

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 Director of Housing.

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

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, coffee-houses 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.

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, Student Virginia Education Association, 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. Students can apply to Quest during, or after completing, their freshman year. Chaplain Patricia Hunt can provide additional information about the Quest Program: phunt@mbc.edu

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 semi-

nars 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 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. 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 Office of Student Engagement.

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, Hampton, 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 and students included in the VCCS Guaranteed Admissions Agreement.
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 for PK-6, 6-8, or 6-12 may do so through the Adult Degree Program as undergraduates. They will select an appropriate major, a minor in education, and student teach for 12 semester hours and 12 weeks as part of the baccalaureate program. Praxis I scores (or qualifying SAT or ACT scores) and a 2.5 GPA are required for student teaching.

Adult students who already hold a baccalaureate degree may earn teacher licensure for PK-6, 6-8 or 6-12 through the Post Baccalaureate Teacher Licensure program. A 2.5 undergraduate GPA is required for admission. According to Virginia Department of Education requirements, students must also submit qualifying SAT or ACT scores or take all three parts of Praxis I. Students will enroll in the liberal arts courses required by Mary Baldwin College and the Virginia Department of Education which they did not complete as undergraduates. They will also take professional education courses stipulated under Mary Baldwin College's state-approved teacher licensure program, and will student teach for 12 semester hours and 12 weeks.

Students who hold a baccalaureate degree and wish to pursue a master's degree resulting in teacher licensure may pursue the Master of Arts in Teaching, either completing the degree and licensure simultaneously or through the licensure-first option. According to the Virginia Department of Education requirements, students must submit qualifying SAT or ACT scores or take all

three parts of Praxis I. A 3.0 GPA in the last 60 hours of undergraduate work is also required for admission. The program for the PK-6 or 6-8 program is 39 semester hours; special education is 42 semester hours. Additional undergraduate liberal arts courses may be required, as is 12 weeks of student teaching.

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.

2008–2009 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 — \$50

COURSE TUITION

Students pay \$376 per semester hour for course work. Internships are \$188 per semester hour.

EXTENDED TIME FEE — \$50 per semester hour

PRIOR LEARNING PORTFOLIO EVALUATION

\$376 per portfolio – Cost equals one credit hour per portfolio.

RE-ACTIVATION FEE\$50

GRADUATION FEE\$100

ADMINISTRATIVE WITHDRAWAL FEE\$75
(in addition to any 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 have the opportunity to 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 are encouraged to 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

Financial aid is available to students with demonstrated need, and scholarships are available based on academic achievement prior to enrolling. PEG students pay the same comprehensive fees as full-time Mary Baldwin College students. In addition, PEG students who reside in the PEG Center are assessed a \$100 programming fee.

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 students.

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 education
- 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:
 - three math and symbolic reasoning courses, to include 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
 - at least eight semester hours in two natural science disciplines to satisfy the total General Education Requirement
 - a leadership internship
 - three interdisciplinary leadership courses addressing history and theories of leadership; ethics and community; 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. Regular physical training is required.

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. Physical and health education credit is earned for these activities.

Military Leadership

(Reserve Officer Training Corps)

VWIL students are required to complete three 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 aca-

ademic 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/NC course to a graded course, membership in the MBC Honor Scholars Society, cultural field trips, dinners and/or other forums with vis-

iting 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 2008-2009, students may choose between the Bailey Colloquium (INT 213), Morality: Human Nature and Nurture (PHIL/PSYC 277), and The Rise of the Consumer Society (ECON 277). Honor Scholars are required to take at least two three-semester-hour interdisciplinary honors courses as partial fulfillment of the requirements for an Honors Degree.

Honors Sections

From time to time, specific sections of regular courses will be designated as Honors Sections. Requirements will be more academically challenging than those in the regular sections, and enrollment will be limited to Honor Scholars. In 2008-2009, Greek Myth and Religion (REL 355) and Social Science Statistics (ECON 222) will offer honors sections.

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.

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, usually in their major or minor, 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 par-

participation in the Honors Program for at least three semesters, the accumulation of at least nine hours of honors credit (through honors courses, sections, 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 All Bachelor Degrees

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 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 (24 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.

CORE CURRICULUM

- a) 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.

- b) 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.

- c) International Studies (six semester hours)

Never has it been more critical that educated women and men have an understanding of the range of perspectives and pressures that affect people across the globe. By completing six hours of international studies, Mary Baldwin students will be more fully prepared for both American and global citizenship.

- d) Writing Emphasis (six semester hours) and Oral Communication (three semester hours) Competence

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.

e) Mathematical and Symbolic Reasoning (six semester hours)

As scientific knowledge progresses beyond what is intuitively understandable, it becomes vital that educated people be comfortable with mathematics and symbolic reasoning as ways to describe, analyze, and understand their environment. All Mary Baldwin students must complete at least six semester hours in college-level mathematics or in coursework that the College faculty has identified as advancing the student's ability to apply mathematical, quantitative, or symbolic reasoning to concrete situations.

f) 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.

g) Physical and Health Education (two semester hours)

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

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)

Biology (BA or BS)

Business Administration (BA or BS)

Chemistry (BA or BS)

Clinical Laboratory Science

Communication

Economics

English

French

History

Mathematics (BA or BS)

Music

Philosophy

Physics (BS)*

Political Science

Psychology (BA or BS)

Religion

Social Work (BSW)

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 thirteen combined majors that integrate the tools and principles of two or more disciplines into a single course of study:

Anthropology/Sociology

Applied Mathematics (BA or BS)

Arts Management

Asian Studies

Computer Science/Mathematics (BA or BS)

Health Care Administration

International Economics and Business

International Relations

Marketing Communication

Philosophy/Religion

Physical Science

Psychology/Sociology

Sociology/Anthropology

Sociology/Psychology

Sociology/Social Work (to be phased out)

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
Film
French
Global Poverty and Development
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
US Poverty Analysis
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 complete the calculus and physics sequences during their freshman year. Students who are accepted into the program generally have a 1700 SAT or 25 ACT score.

Vanderbilt University — Nursing

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

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

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, associate professor of physics.

Uniform Student Grievance Policy *Approved by Executive Staff, April 2006*

- 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) 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) Grievances involving admissions, student life, and extra-curricular programs:
- 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.
 - 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.
 - 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:
- 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.
 - 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.
 - 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:
- 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."
 - The protocol for filing complaints and the required forms may be obtained from the Commission's web site (www.sacsoc.org) or from the institution's accreditation liaison, currently Dr. Lewis Askegaard, Office of the Registrar.

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.

General Education:

- Six semester hours credit in each of four major curricular areas: the arts, the humanities, the natural sciences, and the social sciences and history.

Core Curriculum:

- Three semester hours in diverse cultures of the United States
- Three semester hours in women's studies/gender studies
- Six semester hours in international studies.

Either:

- At least six semester hours in a single modern foreign language
 - At least six semester hours of course-work taught overseas
 - At least six semester hours of credit in courses taught in English, in two different disciplines, and identified as "International" in the catalog.
- Any combination of options 2 and 3 totaling at least six semester hours is acceptable.

