

Mary Baldwin College

2006-2007

Academic Catalog

FOR UNDERGRADUATE AND GRADUATE PROGRAMS

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

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COLLEGE CALENDAR 2006–2007

FALL SEMESTER 2006

August 28	Fall Semester Classes Begin/Term I
October 4	Apple Day (no undergraduate classes)
October 11	Term I ends
October 12	Term II begins
October 13–October 17	Fall Break (begins at 2:50pm on October 13)
October 18	Classes resume
November 21–November 26	Thanksgiving Break (begins at 10pm on November 21)
November 23–November 24	Thanksgiving Holiday—college closed
November 27	Classes resume
November 28	Master of Arts in Teaching Orientation
December 1	Term II ends
December 2	Reading Day
December 4	Exams begin for on-campus classes
December 8	Exams end for on-campus classes
December 9–January 7	Winter Break

SPRING SEMESTER 2007

January 8	Spring Semester classes begin/Term III
February 20	Term III ends
February 21	Term IV begins
February 23–March 4	Spring Break (begins at 2:50pm on February 23)
March 5	Classes resume
April 13	Term IV ends
April 16	Exams begin for on-campus classes
April 20	Exams end for on-campus classes
April 21–April 24	Pre-May Term Break
April 25	May Term Begins
May 7	Master of Arts in Teaching Orientation
May 15	May Term ends/May Term exam day
May 18–May 20	Commencement Weekend

LETTER FROM THE PRESIDENT



There is a deep spirit of place at Mary Baldwin. It affords you personalized opportunities for growth and transformation. As a learning-centered community, we are focused on individualized inspiration and guidance. The Mary Baldwin College Advantage and our rich constellation of programs ensure that you will cultivate the type of rich, total learning experience required for our complex and rapidly evolving world.

I encourage you to discover and deepen your passions. Experiment with a wide array of classes. Spend time with your professors. The Mary Baldwin faculty is made up of dedicated teacher/scholars devoted to your success. It is also important that you make careful choices and reflect upon your decisions. Take advantage of opportunities to study abroad and to serve others through community service. Set high expectations for yourself. Remember, little dreams have little magic.

Mary Baldwin nurtures the leadership abilities inherent in each of us. We value intellectual honesty and civic responsibility. We celebrate and value diversity. As an inclusive community, it is our mission to sustain a community where we are safe to embrace our shared experiences and our differences. To this end, we treat all with respect and compassion.

The rich diversity of human experience and the power of our imagination and creativity fuel the true aspiration of a 21st century liberal education — to liberate our minds, hearts, and dreams.

A handwritten signature in black ink that reads "Pamela Fox". The signature is written in a cursive, flowing style.

Pamela Fox
President

GENERAL INFORMATION

Introduction

A Mary Baldwin College education helps students pursue their dreams, exceed their expectations, and make a positive difference in the world. MBC opens the doors to opportunity, creating avenues to achievement in all aspects of life and study — in scholarship, career, civic engagement, and service to others. Its long tradition of academic excellence began in 1842 and continues in the 21st century not only in the Residential College for Women but also through distinctive co-educational graduate and adult programs offered on the Staunton campus, as well as at five regional centers.

In all MBC programs, personalized education builds a strong foundation for lifelong learning, successful careers, and satisfying lives. The honor system reinforces commitment to integrity and ethical behavior. A student-faculty ratio of 1:10 and average class size of 17 ensure that students get the most out of college. Evidence of MBC's commitment to diversity and inclusive community is the pledge of inclusive community adopted by the entire college community in 2005, as well as its exceptionally diverse student body. Mary Baldwin students come from throughout the U.S. and across the globe, ranging in age from 13 to over 70, with over 30 percent members of ethnic minorities.

Mary Baldwin ranks high among Virginia colleges and universities in educating teachers, at both the undergraduate and master's levels. Its unique graduate program in Shakespeare and Renaissance Literature in Performance, offered in partnership with the American Shakespeare Center, draws students and visiting faculty from all over the world.

Mary Baldwin College is governed by a self-perpetuating board of trustees. A founding campus partner of the LEAP (Liberal Education, America's Promise) initiative of the American Association of Colleges and Universities, it is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to offer bachelor's and master's degrees, and is a member of the American Council on Education, College Entrance Examination Board, the American Association of University Women, the National Association of Independent Colleges and Universities, the Association of Presbyterian Colleges, the Association of Governing Boards of Universities and Colleges, the Association of Independent Liberal Arts Colleges for Teacher Education, the Association of Virginia Colleges and Universities, the Council of Independent

Colleges in Virginia, and the Virginia Foundation for Independent Colleges.

The college holds membership in the United Chapters of Phi Beta Kappa through the Lambda of Virginia Chapter. In 1976 Mary Baldwin became 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 Lambda Delta (freshmen), 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 Theta (history), Psi Chi (psychology), and Sigma Tau Delta (English).

Mission

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

The Mary Baldwin Commitment

Mary Baldwin College is a learning community that provides personalized, transforming liberal education as a foundation for life-long learning, global citizenship, and the holistic integration of mind, body, and character.

At Mary Baldwin we live the liberal arts. The faculty of Mary Baldwin College believes that an education grounded in the liberal arts:

- develops in students an awareness of the important role played by dialogue in the pursuit of knowledge
- provides a background needed for enduring intellectual engagement and creative expression
- prepares students for responsible citizenship both in their own society and among the other peoples of the world
- liberates students from prejudice, intolerance, and ignorance
- informs the heart, enlightens the conscience, and disciplines the intellect.

The Mary Baldwin College Advantage

Students in the Residential College for Women entering in the fall of 2006 will be the first to benefit from the complete Mary Baldwin College Advantage, a set of 10 key experiences that result in specific learning outcomes in mind, body, and character. They flow from the college's 164 years of experience and represent best practices in higher education, placing our college nationally in the forefront of student success initiatives. Some of the components have long been integral to liberal arts education at Mary Baldwin; others are new to MBC. The combination and sequence, however, are unique. While the concepts embody the philosophy and practice of Mary Baldwin College as a whole, the MBCA is configured to be most directly applicable to RCW students.

- *Threshold experience*: a comprehensive first-year experience providing a gateway into the united MBC community and personal transformation
- *Personalized learning plans and portfolios*: individualized four-year academic and co-curricular plans
- *Personalized wellness plans*: individualized goals of wellness — in body, mind, and spirit — and physical fitness
- *Network of mentors and partners*: supportive guidance from peers, faculty, staff, alumnae/i and members of the community
- *Active learning communities*: learning and living connections for exploration of themes and experiences
- *Practical and experiential learning*: engaging beyond the classroom in community service, internships, and field projects
- *Distinctive academic major and interdisciplinary focus*: gaining depth of understanding in a strong and innovative academic program that is perfectly integrated with a rich General Education experience
- *International and multicultural experiences*: guaranteeing all MBC students opportunities to gain understanding of America and the world
- *Capstone experience*: integrating four years of learning into a significant, original research or creative project, with the very best celebrated at the Capstone Fair
- *Life and career transition program*: opening the doors for transition to graduate school, employment, and other life endeavors

In the Residential College for Women, a woman learns to know herself through testing herself against the changing realities of the present. She learns to know

herself through the appropriation of the civilized past. She learns to know herself in being required to risk herself in forming independent judgments. Most important, she learns to know herself in the process of learning to know others so that her learning may be directed toward understanding and serving the common concerns of humanity.

Learning Outcomes

Mary Baldwin College is committed to providing the best possible preparation for life in an ever-changing world — a world in which individuals can make a difference, for themselves and for others. The educational program in the liberal arts is designed to foster this learning that will lead to flexibility of mind and strength of values and provide the foundation for future careers, professions, and positions of leadership. The college's purpose is to cultivate an atmosphere in which such learning creates its own excitement through the development of competence, experiences of mastery, and the confident exercise of ability.

Building on this philosophy, Mary Baldwin College strives to accomplish the following objectives with all students:

Mind

- *Knowledge* — They have a broad knowledge of the content and methods of the traditional liberal arts subjects;
- *Communication* — They communicate effectively through the written and spoken word;
- *Critical and Creative Thinking* — They solve problems creatively rather than by rote application of formulae. They think clearly and are able both to analyze and to synthesize information;
- *Flexibility* — They adapt to changing environments, integrate knowledge from different sources, and continue intellectual pursuits throughout their lives;
- *Technology* — They are aware of the usefulness and limitations of technology;
- *Diversity* — They understand and value the rich diversity of human experience. They have respect for the complex identities of others, their histories, and their cultures.

Body

- *Health* — They make informed and sound judgments in matters of nutrition, use of intoxicants, sexual activity, response to stress, the prevention of violence, and other aspects of personal health so as to promote a high degree of wellness;
- *Fitness* — They endeavor to stay physically fit through safe, lifelong participation in health-enhancing physical activity.

Character

- *Leadership and Service* — They appreciate group dynamics and can function effectively as leaders or as team workers across a variety of circumstances and within a variety of organizations;
- *Citizenship* — They are responsible citizens. They act within a consistent set of values and ethical principles, apply those principles in their dealings with society and its members, and take responsibility for their decisions and actions;
- *Values* — They make choices in their personal and professional lives with courage and integrity. They adhere to high standards of honor and personal conduct, always remaining aware that achievement has many proper measures.

Ever New, Ever Mary Baldwin: History and Future

Mary Baldwin College was founded in 1842 as Augusta Female Seminary by Rufus W. Bailey, a minister and teacher from Maine who was a graduate of Dartmouth College and Andover Theological Seminary. After plans for the school were approved by the ministers and members of the Presbyterian churches of Staunton and Augusta County, a self-perpetuating board of control was established, and the seminary opened with Dr. Bailey as the first principal. The first charter was granted to the seminary by the Virginia General Assembly in 1845.

The school's first building, now known as the Administration Building, was erected in 1844 with money raised by popular subscription. Two wings were added in 1857, and the first boarding students were then accepted. In 1848, Dr. Bailey was followed by a succession of Presbyterian ministers, including the Rev. Joseph Ruggles Wilson, father of the future U.S. president Woodrow Wilson. The Civil War threatened to close the seminary when, in 1863, Joseph Addison Waddell, secretary of the Board of Trustees, prevailed upon Mary Julia Baldwin, a former pupil of Dr. Bailey, to become principal.

Not only did the school remain open, but it expanded and prospered under Miss Baldwin's leadership. The academic level of the higher classes was raised until they were the equivalent of college work. In 1895 the name of the institution was changed, at the request of the board and by act of the legislature of Virginia, to Mary Baldwin Seminary in appreciation of "the valuable services and unparalleled success of the principal." Two years later, Mary Julia Baldwin died, leaving the bulk of her estate to the seminary, which, with gifts already given by her, amounted to a substantial endowment.

Later administrators were Miss Ella C. Weimar, Miss Marianna P. Higgins, and W. W. King, business manager.

The seminary became Mary Baldwin Junior College in 1916 and a four-year college in 1923, when the name was changed to Mary Baldwin College. The college's preparatory classes ended in 1929.

Since 1930 the campus has expanded from four to 54 contiguous acres, and the enrollment from 250 to more than 2,000 students. The most dramatic physical changes occurred in the 1960s under the administration of Dr. Samuel R. Spencer Jr.: six new buildings that reflected the neoclassical style of the older structures. The late 1970s saw expansion with the purchase of the Staunton Military Academy property, including the building now known as the President's House.

Equally dramatic was the expansion of offerings during the presidencies of Virginia Lester and Cynthia Haldenby Tyson. Committed to the liberal arts as the best foundation for personal fulfillment and community responsibility, the college expanded its reach to non-traditionally aged students. MBC built on its liberal arts curriculum by including experiential education and career preparation in a variety of fields. The Adult Degree Program, founded in 1977, allows men and women the flexibility to earn a bachelor's degree and the rigor that ensures the value of that degree. The Program for the Exceptionally Gifted, which opened in 1985, brings together extraordinary young women from across the country and around the globe; they skip up to four years of high school and enter the Residential College for Women within a supportive community of their peers. The Virginia Women's Institute for Leadership, established in 1995, allows Residential College for Women students to further tailor their education to their dreams by placing an extraordinary emphasis on leadership development in both military and civilian settings.

Mary Baldwin College made the leap to master's level university through the establishment of two outstanding graduate programs. The Master of Arts in Teaching program opened its doors in 1992 and quickly earned a reputation as one of the finest and most innovative teacher preparation programs around. Then, in 2001, Mary Baldwin entered into a partnership with the American Shakespeare Center (then called Shenandoah Shakespeare) to offer the Master of Letters and Master of Fine Arts in Shakespeare and Renaissance literature in performance — also a unique program, and one that attracts students, theatre artists, and scholars from around the globe.

In the first year of the presidency of Pamela Fox, the entire college community came together to shape an ambitious, yet realistic, 10-year strategic plan, *Composing Our Future: Mary Baldwin College 2014*. The plan includes five main initiatives: make personal transformation a priority, sharpen our focus on academic excellence, unite and enrich our community, renew our environment, and fund

our future. At the heart of this plan to transform the college is the blueprint for a student's personal and holistic transformation into her best possible self — the Mary Baldwin College Advantage with its 10 key components. In 2005–06, the college completed a visionary campus master plan: *Transforming Our Environment 1842–2042*. Thus, the college renews itself over and over, ensuring that generations of students have access to the opportunities that will change their lives.

Presidents of Mary Baldwin College:

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

Admissions

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, master of fine arts or master of letters in Shakespeare and renaissance literature in performance, or a master of arts in teaching to those who meet the established standards, and will attempt during a student's tenure to lend advice and support as solicited and/or needed.

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

Freshman Students

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

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

Scores considered in the admissions process are those on the Scholastic Aptitude Test (SAT), the American

College Test (ACT), or the Test of English as a Foreign Language (TOEFL).

REGULAR DECISION

You should mail your regular decision application soon after September 1. There is no formal deadline, but applications received by April 15 will receive full consideration. Later applicants may be accepted on a space available basis. An official high school transcript, test scores, and the application form complete the file of credentials. Applications are reviewed when the file of credentials is complete, and candidates are notified of the decision within two weeks.

Upon acceptance, entering freshmen are asked to send a non-refundable advance deposit of \$300.

EARLY DECISION

If Mary Baldwin College is your first choice and you have achieved a consistently good record throughout your high school career, the early decision plan is an option for you. Applications should be filed with the Admissions Office by November 15 of the senior year. By applying to Mary Baldwin under this early decision plan, you are indicating that Mary Baldwin is your college choice and that, if accepted, you will enroll. The same admission standards are used for early decision and regular decision applications. Candidates will be notified by December 1 if all credentials are on file. If the Admissions Committee feels you are not yet prepared adequately, a decision will be deferred until your first term senior grades are available. You will then be considered as an applicant in the regular decision category.

After acceptance in the early decision category, a non-refundable deposit of \$300 is due by January 15.

EARLY ADMISSION

The college will consider students for admission to the freshman class after the junior year in high school. Such students must be strong academically and must present recommendations from their high school counselor and teachers indicating social and academic maturity. A letter from a high school official confirming that Mary Baldwin courses will satisfy high school graduation requirements is required. Early admission candidates and their parents should be interviewed on campus by a member of the admissions staff.

MID-YEAR ADMISSION

Both freshmen and transfer students may be considered for admission to Mary Baldwin for the spring semester. Applications should be completed by November 15. You will be notified by December 15.

PERSONAL INTERVIEWS

A personal interview on campus with an admissions counselor is suggested. 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 Web site (www.mbc.edu) or call (1-800-468-2262 or 540-887-7019) to schedule an appointment.

ADVANCED PLACEMENT/INTERNATIONAL BACCALAUREATE

A student may enter with advanced placement either on the basis of the Advanced Placement Examination of the College Entrance Examination Board, the Mary Baldwin placement tests, or by transfer of college-level work from a regionally accredited junior or senior college or university. Advanced credit is not available from placement tests except those given by the College Entrance Examination Board that are passed with a grade of 4 or 5 and those given by the International Baccalaureate that are passed at the level of 6 or higher. Students applying for advanced placement or credit on the basis of Advanced Placement examinations should notify the Admissions Office as early as possible.

For further information on transferring credit from other institutions, see Transfer of Credit under Academic Regulations.

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 November 15. 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, and each course will be considered separately.

Transfer students must earn a minimum of 66 semester hours completed at Mary Baldwin and spend two years in full-time attendance. For further information, refer to Requirements for the Bachelor of Arts and Bachelor of Science Degree.

Part-Time Degree Students

Students who live close to the college and wish to complete their BA or BS 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 admissions requirements as other entering students.

Tuition and Fee Information

Costs

Resident students at Mary Baldwin during the 2006-2007 academic year pay a comprehensive fee of \$27,550 (\$21,250 for tuition, \$200 student organization fee, and \$6,100 for room and board). There are no laboratory, lecture, or practice teaching fees. The college offers a variety of services to assist students and families in financing a private college education.

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 \$50. For additional information, please contact the Mary Baldwin College business office.

Financial Aid Plan

Approximately 97% of the students at Mary Baldwin receive financial assistance in the form of grants, loans, and work-study assignments. The exact amount of an aid award can be determined only after completion of the Free Application for Federal Student Aid (FAFSA).

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. ADP tutorials, graduate courses and summer directed inquiries are

not available at half-price. MBC will help the student get external grants and loans, but no institutional aid will be available to students under this plan.

Schedule of Payments 2006–2007

RESIDENT STUDENTS

Direct Cost (tuition and fees, room and board)	\$27,550
(Fees include: Student Organization Fee \$200)	
Total required resident student charges	\$27,550

Payable as follows:

Advance Deposit (nonrefundable) due:	
March 1 from returning students	\$300
May 1 from new students	\$300
August 15 from all students	
(less Advance Deposit payment)	\$13,875
December 15 from all students	\$13,675

COMMUTER STUDENTS

Comprehensive Fee	
Tuition and Fees	\$21,450
(Fees include: Student Organization Fee \$200)	

Payable as follows:

Advance Deposit (nonrefundable) due:	
March 1 from returning students	\$300
May 1 from new students	\$300
August 15 from all students	
(less Advance Deposit payment)	\$10,825
December 15 from all students	\$10,625

PART-TIME STUDENTS

Fewer than 12 semester hours during fall or spring semesters: \$355 per semester hour. Students in the Residential College for Women attempting 12 semester hours or more are considered commuter students and are charged accordingly. The internship fee for part-time students is \$197.50 per semester hour and is charged for any 287 or 387 course. The audit fee is \$177.50 per semester hour.

INDIVIDUAL INSTRUCTION (SUMMER TERM)

Individual course credits taken during the summer

Summer Directed Inquiry (2006)	
.....	\$345 per semester hour
Summer Directed Inquiry (2007)	
.....	\$355 per semester hour
Internship Fee (2006)	
.....	\$192.50 per semester hour
Internship Fee (2007)	
.....	\$197.50 per semester hour

NOTE: Advance Deposit payments are nonrefundable for first-year and transfer students after May 1, 2006.

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 \$13,875. Commuter students enrolling for either period will be charged \$10,825. 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 \$75.

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 \$75.

TRANSCRIPT OF RECORD

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

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

SPECIAL COURSE FEES

Music Lessons

Individual Applied Music Lessons will be charged on a per-semester basis. Pre-approved music majors and minors take Primary Applied Lessons (200-level, two credits/60-minute lessons). Most other students take Elective Applied Lessons (100-level, one credit/30-minute lessons).

Students with questions about their status should consult the music department.

Fees: 12 30-minute lessons: \$225; 12 60-minute lessons: \$450. Approved music majors or minors receive reduced fee: 12 30-minute lessons: \$130; 12 one-hour lessons: \$175. Reduced fees are based on certification by the music department at the beginning of each semester.

Fine Arts

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

Physical and Health Education

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

SPECIAL HOUSING FEES

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

- Single room residence halls.....\$160 per semester
- Carriage House, Coalter Street House, Crone House, Hawpe House, King, Scott House, and Woodrow Terrace Apartments:.....\$150 per semester

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

Fine for replacement of lost room keys\$25

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

DAMAGE OR LOSS OF PERSONAL POSSESSIONS

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

CARS

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

Residential students..... \$50

Commuter students \$20

CONDITIONS OF PAYMENT

Charges are listed for the college year. Fifty % of the comprehensive fee is due by August 15. The balance for all students is due by December 15. Payments must be made before students can register for classes.

DEADLINES FOR PAYMENT

Students will not be permitted to begin classes until all tuition and fee payments for the first semester have been paid, and will not be permitted to begin second semester classes until all tuition and fee payments have been paid. In order for seniors to participate in Commencement activities, all financial obligations must have been paid two weeks before graduation day. In order for juniors, sophomores and first-year students to participate in Room Draw, all financial obligations must be paid.

The college policy for all students is that past and current obligations must be paid in full as a precondition to register or reside on campus.

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

FINANCE CHARGES

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

COLLECTION PROCEDURES

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

CREDIT AND REFUND POLICY

MBC arranges for instruction and services in advance on an annual basis. Therefore, charges for students in the Residential College for Women are listed for the entire year with billings and payments based on first and second semesters. Charges for the year may be paid in two installments: August 15 for the first semester, and December 15 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 business 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 \$75 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 \$75 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 if their financial aid status allows it.

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

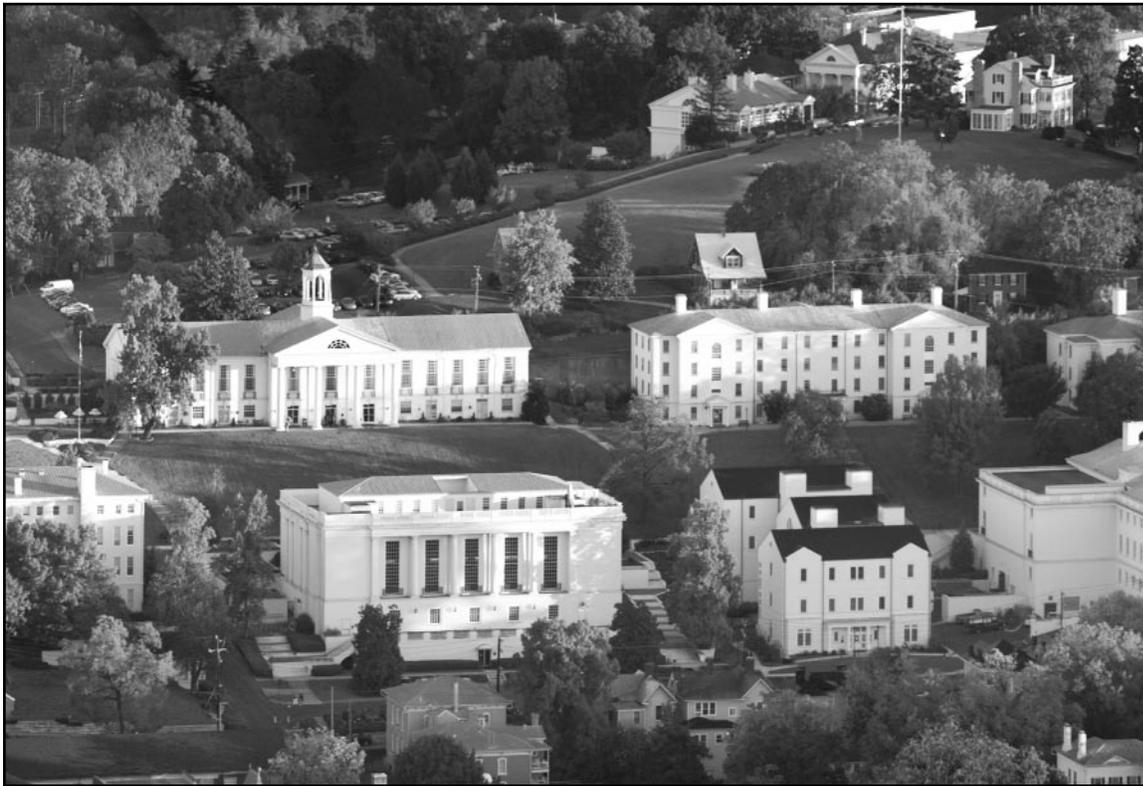
less a \$75 administrative fee. When an authorized leave of absence is granted prior to second semester registration day, the student is not charged for the second semester.

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 \$75 administrative fee. If the leave occurs prior to second semester registration day, students are not charged for the second semester.

BOARD REFUNDS

Board refund 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 rounded down to the nearest ten % of that period, minus any unpaid student charges, and minus a reasonable administrative fee.

When Must a Pro Rata Refund Be Applied?

The pro rata refund is applicable to students who withdraw from the institution within 60 % or less of the enrollment period (beginning of classes to the end of exam period). Classes begin August 28, 2006, and exams end December 8, 2006, for terms 1 and 2. Classes begin January 8, 2007, and exams end April 20, 2007, for terms 3 and 4. May Term (Term 5) begins April 25, 2007, and ends May 15, 2007. There is no additional charge for attending the May Term for currently enrolled students.

For students subject to the institutional refund policy, the MBC business office calculates a federal refund amount according to regulatory requirements.

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 financial aid to help meet the cost of a college education.

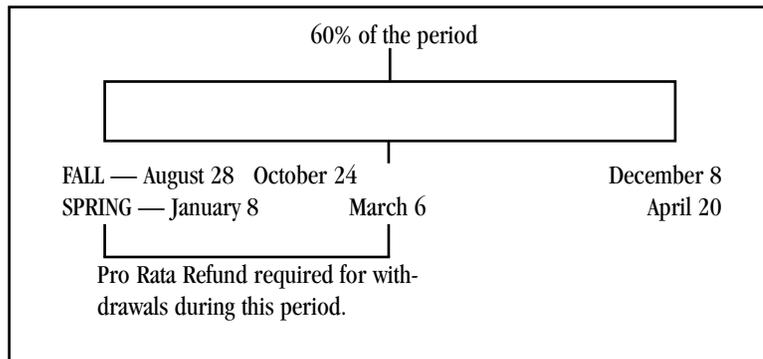
The college participates in a wide range of federal, state and institutional aid programs. Each program has its own regulatory demands and requirements. The Office of Financial Aid and Student Campus Employment strives to make the aid process as uncomplicated as possible. We understand, however, that 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 Admission.);
- 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.

Example:



- | | |
|--|-----------------|
| A. Number of weeks student completed in semester | 8 weeks, 2 days |
| B. Number of weeks in the semester | 14 |
| C. Percentage of weeks student completed (A/B) | 60% |
| D. 100% minus C equals percent to be refunded | 40% |

* No additional charge for attending the May Term for currently enrolled students. Federal law requires refunds to be returned in the following order, effective July 1, 1993: Stafford Loans, PLUS Loans, Perkins Loans, Pell Grants, SEOG Grants, Institutional Aid.

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 educational 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. Most corrections can be made electronically by the aid office if students and parents sign and correct the SAR. For more information on federal aid, access www.studentaid.ed.gov.

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

Receiving Aid

Aid not based on need is credited to a student's financial aid record as soon as the aid office becomes aware of such aid.

Aid based on need will only be awarded after a student's FAFSA is successfully processed by the government and the results (ISIR) are received by the aid office. The processing of the data the family and student supplied on the FAFSA will result in an Expected Family Contribution (EFC). The EFC is an amount the government determines a student and her family can contribute toward her education.

A student's need is the difference between the cost of attendance at Mary Baldwin and the student's EFC.

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

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. If there is need remaining after these forms of aid are considered, the aid office will award loans, jobs, and grants to fill as much of the remaining need as funding and institutional awarding policy will allow.

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

A student must take 12 semester hours in any given semester to be considered full time and eligible for full-time aid. (NOTE: May Term hours cannot be included in spring semester totals to achieve full-time status for a Tuition Assistance Grant.)

Students enrolled at least half time (six semester hours) remain eligible for continuation of some federal aid and loan deferment benefits. It is important to note enrollment plans on the FAFSA.

If a student receives any aid from outside sources (e.g., ROTC scholarships, outside agency scholarships, etc.), federal rules require that this aid be reported to the aid office as soon as the student becomes aware of eligibility. Rules further indicate that, in some cases, adjustments to other aid may be required.

Disbursing Aid

Once a student receives an award package and complies with all the regulatory requirements, her aid package is set. Aid will only be disbursed to a student's business office account once she has enrolled in course work and that enrollment can be verified at the end of "add/drop" each semester. In the meantime, aid will appear on any early billing as "unapplied." It is hoped this will assist parents when planning for expenses.

Again, how aid is disbursed or credited to the student account depends on the form it takes: grants/scholarships, job, or loan.

Grants/scholarships given as aid through the college are credited directly to the student's account. This disbursement only occurs after all regulatory obligations on the part of the student are met to the satisfaction of the Office of Financial Aid and Student Campus Employment.

Jobs are offered through the Federal Work-Study Program and through the college. Jobs given as aid are not automatically credited to the student's account. 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 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. 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 at the time the lender sends the money. This process usually takes a month, and students should not anticipate this money being credited to the account any sooner than this. Also, federal regulations mandate that loans come in two disbursements.

Finally, if a student leaves the college during an academic period, aid funds awarded to the student are refunded to the appropriate aid fund under the policy described in this catalog as "Tuition and Fee Information." Questions about billing should be directed to the Office of Business and Finance.

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 commit-

ment that must be met in the future. MBC will award, depending on financial need and borrowing eligibility, three types of loans: Perkins, Stafford, and PLUS.

Perkins Loans are awarded to the students with the most need, usually Pell recipients. Repayment will not begin until the student leaves the college or falls below half time. Interest is covered while the student is in college and only begins to accrue once the repayment period starts. There is a grace period after leaving the college or falling below half time. Students will be counseled on their rights and responsibilities at the time the student is asked to sign her promissory note.

Stafford Loans are student loans with two separate and distinct awards based on a family's need. Loans awarded to cover need are Subsidized Stafford Loans. Students will not be charged interest before they begin repayment on Subsidized Stafford Loans. Students not eligible for Subsidized Stafford Loans may be eligible for an Unsubsidized Stafford Loan. Payment of interest is the responsibility of the student from the time the loan is disbursed; however, principal is deferred until a student leaves, graduates or drops below half time.

Each student's yearly eligibility for Stafford Loans has been established by the federal government as follows:

Freshman	\$2,625
Sophomore	\$3,500
Junior/Senior	\$5,500
Graduate	\$8,500

Students who are independent by federal definition and dependent students whose parents are denied a PLUS may borrow additional Unsubsidized Stafford. If eligible, a student may borrow up to \$4,000 as a freshman or sophomore, up to \$5,000 as a junior or senior, and up to \$10,000 as a graduate student.

Undergraduate dependent students may borrow up to \$23,000 in Stafford Loans during a college career. Independent undergraduates may borrow up to \$46,000 in Stafford but only \$23,000 of the total can be subsidized. Graduate students can borrow up to \$138,500, and only \$65,000 of this may be subsidized over a student's entire graduate and undergraduate career.

All Stafford Loan borrowers are required to attend entrance and exit interviews at the college 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. 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 is expected to begin 60 days after the final disbursement of

the loan. Therefore, parents will begin repayment while the student is in school.

Detailed information accompanies all Stafford Loans and PLUS applications and promissory notes. 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 students will receive a renewal FAFSA that simply needs to be updated each year after the initial FAFSA is filed for the freshman year. If a student does not receive a renewal FAFSA from the federal government by late January, she must fill out a complete FAFSA.

The college will try to keep a student's need-based aid package as constant as possible through the undergraduate career. Balances between grants and loans within an individual student's aid package will change as loan eligibility is increased due to academic progress.

Students who reapply for aid must continue to meet all the eligibility requirements listed above. Satisfactory academic progress is also required for renewal of aid. Students receiving financial assistance must make at least minimum satisfactory progress during their years of study at Mary Baldwin. The college offers a four-year program for a bachelor's degree. However, we acknowledge that occurrences such as illness, change of major, and interrup-

tion 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.

Adult Degree students have the same GPA requirements as the Residential College for Women students, but the quantitative requirement per academic year is that a minimum of 50 % of work attempted be completed successfully within the academic year.

Graduate students must have at least a 2.5 GPA and must successfully complete a minimum of 66 % of attempted work within an academic year.

One year of satisfactory academic progress probation will be permitted after a student falls below minimum SAP the

first time. If, after the period of probation, 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.

Minimum Standards of Progress for Continuation of Aid in the Residential College for Women

Year	Min. Sem. Hrs. Com.	Min. GPA Required
1	24	1.65
2	51	1.75
3	78	1.95
4	105	2.0
5	132	2.0

FINANCIAL AID AT MARY BALDWIN

Program	What It Is, Who Is Eligible	How to Apply
Federal Pell Grant \$400–\$4,050	This program is a federal grant for undergraduate study toward a first bachelor's degree.	A student must file a FAFSA that results in a valid SAR. The SAR must be received electronically by Mary Baldwin College.
Virginia Tuition Assistance Grant (TAG) About \$2,500 for undergraduates depending on the latest state funding; \$1,900 for graduate student	This program of the Virginia State Council of Higher Education is available to Virginia students who attend private colleges in Virginia full time. If applicable, grant may be used to cover need.	The MBC aid office will automatically provide application forms to all Virginia admissions applicants. Students from Virginia who apply for aid must apply for these funds. TAG applications must be received by the MBC aid office by July 31 prior to enrollment. Once a student is approved, renewal is automatic for four years as long as full-time enrollment and Virginia residency are maintained.
Federal Supplemental Educational Opportunity Grant (FSEOG) \$100–\$800	These federal funds are given to the college to award to undergraduate students demonstrating high need. Students may be less than full time, but preference is given to full-time enrollees.	A student must file a FAFSA that results in a valid SAR. The SAR must be received electronically by Mary Baldwin College. Awards are limited by the total allocation to the college and individual programs.
Mary Baldwin Grants \$100 and up	College grants are awarded to residential college students who demonstrate need and who have exhausted all other aid sources and still show eligibility under awarding policy. Funds are often made available through the college's scholarship endowment and special gifts. Funds may be replaced after enrollment with prestigious named scholarships.	A student must file a FAFSA that results in a valid SAR. The SAR must be received electronically by Mary Baldwin College.
Virginia College Scholarship Grant Up to \$500	Full-time Virginia residents who demonstrate required level of need.	A student must file a FAFSA that results in a valid SAR. The SAR must be received electronically by Mary Baldwin College. Awards are limited by the total allocation to the college and individual programs.
Virginia Women's Institute for Leadership Grant (Virginia resident) About \$5,340, depending on the latest state funding	A Commonwealth of Virginia grant awarded to Virginia residents who are actively enrolled in the Virginia Women's Institute for Leadership. Cannot receive TAG and VWIL Grant simultaneously.	Must have a valid TAG application on file to demonstrate state residency.
Virginia Women's Institute for Leadership Grant (non-Virginia resident) \$2,000	A college grant awarded to non-Virginia residents actively enrolled in the Virginia Women's Institute for Leadership.	Must be enrolled in the program and not be a Virginia resident.
Other Outside Scholarships amounts vary	Students working on their own through various types of organizations such as churches, civic groups, unions, etc.	Outside organizations provide information on application procedures.
Stafford Loans (subsidized if need shown; otherwise unsubsidized) \$2,625: freshman \$3,500: sophomore \$5,500: junior, senior \$8,500: graduate student	Federally supported loan obtained through an outside lender. Subsidized loans are based on need. Unsubsidized loan available to dependent students who show no need, independent students, and dependent students whose parents have been denied a PLUS Loan. Unsubsidized may be taken in addition to subsidized if eligible.	Students will receive a complete application after they respond to their award letter indicating interest in a loan.
additional unsubsidized if applicable \$4,000: freshman, sophomore \$5,000: junior, senior \$10,000: graduate student		
Federal Perkins Loan \$100–\$3,000	This is a need-based federal loan program administered through the college. Funds are awarded usually to freshmen and sophomores with high need. Funds are limited to the amount being repaid to the college from previous borrowers.	A student must file a FAFSA that results in a valid SAR. The SAR must be received electronically by Mary Baldwin College.
Federal Parent Loan for Undergraduate Students (PLUS) amounts vary	Parents of dependent undergraduate students who have eligibility and pass a credit approval. May borrow up to cost of attendance less other aid.	The parents will receive an application after they respond to their student's award letter indicating their interest in borrowing a loan.
Federal Work-Study Program (FWSP) \$100–\$2,000	This is a federally supported student work program open to students with need. Full-time traditional students given preference.	A student must file a FAFSA that results in a valid SAR. The SAR must be received electronically by Mary Baldwin College.
Student Assistantships \$100–\$2,000	Jobs on campus awarded to students who apply for aid and demonstrate need and cannot be paid through work-study, or to students applying without need.	The aid office will provide applications for non-need-based jobs upon request and availability.

UNDERGRADUATE ACADEMIC PROGRAMS

The Residential College for Women (RCW)

www.mbc.edu/rcw

Mary Baldwin College, founded in 1842, is a four-year, liberal arts women's college and the oldest women's college affiliated with the Presbyterian Church (U.S.A.). Mary Baldwin was the first women's college in the United States to be granted a circle of the national leadership honor society Omicron Delta Kappa, and the college also has a chapter of the prestigious Phi Beta Kappa honor society.

The college is named for Mary Julia Baldwin, who in 1863 created a curriculum for her school in cooperation with Dr. William H. McGuffey of the then male-only University of Virginia. Dr. McGuffey and Miss Baldwin worked together to outline a rigorous course of study. Although Dr. McGuffey thought the curriculum "too difficult for women," Miss Baldwin's school has thrived for more than 160 years.

Today, Mary Baldwin College remains among the very best, offering students the richness and diversity of a liberal arts education with a practical, down-to-earth approach to career and life preparation. The college continues to earn recognition for academic excellence and the quality of its faculty. The college offers both the bachelor of arts and bachelor of science degrees.

NOTE: The following information in this section pertains to all students in the Residential College for Women.

The Residential Community

Mary Baldwin is a residential college, committed to the belief that students have much to learn from each other and that both group responsibility and self-determination are fostered by the experience of residential living. Exceptions to the four-year residence requirement may be made for students who prefer to live with their families or for compelling, extenuating circumstances as determined by the dean of students.

After their first year, students select their own rooms and roommates through a housing lottery. They select from options that include traditional residence halls with the majority being double rooms, suites, small houses and apartments. Regulations governing everyday living at Mary Baldwin are found in the Student Handbook and in publications from the Residential Community Office.

Leadership Training

One of the special benefits of a women's college is the variety and number of opportunities it provides students for learning and exercising leadership. At any given time, more than 250 students hold leadership positions in campus organizations. Leadership positions are available through student government, residence halls, classes, interest groups and athletics. For positions requiring particular skills, students are provided with training, guidance and support. In addition to the leadership minor, many non-credit leadership seminars, such as the Cynthia H. Tyson Leadership Series, are sponsored throughout the year by various organizations and offices.

Student Government

Students at MBC have a great deal of input into campus life issues through the Student Government Association. The system of student government, which develops strong leaders, is based on responsibility, honor, and cooperation.

The Student Government Association has executive, legislative and judicial branches. Members of the Executive Committee preside over several other boards, represent the college both internally and externally, and serve on the committees of the Board of Trustees. Legislative power is vested in the Student Senate. Its committees allocate the student activity fee, oversee elections, promote college spirit and unity, and provide liaisons to security, food service, physical plant, the computer center and the Student Life Office. The honor code and code of conduct are written by students and overseen by the Honor Council and the Judicial Board, both composed of students elected by the full student body and advised by faculty and staff.

Students assume much responsibility for setting the policies that regulate their lives on campus. Those policies are based on cooperation, consideration and the notion that living closely as they do, individuals must monitor their own activities for the welfare of the entire community. Mary Baldwin has a long, proud tradition of honor. Within a week of entering, all new students sign the Honor Pledge, vowing not to "lie, cheat, steal, plagiarize or violate confidentiality" because honor and cooperation are the basis of their lives together. Attending a college with a strong honor tradition provides students many benefits, including self-scheduled final exams and an atmosphere of trust. The Student Handbook details the principles and regulations of the honor code, code of conduct and the Student Government Association. All Mary Baldwin students are expected to be familiar with the Student Handbook and with the policies of the Student Life Office.

Organizations and Activities

Students learn leadership and organizational skills and contribute to campus spirit by participating in the many clubs and organizations. The Baldwin Program Board sponsors dances, special weekends, movies, coffeehouses and trips. Students are also encouraged to become involved in their class's activities, including MBC traditions such as Apple Day, Junior Dads Weekend, and the Commencement Ball.

Students interested in the performing arts may participate in a dance group, a dance team, theatre productions, or a variety of vocal music groups, including a concert choir, a madrigals group, an a cappella group, a marching band, and a gospel choir.

Student media offer opportunities to develop communications and writing skills and experience in business management. The college has a student newspaper, Campus Comments; a yearbook, The Bluestocking; and two literary magazines, Miscellany and Libations. The communication discipline also offers students opportunities in an in-house television station.

Mary Baldwin has an intercollegiate sports program that includes basketball, tennis, field hockey, volleyball, soccer, swimming, softball, and cross country. MBC competes with other colleges in fencing, lacrosse, and riding at the club level.

There are opportunities to pursue almost every interest at MBC. Community service activities are offered by Habitat for Humanity, Circle K, and American Cancer Society Colleges against Cancer. There are student chapters of Amnesty International, Students in Free Enterprise, American College of Health Care Executives, College Republicans, and College Democrats. Students have also established Latinas Unidas, the Black Student Alliance, and SOULS.

Religious Life

As part of the Carpenter Preparation for Ministry Program, the college chaplain conducts Carpenter Quest, which helps students integrate religious commitment, intellectual development and service. The program entails two years of spiritual direction, academic courses and enrichment activities to help students make sense of life, learning, and faith. Quest is open to students of all faiths and provides the Interfaith Village, a learning community.

Mary Baldwin College also fosters student spiritual growth by sponsoring special worship services at Thanksgiving, Christmas, Lent, and Easter. Faculty members address ethical issues in their classrooms, and the chaplain sponsors lectures, discussions, and seminars about religion throughout the year.

The Christian Student Union and Campus Crusade are student organizations that provide Christian fellowship, Bible studies, retreats, and concerts. Other campus organizations with a religious focus include Open Waters, Greater Things Ministry & Dance Ministry, and Anointed Voices of Praise. The campus is within walking distance of a synagogue, a Roman Catholic church, and churches representing all major Protestant denominations.

Health Services

The MBC Health Center has a dual role of assessing and treating student health problems and providing health education whenever possible. The center is staffed by a nurse practitioner and other medical personnel. Routine medical care is provided to all residential college students as outpatients. Some services are available by appointment.

Gynecological services and a variety of laboratory screening tests, including throat cultures, are available for a fee. Students are responsible for the cost(s) of laboratory tests and other applicable fees for services (including fees for appointments with the nurse practitioner and physician). Medical problems that require a specialist in a particular field, such as orthopedics, dermatology, ophthalmology, etc., are referred to physicians in the community. Emergency care is provided by Augusta Medical Center, which has physicians available 24 hours a day.

A base-line health record is required to be on file in the Health Center for all students in order to provide the best care possible to the individual and to protect the health of the MBC community. The Virginia Department of Health strongly requests that each student have on file a record of immunizations for certain communicable diseases. The staff provides health information and encourages students to ask questions and develop self-reliance and confidence in making health decisions.

Counseling and Psychological Services

Counseling and Psychological Services provide comprehensive assessment and short-term treatment for RCW students. Individual therapy is offered in a comfortable, private setting. With few exceptions, no information, including the fact that a student is being seen by the office, is released to anyone without the student's written permission. Referrals to mental health professionals in the community are made if long-term treatment is recommended.

Voter Registration

Voter registration information is distributed through the Student Life Office.

Adult Degree Program

www.mbc.edu/adp

The Adult Degree Program (ADP) is a nonresidential, individualized baccalaureate degree program designed to meet the educational needs of mature women and men. ADP allows adult learners to tailor their degrees to meet personal, career and life goals. Students work at their own pace with the option of maintaining full- or part-time loads. Because adults are highly motivated, capable of self-directed learning, and often have achieved competencies beyond those of younger undergraduates, opportunities for independent study and prior learning assessment are also available.

Regional Centers

ADP serves the college's student body from the Mary Baldwin campus in Staunton and regional centers in Charlottesville, Richmond, Roanoke, South Boston, and Weyers Cave, Virginia. Information sessions for individuals interested in the Adult Degree Program are held regularly at each location. Interested persons may seek additional information at any location. See Contact Information section of this catalog.

Admission

MBC's Adult Degree Program is open to women and men. Applicants must be at least 21 years old or hold an associates degree. The program is designed for mature students who have the ability to work independently and who are highly motivated and self-directed.

Admission Requirements

- A high school diploma or equivalent
- Official transcripts of all previous college work (generally a 2.0 GPA is needed in recent courses)
- A well-written, one-page goal statement discussing educational and personal goals, principal interests and concerns, and reasons for selecting the Adult Degree Program
- Additional requirements for students enrolled in the college's Residential College for Women are:
 - completion of a one-year waiting period after the last semester registered before applying to the ADP;
 - a minimum GPA of 2.0;
 - attendance at an ADP information session (schedule available at any regional center) or completion of a preliminary interview with an ADP faculty advisor.

Steps in Admission Procedure

1. Send completed admissions application form, goal statement, and application fee of \$35 to the Adult Degree Program, Mary Baldwin College, Staunton, VA 24401, or to the nearest regional center, and request that all official transcripts from any accredited post-secondary institution and any letters of recommendation (optional) be forwarded to the same address. The application fee is waived for students in the Residential College for Women.
2. After all material is received and reviewed, the applicant will receive a letter indicating admission status, transfer credit evaluation, faculty advisor assignment, and upcoming orientation and enrollment dates.
3. At this point the applicant should contact the faculty advisor to discuss educational goals and objectives and ADP procedures and policies, and to plan the first semester's course work.

Teacher Licensure

Adult students seeking teacher licensure may do so through the Adult Degree Program as undergraduates or, if they already have their bachelor's degrees, through the Post-Baccalaureate Teacher Licensure program. In both instances, the minimum required GPA is 2.5. All other ADP admissions criteria and procedures are the same. For more information on MBC's teacher education program, see the appropriate section of this catalog. Students who wish to pursue a master's in teaching should consult the Master of Arts in Teaching section of this catalog.

Orientation

Orientation sessions are held at each regional center three times a year. Attendance at orientation sessions is required of all enrolling students.

Academic Counseling

Each Adult Degree Program student works with a Mary Baldwin College faculty advisor who provides guidance and support in all stages of program development. In return, the student is responsible for maintaining contact with the advisor and for working to maintain a mutually beneficial relationship.

Honor Code

ADP students abide by the tenets of the MBC honor code and code of conduct just as all other students at Mary Baldwin College do. Details are in the ADP Student Handbook.

Degree Planning

Students in the Adult Degree Program, with the guidance of their faculty advisors, develop a degree plan that meets their educational and career goals and the college's standard requirements for the bachelor of arts or bachelor of science degree. The degree plan consists of the following components:

- Advance credit (maximum of 99 semester hours), which may include
 - transfer credit from other accredited, post-secondary institutions;
 - acceptable scores on CLEP (College Level Examination Program) tests;
 - credit through prior learning portfolio presentation and evaluation. (Portfolio development is planned with the faculty advisor after enrollment, and portfolios are evaluated by Mary Baldwin faculty.)
- Mary Baldwin credit (minimum of 33 semester hours), which may include
 - independent study courses;
 - group courses;
 - on-line courses;
 - day or evening campus classes.

2006–2007 Tuition and Fees

The total cost of the program varies depending on the student's background and previous college work. Financial aid is available, and applicants interested in aid are encouraged to contact the Office of Financial Aid and Student Campus Employment well in advance of initial enrollment.

APPLICATION FEE

To be submitted with official application to the Adult Degree Program — \$35
Orientation Fee — \$35

COURSE TUITION

Students pay \$355 per semester hour for course work. Internships are \$177.50 per semester hour.

EXTENDED TIME FEE — \$50 per semester hour

PRIOR LEARNING PORTFOLIO EVALUATION

\$355 per portfolio — Cost equals one credit hour per portfolio.

RE-ACTIVATION FEE — \$50

GRADUATION FEE — \$100

ADMINISTRATIVE WITHDRAWAL FEE — \$75
(in addition to tuition that is due)

Program for the Exceptionally Gifted

www.mbc.edu/peg

The Program for the Exceptionally Gifted (PEG) is an innovative educational alternative designed to meet the needs of academically gifted high-school-age females. At PEG, students begin their college education one to four years early and are grouped with students of similar age, intellectual ability, and motivation. The program liberates these young women from traditional academic sequencing and pacing standards and eliminates the frustration that exceptionally gifted students often feel in high school settings. PEG students participate in recreational, cultural, social, club, and sports activities organized by PEG and Mary Baldwin College students and staff.

PEG offers two residential experiences designed to meet the needs of both younger and older students. Younger students spend their first years in a specialized PEG residence hall where they are supervised by a professional, live-in staff trained to work with exceptionally gifted students. All PEG students eventually live independently on the college campus. The number of independent years varies from one to three depending on the student's age and level of maturity upon entering the program.

NOTE: PEG students are members of the on-campus community along with other Residential College for Women students and, therefore, partake of opportunities and services and must abide by the codes described under the Residential College for Women section of this catalog.

Program Design

PEG students proceed through the college curriculum just as other Residential College for Women students except that they complete additional college core requirements to make up for course work missed in high school. Younger entering students begin their academic program by taking one transitional college-level English composition course along with other college-level courses. PEG students generally earn their BA or BS in four years.

Because exceptionally gifted students are highly motivated and capable of self-directed learning, they are encouraged to pursue alternatives for achieving academic credit, such as independent study, individual tutorials, specially designed small group courses, and accelerated pacing of existing Mary Baldwin offerings.

Cost

PEG students pay the same comprehensive fees as full-time Mary Baldwin College students. Financial aid is available to students with demonstrated need, and scholarships are available based on academic achievement prior to enrolling.

Admission

The Program for the Exceptionally Gifted is open to young women who have completed at least the eighth grade, who are at least 13 years old, and who have excelled academically at the high school level. Successful applicants have high standardized test scores and grades, demonstrate emotional maturity, and are highly motivated.

Admission Requirements

- Completion of the eighth grade and demonstrated success in high school level course work
- Official transcripts of school work
- Results of one national standardized aptitude test: PSAT, SAT, or ACT
- Three letters of recommendation
- Parental support essays
- Personal essays
- Personal interview with student and family

Steps in Admission Procedure

1. Complete the full PEG application. Send the completed application with \$35 fee to the Program for the Exceptionally Gifted, Office of Admissions, Mary Baldwin College, Staunton, VA 24401. Have all information and requests sent to the same address.
2. Schedule a personal interview on campus. A transcript of the interview is filed with the application material.
3. When all material is received, it will be reviewed by the PEG selection committee.
4. Following the review of all information relating to the application, the applicant will be informed of her admission status.

Admission to and continuation in PEG are discretionary. Each PEG student will be evaluated annually by the PEG staff. A student whose academic performance, social behavior or emotional stability is found to be inconsistent with PEG standards or goals as determined by PEG may be subject to dismissal from the program.

Students who are dismissed or who withdraw from PEG but wish to remain in the college's Residential College for Women are subject to the following requirements:

- Must wait at least one year from the date of withdrawal
- Must be at least 17 years old
- Must apply as an Early Admission candidate
- Must interview with Assistant Director of Admissions
- Must provide evidence that problems resulting in the student's withdrawal or dismissal have been mastered, and receive permission to return from the dean of student life.

MBC reserves the right not to admit to its regular program any student dismissed from PEG. This program is a special program with specific rules and regulations not set out in this catalog that differ in some ways from those generally applicable to Mary Baldwin College students. PEG is a developing program and the college reserves the right to change any provision, regulation, or requirement relating to PEG at any time and to determine its applicability to present or previous PEG students.

Virginia Women's Institute for Leadership

www.mbc.edu/vwil

Overview

The Virginia Women's Institute for Leadership (VWIL) at Mary Baldwin College is a unique and innovative program designed to integrate the theoretical with the practical so that students practice leadership as well as learn about it, and to ensure that those who complete the program have the knowledge, skills, character, and opportunities that allow them to take positions of leadership in the private and public sectors, including the military.

VWIL students, in addition to completing both the college's General Education Requirements and an academic major, complete additional work in five areas:

- Academic curriculum
- Physical and health education curriculum
- Military leadership (ROTC)
- Co-curricular program
- Leadership: All VWIL students are required to complete a minor in leadership studies.

NOTE: VWIL students are members of the on-campus community along with other Residential College for Women students, and therefore partake of opportunities and services and must abide by the codes described in the Residential College for Women section of this catalog.

Academic Curriculum

VWIL students complete

- the college's General Education Requirements
- a student-selected academic major
- the following additional requirements, some of which may also count toward the General Education Requirements:
 - a calculus course and a descriptive statistics course
 - foreign language study (previous work, MBC courses, and/or study abroad) sufficient to pass a proficiency test or intermediate course work with a grade of "C-" or better

- eight semester hours of laboratory courses in the natural sciences and one additional three semester hour course in a natural science discipline to satisfy the total General Education Requirement
- a leadership internship
- three interdisciplinary leadership courses addressing history and theories of leadership; ethics, community, and leadership; and the practice of leadership
- a communication course

Physical and Health Education Curriculum

VWIL students complete a series of physical assessments at the beginning of the freshman year and at regular intervals during subsequent semesters.

Advanced Fitness is required during the freshman year. A networking activities class (ballroom dance, golf, racquetball, or tennis) and one other physical and health education course are completed in subsequent years.

The Leadership Challenge Program (LCP) (freshmen) is conducted through the physical and health education department as part of the VWIL co-curricular activities. This program consists of physically and mentally challenging events, including obstacle courses, rappelling, rock climbing, and team building activities. All VWIL freshmen participate in the LCP or on a varsity team. Physical and health education credit is earned for these activities.

Military Leadership (Reserve Officer Training Corps)

VWIL students are required to complete four years of ROTC. Four services — Air Force, Army, Navy and Marine Corps — are available, and instruction is provided by the ROTC detachments at the Virginia Military Institute in Lexington, VA. Classes are conducted in the dedicated ROTC facilities located on the VMI campus or at Mary Baldwin College. In addition, all VWIL cadets participate in the band or rifle platoon of the Mary Baldwin College Corps of Cadets. Twelve semester hours of ROTC may be counted toward the 132 total hours required for graduation.

Students select one of the Armed Services upon entry into the VWIL program. Those seeking a commission participate in the regular ROTC laboratories during the junior and senior years and attend field training one summer. Non-commissioning VWIL students participate in a special leadership laboratory. For more detailed information, see the ROTC section of this catalog.

Co-Curricular Program

A unique aspect of VWIL is its holistic nature. The co-curricular components provide the contexts within which VWIL students develop and practice leadership skills in an environment of increasing freedom and responsibility. Students participate in leadership workshops and activities and organize and carry out community service projects.

Freshmen VWIL students participate in a wilderness-type leadership orientation. This four-day orientation takes place the week prior to the regular college orientation.

Freshmen VWIL students room together and are housed in freshmen halls to assist in the development of group identity while supporting good relationships with other freshmen. Additional living regulations for VWIL students are published separately and require greater self-discipline, higher standards for room neatness and appearance, additional study provisions, and no smoking. VWIL students are expected to abide by the college's honor code and the code of conduct.

Admission

Admission to the VWIL program is competitive. Although VWIL was designed for women from Virginia, it is open to women from all states and countries. The criteria reviewed by the VWIL admissions committee include academic achievement in high school and on standardized tests, involvement outside the classroom, leadership experiences, and personal commitment.

Applicants to the Virginia Women's Institute for Leadership must submit a Mary Baldwin College application as well as a VWIL supplemental application. There is no additional fee for the supplemental VWIL application. Students must be accepted to MBC in order to be considered for acceptance into the VWIL program, although acceptance into MBC does not guarantee, nor constitute, acceptance into VWIL.

Application materials are available from the Mary Baldwin College Office of Admissions, 540-887-7019, or the VWIL Office, 540-887-7042.

Financial Aid

VWIL students are charged the same tuition and fees as other Mary Baldwin students. Residents of Virginia and out-of-state students in the VWIL program are eligible for tuition support each year.

Uniforms are provided to students for use during ROTC classes and select VWIL activities. Students are responsible for the care and maintenance of uniforms.

Honors Program

The purpose of the Honors Program at Mary Baldwin is to recognize excellence and to offer special opportunities for students of exceptional ability. It is designed both to provide helpful direction in students' academic journeys and to encourage them to develop independently and creatively according to their own intellectual curiosity and desire to learn.

Honor Scholars may enter the program as freshmen, selected on the basis of SAT scores, high school records, written applications and interviews. Other students may be invited to apply to the program after achieving a cumulative GPA of 3.5 or higher in at least 24 hours of graded work at MBC.

Students admitted to the Honors Program are expected to include at least one natural science lab course and at least one year of a foreign language among their MBC course work, as required for consideration for Phi Beta Kappa. They will also be expected to pursue at least nine hours of honors credit (including at least one three semester hour interdisciplinary honors course) and demonstrate progress toward an Honors Degree. To remain in the Honors Program, a student is expected to maintain a cumulative GPA of 3.5 or higher.

Students admitted to the Honors Program enjoy certain privileges including early course registration, greater flexibility in reverting a P/N/C course to a graded course, membership in the MBC Honor Scholars Society, cultural field trips, dinners and/or other forums with visiting scholars, and participation in the Virginia Collegiate Honors Council.

Honors Courses

Each year, Mary Baldwin College offers several interdisciplinary Honors courses. Participation in these courses is restricted to Honor Scholars. Some Honors courses are one-time offerings and some are regularly offered on a rotational basis. In 2006-2007, students may choose between the Bailey Colloquium (INT 213) (described below); Economics, Science and Literature of Seasonal Rhythms (ECON 250); and Food, Population and Technology (ECON 210). A fourth course is under development for Spring 2007. For the 2007-2008 academic year, the Honors Program expects to offer at least three courses, including the Bailey Colloquium; Science, Religion and the Search for Meaning (REL/PHIL 305); and an additional economics course, Work Leisure and the Rise of Consumer Society.

The Bailey Colloquium

The Bailey Colloquium (INT 213) is a three-semester-hour interdisciplinary honors course that focuses on the significant characteristics of a particular historical and intellectual period. Working with other Honor Scholars, students in the Bailey Colloquium are encouraged to break down the artificial barriers between disciplines and, by the end of the semester, to develop projects that are interdisciplinary in approach. To develop oral as well as written capabilities, the seminar concludes with a major research paper and presentation in which students share their findings with their peers. Honor Scholars are required to take at least one section of the Bailey Colloquium, or another three-semester-hour interdisciplinary honors course, as partial fulfillment of the requirements for an Honors Degree.

Honors Contracts

Honor Scholars may also receive honors credit for work completed in regular courses through the use of Honors Contracts. Through an Honors Contract application (due at the end of the second week of the semester), students can propose changes to one of their regular courses that allow them to pursue materials at greater depth, discuss research with their instructor, and in some cases present the results of their studies.

The Honors Degree

Successful participation in the MBC Honors Program culminates in the completion of an Honors Degree. Honor Scholars apply for candidacy for the Honors Degree early in the senior year. Candidacy requires participation in the Honors Program for at least three semesters, the accumulation of at least nine hours of honors credit (through honors courses and/or contracts), the completion of the curricular requirements listed above (one lab science course and one year of foreign language courses), and the student's proposal of a senior honors project or thesis. At the time of application, an Honor Scholar must have a cumulative GPA of 3.5 or higher. The last phase of the program requires candidates to complete and satisfactorily present an honors thesis or project to an interdisciplinary examining committee.

For additional information on eligibility and privileges, see the Honor Scholars' Handbook and the Academic Achievement portion of the Academic Regulations and Procedures section of this catalog.

Undergraduate Curriculum

The major purpose of Mary Baldwin College is undergraduate and graduate education consistent with the college's rich heritage as a private liberal arts college. The Mary Baldwin College academic curriculum, which supports this goal, is described in this section. The curriculum is organized into three categories: General Education Requirements and Core Curriculum, Major and Minor Requirements, and Electives.

The General Education and Core Curriculum programs have been modified for students entering the College in Fall, 2006, and beyond. Continuing students who entered prior to Fall, 2006, should consult the catalog under which they entered for their requirements or see the Academic Regulations section of this catalog.

Requirements for the Bachelor of Arts or Bachelor of Science Degree

Earning a bachelor's degree from Mary Baldwin College requires the completion of a minimum of 132 semester hours, of which no more than seven may be in physical education and no more than 15 may be in internships, and the completion of all General Education Requirements and Core Curriculum Requirements. Disciplines offering the bachelor of science degree may require additional math and science courses. Precise requirements will vary according to each major.

Complete rules governing the requirements for the bachelor of arts and bachelor of science degrees are in the Academic Regulations and Procedures section of this catalog.

General Education and Core Curriculum Requirements

The following are the learning objectives of the general education program and the core requirements:

1. prepare students for lifelong intellectual engagement with and appreciation of our own and other cultures by emphasizing matters of enduring significance to human society
2. expose students to the knowledge, principles, and methods used within liberal arts disciplines
3. improve critical and creative thinking skills for analysis and synthesis
4. develop clear oral and/or written communication skills.

Complete rules governing the General Education requirements are in the Academic Regulations and Procedures section of this catalog.

GENERAL EDUCATION (30 semester hours)

Throughout the ages, humankind has sought to understand a bewildering and often hostile environment through the intellectual tools and theories of enduring

intellectual disciplines. Mary Baldwin students obtain both breadth and depth of understanding of these disciplines by completing at least six hours in each of the following: Arts, Humanities, Natural Sciences, Social Sciences and History, and International Studies.

CORE CURRICULUM:

a) Writing Emphasis (six semester hours) and Oral Communication competency

The ability to express oneself clearly and effectively in writing is fundamental to people preparing to influence the information-oriented world of the future. All Mary Baldwin students must complete at least six semester hours in courses that require students to write five 500-word essays or the equivalent and revise some of their work. In addition, students must complete ENG 102 (Intermediate Composition) or its equivalent.

Mary Baldwin graduates must be able to speak and listen effectively. Each student will complete appropriate course work emphasizing these skills or demonstrate their skills by testing out.

b) Quantitative and Symbolic Reasoning (six semester hours)

As technology exerts an ever-growing influence on lives and as scientific knowledge progresses beyond what is intuitively understandable, it becomes vital that educated people be comfortable with mathematics as a tool for describing and analyzing their environment. All Mary Baldwin students must complete at least three semester hours in college-level mathematics.

c) Diverse Cultures of the United States (three semester hours)

Part of the unique genius of our nation is our diversity. Mary Baldwin students gain an understanding of both the historical origins of diversity and the current interplay of ethnic and other sub-cultures and co-cultures within the United States.

d) Experiential Education (three semester hours)

In a world of expanding choices, virtually all women will be involved with work outside the home for all or part of their adult lives. All Mary Baldwin students must engage in at least one learning activity that involves the practical/functional application of theoretical concepts and principles.

e) Women's Studies/Gender Studies (three semester hours)

Women are both the leaders and objects of one of the great social revolutions of the late 20th and early 21st centuries. All Mary Baldwin students should examine the world in the light of women's own experiences by completing at least three hours of study in courses whose central focus is women.

f) **Physical and Health Education** (two semester hours)

The stress of modern living requires physical as well as mental fitness.

g) **MBC 101** (one semester hour)

All new degree-seeking students take MBC 101 to teach them about Mary Baldwin College and help them understand the opportunities and resources available.

Major and Minor Requirements

Each student is required to complete an academic major. The requirements for each major are listed in the sections of the catalog titled Majors and Minors. There are three kinds of majors: the discipline-based (standard) major, the combined major, and the independent major.

Discipline-Based (Standard) Majors

Academic disciplines are integrated bodies of knowledge that, over many years, have developed special theories, techniques, understandings, and traditions that are of proven value in solving problems or enabling people to create things of worth. Discipline-based majors aim to develop mastery through in-depth study. Mary Baldwin offers the following standard majors:

Art (History)
Art (Studio)
Biochemistry (BA or BS)
Biology (BA or BS)
Business Administration (BA or BS)
Chemistry (BA or BS)
Clinical Laboratory Science
Communication
Computer Information Systems
Economics
English
French
History
Mathematics (BA or BS)
Music
Philosophy
Physics (BA or BS)*
Political Science
Psychology (BA or BS)
Religion
Sociology
Spanish
Theatre

* Offered in conjunction with Washington and Lee University in Lexington, Virginia

Combined Majors

The frontiers of knowledge are often marked by the combining of two previously existing disciplines that have developed some closely related areas of study. Mary Baldwin offers nine combined majors that integrate the tools and principles of two or more disciplines into a single course of study:

Applied Mathematics (BA or BS)
Arts Management
Asian Studies
Computer Science/Mathematics (BA or BS)
Health Care Administration
International Relations
Marketing Communication
Philosophy/Religion
Sociology/Social Work

Independent Majors

Mary Baldwin College embraces the concept of education that is customized to fit the needs of the individual student. Many students work closely with their advisors to design a unique major. Independent majors may be combinations of two disciplines such as religion and history, math and economics, or psychology and religion. They may combine learning to define a new, emerging field such as human resource development, international communications, or women's studies.

A written plan must be developed for each independent major, approved by the student's advisors, and filed in the registrar's office.

Double Majors

Any student may undertake to complete two separate majors, including any combination of the three types of majors cited above. In such a case, the student must complete all requirements of each major separately.

Minors

Students may elect to pursue a minor, which is an organized course of study analogous to the major but in less depth. The following minors are offered:

African-American Studies
Anthropology
Art (History)
Art (Studio)
Asian Studies
Biology
Business Administration
Chemistry
Communication

Computer Information Systems
 Computer Science
 Creative Writing
 Economics
 Education
 English
 French
 Health Care Administration
 Historic Preservation
 History
 Human Resource Management
 Human Services
 Latin-American Studies
 Leadership Studies
 Marketing Communication
 Mathematics
 Ministry
 Music
 Peacemaking and Conflict Resolution
 Philosophy
 Physics
 Political Science
 Psychology
 Public History
 Religion
 Sociology
 Spanish
 Theatre
 Women's Studies

Electives

The remaining portion of the curriculum after General Education requirements and the major and minor is left for the student's own exploration. A student is encouraged to explore new intellectual areas because the unique opportunity offered by the broad range of choice in a college curriculum is not likely to be available again within most people's lifetimes.

Other Learning Opportunities (Credited)

Directed Inquiries/Learning Contracts

Qualified students may engage in independent-study projects planned and carried out under a faculty advisor. These projects may explore curricular areas not offered in the current year or in the regular curriculum.

Teaching Assistantships

Qualified students may work closely with a faculty member on preparation of class materials, tutoring, or research, receiving credit for these non-clerical responsibilities.

Internships

A variety of field experiences, internships, and positions of responsibility on campus may be undertaken for academic credit with the approval of a faculty sponsor. For regulations governing the above credit-bearing activities, and procedures for registering, see Academic Regulations and Procedures — Experiential Learning.

Summer Study

Students wishing to accelerate their progress, explore different areas of interest, or reinforce learning may engage in summer study. This study may be at another accredited college, or it may be a summer externship or directed inquiry supervised by a Mary Baldwin faculty member. (Note that not all faculty members will be available to supervise such summer projects because of other professional or personal commitments.)

The Adult Degree Program also offers a Summer Week on campus and summer group tutorials at Mary Baldwin regional centers.

Accelerated Program

With the approval of the dean of the college, students of above-average ability may complete graduation requirements in less than four years, i.e., in three to three and one-half years. Such an accelerated program usually requires summer school work and a heavier than normal course load during the year.

Consortium Exchange

Mary Baldwin and six other private colleges in Virginia (Hampden-Sydney, Hollins, Randolph-Macon, Randolph-Macon Woman's College, Sweet Briar, and Washington and Lee University) have joined in a consortium exchange through which students in the Residential College for Women may attend another of the participating colleges for a year or part of a year while remaining on the MBC roll. 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

The Mary Baldwin College and University of Virginia Dual Degree Program in Engineering or Computer Science

Mary Baldwin College students may elect to participate in a dual degree program in the various branches of engineering or in computer science, 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 or computer science from UVA. Students who are interested in exploring this option should contact the coordinator, Dr. 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 have completed the calculus and physics sequences during their freshman year. Students who are compatible for the program generally have an SAT score of 1100 and above.

Vanderbilt University — Nursing

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

The MSN degree opens many opportunities for students in the rapidly growing medical field and is an attractive option for students who wish to be involved in the various emerging aspects of professional medical practice that are not based in the traditional medical degree or in custodial hospital care. Students considering this program should consult with Dr. Elizabeth Hairfield, professor of chemistry.

Washington and Lee University — Physics

Students may receive their 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 in Lexington, Virginia.

Students interested in the physics major should contact Dr. Peggy Ankney, assistant professor of physics.

Academic Regulations and Procedures

Requirements for the Bachelor of Arts and Bachelor of Science Degrees

- The completion of a minimum of 132 semester hours, of which no more than seven may be in the principles of physical and health education and no more than 15 may be in internships
- General Education Requirements and Core Curriculum: The completion of all General Education and Core Curriculum requirements applicable according to the date of matriculation.

For students who matriculated prior to August, 2006:

- Nine semester hours credit in each of four major curricular areas: the arts, the humanities,

the natural sciences and the social sciences and history, including at least six hours in one discipline and at least three in another

- Six semester hours in international education
- Completion of ENG 102 or equivalent
- Completion of the six semester hour writing requirement and the oral communication competency requirement. Some majors may require computer competency.
- Completion of the three-semester-hour mathematics requirement
- Three semester hours in experiential education
- Three semester hours in women's studies
- Two semester hours in physical and health education, completing at least one class from each of the three principles.

For students who matriculate beginning August, 2006:

General Education:

- Six semester hours credit in each of five major curricular areas: the arts, the humanities, the natural sciences, the social sciences and history, and international studies, including at least two disciplines.

Core Curriculum:

- ENG 102 or equivalent
- Completion of the six semester hour writing requirement and the oral communication competency requirement
- Completion of the six semester hour quantitative and symbolic reasoning requirement
- Three semester hours in diverse cultures of the United States
- Three semester hours in experiential education
- Three semester hours in women's studies/gender studies
- Two semester hours in fitness and health, completing at least one class from each of the three principles
- MBC 101 or equivalent.

Courses in the Core Curriculum may satisfy multiple requirements throughout the curriculum without limit. Courses in General Education may also apply to majors, minors, certificates, and licensure programs and Core Curriculum, but they can only count once in General Education.

The following apply to all matriculants, regardless of their date of matriculation

- The completion of the senior requirement, which must be taken for a regular grade
- The completion of a concentrated program of study, the major, which must consist of at least 33 semester

- hours with a minimum grade point average of 2.0 on a 4.0 scale in the major. Independent and combined majors must have a minimum of 36 semester hours.
- The earning of a minimum un-rounded cumulative GPA of 2.0 overall
- The completion of 66 semester hours earned at MBC (33 for ADP students) and two years of full-time attendance. MBC-sponsored programs conducted off-campus (e.g. clinical laboratory science, social work programs, student teaching) satisfy the residency requirements. At least 12 hours of credit in the major, including the senior project, must be taken with Mary Baldwin faculty. The senior project must be supervised and evaluated by full-time faculty in the discipline unless they approve some other method of supervision and evaluation.
- Participation in activities designed to evaluate the academic program (applicable to all degree-seeking students enrolled in fall 1998)

Additional Requirements for the Bachelor of Science Degree

Each discipline may elect to offer the bachelor of science in the discipline. At a minimum, each discipline will require three courses in mathematics at the 200-level or above and at least two 200-level lab science courses if it offers a BS option. Precise requirements will vary according to each major that has chosen to offer the BS

Modification of Requirement

A student who, in unusual circumstances, wishes to petition for an exception to the residency requirement must submit a Modification of Requirement Form, obtained from the registrar, with appropriate approvals. Requests for waivers of other requirements will not be considered unless they are submitted 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.

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 purpose of the senior requirement is to serve as a context within which students may establish themselves as individuals capable of independent scholarship on a significant level. There are a variety of ways to meet the requirement:

- 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 which 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

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 case of ADP students, the proposal must be filed with the ADP office at least six months in advance of the intended graduation date. In the absence of special permission to the contrary, all senior requirements will be supervised and evaluated by ranked teaching faculty at MBC. 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.

Senior requirements will be listed on the student's transcript as Senior Requirement: (title) with grade. Senior requirements that, according to divisional guidelines, are deemed particularly meritorious will be designated "With Distinction," and this achievement will be noted on the transcript and diploma.

Examinations

An examination will be given in each course at the end of the course unless the instructor concerned decides upon some other means of testing. Notification of the substitution of a special piece of work in lieu of a final examination must be made in writing to the dean of the college one month before the examination period. Dates and administrative procedures for exams will be established by the dean or associate dean of the college and the registrar.

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 dean or associate dean of the college.

Students who, for other than providential reasons, miss an examination will 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.

Course Numbering

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

100 level:	freshman, generally no prerequisites
200 level:	sophomore and above, may have prerequisites
300 level:	major courses, generally have prerequisites
400 level:	senior projects
500+ level:	graduate courses

Numerical Suffixes

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

77:	colloquium offered on a one-time basis
80:	a teaching assistantship
87:	an internship
90:	a directed inquiry
97:	CLEP credit in the ADP only
98:	portfolio credit in ADP only
99:	independent tutorial or learning contract in the ADP only

Grading System

GRADE VALUES

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 (temporary)
WP	withdrawn passing
WF	withdrawn failing

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. Grade point equivalents are as follows:

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

There are no grades of A+ or D-. Grade point average is determined by dividing total grade points earned by the total semester hours credit attempted for a regular grade.

Repetition of Courses

Students may repeat a course where 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. Repeat work must be done at MBC. The original grade cannot be replaced by an NC.

Pass/No Credit (P/NC)

A student may attempt four semester hours of credit on a Pass/No Credit basis 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. No more than four 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 does not count against the four 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. Also, all physical education classes may be taken for a grade or P/NC and are excluded from the above limits.

Honor Scholars may change a class from P/NC to regular grade through the last day of regular classes.

Grades of A through D will be designated as Pass. Courses taken P/NC are not included in the computation of grade point average. A student 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.

Incomplete and Extended Time

The temporary symbol of I may be given at the end of a course if, for reasons beyond her control, a RCW student is unable to complete the course work. This policy also

applies to ADP students who are taking on-campus coursework. An Incomplete will be given only with the approval of the dean or associate dean of the college. Work must be completed by the end of the next calendar term. In unusual circumstances, such as prolonged illness, the dean or associate dean of the college may extend the time. If the work is not completed within the time specified, a grade of F or NC will be assigned by the registrar's office.

Adult Degree Program students are eligible for the temporary symbol of ET (extended time) for ADP coursework only, upon permission of their instructor, academic advisor, and the dean of adult and graduate studies and payment of an ET fee. ET work must be completed by the end of the following semester or a grade of F will result.

Grade Reports and Official Grading Periods

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

Grade Changes

Students 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, but 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 (ADP students). A committee can then review the written appeal, hear statements from both the student and the instructor involved, and approve or disapprove a change. The committee will consist of the dean of the college, the registrar — or the dean of adult and graduate studies and the student's ADP advisor — plus two faculty members.

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

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

Academic Load Limits for Students in the Residential College for Women

Academic load limits for full-time Residential College for Women students are shown in the chart below.

Credit awarded for all physical education is excluded from the limits in the chart below. Enrollment in more than 17 semester hours per semester (unless the enrollment is for only five courses) or four semester hours during the May Term constitutes an overload. A course creating an overload can only be added during the add-drop week. Students with GPA 3.5 or over will be permitted to add an overload during a designated period prior to add-drop.

To take an overload, the student must complete and file an Overload Permission Form with the registrar. If the student's GPA is below 3.5, approval must be granted by the advisor and the dean or associate dean of the college. During the May Term, all overloads must be approved regardless of GPA.

Add-Drop Procedure

Adding or dropping courses or changing grading option after registration is done by using Add-Drop forms available from the college registrar or ADP Offices.

A student may not add a course or externship after the first week of classes. A student may drop a course at any time up through the eighth week of a two-term course and the third week of a one-term course. Drops completed during the first week of each term will not appear on a student's record. Drops completed after the first week, but before the end of the drop period, will be designated, by the instructor, as Withdrawn Passing (WP) or Withdrawn Failing (WF), and that designation will appear on the grade reports and permanent transcript. Marks of WP or WF will not affect grade point average. For any course dropped after the end of the drop period, the student will receive a grade of F or NC, which may affect grade point average.

Academic Period	Normal Load (s.h.)	Minimum Allowable Load (s.h.)	Maximum Allowable Load (s.h.)
Fall Semester	15	12	17
Spring Semester	15	12	17
May Term	3	3	4
Full-Year Totals	33	27	38

Residential College for Women students may drop courses for medical or providential reasons at any time upon approval by the dean or associate dean of the college. They will be awarded grades of WP or WF. ADP students may drop courses or tutorials, and receive grades of “WP” or “WF,” upon approval of the 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 WP or WF. The student may change grading option up through the sixth class day.

Auditing Courses

Students may audit courses without credit. 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 shall, with the consent of the instructor and registrar, be free to drop out at any time without penalty.

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. To register for these individualized learning experiences, 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 will not normally take more than one directed inquiry per semester. They should have a C average. Freshmen do not do directed inquiries except in special cases.

If a directed inquiry substitutes for an existing course below the 300-level, the appropriate DI is 290; if it substitutes for a 300-level course, it is designated a 390. If a directed inquiry does not substitute for an existing course, the instructor determines the appropriate level based on content.

For Residential College for Women students, directed inquiries can be supervised only by full-time faculty and can be taken only by full-time students. Any exceptions to those policies must be approved by the dean of the college

Experiential Learning

Internships provide students with practical experiences in working with professionals in various career fields, and therefore are valuable testing grounds for possible future careers. There are many possibilities that the faculty of various disciplines may suggest or which students may discover for themselves. The Rosemarie Sena Center can also help.

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 hours of work on-site to earn one hour of academic credit. The maximum number of internship credit hours that may be applied toward graduation is 15.

The student may register for experiential work as either a preprofessional level experience or as a general career exploratory experience. A preprofessional level internship will be designated EXPL 387, where EXPL will be the acronym for the discipline (e.g., BIOL 387). A career exploratory internship will be designated EXPL 287. Internships at the 387 level count toward the major requirements and the experiential requirements of the General Education Requirements. Internships at the 287 level count toward the General Education Requirements, and they may apply to the major at the discretion of the faculty in the major discipline.

Normally students must be in good academic standing in order to engage in an internship experience.

When applying for 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 a student not receiving credit for the experience. Internship credit is added to a student's record the semester in which it is completed.

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

Over the summer, students in the Residential College for Women may enroll in directed inquiries and internships that require direct faculty supervision from regular Mary Baldwin faculty. This option is called Directed Summer Study. Grades earned under this option will be credited as earned during the summer term and can affect the grade point average, if done on a regular graded basis, just like grades earned during the school year on campus.

Directed summer studies are registered in the Office of the Registrar.

Contracts must be filed by June 15. The deadline for submission of grades is September 15 following the summer term. The drop date for directed summer studies is July 1. The last date for change in grading option is also July 1. No WP or WF grades will be awarded. A student will be automatically dropped from the course if the Office of Business and Finance notifies the Office of the Registrar of nonpayment by the July 1 drop date.

