECON 304 Intermediate Macroeconomic Theory

Plus, one of the following:

ECON 210 Food, Population, and Technology
ECON 232 Topics in Economic Development

*ECON/BUAD 247 Global Labor Issues

*ECON 253 International Trade

*Not included in choices above.

Plus: One semester of intermediate, college-level foreign language

Bachelor of Arts in Business Online Format

For students seeking the convenience and flexibility of earning their degree online, three areas of concentration are available. Students enrolling in the program should have access to a high-speed internet connection, have Word, Excel and PowerPoint programs and have a personal computer with voice and video communication capabilities.

The degree that is available through an online format is the same as that available through the college for women or the adult degree program; the general education and major requirements apply equally to all formats.

Requirements for the Bachelor of Arts in Business Emphasis in Entrepreneurship

Online

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 313 Computerized Accounting for the Small Business
BUAD 338 Market Research
BUAD 350 Project Management for Sustainable Impact
BUAD 400 Strategy & Sustainability in Business Decisions
BUAD 401 Business Senior Seminar
ECON 101 Microeconomics
ECON 102 International and Macroeconomics

Requirements for the Bachelor of Arts in Business Emphasis in Management

Online

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 250 The Female Executive: Strategies in the Workplace
BUAD 302 Managing Human Resources
BUAD 305 Global Business
BUAD 307 Business & Society
BUAD 400 Strategy & Sustainability in Business Decisions
BUAD 401 Business Senior Seminar
ECON 101 Microeconomics
ECON 102 International and Macroeconomics

Requirements for the Bachelor of Arts in Business Emphasis in Women's Leadership

Online

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 250 The Female Executive: Strategies in the Workplace
 BUAD 400 Strategy & Sustainability in Business Decisions
 BUAD 401 Business Senior Seminar
 ECON 101 Microeconomics
 ECON 102 International and Macroeconomics
 INT 230 History and Theories of Leadership
 INT 330/1 The Practice of Leadership
 PSYC 214 Psychology of Women
 WS 100 Focus on Women

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 and Global Marketing, and
 ECON 303 Intermediate Microeconomic Theory

Bachelor of Arts in Marketing and Communication

Please see Marketing and Communication

Minor in Business

College for Women and the Adult Degree Program

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 seven 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

College for Women and the Adult Degree Program
Please see Human Resource Management, Marketing, or Management

Certificate Programs

College for Women and the Adult Degree Program

MBC offers certificates in the following areas: Sustainable Business Management, Entrepreneurship, Human Resource Management, and Marketing and 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

PSYC 205 Techniques of Counseling and Psychotherapy

Plus one of the following:

BUAD 202 Organizational Behavior and Interpersonal Communication

PSYC 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 Global Labor Issues

Plus one of the following:

BUAD 350 Project Management for Sustainable Impact

BUAD 387 Business & Civic Engagement Internship

BUAD 395 Business Practicum

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

PSYC 313 Applied Behavioral Analysis

REL/COMM 237 Mediation: Theory and Practice

Requirements for Certificate in Marketing and Communication

21 semester hours

BUAD 230 Marketing Principles

BUAD 338 Marketing Research

BUAD 362 Consumer Behavior

COMM 115 Introduction to Mass Media

COMM 240 Advertising

COMM 260 Public Relations

COMM 300 Integrated Marketing 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. The Income Tax Assistance Course (VITA) offers students such a co-curricular, Community Involvement (C) opportunity. They become IRS certified to prepare tax returns for area residents. 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 through the Adult Degree Program: BUAD 211, 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.) (T)

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. Cross-listed as BUAD/INT 104.

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 and 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. **Prerequisite: BUAD 208.*

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.*

214 Income Tax (VITA) (3 s.h.) (C)

Offers students a co-curricular Community Involvement (C) opportunity to become an IRS-certified volunteer providing free basic income tax return preparation with electronic filing to qualified individuals. All workers in the United States must pay taxes and most have to file an annual tax return. Students study the conduct and ethics of working with confidential data and how to administer quality information gathering interviews. Once certified in each area, students study current tax law including tax credits, exemptions, and deductions preparing both paper and electronic returns. Upon successfully passing certification exams students are IRS certified in tax law. They can then answer tax law questions, explain tax law to clients, prepare or correct tax returns, and conduct quality reviews of completed tax returns. Students are required to volunteer weekly at a local VITA site. *Offered spring only. *Prerequisite: VITA Seminar (1 s.h.) fall semester or permission of instructor.*

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 Global 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, and 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 United States 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. Cross listed as COMM 334.

336 Cross Cultural 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. Cross listed as COMM 336. **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. Cross listed as COMM 338. **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. Cross listed as COMM 362. **Prerequisite: BUAD 230.*

387 Business and 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

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.

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

Supporting Courses:

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

Supporting Courses:

PHYS 201
PHYS 202
MATH 211
MATH 212

Three additional semester hours in mathematics at the 200-level or above or PSYC 250

Requirements for Materials Chemistry Emphasis

The requirements for the BS in Chemistry

PHYS/CHEM 260
PHYS/CHEM 360 or two semester hours in PHYS/
CHEM 370 performing approved materials science
research

Requirements for Environmental Chemistry Emphasis

40–42 semester hours in Chemistry and 19 s.h. in supporting courses

The requirements for the BS in Chemistry, except choice of *either* CHEM 321 or CHEM 322

Additional required courses:

CHEM 230

CHEM 330 or two semester hours in CHEM 370 performing approved environmental chemistry research

Requirements for Biochemistry Emphasis

42–43 semester hours in Chemistry and 31 s.h. in supporting courses

The requirements for the BS in Chemistry, except choice of *either* CHEM 321 or CHEM 322

Additional Courses:

CHEM 324

CHEM 325

Additional Supporting Courses:

BIOL 111

BIOL 222

BIOL 224

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

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. Fall.

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.* Spring.

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. Fall.*

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. Spring.*

230 Environmental Chemistry I (3 s.h.) (W)

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. Alternate years.*

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. Alternate Years.*

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.

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. Every year.

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, 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 215).

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.

287 Civic Engagement Internship (1–3 s.h.) (C)

Students completing a Civic Engagement internship are challenged to consider, reflect and share insights about complex community issues. Depending on the internship placement, students will be acting and reflecting on such problems as environmental degradation, social injustice, poverty, or race and gender inequities. Students will develop an increased sense of responsibility for the larger community, empathy with members of a specific population, community-based research skills, greater understanding of public policy, and/or the ability to connect a major or minor with community needs and development of public policy.

Clinical Laboratory Science

Paul Deeble, 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, RMH Medical Center, 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. 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.

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 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, 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.

Major in Marketing and Communication

Please see Marketing and Communication

Requirements for the Minor in Communication

18 semester hours

COMM 100

COMM 115

and four of the following:

COMM 202

COMM 240

COMM 245

COMM 260

COMM 280

COMM 300

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 Film/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.

221 Mass Media Writing (3 s.h.) (W)

An introduction to the basics 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.

229 Advanced Film/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 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.*

245 Social Media (3 s.h.)

Develops knowledge and skills needed to understand, critique and implement social media strategies for organizations as well as individuals. Focuses on professional and ethical use of social media. Topics include: history of social media, critical analysis of relationships between social media and audiences, and relationships with traditional media, as well as strategic communication, and entrepreneurship on line. Class will develop projects for nonprofit organizations.

260 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.*

280 Intercultural Communication (3 s.h.) (I)

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, stereotyping, and intercultural communication in education, medicine and business. This course is designed to help us do all these things and become better communicators through intercultural awareness.

300 Persuasive Campaigns (3 s.h.)

Course investigates a broad range of campaigns for products and services, politics, public health, and social movement causes. Case studies and persuasion theories help students understand integrated marketing communication strategies and tactics. Cross listed as MKTC 300.

320 Research Methods

For course description, see SOC 320 in Sociology listing.

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 228–375

Criminal Justice

Douglas Davis and Beth Easterling, co-directors of the program

Bob Robinson, Daniel Stuhlsatz, Carey Usher, James Williams

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.

Mission Statement

The mission of the Criminal Justice program at Mary Baldwin College is to provide students with the ability to use critical thinking skills about issues related to criminal justice systems in the United States and throughout the world. The program provides students with a strong background in the Liberal Arts by focusing on the social, cultural and political dimensions of criminal justice systems. Students examine how social influences continually change the practice of criminal justice through applied coursework and practical experience.

The major fosters writing, verbal communication skills, information literacy, and the application of theoretical knowledge relative to the field. The program further prepares students to conduct scholarly research into the nature and sources of crime, as well as the criminal justice system.

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 230, 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 200, SOC 210, or ECON 215

Category Three: Social System: PSYC 203, SGS 261, SOC 112, SOC 200, PSYC 248, SOC 248, or CHEM 101

Completion of the Criminal Justice Major Field Test is required during fall of the senior year.

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 230, CJ 235, or 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 Administration (3 s.h.)

This course teaches the principles of organization and administration of public safety agencies; studies the management of line operations, staff and auxiliary services, investigative and juvenile units; introduces concepts of data processing; examines policies, procedures, rules, and regulations pertaining to crime prevention.

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 CJ 100 prior to taking this course.

230 Crime Scene Investigations (3 s.h.)

This course will explore all aspects of crime scene investigation. The role of the Crime Scene Investigator (CSI) is paramount to the successful preparation and prosecution of a case for criminal trial. Students learn how to identify, collect, and preserve evidence at a crime or vehicle collision scene. Using a simulated crime or collision scene, students will conduct a search for evidence, photograph, and sketch the crime scene. Through the simulation, students will prepare a report and draw conclusions based on the evidence collected. Reconstruction of the scene is an important part of the role of the CSI and is used in determining final conclusions. This course counts as an "applied," professional — training course for the major. Students are encouraged to take CJ 100 and CJ 215 prior to 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 6 s.h. of applied 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.)

This course is one of four fulfilling the criminal justice senior requirement. 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. **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 are arranged on an individual basis.

Economics

Amy McCormick Diduch, department head
Judy Klein, Jane Pietrowski

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.

Requirements for the Bachelor of Arts in Economics

39 semester hours

ECON 101

ECON 102

POLS 100

POLS 111 or 112

ECON 303

ECON 304

INT 222

ECON/POLS 301 or MATH 233

ECON 401

Three electives in economics

One Math course at or above MATH 159

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

53–56 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 150, ECON/WS 180, ECON 210, ECON 215, ECON 232, ECON 247, ECON 250, ECON 253, ECON 254, ECON 270,

ECON 272, ECON 277, ECON/POLS 301, ECON 303, ECON 304, or ECON 325

Honors Credit

Honor Scholars who are comfortable with calculus may take ECON 101 and/or ECON 102 for Honors credit. Please see Professors Pietrowski 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 215, 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, Q)

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.*

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 United States, the course 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.*

215 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.

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 Global 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. ECON 102 may be taken concurrently.*

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.*

260 Public Policy (3 s.h.)

For course description, see POLS 260 in the Political Science section.

270 Business and Government (3 s.h.)

This course examines economic theory that defines the role of government intervention in business, the history of government intervention, the role of innovation. Students study a series of antitrust cases. The course focuses on U.S. government policy, an assessment of policy, the behavior of firms, and the response of individuals and society within a global context. Cross listed as BUAD 270. **Prerequisite: ECON 101.*

272 Environmental Policy (3 s.h.)

Environmental issues are at the forefront of many policy discussions today. Economic theory provides useful and important tools for analyzing and comparing public policy options to global warming, resource use in developing countries, allocation of scarce water resources. Students learn the tools to recognize and analyze environmental externalities, learn and evaluate the use and effectiveness of cost-benefit analysis and discuss current and potential

policy alternatives. (Offered irregularly.) **Prerequisite: Econ 101.*

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.*

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. *Prerequisites: INT 222 and ECON 303 or ECON 304.*

Education and Teacher Licensure

Please see College of Education

English

Richard Plant, department head

Ralph Alan Cohen, Matthew Davies, Kristen Egan, Sarah Kennedy, Catharine O'Connell, Lydia Petersson, Molsie Petty, 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 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

102 College English (3 s.h.)

Required for graduation. Designed to improve writing, critical thinking, and ability to read carefully. Classes are devoted to discussing student essays and texts by professional writers, with particular attention to the writing process, especially revision. Class will culminate in the production of a 1,500–2,000 word research paper.

103 English as a Second Language (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 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.*

241 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. **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.*

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.*

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 literature, with particular emphasis on Modernist works from between the two World Wars. Through reading, discussing, 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 a research paper of 5,000–6,000 words (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.

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 Theatre 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 305, AS/SOC 270, COMM 115, FILM 275, FREN 225, HIST 246, HIST 247, PHIL 234, 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, 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 in-state projects.
- Documenting local topics of human interest.
- Required or recommended internships at area television, radio stations or video production companies.
- Videotaping 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 and group and individual assignments.

Film Course Descriptions

119 Introduction to Film/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, THEA 119, and ART 119.

229 Advanced Film/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)
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.

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 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.

Francophone Studies

Martha Walker, department head, Latin American and Francophone Studies
Anne McGovern

Students can pursue a minor in Francophone Studies. Minors become proficient in reading, speaking, writing, and understanding spoken French and using their French ability to study other subjects. They examine literary works representing France and other French-speaking regions, study and perform a contemporary French play, and may travel to France during May Term.

Requirements for the Minor in Francophone Studies

20 semester hours

FREN 201

FREN 202

FREN 154

One literature course chosen from the following: FREN 225, FREN 270, FREN 255, and FREN 203; or FREN 203 and 3 s.h. of FREN 220

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 and Francophone Studies Course Descriptions

101, 102 Beginning French (4 s.h. each) (F: both 101 and 102)

Designed for those with little or no French. Through exercises, dialogs, skits, and controlled and creative writing, the student will develop a basic proficiency in speaking, listening, reading, and writing. Students who pass 102 cannot take 101 at a later date without permission from the instructor.

130 French Food Culture (3 s.h.) (T)

How did French cuisine get its reputation? Through a variety of readings, films, and food tastings/ critiques, we will explore the concept of gastronomy as it has developed over time in France. In addition to reading literary, historical, and anthropological texts, students will write formal literary analyses and explore, orally and in writing, their own gastronomic experiences. Open to first-year RCW students only.

201, 202 Intermediate French (4 s.h. each) (F: both 201 and 202)

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 201 or 202. Students who pass 202 cannot take 201 at a later date without permission of the instructor.

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 202 or equivalent.*

160 How to Live: Classic French Literature (3 s.h.) (H, W)

This course introduces students to some of the great works of French literature and film in translation. Our approach will be close reading and literary analysis in discussion and writing, and the common theme will be an exploration of what it means to be human and how to live well. Open to ADP and first-year RCW students only.

270 African and Caribbean Women Writers (3 s.h.) (G)

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.

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. On campus: R or P/NC.

220 French across the Curriculum (1 s. h., repeatable credit)

Students apply their French language skills to any other academic course taken concurrently. They work with faculty in French, reading and discussing a variety of authentic multimedia documents as a supplement to the academic course. **Prerequisite: FREN 202 or equivalent.*

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.

255 May Term in France (3 s.h.) (I)

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 202.* Additional charge for this course beyond MBC tuition.

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 210, ECON 215, or ECON 247

One of the following: ANTH 120, ANTH 202, REL 130, or (with permission) another course related to the history, culture or politics of a developing country, study abroad in a developing country, or service learning in a developing country.

Health Care Administration

Steven A. Mosher, program director

Donovan Branche, Eileen Hinks

Health care is a rapidly changing field. The leadership and 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. The program also coordinates the Public Health minor.

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 with a grade of “C” or higher

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

29 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. As all health care organizations attempt to improve the health status of the community they serve, so internships are a part of that effort at providing a “community benefit”. The work of the intern through daily activities and projects will reflect the “community benefit” — both inside the organization and perhaps outside the organization as well. The HCA 387 internship therefore satisfies the college’s civic engagement requirement of the Central Curriculum as well as the internship requirement of the HCA Program. In short, the

“community benefit” aspect of the internship is tied to the helping of those served by the organization. It is integrated into the daily activities of the intern.

- Almost every HCA course contains an international component.
- Possible student placements are available in internships abroad.
- HCA sponsored events on international themes are presented throughout the academic year.
- HCA faculty conduct research and make 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 that delivers health services in the U.S. health care system in a comprehensive fashion. Includes general management principles and practices as found in health care organizations. Analyzes the nature and role of health policy. Reviews the roles of health care providers, managers, and consumers. Current issues explored at global, national, state, and local levels.

125 Introduction to Public Health (3 s.h.)

This course provides an introduction to mission, functions, and scope of U.S. public health at local, state, and federal levels and to major 20th century public health achievements and 21st century challenges. Topics include: definitions of public health; emphasis on population, health promotion, and disease prevention; balancing individual rights vs. the needs of society; health disparities related to age, gender, race, and ethnicity; and the ecological view of health within the context of biological, social, and environmental determinants of individual and population health. The significant role of collection, analysis, and communication of surveillance data will be explored through readings and interpretation of current public health reports of the Centers for Disease Control and Prevention (Morbidity and Mortality Weekly 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.)

Infectious diseases continue to challenge public health practitioners in the United States and globally. These challenges include emerging and re-emerging infectious diseases, antibiotic resistance, food and water borne outbreaks, pandemics, and bioterrorism. This course will analyze concepts of disease transmission and conditions that promote the emergence and re-emergence of diseases (for example, poverty, disasters, globalization, climate change, and disruption of ecological habitats); historical

aspects of infection control and the changing landscape of infectious diseases; health care and community associated infections; the microbiome and its role in disease; prevention as well as recognition, investigation, and control of outbreaks (infectious and non-infectious); and the role of technological advances, including social media, in early recognition. 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: codes of ethics; caregiver obligations and patients' rights; informed consent; medical experimentation; genetic engineering; death and dying; operational concerns inside health care organizations; access to health care; allocation of health resources including financial and human; social justice and health care policy. Cross listed as PHIL 230.

235 Women's Health Care Issues (3 s.h.) (G, W)

This course explores current U.S. and global issues in women's health and disease through discussion and writing. Topics include: reproductive and maternal health; chronic diseases and their global burden; effects of social policies on women's health; and impact of gender-based violence, disasters, and conflicts on women. Students will evaluate internet health sources; analyze and utilize narrative as a means of reflecting on health and illness; and communicate health issues to specific audiences. 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/organizations like nursing homes, home health organizations, assisted living facilities, rehabilitation centers, 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 United States, 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 implementation, 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. Health reform efforts at the

national, state, local, and institutional levels are analyzed. 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 by considering the elements of history, philosophy/values, levels of care, provider/manager/consumer roles, and delivery systems. Comparisons are made in terms of the health status of a population served. The course also includes review of health issues facing the international community (e.g., communicable and noncommunicable diseases, emergencies, etc.). 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. HCA majors must receive a

grade of "C" or better in HCA 300 to enter HCA 401. **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, and strategic thinking and management, including internal and external environmental assessments. Health status of populations served will be addressed as it relates to population health management. Organizational behavior is analyzed in depth including leadership aspects. Different ways to organize and deliver care are analyzed such as Accountable Care Organizations and Patient Centered Medical Homes. Course focuses on managing change, as seen in health reform efforts, the influence of payment systems, leadership, and technological and scientific innovations. Case study methodology used. Strategic management tools of analysis are reviewed and used. 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 Issues in Health Care Finance (3 s.h.)

Analysis of the nature and operations of health insurance in the United States, including purposes of the various plans (HMO, PPO, IPA, CDHP, 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 (like capitation, fee-for-service, and value-based), and the role of health information technology. Strategic initiatives reviewed such as population health management, growth of companies and services, etc. 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.* Student must have a 2.0 GPA in the HCA major, a cumulative GPA of 2.0, and a “C” in HCA 101 in order to enroll in this course. 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. HCA majors must earn a grade of “C” or better in HCA 401 to satisfy the senior requirement for the HCA major. **Prerequisites: HCA 300 with a grade of “C” or better, HCA 387, and senior HCA major status.*

Health Sciences

Keith Bishop, Paul Deeble, Eileen Hinks, Jenna Holt, Barbara Merk, Steven Mosher

The Health Sciences Major at Mary Baldwin College provides students with an interdisciplinary liberal-arts foundation in the natural and social sciences as well as preparing them to pursue graduate work in the health sciences. Created in conjunction with the new Murphy Deming College of Health Sciences, the Health Sciences Major combines the long-standing strengths of Mary Baldwin College’s undergraduate liberal-arts program with the health sciences expertise in MDCHS. The Health Sciences Major enables students to understand human health as a complex cultural, biological, psychological, and social dynamic. Students in this major should consult with their advisors regarding graduate program prerequisites to ensure that courses will fulfill requirements needed to apply to various health-related graduate programs.

Requirements for Bachelor of Arts in Health Sciences

56 semester hours

The Health Sciences Core (29 credit hours)

BIOL 111 Principles of Biology
BIOL 264 Human Anatomy and Physiology I
BIOL 265 Human Anatomy and Physiology II
HCA 101 Introduction to Health Care Administration
INT 222 Social Science Statistics OR Psych 250 Introduction to Psychology as a Social Science OR Math 233 Statistical Methods and Theory I
PSYC 101 Introduction to Psychology as a Natural Science (PSYC 111 Introduction to Psychology as a Social Science may substitute with permission)
HSCI 150 Introduction to Health Professions

HSCI 180 Medical Terminology
HSCI 401 Senior Seminar

Electives:

A minimum of 27 credit hours. At least three credit hours must be at the 300 level and an additional twelve must be at the 200 level or above.

At least 6 additional hours in Biology from among:
BIOL/CHEM 120* Nutrition for Health, Fitness, and Sport
BIOL 151 Human Health and Disease
BIOL 222 Genetics
BIOL 224 Cell Biology
BIOL 255 Microbiology
BIOL 261 Epidemiology
BIOL/PSYC 305 Physiological Psychology
BIOL 324* Biochemistry I
BIOL 325* Biochemistry II
BIOL 327 Immunology

At least 3 hours in Chemistry from among:
CHEM/BIOL 120* Nutrition for Health, Fitness and Sport
CHEM 121 General Chemistry I
CHEM 122 General Chemistry II
CHEM 221 Organic Chemistry I
CHEM 324* Biochemistry I
CHEM 325* Biochemistry II
* May count for **either** BIOL or CHEM, but not both.

At least 6 additional hours in coursework from among:
ANTH 120 Cultural Anthropology
SOC 101 General Sociology
SOWK 124 Aging
PSYC 203 Abnormal Psychology
PSYC 210 Child Psychology
PSYC 211 Adolescent Psychology
PSYC 305 Physiological Psychology
PSYC 307 Drugs and Behavior
PSYC 311 Psychology of Adult Development

Other Major Electives:

HCA 125 Introduction to Public Health
HCA 225 Public Health Issues
HCA 230 Medical and Health Care Ethics
HCA 235 Women’s Health Care Issues
HCA 245 Health Care Policy and Politics
HCA 250 Global Health
PE 251 Exercise Testing and Training
PHYS 201 General Physics I
PHYS 202 General Physics II

Additional coursework to reach 27 credit hours.

Requirements for Bachelor of Science in Health Sciences

All requirements listed above for the BA, with the addition of:

MATH 211 and 212

PHYS 201 General Physics I and PHYS 202 General Physics II

CHEM 121 General Chemistry I and 122 General Chemistry II

At least one 200- or 300-level lab course in Biology in addition to 264 and 265

Health Sciences Course Descriptions

150 Introduction to Health Professions (2 s.h.)

Intended primarily for first-year students, this course provides students planning a career in health care or in a health-related field information necessary for identification of career direction as well as an overview of the various health professions and an introduction to the concepts of professionalism, cultural competence, interdisciplinary health care teams, and health care policies.

180 Medical Terminology (2 s.h.)

This course provides an understanding of medical abbreviations and terms. It includes the study of prefixes, suffixes, word stems, and technical terms. It emphasizes skills and techniques in understanding and using medical terminology accurately. *Offered online only.*

401 Senior Seminar (3 s.h.)

The senior seminar in Health Sciences will be offered for the first time in the 2016–17 academic year.

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-Brown

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 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 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.

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.

235 Body, Mind, and Spirit: Renaissance and Reformation Europe, 1350–1650 (3 s.h.) (T)

This course focuses on the changes during three centuries that reshaped the European world: the devastation of the plague, a cultural explosion of artistry (theatrical, visual, and musical), the growth of learning and literacy through the spread of the printed word, the political power of newly centralized monarchies, the Protestant challenges to Catholicism, and the religious tensions that erupted into civil wars. At the same time, intellectual and scientific discoveries altered old views of the human body, the universe, and the natural world. We will focus on the intersecting topics of learning, instruction, education, and acquisition of skills as we explore the educational experiences of women and men in universities, convent and grammar schools, guilds, and at home.

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.) (T)

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, R)

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.) (T)

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, such as 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

PSYC 205 Techniques of Counseling and Psychotherapy
(Note: *PSYC 101 or 111 is a prerequisite for PSYC 205*)

Plus one of the following:

BUAD 202 Organizational Behavior and Interpersonal Communication

PSYC 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 & Society

COMM 280 Intercultural Communication

ECON 247 Global Labor Issues

Plus one of the following:

BUAD 350 Project Management for a Sustainable Impact

BUAD 387 Business and Civic Engagement Internship

BUAD 395 Business Practicum

PSYC 302 Psychological Testing (Note: PSYC 220 or 250 is a prerequisite for PSYC 302)

PSYC 313 Applied Behavioral Analysis

REL/COMM 237 Mediation: Theory and Practice

Interdisciplinary Studies

Terry Southerington, director

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.

101L MBC 101L: Planning your MBC Degree (1 s.h.)

Required of students entering the Adult Degree Program (ADP) and Baldwin Business Online (BBO). Teaching students the skills they need to be successful adult learners, including navigating degree planning, using online technology, and understanding the philosophy and policies of the college. We also foster a student learning community, creating connection to Mary Baldwin and one another. Students take this course their first 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.

105 MBC 105: Success as an Adult Learner (1 s.h.)

Required of students entering the Adult Degree Program (ADP) from the College for Women (MBCW) and for ADP students returning from stop-out after an extended time period. Teaching students the skills they need to be successful adult learners, including developing self-awareness, cultivating independent learning skills, navigating degree planning, using online technology, and understanding the philosophy and policies of ADP. We also foster a student learning community, creating connection to Mary Baldwin and one another. Students have already completed MBC 101 or BOLD 101; taken in first semester.

103 Information Literacy (1 s.h.)

This course will develop the research and critical thinking skills necessary for academic success. Information literate students recognize when information is needed and how to locate, evaluate, and use that information effectively in academic and other settings. Topics covered include: focusing topics, finding information in various resources, and issues surrounding the use of information. Skills learned are common to all disciplines.