International students are exempted from the International Studies requirement.

- ENG 102 or equivalent
- Completion of the six semester hour writing requirement and the oral communication competency requirement
- Completion of the six semester hour mathematical and symbolic reasoning requirement
- Three semester hours in experiential education
- Two semester hours in fitness and health, completing at least one class from each of the three principles.

General education and core requirements changed beginning fall, 2006. Students who matriculated prior to fall, 2006, should see registrar or ADP director or consult catalog under which you matriculated to confirm your requirements.

- 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.

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 obtain administrative approval from the registrar or dean of the college. 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 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 can be done at MBC. The original grade cannot be replaced by an NC. Repeat work can also be done at another institution, subject to the guidelines for transfer of credit, and only if appropriate MBC faculty certify that the transfer course is sufficiently similar to the MBC course being repeated. Students will receive credit only for transfer work; however, the D or F grade earned in the MBC course will be removed from calculation of the MBC cumulative grade point average.

Pass/No Credit (P/NC)

A student may attempt five 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 five semester hours taken on a P/NC basis may be counted toward the completion of a major. No more than one course comprising the minor can be taken on a P/NC basis. A course taken P/NC specifically to qualify for the BS does not count against the five semester hour limit on P/NC courses in the major or minor. All courses required by the instructor to be taken P/NC, including internships,

are excluded from the above limits. All such courses are designated in the course description in the catalog. 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

Academic load limits for full-time 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

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

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.

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 director or dean of adult and graduate studies.

During May Term, a student may add classes only through the first day of classes. Courses dropped on the first day will not appear on the transcript. Students may withdraw from a May Term course through the sixth day of classes in May Term, receiving a mark of 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.

If a transferable course taken at another institution is deemed to be equivalent to an MBC course in which the student earned a D or F, the effect of the MBC grade will be removed from the student's cumulative GPA. Appropriate MBC faculty must certify the general

equivalence of the transfer course. It is the student's responsibility to furnish whatever evidence the certifying faculty may find sufficient.

No more than 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 2009: 3.81
- **Cum laude** — Class of 2009: 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 2009: 3.91
- **Cum laude** — Class of 2009: 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 their advisor 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 and the student has made unacceptable

progress toward raising her GPA to the required levels. Dismissal means that Mary Baldwin College will not consider the student for readmission.

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 WE, depending on the effective date of withdrawal.

Students who are completing off-campus will be withdrawn after their Mary Baldwin academic record has been inactive for one calendar year from the last additions to the academic record.

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 March 1st, 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. Upon re-entry, 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.

At the time the leave of absence is granted, all academic work in progress will be given a final grade,

including WP or WF, as appropriate. The student is not allowed to finish "Incompletes" while on leave of absence or enroll in new Mary Baldwin credit work.

In all cases of leaves of absence, please refer to the Credit and Refund Policy section of this academic catalog for information regarding financial arrangements. Students leaving the college must 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

Detailed Rules Governing General Education and College Core

Students who matriculated prior to fall, 2006, and have not withdrawn at any time since initial matriculation should consult the catalog in effect when they matriculated or see the registrar or ADP director for their graduation requirements.

General Rules

CONTROLLING AUTHORITY. Students are bound by the graduation requirements in effect with the catalog under which they matriculate. Leaves of absence do not result in new matriculation, but suspensions and withdrawals followed by readmission do. Students are bound by major and minor requirements in effect when they declare the major or minor or complete their degree plan in the ADP unless they leave and are readmitted. Applicability of specific courses to general education or College Core is governed by the official published Course Offerings List for the semester in question.

APPROVAL AUTHORITY. All course applicability to general education or College Core must be approved for that purpose by the entire faculty. Applicability of transfer courses to general education or College Core is determined by the College Registrar, dean of adult and graduate studies, director of the ADP, or dean of the college based on appropriate consultation with relevant faculty. Transfer course applicability to majors and minors is determined by relevant faculty within those majors and minors.

MULTIPLE APPLICATIONS OF COURSES. A single course may only apply to one requirement within gen ed and International. A single course may apply without limit to multiple requirements outside gen ed and international.

Exception 1: Courses taken overseas apply to international and may also potentially apply to one gen ed area.

Exception 2: Psychology courses can only apply to one gen ed area.

Example 1: A literature course taken on an approved program abroad could potentially apply to both international and humanities.

Example 2: ENG/THEA 114 could count toward humanities (English) or arts (Theatre), but not both.

Example 3: BIOL 252 could count as natural science within the gen ed, women's studies in the Core, a minor in women's studies, and a major in biology.

Example 4: PSYC 101 applies to natural science and PSYC 214 applies to social science. However, the student would have to choose whether to apply his/her psychology courses to natural or social science. No matter how they applied, however, PSYC 214 could also count to women/gender studies, since that is Core, not Gen Ed.

CROSS-LISTED COURSES. Cross-listed courses may apply to the curriculum wherever they best benefit the student regardless of the discipline listing.

Example: ENG/THEA 115 can count as a humanities (English) or an arts (Theatre) regardless of how the course is listed on the transcript. But it can't count as both since both are within gen ed.

DIS, LEARNING CONTRACTS, ON-LINE COURSES, COLLOQUIA. Directed inquiries, on-line courses, and learning contracts count toward gen ed and Core if they are designated as equivalent to an approved course. Uniquely-designed DIs, learning contracts, and colloquia only count toward gen ed and Core if they are specifically approved for those purposes by the full faculty and so designated on the Course Offerings List.

TEST APPLICABILITY. Course equivalency credit awarded as a result of AP, IB, and, for ADP only, CLEP, are all applicable to gen ed and Core as determined by the faculty.

EXEMPTION FOR ASSOCIATE DEGREE. Students with associates in arts or science (but not applied arts or science) from Virginia community colleges are exempted from gen ed requirements. Students with qualifying associates degrees who matriculated in fall, 2006, and spring, 2007 are also exempted from the international requirements. The degree must be in hand at the time of orientation and official documentation must be presented to MBC within one month of orientation.

MATRICULATION PRIOR TO FALL, 2006. Students whose latest matriculation was prior to fall, 2006, must fulfill different general requirements. They should see the College Registrar or ADP director or consult with the catalog under which they matriculated for details.

General Education

See “General Rules, above.

Completion of at least six semester hours of applicable coursework in each of the following four areas must be completed. At least two different disciplines must be represented in each gened area.

Arts
Humanities
Natural Sciences
Social Sciences and History

Example: An art history major with many hours of courses that apply to the arts area in gen ed would nonetheless have to take a course from another discipline (music, theatre) that applied to arts to complete that area.

College Core

See “General Rules,” above.

INTERNATIONAL EDUCATION. The international requirement can be satisfied in three ways:

- Complete at least six semester hours in the study of a single modern foreign language (American Sign Language is not counted)
- Complete at least six hours of credit in courses taught overseas
- Complete at least six hours of credit in courses that are taught in English, in two different disciplines, that are identified as “International” in the applicable COL

Any combination of the second and third options adding up to six hours is acceptable. International students, defined as those who are in the U.S. on a temporary visa, are exempted from this requirement.

