

GRADUATE STUDIES

Master of Arts in Teaching

www.mbc.edu/mat

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The Mary Baldwin teacher is ...

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

We support this by ...

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

Overview

The Master of Arts in Teaching (MAT) is designed to offer realistic, practical preparation for and enrichment of classroom teaching through a balanced program of liberal arts and professional studies. All courses focus on inquiry — the processes by which students and teachers ask questions, study, and learn about human experience. The program integrates study of liberal arts content with examination of appropriate and useful methods of inquiry, teaching, and learning.

The program is designed to accommodate both advanced study for practicing teachers and fulfillment of requirements for pre-K–6 and 6–8 teacher licensure. In addition, students can earn initial K–12 licensure for working with special education students in the general curriculum settings. Add-on endorsements are available in Gifted Education and Special Education for teachers holding a valid teaching license. Both of these areas are for pre-K–12 settings. There is also a non-licensure option in the MAT program, ***MAT for Experienced Educators***. Those already holding certification, or working in private education, museums, nature centers and other educational settings, may opt to earn a master's degree through this program.

To be recommended for teacher licensure, students must complete all program requirements and receive the MAT. Students may opt to complete Virginia Department of Education licensure requirements in advance of the full MAT degree. In the ***Licensure First*** option, students complete licensure requirements first, seek employment, and then return to complete the master's degree.

The program offers close contact with faculty members and advisors and extensive observation and

hands-on experience in the classroom. All courses are team-taught by graduate faculty members and classroom teachers who serve as “teaching partners.” Courses are offered throughout the calendar year, including a full complement of courses during the summer. The program is nonresidential and available on MBC's Staunton campus and at four regional centers: Charlottesville, Richmond, Roanoke, and South Boston.

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.

Admission

All students who matriculate at Mary Baldwin College agree to abide by the rules, regulations, and standards set by the college. The college will offer the MAT to those who meet the established standards. Students who seek the MAT must be admitted to the graduate program. They are eligible for financial aid services. The Declarations section of this catalog states Mary Baldwin's policies on nondiscrimination, student privacy rights, and other important provisions.

Special Students

Individuals who possess bachelor's degrees from accredited institutions are eligible to enroll in courses as special students. No financial aid services are provided to special students. Teachers seeking recertification credits may enroll as special students. No more than three courses may be taken in any five-year period. Students enrolled as undergraduates or postgraduate teacher certification students at Mary Baldwin College may be permitted to take up to two MAT courses as special students. They must receive permission from the MAT director with support from their academic advisor.

Admission Requirements

- A bachelor's degree from a regionally accredited institution
- Adequate general education course work. For students seeking an initial teaching license, a transcript review will determine adequate background in the arts, humanities, natural and social sciences, English,

- U.S. history and mathematics.
- An academic major in the arts and sciences or an appropriate discipline (or interdisciplinary major)
- College algebra and English composition or the equivalent
- 3.0 (B) average in last 60 semester hours.
- Correct, fluent written and spoken English. Non-native English speakers must submit a TOEFL score of 600 or above.
- Praxis I scores.

Full Admission

Students who meet all admissions requirements will be admitted to the MAT program as fully admitted degree-seeking students.

Conditional Admission

Students whose GPAs are below 3.0 may be considered for conditional admission on the basis of strong evidence that they can succeed in a graduate teacher preparation program that requires maintenance of a 3.0 GPA.

Conditionally admitted students are permitted to enroll in up to three MAT courses to establish program-based evidence of their ability to perform in a graduate program. Conditional students must minimally achieve a 3.0 GPA in all graduate work and complete all other admissions requirements in order to be considered for full admission.

In general, conditional admission status will not continue for more than three successive semesters. The program director may permit students who have been conditionally admitted because they have not yet completed college algebra to continue to enroll, provided they maintain a minimum GPA of 3.0 in their MAT course work and have scheduled college algebra. Students will not be allowed to enroll in IN 601 (Inquiry in Mathematics) until they have completed college algebra.

Admission Process

Applicants to the Master of Arts in Teaching program must submit the following to the MAT Office at Mary Baldwin College:

- Application for admission/enrollment
- Official transcripts of all post-secondary work
- Praxis I scores or qualifying SAT/ACT scores
- Two letters of reference from professional educators (including higher education faculty and administrators) and/or employers, public school faculty and administrators who have observed/supervised the applicant in instructional, tutoring, training or guidance roles
- A goal-statement essay
- Application fee

An interview is suggested and may be required.

Admissions decisions are made by the MAT Educational Policies Committee.

The MAT director will inform applicants, in writing, of their admission status and the date of the next orientation.

Applicants will be advised at the time of their admission regarding any additional undergraduate course requirements that must be fulfilled as conditions of enrollment.

Any individual may be denied admission to the MAT program for the following reasons:

- Attempting to obtain admission by fraudulent means or through misrepresentation of material facts
- Falsification of records or documents
- Conviction of any felony
- Conviction of any misdemeanor involving moral turpitude, sexual offense, drug distribution or physical injury
- Failure to meet state program admission requirements.

PROCEDURES FOR MOVING FROM CONDITIONAL TO FULL ADMISSION STATUS

The program director will monitor the progress of conditional students, reporting to the MAT Educational Policies Committee on conditional students' progress at the end of each semester. Course grades, course instructors' assessment of students' writing and speaking skills, and professional qualities evaluations will be considered in this review. Within two weeks of that review, the director will inform students, in writing, of the committee's recommendations regarding their status: continue their status, admit to full degree-seeking status, request students withdraw from program.