104 Perspectives on Sustainability (3 s.h.) (T)

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. Cross listed as BUAD/INT 104.

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 history of the American nation since the colonial period with a focus on such key episodes as the pattern of settlement, growth of a new culture, the meaning of the Revolution, the causes and meaning of the Civil War, the industrial revolution of the late 1800s, America's emergence as a world power, the civil rights movement, and other modern developments.

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 immigrant and other minority communities in and around Augusta County on projects that will help to create a cultural bridge between the mission and activities of Walls of Hope, Perquin, El

Salvador and the underserved communities of Staunton and Augusta county.

165 Earth Science (3 s.h.) (N)

Earth science encompasses the geology, chemistry, biology, and physics of our planet. Environmental degradation, natural resources, energy, climate change, and geologic hazards are among the most pressing issues facing society in the 21st century. This course offers an introductory survey of earth science through a survey of geology, oceanography, meteorology, hydrology and the study of the solar system, with a focus on terrestrial-oriented processes that shape and have shaped our planet. Topics include formation, evolution, structure, and composition of the Earth, plate tectonics and the rock cycle, water and nutrient cycles, climate change, energy and policy. This course is intended for the non-science major.

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: Sophomore standing.*

230 History and Theories of Leadership (3 s.h.)

Students develop a broad understanding of the practice and process of leadership by enhancing knowledge and application of leadership theories, styles, attributes and skills; as well as by exploring the factors that influence effective leadership including gender, race, power, culture, and ethics. Additionally, they view leadership through the lenses of various disciplines in the social sciences. This course is required for all students seeking a minor

in leadership studies including all students in the Virginia Women's Institute for Leadership.

251 The Writer in the World: Professional Writing (3 s.h.) (C, W)

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 equivalent, 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 (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 or equivalent.*

270 Teaching Writing: 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 or permission of instructor.*

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 The Practice of Leadership Development (3 s.h.)

This is an exciting opportunity to use action, reflection, and experimentation to develop your leadership skills. The goals include understanding how leadership affects organizational performance and identifying those leader practices that are most effective in getting desired results. Students explore executive leadership, team leadership, process improvement, and shared leadership while relating these concepts to their experience in leading an organization. This course is required for all students pursuing a minor in Leadership Studies.

International Affairs

Cara Jones, coordinator

Mary Hill Cole, Amy Diduch, Judy Klein, Jane Pietrowski, Abby Wightman, Amy Miller

Requirements for the Major in International Affairs

39 semester hours

One year (two semesters) of one foreign language at the intermediate level or above

ANTH 120 Cultural Anthropology

ECON 101 Principles of Microeconomics

ECON 102 Principles of International and Macroeconomics

POLS 112 International Relations

INT 222 Social Science Statistics

One Course in Research Methods: ECON 301 Advanced Data Analysis; Math 233 Statistical Methods I; OR ECON 305 Research Methods (Note: Additional courses recommended)

POLS 400B Senior Seminar in International Affairs OR ECON 401 Senior Project (Note: ECON 401 requires additional prerequisites)

Choose two ECON electives:

- ECON 210 Food Population and Technology
- ECON 232 Topics in Economic Development
- ECON 247 Global Labor Issues
- ECON 253 International Trade
- ECON 254 International Finance

Choose two POLS electives:

- POLS 128 U.S. Foreign Policy
- POLS 215 Politics of Developing Nations
- POLS 249 Latin American Politics
- POLS 311 Civil Wars in the International System

Choose two Area Studies electives:

Africa

- POLS 295 African Politics
- HIST 264 African Diaspora

Europe

- HIST 242 British History from 1688 to the present
- HIST 246 Europe 1900–1939
- HIST 247 Europe 1939–present
- HIST 255 History of Russia

Asia and the Middle East

- AS/REL 212 Asian Religions
- AS 242 Modern Korea
- AS 244/POLS 244 Modern Middle East
- AS 246 Modern Japan
- AS 247 India and Pakistan
- AS 251 Asian Women
- AS 253/POLS 253 China in the Developing World

International Economics and Business

Jane Pietrowski, coordinator

The international economics and business major prepares you for working in a global economy. Students gain theoretical frameworks for understanding international flows of goods, capital, and labor, an effective sensibility of cross-cultural differences in markets, and the capability for data analysis and independent research on issues in international economics and business. Majors will complete an internship or study abroad experience and a research project focusing on a significant aspect of a global industry.

Requirements for the Major in International Economics and Business

49 semester hours

ECON 101

ECON 102

ECON 303 or ECON 304 to be completed no later than junior year

ECON/BUAD 247 or ECON 253

ECON 254

BUAD 200

BUAD 208

BUAD 209

BUAD 230

BUAD 305

BUAD 336

ECON/BUAD 387 or study abroad

ECON 401 or BUAD 400 and 401 (contingent on coursework completed before senior year)

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

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.

201, 202 Intermediate Japanese (4 s.h.) (F: both 201 and 202)

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 202 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 Literatures and Cultures

Brenci Patiño, coordinator

Marlena Hobson, Cara Jones, Anne McGovern, Janna Segal, Abby Wightman

Latin American Literatures and Cultures majors and minors learn about the area's politics, history, art, anthropology, economics, music, film, and language, taking literature and culture as their points of departure. Furthermore, students combine their knowledge of literature and culture with their knowledge of the Spanish

language. May Term in Latin America provides a total immersion experience while giving students opportunities to enhance their studies of the Spanish language and Latin American cultures.

Students pursuing Teacher Licensure should choose their major electives in consultation with their advisors in Education and in Latin American Literatures and Cultures to ensure that they comply with the state requirements for teaching foreign languages.

Students may choose to get additional Spanish language credits by adding a one-hour credit in Languages across the Curriculum to any course taken in English.

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

Requirements for the Major in Latin American Literatures and Cultures

39 semester hours

Please note that courses designated by LALC or SPAN are taught in Spanish, except for LALC 127. LALC-labeled courses represent literature and culture content in the target language; SPAN-labeled courses represent language training.

ANTH 220 Language and Culture
ARTH 204 Latin American Art After Cortez* OR ARTH 209 Pre-Columbian Art and Architecture: from the Olmec to the Aztec*
LALC 218 May Term Abroad
LALC 230 Latin American Culture and Civilization
LALC 232 Approaches to Latin American Literature
LALC 246 Latin American Women Writers
LALC 324 Contemporary Latin American Fiction
LALC 326 Topics in Latin American Literatures and Cultures
LALC 400 Senior Seminar
SPAN 203 Advanced Grammar and Composition

Three of the following:

ANTH 120 Cultural Anthropology
FREN 270 African and Caribbean Women Writers
INT 155 Permeable Borders
LALC 127 U.S. Latina/o Literature and Culture
POLS 249 Latin American Politics
SPAN 210 Advanced Spanish Abroad
SPAN 215 Let's Talk about Movies/Hablemos de Cine
THEA 217 Continental Renaissance Drama

*If both courses are taken, one can be used to fulfill an elective within the major

Requirements for the Minor in Latin American Literatures and Cultures

18 semester hours

ARTH 204 Latin American Art After Cortez* OR ARTH 209 Pre-Columbian Art and Architecture: from the Olmec to the Aztec*

LALC 230 Latin American Culture and Civilization
LALC 232 Approaches to Latin American Literature
SPAN 203 Advanced Grammar and Composition

Two of the following:

ANTH 220 Language and Culture
LALC 127 U.S. Latina/o Literature and Culture
LALC 218 May Term Abroad
LALC 246 Latin American Women Writers
LALC 324 Contemporary Latin American Fiction
LALC 326 Topics in Latin American Literatures and Cultures
POLS 249 Latin American Politics
SPAN 210 Advanced Spanish Abroad
SPAN 215 Let's Talk About Movies/Hablemos de Cine

*If both courses are taken, one can be used to fulfill an elective within the minor

Civic and International Engagement Opportunities

- May Term study abroad
- Study abroad for a semester or a year
- Study and volunteer for a semester in Latin America
- Volunteer in non-profit organizations in the United States or abroad
- Internships
- Tutor Spanish-speaking migrant workers' children
- Interpreter for Spanish-speakers

Latin American Literature and Culture Course Descriptions

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.

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.

230 Latin American Culture and Civilization (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 203.

232 Approaches to Latin American Literature (3 s.h.) (H)

Introduction to literary analysis through close readings and interpretation of representative works by major Latin American 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 203.

246 Latin American Women Writers (3 s.h.) (G)

This course focuses on the works of outstanding women writers from 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 203.

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: LALC 232 or LALC 246.

326 Topics in Latin American Literatures and Cultures (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: LALC 232 or LALC 246.

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

A required course for all Latin American Literatures

and Cultures 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. *Prerequisite: Completion of all requirements, except the thesis.

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

Emphasis requirements (*see below*) An internship is required regardless of emphasis.

One of the following: PHIL/REL 225, PHIL 235, or REL 237

One of the following: COMM 100, COMM 280, or THEA 111

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 215, HCA 245, PHIL 320, REL 231, 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

One of the following: PHIL/REL 225, PHIL 235, or REL 237

One of the following: COMM 100, COMM 280, or THEA 111

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 215, HCA 245, PHIL 320, REL 231, 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 U.S. armed forces, or a business internship. In each case the experience focuses on organizational leadership and specific leadership skills of both student and employer that serve a larger community-oriented mission.

Liberal Arts and Educational Studies

Please see College of Education

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

College for Women and the Adult Degree Program

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 Global 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 Development

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 and Communication

Bruce Dorries, Claire Kent, and Catherine Ferris McPherson, coordinators

This interdisciplinary field of study combines integrated marketing and communication studies. Students develop skills in oral presentation, writing, critical thinking, and visual literacy. They also acquire knowledge about the media, market research, audiences and consumer behavior. The major prepares students for work in a wide range of careers in business, mass media, nonprofits,

graduate school, as well as to pursue their passions in civic and global engagement.

Requirements for the Major in Marketing and Communication

45 s.h. with emphases in either Integrated Marketing or Communication Studies

9 Courses required for both tracks, 27 hours:

COMM 100 Public Speaking

COMM 115 Mass Communication

INT 222 Social Science Stats

ART 117 Software in Visual Arts: In Design, Photoshop, Illustrator

BUAD 202 Organizational Behavior and Interpersonal Communication

MKTC 230 Marketing Principles

MKTC 300 Persuasive Campaigns

MKTC 387 or COMM 400 Internships

MKTC 400 Senior Seminar

Plus: Students in either emphasis, Integrated Marketing or Communication, also choose three courses from:

COMM 119 Video Production

COMM 221 Media Writing

COMM 240 Advertising

COMM 245 Social Media

INT 251 Professional Writing

COMM 260 Public Relations

Additionally, students with an emphasis in Communication Studies choose three courses from:

COMM 219 Advanced Video Production

COMM 280 Intercultural Communication

INT 268 Rhetoric and Writing

COMM 237 Mediation

COMM 268 Screenwriting

Students with emphasis in Integrated Marketing choose three courses from:

BUAD 334 Multi-Cultural Marketing in America

BUAD 336 Cross-Cultural & Global Marketing

BUAD 338 Marketing Research

BUAD 362 Consumer Behavior

RECOMMENDED (but not required):

BUAD 250 Female Executive

BUAD 208 Accounting Principles

Minor in Marketing

Claire Kent and Catherine Ferris McPherson, coordinators

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

College for Women and the Adult Degree Program

18 semester hours

BUAD 104 Perspectives on Sustainability

BUAD 230 Marketing Principles

BUAD 338 Marketing Research

BUAD 362 Consumer Behavior

COMM 240 Advertising

Plus one of the following:

BUAD 334 Multi-Cultural Marketing in America

BUAD 336 Cross-Cultural and Global Marketing

Minor in Communication

Please see Communication

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, e.g., developing the social media plan for a Veterans Administration Hospital.

Marketing and 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 Film/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.

221 Mass Media Writing (3 s.h.) (W)

An introduction to the basics 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.

229 Advanced Film/Video Production (3 s.h.)

For course description, see FILM 229 in the Film listing.

230 Marketing Principles (3 s.h.)

For course description see BUAD 230.

237 Mediation: Theory and Practice (3 s.h.) (O)

For course description, see REL 237 in the Religion listing.

240 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.*

245 Social Media (3 s.h.)

Develops knowledge and skills needed to understand, critique and implement social media strategies for organizations as well as individuals. Focuses on professional and ethical use of social media. Topics include: history of social media, critical analysis of relationships between social media and audiences, and relationships with traditional media, as well as strategic communication, and entrepreneurship on line. Class will develop projects for nonprofit organizations.

260 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.*

280 Intercultural Communication (3 s.h.) (I)

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, stereotyping, and intercultural communication in education, medicine and business. This course is designed to help us do all these things and become better communicators through intercultural awareness.

300 Persuasive Campaigns (3 s.h.)

Course investigates a broad range of campaigns for products and services, politics, public health, and social movement causes. Case studies and persuasion theories help students understand integrated marketing communication strategies and tactics. Cross listed as COMM 300

320 Research Methods

For course description, see SOC 320 in Sociology listing.

332 Special Topics in Marketing and Communication (3 s.h.)

Focus on special topics not normally covered in other marketing and communication courses. Individual student projects define or refine an aspect of the topic.

334 Multicultural Marketing in America (3 s.h.) (D)

For course description, see BUAD 334 in the Business listing.

336 Cross Cultural Global Marketing (3 s.h.) (I, W)

For course description, see BUAD 336 in the Business listing.

338 Marketing Research (3 s.h.)

For course description, see BUAD 338 in the Business listing.

362 Consumer Behavior (3 s.h.)

For course description, see BUAD 362 in the Business listing.

387 Internship in Marketing and 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 Marketing and Communication Senior Seminar (3 s.h.) (M, O)

Practice in the conduct of an independent research thesis or project demonstrating understanding of communication and marketing issues, research, theories, and skills, on a topic of student's choice in agreement with the instructor. Theses or projects are created as a capstone experience in the major, presented in writing and orally. *Prerequisites: senior standing.

Mathematics

John Ong, department head

Timothy J. Bayer, Kari Frenz, Joseph Johnson, Christy Lowery-Carter

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 assumptions and structures are taught. Students will be exposed to both pure and applied mathematics, gaining analytical and practical skills necessary for succeeding in industry, as an educator, or in graduate school.

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 numbered above 200 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 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 numbered above 200 to total 20 s.h.

Program in Applied Mathematics

Please see *Mathematics — Applied*

Recommended Programs

For teachers of mathematics:

Students at Mary Baldwin College may obtain a BA in Mathematics with a Math Education Emphasis, or elect to participate in a 4-1 program leading to the BA and a Master of Arts in Teaching (MAT) degree. Interested students should contact Dr. Ong or Dr. Johnson in the mathematics department in their first semester at college. Students in this program are encouraged to apply to be math tutors and to sign up for a teaching assistantship in mathematics.

Requirements for the Bachelor of Arts in Mathematics with Math Education Emphasis

41 semester hours

MATH/ED 156

MATH/ED 158

MATH 211

MATH 212

MATH 221

MATH 231

MATH 233

MATH 301

MATH 322

MATH 398

MATH 401 or ED 400

ED 602 or ED 115

ED 622 or ED 120, or IN 601

Additional requirements:

Besides the above courses, the student must complete a minor in Education with a mathematics placement in their practicum ED 110. The committee formed for evaluating the student's senior project will include at least one faculty member from each discipline of both mathematics and education.

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. Students are encouraged to take statistics courses offered by other disciplines.

Mathematics Course Descriptions**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)

The course reviews content of the numeration, computation & estimation, and algebra strands of the Virginia SOL for grades K-6 from a teacher and student perspective. Students develop deeper understanding of content, flexibility in solving problems, and an ability to work with a variety of algorithms and manipulatives that are appropriate for this grade span. Representing abstract mathematical concepts in developmentally appropriate ways is emphasized. Emphasis will be on exploration, problem solving, appropriate technology usage, and designing tasks to develop deeper understanding of content as a student and future teacher. In addition, the course emphasizes the development of teaching styles with a focus on inquiry teaching and learning for the concepts. Students will design tasks that foster deeper understandings as they explore the concepts. Cross listed as ED 156.

158 Geometry and Measurement for Teachers (3 s.h.) (Q)

The course reviews concepts of geometry and measurement in the K-8 curriculum from a teacher and student perspective, with particular attention to Euclidean geometry, axiomatics, and deductive reasoning. Emphasis will be on exploration, inductive and deductive reasoning, problem solving, appropriate technology usage, and designing tasks to develop deeper understanding of content as a student and future teacher. Statistics will be addressed conceptually. In addition, the course emphasizes the development of teaching styles with a focus on inquiry teaching and learning for the concepts. Students will design tasks that foster a deep understanding of geometry and statistics as they explore the concepts. Cross listed as ED 158.

159 College Algebra (3 s.h.) (Q)

Students are provided with a background in algebra appropriate for the application of mathematics to other 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, problem solving and modeling. **Prerequisite: MSAT 480 or MACT 20, or C- or higher in a Q course.* Fall and Spring semester.

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 MAPLE software project on modeling and problem solving. **Prerequisite: MATH 159, or equivalent.* Fall and Spring semester.

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. Transcendental functions are covered. **Prerequisite: MATH 171.* Fall semester.

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.* Spring semester.

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 higher in INT 222 and MATH 159, PSYC 250, or MATH 211.* Spring semester.

234 Statistical Methods and Theory II (3 s.h.) (Q)

This is 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.

301 Multivariable Calculus I (3 s.h.) (Q)

Students are introduced to the calculus of vectors and multivariable functions. Topics include continuity, partial and directional derivatives, and multiple integrals. Concepts will be illustrated with using mathematical software such as MAPLE.

**Prerequisites: MATH 212.* Fall semester.

302 Multivariable Calculus II (3 s.h.) (Q)

This is the second course in the Multivariable Calculus sequence. Topics included are vector fields, integration in two and three dimensions, surface integrals, Stokes's Theorem, Green's Theorem, and the Divergence Theorem.

Time will be spent exploring rigorously how concepts from the Single Variable Calculus sequence generalize to the multivariable setting.

**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 MATH 306 may be taken concurrently with MATH 212 if you have a B in MATH 211.* 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, Representation Theory, Introduction to Homotopy Theory, Fourier Analysis, Complex Analysis, Mathematical Modeling, Partial Differential Equations, Women in Mathematics, Mathematics Pedagogy, Introduction to Functional Analysis, Partially Ordered Groups, Graph Theory, Problem Solving Seminar, 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 or permission of instructor.* 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.

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 numbered above 200.

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 398
MATH 401
CHEM 121
CHEM 122
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 MS 110.*

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

Please see Religious Leadership and Ministry

Music

Lise Keiter, department head

Sharon Barnes, Elizabeth Cantrell, Timothy Duncan, Pamela Fox, Anne Wick, Erin Murphy, David Tate

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.

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

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 325

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 sightsinging. 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: Students must have passed the major audition and have junior standing.*

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, 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 Leadership Weapons Tactics (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 Leadership Weapons Tactics 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.*

403 Evolution of Warfare II (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 413.*

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) (No Credit)
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.*

Peacebuilding and Conflict Resolution

Roderic Owen, coordinator

Students with an interest in peacemaking, 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 a multi-disciplinary minor in Peacebuilding 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 co-curricular programs including Quest Interfaith, Spencer Global Citizens, service learning, VWIL and Leadership Studies.

Requirements for the Minor in Peacebuilding and Conflict Resolution

21 semester hours

Three of the following core courses: COMM 280, REL/COMM 237, PHIL/REL 225, PHIL/REL 320, or PSYC 275

Three of the following elective courses (with *no more than two from any single department*): ANTH 120, ANTH 202, AS 212, AS 251, AS/REL 275, AS/REL 278 BIOL 148, BUAD/COMM 202, CE 281, CJ 235, ECON 215, ECON 272, ECON 180, HCA 125, HCA 225, HCA 235, HIST 266, HIST 365, INT/ART 150, INT/ART 155, LALC 127, PHIL 211, PHIL 232, PHIL 235, POLS 112, POLS 209, POLS 311, PSYC 216, PSYC 245, PSYC 277, REL 130, REL 202, REL 231, REL 232, SOC 112, SOC 232, SOC 240, SOC 248, SOC 262, SOC 264, and SOWK 353

Either a faculty-approved 3 s.h. internship (*see note below*) or one of the following experiential courses: CE 255, CE 281, PHIL 140, SOC 282, REL 310, or SOWK 400/401

Note: The internship must include a mediation/conflict resolution or a community-service emphasis and be registered under one of the following departments: Civic Engagement, Communication, Philosophy, Religion, Political Science, Psychology, or Sociology.

Philosophy and Religious Studies

Roderic Owen, department head
Kenneth Beals, Andrea Cornett-Scott, Katherine Low, Amy Miller, Edward Scott

MBC offers both a major and minor in philosophy; a major combining philosophy and religion; a minor in religious studies; and a minor in religious leadership and ministry.

Requirements for the Major in Philosophy and Religious Studies

34 semester hours
PHIL 101 or PHIL 102
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 Major in Philosophy

34 semester hours
PHIL 101 or PHIL 102
PHIL 103
PHIL 201

PHIL 202
PHIL 400
PHIL 401
Six additional courses in Philosophy

Requirements for the Minor in Philosophy

21 semester hours
PHIL 101 or PHIL 102
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 by declared majors: PHIL 201, PHIL 202, PHIL 203, PHIL 211, PHIL 232, and PHIL 234.

Requirements for the Minor in Religious Studies

21 semester hours
REL 101
REL 102
AS/REL 212
Four additional courses in Religion

Civic Engagement Opportunities

- Civic engagement focus: PHIL 140 Community and Service Learning
- Many programs and events jointly sponsored by Religion and Philosophy, such as Black History Month events — Black Baby Doll Day, Martin Luther King Jr. Candlelight March and Memorial Service, Kwanzaa
- Annual Peacebuilding and World Religions presentations and campus guest speakers
Support for diverse Spencer Center and student club civic activities
- Internship opportunities: mediation and conflict resolution, peacebuilding, interfaith programs
- International civic engagement: South Africa, India, Haiti and Native America

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 ADP 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. *Occasionally offered as a global honors 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.

225 Martin Luther King and a Philosophy of Civil Rights (3 s.h.) (D)

Students will read King's writings and speeches to discover how his intellectual precedents grounded his arguments politically, morally and spiritually. One overarching goal of the course is to see how King's African-American journey as a quintessentially American journey reconfigures the relationship of religion, politics, and metaphysics into a meditation on what it means to be human. *Cross listed as REL 225; Ethics option for the Leadership minor.*

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.) (A)

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. *Ethics option for the Leadership minor.*

277 Colloquia in Philosophy (3 s.h.)

Topics not included in regularly scheduled philosophy courses. Interests of students and faculty determine the subject matter.

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. Every major develops her own philosophical portfolio to document and critically reflect upon her learning in Philosophy. 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, Sheree Kiser, 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, PHE 221, or PHE 251 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 and improvisation. The students will have the opportunity to choreograph and perform solo and group pieces.

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 historical balls, dance festivals, and dance performances. They offer special dance programs and conduct dance workshops for area schools and community groups. This class may be taken additional times for credit. *Prerequisite: permission of instructor.

155 Independent Activity — Health Related (.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)

Consult the physical education department for fees.

Students must provide own transportation.

PHE 179A Beginning - Horseback riding basics for the beginning for student with minimal riding instruction or limited trail riding experience. Prerequisite: None

PHE 179B Intermediate – Riders improve posting and sitting trot and learn to canter with control. Prerequisite: Ability to control horse and post the trot. PHE 179A or six months of English riding instruction

PE 179C Advanced - Prepares riders for jumping and concentrates on improving the rider's overall security and control. Prerequisite: Ability to walk, trot and canter with adequate control. PHE 179B or one year of English riding instruction. Students may continue their equestrian program through independent study.

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.

183 Indoor Recreation (.5 s.h.) (P)

Promotes physical activity through the skills and knowledge in indoor recreational activities.

185 Independent Activity — Sport Related (.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: PHE 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.) (P)

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

Mary Baldwin College offers a minor in Physics and a major in collaboration with our consortium school Washington & Lee University (W&L) 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.

Requirements for the Major in Physics

41 semester hours in physics and 25 semester hours in supporting courses

PHYS 201

PHYS 202

PHYS 260

CHEM/PHYS 321

Modern Physics*

Optics*

Electricity and Magnetism*

Newtonian Mechanics*

Quantum Mechanics*

Mathematical Methods for Physics and Engineering*

PHYS 400 and PHYS 401

One of the following lab courses: PHYS 207, Laboratory Computer Applications*, or Nuclear Physics*
Two additional science courses selected from CHEM 221 or higher, or Computer Science 200-level or higher

Supporting Courses:

MATH 211
MATH 212
MATH 301
MATH 302
MATH 306
CHEM 121
CHEM 122

* Courses offered at Washington & Lee University

Requirements for the Minor in Physics

19 semester hours in physics and 16 semester hours in supporting courses

PHYS 201
PHYS 202
PHYS 207
PHYS/CHEM 260
CHEM/PHYS 321
Supporting Courses:
MATH 211
MATH 212
CHEM 121
CHEM 122

Note: Students may substitute Physics courses at Washington & 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 are encouraged, particularly through the local chapter of the American Chemical Society Student Affiliates and the national physics honor society Sigma Pi Sigma, 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: 201 only)

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.

Policy Analysis

Laura van Assendelft, department head
Amy Diduch, Judy Klein, Jane Pietrowski, Cara Jones,
Steven Mosher

Requirements for the Major in Policy Analysis

42 semester hours

ECON 101 Principles of Microeconomics

ECON 102 Principles of International and
Macroeconomics

POLS 100 American Government

POLS 111 Comparative Politics **OR** POLS 112
International Relations

INT 222 Social Science Statistics

One course in Research Methods: ECON 301 Advanced
Data Analysis; POLS 300 Political Behavior; Math
233 Statistical Methods I; **OR** ECON 305 Research
Methods (Note: additional courses recommended)
ECON 303 International Microeconomics

POLS/ECON 260 Public Policy

POLS 400 Senior Seminar **OR** ECON 401 Senior Project
Additional courses in ECON/POLS to total 42 s.h.

ECON 180 Women and Economics

ECON 210 Food Population and Technology

ECON 215 Poverty and Inequality in the U.S.