Example: 1. Six hours of Latin would not count since it is not a modern language.

2. Three hours of Spanish and three hours of French would not satisfy the requirement.

Three more hours in either Spanish or French would be required.

3. Three hours of Arabic and AS 244, Modern Middle East, would not satisfy the requirement. Either at least three more hours of Arabic language OR another “international” course in English would be required.

4. AS 244 completed on campus and

THEA 208, completed in London, would satisfy the requirement.

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

Complete at least three hours of course work identified as “experiential” in the applicable COL, or

Complete at least three hours of course work in internships, including student teaching and social work field experience.

MATHEMATICAL AND SYMBOLIC REASONING. The student must complete at least six hours in courses identified as Math/Symbolic Reasoning in the applicable COL.

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

Concentration 1: Principles of Health (generally PHE numbered below 130 in MBC COL).

Concentration 2: Fitness or Dance and Health-Related Fitness (generally PHE numbered 130-159 in MBC COL)

Concentration 3: Principles of Motor Skill and Sport-Related Fitness (generally PHE numbered 160 and above in MBC COL)

WOMEN’S STUDIES/GENDER STUDIES. The student must complete at least three credit hours in courses identified as Women/Gender Studies in the applicable COL.

DIVERSE CULTURES OF THE UNITED STATES. The student must complete at least three credit hours in courses identified as Diverse Cultures in the applicable COL.

WRITTEN COMMUNICATION. The written communication requirement is satisfied by successfully completing ENG 102 (or 103 for international students only), receiving a grade of B- or better in ENG 101, or receiving a 580 or above on the writing section of the SAT and passing an exemption exam during orientation.

WRITING EMPHASIS. The student must complete at least six credit hours in courses identified as Writing Emphasis in the applicable COL. Transfer courses applicable to this requirement must be so identified by the director of the Writing Center or, in the ADP, by the faculty advisor.

ORAL COMMUNICATION COMPETENCY The oral communication requirement can be completed by either

Completing a course identified as Oral in the applicable COL

Completing a sequence of courses, or a major, designated by the faculty as satisfying the Oral requirement.

Testing out with the Communications department on an individual request basis.

Courses that Meet the General Education Requirements 2008–2009

Arts

- ARTH 100 The Appreciation of Art
- ARTH 101 Survey of Western Art: The Ancient World
- ARTH 102 Survey of Western Art: Medieval and Renaissance Worlds
- ARTH 103 Survey of Western Art: The Modern World

All 200-level art and art history courses except 200 and 217

- 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 except 310 and 311.

- 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

- AS 212 Asian Religions
- AS 275 Buddhism
- 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, 239, 242, 243, 251, 381
- 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
- REL 101 Hebrew Scriptures (Old Testament)
- REL 102 Christian Scriptures (New Testament)
- REL 130 Faith, Life, 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 121 General Chemistry
- CHEM 130 Chemistry and Society
- HCA/BIOL 261 Epidemiology
- INT 125 Introduction to Geography
- PHYS/CHEM 100 Topics in Physical Science
- PHYS 131 Introduction to Astronomy
- PHYS 132 Topics in Astronomy
- PHYS 201 General Physics I
- 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 250	Traditional China
AS 251	Asian Women
AS 253	Modern China
AS 256	Newly Industrializing Countries of East Asia
AS 257	The Chinese Century
AS 270	Australia and New Zealand
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 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 except 222	
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, 282, and 287	

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 340	Museum Studies
BUAD 260	Personal Finance
BUAD 287	Business Internship: Career Exploration
BUAD 387	Business Internship: Professional Experience
BUAD 395	Business Practicum
CHEM 400	Research in Chemistry/Biochemistry I
COMM/ART 119	Introduction to Video Production
COMM 221	Mass Media Writing
COMM 230	Small Group Communication
COMM 231	Communication Practicum
ECON/POLS 301	Advanced Data Analysis
ECON 302	Econometrics
ED 110	Practicum in Education
ED 382-385; 389; 391-392	Student Teaching
ENG 142	The Crafting of Fiction
ENG 143	The Crafting of Poetry
ENG 242	The Writing of Fiction
ENG 243	The Writing of Poetry
INT 118	Managing Life's Challenges
MUS 106	Mary Baldwin College Choir
MUS 108	Chamber Music Ensembles
All Applied Music Lessons	
MUS 141	Diction for Singers
MUS 210	Accompanying
PHIL/INT 140	Community and Service Learning
PHYS 209	Experimental Modern Physics
PSYC 205	Techniques of Counseling and Psychotherapy
PSYC 212	Fundamentals of Human Memory and Cognition
PSYC 213	Behavior Modification
PSYC 287	Career Exploration in Psychology
SOC 282	Community Service and Society
SOWK 156	Interviewing in Human Professions
SOWK 287, 387	Social Work Field Observation
SOWK 400	Field Instruction in Social Work
THEA 111	Voice, Diction and Oral Reading
THEA 121	Acting I
THEA 153	Stage Management
THEA 154	Stage Makeup

THEA 210 Problems in Production
 THEA 221 Acting 2
 THEA 321 Acting III
 THEA 324 Directing Practicum
 All 287 and 387 internships

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
 ARAB 101, 102 Elementary Arabic
 ARAB 151, 152 Intermediate Arabic
 ARTH 204 Latin-American Art
 ARTH 343 Renaissance Studies in Italy
 AS 106 Asian Civilizations
 AS 212 Asian Religions
 AS 213 Islam
 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 255 Survey of South Asian Art
 AS 256 Newly Industrializing Countries of East Asia
 AS 257 The Chinese Century?
 AS/INT 258 Globalization and Its Impact on World Affairs
 AS 270 Australia and New Zealand
 AS 275 Buddhism
 BIOL 148 Environmental Issues
 BUAD 305 International Business
 BUAD 336 International Marketing
 COMM 280 Intercultural Communication
 ECON 202 Introduction to International Economics
 ECON 210 Food, Population and Technology
 ECON 232 Topics in Economic Development
 ECON 253 International Trade
 ECON 254 International Finance
 ENG 255 African Novels
 FREN 170 Francophone Women Writers
 HCA 250 Global Health Care
 HIST 245 20th-Century Europe
 HIST 246 Europe, 1900–1945
 HIST 247 Europe, 1939–Present
 HIST 255 The History of Russia
 HIST 256 Modern Russian History
 HIST 262 20th-Century German

INT 190 Contemporary French Culture and the French Tradition
 INT 240 Quebec and Canada
 MUS 200 Topics in Music History
 PHIL/REL/AS 320 Peacemaking: Gandhi and Nonviolence
 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
 SPAN 215 Let's Talk About Movies
 THEA 206 Theatre Abroad
 THEA 208 London Theatre
 THEA 255 May Term in France

Mathematical and Symbolic Reasoning

MATH 150 College Algebra or any math course above MATH 150
 CHEM 110 Global Issues in Chemistry
 CHEM 121 General Chemistry
 CHEM 130 Chemistry and Society
 CIS/CS 180 Fundamentals of Computer Systems
 ECON 301 Advanced Data Analysis
 INT 222 Social Science Statistics
 PHIL 103 Introduction to Logic
 PSYC 250 Behavioral Statistics

Women's Studies/Gender Studies

ANTH 202 Women, Gender and Culture
 ARTH 221 Women in the Visual 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
 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
PSYC 248	Forensic Psychology (ADP only)
SOC 100	General Sociology
SOC 248	Social Inequality
SOC 264	Social Movements
SPAN 227	US Latino Literature and Culture

Oral Communication Competency

ARTH 200	Writing in the Visual Arts
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 403	Senior Project in Graphic Design
ART 407	Senior Project in Extended Media combined with the advanced level course in Extended Media
AS 400	Senior Seminar in Asian Studies
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
ENG 381-400	Major Seminar
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
SOC 400	Senior Seminar
SOC 401	Sociology Senior Thesis
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.