Transfer Credit

The MAT program accepts up to six hours of transfer credit only if all the following conditions are met:

- The MAT director determines on the basis of catalog and course materials submitted by the student that the course content is identifiable with the college's MAT curriculum.
- The credit was earned in a regionally accredited graduate program.
- The credit was earned no earlier than three calendar years before the student's admission to the program.

Because MBC's MAT program is different from many other graduate education programs, the student is responsible to determine in advance of enrollment whether courses taken in the program can be transferred to another graduate program or will satisfy credential requirements outside Virginia. After the drop deadline, a determination that courses are not transferable is not grounds for refund of tuition or fees.

The program does not accept or offer credit for out-of-class learning through prior learning credit, correspondence courses, independent study, learning contracts, or credit by examination.

Tuition and Fees

Tuition for all courses in the MAT program is \$412 per semester hour in the 2008–2009 academic year. In addition, the following fees apply:

Application	\$40
* Re-Enrollment	\$50
Graduate Student Fee	\$40/semester
Graduation	\$100

*Students are expected to remain enrolled continuously from the date of their initial registration for courses until completion of the degree. However, because of family emergencies or special situations, students may need to stop registering for new course work for a semester or two. The decision to do so should be made by the student in consultation with the advisor. A student who does not enroll in new work in any semester, including the summer session, must pay a re-enrollment fee of \$50.

Students who do not enroll in MAT courses for three consecutive sessions (or one calendar year) will be considered “inactive” and will no longer receive mailings from the MAT office. Inactive students who wish to re-enter the program should indicate so in writing to the MAT director.

Records of inactive students who wish to re-enter the program will be reviewed by the MAT Student Status Committee, which will consider reactivation. Certain conditions may be set for re-entry into the program — e.g., if program requirements have changed during the time students were on inactive status, they may have to meet the new requirements.

Financial Aid

Mary Baldwin makes every effort to assist students who need to obtain funding for education. Students should

contact the Office of Financial Aid and Student Campus Employment at the time of application.

The Virginia Tuition Assistance Grant is available for full-time study (nine semester hours). Student loans are available for half time study (six semester hours). (See MAT aid chart.) To qualify for aid, students must be accepted in the MAT Program (not special students), meet registration deadlines each semester, and make satisfactory academic progress in the work attempted. Aid is awarded pending approvals of federal and state agencies.

Orientation

Students are required to participate in an orientation prior to enrollment. New students receive notice of orientation in their admission letters.

Requirements for the Degree

- Completion of 18 semester hours in liberal arts inquiry courses:
 - Inquiry in the Arts
 - Humanities
 - Social Sciences
 - Natural Sciences
 - Mathematics
 - Meaning and Purpose: The Foundations of Teaching
- Completion of 21 semester hours in professional studies courses:
 - Inquiry into Human Growth, Development, and Diversity
 - Thoughtful Assessment of Students
 - Instructional Strategies for Inquiry-based Classrooms
 - Integrated Approach to Language Arts
 - Applications/Internship
 - Seminar
- Demonstrated knowledge of health/wellness, audio-visual materials/techniques, computer applications, drug abuse education. Competence in these areas is acquired

AID FOR WHICH MAT STUDENTS MAY QUALIFY (Subject to approval and funding by federal and state agencies)			
TYPE OF AID	ENROLLMENT STATUS	REPAYMENT REQUIRED	HOW TO APPLY AND COMMENTS
Virginia TAG (state)	full-time	none	Special TAG application to college by July 31 prior to entrance. Not need based.
Subsidized Stafford Loan (federal)	full-time half-time	monetary repayment	Apply through college. Borrow from lender. Need based.
Unsubsidized Stafford Loan (federal)	full-time half-time	monetary repayment	Apply through college. Borrow from lender. Not need based.

through program workshops or otherwise and demonstrated by test or completion of required activities.

- Participation in at least two Professional Development Institutes each year of enrollment. Students are exempt from this policy during their student teaching semester.
- Satisfactory completion of a final project that synthesizes thoughtful, analytic responses to courses and to the Student Teaching experience
- 3.0 GPA in program, satisfactory oral and written language skills, satisfactory performance on professional qualities standards
- Participation in required student and program evaluations
- Passing standardized tests required by the Commonwealth of Virginia (e.g., Praxis, VCLA, VRA for elementary and special education) is a graduation requirement for everyone except those already licensed to teach in Virginia.
- Demonstration of technology competency by completion of the Computer Competency checklist.

Practicum Requirement

The practicum experience is designed for MAT students who are preparing to teach as a career. This experience provides them with an opportunity to observe and assist teachers in the classroom, and to discuss their experiences with the instructor and with fellow students through the on-line discussion board. Students will be expected to complete a minimum of 140 clock hours in the total practicum experience.

The practicum affords MAT students the opportunity to become familiar with the dynamic culture of schools and classrooms. It acquaints them with curriculum, teaching strategies, and the organizational and management features of the classroom. MAT students will learn more from the practicum experience if they actively assist in the classroom. The student should confer with the cooperating teacher regarding any graduate course assignments to be completed in the practicum setting, and plan with the teacher how the MAT course assignments can best be accomplished.