ECON 232 Topics in Development

ECON 247 Global Labor Issues

ECON 270 Business and Government

POLS 128 U.S. Foreign Policy

POLS 200 State and Local Politics

POLS 209 Women and Politics

POLS 245 Health Care Policy, Politics, and Law

POLS 249 Latin American Politics

POLS 295 African Politics

Additional course strongly recommended: INT 251 The
Writer in the World: Professional Writing

Note: Students majoring in Political Science or Economics
may **not** double major in Policy Analysis.

Political Science

Laura van Assendelft, department head
Cara Jones, Mandi Montgomery Smith, Steven Mosher

Requirements for the Major in Political Science

39 semester hours

POLS 100 American Government

POLS 111 Comparative Politics **OR** POLS 112
International Relations

ECON 101 Principles of Microeconomics

ECON 102 Principles of International and
Macroeconomics

INT 222 Social Science Statistics

One Course in Research Methods: POLS 300 Political Behavior; ECON 301 Advanced Data Analysis; Math 233 Statistical Methods I; **OR** ECON 305 Research Methods (Note: additional courses recommended)
POLS 400 Senior Seminar (Choose POLS 400A: American **OR** POLS 400B: Comparative/International Affairs)

Additional Courses in Political Science to total 39 s.h.

One of the following PHIL courses may count towards the major: PHIL 203 Greek and Medieval Philosophy; PHIL 211 Modern Political Thought; PHIL 235 Ethics, Community, and Leadership

Senior Requirement: Satisfactory completion of POLS 400 A or B.

Requirements for the Minor in Political Science

18 semester hours

POLS 100 American Government

POLS 111 Comparative Politics

POLS 112 International Relations

Three additional Political Science courses

Civic Engagement Opportunities

- Civic engagement contracts associated with any course in political science
- 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.

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.

112 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.

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.

200 State and Local Government (3 s.h.) (S)

Students examine the regional political units in the U.S. federal system and 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.

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 of Developing Nations (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.

222 Social Science Statistics (3 s.h.) (Q)

For course description, see INT 222 in the Interdisciplinary Studies listing.

245 Health Care Policy, Politics, and Law (3 s.h.)

For course description, see HCA 245 in the Health Care Administration listing.

249 Latin American Politics (3 s.h.) (I)

This course studies the political patterns in Latin America. Revolutionary socialism, military dictatorships, and emerging democratic patterns of governance are examined.

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. Cross listed as ECON 260.

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 Internship (3 s.h.)

295 African Politics (3 s.h.) (I)

This course studies the modern political experiences and issues of the peoples, cultures, nations, and states of sub-Saharan Africa. Special emphasis is placed on development, legacies of colonialism, democratization, and peace and conflict.

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.) (Q)

For course description, see ECON 301 in the Economics listing.

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 affairs, 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 Affairs majors and Political Science majors writing their theses in international or comparative politics enroll in section B.

Psychology

Heather Macalister, department head
Kimberly Craig, Louise Freeman, Jenna Holt, Chandra Mason, Patricia Murphy

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 elective courses selected* from the following:

PSYC 111 Psychology as a Social Science

PSYC 203 Abnormal Psychology

PSYC 205 Techniques of Counseling and Psychotherapy
 PSYC 214 Psychology of Women
 PSYC 216 Multicultural Psychology
 PSYC 218 Psychology of Relationships
 PSYC 231 Psychology of Personality
 PSYC 232 Educational Psychology
 PSYC 245 Industrial/Organizational Psychology
 PSYC 248 Forensic Psychology
 PSYC 275 Social Psychology
 PSYC 277 Psychology Colloquium
 PSYC 302 Psychological Testing and Measurement
 PSYC 306 Human Morality (Honors Colloquium)
 PSYC 307 Drugs and Behavior
 PSYC 311 Adult Development
 PSYC 313 Applied Behavior Analysis
 *At least one of the elective courses must emphasize social psychology (e.g., PSYC 111, PSYC 275, 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 Minor in Psychology

18–20 semester hours, with at least 3 semester hours at the 300+ level
 PSYC 101 and PSYC 220
 One of the following: PSYC 210, PSYC 211, or PSYC 214
 One of the following: PSYC 203, PSYC 205, PSYC 231, or PSYC 313
 One of the following: PSYC 212, PSYC 241, PSYC 305, PSYC 307, PSYC 310, or PSYC/BIOL 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 or 307; PSYC 302; PSYC 313; and an internship in mental health.

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.

Forensic Psychology:

Students interested in graduate studies in forensic psychology should take: PSYC 203, PSYC 205, PSYC 248, PSYC 249, PSYC 302, PSYC 307, and an internship in a forensic or criminal justice setting (PSYC 287 or CJ 287).

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 Course Descriptions

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, intelligence, 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. (*Does not meet VA DOE licensure requirement for Natural Science)

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, 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. * *Prerequisite: PSYC 101 or PSYC 111 or Sophomore standing.*

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. * *Prerequisite: PSYC 101 or PSYC 111 or Sophomore standing.*

212 Cognition and Cognitive Neuroscience (3 s.h.) (R)
An examination of the operations of the human mind, as well as the neural processes that support the mind. Classic cognitive findings are integrated with current research

methods to more fully explore the link between mind and brain. Topics covered include the nature of consciousness, attention, memory, motor control, language, emotion, problem solving, and cognitive control. Emphasis is placed on critical thinking and current methodological approaches. **Prerequisite: PSYC101 or BIOL111.*

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.

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: minimum grade of C- in 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.

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.

249 Forensic Psychology II (3 s.h.)

This is the second forensic psychology course in a two-part series. This second course focuses on the applied side of the discipline; students will learn about the complex roles that forensic psychologists frequently play within the legal system. They will learn how to interpret criminal behavior, how forensics assessments are conducted, and how to protect the rights of victims and special groups.

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. **Prerequisite: PSYC 220; and MATH 159 or equivalent.*

275 Social Psychology (3 s.h.)

This course examines the way our environment (or situation) influences our thoughts and behaviors. The course will focus on how individuals think about, relate to and influence one another — the good, the bad, and the ugly. Students will examine how we form our attitudes and judgments and how this can ultimately affect our behavior. Specific topics to be examined are: social roles, conformity, persuasion, group influence, prejudice, aggression, attraction, helping behavior, and conflict resolution. How all these phenomena impact our daily lives and our institutions will be discussed. *This course is not interchangeable with SOC 254, also called Social Psychology.*

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 and Measurement (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.) (W)

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 BIOL 151 or permission of instructor.* Alternate years.

310 Learning and Memory (3 s.h.) (R)
An in-depth look at how both humans and animals learn and retain information. Behaviorist and cognitive approaches will be covered, including classical and operant conditioning, working memory, semantic and episodic memory, memory for skills and actions, as well as forgetting. Attention will also be paid to emotional and social influences on memory, and how memories change across the lifespan. Focus is given to empirical articles and communication of empirical findings. **Prerequisite: PSYC101 and PSYC220, or permission of instructor.*

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.

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)
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 critical analysis of a comprehensive body of literature on a contemporary topic in psychology. 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: 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

18 semester hours

HCA 101

HCA 125

HCA 225

HCA 250

HCA/BIOL 261

INT 222

Public History

Please see History—Public

Religious Leadership and Ministry

Katherine Low, chaplain, director

The Religious Leadership and Ministry Minor is offered to students of all faiths and backgrounds with a focus on interdisciplinary preparation for religious leadership in various types of career settings. The minor allows for students to explore leadership styles in a religiously diverse world, to learn about serving organizations and their various structures, and to prepare 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, religion, and worldviews help to structure one's sense of a meaningful and purposeful life and vocation.

Requirements for the Minor in Religious Leadership and Ministry

21–23 semester hours

REL 101 or REL 102

AS/REL 212

REL 231 or REL 232

PHIL 235 or INT 230

BUAD/COMM 202

Two of the following: REL 130, REL 202, REL 222, REL 237, REL 320, BUAD 208, BUAD 250, SOC/REL 284, or ANTH 244

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.

Religious Studies

Katherine Low, coordinator

Kenneth Beals, Andrea Cornett-Scott, Roderic Owen,

Edward Scott

MBC offers a major combining philosophy and religious studies, a minor in religious studies and culture and a minor in religious leadership and ministry. Some students develop independent majors, combining religious studies with other disciplines such as history, psychology, sociology, and political science.

Major Combining Philosophy and Religious Studies

Please see Philosophy, Philosophy/Religious Studies

Requirements for the Minor in Religious Studies

21 semester hours

REL 101

REL 102

AS/REL 212

Four of the following: REL 130, REL 202, HIST/REL 204, REL 231, REL 232, REL 233, REL 237, REL 275, REL 278, SOC/REL 284, PHIL/REL 305, REL/PHIL 320, REL 355, PHIL 101, ANTH 244, HIST 365, SOC 205

Note: Minors may take the following at the 300-level: REL 231, REL 233, REL 275, and REL 277

Minor in Religious Leadership and Ministry

Please see Religious Leadership and Ministry

Civic Engagement Opportunities

- Courses which include a civic engagement component: REL 130 Faith, Life, and Service and REL 232 African American Religion
- Quest: A co-curricular spiritual exploration program
- Programs sponsored by Philosophy and Religious Studies including Black Baby Doll Day; Martin Luther King Jr. Candlelight March and Memorial Service, Kwanzaa, interfaith excursions, and 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 through the Spencer Center
- International civic engagement: South Africa, India, Greece

Religious Studies Course Descriptions

101 Old Testament (Hebrew Bible) (3 s.h.) (H)

Introduction to the historical and cultural background of Hebrew Bible. 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 New Testament (Christian Bible) (3 s.h.) (H)

The formation and content of the New Testament in light of the entire Christian Bible 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.

204 Religion in America (3 s.h.)

Cross listed as HIST 204. For course description, see HIST 204 in the History listing.

205 Sociology of Death and Dying (3 s.h.)

Cross listed as SOC 205. For course description, see SOC 205 in the Sociology listing.

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

Cross listed as AS 212. For course description, see AS 212 in the Asian Studies listing.

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.

225 Martin Luther King and a Philosophy of Civil Rights (3 s.h.) (D)

Cross listed as PHIL 225. For course description, see PHIL 225 in the Philosophy listing.

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.

237 Mediation and Conflict Resolution: Principles and Practices (3 s.h.) (O)

Topics include: why conflict resolution and mediation matter; the adversarial system and mediation as an alternative; the concept of *win-win*; managing multiple and conflicting emotions; power, conflict, and morality; conflict styles and dysfunctional conflict practices; ethical negotiation and negotiating conflict resolutions; listening in conflict; disruptions in close relationships; a mediator's role in working through conflict; helping others manage conflict; moral, religious, and cultural conflicts; and managing moral conflicts. Topics are covered through faculty and student presentations, critical readings and discussion, and analysis and role playing of mediation case studies. *Cross listed as COMM 237; Ethics option for the Leadership minor.*

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

Cross listed as ANTH 244. For course description, see ANTH 244 in the Anthropology listing.

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

Cross listed as AS 275. 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, W)

Cross listed as AS 278. For course description, see AS 278 in the Asian Studies listing.

284 Sociology of Religion (3 s.h.)

Cross listed as SOC 284. For course description, see SOC 284 in the Sociology listing.

305 Science, Religion, and the Search for Meaning (Honors Colloquium) (3 s.h.) (T)

Cross listed as PHIL 305. For course description, see PHIL 305 in the Philosophy listing.

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

Cross listed as AS/PHIL 320. 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 ancients 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; often offered with a global honors designation.*

390 Directed Inquiry (credit varies)

The student and supervising faculty member undertake an advanced study of a selected topic in religious studies.

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

Sally James, Terry Southerington, co-directors of program
Ralph Cohen, Mary Hill Cole, Sarah Kennedy, Paul Menzer, Janna Segal

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.

Requirements for the Major in Renaissance Studies

36 semester hours

REN 100 Defining the Renaissance

THEA 114 Introduction to Drama: Classical to Renaissance Theatre

ARTH 202 Early Renaissance Art in Italy OR ARTH 203 High Renaissance Art in Italy

ENG/THEA 216 Introduction to Shakespeare

THEA 217 Continental Renaissance Drama or THEA 218 Shakespearean Drama in Context

HIST 235 Renaissance and Reformation Europe or HIST 238 Tudor Stuart History

ENG 320 Renaissance Literature or ENG 315 Early English Drama

REN 400 Senior Seminar

Four electives from:

Any of the above not taken as requirement.

ARTH 102 Survey of Western Art: Medieval and Renaissance Worlds

ARTH/REN 228 The Renaissance City

ARTH 211/311 Baroque Art: The 17th Century in Europe

ARTH 343 Renaissance studies in Italy

ENG/ HIST 390 Virginia Program at Oxford (6 s.h.)

ARTH 314 Art in England

Students may take up to 6 elective hours in the following graduate courses with permission from the director of the MLitt/MFA program and the instructor, and senior standing:

REN 510 Shakespeare and Textual Culture

REN 540 Early English Drama and Theatre History

REN 550 Social History of Early Modern England

REN 554 Shakespeare's Theatre

REN 557 Shakespeare's Contemporaries

REN 630 Visual Design on the Early Modern Stage

REN 675 Early Modern Costume

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 6,000-9,000 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

Kathy McCleaf for curriculum options to design an Independent Major.

Requirements for the Minor in Sexuality and Gender Studies

18 semester hours

One of the following: SOC 100, ANTH 120 or PSYC 111 as pre- or co-requisite for SGS 261 or SGS 263 or SGS 275

Select two of the following: SGS 261, SGS 263, or SGS 275

One of the following: SGS 226, SGS 235, SGS 263, SGS 275, SGS 338, SGS 215/315, or SGS 245

One of the following: HCA 235, SOWK 235, SOWK 353, WS 240, or other approved substitution

Civic Engagement Opportunities

SGS 226 Culture and Wellness and CE 255 Assisting Local Food Programs provide students opportunities for civic engagement and applications to better understand class and gender. Students receive 3 credit hours attributed to civic engagement 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, and 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.)

Students examine intersections of ethnicity, gender, sexuality, ability, and class as they impact access to wellness. 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 U.S. 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 exam 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. Coursework 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.

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 an elective in the Sociology major. **Prerequisite: SGS 263 or SGS 261 or instructor permission.*

Social Work

Mary Clay Thomas, program director
Doris Dodson, Guari Rai, May Guenin

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 field practicum, 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, SOWK 287/387, or SGS 261

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 bio-psycho-socio 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.) (O)

Students will acquire knowledge and develop skills for effective communication which are essential for helping individuals and families in planning change, in the social work profession, as well as in other disciplines. Emphasis on understanding and development of interviewing skills. Class activities include role playing interviews.

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: 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.

272 Vulnerable Populations in Film (3 s.h.) (T)

This course provides students an opportunity to explore the enduring theme of vulnerable populations in society with the use of selected references from a variety of sources and relate this to commercial films. Students gain deeper understanding of vulnerable populations from a sociological and social work point of view and practice skills in writing.

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: SOWK 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. **Prerequisite: SOWK 235.*

353 Social Work with Diverse Populations (3 s.h.) (D, W)

Provides understanding of and sensitization toward cultural diversity, to include race/ethnicity, sex, sexual orientation, ableism versus disablism, and social class in the context of social work practice and policy, as well as generally. Personal values toward cultural identity, as defined above, are explored and discussed in the context of social work values and practice.

355 Social Work Practice I (3 s.h.) (C)

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. **Prerequisite: SOWK 355.*

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. *Prerequisite: SOWK 365.

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 as well as successful completion of the program's comprehensive exam.

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

Daniel Stuhlsatz, department head
Russ Crescimanno, Beth Easterling, Bob Robinson, Sheila Smith, Carey Usher

Sociology involves application of scientific principles and procedures in order to better understand social interaction, 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 requirements for the major, students may include two of the following in lieu of sociology electives: ED 115, BUAD/INT 266, SOWK 124, SOWK 153, SOWK 272, SGS 226, SGS 261, SGS 318, SGS 338, or Anthropology courses approved by the Anthropology and Sociology faculty. A maximum of six semester hours of internship credit (SOC 287 and/or SOC 387) may count toward the sociology major.

Requirements for the Minor in Sociology

18 semester hours
SOC 100
SOC 110 or 254
SOC 112
Three sociology electives, all of which must be Sociology courses and two of which must be at the 200-level or higher. A maximum of three semester hours of internship credit (SOC 287 or SOC 387) may count toward the Sociology minor.

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.) (T)

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 sociological 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 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 students 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.) (Q)

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 Deviance (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 Comparative Criminal Justice Systems (3 s.h.)

This course features a detailed consideration of the criminal justice system of selected nations, in historical and cultural context. The essential features and functions of police, courts, lawyers, jails, bail, and prisons are compared for their effectiveness, as well as for their role in assigning the label of “juvenile delinquent” or “criminal.” The course includes theories of criminal behavior and reactions to that behavior. *Strongly recommended background: a 100-level sociology course.*

236 Men and Society (3 s.h.)

Acquaints the student with men’s studies using a 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)

This course considers the development of self-identity, groups and group processes through social interaction. The focus is on the dynamic relationship between individuals and their social context. Topics include the creation of meaning, the social construction of reality,

socialization, the social self, symbolic interaction and communication, sociology of emotions, group dynamics, social control, deviance, social exchange and social movements.

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 set of groups, organizations, and policies advocating human development that insures the well-being of the social and natural worlds for future generations. 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, as well as its conceptual and organizational forms. As a sociology course in environmental issues, we will focus on the social and cultural dimensions of a full range of environmental “problems.”

264 Social Movements (3 s.h.) (D)

This course 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.

282 Community Service and Society (3 s.h.) (C)

This course is dedicated to the development of a sociological perspective through field work in community service. Class meetings draw out fundamental sociological concepts and theories as these pertain to the work of “non-profit” organizations dedicated to the public welfare. These concepts and theories help inform service commitments through reflection in a journal and final paper.

284 Sociology of Religion (3 s.h.)

This course 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 6 semester hours of internship credit will count toward the Sociology major and a maximum of three semester hours toward the minor. **Prerequisite: permission of a member of sociology faculty.*

300 Sociological Theory (3 s.h.) (W)

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 and permission of the instructor.*

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. Highly recommended: INT 222 **Prerequisites: SOC 100 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 6 s.h. of internship credit will count toward the Sociology major and 3 s.h. toward the minor. **Prerequisite: permission of a member of sociology faculty.*

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

The first third of the course includes seminar discussions on 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

Anne McGovern, department head, Latin American and Francophone Studies
Brenci Patiño, coordinator
Sarah Paulk

Students who take Spanish courses learn to speak, write, read, and understand the language. Literature, culture, history, art, and music enhance their learning experience. Students who participate in May Term in Latin America participate in a total immersion experience, giving them opportunities to further their knowledge of Spanish. Spanish courses provide the linguistic foundation to prepare students for a major or minor in Latin American Literatures and Cultures.

Major and Minor Requirements

Please see Latin American Literatures and Cultures.

Civic and International Engagement Opportunities

- May Term study abroad
- Study abroad for a semester or a year
- Study and volunteer for a semester in Latin America
- Volunteer in non-profit organizations in the United States or abroad
- Internships
- Tutor Spanish-speaking migrant workers' children
Interpreter for Spanish-speakers

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.

150 Spanish Abroad (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. Class conducted in Spanish.

201, 202 Intermediate Spanish (4 s.h. each) (F: both 201 and 202)

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 201 or 202.
**Prerequisite: SPAN 102 or equivalent.*

203 Advanced Grammar and Composition (3 s.h.) (I, W)

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. This course is designed to develop the student's ability to write critical essays in Spanish while providing an advance review of grammar. 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 202 or equivalent.*

210 Advanced Spanish Abroad (3 s.h.) (I)

Study Abroad. Intensive oral and grammar 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 202.*

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 202.*

Theatre

Terry K. Southerington, department head
Sarah Kennedy, Allan Moyé, Janna Segal

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 301

THEA 302

THEA 400

THEA 401

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, or 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 105
THEA 114
THEA 115
THEA 121
One of the following: FILM/THEA 119, THEA 151,
THEA 153, or THEA 156
THEA 210 OR 211
One of the following: THEA 217, THEA 218, THEA 219,
or THEA 270

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 Terry 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 Film/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: Coursework 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, directing or other areas of hands-on work in theatre 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.) (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 American 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 Film/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.) (W)

For course description, see FILM 264 in the Film listing.

270 African-American Theatre (3 s.h.) (D)

This survey traces the history of African-American theatre from 1959 to the present through the study of representative plays and theatre practitioners. 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 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. Required for majors. Open to other students with permission of theatre faculty.

315 Early English 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 215

SOC 248

INT 222

One of the following: ECON 210, ECON 232, or ECON 247

One of the following: POLS 209, PHIL 102, PHIL 235, PHIL 320, POLS 245, POLS 260, REL 130, SOC 112, SOC 240, or (with permission) another course relevant to the study of U.S poverty issues.

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 180, ENG 235, FILM 275, FREN 270, HCA 235, HIST 203, HIST 346, LALC 246, MUS 218, MUS 318, POLS 209, PSYC 214, REL 231, SOC 225, 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. 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, any PHL course or permission of instructor.*

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

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

240 Gender and Popular Culture (3 s.h.) (G, 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.

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.

COLLEGE OF EDUCATION

Pam Bailey, Tiffany Barber, Irving Driscoll, Emily Ely, James Harrington, Gayle Hefty, James McCrory, Rachel Potter, Stephanie Sebolt, Alice Waddell, Tamra Willis

Our Mission

The mission of the College of Education is to prepare confident practitioners who apply solid academic knowledge, strong leadership skills, and compassion for others to serve learners in diverse communities. We support this mission by providing personalized paths to meet individual goals while modeling and encouraging inquiry and reflection, integrating theory and practice, and providing opportunities for exploration and innovation within a collaborative environment.

Accreditation

The Mary Baldwin College of Education is accredited by the Virginia Department of Education and by the Teacher Education Accreditation Council (now the Council for the Accreditation of Educator Preparation or CAEP) for a period of seven years from April 2015 to April 2022. This accreditation certifies that Mary Baldwin College's professional education program has provided evidence that it adheres to accreditation standards.

Undergraduate and Post-Baccalaureate Teacher Licensure Policies and Offerings

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 Elementary Education Licensure are encouraged to pursue the Liberal Arts and Educational Studies major. The American Studies major with an emphasis in American Studies for Educators (*see American Studies, American Studies for Educators*) would be a second recommendation. Students seeking licensure to teach at the middle or secondary level must major in the area in which they intend to teach (*see details below*), and should minor in Education.

Undergraduate students may also minor in Education without pursuing licensure. There are additional options for individuals who already hold a baccalaureate degree and for undergraduates who wish to obtain their undergraduate degree, master's, and licensure in as little as five years.

Requirements for licensure are approved by the Virginia 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.

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 Offerings section below.*

Non-Licensure Programs and Certificates

The College of Education provides non-licensure as well as non-degree opportunities for students. Through the BA/MEd program, students have the opportunity to combine undergraduate and graduate work, in order to complete a Bachelor of Arts (BA) and a Master of Education (MEd). This option is available to residential and adult degree students.

There are options for obtaining a certificate at the graduate level or adding an area of endorsement to an already existing license. *Information about these options can be found in the Graduate Offerings section below.*

Liberal Arts and Educational Studies

This major provides prospective elementary and special education teachers the breadth of subject mastery that is expected both for effective teaching of diverse students in a collaborative setting and for meeting requirements set by the Virginia Department of Education. This major provides the best opportunity to prepare highly-qualified classroom teachers within the four years of the undergraduate degree program.

This major includes content and professional studies requirements for licensure. Therefore, students seeking licensure will also be required to meet Education program admission requirements and successfully complete student teaching in order to qualify for a Virginia Teaching License.

Requirements for the Major in Liberal Arts and Educational Studies

61.5 – 73.5 semester hours. Credits will vary depending on endorsement area being sought and program in which student has been accepted. There will be minor differences in the requirements for BA/MAT students. For more information, please see the *Liberal Arts and Educational Studies Major* section of the myMBC College of Education tab.

For Elementary Education

*Education (26 s.h.)

ED 110 Practicum in Education

ED 115 Foundations of Education

ED 120 Understanding Exceptional Individuals

ED 300 Elementary School Methods and Practicum
ED 323 Language Acquisition and Reading I
ED 324 Language Acquisition and Reading II and
Practicum
ED 325 Classroom and Behavior Management
ED 400 Senior Seminar and Project
*English: Two of the following (6 s.h.)
ENG 204 Children's/Young Adult Literature
ENG 220 American Literature: Colonial to Romantic
ENG 221 American Literature: Realism to Present

*Math (9 s.h.)
MATH/ED 156 Numeration and Algebra for
Teachers
MATH/ED 158 Geometry and Measurement for
Teachers

Plus one of the following:
MATH 155 Mathematics in Contemporary Society
MATH 159 College Algebra
MATH 171 Pre-calculus with Trigonometry

*Social Studies (12 s.h.)
HIST 111 Survey of U.S. History to 1877
HIST 112 Survey of U.S. History from 1877
HIST 101 Western Civilization to 1648 **OR** HIST 102
Western Civilization from 1648
ANTH 227 People, Place and Culture

*Science: Two of the following from different disciplines
with one course containing a lab (7 s.h.)
BIOL 100 The Living World
BIOL 111 Principles of Biology
BIOL 112 Diversity of Life
BIOL 141 Field Biology
CHEM 121 General Chemistry I
CHEM 151 Chemistry in the Kitchen
INT 165 Earth Science
PHYS 100 Exploring the Physical World

*Economics: One of the following (3 s.h.)
ECON 101 Principles of Microeconomics
ECON 112 Economic Geography
ECON 150 Experimental Economics

*Psychology (3 s.h.)
PSYC 210 Child Psychology **OR** ED 212 Lifespan
Human Development

*NOTE: ECON 112 will satisfy the Economic and
Geography requirement. If taking ECON 112, it is
not necessary to also take ANTH 227 or other ECON
course.*

For Special Education

*Education (29-30 s.h.)
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
in Special Education Setting

ED 315 Differentiated Strategies in Instruction and
Assessment for Special Ed w/ Practicum

ED 323 Language Acquisition and Reading I
ED 324 Language Acquisition and Reading II and
Practicum **OR** ED 350 Content Area Reading
ED 400 Senior Seminar and Project

*English: Two of the following (6 s.h.)
ENG 204 Children's/Young Adult Literature
ENG 220 American Literature: Colonial to Romantic
ENG 221 American Literature: Realism to Present

*Math (9 s.h.)
MATH/ED 156 Numeration and Algebra for
Teachers

MATH/ED 158 Geometry and Measurement for
Teachers

Plus one of the following:
MATH 155 Mathematics in Contemporary Society
MATH 159 College Algebra
MATH 171 Pre-calculus with Trigonometry

*Social Studies (12 s.h.)
HIST 111 Survey of U.S. History to 1877
HIST 112 Survey of U.S. History from 1877
HIST 101 Western Civilization to 1648 **OR** HIST 102
Western Civilization from 1648
ANTH 227 People, Place and Culture

*Science: Two of the following from different disciplines
with one course containing a lab (7 s.h.)
BIOL 100 The Living World
BIOL 111 Principles of Biology
BIOL 112 Diversity of Life
BIOL 141 Field Biology
CHEM 121 General Chemistry I
CHEM 151 Chemistry in the Kitchen
INT 165 Earth Science
PHYS 100 Exploring the Physical World

*Economics: One of the following (3 s.h.)
ECON 101 Principles of Microeconomics
ECON 112 Economic Geography
ECON 150 Experimental Economics

*Psychology (3-6 s.h.)
PSYC 210 Child Psychology **AND** PSYC 211
Adolescent Psychology
OR ED 212 Lifespan Human Development

*NOTE: ECON 112 will satisfy the Economic and
Geography requirement. If taking ECON 112, it is
not necessary to also take ANTH 227 or other ECON
course.*

Minor in Education

A minor in Education does not meet the requirements for
a Virginia teaching license. Students interested in pursuing
licensure should arrange to meet with an education
advisor to go over specific licensure requirements.