Writing Emphasis Courses

ARTH 200	Writing in the Visual Arts
ARTH 302	Modern Art Before 1945
ARTH 303	Modern Art After 1945
ARTH 304	Northern Renaissance Art
ARTH 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 257	The Chinese Century
AS/INT 258	Globalization and Its Impact on World Affairs
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	HCA 235	Women's Health Care Issues
CIS/CS400	Senior Seminar: Computer Ethics and Security	HCA 401	Senior Seminar
COMM 210	Interpersonal Communication	HIST 228	History of Appalachia
COMM 221	Mass Media Writing	HIST 239	Enlightenment Europe, 1648–1789
COMM 255	Scriptwriting for Film and Television	HIST 240	Revolutionary Europe, 1789–1901
ECON 253	International Trade	HIST 400	Senior Seminar
ECON/WS 280	Women and Economics	MUS 323	Piano Literature
ECON 325	Economic Policy Seminar	PHIL 101	Introduction to Philosophy
All 100-level English courses above ENG 104, except 142 and 143		PHIL 203	The Literature and Thought of Existentialism
ENG 202	Advanced Composition	PHIL 301	Contemporary Analytic Philosophy
ENG 203	Children's Literature to 1900	POLS 215	Politics in the Third World
ENG 204	Children's Literature after 1900	POLS 216	Politics of Russia and Eastern Europe
ENG 208	British Literature Before 1780	POLS 400	Senior Seminar
ENG 209	British Literature After 1780	PSYC 216	Multicultural Psychology
ENG/THEA 216	Introduction to Shakespeare	PSYC 232	Educational Psychology
ENG 220	American Literature: Colonial through Romantic	PSYC 248	Forensic Psychology (ADP, except summer week)
ENG 221	American Literature: Realism to Present	PSYC 401	Senior Thesis
ENG 235	Women in Literature	REL/PHIL 233	Human Nature and Society
ENG 238	American Women Novelists	SOC 240	Community and Urban Sociology
ENG/AS 239	Asian-American Women's Literature (As ADP course only)	SOC 248	Social Inequality
ENG 251	Technical and Professional Writing	SOC 400	Senior Seminar
ENG 255	African Novels (As ADP course only)	SOC 401	Sociology Senior Thesis
ENG 260	Women and the Novel	THEA 101	Plays in Performance
ENG 264	African-American Literature (As ADP course only)	THEA/ENG 114	Introduction to Drama
ENG 310	Chaucer (As ADP course only)	THEA/ENG 115	Modern Theatre
ENG/THEA 315	Tudor-Stuart Drama (As ADP course only)	THEA/ENG 217	Great Plays
ENG 322	Milton and the Metaphysicals (As ADP course only)	THEA 265	Writer as Performer (ADP only)

PRE-PROFESSIONAL PROGRAMS

Pre-Law Program

A student who wishes to pursue a career in legal services will face three challenges: (1) should I go to law school? (2) what can I do that may help me prepare to succeed in law school? And (3) what coursework may prepare me for success as an attorney? Different choices in undergraduate experiences may help in meeting each of these challenges. Mary Baldwin College is committed to ensuring that students are prepared for the rigors of law school and have the skills needed to conduct a successful professional career.

CHALLENGE 1: Should I go to law school?

Mary Baldwin College pre-law advisors urge undergraduate students to gain first hand experience in one or more legal environments (e.g., law firm offices; public defenders' offices; clerk of court offices) before deciding whether or not to go to law school. Internships and summer jobs provide the best opportunity for the student to learn if the quantity and qualities of the work attorneys do meshes with their personal preferences and personal style. It is fine to talk with knowledgeable others who are attorneys, too, but our experience has shown that the best guidance comes from the student's own practical experience in the legal profession. At a minimum, a student informally should "shadow" more than one attorney on several full work days in order to acquire a clear sense of the job. Many students have benefited from full time employment as a paralegal after completion of their B.A. degree. Life is not a race: it is best to be certain of your compatibility with the goal prior to undertaking the large expense of going to law school.

CHALLENGE 2: What can I do as an undergraduate student to prepare to succeed in law school?

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 pre-law advisors agree. We recommend a strong liberal arts foundation as the best undergraduate preparation for the study of law. Courses and majors that routinely require students to write essays that are evaluated on the basis of their reasoning and supporting evidence are to be preferred.

CHALLENGE 3: What can I do to prepare to succeed as an attorney?

Understanding people, especially understanding how to work with and motivate others, is important to success as an attorney. Courses emphasizing group psychology and social processes may address these areas. Most legal employment involves working with businesses, so understanding how businesses are organized, and how accounting is practiced, may impart needed skills. Skills in researching, in writing, and in reasoning each are important. Courses in most liberal arts disciplines may help students in these areas. Confidence in effective communication is important. All courses that develop students' speaking abilities may be helpful, including courses in Theater and Communications.

No single list of courses can appropriately guide all who are considering law school. Most importantly, students should elect to pursue a major in which they can succeed: high grades are valued in the law school admissions process. Students should not shy away from courses that present demanding examinations: skill in succeeding under rigorously paced conditions will be a factor on the Law School Admissions Test (LSAT), in law school, and on the job as an attorney. 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. Please note: The following courses are just examples of the types of courses that emphasize appropriate skills and concepts, not a checklist of courses for all students to take:

BUAD 100	Introduction to Business
BUAD 210	Principles of Accounting I
BUAD 220	Business Law I
BUAD 221	Business Law II
ECON 102	Principles of Macroeconomics
ENG 110	Composition & Literature: The Short Story
PHIL 102	Introduction to Ethics
PHIL 103	Introduction to Logic
PHIL 202	Modern Philosophy
POLS 100	Introduction to American Government and Politics
POLS 111	Comparative Politics
POLS 210	Judicial Process

POLS 310	International Organizations
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 114	Introduction to Drama

Advisors

Gordon Bowen, professor of political science; B.A., San José State University; M.A., Ph.D., University of California at Santa Barbara.

Robert Klonoski, assistant professor of business administration; B.S., Fairfield University; M.B.A., University of Connecticut; J.D., Brooklyn Law School

Sally Ludwig, assistant professor of business administration and political science; A.B., Randolph-Macon Woman's College; M.A., J.D., The University of Virginia.