A June summer week on campus and both group and independent tutorials at regional ADP centers are also available to adult students.

Teaching Assistantships

During any term, qualified students may assist in the instruction of courses in a particular discipline with the approval of the professor in charge. Tasks involve preparation of class materials, tutoring and/or research. To register for Teaching Assistantship 380, a form must be submitted at registration.

Credit for teaching assistantships is based on a minimum of 39 hours of work for each hour of credit. Students must have taken the course in which they are assisting or its equivalent.

Transfer of Credit

Credit may be transferred for course work accomplished at other institutions that are accredited by regional accrediting agencies or the American Association for Liberal Education. The College will consider the transfer of credit for military training based on official American Council on Education transcripts on a case by case basis. A grade of C- or better must be earned. Course work done under Pass/No Credit and similar options is not accepted. The course work must be identifiable with MBC's liberal arts curriculum.

No more than 66 semester hours of transfer credit (99 for ADP students) can be counted toward the graduation requirement (see Requirements for the Bachelor of Arts and Bachelor of Science Degree).

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.

Grade points or their equivalent will not be transferred. Credit earned at other institutions in programs sponsored or cosponsored by MBC is not transfer credit — e.g., Seven College Consortium, Oxford Program, etc.

Declaring 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 on the Major/Minor Declaration form. 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.

Minors may only be declared 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

Defined majors may be discipline-based or combinations of disciplines. They have required courses of study, published in the catalog. For description of the college's defined majors, see the section titled Majors and Minors in this catalog. Defined majors must consist of at least 33 semester hours.

INDEPENDENT MAJORS

An independent major may be formed by combining courses from two or more disciplines in a way designed to meet a student's special academic interests or to provide preparation for a special 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 shall consist of the writing and defense of a thesis or the completion of a project, study, or experiment. This work shall 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 so filed no later than the first day of classes of the student's final semester by all undergraduate students.
- 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 which alters the intent of the faculty in approving that major.

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 be at least 18 hours. No more than six hours may be applied to both a major and a minor (extended to eight hours if there are only two courses). To earn a minor, the student must have a 2.0 GPA in the minor course of study. At least three semester hours of course work toward the minor must be awarded by MBC.

CHANGING MAJORS AND MINORS

Changing or adding majors or minors is done by completing the appropriate section of the Major Declaration Form and filing it in the Office of the Registrar.

Academic Standards: 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	95

Academic Achievement

Honors and Dean's Lists are compiled at the end of each official grading period.

To be eligible for the Honors or Dean's List, the 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 must have been on a regular-graded basis. There can be no grades below C. Only work done with Mary Baldwin faculty is applicable. In addition to meeting the above requirements, the following grade point averages must have been attained during the preceding grading period:

Honors List: 3.75 or better

Dean's List: 3.50–3.74

Honor 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 Honors 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 Honor Scholars are required to sustain their academic excellence. Freshman 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 Honor Scholars must maintain a 3.5 cumulative GPA.

Honors Degree: The Honors Degree is awarded to an Honor Scholar upon her 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 accumulated 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 Honor Scholars Committee. Honor Scholars who complete an Honors Degree will have the citation "Honors Degree" inscribed on their diplomas.

Senior Requirement with Distinction: Those 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 transcript and diploma.

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

Residential College for Women:

For students entering MBC with fewer than 56 hours:

- **Summa cum laude** — All classes: over 3.9. If no one achieves 3.9, the summa cum laude designation is to be given to that student with the highest GPA over 3.8.
- **Magna cum laude** — Class of 2006: 3.81
- **Cum laude** — Class of 2006: 3.51

For students entering MBC with 56 or more hours:

- **Summa cum laude** — All classes: 4.0. If no one achieves 4.0, the designation is to be awarded to that student with the highest grade point average over 3.91.
- **Magna cum laude** — Class of 2006: 3.91
- **Cum laude** — Class of 2006: 3.61

Adult Degree Program:

- **Summa cum laude** — All students with 4.0 GPA or top 2 percent of all ADP graduates if fewer than 2 percent earn 4.0.
- **Magna cum laude** — Next 5 percent (Students generally need at least a 3.95 GPA.)
- **Cum laude** — Next 13 percent (Students generally need at least a 3.90 GPA.)

NOTE: September, January, and May ADP graduates are considered members of the same class for purpose of Latin honors.

Calculating Rank in Class: This 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.

ACADEMIC DEFICIENCY

Probation: Students may be placed on academic probation if their GPAs fall below the levels outlined below:

Probation Below Cumulative GPA:

Mid-Freshman	1.50
End Freshman	1.65
Sophomore	1.75
Junior	1.95
Senior	2.00

At the time a student is placed on probation, the student (and dependent student's parents, where applicable) will be notified in writing of the improvements necessary.

- Residential College for Women students on academic probation may take no more than 13 semester hours of credit in a semester, excluding May Term. ADP students may take no more than seven semester hours. Physical education is excluded from these limits.
- Residential College for Women students on probation are required to meet with the dean of the college periodically to review progress.

- ADP students on probation may be required to consult with the dean of adult and graduate studies or meet other special provisions.
- Residential College for Women students who have been on academic probation for at least two consecutive semesters and are not showing significant improvement may be required to enroll in a specially designated class during Term 5 upon the recommendation of the student's academic advisor and the dean of the college.

Suspension: Students may be suspended if their GPAs fall below the standards specified below. Residential College for Women students must also have been on probation for one term immediately preceding and have failed to meet the requirements outlined during the term of probation. 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 lapsed. 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.

Suspension Below Cumulative GPA:

End Freshman	1.50
End Sophomore.....	1.65
End Junior	1.85

A student also may be suspended by the dean of the college upon recommendation of the Scholastic Standing Committee if at the end of the junior year the student has not satisfied the math competency. Transfer students may be suspended at the end of two semesters of full-time study if they fall below suspension GPA level for their class and were warned following the first semester of study. Provisionally accepted freshmen may be suspended if the GPA falls below 2.0 at the end of the freshman year based on the recommendation of the student's advisor and the Scholastic Standing Committee.

Dismissal

A student readmitted following a suspension will be dismissed if the student's work requires academic probation. Dismissal means that Mary Baldwin College will not consider the student for readmission.

Withdrawal Policy

RCW (including PEG and VWIL) students who withdraw from the college must reapply through the Office of Admissions.

Adult students "stop-out" and "re-activate" through the Adult Degree Program office. In either case, students will be 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 section of 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.

When students withdraw or are suspended, 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 WP or WF, depending on the effective date of withdrawal.

Financial or Personal Withdrawals: Students may voluntarily withdraw for financial, medical, or personal reasons. The student needs to complete a withdrawal form and an exit interview. The student needs to complete 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.

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.

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.

Readmission of Upperclass Students

All students 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 April 1, which is credited on payment of fees for the next session. This deposit will be returned only if the student is advised to withdraw or is prevented by providential causes from returning to college. Students planning to return the following fall are given choice of rooms according to their class membership. Rising seniors thus have priority. Assignments of rooms for upperclassmen is made shortly after spring vacation, and students wishing to reserve a room first must pay the \$300 advance deposit referred to above. Because it is impossible to judge the year's work until after the end of the second semester, no applications for the following year can be confirmed or rejected before June 1. Notice of final action by the college is mailed to each applicant for readmission.

Leave of Absence

Students who wish to arrange for a leave of absence should do so by applying to the Student Affairs Office. A student who has arranged for a leave may return to Mary Baldwin College at the end of the stated period without reapplying through Admissions. The student will continue work under the graduation requirements in effect at the time of original entry. Only one leave of up to two consecutive semesters will be granted. Leaves of absence are not normally granted in the last two weeks of the semester. A student who does not return at the end of the agreed leave period must reapply through Admissions. Such a student must meet the criteria of the Office of Admissions and will be subject to the catalog and college requirements in effect at time of re-entry.

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 leave 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 re-entry to the college.

Medical Leave: A student may be granted a leave of absence for medical reasons. In order for a student to obtain such a leave, certification must be obtained from an attending physician and presented for evaluation by the college physician with the request to the Student

Affairs Office. 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.



General Education Requirements

Rules Governing General Education Requirements for Matriculants prior to fall, 2006

The “central curriculum” is defined as requirements in the four “areas” designated arts, humanities, natural sciences and social sciences and history. The central curriculum and all other requirements besides majors and minors comprise the General Education Requirements (GER).

General Rules

No single course can count in more than one place in the GER with the following exceptions:

- Any writing emphasis or oral communication competency course can double count toward any other requirement in the GER.
- Courses taken abroad that count toward the International requirement can also be counted elsewhere in the GER as applicable.

Courses may double count toward a GER requirement and requirements outside the GER: majors, minors and certifications.

NOTE: Directed Inquiries, Teaching Assistantships and Senior Seminars cannot count anywhere in the GER, with two exceptions:

- when a directed inquiry is equivalent to a course which has already been approved toward the GER
- when a senior seminar or directed inquiry has been approved by the faculty as a writing emphasis course

Colloquia cannot count anywhere in the GER except when the specific colloquium has explicitly been approved for the GER by the faculty.

ADP Learning Contracts and Tutorials and transfer courses in all programs may count toward the GER. Determination of applicability will be made by the dean of adult and graduate studies, registrar, or dean of the college, as appropriate, based on appropriate consultation with faculty.

When a course can count toward two different areas within the GER, the student does not need to declare the requirement toward which it counts. In such cases, courses will be counted in whatever way most benefits the student.

Completion of the GER is certified to the faculty by the registrar in the case of students in the Residential College for Women, and by the dean of adult and graduate studies in the case of ADP students.

A student is bound by the graduation requirements in effect when she or he matriculates. Re-entry students are bound by the requirements applicable at the time of re-entry. The courses applicable to the GER are only applicable in the year which each is listed as applicable in the Academic Catalog.

EXAMPLE: If MUS XXX applied to the Writing Emphasis requirement in 1997–98 but was removed in 1998–99, it would only count if the student took it in 1997–98. A student taking the course in 1998–99 could not count it toward that requirement, even if the student matriculated in 1997–98.

Central Curriculum

In each area of the central curriculum, the student must complete at least nine semester hours. At least six semester hours must be in one discipline within an area, and at least three semester hours must be in another discipline within the same area.

No courses from a single discipline can be applied against two areas within the central curriculum.

EXAMPLE: A student using a psychology course to count toward the natural science requirement could not use a different psychology course to count as a social science. The exception is cross-listed courses, since a cross-listed course legitimately applies to two disciplines.

EXAMPLE: AS/REL 212 can count as a social science (Asian Studies) or a humanities (Religion), but not both. Different courses from a single discipline can be used to count toward one central curriculum requirement and other GER requirements outside the central curriculum.

Other General Education Requirements

EXPERIENTIAL EDUCATION

The student may satisfy this requirement in one of two ways:

- Complete at least three hours in course work identified as “Experiential” in the catalog
- Complete at least three hours of credit in student teaching, social work field placement or internships

INTERNATIONAL EDUCATION

The student may satisfy this requirement in three ways:

- Complete at least six semester hours in the study of a single modern foreign language
- Complete at least six semester hours of credit in courses taught overseas
- Complete at least six semester hours of credit in courses that are taught in English and identified as “International” in the catalog

Any combination of the last two options adding to six semester hours is acceptable.

International students (defined as students who are citizens of a foreign country and are in the United States on green card or student visa) are exempted from this requirement.

MATHEMATICAL REASONING

The student must complete at least three hours in courses identified in this catalog as applicable to this requirement.

PHYSICAL AND HEALTH EDUCATION

The student must complete at least one class from each of the three principle concentrations, totaling a minimum of two credit hours.

WOMEN'S STUDIES

The student must complete at least three semester hours in courses identified in this catalog as applicable to this requirement.

WRITING EMPHASIS

The student must pass at least six semester hours in courses that are designated writing emphasis in this catalog. To count as a writing emphasis course, transfer courses must be specifically approved for that purpose by the director of the Writing Center (for Residential College for Women students) or by the faculty advisor (for ADP students).

ORAL COMMUNICATION COMPETENCE

The student must successfully complete a course designated as fulfilling the oral communication competence requirement in a discipline of her choice. These requirements can be satisfied by completion of specified courses, specified sequences of courses, or by testing out. The Communication Discipline offers a test-out for the oral communication requirement on an individual request basis. The test-out includes an oral component (presentation) and a listening test.

EXCEPTIONS TO THE GENERAL EDUCATION REQUIREMENTS

Requests for waivers must be submitted in writing to the dean of the college by February 1 of the senior year. The dean will then notify relevant faculty members and the Educational Policy Committee (EPC). The student, her advisor, and all members of the affected disciplines may present the case to the EPC. The EPC's recommendation, whether positive or negative, will be presented for final decision to the faculty as a whole.

Advising error is not an acceptable reason for waiver of a GER. It is the student's ultimate responsibility to be informed as to college requirements and to take steps to ensure that she or he is progressing toward the completion of the degree.

Courses that Meet the General Education Requirements 2006–2007

Arts

- ART 100 The Appreciation of Art
- ART 101 Survey of Western Art: The Ancient World
- ART 102 Survey of Western Art: Medieval and Renaissance Worlds
- ART 103 Survey of Western Art: The Modern World
- All 200-level art courses except 200, 217, and 219
- MUS 100 Introduction to Listening
- MUS 105 Fundamentals of Music
- MUS 111 Music Theory I
- MUS 112 Music Theory II
- MUS 151 History of Jazz
- MUS 152 Rock Music
- MUS 153 American Folk Music
- All three-credit 200- and 300-level music courses
- THEA 101 Plays in Performance
- THEA 105 Theatre Production
- THEA 114 Introduction to Drama
- THEA 115 Modern Theatre and Drama
- THEA 151 Scene and Light Design
- THEA 152 Stagecraft
- THEA 156 Stage Costume
- All 200- and 300-level theatre courses except 210, 221, 321, 323, and 324

Humanities

- ENG 110 Composition and Literature: The Short Story
- ENG 112 Composition and Literature: Poetry
- ENG 114 Introduction to Drama
- ENG 115 Modern Theatre and Drama
- All 200- and 300-level English courses except 202, 242, 243, 251
- FREN 141 French Literature in Translation
- FREN 170 Francophone Women Writers
- FREN 241, 242 Readings in French
- FREN 251, 252 A Survey of French Civilization
- FREN 261, 262 Role of Women in French Culture
- INT 213 Bailey Colloquium
- NOTE:** INT 213 applicability to GER is determined by instructors each time course is offered.
- PHIL 101 Introduction to Philosophy
- PHIL 102 Introduction to Ethics
- PHIL 110 Ethical Issues in Business
- All 200- and 300-level philosophy courses
- PHIL 301 Contemporary Analytic Philosophy
- PHIL 305 Science, Religion, and the Search for Meaning
- PHIL/REL/AS 320 Peacemaking: Gandhi and Nonviolence
- REL 101 Hebrew Scriptures (Old Testament)

REL 102	Christian Scriptures (New Testament)
REL 130	Life, Faith and Service
All 200- and 300-level religion courses	
SOC 284	Sociology of Religion
SPAN 216	Women Writers in Spanish
SPAN 227	U.S. Latino Literature and Culture
SPAN 241	Topics in Hispanic Literature
SPAN 244	Approaches to Latin-American Literature
SPAN 245	Approaches to Spanish Literature

Natural Sciences

BIOL 111	Principles of Biology
BIOL 141	Field Biology
BIOL 142	Botany in the Field
BIOL 145	Freshwater Biology
BIOL 148	Environmental Issues
BIOL 149	Environmental Issues Laboratory
BIOL 150	Field Ornithology
BIOL 151	Human Health and Medicine
All 200-level biology courses	
CHEM 105	Science in Cultural Context
CHEM 110	Global Issues in Chemistry
CHEM 111	Chemical Principles
CHEM 112	Organic Chemistry I
CHEM/BIOL 120	Nutrition in Health and Disease
CHEM 130	Chemistry and Society
HCA/BIOL 261	Epidemiology
INT 125	Introduction to Geography
PHYS/CHEM 100	Topics in Physical Science
PHYS 102	Physics by Inquiry
PHYS 104	Real World Physics
PHYS 131	Introduction to Astronomy
PHYS 132	Topics in Astronomy
PHYS 201-202	General Physics I and II
PSYC 101	Introduction to Psychology as a Natural Science
PSYC 241	Sensation and Perception
PSYC/BIOL 305	Physiological Psychology
PSYC 310	Psychology of Learning and Behavior

Social Sciences and History

ANTH 120	Cultural Anthropology
ANTH 202	Women, Gender and Culture
ANTH 208	Medical Anthropology
ANTH 220	Language and Culture
ANTH 244	Anthropology of Ritual and Symbol
AS 106	Asian Civilizations
AS 242	Modern Korea
AS 244	Modern Middle East
AS 246	Modern Japan
AS 247	India and Pakistan
AS 248	Vietnam and South East Asia
AS 251	Asian Women
AS 253	Modern China

AS 256	Newly Industrializing Countries of East Asia
COMM 215	Mass Communication
COMM 312	Mass Media Law and Ethics
ECON 101	Principles of Microeconomics
ECON 102	Principles of Macroeconomics
ECON 150	Experimental Economics
ECON 210	Food, Population, and Technology
ECON 215	Poverty, Inequality, and Welfare
ECON 247	Globalization and Labor Issues
ECON 280	Women and Economics
HCA 245	Health Care Policy and Politics
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
All 200-level history courses	
HIST 346	European Women's History from 1700
INT 240	Quebec and Canada
POLS 100	Introduction to American Government and Politics
POLS 101	Introduction to Public Administration
POLS 111	Comparative Politics
POLS 128	U.S. Foreign Policy
All 200-level political science courses	
POLS 300	Political Behavior
PSYC 111	Introduction to Psychology as a Social Science
PSYC 203	Abnormal Psychology
PSYC 210	Child Psychology
PSYC 211	Adolescent Psychology
PSYC 214	Psychology of Women
PSYC 216	Multicultural Psychology
PSYC 221	Psychology of Peace and Conflict Resolution
PSYC 231	Psychology of Personality
PSYC 311	Psychology of Adult Development
SOC 100	General Sociology
SOC 110	Sociology of the Family
SOC 112	Social Problems
SOC 124	Aging
All 200- and 300-level sociology courses except 222	

Experiential Education

ART 109	Fundamentals of Art and Design I
ART 110	Fundamentals of Art and Design II
ART 111	Basic Drawing
ART 112	Basic Painting
ART 113	Introduction to Watercolor
ART 114	Introduction to Ceramics
ART 115	Introduction to Photography
ART 116	Pinhole Photography
ART 120	Introduction to Printmaking
ART 125	Introduction to Art Education

ARTM/ART 340	Museum Studies	ARAB 101, 102	Elementary Arabic
BUAD 260	Personal Finance	ARAB 151, 152	Intermediate Arabic
BUAD 287	Business Internship: Career Exploration	ART 204	Latin-American Art
BUAD 387	Business Internship: Professional Experience	ART 343	Renaissance Studies in Italy
BUAD 395	Business Practicum	AS 106	Asian Civilizations
CHEM 383	Methods of Organic Identification	AS 212	Asian Religions
CHEM 400	Research in Chemistry/Biochemistry I	AS 213	Islam
COMM/ART 119	Introduction to Video Production	AS 242	Modern Korea
COMM 221	Mass Media Writing	AS 244	Modern Middle East
COMM 230	Small Group Communication	AS 246	Modern Japan
COMM 231	Communication Practicum	AS 247	India and Pakistan
ECON/POLS 301	Advanced Data Analysis	AS 248	Vietnam and South East Asia
ECON 302	Econometrics	AS 251	Asian Women
ED 110	Practicum in Education	AS 253	Modern China
ED 382-385; 389; 391-392	Student Teaching	AS 255	Survey of South Asian Art
ENG 142	The Crafting of Fiction	AS 256	Newly Industrializing Countries of East Asia
ENG 143	The Crafting of Poetry	AS/BUAD/INT 258	Globalization and its Impact on World Affairs
ENG 242	The Writing of Fiction	AS 270	Australia and New Zealand
ENG 243	The Writing of Poetry	AS 275	Buddhism
INT 140	Community and Service Learning	BIOL 148	Environmental Issues
MUS 106	Mary Baldwin College Choir	BUAD 305	International Business
MUS 108	Chamber Music Ensembles	BUAD 336	International Marketing
All Applied Music Lessons		COMM 280	Intercultural Communication
MUS 141	Diction for Singers	ECON 202	Introduction to International Economics
MUS 210	Accompanying	ECON 210	Food, Population and Technology
PSYC 205	Techniques of Counseling and Psychotherapy	ECON 232	Topics in Economic Development
PSYC 212	Fundamentals of Human Memory and Cognition	ECON 253	International Trade
PSYC 213	Behavior Modification	ECON 254	International Finance
PSYC 287	Career Exploration in Psychology	ENG 255	African Novels
SOC 282	Community Service and Society	FREN 170	Francophone Women Writers
SOWK 156	Interviewing in Human Professions	HCA 250	Comparative Health Care Systems
SOWK 287, 387	Social Work Field Observation	HIST 245	20th-Century Europe
SOWK 400	Field Instruction in Social Work	HIST 246	Europe, 1900–1945
THEA 111	Voice, Diction and Oral Reading	HIST 247	Europe, 1939–Present
THEA 121	Acting I	HIST 255	The History of Russia
THEA 153	Stage Management	HIST 256	Modern Russian History
THEA 154	Stage Makeup	HIST 262	20th-Century German
THEA 210	Problems in Production	INT 190	Contemporary French Culture and the French Tradition
THEA 221	Acting 2	INT 240	Quebec and Canada
THEA 321	Acting III	MUS 200	Topics in Music History
THEA 324	Directing Practicum	PHIL/REL/AS 320	Peacemaking: Gandhi and Nonviolence
All 287 and 387 internships		POLS 111	Comparative Politics
		POLS 128	U.S. Foreign Policy
		POLS 215	Politics in the Third World
		POLS 216	Politics of Russia and Eastern Europe
		POLS 221	International Relations
		POLS 249	Latin-American Politics
		POLS 310	International Organizations
		POLS 311	Terrorism & Counterterrorism
		REL 202	Judaism, Christianity, Islam
		REL 211	Religions of the World

International Education

At least six semester hours in the study of one foreign language, or at least six semester hours taken overseas and/or from the following list:

ANTH 120	Cultural Anthropology
ANTH 202	Women, Gender and Culture
ANTH 208	Medical Anthropology

SPAN 215	Let's Talk About Movies
THEA 206	Theatre Abroad
THEA 208	London Theatre

Quantitative and Symbolic Reasoning

CHEM 110	Global Issues in Chemistry
CHEM 111	General Chemistry
CHEM 130	Chemistry and Society
CIS/CS 180	Fundamentals of Computer Systems
ECON 301	Advanced Data Analysis
INT 222	Social Science Statistics
MATH 150	College Algebra or any math course above MATH 150
PHIL 103	Introduction to Logic
PSYC 250	Behavioral Statistics

Women's Studies/Gender Studies

ANTH 202	Women, Gender and Culture
ART 221	Women in the Arts
AS 251	Asian Women
BUAD 250	Women in Management
COMM 285	Gender and Communication
ENG 235	Women in Literature
ENG 237	Contemporary Fiction by Women
ENG 238	American Women Novelists
ENG/AS 239	Asian-American Women Writers
ENG 245	Contemporary Southern Women Poets
ENG 260	Women and the Novel
ENG 262	Southern Women Writers at Mid-Century
FREN 261, 262	Role of Women in French Culture
FREN 170	Francophone Women Writers
HCA 235	Women's Health Care Issues
HIST 203	Women in American History
HIST 346	European Women's History from 1700
MUS 218, 318	Women in Music
PHIL 231	Women and Philosophy
POLS 209	Women and Politics
PSYC 214	Psychology of Women
REL 231	Women and Religion
SOC 225	Sex Roles and Male-Female Relationships
SPAN 216	Women Writers in Spanish
THEA 219	Women in Theatre and Drama
WS 100	Focus on Women
WS 200	Feminisms and Gender Studies
WS 245	Women and Sport
WS 252	Biology of Women
WS 280	Women and Economics

Diverse Cultures of the United States

ANTH 208	Medical Anthropology
ECON 215	Poverty, Inequality and Welfare
ENG 264	African American Literature
ENG/AS 239	Asian American Women Writers

HIST 203	Women in American History
HIST/REL 204	Religion in America
HIST 265	Survey of African American History to 1877
HIST 266	Survey of African American History from 1877
MUS 151	History of Jazz
MUS 200	Jazz in New Orleans
PHIL 232	African American Thought
SOC 100	General Sociology
SOC 248	Social Inequality
SOC 264	Social Movements
SPAN 227	US Latino Literature and Culture

Oral Communication Competency

ART 200	Writing in the Visual Arts
ART 235	Introduction to Interior Design
ART 311	combined with ART 405 Advanced Drawing combined with Senior Project in Drawing
ART 312	combined with ART 401 Advanced Painting combined with Senior Project in Painting
ART 314	combined with ART 404 Advanced Ceramics combined with Senior Project in Ceramics
ART 315	combined with ART 408 Photography III combined with Senior Project in Photography
ART 317	combined with ART 318 Advanced Studies in Graphic Design I combined with Advanced Studies in Graphic Design II
ART 320	combined with ART 406 Advanced Printmaking combined with Senior Project in Printmaking
ART 324	Residential Design
ART 325	Commercial Design
ART 403	Senior Project in Graphic Design
ART 407	Senior Project in Extended Media combined with the advanced level course in Extended Media
BUAD 401	Business Senior Seminar
CHEM 383	Organic Identification
CHEM 400, 401	Senior Requirement
CIS/CS 402	Senior Project
COMM 100	Speech Communication
ECON 395, 396	Topics in Economic Theory I and II
ECON 401	Senior Project
ED 382-385; 389; 391-392	Student Teaching
ENG 251	Technical Writing
FREN 400	Senior Seminar
HCA 310	Health Care Strategic Management

HCA 401	Senior Seminar
HIST 400	Senior Seminar
MATH 252	Problem Solving
MKTC 401	Senior Thesis
PHE 316	Current Health Issues
PHIL 400, 401	Senior Seminar
POLS 400	Senior Seminar
PSYC 216	Multicultural Psychology
PSYC 360, 401	Senior Requirement
REL 223	Mediation: Theory and Practice
REL 400, 401	Senior Seminar
SPAN 400	Senior Seminar
THEA 111	Voice, Diction, and Oral Reading

Majors in the following disciplines automatically complete the oral communication requirement by virtue of experiences across several courses: biology, chemistry, history, theatre. Student teaching satisfies the oral competency requirement.

NOTE: Oral communication courses may also meet other General Education Requirements.

Writing Emphasis Courses

ART 200	Writing in the Visual Arts
ART 302	Modern Art Before 1945
ART 303	Modern Art After 1945
ART 304	Northern Renaissance Art
ART 342	Baroque Art
AS 106	Asian Civilizations
AS/REL 212	Asian Religions
AS 242	Modern Korea
AS 251	Asian Women
AS 255	Survey of South Asian Art
AS/SOC 270	Australia and New Zealand
BIOL 245	Ecology
BIOL 400	Senior Seminar
BIOL 401	Senior Research
BUAD400	Business Strategies
CHEM/PHYS 321	Physical Chemistry I
CHEM 401	Research in Chemistry/Biochemistry II
CIS/CS400	Senior Seminar: Computer Ethics and Security
COMM 210	Interpersonal Communication
COMM 221	Mass Media Writing
COMM 255	Scriptwriting for Film and Television
ECON 253	International Trade
ECON/WS 280	Women and Economics
ECON 325	Economic Policy Seminar
All 100-level English courses above ENG 104, except 118	
ENG 202	Advanced Composition
ENG 204	Literature for Children and Youth
ENG 208	English Literature Before 1780

ENG 209	English Literature After 1780
ENG/THEA 216	Introduction to Shakespeare
ENG 220	American Literature: Colonial through Romantic
ENG 221	American Literature: Realism to Present
ENG 235	Women in Literature
ENG 238	American Women Novelists
ENG/AS 239	Asian-American Women's Literature (As ADP course only)
ENG 251	Technical and Professional Writing
ENG 255	African Novels (As ADP course only)
ENG 260	Women and the Novel
ENG 262	Southern Women Writers at Mid-Century
ENG 264	African-American Literature (As ADP course only)
ENG 310	Chaucer (As ADP course only)
ENG/THEA 315	Tudor-Stuart Drama (As ADP course only)
ENG 322	Milton and the Metaphysicals (As ADP course only)
HCA 235	Women's Health Care Issues
HCA 401	Senior Seminar
HIST/REL 204	Religion in America
HIST 228	History of Appalachia
HIST 239	Enlightenment Europe, 1648–1789
HIST 240	Revolutionary Europe, 1789–1901
HIST 280	Film as History: Fifties Movies and the Fifties in the Movies
HIST 400	Senior Seminar
MUS 323	Piano Literature
PHIL 101	Introduction to Philosophy
PHIL 203	The Literature and Thought of Existentialism
PHIL 301	Contemporary Analytic Philosophy
POLS 215	Politics in the Third World
POLS 216	Politics of Russia and Eastern Europe
POLS 400	Senior Seminar
PSYC 216	Multicultural Psychology
PSYC 232	Educational Psychology
PSYC 401	Senior Thesis
REL/PHIL 233	Human Nature and Society
SOC 242	Sociology of the Community
SOC 248	Social Inequality
SOC 400	Senior Seminar
THEA 101	Plays in Performance
THEA/ENG 114	Introduction to Drama
THEA/ENG 115	Modern Theatre
THEA/ENG 217	Great Plays
THEA 265	Writer as Performer (ADP only)

NOTE: Writing emphasis courses may also meet other General Education Requirements.

PRE-PROFESSIONAL AND SUPPLEMENTAL PROGRAMS

Pre-Law Program

Pre-Law Advisors: Gordon Bowen, Sally Ludwig, Steven Mosher, Laura van Assendelft.

In its statement on pre-legal education, the Association of American Law Schools has expressed the view that there is no “pre-law major” nor “pre-law curriculum” as such. Mary Baldwin agrees. We recommend a strong liberal arts foundation as the best undergraduate preparation for the study of law. Students intending to go to law school should take courses in which they can succeed; high grades will help chances for admission. There also are a number of courses that have proven valuable in preparing students for law school. These courses help students on the Law School Admission Test (LSAT) and prepare students for the rigorous demands of law school. The following list of courses reflects recent changes in the format of the LSAT and emphasizes logic, reading comprehension, and the matching of factual situations with legal concepts.

Courses Addressing LSAT-Type Skills

BUAD 220	Business Law I
BUAD 221	Business Law II
ENG 110	Composition and Literature: The Short Story
ENG 112	Composition and Literature: Poetry
PHIL 103	Introduction to Logic
PHIL 222	History of Modern Philosophy
POLS 111	Comparative Politics
POLS 321	Constitutional Law I: Structure and Powers
POLS 322	Constitutional Law II: Civil Rights and Liberties
PSYC 111	Introduction to Psychology as a Social Science
SOC 100	General Sociology
THEA/ENG 114	Introduction to Drama

Courses Relevant to Law School Skills or Content

BUAD 100	Introduction to Business
BUAD 210	Principles of Accounting I
ECON 102	Principles of Macroeconomics
MATH 160	Finite Mathematics with Applications
POLS 210	Judicial Process
POLS 310	International Organizations
THEA 110	Oral Interpretation

Pre-Med Program

Pre-Med Program Advisor: Paul Deeble

Medical schools have varying admission requirements, but most are more concerned that applicants have a strong liberal-arts background and have demonstrated an ability to excel than with the major itself. Most medical schools want entrants to have two years each of biology and chemistry and one year each of physics, mathematics and English.

Achievement on the Medical College Admission Test (MCAT) is a nearly universal requirement of medical schools. The MCAT covers four major areas: verbal reasoning, biological sciences, physical sciences (physics and chemistry), and a writing sample. A substantial program of courses in science is necessary to perform well on the MCAT, and, therefore, the majority of medical students major in biology, biochemistry, or chemistry. Students usually take the MCAT in the spring of their junior year and apply for admission the following fall. Unusually able students may apply for early decision in the summer.

No college can guarantee admission to medical school; however, at Mary Baldwin we have found that capable students who successfully complete the pre-med courses and apply themselves can gain admission to a good medical school. We recommend that pre-med students participate in an internship in a hospital setting early in their careers at MBC, as a valuable addition to their academic records and to evaluate their interest in the medical profession.

A Mary Baldwin student who has been accepted into a school of medicine, dentistry, or veterinary medicine after the 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 the senior year at Mary Baldwin. To get the preprofessional bachelor's degree, the student must have completed 99 semester hours, 66 at MBC, completed the general education and major requirements for the major, and fulfilled the sophomore and junior residency requirements. In addition, she must submit a transcript after one year at the professional school showing at least 33 semester hours of credit with no grade below a “C.”

Recommended Science Courses for the Pre-Med Program

BIOL 111	Principles of Biology
BIOL 222	Genetics
BIOL 224	Cell Biology
BIOL 327	Immunology
BIOL 328	Molecular Biology
BIOL 354	Comparative Physiology
BIOL 355	Comparative Vertebrate Anatomy
BIOL 381	Junior Seminar
BIOL 400	Senior Seminar
BIOL 401	Senior Research
CHEM 111	Chemical Principles
CHEM 112	Organic Chemistry I
CHEM 211	Intermediate Organic Chemistry
CHEM 212	Chemistry of Inorganic Systems
CHEM 213	Laboratory Organic Chemistry
CHEM 214	Laboratory Analytical Chemistry
CHEM/PHYS 321	Physical Chemistry I
CHEM/BIOL 324	Biochemistry I
CHEM/BIOL 325	Biochemistry II
CHEM/BIOL 326	Experimental Biochemistry
CHEM 400, 401	Senior Research
PHYS 111	General Physics I
PHYS 112	General Physics II

Reserve Officer Training Corps

Coordinator: Mike Bissell

Reserve Officer Training Corps programs are available to MBC students through the programs at the Virginia Military Institute. Air Force, Navy and Marine Corps programs are open to VWIL students only. Army ROTC is open to all Residential College for Women students. Students register for ROTC classes at MBC using normal registration procedures. Classes are conducted by active duty military personnel in either the ROTC facilities on the VMI campus or the MBC campus.

Students may start ROTC instruction during either the freshman or sophomore years. In addition, ROTC participation can start during the summer after the sophomore year by attending a "Basic" summer camp.

Students participating in the Virginia Women's Institute for Leadership program are required to participate in ROTC for four years, although they are not required to contract.

Selection criteria, regulations and procedures vary for each of the Armed Services. For more information, contact Brig. Gen. N. Michael Bissell at 540-887-7042.

For more information on VWIL, refer to the Virginia Women's Institute for Leadership section of this catalog.

Army ROTC

For students committed to pursuing a commission and serving their country, Army ROTC offers a challenging opportunity. The mission of Army ROTC is to commission the future officer leadership of the U. S. Army. The four-year program is divided into basic and advanced courses. The basic course during the first two years consists of instruction in general military skills and foundations of leadership. The advanced course during the last two years emphasizes leadership and advanced military skills training. The Army program is centered on leadership development with individual counseling and feedback provided to each cadet. Army ROTC sponsors a wide variety of extracurricular activities such as the Army Aviation Association of America (AAAA), Ranger Company, Tanker Platoon, Cadet Battery, Ranger Challenge and Field Training Exercises. Students pursuing a commission are strongly encouraged to participate in these activities.

At the beginning of the junior year, qualified students are encouraged to contract as the first step toward a commission as a second lieutenant. In addition to eight semesters of ROTC, students pursuing a commission must complete other professional military education requirements such as courses in military history, English and computer science. On a competitive basis, students may attend Cadet Professional Development Training (CPDT) summer training at Airborne and Air Assault Schools. An intent to be commissioned is a prerequisite for attending CPDT.

Completion of the Army ROTC program and graduation from Mary Baldwin College may lead to a commission as a 2nd lieutenant in the U.S. Army, Army Reserve or Army National Guard.

Navy and Marine ROTC (VWIL Cadets Only)

The Naval ROTC program is a four-year course of instruction designed to provide VWIL cadets with reserve commissions in either the Navy or the Marine Corps. Cadets who enroll in the Naval Science courses receive instruction leading to possible careers on the sea, in the air and on land. Navy ROTC courses for the first year are the same for all cadets. They provide familiarization with Navy surface, subsurface, nuclear, aviation and special warfare forces. Additionally, the classes acquaint cadets with the Marine Corps and all elements of Marine Air Ground Task Forces. Navy-option cadets will subsequently receive instruction in naval ship systems, navigation, ship operations, leadership and management. Marine-option cadets will study the evolution of warfare, leadership management and command. A cadet may become a Navy ROTC Midshipman either by

selection before matriculation for a national Navy ROTC scholarship, or by nomination and selection after matriculation for either the scholarship or Navy ROTC College Program. Completion of the Naval Science program and graduation from Mary Baldwin College can lead to a commission and service as a Navy unrestricted line officer or a Marine Corps ground or aviation officer eligible for a wide range of duties at sea and ashore.

Air Force ROTC (VWIL Cadets Only)

The Air Force ROTC Program provides college-level education that qualifies eligible cadets for commissioned service in the U.S. Air Force. The four-year program is divided into two distinct two-year courses: the General Military Course (GMC) and the Professional Officer Course (POC). In the GMC, cadets are evaluated for a commission based on their performance, aptitude and motivation. If qualified, cadets may enter the POC by signing a contract for commissioned service following graduation from Mary Baldwin College. The POC is designed to build leadership and professional qualities new commissionees will need once on active duty. Cadets may apply for the general career fields of their choice: pilot, navigator, non-rated operations, technical officer and non-technical officer. Entry into the field of choice depends on individual qualifications and the needs of the Air Force. A continuing need for officers with technical backgrounds results in attractive scholarship opportunities for students in the engineering and sciences curricula. Acceptance of an Air Force ROTC scholarship incurs no additional service obligation for the recipient. Scholarships are either two, three, or four years in length.

Cadets who are qualified may volunteer to attend parachute training and an advanced training program, for which they are paid. Qualified cadets will also participate in a flight orientation program consisting of eight hours in a light aircraft flown by the Virginia Civil Air Patrol.

Successful completion of the Air Force ROTC program and commissioning in the U.S. Air Force results in a four-year active duty assignment for those graduates not entering pilot or navigator training. Successful completion of the pilot/navigator training program after commission results in an eight-year/six-year respective assignment at the completion of such training.

ROTC Scholarships

Four-year ROTC Scholarships are awarded to selected high school graduates on a national competitive basis. They are normally awarded by the services before matriculation at MBC; however, ROTC scholarships may become available for upperclass cadets based upon demonstrated performance, academic proficiency and motivation toward a service career.

Students are required to notify the Office of Financial Aid and Student Campus Employment in writing should they receive an ROTC scholarship. Immediate notification is required in order to adjust other financial aid and/or scholarships in a timely manner.

Application deadlines for these ROTC scholarship programs normally fall near the end of the first semester of the senior year in high school. Details may be obtained from the following sources:

ARMY:
Commander
U.S. Army Cadet Command
Attn: ATCC-PS
Fort Monroe, VA 23551
www.armyrotc.com

NAVY AND MARINE CORPS:
Navy and Marine Corps ROTC Program
College Scholarship Program
Navy Recruiting Command (5057)
Code 315
5722 Integrity Drive
Millington, TN 38054-9901

AIR FORCE:
AFROT (RRU)
Maxwell Air Force Base
AL 36112-6623

The Air Force also has a two-year and three-year premedical scholarship program which will be extended by a health professional scholarship for individuals accepted at medical school, either before or after graduation.

ROTC Physical Requirements

Specific physical requirements vary among ROTC programs. Cadets must be physically qualified for formal enrollment in the ROTC program of their choice, including specialized programs such as aviation.

The physical examination for all ROTC programs includes testing for drug, chemical and alcohol abuse and dependency.

Cadets are normally admitted to the Army or Navy Basic ROTC Program (first two years) upon successful completion of the college's entrance physical and are given a physical examination before formal enrollment in the Advanced ROTC Program (last two years). Air Force ROTC cadets are examined during their first year at Mary Baldwin College.

ROTC Benefits

Qualified ROTC cadets will receive the following benefits:

- Uniform allowance up to approximately \$2,500 over four years
- Scholarship students receive a monthly tax-free subsistence allowance while their scholarship remains in effect. The stipend is \$250 a month for freshmen.
- Contracted cadets receive a monthly, tax-free subsistence allowance starting their sophomore year, when they receive \$300 a month. They receive \$350 a month in the junior year and \$400 a month in the senior year.
- Summer training pay equal to one-half of the base pay of a second lieutenant or ensign, plus a travel allowance, room, board and uniforms if required.

ROTC Summer Training

ARMY

During the summer after the junior year, all contracted cadets will attend Advanced Camp. This intense five-week training is a major factor in competing for a commission and in determining type of commission, branch selection and follow-on assignments. Selected cadets may attend Cadet Troop Leader Training (CTLT) Program following Camp, before the start of classes. CTLT cadets are sent to Regular Army units in the United States and overseas to perform as platoon leaders for two or three weeks, depending on location.

NAVY/MARINE CORPS

Once selected, scholarship program cadets must perform training of four to six weeks during each summer between academic years. The first summer, cadets receive indoctrination in aviation, submarine, amphibious and surface operations at various military bases throughout the country. The second summer, training is performed aboard operational ships of the fleet at home and abroad. During the third summer, candidates for Navy commissions perform their training with fleet operational ships or aviation squadrons, serving as junior officers. Marine Corps candidates perform their training at Quantico, Virginia. Contracted, non-scholarship cadets are required to perform only the training specified for the third summer.

AIR FORCE

Cadets qualified for enrollment in the Air Force ROTC Professional Officer Course normally attend four weeks of Air Force Field Training during the summer between the sophomore and junior years. This training, conducted at active U.S. Air Force installations across the country, familiarizes the cadets with actual Air Force operations and modern Air Force living styles. Cadets completing initial field training are eligible to apply for the Advanced Training Program, a two-week tour of duty where they can

experience first hand the unique aspects of their chosen career field. For instance, future pilots normally report to a flying squadron for the Advanced Training Program.

COMMISSIONS

Successful completion of the ROTC course leads to a reserve commission in one of the U.S. armed forces provided the cadet is fully eligible and qualified under regulations of the Department of Defense. Appointments in the active duty Army, Navy, Air Force, or Marine Corps are offered to cadets who meet the prescribed prerequisites of their services.

Teacher Education

Licensure Program Director: James McCrory

The Mary Baldwin teacher is ...

an inquiring and reflective learner; a well-educated professional who brings forth the best in all students.

We support this by ...

modeling and encouraging inquiry and reflection; integrating theory, practice and liberal arts; and providing opportunities for individual exploration within a collaborative environment.

Mary Baldwin College offers its students the opportunity to seek teacher licensure for teaching in elementary, middle, and secondary schools.

The teacher education program at Mary Baldwin College is based upon the belief that a teacher should have the broad background provided by the liberal arts degree as well as the specialized training which develops an understanding of the learner and the learning process. It is designed for those who intend to enter teaching as a career and who believe they have a genuine vocation for teaching. It is a demanding program, for the student must meet all graduation requirements for the Mary Baldwin degree, including a program of major studies, as well as the general and professional education requirements for certification. For this reason the 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 to student teaching. Student teachers may not work, take courses, or participate in varsity sports during the semester they are student teaching. Students are responsible for their own transportation and expenses.

Prior to the senior year with its supervised student teaching, students in the teacher education program will have a 90-hour practicum experience that includes observation and involvement activities in the local public schools. In addition, students will complete field experiences in conjunction with other classes.

Teacher Education Program Admission

All students must meet rigorous admission and exit criteria. The Teacher Education Committee is a standing college committee of education and liberal arts faculty members that has the responsibility of admitting students into the program, periodically appraising teacher candidates as they progress through the program, creating policies to meet changing demands, and acting on exemption of policy issues.

Students must apply for acceptance into the Teacher Education Program during the second semester of the junior year. Application forms are located in the Teacher Education Office in Edmondson House.

To be admitted to the Teacher Education Program, students must:

- have a minimum overall GPA of 2.5;
- have a GPA of 3.0 on professional studies course work;
- submit a completed application form;
- submit recommendation forms from one education and two non-education faculty members;
- submit a one-page, typed statement explaining their rationale for entering the teaching profession;
- submit a record documenting experience working with children or young people;
- possess suitable personality traits (character, dependability, emotional stability, interpersonal skills, temperament, etc.) as evidenced by faculty and practicum teachers;
- submit passing scores for the Praxis I exam.

Students who do not pass the Praxis I exam but meet all other program requirements may be conditionally accepted into the program. Students must be fully accepted into the program and must pass the Praxis I exam in order to student teach. A copy of passing scores on the Praxis I exam must be submitted with the student teaching application form. Students who complete the Program after January 1, 2007, must also pass the Virginia Communication and Literacy assessment before acceptance for Student Teaching.

ADP undergraduate students are admitted to the Teacher Education Program through the degree plan process. Students planning to teach meet with their advisors to document course work and requirements needed for teacher licensure.

Students who have a bachelor's degree may apply for admission into the Teacher Education Program through the Post Baccalaureate Teacher Licensure Program. These students follow the same admission procedure as undergraduates and are evaluated on the same criteria.

Periodic reappraisal of teacher candidates will be made as students progress through the program.

Students who are fully admitted to the program are eligible for student teaching during their final semester, and a separate application for student teaching must be submitted. The student's course work and field experiences will be evaluated in terms of the student's suitability for teaching. In order to student teach, a student must have an overall GPA of 2.5 or higher, a minimum of 3.0 GPA on professional studies course work, documentation of successful field experiences, and passing Praxis I scores. Additionally, students must have demonstrated personal and professional qualities, including responsibility, effective communication, enthusiasm, resourcefulness, flexibility, and professional behavior.

Students not accepted for student teaching will be informed. Approval for student teaching does not necessarily mean licensure approval. Successful student teaching must be demonstrated, as well as an overall 2.5 GPA and 3.0 GPA on professional studies course work, before licensure is granted. Students must pass the Praxis I, Praxis II, and a reading instruction assessment.

In the event that a student has been convicted of a felony, and/or had a teaching license revoked by another state, if all other admission requirements have been met and after the Teacher Education Committee has favorably reviewed the application, the student will petition the state, through the State Superintendent of Public Instruction, for an exemption to the felony and license revocation clauses of the Department of Education regulations. The Teacher Education Committee may conditionally admit the person to the Teacher Education program, allowing her/him to take classes; however, the individual will be prohibited from student teaching until the exemption has been approved by the state.

Computer Technology Competency

All endorsement areas have a computer technology competency requirement which may be met by successful completion of at least one of the following options:

Prior Learning Portfolio (ADP)

1. ED 157 (ADP)
2. CIS 110 (a computer online course)
3. Passing 3 modules of the computer program
4. TEKXAM (contact CIS Office at MBC)

Teacher Education Program

Students preparing to teach must have a major in one of the disciplines or an interdisciplinary major combining two liberal arts disciplines. Students seeking secondary endorsement must major in the area in which they intend to teach. Students must take professional studies and specific requirements appropriate to the area of endorsement. These requirements are approved by the State Department of Education.

Requirements for the Minor in Education

19–20 hours including a required core of ED 110, ED/INT/SOC 115, and ED 120. Students must also select one of the following areas of emphasis and take the three courses in that area:

Early Education: PSYC 210, ED 300, ED 322

Middle Education: PSYC 211, ED 310, ED 350

Secondary Education: PSYC 211, ED 310, ED 350

Licensure Opportunities for Adult Students

The college's teacher licensure opportunities are available to adult students through the Adult Degree Program (for students who do not have a bachelor's degree) and through the Post baccalaureate Teacher Licensure program (for students who already have a bachelor's degree). Adults in either of these programs should consult with their advisors about procedures for admission to the Teacher Education program.

Adults seeking licensure through the Master of Arts in Teaching program should consult the MAT section of this catalog.

Students who graduate from Mary Baldwin College and need additional course work for licensure may enroll in the Post Baccalaureate Teacher Licensure Program in order to complete requirements for the Virginia Department of Education license.

Elementary Education Licensure (Pre-K–6)

Students planning to teach in grades pre-K–6 declare a major in a subject area and a minor in education during the sophomore year. Students are encouraged to complete their General Education course work during their first two years in order to allow adequate time to complete major and minor requirements.

Required courses for elementary education licensure, in addition to the college's General Education courses, include:

ART 125	Introduction to Art Education
HIST 111	Survey of U. S. History to 1877
MATH 150	College Algebra or above
MATH 156	Mathematics for Prospective Elementary School Teachers
PSYC 210	Child Psychology

Professional studies requirements for elementary education:

ED 110	Practicum
ED/INT/SOC 115	Foundations of Education
ED 120	Understanding Exceptional Individuals
ED 300	Elementary Education Methods and Practicum

ED 322	Developmental and Diagnostic Reading and Practicum
ED 382	Student Teaching in Elementary Education
ED 386	Student Teaching Seminar

Please note that six semester hours of master's work may fulfill undergraduate requirements.

Passing scores on Praxis I and II are required for licensure. Passing scores on a reading instruction assessment are also required for licensure, as are passing scores on the Virginia Communication and Literacy Assessment.

Middle Education Licensure (6–8)

Students planning to teach in grades 6–8 declare a major in a subject area and a minor in education during the sophomore year. Students are encouraged to complete their general education course work during their first two years in order to allow adequate time to complete major and minor requirements.

Required courses for middle school education licensure, in addition to the college's General Education courses, include:

HIST 111	Survey of U.S. History to 1877
MATH	Six semester hours of Math at the 150 level or above
PSYC 211	Adolescent Psychology

Professional studies requirements for middle education:

ED 110	Practicum
ED/INT/SOC 115	Foundations of Education
ED 120	Understanding Exceptional Individuals
ED 310	Middle and Secondary Methods and Practicum
ED 350	Content Area Reading
ED 383	Student Teaching in Middle Education
ED 386	Student Teaching Seminar

Please note that six semester hours of master's work may fulfill undergraduate requirements.

Praxis I and II passing scores and Virginia Communication and Literacy Assessment passing scores are required for middle school licensure.

CONCENTRATION AREAS

Prospective teachers select two areas of concentration, completing a total of 21 semester hours in each. Concentration areas include: language arts, social studies, mathematics, and science.

Secondary Education Licensure (6–12)

Students wishing to become secondary education teachers in grades 6–12 declare a major in the subject area (e.g., English) they plan to teach and will also receive the minor in education. Secondary education students may choose one of the following areas for their major:

- Business education
- English with possibilities of adding speech communication or theatre
- History and social studies
- History
- Mathematics
- Political science
- Science — biology or chemistry

In addition to the college's General Education Requirements, students pursuing secondary licensure must take the courses listed below:

ED 110	Practicum
ED/INT/SOC 115	Foundations of Education
ED 120	Understanding Exceptional Individuals
PSYC 211	Adolescent Psychology
ED 310	Middle and Secondary Methods and Practicum
ED 350	Content Area Reading
ED 384	Student Teaching in Secondary Education
ED 386	Student Teaching Seminar

Pre-K–12 Licensure

Mary Baldwin College offers the pre-K–12 license in the following areas:

- Art Education
- Foreign Languages—French and Spanish
- Music Education
- Theatre Arts

Art Education (Pre-K–12)

AREA REQUIREMENTS

All students who wish to be licensed to teach art in the public schools, grades pre-K–12, must have a studio emphasis with a minimum of 33 semester hours in the art major. With the studio emphasis, the student will specialize in one of the following areas: painting, drawing, print-making, ceramics, or graphic design.

GENERAL AND PROFESSIONAL STUDIES FOR ART EDUCATION:

ART 125	Introduction to Art Education
ART 380	Teaching Assistantship in Art
ED 110	Practicum
ED/INT/SOC 115	Foundations of Education
ED 120	Understanding Exceptional Individuals
ED 300	Elementary School Methods and Practicum

ED 310	Middle and Secondary Methods and Practicum
ED 385	Student Teaching in Art
ED 386	Student Teaching Seminar
PSYC 210	Child Psychology
PSYC 211	Adolescent Psychology

At least one practicum must be completed at the middle school level.

Business Education (6–12)

In order to secure the secondary endorsement in business education, students at Mary Baldwin College must complete the following:

- Requirements specified in the catalog for the business administration major, or a business administration major with a minor in computer information systems, or a major in computer information systems with a minor in business administration
- General Education Requirements including college-wide oral communication competency, Intermediate Composition, and Adolescent Psychology
- Additional business and computer science courses as follows:

BUAD 100	Introduction to Business	3 s.h.
CIS 110	Introduction to Computer Information Systems	3 s.h.
—	A Computer Programming Course	3 s.h.

NOTE: Everyone needs to add BUAD 100. BUAD **minors** need to take BUAD 340 within the minor and need to add ECON 101 and 102. CIS majors are required to take CIS 110 and can incorporate the programming course into the major. Make sure that you have all of these courses planned for in the major/minor combination you choose. It is also suggested that majors plan to take BUAD 306 – Venture Creation to meet major requirements. All other majors are also encouraged to add this course, as it will cover all aspects of creating a new business.

- Required education courses for secondary licensure as follows:

ED 110	Practicum in Education	3 s.h.
ED/INT/SOC 115	Foundations of Education	3 s.h.
ED 120	Understanding Exceptional Individuals	3 s.h.
ED 310	Middle and Secondary Methods and Practicum	4 s.h.
ED 350	Content Area Reading	3 s.h.
ED 384	Student Teaching	12 s.h.
ED 386	Student Teaching Seminar	3 s.h.
PSYC 211	Adolescent Psychology	3 s.h.

English (6–12)

AREA REQUIREMENTS

The applicant seeking licensure in English shall present a record of courses equivalent to a minimum of 36 semester hours, including experiences from the following areas:

- Language — Study of the history and nature of the English language, of comparative English grammar and of standard written English
- Literature — Study of British, American, world and literary theory/criticism
- Composition — Study of the teaching of writing, with emphasis upon advanced composition
- Oral language — Study of oral expression in both formal and informal presentations

ADDED LICENSES

A license in speech communication may be added to an English license upon completion of the following 12 semester hours:

COMM 100	Public Speaking
COMM 119	Introduction to Video Production
COMM 210	Interpersonal Communication
THEA 111	Voice, Diction, and Oral Reading
or	
THEA 121	Acting I

A license in journalism may be added to an English license upon completion of the following 15 semester hours:

COMM 215	Mass Communication
COMM 220	Small Group Communication
COMM 280	Intercultural Communication
or	
COMM 285	Gender and Communication
COMM 312	Mass Media Law and Ethics
ENG 251	Technical and Professional Writing

A license in theatre arts may be added to an English license upon completion of the following 12 semester hours:

THEA 101	Plays in Performance
or	
THEA 208	London Theatre
THEA 121	Acting I
THEA 105	Basics of Theatre Production
or	
THEA 151	Scene and Light Design
or	
THEA 152	Stagecraft
or	
THEA 153	Stage Management
or	
THEA 156	Stage Costume
THEA 323	Directing Methods
or	
THEA 324	Directing Practicum

Foreign Languages—Modern (Pre-K–12)

French and Spanish

AREA REQUIREMENTS

The program shall include 33 semester hours of a language. Experiences should include advanced grammar and composition, conversation, culture and civilization, literature and applied linguistics. In addition to the requirements listed for secondary education students, the student seeking licensure must take ED 300 (Elementary School Methods and Practicum) and have experiences at the elementary, middle, and secondary levels. ED 389 (Student Teaching in Foreign Language) is also required in lieu of ED 384 (Student Teaching Secondary).

ADDED ENDORSEMENT

For an added endorsement in a modern foreign language, the applicant shall present the equivalent of 24 semester hours of course work in the foreign language for which the license is being sought.

Mathematics (6–12)

AREA REQUIREMENTS

The student will have demonstrated knowledge, skills, and processes of the Virginia Standards of Learning.

The applicant for license in mathematics shall present course experiences equivalent to 33 semester hours, including calculus, modern algebra, geometry, applied mathematics, probability and statistics, computer science, and computer programming.

Algebra I — add-on
MATH 150 or above
MATH 157
MATH 160
MATH 171
MATH 211–212
MATH 213
MATH 341

Music Education (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 (either performance emphasis or music history and literature emphasis). In addition to emphasis requirements, they must complete the following:

- MUS 217 — Choral Conducting
- A minimum of one year of piano
- A minimum of one year of voice
- A minimum of six semesters of choir

GENERAL AND PROFESSIONAL STUDIES FOR MUSIC EDUCATION:

ED 110 Practicum
ED/INT/SOC 115 Foundations of Education

ED 120	Understanding Exceptional Individuals
ED 386	Seminar in Student Teaching
ED 392	Student Teaching in Music
MUS 310	Music Education in the Elementary School
MUS 311	Music Education in the Secondary School
PSYC 210	Child Psychology
PSYC 211	Adolescent Psychology

Sciences (6–12)

BIOLOGY (6-12)

Students seeking licensure to teach biology will complete the major in biology to include genetics/molecular biology, botany, zoology, anatomy/physiology, ecology and other preparation consistent with the Virginia Science Standards of Learning.

Applicants with a major in biology may receive the add-on license in earth and space science with the completion of 17 semester hours. The applicant shall complete the following course at Mary Baldwin:

PHYS 131	Introduction to Astronomy
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The remaining 14 semester hours shall be taken at Washington and Lee University through the consortium arrangement:

GEO 101	General Geology
GEO 102	Historical Geology
GEO 135	Meteorology
GEO 201	Oceanography
GEO 210	Mineralogy

CHEMISTRY (6-12)

Students seeking licensure to teach chemistry will complete the major in chemistry to include inorganic chemistry, organic chemistry, physical chemistry, and analytical chemistry and will demonstrate an understanding of knowledge, skills, and processes of chemistry as defined in the Virginia Science Standards of Learning.

Those applicants with a major in chemistry may receive the add-on license in earth and science with the completion of 17 semester hours. The applicant shall complete the following course at Mary Baldwin College:

PHYS 131	Introduction to Astronomy
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The remaining 14 semester hours shall be taken at Washington and Lee University through the consortium arrangement:

GEO 101	General Geology
GEO 102	Historical Geology
GEO 135	Meteorology
GEO 201	Oceanography
GEO 210	Mineralogy

The applicant with a chemistry major seeking an add-on license in general science shall complete the following minimum requirements:

Earth and Space Science (12 s. h.)

Astronomy
 Meteorology
 Mineralogy
 Oceanography

HISTORY AND SOCIAL SCIENCE (6-12)

The student seeking licensure to teach history and social science will demonstrate an understanding of knowledge, skills, and processes of history and the social science disciplines as defined by the Virginia History and Social Science Standards of Learning. To be licensed as a teacher in social science, the applicant shall complete 51 semester hours of course work distributed in the following areas:

- History: a major in history or 18 semester hours in history — must include American, Virginia, English, and World history;
- Political Science: a major in political science or 18 semester hours in political science;
- Geography: 9 semester hours; and
- Economics: 6 semester hours.

Add-on endorsement in history, political science, geography, and economics requires:

- an endorsement in history, political science, geography, or economics;
- completion of 21 semester hours of course work in the additional social sciences area (history, political science, geography, or economics) sought.

History (6-12)

Students planning to teach history must have a major in history to include competencies in U.S. History and world history. Students must have experiences in the political, philosophical, and cultural legacies of ancient American, Asian, African, and European civilizations.

Political Science (6–12)

Students planning to teach civics/government must have a major in political science and experiences in the following areas: American government and politics; comparative politics; rights and responsibilities of American citizenship; local, state, and national governments; and structure and functions of U.S. market economy as compared to other economies.

Theatre Arts (Pre-K–12)

Students seeking licensure in theatre arts shall demonstrate knowledge, skills, and processes of the theatre discipline as defined in the Virginia Standards of Learning.

A student seeking licensure to teach theatre arts must complete at least 33 semester hours in theatre and at least one course in each of the following areas:

- Dramatic Literature
- Theatrical Production
- Oral Interpretation, Acting or Directing
- Seminar in Drama
- History of Theatre

The student may select from current course listings. In addition to the requirements listed for secondary education students, the student seeking licensure must take ED 300 (Elementary School Methods and Practicum) and have experiences at the elementary, middle, and secondary levels. ED 391 (Student Teaching in Theatre) is also required.

Title II

Section 207 of Title II of the Higher Education Act requires that all colleges and universities report pass rates on state assessments. In 2003–2004, 100 percent of the 114 students earning teacher licensure through Mary Baldwin’s Teacher Education Programs (RCW, ADP, MAT) passed the required Praxis I tests. The statewide pass rate was 86 percent. Of the six MBC students earning secondary education licensure, 100 percent passed the required Praxis II tests. The statewide pass rate was 97 percent. The number of MBC students, all of whom passed, taking each specific test follows:

PPST Reading	35
CBT Reading	59
PPST Writing	33
CBT Writing	60

PPST Mathematics	29
CBT Mathematics	55
Academic Content Areas:	
Elementary Education Content Knowledge	72
English Language Lit Content Knowledge	3
Middle School Science	2
Middle School English Language Arts	7
Middle School Mathematics	2
Middle School Social Studies	7
Social Studies Content Knowledge	1
Music Content Knowledge	1
Art Content Knowledge	1
Biology Content Knowledge	1

Other program information required for Title II reporting for 2003–2004 follows:

Number of students enrolled in teacher education	263
Number in supervised student teaching	114
Number of full-time faculty in professional education	9
Number of part-time faculty in professional education and full-time in the institution	20
Number of part-time faculty in professional education not otherwise employed by the institution	6
Number supervising faculty	15
Student/faculty ratio	5.1

The teacher preparation programs at Mary Baldwin College are currently approved and accredited by the Virginia Department of Education.

ACADEMIC RESOURCES

Academic Advising

Incoming freshmen are assigned to a small group led by a faculty member and an upperclass peer advisor. The peer advisor attends group meetings and is available for individual consultation and assists the faculty advisor in making freshmen aware of other information resources at Mary Baldwin.

The academic advising process consists of a combination of group meetings and individual advising sessions. Several group sessions are scheduled as part of the freshman orientation. Throughout the year, advisors and advisees meet on a regular basis as part of the Introduction to College course.

Students usually remain with their faculty advisors for the first two years or until they declare a major. Advisees wishing to change advisors during the first two years may do so after consultation with the registrar.

Upperclass students work individually with a faculty advisor. As soon as the student has declared a major after the freshman year, that advisor will be in the major discipline.

Advisees meet with their faculty advisors during fall and spring terms to register for the next term. In addition, all faculty advisors keep regular weekly office hours and are also available at other times by appointment.

The Writing Center

The Writing Center in Carpenter Academic 409 offers students one-to-one tutorial assistance in writing (generating ideas, supporting ideas, organization, punctuation, spelling, and others) in a variety of forms (essays, research papers, lab reports, and others). Students may visit the Writing Center during walk-in hours or arrange a tutorial session by calling 540-887-7038 or e-mailing mpetty@mbc.edu.

Learning Skills Center

www.mbc.edu/academic/resources/learnsk

The Learning Skills Center (LSC) is designed to enhance the academic skills of students, to provide tutorial assistance, and to provide support services for students with disabilities. Located on the second floor of Rose Terrace, the LSC provides a wide variety of services to students through both group and individual formats. For more information, contact LSC Director Bev Askegaard at 540-887-7250 or baskegae@mbc.edu.

Workshops

The LSC offers a variety of workshops. Topics include time management, college reading skills, note-taking skills, and preparing for and taking tests.

Individual Conferences

Students can schedule individual appointments with the director to discuss learning needs.

Disabilities Services

Students with disabilities are encouraged to consult with the director. As appropriate, the director will work with the student and faculty on negotiating accommodations.

Peer Tutor Programs

- **MATH**
Many students who discover they need help with math courses use the Learning Skill Center's Math Peer Tutor program. Trained tutors are available Sunday through Thursday from 6 to 8 p.m. in Carpenter 209. No appointment is necessary.
- **MATCH-A-TUTOR**
Through the Match-a-Tutor program, students can arrange for tutoring in a particular course by calling the Learning Skills Center.
- **PEER MENTORING**
Peer mentors are available to help students manage their time, learn effective study skills, and adjust to college life. Students call the LSC to request a peer mentor.

Computer Resources

All residence-hall rooms, classrooms, offices, and laboratories are connected by a network using fiber-optic and twisted-pair cable. This provides students with access to Grafton Library, the Internet, voicemail and telephone services, and video services. Students are encouraged to have their own computers in their rooms. More than 200 work stations are available in the student computer labs, outfitted with hardware and software appropriate to current courses.

Wenger Hall has a language laboratory with integrated audio-visual capabilities and a console that allows the instructor to electronically connect students with each other for group exercises or to work individually

with students. Other computer labs are in Pearce Science Center and Carpenter Academic Hall. The Deming Fine Arts Center has three computer labs — for music, theatre, and graphic design.

The Computer and Information Services Office in Wenger Hall is staffed by professionals who meet the computer needs of faculty, staff and students. The staff assists with academic and administrative computing on campus and in the regional centers in information management, network administration, hardware and software purchasing, and maintenance.

Mary Baldwin College maintains computerized information systems designed to serve the teaching, research and administration needs of students, faculty, staff and administrators. These systems must be protected from unauthorized use, improper disclosure, and unauthorized alteration or destruction, whether accidental or intentional. Mary Baldwin College has developed an Appropriate Use Policy that outlines obligations and responsibilities for those who are custodians or users. These guidelines are available on-line on the Mary Baldwin Web page.

The Rosemarie Sena Center for Career Development Services

The Rosemarie Sena Center for Career Development Services is dedicated to providing information about issues related to student transitions and student success, life-enriching studies, career counseling, and employee development to students, alumnae/i, and other adults.

All services provided through the Sena Center are based on the philosophy that work and occupations are directly related to the quality of life at school, in the home, at work, in the community, and in the larger world. In addition, the process of career development is viewed as an extension of personality development that can and should continue throughout life.

The services of the center, which are offered on an individual and group basis, are designed to teach various competencies and to measure which competencies have been learned.

The Sena Center offers career services through a four-phase competency based program. The services associated with each phase include the following:

Assessment

This phase offers students the opportunity to learn about themselves and how who they are corresponds with

various career fields. Students discover who they are based on their interests, abilities and values. Services offered include

- testing (e.g., Differential Aptitude Tests with Career Interest Inventory, Career Occupational Preference System, Career Exploration Inventory, etc.);
- Virginia View self-directed computer software program.

Exploration

This phase offers students the opportunity to explore various careers based on what they have learned about themselves in the assessment phase. Services offered include

- informational interviewing;
- career resource library;
- O*Net and Virginia View self-directed computer software programs;
- video tapes on occupations;
- The Career NETWORK;
- internships — and others.

Decision Making

This phase offers the students a program to help them refine their decision-making skills. Services offered include

- The Career NETWORK Directory;
- “How to Choose a Major” seminar;
- “Career Opportunities” seminars;
- internships — and others.

Implementation

During this phase the students will implement their individualized career plan in the marketplace. Services offered include

- resume writing and editing
- cover letter writing and editing
- interviewing techniques
- credentials file
- career resource library
- graduate school preparation, including software designed to help students prepare to take the GRE, GMAT, MCAT, and LSAT
- the Senior Transitions Program
- The Career NETWORK, which provides names of alumnae/i who are willing to help students with their job searches
- recruitment programs on and off campus

Martha S. Grafton Library

library.mbc.edu

The Martha Stackhouse Grafton Library supports research, study, and instruction at Mary Baldwin College. The building is named in honor of Martha S. Grafton, professor emerita of sociology and dean emerita of the college. The library's collection includes more than 150,000 items, including books, e-books, audiovisual materials, and microforms. In addition, the library provides access to approximately 14,000 electronic and print periodicals. The library participates in the Virtual Library of Virginia (VIVA), the Shenandoah Valley Independent College Library Consortium, the Virginia Independent College and University Library Association, and the Southeastern Library Network.

Resources

The library Web site, <http://library.mbc.edu>, serves as a gateway to the services and collections of Grafton Library. The site provides access to the library catalog and scholarly databases, such as WorldCat, JSTOR, PsycInfo, ABI Inform Business, Lexis-Nexis, and Expanded Academic. The library has created online "how to guides" for using these scholarly databases and conducting research in various disciplines. All online resources are accessible to MBC students, faculty and staff, including those who work or reside off-campus. Items that are not part of the library's collections or online resources can be ordered through interlibrary loan services. Cooperative borrowing agreements allow Mary Baldwin students and faculty to borrow materials directly from the Staunton Public Library, Washington and Lee University, Bridgewater College, Eastern Mennonite University, and Shenandoah University.

The Grafton Library building has a wireless network, and the library provides laptops that can be checked out for use within the building. In addition to providing access to online databases and the Internet, all public workstations in the library have Microsoft Office software. The library's instructional classroom is available as a student computer lab in the evenings, and the computers have the same software as the public workstations. The Mary Baldwin Alumnae/i Association sponsors a collection of current fiction and nonfiction bestsellers. The Reigner Room houses the library's special collections including Mary Julia Baldwin's library, alumnae/i publications, and MBC student theses.

Instructional Services

The library staff is committed to providing quality reference and instructional services. One of our principal

goals is to empower students to find, use, and evaluate information appropriate to their needs. Librarians offer workshops on basic library skills and collaborate with faculty to create customized research instruction that supports the academic curriculum. We also encourage students and faculty to schedule individual appointments for research assistance. In addition, the reference and instruction librarians teach a one-credit Information Literacy class (INT 103) in which students develop research and information-seeking competencies.

Media Services

Media services are located on the first floor of the library. The Director of Media Services and the student staff set up equipment for and record campus events and provide support for classroom technology use. The office supervises the checkout of audiovisual equipment, including camcorders, digital recorders, sound systems, projectors, and screens. The video library, containing educational and feature films, is available for checkout by all members of the MBC community.

Library Hours

Monday–Thursday 8 a.m.– midnight
Friday–Saturday 8 a.m.– 6 p.m.
Sunday noon to midnight

Hours may vary during exam periods, holidays, May Term, summer sessions, and semester breaks. All changes are posted on the library Web page.

LearnInc®

www.mbc.edu/learninc/

LearnInc® provides Virginia business and industry with non-credit education and training. Some programs are taught by MBC faculty members; others are taught by outside consultants or a combination of the two. Popular topics include

- improving professional writing
- workplace communication skills
- managing change
- sexual harassment
- management and supervision skills
- leadership for women
- diversity in the workplace
- business literacy

LearnInc® also offers non-credit certificate programs in leadership and human resource management, as well as customized recertification programs for selected professions.

Summer Programs

Contact Adult and Graduate Studies Office.

Other Learning Opportunities

Concerts and Lecture Series

Throughout the academic year, Mary Baldwin offers students and others extended learning opportunities through a variety of scholarly lectures and cultural activities. A number of such events occur each year and are made possible through the generosity of benefactors of the college.

Carl Broman Concerts

Through the popular Broman Concert Series, several outstanding musicians perform on campus each year. Performances cover a wide range of musical tastes and interests from classical to jazz and folk. Recent performances have included the Jupiter String Quartet, clarinetist Jose Franch-Ballester, and pianist John Salmon. The Broman Series honors the memory of Dr. Carl Broman, who was head of the college's music department for many years. The Broman Series is complemented by the Sunday Recital Series, which features members of the music faculty and other top professionals.

Elizabeth Kirkpatrick Doenges Visiting Artist/Scholar Program

Named for Elizabeth K. "Liddy" Doenges '63, the Doenges Visiting Artist/Scholar Program annually attracts a nationally or internationally acclaimed professional or scholar in the visual or literary arts. Usually, the artist or scholar is in residence on campus for a week during the fall semester and for the entire May Term. While on campus, he or she conducts a series of activities designed to provide formal and informal learning opportunities for the college community and residents of the local area. These activities may include classroom teaching, lectures, workshops, readings, performances, and public shows.

Mary E. Humphreys Biology Lectures

The annual Humphreys Lectures were inaugurated in spring 1992 with a presentation by Dr. Lundie Spence '68, a marine biologist and noted environmentalist. Speakers have included geneticist and head of the Human Genome Project Dr. Francis Collins; paleontologist and dinosaur expert Dr. John R. Horner; monarch butterfly expert Dr. Lincoln Brower; molecular cytogeneticist Dr. Sheila M. Galloway; and other prominent biologists. The lecture series is sponsored by former students of Dr. Humphreys, professor emerita of biology, to honor their beloved teacher.

Phi Beta Kappa Lectures and Visiting Scholars

Each year, under the auspices of the college's chapter of Phi Beta Kappa, outstanding scholars visit the Mary Baldwin College campus. Representing a wide variety of academic fields, Phi Beta Kappa speakers present public lectures, visit classes, and meet with students in a variety of informal settings.

Smyth Business Program and Smyth Leadership Lectures

Mary Baldwin College Trustee H. Gordon Smyth and his wife Mary Beth Reed Smyth '47 established the Smyth Leadership Lectures in 1997. Speakers have included Geraldine Ferraro, former U.S. congresswoman and first woman nominated for vice president on a national party ticket; Dr. Mae Jemison, the first African-American female astronaut to travel in space; Louise McNamee '70, advertising executive; Cokie Roberts, political commentator for National Public Radio and ABC; anthropologist and writer Mary Catherine Bateson; and Olympic gymnast Dominique Dawes.

The Smyth Business Program, also begun in 1997, provides funding to bring regional and national business leaders to campus for public lectures and visits to the classroom or to send students to visit leaders at their companies.

International Studies

Recognizing the importance of study abroad, Mary Baldwin College offers a variety of global study abroad opportunities. Regardless of the academic focus of a particular study abroad course, students are exposed to a broad range of culture in the places they visit. They learn in a hands-on manner, by total immersion. Travel encourages students to be confident and flexible. They learn to handle ambiguous situations posed by a lack of knowledge of cultural norms. This is an invaluable lesson that can be applied to a variety of different contexts. Students gain a greater understanding and appreciation of themselves as a product of their own culture by virtue of being exposed to differences. They gain a greater sense of social, political, cultural, and economic inter-connectedness of peoples, nation, and cultures.

Mary Baldwin College students may spend a semester or a year abroad through a variety of programs, some sponsored by Mary Baldwin, some offered through a consortium of Virginia colleges, and some operated by other institutions. Mary Baldwin College also offers a unique May Term Abroad study opportunity. May

Term programs offer students the advantages of study abroad without having to commit to several months to a year in a foreign country. Some Mary Baldwin May Term programs are open to students from other colleges and universities.

May Term Abroad

May Term Abroad courses are distinctly different from tourism. Often students travel by public transportation and stay in homes or in small, family-operated hotels. Students may have the opportunity for academic interchange with foreign students in the classroom. In the case of courses where site and subject are interdependent, students travel with an expert in the field. Learning happens through experiencing, touring, and informal on-site lectures.

Although each study abroad program has a principal faculty leader, several faculty members often go along so that students can enrich their field experiences with insights from various experts. Some expeditions offer a range of courses. On a recent trip to Russia, for example, students could select a course in modern Russian studies from a professor who had studied in Russia and was fluent in the language, or they could choose a course that focused on the performing arts in Russia and was taught by a member of the faculty.

Language-Oriented Programs

SPAIN AND LATIN AMERICA

Every other April/May, the Spanish discipline sponsors a May Term trip to Spain or to a Latin-American country. Recent destinations in Latin America have included Peru, Argentina, and Mexico.

Students can work on a language through formal instruction by MBC and native speakers, as well as through home stays. Timid speakers will gain confidence, while more advanced speakers will perfect and expand their abilities. There are also extensive opportunities to learn about and experience the culture, history, art, music, folklore, food, natural history, and people of a foreign country. There are extensive excursions to sites of historical and cultural interest.

FRANCE

The French discipline also sponsors May Term study in France. The program concentrates on French theatre, but there are also extensive trips to world-famous museums, galleries, and places of great beauty and importance such as Orsay and Versailles. Home stays are available.

Culture-Oriented Programs

ITALY

Students enrolled in Renaissance Studies in Italy, which takes place nearly every May Term, have the rare and exciting opportunity to study works of art of the Italian

Renaissance in the setting for which they were created, with a professor who is a specialist in the field. Italy is the classroom. Students need a strong background in art history so that they can study in depth the major monuments of Renaissance art in Rome, Florence, Venice, Siena, and a selection of other northern Italian cities. Students immerse themselves in Italian life. They order regional food from Italian menus and live in small Italian family-run hotels. The group uses Italian public transportation: train, bus, vaporetto (water bus), taxi, and funicular, as another way of experiencing Italian life. Students assist in planning the trip and participate by presenting topics that they have researched in advance. Students apply for this program by October 15th of the preceding Fall.

SOUTH AFRICA

In May 2001, for the first time students and MBC faculty studied the unique social and natural environment of South Africa. The trip paid special attention to the spiritual life of the people, and it offered many opportunities to enter into communion with them. The study group was often hosted by religious congregations in the course of traveling the famous garden route from Cape Town, Montague Springs, Kimberley, Bloemfontein, and Soweto. Students visited the world-famous Kruger National Park to observe the incomparable wild life.

AUSTRALIA AND NEW ZEALAND

Every May, students and faculty explore cultural diversity in the "land down under." Trips usually focus on either Australia or New Zealand in any given year, but may include travel in both. Typical Australian destinations may include major cities (Sydney, Melbourne, Canberra), the Blue Mountains, the "outback" (Alice Springs, Uluru, Darwin, Kakadu), the Great Barrier Reef (Cairnes), and/or the Daintree rainforest. A trip to New Zealand will likely feature visits to the cities of Auckland and Wellington, as well as to the thermal areas, mountains, and sea coasts of both the North and South Islands. In both countries, we are interested in achieving a better understanding of the native (Aboriginal, Maori), European, and Asian cultures that have combined to create modern nations that are important players in our globalizing world.

MAY TERM IN CENTRAL EUROPE

Every May, a group of students is led on a tour of central and southern Europe. The itinerary varies somewhat from year to year, including sites in Austria, Czechoslovakia, Bulgaria, Greece, Turkey, and Italy. The extensive field explorations are usually supplemented by some classroom time at the American University in Bulgaria. The itinerary is determined in part by the

expertise of the faculty who lead the trip each year. It generally is done in several phases, so students can choose from a surprisingly inexpensive three-week trip.

LONDON THEATRE

One of the most popular May Terms is the London Theatre trip. Participants spend several weeks attending plays almost every night, from lavish musicals, to Shakespeare in the Globe, to experimental drama in tiny theatres. During the day, theatre faculty members introduce the pieces and prepare students so they will get the most from their experience. There is plenty of time for sightseeing and side trips. This trip runs in alternate years and is scheduled for May 2006.

MUSIC

The music faculty leads two different May trips in different May Terms. One trip is a pilgrimage to Vienna, the quintessential center of high culture and music, to study the music, life, and times of many of the great composers who have come from that city, and to hear their music performed in the original settings. Other May Terms, the faculty leads a trip to the New Orleans Jazz Festival. At this world-famous festival, students not only hear but also meet some of the legends of jazz, the distinctive American musical form. This internationally-acclaimed festival offers a great opportunity to absorb the culture and traditions of jazz at their roots.

OTHER VENUES FOR DISCOVERY

While the trips described above are established, faculty members are always developing new study travel opportunities. For example, a group went to Israel to coincide with the celebration of that country's 50th birthday. At times, groups have gone to Russia, Germany, Canada, and the Low Countries.