Students spend this time working under the supervision of an experienced teacher and begin to apply the knowledge and skills gained in MAT courses in the context of today's classrooms. The practicum requirement also includes completion of a practicum journal, documenting the student's activities and reflections upon the classroom experiences. Students should refer to the "Practicum Guidelines Handbook" for additional information on this requirement.

Academic Policies

Academic policies applicable to MAT students are pub-

lished in this catalog. Other statements of program policies are maintained in the program director's office. Policies may be amended at any time by the graduate faculty, who determine the date at which amended policies become effective.

The completion requirements for each student are those in effect on the date of first enrollment as a degree-seeking student.

Students are required to report address, e-mail, and telephone number changes to the registrar and to the MAT director.

Exemption from Policy

Students may petition for exemption from academic policies. The request form includes the recommendation of the student's advisor. Petitions are granted only for cause, and only with the approval of the MAT Faculty Educational Policy Committee. A petition for exemption from or modification of a completion requirement may be granted only by the graduate faculty.

Sequence of Courses

Each MAT student's advisor recommends a sequence of courses which takes into account the student's preparation and educational needs.

Course Enrollment Priorities

MAT students are enrolled in courses according to the following priorities: candidates for the MAT first, followed by fully admitted degree-seeking MAT students, conditional students, and special students.

Grading

The grading symbols used by the college's MAT program are as follows:

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

Grade point equivalents are:

A	=	4.0
A-	=	3.7
B+	=	3.3
B	=	3.0
B-	=	2.7
C	=	2.0
F	=	0

A 3.0 GPA is required to graduate from the MAT program.

The grade point average is determined by dividing the total grade points earned by the total semester hours credit attempted in the MAT program. Transfer courses are not included in the GPA.

Students must maintain a cumulative GPA of 3.0 in MAT work to remain in good standing and to graduate from the program. No more than one "C" may be counted on the student's records. To maintain degree-seeking status in the program, students must repeat any other courses in which they receive a grade of "C" or lower. The original grade is not removed from the permanent record, but the lower grade is removed from the GPA calculation. Repeated work must be done at MBC.

In order to be recommended by the Mary Baldwin College MAT program to the Commonwealth of Virginia for an initial teaching license or for an additional endorsement on an existing license, a student must earn a letter grade of "B" or better in ED 609 and/or ED 610 (Student Teaching).

EXAMINATIONS, INCOMPLETE, GRADE REPORTS, GRADE CHANGES

The determination of whether students will be required to take final examinations is the sole province of the teaching team of each course. Similarly, they will determine when and the circumstances under which the examination is to be completed, as well as the weight of the examination in determining course grades. These guidelines as well as other course requirements will be provided to students in the course syllabus at the first class meeting of the course

A temporary symbol of "I" (for Incomplete) may be given at the end of a course if, for reasons beyond the student's control, the student is unable to complete the work. An incomplete will be given upon the recommendation of the teaching team and the approval of the program director and the dean of the college. Work must be completed by the end of the next semester. In unusual circumstances, such as prolonged illness, the program director and dean may extend the time. If the work is not completed within the time specified when the Incomplete is granted, or within the explicitly authorized extended time, a grade of "F" will be recorded.

Students requesting a grade change must make such requests initially to the teaching team of the course. Students must initiate the grade change request/contest within one week of the distribution of the official grade report for the course. The teaching team will then communicate in writing its recommendation to the MAT program director and the registrar. This procedure must be completed by the end of the semester following the semester in which the course was taken. If a student wishes to contest a grade, the reasons must be submitted in writing to the program director and the dean of the

college. A committee consisting of the dean, program director, teaching team whose grade is being contested, and two other graduate faculty members will review the case and approve or disapprove the change.

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

Add-Drop Procedures

A graduate student may drop a course without penalty prior to the second meeting of the class. A course may be dropped for medical or providential reasons at any time, upon approval of the director. The program director in consultation with the teaching team will determine the student's final course grade when the course is dropped after the official drop period.

A student may add a course prior to the second meeting of the course, or at any time with the permission of the teaching team.

Tuition refunds will be consistent with the proration policy explained in this catalog.

Auditing Courses

Audits are not available in the MAT program.

Advising

Each graduate student is assigned an advisor who is a member of the graduate faculty. The advisor assists the student in course selection, meeting competency requirements, enrolling and participating in Professional Development Institutes, and preparing the final project. The advisor reviews academic progress and performance related to professional qualities standards. He or she may make recommendations concerning a student's status to graduate faculty and administration on request or as necessary.

Academic Progress

Degree-seeking MAT students are required to maintain a 3.0 GPA. A student whose GPA falls below 3.0 at the end of any semester is placed on warning. At the end of the second semester during which a student's GPA is below 3.0, the student's record is reviewed by the MAT Educational Policies Committee, which may place the student on probation for a stated period, attach conditions to the probation, or dismiss the student. To be removed from probation or to complete the degree, a student must fulfill any conditions attached to the probation.

A student who has been dismissed for academic reasons may, after one calendar year, reapply for admission to the degree program. The MAT Educational Policies Committee will review the student's application

for readmission as well as the applicant's previous performance and the reasons for dismissal; the committee may request additional information from the applicant and his/her references, and from other relevant professional and educational sources. The MAT Educational Policies Committee's decision will be communicated to the applicant.