Steven Mosher, professor of health care administration and political science; B.A., M.A., Ph.D., University of South Carolina.

Laura van Assendelft, associate professor of political science; B.A., The University of the South; Ph.D., Emory University.

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 who choose to major in biology may further designate an emphasis in biomedical science designed to provide broad-based scientific knowledge and skills in that area from classroom and laboratory experiences while fulfilling prerequisites for admission to medical

school. 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 121	General Chemistry I
CHEM 122	General Chemistry II
CHEM 221	Organic Chemistry I
CHEM 222	Organic Chemistry II
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 201	General Physics I
PHYS 202	General Physics II

Reserve Officer Training Corps

Coordinator: Brig. Gen. Michael 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 three 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:
AFROTC (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

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.

Accreditation

Mary Baldwin College's Teacher Education Program, which is designed to prepare an inquiring and reflective learner, a well-educated professional who brings forth the best in all students, is accredited by the Teacher Education Accreditation Council (TEAC) for a period of five years from March 2008 to March 2013. This accreditation certifies that the forenamed professional education program has provided evidence that the program adheres to TEAC's quality principles.

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 writing sample (topic provided on the application form);
- 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 scores for the Praxis I exam. Students who do not pass the Praxis I exam but meet all other program requirements may be accepted into the program. Those with non-passing Praxis I scores will be presented with options to strengthen weak areas. Periodic reappraisal of teacher candidates will be made as students progress through the program. A copy of scores on the Praxis I exam must be submitted with the student teaching application form. Students must also pass the Virginia Communication and Literacy assessment before acceptance for Student Teaching. Passing Praxis II assessments are required for licensure.

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.

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 take the Praxis I, pass Praxis II, and pass the Virginia Communication and Literacy Assessment (VCLA). Elementary Education students take these assessments and the Virginia Reading Assessment (VRA). Passing scores on Praxis II and the VCLA are required for secondary licensure.

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

The computer technology competency requirement in all endorsement areas may be met in the ADP by successful completion of a Prior Learning Portfolio, by taking ED 157 (Computer Technology for Teachers).

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

Five Year BA/MAT Option

This program provides a five year program option for Mary Baldwin College students that would allow them to complete a Bachelor of Arts (BA), a Master of Arts in Teaching (MAT), as well as Teacher Licensure. This design is based on similar programs offered by other higher education institutions in Virginia and across the country. Students who select this option would have the advantage of completing a MAT prior to the start of their teaching careers and expand their pre-service preparation. Duplication that currently exists in separate BA/MAT programs would be eliminated, and students would realize certain cost and time efficiencies. This program option allows Mary Baldwin College students the option to enter the teaching profession with preparation comparable to many of their peers.

This option does not preclude or replace the current undergraduate licensure program which remains an important option for some students. For these students obtaining a teaching assignment as soon as possible may be critical and they may feel ready to enter the class room at the end of a 4 year program. The 4 year program would continue to meet the basic requirements for licensure in Virginia.

Students would apply and be accepted into the 5 year BA/MAT program during the spring semester of their sophomore year or fall semester of their junior year. Upon acceptance into the program the student will meet with undergraduate and graduate education faculty to plan their 5 year program to include necessary course, practicum, and student teaching experiences.

The following endorsement options are available the 5 year BA/MAT program:

- Elementary education (Kindergarten through sixth grade)
- Middle and secondary education (In a specific subject)
- Elementary education (Kindergarten through sixth grade) plus special education
- Middle and secondary education (In a specific subject) plus special education

For additional information student should contact the Education Department in Edmondson House at 887-7298.

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.

Praxis I scores must be submitted. Passing scores must be submitted on the Virginia Reading Assessment (VRA) and the Virginia Communication and Literacy Assessment (VCLA).

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 II passing scores and Virginia Communication and Literacy Assessment passing scores are required for middle school licensure. The Praxis I assessment must be taken.

CONCENTRATION AREAS

Prospective teachers select two areas of concentration, completing a total of 21 semester hours in each. Concentration areas include: language arts, social science, 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 journalism or theatre
- History and social science
- Mathematics
- Science — biology or chemistry with possibility of adding earth science.

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
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
PSYC 211	Adolescent Psychology

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, printmaking, 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 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.

General and Professional Studies for Foreign languages:

ED 110	Practicum in Education
ED 115	Foundations of Education
ED 120	Understanding Exceptional Individuals
ED 300	Elementary School Methods and Practicum
ED 310	Middle and Secondary School Methods and Practicum
ED 350	Content Area Reading
ED 386	Student Teaching Seminar
ED 389	Student Teaching in Foreign Language
PSYC 210	Child Psychology
PSYC 211	Adolescent Psychology

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.

History and Social Science (6–12)

The Student seeking licensure in History and Social Science will demonstrate an understanding of knowledge, skills, and processes of history and the social science disciplines as defined by the Virginia History and Social Science Standards of Learning. To be licensed as a teacher in History and Social Science, the applicant shall major in history or political science.

REQUIREMENTS FOR HISTORY & SOCIAL SCIENCE ENDORSEMENT FOR HISTORY MAJORS

Required courses:

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 to 1877
HIST 400	Senior Seminar

Plus the following courses:

POLS 100	Introduction to American Government and Politics
POLS 101	Introduction to Public Administration
POLS 111	Comparative Politics
POLS 128	U.S. Foreign Policy
ECON 101	Principles of Microeconomics
ECON 102	Principles of International and Macroeconomics
HIST 265	Survey of African American History to 1877
INT 125	Introduction to Geography

REQUIREMENTS FOR HISTORY & SOCIAL SCIENCE ENDORSEMENT FOR POLITICAL SCIENCE MAJORS

Required courses:

3 s.h. in American Government	
3 s.h. in Comparative Government	
3 s.h. in International Relations	
3 s.h. in Political Theory	
PHIL 201	Greek and Medieval Philosophy
PHIL 202	Modern Philosophy
PHIL 211	Modern Political Thought
or	
PHIL 235	Ethics, Community and Leadership
POLS 400A	Seminar in Political Science: American
POLS 400B	Seminar in Political Science: Comparative/International

Plus the following courses:

HIST 101	Western Civilization to 1648
HIST 102	Western Civilization from 1648
HIST 112	Survey of U.S. History from 1877
ECON 101	Principles of Microeconomics
ECON 102	Principles of International and Macroeconomics
INT 125	Introduction to Geography
POLS 203	U.S. Congress
or	
POLS 205	Political Parties and Interest Groups

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

The remaining 14 semester hours shall be taken at Washington and Lee University through the consortium arrangement:

GEOL 101	General Geology
GEOL 102	Historical Geology
GEOL 135	Meteorology
GEOL 201	Oceanography
GEOL 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:

GEOL 101	General Geology
GEOL 102	Historical Geology
GEOL 135	Meteorology
GEOL 201	Oceanography
GEOL 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

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.