Summer or Semester Study Abroad

ENGLAND — OXFORD UNIVERSITY (SUMMER ABROAD)

The Virginia Program at Oxford is a six-week summer session at St. Anne's College, 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 three semester hours of English credit and three semester hours of history credit. Students from all majors at Mary Baldwin may apply to the program. For more information and applications, see Dr. Mary Hill Cole.

PERU-UNIVERSITY OF VIRGINIA (SUMMER EXCURSION)

Mary Baldwin students may elect to travel in Peru on a 6 week-long study excursion through a University of Virginia travel program at a discounted rate. The trip is designed for students who do or do not speak Spanish and provides a rich cultural experience of life in Peru today, as well as its rich history. Some of the highlights of such excursions include visits to the Amazon rain forest, historical sites, museums, and city markets. For more information, contact Dr. Ivy Arbulu at iarbulu@mbc.edu.

JAPAN — DOSHISHA WOMEN'S COLLEGE OF LIBERAL ARTS (SEMESTER OR YEAR ABROAD)

Mary Baldwin students may elect to study at Doshisha Women's College in Kyoto, Japan. Doshisha's unique program features intensive language, cultural immersion, and cultural studies. Independent studies and internships can also be arranged. The offerings in Japan also include an affiliation with Kansai Gaidai University in Osaka.

Doshisha Women's College has been Mary Baldwin's "sister school" in Japan for 17 years, and the two schools have sponsored many joint programs in international education. The college is located in Kyoto across the street from the legendary Emperor's Palace of old Japan in one of Japan's most beautiful and historic cities. Students may study at the college's brand new campus in Tanabe, about halfway between Kyoto and Osaka.

Participants in the Doshisha program will normally be juniors with at least a "B" average and will have had at least one year of Japanese language. Acceptance into the program is automatic upon the recommendation of Mary Baldwin College.

For more information, see Dr. Daniel Métraux, Asian Studies program director.

STUDIES IN THE UNITED KINGDOM (SEMESTER OR YEAR ABROAD)

Through its affiliations with such organizations as International Studies Abroad (Butler University), Leeds University, and St. Andrews University in Scotland, Mary Baldwin offers a variety of opportunities to study at various British universities. Throughout the year, representatives of these programs visit the campus and meet with students through the Study Abroad Office. Students in all disciplines may study for a semester or a year. Students are fully integrated into the British system. A minimum GPA of 2.8 is required for most of these British programs. Interested students should begin planning for such study in their freshman year.

International Internships

The experiential learning program includes internships with international organizations in both the United States and abroad. Recently, students have had internships in France, the Netherlands, Peru, Costa Rica and Japan. With the assistance of faculty members in the appropriate disciplines and the director of career services, students may develop internships in countries of their choice.

Mary Baldwin students also participate in programs offered by other institutions such as James Madison University and Boston University.

Financial Aid

In order for students to qualify to apply for financial aid for study abroad, their **student tuition accounts must be in good standing in the business office**. No exceptions will be made. Students applying for foreign study who need aid to support that study must complete the Aid Application for Study Abroad, file the Free Application for Federal Student Aid (FAFSA) and have a completed consortium agreement on file for all programs not registered through Mary Baldwin College. Aid awards are based on demonstrated need. PLUS loans are available for parents of dependent students without filing the FAFSA.

Federal aid and loans can be used for foreign study. Please note that limited college financial aid is available for certain programs. Students majoring in foreign languages or studying at affiliated programs in Japan are eligible to receive institutional aid for up to two academic semesters of foreign study.

Financial Aid applications for study abroad must be filed by November 15 for spring semester and May Term. Applications for fall semester and intended full-year study must be filed by April 15. Deadlines must be met to ensure that loan money is available when needed.

Financial aid for study abroad may appear on a student's tuition account preceding the appearance of

charges for the planned program. Therefore, particular attention should be given by both students and parents in the case of May Term programs to ensure that normal spring charges are paid in full. Financial aid for study abroad may only be used for such study. Therefore, should the student not participate as originally intended, aid must be canceled and cannot be used for current or future academic charges.

Students must keep the Office of Financial Aid and Student Campus Employment, as well as the Office of Business and Finance, informed of their abroad program's mailing address and their address abroad so that contact can be made throughout the aid-award year. All charges for foreign study must be billed through the Office of Business and Finance in order to be eligible for financial aid at MBC. Students should contact the MBC Office of Financial Aid and Student Campus Employment for more details and an application.

Other Study Abroad Opportunities

All students may participate in foreign study programs sponsored by accredited U.S. institutions or other accredited institutions in countries throughout the world. Students must apply for these programs through the Study Abroad Office, and their plans must be approved by their departments and the college registrar.

International Students at Mary Baldwin

Mary Baldwin values diversity and welcomes the intellectual stimulation that foreign students bring to campus. International students may apply as freshmen, transfers, or one-year exchange students. In recent years, some of the international students at Mary Baldwin College have represented Argentina, Brazil, Bulgaria, Burma, Colombia, England, Ethiopia, Germany, India, Ireland, Indonesia, Japan, Kenya, Korea, Micronesia, Pakistan, The Philippines, Russia, Saudi Arabia, Sri Lanka, Sweden, and Thailand.

UNDERGRADUATE COURSE LISTING

Aerospace Studies (U.S. Air Force ROTC)

MBC offers the Aerospace Studies curriculum through the U.S. Air Force ROTC program conducted at Virginia Military Institute. Participation is normally limited to students in the Virginia Women's Institute for Leadership.

Aerospace Courses

103	The Air Force Today I
104	The Air Force Today II
203	Evolution of USAF Power I
204	Evolution of USAF Power II
214	Leadership Lab for AERO 204
303	Air Force Leadership and Management I
304	Air Force Leadership and Management II
313	Leadership Lab for AERO 303
314	Leadership Lab for AERO 304
403	National Security Forces in Contemporary American Society I
404	National Security Forces in Contemporary American Society II
413	Leadership Lab for AERO 403
414	Leadership Lab for AERO 404

Course Descriptions

103 The Air Force Today I

(1 s.h.) Staff

This course is a survey course that focuses on the organizational structure and missions of Air Force organizations, officership and professionalism. It includes an introduction to communication skills.

104 The Air Force Today II

(1 s.h.) Staff

Prerequisite: AERO 103 or permission of instructor
A continuation of AERO 103.

203 Evolution of USAF Power I

(1 s.h.) Staff

This course is a survey course designed to facilitate the transition from Air Force ROTC cadet to Air Force ROTC officer candidate. Featured topics include: Air Force heritage and leaders, Quality Air Force, an introduction to ethics and values, introduction to leadership, group problems, and continuing application of communications skills.

204 Evolution of USAF Power II

(1 s.h.) Staff

Prerequisite: AERO 203 or permission of instructor
A continuation of AERO 203.

214 Leadership Lab for AERO 204

(No credit) Staff

A weekly lab with the purpose of preparing students for Air Force Field Training Camp. This lab is only required for students pursuing a commission as an officer in the U.S. Air Force.

303 Air Force Leadership and Management I

(2 s.h.) Staff

An integrated management course emphasizing the concepts and skills required by the successful manager and leader. Includes individual motivational and behavioral processes, leadership, communication and group dynamics. This course provides the foundation for developing the junior officer's professional and officership skills. The fundamentals of management, emphasizing decision making, and the use of analytical aids in planning, organizing, and controlling in a changing environment are included. Organizational and personal values (ethics), management of change, organizational power, politics, and managerial strategy and tactics are discussed in the context of the military organization.

304 Air Force Leadership and Management II

(2 s.h.) Staff

Prerequisite: AERO 210 or permission of instructor
A continuation of AERO 210.

313 Leadership Lab for AERO 303

(No credit) Staff

Leadership laboratory activities include experiences in officer-type activities. Military briefings and Air Force case studies are used to help students apply the leadership and management principles of this course.

314 Leadership Lab for AERO 304

(No credit) Staff

Leadership laboratory activities include experiences in officer-type activities. Military briefings and Air Force case studies are used to help students apply the leadership and management principles of this course.

403 National Security Forces in Contemporary American Society I

(2 s.h.) Staff

A study of U.S. National Security Policy which examines the formulation, organization, and implementation of national security policy, evolution of strategy, management of conflict, and civil-military interaction. Includes blocks of instruction on the military profession, officership, and the military justice system. 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 Forces in Contemporary American Society II

(2 s.h.) Staff

Prerequisite: AERO 403 or permission of instructor
A continuation of AERO 403.

413 Leadership Lab for AERO 403

(No credit) Staff

Leadership laboratory activities include advanced leadership experiences in officer-type activities and orientation for initial active duty.

414 Leadership Lab for AERO 404

(No credit) Staff

Leadership laboratory activities include advanced leadership experiences in officer-type activities and orientation for initial active duty.

African-American Studies

Edward A. Scott, Director

Robert Allen, Andrea Cornett-Scott, Amy Diduch, Robert Grotjohn, Kenneth Keller, Daniel Stubbsatz, Amy Tillerson, Carey Usber

The African-American Studies minor draws upon various disciplines to study the history and culture of African-Americans. It provides resources for understanding African-Americans and other African descended peoples in the diaspora in the broad context of cultural developments in the Americas generally and in the United States particularly.

The students pursuing this minor examine the expanded sweep of a distinctive form of life through the application of theoretical and practical models drawn from history, politics, literature, philosophy, religion, sociology, music and the arts.

Requirements for the Minor in African-American Studies

21 hours from the following required courses and two lists of electives.

Required Courses:

PHIL 232 African-American Thought
REL 232 African-American Religion
HIST 260 African-American History (2 semesters)
REL 310 Community and Practice

A minimum of 6 s.h. from:

ENG 255 African Novels
ENG 264 African-American Literature
HIST 213 The United States: Democracy and Crisis,
1815–1877
MUS 151 History of Jazz

A minimum of 6 s.h. from:

ECON 215 Poverty, Inequality, and Welfare
HIST 202 Virginia History
INT 213 Colloquium
SOC 248 Social Inequality
SOC 264 Social Movements
SOC 245 Urban Sociology

Anthropology

See World Languages, Literatures, and Cultures.

Arabic

See World Languages, Literatures, and Cultures.

Art and Art History

*ART HISTORY: Katherine Brown, Marlena Hobson, Sara James, Paula Rau, Paul Ryan, Martha Saunders
STUDIO ART: Shay Clanton, Anne Hanger, Sue Marion, Mike Riddle, Nancy Ross, Paul Ryan, Martha Saunders, Jim Sconyers, Beth Young*

*ARTS MANAGEMENT (WITH A VISUAL ARTS EMPHASIS):
Katherine Brown, Marlena Hobson, Sara James, Paul Ryan, Jim Sconyers*

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

Art History

The art history curriculum at Mary Baldwin College introduces students to historical inquiry, an understanding of the various styles and movements in art, and the interpretation of art in the context of time, place, and the purpose for which the objects were made. Students acquire knowledge of terminology, research methods, and library reference tools used in art history; they also develop skills in organization, critical and logical thinking, and good, clear writing. In addition to introducing students to historical context and various artistic styles, the curriculum fosters an appreciation for intellectual and theoretical ideas that contribute to art. Students learn that the study of art not only applies to the broader understanding of humanistic studies, but that art of times past and present are relevant to our world today.

Requirements for the Major in Art History

37 semester hours, including at least 30 hours in Art History and INT 103, the one-semester hour Information Literacy class, and at least 6 semester hours of electives in Art History or Studio Art. Students must take ART 101, 102, and 103; three semester hours from ART 202, 203 or 304 (Renaissance Art); three semester hours from ART 302 or 303 (Modern Art), an additional six semester hours at the ART 200/300 level, and ART 400. Students are encouraged to take ART 200. Art 100 does not fulfill the major or minor requirements in art history, but it can count as an elective.

Requirements for the Minor in Art History

A minimum of 18 hours in art history, and INT 103, the one-semester hour Information Literacy class, for a total of 19 hours. The 18 hours in Art History must include six hours selected from ART 101, ART 102, ART 103; and one course either in Renaissance Art (ART 202, 203, or 304) or Modern Art (ART 302 or ART 303) and at least 3 additional hours at the 200/300 level. The remaining credits are electives.

Courses offered in the Art History Major

100	The Appreciation of Art
101	Survey of Western Art: The Ancient World
102	Survey of Western Art: Medieval and Renaissance Worlds
103	Survey of Western Art: The Modern World
200	Writing in the Visual Arts
201	Philosophy and the Arts
202	Italian Renaissance Art: The Early Renaissance
203	Italian Renaissance Art: The High Renaissance
204	Latin-American Art after Cortez
205	19th Century Art
206	History of Photography

207	Renaissance Studies in Europe: Seminar
208	History of Furniture
209	Pre-Columbian Art and Architecture: from the Olmec to the Aztec
221	Women in the Visual Arts
222	History of American Art and Architecture
226	Historic Preservation
232	Classical Art: Greece and Rome in Antiquity
238	The Age of Cathedrals East and West
242	Art in England
254	Film History and Analysis
277	Topics in Art History
302	Modern Art before 1945: from Cézanne to Gorky
303	Modern Art after 1945: From Abstract Expressionism to Postmodernism
304	Northern Renaissance Art
305	Postmodernism and Contemporary Art
310	Issues in Contemporary Art Criticism
340	Museum Studies
342	Baroque Art: The 17th Century in Europe
343	Renaissance Studies in Italy
400	Senior Project in Art History

Directed Inquiries, teaching assistantships, and internships in art history can be arranged on an individual basis.

Art History Course Descriptions

100 The Appreciation of Art

(3 s.h.) Saunders, Staff

An introduction to the appreciation and understanding of architecture and two- and three-dimensional art. Students with limited background in art, especially nonmajors, should enroll in this course. This course does not count towards a major or a minor in Studio Art or Art History.

101 Survey of Western Art: The Ancient World

Fall 2006 (3 s.h.) James

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. ART 101, ART 102 and ART 103 may be taken in any sequence or in part.

102 Survey of Western Art: Medieval and Renaissance Worlds

Spring 2007 (3 s.h.) James

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. ART 101, ART 102 and ART 103 may be taken in any sequence or in part.

103 Survey of Western Art: The Modern World

Fall 2006, Spring 2007 (3 s.h.) Hobson

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. ART 101, ART 102 and ART 103 may be taken in any sequence or in part.

200 Writing in the Visual Arts

(3 s.h.) Staff

Prerequisites: ENG 102 and two 100-level art history or studio art courses.

This course offers the student flexible and diverse training in the types of writing required of studio artists and art historians in their professional work. Students will learn to write in a variety of forms that emphasize critical thinking within the visual arts, including critical reviews, curatorial essays, art historical essays using accepted research methodologies, and the artist's statement.

201 Philosophy and the Arts

(3 s.h.) Scott

For course description, see PHIL 234 in the Philosophy section of this catalog.

202 Italian Renaissance Art: The Early Renaissance

Spring 2008 (3 s.h.) James

Strongly recommended prerequisite: ART 102

An in-depth survey of major Italian painters, sculptors, and architects from the 13th through the mid-15th century, including Giotto, Donatello, Masaccio, Brunelleschi, and Alberti. Art and civic projects will be addressed in the context of patronage, artistic practices, church practices, and Italian culture, literature, and politics. The schools of Rome, Florence, Venice, Padua, and Milan will receive special emphasis. Students develop critical skills through analysis, both verbal and written, and through research. Alternates with ART 203 in the spring semester. Either course prepares students for, and is a prerequisite for, ART 343 (Renaissance Studies in Italy).

203 Italian Renaissance Art: The High Renaissance

Fall 2006 (3 s.h.) James

Strongly recommended prerequisite: ART 102

An in-depth survey of major Italian painters, sculptors, and architects from the 15th through the mid-16th century, including Alberti, Leonardo, Michelangelo, Raphael, Titian, and Palladio. Art and civic projects will be addressed in the context of patronage, artistic practices, humanism, Italian culture and politics, and the changing religious climate. The schools of Rome, Florence, Venice, Padua, and Milan will receive special emphasis. Students develop critical skills through analysis, both verbal and written, and through research. Alternates with ART 202 in the spring semester. Either course prepares students for, and is a prerequisite for, ART 343 (Renaissance Studies in Italy).

204 Latin-American Art after Cortez

May Term (3 s.h.) Hobson

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

Fall 2006 (3 s.h.) Hobson

Recommended prerequisite: ART 103

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

206 History of Photography

2007 (3 s.h.) Hobson

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

207 Renaissance Studies in Europe: Seminar

Spring 2008 (1 s.h.) James

Prerequisite: ART 102

This course prepares the students academically and practically for the Renaissance Studies Abroad program. Students meet weekly at a mutually convenient time to help plan activities for the trip, settle on oral presentation topics, discuss assigned readings, and discuss contemporary culture as well as issues of art and culture in the Renaissance. The course is taken concurrently with ART 202, 203. The class is limited to, and required for, students who have been accepted into the Renaissance Studies in Italy program (ART 343).

208 History of Furniture

Spring 2008 (3 s.h.) Brown

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**

Spring 2007 (3 s.h.) Hobson

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.

221 Women in the Visual Arts

Spring 2007 (3 s.h.) Hobson

Recommended prerequisite: ART 103

Study of the role of selected women in the evolution of art. Emphasis on art of the 19th and 20th centuries. Traditional and feminist perspectives will be examined.

222 History of American Art and Architecture

Fall 2007 (3 s.h.) Hobson

A survey of the arts in America, including architecture, sculpture, and painting, from the Colonial period to the present. Also listed as ART/HIST 222 in the History section of this catalog.

226 Historic Preservation

Spring 2007 (3 s.h.) Brown

For course description, see HISP/ARTM/ART/HIST 226 in the Historic Preservation section of this catalog. Also listed as HISP/ARTM/ART/HIST 226 in the Art Management and History sections of this catalog.

**232 Classical Art: Greece and Rome in
Antiquity**

Spring 2008 (3 s.h.) James

Recommended prerequisites: ART 101 or INT 213D.

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.

238 The Age of Cathedrals East and West

Fall 2007 (3 s.h.) James

Recommended prerequisite: ART 102

This course traces the history and construction of medieval buildings and related arts in Western and Eastern Europe from the Age of Constantine through the Gothic period (300-1400 A.D.). Beginning with early Christian building practices, the course follows the spread of Christianity throughout Europe and notes the regional differences in art and architecture that emerge, such as the Byzantine domed structures of eastern Europe. In western Europe,

students trace the various architectural innovations that led to the rediscovery of stone vaulting techniques. The course culminates a study of the pointed ribbed groin vaults and stone skeletal systems of the Gothic cathedrals. Students develop familiarity with the visual characteristics of medieval art and architecture, 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.

242 Art in England

Fall 2006 (3 s.h.) James

This course is a chronological and stylistic examination of art, architecture, book illumination, patronage, visual culture, and connoisseurship in England. We will examine the medieval beginnings, discussing the sources for the art: both that made in England by the English and that imported from foreign artists. The development of architecture will be compared to contemporary continental examples, noting the influence of ecclesiastical and royal patrons. We will consider the unique qualities of art in England, many of which continue from the earliest days. As time moves forward, we will go into more depth, focusing especially on the art and architecture that Shakespeare and his contemporaries would have known. There may be some field trips to museums or historic houses in Richmond. This course, taken for undergraduate credit, cross-lists with REN 602, for which there are additional requirements.

254 Film History and Analysis

(3 s.h.) Staff

For description, see COMM/ART 254 in the Communication section of this catalog.

277 Topics in Art History

(1-3 s.h.) Hobson, James, Ryan, Sconyers

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.

**302 Modern Art before 1945: from Cézanne to
Gorky**

Fall 2006 (3 s.h.) Hobson

Prerequisite: ART 103

A consideration of successive movements in the visual arts during the first half of the century.

303 Modern Art after 1945: From Abstract Expressionism to Postmodernism

Fall 2007 (3 s.h.) Hobson

Prerequisite: ART 103

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.

304 Northern Renaissance Art

Fall 2008 (3 s.h.) James

Prerequisite: ART 102

An in-depth study of painting, sculpture, and iconography in the Netherlands, Flanders, Burgundy, France, and Germany in the 14th through the 16th centuries. The art of such leading masters as Jan van Eyck, Rogier van der Weyden, Hugo van der Goes, Bosch, Dürer, Grünewald, and Bruegel will be studied in the context of patronage, local culture, the Protestant Reformation, and the influence of Italian art and Humanism. Students develop critical skills through analysis, both verbal and written, and through in-depth research projects.

305 Postmodernism and Contemporary Art

Spring 2007 (3 s.h.) Ryan

Prerequisite: ART 103, or ART 303, or permission of instructor.

This course provides students with a general understanding of postmodernism and the visual art of their own era. Exploring artists, ideas, and movements from the 1970s to the present, the course enables students to appreciate the pluralistic, interdisciplinary, and complex nature of the contemporary art world. Learning occurs through assigned readings, discussion, student reports, slide lectures, films, and field trips to museums and galleries. The course is designed for Studio Art majors, Art History majors, and any student with an interest in contemporary culture.

(NOTE: For Studio Art majors, this course will not fulfill the Studio major requirements in Art History, but it can be an elective in the Studio major.)

310 Issues in Contemporary Art Criticism

Spring 2008 (3 s.h.) Ryan

Prerequisite: ART 103 or ART 303, or permission of instructor

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 such as Greenberg, Gablik, Danto, Kuspit, Lippard, Baudrillard, Jamison, and others will be studied and discussed.

(NOTE: For Studio Art majors, this course will not fulfill

the Studio Art major requirements in art history, but it can be an elective in the Studio Art major.)

340 Museum Studies

Spring 2008 (3 s.h.) Brown

For course description, see ARTM/ART 340 in the Arts Management Section of this catalog.

342 Baroque Art: The 17th Century in Europe

Fall 2008 (3 s.h.) James

Prerequisite: ART 102 or ART 103

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. Emphasis will be placed on the art and patronage in Italy, France, Spain, Flanders, England, and the Netherlands. Students develop critical skills through analysis, both verbal and written, and through in-depth research projects.

343 Renaissance Studies in Italy

May Term 2008 (3 s.h.) James

Prerequisites: ART 202 and/or ART 203, and ART 102, or permission of the instructor. Must be enrolled in Art 207. Students with a strong background in, and love of art and/or history may apply to the Renaissance Studies Abroad program. A strong background in art history provides a foundation for in-depth study of the various art monuments in the context of their time and place. Students travel with a specialist in the field of Medieval and Renaissance art, architecture, and iconography to study art on site in Rome, Florence, Venice, and a selection of smaller northern Italian cities (Itineraries vary from year to year). Group discussions, oral presentation skills, and writing are important, as are flexibility and congeniality. An extra charge covers room, board, transportation, museum entrance fees, and most meals. Applications are due with a deposit by November 1. Students are notified of acceptance by November 10.

400 Senior Project in Art History

Fall 2006, Spring 2007 (3 s.h.) Hobson, James

The art history and art 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. The bibliography, outline, and a draft are due in the fall semester. The final written project of approximately 20 pages is due early in the spring semester of the senior year with an oral presentation in the later spring. Earn 1.5 semester hours each semester.

Studio Art

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 are taught the following:

- perceptual skills;
- analytical and critical competence;
- technical skills related to specific media;
- the importance of process;
- creative problem-solving;
- and, various means of artistic conceptualization.

Although all of these skills and practices are essential in art, they also apply to other life and career areas.

In 100- and 200-level courses students are taught key elements of the language of visual form. Upper-level courses offer opportunities for experimentation and creative communication – projects where students construct meaning about themselves and their relationship to society and aspects of the human condition. All students learn the value of understanding their art and creative intentions in the context of historical and contemporary art. For students who choose to study graphic design or interior design, their work is informed by the vital spirit of the studio environment. Goals of the Studio Art major include cultivating informed student-artists and student-designers who:

- embrace the necessity of process;
- possess an understanding of important issues in contemporary art;
- respect the importance of the idea of tradition;
- respect diverse traditions throughout the history of art;
- appreciate the intellectual and practical value of studying art in the liberal arts context.

Requirements for the Major in Studio Art

A minimum of 36 semester hours is required, with the exception of the graphic design emphasis (39 semester hours) and the interior design emphasis (47 semester hours). Students select at least one of the following areas of emphasis:

- ceramics
- drawing
- painting
- printmaking
- photography
- graphic design
- interior design
- extended media

With planning it is possible to have two areas of emphasis, and this is recommended for students considering graduate school. 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.

Specific requirements for areas of emphasis within the Studio Art Major

NOTE: Art 100, Art 305, and Art 310 do not fulfill the Studio Art major requirements in Art History; however, they can be electives in the Studio Art major.

Ceramics: 36 semester hours. At least six semester hours selected from ART 101, ART 102, ART 103, as well as one 200- or 300-level art history course; ART 109, ART 110, ART 111, ART 112, ART 114, ART 214, ART 314, ART 404, and electives. Students are encouraged, though not required, to take ART 200.

Drawing: 36 semester hours. At least six semester hours selected from ART 101, ART 102, ART 103, as well as one 200- or 300-level art history course; ART 109, ART 110, ART 111, ART 112, ART 120, ART 211, ART 311, ART 405, and electives. Students are encouraged, though not required, to take ART 200.

Painting: 36 semester hours. At least six semester hours selected from ART 101, ART 102, ART 103, as well as one 200- or 300-level art history course; ART 109, ART 110, ART 111, ART 112, ART 211, ART 212, ART 312, ART 401, and electives. Students are encouraged, though not required, to take ART 200.

Printmaking: 36 semester hours. At least six semester hours selected from ART 101, ART 102, ART 103, as well as one 200- or 300-level art history course; ART 109, ART 110, ART 111, ART 112, ART 120, ART 211, ART 220, ART 320, ART 406, and electives. Students are encouraged, though not required, to take ART 200.

Photography: 36 semester hours. At least six semester hours selected from ART 101, ART 102, ART 103; as well as ART 206; ART 109, ART 110, ART 111, ART 115, ART 120, ART 215, ART 315, and ART 408, and electives. Students are encouraged, though not required, to take ART 200.

Graphic Design: 39 semester hours. At least six semester hours selected from ART 101, ART 102, ART 103, as well as one 200- or 300-level art history course; ART 109, ART 110, ART 111, ART 115, ART 120, ART 217, ART 218, ART 317, ART 318, ART 403. Students are encouraged, though not required, to take ART 200.

Interior Design: 47 semester hours. The interior design emphasis is designed as a pre-professional program for students wishing to enter the interior design field. Students are prepared to compete and work in entry-level positions within architecture and interior design firms, in retail furniture stores, designer/trade showrooms, and facilities management. Five design areas are covered: residential, commercial, retail, hospitality, and health care. The interior design emphasis requires 47 semester hours of course work in order to allow students who have chosen to become Student Corresponding Members in the American Society of Interior Designers (ASID) to advance to Allied Member status within ASID upon graduation. An internship is required, and can be arranged locally or in other cities.

Requirements: six semester hours selected from ART 101, ART 102, or ART 103; ART 109, ART 110, ART 111, ART 208, ART 219, ART 222, ART 235, ART 236, ART 324, ART 325, ART 387, and ART 402. Required related courses: BUAD 200, BUAD 230.

Extended Media: 36 semester hours. 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.* Requirements: at least 6 s.h. selected from ART 101, ART 102, ART 103, as well as one 200- or 300-level art history course; ART 109, ART 110, ART 111, 211; and, a small sequence of courses to be determined by the full-time studio faculty that culminates with ART 407.

Students are encouraged, though not required, to take ART 200.

Requirements for the Minor in Studio Art

A minimum of 21 semester hours that includes ART 109, ART 110, ART 111; nine additional semester hours in studio art courses; and, three semester hours selected from ART 101, ART 102, or ART 103.

Courses offered in the Studio Art Major

(Drawing, Painting, Printmaking, Photography, Ceramics, Graphic Design, Interior Design, Extended Media)

109	Fundamentals of Art and Design I
110	Fundamentals of Art and Design II
111	Drawing I
112	Painting I
113	Introduction to Watercolor
114	Ceramics I
115	Photography I
116	Pinhole Photography

119	Introduction to Video Production
120	Printmaking I
211	Drawing II
212	Painting II
214	Ceramics II
215	Photography II
217	Fundamentals of Graphic Design I
218	Fundamentals of Graphic Design II
219	Computer-aided Architectural Design
220	Printmaking II
235	Introduction to Interior Design
236	Interior Materials
277	Topics in Art
305	Postmodernism and Contemporary Art
307	Topics in Graphic Design
310	Issues in Contemporary Art Criticism
311	Drawing III
312	Painting III
314	Ceramics III
315	Photography III
317	Advanced Studies in Graphic Design I
318	Advanced Studies in Graphic Design II
320	Printmaking III
324	Residential Design
325	Commercial Design
387	Internship
401	Senior Project in Painting
402	Senior Project in Interior Design
403	Senior Project in Graphic Design
404	Senior Project in Ceramics
405	Senior Project in Drawing
406	Senior Project in Printmaking
407	Senior Project in Extended Media
408	Senior Project in Photography

Art Education

125	Introduction to Art Education
130	Introduction to Instructional Media

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

Studio Art Course Descriptions

109 Fundamentals of Art and Design I

(3 s.h.) Ryan, Saunders, Sconyers

This course is a practical exploration of the basic elements and principles of art and design. Although the emphasis is on 2-dimensional design, some elements of three-dimensional design will also be introduced. Combined with ART 110, its primary purpose is to establish a foundation for effective communication through the language of visual form. This will occur through a series of projects that

require critical analysis and creative problem solving. Problems will be addressed through primarily black and white media. (Color and color theory will be covered in Art 110.) If possible, Art 109 should be taken before Art 110, but the two courses do not have to be taken sequentially. This course is required for students majoring in studio art. Materials fee.

110 Fundamentals of Art and Design II

(3 s.h.) Clanton, Ryan, Saunders, Sconyers

This course mostly includes a study of color theory and color organization and an introduction to selected three-dimensional design elements, aspects of time design (the elements of time and narrative), and various processes of conceptualization in studio art. Like ART 109, this course is structured around a series of projects that require critical analysis and creative problem solving. If possible, Art 109 should be taken before Art 110, but the two courses do not have to be taken sequentially. Art 110 is required for students majoring in studio art. Materials fee.

111 Drawing I

(3 s.h.) Clanton, Ryan

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. Different media are explored. ART 111 is required for students majoring in studio art. Materials fee.

112 Painting I

(3 s.h.) Clanton, Ryan

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

113 Introduction to Watercolor

May Term (3 s.h.) Clanton, Ryan

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.) Ross

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

115 Photography I

(3 s.h.) Sconyers

An introduction to technical and aesthetic issues of black and white photography, 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. A brief history of photography will be included through study of past and contemporary photography. Requires 35mm camera with manually adjustable aperture and shutter speed. Materials fee.

116 Pinhole Photography

(3 s.h.) Sconyers

The objective of this course is to build a foundation of knowledge about black and white pinhole photography as a creative artistic medium. The course places an emphasis on understanding photography as a medium with unique aesthetic and physical qualities. The course will consist of lectures, student presentations of works with class discussions and critique, along with technical instruction and a student exhibition.

119 Introduction to Video Production

(3 s.h.) Moyé

For course description, see COMM/ART 119 in the Communication section of this catalog.

120 Printmaking I

(3 s.h.) Sconyers

Designed as an introduction to materials and techniques. An emphasis is given to monotype, relief and intaglio. Students gain a working knowledge of black and white printmaking processes. Materials fee.

211 Drawing II

(3 s.h.) Ryan

Prerequisite: ART 111 or permission of the instructor

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. Materials fee.

212 Painting II

(3 s.h.) Ryan

Prerequisites: ART 112, or permission of instructor

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. Materials fee.

214 Ceramics II

(3 s.h.) Ross

Prerequisites: ART 110 and ART 114

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

215 Photography II

(3 s.h.) Sconyers

Prerequisite: ART 115

The objective of this course is to build upon the student's knowledge of black and white photography as a creative artistic medium. The course places equal emphasis on deepening understanding of photography as a medium with unique aesthetic and physical qualities as well as building technical proficiency. Class instruction and assignments are geared toward exploring those qualities and establishing consistency in technical applications. The course will consist of PowerPoint lectures, student presentations, class discussions and critiques, along with technical instruction. Materials fee.

217 Fundamentals of Graphic Design I

(3 s.h.) Hanger

Prerequisite: ART 109

Designed for beginning students, this course introduces students to the graphic design process. It includes critical analysis and creative problem solving with an emphasis on typography, color, and composition. Students are required to learn typographic terms and the basics of creating professional quality typographic design for both print and the Web. Traditional hand tools and Macintosh computers are used to execute projects. Projects typically include designing a typeface, logo, stationery, advertisement, and poster. Materials fee.

218 Fundamentals of Graphic Design II

(3 s.h.) Hanger

Prerequisite: ART 110 and ART 217

A continuation of ART 217, this course focuses on combining drawn and/or photographic imagery with typography to achieve creative solutions to graphic design problems. Students are introduced to commercial printing processes, production for graphic designers, and the history of type and printing. Typical projects include problems in book or magazine design and illustration for print. Materials fee.

219 Computer-Aided Architectural Design

(2 s.h.) Staff

Prerequisite: ART 111 or permission of instructor

Computer-aided architectural drafting and design for inte-

rior design students and historic preservation minors.

Materials fee.

220 Printmaking II

(3 s.h.) Sconyers

Prerequisite: ART 120 or permission of instructor

Students continue to develop an understanding of the processes introduced in ART 120, particularly intaglio. This course focuses on refining technical skill and developing content. Materials fee.

235 Introduction to Interior Design

(3 s.h.) Young

Prerequisites: ART 109, ART 110, and ART 111; and ART 219, which may be taken concurrently with ART 235.

Students develop a fundamental working knowledge of the problem-solving skills in interior design. Emphasis is on elements of design, interior space planning, drafting, blueprint interpretation, human factors, ergonomics, and presentation of design. Materials fee.

236 Interior Materials

(3 s.h.) Young

Students gain comprehensive practical knowledge of products available to the interior designer. Textiles, furniture, and floor, wall, and window coverings are studied in terms of particular applications. Materials fee.

277 Topics in Art

(1–3 s.h.) Hobson, James, Ryan, Sconyers

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.

305 Postmodernism and Contemporary Art

Spring 2007 (3 s.h.) Ryan

Prerequisite: ART 103, or ART 303, or permission of the instructor.

This course provides students with a general understanding of postmodernism and the visual art of their own era. Exploring artists, ideas, and movements from the 1970s to the present, the course enables students to appreciate the pluralistic, interdisciplinary, and complex nature of the contemporary art world. Learning occurs through assigned readings, discussion, student reports, slide lectures, films, and field trips to museums and galleries. The course is designed for Studio Art majors, Art History majors, and any student with an interest in contemporary culture.

(NOTE: For Studio Art majors, this course will not fulfill the Studio major requirements in Art History, but it can be an elective in the Studio major.)

307 Topics in Graphic Design

Offered as needed. (1 s.h.) Hanger

Taught by local graphic design professionals, this course is designed to supplement the graphic design curriculum. With each course a new topic is introduced, or previous topics rotate. Students engage in a specific aspect of the graphic design field. Real-world projects are assigned. Class time is divided between lectures and studio time. Materials fee.

310 Issues in Contemporary Art Criticism

Spring 2008 (3 s.h.) Ryan

Prerequisite: ART 103 or ART 303, or permission of instructor

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 such as Greenberg, Gablik, Danto, Kuspit, Lippard, Baudrillard, Jamison, and others will be studied and discussed.

(NOTE: For Studio Art majors, this course will not fulfill the Studio Art major requirements in Art History, but it can be an elective in the Studio Art major.)

311 Drawing III

(3 s.h.) Ryan

Prerequisite: ART 211

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. Materials fee.

312 Painting III

(3 s.h.) Ryan

Prerequisite: ART 212

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. Materials fee.

314 Ceramics III

(3 s.h.) Ross

Prerequisites: ART 214, ART 111, and ART 112

Students will explore a variety of advanced throwing and hand-building techniques, glaze formulation, and firing methods. Students will be encouraged to begin to develop

a personal style, including sculptural expression. Students will participate in the operation of the ceramic studio in preparation for having their own studios. Materials fee.

315 Photography III

(3 s.h.) Sconyers

Prerequisite: ART 215

This course provides a flexible framework in which the student can pursue her own direction. Students are encouraged to consider the interaction between people and photographs — the photograph as voice. They are challenged to further discover the voice within themselves and use this voice as a creative problem-solving tool for assessing the strength of their work. Class instruction and assignments continue to explore the unique aesthetic and physical properties of the photograph and establish consistency in technical applications. The course consists of PowerPoint lectures, student presentations, class discussions and critiques, and technical instruction. Materials fee.

317 Advanced Studies in Graphic Design I

(3 s.h.) Hanger

Prerequisites: ART 111 and ART 218

This course continues to focus on developing students' abilities to achieve creative and aesthetic solutions to actual design problems and to develop critical skills. The history of graphic design is explored in a series of assignments structured to encourage students to cultivate an awareness of graphic style in their work and that of their peers. Increased awareness of professional practice is emphasized. Materials fee.

318 Advanced Studies in Graphic Design II

(3 s.h.) Hanger

Prerequisite: ART 317

This course focuses on the preparation of a professional portfolio for use in pursuing employment upon graduation. Students design a personal logo and Web site, business stationery, and self-promotion piece and rework various projects for inclusion in their portfolios. Additional real-world graphic design projects complete the semester's work. Materials fee.

320 Printmaking III

(3 s.h.) Sconyers

Prerequisites: ART 220

Designed to guide students toward a more independent course work structure. Exploration of expressive potential is emphasized. Students choose the printmaking processes they would like to pursue and create a cohesive suite of prints. Further development of technical and critical skills is encouraged. Materials fee.

324 Residential Design

(3 s.h.) Young

Prerequisites: ART 235 and ART 236

Students develop a practical working knowledge of the procedures for planning residential interiors. Orientation of this course is directed toward the technical and aesthetic aspects of residential work: space planning, working drawings, building systems, model building, and presentation techniques. Materials fee.

325 Commercial Design

(3 s.h.) Young

Prerequisites: ART 235 and ART 236

Students adapt drawing and documentation to non-residential projects. They will explore lighting, codes, building systems, partition systems, specifications, and working drawings. Materials fee.

387 Internship(s)

(3 s.h. each)

Arranged on an individual basis. Students are offered a variety of possibilities for hands-on experience in the fields of interior design, graphic design, or arts management. Internships may occur either in or outside of Staunton. For interior design, internships are often determined through national contacts within the American Society of Interior Designers. Experience will vary depending on the type of firm and the kinds of projects currently being produced in that firm. For example, in the field of interior design, tasks may include CADD, hand drafting, design, library/references, showroom assistants, client contact, codes or research, drapery or upholstery workrooms, or other related activities.

401 Senior Project in Painting

(3 s.h.) Ryan

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. Materials fee.

402 Senior Project in Interior Design

(3 s.h.) Young

Required of all senior art majors with an emphasis in interior design. Past exams from the National Council for Interior Design Qualification are used as guidelines for both written portions and design problems demonstrating mastery in current professional practice.

403 Senior Project in Graphic Design

(3 s.h.) Hanger

See description for ART 401. Materials fee.

404 Senior Project in Ceramics

(3 s.h.) Ross

See description for ART 401. Materials fee.

405 Senior Project in Drawing

(3 s.h.) Ryan

See description for ART 401. Materials fee.

406 Senior Project in Printmaking

(3 s.h.) Sconyers

See description for ART 401. Materials fee.

407 Senior Project in Extended Media

(3 s.h.) Ryan, Sconyers

See description for ART 401. Materials fee.

408 Senior Project in Photography

(3 s.h.) Sconyers

See description for ART 401. Materials fee.

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, round out their study with a variety of Studio Art courses that give them a broader range of experience in different media. For example, a student with a Studio Art major and a painting emphasis should also take ART 114 and ART 214, ART 217, and perhaps ART 115. This will better prepare them to teach a range of media, which is often required for art educators.

125 Introduction to Art Education

(3 s.h.) Marion

The prospective teacher is introduced to theoretical concepts concerning the major developmental stages of children's art. Practical art projects are included. This course meets the teacher accreditation requirements. Materials fee.

130 Introduction to Instructional Media

(3 s.h.) Marion

Prerequisite: ED/INT/SOC 115

Students receive basic art instruction in composition, color theory and lettering. Using contemporary technological means in combination with readily available art materials, the student plans and produces effective displays, exhibits, and educational tools. Materials fee.

Arts Management

ART: Katharine Brown, Anne Hanger, Marlena Hobson, Sara James, Paul Ryan, Nancy Ross, Jim Sconyers, Beth Young

ARTS MANAGEMENT: Staff

MUSIC: Robert Allen, Lise Keiter-Brotzman

THEATRE: Virginia R. Francisco, 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. Graduates in this field have undertaken careers in museums, theatres, art galleries, symphony orchestras, and federal and regional arts organizations.

Requirements for the Major in Arts Management (52 semester hours)

Economics (4 semester hours): ECON 101, 102.

Communication (6 semester hours): COMM 100 and COMM 260.

Business Administration (12 semester hours): BUAD 200, BUAD 210, BUAD 211, and BUAD 230.

Arts Management (30 semester hours): at least 18 semester hours in one of the three areas of concentration (art, music, or theatre), three semester hours in each of the other two areas of concentration, ARTM 387, and the senior project.

- Concentration in Art: Students select six semester hours from ART 101, ART 102 or ART 103; nine semester hours from any 200- or 300-level art history class; ARTM/ART 340; and Art 400. Students are strongly encouraged to take INT 103 (1 s.h.) Information Literacy, and three semester hours of technical writing and/or ART 200. ART 100 does not count towards the major.
- Concentration in Music: MUS 100, MUS 111, and four electives, including at least two music courses at the 200 level. NOTE: A music minor is also recommended for this concentration.
- Concentration in Theatre: THEA/ENG 114 or ENG/THEA 115; THEA 101 or THEA 208; three semester hours in theatre literature or history; three semester hours in theatre techniques; six additional semester hour electives.

Arts Management Courses

HISP/ARTM/ART/HIST 226	Historic Preservation
ARTM/ART 340	Museum Studies
ARTM 387, 388	Internship in Managing the Arts
ART 400	Senior Project
THEA 401	Senior Project

Course Descriptions

226 Historic Preservation

(3 s.h.) Brown

For course description, see HISP/ARTM/ART/HIST 226 in the Historic Preservation section of this catalog. Also listed as HISP/ARTM/ART/HIST 226 in the Art and History sections of this catalog.

340 Museum Studies

Spring 2008 (3 s.h.) Brown

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. Also listed as ARTM/ART 340 in the Art section of this catalog.

387, 388 Internship(s)

(3 s.h. each)

Arranged on an individual basis. Students are offered a variety of possibilities for hands-on experience in the arts/communications world in museum work, arts organizations, and communications organizations in Staunton, on or off campus. Summer internships at museums outside the Staunton area are strongly encouraged. Students gain experience in areas such as museum work, public relations, exhibitions, researching, cataloging, and theatre operations. One internship is required of arts management students; a second internship may be taken as an elective.

400 Senior Project

For course description, see ART 400, THEA 401, or MUS 402.

Asian Studies

See World Languages, Literatures, and Cultures.

Biochemistry

Coordinator: Vladimir Garkov

Requirements for the Bachelor of Arts in Biochemistry

At least 45 semester hours in biology and chemistry, including BIOL 111, BIOL 222 and BIOL 224; CHEM 111, CHEM 112, CHEM 211 and CHEM 213; CHEM/BIOL 324, CHEM/BIOL 325 and CHEM/BIOL 326; and CHEM 400/401.

The following additional courses would greatly complement the biochemistry major curriculum and are strongly recommended: BIOL 211, BIOL 255, BIOL 256, BIOL 328 and BIOL 329; CHEM 212, CHEM 214, CHEM/PHYS 321 and CHEM 322; and PHYS 201, PHYS 202.

Requirements for the Bachelor of Science in Biochemistry

Same requirements as for the bachelor of arts, plus the following: MATH 211, MATH 212, and an additional math course at 200 or 300 level; CHEM/PHYS 321 and one 300-level biology course (not including CHEM/BIOL 324, CHEM/BIOL 325, or CHEM/BIOL 326).

Biochemistry Courses

CHEM/BIOL 324 Biochemistry I

CHEM/BIOL 325 Biochemistry II

CHEM/BIOL 326 Experimental Biochemistry

For course descriptions, see course listings under the chemistry major heading in this catalog.

Biology

Paul Callo, Paul Deeble, Eric Jones, Lundy Pentz

Requirements for Bachelor of Arts in Biology

At least 36 semester hours in biology, including BIOL 111, BIOL 222, BIOL 224, BIOL 245, BIOL 253 or BIOL 257, BIOL 381, one 300-level course other than BIOL 381, BIOL 400, and BIOL 401. If BIOL 148 is used as an elective, BIOL 149 must accompany it, though they need not be taken concurrently. CHEM 111, CHEM 112.

Requirements for Bachelor of Science in Biology

Same requirements for the bachelor of arts plus three math courses: MATH 211, MATH 212, and an additional 200- or 300-level course. MATH 213 is recommended. Two 300-level biology courses (not including BIOL 381).

Senior Requirement

Successful completion of BIOL 400 and BIOL 401, which includes an oral defense of a written thesis on an original research project.

Requirements for the Minor in Biology

20 hours in biology including BIOL 111 and at least three of the following: BIOL 222, BIOL 224, BIOL 245, BIOL 253 or BIOL 257.

Biology Courses

111	Principles of Biology
120	Nutrition in Health and Disease
141	Field Biology
142	Botany in the Field
145	Freshwater Biology
148	Environmental Issues
149	Environmental Issues Laboratory
150	Field Ornithology
151	Human Health and Medicine
211	Evolution
222	Genetics
224	Cell Biology
230	Studies in Biology
245	Ecology
251	Exercise Testing and Training
252	Biology of Women
253	Zoology
255	Microbiology
256	Microbiology Laboratory
257	Botany
259	Horticulture
261	Epidemiology
264, 265	Human Anatomy and Physiology
305	Physiological Psychology
324	Biochemistry I
325	Biochemistry II
326	Experimental Biochemistry
327	Immunology
328	Molecular Biology
329	Electron Microscopy
345	Biodiversity
352	Developmental Biology
354	Comparative Physiology
355	Comparative Vertebrate Anatomy
361	Animal Behavior
363	Primate Behavior
381	Junior Seminar
383	Advanced Study in Biology
400	Senior Seminar
401	Senior Research

Course Descriptions

111 Principles of Biology

(4 s.h.) Jones

The biological sciences as a process of inquiry, with emphasis on general principles including biochemistry, photosynthesis, respiration, cytology, genetics, development, ecology, and evolution. This course provides the foundation for all other biology courses.

120 Nutrition in Health and Disease

(3 s.h.) V. Garkov

For course description, see CHEM/BIOLOGICAL 120 in the Chemistry section of this catalog.

141 Field Biology

May Term (4 s.h.) Jones

Field biology is a field-based course on the natural history and ecology of plants and animals in and around the Shenandoah Valley. Spring wildflowers, birds, and mammals are emphasized. Field trips include the varied habitats found in the George Washington National Forest and St. Mary's and Ramseys Draft wilderness areas. Students who take the course should like to hike.

142 Botany in the Field

Offered as needed to ADP students and during ADP Summer Week (4 s.h.) Hunley

A detailed study of the plant species growing in local habitats. Participants will become familiar with the vegetation patterns of the region and the factors (such as elevation, soils, microclimate, and ecological succession) that determine them. Students who take this course should like to hike.

145 Freshwater Biology

May Term (4 s.h.) Pentz

Prerequisite: BIOL 111 or equivalent

Freshwater streams and lakes are an important group of ecosystems, and an abundant one near MBC. In this lab and field course, one watershed will be the focus of continuing analysis through the term. Participants will examine the physical and chemical conditions of the bodies of water and attempt to correlate these with changes in the plant and animal communities in them. The emphasis will be on the collection and analysis of data.

148 Environmental Issues

(3 s.h.) Callo

The goals of this course are to introduce students to the basic principles of ecology that underlie the major environmental issues of today, to illustrate how ecologists work to gather information and analyze their findings, and to develop an environmental awareness that will enable individuals to make intelligent decisions about the environ-

mental issues that will certainly face them in the future.

This course is particularly well suited to add breadth to the programs of students majoring in business administration, communications, education, and the social sciences.

149 Environmental Issues Lab

Fall (1 s.h.) Staff

Students have the opportunity to work on a variety of projects dealing with population biology, community structure, and the monitoring of environmental pollution. Required of students who wish to count BIOL 148 toward a major in biology. To be taken concurrently or in the semester following BIOL 148.

150 Field Ornithology

May Term (4 s.h.) Callo

Field Ornithology is a course on the biology and conservation of wild birds. May Term coincides with the spring migration, and students spend most of the time in the field learning to identify birds (by sight and sound) and participating in a bird-banding research project. The plight of neotropical migratory birds is emphasized.

151 Human Health and Medicine

(3 s.h.) Deeble

The goal of this course is to provide information about the interdependence of structure and function of the human body. Organ systems and the cells that comprise organ tissues are described in order to allow students to make more informed decisions regarding personal health and medical problems. Topics related to common diseases such as arteriosclerosis, muscular dystrophy, multiple sclerosis, and many other disorders are discussed in the context of normal physiological processes.

211 Evolution

Spring 2006 (Alternate years) (3 s.h.) Pentz

Prerequisite: BIOL 111

Evolution is the great unifying theory behind modern biology, and this course presents the classical evidence and reasoning behind Darwin's original theory as well as the many modifications of and additions to evolutionary theory in the years since Darwin. The emphasis is on the experimental evidence bearing on the many aspects of the modern synthesis of evolutionary theory, but attention is also paid to the many applications of evolutionary theory to enhance our understanding of disease, aging, and social behavior among other topics.

222 Genetics

Spring (4 s.h.) Deeble

Prerequisite: BIOL 111

Genetics is designed to help students understand and apply genetic principles to biological problems. Topics include

classical Mendelian inheritance, the organization and regulation of genes within a cell, and the molecular basis of heredity and disease. Students consider the ethical and practical implications of genetic research. During lecture, students learn about gene structure and control in viruses, bacteria, and eukaryotes, including humans, with a focus on problem-solving ability. Laboratory sessions allow students to conduct experiments utilizing a variety of organisms and methods that provide insight into the major research advancements that led to our understanding of the Genetics discipline.

224 Cell Biology

(4 s.h.) Pentz

Prerequisite: BIOL 111

In this course students examine the life processes of the eukaryotic cell from its microscopic structures down to the level of biochemical reactions they carry out. Recent progress in molecular biology related to cancer, development, and physiology forms an important part of the course. The laboratory introduces the main techniques of cytochemistry, enzymology, and tissue culture. This course is the fundamental cellular biology course and provides a preparation for others, particularly CHEM/BIOL 324 (Biochemistry I) and CHEM/BIOL 325 (Biochemistry II).

230 Studies in Biology

(3 s.h.) Staff

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

Fall 2006 (Alternate years) (4 s.h.) Callo

Prerequisite: BIOL 111

Ecology is the study of the interrelationships of living organisms with each other and their environments. These interrelationships will be studied at the population, community, and ecosystem levels of organization. Field trips will take place in the majority of laboratory periods. A weekend field trip to the Duke University Marine Laboratory is planned.

251 Exercise Testing and Training

(3 s.h.) Spalding

An in-depth look at human anatomy and physiology as it applies to exercise testing and training. The student will consider health status, diseases and conditions as related to exercise testing and exercise program planning. Nutrition, body composition, and weight management will also be discussed as they pertain to fitness training. Exercise testing and training techniques including assessing blood pressure, resting heart rate, flexibility, body composition, cardio-respiratory endurance and mus-

cular strength and endurance will be included in the class. Also listed as BIOL/PHED 251 in the Physical and Health Education section of this catalog.

252 Biology of Women

(3 s.h.) Biscardi

Recommended: BIOL 111

The objectives of this course are to introduce the student to the basic anatomy of the female reproductive system, explore the physiology of the menstrual cycle, and discuss conception, pregnancy, childbirth, lactation, and menopause. Diseases of women, eating disorders, and selected topics in mental health will also be considered. Also listed as BIOL/WS 252 in the Women's Studies section of this catalog.

253 Zoology

Spring 2006 (Alternate years) (4 s.h.) Callo

Prerequisite: BIOL 111

Introduction to the evolution of form and function of the major animal phyla with emphasis on observing ecological adaptations and unravelling evolutionary history through the use of contemporary taxonomic methods. The laboratory involves substantial dissection.

255 Microbiology

Fall 2006 (Alternate years) (3 s.h.) Pentz

Prerequisites: BIOL 111 and CHEM 111-112

The basic biology of the prokaryotes is examined, with special emphasis on the variety of metabolic processes employed by them. The ecology of microbes, the disease process, parasitology and virology are major themes of the course. The laboratory BIOL 256 is normally taken with this course, but the course may be taken alone with permission of the instructor. This course is required for students in the clinical laboratory science or master of science in nursing programs.

256 Microbiology Laboratory

Fall 2006 (Alternate years) (2 s.h.) Pentz

Prerequisites: BIOL 111 and CHEM 111-112

The microbiology laboratory introduces the student to the cultivation and identification of microorganisms, staining techniques, and a wide variety of metabolic tests.

257 Botany

Fall 2006 (Alternate years) (4 s.h.) Jones

Prerequisite: BIOL 111

We all depend on plants, but plants are not passive. How have different groups of plants solved the same environmental challenges? These challenges include mechanical support, internal transport, mechanical and biochemical defenses, life histories, reproductive strategies, and modes of speciation. Their solutions have resulted in the wide

variety of plants we see today. Laboratories are designed to support the lectures. In addition to plant physiology experiments, we will study preserved material and work on field identification of locally common species and families.

259 Horticulture

(4 s.h.) Offered as needed to ADP students

A lecture/laboratory course concerned with the essential concepts of horticulture as it relates to home landscaping, landscape maintenance, and gardening principles. Other topics include basic botany, preparation and improvement of soils, composting, plant propagation, plant pests and disease, and other aspects of garden care. The culture of many common garden perennials, bulbs, trees, and shrubs will also be covered. Laboratory sessions will include field trips to local gardens and nurseries, use of garden design software, demonstrations of gardening techniques, as well as hands-on learning in the yard and garden. Horticulture is being offered to interested persons of all disciplines. It is designed to give basic information, and no previous knowledge of botany is required.

261 Epidemiology

Fall 2005 (Alternate years) (3 s.h.) Hinks

For course description, see HCA 261 Epidemiology in the HCA section of this catalog.

264, 265 Human Anatomy and Physiology

Fall 2005/Spring 2006 (Alternate years) (4 s.h. each)

Deeble

Prerequisite: BIOL 111

The goal of these courses is to explore the interrelationships between anatomical structure and physiological function of the human body through classroom discussion and hands-on laboratory experiences, including dissection exercises and physiological analyses. All systems of the human body are covered with particular emphasis on skeletal, muscular, nervous, and cardiovascular systems. This course is designed primarily to prepare students for careers in allied medical fields and for those who wish to gain an in-depth understanding of how the human body functions.

305 Physiological Psychology

(3 s.h.) Kibler

For course description, see PSYC/BIOL 305 in the Psychology section of this catalog.

324 Biochemistry I

(Alternate years) (4 s.h.) V. Garkov

For course description, see CHEM/BIOL 324 in the Chemistry section of this catalog.

325 Biochemistry II

(Alternate years) (4 s.h.) V. Garkov

For course description, see CHEM/BIOL 325 in the Chemistry section of this catalog.

326 Experimental Biochemistry

Spring 2006 (Alternate years) (4 s.h.) V. Garkov

For course description, see CHEM/BIOL 326 in the Chemistry section of this catalog.

327 Immunology

Fall 2006 (Alternate years) (3 s.h.) Pentz

Prerequisite: BIOL 111

Immunology deals with the cellular physiology, genetics, and health implications of this system, emphasizing the experimental evidence and reasoning that underlie our present understanding. This course is required of students seeking to enter the clinical laboratory science or master of science in nursing programs.

328 Molecular Biology

Fall 2005 (Alternate years) (3 s.h.) Pentz

Prerequisite: BIOL 222

Molecular biology is a body of techniques which are applicable to research 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. Emphasis is placed on the molecular biological methods used in each paper, and the reasons for choosing those particular methods, so that by the end of the course the student has had a wide exposure to the various approaches used.

329 Electron Microscopy

May Term (3 s.h.) Deeble

Prerequisite: BIOL 111 or permission from the instructor
Electron microscopy is an intensive laboratory course designed to provide instruction in the use of transmission and scanning electron microscopes. The theory of electron microscopy is discussed while students learn to prepare samples for viewing in the TEM and SEM. Students are required to perform techniques that include fixation and embedding of samples, knife-breaking, thin-sectioning, grid preparation and staining, sputter coating, and photographic processing. The course culminates with the presentation of an independent research project selected by the student.

345 Biodiversity

Spring 2006 (Alternate years) (3 s.h.) Jones

Biodiversity is the study of the diversity of life. The course will cover biodiversity as an evolutionary result, a factor structuring ecological communities, and an environmental

issue. The course will end with an examination of conservation biology, and the attempt to reduce the loss of biodiversity. We will use text, film and Internet resources to examine the state of the world.

352 Developmental Biology

Spring 2006 (Alternate years) (5 s.h.) Pentz

Prerequisite: BIOL 111

This course deals with the question: how does a single fertilized egg cell develop into the many specialized and organized cells of an adult organism? The main stages of development are studied in a variety of organisms, each one chosen for its ease of manipulation at that stage. Much of the reading in the later portions of the course is from the research literature. The laboratory portion of the course introduces a selection of the main experimental approaches to development, and the student selects and carries out several experimental projects during the semester.

354 Comparative Physiology

Fall 2006 (Alternate years) (4 s.h.) Deeble

Prerequisite: BIOL 111

During this course students examine common cellular mechanisms underlying many physiological processes in order to gain an understanding of the highly organized nature of multi-cellular organisms. Students utilize the primary literature and a comparative approach to recognize how living organisms employ different functional strategies to solve basic physiological problems. The laboratory portion of the course allows students to perform self-directed experiments that illustrate the physiological mechanisms used within organ systems including the cardiovascular, respiratory, and nervous systems.

355 Comparative Vertebrate Anatomy

Spring 2007 (Alternate years) (4 s.h.) Deeble

Prerequisite: BIOL 111

This course allows students to investigate vertebrate anatomy by examining the connection between the form and function of selected organ systems in representative vertebrates. Students learn about basic vertebrate structure and the functional implications of this structure, while exploring evolutionary modifications through comparison of different vertebrate classes. During laboratory, students dissect organisms ranging from the early vertebrate lamprey, to the dogfish as an example of morphology that provides the groundwork for evolutionary change to come, and finally the cat as a mammalian representative.

361 Animal Behavior

Spring 2007 (Alternate years) (4 s.h.) Jones

Prerequisite: BIOL 111

The comparative study of animal behavior from ecological and evolutionary points of view. It is a lecture/project/discussion course that emphasizes insects, fish, birds, and mammals. The subject matter includes: innate and learned behavior as two poles of the entire spectrum of behavior; aspects of the genetics, physiology and development of behavior in the individual; adaptations of animals to the environment; evolution of behavior patterns; social organization; the logic of female choice; and applications of ethology to human behavior.

363 Primate Behavior

2006–2007 (Alternate years) (3 s.h.) Staff

Strongly recommended: BIOL 361

A comparative study of the behavior of primates from an ecological and evolutionary point of view. The course will focus on recent field studies on chimpanzees, gorillas, orangutans, and other primate species. Social organization, behavioral development, communication, and sexual behavior are some of the topics to be explored through discussion of readings, videotapes, films, and several field trips to zoos.

381 Junior Seminar

Spring (2 s.h.) Jones

This seminar focuses on experimental design, scientific writing, and data analysis as well as selection and development of a topic for senior research. Required of all biology majors in the second semester of their junior year.

383 Advanced Study in Biology

(2–3 s.h.) Staff

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

400 Senior Seminar

Fall (1 s.h.) Callo, Deeble, Freeman, Jones, Pentz

Prerequisite: BIOL 381

This seminar aids students in work on their senior research. Each student prepares two seminar presentations: a review of the scientific literature related to the individual's research project and an overview of the project's experimental design. Seminar members must take the Major Field Achievement Test.

401 Senior Research

Spring (2 s.h.) Callo, Deeble, Freeman, Jones, Pentz

The grade in this course represents an evaluation of the student's research efforts over the year as well as a written thesis and oral defense of this research project.

Business Administration

Dan Dowdy, Janet Ewing, Tom Kaplan, Claire Kent, Sally Ludwig, Catherine Ferris McPherson, Lallon Pond

Business Administration Department Statement of Mission and Vision

We want our students to graduate

- competent in the skills and knowledge they need to succeed,
- sensitive to the broad social and cultural context in which business occurs, and
- confident in their abilities to meet their goals.

We provide a learning environment that

- educates and supports students as they progress professionally,
- capitalizes on the unique opportunities and strengths of a women's college,
- encourages development of creative skills,
- meets current and future business needs through a dynamic curriculum,
- develops effective communication skills, and
- provides tools for analysis and synthesis of information.

The major in business administration requires mastery of business theory, development of skills in functional areas, and successful completion of a field experience. Students must complete a core of courses that cover functional areas of business.

Beyond the core courses, students must take additional courses selected from a list of electives. Elective courses provide students opportunities to tailor the major to fit their focus of study or to sample courses that might help them decide on an emphasis.

Students also must complete an area of emphasis. There are five areas of emphasis from which to choose: accounting, entrepreneurship, international business, management, and marketing. The accounting emphasis is available only through the Adult Degree Program.

Requirements for the Bachelor of Science in Business Administration

To earn a BS in business administration, students must meet all of the requirements for the BA and must complete ECON/POLS 301. They also must meet the college's requirements for the BS: three courses in mathematics at the 200-level or above and at least two 200-level lab science courses.

Requirements for the Bachelor of Arts in Business Administration

Students majoring in business administration should take BUAD 210, BUAD 211, ECON 101, or ECON 102 during their sophomore years. Students must also meet requirements for core courses, electives, and emphasis.

Core Courses

The following courses are required core courses for business administration majors: BUAD 200, BUAD 210, BUAD 211, BUAD 220, ECON/BUAD/COMM/HCA/POLS/SOC 222, BUAD 230, BUAD 340, BUAD 395, BUAD 400 and BUAD 401. BUAD 400 and BUAD 401 must be completed in the senior year. ECON/BUAD/COMM/HCA/POLS/SOC 222 has several substitutes. Students should check with their advisors.

Elective Courses

Students must complete a minimum of six credit hours from the following: BUAD 202, BUAD 221, BUAD 250, BUAD 302, BUAD 306, BUAD 307, BUAD 309, BUAD 312, CIS/BUAD 350, BUAD 362, ECON 225, ECON 247, MKTC 300, POLS/INT 230, PHIL 110.

Support Courses

Business administration majors are required to take two support courses: ECON 101 and ECON 102.

For All Emphasis Areas

Courses used to meet elective or core credit cannot be used in the emphasis area. Also, courses cannot be double counted if students seek multiple emphasis areas.

Accounting Emphasis (available only through ADP)

Nine semester hours chosen from BUAD 310, BUAD 311, BUAD 312, BUAD 314, BUAD 315, BUAD 316, BUAD 317, and BUAD 318. Students who will be taking the CPA exam must complete 150 s.h. of coursework including all accounting courses offered at MBC, as well as BUAD 340. BUAD 221 is also recommended. CPA exam candidates should check their state accounting boards for details.

Entrepreneurship Emphasis

9 semester hours including BUAD 306 and BUAD 309, and one of the following courses: BUAD 262, BUAD 312, BUAD 360, BUAD 362, and MKTC 300.

International Business Emphasis

9 semester hours, including at least one business administration course, from the following: AS 256, BUAD 305, BUAD 336, COMM 280, ECON 247, ECON 253, ECON 254, INT/AS 285, POLS 221. It is strongly recommended that students complete six hours of a foreign language and/or Asian studies courses.

Management Emphasis

9 semester hours chosen from BUAD 202, BUAD 250, BUAD 262, BUAD 302, BUAD 305, BUAD 306, BUAD 307, BUAD 309, BUAD 312, CIS/BUAD 350, and POLS/INT 230.

Marketing Emphasis

9 semester hours chosen from BUAD 307, BUAD 336, BUAD 338, CIS/BUAD 350, BUAD 360, BUAD 362, COMM 240, COMM 260, COMM 300, and MKTC 300.

Requirements for the Minor in Business Administration

18 semester hours in business administration including BUAD 200, BUAD 210, BUAD 211, BUAD 220 and BUAD 230. Students choose one of the following courses: BUAD 202, BUAD 221, BUAD 250, BUAD 302, BUAD 306, BUAD 307, BUAD 309, BUAD 312, BUAD 340, CIS/BUAD 350, BUAD 395, or MKTC 300. ECON 101 and ECON 102 are strongly recommended.

Requirements for the Minor in Human Resource Management

21 semester hours including BUAD 200, BUAD 202, and BUAD 302. Students choose 12 semester hours from the following: BUAD 221, ECON/BUAD/COMM/HCA/POLS/SOC 222, CIS/BUAD 350, BUAD 395, COMM 210, COMM 280, ECON 247, PHIL 110, PSYC 213, PSYC 221, PSYC 302, or REL 223. The following courses are strongly recommended: BUAD 210, BUAD 211, BUAD 230, BUAD 305, BUAD 340, and POLS/INT 230.

Marketing Communication Major

The business administration department also offers a major in marketing communication that combines marketing and management courses with courses in the communication department. This unique major is designed for students interested in careers in advertising, public relations, sales, or other areas of marketing communication. Please see the Marketing Communication section of this catalog for a course list and other information.

Preparation for Entering a Master of Business Administration Program

Students planning to enter an MBA program would benefit from taking BUAD 312, BUAD 305 or BUAD 336, and ECON 203.

Note for Transfer Students

Microeconomics and macroeconomics transferred from another college meet course requirements for ECON 101 and ECON 102. However, only ECON 102 taken at MBC meets International General Education credit.

Certificate in Business Management

24 semester hours, of which up to 12 hours may be transferred in or be done by prior learning portfolio in the ADP. For students majoring in Business Administration, there can only be 6 s.h. of overlap between major and certificate requirements.

REQUIRED COURSES

Core consisting of BUAD 200, BUAD 210, BUAD 211, BUAD 220, and BUAD 230. One of the following: BUAD 202, BUAD 302, or BUAD 340. At least two of the following: BUAD 221, BUAD 250, BUAD 307, BUAD 309, BUAD 330, CIS/BUAD 350, BUAD 395, and PHIL 110.

Certificate in Entrepreneurship

21 semester hours, of which up to nine hours may be transferred in or be done by prior learning portfolio in the ADP.

REQUIRED COURSES

Core consisting of BUAD 200, BUAD 230, BUAD 306, and BUAD 309. Three of the following: BUAD 210, BUAD 211, BUAD 262, BUAD 302, BUAD 340, CIS/BUAD 350, BUAD 360, or BUAD 395.

Certificate in Human Resource Management

21 semester hours including BUAD 200, BUAD 202, BUAD 302, and BUAD 395. Three of the following: BUAD 221, ECON/BUAD 222, CIS/BUAD 350, COMM 210, COMM 280, ECON 247, PHIL 110, PSYC 213, PSYC 221, PSYC 302, or REL 223. The following courses are strongly recommended: BUAD 210, BUAD 211, BUAD 230, BUAD 305, BUAD 340, and POLS/INT 230.

Certificate in Marketing Communication

21 semester hours, of which up to nine hours may be transferred in or be done by prior learning portfolio in the ADP.

REQUIRED COURSES

Core consisting of BUAD 200, BUAD 230, BUAD 330, COMM 240, and MKTC 300. Two of the following: BUAD 336, BUAD 338, CIS/BUAD 350, BUAD 360, BUAD 362, and COMM 260.

Business Courses

100	Introduction to Business
200	Principles of Management
202	Organizational Behavior
210	Principles of Accounting I
211	Principles of Accounting II
220	Business Law I
221	Business Law II
222	Social Science Statistics
230	Principles of Marketing
244	Investments

250	Women in Management
258	Globalization and Its Impact on World Affairs
260	Personal Finance
262	Family Business Management
287	Business Internship: Career Exploration
300	Integrated Marketing Communication
302	Human Resource Management
305	International Business
306	Venture Creation
307	Business and Society
309	Small Business Management
310	Intermediate Accounting I
311	Intermediate Accounting II
312	Managerial Accounting
314	Tax Accounting
315	Accounting Information Systems
316	Advanced Accounting
317	Accounting for Non-Profit and Governmental Organizations
318	Auditing
330	Marketing Management
332	Professional Selling
336	International Marketing
338	Marketing Research
340	Principles of Financial Management
350	Project Management
360	Retail, Services, and Internet Marketing
362	Consumer Behavior
387	Business Internship: Professional Experience
395	Business Practicum
400	Business Strategies
401	Business Senior Seminar

Course Descriptions

100 Introduction to Business

(3 s.h.) Ewing

This is an introductory course in business that acquaints students with the basic concepts and data needed to understand the contemporary business enterprise. Topics of discussion include economic systems, forms of ownership, marketing strategies, organizational management, human resources, computer systems, accounting, finance, legal issues, and international business. Films and visiting lecturers are utilized to discuss current business topics. Students in all majors should find the course helpful in gaining knowledge of the role of business in contemporary society. This course is not required of business majors and does not qualify for credit toward a business major.

200 Principles of Management

(3 s.h.) Kaplan, Kent

Prerequisite: sophomore standing

This course focuses on the principle functions of management in the contemporary business organization, with

special emphasis on planning, leading, organizing, and controlling. Models for specifying objectives, formulating plans, and organizing resources are examined. Control techniques by which the firm measures its performance in accomplishing its objectives are also given considerable attention. Students should develop a clear understanding of how the management team determines the structures, policies, and procedures that coordinate the firm's resources most efficiently. Lectures, case analysis, and student projects are used.

202 Organizational Behavior

(3 s.h.) Kent

Prerequisites: BUAD 200 and sophomore standing

Individual and group behavior in organizational settings, the organization itself, and the interactions between the two are studied in this course. Organizational behavior is concerned with the organization itself; the characteristics and behaviors of employees in isolation; the characteristics and processes that are part of the organization itself, without regard to particular employees; and the characteristics and behaviors directly resulting from people with their individual needs and motivations working within the structure of the organization. Readings, discussion, an organizational simulation, case analysis, and exercises are employed to acquaint students with behavioral information helpful in understanding the effective utilization of human resources in the accomplishment of organizational objectives.

210 Principles of Accounting I

(3 s.h.) Ewing

This course is an introduction to the conceptual foundation of accounting and the fundamental techniques involved in the preparation of corporate financial statements for use by those outside the firm. Coverage includes the balance sheet, income statement, and retained earnings statement. This course is not recommended during the freshman year. Scheduling during the freshman year requires permission of the instructor.

211 Principles of Accounting II

(3 s.h.) Ewing

Prerequisite: a grade of C or better in BUAD 210

This course is a continuation of and builds on the experience of BUAD 210. Coverage includes cash flow statements and understanding and analyzing financial statements. Students who complete this course will have developed some competence in the actual techniques and methods of the accountant. In addition, some skill in the interpretation and use of financial data will have been achieved.

220 Business Law I

(3 s.h.) Ludwig

Prerequisite: junior standing

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.

221 Business Law II

(Alternate years) (3 s.h.) Ludwig

Prerequisite: BUAD 220

This is a continuation of Business Law 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.

222 Social Science Statistics

(3 s.h.) Arthur, Klein, Pietrowski, Pond, Usher

Prerequisite: College algebra, its equivalent, or a higher level mathematics course

For course description, see INT 222 in the Interdisciplinary section of this catalog. Also listed as COMM/ECON/HCA/ POLS/SOC 222 in the Communication, Economics, Health Care Administration, Political Science, and Sociology sections of this catalog.

230 Principles of Marketing

(3 s.h.) Dowdy, McPherson

Prerequisite: sophomore standing

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, and gain practical experience through analytical and creative projects.

244 Investments

(Alternate years) (3 s.h.) Ewing

This course is an introductory study of investment management. A variety of investment media will be explored including cash equivalents, money markets, mutual funds, stocks, corporate bonds, government bonds, retirement plans and annuities, real estate, options, and futures. The emphasis is on the individual investor. Investment strategies and risk and return will be evaluated qualitatively and quantitatively. Techniques and procedures designed to aid in investment management will be analyzed and compared.

An optional field trip to the financial district of New York City allows the student to view first hand the major financial capital of the world.

250 Women in Management

(3 s.h.) Kent, McPherson

This course introduces responsibilities, functions, and decisions required in a management position, and it examines the impact of women managers. It presents a comprehensive view of how women may establish and maintain their effectiveness as managers at all levels within an organization. It also provides a historical perspective on women in our culture and in the work environment.

258 Globalization and Its Impact on World Affairs

Spring 2007 (3 s.h.) D. Métraux and D. Clark

Introduction to the concept of globalization and its economic and political impact on selected countries and regions. Also listed as AS/BUAD/INT 258 in the Asian Studies and Interdisciplinary sections of this catalog. For ADP students.

260 Personal Finance

May Term (Alternate years) (3 s.h.) Dowdy, Ewing

Prerequisites: sophomore status or permission of instructor

Understanding one's increasingly complex financial needs in today's world can be a challenge. This course confronts this challenge by providing 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. Personal finance concepts and proven guidelines for successful implementation of effective financial planning are combined with real-world applications learned through readings, analysis of cases, and outside research.

262 Family Business Management

Offered as needed to ADP students

(3 s.h.) Kaplan

Although this course will be most beneficial to those who come from a family business, it may also be useful to others who may some day own or work for a family business. The primary goal of the course is to increase students' understanding of how the social and psychological dynamics of family interact in the context of a family business. Students will analyze one family business (most likely their own family business) in depth. The varied details of these cases, as well as those introduced by the instructor, will provide a broad view of the issues faced by families in business. Students will learn about the natural family and business cycles that impact the family firm, whether large or small. Students will be exposed to the unique challenges

and opportunities encountered by the various stakeholders in a family business — owners, employees, family members not involved in the business, non-family employees, and others. The course will identify processes and structures that family firms use to thrive. Finally, this course will prepare students to effectively assess and respond to situations with an understanding and appreciation of the many factors involved.

287 Business Internship: Career Exploration

(Credit varies) Staff

Prerequisite: permission of business administration faculty member

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.

300 Integrated Marketing Communication

Fall (alternate years) (3 s.h.) McPherson

Students will develop integrated marketing communication campaigns for local, regional, or national organizations. These group projects will involve research, planning, execution, evaluation, and formal presentation. The course will also examine case studies to explore the integration of advertising, public relations, and marketing as applied to actual communication problems and opportunities.

302 Human Resource Management

(Alternate years) (3 s.h.) Kent

Prerequisites: BUAD 200 and junior standing

This course provides students with fundamental knowledge of the field of human resource management. It covers the design and purpose of human resource management systems in all types of organizations. The specific functions of human resources to be studied in detail are: human resource planning, human resources and organizational competitiveness, global human resource management, equal employment opportunity, analyzing and staffing jobs, recruitment and selection, training and development, performance management and appraisal, compensation, incentives and benefits, health and safety, employer rights, discipline, union/management relations, collective bargaining, and assessing human resource effectiveness.

Lectures, discussions, activities, and a research project serve to acquaint students with the diverse activities associated with human resource management systems.

Discussions with professionals in the field are encouraged to enhance students' learning experiences.

305 International Business

(Alternate years) (3 s.h.) Dowdy, Kent, Kaplan

Prerequisites: BUAD 200 or permission of instructor

This course studies the issues involved in international

business including small- and medium-sized firms as well as giant multinational corporations. Virtually all companies and individuals making business decisions today are affected by international events. Firms, therefore, must focus on international business in order to remain competitive, even those not directly engaged in international business. Business has become global in nature, and, therefore, students preparing for a managerial career must understand the complexities and cultural aspects of international business and be trained to manage effectively in a global economy. Individual discussions, case analysis, and a semester project will be utilized to aid the student in becoming comfortable with the nature of international business environments.

306 Venture Creation

(Alternate years) (3 s.h.) Kaplan, Kent

Prerequisites: BUAD 200, BUAD 210, BUAD 230, or permission of instructor

Students will participate in feasibility studies and potential development of a new venture such as a small business. They will be involved in all aspects of creation, planning, assessment, development, and potential start-up and operation of a new business. This course focuses on the venture planning process. Topics include feasibility assessment, business-plan development, and preparation for start-up. Students will learn how to evaluate the feasibility of a new business idea prior to making a sound go/no go decision. Students will learn about the purposes and elements of a business plan and develop a business plan that can be implemented for a new venture. Students who own and operate a business may develop a business plan for this business, with the approval of the instructor. Case studies will be used to build the skills required to develop and launch a business.

307 Business and Society

(Alternate years) (3 s.h.) Prerequisite: sophomore standing

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 analysis, and class discussion.

309 Small Business Management

(Alternate years) (3 s.h.) Kaplan, Kent

This course is designed to prepare students for leadership roles in small to mid-sized companies. The focus is on the many post-start-up activities that are critical for survival of a new business. Considerable attention is also paid to managing the opportunities and challenges associated with

rapid growth. Students are exposed to some of the practical realities, transition points, issues, and dilemmas that are particularly relevant to smaller companies, many of which are quite different from those faced by managers of larger firms.

310 Intermediate Accounting I (ADP only)

(3 s.h.) Staff

Prerequisite: A grade of C or better in BUAD 211

This is a further consideration of issues developed in BUAD 210 and 211. Lectures and problem 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.

311 Intermediate Accounting II (ADP only)

(3 s.h.) Staff

Prerequisite: BUAD 310

A continuation of BUAD 310, this course includes topics such as intangible assets, long-term liabilities, stockholders' equity, retained earnings, dividends, and leases.

312 Managerial Accounting

(Offered as needed) (3 s.h.) Staff

Prerequisite: BUAD 211

Emphasis in this course, which is a continuation of topics introduced in BUAD 211, 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.

314 Tax Accounting (ADP only)

(Alternate years) (3 s.h.) Staff

Prerequisite: BUAD 211 or equivalent

This course 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.

315 Accounting Information Systems (ADP only)

This course will examine the principle functions of accounting processes utilizing information technology in the contemporary business organization. Models for the sales/collection business process and acquisition/payment process are examined. Process rules, risks and associated controls are also given considerable attention. Overviews are provided on general ledger architecture as well as Database Management

Systems (DBMSs). Students will develop a clear understanding of how accounting information flow is critical to business decisions, management, and shareholders.

316 Advanced Accounting (ADP only)

(Alternate years) (3 s.h.) Staff

Prerequisite: BUAD 311

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.

317 Accounting for Non-Profit and Government Organizations (ADP only)

This course examines governmental organizations (county, state, federal) which differ significantly from business organizations in many ways and, accordingly, have a different set of standards in regard to accounting activity. Accounting and reporting is reviewed according to the Governmental Accounting Standards Board (GASB) including budgeting, proprietary funds, and revenue funds. In addition Not-for-Profit entities are examined, particularly accounting for Hospitals and Colleges/ Universities.

318 Auditing (ADP only)

(Alternate years) (3 s.h.) Staff

Prerequisite: BUAD 211 and BUAD 312 or permission of instructor

Recommended: BUAD 310

This course 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.