Professional Qualities Evaluation

Graduate faculty advisors and the program director will review all students' professional qualities evaluations as well as students' course grades at the end of each semester. If in their judgment a pattern of concern about professional qualities from either the course or practicum evaluations is evident they will request a review by the MAT Educational Policies Committee. The request for review may be accompanied by a recommendation to the committee that the student be placed on warning or probation. The MAT Educational Policies Committee will review the student's file and determine what his/her continuing status should be, what conditions will be placed on the student, or whether the student should be dismissed.

Admission to Candidacy

To determine whether students are making satisfactory progress toward the degree, the MAT Educational Policies Committee evaluates the progress of each student who has completed 18 semester hours including at least two liberal arts courses. This review will include the student's professional qualities evaluations.

Prior to each student's admission to candidacy status, instructors of all courses except Student Teaching and Seminar rate as satisfactory or unsatisfactory the student's performance in the written and oral English components of the course, separately. The criteria for the ratings are provided in each course syllabus. Only degree candidates may enroll for Student Teaching and Seminar.

Students who meet the following standards will be admitted to candidacy automatically:

- Total GPA of 3.3
- No course grade lower than 3.0
- No unsatisfactory ratings of oral or written English
- No pattern of "concern" ratings on professional qualities

The MAT Educational Policies Committee will review all students who are eligible for candidacy. They will determine whether each student should be admitted to candidacy, admitted with conditions, or rejected for candidacy.

Each student who is admitted to candidacy with conditions must meet with her/his advisor and design a plan for remediation or otherwise addressing the conditions.

The plan, together with a timeline for completing it, must be presented to the program director no later than the beginning of the semester following the candidacy review.

Students rejected for candidacy will be advised regarding their further enrollment in the program.

Honor System

The provisions of the college's Honor System apply to MAT students. Students are responsible to understand the provisions of the Honor System and to seek information from professors as to the application of the Honor Code to course activities.

Copyright Policy

The college enforces all provisions of copyright law. Students are responsible to inform themselves of the law, particularly with respect to copying.

Research on Human Subjects

Federal, state, and college policies regarding research on human subjects apply to all research involving MBC students, faculty, or staff as researchers or as subjects, including research undertaken in the MAT program.

Contact Hours

The syllabus of each graduate course includes a schedule of class contact hours required for the course. The syllabus includes goals, requirements, assignments, and attendance and grading policies, as well as criteria for evaluating students' writing and speaking skills.

Moral and Ethical Responsibility

MAT students may not engage in behavior or actions that endanger themselves or others, either while on MBC's property or while engaged in a program or activity connected with the college and/or its programs. Students are required to comply with professional standards of schools in which they engage in practicum or research, interning, teaching, or other activities connected with the college and/or its programs.

Code of Conduct

The provisions of the college's Code of Conduct apply to MAT students.

Course Descriptions

INQUIRY COURSES

IN 577 Special Topics in Graduate Study

(Credit varies)

On an occasional basis, this course is offered to explore topics related to graduate education.

IN 601 Inquiry in Mathematics

(3 s.h.)

Prerequisite: college algebra

The purpose of this course is to help students develop mathematical habits of mind. Those who successfully complete the course will be able to: (1) communicate mathematical ideas effectively through precise use of mathematical terminology and symbols, through oral and written expression, and through translation of mathematical ideas from concrete to abstract form, and vice versa; (2) solve non-routine problems through the use of experimentation and common methods of reasoning (deduction, induction, analogy); and (3) communicate the value of mathematics to their students, in part through application of an enhanced knowledge of the role of mathematics in the history of civilization.

The content of the course is normally chosen from number systems and number theory, estimation and measurement, geometry, graph theory, probability, and statistics. Specific topics are selected for appropriateness to mathematics education or to provide examples of specific types of mathematical thinking.

IN 603 Inquiry in Social Science

(3 s.h.)

Inquiry in the social sciences examines the types of questions social scientists ask about the human experience, institutions and interactions, and the methods of inquiry they use to investigate those questions. This is often pursued through a course-long look at a particular conceptual theme (e.g., economic development, democracy) or the work of a particular social scientist. The course also explores the range of understandings and skills youngsters should develop when participating in these investigations. The course seeks to cultivate a conceptual framework that the graduate students can use when they plan and teach social studies.

IN 605 Inquiry in Natural Science

(3 s.h.)

Students will investigate the nature of science and the processes involved in the creation of scientific knowledge. Several topics from biological and physical sciences will be explored through readings, discussions, activities and investigations. The guided discovery method of teaching science, involving hands-on experiments and active-learning techniques, will be emphasized as an approach to learning and teaching science. Additional class activities will include the use of multimedia technology and computer software. Students will learn to develop their own activities and create an integrated unit appropriate to their grade level interest and based on effective teaching/learning techniques and strategies.

IN 607 Inquiry in the Humanities

(3 s.h.)

The humanities present a statement about the human condition, an inquiry into its timeless values and elements and into the time-conditioned expressions of those values. This inquiry is concerned with “evidence” but is not quantitative in its methods; the humanities are concerned with the communication of an idea as modified by the artistic or aesthetic means by which it is presented: poem, painting, film, musical composition, or literature.