Requirements for the Minor in Education

19-23 semester hours

ED 110

ED 115

ED 120

And the requirements for one teaching level:

* Elementary Education: PSYC 210 OR ED 212, ED 300, ED 323, ED 324

* Middle Education: PSYC 211 OR ED 212, ED 310, ED 350

* Secondary Education: PSYC 211 OR ED 212, ED 310, ED 350

Requirements for the Minor in Education with a Concentration in Art Education

Paul Ryan, coordinator

ART 125

PSYC 210 AND PSYC 211

OR ED 212

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

Requirements for the Minor in Education with a Concentration in Music Education

Lise Keiter, coordinator

ED 110

ED 115

ED 120

PSYC 210 AND PSYC 211

OR ED 212

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

Requirements for the Minor in Special Education

Tiffany Barber, coordinator

22-25 semester hours

ED 111

ED 115

ED 205

ED 215

ED 305

ED 315

PSYC 210 AND PSYC 211

OR ED 212

Initial Licensure Endorsement Areas

- 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)

Add-on Endorsements

Add-on endorsements are not stand-alone endorsements. A student must seek another endorsement simultaneously or already hold an active teaching license. Add-on endorsements offered are:

- English as a Second Language (ESL)*
- Mathematics – Algebra I

**Must complete the equivalent of a spoken modern foreign language through the intermediate level prior to applying for the ESL endorsement.*

As soon as the student identifies an interest in pursuing teacher licensure, he or she should arrange a meeting with an education advisor to go over specific licensure requirements.

Undergraduate Admission Requirements for the Education Program

Students in the Residential College for Women and ADP undergraduate students must apply for acceptance into the Education program by the end of the sophomore year or upon completion of 53 credit hours. Application forms are available on the myMBC College of Education tab.

To be accepted into the 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 Core scores (Reading, Writing, Math)
 - b) SAT or ACT scores
 - c) Virginia Communication and Literacy Assessment (VCLA) and Praxis Core Math scores (or remedy option for students who fail to achieve a passing score on the Praxis Core Math assessment)

* Acceptable minimum passing scores can be found at the following link: 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 the student progresses through the program.

Students who have a bachelor's degree and wish to seek initial licensure may apply for admission into 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 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 Virginia Department of Education regulations. The Education Committee may conditionally admit the person to the 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.

Examinations, Incompletes, Grade Reports, Grade Changes

To receive credit for a course, a student must take the examination or its equivalent as prescribed for the course by the instructor.

- The temporary symbol of I may be given at the end of a course if, for reasons beyond his or her control, a COE student is unable to complete the course work.
- An Incomplete may be given only with the approval of the dean of the College of Education and of the course instructor.
- Incomplete work must be completed by the end of the next semester. In unusual circumstances, such as prolonged illness, with the approval of the instructor or the dean of the College of Education, time may be extended.
- If the work is not completed within the time specified, the College of Education office will assign the grade awarded by the instructor based on the work completed to date.
- Note that the ADP policy regarding ET (extended time) does not apply to COE coursework.

Requests for grade changes will not be considered if initiated by students later than the first week of classes in the semester following distribution of the official grade which is being contested. 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 dean of the College of Education 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 of Education. The dean forms a hearing committee consisting of the dean, the director of academic and student services, the student's 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.

Requirements for Teacher Licensure

- Professional studies and teaching area requirements approved by the Virginia Department of Education
- Demonstrated successful student teaching experience
- Overall 2.5 GPA
- 3.0 GPA on professional studies course work
- Professional studies courses offered through MBC may not be taken for P/NC credit
- Passing score on Praxis II assessment for applicable endorsement area
- Passing score on Virginia Communication and Literacy Assessment (VCLA)
- Passing score on the Reading for Virginia Educators (RVE) Assessment 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).
- Successful completion of Virginia State and Local Civic Education module (for Elementary, Middle History & Social Science, and Secondary History & Social Science endorsements only)
- Successful completion of a Virginia Board of Education-approved industry credential examination (for Secondary Business endorsement only)

Computer Technology Competency

Technology competencies are embedded in the courses leading to teacher licensure through a variety of demonstrations, applications, and projects.

Student Teaching

Students who are admitted to the Education program are eligible to apply for student teaching during their final semester.

Requirements for Approval to Student Teach (for undergraduate and PBTL students):

- Full admission to the Education or PBTL program and continue to meet requirements
- Submit an application to student teach prior to the published deadline
- Satisfactory completion of at least 90 hours of 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 B- or better in ED 300, ED 310, or ED 315
 - A grade of B- or better in the following courses: any ED course, PSYC 210, PSYC 211, MATH/ED 156, and MATH/ED 158
- Demonstrated personal and professional qualities, including responsibility, effective communication, enthusiasm, resourcefulness, flexibility, and professional behavior

Note: Approval for student teaching does not necessarily guarantee licensure approval. Candidates for licensure must earn a grade of B or better in student teaching, an overall 2.5 GPA, and a 3.0 GPA on professional studies courses. Additionally, candidates must successfully complete all relevant assessments for licensure as outlined in the *Requirements for Teacher Licensure* section above and as required by the Virginia Department of Education.

BA/MAT

The BA/MAT is designed as a program which allows students to complete a Bachelor of Arts (BA), a Master of Arts in teaching (MAT), and teacher licensure upon graduation. This program is available to both RCW and ADP students. Students combine graduate courses with undergraduate work, leading to an MAT prior to the start of their teaching careers and enriching their pre-service preparation. Students interested in the BA/MAT should arrange a meeting with an education advisor to thoroughly review all course requirements.

Course Restrictions

Prior to admission to BA/MAT, students may only take two graduate courses (six semester hours). Following admission to BA/MAT, students may take additional graduate courses, but will be assessed an additional nominal fee to do so, beyond the first six semester hours. No more than 18 graduate semester hours may be taken prior to BA conferral for students in the BA/MAT program.

Terms of Graduate Study

Students must be in the program full time at least two semesters as an MAT student following conferral of the BA degree.

Admission Requirements for the BA/MAT

Students in the Residential College for Women and ADP undergraduate students must apply for acceptance into the BA/MAT program by the end of the sophomore year *or* upon completion of 53 credit hours. Application forms are available on the myMBC College of Education tab.

To be accepted into the BA/MAT program students must:

- Have a minimum overall GPA of 3.0
- Submit a completed application form
- Submit passing test scores as shown by one of the following options:
 - a. Praxis Core scores (Reading, Writing, Math)
 - b. SAT or ACT scores
 - c. Virginia Communication and Literacy Assessment (VCLA) and Praxis Core Math scores (or remedy option for students who fail to achieve a passing score on the Praxis Core Math assessment)

*Acceptable minimum passing scores can be found at the following link: 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

Post Baccalaureate Teacher Licensure (PBTL)

Through the Post Baccalaureate Teacher Licensure Program, students who already have a bachelor's degree can pursue initial licensure. This is a licensure program, which takes into account all of the credits a student has already earned and applies those toward the goal of obtaining a Virginia teaching license. *For more information on PBTL, please contact the College of Education.*

Admission Requirements for PBTL

To be accepted into the PBTL program, students must:

- Complete an online application for admission
- Submit official transcripts from all institutions where college coursework was completed

- Have a minimum overall GPA of 2.5
- Submit passing test scores as shown by one of the following options:
 - a) Praxis Core scores (Reading, Writing, Math)
 - b) SAT or ACT scores
 - c) Virginia Communication and Literacy Assessment (VCLA) and Praxis Core Math scores (or remedy option for students who fail to achieve a passing score on the Praxis Core Math assessment)
 - *Acceptable minimum passing scores can be found at the following link: http://www.doe.virginia.gov/teaching/educator_preparation/college_programs/entry_assessment.pdf
- Submit a written statement discussing your reasons for entering the teaching profession

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 education courses for three consecutive sessions (or one calendar year) are considered “inactive” and no longer receive mailings from the College of Education. 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.

Academic Progress

Beginning in Spring 2015, PBTL students will follow the same academic standing requirements as RCW and ADP students. Please see the *Academic Probation and Academic Suspension and Dismissal* sections of the catalog for more detail.

BA/MEd

The Bachelor of Arts/Master of Education (BA/MEd) allows residential and adult degree students to complete both a Bachelor of Arts and a Master of Education. Students combine graduate courses with undergraduate work, leading to a MEd one year following completion of the BA degree.

Concentration areas for this option are:

- Adult and Higher Education
- Applied Behavioral Analysis
- Autism Spectrum Disorders
- Environment-Based Learning

Course Restrictions

Prior to admission to BA/MEd, students may only take two graduate courses (six semester hours). Following admission to BA/MEd, students may take additional graduate courses, but will be assessed an additional nominal fee to do so, beyond the first six semester hours. No more than 18 graduate semester hours may be taken prior to BA conferral for students in the BA/MEd program.

Terms of Graduate Study

Students must be in the program full time at least two semesters as an MEd student following conferral of the BA degree.

Transfer Credit

Up to two graduate equivalent courses taken at other institutions may be considered for transfer credit, if taken within 3 years of admission, and if a grade of B or better is earned (Exception: all ABA-specific courses must be taken at MBC in order to meet Behavior Analysis Certification Board requirements).

Admission Requirements for the BA/MEd

- Junior or senior class status as either an RCW or ADP student
- 3.0 or higher overall GPA
- Two letters of reference from MBC faculty members
- Written goal-statement essay as part of the application

Program Requirements for the BA/MEd

At least 18 semester hours to be completed over the course of two or more semesters, following BA conferral.

Required Courses (for all concentration areas)

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 (Thesis) *IN 630 is a prerequisite for this class; ED 632 must be taken post-BA.*

Adult and Higher Education Emphasis

IN 628 Public Policy and Community Relations in Education

ED 651 Perspectives on U.S. Higher Education

ED 652 Adult Development

ED 653 The History of Adult Education

ED 654 Special Topics

ED 655 Internship

Applied Behavior Analysis Emphasis

PSYC 513 Basic Concepts and Principles of Behavior Analysis

ED 592 Behavior Analysis: Measurement and Assessment

ED 593 Ethics and Special Considerations

ED 594 Fundamental Elements of Behavior Change
Graduate Education Elective
Graduate Education Elective

Autism Spectrum Disorders Emphasis

ED 640 Characteristics and Assessment of Students with ASD

ED 641 Communication, Language and Sensory Aspects of ASD

ED 642 Social Skills Instruction and Behavior Strategies for Students with ASD

ED 643 Practicum Experience: ASD

Graduate Education Elective

Graduate Education Elective

Environment Based Learning

IN 626 Environment-Based Learning

IN 634 The Intersection of Life and Land: Issue-Driven Investigations

ED 618 Natural Research: Plant and Animal Studies in the Outdoors

ED 620 The Outdoor Classroom

EBL Elective Course (summer)

EBL Elective Course (summer)

Graduate Policies and Offerings

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 6–12 (English, Math, and History & Social Science)
- Special Education — General Curriculum K–12

Through coursework, students may concurrently complete an add-on endorsement in the following areas:

- English as a Second Language (ESL)*
- Gifted Education
- Mathematics – Algebra I

**Must complete the equivalent of a spoken modern foreign language through the intermediate level prior to applying for the ESL endorsement.*

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
- 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 locations in Charlottesville, Richmond, and Roanoke. Courses for both MAT and MEd programs are offered throughout the calendar year, including a full complement of courses during the summer. Note that the MEd focus on Environment-Based Education has a summer component offered on the historic Staunton Campus.

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 education courses as special students. No financial aid services are provided to special students. Teachers seeking recertification 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 education courses as special students. They must receive permission from the Dean of the College of Education 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.
- Submit passing test scores as shown by one of the following options:
 - a) Praxis Core scores (Reading, Writing, Math)
 - b) SAT or ACT scores
 - c) Virginia Communication and Literacy Assessment (VCLA) and Praxis Core Math scores (or remedy option for students who fail to achieve a passing score on the Praxis Core Math assessment)

*Acceptable minimum passing scores can be found at the following link: http://www.doe.virginia.gov/teaching/educator_preparation/college_programs/entry_assessment.pdf

Students who do not provide qualifying program entry assessments 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 education program must submit the following to the College of Education at Mary Baldwin College:

- Online application for admission/enrollment
- Official transcripts of all post-secondary work (for degree-seeking students)
- MAT applicants must provide qualifying program entry assessments
- 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 policies established through the Education Policy Committee. The College of 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 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 graduate education 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 qualifying program entry assessments, 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 graduate education 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 College of Education 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 College of Education informs students and their academic advisors in writing regarding their status:

- continued conditional admission
- admission to full degree-seeking status, or
- dismissal.

Transfer Credit

The graduate Education program may accept up to six hours of transfer credit from another accredited graduate program. Such transfers will be considered only if all of the following conditions are met:

- The Dean of the College of Education 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 graduate 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, and a grade of B or better was earned.

The student is responsible for determining in advance of enrollment whether courses taken in the graduate 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.

Course Substitution Policy

Students who are in a program pursuing licensure who have taken a licensure-required course at another institution at the undergraduate level in the last five years with a grade of B or better may request taking another graduate elective in lieu of taking a graduate version of an undergraduate course they have already taken. This may be done for no more than two courses. Note that course substitutions are not accepted for ED 607 unless the undergraduate equivalent was taken at MBC.

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 education 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 upon request or as necessary.

Tuition and Fees 2015–2016

Tuition for all courses in the graduate Education program is determined on an annual basis.

In addition, the following fees apply:

Orientation	\$50
Re-Enrollment	\$50
<i>(Requirements for Continuous Enrollment below)</i>	
Technology and Library fee	\$58/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 graduate Education 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.

Aid for Which Graduate 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.

Academic Policies

Academic policies applicable to graduate students are published in this catalog. Other statements of program policies are maintained in the College of Education. Policies may be amended at any time by the 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 name, address, e-mail, and telephone number changes to the registrar and to the graduate program. 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 Education 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 graduate 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 graduate students.

Moral and Ethical Responsibility

Graduate 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 graduate Education 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 graduate education courses for three consecutive sessions (or one calendar year) are considered "inactive" and no longer receive mailings from the College of Education. 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 Dean of the College of Education. The Dean 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 graduate education student's advisor recommends a sequence of courses which takes into account the student's preparation and educational needs.

Course Enrollment Priorities

Graduate education 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 graduate Education program are as follows:

- A excellent
- A-, B+ very good
- B good
- B- competent
- C minimum passing
- F failing

Specific course grading scales are noted in the syllabus for each class and are determined by the instructor.

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 graduate Education program. Transfer courses are not included in the GPA.

Examinations, Incompletes, Grade Reports, Grade Changes

To receive credit for a course, a student must take the examination or its equivalent as prescribed for the course by the instructor.

- The temporary symbol of I may be given at the end of a course if, for reasons beyond his or her control, a COE student is unable to complete the course work.
- An Incomplete may be given only with the approval of the dean of the College of Education and of the course instructor.
- Incomplete work must be completed by the end of the next semester. In unusual circumstances, such as prolonged illness, with the approval of the instructor or the dean of the College of Education, time may be extended.
- If the work is not completed within the time specified, the College of Education office will assign the grade awarded by the instructor based on the work completed to date.

- Note that the ADP policy regarding ET (extended time) does not apply to COE coursework.

Requests for grade changes will not be considered if initiated by students later than the first week of classes in the semester following distribution of the official grade which is being contested. 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 dean of the College of Education 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 of Education. The dean forms a hearing committee consisting of the dean, the director of academic and student services, the student's 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.

Academic Progress

Degree-seeking graduate education students are required to maintain a minimum cumulative GPA of 3.0 in graduate 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) or ED 608 or ED 615 (Field Experience). 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 College of Education, 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 Dean 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 College of Education will review the student's application for readmission as well as the applicant's previous performance and the reasons for dismissal; additional information may be requested from the applicant and his/her references, and from other relevant professional and educational sources. The College of Education communicates the readmission decision to the applicant.

Admission to Candidacy

To determine whether students are making satisfactory progress toward the degree, the College of Education 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 Dean of the College of Education 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 Dean may request a review by the Education 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 Education 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 in the areas of Elementary Education (PK-6), Middle Education (6-8), Secondary Education (6-12), and Special Education – General Curriculum (K-12). Those who already hold a valid teaching license can earn add-on endorsements in Gifted Education (K-12), Elementary Education (PK-6), English as a Second Language (ESL), and Special Education (K–12). 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 receiving the MAT degree, with an option called *Licensure First*. In the Licensure First option, students complete licensure requirements for their area of endorsement, and apply for an initial teaching license, while continuing to complete the remaining master's degree requirements. The MAT 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. Through this experience, students become familiar with the dynamic culture of schools and classrooms and their curricula, teaching strategies, and organizational and management features. 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 “Graduate Practicum Handbook” available on the myMBC College of Education tab 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
- Successful completion of certification or training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED)
- Successful completion of Virginia State and Local Civic Education module (for Elementary, Middle History & Social Science, and Secondary History & Social Science endorsements only)
- 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
- Successful completion of a Virginia Board of Education-approved industry credential examination (for Secondary Business endorsement only)

Master of Education (MEd)

Overview

The Master of Education (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 618 Natural Research: Plant and Animal Studies in the Outdoors
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 608 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 also has 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 BCBA 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

- 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

EDUCATION COURSE DESCRIPTIONS

Professional (ED) 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 60 hours will be spent in the classroom, with the exception of RCW students, who will complete a minimum of 90 hours during May Term. 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. A minimum of 60 hours will be spent in the classroom, with the exception of RCW students, who will complete a minimum of 90 hours during May Term. **Prerequisite: ED 115.*

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 and ED 111.*

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.) (A)

For course description, see ART 125 in the Art and Art History, Art Education listing.

156 Numeration and Algebra for Teachers (3 s.h.) (Q)

For course description, see MATH 156 in the Mathematics 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.

158 Geometry and Measurement for Teachers (3 s.h.) (Q)

For course description, see MATH 158 in the Mathematics listing.

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.

212 Lifespan Human Development (3 s.h.)

Lifespan Human Development meets the MDCHS admissions requirement and also meets the Virginia DOE licensure requirement for 3 hours of human growth and development coursework. This course will focus on theory, philosophy, and research on learning and human development from birth through late adulthood, as well as real-life applications in these areas through experiential projects and related assignments. Topics include physical, psychosocial, emotional, cognitive, language, and gender development in family, school, peer, and work contexts.

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.

230 Engaging PK-8 Students in Science (2 s.h.)

This course will focus on the teaching and learning of science through inquiry. With an inquiry approach, students in grades PK-8 are engaged in their own learning as they search for answers and solve problems through hands-on, minds-on investigations. Students learn best when they do science in the context of their own environments and when science is integrated across the curriculum. This course will model such an inquiry-based science classroom that includes real and relevant content; inside & outside studies; project-based unit planning; scientific tools and technology; diverse learner strategies; and alternative/authentic assessments.

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. NOTE: If pursuing licensure, must be fully accepted into an Education program in order to register for this course. Other students must obtain instructor permission. *Prerequisite for student teaching.*

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.

308 Field Experience: ESL (3 s.h.)

This course serves as the 300 hour field experience (150 direct instructional hours) for individuals adding ESL to an existing license or pursuing an ESL endorsement concurrently with another endorsement.

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. NOTE: If pursuing licensure, must be fully accepted into an Education program in order to register for this course. Other students must obtain instructor permission. **Prerequisite for student teaching.*

315 Differentiated Strategies in Instruction and Assessment for Special Education and Practicum (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. NOTE: If pursuing licensure, must be fully accepted into an Education program in order to register for this course. Other students must obtain instructor permission. **Prerequisite for student teaching.*

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 and 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.

328 Assessment of and for Learning (3 s.h.)

In this course on understanding and using assessment to measure and improve K-12 student learning, students will explore the types and purposes of assessments used in today's classrooms. Students will learn how to define expectations/objectives, select and develop appropriate assessment tools, modify assessment practices for individual needs, read and interpret standardized test scores, reflect upon student learning outcomes, and make appropriate inferences and instructional decisions based upon assessment data.

341 Linguistics for ESL Teachers (3 s.h.)

This course provides teacher education students with an overview of the development of language in the context of culture and historical concepts. The historical development of language (English and other languages) is reviewed. Students will understand the basic principles and methodologies of linguistic science, while learning how to discuss language issues in an informed way with linguists and non-linguists. The course will address basic foundations of linguistics in order to prepare teachers who may be working with ESL students, or who may be teaching language arts/literacy/English in the K-12 classroom.

342 Culturally Responsive Teaching and Communication (3 s.h.) (D)

This course examines multicultural education through a focus on the historical, sociological, and philosophical foundations of education. Special emphasis is placed on the role of ethnicity in the development of the United States and its education system. Includes an overview of multicultural/multilingual curricula with a special focus on culturally/linguistically-responsive instruction and assessment techniques.

343 ESL Assessment and Curriculum Design (3 s.h.)

This course is designed to prepare teachers to provide linguistically and culturally appropriate assessment for English Language Learners (ELLs) in grades K-12, focusing on utilizing assessment to design appropriate curricula. Students will also learn about the foundational issues and historical development of ESL instruction in the U.S.

344 Literacy Instruction for ESL Students (3 s.h.)

This course provides an overview of second language (L2) methods and materials, focusing specifically on the teaching and learning of L2 literacy skills: reading and writing. Additional attention will be given to vocabulary and grammar. Class sessions will focus on theory and practice related to these four important components of language learning. In addition, students will critique popular 12 textbooks currently in use around the world, evaluate already developed lesson plans, develop lesson plans of their own, engage in short demonstration lessons that showcase state-of-the-art teaching techniques, and complete a literature review on a topic of personal interest.

345 Methods of ESL Instruction and Practicum (4 s.h.)

This course examines classroom assessment and instructional best practices useful for meeting the needs of a diverse student population in grades K-12, in particular the needs of students whose primary language is not English. This course includes a 30-hour field experience/practicum.

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 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. *Please see the *Requirements for Approval to Student Teach* section above.

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) (O)****386 Student Teaching Seminar (2 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.

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

This course is the capstone course for the Liberal Arts and Educational Studies Major. In this course, students will demonstrate a clear understanding of the pedagogy and processes involved in teaching elementary school students. An action research project associated with student teaching or other elementary classroom experience will be required. RCW students are expected to take ED 400 while student teaching. ADP students may choose to take ED 400 the term immediately prior, during, or immediately following student teaching. *Prerequisites (or co-requisites): ED 300 or ED 315.*

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 520 Applied Behavior Analysis Practicum (variable s.h.)

Students will be engaged in a series of practicum activities designed to develop understanding of concepts, theories, and research related to the field of Applied Behavior Analysis. Students will learn to design and evaluate a program for behavior change while understanding the procedures for establishing desired behaviors and reducing unhealthy and maladaptive behaviors, and apply this to a real setting.

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 the 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.

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.

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 approached 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: Elementary, Special Education, or ESL (3 s.h.)

This is a 300-hour classroom experience (150 hours must involve direct instruction) for licensed teachers seeking to add-on an endorsement in either Elementary, Special Education for the General Curriculum, or ESL. 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 and Secondary 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: Plant and Animal Studies in the Outdoors (3 s.h.)

The goal of this course is to help educators get their students “wild about science.” Using wildlife and habitat studies as the focus, the course provides elementary, middle and high school educators the skills needed to work with students as they design and perform their own field-based investigations related to the local environment. Educators will participate in plant and animal studies, ask questions and develop plans for finding answers, observe and collect data in natural settings, and present results and conclusions. Participants will plan curriculum for effective “environment-based learning” instruction by implementing strategies and techniques presented in class. The course will address learning standards for all grade levels.

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, changing to 2 s.h. in Spring 2015)

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. ED 732 may be taken for a maximum of three semesters. If the student has not defended his or her thesis at that time, the student receives a W grade for ED 632 and 732, and is withdrawn from the program. The student may apply for readmission, but must include a proposal outlining the timeline for completing the project. If the student is readmitted, he or she must begin again by taking ED 632. NOTE: As of Spring 2015, ED 732 will change from being a 1 semester hour course, to being a 2 semester hour course. Offered every term. Fee: per hour semester.

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.)

This course is designed to emphasize reasoning in mathematics, as applied to solving problems and as used in the logical development of mathematical systems. Topics, processes, and problems are selected from elementary to middle school learners. The focus will be on strategies and methods for planning and teaching. Operational definitions of various strategies and methods will be presented and modeled in order to bring about a more thorough understanding of school mathematics. Constructivist theory, NCTM standards, VA Standards of Learning and meaningful mathematical tasks will guide the presentations in this course. Students will examine, analyze and construct meaning of mathematical ideas by working collaboratively, responding to ideas, using manipulatives, making presentations, creating lessons, and providing analysis of lessons. Students are involved in solving problems and in presenting, explaining, and defending their solution strategies. *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 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 (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.

Programs in Occupational Therapy, Physical Therapy, Physician Assistant, and RN to BSN

Mary Baldwin College offers the following health sciences programs:

Graduate

- Doctor of Occupational Therapy (OTD)
- Doctor of Physical Therapy (DPT)
- Master of Science in Physician Assistant (MSPA) — *begins January 2016*

Undergraduate

- Bachelor of Science in Nursing (BSN)
- Bachelor of Health Sciences (BS and BA) — offered on main campus; please see undergraduate programs section of this catalog

Health sciences graduate and RN to BSN programs are nonresidential and will be offered at the new MBC branch campus in Fishersville, VA, 7.6 miles from Staunton. Students enrolled in the graduate programs are admitted once a year; are full-time, year-round students; and must maintain continuous enrollment throughout the duration of the program. Students enrolled in the RN to BSN program are admitted three times a year, are currently part-time students, and have flexibility in enrollment.