330 Marketing Management

(Offered as needed) (3 s.h.) McPherson

Prerequisites: BUAD 200 and BUAD 230

This course 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.

332 Professional Selling

(Offered as needed) (3 s.h.) Staff

Prerequisite: BUAD 230

The roles of the sales person and the sales manager are the focus of this course, which provides understanding of personal selling as an important part of the marketing mix.

Topics include personal selling tactics, collateral material design and usage, sales forecasting, sales force structure, personnel selection and motivation, and territory management. Emphasis is placed on retail and industrial sales where the sales agent calls on the customer. Sales management of retail store clerks is covered in BUAD 360.

336 International Marketing

(Alternate years) (3 s.h.)

Prerequisite: BUAD 230

This course studies marketing concepts and decision-making in international marketing. Emphasis is placed upon comparative differences in markets, marketing functions, and socioeconomic and cultural differences between domestic and international marketing through lectures, class discussions, case analysis, and a major project.

338 Marketing Research

(Alternate years) (3 s.h.) McPherson

Prerequisite: BUAD 230

The study of the marketing research process, including design, methodology, analysis, and interpretation, is the thrust of this course. Students gain understanding of both qualitative and quantitative methods as well as exposure to current technological research applications. Practical application comes through completion of consumer research projects.

340 Principles of Financial Management

(3 s.h.) Ewing, Pond

Prerequisites: BUAD 210 and BUAD 211 with a grade of "C" or better, ECON 101, and ECON 102

This course looks at 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 analysis.

350 Project Management

(Alternate years) (3 s.h.) Ewing, Kaplan

Prerequisites: Junior standing and CIS/CS 321 (may be taken concurrently) or permission of instructor

For course description, see CIS/BUAD 350 in the Computer Information Systems and Computer Science section of this catalog.

360 Retail, Services, and Internet Marketing

(Alternate years) (3 s.h.) McPherson

Prerequisite: BUAD 230

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 satisfac-

tion, and experiential marketing. Practical application is provided through a retail/service consulting project.

362 Consumer Behavior

(Alternate years) (3 s.h.) McPherson

Prerequisite: BUAD 230

This course 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 through current readings, introspective and analytical projects, and class discussion.

387 Business Internship: Professional Experience

(Credit varies) Staff

This internship, which is more in-depth than BUAD 287, focuses on practical experience of a more professional nature. It can be a valuable testing ground for possible future career opportunities. It requires keeping a log of job responsibilities and writing a paper summarizing the experience and what was learned. This internship should be related to the student's area of emphasis for the major.

395 Business Practicum

(3 s.h.) Staff

Prerequisite: junior standing or approval of faculty mentor
This course gives students the opportunity to apply theory and skills learned in business courses to the practice of business. The field practicum begins with the student delivering a brief practicum proposal outline to the faculty mentor at the beginning of the semester. Upon approval of the project, the student and mentor will work to define the project's timeline and the manner in which it will be presented. Projects not approved by the faculty mentor prior to their beginning will not be accepted as fulfillment of the field practicum requirement.

400 Business Strategies

(3 s.h.) Dowdy, Kaplan, Kent, McPherson, Pond

Prerequisite: Senior standing and completion of all pre-400 level major courses

This course is the first of two capstone courses designed to give students an opportunity to develop conceptual and analytical skills needed by higher-level managers in all types of organizations. Emphasis is given to the integration of subject matter from all business courses and other related disciplines in the discussion and analysis of organizational problems. It should directly precede BUAD 401. Course topics include elements of the strategic planning process, situational analysis, decision making in an uncertain environment, and effective implementation of a strategic plan, including organizational design and management. A comprehensive case analysis process is covered as well.

401 Business Senior Seminar

(3 s.h.) Dowdy, Kaplan, Kent, McPherson, Pond

Prerequisites: BUAD 400 and senior standing

This course is a culminating academic experience in which students demonstrate a proficient level of understanding of the principles of the business administration curriculum.

This is accomplished through the application of accumulated business knowledge to the comprehensive analysis of a publicly traded company in the form of a senior project. Using the case analysis process learned in BUAD 400, students analyze a company, approved by the instructor, and present their findings for evaluation and critical review. In addition to the written case analysis and oral presentation, students are required to stay abreast of current business topics for class discussion.

Chemistry

Peggy Ankney (formerly Perozzo), Vladimir Garkov, Elizabeth Hairfield, Hampton Hairfield, Karl Zachary

Requirements for the Bachelor of Arts in Chemistry

At least CHEM 111, CHEM 112, CHEM 211, CHEM 212, CHEM 213, CHEM 214, CHEM 400, CHEM 401, and three additional courses at the 300-level; either PHYS 201-202 or BIOL 111 and BIOL 222 or BIOL 224.

Requirements for the Bachelor of Science in Chemistry

At least CHEM 111, CHEM 112, CHEM 211, CHEM 212, CHEM 213, CHEM 214, CHEM/PHYS 321, CHEM 322, CHEM 400, CHEM 401, and one additional course at the 300-level; PHYS 201-202, three courses in mathematics at the 200-level or above.

Senior Requirement

Successful completion of CHEM 400 and CHEM 401, which includes an oral defense of a written thesis on an original research project.

Requirements for the Minor in Chemistry

CHEM 111, CHEM 112, CHEM 211, CHEM 212, CHEM 213, CHEM 214, and any one of the following: CHEM 302, CHEM/PHYS 321, CHEM/BIOL 324, CHEM 383.

Chemistry Courses

100	Topics in Physical Science
105	Science in Cultural Context
110	Global Issues in Chemistry
111	General Chemistry I
112	Organic Chemistry I
120	Nutrition in Health and Disease

130	Chemistry and Society
211	Organic Chemistry II
212	General Chemistry II
213	Laboratory Organic Chemistry
214	Analytical Chemistry
302	Inorganic Chemistry
321	Physical Chemistry I
322	Physical Chemistry II
324	Biochemistry I
325	Biochemistry II
326	Experimental Biochemistry
383	Methods of Organic Identification
400, 401	Senior Research

Directed inquiries, teaching assistantships, and internships in chemistry are available on an individual basis.

Course Descriptions

100 Topics in Physical Science

(3 s.h.) Ankney

For course description, see PHYS/CHEM 100 in the Physics section of this catalog.

105 Science in Cultural Context

May Term (3 s.h.) V. Garkov

This course is designed to help students grasp and appreciate the main ideas in the world of science and chemistry from a cultural perspective. No background in chemistry is assumed. The first week of the regular May Term will be spent on campus covering the fundamental principles of chemistry. Students who have already been exposed to those principles (either in high school or in college) will be assigned more advanced work. During the last two weeks of the May Term, the class will travel abroad visiting different places (museums, industrial sites, birthplaces, university laboratories) where the most important scientific discoveries have occurred. This course is appropriate for both science and nonscience majors.

110 Global Issues in Chemistry

(3 s.h.) V. Garkov

Students experience the excitement of chemistry, and how it affects their personal lives, the environment, and society from a global perspective. They learn about important chemical concepts and substances through classroom discussions of the earth's atmosphere, the ozone hole, acid rain, air pollution, global warming, nutrition and famine, etc. No background in chemistry is assumed.

111 General Chemistry I

(5 s.h.) V. Garkov, E. Hairfield, H. Hairfield, K. Zachary

In classroom discussions students explore the meaning of basic chemical concepts that are needed for further study in chemistry or in related fields such as biology and the health sciences. Through concurrent laboratory activities

they apply these concepts and also develop competence in techniques and methods used by chemists, including IR, NMR, and TLC. Algebra and/or high school chemistry is recommended as background.

112 Organic Chemistry I

(5 s.h.) V. Garkov, E. Hairfield, H. Hairfield, K. Zachary
Prerequisite: CHEM 111 or permission of instructor
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, and arenes. Students also develop competence in organic synthetic work, and in analysis of their products using modern spectroscopic instrumentation (IR, NMR) and chromatographic techniques (GC, GC-MS).

120 Nutrition in Health and Disease

(3 s.h.) V. Garkov
This course introduces students to the most interesting and practical aspects of medicine from a nutritional perspective at the interface of two basic disciplines — biology and chemistry. Among the topics to be discussed: nutrients and nutritional processes within the body; energy metabolism, intake and expenditure; metabolic disorders (obesity, diabetes, alcoholism, vitamin deficiencies); nutrition and the contemporary diseases of our civilization (atherosclerosis, cancer, AIDS); interactions of drugs with nutrients; etc. This course is appropriate for students interested in the health professions, especially nursing. Also listed as CHEM/BIOL 120 in the Biology section of this catalog.

130 Chemistry and Society

(3 s.h.) V. Garkov
Prerequisites: CHEM 110 or CHEM 111 or strong high school background in chemistry.
This course is a continuation of CHEM 110 (Global Issues in Chemistry) and uses the same textbook — *Chemistry in Context* — a project of the American Chemical Society aimed at developing scientific literacy and chemical awareness among the general population of non-scientists. Armed with the basic knowledge about matter and its behavior acquired in introductory chemistry classes (CHEM 110 or CHEM 111), students further explore the application of this knowledge to issues of societal concern: nuclear power, alternative sources of energy, plastics and polymers, the pharmacological effects of drugs, nutritional issues, chemistry of heredity, and genetic engineering. Students will be expected to make oral presentations and write papers relating chemistry to society.

211 Organic Chemistry II

(3 s.h.) V. Garkov
Prerequisite: CHEM 112
This course continues the survey of organic chemistry started by CHEM 112 using a similar approach, and covering the alcohols, ethers, phenols, aldehydes, ketones, carboxylic acids, amines, proteins, lipids, and carbohydrates.

212 General Chemistry II

(3 s.h.) K. Zachary
Prerequisite: CHEM 211 or permission of instructor
The principles that control the behavior of inorganic systems are essential to understanding both chemistry and biology. Topics include ionic equilibria, chemical thermodynamics, kinetics, electrochemistry, gases, nuclear reactions, and the chemistry of main group elements.

213 Laboratory Organic Chemistry

(2 s.h.) V. Garkov
Covers 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. Taken concurrently with CHEM 211.

214 Analytical Chemistry

(2 s.h.) K. Zachary
This course includes both qualitative and quantitative analysis. Students identify ions through procedures they develop themselves, and they develop competence in performing gravimetric, titrimetric, and spectrophotometric analysis. Emphasis is placed on careful and accurate analytical results and on the interrelationship between theory and practice. Usually taken concurrently with CHEM 212.

302 Inorganic Chemistry

(3 s.h.) K. Zachary
Prerequisite: CHEM 211–212
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; importance of inorganic compounds to industrial chemistry. Offered as needed.

321, 322 Physical Chemistry I, II

(Alternate years) (4 s.h. each) K. Zachary

Prerequisites: CHEM 111, MATH 211–212, PHYS 201-202 (PHYS 201-202 may be taken concurrently.)

Through this sequence of courses, students acquire an understanding of the theoretical foundations of chemistry. The first semester covers chemical thermodynamics and equilibrium. The second semester explores quantum theory, kinetics, and statistical mechanics. Laboratory work emphasizes use of instruments, especially gas chromatography and spectroscopy. Students also learn statistical analysis of data and how to write formal reports. Also listed as CHEM/PHYS 321 in the Physics section of this catalog.

324, 325 Biochemistry I, II

(4 s.h. each) V. Garkov

Prerequisites: CHEM 112 or BIOL 222 or permission of instructor

Recommended: BIOL 224, CHEM 211, CHEM 213

In this sequence, students are provided with a base of information that allows them to integrate biomolecules into two worlds: the biological world of organisms and the chemical world of organic reactions. 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. Also listed as CHEM/BIOL 324, 325 in the Biology section of this catalog. Offered once every three years.

326 Experimental Biochemistry

(4 s.h.) V. Garkov

Prerequisites: CHEM 112 or BIOL 222 or permission of instructor

This course is designed to help students acquire the theoretical knowledge and practical skills needed in a modern biochemistry laboratory. The following general techniques as recommended by the American Chemical Society are covered: error and statistical analysis of experimental data; spectroscopic methods; electrophoretic techniques; chromatographic separations; and isolation and characterization of biological materials, including enzyme kinetics. Also listed as CHEM/BIOL 326 in the Biology section of this catalog. Offered once every three years.

383 Methods of Organic Identification

(4 s.h.) Staff

Prerequisite: CHEM 112

This course teaches how organic compounds are identified by both wet chemical and instrumental techniques.

Students identify five unknowns: two pure solids, a pure liquid, a two-component mixture, and a three-component mixture. They get practical experience in operating and in

interpreting the output data from ultraviolet, infrared, proton magnetic resonance, and mass spectrometers. Offered as needed.

400, 401 Senior Research

(3 s.h. each) K. Zachary

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.

Clinical Laboratory Science

Coordinator: Lundy Pentz

Clinical laboratory science is an important allied health profession. The clinical laboratory scientist performs the major laboratory diagnostic tests in hospitals, clinics, and research laboratories. Specialties within the field include hematology, bacteriology, serology, clinical chemistry, parasitology, radioimmunoassay, and blood banking. Mary Baldwin College offers a major in clinical laboratory science in cooperation with Augusta Medical Center in Fishersville, MCV/VCU, Rockingham Memorial Hospital, and Roanoke Memorial Hospitals (Carilion). All hospitals are fully accredited, and their schools of clinical laboratory science are approved by the National Accrediting Agency for Clinical Laboratory Science (NAACLS). Upon satisfactory completion of course work and hospital program, the college will grant the bachelor's degree and the clinical laboratory science program will certify the student as eligible to take the National Registry Examinations leading to certification in clinical laboratory science.

Requirements for the Major in Clinical Laboratory Science

The student must emphasize biology or chemistry and take at least seven courses in one field and five in the other, including BIO 111, BIO 255 and BIO 256 (one course), BIO 327; CHEM 111, CHEM 112, CHEM 211 and CHEM 213 (one course), CHEM 212 and CHEM 214 (one course). No course below 111 may be counted. Students emphasizing chemistry must take at least one 300 level chemistry course. One course in mathematics and successful completion of the clinical year are also required.

Recommended Courses

PHYS 201-202 and MATH 213 and MATH 214.

The Clinical Year (CLS 386, 387)

The clinical year is a 12-month training period beginning in July. The student must have completed all graduation and major requirements at MBC before entering the clinical year. Admission is competitive, and the student must apply well in advance, generally in the fall of her junior year. During the clinical year, the student is considered an off-campus student, and must pay for room and board and the tuition charged by the clinical laboratory science program. The student registers at Mary Baldwin College for CLS 386 and CLS 387, 15 and 18 semester hours for the fall and spring semesters, respectively. Grading is only Pass/No Credit, and hospital officials are the sole arbiters of these grades. Upon completion of the standard Mary Baldwin graduation requirements, including requirements for this major and the clinical year, the student graduates with a bachelor's degree from Mary Baldwin College majoring in clinical laboratory science. Like other health professionals, the student must then 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.

Communication

*Alice Araujo, Bruce Dorries, Valerie Gangwer,
Sally Ludwig, Allan Moyé*

This discipline helps students develop liberal arts-based communication skills, including oral presentation and writing, research, critical thinking, and media literacy. This field of study promotes the effective and ethical practice of human and mass communication by focusing on how people use messages to create meanings in and through different contexts, cultures, and media. As an interdisciplinary field of study, Communication prepares students for work in a wide range of careers as well as for graduate school.

Requirements for the Major in

Communication — 46 semester hours that include:

1. A core of 22 semester hours: COMM 100 preferably taken in conjunction with INT 103, COMM 215, COMM 222, COMM 387, COMM 395, COMM 400, and COMM 401;
2. 12 semester hours of Mass Communication courses: 3 semester hours of Writing Emphasis (COMM 221 taken concurrently with COMM 220, or COMM 255); and 9 semester hours from among the following: COMM 119, COMM 219, COMM 240, COMM 254, COMM 260, and COMM 312;

3. 12 semester hours of Human Communication courses: 3 semester hours of Writing Emphasis (COMM 210), and 9 semester hours from among the following: COMM 230, COMM 237, COMM 280, and COMM 285.

Additional hours in the major are also recommended.

Requirements for the Minor in Communication

22 hours in communication: COMM 100, COMM/ART 119, COMM 210, COMM 215, COMM 221, COMM 240 or COMM 260, COMM 280 or COMM 285; and INT 103 (Information Literacy).

Communication Courses

100	Public Speaking
119	Introduction to Video Production
210	Interpersonal Communication
215	Mass Communication
219	Advanced Video Production
220	Desktop Publishing
221	Mass Media Writing
222	Social Science Statistics
230	Small Group Communication
231A	Newspaper Production Practicum
231B	Television Production Practicum
237	Mediation: Theory and Practice
240	Principles of Advertising
254	Film Analysis
255	Screenwriting
260	Principles of Public Relations
280	Intercultural Communication
285	Gender and Communication
312	Mass Media Law and Ethics
332	Special Topics in Communication
387	Internship in Communication
395	Communication Theory
400	Communication Research
401	Senior Seminar in Communication

Special topics courses and teaching assistantships not listed above are also available on an individual basis.

Course Descriptions

100 Public Speaking

(3 s.h.). Araujo, Dorries, Moyé

The theory and practice of public speaking in a variety of professional and social contexts. This course focuses on how public speaking can transform speakers and audiences by creating an environment for the open exchange of ideas, experiences, and opinions.

119 Introduction to Video Production

(3 s.h.) Moyé

A fundamental, practical approach to video production equipment and terminology, this course emphasizes camera operation and composition, nonlinear editing and principles of editing (using FinalCut Pro), and related audio. Projects vary in scope, allowing students to adapt these principles to future work in broadcasting, documentary and narrative filmmaking, and various forms of artistic expression. Includes accompanying lab. Also listed as COMM/ART 119 in the Art section of this catalog.

210 Interpersonal Communication

(3 s.h.) Araujo

A theoretical and practical exploration of the centrality of communication in person-to-person relationships, this course views communication as a transactional process through which people constantly negotiate identities. Particular emphasis is placed on mindful communication in the analysis of relational challenges and the development of life-enhancing interpersonal communication skills.

215 Mass Communication

(3 s.h.) Dorries

An exploration of media culture as a democratic and consumerist force, including the history, economic structures, and special issues associated with various media industries, this class enhances media literacy and explores how culture influences and is influenced by media. Students are encouraged to become savvier consumers and cultural critics of media.

219 Advanced Video Production

Spring 2008 (Alternate years) (3 s.h.) Moyé

Prerequisite: COMM/ART 119 or permission of instructor
Building upon the skills learned in COMM/ART 119, this course introduces the art of visual storytelling through the production of documentary “packages” and creative self-expression. It includes non-linear video editing, basic scripting, and multiple camera studio shoots for MBC television.

220 Desktop Publishing

Fall 2007 (Alternate years) (1 s.h.) Gangwer

Prerequisite: Communication major/minor or permission of instructor

This lab introduces students to the knowledge and basic skills of desktop layout using professional-level software. Students will progress through projects starting with single advertisements and ending with multi-page documents. Time is allotted during most classes to work on assignments.

221 Mass Media Writing

(3 s.h.) Dorries

An introduction to the basic principles of media writing, this course covers a variety of writing styles, including journalism and public relations. It provides practical experience in writing, editing, and meeting deadlines for *Campus Comments*, the MBC student newspaper.

222 Social Science Statistics

(3 s.h.) Arthur, Klein, Pietrowski, Pond, Usher

Prerequisite: College algebra, its equivalent, or a higher level mathematics course

For course description, see INT 222 in the Interdisciplinary section of this catalog. Also listed as BUAD/ECON/HCA/ POLS/SOC 222 in the Business Administration, Economics, Health Care Administration, Political Science, and Sociology sections of this catalog.

230 Small Group Communication

(Alternate years) (3 s.h.) Araujo

This experiential course emphasizes both the theory and the practice of communicating in social, support, and living groups, as well as work teams. Groups are viewed as systems involving roles, leadership, power and climate development, decision making and problem solving. Students learn cognitively and experientially by working collaboratively in groups.

231A Newspaper Production Practicum

(3 s.h.) Dorries

Prerequisites: permission of instructor and COMM 221
Under instructor supervision, students serve on the staff of *Campus Comments*, the MBC student newspaper, for one year while pursuing individual study of a journalistic specialization including reporting and writing, photojournalism, copy editing, feature writing, newsroom management, advertising, and layout and design.

231B Television Production Practicum

(3 s.h.) Moyé

Prerequisite: COMM/ART 119, COMM 219, or permission of instructor

While creating programming for Mary Baldwin Television, students will participate in directing, editing, newsgathering, scripting, and performing on-camera, allowing them to hone their skills in all phases of production. Students will gain experience to add to their resumes for future broadcasting endeavors. Coursework requires evening meetings and covering campus events.

237 Mediation: Theory and Practice

(3 s.h.) Gilman

In mediation, an impartial third party acts as a facilitator in disputes between two or more people. In this course,

students explore the process of conflict resolution. Through lectures, discussions and role playing, students begin to develop the skills necessary to being effective mediators. Also listed as REL 223 in the Philosophy and Religion section of this catalog.

240 Principles of Advertising

(3 s.h.) Dorries

Recommended: COMM 100

The course examines the history, functions and 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. The class includes community-service learning and group projects.

254 Film History and Analysis

(3 s.h.) Moyé

Students examine the dramatic, visual, and technical elements of cinema, and develop a critical framework for watching and analyzing films. The course examines great filmmakers, the characteristics of their art, and some important developments in film, a form of art, documentary narrative, and mass medium for entertainment. It includes a number of screenings of silent, classic, foreign, and modern independent films. Also listed as COMM/ART 254 in the Art section of this catalog.

255 Screenwriting

(3 s.h.) Moyé

Students are introduced to the theory and practice of screenwriting including concept, research, treatment, plot, character, editing, style, revision, and presentation. Analyzing successful scripts and, in work shops, developing drafts in the fields of television and film help students develop appropriate styles and modes of work. The course emphasizes dramatic narrative for television and film, revision, and peer editing.

260 Principles of Public Relations

(3 s.h.) Dorries

Recommended: COMM 100

This course examines the development and role of public relations, as well as its centrality in democratic societies. Students learn the practices of the profession, strategies and tactics, and how to implement a campaign. The course includes study of the important role of research in public relations as well as theory related to the practice. The course includes study of business and media writing and a community service-learning project on behalf of a non-profit organization.

280 Intercultural Communication

(3 s.h.) Araujo

The course explores the relationship between culture and

communication, including cultural values and world views, ritual behavior, verbal and nonverbal communication, power, social histories, and how cultural identities affect communication between people of different cultures. Emphasis is placed on awareness of oneself as a cultural being and tolerance for ambiguity, as well as the application of theory to cross-cultural communication.

285 Gender and Communication

2007 (3 s.h.) Araujo

An examination of the interactive relationships between gender and communication in contemporary U.S. society, the course explores how communication creates and perpetuates notions of masculinity and femininity and how these are communicated in private and social contexts.

312 Mass Media Law and Ethics

(3 s.h.) Ludwig

This course surveys the history and development of media law in the United States. Lectures and discussions explore libel law and its defenses, privacy, the Freedom of Information Act, free press-fair trial, cross-media ownership, the Fairness Doctrine, self-regulation, the impact of the courts upon the First Amendment, and the role of ethics and morality in the communication professions.

332 Special Topics in Communication

(3 s.h.) Staff

The course focuses on special topics not normally covered in other communication courses or not covered in sufficient depth (e.g. Film History and Theory). Seminar topics will form the basis for recent readings for discussions, projects, and presentations. Individual student projects will define or refine an aspect of the topic.

387 Internship in Communication

(3–6 s.h.) Araujo, Dorries, Moyé

This is a communication-based, practical learning experience to help students form links between the academic and professional world. Through the support of the campus Sena Center for Student Life and Career Development, the student identifies a communication internship and negotiates the nature of her responsibilities with the supervising organization, which works with the supervising professors to evaluate the student's performance. For credit to be awarded the internship-agreement contract must be finalized before a student begins working with an organization. The department requires one 3-hour internship, but recommends two.

395 Communication Theory

(3 s.h.) Dorries

This course prepares students to rigorously examine areas of study in the discipline — from rhetoric to interpersonal

to mass communication. Material covered represents both the classical theories of the discipline and those that will be relevant in upper-division communication courses and possible graduate study, as well as in the work world beyond higher education. Students will gain a better understanding of the basis for communication research as well as how to employ theory as a critical tool.

400 Communication Research

(3 s.h.) Araujo

Prerequisite: senior Communication major

This course introduces qualitative and interpretive methods of research used to explore human and mass communication. Students learn to conduct and critically evaluate research and to develop proposals for their senior projects or theses.

401 Senior Seminar

(3 s.h.) Dorries

Prerequisite: COMM 400 and senior Communication major

The seminar allows students to independently conduct a major research project or thesis demonstrating their understanding of communication issues, theories, and skills on a topic of their choice. Students apply primary and secondary research to a selected issue associated with human and/or mass-mediated interaction. Theses and projects will be presented in writing and orally to members of the department and other students in the major.

Computer Information Systems and Computer Science

Brian Arthur, Debra Wenger

Requirements for the Bachelor of Arts in Computer Information Systems

37 hours in computer information systems including CIS 110, CIS/CS 180, CIS/CS 205, a second programming course (CIS 207, CIS/CS 209, or CIS/CS 215) CIS/CS 220, CIS/CS 321, CIS/CS 322, CIS/CS 387, CIS/CS 400, and CIS/CS 402. All other courses must be above the 100-level. CIS majors are strongly advised to take BUAD 100, BUAD 200 or 250, COMM 100, ECON/BUAD/COMM/HCA/POLS/SOC 222 or MATH 213, and ENG 251.

Requirements for the Bachelor of Arts in Computer Science/Mathematics

24 semester hours in computer science including CIS/CS 180, CIS/CS 205, CIS/CS 215, CIS/CS 230, CIS/CS 300, CIS/CS 305, CIS/CS 400 or MATH 400 or MATH 401, and

CIS/CS 402. 20 semester hours in mathematics above the 100-level, including MATH 211, MATH 212, MATH 231, MATH 301, MATH 304, and MATH 322.

Requirements for the Bachelor of Science in Computer Science/Mathematics

For a BS, students must meet all of the requirements for the BA and complete PHYS 201-202 and two other 200-level lab science courses.

Requirements for the Minor in Computer Information Systems

21 semester hours in computer information systems including CIS 110, CIS/CS 180, CIS/CS 220, CIS/CS 321, a programming language (CIS/CS 205, CIS 207, or CIS/CS 209), and two courses above the 100-level chosen by the student and the minor advisor.

Requirements for the Minor in Computer Science

21 semester hours in computer science, including CIS/CS 180, CIS/CS 205, CIS/CS 215, CIS/CS 230, CIS/CS 300, and two courses above the 100-level chosen by the student and the minor advisor.

Cooperative Programs

The Mary Baldwin College and University of Virginia Dual Degree Program in Engineering or Computer Science
Mary Baldwin College students may elect to participate in a dual degree program in the various branches of engineering or in computer science offered by the School of Engineering and Computer Science/Math 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 Computer Science/Mathematics from MBC and a master's degree in Engineering or Computer Science from UVA. Students who are interested in exploring this option should contact the coordinator, Dr. John Ong, associate professor of mathematics, during their first semester at Mary Baldwin. In order to enroll in this program, they must maintain an overall (as well as a math and science) GPA of B+ at the college, and must have completed the Calculus and Physics sequences during their freshman year. Students who are competitive for the program generally have an SAT score of 1100 and above.

Computer Information Systems and Computer Science Courses

110	Introduction to Computer Information Systems
180	Fundamentals of Computer Systems
205	Principles of Computer Programming
207	Event Driven Programming

209	Topics in Computer Languages
215	Data Structures and Software Engineering
220	Introduction to Databases
230	Operating Systems
270	Topics in Computer Systems
300	Computer Architecture and Assembly Language
305	Advanced Programming
310	Data Communications and Networking
320	Database Systems
321	Systems Analysis
322	Systems Design
350	Project Management
370	Advanced Topics in Computer Systems
387	Internship
400	Senior Seminar: Computer Ethics and Security
402	Senior Project

All courses are cross-listed between computer information systems and computer science with the exception of CIS 110, CIS 207, and CIS/BUAD 350.

Course Descriptions

CIS 110 Introduction to Computer Information Systems

(3 s.h.)

This first course introduces students to the broad spectrum of topics in computer information systems and enables them to effectively use these systems for life-long learning and future careers. Concepts in hardware, software, telecommunications and networks, the Internet, e-commerce, security, and privacy and ethics will be introduced. In addition to studying information systems in business, students will explore specialized systems such as artificial intelligence, expert systems, virtual reality, and geographic information systems. This course is required for students majoring in CIS and provides a foundation for all other computer information systems courses. Open to non-majors.

CIS/CS 180 Fundamentals of Computer Systems

(3 s.h.)

An introduction to the fundamentals of computer systems, digital logic, computer organization, operating systems, problem solving, data abstraction, data structures, and algorithms. Includes an introduction to a high-level programming language. It is recommended that students intending to major in CIS take CIS 110 before this course.

CIS/CS 205 Principles of Computer Programming

(3 s.h.)

Prerequisite: CIS/CS 180 or permission of instructor
An introduction to computer programming using a high level, object-oriented programming language. Contents

include program logic and algorithms, control structures, functions, input and output, arrays and files, and an introduction to object-oriented programming. Emphasis is on program formulation and problem solving, as well as on modularity, style, and documentation. Students are required to complete a substantial number of programming assignments.

CIS 207 Event Driven Programming

(3 s.h.)

Pre-requisite: CIS/CS 180 or permission of instructor

Recommended: CIS/CS 205

Computer programming using Visual Basic or C#. Students are required to complete a number of programming assignments using a visual program development environment. Emphasis is placed on rapid application development (RAD) of graphical user interface programs.

CIS/CS 209 Topics in Computer Languages

(3 s.h.)

Prerequisite: CIS/CS 205, CIS 207, or permission of instructor

A study of one or more computer languages that may include a programming language, a scripting language, a natural language, or a standard generalized markup language as defined and demanded by the current environment.

CIS/CS 215 Data Structures and Software Engineering

(3 s.h.)

Pre-requisite: CIS/CS 205

A course treating data structures and abstract data types in the environment of software design, development, and maintenance. Includes the development of software projects that involve the design and implementation of complex data structures such as stacks, queues, linked lists, trees, and directed graphs. Software development tools and methods of maintenance, verification, and project management are included.

CIS/CS 220 Introduction to Databases

(4 s.h.)

Prerequisite: CIS 110 or permission of instructor
Database concepts in the areas of file systems and database models will be presented. Entity-relationship modeling, normalization forms, and SQL (Structured Query Language) will be used to apply design and implementation concepts. Object-oriented databases and class modeling will be explored. Includes a computer laboratory requirement in which students will use database software to construct, populate, query, and report data contained in various databases.

CIS/CS 230 Operating Systems

(3 s.h.)

Pre-requisite: CIS/CS 180

This course is an introduction to the functions of various microcomputer operating systems. After the history of operating systems is explored, the management of memory, processes, devices, and files as well as system security are studied. Students will be required to become proficient in the use of various microcomputer operating systems, including DOS, Windows, and Unix/Linux.

CIS/CS 270 Topics in Computer Systems

(3 s.h.)

Pre-requisite: CIS/CS 180

The study of computer systems is dynamic, and the state-of-the-art has a very short life cycle. Current topics will be offered as necessary and appropriate to adequately prepare students for success in the field. (Only one 270/370 topics course can count toward major requirements.)

CIS/CS 300 Computer Architecture and Assembly Language

(3 s.h.)

Pre-requisite: CIS/CS 205 or permission of instructor

A study of machine organization at a low level of abstraction, including computer structure, digital representation of numbers, arithmetic and logical operations, instruction representation, memory systems and memory addressing, input/output techniques, and a comparison of different architectures. Students are required to write and test a number of assembly language programs.

CIS/CS 305 Advanced Programming

(3 s.h.)

Pre-requisite: CIS/CS 215

The application of advanced programming language constructs with an emphasis on object-oriented programming. Topics include inheritance, polymorphism, graphic user interfaces, concurrent processing, multithreading, and standard template libraries.

CIS/CS 310 Data Communications and Networking

(3 s.h.)

Pre-requisite: CIS/CS 110

Concepts of telecommunications and computer networking are presented. Topics of study include data and signal transmission, basic network configurations and architectures, conducted and wireless media, internetworking, topologies, error and security control, and network design and management.

CIS/CS 320 Database Systems

(3 s.h.)

Prerequisites: CIS/CS 220 and CIS 321

This course continues the study of databases in the areas of transaction management and concurrency control, distributed database management, client-server systems, data warehouses, databases in e-commerce, web database development, and database administration. Students will be required to develop, present, and document a fully normalized database accessed through a traditional switch-board or web interface.

CIS/CS 321 Systems Analysis

(3 s.h.)

Prerequisites: junior standing, CIS/CS 220, or permission of the instructor

This course begins the study of the Systems Development Life Cycle (SDLC.) The principles involved and the techniques used in the analysis of computer systems are examined. Students assume the roles of systems analyst and project manager in the preliminary investigation, requirements discovery, and feasibility analysis of various alternatives identified for resolving project requests. The basic principles of project management, project scheduling with PERT/CPM Charts, and calculating net present value, payback period, and return on investment are introduced. Both the Traditional Structured Approach and the Object-Oriented Approach are studied. Includes use of a CASE tool for developing models of the existing systems and prototypes for alternative new systems.

CIS/CS 322 Systems Design

(3 s.h.)

Pre-requisite: CIS/CS 321

A continuation of the study of the Systems Development Life Cycle (SDLC), this course focuses upon the principles and techniques for systems design, implementation, and support. Students continue their roles of systems analyst and project manager in the design, implementation, and support of databases, user and system interfaces, input and output controls, and security.

CIS/BUAD 350 Project Management

(3 s.h.)

Prerequisites: junior standing and CIS/CS 321 (can be taken concurrently) or permission of instructor

Project management is now understood as a critical part of any successful, competitive business. For projects to be successful, they must be managed successfully. Students will learn the responsibilities and essential tools and techniques required to successfully plan, manage, control, and

evaluate a project in a complex environment. Using practical examples, the course will demonstrate how these approaches can be successfully applied in the development and management of a major project. The nine project management knowledge areas and the five process groups necessary to apply to projects are also presented from a theoretical, textbook, and practical software approach. The Project Management Body of Knowledge Guide (2000) created by the Project Management Institute is used as a supplemental text for the course. Also listed as CIS/BUAD 350 in the Business Administration section of this catalog.

CIS/CS 370 Advanced Topics in Computer Systems

(3 s.h.)

Pre-requisites: CIS/CS 205, CIS/CS 220, and permission of instructor

The study of computer information systems is dynamic, and the state-of-the-art has a very short life cycle. Technology is changing almost everything about the way we live and work. To appropriately prepare students for this environment, advanced study will be offered around a current topic or professional resource. The student can expect extensive current literature reading and research assignments. (Only one 270/370 topics course may count toward major requirements.)

CIS/CS 387 Internship

Prerequisites: junior or senior standing and permission of instructor

A variety of field experiences, internships, and positions of responsibility may be undertaken for academic credit with the prior approval of a faculty sponsor. Internships provide students with practical experience in working with professionals in various career fields, and therefore are valuable testing grounds for possible future careers.

CIS/CS 400 Senior Seminar: Computer Ethics Senior Seminar: Computer Ethics and Security

(3 s.h.)

Prerequisite: senior standing

This course is designed to prepare seniors for their fast-approaching working-world roles as information systems professionals and users. Two topics of focus will be presented: ethics and security. In the area of ethics, studies will include the definition of ethics in information technology, the professional code of ethics, cases of computer crime, issues of privacy, clarification of intellectual property, and employer/employee issues. For security, students will learn about the history of information security, the need for security against threats and attacks, and implementation of both data and physical security.

CIS/CS 402 Senior Project

(3.s.h.)

Prerequisites: senior standing; CIS 400 for CIS majors; Math 400 or 401 for CS majors

The culminating academic experience for computer information systems and computer science majors to integrate the knowledge from their course work in the major, their liberal arts exposure and experience, and their peers as they develop a programming project, a systems analysis and design project, or an academic paper. Students will present their project in both written and oral formats throughout the semester to project sponsors, supervising faculty, and discipline peers. At semester's end, a formal oral presentation is made to the college community, and a final written document is presented to the discipline faculty. Required of all senior computer information systems and computer science majors.

Economics

Amy McCormick Diduch, John Gillies, Judy Klein, Jane Pietrowski

Requirements for the Major in Economics

31 semester hours in Economics, including ECON 101, ECON 102, ECON 203, ECON 204, ECON/BUAD/COMM/HCA/POLS/SOC 222, ECON/POLS 301, ECON 395 or ECON 396, and ECON 401. Also INT 103 and MATH 171 or MATH 211.

Economics majors are strongly advised to take BUAD 210 (Principles of Accounting I), ENG 251 (Technical and Professional Writing), and MATH 211 and MATH 212 (Introduction to Calculus and Analytical Geometry I and II).

Requirements for the Minor in Economics

18 hours in Economics including ECON 101, ECON 102, ECON/BUAD/COMM/HCA/POLS/SOC 222 and either ECON 203 or ECON 204, plus six elective hours chosen from ECON 150, ECON 203, ECON 204, ECON 210, ECON 215, ECON 225, ECON 232, ECON 247, ECON 250, ECON 253, ECON 254, ECON 277, ECON/WS 280, ECON/POLS 301, ECON 325, ECON 395 or ECON 396.

Honors Credit

Honor Scholars who are comfortable with calculus may take ECON 101 and/or ECON 102 for Honors credit. Please see Professors Klein or Diduch for details.

Requirements for the Bachelor of Science in Economics

Same requirements for the major plus three math courses (MATH 211, MATH 212, and either MATH 301 or MATH 306) and two 200-level lab science courses.

Economics Courses

101	Principles of Microeconomics
102	Principles of International and Macroeconomics
150	Experimental Economics
203	Intermediate Microeconomic Theory
204	Intermediate Macroeconomic Theory
210	Food, Population and Technology
215	Poverty, Inequality, and Welfare
222	Social Science Statistics
225	Money and Banking
232	Topics in Economic Development
247	Globalization and Labor Issues
250	Economics, Science and Literature of Seasonal Rhythms
253	International Trade
254	International Finance
277	Colloquium
280	Women and Economics
301	Advanced Data Analysis
320	Economics and Finance of Health Care Systems
325	Economic Policy Seminar
395/396	Topics in Economic Theory I and II
401	Senior Project

Directed inquiries, teaching assistantships, and internships in economics are available on an individual basis.

Course Descriptions

101 Principles of Microeconomics

(3 s.h.) Diduch, Klein, Pietrowski

Economics is the study of scarcity and choice in response to incentives. In this course, students learn how economists analyze choices made by individuals and how the interactions of many individuals in a market determine prices and quantities bought and sold. Students gain skills for recognizing tradeoffs and making their own rational decisions, and they learn how businesses can make optimal decisions about prices and output levels by comparing costs and benefits of alternative actions. Students also learn the process of logical thought behind the most basic economic models, how to use graphs as analytical tools, and how to read newspaper articles on markets and decision-making.

102 Principles of International and Macroeconomics

(3 s.h.) Diduch, Klein, Pietrowski

Prerequisite: ECON 101

In this course you will learn how economists measure economic performance, how national economies function and how to analyze national and international economic policies of the federal government and its agencies. You will learn basic economic theories of international trade and finance and explore controversies surrounding fixed and flexible exchange rates. You will learn the advantages and disadvantages of specialization versus self-sufficiency and arguments as to whether international trade can act as an engine of growth or a source of environmental degradation and underdevelopment. You will learn the advantages and disadvantages of trade blocs and multilateral trade agreements. You will also gain an understanding of money, banking, and the Federal Reserve system and how American national and consumer debt is connected with International trade and capital flows.

150 Experimental Economics

(3 s.h.) Diduch

Through highly interactive games and experiments, students in this course gain a direct understanding of economic models of consumer and firm behavior. Students have the opportunity to directly participate in market decision-making, bargaining, and auctions. Students analyze experimental results to determine whether traditional economic models correctly predict market behavior; whether experimental subjects or actual market participants behave rationally, the likelihood of “free riding,” and how changes in incentives may affect behavior. Students in this course will apply their knowledge to markets on the Internet (including auction markets) and will learn basic techniques of game theory for describing incentives and resulting behavior.

203 Intermediate Microeconomic Theory

(3 s.h.) Diduch

Prerequisites: ECON 101

This course presents the analytical methods of consumer choice theory and the theory of the firm. Students learn to apply and critically assess indifference curves and budget constraints, welfare analysis of the efficiency of perfectly competitive markets, the use of cost minimization techniques to achieve production goals, the application of game theory to business and individual decision-making, the implications of market structure for profit levels and output levels, and the impact of government policies on the decisions of consumers and businesses.

204 Intermediate Macroeconomic Theory

(3 s.h.) Diduch, Pietrowski

Prerequisites: ECON 101 and ECON 102

This course will examine the phenomena of unemployment, inflation, 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 in examining government policy.

210 Food, Population and Technology

(3 s.h.) Klein

The questions of what, how and for whom, regarding food production and consumption, are closely related to population, technology and the rate of change of both. Different theories of cause and effect in this three-way co-relationship will be explored. Historical, anthropological and economic studies will be used to examine stages of development in agricultural production, cross-cultural comparisons of food consumption, the use of agricultural surpluses in the industrialization process, the industrialization of agriculture itself, genetic modification of food, intra- and international distribution of food, and the persistence of hunger.

The seminar will close with a study of the theories and issues that surround suggested solutions to world hunger — e.g., population control, agribusiness, changes in market intervention, alternative technology, and redistribution of resources. Student research papers, area studies in food production, distribution and consumption in Africa, Asia, and Latin America will complement the seminar discussion on world hunger.

215 Poverty, Inequality, and Welfare

(3 s.h.) Diduch

This course will focus on defining and examining the extent of income inequality and poverty in the United States and engaging in the public policy debates surrounding such issues as welfare reform, discrimination, the feminization of poverty, the existence of an “underclass,” and the crisis facing low-skilled workers. Students gain the critical thinking skills necessary to assess poverty programs and policies. Several basic economic concepts are introduced, including supply and demand analysis, the interpretation of graphs, and the measurements of inequality.

222 Social Science Statistics

(3 s.h.) Arthur, Klein, Pietrowski, Pond, Usher

Prerequisite: College algebra, its equivalent, or a higher level mathematics course

For course description, see INT 222 in the Interdisciplinary section of this catalog. Also listed as

BUAD/COMM/HCA/ POLS/SOC 222 in the Business Administration, Communication, Health Care Administration, Political Science, and Sociology sections of this catalog.

225 Money and Banking

(3 s.h.) Diduch, Pietrowski

Prerequisites: ECON 101 and ECON 102

In this course, students learn about the structure of financial markets, the determinants of interest rates, the history and structure of commercial banking and the Federal Reserve system, and the conduct of monetary policy. Students apply supply and demand analysis to the behavior of interest rates, calculate bond yields, plot yield curves, and discuss theories of bank behavior. Students follow banking and financial information in the news and write about major trends. Students usually have the opportunity to discuss practical financial management issues with representatives from banks and investment firms.

232 Topics in Economic Development

(3 s.h.) Gillies

Prerequisites: ECON 101 and ECON 102

This seminar will critically examine the goals of economic development, measurements and indicators of progress and growth, theories of the origins of growth and underdevelopment, and policies directed toward development. The concept of broad-based sustainable development will be explored as well as the relationships between economic development, human resource development and the environment. On the practical side, students will gain a good understanding of the use of cost-benefit analysis in project evaluation and a familiarity with a variety of case studies in Third World development.

247 Globalization and Labor Issues

(3 s.h.) Diduch

Prerequisites: ECON 101 and ECON 102

Globalization and Labor Issues addresses the concerns of workers on a global scale, asking how recent changes in international trade, the rise in multinational corporations and varying national economic policies affect employment, wages, the kinds of jobs available, the ability of workers to unionize, the use of child labor, sweatshops, immigration, and international trade treaties. Using the framework of labor economics, students discuss the determinants of labor demand and labor supply, the benefits and costs of education and job training, the choice between using unskilled or skilled labor, and the impact of low wages in developing economies on developed country wages. Students improve their graphical analysis skills and learn to make coherent economic policy analyses.

250 Economics, Science and Literature of Seasonal Rhythms

(3 s.h.) Klein

Registration for this course is open to Honors and Bailey scholars, who on successful completion will gain 3 hours of honors credit. The major goal of this course is to explore interactions of nature and culture manifest in seasonal patterns. We will examine those interactions by working our way through patterned layers of solar energy, meteorological phenomena, biological rhythms, agricultural production, industrial activity, monetary flows, and government policy adjustments. We will use history and literature to grasp how earlier cultures were affected by and in turn influenced seasonal patterns and how the seasonal patterns of production and trade have changed in the past century.

All seasonal patterns have their starting point in the variation throughout the year of the changing relationship between the earth's daily rotation on a tilted axis and the plane on which the earth revolves around the sun. Students will track seasonal solar declination, from the fall equinox to near the winter solstice, on the Mary Baldwin sundial. We will explore yearly seasonal rhythms of nature and commerce through a variety of means including the study of calendars of different cultures and reading ancient texts, scientific reports, poetry and other literature. For several of the weekly assignments, the research papers and part of the take-home final exam, students will have the opportunity to pursue their own avenues of research. The only prerequisite for the course is college algebra or a higher-level mathematics course, but students should be receptive to the blending of scientific observation, geometry, quantitative reasoning, and humanist sensitivity that the course intends to cultivate. Cross-listed as INT 250.

253 International Trade

(3 s.h.) Klein, Pietrowski

Prerequisites: ECON 101 and ECON 102

This course examines the importance of, the size of, and the directions in foreign trade to and from the United States and in the world economy. Balance of payments accounts, changes in exchange rates, and barriers to trade will be studied. Class discussions focus on current issues in world trade including those arising from the North-South debate. This is a writing-emphasis course, and students will complete research papers on international exchange of one particular commodity.

254 International Finance

(3 s.h.) Diduch, Pietrowski

Prerequisites: ECON 101 and ECON 102

This course will examine 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 will follow international financial events in the news and will discuss current policy issues.

277 Economics Colloquium

(3 s.h.) Diduch, Klein, Pietrowski

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; economics, science, and literature of seasonal rhythms (honors colloquium); U.S. antitrust policy.

280 Women and Economics

(3 s.h.) Klein

Questions raised in this seminar include: Why does every society have a sexual division of labor? Why does it take different forms in different societies? Why, no matter what its form, is women's work almost always valued less than that of men's? What factors influence whether or not women have relatively high or low status? How is the economics of gender similar to, and how is it different from, the economics of race? These questions will be explored through anthropological and historical studies on women's status in other cultures and economic studies of changes in the labor force participation, fertility and marital status, and the relative income of females in the United States in recent years. Participants will evaluate a variety of feminist theories of what has been, is, and ought to be; participants will pay particular attention to the career-family trade-off presently confronting both women and men. This course qualifies for Writing Emphasis credit and most of the writing takes the form of essays based on the readings for each class session. Also listed as ECON/WS 280 in the Women's Studies section of this catalog.

301 Advanced Data Analysis

(3 s.h.) Klein

Prerequisite: ECON/BUAD/COMM/HCA/POLS/SOC 222

This applied statistics course builds on social science statistics. Students will use data, theoretical models, and statistical techniques to explore relationships between, for example, a country's female participation rate in secondary education and its fertility rate, or between the exports as a percent of GDP and the rate of growth of GDP. Participants will draw heavily on computer graphics and exploratory data analysis to examine economic, social, and financial data. Technical topics covered include index numbers, forecasting, time series analysis, regression, correlation, and neural networks. Students will be expected to do

research projects that involve collection of data, statistical analysis using a computer, and interpretation of results. Also listed as ECON/POLS 301 in the Political Science section of this catalog.

320 Economics and Finance of Health Care Systems

Fall 2006 (Alternate years) (3 s.h.) Mosher, Pietrowski
Prerequisites: ECON 101; BUAD 210 and BUAD 211; or permission of instructor
For course description, see HCA/ECON 320 in the Health Care Administration section of this catalog.

325 Economic Policy Seminar

(3 s.h.) Diduch
Prerequisite: ECON 101, ECON 102, and one additional ECON course.

In this course students analyze the issues and policies most in the news. Students focus on five or six areas of critical economic policy debate. Recent topics have included: economics of crime prevention, professional sports, low-income housing, inflation policy, social security reform, and NAFTA. Policy applications of economic principles in these focus areas are examined and critiqued through class discussions, journal writing, and a series of essays. This course also provides a forum for students to discuss the research projects of senior economics majors.

395/396 Topics in Economic Theory I and II

(2 s.h. each) Diduch, Klein
Topics in Economic Theory allows advanced economics students to engage in discussions of important discoveries, controversies and analyses of interest to professional economists. Students will read academic journal articles and books that have led to significant developments in economic theory. Students will be responsible for leading class discussions of the readings.

401 Senior Project

(2 s.h.) Diduch, Klein
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 will draw on a student's mastery of economic theory and quantitative reasoning and will result in written and oral presentations in the middle and at the end of the course. The student is expected to discuss an appropriate research topic with economics faculty before the beginning of the course.

Education

Beverly Askegaard, Sue Marion (art education), Kathy McCleaf and Sharon Spalding (physical and health education), Karen Dorgan, James Harrington, James McCrory, Pam Murray, Patricia Westhafer, Roger Wilborn

Requirements for the Minor in Education

19–20 hours including a required core of ED 110, ED/INT/SOC 115, and ED 120. Students must also select one of the following areas of emphasis and take the three courses in that area:

Early Education: PSYC 210, ED 300, ED 322
Middle Education: PSYC 211, ED 310, ED 350
Secondary Education: PSYC 211, ED 310, ED 350

Course Descriptions

110 Practicum in Education

(3 s.h.) Staff
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 be involved in activities designed to promote the understanding of roles and responsibilities of school personnel; the nature of classroom life; the impact of home life on students' performance in school, and the day-to-day realities of the classroom. Students will meet several afternoons with their practicum supervisor for the practicum seminar. A minimum of 90 hours will be spent in the classroom.

115 Foundations of Education

(3 s.h.) Westhafer, McCrory, Staff
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. Students actively participate in discussions, debates and other class activities. Required for teacher certification and open to all students interested in exploring the foundations of education in this country. Also listed as ED/INT/SOC 115 in the Interdisciplinary and Sociology sections of this catalog.

120 Understanding Exceptional Individuals

Fall (3 s.h.) McCrory
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 served by special education. Emphasis will be on children and youth with learning disabilities due to the fact that more than 50 percent of the individuals served by

special education are in the L.D. category. ADHD will also be emphasized due to issues with the increasing number of children taking Ritalin.

125 Introduction to Art Education

(3 s.h.) Marion

For course description, see ART 125.

228 Computer Education for Teachers

Offered as needed to ADP students (3 s.h.) Staff

Prerequisite: A basic understanding of the operation of a computer is required for participation as well as regular access to the Internet and an e-mail address.

This online course prepares teachers to use computer technology within the classroom to enhance, augment, and enlarge opportunities for learning. Topics include critiquing software, multimedia and hypermedia; developing lesson plans incorporating technology; integrating technology across the curriculum; and understanding the relevant research.

250 Teaching the Gifted Student

(2 s.h.) Staff

Students participate in peer teaching, simulations, independent study, and discussions. Through these experiences, the students demonstrate their knowledge of the curriculum and skills in adjusting to meet the special needs of gifted learners. By the end of this course, students will be able to define and explain the nature and characteristics of giftedness; explain how giftedness is enhanced; identify and explain approaches and tools for identifying the gifted; demonstrate skills in defining goals and objectives; and design, teach, and evaluate activities appropriate for gifted students.

300 Elementary School Methods and Practicum

Fall (4 s.h.) McCrory

A seminar/workshop designed to conceptualize the teacher as a decision maker — one who makes and carries out decisions based on a sound foundation of teaching skills. Emphasis will be on competencies related to meeting individual needs, planning, writing, instructional objectives, presentation skills, questioning, teaching concepts, interpersonal communication, classroom management, observation, and evaluation as part of the instructional role. Course participants will gain an understanding of principles and methods of teaching and learning at the elementary school level, grades pre-school and kindergarten through the fifth grade. Observation and participation in public school classrooms will be arranged to integrate teaching theory with practice. Course is a prerequisite for ED 382 and should be taken in the fall semester of senior year.

310 Middle and Secondary Methods and Practicum

Fall (4 s.h.) Westhafer

Students seeking licensure to teach at the middle and secondary levels take this course to familiarize and give themselves experience with methods and materials appropriate for teaching in grades 6-12.. They will demonstrate their knowledge and skills in the following aspects of teaching: setting goals and objectives, unit and lesson planning, varying teaching techniques, classroom management, building reading and study skills in the content areas, individualizing instruction, measuring and evaluating learning, selecting teaching materials, using multimedia, developing an effective teaching style, and developing confidence in speaking before students and peers. Observation and participation in area schools provide students with the opportunity to integrate teaching theory with practice. Students will complete readings and projects germane to their specific licensure area. This course is a prerequisite for ED 383 and ED 384 and should be taken in the fall semester of the senior year.

322 Developmental and Diagnostic Reading Instruction and Practicum

(4 s.h.) Westhafer

This course provides students with strategies, materials, and techniques to teach the language arts: reading, writing, speaking, and listening. Word study, phonics, vocabulary, and spelling will be incorporated at the various developmental reading stages.

Students develop knowledge of the reading process, consider compelling theories of reading, and examine elements of a balanced literacy program. This class prepares students to explore and study how children learn language in all its forms — speaking, listening, reading, and writing. They examine phonemic awareness and its importance in literacy acquisition. Aspiring teachers are instructed in the use of systematic explicit phonics. Because of the complexity of the reading process and the on-going research in the area of reading, students should view this course as a foundation to the life-long study of the reading process undertaken by all good teachers. The course content relates directly to Virginia Standards of Learning of English/Language Arts.

Students investigate corrective techniques, formal and informal diagnostic measures, and instructional procedures for dealing with various types of reading difficulties. Observation and participation in area schools give students an opportunity to practice instructional and diagnostic procedures. This course should be taken during the junior year.

350 Content Area Reading

(3 s.h.) Westhafer, Staff

This course requires students to examine research and instructional subjects concentrating on high school students as well as adults. Students will design experiences examining ways to use content area texts capitalizing on critical reading and writing. Course participants will field test all activities described and studied in this course. Students will have the opportunity to read and critique articles on reading across the curriculum and study comprehension theory.

397 The 4MAT Model: A Systems Approach to Teaching and Learning

(3 s.h.) Westhafer

Prerequisite: permission of instructors

This course introduces students to learning style theory, right/left mode information processing, research, and the 4MAT system of instructional design. This course extends participants' understanding of the methodology behind concept-based 4MAT and modalities, strategies for evaluating 4MAT units, and an overview of 4MAT as a model to enhance understanding of the change process.

Student Teaching

*Sue Marion, James McCrory,
Patricia Westhafer, Staff*

Student Teaching Courses

382	Elementary Education (pre-K–6)
383	Middle Education (6–8)
384	Secondary Education (6–12)
385	Student Teaching in Art (pre-K–12)
386	Student Teaching Seminar
389	Student Teaching Foreign Language (pre-K–12)
391	Student Teaching in Theatre (pre-K–12)
392	Student Teaching Music Education (pre-K–12)

Course Descriptions

382, 383, 384, 385, 389, 391, 392

Student Teaching: Elementary, Middle, Secondary, Art, Foreign Language, Theatre Education, Music Education

Spring (12 s.h.) Marion, McCrory, Westhafer

One semester working directly with students in a classroom on a full-time basis under the direction of a classroom teacher and college supervisor. Student teachers may not work, take courses, or participate in varsity sports. Application must be made the semester prior to student teaching. A student must have an overall GPA of 2.5 or higher, a 3.0 GPA on professional education course work,

documentation of successful practicum experiences, and passing scores on the Praxis I test. Competence will be determined cooperatively by the supervising teacher and college supervisor. Student teachers whose performance is unsatisfactory will be removed from the placement. A grade of B- or higher is required for licensure. Specific guidelines for student teaching may be found in the Student Teaching Handbook.

386 Student Teaching Seminar

Spring (3 s.h.) Marion, McCrory, Westhafer, Staff

Seminar is held in conjunction with student teaching. This experience allows students to discuss and examine critical issues related to student teaching.

English

Alan Christy, Ralph Alan Cohen, Susan Green, Robert Grotjohn, Sarah Kennedy, Nancy Krippel, Lydia Petersson, Molly Petty, Richard Plant, Frank Southerington, Katherine Turner

Requirements for the Major in English

36 semester hours in English, including: ENG/THEA 216, one course in pre-17th-century British literature (ENG 310, ENG 314, ENG/THEA 315), one course in 17th- or 18th-century British literature (ENG 225, ENG 227, ENG/THEA 315, ENG 322), one course in 19th-century literature (ENG 220, ENG 228, ENG 231, ENG 236), one course in 20th-century literature (ENG 221, ENG 233, ENG 234, ENG 237, ENG 238, ENG 240, ENG 264), ENG 381 (Major Seminar: Junior Year) and ENG 400 (Major Seminar: Senior Year) OR 401L-403L (for ADP students not attending the Junior and Senior Major Seminars on campus), and five other English courses excluding ENG 100, ENG 101, ENG 102, ENG 103, ENG 104, and ENG 251. One of the period requirements must be fulfilled by a course in American literature (ENG 220, ENG 221, ENG 233, ENG 234, ENG 238, ENG 264).

ALSO:

- One course in British or American history, with a grade of C or better
- One course in philosophy, excluding PHIL 103, with a grade of C or better
- One year of a foreign language

Senior Requirement

The senior requirement consists of satisfactory completion of ENG 381 and ENG 400, or 401L–403L (for ADP students who cannot attend the on-campus Major Seminars), and the Major Field Achievement Test in English.

Requirements for the Minor in English

21 semester hours in English, including ENG/THEA 216 (Shakespeare), one course in three of the four periods listed in the major requirements, and four other English courses excluding ENG 100, ENG 101, ENG 102, ENG 103, ENG 104, and ENG 251. For the minor, ENG/THEA 216 may fulfill either the pre-17th-century or the 17/18th-century requirement. At least one course must be in American literature (ENG 220, ENG 221, ENG 233, ENG 234, ENG 238, ENG 264).

Requirements for the Minor in Creative Writing

21 semester hours. At least nine hours from the following courses: ENG 142, ENG 143, ENG 242, ENG 243. At least twelve hours from any of the following courses: ENG 202, COMM 255, ENG 110, ENG 112, ENG 216, or any literature course in English numbered 225–377.

English Courses

100	Basic Composition
101	Intermediate Composition: PEG
102	Intermediate Composition
103	English as a Foreign Language I
110	Composition and Literature: Short Story
112	Composition and Literature: Poetry
114	Introduction to Drama
115	Modern Theatre and Drama
142	The Crafting of Fiction
143	The Crafting of Poetry
202	Advanced Composition
204	Literature for Children and Youth
208	English Literature before 1780
209	English Literature after 1780
212	Western Literature before 1650
213	Western Literature after 1650
216	Introduction to Shakespeare
217	Great Plays
220	American Literature: Colonialism to Romantic
221	American Literature: Realism to Present
225	18th-Century Prose and Poetry
227	18th-Century English Novel
228	19th-Century English Novel
231	Romantic Literature
233	Modern American Fiction
234	Modern Poetry
235	Women in Literature
236	Victorian Literature
237	Contemporary Fiction by Women
238	American Women Novelists
239	Asian-American Women Writers
240	20th-Century English Literature
242	The Writing of Fiction
243	The Writing of Poetry

244	Autobiography
245	Contemporary Southern Women Poets
251	Technical and Professional Writing
255	African Novels
260	Women and the Novel
262	Southern Women Writers at Mid-Century: Welty, O'Connor, and Angelou
264	African-American Literature
277	Colloquium
310	Chaucer
314	Tudor Poetry and Prose
315	Tudor-Stuart Drama
322	Milton and the Metaphysicals
377	Colloquium
381	Major Seminar: Junior Year (on campus)
400	Major Seminar: Senior Year (on campus)
401L–403L	Major Seminar (ADP students not attending ENG 381 and ENG 400 on campus)

Directed inquiries, teaching assistantships, and internships in English can be arranged on an individual basis.

The History and English disciplines co-sponsor the Virginia Program at Oxford University. English majors are urged to apply to this program. For further information, see Dr. Mary Hill Cole.

Course Descriptions

100 Basic Composition

(3 s.h.) Staff

Required of entering freshmen who, on the evidence of high school record and SAT scores, show a need for additional practice in critical reading and writing. The objective of the course is to increase the student's competence in reading analytically and in writing short essays that meet acceptable standards of organization, logical development, sentence structure, and the mechanics of grammar, spelling, and punctuation. Emphasis is on extensive composition and revision. Students who take ENG 100 in the fall are required to take ENG 102 in the spring.

101 Intermediate Composition: PEG

(3 s.h.) Plant

A course for first-year students in the Program for the Exceptionally Gifted, integrating composition and literature. Readings in a variety of literary works provide topics for class discussion and writing assignments. Through their reading, class discussions, and frequent writing assignments, students gain confidence in analyzing literary works in various genres. As a course in composition, ENG 101 offers instruction and practice in the process of writing, focusing in particular on the college-level essay and critical thinking skills. The course also offers an introduction to research techniques and a review of grammar and

mechanics, focusing on major errors and issues of style as they emerge in student papers. A grade of B- or better in ENG 101 exempts a student from ENG 102.

102 Intermediate Composition

(3 s.h.) Staff

This course, required for graduation, is designed to help the student improve writing and critical thinking skills and the ability to read carefully. The class sessions are devoted to discussing student essays as well as texts on various topics by professional writers. Classes emphasize discussion and the writing process itself. Students should expect to write six to eight essays and revise at least two of those essays. Students who score 580 or above on the verbal SAT may take an exemption exam during orientation.

103 English as a Foreign Language: Academic Writing

(3 s.h.) Staff

This course prepares students of English as a Foreign Language for advanced academic writing, with particular emphasis on writing in the humanities and social sciences. A primary focus is on understanding what constitutes “evidence” in academic writing in English. While being introduced to principles of rhetoric and composition, students learn to identify differences between native language expectations and the expectations of readers of English. They become more familiar with the conventions of English written discourse, including organization patterns, format, usage, spelling, grammar, and punctuation. The course also provides some practice in speaking and in college-level reading and interpretation.

110 Composition and Literature: Short Story

(3 s.h.) Staff

Focusing upon the short story, this course provides an introduction to the analysis and interpretation of literature. Through class discussions and writing assignments, students will gain an appreciation of short fiction as a literary genre and an increased understanding of how the various elements of short fiction—plot, setting, narrative point of view, imagery, etc.—contribute to a story’s meaning and effect.

112 Composition and Literature: Poetry

(3 s.h.) Staff

Designed to develop skills in close reading and effective critical writing, this course will enable beginning students to come to a clearer understanding of poetry and to express that understanding both orally and in writing. The elements of poetry — sound, rhythm, imagery, tone — and the persona or mask of each speaker will be focused upon, and most of the class sessions will be discussion of materials from the text, an anthology of short poetry.

114 Introduction to Drama

(3 s.h.) Francisco, Ristau

For course description, see THEA/ENG 114 in the Theatre section of this catalog.

115 Modern Theatre and Drama

(3 s.h.) Francisco

Prerequisite: ENG 102 or permission of instructor

For course description, see THEA/ENG 115 in the Theatre section of this catalog.

142 The Crafting of Fiction

(3 s.h.) Plant

Prerequisite: ENG 102

The class will introduce students to the basic elements of fiction writing, including characterization, plot, and setting. Combining in-class exercises, frequent writing assignments, and reading in contemporary fiction, students will develop strategies and skills for creating and developing dialogue, description, and conflict. The class will also introduce students to the writing workshop method of analysis and critique. ENG 142 is offered only P/NC.

143 The Crafting of Poetry

(3 s.h.) Kennedy

Prerequisite: ENG 102

This class will introduce students to the basic elements of poetry writing, including persona, rhyme, rhythm, and meter. Combining in-class exercises, frequent writing assignments, and reading in contemporary poetry, students will develop strategies and skills for creating and developing both formal and free-verse poetry. The class will also introduce students to the writing workshop method of analysis and critique. ENG 143 is offered only P/NC.

202 Advanced Composition

(3 s.h.) Staff

Prerequisite: one course from ENG 101, ENG 102, ENG 110, ENG 112, THEA/ENG 114, or THEA/ENG 115

For students who wish to develop the ability to write prose (nonfiction). It is based on the double theory that the more students write, the more comfortable they become with writing; and that while writing is a way of expressing ideas, it can also be a way of discovering ideas. Revision as an essential part of the writing process and developing an understanding of and appreciation for the work of professional writers will be emphasized.

204 Literature for Children and Youth

(3 s.h.) Petty

Prerequisite: one course from ENG 101, ENG 102, ENG 110, ENG 112, THEA/ENG 114, or THEA/ENG 115

A study of literature for children including Alice’s Adventures in Wonderland, Tom Sawyer, and Wind in the

Willows, of folk literature, and of modern works for youth, including Pippi Longstocking and Charlotte's Web.

Emphasis on the history of children's literature and on the analysis of individual works. Students seeking teacher licensure in elementary and middle schools have priority in registering for this course.

208 English Literature before 1780

(3 s.h.) Turner

Prerequisite: one course from ENG 101, ENG 102, ENG 110, ENG 112, THEA/ENG 114, or THEA/ENG 115

A study of major works of English literature from Beowulf to 1780, including selections from Chaucer, Spenser, Shakespeare, Donne, Milton, Swift and Pope and addressing the cultural and historical background.

Students will be encouraged to gain skill in analyzing and comparing works of literature and to gain confidence in the give-and-take of serious discussion. Class discussions are based on specific reading assignments.

209 English Literature after 1780

(3 s.h.) Turner

Prerequisite: one course from ENG 101, ENG 102, ENG 110, ENG 112, THEA/ENG 114, or THEA/ENG 115

The works of major English writers, both men and women, from 1780 to the late 20th century. Students will be encouraged to gain skill in analyzing and comparing works of literature and in communicating their ideas in class discussion and in short essays. The literary texts will also be discussed in relation to their cultural and historical contexts, and students will develop an understanding of different literary genres.

212 Western Literature before 1650

(3 s.h.) Staff

Prerequisite: one course from ENG 101, ENG 102, ENG 110, ENG 112, THEA/ENG 114, or THEA/ENG 115

Literature in translation from the classical age of Greece through the European Renaissance. Students should gain a command of the individual works, an understanding of what literature is and does, and a heightened ability to think and write clearly.

213 Western Literature after 1650

(3 s.h.) Staff

Prerequisite: one course from ENG 101, ENG 102, ENG 110, ENG 112, THEA/ENG 114, or THEA/ENG 115

Literature in translation from the neoclassical to the modern period. Specific writers include Moliere, Racine, Voltaire, Goethe, Wordsworth, Flaubert, Dostoevsky, Tolstoi, Kafka, Mann, and Camus. Objectives are the same as ENG 212.

216 Introduction to Shakespeare

(3 s.h.) Kennedy

Prerequisite: one course from ENG 101, ENG 102, ENG 110, ENG 112, THEA/ENG 114, or THEA/ENG 115

A lecture/discussion course focusing on examples of comedy, history, tragedy, and romance, each considered from the dramatic, poetic, and theatrical perspectives, with some attention also given to the historical background and the characteristics and development of Shakespeare's art. Attendance at two plays at the Blackfriars Playhouse may be required. Also listed as ENG/THEA 216 in the Theatre section of this catalog.

217 Great Plays

(3 s.h.) Staff

Prerequisite: THEA/ENG 114 or permission of instructor
For course description, see THEA/ENG 217 in the Theatre section of this catalog.

220 American Literature: Colonialism to Romantic

(3 s.h.) Grotjohn

Prerequisite: one course from ENG 101, ENG 102, ENG 110, ENG 112, THEA/ENG 114, or THEA/ENG 115

A study of representative selections from the works of American writers in the Colonial to Romantic periods, including writers such as Bradstreet, Poe, Emerson, Melville, Hawthorne, Thoreau and Whitman. Students will be encouraged to gain skill in reading, understanding, and writing about works of literature and to gain confidence in the give-and-take of discussion. Literary merit, importance in the development of American literary themes and ideas, and power to elicit response from the modern reader will dictate selection of assigned readings.

221 American Literature: Realism to Present

(3 s.h.) Grotjohn

Prerequisite: one course from ENG 101, ENG 102, ENG 110, ENG 112, THEA/ENG 114, or THEA/ENG 115

Representative selections from the works of American writers in the late 19th and 20th centuries will be studied, including writers such as Clemens, James, Eliot, and Stein. Students will be encouraged to gain skill in reading, understanding, and writing about works of literature, and to gain confidence in the give-and-take of discussion. Literary merit, importance in the development of American literary themes and ideas, and power to elicit response from the modern reader will dictate selection of assigned readings.

225 18th-Century Prose and Poetry

(3 s.h.) Turner

Prerequisite: one course from ENG 101, ENG 102, ENG 110, ENG 112, THEA/ENG 114, or THEA/ENG 115

A survey of Restoration and 18th-century literature, including writers such as Dryden, Rochester, Behn, Swift, Pope, Montagu, Johnson and Boswell; as well as a range of women poets whose work has been recently unearthed. The course will focus on the diverse opportunities for writers in this vibrant age of controversy and satire.

227 The 18th-Century English Novel

(3 s.h.) Turner

Prerequisite: one course from ENG 101, ENG 102, ENG 110, ENG 112, THEA/ENG 114, or THEA/ENG 115

An introduction to major novels of the 18th century. The objective of the course is to help each student gain a detailed knowledge of the novels as the basis for informed critical reflection and to develop her understanding of what the novel — in its many forms — is. Attention will also be paid to these early novels' involvement in cultural debates about class, gender, domesticity and national identity.

228 The 19th-Century English Novel

(3 s.h.) Turner

Prerequisite: one course from ENG 101, ENG 102, ENG 110, ENG 112, THEA/ENG 114, or THEA/ENG 115

An introduction to five major novels of the 19th century, with attention to their social and historical background. Students will also be introduced to key critical approaches to 19th-century fiction, and will explore ways in which the novels intervene in topics of enormous cultural importance such as politics, poverty, the position of women, and evolutionary theory.

231 Romantic Literature

(3 s.h.) Turner

Prerequisite: one course from ENG 101, ENG 102, ENG 110, ENG 112, THEA/ENG 114, or THEA/ENG 115

This course will bring together readings from the "Big Six" male Romantic poets (Blake, Wordsworth, Coleridge, Keats, Shelley and Byron) and readings from a host of important women writers and lesser-known men, to construct a dynamic survey of this creative and revolutionary period.

233 Modern American Fiction

(3 s.h.) Plant

Prerequisite: one course from ENG 101, ENG 102, ENG 110, ENG 112, THEA/ENG 114, or THEA/ENG 115

The readings for this course will be selected novels and short stories by modern and contemporary American

writers, including Hemingway, Faulkner, Fitzgerald and O'Connor. Attention will be given to the works' reflection of modern American culture, and to shifts in 20th-century aesthetics. The techniques of reading and writing about fiction will also be emphasized.

234 Modern Poetry

(3 s.h.) Grotjohn

Prerequisite: one course from ENG 101, ENG 102, ENG 110, ENG 112, THEA/ENG 114, or THEA/ENG 115

Students in this class will examine the work of several major modern poets, primarily American, whose influence reaches to the present as well as discuss the work of some contemporary poets. Students will learn about historical and biographical contexts for the works, but the major emphasis will be on close reading of the poems and the pleasure and understanding one can derive from that reading. The course will operate primarily on the discussion model. This course fulfills the 20th-century requirement for the English major or minor.

235 Women in Literature

Offered as needed to ADP students (3 s.h.) Staff

Prerequisite: one course from ENG 101, ENG 102, ENG 110, ENG 112, THEA/ENG 114, or THEA/ENG 115

This course introduces selected writings of women authors of the English-speaking world from the Middle Ages through the 20th century. Many of the readings are short selections from longer works, but several novels will be read in their entirety. A journal will be kept for recording responses to the readings, including what these women writers say about marriage; education for women; religion; women's legal rights; the role of women in society; and how the social, political, and cultural experiences of women affect each of us as modern women or men.

236 Victorian Literature

(3 s.h.) Turner

Prerequisite: one course from ENG 101, ENG 102, ENG 110, ENG 112, THEA/ENG 114, or THEA/ENG 115

Focusing on a sequence of inter-related themes—faith and doubt, men and women, self and society, past and present—this course will include readings in poetry, short fiction, and controversial essays, to develop an understanding of this complex and tormented era.

237 Contemporary Fiction by Women

(3 s.h.) Petty

Prerequisite: one course from ENG 101, ENG 102, ENG 110, ENG 112, THEA/ENG 114, or THEA/ENG 115

Examines the primary concerns of contemporary literature by women; conveys an appreciation of its stylistic and thematic features; and sharpens students' interpretive skills. Through class discussion and writing, students

will demonstrate an understanding of the works of writers such as Gordimer, Atwood, Morrison, Erdrich, Munro, Lahiri, and Williams.

238 American Women Novelists

Offered as needed to ADP students (3 s.h.) Grotjohn
Prerequisite: one course from ENG 101, ENG 102, ENG 110, ENG 112, THEA/ENG 114, or THEA/ENG 115
Students will read, discuss, and analyze novels by significant 20th-century American writers such as Kate Chopin, Willa Cather, Zora Neale Hurston, Louise Erdrich, and Toni Morrison. Several questions will guide the examination of the novels individually and comparatively: How do the various authors employ literary devices in their novels? How do the novels construct social and cultural contexts? How are individual characters defined within and against those contexts?

239 Asian-American Women Writers

(3 s.h.) Grotjohn
Prerequisite: one course from ENG 101, ENG 102, ENG 110, ENG 112, THEA/ENG 114, or THEA/ENG 115
A study of fiction, poetry, and/or autobiography by American women of Asian descent, including authors such as Maxine Hong Kingston, Mitsuye Yamada, Jessica Hagedorn, Kimiko Hahn, and Myung Mi Kim. Works will be selected for literary merit and representation of various Asian backgrounds. Through discussion, journal entries, and essays, students will be encouraged to gain skill in analyzing and comparing literary works. Also listed as AS 239 in the Asian Studies section of this catalog.

240 20th-Century British Literature

(3 s.h.) Grotjohn
Prerequisite: one course from ENG 101, ENG 102, ENG 110, ENG 112, THEA/ENG 114, or THEA/ENG 115
Selected reading in British poetry, prose, and drama since 1900. Texts will be selected from authors such as the poets of World War I, Yeats, Joyce, Woolf, Beckett, Auden, Larkin, and Boland.

242 The Writing of Fiction

(3 s.h.) Plant
Prerequisite: ENG 142 or permission of instructor
Emphasizes the process and craft of fiction writing. Class sessions are designed as workshops and are divided between periods of writing and periods of reading and discussing each other's work.

243 The Writing of Poetry

(3 s.h.) Kennedy
Prerequisite: ENG 143 or permission of instructor
This class will emphasize the process and craft of poetry

writing. Class sessions are designed as workshops and are divided between periods of writing and periods of reading and discussing each other's work.

244 Autobiography

(3 s.h.) Plant
Prerequisite: one course from ENG 101, ENG 102, ENG 110, ENG 112, THEA/ENG 114, or THEA/ENG 115
An introduction to autobiography as a literary genre. Through reading and analyzing various autobiographical works, including works by Frederick Douglass and May Sarton, students will develop a greater understanding of this genre's range and of various writers' responses to some of the critical issues raised by autobiography: To what degree does a text recount a life? Create a life? How do form and style contribute to self-representation?

245 Contemporary Southern Women Poets

(3 s.h.) Kennedy
Prerequisite: One course from ENG 101, ENG 102, ENG 110, ENG 112
This course focuses on the poetry being written by women who currently live and work in the American South, with particular attention to poets in Virginia. ENG 245 is designed to highlight the wide variety of forms, subjects, and tones in contemporary poetry of the South; therefore the course readings will center on recently published book-length collections.

251 Technical and Professional Writing

(3 s.h.) Petersson
Prerequisite: one course from ENG 101, ENG 102, ENG 110, ENG 112, THEA/ENG 114, or THEA/ENG 115 and at least sophomore status, or permission of instructor.
This course provides an introduction to the history and theory of rhetoric in tandem with practice in drafting and revising professional documents. The course is arranged around case studies that examine the most common genres of writing in communities and workplaces, including instructions, letters, memos, reports and proposals. One objective of the course is to simulate, as realistically as possible, the processes of writing as they occur in professional settings. Students gain a new appreciation for the interacting demands of content, audience, and structure and learn to use writing time more effectively.

255 African Novels

(3 s.h.) Grotjohn
Prerequisite: one course from ENG 101, ENG 102, ENG 110, ENG 112, THEA/ENG 114, or THEA/ENG 115
This course is a study of novels in English by black African writers. Works will be selected for literary merit and representation of various sub-Saharan regions and

backgrounds. Beginning from a brief introduction to postcolonial literary theory, students will apply that theory as it helps to uncover the narrative choices and techniques in the individual novels and in comparing the novels. Through discussions, brief writing assignments, and essays, students will be encouraged to gain skill in analyzing and comparing works of literature.

260 Women and the Novel

Offered as needed to ADP students (3 s.h.) Green

Prerequisite: one course from ENG 101, ENG 102, ENG 110, ENG 112, THEA/ENG 114, or THEA/ENG 115

A study of novels in English by 19th- and 20th-century women that examines images and ideals of womanhood present in Western culture, the reflection of those ideals in literature, the interaction between society and literature that may popularize or question stereotypes, and some of the basic premises of women's studies and feminist criticism.

262 Southern Women Writers at Mid-Century:

Welty, O'Connor, and Angelou

Offered as needed to ADP students (3 s.h.) Parton

Prerequisite: one course from ENG 101, ENG 102, ENG 110, ENG 112, THEA/ENG 114, or THEA/ENG 115

This course examines three major female literary figures in the cultural and literary context in which they worked — i.e., as southern women writers in the shadow of Faulkner, Williams, and Wright. Focal points of the course are a close reading of works by Maya Angelou, Flannery O'Connor and Eudora Welty; a study of these three women's lives and ideas; and an examination of contemporary responses to their writing.

264 African-American Literature

(3 s.h.) Grotjohn

Prerequisite: one course from ENG 101, ENG 102, ENG 110, ENG 112, THEA/ENG 114, or THEA/ENG 115

This course will focus on 20th-century African-American fiction, poetry, and essays. Through discussion, journal entries, and essays, students will develop skill in analyzing and comparing literary works and will consider contexts for African-American writing.

277 Colloquium

(3 s.h.) Staff

Special topics in literary study. Topic, instructor, and prerequisites will vary among individual colloquia.

310 Chaucer

(3 s.h.) Green

Prerequisite: at least one 200-level English course, excluding ENG 202, ENG 242 and ENG 251, or permission of instructor Strongly recommended: ENG 208

A study of the *Canterbury Tales* and other selected texts.

Students read the Middle English text. No background in Middle English is assumed. Students will also learn about the political, religious, and intellectual background of the 14th Century.