GENERAL AND PROFESSIONAL STUDIES FOR THEATRE ARTS:

ED 110	Practicum in Education
ED 115	Foundations of Education
ED 120	Understanding Exceptional Individuals
ED 300	Elementary School Methods and Practicum
ED 310	Middle and Secondary School Methods and Practicum
ED 386	Student Teaching Seminar
ED 391	Student Teaching in Theatre
PSYC 210	Child Psychology
PSYC 211	Adolescent Psychology

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 2005-2006, 100 percent of the 146 students earning teacher licensure through Mary Baldwin's Teacher Education Programs (RCW, ADP, MAT) passed the required Praxis I tests. The number of MBC students passing each specific test follows:

PPST Reading.....	31
CBT Reading.....	56
PPST Writing.....	28
CBT Writing.....	58
PPST Mathematics.....	29
CBT Mathematics.....	59
<i>Academic Content Areas:</i>	
Elementary Education Content Knowledge.....	73
English Language Lit Content Knowledge.....	3
Middle School English Language Arts.....	7
Middle School Mathematics.....	6
Middle School Social Science.....	8
Social Studies Content Knowledge.....	3
Art Content Knowledge.....	3

Other program information required for Title II reporting for 2005–2006 follows:

Number of students enrolled in teacher education	247
Number in supervised student teaching	146
Number of full-time faculty in professional education	12
Number of part-time faculty in professional education and full-time in the institution	7
Number of part-time faculty in professional education not otherwise employed by the institution	3
Number supervising faculty	11
Student/faculty ratio.....	12.2

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 TUTORING**
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 Grafton Library 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;
- Vault Online Career Library;
- The Career Network Directory;
- 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 Directory, which provides names of alumnae/i who are willing to help students with their job searches
- recruitment programs on and off campus

Spencer Center for Civic and Global Engagement

The Spencer Center for Civic and Global Engagement at Mary Baldwin College opened in 2007 to promote engaged learning and service, both locally and internationally. The Center offers a clearinghouse of community service and study or volunteer abroad opportunities, as well as service-learning and international education resources for faculty. It is also a forum for dialogue on an array of civic and global topics.

In 2007–2008, the Center organized dozens of programs to support civic and global learning: guest lectures, faculty development seminars, and panel discussions on topics such as hunger, healthcare, and human rights. The Spencer Center hosts an annual study abroad fair and community service fair, and a bimonthly “international café” dialogue series. Foreign language conversation hours and meditation sessions meet weekly.

The Spencer Center is staffed by the director of civic engagement, the director of international programs, and a faculty-in-residence. A faculty fellow and staff fellow provide further support and guidance to the work of the Center. The Spencer Center for Civic and Global Engagement is a resource for all at Mary Baldwin College, and many of the Center’s programs are open to the public.

Service-Learning Courses at MBC

Environmental Issues (BIOL 148): Callo, Jones
Human Health and Medicine (BIOL 151): Deeble, Spalding
Human Anatomy & Physiology (BIOL 264): Deeble
Analytical Chemistry Laboratory (CHEM 214): K. Zachary
Public Speaking (COMM 100): Dorries
Principles of Advertising (COMM 240): Dorries
Principles of Public Relations (COMM 260): Dorries
Poverty, Inequality, and Welfare (ECON 215): Diduch
Community and Service Learning (INT/PHIL 140): Owen
Ethics, Community, and Leadership (PHIL 235): Owen, Beals
Service Learning Policy Seminar (POLS 235): van Assendelft
History and Systems of Psychology (PSYC 360): Kibler
Faith, Life, and Service (REL 130): Hunt
Christian Faith and Just Peacemaking (REL 221): Gilman
African-American Religion (REL 232): Cornett-Scott
Community and Practice (REL 310): Staff
Community Service and Society (SOC 282): Stuhlsatz, Usher
Theatre in the Community (THEA 211): Staff
Internships through various academic departments.

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 22,000 electronic and print periodicals. The library participates in the Virtual

Library of Virginia (VIVA), 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, Lexis-Nexis, and Academic Onefile. 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. 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 research skills and collaborate with faculty to create customized 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 8am-midnight

Friday–Saturday 8am–6pm

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.

Other Learning Opportunities

BA/MLitt

THE 3/2 PROGRAM

Mary Baldwin College's undergraduate theatre and MLitt/MFA program offer a unique initiative that enables a student to receive a bachelor of arts in theatre and master of letters in Shakespeare and Renaissance Literature in Performance in five academic years. Following a rigorous schedule of prescribed courses, undergraduate theatre majors begin their Master of Letters in their fourth year and complete the degree by the end of their fifth calendar year at Mary Baldwin (they may apply for admission to the MFA in their second year of the MLitt program). The BA/MLitt couples the strength of the undergraduate theatre concentration to the unique MLitt/MFA program and offers students an intense five-year immersion in arts and letters.

In addition to the accelerated degree program, students enjoy a seamless transition from their undergraduate to their graduate careers. While Mary Baldwin undergraduates must meet the same admission standards as other graduate students, they can forego the formal application process and undergo instead a review of their transcripts and their portfolio accompanied by personal interview.

Procedures

First year. First year students contact the head of the undergraduate theatre department to investigate the necessary courses and review requirements. Students begin to fulfill both general education and core requirements.

Second year. In consultation with head of undergraduate theatre, students continue to take general education and core requirements while working towards fulfilling theatre major, and begin participating in MLitt festival projects.

Third year. While continuing to fulfill the menu of courses, students will prepare their application portfolio and meet with the head of undergraduate theatre and the director of MLitt/MFA to review their admission status..

Fourth year. The student begins work at the graduate level while completing hours for the undergraduate degree

Fifth year. Student finishes MLitt course work and completes, presents, and defends thesis.

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.

Global Engagement

Mary Baldwin College is committed to providing international experience as a vital part of a personally transforming liberal arts education. Mary Baldwin encourages all students, regardless of their academic major or language ability, to travel, study, or volunteer overseas. College is the ideal time for students to gain the cross-cultural competence they need to become active, engaged citizens in our increasingly interdependent world.

Students can participate in the short-term trips organized and led by full-time Mary Baldwin faculty during May. Or they can study or volunteer abroad for a summer, semester, or year, either at one of Mary Baldwin's partner colleges or through other institutions.

To learn more about study and service abroad opportunities through Mary Baldwin College, students should visit the Spencer Center for Civic and Global Engagement at Wenger Hall, or contact the director of international programs at 540-887-7113 or globalengagement@mbc.edu.

May Term Abroad

Each year, Mary Baldwin offers at least 10 opportunities to travel, study, or do community service for three weeks during May Term in locations like Paris, Costa Rica, South Africa, Russia, Peru, and Japan. Each trip is different, depending on the location and topic. Often students travel by public transportation and stay in homes or small hotels; sometimes they tour several sites or countries, and sometimes they stay in one place. Always they are taught and accompanied by one or more fulltime members of the Mary Baldwin faculty with expertise in the subject and location. May Term is an exciting chance to get outside the classroom and learn by experiencing the world first-hand!

May Term Abroad courses are offered in many disciplines. Language programs improve students' speaking and listening skills and provide cultural context for the language. Cultural programs take students to locations such as Italy, South Africa, London and Vienna to learn about art, music, theatre, history, business, or politics.