The information provided is subject to change. The most up-to-date information is posted on the webpage.

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.

SACS-COC

Mary Baldwin College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) to award bachelor's, master's, and doctoral degrees. Inquiries concerning accreditation status only should be directed to: SACS-COC, 1866 Southern Lane, Decatur, GA 30033-4097; 404- 679-4500.

CAPTE

Effective November 6, 2013, Mary Baldwin College has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org). Candidacy is not an accreditation status nor does it assure eventual accreditation. Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program is progressing toward accreditation.

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 January 2016, pending achieving Accreditation – Provisional status at the September 2015 ARC-PA meeting. Accreditation – Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA *Standards* or when a program holding accreditation-provisional status appears to demonstrate continued progress in complying with the *Standards* as it prepares for the graduation of the first class (cohort) of students.

ACOTE

The entry-level occupational therapy doctoral degree program has applied for accreditation and has been granted Preaccreditation Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) at its August 6-9, 2015 meeting. AOTA is 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.

CCNE

The baccalaureate degree in nursing program at Murphy Deming College of Health Sciences/Mary Baldwin College is a new applicant pursuing initial accreditation by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791. New applicant status is neither a status of accreditation nor a guarantee that accreditation will be granted.

Admission

Admission Requirements/Process for the Doctor of Occupational Therapy Program

Application cycle begins: July 2015

Application deadline: January 15, 2016

- **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 recommended
Human or Vertebrate Anatomy	3-4	Lab recommended
Human or Vertebrate Physiology	3-4	Lab 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

Required Courses	s.h.	Comments
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.

Prerequisite coursework may be completed during the admission cycle. Please add planned courses in OTCAS transcript section. Coursework must be completed by May.

- **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. Reference from a college professor who can attest to your ability to enter a competitive professional program is recommended but not required.
- **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.
- **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
- Basic Life Support (BLS) for Health Care Providers certification from the American Heart Association
- Any additional requirements as stated by specific health care agencies (such as drug screening, additional criminal background checks, etc.) at student expense

Admission Requirements/Process for the Doctor of Physical Therapy Program

Application cycle begins: July 2015

Application deadline: December 1, 2015

- **College Transcripts:** A bachelor's degree is required prior to enrollment.
- **Application:** Applications will be accepted online through the Physical Therapy Centralized Application Service (PTCAS) once the application cycle has begun.
- **Application Fee:** In addition to the PTCAS 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*	Lab recommended
Human or Vertebrate Physiology	4*	Lab recommended
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.

Prerequisite coursework may be completed during the admission cycle. Please add planned courses in OTCAS transcript section. Coursework must be completed by May.

- **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 PTCAS 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
- Basic Life Support (BLS) for Health Care Providers certification from the American Heart Association
- Any additional requirements as stated by specific health care agencies (such as drug screening, criminal background check, etc.) at student expense

Admission Requirements/Process for the Master of Science in Physician Assistant Studies Program (begins January 2016)

Application cycle begins: April 22, 2015 (in CASPA)

Application deadline: October 1, 2015

- **College Transcripts:** A bachelor's degree is required prior to enrollment. Your official transcripts from your degree-granting institution(s) must be sent to the Centralized Application Service for Physician Assistant (CASPA). Transcripts available after CASPA applications are verified can be sent to us at: Murphy Deming College of Health Sciences/ Mary Baldwin College, Office of Admissions, 100 Baldwin Blvd., Fishersville, VA 22939. **Bachelor's degree and all prerequisite coursework must be earned/completed by September 1, 2015.**
- **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.

*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 but not required.
- **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
- Written verification of health insurance

- Basic Life Support (BLS) for Health Care Providers certification from the American Heart Association

After classes start, and in preparation for clinical placements, students must also provide:

- Any additional requirements as stated by specific health care agencies (such as drug screening, criminal background checks, etc.) at student expense

Admission Decisions

The Health Sciences Graduate and RN to BSN Undergraduate 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, if required, and committee reviews in the context of the applicant pool. Applicants are informed 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 or other admission requirements for graduate or RN programs. Their acceptance, through a written 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, and 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.

Undergraduate students transferring into MBC/MDCHS will have their transcripts evaluated by the Registrar’s Office and informed of courses/credits needed to complete their undergraduate degree.

Articulation Agreements

Murphy Deming College of Health Sciences has 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.

Conditional Early Admission Program

Murphy Deming College of Health Sciences encourages Mary Baldwin College undergraduate students to apply to its graduate programs. The Conditional Early Admission Program provides early conditional admission in their junior year. In order to apply under this program, students must meet with the undergraduate health sciences advisor to plan coursework and determine eligibility under this program.

Advising

Academic advisement is a process-oriented, interactive professional relationship between advisor and advisee. Each graduate and undergraduate 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 2015–16

Tuition for all graduate and undergraduate programs in health sciences is determined on an annual basis and billed per semester. Tuition and fees are detailed on the MBC website. RN to BSN tuition is equivalent to ADP tuition, but fees may differ.

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 may be eligible for the Virginia Tuition Assistance Grant (VTAG)
- Outside scholarships

Aid for Which Undergraduate Students May Qualify

- Perkins, Direct Stafford, and PLUS, depending on financial need and borrowing eligibility
- Virginia residents may be eligible for the Virginia Tuition Assistance Grant (VTAG)
- Outside scholarships

Murphy Deming College of Health Sciences Academic Policies

Undergraduate health sciences students follow the academic policies, honor code, and student governance as outlined in the undergraduate section of this catalog.

Academic policies applicable to health sciences graduate students are published in this section. Other program policies are provided to graduate students in the MDCHS Graduate 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 (graduate students can refer to MDCHS Graduate 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 Graduate 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 for Graduate Programs

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 graduate 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₎	1.0 point per semester hour
<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.

⁽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 1B 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 a student is permitted to proceed to Clinical Education 1 or Fieldwork 1B 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 Level 2 experiences. 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.

For students in the PA Program: Students who fail to maintain a minimum GPA of 3.0 at the conclusion of the final didactic semester will be subject to academic review by the appropriate faculty committee. The student may face consequences which could include remediation, inability to progress to the clinical phase, or dismissal from the program. Academic probation during the clinical phase of the program is addressed more completely in the PA Clinical Education Manual.

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 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 clinical education 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 in order to complete the program.

Program Matriculation and Completion — DPT and OTD Programs

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 year and beyond only if all course work and full-time clinical experiences have been successfully completed.

A comprehensive examination is required for OT students. The exam must be successfully completed at the end of the Level 2 full-time clinical experiences to matriculate to the Doctoral Experience.

PT students are enrolled in PTH 835 during the third summer of the program. This course prepares students to complete a written and oral examination covering content from all didactic courses in the DPT program. Both the written and oral comprehensive examinations must be passed to matriculate to the final terminal clinical experiences that begin in fall of the third 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.

The MDCHS timeframe for completion of all program requirements is specified as five years from the date of initial enrollment.

Specific procedures are further outlined in the Clinical Education Manuals which you will receive and review prior to clinical placement.

Program Matriculation and Completion – PA Program

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. To enter the clinical phase, a student must successfully complete all didactic courses and clinical assignments, successfully complete the core competency examinations and objective standardized clinical examinations (OSCE) given following completion

of the didactic phase of the program as well as maintain standards of professional behavior. In addition to successful completion of the didactic year, the student must be certified in basic life support for health care providers (BLS), advanced cardiac life support (ACLS), and pediatric advanced life support (PALS). Students must maintain CPR/ACLS/PALS certification for the entire clinical year of the program. In the event the student’s certification in CPR/ACLS/PALS expires before graduation, the student must recertify.

Academic Resolutions and Appeals

General Grievance Issues

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.

General complaints regarding academic issues (non-grade related): The Program Director 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 VPHS, or resolution with no future action. If the concern involves the Program Director, the complaint should be submitted directly to the VPHS. Records regarding general complaints will be housed in the VPHS administrative office.

Academic Action Appeal Policy 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 student's 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 and Procedures)
- 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 VPHS Office

Student should forward his/her initial Appeal to the Instructor and the 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 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 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.
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.
- e)

If the student disagrees with the faculty's decision, he/she has the right to implement Appeal 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 or Leave of Absences

Granting of a leave of absence is a rare and unusual event reserved only for exceptional circumstances. 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.

PA Program: Leaves will only be granted following successful completion of the didactic phase of the program, and will not be granted to students on academic probation. Requests for a leave of absence must be submitted in writing to the PA program director and should indicate the reason for the leave and expected duration. The director, in consultation with the VPHS, may approve such a request if the student is in good standing and is maintaining the equivalent of a grade of "C" in each course in progress at the time of the request.

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; Allison Ellington, director of clinical education; Lisa Burns, faculty

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 115 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 Psycho-social 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 Motor Learning & Movement Analysis
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 1 (UE conditions and OT Practice)
OTH 832 Technology and Environmental Adaptation
OTH 811 Teaching and Learning 2
OTH 801 Pharmacology*

Fall Semester, Year 2:

OTH 828 OT and Adult Populations 2
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

*This course will be added to the Spring 2016 term for Class of 2017

TOTAL CREDITS = 115

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 (3 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 (3 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 Psycho-social Aspects of Care (2 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 725 Perspectives in Global Health Care (1–2 s.h., variable)

Elective Course. This course provides an exploration of global health care issues with a travel opportunity. Students will participate in service and/or clinical activities as part of the course. This course is cross-listed with PTH 725.

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 Motor Learning and Movement Analysis (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, occupational therapy, and physician assistant. This course is cross listed with PTH 730 and PAS 530 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 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.

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, physical therapy students, and physician assistant students working in teams with local community agencies will develop a requested service project that is health related. This course is cross listed with PTH 812 and PAS 612 and is 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 (3 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 and plan 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 1 (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 2 (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; Bess Maxwell, faculty; Marty Fontenot, faculty; Carolyn Moore, faculty; Ann Tuzson, 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 16 weeks each 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 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 = 124

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 (3 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 (3 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 725 Perspectives in Global Health Care (1–2 s.h., variable)

Elective Course. This course provides an exploration of global health care issues with a travel opportunity. Students will participate in service and/or clinical activities as part of the course. This course is cross-listed with OTH 725.

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, compression therapy, and water.

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, occupational therapy and physician assistant. This course is cross listed with OTH 730 and PAS 530 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) (2 s.h.)

Lecture and lab. Occupational therapy, physical therapy, and physician assistant 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 PAS 612 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 (2 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, an understanding about the governance structure, and an overview of emerging specialty practice areas in the profession of physical therapy. 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 third 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.)

This course prepares the student to evaluate, assess, and design treatment for the patient with Integumentary conditions or injuries. Content includes wound care and

management, conditions that lead to amputation, limb care and prosthetics, burn management, bariatric issues, and lymphedema and management of the patient with cancer.

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 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 (13 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 (MSPA)

David Paulk, program director; Sherry Secrest, director of clinical education; Ben Farley, faculty; Don Solimini, faculty; Jennifer Burch, faculty

Overview

The developing Master of Science in Physician Assistant Studies Program embraces the team-based, collaborative and interprofessional approach to patient care. Students will work together in coursework, special interprofessional case study groups, research and clinical skills scenarios. This collaboration extends, but is not limited to, students from occupational therapy, physical therapy, medicine, nursing and social work. The MSPA curriculum will be a full-time rigorous professional program with coursework that builds sequentially over 27 months (4 didactic semesters and 1 clinical year). We believe our PA program's developing curriculum best prepares our graduates to practice the highest quality patient care in a rapidly changing health care environment.

Mission of the Physician Assistant Program

The mission of the Physician Assistant (PA) Program at Mary Baldwin College is to academically and clinically prepare students for the practice of medicine as compassionate, effective, well-qualified physician assistants able to serve in a variety of medical specialty areas and settings under the direction and supervision of a licensed physician. This is accomplished in an environment promoting diversity along with respect

for self and others. The Physician Assistant Program is committed to interprofessional education, collaboration, and practice. The program's mission is realized in a dynamic and holistic learning environment dedicated to critical reasoning, engaged learning and scholarship, and innovative teaching with a strong commitment to service, especially for those in underserved or disadvantaged areas. Veritably, the program holds that the primary goal of medical training is service to humanity.

Curriculum

The PA curriculum is anticipated to be approved in the Fall of 2015.

Didactic Phase

Spring (1) Semester Year 1

PAS 500 Human Anatomy
 PAS 501 Microbiology & Immunology
 PAS 502 Pathophysiology
 PAS 511 Professional Issues and The Physician Assistant Profession
 PAS 513 Patient History and Communication
 PAS 530 Clinical Seminar

Summer Semester Year 1

PAS 503 Pharmacology I
 PAS 526 Clinical Medicine I
 PAS 527 Clinical Medicine I Casework
 PAS 528 Laboratory and Diagnostic Studies
 PAS 529 History and Physical Diagnosis I

Fall Semester Year 1

PAS 504 Pharmacology II
 PAS 512 Psychosocial Aspects of Care
 PAS 515 Health Care Systems, Policy and Law
 PAS 521 Research & Critical Inquiry
 PAS 531 History and Physical Diagnosis II
 PAS 532 Clinical Medicine II
 PAS 533 Clinical Medicine II Casework

Spring (2) Semester Year 2

PAS 612 Community Practicum
 PAS 613 Diverse and Vulnerable Patient Populations
 PAS 614 Applied Public Health
 PAS 621 Health Care Ethics
 PAS 625 Clinical Medicine III
 PAS 626 Clinical Reasoning
 PAS 627 Clinical Skill and Procedures
 PAS 628 Primary Care Topics

Clinical Phase

PAS 622–678 Clinical Elective Rotations

TOTAL HOURS = 127 (79 hours didactic phase, 48 hours clinical phase)

Physician Assistant (PAS) Course Descriptions

PAS 500 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.

PAS 501 Microbiology and Immunology (3 s.h.)

This course provides a systematic organ-based review of the more important infectious disease agents and the principles and techniques employed in their laboratory diagnosis. The course also explores the components and response of the immune system in mounting defense against common pathogens. Relevant pharmacotherapy and preventative measures such as immunization will be discussed.

PAS 502 Pathophysiology (5 s.h.)

This course addresses the physiology and pathophysiology that pertain to the nervous, pulmonary, endocrine, cardiovascular, gastro-intestinal, renal, hematologic systems and other relevant primary and ancillary systems. Additionally, the course addresses inflammation, hypersensitivity reactions, rheumatologic disorders and acid-base disturbances.

PAS 503 Pharmacology I (4 s.h.)

This is the first of two courses designed to provide a systematic presentation of pharmacologic agents based upon drug group classification, nature, mode of action, toxicity and clinical therapeutic applications. This course will reinforce concepts learned in the clinical medicine course.

PAS 504 Pharmacology II (4 s.h.)

This is the second of two courses designed to provide a systematic presentation of pharmacologic agents based upon drug group classification, nature, mode of action, toxicity and clinical therapeutic applications. This course reinforces concepts learned in the clinical medicine courses with special emphasis on medications and agents utilized in emergency medicine, obstetrics and gynecology, surgery, pediatrics, and psychiatry.

PAS 511 Professional Issues and the Physician Assistant Profession (1 s.h.)

This course explores all aspects of the Physician Assistant Profession including, but not limited to, PA licensure, credentialing, historical, and professional organizational topics along with laws, regulations and current trends regarding PA Practice. Topics affecting the Physician-PA team relationship and political issues affecting PA Practice will also be examined. Attention is placed upon team-based and inter-professional collaboration. This

also begins the program-long awareness and discussion of professional topics and practice as related to the PA.

PAS 512 Psychosocial Aspects of Care (3 s.h.)

This course will introduce students to various psychosocial considerations important to working with patients and their families successfully including ethics, cultural considerations, and communication. Opportunities for expansion of the conversation involving DPT, OTD, and MSPA students will be provided through an innovative model designed to take the team-based model of health care defined by the PA profession to a practical level. This course is cross-listed with OTH 712 and PTH 712 and is an interprofessional collaborative course.

PAS 513 Patient History and Communication (3 s.h.)

This course is the first of three designed to provide the PA student with patient-provider communication skills, theories and techniques necessary to obtain a medical history. This is also designed to provide the student with the competence to correlate historical information with the performance of the physical examination to be taught in subsequent courses. Sensitivity to the diverse needs of each patient is required. Unique components of the medical history are thoroughly explored. Emphasis is placed on the interprofessional collaborative patient-centered team in order to completely elicit all necessary and appropriate information.

PAS 515 Health Care Systems, Policy and Law (2 s.h.)

This course examines the role of the PA regarding issues and systems related to the delivery of health care in the United States. Legal and policy implications of practice, prevention of medical errors, risk management and patient safety will be explored. The course will include instruction in the delivery of health care systems and health policy, reimbursement issues, documentation of care, coding and billing with discussion of ICD-10 and CPT coding.

PAS 521 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 evidence-based 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 PTH 721 and is an interprofessional collaborative course.

PAS 526 Clinical Medicine I (6 s.h.)

This course explores the intricacies of human disease. The course divides various medical disciplines into individual modules including: Dermatology, Ophthalmology, Oral Health, Otolaryngology, Cardiology, Pulmonology, Infectious Disease, Gastroenterology and Nutrition,

Musculoskeletal System/Rheumatology, and Neurology. The discussion of medicine occurs with attention placed upon team-based and interprofessional collaboration.

PAS 527 Clinical Medicine I Casework (1 s.h.)

Utilizing a problem and case-based framework, this course complements topics covered in the various Clinical Medicine I modules by the utilization of clinical cases from the various disciplines. The cases may consist of simulations or problem or case-based scenarios.

PAS 528 Laboratory and Diagnostic Studies (4 s.h.)

This course provides instruction in clinical diagnostics, which includes three modules: laboratory and diagnostic studies/immunologic review, ECG interpretation, and radiological imagery. Through combined lectures, case discussions, demonstrations and practice sessions, students learn how to order and interpret a variety of laboratory and diagnostic studies performed by the provider or received through a referral in daily clinical primary care practice. Emphasis is placed on interprofessional collaboration and team-based care.

PAS 529 History and Physical Diagnosis I (4 s.h.)

This course is the first of two designed to provide the PA student with skills and knowledge necessary to integrate and expand upon skills achieved in the Patient History and Communication course (PAS 513). This course concentrates on the adult patient progressing through each body system in a head-to-toe fashion. Problem and Case-Based learning techniques will be employed to further enhance the concepts learned in the course. Emphasis is placed on the interprofessional collaboration and the role of the PA as a member of the patient-centered team.

PAS 530 Clinical Seminar (1 s.h.)

This course utilizes a case-based learning model to integrate clinical management of common patient problems/diagnoses across the professional disciplines of physical therapy, occupational therapy, and physician assistant. This course is cross-listed with OTH/PTH 730 and is an interprofessional collaborative course.

PAS 531 History & Physical Diagnosis II (4 s.h.)

This course is the second of two designed to provide the PA student with skills and knowledge necessary to integrate and expand upon skills achieved in the Patient History and Communication course (PAS 513) and the History and Physical Examination I course (PAS 529). Continued sensitivity to the diverse needs of the patient is required. The complete adult physical concludes with examination of the female and male genitalia. The next portion of the course focuses on the history and physical examination of pediatric and pregnant patients reinforcing concepts taught in the OB/GYN and Pediatrics modules. The remainder of the course emphasizes the clinical-decision making process necessary to efficiently obtain a

problem-oriented history as well as accurately examine the appropriate body system(s) in a focused fashion. Special emphasis is placed on the PA's role as a member of the patient-centered, interprofessional team.

PAS 532 Clinical Medicine II (6 s.h.)

This course explores the intricacies of human disease. The course divides various medical disciplines into individual modules including: Urology/Nephrology, Hematology, Oncology, Endocrinology, Geriatrics, Obstetrics and Gynecology, and Pediatrics. The discussion of medicine occurs with attention placed upon team-based and interprofessional collaboration.

PAS 533 Clinical Medicine II Casework (1 s.h.)

Utilizing a problem and case-based framework, this course compliments topics covered in the various Clinical Medicine II modules by the utilization of clinical cases from the various disciplines. The cases may consist of simulations or problem or case-based scenarios.

PAS 612 Community Practicum (2 s.h.)

Students may research, design and/or participate in various community-based activities or work in teams including OT/PT students to develop a health-related community service project designed to enrich the community. Students may continue research/teaching projects begun previously. All research and/or projects are subject to faculty approval and the tenets of sound academic rigor. This course is cross listed with OTH 812 and PTH 812 and is an interprofessional collaborative course.

PAS 613 Diverse and Vulnerable Patient Populations (2 s.h.)

This course will explore various cultural aspects of medicine and diversity. Attention is placed upon the role of the PA in the provision of care to patients from diverse cultures. Students will also receive instruction in the prevention, recognition, intervention, and management of child maltreatment and domestic violence.

PAS 614 Applied Public Health (2 s.h.)

This course explores medicine and health issues from a population-based perspective. Public health concepts such as disease surveillance, reporting, and intervention along with prevention of disease, promotion and maintenance of community health and wellness are explored. The student will receive instruction as to the role of the practicing PA as a member of the patient-centered, collaborative team within the public health system.

PAS 621 Health Care Ethics (2 s.h.)

This course is designed to give students an appreciation of medical ethics and implications for PA Practice. Students will be provided with a basic understanding of the ethical

responsibilities of physician assistants as health care practitioners and as individuals.

PAS 622 Special Topics (variable s.h.)

Exploration of current special topics in physical therapy examination and intervention.

PAS 623 Continuing Credit (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.

PAS 625 Clinical Medicine III (4 s.h.)

This course explores the intricacies of human disease. The course divides various medical disciplines into individual modules including: Surgery and Surgical sub-specialties, Emergency Medicine, and Psychiatry and Behavioral Medicine. The discussion of medicine occurs with attention placed upon team-based and interprofessional collaboration.

PAS 626 Clinical Reasoning (3 s.h.)

Utilizing common medical problems seen in out-patient primary care settings, the student applies knowledge and skills obtained in the didactic phase in order to formulate well-reasoned differential diagnoses and plans appropriate for various practice environments. This course emphasizes practice-based learning and system-based practice issues, especially regarding the PA's role within the interprofessional team.

PAS 627 Clinical Skills and Procedures (2 s.h.)

This course provides the student with practical experience in the performance of clinical skills necessary to function as a PA. This includes training in procedures related to wound management, surgery, obstetrics and gynecology, endotracheal intubation, nasogastric tube placement, IV access, lumbar puncture, arterial and venipuncture, parenteral administration of medications, urinary catheterization, casting and splinting, ACLS, PALS, and Objective Standardized Patient Encounters (OSCEs).

PAS 628 Primary Care Topics (3 s.h.)

This course explores the most common conditions presenting in primary care practice. The course builds upon prior program-obtained knowledge in the clinical medicine courses. Seasonal variations commonly seen in medicine will also be explored. Additionally, the course covers common identified topics in which the student desires more proficiency. Cases and simulations of a more diagnostically-challenging nature will be explored with students from other disciplines in order to further gain proficiency in interprofessional collaboration and practice.

PAS 641 Behavioral Medicine and Psychiatry (4 s.h.)

This is a required 4-week rotation in a behavioral health or psychiatric setting. Specifically, this setting

may include one or more of the following: specialized geriatric or chronic care facilities, nursing homes, hospice centers, inpatient or outpatient psychiatric facilities, or any other appropriate setting. The intended purpose of the psychiatry and behavioral medicine rotation is to provide the student with practical clinical experience in identifying, evaluating, and referring patients presenting with common and/or emergent psychiatric problems.

PAS 642 Emergency Medicine (6 s.h.)

This is a required 6-week rotation which takes place in the Emergency Department of a hospital. The purpose of the Emergency Medicine rotation is to provide the student with practical clinical experience working with acute medical and surgical emergencies.

PAS 643 Family Medicine (8 s.h.)

This is a required 8-week rotation which takes place in an ambulatory/outpatient or clinic setting. The purpose of the Family Practice rotation is to provide the student practical clinical experience working with ambulatory patients who present with acute or chronic disease. The emphasis is on the provision of care to the family, therefore it is expected the student develop appropriate relationships with patients as well as explore the relationship between the family practice clinician and their patients.

PAS 644 Internal Medicine (8 s.h.)

This is a required 8-week rotation which takes place in a hospital and/or out-patient setting. The purpose of the Internal Medicine rotation is to provide the student with practical clinical experience in working with the hospitalized or ambulatory patient who presents with acute or chronic diseases routinely seen by Internists. These settings can vary from the intensive care unit to the hospital ward however the primary purpose is to follow the patient with acute or chronic diseases, regardless of setting.

PAS 645 Pediatrics (4 s.h.)

This is a required 4-week rotation which takes place in a hospital, clinic, or private practice setting. The purpose of the pediatric rotation is to provide the student with practical clinical experience in working with the pediatric patient.

PAS 646 General Surgery (6 s.h.)

This is a required 6-week rotation which takes place on the surgical service. The purpose of this rotation is to provide the student with exposure to the care and treatment of the general surgical patient.

PAS 647 Women's Health (4 s.h.)

This is a required 4-week rotation which takes place in a hospital, clinic, or private practice setting. The purpose of the rotation is to provide the student with practical clinical experience in the differential diagnosis, evaluation, and

management of normal and abnormal women's health conditions.

PAS 650 Allergy Medicine (4 s.h.)

This is a four-week elective rotation that takes place in an Allergy or allergy-based office, hospital setting, or both. The purpose of the Allergy rotation is to provide the student with practical clinical experience in the evaluation and management of allergic diseases.

PAS 651 Cardiology (4 s.h.)

This is a four-week elective rotation that takes place in a Cardiology or Cardiology-based office, hospital setting, or both. The purpose of the Cardiology Elective rotation is to provide the student with practical clinical experience in the evaluation and management of cardiac diseases.

PAS 652 Cardiothoracic Surgery (4 s.h.)

This is a four-week elective rotation designed to take place in a hospital setting. Emphasis is placed on technical skills in the OR and patient care responsibilities in the ICU and intermediate care setting. There is also exposure to pre-operative and post-operative care of cardiac surgical patients.

PAS 653 Dermatology (4 s.h.)

This is a four-week elective rotation that takes place in a Dermatology office setting. The purpose of the Dermatology rotation is to provide the student with practical clinical experience in the evaluation and management of dermatologic diseases.

PAS 654 Endocrinology (4 s.h.)