The humanities are concerned not so much to “define” emotions/principles/ideas as to study the ways they are conveyed in different artistic/linguistic embodiments. Accordingly, the humanities encompass a multiplicity of cultures, genres, and modes of expression. The humanities are concerned with producing things worth communicating; they are about learning to understand, appreciate, and enjoy the experience of this communication, about learning to participate in the expression of experiences unlike our own, learning to participate in the other.

Ultimately, inquiry into the humanities presupposes the enduring constants in the “human condition” across both cultural and chronological chasms. It affirms that these constants are worth exploring by all who implicitly share in them and that this cooperative endeavor contributes fundamentally to the “examined life.”

Throughout the course, students are invited to consider ways in which youngsters can be encouraged to participate in these inquiries.

IN 609 Inquiry in the Arts

(3 s.h.)

Students use formal and contextual analysis to understand and interpret works of art, including the visual arts, music, theatre, and dance. Participants seek to understand and appreciate works of art (1) as formal constructions in which meaning resides in selection and arrangement of materials and in processes particular to the art form, and (2) as the expressions of cultures, eras and makers with distinctive qualities of mind and spirit, and distinctive interpretations of the nature and experience of humankind. Secondary attention is given to the nature of creativity, goals of arts education, arts resources and activities for children, and incorporating arts study in elementary classrooms discretely and in coordination with language arts, history, social studies, and other areas. Students manifest their learning in oral presentations, papers, and demonstration lessons.

IN 611 Meaning and Purpose: The Foundations of Education

(3 s.h.)

The course draws upon a number of different disciplines, including philosophy, history, sociology, and literature, in familiarizing students with key concepts and methodologies applicable to the study of meanings and purposes of education. Goals of the course include the development and refinement of one's own philosophy of education, the identification and evaluation of underlying assumptions about human nature and knowledge implicit in any educational system, a deeper understanding of the moral dimensions of teaching and schools, and familiarity with the historical and social contexts within which school-related decisions are and have been made. Contemporary issues such as multicultural understanding, good citizenship, moral education, and critical thinking skills may be examined.

IN 620 Inquiry into the Legal Issues of Exceptionality

(3 s.h.)

This course provides historical insight to the laws and other legal mandates that have influenced development of educational programs for students with a wide range of exceptionalities. Special topics will address The Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and The Javits Act. In addition, this course will include study of international perspectives on political processes surrounding exceptionality as organizational systems that support educational programs. This course will also address important qualities and skills that are essential for leadership. Students will examine and develop leadership skills in conflict resolution/mediation, leadership styles, decision-making, and professional ethics. Further, students will meaningfully participate in numerous activities designed to develop and enhance their leadership abilities in order to become effective advocates and committed, ethical, and persuasive leaders in the field of special education.

IN 625 Advanced Inquiry for Diverse Learners

(3 s.h.)

This course prepares educators to consider the wide range of diversity present in schools today. Discussions and research topics will focus on issues related to working with the full continuum of exceptional students, including the gifted and talented, students with limited English proficiency, and those from diverse socio-economic environments. Included in this course are strategies for differentiating the curriculum to meet the needs of a diverse student population and school and community resources that support learning.

IN 626 Environment-Based Learning

(3 s.h.)

Using the natural and socio-cultural environment as a context for learning in all subject areas, this course extends the concept of inquiry-based learning to the students' own environment. Environment-based learning is a natural way to engage K-8th grade students in hands-on, problem-solving studies that are both real and relevant to their worlds. The course will focus on using a school's surroundings and local community as an inter-connecting, organizing theme for the study of math, science, reading, social studies, art, and all areas of learning. By using the students' personal and community environment as a context, educators will learn how to create invisible lines across discipline areas and design lessons that promote learning for all students.

IN 627 Contemporary Learning Theory

(3 s.h.)

This course applies contemporary research on brain theory to learning. Topics will include ways to engage learning processes that involve the entire physiology of the student. In addition, this course covers the role of challenge, perception, patterning, and spatial memory as part of learning. The underlying concept that each brain is unique will provide the fundamental concepts of differentiated curriculum.

IN 628 Public Policy in Education

(3 s.h.)

As a study of educational governance, this course examines the influence of political and social constructs that affect decisions relative to education in both public and private schools, including home schooling. Using current legislative issues at state and federal levels, the students will consider the impact of public policy on effective schools.

IN 629 Leadership in Education

(3 s.h.)

This course is designed to prepare students to be effective teacher leaders in their schools. It will focus on leadership styles, funding strategies, mediation strategies and other issues related to empowering teachers to become school leaders.

IN 630 Methods of Professional Inquiry

(3 s.h.)

This course will prepare students to conduct scholarly research through a wide variety of resources. Using both primary and secondary documents, students will learn how to search traditional and contemporary media documents. Further, students will learn how to formulate a thesis and appropriately document supporting evidence

through literature reviews and research methodologies.

PROFESSIONAL EDUCATION COURSES

ED 510 Practicum

(.5 s.h.)

Students can register for practicum over four semesters at .5 per semester. Each .5 is awarded for 35 clock hours in the practicum placement. Students must complete a total of 2.0 practicum credits.

ED 577 Special Topics in Graduate Study

(Credit varies)

On an occasional basis, this course is offered to explore topics related to graduate education.

ED 601 Inquiry into Human Growth, Development, and Diversity

(3 s.h.)