314 Tudor Poetry and Prose

(3 s.h.) Kennedy

Prerequisite: at least one 200-level English course, excluding ENG 202, ENG 242 and ENG 251, or permission of instructor

Students will study a selection of poetry of the period, as well as some theoretical prose about poetry, by Wyatt, Surrey, Sidney, and others. There will be particular emphasis on the sonnet tradition, including the sonnets of Shakespeare.

315 Tudor-Stuart Drama

(3 s.h.) Green

Prerequisite: at least one 200-level English course, excluding ENG 202, ENG 242 and ENG 251, or permission of instructor

A discussion/lecture course in which eight to 10 plays written between 1580 and 1640 will be studied, including texts by Marlowe, Jonson, and Webster. The plays will be studied in chronological order so that the student will gain some understanding of the development of the drama of the period. Also listed as ENG/THEA 315 in the Theatre section of this catalog.

322 Milton and the Metaphysicals

(3 s.h.) Kennedy

Prerequisite: at least one 200-level English course, excluding ENG 202, ENG 242 and ENG 251, and/or permission of instructor

Students will study selected poems of Donne, Herbert, Marvell and Vaughan, and will also study Milton's *Paradise Lost*. In addition to gaining a familiarity with the works of these major 17th-century poets, the student will learn about the political and religious background, and the intellectual climate of the period. The student is expected to participate regularly in class discussions and to demonstrate in writing an understanding of techniques of literary analysis, and of the content of the material presented in class.

377 Colloquium

(3 s.h.) Staff

Upper-level students and one or more members of the English faculty study intensively together a literary subject of mutual interest, such as the work of one or two major authors, a recurring literary theme, a genre, one or more movements discernible in literary history, or a critical problem. Open to majors, or by permission of the instructor.

381 Major Seminar: Junior Year

(3 s.h.) Staff

The first year of the student's senior requirement for the major in English, this course emphasizes analysis of British, American, and world literature from a variety of periods and genres. Each student in the seminar will demonstrate the ability to work closely with numerous texts: posing critical questions, writing responses to student essays, and participating in a self-evaluation. Required for the major. Prerequisite for ENG 400.

400 Major Seminar: Senior Year

(3 s.h.) Staff

Prerequisite: ENG 381

The second year of the senior requirement for the major in English, ENG 400 emphasizes analysis of British, American, and world literature from a variety of periods and genres. Each student in the seminar will demonstrate the ability to work closely with numerous texts: posing critical questions, writing responses to student essays, leading a seminar discussion on her analysis of a text, and writing a reconsideration essay of the seminar experience.

401L, 402L, 403L

(6 s.h.) Staff

ADP students who can attend the on-campus seminar courses are expected to do so. ADP students who cannot attend the seminars on campus must meet this requirement by completing the three-semester sequence of two-hour courses ENG 401L, ENG 402L, and ENG 403L. Junior standing is the prerequisite for ENG 401L.

French

See World Languages, Literatures, and Cultures.

Health Care Administration

Director: Steven A. Mosher

Carrie Douglass, Dan Dowdy, Janet Ewing, Eileen Hinks, Claire Kent, Judy Klein, Jane Pietrowski, Lallon Pond, Daniel Stubbsatz, Carey Usber

Health care is a rapidly changing field. Administration of programs and organizations in health care requires knowledge, skill, and a strong sense of caring for others. The major in health care administration prepares students to enter, or advance, into the management area in a variety of positions and organizations related to the health care field. These positions could involve being a provider relations coordinator, a marketing/public relations director, a long-

term care administrator, a consultant, a public health worker, a public policy analyst, an insurance representative, an administrator in a not-for-profit organization like the Red Cross, a department head in a hospital, a department head in a wellness/fitness center, or many other entry or mid-level positions. The major can be a springboard for graduate work in medical and allied health fields, health care administration, business administration, public health, public administration, political science, or law.

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, and it sponsors a student chapter of the American College of Health Care Executives. The program has six named scholarships for Health Care Administration majors.

Requirements for the Major in Health Care Administration

48 hours which include the following required courses: HCA 101, ECON/BUAD/COMM/HCA/POLS/SOC 222, HCA/PHIL 230, HCA/BIOL 261, HCA 310, HCA/ECON 320, HCA 330, HCA 387 (minimum of three hours), HCA 401, and six hours of HCA electives; BUAD 210, BUAD 230, and BUAD 302; ANTH 208 or SOC 260; and SOC 320.

Senior Requirement

Successful completion of HCA 401.

Support Courses for Health Care Administration Major

(recommended but not required)

BUAD 200, BUAD 202, BUAD 211, BUAD 220, and BUAD 221; COMM 100; CIS 110; PHE 221; POLS 101 and POLS 260; PSYC 213, PSYC 305, and PSYC 307; SOC 124, SOC 200, and SOC/INT 205; ECON/POLS 301; MATH 213.

Requirements for the Minor in Health Care Administration

18 semester hours that include HCA 101, HCA/PHIL 230, HCA/BIOL 261, and nine hours of health care administration electives (with HCA prefix).

Requirements for the Certificate in Long Term Care Administration

24 semester hours including the following: HCA 101, ECON/BUAD/COMM/HCA/POLS/SOC 222, HCA/PHIL 230, HCA 240, HCA/BIOL 261, HCA 310, HCA/ECON 320, and HCA 387. To qualify for the certificate, HCA 387 must be at least 400 hours under supervision of a preceptor approved by the Virginia Board of Nursing Home Administrators.

Requirements for the Certificate in Health Care Management

21 semester hours including the following: HCA 101, ECON/BUAD/COMM/HCA/POLS/SOC 222, HCA 310, and HCA/ECON 320, plus nine hours of electives from: HCA/PHIL 230, HCA 240, HCA/BIOL 261, HCA 330, BUAD 230, and BUAD 302.

Health Care Administration Courses

101	Introduction to Health Care Administration
222	Social Science Statistics
230	Medical and Health Care Ethics
235	Women's Health Care Issues
240	Long-Term Care Administration
245	Health Care Policy, Politics, and Law
250	Comparative Health Care Systems
261	Epidemiology
277	Colloquium
287	Internship
310	Health Care Strategic Management
320	Economics and Finance of Health Care Systems
330	Managed Care
387	Internship
401	Senior Seminar

Course Descriptions

101 Introduction to Health Care Administration

(3 s.h.) Mosher or Staff

This course introduces the student to the nature, organization and functions of the continuum of health services found in the U.S. health care system. General management principles and practices as found in health care organizations will be covered. The nature and role of health policy will be analyzed. The roles played by providers, managers, and consumers of health care will be explored. Special interest will be paid to the operational side of health care administration — what people in this field do on a day-to-day basis. Current issues will also be analyzed.

222 Social Science Statistics

(3 s.h.) Arthur, Klein, Pietrowski, Pond, Usher

Prerequisite: College algebra, its equivalent, or a higher level mathematics course

For course description, see INT 222 in the Interdisciplinary section of this catalog. Also listed as BUAD/COMM/ECON/POLS/SOC 222 in the Business Administration, Communication, Economics, Political Science, and Sociology sections of this catalog.

230 Medical and Health Care Ethics

Fall 2006 (Alternate years) (3 s.h.) Staff

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 such issues as caregiver obligations and patients' rights, informed consent, medical experimentation, genetic engineering, death and dying, access to health care, allocation of resources, justice and health care policy. Also listed as HCA/PHIL 230 in the Philosophy section of this catalog.

235 Women's Health Care Issues

(3 s.h.) Staff

This class is designed to expose students to the various ways in which gender influences the delivery of health care in the United States. Included are the perspectives of women as patients, caregivers, subjects of research, medical providers, and administrators. Different theoretical approaches to diagnosing and remediating inappropriate gender disparities will be examined. In order to bring immediacy to the issues, the course will also include personal narratives from students, guest speakers, films, and authors.

240 Long-Term Care Administration

Fall 2006 (Alternate years) (3 s.h.) Mosher

Description of the historical development of long-term care. The role of health policy will be covered. Analysis of the roles played by long term care facilities, nursing homes, home health organizations, continuing care retirement communities, and the many organizations that deal with chronic health care concerns. Issues dealt with include medical, organizational, legal, financial, human resources, and communication. Holistic approach covers physical, mental, and social well-being. Tours and analyses of long-term care facilities in the region included.

245 Health Care Policy, Politics, and Law

Spring 2008 (Alternate years) (3 s.h.) Staff

This class is designed for the student interested in gaining a better understanding of the factors that shape health care policy in this country. It will explore the concept of public policy and the various types of health care policies. Several theoretical approaches will be reviewed, including: historical, institutional, and pluralistic approaches. Important actors involved in the political health care debate and their strategies to influence policy will be analyzed. The stages of the policy process will provide structure for examining case studies of several significant health care policies. Also listed as HCA/POLS 245 in the Political Science section of this catalog.

250 Comparative Health Care Systems

Fall 2007 (Alternate years) (3 s.h.) Mosher

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 will be explored along with analysis of health issues facing the international community (e.g., AIDS, public health, etc.). Categories for comparison include historical context, philosophies, levels of medical/health care, provider/manager/consumer roles, and delivery systems, including health policy aspects.

261 Epidemiology

Fall 2007 (Alternate years) (3 s.h.) Hinks
Epidemiology is the study of the distribution and determinants of health and disease in populations. This course will acquaint students with the fundamentals of epidemiology, including morbidity and mortality data, disease transmission, outbreak investigation, assessment of diagnostic and screening tests, population studies and design, biases, risk and attributable risk, and causality. The course will also address the following concerns as they relate to public health: nosocomial infections, molecular or genetic epidemiology, environment and occupational epidemiology, disease prevention, and wellness. Epidemiologic principles will be applied to formulation and assessment of health care and public health management decisions. Students will learn how to evaluate journal articles for study design and proper conclusions. Also listed as HCA/BIOL 261 in the Biology section of this catalog.

277 Colloquium

(3 s.h.) Mosher or Staff
Special topics dealing with current issues facing health care administration.

287 Internship

May Term (3 s.h.) Mosher or Staff
Prerequisites: HCA 101 and sophomore HCA major
Off-campus experiential learning credit on an exploratory basis is available for work in health care facilities and related organizations. Obtain placement through the Health Care Administration Program. Forms must be submitted at registration. Must be taken P/NC.

310 Health Care Strategic Management

Fall 2007 (Alternate years) (3 s.h.) Mosher
Course focuses on variety of methods utilized in the organization of health care facilities and the delivery of services. The nature of planning is analyzed with particular attention paid to health policy, strategic thinking, management, and planning, including internal and external environmental assessments. Organizational behavior is analyzed in depth including leadership aspects. Course focuses on managing change, as seen in health reform efforts, the increasing influence of managed care, and technological and scientific innovations. Case methodology used extensively.

320 Economics and Finance of Health Care Systems

Fall 2006 (Alternate years) (3 s.h.) Mosher and Pietrowski
Prerequisites: ECON 101 and BUAD 210; or permission of instructor.
Investigation of the factors and forces at work in the setting of health care costs and the impacts of those costs. Demand and supply concerns, reimbursement systems, insurance, Medicare, Medicaid, governmental regulations, legal issues, accessibility, budgeting processes and planning, and human resources concerns will be analyzed. Health care financial management tools and techniques will be presented and utilized. Public policy and private sector initiatives will be explored concerning the financing of health services including national and state reform efforts, health care insurance schemes, and cost containment measures. Also listed as HCA/ECON 320 in the Economics section of this catalog.

330 Managed Care

Spring 2007 (Alternate years) (3 s.h.) Mosher and Pietrowski
This course offers an in-depth analysis of the nature and operations of health insurance in the United States. Purposes of the various plans (HMO, IPA, IPO, MSO, PSN, etc.) and how they work will be covered. Provider, manager and consumer perspectives offered. Integration of health care delivery systems and financial aspects will be analyzed. Funding principles and practices as well as systems of reimbursement will be covered in depth. Role of management information systems will be analyzed. Public policy initiatives will be explored.

387 Internship

May Term or Summer (Credit varies) Mosher
Prerequisites: junior or senior HCA major status.
Off-campus experiential learning credit of a preprofessional nature is available for work in health care facilities and related organizations. Projects are performed under the supervision of a qualified professional on-site as well as a health care administration faculty member. Obtain placement through the Health Care Administration Program. Forms must be submitted at registration. Must be taken P/NC.

401 Senior Seminar

(3 s.h.) Mosher
Prerequisite: senior HCA major status.
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.

Historic Preservation

*Katharine Brown, Marlena Hobson, Sara James,
Kenneth Keller, Beth Young*

An 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 hours including ART/HIST 222, HISP/ARTM/ART/HIST 226, BUAD 200; two courses chosen from HIST 202, HIST 211, HIST 212, HIST 213, or HIST 214; one art history course at the 200 or 300 level; and two courses chosen from ART 208, ART 235, BUAD 230, COMM 240 or COMM 260.

Historic Preservation Courses

HISP/ARTM/ART/HIST 226

	Historic Preservation
ART 219	Computer-Aided Architectural Design
ART/HIST 222	History of American Art and Architecture
ART 235	Introduction to Interior Design
BUAD 200	Principles of Management
BUAD 230	Principles of Marketing
COMM 240	Principles of Advertising
COMM 260	Principles of Public Relations
CIS 110	Introduction to Computer Information Systems
HIST 202	Virginia History
HIST 211	United States: The Colonial Experience, 1500–1763
HIST 212	United States: The Revolutionary Generation, 1763–1815
HIST 213	United States: Democracy and Crisis, 1815–1877
HIST 214	United States: America Comes of Age, 1876–1929

Course Description

226 Historic Preservation

Spring 2007 (3 s.h.) Brown

The history and changing philosophy of the preservation movement in America from 1850 to the present. Emphasis is placed on the framework of cultural, economic, legal and governmental factors that define preservation today. Each student completes a project documenting an historical building. Also listed as HISP/ARTM/ART/HIST 226 in the Art Management, Art, and History sections of this catalog.

History

Ann Alexander, Jeffrey Buller, Mary Hill Cole, Katharine G. Franzén, Kenneth Keller, Amy Tillerson

Requirements for the Major in History

33 semester hours in history including HIST 101, HIST 102, HIST 111, and HIST 112, and HIST 400. HPUB 230 may count toward the 33 semester hours for the History Major. Students must complete HIST 101, HIST 102, HIST 111, and HIST 112 before enrolling in HIST 400.

Senior Requirement

In the history discipline, students fulfill the senior requirement by successful completion of HIST 400 and by taking the Major Field Achievement Test in History. A student majoring in History must have at least a 2.0 GPA in History courses before enrolling in HIST 400 Senior Seminar.

Requirements for the Minor in History

21 hours in history including HIST 101, 102, 111, 112, and nine hours taken from 200- and 300-level courses.

Recommended Courses

The history discipline urges history majors to complete foreign language study through the intermediate level. The history discipline strongly recommends that majors and minors select courses from:

ANTH	any course
ART	101, 102, 103
AS	any 200-level course
ECON	101, 102
ENG	121, 122, 132, 134, 136, 137, ENG/THEA 216
HPUB	230, 300
MUS	215, 216
PHIL	102, 103
POLS	100, 111, 249
REL	202
SOC	100

History Courses

101	Western Civilization to 1648
102	Western Civilization from 1648
111	Survey of U.S. History to 1877
112	Survey of U.S. History from 1877
202	Virginia History
203	Women in American History
204	Religion in America
211	United States: The Colonial Experience, 1500–1763
212	United States: The Revolutionary Generation, 1763–1815
213	United States: Democracy and Crisis, 1815–1877

214	United States: America Comes of Age, 1876–1929
216	United States: Global America, 1929 to the Present
222	History of American Art and Architecture
224	Diplomatic History of the United States
226	Historic Preservation
227	History of the South
228	History of Appalachia
238	Tudor-Stuart England, 1450–1660
239	Enlightenment Europe, 1648–1789
240	Revolutionary Europe, 1789–1901
241	British History to 1688
242	British History from 1688
243	The French Revolution
245	20th-Century Europe
246	Europe in the Twentieth Century, 1900–1945
247	Modern Europe, 1939–Present
251	Early Russian History
255	History of Russia
256	Modern Russian History
261	19th-Century Germany and Austria
262	20th-Century Germany
264	Background to African Civilization
265	Survey of African American History to 1877
266	Survey of African American History from 1877
277	Colloquium
346	European Women's History from 1700
400	Senior Seminar

Directed inquiries, teaching assistantships and internships in history can be arranged on an individual basis.

The History and English disciplines co-sponsor the Virginia Program at Oxford University. History majors are urged to apply to this program. For more information, see Dr. Mary Hill Cole.

Course Descriptions

101 Western Civilization to 1648

(3 s.h.) Franzén

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 Reformation.

102 Western Civilization from 1648

(3 s.h.) Cole, Franzén

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.) Keller

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.) Tillerson

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.

202 Virginia History

2006–2007 (3 s.h.) Keller

Prerequisite: HIST 111 or HIST 112 or permission of instructor

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.

203 Women in American History

2008–2009 (3 s.h.) Staff

Prerequisite: HIST 111 or HIST 112 or permission of instructor

A study of the history of women in America from colonial days to the present. This course examines the events and trends that have special significance for women in American history.

204 Religion in America

2007–2008 (3 s.h.) Keller

Prerequisite: any 200-level religion course

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. Also listed as HIST/REL 204 in the Religion section of this catalog.

211 The United States: The Colonial Experience, 1500–1763

2007–2008 (3 s.h.) Keller

A study of the founding and maturing of the English North American colonies. This course examines the peopling of the colonies; the evolution of colonial government; and political, social, cultural, and religious change and the rise of slavery.

212 The United States: The Revolutionary Generation, 1763–1815

2008–2009 (3 s.h.) Keller

An intensive study of the early American republic, with

special emphasis on the framing and ratification of the Constitution and the Bill of Rights, the first American political parties, War of 1812, westward expansion, republican society and culture, and Jeffersonian democracy.

213 The United States: Democracy and Crisis, 1815–1877

2006–2007 (3 s.h.) Keller

A study of the United States from Andrew Jackson to the Civil War and Reconstruction. This course examines the growth of political democracy, party disintegration, reform movements, slavery, the Old South, the opening of the West, and the cultures of ethnic and racial minorities.

214 The United States: America Comes of Age, 1876–1929

2007–2008 (3 s.h.) Tillerson

A study of the United States from the Gilded Age to the Great Depression. This course examines the growth of business, labor, government, urbanization and immigration, the rise to world power, race relations, women's rights, the closing of the frontier, and cultural trends.

216 The United States: Global America, 1929 to the Present

2007–2008 (3 s.h.) Tillerson

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.

222 History of American Art and Architecture

(3 s.h.) Hobson

For course description see ART/HIST 222 in the Art section of this catalog.

224 Diplomatic History of the United States

2006–2007 (3 s.h.) Keller

Prerequisite: HIST 111 or HIST 112 or permission of instructor

A study of the foreign relations of the United States from the American Revolution to the Cold War.

226 Historic Preservation

Spring 2008 (3 s.h.) Brown

For course description, see HISP/ARTM/ART/HIST 226 in the Historic Preservation section of this catalog. Also listed as HISP/ARTM/ART/HIST 226 in the Art Management and Art sections of this catalog.

227 History of the South

(3 s.h.) Coffey; Staff

A history of the southern United States to 1865, concentrating primarily on the period of southern history known as "The Old South." This era is a brief one, generally defined as lasting but two generations: from 1820 to 1860. Consequently, both the preceding two generations and the Civil War period are included, the former for its formative influence on the South and the latter as providing the concluding act in the Old South story.

228 History of Appalachia

(3 s.h.) Alexander; Staff

A study of the history of the Southern Appalachian mountain region, with an emphasis on the period since the Civil War. Topics include the impact of industrialization, the exploitation of natural and human resources, the development of stereotypes, and the creation of cultural identity.

238 Tudor-Stuart England, 1450–1660

2006–2007 (3 s.h.) Cole

An exploration of the politics, culture, religion, and society of Tudor-Stuart England. Topics include the Wars of the Roses, Parliament and kingship, Henry VIII's marital and religious policies, the English Renaissance, Elizabeth's court, and the English Civil War. Recommended for students taking English literature courses and the Virginia Program at Oxford.

239 Enlightenment Europe, 1648–1789

2007–2008 (3 s.h.) Cole

This course explores the world of the Enlightenment to the start of the French Revolution. Topics include the absolutism of Louis XIV, the English Civil War, the Enlightenment, the growth of consumerism, family structure, industrialization, and aristocratic and popular cultures.

240 Revolutionary Europe, 1789–1901

2006–2007 (3 s.h.) Cole

A study of Europe from the French Revolution to the death of Queen Victoria. Topics include industrialization, political ideologies, suffrage movements, and the family.

241 British History to 1688

2007–2008 (3 s.h.) Cole

Survey of British history from the Romans to the Glorious Revolution. Topics include development of English law, the monarchy, the medieval town and farm life, the English Reformation, the Civil War, and Restoration. This course offers historical background for English literature courses.

242 British History from 1688

2007-2008 (3 s.h.) Franzén

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

May Term (3 s.h.) Cole, McGovern

An intensive study of the first six years of the French Revolution, 1789–1794. Explores some of the major events and figures of the Revolution, the economic, social, political, and intellectual conditions that made the revolution possible; and contemporary and later interpretations of the accomplishments of the era. No knowledge of the French language is required; however, students who do their research in French can receive credit toward their French major. A key component of the course is participation in all discussions and projects.

245 20th-Century Europe

(3 s.h.) Staff

Europe in the age of war and revolution. Topics include the Great War, Russian Revolution, rise of fascism, Spanish Civil War, World War II, Cold War, European integration and the 1989 revolutions, and European culture through film. Offered as needed to ADP students.

246 Europe in the Twentieth Century, 1900–1945

(3 s.h.) Cole

A study of Europe from the early twentieth century to the end of the Second World War. The course examines the Great War and Russian Revolution, women's movements and gender relations, the rise of fascism, the Spanish Civil War, appeasement, and World War II. Exploring European culture through foreign films is a key component of the course.

247 Modern Europe, 1939–Present

(3 s.h.) Cole

A study of Europe from the beginning of the Second World War to the present. The course examines World War II and the Holocaust, the development of the Cold War, women's movements and culture wars, European relations with the superpowers, Mikhail Gorbachev and the revolutions of 1989, and German reunification. Exploring European culture through foreign films is a key component of the course.

251 Early Russian History

Offered as needed to ADP students (3 s.h.) Haury

An examination of the historical evolution of the Russian

state from its origins to the reign of Alexander II.

Students will investigate some primary themes in Russian history, including invasion, domination, expansion and multinationality. They will study Kievan, Appanage, and Muscovite Russia through their political, economic, social, cultural, and religious components.

255 The History of Russia

2006–2007 (3 s.h.) Franzén

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.

256 Modern Russian History

Offered as needed to ADP students (3 s.h.) Haury

An examination of some of the main themes in Russian historical evolution — invasion, domination, expansion, and multi-nationality — and their links to Soviet politics, economics, society, and culture in the 20th century. Topics include the fall of the House of Romanov in the Revolution of 1917, the rise of the Communist party, the disintegration of the Soviet Union, and the collapse of Communism in the 1990s.

261 19th-Century Germany and Austria

Offered as needed to ADP students (3 s.h.) Staff

A chronological and topical exploration of German and Habsburg/Austrian history from the end of the Napoleonic era to the outbreak of the First World War. Topics include the Revolutions of 1830 and 1848, Chancellor Bismarck's rise to power and his Wars of German Unification, the rapid industrial and scientific development in the German Empire, and the national rivalries that exploded in the outbreak of WWI. Recommended for prospective German majors/minors.

262 20th-Century Germany

Offered as needed to ADP students (3 s.h.) Staff

A chronological and topical review of German history from 1914 to the present. Although the primary emphasis will be on political, military and diplomatic history, economic and cultural trends will also receive attention. The major phases of the course are: the causes and aftermath of WWI; Weimar Republic, collapse of democracy; Hitler's Third Reich and the Holocaust; WWII, German defeat and dismemberment; the two faces of Postwar Germany; the fall of the Berlin Wall; German unification, from euphoria to disillusion. Recommended for prospective German majors/minors.

**264 Background to African Civilization —
an Introduction**

(3 s.h.) Owusu-Ansah, Tillerson

This course opens with an examination of archeological discoveries about the African past, and then traces the development of African civilization and culture to the close of the 19th century. Particular attention is paid to political organizations, religious concepts, and socioeconomic patterns. The course uses multi-disciplinary and thematic approaches to explore the movement of peoples spreading agriculture and metallurgy across the continent; the emergence of states and empires; the role of Islam in promoting literacy, trade and contacts with the Middle East and Asia; and early European activities including the rise of the trans-Atlantic slave trade.

**265 Survey of African American
History to 1877**

2006-2007 (3 s.h.) Alexander, Tillerson

This course presents a chronological survey of principal events in African American History to 1877, with particular focus on development of the slave trade and slavery and how Blacks experienced, and responded to, this “peculiar institution.” The course critically analyzes decisive political, social, and cultural events specific to African American History through the examination of primary and secondary sources, through class discussion, and in-depth writing assignments.

266 Survey of African American History from 1877

2006-2007 (3 s.h.) Alexander, Tillerson

This course presents a chronological survey of the history of African Americans from 1877 to the present with emphasis on the following topics: The Rise of American Apartheid, The Harlem Renaissance, and The Civil Rights Movement. The course critically analyzes decisive political, social, and cultural events specific to African American History through the examination of primary and secondary sources, through class discussion, and in-depth writing assignments.

277 Colloquium

(3 s.h.) Staff

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.

346 European Women's History from 1700

2007–2008 (3 s.h.) Cole

Prerequisite: HIST 102, HIST 239, HIST 240, HIST 242, or HIST 245, or permission of instructor

An historical focus on European women during the past

300 years. Topics considered will include the workplace, marriage, the family, relations between classes, women in the professions, education, and political movements such as the campaign for women's suffrage.

400 Senior Seminar

Fall (3 s.h.) Staff

Prerequisites: HIST 101, HIST 102, HIST 111, HIST 112
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. Seminar members must take the Major Field Achievement Test.

History: Public

Coordinator: Ken Keller

The Public History Minor, offered in conjunction with the Woodrow Wilson Presidential Library, prepares students for professional careers at museums, presidential libraries, historic birthplaces, professional organizations, and government agencies such as The National Trust for Historic Preservation, 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.

Requirements for the Minor in Public History

24 semester hours that include two History courses; four Core courses; one Elective; and an Internship at the Woodrow Wilson Presidential Library or other suitable organization.

History (at least six semester hours)

HIST 202	Virginia History
HIST 203	Women in American History
HIST 211	U.S. Colonial, 1500-1763
HIST 212	U.S. Revolutionary, 1763-1815
HIST 213	U.S. Democracy and Crisis, 1815-1877
HIST 214	U.S. America Comes of Age, 1876-1929
HIST 216	U.S. Global America, 1929-present
HIST 261	African American History to 1877
HIST 262	African American History from 1877

Core (at least 12 semester hours)

HPUB 230	Introduction to Public History
ARTM 340	Museum Studies (Spring 2007)
HPUB 300	Special Topics in Public History: American Icons and Ideas

BUAD 200	Principles of Management
or	
ENG 251	Technical and Professional Writing

Elective (at least three semester hours)

COMM 119	Introduction to Video Production
COMM 231B	Television Production Practicum
COMM 255	Screenwriting
HISP 226	Historic Preservation (Spring 2008)
POLS 213	U.S. Presidency

Internship (three semester hours)

HPUB 287 or HPUB 387 Internship in Public History

Course Descriptions

230 Introduction to Public History

Fall (3 s.h.) Potter

This course will examine the practice of history in museums, archives, business, media, parks, historical societies, and government agencies. Students will be introduced to the theoretical and practical issues confronting public historians today. Readings and guest lecturers from a variety of fields will address questions of audience and authority in collecting and presenting history. Students will also explore the relationship between history and national, communal, and personal memory and the role politics can play in public history.

Special Topics in Public History: American Icons and Ideas

Spring (3 s.h.) Hodson

This process-oriented seminar examines selected icons and ideas (topics) that have captured the public imagination and come to represent modern America. In consultation with the course instructor, students analyze and determine which topics will be covered in the course. Students next attend several model presentations and research tool sessions devoted to selecting, developing and presenting their topics. In selecting their own research subject, students are required to generate bibliographies, present research findings to their classmates, actively engage in discussion, and write a course paper. This is a hands-on course in American cultural history designed to immerse students in the scholarly process. Students from all majors are welcome.

287 or 387 Internship

(3 s.h.) Staff

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 the Woodrow Wilson Presidential Library or at another appropriate institution.

Interdisciplinary Studies

Interdisciplinary studies is comprised of courses that derive their literature and methodologies from more than one discipline. Courses may be cross-listed in a discipline as well. The college offers one minor that is interdisciplinary — leadership studies. For more information, please see the Leadership Studies section of this catalog.

Course Descriptions

103 Information Literacy

Terms 1, 3, and 5 (1 s.h.) Staff

Students in this course will begin to develop the research and critical thinking skills necessary for academic success. Information literacy is a set of abilities requiring individuals to recognize when information is needed and then to locate, evaluate, and use it effectively. The research skills learned in this course are common to all disciplines. Some of the topics covered include the following: focusing a broad topic; finding a variety of information resources including books, scholarly and popular articles, primary sources and reference material; discussing plagiarism as well as other legal, ethical, and social issues surrounding the use of information.

115 Foundations of Education

(3 s.h.) Westhafer, McCrory, Staff

For course description, see ED/INT/SOC 115 in the Education section of this catalog. Also listed as ED/INT/SOC 115 in the Sociology section.

125 Introduction to Geography

(3 s.h.) V. Garkov

This course introduces students to the atmospheric processes and ocean circulations that shape different climate patterns on earth; the ever-changing global landscapes; the biosphere, natural resources, and population distribution around the planet; and the economic development, cultural characteristics and political organizations of countries around the world. No previous background in the physical or social sciences is assumed. This course counts toward the natural sciences requirement of the College's general education program.

140 Community and Service Learning

Fall (3 s.h.) Owen

Students engaged in Community and Service Learning will meet practical community needs and goals while developing skills in critical thinking and problem solving.

Students will reflect on the relationship between theory (as presented in lectures and readings) and practice (through students' internship experiences). Each student will be expected to explore and understand her own commitment to community-oriented values, try out skills that support or enhance citizenship, and learn how to reach out to those in need in a humane, sensitive, and effective manner. This combined course and internship includes hands-on experience in an approved community agency or religious or humanitarian organization as well as a structured orientation, on-going class discussion, and critical reading and written reflection about service work. Students are required to make connections between their personal and professional goals, their role as a liberal arts student, and their evolving sense of commitment to those in need. Also listed as PHIL/INT 140 in the Philosophy and Religion section of this catalog. (Note: PHIL/INT 140 does not qualify for General Education Humanities credit).

177 Introduction to College

(1 s.h.) Staff

The goal of this course is to ensure that students make a smooth and successful transition to college. We believe that a successful transition is the result of academic readiness, a sense of self-efficacy, responsible connection to and participation in the MBC community, and an appreciation of the richness of our liberal arts heritage. The course is, therefore, based on the following objectives with an underlying emphasis on the practice of reflective engagement: to encourage students to use their resources at the college in an informed and intentional manner; to foster the development of productive relationships with their academic advisor, peer advisor, and other college community members; and to facilitate an understanding of the liberal arts and the value of such an education at MBC. All first-year students are required to take this course during the fall semester. The course is team-taught by faculty and/or administrators with trained peer advisors.

200 Resident Advisor Training

(3 s.h.) Staff

The resident advisor'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 advisors, the course is graded P/NC.

205 Death and Dying

(3 s.h.) Usher

Prerequisite: SOC 100 or permission of instructor
For course description, see SOC/INT 205 in the Sociology

section of this catalog.

207 Modern Political Thought

(3 s.h.) Gilman

Prerequisite: one philosophy course or one political science course

For course description, see PHIL 211 in the Philosophy section of this catalog.

213 Bailey Colloquium

(3 s.h.) James, Kennedy, Scott

The Bailey Colloquium is an interdisciplinary honors colloquium open only to Honor Scholars. It counts toward the nine hours of honors credit required for an Honors Degree.

The aims of the colloquium are to encourage independent thinking and to illustrate the interrelationships among often fragmented areas of knowledge. The colloquium is team-taught, with faculty members from various disciplines contributing as resource persons. The subject matter rotates according to the expertise of the supervising professors. Students are required to prepare reading assignments in advance and to participate in discussion. Students select an area of specialization, write a term paper, and make an oral presentation.

In the Fall of 2006, the Bailey Colloquium topic will be Ancient Greece and Rome. Students will explore classical antiquity through theatre, art, architecture, literature, and philosophy.

222 Social Science Statistics

(3 s.h.) Arthur, Klein, Pietrowski, Pond, Usher

Students taking this course will gain experience in analyzing social science and business data. They will learn how to correctly interpret data tables, download data from Internet databases, manipulate the data in a spreadsheet, analyze the data with statistical and graphing software, and write a technical report on their analysis. They will use computed probabilities to infer the reliability of their estimates and the strength of relationships between their variables. Students will acquire the means to understand and evaluate quantitative reasoning in news, company, government, and institutional reports. In the course of their work, students will use a variety of software packages, including *Excel*, *SPSS*, and *Systat*, and they will do independent research on a major institutional survey. This course is required for majors in Business, Communications, Economics, Health Care Administration, Marketing Communications, and Sociology. It is required for the minor in Economics. The course is designed for upper-class students in the social science and business disciplines. College Algebra, its equivalent, or a higher level mathematics course is a prerequisite. Also listed as BUAD/COMM/ ECON/HCA/POLS/SOC 222 in the Business

Administration, Communication, Economics, Health Care Administration, Political Science, and Sociology sections of this catalog.

230 History and Theories of Leadership

(3 s.h.) Bryant

For course description, see POLS/INT 230 in the Political Science section of this catalog.

240 Québec and Canada

May 2007 (3 s.h.) D. Métraux and Stuhlsatz

Analysis of the historical and social development of francophone culture in Canada and political/social/cultural relations between Francophone and Anglophone Canadians from the late 1600s to the present. The course emphasizes the development of cultural assimilation in a very multicultural society, and focuses on the rise of modern Québec nationalism, the Quiet Revolution, and the question of Québec's place in contemporary Canada. The Asian experience in Canada will also be emphasized.

250 Economics, Science and Literature of Seasonal Rhythms

(3 s.h.) Klein

Registration for this course is open to honors and Bailey scholars, who on successful completion will gain 3 s.h. of honors credit. The major goal of this course is to explore interactions of nature and culture manifest in seasonal patterns. All seasonal patterns have their starting point in the variation throughout the year of the changing relationship between the earth's daily rotation on a "tilted" axis and the plane on which the earth revolves around the sun. Students will track seasonal solar declination, from the fall equinox to near the winter solstice, on the Mary Baldwin sundial. We will explore yearly seasonal rhythms of nature and commerce through a variety of means including the study of calendars of different cultures and reading ancient texts, scientific reports, poetry and other literature. For several of the weekly assignments, the research papers and part of the take-home final exam, students will have the opportunity to pursue their own avenues of research. The only prerequisite for the course is college algebra or a higher-level mathematics course, but students should be receptive to the blending of scientific observation, geometry, quantitative reasoning, and humanist sensitivity that the course intends to cultivate. Cross-listed as ECON 250.

258 Globalization and Its Impact on World Affairs

Spring 2007 (3 s.h.) D. Métraux and D. Clark

Introduction to the concept of globalization and its economic and political impact on selected countries and regions. Also listed as AS/BUAD/INT 258 in the Asian Studies and Business Administration sections of this catalog. For ADP students.

330, 331 The Practice of Leadership Seminar

(3 s.h.) Bryant

Students complete a comprehensive self-assessment of their leadership styles, skills, and values and develop goals for their continuing education and training. In the second part of the course, students apply their knowledge of leadership to the practice of leadership in a group and an organization.

International Relations

Gordon Bowen, Mary Hill Cole, Carrie Douglass, Kenneth Keller, Judy Klein, Daniel Métraux

International relations is an interdisciplinary liberal arts major specially designed to prepare graduates for careers in the emerging global community. MBC students who major in international relations are preparing for work in U.S. government bureaucracies, international organizations, international businesses, and for graduate study in political science, history, and economics.

Requirements for the Major in International Relations

The major requires 45–53 semester hours of course work distributed as follows:

Language Requirement (Max. 14 semester hours)

At least one year of study of one foreign language at the intermediate level or above: depending on level of initial placement (6–14 semester hours).

Core Courses (27 semester hours)

Foundation courses (15 semester hours): POLS 221; ECON 101 and 102; ANTH 120; and one from HIST 102, or 240, or 246, or 247.

Advanced Courses (12 semester hours)

6 semester hours from POLS 128, POLS 249, POLS 310, POLS 311, or HIST 224; three semester hours from ECON 210, ECON 232, ECON 247, ECON 253 or ECON 254. Senior requirement (3 semester hours) POLS 400B (Comparative/International).

Foreign Area Studies Courses

At least 12 semester hours from among at least two disciplines, selected from the following:

AS 106	Asian Civilizations
AS/REL 212	Asian Religions
AS 242	Modern Korea
AS 244	Modern Middle East
AS 246	Japan
AS 247	India and Pakistan

AS 248	Vietnam and Southeast Asia
AS 251	Asian Women
AS 253	Modern China
AS 256	Newly Industrialized Countries of East Asia
AS/SOC 270	Australia and New Zealand
HIST 102	Western Civilization from 1648
HIST 240	Revolutionary Europe
HIST 242	British History from 1688
HIST 245	20th-Century Europe
HIST 255	History of Russia
HIST 256	Modern Russian History
HIST 262	20th-Century Germany
HIST 346	European Women's History
POLS 111	Comparative Politics
POLS 215	Politics in the Third World
POLS 249	Latin-American Politics
POLS 311	Terrorism and Counter-terrorism
SPAN 230	Spanish Culture and Civilization
SPAN 231	Latin-American Culture and Civilization

Qualifying Colloqia

NOTE #1: HIST 277 and POLS 277 count toward the major only in those cases in which (a) modern or contemporary study of an aspect of the experience of a foreign area forms the major part of the course's content; or (b) study of a problem in international relations forms the major part of the course's content.

NOTE #2: For international students who are non-native speakers of the English language (only), the above language requirement may be completed through equivalent courses in the English discipline.

NOTE #3: For international students — i.e., non-U.S. citizens — (only), the Foreign Area Study Courses may be met by completion of courses concerning the United States in the history, and/or political science, and/or economics disciplines.

Japanese

See World Languages, Literatures, and Cultures.

Leadership Studies

Coordinator: Brenda Bryant

A minor in leadership studies combines theoretical and practical course work and addresses gender issues in leadership.

Requirements for the Minor in Leadership Studies

21 semester hours in the following four areas:

Scholarship and Leadership Practice Core Courses (nine semester hours)

POLS/INT 230	History and Theories of Leadership
PHIL 235	Ethics, Community and Leadership
INT 330	The Practice of Leadership Seminar

Leadership in the Context of Communications (at least three semester hours)

COMM 100	Public Speaking
COMM 210	Interpersonal Communication
COMM 221	Mass Media Writing
COMM 230	Small Group Communication
COMM 260	Principles of Public Relations
COMM 280	Intercultural Communication
ENG 251	Professional and Technical Writing
REL 223	Mediation: Theory and Practice

Women and Leadership (at least three semester hours)

ART 221	Women in the Arts
BUAD 250	Women in Management
ECON/WS 280	Women and Economics
POLS 209	Women and Politics
WS 245	Women in Sports
and/or	
287, 387	A Qualifying Internship

Leadership in the Context of Groups, Institutions, Communities and Nations (at least six semester hours)

BUAD 200	Principles of Management
BUAD 202	Organizational Behavior
INT 140	Community and Service Learning
POLS 111	Comparative Politics
POLS 260	Public Policy
ROTC 300 and 400 level	

Certificate in Leadership Studies

The credit certificate in leadership studies is available to degree-seeking students also involved regularly in volunteer or campus activities or have significant work experience. Adult learners seeking this credential may be either degree-seeking or non-degree-seeking students.

Requirements:

21 hours of which up to nine hours may be transferred in or be done by prior learning portfolio in the ADP.

Required Courses:

Core consisting of POLS/INT 230, INT 330, interdisciplinary or department-specific 287/387, and PHIL 235. At least one of the following: COMM 100, COMM 210, ENG 251, or REL 223. At least one of the following: ART 221, BUAD 250, ECON/WS 280, POLS 209, or WS 245. At least one of the following: BUAD 200, BUAD 202, INT 140, POLS 111, or POLS 260.

Marketing Communication

Business Administration: Daniel Dowdy, Janet Ewing, Tom Kaplan, Claire Kent, Sally Ludwig, Catherine Ferris McPherson, Lallon Pond

Communication: Alice Araujo, Bruce Dorries, Allan Moyé

The Marketing Communication major blends marketing and management courses from the business administration major with communication courses from the communication major. The major prepares students for careers in marketing communication, advertising, public relations, personal selling, and overall marketing management.

Requirements for the Major in Marketing Communication

42 semester hours consisting of 33 semester hours of required core courses and nine semester hours of electives.

Required Core Courses:

BUAD 200	Principles of Management
BUAD 210	Principles of Accounting I
BUAD 230	Principles of Marketing
BUAD 338	Marketing Research
BUAD 362	Consumer Behavior
BUAD 400	Business Strategies
COMM 240	Principles of Advertising
COMM 260	Principles of Public Relations
MKTC 300	Integrated Marketing Communication
MKTC 387	Marketing Communication Internship
MKTC 401	Marketing Communication Senior Thesis

Elective Courses (select three):

BUAD 307	Business and Society
BUAD 336	International Marketing
CIS/BUAD 350	Project Management
BUAD 360	Retail, Services, and Internet Marketing
COMM 100	Public Speaking

COMM/ART 119	Introduction to Video Production
COMM 210	Interpersonal Communication
COMM 215	Mass Communication
COMM 230	Small Group Communication

Other Requirements for the Major in Marketing Communication

In addition to the 42-hour requirement for the major, students also need the following 4 hours of prerequisites, and it is recommended that these classes be completed in the freshman and sophomore years: ECON 101 and ECON 102. The prerequisite requirements apply only to majors, not minors.

The following courses are not required, but are highly recommended, especially for students planning to seek a masters in business administration: CIS/BUAD 350, COMM 215, COMM 230, BUAD 202, BUAD 211, BUAD 220, BUAD 312 or BUAD 340, ECON/POLS 301, and MATH 213.

Requirements for the Minor in Marketing Communication

21 semester hours, including COMM 240, MKTC 300, BUAD 200, BUAD 230, plus three classes from the following: BUAD 307, BUAD 336, BUAD 338, BUAD 360, BUAD 362, and COMM 260.

Course Descriptions

300 Integrated Marketing Communication

Fall (alternate years) (3 s.h.) McPherson

Students will develop integrated marketing communication campaigns for local, regional, or national organizations. These group projects will involve research, planning, execution, evaluation, and formal presentation. The course will also examine case studies to explore the integration of advertising, public relations, and marketing as applied to actual communication problems and opportunities.

387 Marketing Communication Internship

(3 s.h.) McPherson

For course details see Experiential Learning under Academic Regulations and Procedures.

401 Senior Thesis

(3 s.h.) McPherson

This is the keystone course, completed in the final semester of the student's senior year. The student conducts a thorough review of a selected firm or competitive industry, including collection of customer communication components, analysis of competitive environment, and determination of a revised relevant target market and marketing mix. The student then develops alternative strategies, writes a comprehensive recommendation, and produces a variety of new marketing communication components in a

format ready for client presentation. The student makes an oral presentation of his or her recommendations. A primary course goal is to generate a professional-quality and comprehensive sample worthy of inclusion in the student's portfolio to submit to potential employers.

Mathematics

Michael Gentry, Bruce Hemp, John Ong, Adrian Riskin, Rebecca Williams

Requirements for the Major in Mathematics

At least 33 semester hours of mathematics in courses above 200 and including MATH 231, MATH 252, MATH 302, MATH 322, and MATH 400–401. MATH 213 does not count toward the major in mathematics. Students working toward a BS in mathematics must complete PHYS 201-202 and CIS/CS 205 in addition to at least two 200-level lab science courses.

Senior Requirement in Mathematics

Senior requirement for students majoring in mathematics is met by successful completion of MATH 400–401 and the senior project.

Requirements for the Major in Applied Mathematics

At least 38 semester hours including the following courses: CHEM 111; PHYS 201-202; MATH 211, MATH 212, MATH 231, MATH 301, MATH 302, MATH 306, MATH 322; and the successful completion of the senior requirement, MATH 400D. A minimum of two electives selected from the following: CIS/CS 205; MATH 252, MATH 304, MATH 311, MATH 312; also 30 semester hours of transferable course work at the University of Virginia, approved by the School of Engineering. It is recommended that a student in this major do an externship or a summer course in engineering.

Senior Requirement in Applied Mathematics

Senior requirement for students majoring in applied mathematics, MATH 400D, will consist of a directed study of partial differential equations, or comparable area of mathematics, and the application of that area to a significant engineering problem. Students will present their projects to the mathematics senior seminar in the spring of their third (last) year at Mary Baldwin College.

Recommended Programs

For teachers of mathematics:

MATH 211, MATH 212, MATH 221, MATH 231, MATH 252, MATH 301, MATH 302, MATH 311, MATH 322,

MATH 341, and MATH 400–401, and teaching assistantship in mathematics.

For graduate study in mathematics:

MATH 211, MATH 212, MATH 221, MATH 231, MATH 252, MATH 301, MATH 302, MATH 304, MATH 306, MATH 311, MATH 312, MATH 322, MATH 341, and MATH 400–401.

For graduate study in computer science:

CIS/CS 205, CIS/CS 215, CIS/CS 300; MATH 211, MATH 212, MATH 221, MATH 231, MATH 252, MATH 301, MATH 302, MATH 304, MATH 306, MATH 311, MATH 322, MATH 400–401; externship in computer science and directed inquiry in mathematics.

For graduate study in applied mathematics or statistics:

MATH 211, MATH 212, MATH 214, MATH 231, MATH 252, MATH 301, MATH 302, MATH 304, MATH 306, MATH 311, MATH 312, MATH 322, and MATH 400–401; together with CIS/CS 205 and other CIS/CS courses.

For business/industry:

Third or fourth program described above.

Requirements for the Minor in Mathematics

18 hours in mathematics at the 200-level or higher including MATH 211, MATH 212, MATH 231 and MATH 252, but excluding MATH 213.

Mathematics Courses

130	Basic Mathematical Concepts
150	College Algebra
156	Mathematics for Prospective Elementary School Teachers
157	Topics in Geometry
161	The Nature of Mathematics
171	Precalculus
211	Introduction to Calculus and Analytical Geometry I
212	Introduction to Calculus and Analytical Geometry II
213	Introduction to Statistics
214	Intermediate Statistical Methods
221	History of Mathematics
231	Discrete Mathematical Structures
252	Problem Solving Seminar
301	Multivariable Calculus I
302	Multivariable Calculus II
304	Numerical Analysis and Computing
306	Ordinary Differential Equations
311	Probability and Distribution Theory
312	Mathematical Statistics
322	Linear Algebra

341	Modern Geometry
370	Colloquium in Mathematics
400	Senior Mathematics I: Abstract Algebra or Real Analysis
401	Senior Mathematics II

Directed inquiries, teaching assistantships, and internships in mathematics can be arranged on an individual basis.

Course Descriptions

130 Basic Mathematical Concepts

(3 s.h.) Staff

This course is not open to any student who has passed MBC's Mathematics Proficiency Exam, scored 480 or higher on the mathematics portion of the SAT, or passed a college-level mathematics course. Topics covered include real numbers, variable expressions, linear equations, applications of linear equations, polynomial arithmetic, and factoring. A computer-based, instructional delivery system will be available for students who require additional practice outside the classroom. This course does not fulfill the mathematical reasoning General Education Requirement.

150 College Algebra

(3 s.h.) Staff

Students are provided with a background in college algebra appropriate for the application of mathematics in other disciplines and for further study. Topics include basic algebraic manipulations, polynomials, exponents and radicals, graphing, systems of linear equations and inequalities, quadratic and polynomial equations, and an introduction to functions. Emphasis is on logical analysis and deduction and on algebraic and problem solving skills. This course is open to students who have scored 480 or above on the mathematics portion of the SAT (18 or above for the ACT), or have passed the MATH 130 exemption exam, or have passed MATH 130.

156 Mathematics for Prospective Elementary School Teachers

(3 s.h.) Staff

This course is designed for students who wish to become elementary school teachers, although it satisfies the mathematical reasoning requirement for all students. Topics include discrete probability, basic descriptive statistics, basic geometry, and other topics that include both content and process knowledge. The emphasis is on building mathematical reasoning skills and on applying mathematical concepts to diverse situations. Prerequisites: MATH 150 and a passing score on the mathematics portion of the PRAXIS.

157 Topics in Geometry

(3 s.h.) Staff

Prerequisites: MATH 150 and high school geometry.

This course is designed to give students an introduction to Euclidean geometry, axiomatics, and deductive reasoning. Emphasis will be on open exploration and conjecturing, visualization, analysis, informal deduction, and other levels of geometric thinking in order to give students a broad view of classical geometry. Geometer's Sketchpad will be used to conduct computer investigations.

161 The Nature of Mathematics

(3 s.h.)

A knowledge of mathematics strengthens the way we know, perceive, and understand our surroundings. This course provides glimpses into the nature of mathematics and how it is used to understand our world. Topics to be studied include the mathematics of finance, combinatorics and probability, apportionment and voting, and logic or descriptive statistics or mathematical systems, with additional topics selected from among: problem solving, sets, logic, numeration systems, number theory, mathematical systems, applications of first-degree and second-degree equations, applications of functions, basic concepts of geometry, fractals, and graph theory. A course of this nature will give students insight into what mathematics is, what it attempts to accomplish, and how mathematicians think. Students who successfully complete the course will better understand the world they inhabit, and they will be better prepared to take their respective places in our society as informed citizens. This course is open to students who have scored 480 or above on the mathematics portion of the SAT (18 or above for the ACT), or have passed the MATH 130 exemption exam, or have passed MATH 130.

171 Pre-Calculus

(3 s.h.) Staff

Prerequisite: MATH 150 or equivalent

This course develops the general properties of the mathematical construct called functions and explores the conceptual relationships between functions, graphs, data, and the modeling of the physical world via mathematics. In addition to the general properties of functions, students taking the course should gain familiarity with the specific mathematical properties of algebraic functions, trigonometric functions, logarithmic functions, and exponential functions. The main emphasis will be on developing the trigonometric functions and their properties, as they play an indispensable role in the modeling of physical phenomena within the calculus sequence. The course also provides students with the opportunity to practice regularly the algebraic techniques that will be used in the study of calculus. Included is a project on

modeling and problem solving that introduces students to the graphing and algebraic capabilities of the mathematical software Derive.

211, 212 Introduction to Calculus and Analytic Geometry I, II

(4 s.h. each) Staff

Prerequisite: MATH 171

This sequence is required for mathematics majors and useful for majors in economics, natural science, and social science. MATH 211 treats the basic concepts of differential calculus and its applications. After the derivative is developed and the major rules of differentiation covered, applications follow in the areas of graphing, max-min problems, related rate problems, and an introduction to the definite integral.

MATH 212 develops the concept of the definite integral and its application to area, volume, work, arc length, and center of mass. Considerable attention is paid to the calculus of exponential, logarithmic, and trigonometric functions. The last few weeks are devoted to the major techniques of integration.

213 Introduction to Statistics

(3 s.h.) Staff

Prerequisite: MATH 150 or higher

An introduction to statistical inference for students in applied disciplines, such as business, economics, and the physical and life sciences, that is designed to bridge the gap between the theoretical foundations of statistics and the need to extract useful decision-making information from data. Topics include measures of central tendency and dispersion, discrete and continuous random variables, sampling distributions and the Central Limit Theorem, statistical control charts, parameter estimation, hypothesis testing, linear correlation and regression, and analysis of contingency tables. Minitab, a statistical software package, is used to illustrate and reinforce the material presented.

214 Intermediate Statistical Methods

Offered as needed (3 s.h.) Staff

Prerequisite: MATH 213 or ECON/BUAD/COMM/HCA/POLS/SOC 222

A second course in the principles and procedures of applied statistics. It is strongly recommended for students in the behavioral, social, managerial and physical sciences. Attention will be focused on use of the Minitab computer package, analysis of variance, contingency table analysis, multiple linear regression, and nonparametric statistical methods.

221 History of Mathematics

(3 s.h.) Staff

Prerequisites: MATH 211, MATH 212

Mathematics has a fascinating history, interwoven with striking personalities and outstanding achievements. This course includes highlights in the development of mathematics and addresses the scientific and humanistic import of the subject. Some mathematical maturity is required to appreciate the historical development, especially since 1700.

231 Discrete Mathematical Structures

(3 s.h.) Staff

Prerequisites: MATH 211; or permission of the instructor

The course treats selected topics in mathematics that have substantial application to computer science and also serves as an introduction to techniques of theoretical mathematics. Included are logical deduction and proof, mathematical induction, algorithms, algebraic structures, automata and formal languages, and graph theory.

The course is intended to promote development of skills in logical deduction, analysis, and problem solving, as well as providing the mathematical foundation of much of computer science. Some computer programming may be required.

252 Problem Solving Seminar

(1 s.h.) Staff

Prerequisites: MATH 212, MATH 231

The seminar explores a wide range of quantitative problems at various levels of difficulty and involving a variety of mathematical techniques. Students are presented with problems and asked to find methods of solution. They present those methods informally to the seminar group. Some real-world problems from business or industry may be considered.

The content of the seminar, in terms of specific problems, will vary from year to year. Students may take the seminar more than once for credit.

301 Multivariable Calculus I

(3 s.h.) Staff

Prerequisites: MATH 211, 212

For students pursuing a career in mathematics, computer science, engineering, economics, actuarial science, statistics, or the physical sciences. Topics to be studied include indeterminate forms, improper integrals, infinite series, polar coordinates, parametric equations, vectors and vector-valued functions. Derive, a symbolic computer algebra system, will be used to explore a variety of non-routine problems.

302 Multivariable Calculus II

(3 s.h.) Staff

Prerequisite: MATH 301

Topics to be studied include partial differentiation, multiple integrals, and vector calculus. Derive, a symbolic computer algebra system, will be used to explore a variety of non-routine problems.

304 Numerical Analysis and Computing

(Alternate years) (3 s.h.) Staff

Prerequisite: MATH 301

This course introduces students to the techniques and algorithms that are used in numerical computing. Topics include the numerical solution of equations (including differential equations), interpolation, approximation and iteration theory, and numerical differentiation and integration. The concepts of error analysis, stability and the convergence of solutions will also be discussed. Students will be made aware of the software tools that exist in the field of numerical computing today, and they will be solving problems numerically with a text CD rom or the software Maple. In the course, they will be required to solve a problem numerically that has been presented by the Society for Industrial and Applied Mathematics.

306 Ordinary Differential Equations

(Alternate years) (3 s.h.) Staff

Prerequisite: MATH 212 or equivalent

Designed for students planning careers in mathematics, engineering, economics, actuarial science, or the biological or physical sciences. Topics to be studied include separable first-order equations; integrating factors and exact equations; initial-value problems; linear first-order equations with applications to radioactive decay, population growth, economic models, cooling and falling bodies; vector spaces; linear dependence; the Wronskian; linear homogeneous differential equations with constant coefficients; Cauchy-Euler equations, variation of parameters; the method of undetermined coefficients; applications of second-order equations to simple harmonic motion and electrical circuits; Laplace Transform; matrix methods; and infinite series solutions.

311 Probability and Distribution Theory

(3 s.h.) Staff

Prerequisites: MATH 211 and 212

An introduction to mathematical statistics. Topics to be studied include 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.

312 Mathematical Statistics

(3 s.h.) Staff

Prerequisite: MATH 311

An introduction to applied statistics. Topics include point and interval estimation; hypothesis testing using the z , t , χ^2 and F distributions; regression and correlation; analysis of variance; contingency table analysis; Shewhart control charts, measurement system evaluation, and process capability studies. Recommended for students planning to work in industry.

322 Linear Algebra

(Alternate years) (3 s.h.) Staff

Prerequisites: MATH 211 and 231

This course quickly reviews matrices and systems of linear equations, then covers vector space concepts, inner product spaces and orthogonality, the eigenvalue problem, and linear transformations with a matrix emphasis. Use of deductive logic and the development of a mathematical system will be emphasized. Applications will appear for topics such as the least squares problem and differential equations. Issues related to numerical linear algebra will be discussed.

341 Modern Geometry

(3 s.h.) Staff

Prerequisite: MATH 231

A study of the various geometries, including Euclidean, non-Euclidean, and projective geometry, and of the abstract axiomatic method in mathematics. The course is designed to treat the role of geometry in mathematics and the relationships among the various geometries, to promote better understanding of the axiomatic method and the historical significance of non-Euclidean geometry, and to improve skills in deduction and abstract mathematical reasoning. Strongly recommended for students planning to teach mathematics as well as providing excellent background for graduate study in mathematics.

370 Colloquium in Mathematics

(3 s.h.) Staff

Colloquium is offered periodically and is devoted to selected topics in mathematics that are not treated in regular courses.

400, 401 Senior Mathematics I, II

(3 s.h. each) Staff

Prerequisites: MATH 302 and MATH 322

This two semester sequence addresses selected topics in theoretical mathematics, explores relationships among the major branches of mathematics, and serves as the senior requirement for mathematics majors. The content of MATH 400 alternates between abstract algebra one year, which includes groups, rings, integral domains, and fields; and real analysis the next year, which includes properties of the real numbers, limits of sequences and functions, continuity, and the theoretical foundations for calculus. Emphasis is on the logical structure of mathematical systems and the use of conjectural inductivism and deductive logic in mathematics. MATH 400 may be taken twice for credit since the content changes in alternate years.

The content of MATH 401 varies from year to year and addresses selected topics in theoretical mathematics — e.g., complex variables, number theory, combinatorics and graph theory, set theory, history and philosophy of mathematics, probability theory and stochastic processes, statistical theory, numerical analysis, topology, partial differential equations, functional analysis, and general applied mathematics.

MATH 400 and MATH 401 provide the structure under which students complete their senior projects. Each student completes a research project in an area related to the content of the course. The student then writes a senior thesis based on the results of her research project. The results of the senior thesis are presented orally to the class and the members of the mathematics faculty. MATH 400 and MATH 401 are required of all mathematics majors. Adult Degree Program students may substitute standard courses in abstract algebra and real analysis from another institution; however, they must still complete a senior research project and present the results to the class and faculty members.

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 Courses

109	Basic Military Skills and Knowledge I
110	Basic Military Skills and Knowledge II
209	Military Leadership Development I

210	Military Leadership Development II
309	Advanced Military Leadership Development I
310	Advanced Military Leadership Development II
319	Advanced Military Leadership Laboratory for MS 309
320	Advanced Military Leadership Laboratory for MS 310
350	Military Science Lab for MS 309 (non-commission)
351	Military Science Lab for MS 310 (non-commission)
409	Advanced Military Leadership and Training Development
410	Commissioning and Officer Basic Course Preparation
419	Military Science Lab for 409
420	Military Science Lab for 410
450	Military Science Lab for 409 (noncommission)
451	Military Science Lab for 410 (noncommission)

Course Descriptions

109 Basic Military Skills and Knowledge I

(1 s.h.) Staff

U.S. Army orientation information and individual military skills are stressed. Topics include organization, rank structure, and role of the Army; map reading, basic rifle marksmanship, basic squad formations, and movement techniques, and first aid. One field training exercise is conducted focusing on fieldcraft, and an Army physical fitness test is performed for a grade.

110 Basic Military Skills and Knowledge II

(1 s.h.) Staff

Initial instructions in land navigation and military history. Continued instruction in basic rifle marksmanship and first aid. Individual tactical techniques conducted. An Army physical fitness test is performed for grade. One field training exercise is conducted focusing on small unit leadership. Competitive screening is conducted for quotas, if available, to attend the U.S. Army Airborne School during the summer following the fourth class year.

209 Military Leadership Development I

(1 s.h.) Staff

Prerequisites MS 109, 110

This course covers the intermediate level in the Leadership Development Program for the Army ROTC program. Emphasis is on further development of the basic skills. Concentrates on effective planning/organizational skills, land navigation skills, oral/written communication skills and map reading. Cadets are exposed to basic leadership challenges while in positions of responsibility, reinforced by consistent instructor counseling/evaluation. Pre-contracting assessment will

be reinforced. Opportunity to participate in a field training exercise, enabling cadets to apply leadership skills and to demonstrate technical/tactical proficiency.

210 Military Leadership Development II

(1 s.h.) Staff

Cadets continue leadership development and transition to the advanced course. Emphasis is placed on individual and team building. Additional concentration on squad operation orders, tactics, and operational planning. Cadets are exposed to basic leadership challenges while in positions of responsibility, reinforced by consistent instructor counseling/evaluation. Cadets will be informed at the end of the semester of their selection for contracting and continuation into the Advanced Course. Opportunity to participate in a field training exercise to apply the leadership skills and demonstrate technical/tactical proficiency.

309 Advanced Military Leadership Development I

(2 s.h.) Staff

This course continues the concentration on leadership development. Emphasis is placed on leadership applications and effective planning and organizational skills. Additional focus will be on understanding the role of the Army staff, functions of the branches of the Army, intelligence analysis, ethics, and developing an effective leadership style. Cadets are required to apply the 23 leadership dimensions and critical thinking skills through a written analysis. Concurrent enrollment in either MS 319 or MS 350 is required.

310 Advanced Military Leadership Development II

(2 s.h.) Staff

This course is a continuation of MS 309. Cadets will be trained on basic officer skills, including preparation of map overlays, the principles of war, and how to conduct an After Action Review. Each cadet will demonstrate her communications skills through a five-page paper. Additionally, cadets will participate in the Marshall Awards and attend a field training exercise. Concurrent enrollment in MS 320 or 351 required.

319, 320 Advanced Military Leadership Lab

(No credit) Staff

This course focuses on individual and small unit tactics skills. Cadets participate in practical application of subjects taught in MS 309 and MS 310. Additional concentration is placed on operations orders, drill and ceremonies, rifle marksmanship, land navigation, physical fitness, written and oral communication skills. Cadets are required to participate in two field training exercises, enabling them to apply their leadership skills and demonstrate technical/tactical proficiency. Cadets are exposed to

extensive leadership challenges, reinforced by consistent instructor evaluation and mentoring. Concurrent enrollment in MS 309 or MS 310 is required.

350 Military Science Lab for MS 309

(Non-Commission)

(No credit) Staff

Leadership laboratory activities for students not seeking a commission in the Army. Labs include leadership seminars, presentations by prominent leaders on contemporary topics, and other leadership activities. Concurrent enrollment in MS 309 required.

351 Military Science Lab for MS 310

(Non-Commission)

(No credit) Staff

Leadership laboratory activities for students not seeking a commission in the Army. Labs include leadership seminars, presentations by prominent leaders on contemporary topics, and other leadership activities. Concurrent enrollment in MS 310 required.

409 Advanced Military Leadership and Training Development

(2 s.h.) Staff

This course begins the transition of the cadet to an officer. Emphasis is on roles and duties of the 2nd lieutenant. The course will focus on the leadership challenges of a lieutenant, NCO and junior enlisted relationships, ethics, and military justice. Emphasis is on preparing the cadet to successfully complete her officer basic course and on introducing the Army's personnel management, logistics and role of the National Guard and Reserve. Concurrent enrollment in MS 419 or MS 450 is required.

410 Commissioning and Officer Basic Course Preparation

(2 s.h.) Staff

This course 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. Also includes a review of roles and organizations of the U.S. Army, counseling procedures, training management, combined arms operations, threat operations, and military intelligence. Concurrent enrollment in either MS 420 or MS 451 required.

419, 420 Military Science Lab

(No credit) Staff

Practical applications of subjects taught in MS 409 and MS 410. Concurrent enrollment in MS 409 or 410 is required.

450 Military Science Lab for MS 409 (Non-Commission)

(No credit) Staff

Leadership laboratory activities for students not seeking a commission in the Army. Labs include leadership seminars, presentations by prominent leaders on contemporary topics, and other leadership activities. Concurrent enrollment in MS 409 required.

451 Military Science Lab for MS 410 (Non-Commission)

(No credit) Staff

Leadership laboratory activities include advanced leadership experiences in officer-type activities and orientation for initial active duty. Concurrent enrollment in MS 410 required.

Music

Robert Allen, Sharon Barnes, Pamela Beasley, Susan Black, Greg Brown, Pamela Fox, Nancy Garlick, Linda Heuer, Lise Keiter-Brotzman, Angela Kelly, Eloise Kornicke, Lynne Mackey, Melissa Summer, 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. (See also the Arts Management section of this catalog.)

Core Requirements for the Major In Music

A minimum of 33–36 hours in music, including MUS 100, MUS 111–112, MUS 211–212, MUS 315–316, MUS 400, and emphasis requirements. Students must also pass the piano proficiency (see piano department for details). Music majors are expected to attend on-campus recitals.

Emphasis on Music Literature and History:

The core requirements for the major in music plus at least two additional courses at the 300-level and MUS 402 (Senior Thesis), MUS 106 or MUS 108 for a minimum of four semesters, and a minimum of two semesters of Applied Lessons.

Emphasis on Music Performance:

The core requirements for the major in music plus Applied Lessons on the primary instrument or voice for a minimum of six semesters. Students must pass a formal audition by

the end of their sophomore year and take MUS 401. MUS 301 is recommended for students who wish to pursue graduate study.

Students with a piano concentration must take MUS 323, at least two semesters of MUS 106, and at least one semester of MUS 210. Students with a voice concentration must enroll in MUS 106 each semester after they have declared the music major, take MUS 141, and take one year of a foreign language. Students with an instrumental concentration should consult the department about specific requirements.

Core Requirements for the Minor In Music

20–23 hours in music including MUS 100, MUS 111–112 and concentration requirements:

General Concentration:

The core requirements for the minor in music plus two three-credit courses at the 200- or 300-level, and a minimum of four semesters of Applied Lessons, MUS 106, and/or MUS 108.

Music Literature Concentration:

The core requirements for the minor in music plus four three-credit courses at the 200-or 300-level. (Two of these must be courses other than MUS 217, MUS 211, and MUS 212.)

Performance Concentration:

The core requirements for the minor in music plus a formal audition by the spring semester of the sophomore year to determine level of entry and to set specific objectives; a minimum of six credit hours of Applied Lessons; completion of a half recital (MUS 302); and at least two additional three-credit courses at the 200- or 300-level.

Music Education

(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 (either performance emphasis or music history and literature emphasis). In addition to emphasis requirements, they must complete the following:

- MUS 217 — Choral Conducting
- A minimum of one year of piano
- A minimum of one year of voice
- A minimum of six semesters of choir
- Additional piano proficiency requirements
- General and Professional Studies for Music Education, listed as follows:

MUS 310 Music Education in the
Elementary School

MUS 311 Music Education in the Secondary
School

ED 110	Practicum
ED/INT/SOC 115	Foundations of Education
ED 120	Understanding Exceptional Individuals
PSYC 210	Child Psychology
PSYC 211	Adolescent Psychology
ED 386	Seminar in Student Teaching
ED 387	Student Teaching in Music

Music Courses

100	Introduction to Listening
101	Beginning Voice Class
102	Beginning Piano Class
103	Beginning Guitar Class
105	Fundamentals of Music
106	Mary Baldwin College Choir
108	Chamber Music Ensembles
111, 112	Music Theory I and II
120, 260	Applied Piano
121, 261	Applied Voice
122, 262	Applied Organ
123, 263	Applied Violin
124, 264	Applied Flute
125, 265	Applied Cello
126, 266	Applied Clarinet
127, 267	Applied Guitar
128, 168	Applied Viola
141	Diction for Singers
151, 251	History of Jazz
152	Rock Music
153	American Folk Music
200, 300	Topics in Music History
210	Accompanying
211, 212	Music Theory III and IV
217	Choral Conducting
218, 318	Women in Music
223, 323	Piano Literature
224, 324	The Symphony
225, 325	Beethoven
226, 326	Music and the Theatre
229, 329	Music in the Romantic Era
230, 330	20th-Century Music
301	Junior Recital
302	Minor Recital
310	Music Education in the Elementary School
311	Music Education in the Secondary School
315	History of Western Music to 1600
316	History of Western Music from 1600 to the Present
400	Senior Seminar
401	Senior Recital
402	Senior Thesis

Directed inquiries, teaching assistantships, and internships in music can be arranged on an individual basis.

Course Descriptions

100 Introduction to Listening

(3 s.h.) Allen, Keiter-Brotzman, Sumner, Staff

A general introduction to western music from Gregorian Chant to the 20th century, designed to refine the student's listening skills and pleasure. Emphasis will fall on guided analytical listening to selected works by major composers. No previous musical experience is expected.

101 Beginning Voice Class

(1 s.h.) Staff

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.) Mackey, Staff

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 Dr. Keiter-Brotzman about taking a different course.) Course fee.

103 Beginning Guitar Class

(1 s.h.) Brown

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.) Kornicke, Mackey, Sumner

An introduction to the structure of tonal music intended for the student with little or no formal musical training. Some attention will be given to keyboard proficiency and training in aural skills. This course is recommended for teacher certification or for students who wish to take MUS 111.

106 Mary Baldwin College Choir

(1 s.h.) Tate, Heuer

Admission by audition. 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) Beasley, Sumner, Staff

Admission by audition. Can be repeated for credit.

Ensembles include Baldwin Charm, Madrigal Singers, the VWIL Band, and chamber groups. Singers for Baldwin Charm and Madrigal Singers are selected by audition from the College Choir. Choir membership is a requirement for participation in either small ensemble.

111, 112 Music Theory I and II

2007–2008 (4 s.h.) Keiter-Brotzman

Prerequisite: Familiarity with notation of pitch and rhythm and/or MUS 105

These courses examine the role of harmonic material in tonal music, viewed in several ways: harmonization exercises, analysis, and short compositions. There is a lab component, which will emphasize aural skills and sight-singing. Required for major or minor in music.

Applied Lessons

(1–2 s.h.)

Individual voice, piano, organ, and selected instrumental lessons are available to all students, on a space-available basis, regardless of present level of ability and prior music experience. Exceptions: Voice students with no prior experience should first take a semester of Beginning Voice Class (MUS 101). Piano students with no prior experience should take a semester of Beginning Piano Class (MUS 102). Guitar students with no prior experience should take a semester of Beginning Guitar Class (MUS 103).

Pre-approved music majors and minors take Primary Applied Lessons (200-level, two credits — 60-minute lessons). 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, \$220; 12 60-minute lessons, \$440. Reduced fee for approved music majors or minors: 12 30-minute lessons, \$125; 12 one-hour lessons, \$170. Students should consult their teachers about which course is appropriate for them.

120, 260 Applied Piano

(Credit varies) Heuer, Keiter-Brotzman, Kornicke, Mackey

121, 261 Applied Voice

(Credit varies) Allen, Beasley, Sumner, Staff

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) Staff

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) Black

124, 264 Applied Flute

(Credit varies) Kelly

125, 265 Applied Cello

(Credit varies) Staff

126, 266 Applied Clarinet

(Credit varies) Garlick

127, 267 Applied Guitar

(Credit varies) Brown

128, 268 Applied Viola

(Credit varies) Black

141 Diction for Singers

Spring 2007 (2 s.h.) Staff

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, 251 History of Jazz

(3 s.h.) Allen

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.) Allen

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 equal attention. No previous musical experience is expected.

153 American Folk Music

(3 s.h.) Allen

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) Allen, Keiter-Brotzman

Prerequisite: permission of instructor

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, and Chamber Music Literature. Fall 2007: The Art Song; Spring 2008: World Music; May 2008: Music in Vienna.

210 Accompanying

(1 s.h.) Keiter-Brotzman

Prerequisites: advanced piano skills and permission of instructor

This course is for piano students. Each student will accompany voice or instrumental students in a performance.

211, 212 Music Theory III and IV

2006–2007 (3 s.h.) Keiter-Brotzman

Prerequisite: MUS 112 or permission of instructor

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.

217 Choral Conducting

Fall 2006 (3 s.h.) Allen

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.

218, 318 Women in Music

May 2007 (3 s.h.) Keiter-Brotzman

Recommended: MUS 100

This course will examine the rich history of women's involvement with music as composers, performers, listeners, patrons, critics, and objects of musical representation. While we will mainly focus on western civilization, we will also consider examples drawn from non-western cultures. This course includes consideration of popular music and artists.

223, 323 Piano Literature

Spring 2007 (3 s.h.) Keiter-Brotzman

Recommended: MUS 100

A survey of the music, history, and performance technique of the piano from the Baroque to the 20th 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 required.

224, 324 The Symphony

(3 s.h.) Allen

A study of the symphony from Haydn to Stravinsky, emphasizing evolution of musical style and development of the orchestra as a performing medium. Additional composers may include Mozart, Beethoven, Schumann, Brahms, Mahler, Prokofiev, and Tchaikovsky.

225, 325 Beethoven

(3 s.h.) Allen

Recommended: MUS 100

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).

226, 326 Music and the Theatre

(3 s.h.) Keiter-Brotzman, Staff

Recommended: MUS 100

An introduction to the opera and related theatre music from their origins to the 20th century. Well-known operas by Mozart, Rossini, Verdi, Wagner, Puccini, and Strauss will be treated in lectures, recordings, and videotapes. If possible, a field trip to hear an operatic performance will be scheduled.

229, 329 Music in the Romantic Era

Fall 2006 (3 s.h.) Allen

Recommended: MUS 100

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).

230, 330 20th-Century Music

(3 s.h.) Allen

Recommended: MUS 100

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.

301 Junior Recital

(1 s.h.)

Prerequisites: Students must have passed their major audition and have junior standing.

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” information sheet.

302 Minor Recital

(1 s.h.)

Prerequisite: Students must have passed their minor audition and have at least junior standing.

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” information sheet.

310 Music Education in the Elementary School

(3 s.h.) Tate

Prerequisite: Sophomore standing.

This course will give students a foundation for teaching music at the elementary level. The course will cover philosophical, historical, and sociological concepts underlying current music education practices, and students will be guided toward developing a personal teaching philosophy. Observation and participation in public school classrooms will be arranged to integrate teaching theory and practice. The course will introduce standard teaching methods, materials, media, and strategies appropriate for teaching general and vocal/choral music, including Orff and Kodaly systems, recorder, and autoharp.

311 Music Education in the Secondary School

Fall 2006 (3 s.h.) Tate

Prerequisite: Sophomore standing.

This course will give students a foundation for teaching music at the middle and high school levels. The course will cover philosophical, historical, and sociological concepts underlying current music education practices. 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, literature, other media, strategies, and management of a choral ensemble. In addition, the course will prepare students for teaching general music at the secondary level.

315 History of Western Music to 1600

Fall 2007 (3 s.h.) Allen

Prerequisite: MUS 100

A survey of western music from antiquity to the time of Monteverdi. The major emphasis will be on aural recognition of the various musical styles current during Medieval and Renaissance times.

316 History of Western Music from 1600 to the Present

Spring 2008 (3 s.h.) Allen

Prerequisite: MUS 100

A survey of western music from early Baroque to the present. As in MUS 315, primary emphasis will be on aural recognition of the major styles of the last 400 years.

400 Senior Seminar

(3 s.h.) Allen, Keiter-Brotzman

Music majors must take the Major Field Achievement Test. This seminar will focus on selective review for this examination, along with several 1–2 page papers and short oral reports.

401 Senior Recital

(3 s.h.) Keiter-Brotzman, Staff

Prerequisite: Students must have passed the major audition and have senior standing.

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” information sheet.

402 Senior Thesis

(3 s.h.) Allen, Keiter-Brotzman

The senior thesis affords students the opportunity to conduct a large-scale, independent research project. This will include a proposal, bibliography and literature review (due in the preceding term), a 30-page thesis (at least one component of which must discuss or analyze music), and a final oral presentation.

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 normally limited to students in the Virginia Women’s Institute for Leadership.

Naval Science Courses

101	Introduction to Naval Science
102	Seapower and Maritime Affairs
203	Naval Leadership
204	Naval Ship Systems — Engineering
206	Evolution of Warfare (Marine Option)
301	Navigation and Piloting (Navy Option)
302	Naval Operations (Navy Option)
303	Amphibious Warfare I (Marine Option)
304	Amphibious Warfare II (Marine Option)

- 311 Navigation and Piloting Lab for NS 301
(Navy Option)
- 312 Naval Operations Lab for NS 302
(Navy Option)
- 313 Amphibious Warfare Lab for NS 303
(Marine Option)
- 314 Amphibious Warfare Lab for NS 304
(Marine Option)
- 401 Naval Weapon Systems
(Navy and Marine Option)
- 402 Leadership and Ethics
- 411 Navy Leadership Lab for NS 401
(Navy Option)
- 412 Navy Leadership Lab for NS 402
(Navy Option)
- 413 Marine Leadership Lab for NS 401
(Marine Option)
- 414 Marine Leadership Lab for NS 402
(Marine Option)

Course Descriptions

101 Introduction to Naval Science

(1 s.h.) Staff

This course provides 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. Includes basic tenets of Naval courtesy and customs, discipline, Naval leadership, ships' nomenclature, and basic engineering.

102 Sea power and Maritime Affairs

(1 s.h.) Staff

This course 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 Naval Leadership

(1 s.h.) Staff

Introduction to the principles of Naval leadership, management and command.

204 Naval Ship Systems — Engineering

(1 s.h.) Staff

This course familiarizes students with the types, structures and purpose of Navy ships. Includes ship compartmentation, propulsion systems, auxiliary power systems, interior communication and ship control. Elements of ship design to achieve safe operation and ship stability characteristics are examined.

206 Evolution of Warfare (Marine Option)

(1 s.h.) Staff

This course explores the nature of warfare throughout Western history. Topics include the impact of geography,

economics and societal development upon the evolution of warfare. Develops an appreciation of strategy, tactics and the nature of military action as it relates to the objectives of the state.

301 Navigation and Piloting (Navy Option)

(2 s.h.) Staff

This course provides a comprehensive study of the theory, principles and procedures of ship navigation and coastal piloting. Navigation topics include mathematical analysis, spherical triangulation and practical work in celestial navigation (using a sextant). The most modern electronic navigation systems and techniques including the Global Positioning System (GPS) and inertial navigation systems, as well as visual navigation techniques will be covered in depth. The Rules of the Nautical Road, lights, sound signals, and day shapes will receive particular attention. Students must concurrently register for either NS 311 or MS 350.

302 Naval Operations (Navy Option)

(2 s.h.) Staff

This course provides a comprehensive study of the theory, principles and procedures of naval operations. Topics include communications and tactical applications. Tactical formations and relative motion will be a major focus. Maneuvering board and tactical plots will be used extensively and analyzed for effectiveness and utility. Students must concurrently register for either NS 312 or MS 351.

303 Amphibious Warfare I (Marine Option)

(2 s.h.) Staff

Historical survey of the projection of sea power ashore. Provides a background of military history emphasizing selected amphibious operations and the evolution of current amphibious doctrine as an element of naval policy during the 20th century. Students must concurrently register for either NS 313 or MS 350.