Language Programs

SPAIN AND LATIN AMERICA

Every other May, the Spanish discipline sponsors a trip to Spain or to a Latin American country, such as Perú, Argentina, or México. Students receive formal instruction from a Mary Baldwin faculty member and have informal interactions with native speakers, often through home stays. Timid speakers will gain confidence, while more advanced speakers will perfect and improve their abilities. These trips offer lots of opportunities to learn about and experience the local culture, history, art, music, folklore, food, natural history, and

people. For more information, contact Dr. Ivy Arbulú, associate professor of Spanish, at iarbulu@mbc.edu.

Mary Baldwin College offers the annual Dorothy Mulberry Award, a study abroad scholarship to students majoring in Spanish. To apply, send a letter describing your study abroad plans and your course transcripts to Dr. Ivy Arbulú, iarbulu@mbc.edu by November 15th.

FRANCE

The French discipline sponsors a May Term course in France every other year concentrating on French theatre. Students also visit world-famous museums, galleries, and other important sites such as Orsay and Versailles. Home stays are a required element of the immersion experience. The trip is offered in alternate years, and is planned for Spring 2010.

Cultural Programs

ITALY

Nearly every May, the art history faculty leads the Renaissance Studies in Italy program. Participants should have a strong background in art history. Students travel with an expert in medieval and Renaissance art, architecture, and iconography and study in depth the major monuments of Renaissance art in Rome, Florence, Venice, and a selection of other northern Italian sites. The small size of the group makes it possible for students to study the art on-site at cathedrals, palaces, and museums. Participants also learn about Italian life, staying in small pensionnes or religious houses, eating in local trattoria, and traveling by public transit. Students assist in planning the trip and present topics during the trip they have researched in advance. For more information, contact Dr. Sara Nair James (sjames@mbc.edu), associate professor of art history.

CENTRAL AND SOUTHERN EUROPE

Every year, MBC faculty lead a group of students to tour central and southern Europe. The itinerary varies from year to year, but past trips have gone to Austria, Czech Republic, Bulgaria, Greece, Turkey, and Italy. Students spend most of their time in the field but also receive classroom instruction at the American University in Bulgaria. Often students have the option of extending the three-week May Term course for an additional three to six weeks. For more information about these courses, contact Dr. Vladimir Garkov (vgarkov@mbc.edu), associate professor of chemistry.

CYPRUS

Most years, students have the opportunity to study either intercultural communication or psychology on the Mediterranean island of Cyprus, often called the "crossroads of the continents," where Africa, Asia, and Europe meet. Students on this trip discover the impact of culture

on the individual, examine the clash of Turkish and Greek cultures on the island, apply a theoretical framework for understanding the influence of culture, and analyze the effects of culture on communication patterns, gender development, health, work, and family. Students visit the American Embassy and meet diplomats, tour significant historic castles, monasteries, and Roman ruins, and visit the legendary birthplace of Aphrodite, goddess of love. For more information, contact Dr. Andreas Anastasiou (aanastas@mbc.edu), associate professor of psychology.

JAPAN

Faculty of the Asian Studies and Education Departments offer a May Term course in Japan every other year. The trip gives students a broad view of contemporary Japanese culture and education, while introducing them to Japanese history and society. Students explore the Tokyo region for two weeks: They visit Japanese schools and colleges, shrines and temples, Japan's parliament – where they meet with Japanese Congressmen – and other historic and "hip" sites throughout the capital. Students also travel to Japan's ancient seaside capital, Kamakura, soar the heights of Fuji-Hakone National Park, and explore the shrines of Nikko amidst Japan's breathtaking mountains and forests. The trip includes opportunities to shop in Japanese department stores, eat nutritious Japanese food, and watch the world's best baseball at the Tokyo Dome. For more information, contact Dr. Daniel Métraux (dmetraux@mbc.edu), professor of Asian Studies.

LONDON

The May Term course in London Theatre is offered every other year. Participants attend plays almost every night, from lavish musicals to Shakespeare in the Globe Theatre, to experimental drama in tiny venues. During the day, faculty from the Mary Baldwin theatre department introduce the pieces and prepare students to get the most from their experience. There is also plenty of time for sightseeing and side trips. The trip is next scheduled for May 2010. For more information, contact Terry Southerington (tsouther@mbc.edu), professor of theatre.

VIENNA

Every other year, the MBC music faculty lead a May Term course in Vienna to study the music, life, and times of many of the great Viennese composers who have lived and worked in that city, and to hear their music performed in the original settings. For more information, contact Dr. Robert Allen (rtallen@mbc.edu), associate professor of music.

Costa Rica, Wales, and Canada have been destinations for other recent May Term courses. Every year,

Mary Baldwin College offers new opportunities to see the world!

Summer, Semester, or Year-long Study Abroad

Longer-term programs—for a summer, semester, or year—provide a deeper cultural immersion experience. Often students live with a host family during longer stays, experiencing meals, holidays, language, and family traditions just as local residents do. Mary Baldwin College has a longstanding partnership with several colleges in Japan; participates in a consortium of Virginia colleges offering summer studies at Oxford University in England; and partners with the University of Virginia to offer programs in Perú. Students can choose to study anywhere in the world through other colleges and independent providers. Need help choosing? Visit the study abroad library at the Spencer Center for Civic and Global Engagement. Current Mary Baldwin students have studied and volunteered for a summer or semester in China, Czech Republic, India, Italy, Japan, and Oman.

The first step is to fill out the Mary Baldwin College Study Abroad Application. Then be sure to visit the registrar with your course selections to guarantee credit transfer to MBC.

ENGLAND (summer)

OXFORD UNIVERSITY

The Virginia Program at Oxford is a six-week summer session at St. Anne's College, University of Oxford, England. 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, and financial aid is available. For more information and application, contact Dr. Mary Hill Cole (mhcole@mbc.edu), professor of history.

JAPAN (SEMESTER OR YEAR)

Applicants for the programs in Japan must have at least a "B" average and should contact Dr. Daniel Metraux (dmetraux@gmail.com), director of Asian Studies, to apply. Acceptance at the following institutions is automatic upon the recommendation of Mary Baldwin College.

DOSHISHA WOMEN'S COLLEGE OF LIBERAL ARTS - <http://www.dwc.doshisha.ac.jp/english/>

Doshisha Women's College of Liberal Arts (fall semester or year) in Kyoto, Japan, has been a "sister school" to Mary Baldwin for more than 25 years. The

college is located across the street from the legendary Emperor's Palace in one of Japan's most beautiful and historic cities. The Doshisha program in Japanese Studies features intensive language, cultural immersion, and cultural studies. International students stay with the family of a student or graduate of the college. Students can also arrange independent studies and internships.

TOKYO JOGAKKAN - <http://www.tjk.ac.jp/en/index.html>

Tokyo Jogakkan (Tokyo Women's College) is a small (480 students), four-year women's college located in Machida, a rapidly growing suburb of Tokyo on the banks of the Sakai River. Mary Baldwin students can attend TJK for either the Fall or Spring semester or for an entire academic year. Students can take small classes or tutorials on Japanese history, culture, and language. Classes are taught by international faculty in English and Japanese and are limited to 20 students. The program is open to applicants who have not studied the Japanese language.