Students will focus on children's development during the elementary/middle school years. Cognitive development, pragmatic and linguistic aspects of language, and socio-emotional well being in childhood will be explored. Relevant socio-cultural contexts will include schools, families (e.g., the effects of daycare and divorce), and society as a whole. Overall patterns of development as well as individual differences will be examined. Students will investigate ethnic differences and similarities, at-risk populations, and gifted children; they also will explore intervention strategies and will learn to apply current research to the enhancement of individual children.

ED 603 Thoughtful Assessment

(3 s.h.)

With an awareness of currently developed standards of learning, curriculum criteria, and scoring rubrics, students will focus on getting children interested in tasks leading to good citizenship, allowing children some choice, and help them learn to set their own goals and assess their own progress. Students will focus on the children's work, developing criteria, assessments and tests appropriate to the children's interests and levels of development. Students will get an historical understanding of the development of tests and assessments and the different functions they can serve, as well as undergoing a variety of tests and assessments themselves and reflecting on their uses and limitations. Students will have a working knowledge of the norm and criterion referenced tests currently used in the school systems. They also will be aware of how these tests are used to place students, and how classroom assessments should be geared to individual differences.

ED 605 An Integrated Approach to the Language Arts

(3 s.h.)

Students will learn to regard the language arts (reading, writing, literature study, speaking, listening) as an integrated whole. They will examine theories of language acquisition and development as they relate to the language arts curriculum, and will consider ways to individualize instructional strategies to meet the individual learner's developmental and educational needs. Specific instructional approaches to be discussed include balanced reading instruction, whole language, literature-based reading instruction, the Language Experience Approach, and a process approach to writing instruction. Emphasis will be placed in integration of language arts with other curricular areas, and on nurturing and encouraging critical thinking in children.

ED 607 Instructional Strategies for Inquiry-based Classrooms

(3 s.h.)

This course focuses on effective inquiry-oriented classroom teaching. Teaching teams model an approach whereby adult learners discover new knowledge through experiences incorporating reflection and discussion. The learning experiences are intended to help students inductively develop a clear definition of "inquiry" and, by extension, "teaching through inquiry." The course assists learners in developing pedagogical skills in the areas of managing the classroom, developing instructional goals and objectives, writing lesson and unit plans, and assessing student progress. Graduate students are provided with a range of instructional options from which to choose when working with a variety of children.

ED 609 Student Teaching: Elementary

(6 s.h.)

For MAT students seeking their initial Virginia teaching license through this program, student teaching requires a (minimum) 12-week placement in a classroom within the grade level range of the endorsement level in which they are seeking licensure. Within each such placement, the MAT student is required to assume full "teacher" responsibility for the class for a minimum of five consecutive weeks, and accumulate a minimum of 150 clock hours of direct instruction experience.

ED 610 Student Teaching: Middle Grades

(6 s.h.)

For MAT students seeking their initial Virginia teaching license through this program, student teaching requires a (minimum) 12-week placement in a classroom within the grade level range of the endorsement level in which

they are seeking licensure. Within each such placement, the MAT student is required to assume full “teacher” responsibility for the class for a minimum of five consecutive weeks, and accumulate a minimum of 150 clock hours of direct instruction experience.

ED 611 Seminar

(2 s.h.)

Seminar provides graduate students the opportunity to explore with other students the insights and understandings they gain throughout the program in the Student Teaching (ED 609/610) or Professional Development Project (ED 612) experience. During the seminar, students critically analyze their own teaching and prepare a written and oral presentation and analysis of an instructional unit they have created and taught. ED 611 is to be taken concurrently with ED 609/610 or ED 612, and ED 613.

ED 612 Professional Development Project

(3 s.h.)

ED 612 is taken in lieu of ED 609/610/614 by students who are certified teachers and who are not changing or adding to their certification areas. The course provides an opportunity for certified teachers to complete an independent project that is their capstone experience in the MAT program. The project is planned with the student’s advisor and supervised by a committee of three members of the graduate faculty. Certified teachers will need to complete a 3 s.h. elective with program approval. *IN 630 Methods of Professional Inquiry must be taken prior to or concurrently with ED 612.*

ED 613 Reflective Synthesis Project

(1 s.h.)

In this course, students who are completing the program will reflect on their entire MAT experience and share the understandings they have gained through course work, practica, and student teaching. This is the context in which students formulate their final project — a coherent expression of what being an inquiring teacher has come to mean, and what it means both conceptually and practically to cultivate inquiry in students. Students may register for this course up to three times. ED 613 is to be taken concurrently with ED 609/610/614 or ED 612, and ED 611.

ED 614 Student Teaching: Special Education

(6 s.h.)

For MAT students seeking their initial Virginia teaching license through this program, student teaching requires a (minimum) 12-week placement in a classroom within the grade level range of the endorsement level in which they are seeking licensure. Within each such placement, the MAT student is required to assume full “teacher”

responsibility for the class for a minimum of five consecutive weeks, and accumulate a minimum of 150 clock hours of direct instruction experience.

ED 615 Gifted Education Field Experience

(1 s.h.)

This field experience is for certified teachers seeking an add-on endorsement in Gifted Education. This practicum/field experience shall include a component of 45 instructional hours of successful teaching experience with gifted students in a heterogeneously grouped (mixed ability) classroom or a homogeneously grouped (single ability) classroom.

ED 622 An Integrated Approach to the Characteristics of Exceptionality

(3 s.h.)