304 Amphibious Warfare II (Marine Option)

(2 s.h.) Staff

Continuation of NS 303. Students must concurrently register for either NS 314 or MS 351.

311 Navigation and Piloting Lab for NS 301 (Navy Option)

(No credit) Staff

For students seeking a commission in the Navy. Gives increased emphasis to specific technical areas. Includes problem solving and "hands-on" work. Concurrent enrollment in NS 301 required.

312 Naval Operations Lab for NS 302

(Navy Option)

(No credit) Staff

For students seeking a commission in the Navy. Gives increased emphasis to specific technical areas. Includes problem solving and hands-on work. Concurrent enrollment in NS 302 required.

313 Amphibious Warfare Lab for NS 303

(Marine Option)

(No credit) Staff

For students seeking a commission in the Marine Corps. Emphasizes preparation for NROTC Officer Candidate School at Quantico, Virginia. Includes instruction in physical training, Marine Corps tactical organization, missions, and employment and the principles of field leadership. Concurrent enrollment in NS 303 is required.

314 Amphibious Warfare Lab for NS 304

(Marine Option)

(No credit) Staff

For students seeking a commission in the Marine Corps. A seminar on Marine leadership principles and management techniques that covers the duties and responsibilities of the junior officer as a leader and manager. Case-study approach often used. Also includes physical fitness and land navigation. Concurrent enrollment in NS 304 required.

401 Naval Weapon Systems

(Navy and Marine Option)

(2 s.h.) Staff

An introduction to the principles of Naval weapon systems, including the integration of Marine Corps combat elements with a Navy Battle Group. A significant amount of study will be devoted to modern Naval and joint tactics using scenarios from current events across the globe. Students must concurrently register for either NS 411, NS 413, or MS 450.

402 Leadership and Ethics

(Navy and Marine Option)

(2 s.h.) Staff

A seminar on leadership principles and management techniques as they apply to the duties and responsibilities of junior officers. A strong foundation in ethics will be included. Students must concurrently register for NS 412, NS 414, or MS 451.

411 Navy Leadership Lab I for NS 401

(Navy Option)

(No credit) Staff

For students seeking a commission in the Navy. Concurrent enrollment in NS 401 is required.

412 Navy Leadership Lab II for NS 402

(Navy Option)

(No credit) Staff

For students seeking a commission in the Navy. Concurrent enrollment in NS 402 is required.

413 Marine Leadership Lab I for NS 401

(Marine Option)

(No credit) Staff

For students seeking a commission in the Marine Corps. Concurrent enrollment in NS 401 is required.

414 Marine Leadership Lab II for NS 402

(Marine Option)

(No credit) Staff

For students seeking a commission in the Marine Corps. Concurrent enrollment in NS 402 is required.

Peacemaking and Conflict Resolution: a multidisciplinary Liberal Arts Minor

Coordinator: Roderic Owen

Contributing Faculty: Alice Araujo, Andreas Anastasiou, Gordon Bowen, Paul Callo, Andrea Cornett-Scott, Amy Diduch, Bruce Dorries, Carrie Douglass, James Gilman, Patricia Hunt, Jack Kibler, Judy Klein, Daniel Métraux, Roderic Owen, Edward Scott, Daniel Stuhlsatz, Amy Tillerson, Carey Usber, Laura van Assendelft, John Wells

MBC students with a particular interest in issues and perspectives revolving around the themes of difference, diversity, and multiculturalism and in the skills and techniques emerging from the study and practice of mediation, conflict resolution, and non-violence, may pursue a multidisciplinary minor in Peacemaking and Conflict Resolution. Minor requirements are structured in such a manner as to encourage cross-disciplinary study, a combination of theory and praxis, and (whenever possible) integration with a student's declared major.

This is a course of study that can complement and enrich a major in any number of different liberal arts and pre-professional areas.

Requirements for the Minor in Peacemaking and Conflict Resolution

21 semester hours in the following areas:

Core (nine semester hours)

COMM 237/REL 223

	Mediation: Theory and Practice
PSYC 221	Psychology of Peace and Conflict Resolution
PHIL/REL 320	Peacemaking: Gandhi and Nonviolence

Additional (9 semester hours, with no more than six semester hours from any single discipline)

ANTH 120	Cultural Anthropology
ANTH 202	Women, Gender, and Culture
AS 212	Asian Religions
AS 251	Asian Women
AS 275	Buddhism
BIOL 148	Environmental Issues
COMM 210	Interpersonal Communication or
COMM 230	Small Group Communication
COMM 280	Intercultural Communication
COMM 285	Gender and Communication
ECON 215	Poverty, Inequality, and Welfare
ECON 280	Women and Economics
HIST 266	Survey of African American History from 1877
PHIL 232	African American Thought
PHIL 233	Human Nature and Society
PHIL 235	Ethics, Community and Leadership
REL 130	Faith, Life and Service
REL 221	Christian Faith and Just Peacemaking
REL 232	African American Religion
REL 234	Religion, Politics, and Public Policy
POLS 209	Women and Politics
POLS 221	International Relations
PSYC 216	Multicultural Psychology
PSYC 218	Psychology of Relationships
SOC 112	Social Problems
SOC 240	Sociology of Community or
SOC 245	Urban Sociology
SOC 248	Social Inequality
SOC 262	Environmental Sociology
SOC 264	Social Movements

Experiential/Internship (three semester hours)

Each student is required to either complete one of the 3 s.h. applied courses listed below or a faculty-approved 3 s.h. internship with a mediation/conflict resolution or community-service emphasis (registered under one of the following disciplines: Philosophy, Religion, Sociology, Communication, or Psychology).

PHIL/INT 140	Community and Service Learning
SOC 282	Community Service and Society
REL 310	Community and Practice

Philosophy and Religion

Kenneth Beals, Andrea Cornett-Scott, Annette Evans, James Gilman, Patricia Hunt, Roderic Owen, Edward Scott

MBC offers a major in philosophy, a major in religion, and a major combining philosophy and religion. Some students develop independent majors, combining philosophy or religion with other disciplines such as English, history, psychology, or political science. Minors in philosophy, religion, and ministry are also available.

Requirements for the Major Combining Philosophy and Religion

34 hours in philosophy and religion, including at least 12 hours in philosophy and at least 12 hours in religion.

In philosophy, requirements include PHIL 101, PHIL 103, at least one course from the history of philosophy sequence (PHIL 201, PHIL 202 and PHIL 301), and at least one 300-level course.

In religion, requirements include at least one course in Biblical studies (REL 101, REL 102), at least one course in world religions (REL 202, AS/REL 212), at least one course at the 300 level, REL 400 and REL 401.

Requirements for the Major in Philosophy

34 semester hours, including PHIL 101, PHIL 103, PHIL 201, PHIL 202, PHIL 301, PHIL 400 and PHIL 401. One year of a foreign language is also required.

Requirements for the Minor in Philosophy

21 hours in philosophy including PHIL 101, PHIL 103, and either PHIL 201 or PHIL 202.

Requirements for the Major in Religion

34 hours, including REL 101, REL 102, REL 203, REL 212, REL 355, REL 400 and REL 401. In addition to these 34 hours, PHIL 101 and ANTH 244 are required.

Recommended for the major in religion: one year of a foreign language, ANTH 120, and ART 102.

Requirements for the Minor in Religion

21 hours in religion including REL 101, REL 102 and AS/REL 212.

Philosophy Courses

101	Introduction to Philosophy
102	Introduction to Ethics
103	Introduction to Logic
110	Ethical Issues in Business (ADP)
140	Community and Service Learning
201	Greek and Medieval Philosophy
202	Modern Philosophy

203	The Literature and Thought of Existentialism
211	Modern Political Thought
230	Medical and Health Care Ethics
231	Women and Philosophy
232	African-American Thought
233	Human Nature and Society
234	Philosophy and the Arts
235	Ethics, Community and Leadership
277	Studies in Philosophy
301	Contemporary Analytic Philosophy
305	Science, Religion, and the Search for Meaning (cross-listed as REL 305)
320	Peacemaking: Gandhi and Nonviolence (cross-listed as REL 320)
390	Directed Inquiry
400	Major Colloquium
401	Senior Thesis

Courses that may be taken by majors at the 300-level are PHIL 201, PHIL 202, PHIL 211/INT 207, PHIL 231, PHIL 232, REL/PHIL 233, PHIL 234/ART 201, and PHIL 277.

Directed inquiries, teaching assistantships, and internships in philosophy can be arranged on an individual basis.

Religion Courses

101	Hebrew Scriptures (Old Testament)
102	Christian Scriptures (New Testament)
130	Life, Faith and Service
202	Judaism, Christianity and Islam
203	History of Christian Thought
204	Religion in America (cross-listed as HIST 204)
211	Religions of the World (ADP)
212	Asian Religions (cross-listed as AS 212))
213	Islam (cross-listed as AS 213)
221	Christian Faith and Just Peacemaking
222	Clinical Education
223	Mediation: Theory and Practice (cross-listed as COMM 237)
231	Women and Religion
232	African-American Religion
233	Human Nature and Society (cross-listed as PHIL 233)
234	Religion, Politics and Public Policy
275	Buddhism (cross-listed as AS 275)
277	Studies in Religion
284	Sociology of Religion
301	Theology and Ministry
305	Science, Religion, and the Search for Meaning (cross-listed as PHIL 305)
310	Community and Practice
320	Peacemaking: Gandhi and Nonviolence (cross-listed as PHIL 320)

355	Greek Myth and Religion
390	Directed Inquiry
400	Major Colloquium
401	Senior Thesis

Courses that may be taken by majors and minors at the 300-level are REL 203, REL 221, REL 231, REL 233, REL 234, REL 275, and REL 277.

Directed inquiries, teaching assistantships, and internships in religion are arranged 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. Students are taught to use the work of the best religious thinkers together with their own experiences to refine and test their faith; then they are given encouragement and direction so that their religious commitments can shape their lives. Interested students may take individual courses in the program or may combine a minor in ministry with any major field of their choice. Both internships and volunteer opportunities are also available. Contact: Patricia Hunt, college chaplain.

Requirements for the Minor in Ministry

Traditional track for students preparing for Christian religious vocations: 21 to 23 semester hours including REL 101, REL 102, REL 130; either REL 221 or REL 231; and REL 222.

The remaining six hours for the minor in ministry may be chosen from the following courses: HIST/REL 204, REL 223, PHIL 102, ANTH 120, and ANTH 244.

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 may be arranged on an individual basis.

Explorers track for students from any or no religious tradition: 21 to 23 semester hours including REL 101 and/or REL 102, REL 130, AS/REL 212 and/or AS/REL 275, REL 277 and/or REL 222.

The remaining hours for the minor may be chosen and substituted for the above with the approval of the director: ANTH 120, REL 202, REL/AS 213, REL 221, REL 231, REL 232.

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 after completing the freshman year.

Philosophy Course Descriptions

101 Introduction to Philosophy

(3 s.h.) Beals, Evans, Gilman, Owen, Scott

Students engage in the activity of philosophizing by practicing skills and methods of philosophical inquiry and analysis. Course focuses on issues of free will and determinism, ethical decision-making, the relationship of mind and body, the existence of God, and the relation of the individual to the state. Tension between scientific and humanistic conceptions of what it is to be a human being is a central theme.

102 Introduction to Ethics

(3 s.h.) Beals, Evans, Owen, Scott

Course gives the student the theoretical tools for ethical decision-making. It examines the basic concepts involved in ethical decision-making and several major theories of ethics, including those of Plato, Aristotle, Kant, Mill and Bentham. Application of these theories will be made to contemporary moral issues.

103 Introduction to Logic

(3 s.h.) Scott

This course is designed to acquaint the student with the basic terminology of the discipline and to develop her analytic and logical reasoning abilities. The fundamental distinctions between truth and validity, induction and deduction shall be studied. The student also learns to apply procedures for recognizing fallacies and testing the validity of arguments to concrete situations and acquires an understanding of the central importance of logic for the sciences.

110 Ethical Issues in Business

Offered as needed to ADP students (3 s.h.) Owen

A philosophical introduction to the process of ethical inquiry and the problems of making substantive moral judgments as they arise in the context of modern corporate and business policies and practices. Students will apply ethical analysis to such contemporary business phenomena as advertising, profit margins, environmental responsibility, and worker's rights. The course will enable students to develop their own guidelines on important moral issues in business that affect directly or which concern them.

140 Community and Service Learning

Fall (3 s.h.) Owen

Students engaged in Community and Service Learning will meet practical community needs and goals while developing skills in critical thinking and problem solving. Students will reflect on the relationship between theory (as presented in lectures and readings) and practice (through students' internship experiences). Each student will be expected to explore and understand her own commitment to community-oriented values, try out skills that support or enhance citizenship, and learn how to reach out to those in need in a humane, sensitive, and effective manner. This combined course and internship includes hands-on experience in an approved community agency or religious or humanitarian organization as well as a structured orientation, on-going class discussion, and critical reading and written reflection about service work. Students are required to make connections between their personal and professional goals, their role as a liberal arts student, and their evolving sense of commitment to those in need. Also listed as INT 140 in the Interdisciplinary Studies section of this catalog. (Note: PHIL/INT 140 does not qualify for General Education Humanities credit).

201 Greek and Medieval Philosophy

(3 s.h.) Scott

This course retraces the original steps taken by the philosophical imagination in the inauguration of the history of metaphysics. It practices a close textual interpretation of seminal works determinative for the unfolding of that history with particular attention to the play of logos and the correlative formation of metaphor for the expression of thought and being. Related themes will be the existence of God, the foundations of ethics, the refutation of skepticism, and the nature of persons.

202 Modern Philosophy

(3 s.h.) Gilman

An inquiry into the intellectual origins of modern thought, the rise of modern science and its development to the 19th century. Students will examine issues centering on human knowledge and the nature of reality. Philosophers include Bacon, Hobbes, Descartes, Leibniz, Voltaire, 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.) Evans

Prerequisite: one philosophy course or one English literature course

Course explores the growth of existentialism as a major modern literary and philosophical movement. Besides philosophical literature, the student will read novels, poetry, and drama selected from the works of Kierkegaard, Nietzsche, Dostoyevsky, Heidegger, Sartre, Camus, Hesse, Kafka, Tillich, and Buber.

211 Modern Political Thought

(3 s.h.) Gilman

Prerequisite: one philosophy course or one political science course

An historical inquiry into the origins and development of modern political theories, especially democracy, communism and fascism. Students will examine the ideas and values underwriting these theories, including the modern conceptions of freedom, equality, individualism, social contract and sovereignty. The student will read from the works of thinkers such as Machiavelli, Hobbes, Locke, Rousseau, Marx, Mussolini, Hitler, and Rawls. Also listed as INT 207 in the Interdisciplinary section of this catalog.

230 Medical and Health Care Ethics

Fall 2003 (Alternate years) (3 s.h.) Donovan

For course description, see HCA/PHIL 230 in the Health Care Administration section of this catalog.

231 Women and Philosophy

(3 s.h.) Owen

Prerequisite: sophomore standing or above and one philosophy, religion, or women's studies course

This course examines the writings of Pythagoras, Plato, Aristotle, Augustine, Aquinas, Rousseau, Hume, Locke, Kant, Hegel, Nietzsche, and Mill for their discussions of women. Contemporary feminist philosophy is examined. Critical attention is given to how ideas of the "feminine" have been strategically used to form concepts such as "reason, the good and beauty.

232 African-American Thought

(3 s.h.) Scott

Course focuses on various intellectual resources created by African Americans in response to a series of crises that have shaped their history. Students will explore these responses as modes of black consciousness and culture in particular, and as viable options for the American experience in general. The course will include discussion of issues such as freedom, voice, community, history, worship, literature, and music as expressions of black experience.

233 Human Nature and Society

(3 s.h.) Scott

For course description, see REL/PHIL 233 in the Religion section of this catalog.

234 Philosophy and the Arts

(3 s.h.) Scott

This course examines the perennial questions concerning beauty in works of 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." Also listed as ART 201 in the Art section of this catalog.

235 Ethics, Community and Leadership

(3 s.h.) Owen

In this course students become knowledgeable about the moral dimensions of leadership and develop a critical understanding of the ethical relationships between character, leadership style and skills, community values, and the actual aims of leadership. Participants examine the nature and function of leadership in the context of humanitarian causes, the advancement of social justice, and in the attempt to peacefully resolve conflict. Analysis and discussion of the major forms of moral reasoning and of classic leadership case studies in the humanities are important course components. This course is required for leadership minors.

277 Studies in Philosophy

(3 s.h.) Staff

These studies focus on topics not included in regularly scheduled philosophy courses. Interests of the students and staff will determine the subject matter.

301 Contemporary Analytic Philosophy

(3 s.h.) Gilman

Prerequisite: any other philosophy course

A study of the analytic tradition in contemporary philosophy with readings selected from the writings of philosophers such as Moore, Frege, Russell, Wittgenstein, Ayer, and Ryle. Issues will include the nature of realism, sense data and sensations, meaning and reference, the nature of language, and principles of verification and falsification.

305 Science, Religion, and the Search for Meaning

(3 s.h.) Owen

This Honors course is an interdisciplinary inquiry into the domains and methods of the sciences and religion and the possible interactions and connections between them. Students will be introduced to the methodologies of

Western science, including limitations and development of the sciences in historical, philosophical, religious and institutional contexts. A parallel examination of theological thought — particularly within the Judeo-Christian tradition — will focus 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 among a range of topics for examining the interaction — dialogue, overlap, integration, and conflict — between contemporary science and various forms of religious belief and practice. Also listed as REL 305 in the Religion section of this catalog.

320 Peacemaking: Gandhi and Nonviolence

(3 s.h.) Owen

In this study, students begin by encountering the life and ideals of Mahatma Gandhi. Through the fulcrum of Gandhi's life and writings, students will be introduced to the broader themes associated with historic pacifism and the 20th century rise of Peace Studies and various forms of peace activism rooted in the philosophy and practices of non-violent social change. Goals and objectives include: to explore the history of non-violence including diverse religious and secular forms of pacifism; to learn about the life and ideals of those influenced by Gandhi who have served as powerful advocates for non-violent social and personal change in the 20th and 21st centuries; to analyze the sources of violent conflict and those factors that lead people to commit acts of violence and inhumanity; to read about and discuss alternatives to confronting hatred and violence with violence and power; to learn about diverse cultural traditions that teach us how, and why, to resolve conflict in non-violent ways; to critically examine the evolution from conflict management and resolution to conflict transformation. Also listed as REL 320 in the Religion section of this catalog, and as AS 320 under Asian Studies.

390 Directed Inquiry

400 Major Colloquium

(2 s.h.) Philosophy and Religion staff

A culminating academic experience in which the student demonstrates a mastery of her major field of study by focusing on a selected topic in philosophy or religion.

401 Senior Thesis

(2 s.h.) Philosophy and Religion staff

Religion Course Descriptions

101 Hebrew Scriptures (Old Testament)

(3 s.h.) Beals, Evans

Introduction to the historical and cultural background of Hebrew scripture. Students are introduced to the historical-critical method of study. The Biblical texts are approached from the perspectives of the history, faith, and theology of Ancient Israel from Abraham to the return from exile.

102 Christian Scripture (New Testament)

(3 s.h.) Hunt

Content and formation of New Testament are the subjects of this course with special emphasis on developing student's ability to interpret texts in the synoptic gospels.

130 Life, Faith and Service

(3 s.h.) Hunt

This course focuses on the relationship between life, work, and faith. Students will examine the interaction between American culture and religion. Through reading, discussion and guest lecturers, they will 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.) Gilman

A study of the historical religions of the Middle East and West: Judaism, Christianity, and Islam. Along with the beliefs, practices, and history of these traditions, is a discussion of contemporary issues and problems.

203 History of Christian Thought

(3 s.h.) Gilman

An introduction to basic ideas of Christian tradition, focusing especially on the person and work of Jesus. This course will trace the emergence of orthodoxy from a context of theological conflict, and will examine ways in which one contemporary theological movement interprets these ideas in terms of contemporary conditions.

204 Religion in America

2005-2006(3 s.h.) Keller

Prerequisite: any 200-level religion course

For course description, see HIST/REL 204 in the History section of this catalog.

211 Religions of the World

(3 s.h.) Owen

From prehistory to present times people have expressed their deepest convictions about the universe, mortal life, and moral values through religious worship, ritual, doctrine, and symbolism. Through this study students should develop a heightened awareness of the sheer diversity of

religions in the world, increased insight into the origins of religions and a deeper understanding of the basic tenets of each tradition and the reasons why these religions have attracted millions of devout followers. In keeping with the international focus of this course, students are expected to engage in a cross-cultural analysis and focus on contemporary features of selected world religions.

212 Asian Religions

Fall (3 s.h.) D. Métraux

For course description, see AS/REL 212 in the Asian Studies section of this catalog.

213 Islam

Offered as needed to ADP students

(3 s.h.) Owen

An exploration and study of the fastest growing religion in the world which seeks to undermine the stereotypical images and misimpressions of Islam and present an accurate account of who the Muslims are, what their faith teaches and the nature and extent of the relationships between Islamic doctrine and practice and social, political and economic systems. In keeping with the international focus of this course, students are expected to learn about culturally diverse forms of Islam and to analyze a contemporary religious issue in the Islamic world. Also listed as REL/AS 213 in the Asian Studies section of this catalog.

221 Christian Faith and Just Peacemaking

(3 s.h.) Gilman

Focuses on the relationship between justice and peace in the context of Biblical history and Christian ethics. Through readings and discussion, students examine the ideas of social justice and peacemaking as they manifest themselves in issues such as race, the environment, war and peace, poverty and wealth. In addition, students study the ministries of certain Christian leaders, such as Mother Teresa and Martin Luther King, Jr., who teach and practice social justice and peacemaking.

222 Clinical Education

(Variable credit) Offered as needed. Staff

Prerequisite: permission of instructor

This course will expose students to the basics of pastoral counseling. Through their one-to-one contact with clients, group seminars and individual supervision, students will learn how to be helpful to those experiencing significant transitions.

223 Mediation: Theory and Practice

(3 s.h.) Gilman

In mediation, an impartial third party acts as a facilitator in disputes between two or more people. In this course, students explore the process of conflict resolution. Through

lectures, discussions and role playing, they begin to develop the skills necessary to being effective mediators. Also listed as COMM 237 in the Communication section of this catalog.

231 Women and Religion

(3 s.h.) Evans

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.) Cornett-Scott

This course focuses on the African origin and African-American recreations of religions and sects. Special emphasis is placed on the liturgical and homiletical (preaching) traditions of black women and men. The role of the slave church (the visible institution) as a catalyst for civil rights in the contemporary black church is studied. The evolution of womanist and black theological critiques is examined along with the counter challenge of the black Muslim movement.

233 Human Nature and Society

(3 s.h.) Scott

This course critically examines a number of theories in connection with a profound understanding of the limits of our common humanity. Its narrative descriptions of human nature and society frame descriptions of other orders: religious, psychoanalytic, and philosophic. Students will seek to understand to what extent all accounts of human nature and society converge upon the singular act of telling a story and why.

Also listed as REL/PHIL 233 in the Philosophy section of this catalog.

234 Religion, Politics and Public Policy

(3 s.h.) Gilman

Focuses on the point at which religion in America interacts with politics and public policy. Topics include religion and politics in American history; the political activity of religious interest groups including the Roman Catholic Church, black churches, and fundamentalists; and policy issues such as freedom of religion, church, and state, prayer in schools, televangelism, and economic policy.

275 Buddhism

Spring 2006 (3 s.h.) D. Métraux

For course description, see AS/REL 275 in the Asian Studies section of this catalog.

277 Studies in Religion

(Variable credit) Staff

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

284 Sociology of Religion

(3 s.h.) Stuhlsatz

For course description, see SOC 284 in the Sociology/Social Work section of this catalog.

301 Theology and Ministry

(2 s.h.) Gilman

Introduces students to some archetypes for spiritual development in the Judeo-Christian tradition, to examples of theological reflection from this tradition and, through interaction with these archetypes, assists students in developing their own models for theological reflection.

305 Science, Religion, and the Search for Meaning (Honors Colloquium)

(3 s.h.) Owen

For course description, see PHIL 305 in the Philosophy section of this catalog.

310 Community and Practice

(3 s.h.) Staff

Students enrolled in this course will be engaged in a hands-on experience that will require their direct involvement with established institutions known for shaping African-American life and culture — e.g., the African-American faith community, service organizations, civic offices/programs, and schools. Students will have a unique opportunity to dialogue with community members (in their own voices) to establish a depository of historical witness that will supplement and authenticate the formal study of African-American life and culture.

320 Peacemaking: Gandhi and Nonviolence

(3 s.h.) Owen

In this study, students begin by encountering the life and ideals of Mahatma Gandhi. Through the fulcrum of Gandhi's life and writings, students will be introduced to the broader themes associated with historic pacifism and the 20th century rise of Peace Studies and various forms of peace activism rooted in the philosophy and practices of non-violent social change. Goals and objectives include: to explore the history of non-violence including diverse religious and secular forms of pacifism; to learn about the life and ideals of those influenced by Gandhi who have served as powerful advocates for non-violent

social and personal change in the 20th and 21st centuries; to analyze the sources of violent conflict and those factors that lead people to commit acts of violence and inhumanity; to read about and discuss alternatives to confronting hatred and violence with violence and power; to learn about diverse cultural traditions that teach us how, and why, to resolve conflict in non-violent ways; to critically examine the evolution from conflict management and resolution to conflict transformation. Also listed as PHIL 320 in the Philosophy section of this catalog, and as AS 320 under Asian Studies.

355 Greek Myth and Religion

(3 s.h.) Gilman

The primary aim of this course is to explore the ancient Greek myths and religious beliefs and practices. Primary sources for doing so include Hesiod, Homer, and the Greek dramatists and poets. Visual representations of myth and religion on vases and in art and sculpture are also included. A secondary but important aim of this course is to examine the influence of Greek myth and religion in Western culture, its literature, art, and music.

390 Directed Inquiry

(Variable credit)

400 Major Colloquium

(2 s.h.) Staff

Provides a culminating academic experience in which the student demonstrates a mastery of her major field of study by focusing on a selected topic in philosophy or religion.

401 Senior Thesis

(2 s.h.) Staff

Physical and Health Education

Patricia Davis, Sheree Kiser, Kathy McCleaf, Pamela McCray, Lou Moore, Robyn Russell, Irene Sarnelle, Sharon Spalding, Heather Ward

The combined program of physical and health education represents the area of a liberal arts curriculum that educates through movement, cognitive development, and social experiences. Program emphasis is the acquisition of physical skills that contribute to the development of healthful lifestyles and leisure-time pursuits. MBC students must complete at least one class from each of the three Principle concentrations, totaling a minimum of 2 credit hours.

Physical and Health Education Courses

PRINCIPLES OF HEALTH

100	Fitness
101	Advanced Fitness
102	Topics in Principles of Health
122	Stress Management
123	Consumer Health

PRINCIPLES OF DANCE AND HEALTH-RELATED FITNESS

134	VWIL Sophomore Physical Training
135	VWIL Junior Physical Training
136	VWIL Senior Physical Training
137	VWIL Leadership Challenge Program
139	Topics in Principles of Dance and Health-Related Fitness
140	Yoga
141	Aerobics
142	Weight Training
143	Fitness Walking
144	Beginning Ballet
145	Intermediate Ballet
146	Modern Dance
147	Historical Dance
148	Ballroom Dance
149	Folk Dance
150	Performance Dance Group
155	Independent Activity

PRINCIPLES OF MOTOR SKILL AND SPORT-RELATED FITNESS

167	VWIL Wilderness
168	Climbing and Rappelling
170	Racquetball
171	Tennis
172	Golf
173	Fencing
174	Self Defense
175	Karate
176	Outdoor Recreation
177	Colloquium
178	Biking
179	Horseback Riding
180	Scuba
181	Skiing/Snowboarding
182	Ice Skating
183	Indoor Recreation
185	Independent Activity
189	Topics in Principles of Motor Skill and Sport-Related Fitness
190	Fall Athletic Sports
191	Winter Athletic Sports
192	Spring Athletic Sports
193	Advanced Fencing

PROFESSIONAL DEVELOPMENT

221	Emergency Health Care
245	Women and Sport
251	Exercise Testing and Training
315	Movement Education
316	Current Health Issues

Physical and Health Education Course Descriptions

100 Fitness

(1 s.h.) McCleaf, Sarnelle

Topics include assessment and design of a personal fitness and nutrition plan. Students examine wellness as it pertains to quality of life. Strongly suggested for freshmen and sophomores.

101 Advanced Fitness

(1 s.h.) Spalding

Extensive fitness testing and morning exercise sessions are part of this course (required for VWIL freshmen). Current health issues will also be addressed.

102 Topics in Principles of Health

(1 s.h.) Staff

This course will cover 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.) McCleaf

Students will be engaged in self-examination of personal stressors. Emphasis will be given to techniques for reduction of stress, as well as the construction of a personal stress management plan.

123 Consumer Health

(1 s.h.) McCleaf

This course will provide the student with applicable knowledge and skills to become a wise consumer of health products and services. Sample topics of discussion will include selecting a physician, reviewing health insurance plans, labeling and advertisement of health products, and fraud.

134 Independent Activities: Sophomore Physical Training

135 Independent Activities: Junior Physical Training

136 Independent Activities: Senior Physical Training

(.5 s.h.) Spalding

Prerequisite: VWIL student

Cadets participate in physical training three times per week. Goal setting, individual physical assessment, and

review of progress toward fitness goals are included in each class.

137 Outdoor Recreation:

Leadership Challenge Program

(.5 s.h.) Spalding

Prerequisite: VWIL student

Challenging experiential activities that encourage individual challenge, team building, communication, and trust.

139 Topics in Principles of Dance and Health-Related Fitness

(.5 s.h.) Staff

This course will cover current content related to specific 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.) Ward

Instruction in basic techniques of yoga.

141 Aerobics

(.5 s.h.) Kiser

Instruction and participation in aerobics. Class type varies.

142 Weight Training

(.5 s.h.) Staff

Instruction in basic techniques of weight training.

143 Fitness Walking

(.5 s.h.) Staff

Instruction in basic techniques of fitness walking.

144 Beginning Ballet

(.5 s.h.) McCray

Instruction in beginning level ballet. Leotard and slippers required.

145 Intermediate Ballet

(.5 s.h.) McCray

Prerequisite: permission of instructor; one year of ballet instruction.

Instruction in intermediate level ballet skills.

146 Modern Dance

(.5 s.h.) Staff

Instruction in the basic techniques of modern dance.

147 Historical Dance

(.5 s.h.) Sarnelle

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.) Sarnelle

Instruction in beginning-level ballroom dance.

149 Folk Dance

(.5 s.h.) Sarnelle

Instruction in traditional folk dance step patterns and dances.

150 Performance Dance Group

(1 s.h.) Sarnelle

Prerequisite: permission of instructor.

Instruction and performance in dance.

155 Independent Activity

(.5 s.h.) Staff

Prerequisite: permission of instructor

Activities to suit individual needs of special students.

167 Outdoor Recreation: VWIL Wilderness

(1.0 s.h.) Spalding

Prerequisite: VWIL student

VWIL students will complete this course as part of the VWIL orientation. The course provides knowledge, experience, and skills in outdoor adventures.

168 Outdoor Recreation: Climbing and Rappelling

(.5 s.h.) Staff

The course provides knowledge, experience, and skills in basic climbing and rappelling activities. Consult the physical education department for fees. Students must provide own transportation.

170 Racquetball

(.5 s.h.) Staff

Instruction in the basic skills, rules, and strategies of racquetball for the beginner. Equipment is available.

171 Tennis

(.5 s.h.) Staff

Instruction in basic skills, rules, and strategies of tennis for the beginner. Equipment is available.

172 Golf

(.5 s.h.) Staff

Instruction in basic skills and rules of golf for the beginner. Equipment is available.

173 Fencing

(1 s.h.) Staff

Instruction in basic skills, rules, and strategies of bouting for the beginner. Equipment is available.

174 Self-Defense

(.5 s.h.) Davis

Instruction in basic techniques of self-defense.

175 Karate

(.5 s.h.) Davis

Instruction in basic techniques of karate.

176 Outdoor Recreation

(.5 s.h.) Staff

This course will promote physical activity through the skills and knowledge needed to participate enjoyably and safely in outdoor recreational activities.

177 Colloquium

(variable credit) Staff

Review current course offerings list for subject matter.

178 Biking

(.5 s.h.) Staff

Instruction in basic techniques of biking.

179 Horseback Riding

(.5 s.h.) Sarnelle

This course will provide the knowledge, experience, and skills in basic horsemanship and horseback riding necessary to begin the safe and successful sport of riding. Safety will be a primary emphasis and instruction in horsemanship will range from the beginner level through advanced. Consult the physical education department for fees. Students must provide own transportation.

180 Scuba

(1 s.h.) Sarnelle

This course will provide the knowledge and skills necessary to dive safely and enjoy the aquatic environment. Successful completion earns the student international certification (PADI). Consult the physical education department for fees. Students must provide own transportation.

181 Skiing/Snowboarding

(.5 s.h.) Sarnelle

Instruction in basic techniques of skiing/snowboarding. Consult the physical education department for fees. Students must provide own transportation.

182 Ice Skating

(.5 s.h.) Sarnelle

Instruction in basic techniques of ice skating. Consult the physical education department for fees. Students must provide own transportation.

183 Indoor Recreation

(.5 s.h.) Staff

This course will promote physical activity through the skills and knowledge needed to participate enjoyably and safely in indoor recreational activities.

185 Independent Activity

(.5 s.h.) Staff

Prerequisite: permission of instructor

Activities to suit individual needs of special students.

189 Topics in Principles of Motor Skill and Sport-Related Fitness

(.5 s.h.) Staff

This course will cover current 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.) Staff

Varsity Athletes in soccer, volleyball, and field hockey may enroll.

Prerequisite: Permission of instructor required.

191 Winter Athletic Sports

(.5 s.h.) Staff

Varsity athletes in swimming and basketball may enroll.

Prerequisite: Permission of instructor required.

192 Spring Athletic Sports

(.5 s.h.) Staff

Varsity athletes in tennis and softball may enroll.

Prerequisite: Permission of instructor required.

193 Advanced Fencing

(1 s.h.) Staff

Prerequisite: PHED 173

Class focuses on individual skill development in the student's chosen weapon (foil or épée). Participants are expected to compete intercollegiately as a part of the class.

221 Emergency Health Care

(2 s.h.) Staff

Designed to provide knowledge and practical experience for emergency health care procedures. American Red Cross Certification.

245 Women and Sport

(3 s.h.) McCleaf

For course description, see WS 245 in the Women's Studies section of this catalog.

251 Exercise Testing and Training

(3 s.h.) Spalding

For course description, see BIOL 251 in the Biology section of this catalog.

315 Movement Education

(3 s.h.) McCleaf

A lecture/laboratory course exploring movement and its role in learning. Emphasis is given to activities essential to development of fitness and motor skills in young children. Content is applicable to those interested in working with youth.

316 Current Health Issues

(3 s.h.) McCleaf

Health education will be reviewed as it pertains to careers with youth. Health issues today will be examined using case studies, related assignments, readings, and discussion. Topics include violence in schools, issues of diversity, and mental health concerns. The use of current technology will be required for student presentations. The course is recommended for all students seeking teacher certification or interested in working with children.

Physics

Peggy Ankney (formerly Perozzo)

Requirements for the Major in Physics

A major in physics leading to either a BA or a BS can be obtained by taking the appropriate courses at MBC and our consortium school, Washington and Lee University at Lexington, Virginia. Requirements for the major include the completion of a total of 35 semester hours in physics, including General Physics I and II, Modern Physics, Experiments in Modern Physics, Physical Chemistry I (thermodynamics), Optics, Electricity and Magnetism, Newtonian Mechanics, Quantum Mechanics, and Senior Research. Students must also take one of the following lab courses: Electrical Circuits, Electronics, Laboratory Computer Applications, or Nuclear Physics. Also Multivariable Calculus I and II, Ordinary Differential Equations, and two additional science courses to be selected from among the offerings in chemistry (Chemical Principles, Organic Chemistry I, or higher) or computer science (200-level or higher).

Requirements for the Minor in Physics

Students interested in a physics minor must fulfill the following requirements: 22–24 hours, including General Physics I and II, Electrical Circuits, Modern Physics, Physics Seminar, plus two of the following taken either at MBC or our consortium school, Washington and Lee:

Physical Chemistry I, Optics, Electricity and Magnetism, Newtonian Mechanics, Statistical Physics, Materials Science, Nuclear Physics, Quantum Mechanics, or Polymer Science and Engineering.

Physics Courses

100	Topics in Physical Science
102	Physics by Inquiry
104	Real World Physics: How Things Work
131	Introduction to Astronomy
132	Topics in Astronomy
201	General Physics I
202	General Physics II
207	Electrical Circuits
210	Modern Physics
321	Physical Chemistry I
395	Physics Seminar
400, 401	Senior Research

Directed inquiries, teaching assistantships, and internships in physics are available on an individual basis.

Course Descriptions

100 Topics in Physical Science

(3 s.h.) Ankney

This is a course for students who like to learn by doing; each class includes an experiment. The objectives of the course are: to give an appreciation of the process and content of physical science, to teach the writing of scientific reports, and to provide experience in learning by the inquiry method. Topics are selected based on general interest and appropriateness for early and middle education. Also listed as PHYS/CHEM 100 in the Chemistry section of this catalog.

102 Physics by Inquiry

(4 s.h.) Ankney

This course is a study of readily observable topics in physical science that focuses on the development of fundamental concepts, reasoning, and critical thinking skills through laboratory experience. Topics include mass, balancing, volume, density, buoyancy, heat and temperature. This hands-on course is appropriate for non-science majors, especially those intending to teach at the elementary/middle school level.

104 Real World Physics: How Things Work

May Term (3 s.h.) Ankney

This course is for non-science majors who have no experience with science, physics or math. The goal is for students to become familiar with the scientific way of thinking and solving problems, using situations and objects from everyday life, and to recognize and debunk non-scientific claims. The concept of this course is that students will gain

an understanding and appreciation of physical principles such as mechanics, heat, electricity, light and sound, by seeing how they operate in concrete examples taken from everyday life. The course stresses concepts rather than descriptions. In addition to lectures, ordinary objects and phenomena will be examined in a hands-on setting to understand how they work and to understand the rules (physical laws) that govern their behavior.

131 Introduction to Astronomy

(3 s.h.) Ankney

A descriptive survey of astronomical observations and conceptual models for non-science majors which are developed through a combination of readings, discussions, and observations. The fundamental emphasis of the course will be to 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. These models will illustrate the many interrelationships occurring in the night sky that result in the changing sky positions of the celestial objects, different periods of time, eclipses, tides, and other observed astronomical phenomena. The evolution of these ideas and ways of knowing will be presented in an historical context. This course assumes no previous background in college science or mathematics.

132 Topics in Astronomy

Offered as needed to ADP students (3 s.h.) Diver

Topics in Astronomy is the sequel to Introduction to Astronomy (PHYS 131). This course completes a descriptive study of astronomy for non-science majors. The fundamental emphasis of the course will be to further develop a basic understanding of the structure, properties and behavior of the earth, moon, sun, solar system members, and stars based on simple physical concepts and astronomical models. These models reflect the interdependence of the celestial objects and illuminate relationships among the many different observed astrophysical phenomena. The study of the cosmos will conclude with an exploration of the large-scale structures of the universe, viz., galaxies, clusters of galaxies, and finally, the universe itself.

201, 202 General Physics I, II

(4 s.h. each) Ankney

Prerequisites: MATH 211–212 (MATH 211–212 is normally taken concurrently)

Recommended: high school physics

This full year course in physics provides a solid foundation for further study in physics and in related fields such as biology, chemistry, and pre-medicine. Topics include classical mechanics, wave motion and sound, fluids, electricity, magnetism, and light. Each topic is developed from first principles, often through consideration of historic discov-

eries. Equations for physical laws are developed and expressed using algebra, trigonometry, plane geometry, and calculus, as appropriate. Laboratory work provides direct familiarity with the natural phenomena studied in the course. In addition to the phenomena and principles of physics, emphasis is also placed on methods, applications and the cultural impacts of physics.

207 Electrical Circuits

(4 s.h.) Ankney

Prerequisites: PHYS 201 and PHYS 202

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, and transient circuits.

210 Modern Physics

Fall 2006 (Alternate years) (3 s.h.) Ankney

Prerequisites: PHYS 201 and PHYS 202

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.

321 Physical Chemistry I

(4 s.h.) K. Zachary

For course description, see CHEM/PHYS 321 in the Chemistry section of this catalog.

395 Physics Seminar

(1 s.h.) Ankney

Prerequisite: junior or senior standing

This seminar is required for the physics minor. The course consists of weekly attendance at CHEM/PHYS 401 Senior Research meetings and attendance at scientific presentations. Students are required to read a published journal article and present it at one of the meetings.

400, 401 Senior Research

For course description, see CHEM 400, 401.

Political Science

Gordon Bowen, Brenda Bryant, Jean Donovan, Sally Ludwig, Steven Mosher, Laura van Assendelft

Requirements for the Major in Political Science

36 semester hours in political science, including at least three hours in each of American government, comparative government, international relations, political theory (POLS 230, PHIL 201, 202, 211, or 235), and Seminar (POLS 400).

Requirements for the Minor in Political Science

18 semester hours in political science, including three hours of American government/politics (POLS 100, POLS 101, POLS 203, POLS 205, POLS 213, POLS 210, POLS 260, POLS 300, POLS 321, POLS 322); three hours of comparative government/politics (POLS 111, POLS 215, POLS 216, POLS 249); and three hours of international relations (POLS 128, POLS 221, POLS 310, POLS 311).

Senior Requirement

This graduation requirement is met by each political science major satisfactorily completing POLS 400. ADP political science majors may enroll in POLS 400 on campus or may meet the requirement by satisfactory completion of an equivalent learning contract.

Political Science Courses

100	Introduction to American Government and Politics
101	Introduction to Public Administration
111	Comparative Politics
128	U.S. Foreign Policy
200	State and Local Government
203	U.S. Congress
205	Political Parties and Interest Groups
209	Women and Politics
210	Judicial Process
213	U.S. Presidency
215	Politics in the Third World
221	International Relations
222	Social Science Statistics
230	History and Theories of Leadership
245	Health Care Policy and Politics
249	Latin-American Politics
260	Public Policy
277	Colloquium
300	Political Behavior
301	Advanced Data Analysis
310	International Organizations
311	Terrorism and Counter-terrorism
321	Constitutional Law I
322	Constitutional Law II
400A	Seminar in Political Science: American
400B	Seminar in Political Science: Comparative/International

Directed inquiries, teaching assistantships, and internships in political science can be arranged on an individual basis.

Course Descriptions

100 Introduction to American Government and Politics

(3 s.h.) van Assendelft

This course introduces students to political science by studying the United States. The U.S. Constitution, major institutions, and political processes (elections and lobbying) are examined. Students gain insights into how societies are studied systematically and how public policies are shaped by democratic processes.

101 Introduction to Public Administration

(3 s.h.) Mosher

This course is a survey of the historical and contemporary status of administrative institutions, principles, and practices of public administration. Bureaucratic and organizational concerns are covered as well as political, budgetary, legal, and human resource issues. Course emphasizes how government is managed and the reasons behind that management.

111 Comparative Politics

(3 s.h.) Bowen

This course examines 20th-century 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 a theme for learning about the distinction between democratic and non-democratic political systems.

128 U.S. Foreign Policy

(3 s.h.) Bowen

This course studies the institutions and events that shape the relations of the United States with the rest of the world. Diplomatic, covert, and military techniques used to maximize the U.S. national interest are addressed in the period since 1945.

200 State and Local Government

(3 s.h.) van Assendelft

This course examines the regional political units in the U.S. federal system, their relationships with each other and with the national government. The course focuses on the contemporary functions of state and local governments, especially their role in managing diversity as competing social, political, and judicial pressures toward uniformity have mounted in the 21st century.

203 The U.S. Congress

(3 s.h.) van Assendelft

This course studies the major legislative institution of the U.S. federal government. Each of the two centers of legislative power in the American system are examined through

use of the methods of political science. Relationships with and connections to the American public receive attention, including the linkages provided by elections, campaign finance, and lobbying.

205 Political Parties and Interest Groups

(3 s.h.) van Assendelft

This course studies the theory and practice of parties and interest groups as vehicles of public input in a representative democracy. Comparisons are drawn with institutions of other nations, but emphasis is placed on American politics. The objective is to enable students to observe, evaluate, and participate in politics at a more sophisticated level and to communicate this knowledge through effective writing.

209 Women and Politics

(3 s.h.) van Assendelft

This course introduces students to the roles of women in politics, the influences on their political behavior, and the effect of politics on women's status and lives.

210 Judicial Process

(3 s.h.) Ludwig

This course examines the functions of law in society, the sources of law in the United States, and their historical roots. The course covers the structure of the federal and state court systems in the United States, the roles of lawyers in our adversarial system, the methods for selecting and removing judges, trial and appellate procedures for both criminal and civil cases, the process of judicial decision making, and the limits on judicial power. In addition, the policy issues of current reform movements in the law will be discussed.

213 The U.S. Presidency

(3 s.h.) van Assendelft

This course studies 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 will be examined.

215 Politics in the Third World

(3 s.h.) Bowen

This course studies political problems in the nations outside the affluent North of the globe. The political options of democratic, military, and single party forms are analyzed.

221 International Relations

(3 s.h.) Bowen

Prerequisite: POLS 128

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 behavior, including ideological and strategic motivations, are studied. The ways in which the global set of states operates as a system are analyzed.

222 Social Science Statistics

(3 s.h.) Arthur, Klein, Pietrowski, Pond, Usher

Prerequisite: College algebra, its equivalent, or a higher level mathematics course

For course description, see INT 222 in the Interdisciplinary section of this catalog. Also listed as BUAD/COMM/ECON/HCA/SOC 222 in the Business Administration, Communication, Economics, Health Care Administration, and Sociology sections of this catalog.

230 History and Theories of Leadership

(3 s.h.) Bryant

Students in this course develop a broad knowledge of leadership. They explore the origins of the study of leadership, and they analyze and apply several leadership theories. Students examine a range of leadership styles and investigate differences among leaders that might be attributed to gender. Leadership is placed in cultural and historical contexts, and students become familiar with outstanding women and men and are able to analyze their lives using basic leadership principles and theories. Also listed as POLS/INT 230 in the Interdisciplinary section of this catalog.

245 Health Care Policy and Politics

Spring 2006 (Alternate years) (3 s.h.) Donovan

For course description, see HCA/POLS 245 in the Health Care Administration section of this catalog.

249 Latin-American Politics

(3 s.h.) Bowen

A study of political patterns in Hispanic America. Revolutionary socialism, military dictatorships, and emerging democratic patterns of government and politics are examined. Argentina, Mexico, and selected additional nations are analyzed, with an emphasis on the politics of national development since 1950.

260 Public Policy

(3 s.h.) Mosher

This course is designed to explain the nature of public policy and how it is made. The process of public policy-making will include analysis of several stages, including problem identification, policy agenda, policy formulation, policy adoption, policy implementation, and policy evaluation. Case studies in a variety of policy areas will be used to show how the process actually works, i.e.,

what the results of policy look like in the real world. Leadership roles of individuals, groups, and institutions will be reviewed in depth.

277 Colloquium

Offered as needed (3 s.h.) Bowen, van Assendelft
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.

300 Political Behavior

May Term (3 s.h.) van Assendelft
This course studies the role of the public in American politics. Through the development of skills in empirical analysis, students will learn firsthand how to measure and analyze public opinion and voting behavior. Various determinants of political behavior will be explored, including political socialization, group differences, and political efficacy. Throughout the course, the following trends in electoral behavior are analyzed: declining partisanship, increased defection from party voting, increased issue voting, declining voter turnout, and declining political trust.

301 Advanced Data Analysis

(3 s.h.) Klein
Prerequisite: ECON/BUAD/COMM/HCA/POLS/SOC 222
For course description, see ECON/POLS 301 in the Economics section of this catalog.

310 International Organizations

May Term (3 s.h.) Bowen
Prerequisite: POLS 221
This course studies attempts to control and influence the behavior of states. Major attempts to order the international system (League of Nations, United Nations) are reviewed. Regional international bodies are also examined. Special attention is given to action-oriented functional agencies (International Atomic Energy Agency, etc.) and to non-governmental organizations.

311 Terrorism and Counter-terrorism

(3 s.h.) Bowen
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.) Ludwig
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.) Ludwig
Prerequisite: POLS 321 or permission of the instructor
This course is a case-method study of the U.S. Supreme Court decisions in the areas of First Amendment freedoms of expression, assembly, association, press, and religion. Also, 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.) Bowen, van Assendelft
Each senior majoring in political science or international relations and seniors who include this discipline in an independent major must enroll in this course and complete an acceptable senior thesis. To satisfy the senior academic requirement, these majors complete a major independent research project and write a thesis about it. Political science majors intending to write their thesis in the area of American politics enroll in section A, offered by Professor van Assendelft. International relations majors and political science majors intending to write their thesis in the areas of international or comparative politics enroll in section B, offered by Professor Bowen.

Psychology

Andreas Anastasiou, Robin Anderson, Chadwick Blackwell, Louise Freeman, Paul Hundley, John Kibler, Heather Macalister, Patricia Murphy, Lesley Novack

Requirements for the Bachelor of Arts in Psychology

39 hours are required for the major, including a required core of 26 semester hours in psychology consisting of 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, and PSYC 401. Also required is an elective core consisting of 12 hours selected from SOC 254 or any psychology course other than PSYC 287, PSYC 387, and those in the required core.

Majors must take a standardized achievement test in psychology during the spring of their senior year.

Requirements for the Bachelor of Science in Psychology

In addition to meeting the criteria for the BA as described above, students must take three math courses at the 200 level or above (but not another introductory statistics course), and one additional lab science course at the 200 level.

Senior Requirement

Satisfactory completion of PSYC 401.

Preparation for Graduate Study

Students who plan to attend graduate school in psychology are advised to elect PSYC 111, PSYC 203, PSYC 205, PSYC 212, PSYC 213, PSYC 231, PSYC 241, PSYC 302, PSYC/BIOL 305, and SOC 254. They should take these courses and as many of these required core courses as possible by the end of the first semester of the senior year to ensure adequate preparation for the Advanced Test in Psychology of the Graduate Record Examination. A minor in a related discipline is strongly advised.

Emphasis Areas

Those students planning to major in psychology in preparation for an entry-level position in a career related to psychology may do so by satisfying the requirements for the major in psychology described above and electing one or more of the following emphases:

Emphasis in Child Psychology

Ordinarily, this emphasis will be elected by majors who plan to obtain an elementary teaching certificate, who plan a career in child care, or who plan to enter a graduate program in developmental psychology, educational psychology, or a related field of study. Students choosing this emphasis should take PSYC 203, PSYC 210, PSYC 232, PSYC 302, and PSYC 310.

Emphasis in Mental Health Work

Students who plan to work in a mental health setting or plan to enter a graduate program in clinical or counseling psychology or a related field of study after graduation should take PSYC 203, PSYC 205, PSYC 213, PSYC 231, PSYC 302, and an internship in mental health in the May Term of the senior year.

Emphasis in Personnel Work

Those majors who plan to prepare for entry-level positions in personnel work or plan to enter a graduate program in industrial/organizational psychology after graduation should take PSYC 205, PSYC 231, PSYC 245, and PSYC 302; BUAD 100, BUAD 200, BUAD 202, and BUAD 302; and an internship in personnel work in the May Term of the senior year.

Requirements for the Minor in Psychology

19 hours in psychology, including PSYC 101 or PSYC 111; any two of PSYC 203, PSYC 210 (or PSYC 211), PSYC 212, PSYC 214, PSYC 232; either PSYC 220 or PSYC 302; either PSYC 205 or PSYC 213; and either PSYC/BIOL 305 or PSYC 310.

Psychology Courses

101	Introduction to Psychology as a Natural Science
111	Introduction to Psychology as a Social Science
150	Survival Skills for the Psychology Major
203	Abnormal Psychology
205	Techniques of Counseling and Psychotherapy
210	Child Psychology
211	Adolescent Psychology
212	Fundamentals of Human Memory and Cognition
213	Applied Behavior Analysis
214	Psychology of Women
216	Multicultural Psychology
218	Psychology of Relationships
220	Experimental Psychology
221	Psychology of Peace and Conflict Resolution
231	Psychology of Personality
232	Educational Psychology
241	Sensation and Perception
245	Industrial/Organizational Psychology
250	Behavioral Statistics
287	Internship: Career Exploration in Psychology
302	Psychological Testing
305	Physiological Psychology
307	Drugs and Behavior
310	Psychology of Learning and Behavior
311	Psychology of Adult Development
360	History and Systems of Psychology
387	Internship: Professional Experience in Psychology
401	Senior Thesis
516	Multicultural Counseling
521	Family Systems and Therapy

Directed inquiries for courses not regularly taught and teaching assistantships in psychology can be arranged on an individual basis.

Course Descriptions

101 Introduction to Psychology as a Natural Science

Fall/Spring (4 s.h.) Anastasiou, Blackwell, Freeman, Macalister

A three-semester-hours lecture course with a required one-semester-hour laboratory that complements and applies course principles. Emphasis is placed upon the

experimental method as a procedure for discovering the principles of behavior and mental processes. Students will learn the basic research methods of psychology and the current findings produced by these methods. Subject areas will include the biology of behavior, sensation and perception, states of consciousness, learning and memory, motivation, emotion, and stress.

Weekly labs will provide students the opportunity to explore a wide variety of psychological phenomena by replicating classic experiments and by collecting and analyzing behavioral data.

111 Introduction to Psychology as a Social Science

Fall/Spring (3 s.h.) Blackwell, Macalister, Novack

This course is designed to introduce students to the study of psychology as a social science. Content areas: the major theoretical approaches to the study of psychology, developmental processes, stress, intelligence and its assessment, personality and its assessment, abnormal psychology, therapy, and social influences on behavior.

150 Survival Skills for the Psychology Major

Spring (1 s.h.) Staff

This course, required for all declared psychology majors, will foster an understanding of the career field and the acquisition of the basic learning and professional skills necessary to succeed in the field. The course is designed to acquaint students with the increased demands of upper-level courses and prepare them to successfully meet those demands. Topics of study include vocational assessment, tools for academic success, writing a literature review and an empirical paper, occupational choices and finding a job in the field, and preparing for and applying to graduate school.

203 Abnormal Psychology

Fall/Spring (3 s.h.) Anastasiou

Prerequisite: PSYC 101 or PSYC 111

A study of the major forms of abnormal behavior with the primary focus on adult psychopathology. Topics include the definition and history of abnormal behavior, research methods, current theoretical perspectives of abnormal behavior, classification of mental disorders, and treatment. The symptoms, origins, and treatment of various mental disorders as well as case studies of some of the disorders will be presented. There is also an explanation of what it means to be healthy. This course is of special interest to prospective human service workers, including social workers, counselors, and teachers.

205 Techniques of Counseling and Psychotherapy

Spring (3 s.h.) Anastasiou

Prerequisite: PSYC 101 or PSYC 111

An overview of current approaches to counseling and psychotherapy. Therapy approaches include psychodynamic, phenomenological, behavioral, cognitive, and feminist orientations as well as family therapy and therapy with children. Students will have the opportunity to learn about techniques specific to particular theoretical orientations, and general interviewing techniques. Ethical and multicultural issues pertaining to therapy will also be considered. This course is of special interest to prospective human service workers, including mental health workers, social workers, teachers, and personnel workers.

210 Child Psychology

Fall/Spring (3 s.h.) Blackwell, Macalister, Novack

This course is designed to examine physical, cognitive, socio-emotional, language, and moral 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. In addition, students are required to participate in a practicum experience, which will provide an opportunity to observe child development from a "real-life" perspective.

211 Adolescent Psychology

Fall/Spring (3 s.h.) Blackwell, Macalister

This course focuses on the biological, socio-emotional, and cognitive aspects of adolescent development. The transitional nature of adolescence is emphasized. Specific topics include identity formation, the family, peer influence, and cognitive development in school settings. Students learn how values, gender roles, achievement motivation, attributional styles, and other psychological factors affect important life choices in adolescence. In addition, students are required to conduct two interviews with adolescents to provide an opportunity to investigate and research findings discussed in the lecture portion of the class.

212 Fundamentals of Human Memory and Cognition

Spring (3 s.h.) Hundley

This course introduces students to what is currently known about human memory and cognition. Through lectures, readings, videos, and demonstrations, students will learn

how information is registered and stored in memory and later retrieved or forgotten. Other topics that will be examined include the role of attention in memory and cognition; the role of memory in thinking, knowing, and comprehending concepts and categories; problem solving and reasoning; language; and the effect of mood states on cognition. In addition, students will learn several memory strategies that can be used to improve their memory for such things as speeches, names, dramatic presentations, poetry, and school work.

213 Applied Behavior Analysis

Fall (3 s.h.) Hundley

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. Procedures for establishing desirable behaviors and eliminating or reducing undesirable behaviors, maladaptive anxiety, and other unwanted emotions will be considered. This course is of special interest to prospective parents and human service workers, including mental health workers, social workers, teachers, and personnel workers.

214 Psychology of Women

May Term (3 s.h.) Novack

This course is designed to examine the special relationship between psychology and women. Students are introduced to the critical differences between sex and gender and the problems that have arisen in the use and misuse of these two terms. There is a review of psychological theory and research from historical and current perspectives in relation to biological, socio-emotional, and cognitive aspects of female development. Topics include myths of women, the history of women in psychology, female sexuality, mental health of women, violence against women, and the psychological aspects of uniquely female experiences such as menstruation, childbirth, and menopause.

216 Multicultural Psychology

May Term (Cyprus) (3 s.h.) Anastasiou/Kibler

Prerequisites: PSYC 101 or PSYC 111

The purpose of this course is to introduce students to important issues related to diversity in the field of psychology. Students will be exposed to multicultural perspectives of some of the major areas of psychology, including research, assessment, biological psychology, social psychology, child development, and personality. Students will also learn about specific minority groups, including Asian Americans, African Americans, Indian Americans, Latino/a Americans, and explore topics related to gender, sexual orientation, age, and disabilities. Implications for mental health

and treatment will also be discussed. The May Term course will be held in Cyprus and will focus on the Cypriot culture.

218 Psychology of Relationships

Spring (3 s.h.) Kibler

This course will present for discussion and evaluation recent data emphasizing heterosexual relationships, but also including data on homosexual, intrapersonal, and family relationships. It will focus on how relationships have evolved and the adaptive significance of the roles of the individuals within them. The psychological principles that result in different behavioral strategies in response to changing societal demands will be examined. The principles that underlie adaptive, destructive, and abnormal behaviors within relationships will also be addressed.

220 Experimental Psychology

Fall/Spring (4 s.h.) Kibler

Prerequisite: PSYC 101

This lecture/laboratory course focuses on why and how experiments are conducted in psychology. Students will learn how to critically evaluate published psychological research, how to design and conduct experiments in psychology, and how to use computers for statistical analysis of experimental results. Study of significant research from a wide variety of topics in psychology will be used to investigate the variables, methods, and problems peculiar to psychological research. In the weekly laboratory, students will participate in data collection, design and conduct experiments with humans and animals, and analyze the results with computer-generated statistics.

221 Psychology of Peace and Conflict Resolution

Spring (3 s.h.) Anastasiou

This course introduces students to the psychology of peace and conflict. It examines the psychological features of interpersonal and group conflict as well as the role of memory and reality construction in the development of conflict. Students will investigate how cultures and individuals habituated to conflict process information, and they will explore various methods of resolving/mediating conflict.

231 Psychology of Personality

Spring (3 s.h.) Blackwell

Prerequisite: PSYC 101 or PSYC 111

This course is designed to introduce each of the major theories of personality: psychoanalytic, phenomenological, biological, behavioral, social learning, humanistic, existential, and positive. Each theory will be critically examined with respect to its ability to explain human nature and to generate strategies for assessing and modifying personality. Findings relating to conflict, stress, aggression

and self-concept will also be considered, as will multicultural influences on personality. This course may be of interest to human service workers, including individuals in mental health, social work, teaching, and personnel.

232 Educational Psychology

Fall (Alternate years) (3 s.h.) Blackwell

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

Spring (3 s.h.) Kibler

Introduces students to the principles of sensation and how they are involved in our perception of the world. All sensory systems will be examined in terms of how they transduce physical stimuli into information useful for processing by the brain. The roles that experience, context, attribution, and other perceptual variables play in the interpretation of these stimuli will also be investigated. The course will incorporate personally conducted and computer generated demonstrations involving sensation and perception phenomena to allow students to experience principles firsthand.

245 Industrial/Organizational Psychology

Spring (3 s.h.) Blackwell

Students will 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.

250 Behavioral Statistics

Fall/Spring (3 s.h.) Freeman

Prerequisite: MATH 150 or equivalent

An overview of the basic concepts and principles of parametric and non-parametric statistics and how they are used in the behavioral sciences. Students will learn to conduct statistical tests on data sets and to thoughtfully critique the conclusions of others based on statistics. Topics include descriptive and inferential statistics, probability, correlation, linear regression, the z-test, the t-test, analysis of variance, and chi-square. This course is required of all psychology majors. Students are strongly recommended to take PSYC 220 before taking this course.

287 Internship: Career Exploration in Psychology (1–3 s.h.) Staff

This course provides the student with the opportunity to observe and participate with professionals performing psychology-related jobs in a wide variety of employment settings. The course may be used by a student to aid in career decisions.

Students must apply for an internship to a member of the psychology faculty who would serve as the supervisor. The student and faculty member will negotiate the terms of the internship with the on-site supervisor. The internship will be conducted and evaluated according to the Psychology Department's guidelines. Credit is awarded on the basis of three semester hours per 150 hours of observation. The course may be taken on a P/NC basis only.

302 Psychological Testing

Fall (Alternate years) (3 s.h.) Anastasiou, Blackwell

Prerequisite: PSYC 220 or PSYC 250 or MATH 213

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.

305 Physiological Psychology

Fall (3 s.h.) Kibler

Prerequisites: PSYC 101 and three semester hours in biology or permission of the instructor

A survey of current concepts regarding the relationship between brain function and behavior. The course includes detailed examination of the gross anatomical characteristics of the nervous system, discussion of the functional characteristics of neurons, an overview of research techniques used in neurophysiology, plus discussion of the functional role of the nervous system with respect to arousal, pain, sensory processes, sleep, sexual behavior, brain disorders, emotion, learning, and motivation. Also listed as PSYC/BIOL 305 in the Biology section of this catalog.

307 Drugs and Behavior

Spring (3 s.h.) Freeman

Prerequisite: PSYC 101 or permission of instructor

This course examines drugs and their effects on human and animal behavior, with particular emphasis on the neural mechanisms underlying drug actions. Topics to be examined include the current clinical uses of drugs, drug abuse, addiction, and the effects of drugs on motivation, memory, and learning. Drugs to be studied include alcohol, antidepressants, antipsychotics, barbiturates, hallucinogens, narcotics, sedatives, and stimulants.

310 Psychology of Learning and Behavior

Fall (3 s.h.) Freeman

Prerequisite: junior or senior class status

A study of the basic processes of classical conditioning, operant conditioning, and vicarious conditioning as they relate to animal and human behavior. Some attention will also be given to biological constraints on learning. Actual and potential relevance of the concepts and principles of learning and behavior for understanding human behavior is emphasized throughout. This course is of special interest to teachers and those having responsibility for training programs in business and industry.

311 Psychology of Adult Development

Fall (3 s.h.) Macalister

Prerequisite: PSYC 201 or PSYC 211

This is an advanced Developmental Psychology course focusing on psychosocial, cognitive, and physiological development and issues of young adulthood, midlife, and late adulthood with an emphasis on women. Traditional theories and perspectives on adulthood will be explored and critiqued. Applications of contemporary feminist theory and contemporary research on adulthood will also be discussed. Topics to be covered include research methodology and issues; work and retirement; intimate relationships, family, friendships, and caregiving; physical changes and sexuality; cognitive functioning and intelligence; and identity, generativity, and integrity.

360 History and Systems of Psychology

Fall (3 s.h.) Kibler

Prerequisite: 18 hours in psychology

This course for senior psychology majors will examine the historical antecedents of contemporary psychology. Students will examine the major systems of psychology from 1850 to the present. Emphasis will be placed on the historical development leading to currently held positions on a number of topic areas including development, learning, motivation, sensation, perception, and cognition. An oral presentation will be videotaped and critiqued for presentation skills.

387 Internship: Professional Experience in Psychology

(2–3 s.h.) Staff

Serves to culminate 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 will perform duties of an employee in an organization. This course will normally be taken as the last course in the senior year.

Students must apply for an internship to a member of the psychology faculty who would serve as the supervisor. The student and faculty member will negotiate the terms of

the internship with the on-site supervisor. The internship will be conducted and evaluated according to the Psychology Department's guidelines. Credit is awarded on the basis of three semester hours per 150 hours of observation. The course may be taken on a P/NC basis only.

401 Senior Thesis

Fall/Spring (3 s.h.) Staff

Prerequisites: PSYC 220 and PSYC 250

The senior thesis is an opportunity for students to integrate what they have learned in the major by conducting a large-scale exercise under the mentorship of a psychology faculty member. Students have two options: 1) they may propose a data collection project based on a pertinent literature review, design, and conduct the study; or 2) they may complete a comprehensive literature search of primary sources in a contemporary topic in psychology and write a critical analysis of the data that presents an evaluation of the current status of the topic area. With either option, students must make a formal oral presentation of their results and present a final written thesis. Students who have not completed PSYC 220 and PSYC 250 must take the critical analysis option.

516 Multicultural Counseling

(3 s.h.) Staff

Prerequisite: Permission of instructor

The purpose of this course is to introduce the student to important issues related to multicultural counseling. Students will study the ways that traditional therapy approaches may or may not be appropriate with diverse groups. Students also will learn about specific minority groups, including Asian Americans, African Americans, Indian Americans, Latino Americans, and explore topics related to gender, sexual orientation, age, and disabilities.

521 Family Systems and Therapy

(3 s.h.) Anastasiou

Prerequisite: Permission of instructor

This course introduces students to several aspects of family systems and therapy. Students examine the family from a developmental and a multicultural perspective and discuss the characteristics of healthy and dysfunctional families. Students also are introduced to the main theoretical orientations of family systems and therapy and examine issues and dynamics in working with diverse family typologies.

Religion

See Philosophy and Religion

Russian

See World Languages, Literatures, and Cultures.

Sociology/Social Work

*SOCIOLOGY: Daniel Stubbsatz, Carey Usber,
John Wells*

SOCIAL WORK: Gauri Rai

Sociology involves the application of scientific principles and procedures to understand and solve the problems of social groups, organizations, and institutions. Many sociologists are involved in research; others manage; some are teachers. Though their 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.

Students interested in social work may receive professional training by majoring in sociology with a concentration in social work. This concentration requires a sequence of prescribed courses, including an internship in a social service agency. The internship (taken during the senior year for 15 semester hours credit) provides an opportunity to develop and translate theoretical concepts into professional practice. A manual describing the social work program is available from Associate Professor Little.

Requirements for the Major in Sociology

36 semester hours in sociology including SOC 100, ECON/BUAD/COMM/HCA/POLS/SOC 222, SOC 282, SOC 320, and SOC 400, and completion of the Senior Achievement Test. ECON/BUAD/COMM/HCA/POLS/SOC 222 is required for all students declaring the major after June 30, 2000, and SOC 282 is required for all students declaring the major after June 30, 2002.

Requirements for the Major in Sociology/Social Work

38 semester hours in sociology/social work including SOC 100, SOC 153, SOC 251, SOC 235, SOC 320, and SOWK 156, SOWK 357, SOWK 400. An additional requirement for those in the major starting fall 2000 is ECON/BUAD/COMM/HCA/POLS/SOC 222 (Social Science Statistics).

All social work courses 300-level and above must be taken with MBC faculty.

Senior Requirement

For the sociology major, the requirement is met through successful completion of SOC 400.

For sociology/social work majors, the requirement is met through successful completion of SOWK 400 (Field Instruction in Social Work).

Requirements for the Minor in Sociology

18 hours in sociology including SOC 100, SOC 110, SOC 112, and at least six hours at the 200 level.

Sociology Courses

100	General Sociology
110	Sociology of the Family
112	Social Problems
115	Foundations of Education
124	Aging
153	Introduction to Social Work
200	Drugs and Society
205	Death and Dying
210	Prisons and Punishment
214	Sociology of Popular Culture
222	Social Science Statistics
225	Sex Roles and Male-Female Relationships
233	Criminal Justice System
235	Human Behavior and Social Environment
236	Men and Society
240	Community and Urban Sociology
248	Social Inequality
251	Child Welfare Services
254	Social Psychology
260	Medical Sociology
262	Environmental Sociology
264	Social Movements
270	Australia and New Zealand
282	Community Service and Society
284	Sociology of Religion
287	Internship
320	Research Methods
387	Internship
400	Senior Seminar

Social Work Courses

124	Aging
153	Introduction to Social Work
156	Interviewing in Human Service Professions
235	Human Behavior and Social Environment
251	Child Welfare Services
287, 387	Social Work Field Observation
357	Social Work Theory
400	Field Instruction in Social Work

Directed inquiries, teaching assistantships, and internships in sociology and social work can be arranged on an individual basis.

Sociology Course Descriptions

100 General Sociology

(3 s.h.) Staff

A course designed to introduce the student to the unique perspective of the sociologist. Through readings,

discussions, and lectures, as well as observations focused on the everyday social world, the student will come to have an appreciation for and a better understanding of the extent to which groups affect their lives. Deviant behavior, social class, and globalization are some of the more specific topics.

110 Sociology of the Family

(3 s.h.) Wells

This course will acquaint the student with the field of marriage and the family from a sociological perspective. Focuses upon various topics of interest including mate selection, dating, premarital sex, the marriage contract, parenthood, communal living, and divorce. In addition, participants will examine various cross-cultural and experimental family relationships.

112 Social Problems

(3 s.h.) Stuhlsatz, Usher

A course dealing with the 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. Studies include surveys of leading experiments in prevention and reorganization. Through the text, other written material, lectures and discussions, the student should develop an increased awareness and knowledge of social problems confronting society. Each student will have an opportunity to research social problems of special interest.

115 Foundations of Education

(3 s.h.) Westhafer

For course description, see ED/INT/SOC 115 in the Education Section of this catalog. Also listed as ED/INT/SOC 115 in the Interdisciplinary section.

124 Aging

(3 s.h.) Rai

An introduction to the dynamics of aging, including biopsychosocial aspects and special needs of aged persons. Participants will examine society's provisions for the aged and methods that can be used in working with their problems. Students will have opportunities to study these issues through lectures, seminars, and field trips to various social agencies and institutions.

153 Introduction to Social Work

(3 s.h.) Rai

This course is designed for those interested in exploring career opportunities in the field of social work. Special emphasis is on the profession of social work as it relates

to practice with children, families, and other persons who experience problems with adjustment to their social environment. In addition, participants will study philosophies, values, and attitudes that form a base for professional practice in social work. Guest lecturers representing a broad spectrum of practice are available to consult with each student.

200 Drugs and Society

(3 s.h.) Wells

This course is designed to acquaint the student with the relationship between drug use, the individual, and society at large. Topics covered include the 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.) Usher

Prerequisite: SOC 100 or permission of instructor

Some of the topics to be covered through reading, discussion, and lectures are: concepts of death, death rites of other cultures, experiences of death, preparing for death, and contemporary attitudes toward death.

Through this work, students will come to have an open and realistic attitude and be better able to handle the death of others and the idea of their own death. Also listed as SOC/INT 205 in the Interdisciplinary section of this catalog.

210 Prisons and Punishment

(3 s.h.) Staff, when available

Prerequisite: SOC 233 or permission of instructor

A study of the major philosophies of punishment and the related history of prisons. The purpose is to develop an understanding of the justification for punishment and how the American prison systems do and do not reflect these justifications. Inherent in this approach is the study of social factors as they have affected prison architecture and prison programs, and the success of prisons. The format will include readings, lectures, discussions, and field trips.

214 Sociology of Popular Culture

(3 s.h.) Wells

This course is designed to acquaint the student with the study of popular culture in America. There will be a focus upon the sociological significance of such cultural products as television, radio, magazines, and popular music. Special emphasis will be placed on the rock music world including the social/psychological dimensions of the rock performer, the impact of artistic expression, lifestyle, non-conformity, and musical experimentation on the dominant American scene.

222 Social Science Statistics

(3 s.h.) Arthur, Klein, Pietrowski, Pond, Usher

Prerequisite: College algebra, its equivalent, or a higher level mathematics course

For course description, see INT 222 in the Interdisciplinary section of this catalog. Also listed as BUAD/COMM/ECON/HCA/POLS 222 in the Business Administration, Communication, Economics, Health Care Administration, and Political Science sections of this catalog.

225 Sex Roles and Male-Female Relationships

(3 s.h.) Wells

This course examines the nature and dynamics of male-female relationships. The traditional notions of masculinity and femininity and the changing sex role identities in modern society are analyzed. Focuses upon the socialization process, theoretical attempts to explain sex role division, and biographical case studies of men and women.

Topics include the sexual revolution, pre-marital sex, job discrimination, mother-daughter relationships, homosexuality, sexual deviance, and abortion.

233 The Criminal Justice System

(3 s.h.) Staff, when available

Strongly recommended: a 100-level sociology course

The course will consider the various elements of the criminal justice system in an historical and cultural context. The functions of the police, the courts, lawyers, jails, bail, and prisons will be examined as they relate to the assigning of the label of either juvenile delinquent or criminal. Theories of crime will be studied for the purpose of understanding criminal behavior and reactions to it. The course is lecture/ discussion in format.

235 Human Behavior and Social Environment

(3 s.h.) Rai

The purpose of this course is the acquisition of knowledge of theories about the development of behavior of individuals, families, groups, organizations and communities as well as interaction of these systems with and among one another in larger social-cultural environment. Special attention is given to the impact of human diversity, discrimination and oppression on various social systems.

Dominant and emerging paradigms are studied to explain human behavior.

236 Men and Society

May Term (3 s.h.) Wells

This course is designed to acquaint the student with the area of men's studies using the sociological perspective in an examination of the portrayal of men in films. In doing so, the student will come to understand the male socialization process and development of personality in a changing society. Topics include development of the self, internaliza-

tion of norms, role conflict, and ambiguity and divergent attitudes toward masculinity.

240 Community and Urban Sociology

(3 s.h.) Usher

Recommended: SOC 100

This course examines relationships between humans and place and their effects on community from a sociological perspective. Students will become acquainted with ecological and socio-spatial perspectives regarding origins of urbanization, and the social and psychological consequences of the urban environment. Through readings, lecture, discussion, and writing, students explore segregation, poverty, racism, crime, housing, health, the rise and fall of community. Students learn to distinguish the concepts of space and place and their influence on society, as well as structural variations in service models and community-building efforts.

248 Social Inequality

(3 s.h.) Stuhlsatz

This course is a general survey course in stratification, including patterns of social inequality based on income, education, occupation, ethnicity/race, and gender/sex. The subject matter includes a variety of theoretical approaches and a number of social and ethnic groups. The course acquaints the students with the ways in which stratification systems determine attitudes, values, and lifestyles.

Recommended for students who have taken a sociology course at the 100-level.

251 Child Welfare Services

Spring (3 s.h.) Rai

A study of adoption, foster care, child care, protective, juvenile court, and other child welfare services for children in need of protection. We study the well being of children, as well as attitudes and values that define parents' and society's responsibilities to children. Course format includes lectures, films, discussions, field trips, and guest speakers representing many child welfare programs. The primary objective is to help the student understand society's commitment to children in need.

254 Social Psychology

(3 s.h.) Wells

The aim of this course is to examine the individual in a changing society and the dynamic relationship between the person and society at large. There will be some attempt to explain the nature of personality development by focusing upon several theoretical positions in the field. In addition, a wide range of topics will be covered including the evolutionary setting of human behavior; perception, symbolic communication, drug addiction, madness, social control, deviant subcultures, and the effects of prolonged isolation.

260 Medical Sociology

(3 s.h.) Usher

This course 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.

262 Environmental Sociology

(3 s.h.) Stuhlsatz

This course focuses on environmental problems from a sociological perspective. The course situates environmental issues within major sociocultural, political, and economic trends. Topics include the sources of environmental problems, the history and future of the environmental movement, the views of different cultures on the environment, and the social construction of nature and the "environment."

264 Social Movements

(3 s.h.) Stuhlsatz

This course focuses on organized, enduring, collective actions called social movements and counter-movements. We study the social context, organizational networks, resource mobilization, collective identity, group solidarity, and leadership of social movements. These theoretical ideas are used to better understand human-rights movements, including the struggle for racial civil rights in America, from the Civil War through the 20th century. We also study today's international human-rights movement, with a focus on the Truth and Reconciliation Movement. Students will have the opportunity to study and analyze the social movement of their choice.

270 Australia and New Zealand

May 2006 (3 s.h.) D. Métraux, Stuhlsatz

For course description, see AS/SOC 270 in the Asian Studies section of this catalog.

282 Community Service and Society

(3 s.h.) Stuhlsatz, Usher

This course offers students the opportunity to develop their sociological perspective through field work in community service. There are four parts to this service experience: the community service, a journal of the experience, weekly class meetings, and a final paper. Students will develop a greater understanding of the viewpoints of all those involved in the service being provided. Students also will become familiar with how their service agency is organized and makes decisions. Finally, the class will consider the role of community service as an integral feature of American society with an emphasis on issues of social stratification and inequality. The course is offered in both Fall and May terms.

284 Sociology of Religion

(3 s.h.) Stuhlsatz

This course will acquaint students with the great diversity of religious expression in human history, as well as with the major religious traditions in our world today. Much of the course will focus on the United States and include discussion of religious affiliation and organization, religiosity and conversion, social issues, political-economy, and social inequality. The course will also introduce students to some of the religious dimensions of global relations at the beginning of the 21st century. Each topic will be informed by concepts from social science's rich stream of theory on religion. Cross-listed as REL 284 in the Philosophy and Religion section of this catalog.

287 Internship: Career Exploration

(Credit varies) Staff

Prerequisite: permission of a member of sociology faculty
This course provides the student with the opportunity to observe sociology-related occupational possibilities in actual employment settings. A maximum of 9 s.h. of internship credit will count toward the Sociology major.

320 Methods in Sociological Research

(3* s.h.) Usher

Prerequisite: ECON/BUAD/COMM/HCA/POLS/SOC 222*
(see INT 222)

*Effective Fall 2001

This course is designed to teach students the nature of the research process, and the techniques involved in doing research in sociology. Through lecture, discussion, and laboratory exercises using the computer, students will learn how to use theory in formulating hypotheses, ways in which to collect data, and methods for the analysis of data. The course will cover survey research, qualitative field research, classical experiments, and unobtrusive methods. Students will have the opportunity to do participant observation, write a survey, and perform quantitative analysis.

387 Internship: Professional Experience

(Credit varies) Staff

Prerequisite: permission of a member of sociology faculty
This course provides students with the opportunity to work with professionals in a sociology-related occupational setting. A maximum of 9 s.h. of internship credit will count toward the Sociology major.