This is a four-week elective rotation which takes place in a hospital and/or out-patient setting. The purpose of the Endocrinology elective rotation is to provide the student with practical clinical experience in working with the hospitalized or ambulatory patient who presents with acute or chronic diseases routinely seen by Endocrinologists. These settings can vary from the intensive care unit to the hospital ward however the primary purpose is to follow the patient with acute or chronic diseases, regardless of setting.

PAS 655 Forensic Medicine (4 s.h.)

This is a four-week elective rotation that typically takes place in the office of a Medical Examiner in the completion of a rotation in Forensic Medicine and the Medico-legal Investigation of Death. The student may encounter situations in which there is an interface between medicine and the law. The student may also encounter deaths of patients, some of which will fall under the jurisdiction of the medical examiner.

PAS 656 Gastroenterology (4 s.h.)

This is a four-week elective rotation, which takes place in a Gastroenterology office, hospital setting, or both.

The purpose of the GI rotation is to provide the student with practical clinical experience in the evaluation and management of gastro-enterologic diseases.

PAS 657 Genitourinary (4 s.h.)

This is a four-week elective rotation that takes place in an inpatient and/or outpatient setting. The purpose of this rotation is to provide the student with practical clinical experience in the evaluation and management of patients with genitourinary disorders. Students are responsible for assigned readings and are expected to be familiar with the pathophysiology, medical and surgical treatment options, and expected outcomes for the cases in which they are involved. The student is to be prepared to present patient cases, including a differential diagnosis to the preceptor.

PAS 658 Hematology/Oncology (4 s.h.)

This is a four-week elective rotation that takes place in an inpatient and/or outpatient setting. The purpose of this rotation is to provide the student with practical clinical experience in the evaluation and management of patients with hematologic and/or oncologic disorders.

PAS 659 Hospitalist Medicine (4 s.h.)

This is a four-week elective rotation that takes place in an inpatient hospital setting. The purpose of this rotation is to provide the student with practical clinical experience in the evaluation and management of hospitalized patients. While the expectation is that students will primarily deal with medical patients, the possibility exists that surgical patients may be included.

PAS 660 Infectious Disease/HIV (4 s.h.)

This is a four-week elective rotation that takes place in an inpatient and/or outpatient setting. The purpose of this rotation is to provide the student with practical clinical experience in the evaluation and management of patients with various infectious disease and/or HIV/AIDS.

PAS 661 Intensive/Critical Care (4 s.h.)

This is a four-week elective rotation designed to take place in a hospital setting in an Intensive Care or Cardiac Care Unit. Emphasis is placed upon evaluation, diagnosis, treatment and patient management in an ICU or CCU.

PAS 662 International Practice (4 s.h.)

This is a four-week elective rotation that takes place in an inpatient, outpatient, clinic, and/or village setting located outside of the United States. The purpose of this rotation is to provide the student with an opportunity to evaluate and manage patient care in a country other than United States. Students should recognize this as both a clinical and cultural experience intended to broaden their perspective on the provision of health and medical care outside of the United States.

PAS 663 Interventional Radiology/Radiology (4 s.h.)

This is a four-week elective rotation that takes place in the Interventional Radiology (IR) department and/or the radiology department of a hospital or imaging center. The purpose of the IR/Radiology rotation is to provide the student with practical clinical experience in radiological anatomy as well as a basic approach to image analysis and or with IR procedure unit clinical practice. The student will gain exposure to the field of radiology/interventional radiology in order to learn their roles in diagnosis, patient management, and definitive treatment.

PAS 664 Neonatology (4 s.h.)

This is a four-week elective rotation that takes place in an inpatient Neonatal Intensive Care Unit (NICU). The purpose of this rotation is to provide the student with practical clinical experience in the evaluation and management of infants in the NICU.

PAS 665 Neurology (4 s.h.)

This is a four-week elective rotation, which takes place in a Neurology office, hospital setting, or both. The purpose of the Neurology rotation is to provide the student with practical clinical experience in the evaluation and management of neurovascular disease.

PAS 666 Neurosurgery (4 s.h.)

This is a four-week elective rotation, which takes place in a Neurosurgical hospital setting, office setting or both. The purpose of the Neurosurgery rotation is to provide the student with practical clinical experience in the evaluation and management of neurological diseases that require surgical intervention.

PAS 668 Orthopedics (4 s.h.)

This is a four-week elective rotation that takes place in an in-patient and/or out-patient setting. Emphasis is placed on orthopedic problems commonly seen in primary care.

PAS 669 Otolaryngology (ENT) (4 s.h.)

This is a four-week elective rotation that takes place in an ENT office setting. The purpose of the ENT rotation is to provide the student with practical clinical experience in the evaluation and management of related diseases. It is expected the student will become familiar with the various terms used to describe ENT disorders, as well as the methods used in the diagnosis and treatment of such disease.

PAS 670 Pain Management (4 s.h.)

This is a four-week elective rotation that takes place in an office setting focusing on pain management. The purpose of this rotation is to provide the student with practical clinical experience in the evaluation and management of chronic pain.

PAS 671 Plastic Surgery (4 s.h.)

This is a four-week elective rotation which takes place in either an inpatient or outpatient setting or both. The purpose of this rotation is to provide the student with exposure to the care and treatment of the plastic surgery patient.

PAS 672 Public Health (4 s.h.)

This is a four-week elective rotation that takes place in a setting addressing the health care needs of a defined population. Emphasis is placed on population-based care as compared to personal health care. The setting may include planning, evaluation and direct participation in one or more of the following: patient screenings, monitoring of quality indicators, preventative medicine programs, patient education programs, community outreach, environmental, and/or occupational health programs.

PAS 673 Rehabilitation Medicine (4 s.h.)

This is a four-week elective rotation, which takes place in an in-patient or out-patient rehabilitation setting or both. The purpose of the rehabilitative medicine rotation is to provide the student with practical clinical experience in working with the hospitalized or rehabilitative center patient who requires rehabilitative services to improve their overall functionality. Settings can vary from inpatient to free standing rehabilitative centers.

PAS 674 Reproductive Endocrinology (4 s.h.)

This is a four-week elective rotation that typically takes place in an outpatient private practice setting. The purpose of this rotation is to provide the student with practical clinical experience in the evaluation and management of patients with reproductive endocrine and infertility disorders.

PAS 675 Rheumatology (4 s.h.)

This is a four-week elective rotation, which takes place in an in-patient or out-patient rehabilitation setting or both. The purpose of this four-week rotation is to provide the student with practical clinical experience in the evaluation and management of rheumatologic diseases. It is expected the student will become familiar with the various types of rheumatologic diseases, as well as the methods used in the diagnosis and treatment of such diseases.

PAS 676 Trauma (4 s.h.)

This is a four-week elective rotation designed to take place in a hospital setting at a trauma center. Emphasis is placed upon evaluation, diagnosis, treatment and patient management after traumatic events. The student may also have patient care responsibilities in the ICU and intermediate care settings.

PAS 677 Underserved Populations (4 s.h.)

This is a four-week elective rotation designed to take place in an inpatient or outpatient setting or both. Emphasis

is particularly placed upon those populations in medically underserved areas. This may include populations outside the United States, however, that elective falls under the heading of international practice. The setting may include planning, evaluation, and direct participation in one or more of the following: patient screenings, monitoring of quality indicators, preventative medicine programs, patient education programs, and community outreach health programs.

The purpose of the underserved populations elective is to provide the student with practical experience in identifying, monitoring, planning, and delivering health care services for patients in an underserved area. Students are responsible for assigned readings and are expected to be familiar with the pathophysiology, medical, and surgical treatment options, and expected outcomes for the cases in which they are involved. The student is to be prepared to present patient cases, including a differential diagnosis to the preceptor.

PAS 678 Urgent Care (4 s.h.)

This is a four-week rotation which takes place in an urgent care setting. The purpose of the Urgent Care Medicine rotation is to provide the student with practical clinical experience working with acute medical and surgical emergencies/urgencies. Students are responsible for assigned readings and are expected to be familiar with the pathophysiology, medical, and surgical treatment options, and expected outcomes for the cases in which they are involved. The student is to be prepared to present patient cases, including a differential diagnosis to the preceptor.

Bachelor of Science in Nursing (BSN)

Drew Ellen Gogian, program director; Pamela Dressler, online adjunct instructor

The information provided is subject to change. The most up-to-date information is posted on the web page.

Overview

The Registered Nurse to Bachelor of Science in Nursing (RN to BSN) Program has a commitment to quality patient-centered care through education, scholarship, practice, and service in an interprofessional environment that fosters cooperation and teamwork. Nursing practice must be grounded in professionalism, evidence, commitment to life-long learning, and service to community and profession. The RN to BSN Program is committed to providing professional education that promotes contemporary practice that is responsive to changes in the health care environment for students, faculty, and clinicians in the Commonwealth of Virginia, the nation, and beyond.

The **RN to BSN Program** is a post-licensure program that will lead to a Bachelor of Science in Nursing (BSN). Prospective students must meet the following admission requirements prior to matriculation into the program:

- Associates degree or diploma in nursing required prior to enrolling in nursing coursework.
- Official transcripts reflecting a cumulative GPA on all college work attempted of 2.5 or better on a 4-point scale. All transferring coursework must reflect a “C” or better.
- Current unrestricted RN license in the Commonwealth of Virginia or state participating in
- the National Council for State Authorization Reciprocity Agreements (NC-SARA). A copy of the licensure document is required. Students may begin general studies while waiting to take the licensing examination.
- Employment as an RN for a minimum of 6 months or plans to practice concurrently with
- coursework.
- Ability to meet the nursing program’s Technical Standards for nursing practice (posted on
- the Murphy Deming College of Health Sciences RN to BSN program website).

The RN to BSN program is offered online asynchronously through the Blackboard Learning Management System®. Face-to-face support will be provided as needed for those new to online education.

The overall program goals and learning objectives for the RN to BSN Program are based, at minimum, upon the established accreditation standards set forth by the Commission on Collegiate Nursing Education (CCNE) and The Essentials of Baccalaureate Education for Professional Nursing Practice (American Association of Colleges of Nursing [AACN], 2008).

Mission of the RN to BSN Program

The mission of the RN to BSN Program is to provide a high quality, rigorous online educational program that prepares current practitioners to be transformational and innovative nurse leaders. This will be accomplished by fostering evidence-based practice, promoting critical decision making, engendering effective interprofessional cooperation, collaboration, and practice, and being responsive to community health care needs.

In realizing its mission, the goals of the RN to BSN Program at Murphy Deming College of Health Sciences are to:

- Provide appropriate learning opportunities for students to acquire the theoretical knowledge,
- applicable skills, and attitudes necessary to provide holistic, culturally competent, ethical, and evidence-based nursing care to individuals, families, groups, communities, and populations across the lifespan and across the continuum of health care environments.
- Provide a learning environment with a solid base in liberal education that fosters critical
- thinking/clinical reasoning, reflection, and self-assessment for personal and professional growth with a commitment to life-long learning.
- Instill in students a sense of commitment to the nursing profession’s core values and ethics.
- Model the integrative, interdisciplinary, and collaborative nature of the health care industry.
- Support students in obtaining the knowledge and skills for evidence-based practice as well
- as participate in and utilize research to advance scholarship in the profession.
- Provide learning experiences that encompass the societal, organizational, financial, and
- regulatory environments in which health care is delivered.

Requirements for the Bachelor of Science in Nursing

To graduate from Mary Baldwin College with a Bachelor of Science in Nursing, RN to BSN students must complete 126 semester hours. A minimum of 36 semester hours must be earned from Mary Baldwin College. The RN to BSN curriculum consists of 34 credits and will initially be offered in a part-time (5 semester) track. Most of the remaining 92 hours can be met with transfer credits or prior learning credits. Students may apply for prior learning credits using the portfolio application process. The total number of transfer and prior learning credits applied to the 126 total credit hour graduation requirement cannot exceed 90 credit hours.

RN to BSN Curriculum

Course #	Course Title	Credit Hours
NUR 301	RN to BSN Interactive Orientation	1
NUR 302	Professional Nursing Leadership and Management	3
NUR 303	Nursing Informatics	3
NUR 304	Contemporary Issues in Professional Nursing Practice	3
NUR 305	Research in Nursing	3
NUR 401	Advanced Health Assessment	3
NUR 402	Community Health Nursing	3
NUR 403	Community Health Practicum	1
NUR 404	Nursing Across the Lifespan	3
NUR 405	Pathophysiology	3
NUR 406	Nursing Concepts in Emergency Preparedness	2
NUR 407	Cultural Nursing: Uniting Our World	3
NUR 408	Using Evidence Based Practice in Nursing	3
	TOTAL CREDIT HOURS	34

General Education Courses Needed

Course Description	Credit Hours
ADN/Diploma Coursework	39 (max.)
English Composition	6
Information Literacy	1-3
Sociology	3
Psychology	3
Humanities	3
Anatomy & Physiology	6-8
International/Global Studies	3
Gender Studies	3
Introductory Statistics	3
Chemistry OR Microbiology	3-4
Arts OR Humanities with writing emphasis*	3
CREDIT HOURS NEEDED TO GRADUATE	126

*Writing emphasis courses must be pre-approved.

RN to BSN Part-Time Curriculum

Semester 1:

NUR 301 RN to BSN Interactive Orientation
NUR 302 Professional Nursing Leadership and Management
NUR 303 Nursing Informatics

Semester 2:

NUR 304 Contemporary Issues in Professional Nursing Practice
NUR 305 Research in Nursing

Semester 3:

NUR 401 Advanced Health Assessment
NUR 402 Community Health Nursing
NUR 403 Community Health Practicum

Semester 4:

NUR 404 Nursing Across the Lifespan
NUR 405 Pathophysiology
NUR 406 Nursing Concepts in Emergency Preparedness

Semester 5:

NUR 407 Cultural Nursing: Uniting Our World
NUR 408 Using Evidence Based Practice in Nursing

RN to BSN Course Descriptions

NUR 301 RN to BSN Interactive Orientation (1 s.h.)

This introductory course provides the student with the skills necessary to becoming an online learner and promotes discovery and affirmation through the examination of personal strengths and possible modifications that facilitate personal, as well as professional growth. Curriculum topics include college

resources and support systems, strategies for success, communication skills, collaboration, stress adaptation, professional nursing and leadership, successful role transition, and reflection.

NUR 302 Professional Nursing Leadership and Management (3 s.h.)

This course will focus on the professional nurse's role in leadership and management specifically identifying areas in communication, problem solving, critical thinking skills, and training of staff. Multiple structured opportunities for students to explore and express ideas orally (e.g. oral presentation video, peer-led discussions, etc.) will be provided.

NUR 303 Nursing Informatics (3 s.h.)

This course will enhance communication and information technologies to support evidence-based practice, research, and education. Nursing informatics is the science and practice that integrates nursing information with communication technologies to promote the health of people, families, and communities worldwide. The course will focus on data management, information systems, and telecommunications in nursing administration, education, and practice.

NUR 304 Contemporary Issues in Professional Nursing Practice (3 s.h.)

This course will provide the student with an opportunity to examine historical, societal, economical, legal, ethical, and political factors that influence nursing practice in today's rapidly changing society. A writing emphasis component will be included in this course.

NUR 305 Research in Nursing (3 s.h.)

This course will provide the student with the theoretical and research basis for examining the knowledge that promotes evidence-based nursing. An overview of the research process will allow students to acquire the beginning knowledge and skills necessary for critiquing published research material in order to answer research questions that impact nursing practice.

NUR 401 Advanced Health Assessment (3 s.h.)

In this course, students will enhance their current skills by learning communication and assessment skills for diverse vulnerable populations. The student will develop the skills necessary for health promotion and assessment to assist with interviewing skills, physical assessment techniques, and preventive health interventions.

NUR 402 Community Health Nursing (3 s.h.)

The community health nurse is a professional who works collaboratively to ensure a healthy community. This

course will provide the student with an overview of the history of public health, promotion and disease prevention, epidemiology, communicable disease and prevention, and vulnerable populations in the United States. In addition, this course will also build awareness of the role race and ethnicity has on health and health care in the United States.

NUR 403 Community Health Practicum (1 s.h.)

This practicum allows the student the opportunity to experience the role of the community health nurse. The primary focus is on the nursing care of individuals, families, and communities. The student will work with a community health nurse and experience the concepts of health promotion, management, and disease prevention.

NUR 404 Nursing Across the Lifespan (3 s.h.)

This course focuses on the lifespan of an individual from conception through late adulthood. The course will apply nursing concepts and therapeutic interventions addressing communication, mental health issues, growth and development, and successful aging.

NUR 405 Pathophysiology (3 s.h.)

This course allows the student the opportunity to explore the pathophysiologic disruptions in the normal body functioning of individuals across the lifespan. It

will include the assessment and analysis of objective and subjective manifestations of common health problems resulting from environmental, genetic, and stress-related maladaptations. Diagnostic assessments will be discussed for each of these disease processes.

NUR 406 Nursing Concepts in Emergency Preparedness (2 s.h.)

This course will provide the student with an overview of the concepts used in nursing during emergency situations. It will also address crisis theory and disaster planning.

NUR 407 Cultural Nursing: Uniting Our World (3 s.h.)

This course is an overview of global health issues that affect nursing in the United States. It will address cultural aspects of nursing including rituals, cultural competency, death and dying, and complementary and alternative therapies. It uses a modern, international approach to further students' appreciation of other peoples allowing them to more fully engage globally.

NUR 408 Using Evidence-Based Practice in Nursing (3 s.h.)

This interactive, competency-based course focuses on evidence-based practice to solve situations that occur in everyday nursing. It uses a problem-solving approach to clinical decision-making aspects. The course will culminate with a Capstone Project.



SHAKESPEARE AND PERFORMANCE

Paul D. Menzer, director; Julie D. Fox, assistant director
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 of 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 15 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 elective course during their pursuit of the MLitt/MFA degree(s). The student will not be charged for the course and will not receive credit. Only those courses designated as “available for audit” in the course descriptions that follow may be audited. 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 2015–2016

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: \$58 per semester

MLitt Productions annual fee: \$50 each fall term

MFA Productions annual fee: \$100 each fall term

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 2015–16) 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 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.

Fundraising Policy

Students may not solicit financial donations from MBC faculty and staff for program-approved productions. Any outside donations must be made payable to "MBC Shakespeare and Performance," to take advantage of Mary Baldwin College's non-profit status and tax-deductible benefits.

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 2015–16

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 2015

REN 810 Company Dramaturgy (3 s.h.)

REN 811 Company Management (3 s.h.)

Fall Term 2015

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 2016

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 terms.*

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 in spring terms. Available for audit if taken as elective.*

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. Cross-listed with undergraduate THEA course*

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 in fall terms. Available for audit if taken as elective.*

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 terms.*

REN 553 Directing for the Early Modern Stage (3 s.h.)

This course teaches the skills essential to directing early modern drama on the Blackfriars stage. Course work includes staging various common scenarios – soliloquies, dialogues, group and problem scenes, etc. – supported by readings and discussions of Shakespeare directors and scholars concerning the practical issues of staging early modern plays. These issues include but are not limited to: play selection and casting, script analysis and table work, scheduling and programming, rehearsal strategies, and performance preparation. The final project includes a paper and a directed scene in a Blackfriars Playhouse showcase. **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 bi-annually in fall terms. Available for audit.*

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 terms.*

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. Available for audit.*

REN 560 Stage Combat Performance Essentials (3 s.h.)

The main purpose of violence in theatre is to share the story of characters with powerful and desperate needs whose actions have great impact on others and their own situations. This course will train students, using exercises and choreography, to creating illusionary acts of violence for the stage. Students use multiple weapon types, including unarmed, knife, single rapier, and broadsword to explore the skills needed when performing theatrical violence. Skills include: partnering, physical awareness with precision, manipulation of energy and force, blending of tempos and portraying pain reactions, with special focus on safety of performers and building an effective story in which the violence appears realistic. Actors must be in good physical condition and maintain a healthy awareness of their scene partner in order to safely commit to the physically dynamic give-and-take of stage violence. Students are expected to run, jump, crawl and make physical contact in numerous exercises and choreographed scenes. *Elective. Offered annually in fall terms.*

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 as needed.*

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. Cross-listed with undergraduate ARTH course. Available for audit.*

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. Available for audit.*

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. Available for audit.*

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 and 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 Topics in Directing (3 s.h.)

Usually taught by a guest director, this course introduces students to the artist's directing style or to a major directorial approach to the staging of early modern plays in contemporary theater. Building on the foundational skills learned in REN 531, such exposure allows advanced students to develop their directorial styles and methods. *Elective. Offered annually in spring terms.*

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 terms.*

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 terms for second year MLitt students.*

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. Available for audit.*

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 Dramaturgy (3 s.h.)

This course teaches and puts into practice the dramaturgical fundamentals of creating a company. This practicum graduate seminar for the incoming MFA students will focus on the collaborative development of key dramaturgical components of the third year company. These components include: a name and guiding mission statement for the company; a season repertory for the company; cast and production role assignments for the company's season; and a table of contents for the company's book.

REN 811 Company Management (3 s.h.)

This course explores the fundamentals of creating a theatre company. Topics include organizational structure and operations, development, managing a board, fundraising, building a budget, and basic business practices. Other topics include the business of publicity, marketing, and social media; the business of educational programming; and the role of stage management and costume design in the company model. Resident and guest faculty provide instruction for MFA students to put into practice the company building principles learned in this 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.

PERSONNEL

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Class of 2016

MARIA ACAR
New York, New York
KELLY HUFFMAN ELLIS '80
Roanoke, Virginia
CHRISTY HOWELL, ex officio
Chicago, Illinois
KAREN SHERMAN
Washington DC
KELLIE WARNER '90
Charlotte, North Carolina

Class of 2017

BRYAN BARTON
Oakton, Virginia
TRACY BURKS '87
Uxbridge, Massachusetts
MARGARET WREN de ST. AUBIN '81
Siler City, North Carolina
NANCY MAYER DUNBAR '60
Columbia, South Carolina
BETSY FREUND '76
Richmond, Virginia
SUSAN HOBBS '75
Bethesda, Maryland
LAUREEN ONG
Phoenix, Arizona
JEANINE HOLMES THOMAS '87
Arlington, Texas

Class of 2018

ANNABEL E. BARBER '81
Las Vegas, Nevada
HELEN FORSTER '83
Brentwood, New Jersey
SARAH FRANCISCO '97
Waynesboro, Virginia
ALISON KAUFMANN '07
Richmond, Virginia
JAMES D. LOTT
Staunton, Virginia
JANE HARDING MILLER '76
Larchmont, New York
JOHN ROGERS
Arlington, Virginia
SHERRI SHARPE '99
Spring Lake, North Carolina
KATHERINE L. SMALLWOOD '75
Richmond, Virginia

MARIE A. WESTBROOK '82
Burke, Virginia
M. SUE WHITLOCK '67
Lansdale, Pennsylvania

Class of 2019

DR. JEFFREY ASH
Elkridge, Maryland
GABRIELLE G. MCCREE '93
Rye, New York

Class of 2020

KAREN BAILEY '99
Sinking Spring, Pennsylvania
SARAH A. FLANAGAN
Washington DC
JOHN A. NOLDE JR.
Richmond, Virginia
TRIMBLE BAILEY SPITZER '99
Langley Air Force Base, Virginia
MARGARET H. WORLEY '85
Charlotte, North Carolina

Trustees Emeriti

CLAIRE "YUM" ARNOLD '69
Atlanta, Georgia
CHARLOTTE JACKSON BERRY '51
Columbia, South Carolina
H. C. STUART COCHRAN
Staunton, Virginia
ANNA KATE REID HIPPE '63
Greenville, South Carolina
MARGARET H. HITCHMAN '40
Charleston, West Virginia
CAROLINE ROSE HUNT '43
Dallas, Texas
LOUISE F. KEGLEY '54
Roanoke, Virginia
CHARLES S. LUCK, III
Richmond, Virginia
MARGARET "LYN" MCDERMID '95
Manakin Sabot, Virginia
LOUISE ROSSETT MCNAMEE '70
Charlottesville, Virginia
KENNETH A. RANDALL
Williamsburg, Virginia
WELLFORD "WELLY" L. SANDERS JR.
Richmond, Virginia
BERTIE DEMING SMITH '46
Alexandria, Louisiana
MILDRED F. TEER '44
Durham, North Carolina
BETTY N. TIMBERLAKE '45
Lake Waccamaw, North Carolina

Chief Academic Officers

PAMELA FOX (2003)

President and Professor of Music; BA, MA, PhD, University of Cincinnati College Conservatory of Music

CATHARINE O'CONNELL (2009)

Vice President for Academic Affairs and Dean of the College, Professor of English; BA, Amherst College; MA, PhD, University of Michigan

LALLON POND (1992)

Associate Dean of the College, Director of the Adult Degree Program and Associate Professor of Business Administration; BS, University of Georgia; MBA, Florida State University

RACHEL POTTER (2003)

Dean of the College of Education; BA, MAEd, College of William and Mary; EdD, University of Virginia

LINDA SEESTEDT-STANFORD (2012)

Founding Vice President of Murphy Deming College of Health Sciences and Professor of Communication Science and Disorders; BS, MA, Central Michigan University; PhD, Michigan State University

CAREY L. USHER (2002)

Associate Dean of the College, Faculty Director of the First-Year Experience and Associate Professor of Sociology; BA, Converse College; MA, PhD, University of Alabama at Birmingham

Past Presidents

DR. A. M. FRASER 1923–1929

DR. L. WILSON JARMAN 1929–1946

DR. FRANK BELL LEWIS 1947–1953

MR. CHARLES W. MCKENZIE 1954–1956

DR. SAMUEL R. SPENCER JR. 1957–1968

DR. WILLIAM WATKINS KELLY 1969–1976

DR. VIRGINIA L. LESTER 1976–1985

DR. CYNTHIA HALDENBY TYSON 1985–2003

DR. PAMELA FOX 2003–PRESENT

Faculty and Staff Emeritae/i

Administrative Officers Emeritae/i

BRIG. GEN. N. MICHAEL BISSELL (1999–2013)

Founding Commandant Emeritus; BA, Virginia Military Institute; U.S. Army Command and Staff College; MA, University of Missouri; U.S. Army War College; Senior Fellowship, Harvard University

ALFRED L. BOOTH (1965–1984)

Registrar and Director of Institutional Research Emeritus; BS, U.S. Naval Academy; MAT, Duke University; Baldwin-Wallace College; NATO College, Paris

DANE J. COX (1977–1997)

Vice President Emeritus for Business and Finance; BA, Harper College/SUNY; MS, PhD, Cornell University

CAROLE GROVE (2000–2010)