This course will develop an understanding of the needs and characteristics of students with learning disabilities, emotional disturbance, mental retardation, giftedness and other health impairments. Topics include pervasive development disorder and Asperger Syndrome as well as students with overlapping exceptionalities. The roles of labels in exceptionality will be included, leading toward a holistic perspective of difference. Emphasis will be placed on collaborating with other entities, including paraprofessionals and agencies responsible for educational programs for exceptional students. Students will examine various forms of verbal, nonverbal, and written communication skills, as applied to collaborative processes.

ED 623 Advanced Studies of Gifted Education

(3 s.h.)

Beginning with a historical background of gifted education, students will develop a working understanding of the needs and characteristics of individuals with giftedness. Multiple perspectives on intelligences will be discussed along with current issues in the field of gifted education. Identification, holistic assessment models and strategies, alternative programs, and options in delivering appropriate services will be emphasized leading to an approach that aims toward self-actualization for students with giftedness.

ED 624 An Inquiry Approach to Differentiated Curriculum

(3 s.h.)

An overall approach to the principles of differentiated learning. Students will acquire knowledge of diverse learning needs through curriculum development, skill development plans, assessment, and flexible planning and grouping. Connections among conceptual, curricular and emotional issues will also be addressed. This

course must be taken in the final semester prior to Student Teaching/Research.

ED 625 Classroom and Behavioral Management: Theory and Practice

(3 s.h.)

This course introduces the theories and practices associated with establishing, implementing, and maintaining classroom and behavioral management procedures. Emphasis will be placed on preventing behavior problems and modifying classroom environments to enhance student learning. Using an inquiry approach, course participants will develop and analyze specific techniques to increase positive behavior and decrease inappropriate behavior. Methods of behavior/environment assessment will also be addressed.

ED 630 Technologies to Advance Learning

(3 s.h.)

This course investigates the application of contemporary technologies to advance teaching and learning. Students will be exposed to a wide variety of media and technological resources in this class and will develop learning plans that demonstrate an understanding and application of the course objectives.

ED 632 Integrated Research

(6 s.h.)

Prerequisite: IN 630

This is the culminating experience of the MAT – Track II program. Working with their advisors, students will identify an issue in their own instructional settings and develop a thesis for research. Through comprehensive scholarly study, the student will present conclusions that offer innovation or resolution to their research question.

ED 633 Research Internship

(3 s.h.)

This is a twelve-week field placement in which students participate in an internship that supports their individual research projects. This can be done in the summer, fall, or spring semester. Students should consult with their advisors regarding appropriate internships. All internship placements will be approved and arranged through the MAT Office.

Master of Letters/Master of Fine Arts in Shakespeare and Renaissance Literature in Performance

www.mbc.edu/shakespeare

Director: Paul D. Menzer

Assistant Director: Julie D. Fox

Executive Director, American Shakespeare Center:

Ralph Alan Coben

Jaq Bessell, Mary Hill Cole, Colleen Kelly, Terry Southerington

Overview

Mary Baldwin College, in partnership with the American Shakespeare Center, offers the degree of Master of Letters (MLitt), leading to the terminal degree of Master of Fine Arts (MFA), in Shakespeare and Renaissance Literature in Performance. No candidate may proceed to the MFA without having first completed the MLitt. The program is non-residential and open to qualified men and women. Offers of admission are extended to the strongest candidates.

Firmly grounded in the liberal arts tradition, the program offers a combination of stagecraft and scholarship, offering concentrations in acting, directing, dramaturgy, and teaching. Each concentration is founded on a common group of core courses, ensuring mastery of Shakespeare and his works and the world and theatre in which he worked. Many classes follow the traditional semester format; others have a modular format lasting several weeks, or on weekends and during the summer months. Each student works closely with the faculty and with a faculty advisor on the Mary Baldwin campus, and courses combine traditional academic scholarship with practical experience. All students have access to the American Shakespeare Center's Blackfriars Playhouse, the only modern reconstruction in the world of Shakespeare's Blackfriars. Resident faculty instruction is augmented with internationally recognized visiting scholars and artists.

Admission

All students who matriculate to Mary Baldwin College agree to abide by the rules, regulations, and standards set by the college. Students who seek the MLitt and MFA are eligible for financial aid services. The Declarations section of this catalog states Mary Baldwin's policies on non-discrimination, student privacy rights, and other important provisions.

NOTE: Post Baccalaureate Teacher Licensure (PBTIL) is offered through the academic outreach program of MBC's Adult Degree Program. It is not part of the

MLitt/MFA program. Students can also earn initial Virginia Licensure in K-12 Theatre or Secondary English through the MBC Master of Arts in Teaching program.

Admission Requirements

- Admission will be limited to the most qualified applicants
- Bachelor's degree from an accredited institution
- An academic major in the arts and sciences or other appropriate discipline (or interdisciplinary major)
- Minimum 3.0 GPA in the last sixty hours of college work
- Correct, fluent written and spoken English. Non-native English speakers must submit a TOEFL score of 600 or above.
- General GRE scores (including minimum Verbal score of 550, and Writing, 5.0)
- An interview (campus or phone) and/or audition with the MLitt/MFA Admissions Committee.

Transfer credit will be accepted only on a case-by-case basis subject to the discretion of the program director. No more than six hours may be transferred, with a grade of "B" or better, in a course or courses equivalent to those offered by the program.