400 Senior Seminar

(3 s.h.) Wells

This course is required for majors in sociology who are not concentrating in social work. The format will be a combination of lectures and group discussions. Lectures will cover the historical development of sociology as a science by focusing on the early founders of the discipline

and proceed to modern developments in sociology. Students will write research papers and give oral reports that incorporate research and draw conclusions from various areas of study within the field of sociology.

Social Work Course Descriptions

156 Interviewing in Human Service Professions

(3 s.h.) Rai

A course designed to help students acquire knowledge and develop skills for effective communication in helping individuals and families in planning change. Emphasis is on development of interviewing skills. Class activities include role playing and interviews with individuals and groups.

287/387 Social Work Field Observation

May Term (3 s.h.) Rai

Prerequisites: SOC 153 and SOWK 156

The introductory field experience in social service agencies provides the student with the opportunity for direct exposure to social service in an agency setting. Through affiliation with an agency as service provider, the student observes the nature of the client-worker relationship. The development of the perceptual orientation and description skills are emphasized through varied levels of observation. Internship requires placement for four weeks, five days a week, 7.5 hours per day, or a minimum of 100 contact hours on a scheduled basis.

Group supervision taken concurrently with the first field experience (SOWK 287/387) allows faculty supervision to monitor classroom/field integration.

357 Social Work Theory

(3 s.h.) Rai

Prerequisites: SOWK 156, SOC 153, SOWK 287/387

An advanced methods course focusing on the principles of generalist practice as an integration of the continuum of traditional social work focus (individual, family, group, organization, community). This course provides students with a theoretical base for developing skills in methods of social work practice. Emphasis is on the guiding principles and practice frameworks of social work, theory analysis, and development of case plans. Senior status required. Must be taken prior to SOWK 400. May not be taken on a P/NC basis.

400 Field Instruction in Social Work

(15 s.h.) Rai

Prerequisites: Completion of the social work core curriculum with a minimum grade of "C" in each core course; SOWK 357.

Supervised field instruction in a social service agency

designed to provide senior level students with opportunities to acquire knowledge and skills in social work practice. Under the supervision of the Field Instructor, students participate in the delivery of social services, and develop insights, habits, and attitudes that facilitate professional growth. Internship requires a semester block placement, five days a week, 7.5 hours per day, for a maximum of 400 contact hours on a scheduled basis.

An integrating seminar class will be taken concurrently with the senior field placement (SOWK 400). Group supervision will focus on knowledge/skill/attitude/value integration in generalist practice.

Spanish

See World Languages, Literatures, and Cultures.

Theatre

Jacquelyn Bessell, Virginia R. Francisco, Susan Green, Sarah Kennedy, Todd Ristau, Terry K. Southerington

Requirements for the Major in Theatre

33 semester hours in theatre including: THEA/ENG 114, THEA/ENG 115, THEA/ENG 217; THEA 121 or 323; THEA 101 or THEA 208; one of the following: THEA 151, 152, 153, 156; THEA 210, THEA 400, and THEA 401.

Substantial contribution to theatrical productions at Mary Baldwin College is required of all majors.

Areas of Concentration (optional)

Acting/Directing: THEA 101, THEA 121, THEA 208, THEA 221, THEA 321, THEA 323, THEA 324

Arts Management/Theatre: see below

Theatre History/Literature: THEA 101, THEA/ENG 114, THEA/ENG 115, THEA 208, ENG/THEA 216, THEA/ENG 217, ENG/THEA 315

Theatre Practice: THEA 105, THEA 151, THEA 152, THEA 153, THEA 154, THEA 156

Senior Requirement

Successful completion of THEA 400 and an approved project registered as THEA 401 during the senior year.

Requirements for the Minor in Theatre

21 hours in theatre including THEA 101 or THEA 208, THEA 105, THEA 121, THEA/ENG 114, and at least one of THEA 151, THEA 152, THEA 153, or THEA 156. At least 6 hours must be taken with on-campus MBC faculty.

Requirements for the Major in Arts Management/Theatre

See Arts Management section of this catalog. Arts management/theatre majors are urged to select as electives computer science, journalism, literature, foreign language, history, aesthetics, logic, film, sociology of the arts, psychology, dance history, public relations, advertising, graphic design, and studio art.

Theatre Courses

101	Plays in Performance
105	Basic Theatre Production
111	Voice, Diction and Oral Reading
114	Introduction to Drama
115	Modern Theatre and Drama
121	Acting I
151	Scene and Light Design
152	Stagecraft
153	Stage Management
154	Stage Makeup
156	Stage Costume
206	Theatre Abroad*
208	London Theatre**
210	Problems in Production
216	Introduction to Shakespeare
217	Great Plays
218	Shakespeare in Context
219	Women in Theatre and Drama
221	Acting II
250	Playwriting I
265	Writer as Performer
277	Colloquium
315	Tudor-Stuart Drama
321	Acting III
323	Directing Methods
324	Directing Practicum
400	Seminar in Theatre
401	Senior Project

*Taught abroad during May Term in alternate years.

**Taught in London during May Term in alternate years.

Directed inquiries, teaching assistantships, and internships in theatre can be arranged on an individual basis.

Course Descriptions

101 Plays in Performance

(3 s.h.) Ristau

Introduction to theatre and drama through analyzing plays and viewing performances in professional, academic, and community theatres. No previous knowledge of theatre or drama is required. Course may be repeated for credit. Course fee is approximately \$175.

105 Basic Theatre Production

Fall (3 s.h.) T. Southerington

Students learn how to manage a production from play selection to final performance, from checklists to scale drawings, from soundmixer to lighting board. Extensive work in MBC productions is required. Useful background for technical courses and independent living beyond college, essential for aspiring technicians and prospective teachers. No previous knowledge is required.

111 Voice, Diction and Oral Reading

Fall (3 s.h.) Staff

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 weekly or more frequent readings to demonstrate progress toward their goals. A final examination reading demonstrates achievement during the course.

114 Introduction to Drama

(3 s.h.) Francisco, Ristau

Students learn a system of analysis and interpretation and apply it to significant classical and modern plays. They learn a system of critique for theatrical productions and apply it to college and professional performances. Also listed as THEA/ENG 114 in the English section of this catalog.

115 Modern Theatre and Drama

Fall (3 s.h.) Francisco

Students learn a system of analysis and interpretation and use it to deduce meanings in significant plays from about 1875 to the present. They see performances in Mary Baldwin College Theatre and in the Blackfriars Playhouse to consider meanings created through production choices. Also listed as ENG 115 in the English section of this catalog.

121 Acting I

Fall (3 s.h.) Ristau, T. Southerington

The first college-level acting course includes scenes and character analysis and acting exercises of Stanislavsky, Uta Hagen, and others. The studio course emphasizes scene work presented to the instructor and class for evaluation. No previous acting experience is required.

151 Scene and Light Design

(Alternate years) (3 s.h.) T. Southerington

Recommended: THEA 105

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. Useful to all students in theatre or design. Drafting supplies needed.

152 Stagecraft

(Alternate years) (3 s.h.) T. Southerington

Recommended: THEA 105

Methods of construction, painting, and handling of the basic elements of scenery. Projects include a set of working drawings for one setting and laboratory work in the college's scenery shop. Drafting supplies needed.

153 Stage Management

(Alternate years) (2 s.h.) Francisco

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.

154 Stage Makeup

Spring (Alternate years) (2 s.h.) T. Southerington

Design, planning, and execution of makeup for the stage, including period makeup and hairstyles, character makeup, and old-age makeup.

156 Stage Costume

Spring (Alternate years) (3 s.h.) T. Southerington

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.

206 Theatre Abroad

May Term 2007 (3 s.h.) Francisco

Prerequisites: Application by December 1, permission of instructor, and payment of course fees as scheduled. No previous knowledge of theatre or drama is required. Introduction to performing arts through readings, discussion, and study travel to theatres and performances abroad. Students will experience varied forms and styles as available: formal theatre, opera, ballet, circus, folk arts, street theatre. Students will visit museums, galleries, and historic theatres and sites. The course must be taken P/NC and may be repeated for credit.

208 London Theatre

May Term 2008 (Alternate years) (3 s.h.) T. Southerington

Prerequisites: Application by November 1 and permission of instructor

Study-travel in London, the world capital of English-speaking theatre, and Stratford-upon-Avon, Shakespeare's birthplace. 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.

210 Problems in Production

(Credit varies) Staff

Prerequisites: Course work or experience at MBC in the area of specialization and permission of instructor. No permission required for May Term

Directed experience in acting, designing, producing, or directing 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.

216 Introduction to Shakespeare

(3 s.h.) Kennedy

Prerequisite: one course from ENG 101, ENG 102, ENG 110, ENG 112, THEA/ENG 114, or ENG/THEA 115

For course description, see ENG/THEA 216 in the English section of this catalog.

217 Great Plays

Fall (Alternate years) (3 s.h.) Francisco

Prerequisite: THEA/ENG 114

Comparative study of great plays of the Western theatre, emphasizing dramatic forms that embody changing perceptions of the nature of humankind, especially the role of women in society. Of special interest to students of history, literature, languages, and prospective teachers. Also listed as THEA/ENG 217 in the English section of this catalog.

218 Shakespeare in Context

(Alternate years) (3 s.h.) Francisco

Selected plays of Shakespeare as blueprints for performance. Focus on the actors and troupes, playing places, material resources, and historical, economic, and theatrical conditions for which the plays were written. In groups, students will analyze a play of their choice and research and present a historical reconstruction of a performance.

Prerequisite: One course from ENG 101, ENG 102, ENG 110, ENG 112, THEA/ENG 114, or ENG/THEA 115.

219 Women in Theatre and Drama

Spring (Alternate years) (3 s.h.) Francisco

Students analyze a range of dramas by and about women and study women's contributions to the theatre from earliest times. Students examine changes over time in women's life roles, as they are reflected in dramas by men and women playwrights from the Greeks to the present. Each student reviews a selection of recent plays and makes recommendations as to their suitability for performance in MBC Theatre. Students also master a systematic method of play analysis and develop vocabulary in dramatic analysis and theatre history.

221 Acting II

Spring (3 s.h.) T. Southerington, Bessell

Prerequisite: THEA 121

Continued emphasis on scene work with the addition of monologues and audition pieces. A field trip to a professional production (approximate cost, \$35) may be required.

250 Playwriting I

May 2007 (Alternate years) (3 s.h.) Ristau

Students in this course will learn the fundamentals of writing for the stage. Beginning with detailed character creation, students will write monologues, advance to short scenes using dialogue between two or more characters, and then apply dramatic structure to longer pieces. The final for the course is to formally submit a completed and properly formatted final draft of a short play demonstrating an understanding of the principles discussed in class. Students will also be expected to read their work aloud in class, participate in supportive and constructive criticism of each other's work, and take advantage of public performance opportunities that might arise during the course such as No Shame Theatre (www.noshame.org).

265 Writer as Performer

May Term 2008 (Alternate years) (3 s.h.) Ristau

Prerequisite: THEA 101 or permission of the instructor

This course will focus on the creation of original performance pieces where the writer will be the principle performer. The course will have a strong writing component, taking ideas from various sources and guiding their development from initial inspiration to completed text. Rehearsal and critique in a workshop environment. Work will be prepared for performance with the input of the instructor, who will function as writing teacher, acting coach, and director.

277 Colloquium

May Term (3 s.h.) Staff

Focused, intensive study of a special topic, announced annually.

315 Tudor-Stuart Drama

(3 s.h.) Green

Prerequisite: at least one 200-level English course, excluding ENG 202, ENG 242 and ENG 251, or permission of instructor

For course description, see ENG/THEA 315 in the English section of this catalog.

321 Acting III

Spring (Alternate years) (3 s.h.) T. Southerington, Bessell

Prerequisite: permission of instructor

This course allows students accomplished in acting to work on their own level and concentrate on their own areas of difficulty or experience with specific emphasis on portfolio and audition. A field trip (approximate cost, \$35) to view a professional production may be required. This course may be repeated for credit.

323 Directing Methods

Spring 2007 (Alternate years) (2 s.h.) T. Southerington

Prerequisite: permission of instructor

The director's responsibilities and practices in play selection and analysis, casting, planning and coordination of technical elements, and conducting rehearsals and performances. Focus is 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.

324 Directing Practicum

May Term 2007 (Alternate years) (3 s.h.) T. Southerington

Prerequisites: THEA 323 and permission of instructor

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. The finished performance constitutes the final exam. The course may be repeated for credit.

400 Seminar

Spring (3 s.h.) Francisco

Prerequisite: senior standing

Analysis and comparison of plays and production practices from 5th-century Greece to the modern era, with emphasis on the role of the theatre as critic and analyst of human nature and society. Required of the theatre major; open to other students by permission of the instructor.

401 Senior Project

(3 s.h.) Staff

Prerequisites: senior status and permission of instructor

Women's Studies

Director: Martha Walker

Gender studies are an integral part of Mary Baldwin's core curriculum. Students with a special interest in the field may wish to pursue the minor in women's studies. Students wishing to major in women's studies may talk to their advisors or the director about the possibility of designing an independent major in women's issues.

Requirements for the Minor in Women's Studies

21 hours, including WS 100 and WS 200. At least nine hours from among the following:

ANTH 202	Women, Gender and Culture
ART 221	Women in the Arts
AS 251	Asian Women
BIOL/WS 252	Biology of Women
BUAD 250	Women in Management
COMM 285	Gender and Communication
ECON/WS 280	Women and Economics
ENG 237	Contemporary Fiction by Women
ENG/AS 239	Asian-American Women Writers
FREN 261	Role of Women in French Culture I
FREN 262	Role of Women in French Culture II
HCA 235	Women's Health Care Issues
HIST 203	Women in American History
HIST 346	European Women's History from 1700
MUS 218, 318	Women in Music
PHIL 231	Women and Philosophy
POLS 209	Women and Politics
PSYC 214	Psychology of Women
REL 231	Women and Religion
SOC 225	Sex Roles and Male-Female Relationships
SPAN 216	Women Writers in Spanish
WS 245	Women and Sport

Also, a maximum of six hours from the following courses:

ENG 377	Colloquium (when applicable)
HIST 213	United States: Democracy and Crisis
HIST 277	Colloquium (when applicable)
MUS 151	History of Jazz
MUS 152	History of Rock
PSYC 210	Child Psychology
PSYC 211	Adolescent Psychology
REL 202	Judaism, Christianity and Islam
SOC 110	Sociology of the Family
THEA/ENG 115	Modern Theatre and Drama

Women's Studies Courses

100	Focus on Women
200	Contemporary Feminisms and Gender Studies
245	Women and Sport
252	Biology of Women
277	Colloquium
280	Women and Economics

Directed inquiries in women's studies are available on request.

Course Descriptions

100 Focus on Women: An Introduction to Women's Studies

Fall 2007 (3 s.h.) Walker

This course 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?

200 Contemporary Feminisms and Gender Studies

Fall 2006 (3 s.h.) Walker

Prerequisite: WS 100 or permission of instructor

Why is any attempt to define one monolithic vision of feminism inadequate? This course will explore contemporary topics in women's studies and feminist theory as it examines various models of feminism. Participants will compare and contrast the principles of Marxist, psychoanalytic, essentialist, radical, and liberal feminism as they analyze the ways these ideologies enter into dialogue and debate with one another. The course traces the evolution of feminism thought and the articulation of Queer Theory as the structures from which current thinking on gender studies develops.

245 Women and Sport

Fall 2006 (3 s.h.) McCleaf

A review of the historical evolution of women in sport. This course will explore the diversity of sport and the women involved. The relationship of the sport experience to career and work will also be examined. An analysis of sport performance, philosophies of sport participation, gender comparisons, and media coverage will also be reviewed. Also listed as PHE 245 in the Physical and Health Education section of this catalog.

252 Biology of Women

(3 s.h.) Biscardi

Recommended: BIOL 111

For course description, see BIOL/WS 252 in the Biology section of this catalog.

277 Colloquium

280 Women and Economics

(3 s.h.) Klein

For course description, see ECON/WS 280 in the Economics section of this catalog.

World Languages, Literatures, and Cultures

ANTHROPOLOGY: Carrie B. Douglass

ARABIC: M. Yusri Zaro

*ASIAN STUDIES: Daniel Métraux (on Sabbatical leave,
Fall 2006)*

FRENCH: Anne McGovern, Martha Walker

JAPANESE: Yu Yoshida

RUSSIAN: Vladimir Garkov

SPANISH: Ivy Arbulú, Carrie B. Douglass,

Julie Garkov, Nelson Sánchez

The Department of World Languages, Literatures, and Cultures offers students a number of majors composed of two interrelated strands. One is the study of foreign language, with the aim of providing practical knowledge and use of the language. The possibilities for foreign language study at MBC are Arabic, French, Japanese, Russian and Spanish. The other strand is the study of foreign literatures and/or cultures, either through courses in a foreign language, or through Asian studies, Latin-American studies, and anthropology courses in English. Students can major or minor in French, Spanish, or Asian studies. Students may minor in anthropology and Latin-American studies.

Anthropology

Cultural anthropology is the study of contemporary and historically recent human societies. Describing and attempting to understand and explain cultural diversity are the major objectives of this field. The focus of this subfield is the concept of culture. Culture has been defined in a myriad of ways, but anthropologists emphasize that “culture” is the socially transmitted knowledge and behavior shared by some group of people. Culture — world view, beliefs, art, morals, law, custom, religion, values, economy — is learned while growing up in the group. Anthropologists are interested in the internal logic of each culture. They also point out that all humans are products of culture, and that all cultures are intrinsically valuable because they tell us something important about the potentialities and limitations of humans.

Anthropology Courses

120	Cultural Anthropology
121	Physical Anthropology and Archaeology
202	Women, Gender and Culture
208	Medical Anthropology
220	Language and Culture
244	Anthropology of Ritual and Symbol
277	Anthropology and Art
400	Senior Seminar

Requirements for the Minor in Anthropology

18 semester hours including ANTH 120 and 121; a minimum of nine hours from ANTH 202, ANTH 208, ANTH 220, ANTH 244, or any anthropology course from another college/university; and a minimum of three hours from AS/REL 212, AS 244, AS 246, AS 247, AS 248, AS 251, AS 253, AS 256, AS/SOC 270, FREN 261, FREN 262 FREN 255, POLS 249, SPAN 230, SPAN 231.

Course Descriptions

120 Cultural Anthropology

Fall 2006 (3 s.h.) Douglass

An introduction to the study of humans as culture-bearing animals. Through readings, films, lectures, and discussions students should come to an understanding of the extent of human diversity. A number of societies from around the world will be used to provide examples of different practices in regard to marriage, kinship, family life, uses of technology, religion, political organization and social stratification.

121 Physical Anthropology and Archaeology

Spring 2007 (3 s.h.) Douglass

This introductory course investigates the physical history of the human species, studying our closest living relatives, the primates (what it is that differentiates us from them), and analyzing fossil remains of early hominids. Participants 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

Fall 2007 (3 s.h.) Douglass

This course examines the almost universal fact of male/female asymmetry throughout the world. It covers the cultural construction of gender — i.e., the definition of “female” (and “male”) in many cultures, primitive as well as complex. The student will study the difference between authority and power, and women’s varying roles in both the domestic and public spheres cross-culturally, while questioning Western priority in the economic and political domains. Finally, it will consider the different things that “woman” symbolizes in many societies and how that is related to other cultural categories.

208 Medical Anthropology

Spring 2007 (3 s.h.) Douglass

This course discusses the difference between disease, a pathological condition, and illness, a culturally defined deviation from what is considered a normal, healthy state. It covers different ways (Western and non-Western) of

diagnosing and treating illness. Although the course is comparative, it emphasizes American culture. The student will look at illness from the point of view of different ethnic groups (i.e., Black, Hispanic, Asian), different social groups (rural poor, urban Pentecostals), different nationalities (American vs. English, French), and even from the differing perspective of men and women. The aim of the course is to place “science” within culture.

220 Language and Culture

Spring 2007 (3 s.h.) Douglass

Language is the human capability that makes us different from primates and other animals and was a key factor in our evolutionary success. This course is concerned with the complex relations between language and other aspects of human behavior and thought — i.e., culture. How does language filter reality and the natural environment? How is language used in various social contexts? How is language connected to status? To gender? The student will explore these issues in class through reading, lecture, film, and discussion.

244 Anthropology of Ritual and Symbol

Fall 2006 (3 s.h.) Douglass

This course explores the role of symbols — religious, mythic, aesthetic, political, and economic — in social and cultural processes, especially in rituals and ceremonies. The course focuses on the ways that symbols and rituals may be understood and what they say about the cultures that produce them. Examples from both simple and complex cultures will be studied. Topics include calendrical rites, rites of passage, sacrifice, magic, food symbolism, animal cults, political rituals and nationalism.

Anthropology and Art

May Term (3 s.h.) Douglass

The course emphasizes art in small-scale (contemporary) societies (sometimes called ethnic art or “primitive art”). It will include a survey of aesthetic productions of major areas throughout the world (Australia, Africa, Oceania, Native America). We will also read about and discuss such issues as art and cultural identity, tourist arts, anonymity, authenticity, the question of universal aesthetic canons, exhibiting cultures, the difference between the *bellas artes* and *arte popular*, and the impact of globalization on these arts. If possible, there will be visits to museums that specialize in this “art.”

400 Senior Seminar

(3 s.h.) Douglass

A required course for the Anthropology independent major. Students pursue research on a theme or issue of their choice that is approved by their thesis supervisor.

Students will join other discipline majors in the Foreign Languages, Literatures, and Cultures Department for one hour a week of class for directed research and thesis critique. The work culminates in two oral presentations and a finely written research paper, presented to all members of the department.

Arabic Courses

101	Beginning Arabic I
102	Beginning Arabic II
151	Intermediate Arabic I
152	Intermediate Arabic II

Course Descriptions

101, 102 Beginning Arabic

101 Fall, 102 Spring (4 s.h. each) Y. Zaro

This two-semester sequence is designed for those with little or no Arabic background. The course begins with the basics: learning the alphabet and sounds of Arabic language. Throughout the two semesters, students will develop a basic proficiency in writing, reading, listening, and speaking.

151, 152 Intermediate Arabic

151 Fall, 152 Spring (4 s.h. each) Y. Zaro

This two-semester sequence is designed to continue building the student’s proficiency in speaking, listening, reading, and writing Arabic. At the end of the course, students will have a basic understanding of Arabic and will be able to carry on everyday conversations and read schedules, pamphlets, and other texts of moderate difficulty.

Asian Studies

Asian studies is an interdisciplinary liberal arts major designed to give students an in-depth cultural, political, economic, and historical perspective of Asia. A variety of courses in related disciplines allows students to view Asia as a part of the emerging global community.

Mary Baldwin College has always had courses in Asian studies, and in the early 20th century was closely associated with two schools for women in Asia, one in China and the other in Korea. Although the schools were closed in the 1930s because of Japan’s invasion of the mainland, the college has maintained strong ties with Asia, and in the early 1980s established a sister-school relationship with Doshisha Women’s College in Kyoto, Japan. We also maintain ties with Tokyo Jogakkan, a women’s college in Tokyo, and Kansai Gaidai University in Osaka.

In addition to the major, the college also offers a minor in Asian studies. Students may spend a semester at Doshisha each fall and/or a semester or more at another institution in Asia.

Requirements for the Major in Asian Studies

Students are strongly encouraged to study in an Asian country, earning academic credit for at least three hours, either by enrolling in a recognized college in Asia for at least one semester, doing an externship in Asia or with an Asian company in the United States, or participating in a study tour of Asia (JPNS 250, Introduction to Asia).

41 semester hours of course work distributed as follows:

Language Requirement (14 semester hours)

At least one year of study of Japanese or another Asian language at the intermediate level or above depending on level of initial placement; or knowledge of a major Asian language at the intermediate college level.

Core Courses (6 semester hours)

AS 106 and AS/REL 212

Elective courses in Asian Studies

Courses selected from the following (12 semester hours or 18 semester hours if the language requirement was passed by meeting the language knowledge requirement above): REL/AS 213, ENG/AS 239, AS 244, AS 246, AS 247, AS 248, AS 250, AS 251, AS 253, AS 256, AS/INT/BUAD 258, AS/SOC 270, AS/REL 275, AS 277; JPNS 250. Students may substitute a maximum of three credits of Asian Studies electives by taking one of the following: BUAD 305; ECON 253 or ECON 254; INT 240; POLS 215.

Required Support Courses (6 semester hours)

Two courses in Anthropology, including ANTH 120 (Cultural Anthropology) and ANTH 220 (Language and Culture)

Senior Requirement (3 semester hours)

AS 400

NOTE: Students may earn up to three semester hours of electives credit by completing an internship in Japan, elsewhere in Asia, or with an Asian-related company or organization in the United States.

Students are strongly encouraged to participate in MBC's program at Doshisha Women's College or Tokyo Jogakkan in Japan and/or to spend one or more semesters at a recognized institution in Asia. Language and/or Asian Studies courses taken at these institutions may be applied toward the major.

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 hours of an Asian language at Mary Baldwin College or elsewhere must take up to 18 hours of electives.

Requirements for the Minor in Asian Studies

21 hours including AS 106 (Asian Civilizations) or AS/REL 212 (Asian Religions) and a total of 18 hours of Asian studies courses listed below. Study of an Asian language is highly recommended. Students may substitute one of the following three activities for 6 of the 18 elective hours: an internship in Japan or elsewhere in Asia; an internship with an Asian company/organization in the United States; or participation in JPNS 250 (Introduction to Asia), which consists of a May Term study trip to Asia. Students may substitute another major Asian language for Japanese by demonstrating competence in that language.

A native speaker of any major Asian language must take a minimum of six electives in Asian studies in addition to AS 106 or AS/REL 212.

Asian Studies Courses

106	Asian Civilizations
212	Asian Religions
213	Islam
239	Asian-American Women Writers
242	Modern Korea
244	Modern Middle East
246	Modern Japan
247	India and Pakistan
248	Southeast Asia
250	Traditional China
251	Asian Women
253	Modern China
255	Survey of South Asian Art
256	Newly Industrializing Countries of East Asia
258	Globalization and Its Impact on World Affairs
270	Australia and New Zealand
275	Buddhism
277	Colloquium on Asia
320	Peacemaking: Gandhi and Nonviolence
400	Senior Seminar
JPNS 101–102	Elementary Japanese
JPNS 151–152	Intermediate Japanese
JPNS 250	Introduction to Asia
JPNS 290, 390	Advanced Japanese

Course Descriptions

106 Asian Civilizations

Spring 2008 (3 s.h.) D. Métraux
Survey history of East Asia, South Asia, and Southeast Asia from early 1600s to present.

212 Asian Religions

Fall (3 s.h.) D. Métraux or Staff
A study of the historical religions and philosophies of

India, China, and Japan. Particular attention will be given to Hinduism, Buddhism, and Islam in India and Pakistan; Taoism, Confucianism, Legalism, and Buddhism in China; and Shintoism, Confucianism, Buddhism, and the new religions of Japan. Also listed as AS/REL 212 in the Philosophy and Religion section of this catalog.

213 Islam

May Term 2008 (3 s.h.) Owen

For course description, see REL/AS 213 in the Philosophy and Religion section of this catalog.

239 Asian-American Women Writers

Fall (3 s.h.) Grotjohn

Prerequisites: one course from ENG 101, ENG 102, ENG 110, ENG 112, THEA/ENG 114 or ENG/THEA 115

For course description, see ENG 239 in the English section of this catalog.

242 Modern Korea

Fall 2007 (3 s.h.) D. Métraux

Study of the emergence of the modern Korean state from the end of the Yi dynasty through the present division of the country. Particular emphasis on the economic and political evolution of South Korea from poverty and dictatorship to prosperity and democratic government.

244 Modern Middle East

Fall 2007 (3 s.h.) D. Métraux

Modern political, economic, and cultural history of Israel, Egypt, Saudi Arabia, Syria, Iraq, Iran, and other neighboring states. Preceded by a brief study of Islamic and Jewish civilizations.

246 Modern Japan

Spring 2008 (3 s.h.) D. Métraux

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

Spring 2008 (3 s.h.) D. Métraux

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

248 Southeast Asia

Fall 2008 (3 s.h.) D. Métraux

Twentieth-century political, economic, and cultural history of Vietnam, the Philippines, Burma, and Southeast Asia with an emphasis on the wars in Indochina through 1975 and developments in the 1980s and 1990s. Preceded by a brief cultural history of the region.

250 Traditional China

2008-2009 (3 s.h.) D. Métraux

Study of Chinese culture and history through 1644.

251 Asian Women

Spring (3 s.h.) D. Métraux

Study of the social, cultural, political and religious roles of Indian, Chinese, Korean, Middle Eastern, Southeast Asian and Japanese women past and present.

253 Modern China

Spring (3 s.h.) D. Métraux

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

255 Survey of South Asian Art

Offered as needed to ADP students (3 s.h.) Richardson

Recommended: AS/REL 212 and sophomore standing

This course covers the art, architecture, and culture of South Asia. Focus on India and its artistic tradition and its influence in Southeast Asia and the rest of the continent.

256 The Newly Industrializing Countries of East Asia

Offered as needed to ADP students or as an on-campus tutorial. (3 s.h.) D. Métraux

Modern political, economic, and cultural history of Korea, Taiwan, Singapore, and Hong Kong with an emphasis on political and economic development.

258 Globalization and Its Impact on World Affairs

Spring 2007 (3 s.h.) D. Métraux and D. Clark

Introduction to the concept of globalization and its economic and political impact on selected countries and regions. Also listed as INT 258 and BUAD 258. For ADP students.

270 Australia and New Zealand

Spring 2007 (3 s.h.) D. Métraux, D. Stuhlsatz

Comparative analysis of the history and cultures of Australia and New Zealand including native peoples. Also listed as AS/SOC 270 in the Sociology section of this catalog.

275 Buddhism

Spring 2008 (3 s.h.) D. Métraux, B. Dorman

A study of the teachings of the original Buddha and of the Hinayana (Theravada) and Mahayana schools of Buddhism, followed by an analysis of the socio-political role of Buddhism in contemporary Asia. Also listed as AS/REL 275 in the Religion section of this catalog.

277 Colloquium

(1–3 s.h.) D. Métraux, Staff

Colloquia focus on specialized areas or themes in Asian studies.

320 Peacemaking: Gandhi and Nonviolence

(3 s.h.) Owen

For course description see PHIL/REL 320 in the Philosophy and Religion section of this catalog.

400 Senior Requirement

Spring (3 s.h.) D. Métraux

A required course for Asian studies majors. Students pursue research on a theme or issue chosen by the department. Some class time is devoted to work directed by members of the Asian studies discipline; other class time is devoted to sharing the progress and results of research with other department majors. The work culminates in an oral presentation and research paper in English.

French

Requirements for the Major in French

39 semester hours total: 33 semester hours in French, including FREN 201–202, FREN 400; at least 12 credit hours from the following: FREN 241, FREN 242, FREN 251, FREN 252, FREN 261, FREN 262, and the remainder in upper-level French electives. Study in a French-speaking country for at least one month, earning academic credit for at least one course: FREN 255 or other program at the same level of required proficiency and chosen in consultation with the French faculty. In addition, six semester hours in Anthropology, including ANTH 120 and ANTH 220.

Requirements for the Minor in French

18 hours in French, including FREN 201–202, plus 12 additional semester hours beyond FREN 152. FREN 205 and FREN 230 are strongly encouraged, as is FREN 255. Note that FREN 141 and FREN 170 are taught in English and do not count towards the minor.

Senior Requirement

Each major will be required to complete a senior project consisting of an oral presentation and a research paper in French as well as a presentation in English to the department.

French Courses

101	Beginning French I
102	Beginning French II
141	Francophone Literature in Translation
151	Intermediate French I
152	Intermediate French II
153	La Révolution Française
154	French Play in Performance

170	Francophone Women Writers
201	Introduction to French Culture through Film
202	Introduction to Francophone Cultures
203	Everyday French
205	Writing in French
215	Spoken French
230	Contemporary French Culture
241	Readings in French I
242	Readings in French II
251	Survey of French Civilization I
252	Survey of French Civilization II
255	May Term in France
261	Role of Women in French Culture I
262	Role of Women in French Culture II
400	Senior Seminar

Course Descriptions

French 101, 102 Beginning French

(4 s.h. each) McGovern, Staff

This two-semester sequence is designed for those with little or no French. The emphasis is on learning French in order to use it. Through exercises, dialogs, skits, and controlled and creative writing, the student will develop a basic proficiency in speaking, listening, reading and writing.

141 Francophone Literature in Translation

(3 s.h.) McGovern

This course offers literary study of a selection of French language works in translation. Topics will vary, and may focus on first-person narratives, genre studies, etc. Literary works will represent France and other French-speaking regions of the world. The course is conducted in English.

151, 152 Intermediate French

(4 s.h.) Walker

This two-semester sequence 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.

153 La Révolution Française

(1 s.h.) McGovern

This course is designed for those students who are enrolled in HIST 243 and who want to pursue a project related to the French Revolution. Students choose a topic of interest — such as songs of the Revolution or ceramics containing Revolutionary images — and they research and share the results of their research in class discussion. The student must be enrolled in HIST 243 at the same time, and must have completed FREN 152 or the equivalent. This course is conducted in French.

154 French Play in Performance

2007 (3 s.h.) Walker

Prerequisite: FREN 152 or equivalent

Together, class will read and study a short, contemporary French play, which will then be performed at the end of May Term. Class time will be spent discussing, then rehearsing, building, etc., in preparation for the performance. Those who do not want to be on stage will have an opportunity to research and build appropriate sets, costumes, and props as well as to write the program.

170 Francophone Women Writers

(3 s.h.) McGovern

This survey course of modern francophone women's literature, conducted in English, includes works from North and Sub-Saharan Africa, the Caribbean, and Canada. Among the authors studied are Assia Djébar, Mariama Bâ, Maryse Condé, Simone Schwarz-Bart, and Anne Hébert. Major themes of the course are the search for identity and the role of language and writing in discovering and/or asserting cultural and gender identities.

201 Introduction to French Culture through Film

(3 s.h.) Walker

For students who have studied French for three or more years in high school or for two years in college. This course uses well-known French films paired with literary texts to introduce students to contemporary French culture and its historical underpinnings. Students will develop the principles of film study and textual analysis as well as developing their French-language skills in reading, writing, listening, and speaking. A systematic grammar review will also be a feature of the course.

Introduction to Francophone Cultures

(3 s.h.) Walker

Prerequisite: French 201 or equivalent. This course is an introduction to French-speaking areas of the world including Québec, the Caribbean and Northern and Western Africa. Through literature, current events, and multi-media sources, students explore major Francophone regions and progress to an advanced level of performance in reading, writing, listening, and speaking. The course also continues the review of grammatical structures begun in French 201.

203 Everyday French

(3 s.h.) Walker

A total immersion experience in language learning. Emphasis will be on the practical uses of French: in everyday conversation, in letter writing, in the reading of popular magazines, and in movies. The course will be oriented toward oral use of the language and will include phonetics as well as conversation practice. The class will

meet in an area that will serve as headquarters for many of the varied activities planned. English will not be used at all. Little formal grammar instruction.

205 Writing in French

(3 s.h.) Walker

Students will receive intensive practice in writing French. Frequent writing assignments and analysis of short French texts will allow students to increase grammatical and idiomatic precision and to develop awareness of stylistics. Students will develop their own personal style by keeping a journal and by writing letters, short essays, and descriptive passages. Prerequisite: French 202/permission of the instructor.

215 Spoken French

(2 s.h.) McGovern

Prerequisite: Must be enrolled or eligible to enroll in a course no lower than FREN 151

This course provides the student at the intermediate- or advanced-level experience in practical, everyday, spoken French beyond that which time allows in the regular course meetings. It may be taken along with one of those courses (FREN 151, FREN 152, FREN 201, FREN 202) or independently of them. This course may be taken more than once, and may be taken only on a P/NC basis.

230 Contemporary French Culture

2006 (3 s.h.) McGovern

Prerequisite: FREN 152 or equivalent

This course is designed to provide the student with basic knowledge of the geography and political and social structures of contemporary France, and to acquaint her with issues of concern to the French today.

241, 242 Readings in French

2006-2007 (3 s.h.) McGovern, Walker

Prerequisite: FREN 202 or equivalent

During each semester a different theme, author, or genre will be treated. The three major aims of this course: (1) to enable the student to come to an appreciation and understanding of a number of texts in French; (2) to provide the opportunity for the student to increase her linguistic competence; (3) to improve the student's ability to read critically. This course is conducted entirely in French. If the content changes, students may take these courses more than once.

251, 252 A Survey of French Civilization

(3 s.h. each) McGovern, Walker

Prerequisite: FREN 202 or equivalent

A survey of the masterpieces of French literature, studied in the context of other manifestations of culture contemporaneous with them, such as architecture, painting, music,

and the history of both great events and daily life. The aims of the course are to develop an understanding and appreciation of French civilization, to sharpen language skills, and to study the impact of such factors as gender and class on culture. First semester is devoted to the Middle Ages, the Renaissance, and the Classical Period. Second semester covers the 18th, 19th and 20th centuries. Course is conducted entirely in French.

255 May Term in France

2008 (3 s.h.) Walker

Prerequisite: Intermediate FREN 152

Students will spend three weeks in Paris studying French theatre and attending performances. There will be field trips and walking tours, including trips to monuments, museums, gardens, and châteaux. Additional charge for this course beyond MBC tuition.

261, 262 The Role of Women in French Culture

(3 s.h.) McGovern, Walker

Prerequisite: FREN 202 or equivalent

Women have had an important but often ignored role in the social, political, religious and artistic life of France. This course will enhance the student's understanding of French history and culture by examining the contributions of women in these fields. In order to put these figures into context, participants will also examine the conditions and status of women in general in the periods studied. In the first semester, women's roles from the Middle Ages through the 18th century will be examined. In the second semester, the 19th and 20th centuries will be discussed. Course is given in French. Also listed as WS 261–262.

400 Senior Seminar

(3 s.h.) Walker

A required course for all French and French-combined majors. Students pursue research on a theme or issue approved by the department. One hour a week is devoted to work in French directed by members of the French discipline; the department class is devoted to sharing the progress and results of research in English with other foreign language and Asian Studies majors. The work culminates in two oral presentations (French and English) and a research paper in French.

Japanese Courses

101	Beginning Japanese I
102	Beginning Japanese II
151	Intermediate Japanese I
152	Intermediate Japanese II
246	History of Modern Japan
250	Introduction to Japan
290, 390	Advanced Japanese

Course Descriptions

101, 102 Beginning Japanese

(4 s.h. each) Yoshida

An introduction to the Japanese language with emphasis on understanding, speaking, reading, and writing. Students will be introduced to the kana writing system.

151, 152 Intermediate Japanese

(4 s.h. each) Yoshida

Students who have completed JPNS 101–102 may continue to develop skills of reading, writing, and speaking of Japanese.

246 History of Modern Japan

(3 s.h.) D. Métraux

For course description, see AS 246.

250 Introduction to Asia

May Term 2008 (3 s.h.) D. Métraux

A three- to four-week study course and tour of historical and cultural sites in Asia and Australia.

290, 390 Advanced Japanese

Offered on a tutorial basis. (3 s.h.) Yoshida

Advanced grammar, reading, writing, and speaking of Japanese.

NOTE: While there is no Japanese major, there is 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. See Asian Studies course descriptions.

Russian Courses

101	Beginning Russian I
102	Beginning Russian II
105	May Term in Russia

Course Descriptions

101, 102 Beginning Russian I, II

2005–2006 (Alternate years) (3 s.h. each) V. Garkov

Intended for students with no previous training in Russian, course provides elementary instruction in the language. Equal emphasis on grammar and development of aural/oral reading proficiency in simple everyday situations. In addition, students have the opportunity to analyze some classic works of Russian literature in translation and through film.

105 May Term in Russia

May Term (3 s.h.) V. Garkov

Students travel via Moscow to St. Petersburg to study the main aspects of Russian culture and language. With the

instructor as their Russian-speaking guide, students visit museums, palaces and monuments of artistic and historic significance, attend cultural performances, and visit schools, hospitals, etc. An important part of the program is the interaction with local students. All travel and other expenses abroad (approximately \$1,800) including air fare are in addition to the regular MBC tuition. This course is open to students with no previous instruction in the Russian language as well as to students who have already taken RUS 101 or RUS 102.

Directed inquiries, teaching assistantships, and internships in foreign languages are available on an individual basis.

Spanish

Requirements for the Major in Spanish

39 semester hours total, 18 hours in the following: SPAN 201–202, SPAN 218, SPAN 400, ANTH 120 (Cultural Anthropology) and ANTH 220 (Language and Culture). In addition, students must complete 12 hours in one of the following emphases:

Peninsular: SPAN 230, SPAN 245, SPAN 325, and one course from the Latin-American offerings.

Latin-American: SPAN 231, SPAN 244, SPAN 324, and one course from the Peninsular offerings.

The remaining nine semester hours can be chosen from electives: SPAN 205, SPAN 210, SPAN 216, SPAN 227, and SPAN 241.

Students are required to study in a Spanish-speaking country for at least one month, earning academic credit for at least one course (SPAN 218 or equivalent).

Requirements for the Minor in Spanish

18 semester hours total. All Spanish minors are required to take 15 semester hours in the following courses: SPAN 201–202, SPAN 205, SPAN 216, and SPAN 230 or SPAN 231. In addition, students must complete three semester hours in one of the following electives: SPAN 210, SPAN 218, SPAN 227, SPAN 241, SPAN 244, SPAN 245, SPAN 324, SPAN 325, and either SPAN 230 or SPAN 231, if not taken as a requirement. SPAN 218 is strongly recommended.

Spanish Courses

101	Beginning Spanish I
102	Beginning Spanish II
150	Spanish Conversation
151	Intermediate Spanish I
152	Intermediate Spanish II

201	Advanced Spanish I
202	Advanced Spanish II
205	Spanish Composition
210	Advanced Spanish Conversation
215	Let's Talk about Movies
216	Women Writers in Spanish
218	May Term Abroad
227	U.S. Latino Literature and Culture
230	Spanish Culture and Civilization
231	Latin-American Culture and Civilization
241	Topics in Hispanic Literature
244	Approaches to Latin-American Literature
245	Approaches to Spanish Literature
324	20th-Century Latin-American Fiction
325	Spanish Literature of the Golden Age
400	Senior Seminar

Course Descriptions

101,102 Beginning Spanish

101 Fall, 102 Spring (4 s.h. each) J. Garkov, N. Sánchez
An introductory course designed to teach the student the basics of Spanish language. The goal of this two-semester sequence is to develop a student's proficiency in Spanish of the four basic skills: listening, speaking, writing, and reading. This course has been created for students who have never studied Spanish before, and for students who have taken one year of Spanish in high school. SPAN 101A is restricted to true beginners — i.e., those with no Spanish in high school or college.

150 Spanish Conversation

May Term Abroad 2007 (3 s.h.) Staff

The student who is at an early stage of language study will have an opportunity to concentrate on the development of aural-oral skills in everyday situations. Extensive use will be made of videos and audio tapes. Class conducted in Spanish.

151, 152 Intermediate Spanish

151 Fall, 152 Spring (4 s.h. each) N. Sánchez, J. Garkov
Prerequisite: SPAN 102 or equivalent

This two-semester sequence will continue teaching the student the essentials of Spanish grammar and vocabulary. The goal of this year-long course is to improve and consolidate the student's listening, speaking, writing, and reading skills in order to enable her to achieve an intermediate level of proficiency. This course has been created for students who have taken 2–3 years of Spanish in high school. Students who register for this course should be acquainted with the present, preterit, and imperfect tenses; subject and object pronouns; know the difference between “ser” and “estar”; know how to use reflexive verbs; and have a basic Spanish vocabulary.

201, 202 Advanced Spanish

201 Fall, 202 Spring (3 s.h. each) Arbulú

Prerequisite: SPAN 152 or equivalent (SPAN 201 is prerequisite for 202)

Intensive grammar review and amplification of knowledge of grammatical principles to enable the student to achieve greater accuracy and idiomatic flavor in the use of both oral and written language. Particular emphasis will be given to developing reading and writing skills. Regular practice in controlled and free conversation.

205 Spanish Composition

Spring 2007 (3 s.h.) Arbulú

Prerequisites: SPAN 201 or permission of instructor

This course is designed to develop the student's abilities in composition tasks that reflect the kind of writing they are generally asked to perform as Spanish majors or minors. Students will receive extensive practice in writing Spanish. Special attention will be given to developing strategies for planning, developing, and organizing a writing assignment from the first to the final draft. Students will also read different kinds of short texts, which will act as springboards of discussion and analysis of a given topic and style. These readings also serve as models of the types of writing assignments they are expected to perform.

210 Advanced Spanish Conversation

May Term Abroad 2007 (3 s.h.) Staff

Prerequisite: SPAN 202 or the equivalent

This class is for the serious student of Spanish who has a good grasp of basic grammar and can already engage in simple conversations concerning everyday situations. Intensive oral training designed to help the student achieve more sophisticated expression in Spanish, along with good pronunciation and intonation and a reasonable degree of speed.

215 Let's Talk about Movies/ *Hablemos de Cine*

May Term 2007 (3 s.h.) Arbulú

Prerequisite: SPAN 152

A Spanish conversation course for students who have intermediate or advanced Spanish skills and who are interested in developing or improving their speaking and listening skills. We will watch a selection of films from Latin America and Spain and we will discuss them in class. The films provide an excellent example of natural language in context as well as daily-life stories of different Hispanic people; the focus of our conversations will be an examination of the language and culture of the movie. Students will learn to develop understanding techniques, identify different regional accents, and should acquire an advanced level speaking skill.

216 Women Writers in Spanish

Fall 2006 (3 s.h.) Arbulú

Prerequisite: SPAN 202 or the equivalent

This course focuses on the works of outstanding contemporary women writers from Spain and Latin America. Literature will be treated analytically, as a source of present-day vocabulary and idioms, and as material for conversation and composition.

218 May Term Abroad

(3 s.h.) Arbulú, Douglass

Prerequisite: permission of instructor

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 regular MBC tuition.

227 U.S. Latino Literature and Culture

May Term (3 s.h.) Arbulú

In this course students learn about the three main Hispanic communities in the United States: Chicanos, Puerto Ricans, and Cuban Americans. Students read, analyze, and comment on fictional and non-fictional texts from each of these Latino groups in the United States. To complement the readings and to foster class discussion, students watch and discuss several movies that deal with Latino issues. Students are required to write short reaction papers and a term paper, and to complete a final comprehensive exam. The course is taught in English. Spanish majors or minors who wish to count this course as an elective for the major or minor are required to write their term essay in Spanish.

230 Spanish Culture and Civilization

Fall 2007 (3 s.h.) Douglass

Prerequisite: SPAN 202 or the equivalent

This course is designed to acquaint students with Spanish geography, with the broad outline of Spanish history, and with the major works of art and architecture of each period. Special attention will be given to contemporary Spain, tracing many of its major problems to their roots in the country's past. The course is taught in Spanish, and students will be expected to use the language in classroom recitation and in written work. In both areas students will be given constructive guidance as they seek to achieve greater accuracy of expression.

231 Latin-American Culture and Civilization

Fall 2006 (3 s.h.) Douglass

Prerequisite: SPAN 202 or the equivalent

This course introduces the student to some central themes of the history, geography, art, and cultures of Central and

South America. Indigenous, as well as Spanish, cultures will be examined. Emphasis will be on the diversity of cultures found in the area. This course is taught in Spanish, and students are expected to use the language in the classroom and in written work. In both areas, students will be given constructive guidance as they seek to achieve greater accuracy of expression.

241 Topics in Hispanic Literature

(3 s.h.) Arbulú

Prerequisite: permission of instructor

The topic dealt with during a given semester will be 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 given in Spanish.

244 Approaches to Latin-American Literature

Fall 2006 (3 s.h.) Arbulú

Prerequisite: SPAN 202

This course introduces students to literary analysis through close readings and interpretation of representative works by major Latin-American literary figures. Throughout the course students will read and analyze texts from the four basic genres: narrative, poetry, drama, and essay. The objectives are to teach students how to advance from reading for comprehension to reading for interpretation; teach students the technical vocabulary of the Hispanic literary critic; and acquaint students with different critical methods with which to approach and interpret literary texts.

245 Approaches to Spanish Literature

Fall 2007 (3 s.h.) Arbulú

Prerequisite: SPAN 202

This course introduces students to literary analysis through close readings and interpretation of representative works by major Spanish literary figures. Throughout the course students will read and analyze texts from the four basic genres: narrative, poetry, drama, and essay. The objectives are to teach students how to advance from reading for comprehension to reading for interpretation; teach students the technical vocabulary of the Hispanic literary critic; and acquaint students with different critical methods with which to approach and interpret literary texts.

324 20th Century Latin-American Fiction

Spring 2007 (3 s.h.) Arbulú

Prerequisite: SPAN 202 and SPAN 205

Students will read and analyze the novels and/or short stories of writers such as Borges, Carpentier, Rulfo, Cortázar, Fuentes, Vargas Llosa, and Garvía Márquez,

among others. Through the reading of these works and of critical texts, students will acquire an understanding of the historical development of Latin-American narrative from the emergence of “fantastic literature” and the so-called “magical realism” to the New Novel of the “boom” and the “post-boom.” Students will inquire insight into important aspects of Latin-American culture.

325 Spanish Literature of the Golden Age

Spring 2008 (3 s.h.) Arbulú

Prerequisite: SPAN 202 and SPAN 205

The literary works in poetry, prose, and drama of the Spanish Golden Age (16th and 17th centuries) play a pivotal role in Hispanic literature; its study is fundamental to understanding the literary tradition of Spanish language. Students read works of authors such as Cervantes, Lope de Vega, Calderón, Garcilaso, Fray Luis de León, Santa Teresa, San Juan de la Cruz, Góngora, and Quevedo. Students will acquire insight into important aspects of the Spanish Renaissance.

400 Senior Seminar

(3 s.h.) Arbulú

A required course for all Spanish and Spanish-combined majors. Students pursue research on a theme or issue of their choice that is approved by their thesis supervisor. One hour a week of class is devoted to work in Spanish directed by members of the Spanish discipline; the second hour is devoted to sharing the progress and results of research in English with other foreign language and Asian Studies majors. The work culminates in two oral presentations (Spanish and English) and a research paper in Spanish.

Latin-American Studies

Latin America is an important geo-political and cultural area of the world. In the Latin-American studies minor, students will integrate many perspectives on this area: politics, culture, history, art, economics, literature, and language. This minor gives students an opportunity to specialize and focus on Latin America in a coherent and directed way.

Requirements for the Minor in Latin-American Studies

Students wishing to minor in Latin-American studies must take the following required nine semester hours: POLS 249, SPAN 231, and ART 204 or ART 209.

In addition, students must take nine semester hours from the following electives: ECON 210, ECON 232, ECON 253, POLS 215 (all with paper on Latin-American topic), SPAN 215, SPAN 218, SPAN 244, SPAN 324 or LAS 290 (Independent Study). 18 semester hours total.

GRADUATE STUDIES

Master of Arts in Teaching

www.mbc.edu/mat

Director: Carole C. Grove

Assistant Director: Susan Britton

Advisors: Irving Driscoll, James Harrington, Pamela R.

Murray, Roderic Owen, Tamra Willis

The Mary Baldwin teacher is ...

an inquiring and reflective learner, a well-educated professional who brings forth the best in all students.

We support this by ...

modeling and encouraging inquiry and reflection; integrating theory, practice and liberal arts; and providing opportunities for individual exploration within a collaborative environment.

Overview

The Master of Arts in Teaching (MAT) is designed to offer realistic, practical preparation for and enrichment of classroom teaching through a balanced program of liberal arts and professional studies. All courses focus on inquiry — the processes by which students and teachers ask questions, study, and learn about human experience. The program integrates study of liberal arts content with examination of appropriate and useful methods of inquiry, teaching, and learning.

The program is designed to accommodate both advanced study for practicing teachers and fulfillment of requirements for pre-K–6 and 6–8 teacher licensure. In addition, students can earn initial licensure for working with exceptional students in the following areas: Learning Disabilities, Emotional and Behavior Disorders, and Mental Retardation. An add-on endorsement is available in Gifted Education. All of these areas are for pre-K–12 settings. MAT Track II is designed for the professional educator not seeking state licensure. Those already holding certification, or working in private education, museums, nature centers and other educational settings, may opt to earn a master's degree through this program.

To be recommended for teacher licensure, students must complete all program requirements and receive the MAT.

The program offers close contact with faculty members and advisors and extensive observation and hands-on experience in the classroom. All courses are team-taught by graduate faculty members and classroom teachers who serve as “teaching partners.” Courses are offered throughout the calendar year, including a full complement of courses during the summer. The program is

nonresidential and available on MBC's Staunton campus and at three regional centers: Charlottesville, Richmond, and Roanoke.

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 to those who meet the established standards. Students who seek the MAT 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

Individuals who possess bachelor's degrees from accredited institutions are eligible to enroll in courses as special students. Special students need not apply for admission to the graduate program. No financial aid services are provided to special students. Teachers seeking recertification credits may enroll as special students. No more than three courses may be taken in any five-year period. Students enrolled as undergraduates or postgraduate teacher certification students at Mary Baldwin College may be permitted to take up to two MAT courses as special students. They must receive permission from the MAT director.

Admission Requirements

- 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, English, U.S. history and mathematics.
- An academic major in the arts and sciences or an appropriate discipline (or interdisciplinary major)
- College algebra and English composition or the equivalent
- 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.
- Passing Praxis I scores.

Full Admission

Students who meet all admissions requirements will be admitted to the MAT 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.

Conditionally admitted students are permitted to enroll in up to three MAT courses to establish program-based evidence of their ability to perform in a graduate program. Conditional students must minimally achieve a 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 will not continue for more than three successive semesters. The program director may permit students who have been conditionally admitted because they have not yet completed college algebra to continue to enroll, provided they maintain a minimum GPA of 3.0 in their MAT course work and have scheduled college algebra. Students will not be allowed to enroll in IN 601 (Inquiry in Mathematics) until they have completed college algebra.

Admission Process

Applicants to the Master of Arts in Teaching program must submit the following to the MAT Office at Mary Baldwin College:

- Application for admission/enrollment
- Official transcripts of all post-secondary work
- Praxis I scores
- Two letters of reference from professional educators (including higher education faculty and administrators) and/or employers, public school faculty and administrators who have observed/supervised the applicant in instructional, tutoring, training or guidance roles
- A goal-statement essay
- Application fee

An interview is suggested and may be required.

Admissions decisions are made by the MAT Educational Policies Committee. The MAT director will inform applicants, in writing, of their admission status and the date of the next orientation.

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 individual may be denied admission to the MAT 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 state program admission requirements.

PROCEDURES FOR MOVING FROM CONDITIONAL TO FULL ADMISSION STATUS

The program director will monitor the progress of conditional students, reporting to the MAT Educational Policies Committee on conditional students' progress at the end of each semester. Course grades, course instructors' assessment of students' writing and speaking skills, and professional qualities evaluations will be considered in this review. Within two weeks of that review, the director will inform students, in writing, of the committee's recommendations regarding their status: continue their status, admit to full degree-seeking status, request students withdraw from program.

Transfer Credit

The MAT program accepts up to six hours of transfer credit only if all the following conditions are met:

- The MAT director determines on the basis of catalog and course materials submitted by the student that the course content is identifiable with the college's MAT 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.

Because MBC's MAT program is different from many other graduate education programs, the student is responsible to determine in advance of enrollment whether courses taken in the 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.

The program does not accept or offer credit for out-of-class learning through prior learning credit, correspondence courses, independent study, learning contracts, or credit by examination.

Tuition and Fees

Tuition for all courses in the MAT program is \$388 per semester hour in the 2006–2007 academic year. In addition, the following fees apply:

Application	\$40
* Re-Enrollment	\$50
Graduate Student Fee	\$40/semester
Graduation	\$100

*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. A student who does not enroll in new work in any semester, including the summer session, must pay a re-enrollment fee of \$50.

Students who do not enroll in MAT courses for three consecutive sessions (or one calendar year) will be considered “inactive” and will no longer receive mailings from the MAT office. Inactive students who wish to re-enter the program should indicate so in writing to the MAT director.

Records of inactive students who wish to re-enter the program will be reviewed by the MAT Student Status Committee, which will consider 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.

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.

The Virginia Tuition Assistance Grant is available for full-time study (nine semester hours). Student loans are available for half time study (six semester hours). (See MAT aid chart.) To qualify for aid, students must be accepted in the MAT 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.

Orientation

Students are required to participate in an orientation prior to enrollment. New students receive notice of orientation in their admission letters.

Requirements for the Degree

- Completion of 18 semester hours in liberal arts inquiry courses:
 - Inquiry in the Arts
 - Humanities
 - Social Sciences
 - Natural Sciences
 - Mathematics
 - Meaning and Purpose: The Foundations of Teaching
- Completion of 21 semester hours in professional studies courses:
 - Inquiry into Human Growth, Development, and Diversity
 - Thoughtful Assessment of Students
 - Instructional Strategies for Inquiry-based Classrooms
 - Integrated Approach to Language Arts
 - Applications/Internship
 - Seminar
- Demonstrated knowledge of health/wellness, audiovisual materials/techniques, computer applications, arts/crafts, drug abuse education. Competence in these areas is acquired through program workshops or otherwise and demonstrated by test or completion of required activities.
- Participation in at least two graduate seminars each year of enrollment. Students are exempt from this policy during their student teaching semester.
- Satisfactory completion of a final project that synthesizes thoughtful, analytic responses to courses and to the applications/internship teaching experience
- 3.0 GPA in program, satisfactory oral and written language skills, satisfactory performance on professional qualities standards
- Participation in required student and program evaluations

AID FOR WHICH MAT 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
Virginia TAG (state)	full-time	none	Special TAG application to college by July 31 prior to entrance. Not need based.
Subsidized Stafford Loan (federal)	full-time half-time	monetary repayment	Apply through college. Borrow from lender. Need based.
Unsubsidized Stafford Loan (federal)	full-time half-time	monetary repayment	Apply through college. Borrow from lender. Not need based.

- Passing standardized tests required by the Commonwealth of Virginia (e.g., Praxis) is a graduation requirement for everyone except those already licensed to teach in Virginia.
- Demonstration of technology competency by completion of the Computer Competency checklist.

Practicum Requirement

MAT students seeking the initial teaching license (or a new level of endorsement on a current license) must complete a minimum of 30 hours of practicum each fall and spring semester they are enrolled, prior to Applications. Students spend this time working 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 activities and reflections upon the classroom experiences. Students should refer to the "Practicum Guidelines Handbook" for additional information on this requirement.

Academic Policies

Academic policies applicable to MAT students are published in this catalog. Other statements of program policies are maintained in the program director's office. Policies may be amended at any time by the graduate faculty, who determine the date at which amended policies become effective.

The completion requirements for each student are those in effect on the date of first enrollment as a degree-seeking student.

Students are required to report address and telephone number changes to the registrar and to the MAT director.

Exemption from Policy

Students may petition for exemption from academic policies. The request form includes the recommendation of the student's advisor. Petitions are granted only for cause, and only with the approval of the MAT Faculty Educational Policy Committee. A petition for exemption from or modification of a completion requirement may be granted only by the graduate faculty.

Sequence of Courses

Each MAT student's advisor recommends a sequence of courses which takes into account the student's preparation and educational needs.

MAT students may not enroll in Applications/Internship until they have completed all other program requirements.

Course Enrollment Priorities

MAT students are enrolled in courses according to the following priorities: candidates for the MAT first, followed by

fully admitted degree-seeking MAT students, conditional students, and special students.

Grading

The grading symbols used by the college's MAT program are as follows:

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

Grade point equivalents are:

A	=	4.0
A-	=	3.7
B+	=	3.3
B	=	3.0
B-	=	2.7
C	=	2.0
F	=	0

A 3.0 GPA is required to graduate from the MAT program.

The grade point average is determined by dividing the total grade points earned by the total semester hours credit attempted in the MAT program. Transfer courses are not included in the GPA.

Students must maintain a cumulative GPA of 3.0 in MAT 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 the Mary Baldwin College MAT 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 and/or ED 610 (Applications).

EXAMINATIONS, INCOMPLETE, GRADE REPORTS, GRADE CHANGES

The determination of whether students will be required to take final examinations is the sole province of the teaching team of each course. Similarly, they will determine when and the circumstances under which the examination is to be completed, as well as the weight of the examination in determining course grades. These guidelines as well as other course requirements will be provided to students in the course syllabus at the first class meeting of the course

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 teaching team and the approval of the program director and the dean of the college. Work must be completed by the end of the next semester. In unusual circumstances, such as prolonged illness, the program director and dean may extend the time. If the work is not completed within the time specified when the Incomplete is granted, or within the explicitly authorized extended time, a grade of "F" will be recorded.

Students requesting a grade change must make such requests initially to the teaching team of the course. Students must initiate the grade change request/contest within one week of the distribution of the official grade report for the course. The teaching team will then communicate in writing its recommendation to the MAT 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, teaching team whose grade is being contested, and two other graduate faculty members will review the case and approve or disapprove the change.

Official grade reports, including cumulative averages, will be distributed after the conclusion of the fall semester and the May Term, and at the conclusion of the Summer Session. The report distributed following the May Term will include work completed during the spring semester.

Add-Drop Procedures

A graduate student may drop a course without penalty prior to the second meeting of the class. A course may be dropped for medical or providential reasons at any time, upon approval of the director. The program director in consultation with the teaching team will determine 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 teaching team.

Tuition refunds will be consistent with the pro-ration policy explained in this catalog.

Auditing Courses

Audits are not available in the MAT program.

Advising

Each graduate student is assigned an advisor who is a member of the graduate faculty. The advisor assists the student in course selection, meeting competency require-

ments, enrolling and participating in Saturday seminars, and preparing 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 graduate faculty and administration on request or as necessary.

Academic Progress

Degree-seeking MAT students are required to maintain a 3.0 GPA. 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 MAT Educational Policies Committee, which may place the student on probation for a stated period, attach conditions to the probation, or dismiss the student. To be removed from probation or to complete the degree, a student must fulfill any conditions attached to the probation.

A student who has been dismissed for academic reasons may, after one calendar year, reapply for admission to the degree program. The MAT Educational Policies Committee will review the student's application for readmission as well as the applicant's previous performance and the reasons for dismissal; the committee may request additional information from the applicant and his/her references, and from other relevant professional and educational sources. The MAT Educational Policies Committee's decision will be communicated to the applicant.

Professional Qualities Evaluation

Graduate faculty advisors and the program director will review all students' professional qualities evaluations as well as students' 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 they will request a review by the MAT Educational Policies Committee. The request for review may be accompanied by a recommendation to the committee that the student be placed on warning or probation. The MAT Educational Policies Committee will review the student's file and determine what his/her continuing status should be, what conditions will be placed on the student, or whether the student should be dismissed.

Admission to Candidacy

To determine whether students are making satisfactory progress toward the degree, the MAT Educational Policies Committee evaluates the progress of each student who has completed 18 semester hours including at least two liberal arts courses. This review will include the student's professional qualities evaluations. Students must attain passing scores on all three tests of Praxis I (Reading, Writing, and Mathematics) prior to admission to candidacy.

Prior to each student's admission to candidacy status, instructors of all courses except Applications and Seminar rate as satisfactory or unsatisfactory the student's performance in the written and oral English components of the course, separately. The criteria for the ratings are provided in each course syllabus. Only degree candidates may enroll for Applications and Seminar.

Students who meet the following standards will be 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

The MAT Educational Policies Committee will review all students who are eligible for candidacy. They will determine whether each student should be admitted to candidacy, admitted with conditions, or rejected for candidacy.

Each student who is admitted to candidacy with conditions must meet with her/his advisor and design a plan for remediation or otherwise addressing the conditions. The plan, together with a timeline for completing it, must be presented to the program director no later than the beginning of the semester following the candidacy review.

Students rejected for candidacy will be advised regarding their further enrollment in the program.

Honor System

The provisions of the college's Honor System apply to MAT students. Students are responsible to understand the provisions of the Honor System and to seek information from professors as to the application of the Honor Code to course activities.

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 MAT program.

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.

Moral and Ethical Responsibility

MAT 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, teaching, or other activities connected with the college and/or its programs.

Code of Conduct

The provisions of the college's Code of Conduct apply to MAT students.

Course Descriptions

INQUIRY COURSES

IN 577 Special Topics in Graduate Study

(Credit varies)

On an occasional basis, this course is offered to explore topics related to graduate education.

IN 601 Inquiry in Mathematics

(3 s.h.)

Prerequisite: college algebra

The purpose of this course is to help students develop mathematical habits of mind. Those who successfully complete the course will be able to: (1) communicate mathematical ideas effectively through precise use of mathematical terminology and symbols, through oral and written expression, and through translation of mathematical ideas from concrete to abstract form, and vice versa; (2) solve non-routine problems through the use of experimentation and common methods of reasoning (deduction, induction, analogy); and (3) communicate the value of mathematics to their students, in part through application of an enhanced knowledge of the role of mathematics in the history of civilization.

The content of the course is normally chosen from number systems and number theory, estimation and measurement, geometry, graph theory, probability, and statistics. Specific topics are selected for appropriateness to mathematics education or to provide examples of specific types of mathematical thinking.

IN 603 Inquiry in Social Science

(3 s.h.)

Inquiry in the social sciences examines the types of questions social scientists ask about the human experience, institutions and interactions, and the methods of inquiry they use to investigate those questions. This is often pursued through a course-long look at a particular conceptual theme (e.g., economic development, democracy) or the work of a particular social scientist. The

course also explores the range of understandings and skills youngsters should develop when participating in these investigations. The course seeks to cultivate a conceptual framework that the graduate students can use when they plan and teach social studies.

IN 605 Inquiry in Natural Science

(3 s.h.)

Students will investigate the nature of science and the processes involved in the creation of scientific knowledge. Several topics from biological and physical sciences will be explored through readings, discussions, activities and investigations. The guided discovery method of teaching science, involving hands-on experiments and active-learning techniques, will be emphasized as an approach to learning and teaching science. Additional class activities will include the use of multimedia technology and computer software. Students will learn to develop their own activities and create an integrated unit appropriate to their grade level interest and based on effective teaching/learning techniques and strategies.

IN 607 Inquiry in the Humanities

(3 s.h.)

The humanities present a statement about the human condition, an inquiry into its timeless values and elements and into the time-conditioned expressions of those values. This inquiry is concerned with “evidence” but is not quantitative in its methods; the humanities are concerned with the communication of an idea as modified by the artistic or aesthetic means by which it is presented: poem, painting, film, musical composition, or literature.

The humanities are concerned not so much to “define” emotions/principles/ideas as to study the ways they are conveyed in different artistic/linguistic embodiments. Accordingly, the humanities encompass a multiplicity of cultures, genres, and modes of expression. The humanities are concerned with producing things worth communicating; they are about learning to understand, appreciate, and enjoy the experience of this communication, about learning to participate in the expression of experiences unlike our own, learning to participate in the other.

Ultimately, inquiry into the humanities presupposes the enduring constants in the “human condition” across both cultural and chronological chasms. It affirms that these constants are worth exploring by all who implicitly share in them and that this cooperative endeavor contributes fundamentally to the “examined life.”

Throughout the course, students are invited to consider ways in which youngsters can be encouraged to participate in these inquiries.

IN 609 Inquiry in the Arts

(3 s.h.)

Students use formal and contextual analysis to understand and interpret works of art, including the visual arts, music, theatre, and dance. Participants seek to understand and appreciate works of art (1) as formal constructions in which meaning resides in selection and arrangement of materials and in 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. Secondary attention is given to the nature of creativity, goals of arts education, arts resources and activities for children, and incorporating arts study in elementary classrooms discretely and in coordination with language arts, history, social studies, and other areas. Students manifest their learning in oral presentations, papers, and demonstration lessons.

IN 611 Meaning and Purpose:

The Foundations of Education

(3 s.h.)

The course draws upon a number of different disciplines, including philosophy, history, sociology, and literature, in familiarizing students with key concepts and methodologies applicable to the study of meanings and purposes of education. Goals of the course include the development and refinement of one’s own philosophy of education, the identification and evaluation of underlying assumptions about human nature and knowledge implicit in any educational system, a deeper understanding of the moral dimensions of teaching and schools, and familiarity with the historical and social contexts within which school-related decisions are and have been made. Contemporary issues such as multicultural understanding, good citizenship, moral education, and critical thinking skills may be examined.

IN 620 Inquiry into the Legal Issues of Exceptionality

(3 s.h.)

This course provides historical insight to the laws and other legal mandates that have influenced development of educational programs for students with a wide range of exceptionalities. Special topics will address The Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and The Javits Act. In addition, this course will include study of international perspectives on political processes surrounding exceptionality as organizational systems that support educational programs. This course will also address important qualities and skills that are essential for leadership. Students will examine and develop leadership skills in conflict resolution/mediation,

leadership styles, decision-making, and professional ethics. Further, students will meaningfully participate in numerous activities designed to develop and enhance their leadership abilities in order to become effective advocates and committed, ethical, and persuasive leaders in the field of special education.

IN 625 Advanced Inquiry for Diverse Learners
(3 s.h.)

This course prepares educators to consider the wide range of diversity present in schools today. Discussions and research topics will focus on issues related to working with the full continuum of exceptional students, including the gifted and talented, students with limited English proficiency, and those from diverse socio-economic environments. Included in this course are strategies for differentiating the curriculum to meet the needs of a diverse student population and school and community resources that support learning.

IN 626 Environment-Based Learning
(3 s.h.)

Using the natural and socio-cultural environment as a context for learning in all subject areas, this course extends the concept of inquiry-based learning to the students' own environment. Environment-based learning is a natural way to engage K-8th grade students in hands-on, problem-solving studies that are both real and relevant to their worlds. The course will focus on using a school's surroundings and local community as an interconnecting, organizing theme for the study of math, science, reading, social studies, art, and all areas of learning. By using the students' personal and community environment as a context, educators will learn how to create invisible lines across discipline areas and design lessons that promote learning for all students.

IN 627 Contemporary Learning Theory
(3 s.h.)

This course applies contemporary research on brain theory to learning. Topics will include ways to engage learning processes that involve the entire physiology of the student. In addition, this course covers the role of challenge, perception, patterning, and spatial memory as part of learning. The underlying concept that each brain is unique will provide the fundamental concepts of differentiated curriculum.

IN 628 Public Policy in Education
(3 s.h.)

As a study of educational governance, 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. Using current legisla-

tive 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.

PROFESSIONAL EDUCATION COURSES

ED 577 Special Topics in Graduate Study
(Credit varies)

On an occasional basis, this course is offered to explore topics related to graduate education.

ED 601 Inquiry into Human Growth, Development, and Diversity

(3 s.h.)

Students will focus on children's development during the elementary/middle school years. Cognitive development, pragmatic and linguistic aspects of language, and socio-emotional well being in childhood will be explored. Relevant socio-cultural contexts will include schools, families (e.g., the effects of daycare and divorce), and society as a whole. Overall patterns of development as well as individual differences will be examined. Students will investigate ethnic differences and similarities, at-risk populations, and gifted children; they also will explore intervention strategies and will learn to apply current research to the enhancement of individual children.

ED 603 Thoughtful Assessment

(3 s.h.)

With an awareness of currently developed standards of learning, curriculum criteria, and scoring rubrics, students will focus on getting children interested in tasks leading to good citizenship, allowing children some choice, and help them learn to set their own goals and assess their own progress. Students will focus on the children's work, developing criteria, assessments and tests appropriate to the children's interests and levels of development. Students will get an historical under-

standing of the development of tests and assessments and the different functions they can serve, as well as undergoing a variety of tests and assessments themselves and reflecting on their uses and limitations. Students will have a working knowledge of the norm and criterion referenced tests currently used in the school systems. They also will be aware of how these tests are used to place students, and how classroom assessments should be geared to individual differences.

ED 605 An Integrated Approach to the Language Arts

(3 s.h.)

Students will learn to regard the language arts (reading, writing, literature study, speaking, listening) as an integrated whole. They will examine theories of language acquisition and development as they relate to the language arts curriculum, and will consider ways to individualize instructional strategies to meet the individual learner's developmental and educational needs. Specific instructional approaches to be discussed include balanced reading instruction, whole language, literature-based reading instruction, the Language Experience Approach, and a process approach to writing instruction. Emphasis will be placed in integration of language arts with other curricular areas, and on nurturing and encouraging critical thinking in children.

ED 607 Instructional Strategies for Inquiry-based Classrooms

(3 s.h.)

This course focuses on effective inquiry-oriented classroom teaching. Teaching teams model an approach whereby adult learners discover new knowledge through experiences incorporating reflection and discussion. The learning experiences are intended to help students inductively develop a clear definition of "inquiry" and, by extension, "teaching through inquiry." The course assists learners in developing pedagogical skills in the areas of managing the classroom, developing instructional goals and objectives, writing lesson and unit plans, and assessing student progress. Graduate students are provided with a range of instructional options from which to choose when working with a variety of children.

ED 609 Student Teaching: Elementary

(6 s.h.)

For MAT students seeking their initial Virginia teaching license through this program, student teaching requires a (minimum) 10-week placement in a classroom within the grade level range of the endorsement level in which they are seeking licensure. Within each such placement, the MAT student is required to assume full "teacher"

responsibility for the class for a minimum of five consecutive weeks, and accumulate a minimum of 150 clock hours of direct instruction experience.

Students must successfully complete all other program requirements prior to ED 609/610/614.

ED 610 Student Teaching: Middle Grades

(6 s.h.)

For MAT students seeking their initial Virginia teaching license through this program, student teaching requires a (minimum) 10-week placement in a classroom within the grade level range of the endorsement level in which they are seeking licensure. Within each such placement, the MAT student is required to assume full "teacher" responsibility for the class for a minimum of five consecutive weeks, and accumulate a minimum of 150 clock hours of direct instruction experience.

Students must successfully complete all other program requirements prior to ED 609/610/614.

ED 611 Seminar

(2 s.h.)

Seminar provides graduate students the opportunity to explore with other students the insights and understandings they gain throughout the program in the Student Teaching (ED 609/610) or Professional Development Project (ED 612) experience. During the seminar, students critically analyze their own teaching and prepare a written and oral presentation and analysis of an instructional unit they have created and taught. ED 611 is to be taken concurrently with ED 609/610 or ED 612, and ED 613.

ED 612 Professional Development Project

(3 s.h.)

ED 612 is taken in lieu of ED 609/610/614 by students who are certified teachers and who are not changing or adding to their certification areas. The course provides an opportunity for certified teachers to complete an independent project that is their capstone experience in the MAT program. The project is planned with the student's advisor and supervised by a committee of three members of the graduate faculty. Certified teachers will need to complete a 3 s.h. elective with program approval.

ED 613 Reflective Synthesis Project

(1 s.h.)

In this course, students who are completing the program will reflect on their entire MAT experience and share the understandings they have gained through course work, practica, and student teaching. This is the context in which students formulate their final project — a coherent expression of what being an inquiring teacher

has come to mean, and what it means both conceptually and practically to cultivate inquiry in students. Students may register for this course up to three times. ED 613 is to be taken concurrently with ED 609/610/614 or ED 612, and ED 611.

ED 614 Student Teaching: Special Education

(6 s.h.)

For MAT students seeking their initial Virginia teaching license through this program, student teaching requires a (minimum) 10-week placement in a classroom within the grade level range of the endorsement level in which they are seeking licensure. Within each such placement, the MAT student is required to assume full “teacher” responsibility for the class for a minimum of five consecutive weeks, and accumulate a minimum of 150 clock hours of direct instruction experience.

Students must successfully complete all other program requirements prior to ED 609/610/614.

ED 615 Gifted Education Field Experience

(1 s.h.)

This field experience is for certified teachers seeking an add-on endorsement in Gifted Education. This practicum/field experience shall include a component of 45 instructional hours of successful teaching experience with gifted students in a heterogeneously grouped (mixed ability) classroom or a homogeneously grouped (single ability) classroom.

ED 622 An Integrated Approach to the Characteristics of Exceptionality

(3 s.h.)

This course will develop an understanding of the needs and characteristics of students with learning disabilities, emotional disturbance, mental retardation, giftedness and other health impairments. Topics include pervasive development disorder and Asperger Syndrome as well as students with overlapping exceptionalities. The roles of labels in exceptionality will be included, leading toward a holistic perspective of difference. Emphasis will be placed on collaborating with other entities, including paraprofessionals and agencies responsible for educational programs for exceptional students. Students will examine various forms of verbal, nonverbal, and written communication skills, as applied to collaborative processes.

ED 623 Advanced Studies of Gifted Education

(3 s.h.)

Beginning with a historical background of gifted education, students will develop a working understanding of the needs and characteristics of individuals with giftedness. Multiple perspectives on intelligences will be discussed along with current issues in the field of gifted education.

Identification, holistic assessment models and strategies, alternative programs, and options in delivering appropriate services will be emphasized leading to an approach that aims toward self-actualization for students with giftedness.

ED 624 An Inquiry Approach to Differentiated Curriculum

(3 s.h.)

An overall approach to the principles of differentiated learning. Students will acquire knowledge of diverse learning needs through curriculum development, skill development plans, assessment, and flexible planning and grouping. Connections among conceptual, curricular and emotional issues will also be addressed. This course must be taken in the final semester prior to Student Teaching/Research.

ED 630 Technologies to Advance Learning

(3 s.h.)

This course investigates the application of contemporary technologies to advance teaching and learning. Students will be exposed to a wide variety of media and technological resources in this class and will develop learning plans that demonstrate an understanding and application of the course objectives.

ED 632 Integrated Research

(6 s.h.)

Prerequisite: ED 630

This is the culminating experience of the MAT – Track II program. Working with their advisors, students will identify an issue in their own instructional settings and develop a thesis for research. Through comprehensive scholarly study, the student will present conclusions that offer innovation or resolution to their research question.

ED 633 Research Internship

(3 s.h.)

This is a twelve-week field placement in which students participate in an internship that supports their individual research projects. This can be done in the summer, fall, or spring semester. Students should consult with their advisors regarding appropriate internships. All internship placements will be approved and arranged through the MAT Office.

Master of Letters/Master of Fine Arts in Shakespeare and Renaissance Literature in Performance

www.mbc.edu/shakespeare

Director: Frank R. Southerington

Executive Director, American Shakespeare Center:

Ralph Alan Cohen

Jacquelyn Bessell, Mary Hill Cole, Marlena Hobson, Sara

James, Colleen Kelly, Sarah Kennedy,

Todd Ristau, Terry Southerington

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), in Shakespeare and Renaissance Literature in Performance. No candidate may proceed to the MFA without having first completed the MLitt. 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 is designed to offer a combination of stagecraft and scholarship, offering concentrations in acting, directing, and teaching. Each concentration is founded on a common group of core courses, ensuring mastery of Shakespeare and his works, 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 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 classroom and laboratory 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 to Mary Baldwin College agree to abide by the rules, regulations, and standards set by the college. Students who seek the MLitt and MFA 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 non-discrimination, student privacy rights, and other important provisions.

NOTE: Post Baccalaureate Teacher Licensure (PBT) is offered through the academic outreach program of MBC'S

Adult Degree Program. It is not part of the MLitt/MFA program. Students can also earn initial Virginia Licensure in K-12 Theatre or Secondary English through the 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, and Writing, 5.0)
- An interview and/or audition with the MLitt/MFA Admissions Committee.