Director Emerita of Graduate Teacher Education, Professor Emerita of Education; AA, Averett College; BA, Longwood College; MEd, Western Maryland College; PhD, University of Virginia

PATRICIA HUNT (1985–2010)

Chaplain Emerita; BA, Wake Forest University; MDiv, Union Theological Seminary, Virginia; Union Theological Seminary, New York

JAMES D. LOTT (1964–2001)

Dean Emeritus of the College and Professor Emeritus of English; BA, University of Tennessee; MA, Vanderbilt University; PhD, University of Wisconsin

CYNTHIA H. TYSON (1985–2003)

President Emerita and Professor Emerita of English; BA, MA, PhD, University of Leeds, England

Faculty Emeritae/i

ANN FIELD ALEXANDER (1989–2010)

Professor Emerita of History; BA, Mary Baldwin College; MA, PhD, Duke University

ROBERT T. ALLEN III (1982–2012)

Professor Emeritus of Music; BA, MM, University of North Carolina; MA, Cornell University; PhD, University of Michigan

GORDON L. BOWEN (1983–2012)

Professor of Political Science; BA, San José State University; MA, PhD, University of California at Santa Barbara

DAVID M. CARY (1971–2000)

Professor Emeritus of Sociology; BS, MS, University of Wisconsin; PhD, University of Minnesota

ULYSSE DESPORTES (1962–1987)

Professor Emeritus of Art; BFA, Richmond Professional Institute of the College of William and Mary; Doctorat de l'Université de Paris

KAREN DORGAN (1994–2014)

Professor Emerita of Education; BA, MA, College of William and Mary; EdD, University of Virginia

CARRIE DOUGLASS (1989–2009)

Professor Emerita of Anthropology, BA, University of Nebraska; MA, PhD, University of Virginia

DANIEL W. DOWDY (1993–2013)

Associate Professor Emeritus of Business; BA, Lynchburg College; MBA, University of Hawaii

MARY T. ECHOLS (1968–1991)

Professor Emerita of Art; BA, George Washington University; MA, University of Southern California; PhD, University of Virginia

BARBARA F. ELY (1961–1993)

Professor Emerita of Spanish; BA, Blue Mountain College; MA, Middlebury College; PhD, Tulane University; University of Madrid; University of Barcelona

VIRGINIA R. FRANCISCO (1970–2010)

Professor Emerita of Theatre; BA, Mary Baldwin College; MA, University of Virginia; PhD, Indiana University

DIANE M. GANIÈRE (1982–2001)

Professor Emerita of Psychology; BA, Mount Mary College; MS, PhD, University of Wisconsin

D. STEVENS GARLICK (1984–2004)
Professor Emeritus of German; BA, Harvard University; MA, PhD, Stanford University

W. MICHAEL GENTRY (1982–2010)
Associate Professor Emeritus of Mathematics; BS, MEd, EdD, Virginia Polytechnic Institute and State University

NANCY M. GILLETT (1981–1993)
Assistant Professor Emerita of Psychology; BA, Wellesley College; EdM, Harvard University; MA, San Jose State University; PhD, Syracuse University

JAMES E. GILMAN (1984–2014)
Professor Emeritus of Religion and Philosophy; BA, Seattle Pacific University; MDiv, Denver Theological Seminary; MA, University of Colorado; MPhil, PhD, Drew University; Oxford University

SUSAN BLAIR GREEN (1986–2011)
Professor Emerita of English; BA, Gettysburg College; MA, PhD, University of Pennsylvania

ROBERT GROTJOHN (1993–2010)
Professor Emeritus of English; BA, University of Minnesota-Morris; MA, PhD, University of Wisconsin-Madison

ELIZABETH M. HAIRFIELD (1970–2005)
Professor Emerita of Chemistry and former holder of the Caroline Rose Hunt Distinguished Chair in the Natural Sciences; BS, Wheaton College; MPhil, Bedford College of the University of London; PhD, Bryn Mawr College

HAMPTON HAIRFIELD (1992–2006)
Laboratory Instructor Emeritus; BS, University of Virginia

ERIC JONES (1986–2015)
Associate Professor Emeritus of Biology and holder of the Caroline Rose Hunt Distinguished Chair in the Natural Sciences; BS, Bucknell University; MS, PhD, Pennsylvania State University

BETTY M. KEGLEY (1960–1998)
Professor Emerita of Physical and Health Education; BS, MSED, Madison College; Women's College, University of North Carolina

KENNETH W. KELLER (1981–2011)
Professor Emeritus of History; AB, Washington University; MPhil, PhD, Yale University

WILLIAM W. LITTLE (1973–2004)
Associate Professor Emeritus of Social Work; BS, MA, East Carolina University; MSW, Virginia Commonwealth University; ACSW

DUDLEY B. LUCK (1972–1986; 1988–2005)
Associate Professor Emerita of Education; Founding Director of ADP; Director of PGTL; BS, Longwood College; MEd, EdS, University of Virginia

JUDY DeL'EAU McMAHON (1985–2003)
Associate Professor Emerita of Psychology; BS, University of Washington; MA, University of Kentucky; PhD, Southern Illinois University at Carbondale

DANIEL A. MÉTRAUX (1983–2015)
Professor Emeritus of Asian Studies; BA, Beloit College; MIA, PhD, Columbia University

PAMELA J. RICHARDSON MURRAY (1985–2010)
Professor Emerita of Education; BA, University of Illinois; MEd, Boston State College; PhD, University of Virginia

LESLEY L. NOVACK (1986–2008)
Professor Emerita of Psychology; BA, University of Massachusetts; MA, New York University; MA, PhD, University of Virginia

JAMES B. PATRICK (1967–1992)
Professor Emeritus of Chemistry and former holder of the Caroline Rose Hunt Distinguished Chair in the Natural Sciences; BS, Massachusetts Institute of Technology; PhD, Harvard University

LUNDY H. PENTZ (1980–2014)
Associate Professor Emeritus of Biology and holder of the Caroline Rose Hunt Distinguished Chair in the Natural Sciences; BA, PhD, The Johns Hopkins University

WILLIAM C. POLLARD (1977–1992)
College Librarian Emeritus; BA, University of North Carolina; MA, Florida State University

ETHEL M. SMEAK (1965–1995)
Professor Emerita of English and former holder of the Margaret Hunt Hill Distinguished Chair in the Humanities; BA, Mary Baldwin College; MA, PhD, Vanderbilt University

GWENDOLYN E. WALSH (1962–1990)
Associate Professor Emerita of Physical Education; BSEd, Tufts College; Diploma, Bouvé-Boston School; MEd, University of Virginia

ROBERT J. WEISS (1968–2002)
Professor Emeritus of Mathematics; BA, LaVerne College; MA, PhD, University of California at Los Angeles; University of Virginia

PATRICIA C. WESTHAFFER (1984–2010)
Professor Emerita of Education; BS, James Madison University; MEd, EdD, University of Virginia

WILLIAM J. WINTER (1985–2000)
Assistant Professor Emeritus of Computer Science; BS, West Texas University; MBA, Tulane University

MBC Faculty 2016–2015

ELIZABETH ANDERSON (2009)
Adjunct Faculty Member; AAS, Dabney Lancaster Community College; BMT, Radford University; MSW, Virginia Commonwealth University

CHARLES ANGERSBACH, Jr. (2007)
Adjunct Faculty Member and Athletic Trainer; BA, Glassboro State College; MA, Ohio State University

BEVERLY J. ASKEGAARD (1989)
Assistant Professor of Education and Director of the Learning Skills Center; BA, Mary Washington College; MEd, University of Virginia

SANDRA BAGBEY (2008)
Adjunct Faculty Member and Director of ADP Regional Center in South Boston; BS, MS, Longwood College

SUSAN BAGBEY (2013)
Adjunct Faculty Member; BS, Slippery Rock University; MS, Longwood University

- PAMELA R. H. BAILEY (2014)
Associate Professor of Education; BS, West Virginia State College; MA, University of Phoenix; PhD, George Mason University
- TIFFANY R. BARBER (2005)
Associate Professor of Education; BA, James Madison University; MEd, PhD, University of Virginia
- SHARON BARNES (1997)
Adjunct Faculty Member and Director of ADP Regional Center in Roanoke; BA, MLS, Hollins College
- T. JONATHAN BAYER (2012)
Adjunct Faculty Member; BS, Virginia Polytechnic Institute and State University; MS, PhD, Old Dominion University
- KENNETH A. BEALS (2001)
Adjunct Faculty Member; BA, Wittenberg University; ThM, ThD, Boston University School of Theology
- DOREEN BECHTOL (2012)
Assistant Professor of Shakespeare and Performance; BS, Western Michigan University; MFA, Mary Baldwin College
- KEITH BISHOP (2013)
Associate Professor of Physical Therapy; BS, MS, Brigham Young University; PhD, Virginia Commonwealth University
- BONNIE BOWDEN (2004)
Adjunct Faculty Member; BS, University of Georgia; MAT, University of South Carolina; PhD, Capella University
- DONOVAN BRANCHE (2015)
Assistant Professor of Health Care Administration; BA, Mary Baldwin College; MA, PhD, James Madison University
- GREGORY C. BRANN (1998)
Instructor of Business Administration (part-time); BA, MBA, Wake Forest University
- CLAYTON BROOKS (2012)
Assistant Professor of History (part-time); BA, Roanoke College; MA, PhD, University of Virginia
- VELMA BRYANT (2001)
Adjunct Faculty Member; BA, Mary Baldwin College; MEd, James Madison University
- DONYETTA BRYSON (2008)
Adjunct Faculty Member; BS, James Madison University; MEd, EdS Lehigh University; PhD, University of VA
- LISA A. BURNS (2014)
Assistant Professor of Occupational Therapy; BS, Indiana University/Purdue University at Indianapolis School of Medicine; MA, University of Scranton; PhD, Marywood University
- MONICA CABARCAS (2013)
Adjunct Faculty Member; BA, Manhattan College; MEd, University of Virginia
- PAUL A. CALLO (2003)
Associate Professor of Biology; BS, MS, Virginia Polytechnic Institute and State University; PhD, University of Maryland
- ELIZABETH CANTRELL (2006)
Adjunct Faculty Member; BM, Oberlin College Conservatory of Music; MM, Florida State University; DM, University of Georgia
- SHAY HERRING CLANTON (2000)
Adjunct Faculty Member; BA, Mary Baldwin College; MFA, James Madison University
- RALPH A. COHEN (2003)
Professor of Shakespeare and Performance and English; Virginia Worth Gonder Fellow in Theatre; AB, Dartmouth College; MA, PhD, Duke University
- MARY HILL COLE (1987)
Professor of History; BA, James Madison University; MA, PhD, University of Virginia
- DAVID COLTON (2007)
Adjunct Faculty Member; BA, Salisbury State University; MEd, Salisbury State College; MPA, James Madison University; PhD, University of Virginia
- LAURIE COOPER (2011)
Adjunct Faculty Member; BA, Marshall University; MAT, George Mason University; EdS, University of Virginia
- STEPHEN T. CORBIN (2002)
Adjunct Faculty Member; BS, MS, North Carolina State University
- GREGORY WAYNE CORDER (2010)
Adjunct Faculty Member; BS, Virginia Tech; MEd, James Madison University; PhD, Shenandoah University
- ANDREA CORNETT-SCOTT (1996)
Adjunct Faculty Member and Associate Vice President for Inclusive Excellence; BA, Morris Brown College; MDiv, Payne Theological Seminary
- KIMBERLY CRAIG (2013)
Assistant Professor of Psychology; BA, Hamilton College; MS and PhD, University of Michigan
- MARIA CRAIG (2008)
Assistant Professor of Chemistry; BS, James Madison University; PhD, University of Wisconsin-Madison
- RUSSELL E. CRESCIMANNO (2007)
Adjunct Faculty Member; BS, MA, Colorado State University; PhD, University of Virginia
- MATTHEW DAVIES (2010)
Assistant Professor of Shakespeare and Performance and English; BA, Exeter University; MA, PhD, The University of Texas at Austin
- DOUGLAS L. DAVIS (2010)
Assistant Professor and Co-Director of the Criminal Justice Program; AAS, Thomas Nelson Community College; BA, St. Leo College; MS, Virginia Commonwealth University
- PAUL D. DEEBLE (2003)
Associate Professor of Biology; BS, Pennsylvania State University; PhD, University of Virginia
- LAURIE L. DEVER (1988)
Adjunct Faculty Member; BS, MEd, Bowling Green State University
- AMY McCORMICK DIDUCH (1995)
Professor of Economics; BA, College of William and Mary; MA, PhD, Harvard University
- PATRICIA ANNE DEVITT (2002)
Adjunct Faculty Member; BS, Wayne State University; MA, University of Michigan; EdD, Virginia Tech
- PETER DEWITZ (2011)
Adjunct Faculty Member; BA, University of California; MAT California State University; PhD, Claremont Graduate School

- DORIS DODSON (2011)
Assistant Professor of Social Work and Director of Field Experience; BSW, Longwood University; MSW, Virginia Commonwealth University
- BRUCE R. DORRIES (2000)
Associate Professor of Communication; BA, Baylor University; MA, Corpus Christi State University; PhD, University of Missouri-Columbia
- IRVING S. DRISCOLL, JR (2005)
Associate Professor of Education (part-time), Graduate Teacher Education Program; BA, College of William and Mary; MEd, EdD, University of Virginia
- KRISTIN A. DULANEY (2009)
Adjunct Faculty Member; BS, Longwood College; MEd, University of Virginia
- TIMOTHY DUNCAN (2009)
Adjunct Faculty Member; BA, MA, Bob Jones University; DMA, University of North Carolina-Greensboro
- BETH EASTERLING (2015)
Assistant Professor of Criminal Justice and Sociology; Co-Director of Criminal Justice Program; BA, Roanoke College; MS, University of North Florida; PhD, University of Tennessee
- KRISTEN EGAN (2011)
Assistant Professor of English; BS, Le Moyne College; MA, State University of New York at Courtland; PhD, Loyola University
- ALLISON L. ELLINGTON (2013)
Instructor of Occupational Therapy and Director of Clinical Education, Occupational Therapy; BS, MS, Ithaca College
- EMILY ELY (2014)
Assistant Professor of Education; BA, Med, University of Miami; PhD, University of Virginia
- SARAH ENLOE (2009)
Adjunct Faculty Member; BA, University of Texas; MLitt/MFA, Mary Baldwin College
- MARY JANE EPPS (2015)
Assistant Professor of Biology; BA, Duke University; PhD, University of Arizona
- JANET S. EWING (1977)
Associate Professor of Business; BS, Virginia Commonwealth University; MBA, Emory University
- ANITA P. FAUBER (2009)
Adjunct Faculty Member, College of Education; BA, Bridgewater College; MEd, James Madison University; EdD, Shenandoah University
- PATRICIA DAVIS FISHBACK (2011)
Adjunct Faculty Member, College of Education; BS, James Madison University; MEd, University of Virginia; PhD, Virginia Commonwealth University
- PAMELA FOX (2003)
Professor of Music and President; BA, MA, PhD, University of Cincinnati College Conservatory of Music
- JENNIFER FRANK (1993)
Adjunct Faculty Member; BA, Bridgewater College; MAT, Mary Baldwin College
- KATHARINE M.G. FRANZÉN (1991)
Assistant Professor of History (part-time); MA, St. Andrews University; PhD, University of Virginia
- LOUISE M. FREEMAN (2000)
Professor of Psychology; BS, Emory University; MA, PhD, University of California at Berkeley
- NADINE GERGEL-HACKETT (2010)
Assistant Professor of Physics; BS, PhD, University of Virginia
- ALLISON GLENZER (2009)
Adjunct Faculty Member; BA, Clemson University; MFA, Louisiana State University
- DREW GOGIAN (2014)
Associate Professor of Nursing and RN to BSN Program Director; AS, Blue Ridge Community College; BSN, UVA; MSN, Old Dominion University; EdD, Walden University
- ANNA MARY GOLDEN (2008)
Adjunct Faculty Member; BA, James Madison University; MAT, Virginia Commonwealth University
- STEVE GRANDE (2008)
Adjunct Faculty Member, Coordinator of Leadership Studies and Executive Director of the Spencer Center; BS, University of Minnesota; MA, PhD, University of Maryland
- CAROLE GROVE (2000)
Adjunct Faculty Member; AA, Averett College; BA, Longwood College; MEd, Western Maryland College; PhD, University of Virginia
- MAY GUENIN (2000)
Adjunct Faculty Member; BA, University of Virginia; MSSA, Case Western Reserve University
- GREGORY HANSEN (2014)
Adjunct Faculty Member; BS West Virginia University, MS, Western Michigan
- JOHN C. HARRELL (2009)
Adjunct Faculty Member; BA, James Madison University
- JAMES J. HARRINGTON (1983)
Professor of Education; BA, MA, MS, Jacksonville State University; PhD, University of Alabama
- GAYLE HEFTY (2008)
Adjunct Faculty Member; BS, Longwood College; MEd, Virginia Commonwealth University; EdD, University of Virginia
- DARRYL D. HELEMS (2003)
Adjunct Faculty Member; BS, MA, EdS, James Madison University; PhD, Virginia Tech
- MARGARET HENDERSON-ELLIOTT (2004)
Adjunct Assistant Professor of Education (part-time); BA, Averett College; MS, Longwood College; EdD, University of Virginia
- NATHAN "BEN" HERZ (2013)
Professor of Occupational Therapy and Occupational Therapy Program Director; AS, St. Phillips College; BS, Eastern Kentucky University; MBA, Averett University; OTD, Creighton University
- KIM HIGGINS (2009)
Adjunct Faculty Member; AAS, Thomas Nelson Community College; BSW, James Madison University; MSW, Virginia Commonwealth University
- MASAKO HIKAMI (2013)
Adjunct Faculty Member; BA, Doshisha Women's College; MEd, Mary Baldwin College

- EILEEN T. HINKS (1999)
Assistant Professor of Health Care Administration and Biology (part-time); BS, Ursinus College; PhD, Temple University School of Medicine
- MARIA LENA HOBSON (1987)
Associate Professor of Art History; BFA, MA, PhD, Virginia Commonwealth University
- BARBARA HOLT (2011)
Adjunct Faculty Member; BFA, Ohio University; MA, Montclair State College
- JENNA HOLT (2011)
Assistant Professor of Psychology; BS, James Madison University; MS, Radford University; PsyD, James Madison University
- CHARLES HOUSTON (1988)
Adjunct Faculty Member; BS, MMath, University of Tennessee; PhD, Virginia Polytechnic Institute and State University
- PAUL L. HUNDLEY (1990)
Adjunct Faculty Member; BA, West Virginia University; PhD, New School for Social Research
- SARA NAIR JAMES (1991)
Professor of Art History; AB, Mary Baldwin College; MA, Old Dominion University; PhD, University of Virginia
- CHRISTOPHER R. JENKINS (2010)
Adjunct Faculty Member; BA, MSW, Virginia Commonwealth University
- JOSEPH JOHNSON (2012)
Assistant Professor of Mathematics; BA, Western Michigan University; MA and PhD, University of Virginia
- CLINTON A. JOHNSTON (2011)
Adjunct Faculty Member; BA, Haverford College; MFA, University of Virginia
- CARA JONES (2013)
Assistant Professor of Political Science; BA, University of Texas at Dallas; MA and PhD, University of Florida
- MELISSA A. JONES (2008)
Adjunct Faculty Member; BA, Roanoke College; MEd, University of Virginia
- VIRGINIA R. JONES (2009)
Adjunct Faculty Member BS, Averett University, MS, Longwood University; PhD, Old Dominion University
- NICHOLAS E. KALAFATIS (2007)
Adjunct Faculty Member; AA, BA, University of Richmond; MEd, Virginia Commonwealth University; EdS, EdD, The College of William and Mary
- FREDERICK JEFFREY KEIL (1985)
Adjunct Faculty Member; BA, Belknap College; MCOM, University of Richmond
- LISE KEITER (1998)
Professor of Music; BM, Oberlin College and Conservatory of Music; MM, DM, Indiana University
- SARAH KENNEDY (2000)
Professor of English; BA, MA, Butler University; PhD, Purdue University
- V. KAI KENNEDY (2013)
Assistant Professor of Physical Therapy and Director of Clinical Education, Physical Therapy; BS, University of Maryland; DPT, Virginia Commonwealth University
- CLAIRE T. KENT (1991)
Associate Professor of Business and holder of the The Bertie Wilson Murphy Distinguished Chair in Business Administration; BBA, MBA, James Madison University
- SHEREE KISER (2005)
Adjunct Faculty Member; BS, James Madison University
- JUDY L. KLEIN (1982)
Professor of Economics; BA, The College of William and Mary; MSc, London School of Economics and Political Science; PhD, London Guildhall University
- ROBERT KLONOSKI (2006)
Associate Professor of Business; BS, Fairfield University; MBA, University of Connecticut; JD, Brooklyn Law School; DMgt, University of Maryland, University College
- ROSLYN L. KNUTSON (2009)
Adjunct Faculty Member; BA and MA, University of Arkansas, Fayetteville; PhD, University of Texas, Austin
- VERNE E. LEININGER (2006)
Adjunct Faculty Member; BA, Manchester College; MA, Pennsylvania State University; PhD, Ohio State University
- KATHERINE LOW (2011)
Assistant Professor of Religion and College Chaplain; BA, Doane College; MDiv and PhD, Texas Christian University
- CHRISTY LOWERY-CARTER (2007)
Adjunct Faculty Member; BS, MAT, Averett University
- ELLEN LUCIUS (2011)
Adjunct Faculty Member and Academic Advisor; BS, University of Wisconsin-Madison; MEd, James Madison University
- HEATHER E. MACALISTER (2003)
Associate Professor of Psychology; AB, Smith College; MEd, State University of West Georgia; PhD, University of Georgia
- LYNNE MACKY (2000)
Adjunct Faculty Member; BM, University of Michigan; MM, The Julliard School; DM, Eastman School of Music
- MELISSA H. MALABAD (2009)
Adjunct Faculty Member; BA, University of Virginia; MBA, James Madison University
- KORESSA MALCOLM (1998)
Adjunct Faculty Member; BA, MEd, EdS, Kent State University; PhD, University of Nebraska-Lincoln
- CHANDRA MASON (2008)
Assistant Professor of Psychology; BA, University of Virginia; MA, James Madison University; PhD, The City University of New York
- BESS MAXWELL (2014)
Assistant Professor of Physical Therapy; BS, University of Arizona; MA, Ball State University; MS, Washington University School of Medicine; PhD, University of Arizona
- DANA McCAULEY (2012)
Adjunct Faculty Member; BS, MEd, Frostburg State University; EdD, West Virginia University
- KATHY McCLEAF (1984)
Professor of Health and Studies of Gender and Sexuality; BS, MS, James Madison University; EdD, University of Phoenix
- JAMES C. McCRORY (1985)
Professor of Education; BA, MEd, EdD, University of Virginia

ANNE McGOVERN (1986)
Associate Professor of French; BA, MA, State University of New York at Stony Brook; PhD, Vanderbilt University

STEPHEN S. MCNERNEY (1995)
Adjunct Faculty Member; BA, MEd, University of Virginia

CATHERINE FERRIS McPHERSON (1993)
Associate Professor of Business and holder of the The Bertie Wilson Murphy Distinguished Chair in Business Administration; BA, Mary Baldwin College; MBA, West Virginia Graduate College

PAUL D. MENZER (2007)
Professor of Shakespeare and Performance and English; Director of the MLitt/MFA Program in Shakespeare and Performance; BA, University of Maryland; AM, Georgetown University; PhD, University of Virginia

BARBARA MERK (2014)
Assistant Professor of Biology; BS, Sweet Briar College; PhD, University of Virginia

RUTH HARBIN MILES (2007)
Adjunct Faculty Member; BS, EdS, MS, Fort Hays State University

AMY SIMS MILLER (2006)
Assistant Professor of Asian Studies (part-time); BA, Wesleyan University; MA, PhD, University of Virginia

SUZANNE MILLER (2011)
Adjunct Faculty Member; BA, Mary Baldwin College; MEd, Vanderbilt University

KERRY MILLS (2005)
Assistant Professor of Art History; BS, BFA, MA, Virginia Commonwealth University

STEVEN A. MOSHER (1989)
Professor of Health Care Administration and Political Science, Director of Health Care Administration Program; BA, MA, PhD, University of South Carolina

JAMES ALLAN MOYÉ (1995)
Adjunct Faculty Member and Director of Communication Studios; BA, East Carolina University; MFA, University of New Orleans

PATRICIA LYNN MURPHY (2004)
Associate Professor of Psychology; BS, George Washington University; MA, University of Vermont; PhD, University of Vermont, Burlington

KATE EASTWOOD NORRIS (2003)
Adjunct Faculty Member; BA, Virginia Polytechnic Institute and State University

CATHARINE O'CONNELL (2009)
Professor of English, Vice President for Academic Affairs and Dean of the College; BA, Amherst College; MA, PhD, University of Michigan

JOHN ONG (1989)
Associate Professor of Mathematics; BE, University of Malaya; MS, MA, University of Kansas; MS, Virginia Polytechnic Institute and State University; PhD, University of Virginia

RODERIC L. OWEN (1980)
Professor of Philosophy; BA, College of Wooster; MA, Kent State University; EdD, College of William and Mary

DIANNA PARRISH (2014)
Adjunct Faculty Member; BA, Roanoke College; MSW, Virginia Commonwealth University

BRENCI PATIÑO (2011)
Assistant Professor of Spanish; BA, University of Texas; MA and PhD, University of Illinois

DAVID PAULK (2013)
Professor and Director of Physician Assistant Program; BS, Alderson-Broadus College; MS, West Virginia University; EdD, Rutgers University

SARAH PAULK (2014)
Adjunct Faculty Member; BA, University of California, Los Angeles; EdM, Rutgers University; EdD, Arcadia University

MICHAEL PELTON (2010)
Adjunct Faculty Member; BS, University of Tennessee; MS, PhD, University of Georgia

LYDIA J. PETERSSON (1989)
Adjunct Faculty Member and Director of Sponsored Programs and Undergraduate Research; BA, MA, University of Tennessee; PhD, University of Virginia

MOLSIE A. PETTY (1985)
Assistant Professor of English; BA, East Carolina University; ML, MA, University of South Carolina

JANE PIETROWSKI (1986)
Associate Professor of Economics; BA, PhD, University of South Carolina

BRIAN RICHARD PLANT (1988)
Professor of English; BA, Oklahoma State University; AM, MFA, Washington University

LALLON G. POND (1992)
Associate Professor of Business Administration, Director of the Adult Degree Program and Associate Dean of the College; BS, University of Georgia; MBA, Florida State University