KANSAI GAIDAI

Kansai-Gaidai is a large private college established in 1945 in Hirakata, Osaka Prefecture, offering an Asian Studies program specifically designed for international students. Courses are taught in Japanese and English, although applicants are required to have two years of Japanese instruction. Located mid-way between Osaka and Kyoto, Kansai Gaidai's campus is in the commercial and cultural heart of Japan. MBC students may study at Kansai Gaidai (University) in Osaka for the Fall or Spring, or for a whole year.

PERÚ MBC AND UNIVERSITY OF VIRGINIA

Mary Baldwin students have the opportunity to study in a six-week study abroad Summer Session with the University of Virginia Program in Perú. Students participating in this program are allowed to take two courses, earning up to six credit hours. **Knowledge of Spanish is not necessary to study in Perú.** All courses have been specially designed for the UVa Program, and students can choose to take courses either in English and/or in Spanish. Students can complete the equivalent of one year of Spanish language courses (101-102 or 151-152) during the Summer Session. This program also affords a unique opportunity for US students to broaden their knowledge of Latin American culture through classroom study and travel and by living with Peruvian families. The program offers financial aid opportunities for non-UVa students attending its Summer Session. For more information, contact Dr. Ivy Arbulu (iarbulu@mbc.edu), associate professor of Spanish.

Service Abroad

Students at Mary Baldwin College can earn academic credit by volunteering overseas, either during May Term or for a summer, semester, or year, under the supervision of an MBC faculty member. Community service is an excellent way to gain international experience, improve language skills, and develop cross-cultural competence. Serving others helps students become more engaged global citizens, and they begin to see how their actions can make a real difference in the world. Service learning (for credit) links the student's community service to an academic discipline and requires thoughtful and structured reflection of the experience.

Beginning in the spring of 2009, Mary Baldwin will offer May Term service trips abroad. Students might do environmental clean-up, repair damaged homes, teach English, work with children, or staff a health clinic, depending on the interest and expertise of the faculty member leading the trip. Mary Baldwin Students can organize summers, semesters, or years of service through outside providers such as Cross Cultural Solutions or the School for International Training, or they can organize their own service trips and receive credit as a Directed Inquiry course. Current MBC students have volunteered in India and Oman. To organize a service abroad experience, visit the Spencer Center for Civic and Global Engagement, or contact the director of international programs: 540-887-7113 or globaleengagement@mbc.edu.

Internships Abroad

Students can earn internship credit by working with private- or public-sector organizations overseas. MBC students have had internships in France, the Netherlands, Peru, Costa Rica, Japan, and many other countries. With the assistance of faculty members in the relevant disciplines and the director of career development services, students can intern in the country of their choice. Mary Baldwin students can also participate in international internship programs organized by other colleges and universities. To set up an international internship, contact Julie Chappell, director of career development services: jchappell@mbc.edu.

Financial Aid

Many students assume that international travel and study will cost a bundle, but that's not always true: some programs cost the same or even less than studying in the United States, many offer financial aid, and there are dozens of competitive study abroad scholarships available. Also, students at Mary Baldwin College can often apply their financial aid to study abroad programs.

Students can use federal aid and loans for foreign study. Students whose majors require study abroad are

eligible to receive institutional aid for up to two academic semesters of foreign study. Please note that limited college financial aid is available for certain programs.

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 are firm to ensure that loan money is available when needed.

To qualify for financial aid, follow these simple steps:

1. Student tuition accounts must be in good standing with the Business Office.
2. Complete the Aid Application.
3. File the Free Application for Federal Student Aid (FAFSA).
4. Complete the MBC Study Abroad Application.
5. Meet with a financial aid counselor to determine your financial aid eligibility for study abroad.
6. Give your study abroad provider's address, and your address while you will be studying abroad, to the Office of Financial Aid and to the MBC Business Office.

Contact a financial aid counselor or Robin Dietrich, Director of Financial Aid, for more details: rdietric@mbc.edu.

International Students at Mary Baldwin

Mary Baldwin College welcomes international students in all its undergraduate and graduate programs and is committed to providing a positive experience for them, both academically and culturally. International students contribute greatly to a campus culture of global engagement at Mary Baldwin. International students may apply as freshmen, transfer students, or one-year or one-semester exchange students. In recent years, international students have come to Mary Baldwin College from Bulgaria, Burma, England, Germany, India, Ireland, Jamaica, Japan, Korea, Oman, Pakistan, the Philippines, Poland, Russia, and Thailand.

For more information about admissions or support for international students at Mary Baldwin College, please contact the Director of International Programs, Spencer Center for Civic and Global Engagement, Mary Baldwin College, Staunton, VA 24401, USA, 1-540-887-7113, globaleengagement@mbc.edu

Admissions application forms are available at www.mbc.edu/admission/international/apply_int_instr.asp.

Mary Baldwin offers many programs and services to support international students.

ACADEMIC SUPPORT

- International students are assigned to an academic advisor to assist with course selection, choosing a

major, and planning to complete a degree. Once the student chooses a major, she is assigned an academic advisor from her field of study.

- Mary Baldwin's English Department offers English as a Second Language (ESL) courses every year.
- New international students at Mary Baldwin College enroll in a special section of MBC 101: Introduction to College each fall, focused on the special needs international students may have adapting to U.S. college life.
- International students often find the tutoring and peer mentor services provided by the Learning Skills Center and the Writing Center to be very helpful.
- In addition to an academic advisor, all international students have a staff advisor, usually the Director of International Programs.
- International students arriving in the fall participate in a special two-day orientation program that immediately precedes the general orientation for all new students. The purpose of orientation is to help students become more familiar with the campus, its services, and the local community.

CULTURAL SUPPORT

- International students are assigned an "MBC Ambassador" when they arrive. MBC Ambassadors are students in their sophomore, junior, or senior years who have participated in study abroad programs or who have substantial interest in cross-cultural learning, international affairs, and foreign cultures. MBC Ambassadors act as cultural, campus, and community liaisons for international students and scholars at Mary Baldwin College for

one year. Their goal is to help the international visitors adjust to campus life and residence halls, become familiar with Staunton and local surroundings, integrate socially, and learn about classroom and academic expectations at Mary Baldwin College.

- Upon their arrival, international students receive an International Student Handbook (in addition to the regular student handbook) with information about academic support services, housing, dining, student life, transportation, shopping, community resources, worship, visa and immigration issues, emergency contacts, and other relevant subjects.
- International and other students who apply have the option of residing in an "International Hall" living-learning community.

COMMUNITY SUPPORT

- Members of the Mary Baldwin College community volunteer to act as local hosts, or "International Friends," to international students. International Friends — individuals, couples, or families with children—invite students to participate in at least two activities per semester, such as family meals, holiday celebrations, shopping trips, or visits to cultural sites. When possible, they also help with airport transportation and housing during vacations.
- International students frequently need to shop for room furnishings and get to airports, bus and train stations. A Drivers Roster provides the names and phone numbers of MBC community members who, when available, agree to transport international students and scholars for a nominal fee.