Transfer credit will be accepted only on a case-to-case basis subject to the discretion of the program director. No more than six hours may be transferred, with a grade of "B" or better, in a course or courses equivalent to those offered by the program.

Admission Process

Applicants to the MLitt/MFA program must submit the following to the MLitt/MFA Office of 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 MLitt/MFA Admissions Committee. The program director will inform applicants, in writing, of their admission status and the date of the next orientation.

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 individual may be denied admission to the MLitt/MFA 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 M./Litt. may be approved as candidates for the MFA.

Orientation

Students are required to participate in an orientation prior to enrollment. New students receive notice of the orientation date in their admission letters.

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 the progress of any conditional student, reporting to the MLitt/MFA Educational Policy Committee of 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

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 MLitt/MFA director determines on the basis of catalog and course materials submitted by the student that the course content is identifiable with Mary Baldwin's MLitt/MFA curriculum.
- 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.

Because MBC's MLitt/MFA program is different from many other graduate programs, the student is responsible to determine in advance of enrollment 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 drop deadline, a determination that courses are not transferable is not grounds for refund of tuition or fees.

The program neither accepts nor offers credit for out-of-class learning through prior learning credit, correspondence courses, independent study, learning contracts, or credit by examination.

In exceptional cases, exemption from or credit for curriculum requirements may be granted to students with significant professional experience. A student wishing to apply for this option should submit a request to the Program Director, with a supporting portfolio. The portfolio must include a sample of the student's recent writing. The Director, in consultation with the relevant course instructor(s), will make a recommendation to the MLitt/MFA Educational Policy Committee for a decision, either to grant or deny the request. Where course exemption is granted, the committee may require the substitution of an appropriate Directed Inquiry.

Special Students

Individuals who possess bachelor's degrees from accredited institutions 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.

Degree Requirements

MASTER OF LETTERS (M. LITT.)

The Master of Letters (MLitt) degree requires a minimum of 34 semester hours, with concentrations in:

Acting OR
Directing OR
Teaching

For each concentration the following core courses are required:

REN 500	Shakespeare	4 s.h.
REN 520	Shakespeare's History	3 s.h.
	or REN 550	

REN 530	Verse, Text, and Performance	3 s.h.
REN 540	The Elizabethan Stage in Theatre History	3 s.h.
REN 550	Social History of Early Modern England	3 s.h.
or REN 520		
REN 558	Acting I	3 s.h.
	Total Core	16 s.h.

Acting Concentration

Required Core:

REN 555	Voice	3 s.h.
REN 556	Movement	3 s.h.

Directing Concentration

Required Core:

REN 510	Drama Texts	3 s.h.
REN 553	Directing I	3 s.h.
REN 554	Shakespeare's Theatre	3 s.h.

Teaching Concentration

Required Core:

REN 510	Drama Texts	3 s.h.
REN 551	Classroom Staging	3 s.h.
REN 557	Shakespeare's Contemporaries	3 s.h.

Entering students are also required to take REN 501: Graduate Writing Seminar.

The M.Litt Degree Project

All candidates for the MLitt degree must complete REN 700, the Final Project for the MLitt degree. The project, which must be regularly supervised by a member of the program faculty and approved by the program director, consists of a thesis, a staged presentation in support of the thesis, and an oral defense before an examining panel of at least three faculty members. Credit is awarded for the course, REN 700, but the project is assessed separately and its completion determines the award or withholding of the degree. For full details of the final project and its administration, students should consult their *Student Handbook* and the **Thesis Proposals and Enrollment** paragraph below.

Students who intend to proceed to the MFA degree should consult the MFA requirements below to ensure that they meet all prerequisites for the MFA.

Progress towards the degree normally requires an enrollment of at least nine hours per year. However, students receiving financial aid should ensure that they maintain the minimum requirements for aid, usually nine hours per

semester. Typically, students complete the MLitt degree in two years; the maximum permitted time is five-and-a-half years from the initial registration in the program. Students completing their MLitt project who have completed all other courses required for the degree (including REN 700) may enroll for REN 701, MLitt Research (see also **Tuition and Fees**).

MASTER OF FINE ARTS (MFA)

The Master of Fine Arts (MFA) degree is the terminal degree in practical theatre. *No students may complete the MFA at Mary Baldwin College without having completed the MLitt degree with a minimum GPA of at least 3.3.* 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/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.

Requirements

- A minimum of 63 hours (including hours earned for the MLitt)
- A concentration in Acting or Directing
- An internship of 3 s.h.– 6 s.h.
- The MFA degree project.

Each concentration has its own prerequisites, earned during the completion of the MLitt

For the Acting Concentration

REN 558	Acting I	3 s.h.
REN 660	Acting II	3 s.h.
REN 555	Voice	3 s.h.

One form of Movement:

REN 556	Movement	3 s.h.
REN 640	Combat	3 s.h.

An audition is required for entry to the MFA with a concentration in Acting.

For the Directing Concentration

REN 553	Directing I	3 s.h.
REN 650	Directing II	3 s.h.
REN 630	Design and Choreography	3 s.h.
REN 554	Shakespeare's Theatre	3 s.h.

An interview is required for entry to the MFA with a concentration in Directing.

The MFA Degree Project

All MFA candidates must complete REN 800, Final Project for the MFA. The project, which must be regularly supervised by a member of the program faculty and approved by the program director, consists of a thesis, a staged presentation in support of the thesis, and an oral defense before an examining panel of at least three faculty members. Credit is awarded for the course, REN 800, but the project is assessed separately and its completion determines the award or withholding of the degree.

For details of the final project and its administration, and for variations in its requirements, students should consult the MFA advisor, their *Student Handbook* and **Thesis Proposals and Enrollment** below.

The maximum period for the completion of the MFA degree is seven years from the initial registration in the MLitt/MFA program. Students completing their final project who have satisfied all other course requirements for the degree (including REN 800) may enroll in REN 801, MFA Research (see also **Tuition and Fees**).

Thesis Proposals and Enrollment

The final exercise for the degree is a project, consisting of:

- a thesis
- a staged performance in support of or exemplifying the thesis, and
- a one-hour oral defense before three examiners.

Students may enroll for their final project after they have completed 21 s.h. of coursework towards the MLitt degree or 45 s.h. towards the MFA, *and* when their proposal has been approved by the following process:

Students submit a formal proposal for their degree, obtain the consent of an appropriate faculty member to act as project supervisor, and two other faculty to act with the supervisor as examiners. 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 for the MLitt; REN

800 for the MFA). A grade is awarded for the coursework 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 the performance. It is also advisable to prepare for work on the thesis by taking an exploratory Directed Inquiry; and it is extremely unwise to leave preparation of the thesis until the student's final semester.

After completion of the oral defense, a thesis may be: accepted without revision; accepted conditionally, in which case the examiners will specify the revision or addition required; rejected. In the case of a rejection, the student may 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.

Advising

On entering the program, each student is assigned an advisor, a member of the M.Litt/MFA Educational Policy Committee. 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 particular 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.

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 MLitt/MFA program director by the end of the second week of the term in which they expect to graduate.

Time Limit for Completion

Students seeking the MLitt degree are required to complete the program within 5 ? calendar years from the date of initial registration; the limit for the MFA degree is seven years from the date of initial registration.

Shakespeare and Renaissance Literature in Performance Courses

Core Courses:

REN 500	Shakespeare	4 s.h.
REN 501	Graduate Writing Seminar	1 s.h.
REN 510	Drama Texts	3 s.h.
REN 520	Shakespeare's History	3 s.h.
	or REN 550	
REN 530	Verse, Text, and Performance	3 s.h.
REN 540	The Elizabethan Stage in Theatre History	3 s.h.
REN 550	Social History of Early Modern England	3 s.h.
	or REN 520	
REN 558	Acting I	3 s.h.

Concentrations:

See MLitt and MFA requirements.

Electives:

REN 577	Studio	3 s.h.
REN 590	M. Litt. Directed Inquiry	
REN 601	Music	3 s.h.
REN 602	Studies in Art and Architecture in Renaissance England	3 s.h.
REN 620	Audience Studies	3 s.h.
REN 630	Design and Choreography for the Renaissance Stage	3 s.h.
REN 635	Movement II	1.5 s.h.
REN 640	Combat	3 s.h.
REN 650	Directing II	3 s.h.
REN 660	Advanced Acting for the Elizabethan Stage	3 s.h.
REN 665	Careers in the Professional Theatre	3 s.h.
REN 675	Elizabethan Costume	3 s.h.
REN 680	Gender on the Elizabethan and Jacobean Stage	3 s.h.
REN 682	Playwriting	3 s.h.
REN 686	Clown	3 s.h.
REN 690	MFA Directed Inquiry	
REN 700	Final Project for the MLitt	3–6 s.h.
REN 701	MLitt Research***	
REN 710	Acting III (MFA only)	3 s.h.
REN 720	Directing III (MFA only)	3 s.h.
REN 730	Portfolio (MFA only)	3 s.h.
REN 800	Final Project for the MFA	3 s.h.
REN 801	MFA Research***	
	Internships	Variable Credit

NOTE: MLitt and MFA students completing research for their project or dissertation after the completion of other course requirements (including REN 700 and REN 800), must maintain their enrollment by registering for REN 701 and REN 801 during each additional semester

Course Descriptions

REN 500 Shakespeare

(4 s.h.)

This is a course designed 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, Elizabethan staging, the main issues of textual transmission, and the facts surrounding the life of the author. *Required for each concentration.*

REN 501 Graduate Writing Seminar

(1 s.h.)

Required of all entering students.

A seminar to expand and enhance the writing skills of the first-year graduate student, in preparation for research papers and the degree thesis. Assignments derive from the components of the research paper required for REN 500.

REN 510 Drama Texts

(3 s.h.)

This course provides an in-depth study of the way a script evolves. Students will look at the history of play-writing and play-making to understand how the plays are written. Students will learn how to read both explicit and implicit stage directions, and how playwrights organize their scene structures and cast their plays. Although emphasis will be on plays from the English Renaissance, the course will include classic Greek and Roman plays, works from the Commedia dell'arte, the Spanish Golden Age, Moliere and Racine, 19th-century melodramas, improv works, and film and TV screenplays. *Required for the Directing and Teaching concentrations.*

REN 520 Shakespeare's History

(3 s.h.)

This course looks at the history of England with an emphasis on the period covered by Shakespeare's history plays and on Shakespeare's own era. We will pay special attention to the Wars of the Roses, Henry VIII's wives and reign, the life and court of Elizabeth I, rebellions and invasions, and the Stuart Court of James I. *Required for each concentration (or REN 550).*

REN 530 Verse, Text, and Performance

(3 s.h.)

This course examines the verbal tools which Shakespeare and his fellow playwrights used to convey meaning to an audience. Students will study the mechanics of scanning verse before exploring in detail the ways in which these playwrights used verse forms, meter, and rhyme to guide actors and directors. The course will pay special attention to early modern English vocabulary and the poetic fashions, and their connection to contemporary English.

Students will learn to read both explicit and implicit stage directions in the text. *Required for each concentration.*

REN 540 The Elizabethan Stage in Theatre History
(3 s.h.)

This course is a comparative study of the history of the world's stages, but will stress the architecture, organization, economics, and customs of the Elizabethan and Jacobean theatres. *Required for each concentration.*

REN 550 Social History of Early Modern England
(3 s.h.)

A topical approach to explore some of the significant aspects of daily life in England between 1450 and 1650. Students will focus on such topics as the structures of power and authority, family life, the roles of women and men, urban life in London, rural life in country houses, and popular religion. *Required for each concentration (or REN 520).*

REN 551 Classroom Staging
(3 s.h.)

This course concentrates on ways to teach dramatic literature, particularly Shakespeare, through performance in class. Students will learn how to turn a classroom into a laboratory for the exploration of a play. The course will offer future teachers both theoretical and practical knowledge of how students learn through performance, their own and others'. *Required for the teaching concentration.*

REN 553 Directing I
(3 s.h.)

This course explores the principles and practice of directing actors. It covers: developing a vision for the play that frees rather than inhibits the genius of the text; balancing an actor's art with a director's vision; and helping actors to find, nourish, and sustain their own interpretations of their work. The course also deals with such practical issues as casting, blocking, scheduling, and running rehearsals. *Required for the directing concentration.*

REN 554 Shakespeare's Theatre
(3 s.h.)

This course provides an in-depth look at the architecture and theatrical conventions of Shakespeare's theatre. Among the subjects to be covered will be the architecture and design of theatre spaces, the organization of the acting companies, acting conventions, the composition and configurations of audiences, and the pacing and presentation of plays. *Required for the directing concentration.*

REN 555 Voice
(3 s.h.)

This course teaches future actors how to get the most range, power, and endurance out of their vocal instruments. Students will learn how to adjust their voices for a variety of acoustic conditions, how to conserve the breath during long speeches, and how to alter their voices for the purposes of playing a different age, gender, or regional or other accent. The course pays special attention to the demands of challenging acoustics and competing sound, and to the maintenance of healthy voices. The course will also include work in choosing and using American accents that carry connotations approximating the British accents in Shakespeare's works. *Required for the acting concentration.*

REN 556 Movement
(3 s.h.)

This course teaches students how to use their bodies on stage. Students learn how posture and stance communicate character to an audience. They learn exercises to promote agility and flexibility. The course may also teach students the fundamentals of a variety of Renaissance dances and give them a basic repertory of equivalent modern dance steps. *Required for the acting concentration.*

REN 557 Shakespeare's Contemporaries
(3 s.h.)

The work of playwrights in the Elizabethan and Jacobean periods. While the course revolves around English playwrights, Continental writers will also be considered. The course, concentrating on the textual ambience in which these playwrights wrote, 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. *Required for the teaching concentration.*

REN 558 Acting I
(3 s.h.)

The course introduces students to a variety of acting techniques from among Stanislavski, Uta Hagen, Laban, Alexander, Bogart, Grotowski, and others. Emphasis on improvement of basic skills through character analysis and scene study, towards the synthesis of mind, voice, body, and the understanding of acting as a collaborative art.

REN 577 Studio
(3 s.h.)

Individual actors and directors work together to develop their specific approach to classical texts, while they benefit from the shared practices of other class

members. Usually focusing on a single text, open rehearsals take place in class time, followed by group discussions that address the “process” as well as the “product.” Previous acting or directing experience or the permission of the instructor is normally required.

REN 590 MLitDirected Inquiry

REN 690 MFA Directed Inquiry

(Credit varies) Prerequisite: approval of the director
Inquiry directed by a faculty member on a topic relevant to the program and the student’s special interests.

Strongly recommended for all students in the semester prior to their MLit or MFA projects.

REN 601 Music

(3 s.h.)

This course looks at the music and the musical instruments of Shakespeare’s England and Shakespeare’s plays. Students also learn to choose appropriate music for classroom or stage presentations.

Offered as required.

REN 602 Studies in Art and Architecture in Renaissance England

(3 s.h.)

An in-depth examination of selected art and issues of the Renaissance period. (See course offerings for specific subject to be offered each semester.) Focus is placed on the art of the court, palace, and manor house design. Offered as required.

REN 620 Audience Studies

(3 s.h.)

This course explores the relationship between audiences and performance. The course looks 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 Shenandoah stage and performances, prospective directors will get practical experience in the care and handling of audiences.

REN 630 Design and Choreography for the Renaissance Stage

3 (s.h.)

This course looks at the ways that directors — without sets — can use blocking, movement, props, and costumes to make the stage visually arresting. Special attention will be given to the stage pictures that Shakespeare and his contemporaries write into the plays. Students also consider the ways in which crowd scenes, balcony scenes, etc., can provide visual variety.

REN 635 Movement II

(1.5 s.h.)

Development and maintenance of physical skills; exercises, games, and the discovery of textual and physical meaning.

REN 640 Combat

(3 s.h.)

This course is designed to train and certify students in stage violence and combat. Students will learn how to simulate fights and deaths on stage, how to give and receive stage blows, and how to use a variety of weapons in stage combat. The course also looks at a variety of approaches to stage violence, from the simulation of realistic violence to stylized and comic violence. Above all, the course will teach safety in stage violence. There is a supplemental fee for optional certification.

REN 650 Directing II

(3 s.h.)

Further explores the art of directing with emphasis on the Elizabethan stage, culminating in practical experience before an audience. Required for the MFA with a directing concentration.

REN 660 Advanced Acting: Acting for the Elizabethan Stage

(3 s.h.)

This course continues the work normally covered in an acting class, but stresses acting for the Shakespearean stage. Students experiment with the 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. This course includes scene work culminating in practical experience before an audience. Required for the MFA with an acting concentration.

REN 665 Careers in the Professional Theatre

(3 s.h.)

A course focusing on the organization and working conditions of the professional theatre and practical skills for those seeking careers in teaching or the professional theatre: auditioning and interviewing techniques, unions, resume writing, and other skills required to apply. Required for the MFA with an acting concentration.

REN 675 Elizabethan Costume

(3 s.h.)

The course looks at costume history, theatre practice regarding costume, and Elizabethan construction techniques. Students will research contemporary records, museum pieces, and portraiture. They will learn play analysis from a costumer’s point of view, design costumes for at least three characters from a Renaissance play, and learn and practice Elizabethan construction techniques.

REN 680 Gender on the Elizabethan Stage

(3 s.h.)

This course looks at the English Renaissance practice of casting boys and men in women's roles. Students look not only at the practical features of this convention, but also the implications of such casting for notions about gender and sexuality. This course also explores the consequences of modern and traditional staging for meaning in the works of Shakespeare and his contemporaries.

REN 682 Playwriting

(3 s.h.)

This course is designed to give students practical experience in creating plays for the Shakespearean stage. Students adapt play scripts for production, create their own plays, and collaborate with other writers and actors on a joint production. This course puts a premium on creating works quickly and on using the Blackfriars stage and audience to the greatest advantage.

REN 686 Clown

(3 s.h.)

This course teaches students the fundamentals of physical comedy and mime. Students learn the traditions of clowning from all periods, with emphasis on the techniques that today's clowns share with those from Shakespeare's period. Included in the course is work on costume, dance, make-up, and props.

REN 700 Final Project for the MLitt

(3–6 s.h.)

Strongly recommended prerequisite: REN 590

Individually designed project with written and practical components.

REN 710 Acting III (MFA only)

(3 s.h.)

This intensive six-week module aims to further develop the actor's verbal, physical, and imaginative story-telling skills. Using a variety of texts drawn from the Renaissance canon, actors will discover ways to deepen their connection to a character's physical and spoken acts, as well as developing a better understanding of their relationship to a visible audience. Incorporating some of the techniques based on teachings of Stanislavski and Laban, the course nonetheless explores a wide range of approaches to classical texts.

REN 720 Directing III (MFA only)

(3 s.h.)

This intensive six-week module aims to help directors develop their abilities as creative artists and passionate story-tellers. Choosing a play from the Renaissance canon, each director will develop the dramaturgy and performance script necessary to begin rehearsals with a professional company. In-depth text analysis will explore how the rhetorical structure of a scene might best be translated into a viable working method in rehearsal, and questions of the director's artistic point of view will be explored.

REN 730 Portfolio

(3 s.h.)

This six-week intensive course aims to bridge the gap between training and the profession. Student actors will prepare a professional quality headshot and resume, twelve monologues for auditioning at general calls, regional auditions, and other types of professional auditions, as well as their directing portfolio, statement of intent, and cover letter. Other creative assignments will be set by the instructor. Class sessions will help student actors and directors improve their audition and interview technique, as well as bringing in professional actors and directors to share their experiences.

REN 800 Final Project for the MFA

(3 s.h.)

Strongly recommended prerequisite: REN 690

Individually designed thesis and defense.

REN 701, 801 Research

MLitt and MFA students continuing their project or thesis after fulfilling all other course requirements (including REN 700 and REN 800) must maintain their enrollment by registering for REN 701 or REN 801 for each additional semester until completing the degree.

Internships

(Credit varies)

An internship is an elective for the MLitt, a **requirement** for the MFA. A limited number of internships may be available at the Blackfriars Playhouse, with priority given to students completing the MFA requirement. Students may need to search for internships at other locations. Credit varies, with approximately 50 hours of work being the equivalent of 1 s.h. credit.

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. Policies may be amended at any time by the graduate faculty, who determine the date at which amended policies become effective.

The degree completion requirements for each student are those in effect on the date of first enrollment as a degree-seeking student.

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. A minimum grade point average of 3.0 is required to graduate with the MLitt degree. A minimum GPA of 3.3 is required to **enter** the MFA degree program.

Grading

The grading symbols used by the college's MLitt/MFA 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)

I Incomplete (temporary)

WP Withdrawn passing

WF Withdrawn failing

Academic Standing

To remain in good academic standing, degree-seeking MLitt/MFA students are required to maintain a 3.0 cumulative GPA.

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 with 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.

A student not in good standing may be placed on probation or asked to withdraw from the program.

PROBATION

The program director may place students on probation: if their *cumulative* GPA falls below 3.0 if their *current* GPA falls below 3.0 for two consecutive semesters.

The program director and/or the instructor may apply special academic conditions to probation. Probation is lifted only when the cumulative GPA has reached a minimum of 3.0, and when all special conditions have been met.

DISMISSAL

The program director, in consultation with the Dean of Adult and Graduate Studies and the student's instructors, may require a student's withdrawal from the program: if, after one semester on probation, the *cumulative* GPA remains below a 3.0, or when other conditions attached to the probation have not been met; if, in any semester, the *current* GPA falls below 2.5; if the student receives a C or an F in any course, irrespective of the number of credit-hours awarded for that course.

EXEMPTION FROM POLICY

Students may petition for exemption from academic policies. Petitions are granted only for cause, and only with the approval of the MLitt/MFA Educational Policy Committee. A petition for exemption from or modification of a completion requirement may be granted only by the MLitt/MFA faculty and the program director.

EXAMINATIONS, INCOMPLETE, WITHDRAWAL, GRADE REPORTS, GRADE CHANGES

The determination of whether students will be required to take final examinations 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, as well as the weight of the examination in determining course grades. These guidelines as well as other course requirements will be provided to students in the course syllabus at the first class meeting of the course.

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 and the dean of Adult and Graduate studies. Work must be completed by the end of the next semester. In unusual circumstances, such as prolonged illness, the program director and dean may extend the time. If the work is not completed within the time specified when the Incomplete is granted, or within the explicitly authorized extended time, a grade of "F" 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 distribution of the official grade report for the course. The instructor will then communicate in writing a recommendation to the MLitt/MFA 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 graduate studies. 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.

Official grade reports, including cumulative averages, will be distributed after the conclusion of the fall semester and the May Term, and at the conclusion of the Summer Session. The report distributed following the May Term will include work completed during the spring semester.

Add-Drop Procedures

A graduate student may drop a course without penalty prior to the third meeting of the class. For a one-week intensive course, or classes that meet once weekly or less often, the deadline is prior to the second meeting of the class. A course may be dropped for medical or providential reasons at any time, upon approval of the director. The program director in consultation with the instructor will determine 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.

Tuition refunds will be consistent with the proration policy explained in this catalog.

Contact Hours

The syllabus of each graduate course includes a schedule of class contact hours required. The syllabus includes goals, requirements, assignments, and attendance and grading policies.

Auditing Courses

Audits are not available in the MLitt/MFA program.

Course Enrollment Priorities

MLitt/MFA students are enrolled in courses according to the following priorities: candidates for the MLitt or MFA degree first, followed by fully-admitted degree-seeking MLitt/MFA students, and special students.

Tuition and Fees

Tuition for courses in the MLitt/MFA program is \$450 per credit hour for returning students, and \$550 per credit hour for first year students in the 2006-2007 academic year. In addition, the following fees apply:

Application	\$35
* Re-Enrollment	\$50
Graduate Student Fee	\$40/semester
Graduation	\$100
** MLitt/MFA Research	\$75
MLitt Production Fee	\$50/semester
MFA Production Fee	\$100/semester

Requirement for Continuing Enrollment

Degree-seeking MLitt/MFA students are required to remain enrolled continuously 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 advising, Learning Skills and Writing Center assistance, and career counseling.

MLitt/MFA Research

MLitt and MFA students completing their project or dissertation after the completion of other courses (including REN 700 and REN 800) must maintain their enrollment by registering for REN 701 or REN 801, (MLitt and/or MFA research) during each additional semester. They are eligible to use college facilities and to receive the same services as enrolled and re-enrolled students.

AID FOR WHICH MLITT/MFA 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
Virginia TAG (state)	full-time	none	Special TAG application to college by July 31 prior to entrance. Not need based.
Subsidized Stafford Loan (federal)	full-time half-time	monetary repayment	Apply through college. Borrow from lender. Need based.
Unsubsidized Stafford Loan (federal)	full-time half-time	monetary repayment	Apply through college. Borrow from lender. Not need based.

A small number of awards is also available through a Carpenter Foundation grant.

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.

Aid sources are available for full-time study (nine semester hours). Limited funds are available for half-time study (six semester hours). (See MLitt/MFA aid chart.) To qualify for aid, students must be accepted in the degree 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.

Honor Code and Code of Conduct

The provisions of the College's Honor System apply to MLitt/MFA 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 MLitt/MFA students.

Copyright Policy

The college enforces all provisions of copyright law. Students are responsible for informing 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 MLitt/MFA program.

Moral and Ethical Responsibility

M.Litt/MFA 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, interning, teaching, or other activities connected with the college and/or its programs.

PERSONNEL

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CYNTHIA FARR LUCK HAW '79, secretary

Class of 2007

SALLY ARMSTRONG BINGLEY '60
Richmond, Virginia
NANCY PAYNE DAHL '56
Staunton, Virginia
RICHARD GILLIAM
Keswick, Virginia
ELIZABETH NEWMAN MASON '69
Norfolk, Virginia
SUSAN A. McLAUGHLIN
Atlanta, Georgia
MICHAEL W. TERRY
Midlothian, Virginia
AREMITA R. WATSON
Silver Spring, Maryland

Class of 2008

CHARLES T. BASKERVILL
Petersburg, Virginia
H. C. STUART COCHRAN
Staunton, Virginia
JOHNIE DAVIS
Cincinnati, Ohio
CAROL A. EMORY '65
West Linn, Oregon
RUTH BELL GRAHAM '00
Waynesboro, Virginia
WELLFORD L. SANDERS JR.
Richmond, Virginia

Class of 2009

TRACEY L. CONES '82
Fairfax, Virginia
LOUISE ROSSETT McNAMEE '70
London, England
JANE HARDING MILLER '76
Larchmont, New York
SAMUEL R. SPENCER JR.
Davidson, North Carolina
SUE McDOWELL WHITLOCK '67
Lansdale, Pennsylvania
JOHN H. WOODFIN
Richmond, Virginia

Class of 2010

MARGARET WREN de ST. AUBIN '81
Siler City, North Carolina
BERTIE DEMING HEINER
Charlottesville, Virginia
JAMES D. LOTT
Staunton, Virginia
MARGARET E. McDERMID '95
Richmond, Virginia
HUNT SHUFORD
Hickory, North Carolina
DONALD M. WILKINSON III
New York, New York

Class of 2011

CHARLOTTE JACKSON BERRY '51
Columbia, South Carolina
SUE WARFIELD CAPLES '60
Williamsburg, Virginia
KELLY HUFFMAN ELLIS '80
Roanoke, Virginia
MOLLY FETTERMAN HELD '76
Clinton, North Carolina
SUSAN A. STOVER '85
New York, New York

Trustees Emeritae/i

JUSTICE GEORGE M. COCHRAN

Staunton, Virginia

MARGARET HUNT HILL '37

Dallas, Texas

ANNA KATE REID HIPPIE '63

Greenville, South Carolina

MARGARET HERSCHER HITCHMAN '40

Charleston, West Virginia

CAROLINE ROSE HUNT '43

Dallas, Texas

LOUISE FOWLKES KEGLEY '54

Roanoke, Virginia

W. L. LEMMON

Marion, Virginia

CHARLES S. LUCK III

Crozier, Virginia

FRANK C. MARTIN JR.

Roanoke, Virginia

H. P. McNEAL

Virginia Beach, Virginia

KENNETH A. RANDALL

Williamsburg, Virginia

BERTIE MURPHY DEMING SMITH '46

Alexandria, Louisiana

MILDRED ROYCROFT TEER '44

Durham, North Carolina

BETTY NEISLER TIMBERLAKE '45

Lake Waccamaw, North Carolina

Chief Academic Officers

PAMELA FOX (2003)

President; BA, MA, PhD, University of Cincinnati College Conservatory of Music.

EDWARD A. SCOTT (1990)

Interim Vice President for Academic Affairs and Dean of the College, Associate Professor of Philosophy; BA, Slippery Rock State College; MA, PhD, Duquesne University.

LEWIS D. ASKEGAARD (1983)

Dean of Institutional Research, Associate Dean of the College and Registrar; BA, MEd, PhD, University of Virginia.

Faculty and Staff Emeritae/i

Academic Officers Emeritae/i

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.

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

DAVID M. CARY (1971–2000)

Professor Emeritus of Sociology; BS, MS, University of Wisconsin; PhD, University of Minnesota.

MARJORIE B. CHAMBERS (1962–1984)

Professor Emerita of Religion and Philosophy; BA, Drew University; BD, Drew Theological Seminary; MA, PhD, Yale University; University of Goettingen.

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.

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.

DIANE M. GANIERE (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.

JOSEPH M. GARRISON JR. (1965–2000)

Professor Emeritus of English; BA, Davidson College; MA, PhD, Duke University.

ROBBINS L. GATES (1965–1987)

Professor Emeritus of Political Science; BA, Washington and Lee University; AM, PhD, Columbia 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.
- 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.
- BONNIE M. HOHN (1966–2003)
Associate Professor Emerita of Biology; BA, Ohio Wesleyan University; MS, University of Minnesota; Duke University; Central Michigan University; Blue Ridge Community College; University of Virginia.
- MARY E. HUMPHREYS (1943–1968)
Professor Emerita of Biology; BA, Western Maryland College; MA, PhD, Duke University.
- MARY D. IRVING (1966–1991)
Professor Emerita of Education; BSEd, University of Virginia; MEd, Columbia University; EdD, Boston University.
- BETTY M. KEGLEY (1960–1998)
Professor Emerita of Physical and Health Education; BS, MEd, Madison College; Women's College, University of North Carolina.
- 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 DeLEAU McMAHON (1985–2003)
Associate Professor Emerita of Psychology; BS, University of Washington; MA, University of Kentucky; PhD, Southern Illinois University at Carbondale.
- PATRICIA H. MENK (1952–1981)
Professor Emerita of History; BA, Florida State College for Women; MA, PhD, University of Virginia.
- DOROTHY M. MULBERRY (1958–1994)
Professor Emerita of Spanish; BS, Miami University; MA, University of North Carolina; University of Kansas; Middlebury College; University of Santiago de Compostela; International University of Menendez y Pelayo; University of Madrid.
- GORDON C. PAGE (1949–1979)
Professor Emeritus of Music; BA, Dakota Wesleyan College; MA, University of Virginia; pupil of Shari de Lys, Boston, Massachusetts.
- 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.
- MARGARET F. PINKSTON (1976–1989)
Associate Professor Emerita of Biochemistry; BA, Brooklyn College; PhD, City University of New York.
- 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.
- O. ASHTON TRICE JR. (1949–1986)
Professor Emeritus of Psychology; BS, MA, PhD, University of Virginia.
- 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.
- WILLIAM J. WINTER (1985–2000)
Assistant Professor Emeritus of Computer Science; BS, West Texas University; MBA, Tulane University.

MBC Faculty 2006–2007

- ❖ Graduate faculty
- * On sabbatical
- ▼ Leave of absence

❖ ANN FIELD ALEXANDER (1989)

Professor of History; BA, Mary Baldwin College; MA, PhD, Duke University.

*ROBERT T. ALLEN III (1982)

Associate Professor of Music; BA, MM, University of North Carolina; MA, Cornell University; PhD, University of Michigan.

❖ ANDREAS S. ANASTASIOU (2000)

Assistant Professor of Psychology; BA, Lock Haven University; MA, PhD, University of Pittsburgh.

❖ PEGGY T. ANKNEY (2001)

Associate Professor of Physics; BS, University of Wisconsin; MS, North Texas State University; PhD, University of Central Florida.

ALICE R. ARAUJO (1997)

Associate Professor of Communication; BA, Allegheny College; MA, Miami University; PhD, University of Kansas.

IVY ARBULÚ (1995)

Associate Professor of Spanish; BA, Pontificia Universidad Católica del Perú; MA, PhD, University of Virginia.

BRIAN ARTHUR (2000)

Instructor of Computer Information Systems; BA, Mary Baldwin College; MS, James Madison University.

BEVERLY J. ASKEGAARD (1989)

Director of the Learning Skills Center and Assistant Professor of Education; BA, Mary Washington College; MEd, University of Virginia.

TIFFANY R. BARBER (2005)

Assistant Professor of Education; BA, James Madison University; MEd, PhD, University of Virginia

SHARON D. BARNES (1997)

Instructor of Music (part time); BA, MLS, Hollins College.

KENNETH A. BEALS (2001)

Assistant Professor of Religion and Philosophy (part-time); BA, Wittenberg University; ThM, ThD, Boston University School of Theology.

❖ JACQUELINE BESSELL (2004)

Assistant Professor, MLitt/MFA in Shakespeare and Renaissance Literature in Performance; BA, University of Birmingham; MA, PhD, Clark University.

❖ CHADWICK C. BLACKWELL (2002)

Assistant Professor of Psychology; BS, MEd, James Madison University; PhD, University of Virginia.

GORDON L. BOWEN (1983)

Professor of Political Science; BA, San José State University; MA, PhD, University of California at Santa Barbara.

PAUL A. CALLO (2003)

Assistant Professor of Biology; BS, MS, Virginia Polytechnic Institute and State University; PhD, University of Maryland.

❖ RALPH A. COHEN (2003)

Professor, MLitt/MFA Program in Shakespeare and Renaissance Literature in Performance and English; AB, Dartmouth College; MA, PhD, Duke University.

❖ MARY HILL COLE (1987)

Professor of History; BA, James Madison University; MA, PhD, University of Virginia.

PAUL D. DEEBLE (2003)

Assistant Professor of Biology; BS, Pennsylvania State University; PhD, University of Virginia.

❖ AMY MCCORMICK DIDUCH (1995)

Associate Professor of Economics; BA, College of William and Mary; MA, PhD, Harvard University.

❖ KAREN DORGAN (1994)

Associate Professor of Education; BA, MA, College of William and Mary; EdD, University of Virginia.

BRUCE R. DORRIES (2000)

Assistant Professor of Communication; BA, Baylor University; MA, Corpus Christi State University; PhD, University of Missouri-Columbia.

CARRIE B. DOUGLASS (1988)

Professor of Anthropology; BA, University of Nebraska; MA, PhD, University of Virginia.

DANIEL W. DOWDY (1993)

Associate Professor of Business Administration; BA, Lynchburg College; MBA, University of Hawaii.

❖ IRVING S. DRISCOLL JR (2005)

Visiting Assistant Professor of Education, Master of Arts in Teaching Program; BA, College of William and Mary; MEd, EdD, University of Virginia

ANNETTE N. EVANS (1995)

Assistant Professor of Philosophy and Religion (part time); BA, Southwestern at Memphis (Rhodes College); MA, University of Arkansas; PhD, University of Virginia.

JANET S. EWING (1977)

Associate Professor of Business Administration; BS, Virginia Commonwealth University; MBA, Emory University; Virginia Commonwealth University.

❖ VIRGINIA R. FRANCISCO (1970)

Professor of Theatre, Margaret Hunt Hill Distinguished Chair in the Humanities; BA, Mary Baldwin College; MA, University of Virginia; PhD, Indiana University.

❖ KATHARINE M. G. FRANZÉN (1991)

Assistant Professor of History (part time); MA, St. Andrews University; PhD, University of Virginia.

- LOUISE M. FREEMAN (2000)
Assistant Professor of Psychology; BS, Emory University; MA, PhD, University of California at Berkeley.
- VLADIMIR N. GARKOV (1992)
Associate Professor of Chemistry; MD, Sofia Medical School, Bulgaria; St. Petersburg Hygiene Medical Institute, St. Petersburg; PhD, Institute of Gastroenterology and Nutrition, Bulgaria.
- ❖*W. MICHAEL GENTRY (1982)
Associate Professor of Mathematics; BS, MEd, EdD, Virginia Polytechnic Institute and State University.
- ❖JAMES E. GILMAN (1984)
Professor 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)
Associate Professor of English; BA, Gettysburg College; MA, PhD, University of Pennsylvania.
- ❖ROBERT GROTJOHN (1993)
Associate Professor of English; BA, University of Minnesota-Morris; MA, PhD, University of Wisconsin-Madison.
- ❖CAROLE C. GROVE (2000)
Professor of Education and Director of Master of Arts in Teaching Program; AA, Averett College; BA, Longwood College; MEd, Western Maryland College; PhD, University of Virginia.
- HAMPTON H. HAIRFIELD JR. (1992)
Chemistry Laboratory Instructor (part time); BS, University of Virginia.
- ANNE HANGER (2002)
Visiting Professor of Art (part time); BFA, MFA, Maryland Institute College of Art.
- ❖JAMES J. HARRINGTON (1983)
Professor of Education; BA, MA, MS, Jacksonville State University; PhD, University of Alabama.
- ❖MARIA LENA HOBSON (1987)
Associate Professor of Art; BFA, MA, PhD, Virginia Commonwealth University.
- ❖*SARA NAIR JAMES (1991)
Professor of Art History; AB, Mary Baldwin College; MA, Old Dominion University; PhD, University of Virginia.
- ❖ERIC N. JONES (1986)
Associate Professor of Biology; BS, Bucknell University; MS, PhD, Pennsylvania State University.
- LISE KEITER-BROTZMAN (1998)
Associate Professor of Music; BM, Oberlin College and Conservatory of Music; MM, DM, Indiana University.
- KENNETH W. KELLER (1981)
Professor of History; AB, Washington University; MPhil, PhD, Yale University.
- *COLLEEN KELLY (2005)
Instructor, MLitt/MEA program (part-time); BS Eastern Michigan University; MFA, Ohio University.
- SARAH KENNEDY (2000)
Associate Professor of English; BA, MA, Butler University; PhD, Purdue University.
- CLAIRE T. KENT (1991)
Associate Professor of Business Administration; BBA, MBA, James Madison University.
- JOHN L. KIBLER III (1981)
Professor of Psychology; BA, Randolph-Macon College; MA, University of Richmond; PhD, Texas Christian 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.
- T. LOWELL LEMONS (2006)
Associate Professor of Education; BS, Virginia Polytechnic Institute and State University; MEd, University of Virginia; EdD, Vanderbilt University.
- SARAH H. LUDWIG (1992)
Assistant Professor of Business Administration and Political Science (part time); AB, Randolph-Macon Woman's College; MA, JD, University of Virginia.
- HEATHER E. MACALISTER (2003)
Assistant Professor of Psychology; AB, Smith College; MEd, State University of West Georgia; PhD, University of Georgia; Cornell University; Duke University.
- SUE MARION (1983)
Instructor of Art/Education (part time); BA, Radford College; MEd, Radford University.
- KATHY McCLEAF (1984)
Associate Professor of Physical Education; BS, MS, James Madison University; CHES.
- ❖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.
- CATHERINE FERRIS McPHERSON (1993)
Associate Professor of Business Administration; BA, Mary Baldwin College; MBA, West Virginia Graduate College.
- *DANIEL A. MÉTRAUX (1983)
Professor of Asian Studies; BA, Beloit College; MIA, PhD, Columbia 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)
Director of Communication Studios, Assistant Professor of Communication; BA, East Carolina University; MFA, University of New Orleans.
- PATRICIA LYNN MURPHY (2004)
Assistant Professor of Psychology; BS, George Washington University; MA, University of Vermont; PhD, University of Vermont, Burlington.
- ❖PAMELA J. RICHARDSON MURRAY (1985)
Professor of Education; BA, University of Illinois; MEd, Boston State College; PhD, University of Virginia.
- ❖LESLEY L. NOVACK (1986)
Professor of Psychology; BA, University of Massachusetts; MA, New York University; MA, PhD, University of Virginia.
- NICOLE F. OECHSLIN (2005)
Associate Professor of Education; BA, Newcomb College; MEd, EdD, University of Virginia.
- 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.
- LUNDY H. PENTZ (1980)
Associate Professor of Biology; BA, PhD, Johns Hopkins University.
- 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 University of South Carolina; 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; BS, University of Georgia; MBA, Florida State University.
- GAURI S. RAI (2004)
Associate Professor of Social Work; BA, MAS., Kashi Vidyapith University; MSW, St. Louis University; PhD, Rutgers University.
- ADRIAN RISKIN (1998)
Associate Professor of Mathematics; BA, MA, PhD, University of California, Davis.
- ❖TODD WILLIAM RISTAU (1998)
Assistant Professor of Theatre (part time); BA, MFA, University of Iowa.
- ❖PAUL RYAN (1992)
Professor of Art; BA, Principia College; MFA, Virginia Commonwealth University.
- NELSON J. SÁNCHEZ (1999)
Director of the Language Lab/Instructor of Spanish; BA, Amherst College; MA, University of Texas at Austin; PhD candidate, University of Texas at Austin.
- 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.
- JIM R. SCONYERS JR. (2003)
Assistant 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.
- ❖FRANK R. SOUTHERINGTON (1968)
Professor of English; Director of the Master of Letters/Master of Fine Arts in Shakespeare and Renaissance Literature in Performance; and Virginia Worth Gonder Fellow in Theatre; BA, University College, London; BLitt, D. Phil., Magdalen College, Oxford.
- ❖THERESA K. SOUTHERINGTON (1977)
Professor of Theatre; BA, Mary Baldwin College; MS, Madison College; MA, MFA, University of Virginia.
- SHARON B. SPALDING (1989)
Professor of Physical Education and Exercise Specialist for Virginia Women's Institute for Leadership; BS, James Madison University; MEd, University of Virginia; ACSM Exercise Specialist, (certified).
- DANIEL M. STUHLSATZ (1999)
Assistant Professor of Sociology; BA, Wichita State University; MA, University of Wyoming; PhD, University of Virginia.
- AMY J. TILLERSON (2004)
Instructor of History and Director, Institute for Decisive Events in American History; BA, MA, Virginia Polytechnic Institute and State University; PhD candidate, Morgan State University.
- KATHERINE TURNER (2005)
Assistant Professor of English; BA, University of Oxford (Balliol College); MPhil, PhD, University of Oxford.
- CAREY L. USHER (2002)
Assistant Professor of Sociology; BA, Converse College; MA, PhD, University of Alabama at Birmingham.
- LAURA A. van ASSENDELFT (1994)
Associate Professor of Political Science; BA, University of the South; PhD, Emory University.
- MARTHA J. WALKER (1996)
Associate Professor of French/Women's Studies; AB, Duke University; MA, University of Virginia; PhD, Harvard University.

JOHN D. WELLS (1978)
Professor of Sociology; BA, Tusculum College; MA, East Tennessee State University; PhD, Virginia Polytechnic Institute and State University.
 ❖PATRICIA C. WESTHAFFER (1984)
Professor of Education; BS, James Madison University; MEd, EdD, University of Virginia.
 ROGER E. WILBORN (2004)
Assistant Professor of Education; BS, Ferrum College; MDiv, Duke University Divinity School; DMin, Drew University.
 REBECCA C. WILLIAMS (1990)
Instructor of Mathematics (part time); AB, Mary Baldwin College; MEd, University of Virginia.
 ❖TAMRA WILLIS (2004)
Assistant Professor of Education; BS, Appalachian State University; MEd, James Madison University; PhD University of Tennessee, Knoxville.
 KARL ZACHARY (2006)
Assistant Professor of Chemistry; BS, University of Texas; PhD, University of Florida.

Adjunct Faculty

MARY KAY ADAMS (2001)
Adjunct Instructor of Music; BM, MM, University of Texas.
 CHRISTY BARONGAN (2000)
Adjunct Assistant Professor of Psychology; BA, University of Virginia; MA, PhD, Kent State University.
 PAMELA B. BEASLEY (2003)
Adjunct Assistant Professor of Music; BME, University of Montevallo; MM, Southwestern Baptist Theological Seminary.
 JACQUELINE S. BISCARDI (2002)
Adjunct Assistant Professor of Biology; BS, Virginia Commonwealth University; PhD, University of North Carolina at Chapel Hill.
 SUSAN W. BLACK (2001)
Adjunct Instructor of Music; Gilombardo Music School; University of Minnesota.
 TAMARA R. BOXLER (2002)
Adjunct Instructor of Education; BA, James Madison University; MAT, Mary Baldwin College.
 TERRY M. BOYLE (2000)
Adjunct Instructor of Education; BA, Bridgewater College; James Madison University; University of Virginia; Mary Baldwin College.
 GREGORY BROWN (2003)
Adjunct Instructor of Music; BS, City University.
 KATHARINE L. BROWN (1981)
Adjunct Professor of History; BA, Hollins College; PhD, Johns Hopkins University.

ALAN K. CHRISTY (1994)
Adjunct Instructor of English; BA, MA, Iowa State University.
 SHAY HERRING CLANTON (2000)
Adjunct Assistant Professor of Art; BA, Mary Baldwin College; MFA, James Madison University.
 PATRICIA W. DAVIS (1992)
Adjunct Instructor of Physical Education (Self-Defense); BA, Mary Baldwin College.
 JACQUELYN ELLIOTT (1983)
Adjunct Instructor of Business Administration; BA, Mary Baldwin College; MEd, James Madison University.
 JENNIFER FRANK (2001)
Adjunct Instructor of Education; BA, Bridgewater College; MAT, Mary Baldwin College.
 JULIE E. GEORGE GARKOV (1993)
Adjunct Instructor of Spanish; BA, Kalamazoo College; MA, Pennsylvania State University; MA, California State University.
 NANCY GARLICK (2005)
Adjunct Associate Professor of Music (Clarinet); BS, Crane School of Music, Potsdam College; MM, Manhattan School of Music; DMA, The Catholic University of America.
 JOHN GILLIES (1990)
Adjunct Instructor in Economics; BS, University of Colorado; MS, University of Tennessee.
 BRUCE HIGGINBOTHAM HEMP (1998)
Adjunct Instructor of Mathematics; BA, Westhampton College of the University of Richmond; MEd, University of Virginia.
 LINDA G. HEUER (2002)
Staff Accompanist to the Mary Baldwin Choir and Adjunct Instructor of Music; BMus, University of Michigan School of Music; MA, Eastern Michigan University.
 EILEEN T. HINKS (1999)
Adjunct Assistant Professor of Health Care Administration; BSc, Ursinus College; PhD, Temple University School of Medicine.
 PAUL L. HUNDLEY (1990)
Adjunct Assistant Professor of Psychology; BA, West Virginia University; PhD, New School for Social Research.
 ANGELA KELLY (2005)
Adjunct Instructor of Music (Flute); BA, Indiana University School of Music.
 Michigan University; MFA Ohio University.
 SHEREE KISER (2005)
Adjunct Instructor of Physical Education (Aerobics); BS, James Madison University.
 I. ELOISE KORNICKE (2000)
Adjunct Assistant Professor of Music (Piano); BM, Biola University; MM, PhD, Indiana University.

SCOTT LLOYD (2005)
Adjunct Assistant Professor of Biology; BS, College of Charleston; PhD, UMCES Horn Point Laboratory (University of Maryland Center for Environmental Studies).

LYNNE MACKEY (2000)
Adjunct Assistant Professor of Music (Piano); BM, University of Michigan; MM, Juilliard School of Music; DMA, University of Rochester.

KORESSA K. MALCOLM (1998)
Adjunct Assistant Professor of Psychology; BA, MEd, EdS, Kent State University; PhD, University of Nebraska-Lincoln.

BENJAMIN McCRADY (2005)
Adjunct Instructor of Physical Education; BS, West Virginia University; MS, James Madison University.

PAMELA J. McCRAY (1992)
Adjunct Instructor of Physical Education (Dance); San Francisco State University; Academy of Dance; Academy of Ballet; San Francisco Ballet Conservatory; San Francisco Ballet School.

CONSTANCE L. MUSCENTI (2002)
Adjunct Instructor of Music; BS, Duquesne University; MA, Indiana University.

SUSAN M. POLLY (2001)
Adjunct Instructor of Theatre; BA, Longwood College; MA, James Madison University.

MICHAEL D. RIDDLE (2001)
Adjunct Instructor of Art (Architectural Drafting); AA, Blue Ridge Community College.

NANCY H. ROSS (2002)
Adjunct Instructor of Art; BA, University of Maryland; MA, James Madison University.

CRYSTAL SCOTT (2005)
Adjunct Instructor of Biology; BA, Mary Baldwin College; PhD candidate (6th year), University of Virginia.

MELISSA M. SUMNER (2003)
Adjunct Instructor of Music; BA, Emory and Henry College; MM, University of Tennessee.

WALTER P. TAYLOR (2001)
Adjunct Instructor of Music; University of Colorado.

JONATHAN G. VENN (2003)
Adjunct Instructor of Psychology; BA, Randolph-Macon College; MEd, EdS, James Madison University.

YU YOSHIDA (2005)
Adjunct Instructor of Japanese; BA, Konan University (Japan); MA, Doshisha Women's College.

BETH YOUNG (1986)
Adjunct Instructor of Art and Interior Design; BA, University of Denver; Diploma, Interior Design Internship; ASID

Additional Faculty

M. BERNADETTE BEKKEN (1987)
Program Director, School of Clinical Laboratory Science, Augusta Medical Center; BS, Aquinas College; MT, St. Joseph Hospital School of Medical Technology.

JANET T. BOWMAN, MT (ASCP) (1993)
Program Director, Carilion Medical Center School of Clinical Laboratory Science, Roanoke Memorial Hospital; BS, Florida Southern College.

MARIBETH GREENWAY (2003)
Program Director, Carilion Medical Center School of Clinical Laboratory Science, Carilion Medical Center; BA, MEd, University of Virginia; MT (ASCP); SH (ASCP).

SUE W. LAWTON, MT (ASCP) (2001)
Program Director, School of Medical Technology, Rockingham Memorial Hospital; MS, Gannon University; MA, Central Michigan University.

BARBARA J. LINDSEY (1997)
Chair, Associate Professor, Department of Clinical Laboratory Sciences, MCV/VCU; BS, Mohawk College; MS, MCV/VCU.

***Sabbaticals 2006–2007**

Robert Allen (Spring 2007)
 Michael Gentry (Spring 2007)
 Sara Nair James (Spring/May 2007)
 Anne McGovern (Spring 2007)
 Daniel Métraux (Fall 2006 and May 2007)

Administrative Staff 2006–2007

Office of Academic Affairs

LEWIS D. ASKEGAARD (1983)

Dean of Institutional Research, Associate Dean of the College and Registrar; BA, MEd, PhD, University of Virginia.

DONNA S. BOWYER (1994)

Secretary to the Faculty.

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Secretary to the Faculty; Dabney S. Lancaster Community College.

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Secretary to the Faculty; AA, Fullerton College; BS, Eastern Mennonite University.

EDWARD A. SCOTT (1990)

Assistant Dean of the College; Associate Professor of Philosophy; BA, Slippery Rock State College; MA, PhD, Duquesne University.

TERRI WALKER (1992)

Coordinator of Academic Affairs; Danville Community College.

Admissions and Financial Aid and Student Campus Employment

GAIL AUEN (1997)

Director of Enrollment Technology; Blue Ridge Community College; Mary Baldwin College.

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Executive Director of Admissions and Financial Aid; BA, Mary Baldwin College; MEd, James Madison University.

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Recruitment, Adult Degree Program; BA, Mary Baldwin College.

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Coordinator of Student Loans; BA, Mary Baldwin College.

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Admissions Counselor; BA, Mary Baldwin College.

SARA C. TALBOTT (1988)

Coordinator of Student Jobs; BA, Mary Baldwin College.

Adult and Graduate Studies, including Adult Degree Program (ADP), Corporate Education (LearnInc®) and Summer Programs

DEBRA C. CAMDEN (1999)

Assistant Director of Operations; Elizabeth Brant School of Business.

DREMA HERNANDEZ (2000)

Secretary to the Dean of Adult and Graduate Studies

LISA H. HOWDYSHELL (1996)

Records and Events Coordinator; Dominion Business School.

NANCY KRIPPEL (2003)

Dean of Adult and Graduate Studies; Associate Professor of English; BA, Barat College of the Sacred Heart; MA, PhD, Loyola University of Chicago.

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Recruitment; BA, Mary Baldwin College.

PAMELA PLEASANTS (2002)

Registration Specialist; Dominion Business School, Blue Ridge Community College, Mary Baldwin College.

SANDRA SPROUSE (1981)

Admissions Coordinator; Elizabeth Brant School of Business; Roanoke College; BA, Mary Baldwin College; Hollins College.

MARION A. WARD (1990)

Director of ADP; BA Elizabethtown College; MEd, EdS, University of Virginia.

MBC/BRCC Adult Degree Program

SUSAN SCHMEISSING (2003)

Assistant Director; BS, Purdue University.

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Director; BA, Elizabethtown College; MEd, EdS, University of Virginia.

Mary Baldwin College at PVCC

JOYCE DIEPOLD (1995)

Regional Operations Coordinator; BS, Frostburg State University.

SUSAN BLAIR GREEN (1986)
Director; BA, Gettysburg College; MA, PhD, University of Pennsylvania.

Mary Baldwin College in Richmond

CATHERINE FERRIS McPHERSON (1993)
Director; BA, Mary Baldwin College; MBA, West Virginia Graduate College.

KERRY MILLS (2005)
Academic Advisor; BS, BEA, MA, Virginia Commonwealth University

ANNETTE WALLACE (2003)
Regional Operations Coordinator.

Mary Baldwin College in Roanoke

ANN FIELD ALEXANDER (1989)
Director; BA, Mary Baldwin College; MA, PhD, Duke University.

DAN DOWDY (1993)
LearnInc[®]; BA, Lynchburg College; MBA, University of Hawaii.

JOYCE FRANKLIN (1984)
Regional Operations Coordinator.

JACQUELINE STANLEY (2005)
Academic Advisor; BS, Central Michigan University; MTS, Virginia Theological Seminary.

Mary Baldwin College in South Boston

ROGER WILBORN (2004)
Director; BS, Ferrum College; MDiv, Duke University Divinity School; DMin, Drew University.

Adult Degree Program in Staunton

LALLON POND (1992)
Director; BS, University of Georgia; MBA, Florida State University.

Advancement Services

JOAN CLARK (1998)
Assistant Director, Prospect Research and Records.
SHIRLEY CRAFT (1987)
Director of Prospect Research and Records; Madison College.

MARION HART (1986)
Administrative Assistant for Institutional Advancement.

ANGUS A. McQUEEN (2002)
Director, Operations for Institutional Advancement; BS, College of William and Mary; MDiv, Union Theological Seminary.

WANDA K. MORRIS (1978)
Administration and Operations Coordinator; Elizabeth Brant School of Business.

JUDY NEFF (1988)
Assistant Director, Information Management and Gift Processing; BA, Bridgewater College.

Alumnae/i and Parent Relations

BRANDI N. AUSTIN (2003)
Associate Director of Alumnae/i Activities; BA, Mary Baldwin College.

CAROLYN HENSLEY (1976)
Alumnae/i Office Coordinator; Radford College.

ANNE McINTOSH HOLLAND (1989)
Senior Director of Alumnae/i Activities; BA, Mary Baldwin College.

JENNIFER BRILLHART KIBLER (2005)
Executive Director of Alumnae/i and Parent Relations; BA, Mary Baldwin College.

CAREY McCALLUM (2005)
Administrative Assistant; BA, Presbyterian College.

Athletics/Physical Activities Center

JACQUELINE B. BRYAN (2000)
Head Coach of Basketball/Sports Information Director; BS, MS, James Madison University.

CRYSTAL COFFMAN (2000)
Assistant Coach of Basketball; BS, Columbia Bible College.

GARY L. KESSLER (2002)
Head Coach of Cross Country; BA, Lafayette College.

SANDY LAGANA (2005)
Head Coach of Soccer; BA, Bridgewater College.

WILLIAM MATTHEWS (1981)
Head of Athletic Facility Security; BS, Elizabeth City State University.

BEN McCRADY (2005)
Head Athletic Trainer; BS, West Virginia University; MS, James Madison University.

HENRY MIERZWA (2005)
Head Coach of Swimming; BA, Lynchburg College

DONNA G. MILLER (1995)
Director of Athletics/Director of Facilities/Athletic Recruiting Coordinator; BA, Emory and Henry College; MSED, James Madison University.

JOHN MITCHEM (2005)
Head Coach of Volleyball; BA, Catawba College.

ROBYN RUSSELL (2005)
Head Coach of Tennis/Athletic Assistant; BS, James Madison University.

CHRISTY M. SHELTON (2000)
Athletic Events Coordinator/Head Coach of Softball; Mary Baldwin College.

TBA
Assistant Coach of Volleyball;

TBA
Assistant Coach of Softball;

TBA

Assistant Coach of Soccer;

TBA

Head Coach of Field Hockey;

Auxiliary Services/Physical Plant

Auxiliary Services Administration

SHARON CAMPBELL (1999)

Director of Auxiliary Services/Physical Plant; FMA, BOMI Institute.

SYLVIA FIELDING (2003)

Secretary/Receptionist; BS, Shephard College.

PAMELA HUMMELL (2001)

Administrative Assistant.

Bookstore

BRAD CLATTERBUCK (1990)

Bookstore Manager.

TAMMY MOYER (2002)

Sales Clerk/Special Order Coordinator.

Building Services

SARAH CASH (1981)

Housekeeping Supervisor.

BRIAN ROLLASON (1996)

Custodial Supervisor.

MARTY WEEKS (1998)

Director of Building Services; BA, Lynchburg College.

Campus Post Office

BILLY COFFEY (2006)

Mailroom Assistant

AUBREY JACKSON (1977)

Mailroom Supervisor; AAS, Blue Ridge Community College.

Central Receiving and Stockroom

CHUCK BELOTE (1981)

Stockroom Clerk.

Facilities Maintenance

LYLE T. CAMPBELL (1981)

Engineering Supervisor.

MICHAEL R. HANGER (1986)

Maintenance Supervisor.

PATRICK PUFFENBARGER (2003)

Director of Facilities Maintenance.

JEFF WAGNER (1980)

Grounds Supervisor.

Safety and Security

AMY EMRICH (2004)

Lead Switchboard Operator

ROBERT RICHARDSON (2004)

Director of Safety and Security

Support Services

SUE HOWDYSHELL (1994)

Support Services Assistant; Phillips Business College.

WANDA THAYER (1993)

Support Services Supervisor; BA, Mary Baldwin College.

Business and Finance

SUE ARMSTRONG (2000)

Accounts Payable Coordinator.

DEBRA BRADLEY (1987)

Accounts Payable Administrator.

AMY COLLINS (2002)

Senior Accountant; BA, Illinois Wesleyan University.

RICK CZERWINSKI (2006)

Director of Budgeting and Business Operations; BBA, MBA, James Madison University.

PATRICIA W. DAVIS (1979)

Director of Financial Operations; AAS, Blue Ridge Community College; BA, Mary Baldwin College.

LINDA FRETWELL (1990)

Supervisor of Revenue Assurance (Adult and Graduate Studies).

MICHELLE IRVINE (1983)

Director of Human Resources and Personnel

Accounting; BA, Mary Baldwin College.

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Director of Payroll; BS, James Madison University.

DAVID MOWEN (2001)

Vice President for Business and Finance; BS, Virginia Polytechnic Institute and State University; MBA, James Madison University.

JESSIE L. MOYERS (2005)

Assistant Controller; BBA, James Madison University.

KAY REXRODE (1999)

Office Assistant

DEBORAH T. SNYDER (1998)

Cashier; Perkins Loan Administrator.

PAMELA YOWELL (1997)

Accounts Receivable Coordinator (Residential College for Women).

Office of the Chaplain

PATRICIA HUNT (1985)

Chaplain/Director of the Carpenter Preparation for

Ministry Program; BA, Wake Forest University; MDiv,

Union Theological Seminary, Virginia; Union Theological Seminary, New York.

Communication, Marketing, and Public Affairs (CoMPA)

CRISTA R. CABE (1988)
Associate Vice President for CoMPA; BA, College of William and Mary; MA, University of Chicago.

JENNY HOWARD (2005)
Associate Director of CoMPA; BA, James Madison University.

CAROL LARSON (2004)
Director of Media Relations and Publications; BIS, James Madison University.

DAWN MEDLEY (2003)
Associate Director of Media Relations and Publications; BA, Randolph-Macon Woman's College.

GRETCHEN L. NEWMAN (1995)
Director of Design; BS, Virginia Commonwealth University.

THERESA ROLLISON (2004)
Associate Director of Design; BA, Mary Baldwin College.

ADAM SMITH (2003)
Associate Director of Web Communication; BBA, James Madison University.

MORGAN C. ALBERTS SMITH (2000)
Coordinator of Operations; BA, Mary Baldwin College.

Computer and Information Services

WILLIAM A. BETLEJ (1990)
Director of Computer and Information Services; University of Virginia; Blue Ridge Community College; Mary Baldwin College.

SARA BOTKIN (2005)
Personal Computer Specialist; BS, Bridgewater College.

HEIDI BROUGHMAN (2001)
Senior Lab Software Coordinator.

PERCY C. JONES III (2004)
Personal Computer Specialist; Morehouse College; J. Sargeant Reynolds Community College.

DAVID KOONTZ (1997)
Associate Director of Computer and Information Services.

MICHAEL D. STAUFFER (2002)
Software Analyst and Programmer; BS, Eastern Mennonite University; MS, University of Maryland.

JONATHAN J. STOUT (2004)
Software Analyst and Programmer; Associates Degree in Computer Science, E.C.P.I.

DANIEL SULLIVAN (2004)
Network Administrator; Cedarville College; Rio Grande Community College.

E. BRENT TAYLOR (1988)
Information Technology Specialist; AAS, Blue Ridge Community College; BA, Mary Baldwin College.

RICHARD vanBREEMEN (1999)
Coordinator of User Services; Mary Baldwin College.

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.

Development

JUDITH GREY (2003)
Director, Corporate and Foundation Relations; BA, Mary Baldwin College; MBA, Columbia University.

TINA THOMPSON KINCAID (1994)
Director of the Annual Fund; BA, Mary Baldwin College.

JENNIFER MORIARTY (2005)
Assistant Director of the Annual Fund; BA, University of New Hampshire.

JANE SPENCE (2005)
Major Gifts Officer; BA, Mary Baldwin College.

SUSANNAH VIA (2005)
Administrative Assistant for Development; BA, Randolph-Macon Woman's College.

Education Office

REBECCA T. DICK (1996)
Director, Teacher Education Services; BA, Mary Baldwin College.

Food Service

CATHERINE CONNER (2005)
Administrative Assistant; BA, Mary Baldwin College.

TRACY HINER (2005)
Assistant Food Service Director; Culinary Institute of America.

JACKIE PAYNE (2005)
Pub Manager

VIRGINIA RIDGE (1993)
Food Service Director; Ben Franklin University.

TED CATHEY (2005)
Production Manager; MA, Virginia Commonwealth University; AOS at Culinary Arts Johnson & Wales.

Health Services

DONNA DUFF (1987)
Office Manager, Health Center.

LEON E. LENKER (1984)
College Physician; BS, Bridgewater College; MD, Medical College of Virginia.

Learning Skills Center

BEVERLY J. ASKEGAARD (1989)
Director of the Learning Skills Center and Assistant Professor of Education; BA, Mary Washington College; MEd, University of Virginia.

Library and Media Services

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.

CHRISTINA DANIEL (2001)
Circulation and Student Staff Coordinator; BBA, Radford University.

VALERIE GANGWER (1998)
Director of Media Services; BA, James Madison University.

ELAINE KING-McCARRICK (1978)
Acquisitions and Budgets Coordinator; BA, Converse College.

AMANDA MYERS (2004)
Reference and Instruction Librarian; BA, North Carolina State University; MS, University of North Carolina at Chapel Hill.

ALLISON PEPPERS (2006)
Reference and Instruction Librarian; BA, University of Pittsburgh; MLIS, University of Pittsburgh.

CYNTHIA SHOMO (2002)
Interlibrary Loan Coordinator; BA, College of William and Mary.

Master of Arts in Teaching (MAT)

SUSAN M. BRITTON (1992)
Assistant Director and Director of Field Placements; BS, James Madison University.

CAROLE C. GROVE (2000)
Director and Professor of Education; AA, Averett College; BA, Longwood College; MEd, Western Maryland College; PhD University of Virginia.

LORI S. JOHNSON (1999)
Administrative Assistant.

Master of Letters/Master of Fine Arts in Shakespeare and Renaissance Literature in Performance (MLitt/MFA)

FRANK R. SOUTHERINGTON (1968)
Director and Professor of English; BA, University College, London; BLitt, D.Phil., Magdalen College, Oxford.

MICHELLE C. WHYTAL (2001)

Administrative Assistant; BS, Salem State College; MEd, Fitchburg State College.

Office of the President

PAMELA FOX (2003)
President; BA, MA, PhD, University of Cincinnati, College Conservatory of Music.

LYNN TUGGLE GILLILAND (2000)
Executive Assistant to the President; BA, Mary Baldwin College; MBA, University of North Carolina at Chapel Hill.

Program for the Exceptionally Gifted (PEG)

CHRISTINE M. BAKER (2000)
Assistant Director for Student Life; BA, James Madison University.

AMY CASH (2004)
Associate Director of PEG Admissions; BS, Longwood College.

ASHLEY CONNELL (2006)
Residence Life Coordinator; BA, University of California, Berkeley.

ELIZABETH CONNELL (2005)
Director of the Program for the Exceptionally Gifted; BA, Mary Baldwin College; MEd, University of Georgia; PhD, University of Georgia.

BOBBI KNOUS (2005)
Residence Life Coordinator; BA, Mary Baldwin College.

MEGAN MURTAGH (2004)
Residence Life Coordinator; BA, Mary Baldwin College.

REBECCA REGI (1999)
Assistant Director for Residence Life; BA, University of Virginia.

Office of the Registrar and Institutional Research

LEWIS D. ASKEGAARD (1983)
Dean of Institutional Research, Associate Dean of the College and Registrar; BA, MEd, PhD, University of Virginia.

K. JAN GALVIN (1993)
Reports Coordinator; AAS, Blue Ridge Community College; BS, Eastern Mennonite University; University of Virginia.

NANCY P. KEATON (1988)
Assistant Registrar; Blue Ridge Community College.

SHARON PHILLIPS (1996)
Student Records Manager.

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Secretary/Receptionist; BS, Shepherd College.

**Office of Sponsored Programs and
Research Development**

LYDIA J. PETERSSON (1989)

*Director of Sponsored Programs and Research
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JOANNA R. VONDRASEK (2005)

*Assistant Director of Sponsored Programs and
Research Development*; BA, Swarthmore College; PhD,
University of North Carolina.

Student Affairs

MELINDA S. BROWN (2004)

Director of First Year Experience; BA, Sweet Briar
College; MEd, Oregon State University.

BRENDA L. BRYANT (1995)

Dean of Students; AB Vassar College; MA Catholic
University; MPA, DPA, University of Southern California.

VELMA CARMAN BRYANT (2002)

Director of Student Engagement; BA, Mary Baldwin
College; MEd, James Madison University.

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Director, Career Development Services; BS, Maryville
University; MS, East Carolina University.

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Associate Vice President for Student Affairs; BA,
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Seminary.

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Associate Vice President for Student Affairs; BA,
Denison University; MEd, James Madison University.

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Program Coordinator; BA Hendrix College; MS,
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LAURA K. SCHAAF (2005)

Director, Residential Community; BS, Grand Canyon
University.

LISA C. WELLS (2005)

Director, Housing and International Student Services;
BS, James Madison University; MA James Madison
University.

CYNTHIA WINE (2006)

Administrative Secretary; Central Piedmont Community
College

**Virginia Women's Institute for
Leadership (VWIL)**

BRIG. GEN. N. MICHAEL BISSELL (1999) *Commandant
of Cadets*; BA, Virginia Military Institute; U.S. Army
Command and Staff College; MA, University of Missouri;
U.S. Army War College; Senior Fellowship, Harvard
University.

BRENDA L. BRYANT (1995)

Director; AB, Vassar College; MA, Catholic University;
MPA, DPA, University of Southern California; Washington
Public Affairs Center.

KAREN C. PARKER (1999)

Administrator/VWIL Recruitment Officer; BA, Temple
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RICK D. SCHEMEHORN (2005)

Deputy Commandant of Cadets; Chief Yeoman, United
States Navy, Retired.

SHARON B. SPALDING (1989)

*Associate Director of VWIL and Associate Professor of
Physical Education*; BS, James Madison University; MEd,
University of Virginia; ACSM. Exercise Specialist, (certi-
fied).

Writing Center

MOLSIE A. PETTY (1985)

Director and Assistant Professor of English; BA, East
Carolina University; ML, MA, University of South
Carolina.

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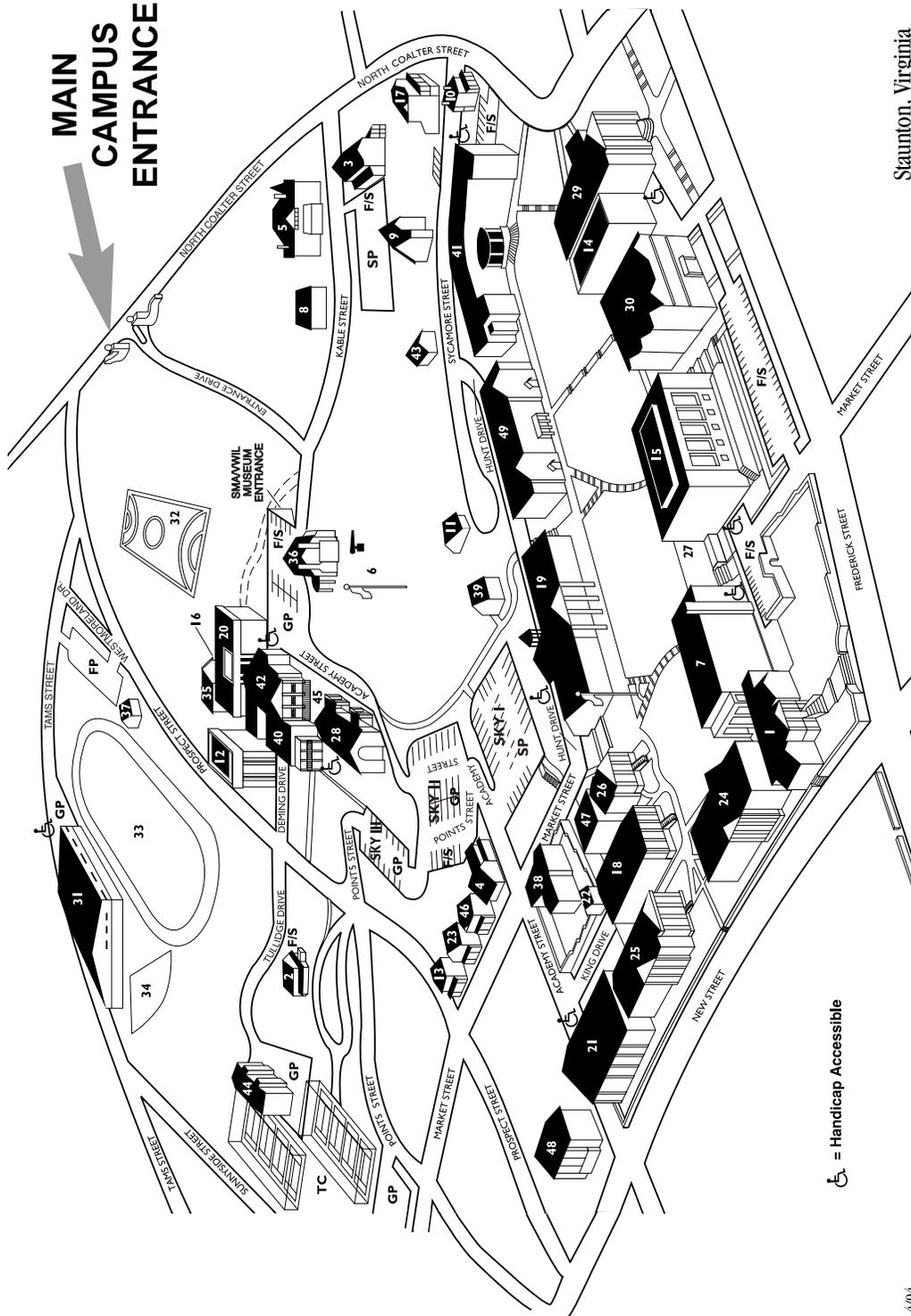
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MARY BALDWIN COLLEGE



Staunton, Virginia

♿ = Handicap Accessible

4/04

Campus Map Legend

- | | | |
|-----|---|--|
| 1 | Administration Building | |
| 2 | Adult Degree Program House | |
| 3 | Alumnae House | |
| 4 | Blakely House/Health Center | |
| 5 | Bowman House | |
| 6 | Cannon Hill | |
| 7 | Carpenter Academic Hall | |
| 8 | Carriage House | |
| 9 | Chris House | |
| 10 | Coalter Street House | |
| 11 | Crone House | |
| 12 | Fletcher Collins Theatre in
Bertie Murphy Deming
Fine Arts Center | |
| 13 | Edmondson House
(Master of Arts in Teaching) | |
| 14 | James D. Francis Auditorium in
Jesse Cleveland Pearce
Science Center | |
| 15 | Martha Stackhouse Grafton Library | |
| 16 | Grounds Building | |
| 17 | Hawpe House | |
| 18 | Hill Top Residence Hall | |
| 19 | Lyda B. Hunt Dining Hall | |
| 20 | Kable Residence Hall | |
| 21 | William Wayt King Building | |
| 22 | Little House | |
| 23 | Market Street House
(Virginia Women's Institute
for Leadership) | |
| 24 | Agnes R. McClung Residence Hall | |
| 25 | Baldwin Memorial Residence Hall | |
| 26 | Flora McElwee Miller Chapel in
Consuelo Slaughter Wenger Hall | |
| 27 | Barbara Kares Page Terrace | |
| 28 | William G. Pannill Student Center
(Bookstore/Pub) | |
| 29 | Jesse Cleveland Pearce
Science Center | |
| 30 | PEG (Program for the Exceptionally
Gifted) Center | |
| 31 | Physical Activities Center | |
| 32 | Lower Athletic Field | |
| 33 | Upper Athletic Field/Track | |
| 34 | Softball Field | |
| 35 | Physical Plant Offices | |
| 36 | President's House | |
| 37 | Prospect Street House | |
| 38 | Rose Terrace | |
| 39 | Scott House | |
| 40 | Rosemarie Sena Center/
Kable House
(Student Life and Career Services) | |
| 41 | Samuel R. Spencer Jr.
Residence Hall | |
| 42 | Student Activities Center/
(Institutional Advancement/
Communication, Marketing and
Public Affairs/Business Office) | |
| 43 | Taylor House/Security Office/
Switchboard | |
| 44 | Tullidge Residence Hall | |
| 45 | Cynthia Haldenby Tyson Terrace | |
| 46 | VWIL Supply House | |
| 47 | Consuelo Slaughter Wenger Hall
(Registrar/Computer and
Information Services) | |
| 48 | Woodrow Terrace Apartments | |
| 49 | Margaret C. Woodson
Residence Hall | |
| FP | Freshman Parking | |
| F/S | Faculty/Staff Parking | |
| GP | General Parking | |
| SP | Student Parking | |
| TC | Tennis Courts | |

Declarations

- The provisions of this catalog are not to be regarded as an irrevocable contract between Mary Baldwin College and the student. The college reserves the right to change any provision, program, regulation or requirement at any time and to determine its applicability to present or previous students.
- Mary Baldwin College does not discriminate on the basis of sex (except that men are admitted only as ADP and graduate students), race, national origin, color, age, disability or sexual orientation in its educational programs, admissions, co-curricular or other activities, and employment practices. Inquiries may be directed to the Vice President for Business and Finance, P.O. Box 1500, Mary Baldwin College, Staunton, VA 24402; 540-887-7175.
- Mary Baldwin College complies strictly with the Family Educational Rights and Privacy Act of 1974, as amended, for access to and release of information contained in student records. The Act accords all students certain rights which are summarized as: (1) to be informed of rights under the Act; (2) to inspect and review education records; (3) to request a change in an education record which a student believes to be inaccurate, misleading, or in violation of privacy or other rights; (4) to exercise a limited control over disclosure of information contained in a student's education records; and (5) to file complaints.

The college's Policy Statement is available from the Office of the Registrar. Pursuant to the Act, the college has adopted the following policies:

Mary Baldwin College considers the following to be directory information: name, class, local address, e-mail, and telephone number, home address and phone number, date of birth, major field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received.

A student has the right to refuse to permit the release of any or all directory information without the student's prior written consent. Any refusal must be received in writing by the registrar prior to the end of the second week of the academic year, and designate the information not to be released.

- The regulations as stated in the catalog form the official basis for all academic performance. Members of the faculty and staff are available for conference and advice, but the individual student is fully responsible for compliance with all catalog requirements and regulations.

Information

The following list shows various information that will be disclosed to current and prospective students upon request pursuant to the Higher Education Amendments of 1998.

- **Financial Aid Information** (programs available, application forms and procedures, eligibility requirements, criteria for selection, criteria for determining amount, satisfactory progress standards, disbursement methods, loan terms, and employment details when employment is part of the student's financial aid package) — Available from Mary Baldwin College Admissions and Office of Financial Aid and Student Campus Employment, Mary Baldwin College, Staunton, VA 24401, 1-800-468-2262 or 540-887-7019 (admit@mbc.edu).
- **Institutional Information** (refund policies, withdrawal procedures, costs, information about academic programs and faculty, accreditation, special services for students with disabilities, etc.) is contained in this Academic Catalog.
- **Completion and Graduation Rates** — Information available from the Office of Institutional Research, Mary Baldwin College, Staunton, VA 24401, 540-887-7071.
- **Institutional Security Policies and Crime Statistics** — Information available from Campus Security Office, Mary Baldwin College, Staunton, VA 24401, 540-887-7000 and at www.mbc.edu/college/security.aspx.
- **Athletic Program Participation Rates** — Information available from Athletic Director, Mary Baldwin College, Staunton, VA 24401, 540-887-7160.

MARY BALDWIN COLLEGE: 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.

Uniform Student Grievance Policy

- 1) The ombuds officers (i.e., first point of contacts) for students who wish to explore the possibility of filing a complaint or lodging a grievance at Mary Baldwin College are:
 - a) The assistant dean of the college (currently Dr. Edward Scott) for matters dealing with academic programs and coursework.
 - b) The associate vice president for student affairs (currently Ms. Diane Kent) for matters dealing with student life, residence life, extra-curricular programs, and other issues not involving academic programs and coursework.
- 2) For grievances involving academic programs, faculty, and coursework:
 - a) **GRADE APPEALS:** The assistant dean of the college will explain the college's grade appeal policy (published annually in the college catalog), 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 assistant dean of the college 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.
 - c) **OTHER ACADEMIC COMPLAINTS AND GRIEVANCES:** The assistant dean of the college 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) For grievances involving admissions, student life, and extra-curricular 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 VP 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 steps, 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 4(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, "Complain 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.

APPROVED BY EXECUTIVE STAFF, APRIL, 2006