EDMUND D. POTTER (2003)
Assistant Professor of History; BA, College of William & Mary; MA, University of Virginia; PhD, Auburn University

RACHEL POTTER (2003)
Associate Professor of Education, Dean of the College of Education; BA, MAEd, College of William and Mary; EdD, University of Virginia

GAURI S. RAI (2004)
Professor of Social Work; BA, MAS, Kashi Vidyapith University; MSW, St. Louis University; PhD, Rutgers University

STEPHANIE RALEIGH (2013)
Adjunct Faculty Member; BS, MEd, Georg Mason University

MARTA R. RAMSEY (2007)
Adjunct Faculty Member; AA, Marymount College of Virginia; BA, MA, Virginia Polytechnic Institute and State University

ROBERT REMESZ (2009)
Adjunct Faculty Member; BS, MA, EdD, Wayne State University

CARLA M. RENNER (2011)
Adjunct Faculty Member; BA, University of Nebraska; MSW, Virginia Commonwealth University

JAMES RESPESS (1989)
Adjunct Faculty Member; BA, Mary Baldwin College; MFA, Virginia Commonwealth University

- ROBERT ROBINSON (2006)
Assistant Professor of Sociology; AS, Piedmont Virginia Community College; BS, Longwood College; MS, North Carolina State University
- STEPHANIE ROBINSON (2010)
Adjunct Faculty Member; BS, MA, Longwood College
- DONALD L. ROE (2001)
Adjunct Faculty Member; BA, Michigan State University, MEd, PhD, University of Virginia
- NANCY H. ROSS (2002)
Adjunct Faculty Member; BA, University of Maryland; MA, James Madison University
- PETER RUIZ-HAAS (2008)
Associate Professor of Chemistry; BA, Hampshire College; PhD, Oregon State University
- PAUL RYAN (1992)
Professor of Art; BA, Principia College; MFA, Virginia Commonwealth University
- 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 Faculty Member; BFA, Virginia Commonwealth University; MFA, Mount Royal School of Painting, Maryland Institute, College of Art.
- JOHN P. SCHEIDLER (2004)
Adjunct Faculty Member; BA, Western Michigan University; MFA, University of Virginia
- THERESA A. SCHMITT (2007)
Adjunct Faculty Member; BS, Springfield College; MEd, Lynchburg College
- MATTHEW SCHULTZ (2011)
Adjunct Faculty Member; BA, MA, University of Michigan
- 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
- STEPHANIE SEBOLT (2015)
Assistant Professor of Education; BA, Mary Washington College; MA, PhD, Virginia Polytechnic Institute and State University
- SHERRY J. SECREST (2014)
Assistant Professor and Director of Clinical Education, Physician Assistant Program; BS, Virginia Polytechnic Institute & State University; BS, Jefferson College of Health Sciences; MPAS, University of Nebraska Medical Center
- LINDA SEESTEDT-STANFORD (2012)
Professor of Communication Science and Disorders and Founding Vice President of The Murphy Deming College of Health Sciences; BS, MA, Central Michigan University; PhD, Michigan State University
- JANNA SEGAL (2011)
Assistant Professor of Theatre; BA, University of California; MA, California State University; PhD, University of California
- LISA D. SHOAF (2012)
Professor of Physical Therapy and Physical Therapy Program Director; BS, Medical College of Virginia/Virginia Commonwealth University; MS, James Madison University; PhD, DPT Virginia Commonwealth University
- BEVERLEY RANDOLPH SMITH (2012)
Adjunct Faculty Member, BA, MAT, PhD, Virginia Commonwealth University
- MANDI M. SMITH (2013)
Adjunct Faculty Member; BS, Virginia Polytechnic Institute and State University; JD, Washington and Lee School of Law
- SANDI M. SMITH (2012)
Adjunct Faculty Member; BS, Liberty University; MA, Appalachian State University; EdD, Florida State University
- SHEILA W. SMITH (2007)
Adjunct Faculty Member; BA, University of Liverpool; MA, George Mason University
- YVONNE D. SMITH-JONES (2011)
Adjunct Faculty Member; BS, Norfolk State University, MS, EdS, EdD, College of William and Mary
- 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)
- JULIA SPENCER (2013)
Visiting Instructor of Mathematics; BA, New York University; MS, University of Virginia
- JOSEPH SPRANGEL, JR (2010)
Associate 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 Faculty Member; BS, Central Michigan University; MTS, Protestant Episcopal Theological Seminary in Virginia
- DANIEL M. STUHLSTADT (1999)
Professor of Sociology; BA, Wichita State University; MA, University of Wyoming; PhD, University of Virginia
- DAVID TATE (2004)
Adjunct Faculty Member; BS, Bridgewater College
- MARY CLAY THOMAS (2008)
Associate Professor and Director of Social Work; BA, University of Montana; MSW, University of Vermont
- RENÉ THORNTON, JR. (2008)
Adjunct Faculty Member; BFA, University of Utah; MFA, University of Delaware
- BEVERLY MARIE THURSTON (2007)
Adjunct Faculty Member; BS, Lynchburg College; MS, The London School of Economics; DA, Carnegie-Mellon University
- 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 Faculty Member; BS, Ohio State University; MS, PhD, State University of New York at Binghamton

SUSAN LEIGH TOMLINSON (2011)

Adjunct Faculty Member; BFA, MS, PhD, Texas Tech University

JOANNE TRITSCH (2014)

Adjunct Faculty Member; BA, University of Pennsylvania;

MBA, New York University; MBA Fordham University; DM,

University of Maryland

KRISTI TREVILLIAN (2013)

Adjunct Faculty Member; BS, Oklahoma State University; MEd,

Virginia Commonwealth University; PhD, University of Virginia

KATHY TUCKER (2009)

Adjunct Faculty Member; 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

JO A. VINING (2010)

Adjunct Faculty Member; BA, Madison College; MEd,

University of Virginia

ALICE WADDELL (2003)

Assistant Professor of Education; 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

CHERYL G. WATKINS (2009)

Adjunct Faculty Member; BS, Virginia Union University; MEd,

Virginia State University; EdD, Virginia Tech

MELANIE CELESTE WHITAKER (2009)

Adjunct Faculty Member; BS, Liberty University; MAT, Mary

Baldwin College

ANNE WICK (1997)

Adjunct Faculty Member; BA Converse College; MM University

of Michigan

ABIGAIL WIGHTMAN (2009)

Assistant Professor of Anthropology; BA, Miami University;

MA, PhD, University of Oklahoma

SUSAN B. WILKES (1994)

Adjunct Faculty Member; BA, MEd, University of Virginia; PhD,

Virginia Commonwealth University

DOREEN WILLIAMS (2012)

Adjunct Faculty Member; BS, Longwood College; MEd, PhD,

Virginia Commonwealth University

JAMES WILLIAMS (2013)

Adjunct Faculty Member; BS, MS, Virginia Commonwealth University

LOIS ANN GASPARRO WILLIAMS (2001)

Adjunct Faculty Member; BA, State University of New York;

MEd, EdS, EdD, University of Virginia

TAMRA WILLIS (2004)

Associate Professor of Education; BS, Appalachian State

University; MEd, James Madison University; PhD, University of

Tennessee, Knoxville

Sabbaticals 2015–2016

Janet Ewing, Sp/May 2016

Lise Keiter, Sp/May 2016

Sarah Kennedy, Sp/May 2016

Heather Macalister, Sp/May 2016

James McCrory, Sp/May 2016

Anne McGovern, Sp/May 2016

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 2015–16

Academic Affairs

CATHARINE O'CONNELL (2009)

Vice President for Academic Affairs and Student Life 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

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

ANITA H. RATCLIFFE (2013)

Faculty Resource Coordinator

Admissions and Financial Aid and Student Campus Employment

LOIS WILLIAMS (2014)

Vice President for Enrollment Management; BA, Emory and Henry; MS, Radford University

WHITNEY ALTIZER (2014)

Junior Admissions Counselor; BA (in progress), Mary Baldwin College

GREG ANDERSON (2015)

Assistant Director of Admissions, Roanoke; BS, Colorado Technical University

CARRIE BOYD (2014)

Director of Admissions Operations; BA and MEd, Mary Baldwin College

ASHLEY BUCHANAN (2001)

Director of Admissions Operations for ADP; BA, Mary Baldwin College

ALLISON BURCH (2013)

Coordinator for Prospective Student Communications; BA, Bridgewater 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

Coordinator of Financial Aid for Adult & Graduate Studies

KATILYN DUGGIN (2014)

Financial Aid and Student Accounts Counselor; BA, Bluefield College

MATTHEW JONES (2014)

Admissions Counselor; BA, James Madison University; MA, Appalachian State University

DARYL KINGREY (2015)

Director of Admissions for Adult & Graduate Studies; BS, Indiana Institute of Technology; MBA, Davenport University

EMILY PARKER (2015)

Senior Admissions Counselor; BA, Mary Baldwin College

MEGAN SPETH (2012)

Assistant Director of Admissions, Team Leader; BA and BS, Virginia Tech

AMBER WILKINS (2015)

Assistant Director of Admissions/Coordinator of Early College Recruitment and International Admissions; BA, Mary Baldwin College

TINA WITHEROW

Operations Assistant; 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; BA, 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

SUSAN MICHAEL (2006)

Registration Coordinator

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

TINA WITHEROW (2007)

Operations Assistant; BA, Mary Baldwin College

Mary Baldwin College in Charlottesville

TIFFANY BARBER (2005)

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)

Director; BA, St. Andrews Presbyterian College; MA, Western Kentucky University

DIANE JOHN (2008)

Admissions and Advisor Coordinator; BA, Mary Baldwin College

ROBERT KLONOSKI (2006)

Associate 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

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

Mary Baldwin College in Roanoke

SHARON BARNES (1997)

Director, Academic Advisor; BA, MLS, Hollins College

KARI FRENZ (2011)

Academic Advisor; BA, Mary Baldwin College; MS, Radford University

DIANNA PARRISH (2015)

Academic Advisor; BA, Roanoke College; MSW, Virginia Commonwealth University

Mary Baldwin College in Southside

SANDRA BAGBEY (2008)

Director, Academic Advisor; BS, MS, Longwood 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; 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

HOMES TEHRANI (2006)

Head Soccer Coach; BS, Virginia Tech

CHRISTY M. SHELTON (2000)

Athletic Events Coordinator, Head Coach of Softball

ANDREW STEPHENS (2015)

Head Basketball Coach; BA, Arizona State University

BECKI TEERLINK (2012)

Administrative Assistant for Athletics and Wellness; Associate's Degree in Early Childhood Education, Ricks College

JAMES WILLIAMS (2015)

Head Cross Country Coach; BS Emory and Henry College

PAUL YEE (2007)

Head Volleyball Coach, Tennis Coach; BS, Milwaukee School of Engineering

Building Services

CINDY SMITH (2014)

Housekeeping Supervisor

Business and Finance

DAVID B. MOWEN (2001)

Executive Vice President for Finance and Administration; BS, Virginia Polytechnic Institute and State University; MBA, James Madison University

SUE B. ARMSTRONG (2000)

Accounting Administrator

RICK R. CZERWINSKI (2006)

Director of Budgets and Risk Management; BBA, MBA, James Madison University

PATRICIA W. DAVIS (1979)

Director of Operations – Student Financial Services; AAS, Blue Ridge Community College; BA, Mary Baldwin College

MELISSA T. DOLLINS (2008)

Director of Accounting Operations; BS, University of Virginia

LINDA S. FRETWELL (1990)

Assistant Director of Student Accounts

ELIZABETH G. HYLTON (2014)

Executive Assistant to Executive Vice President for Finance and Administration; AAS, Blue Ridge Community College; BS, Eastern Mennonite University; MA, Mary Baldwin College

MICHELLE C. 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

ASHLEY M. O'ROARK (2015)

Human Resources Generalist

KAY M. REXRODE (1999)

Office Administrator

DEBORAH T. SNYDER (1997)

Cashier, Perkins Loan Administrator

PAMELA A. YOWELL (1996)

Senior Student Accounts Coordinator

Campus Post Office

BILLY COFFEY (2006)

Mailroom Supervisor

Campus Store

Campus Store Manager: TBD

Central Receiving and Stockroom

VALERIE PURCELL (2008)

Stockroom Coordinator; BS, Lamar University

College of Education

RACHEL POTTER (2003)

Dean of the College of Education; BA, MAEd, College of William and Mary; EdD, University of Virginia

LORI S. JOHNSON (1999)

Administrative Coordinator

TERI VREULS MAERKI (2003)

Assistant Coordinator of Advising Services/Assistant Advisor; BS, Eastern Mennonite University; MEd, Mary Baldwin College

CATHY M. PROVOST (2011) Sponsored by the Student Government Association (SGA)

Licensure Coordinator; BSLA, Pennsylvania State University

LORI M. WALL (2013)

Field Placement Coordinator; MEd, James Madison University; BS, James Madison University

Communication, Marketing, and Public Affairs (CoMPA)

CRISTA R. CABE (1988)

Vice President for Communication, Marketing, and Public Affairs; BA, College of William and Mary; AM, University of Chicago

LEIGHTON CARRUTH (2011)

Communication Specialist; BA, University of Virginia; MA, Brown University

LIESEL NOWAK CROSIER (2009)

Director of News and Media Relations; ABJ, University of Georgia

PAM DIXON (2007)

Senior Graphic Designer; BFA, James Madison University

DAWN MEDLEY (2003)

Director of Marketing Communication; BA, Randolph-Macon Woman's College

MORGAN C. ALBERTS SMITH (2000)

Webmaster and Social Media Manager; 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)

Early College — Program for the Exceptionally Gifted (PEG) and Early College Academy (ECA)

CHRISTINE M. BAKER (2000)

Director of Early College Student Life; BA, James Madison University

ROBERTA P. PALMER (1997)

Coordinator of Operations, PEG; Blue Ridge Community College

CAROL SHEPHERD (2013)

Driver/Office Assistant; BA, Roanoke College

Facilities Maintenance

TOMMY CAMPBELL (1981)

Engineering Supervisor

MICHAEL R. HANGER (1986)

Maintenance Supervisor

JEFF WAGNER (1980)

Grounds Supervisor

Health Services

DONNA DUFF (1987)

Office Manager, Health Center

ELIZABETH CAMPBELL (2011)

Registered Nurse; BSN, Samford University

KATY LOPEZ, MD (2014)

Doctor; BS, Stetson University; MD, Ross University School of Medicine

Erin Marley, NP (2015)

Nurse Practitioner; BSN University of Virginia, MSN University of Virginia

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

MARCELL MALLETTE (2014)

Associate Vice President of Institutional Advancement; BA, University of Pittsburgh; MA, St. Bonaventure University

DANIELLE BECKEY (2009)

Assistant Director of Advancement Services; BAA, Central Michigan University

GENEVIEVE CHANDLER (2014)

Database Manager

ANGELA CLINE (2009)

Office Manager for Alumnae/i and Parent Relations

RHONDA HARWLEY (2014)

Executive Assistant to the Vice President of Institutional Advancement; BS, James Madison University

ANNE McINTOSH HOLLAND (1989)
Director of Alumnae/i Events; BA, Mary Baldwin College
KIM HUTTO (2014)
Director of Alumnae/i Engagement; BS, MA, Middle Tennessee State University
ELIZABETH LEWIS (2014)
Director of Development; BA, Mary Baldwin College
AMANDA MINIX (2012)
Associate Director of Annual Giving; BA, Longwood University
TAMARA RIDENOUR, CFRE (2011)
Senior Director of Development; BS, Radford 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; MSLS, Clarion University
CHRISTINA DANIEL (2001)
Circulation and Student Staff Coordinator; BBA, Radford University
R. ANAYA JONES (2013)
Information Literacy Librarian; BA, Mary Baldwin College; MLIS, Drexel University
PAULA KISER (2014)
Instruction and Electronic Resources Librarian; BA, MA, James Madison University; MSIS, University of Tennessee, Knoxville

Master of Letters/Master of Fine Arts in Shakespeare and Performance (SAP)

PAUL D. MENZER (2007)
Director of the MLitt/MFA Program in Shakespeare and Performance; BA, University of Maryland; MA, Georgetown University; PhD, University of Virginia
DOREEN BECHTOL (2012)
Assistant Professor of Shakespeare and Performance; BS, Eastern Michigan University; MFA, Mary Baldwin College
RALPH A. COHEN (2003)
Professor, MLitt/MFA Program in Shakespeare and Performance; AB, Dartmouth College; MA, PhD, Duke University
MATTHEW DAVIES (2010)
Assistant Professor, MLitt/MFA Program in Shakespeare and Performance; BA, Exeter University; MA, PhD, The University of Texas at Austin

JULIE D. FOX (2007)
Assistant Director for Operations, MLitt/MFA; BA, James Madison University; MAE and PhD, Texas Tech University, Lubbock

Murphy Deming College of Health Sciences

LINDA SEESTEDT-STANFORD (2012)
Vice President of Health Sciences; BS, MA Central Michigan University; PhD, Michigan State University
JENNIFER BURCH (2015)
Assistant Professor, Physician Assistant; BS, Ohio Northern University; MMS, Arcadia University
KEITH BISHOP (2013)
Associate Professor, Physical Therapy; BS, MS, Brigham Young University; PhD, Virginia Commonwealth University
LISA BURNS (2014)
Assistant Professor, Occupational Therapy; BS, Indiana University/Purdue University at Indianapolis; MA, University of Scranton; PhD, Marywood University
MIRIAM BURROWS (2014)
Executive Assistant; BA, DeSales University
ALLISON L. ELLINGTON (2013)
Director of Clinical Education, Assistant Professor, Occupational Therapy; BS, MS, Ithaca College
GREGORY HANSEN (2015)
Assistant Professor, Occupational Therapy; BS West Virginia University; MS, Western Michigan University; PhD University of Virginia
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
BENJAMIN FARLEY (2014)
Medical Director, Physician Assistant; BA, Bucknell University; MD, Medical College of South Carolina.
MARTY FONTENOT (2015)
Assistant Professor, Physical Therapy; BS, Georgia Institute of Technology, MS, Georgia Institute of Technology; DPT, University of Delaware; Sports Residency, University of Delaware
BESS MAXWELL (2014)
Assistant Professor, Physical Therapy; BS University of Arizona; MA, Ball State; MS Washington University; PhD University of Arizona
MARTHA OTEGUI MODLIN (2012)
Director of Enrollment & Student Services; BS, George Mason University; MBA, University of North Carolina at Chapel Hill
CAROLYN MOORE (2015)
Associate Professor, Physical Therapy; BS, University of Texas; MS, University of Indianapolis; DPT, University of Tennessee-Chattanooga

DAVID PAULK (2013)
Program Director, Professor, Physician Assistant; BS, Alderson-Broaddus College; MS, West Virginia University; EdD., Rutgers University

ELIZABETH ROWDEN (2015)
Administrative Assistant; BA, Plymouth State University

SHERRY J. SECREST (2014)
Director of Clinical Education, Assistant Professor, Physician Assistant; BS, Virginia Polytechnic Institute & State University; BS, Jefferson College of Health Sciences; MPAS, University of Nebraska Medical Center

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

DONALD SOLIMINI (2015)
Assistant Professor, Physician Assistant; BA, St Michael's College; PA Certificate, St Louis University; MHA, Quinnipiac University

PAM STEPHENSON (2015)
Assistant Professor, Occupational Therapy; Diploma, Ulster Polytechnic (UK); Postgraduate Diploma, Croydon College/Sussex University (UK); MS, St George's Hospital Medical School/University of London; MS, San Jose State University; OTD Rocky Mountain University

DREW STRONG (2014)
Program Director, Associate Professor, RN To BSN; AS (Nursing), Blue Ridge Community College; BSN, University of Virginia; MSN, Old Dominion University; EdD, Walden University

ANN E. TUZSON (2015)
Assistant Professor, Physical Therapy; BS, University of Illinois at Chicago; MS, University of Virginia; PhD, University of Virginia

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

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

CRAIG W. CONNELLY (2013)
Systems Administrator; BS, Fairfield University; MMIS, Nova Southeastern University

TONYA COOK (2010)
Information Technology Specialist; Wilson Technical Community College

MICHAEL DUNAWAY (2014)
Technology Support Specialist MDCHS; AAS, Piedmont Virginia Community College

MICHELLE C. GREGORY (2014)
Data Integration Analyst; AAS, Blue Ridge Community College

JAY A. HIGHTMAN (2013)
Systems Administrator; Piedmont Virginia Community College, University of Virginia

PAUL MADDEN (2015)
Enterprise Applications Support Analyst; BA, Rutgers University; MEd, Rutgers University; MEd, University of Virginia

REID OECHSLIN (2011)
Instructional Technology Support Specialist; BA, University of Virginia

L. LEE REID (2014)
Data Integration Analyst; BS, Oklahoma State University

BEVERLY RIDDELL (2010)
Coordinator, Instructional Technology; BA, College of William and Mary

LAURA C. SHEFFEY (2014)
Technology Support Specialist MDCHS; BS, Bridgewater College

ELIZABETH STELLING (2012)
Coordinator of Client Services; **AAS, J.** Sargeant Reynolds Community College

MATTHEW SWATS (2015)
Personal Computer Specialist; Blue Ridge Community College

BRIAN YUROCHKO (2015)
Enterprise Applications Support Analyst; BA, Duquesne University; MA Duquesne University

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

LEWIS D. ASKEGAARD (1983)
Special Assistant to the President, Director of Accreditation; BA, MEd, PhD, University of Virginia

Physical Plant Administration

BRENT DOUGLASS (2009)
Director of Facilities Management; BA, Dartmouth College.

SYLVIA FIELDING (2003)
Facilities Office Manager; BS, Shepherd College

MICHAEL SHOAF (2013)
Assistant Director of Facilities Services; John Tyler Community College

Registrar and Institutional Research

KIMBERLY ROBINSON (2004)
Registrar; BS, Shepherd College

ANDREINA ARROYO (2015)
Registration & Records Assistant; BA, Mary Baldwin College

DOREEN LICCIONE (2010)
Assistant Registrar; BBA, James Madison University; MEd, Mary Baldwin College

Safety and Security

TOM BYERLY (2014)

Director of Safety and Security; BA, Eastern Mennonite University

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

LISA BROWN (2014)

Assistant Director of Civic and Global Engagement; BA, Mount Union College; MEd Kent State University

AMY MILLER

International Student Advisor; BA, Wesleyan University; MA, PhD, University of Virginia

AMBER KEEN ELLIS

Spencer Center Staff Fellow

V. KAI KENNEDY

Spencer Center Faculty Fellow — Murphy Deming College of Health Sciences

CLAIRE T. KENT

Spencer Center Faculty Fellow – School of Professional Studies

CHANDRA MASON

Spencer Center Faculty Fellow – School of Science

KATHY McCLEAF

Spencer Center Faculty Fellow — School of Social Sciences

BRENCI PATIÑO

Spencer Center Faculty Fellow — School of Arts, Humanities, and Renaissance Studies

TAMRA WILLIS

Spencer Center Faculty Fellow — College of Education

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

ELIZABETH K. POTTS (2010)

Laboratory Coordinator and Assistant for Research Compliance; BS, Roanoke College, Virginia

Student Affairs

LISA C. WELLS (2005)

Associate Vice President for Student Life and Student Life Director of the First Year Experience; BS, James Madison University; MEd, James Madison University

LAURA CAMMAROTO (2015)

Director of Residence Life; BS, MA, and EdS, James Madison University

AMBER KEEN ELLIS (2012)

Director of Student Development and Support; BS, MS, Radford University

ERIN PASCHAL (2011)

Director of Student Engagement; BA, Mary Baldwin College; MEd, James Madison University

CYNTHIA WINE (2006)

Administrative Assistant, Central Piedmont Community College

Director of the Vantage Point, College to Career Center. TBD Career Counselor. TBD

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 "TERRY" DJURIC (2013)

Commandant of Cadets; BS, Mary Washington College; MA, University of Colorado, Colorado Springs; MSS, Army War College

AMELIA F. UNDERWOOD (2013)

Director of Leadership Development and Academic Affairs; BS, United States Military Academy; MA, James Madison University

LCDR PAUL JENKINS, JAGC, USNR (2014)

Director of Operations; BS, James Madison University; JD, Catholic University Columbus School of Law; LLM, George Washington University Law School

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.
 - c) Other Complaints and Grievances: 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.
- 7) Filing a Complaint with the State Council of Higher Education for Virginia and complaints in all Other States:
 - a) Mary Baldwin College accepts State Council of Higher Education for Virginia (SCHEV), the Commonwealth's coordinating body for higher education, oversight in resolving complaints from students taking distance education under the aegis of the State Authorization Reciprocity Agreements (SARA). If a student has exhausted the avenues provided by MBC and the complaint has not been resolved internally, the student can submit a [Student Complaint Form](#) to SCHEV (details on the formal SCHEV student complaints procedure can be found on the [SCHEV agency page](#)). If a distance learning student residing out-of-state while enrolled in a Mary Baldwin College course has exhausted the student complaint avenues provided by MBC and the complaint has not been resolved internally, the student can submit a complaint about MBC to the state in which the student resides. [The list of contact information for all state agencies with links to complaint process information can be found here](#) in compliance with the U.S. Department of Education State Authorization regulations.
 - b) Filing a Complaint with Accreditation Agency
Mary Baldwin College successfully achieved reaffirmation of accreditation by the Southern Association of Colleges and School-Commission on Colleges (SACS-COC) in December 2007. This acknowledgement reflects MBC's ongoing commitment to operational excellence, as well as academic excellence. It also speaks to our efforts to continually improve as an institution while meeting our institutional mission and strategic initiatives.

If a student has exhausted the avenues provided by Mary Baldwin College and the complaint has not been resolved internally, and if a student has exhausted the avenues provided by their state and the complaint has not been resolved, the student can contact the [SACS-COC office](#).

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

**FOUR-YEAR PLAN (use pencil!)
MATRICULANTS BEGINNING FALL, 2015**

MARY BALDWIN COLLEGE

Name _____ ID _____ Grad Year _____ PO Box _____

132 semester hours total, at least 66 earned at MBC 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).

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

First Year	Third Year
Fall Semester _____ _____ _____ _____ _____ _____	Fall Semester _____ _____ _____ _____ _____ _____
Spring Semester _____ _____ _____ _____ _____ _____	Spring Semester _____ _____ _____ _____ _____ _____
May Term	May Term
Second Year	Fourth Year
Fall Semester _____ _____ _____ _____ _____ _____	Fall Semester _____ _____ _____ _____ _____ _____
Spring Semester _____ _____ _____ _____ _____ _____	Spring Semester _____ _____ _____ _____ _____ _____
May Term	May Term