Admission Process

Applicants to the MLitt/MFA program must submit the following to the MLitt/MFA Office of Admissions at Mary Baldwin College:

- Application for admission
- Official transcript of all post-secondary work
- Two letters of reference from professional educators, employers, or those who have observed professional work
- A goal statement of approximately 500 words
- GRE scores (minimum Verbal score 550; Writing, 5.0)
- The application fee

Selected candidates will be invited for an interview or an audition, whichever is appropriate.

Admissions decisions are made by the MLitt/MFA Admissions Committee. The program director will inform applicants, in writing, of their admission status.

In rare cases, applicants will be advised at the time of their admission regarding any additional undergraduate course requirements that must be fulfilled as conditions of enrollment.

Any individual may be denied admission to the MLitt/MFA program for the following reasons:

- Attempting to obtain admission by fraudulent means or through misrepresentation of material facts
- Falsification of records or documents
- Conviction of any felony

- Conviction of any misdemeanor involving moral turpitude, sexual offense, drug distribution, or physical injury.

Full Admission

Full admission to the MLitt program as degree-seeking candidates will be offered to the most qualified applicants who meet all admissions requirements. Those who complete the MLitt may be approved as candidates for the MFA (see Master of Fine Arts below).

NOTE: Undergraduate theatre students at MBC may elect to apply to the MLitt/MFA program through a 3-2 option that allows selected students to receive the Bachelor of Arts degree in theatre and Master of Letters degree in Shakespeare and Renaissance Literature in Performance in five academic years. *See Other Learning Opportunities section and Theatre section of this catalog for more details.*

Orientation

New students are required to participate in an orientation just prior to the start of the fall term. Successful applicants receive notice of the orientation dates in their admission letters.

Conditional Admission

In rare cases a student may be admitted on a conditional basis, requiring, for example, specific work to be completed early in the student's career in the program, or the maintenance of a specific GPA during the first semester or academic year. In accepting the student, the program director will inform the student of the conditions under which the student is accepted and the time allowed for the fulfillment of those conditions.

Transition from Conditional to Full Acceptance

The program director will monitor the progress of any conditional student, reporting to the MLitt/MFA Educational Policy Committee of the student's academic progress at the end of each semester. Within two weeks of that review, the program director will inform the student in writing of the committee's recommendations regarding the student's continuation in the program, admission to full degree-seeking status, or requesting the student to withdraw from the program

Transfer Credit

A student may present no more than six semester hours of graduate credit for transfer on approval by the program director, who grants that approval on a case-by-case basis. Courses may be presented only if graded "B" or better. Transfer credit is awarded only if ALL the following conditions are met:

- The MLitt/MFA director determines on the basis of catalog and course materials submitted by the student that the course content is equivalent to an MBC course.
- The credit was earned in an accredited graduate program.
- The credit was earned no earlier than three calendar years prior to the student's admission to the program.

Because MBC's MLitt/MFA program is, by its nature, different from many other English and theatre graduate programs, program transcripts are accompanied by a "key" noting course similarities to more standard English and theatre courses. In advance of enrollment, students are responsible for determining whether courses taken in the program can be transferred to another graduate program or will satisfy credential requirements the student intends to meet. After the course drop deadlines, a determination that courses are not transferable is not grounds for refund of tuition or fees.

The program neither accepts nor offers credit for out-of-class learning through prior learning credit, correspondence courses, independent study, learning contracts, or credit by examination.

In exceptional cases, exemption from or credit for curriculum requirements may be granted to students with significant professional experience. A student wishing to apply for this option should submit a request to the Program Director, with a supporting portfolio. The portfolio must include a sample of the student's recent writing. The Director, in consultation with the relevant course instructor(s), will make a recommendation to the MLitt/MFA Educational Policy Committee for a decision, either to grant or deny the request. Where course exemption is granted, the committee may require the substitution of an appropriate Directed Inquiry.

Special Students

Individuals who possess a bachelor's degree from an accredited institution are eligible to enroll in courses as special students. Special students must meet the entry standards for the graduate program and should apply to the MBC Office of Admissions. No financial aid services are provided to special students. Students currently enrolled as undergraduates or graduates or post-graduate teacher certification students at Mary Baldwin College may be permitted to take up to two MLitt courses as special students. They must receive permission from the program director to do so. A GPA of 3.0 is normally required.

Degree Requirements

MASTER OF LETTERS (MLITT)

The Master of Letters (MLitt) degree requires a minimum

of 36 semester hours, with concentrations in:

- Acting **OR**
- Directing **OR**
- Dramaturgy **OR**
- Teaching

For each concentration the following core courses are required:

REN 500	Shakespeare	3 s.h.
REN 501	Research Methods	2 s.h.
REN 510	Shakespeare and Textual Culture	3 s.h.
REN 520	Tudor-Stuart History	3 s.h.
or REN 550	Social History of Early Modern England	3 s.h.
REN 530	The Language of Performance	3 s.h.
REN 531	Performance of the Language	3 s.h.
REN 540	Early English Drama and Theatre History	3 s.h.
	Total Core	20 s.h.

Acting Concentration

Required Core:

REN 555	Voice	3 s.h.
REN 556	The Body in Performance	3 s.h.
REN 700	Thesis Project for the MLitt	3 s.h.

Prerequisite required for admission to MFA program:

REN 660	Acting for the Early Modern Stage	3 s.h.
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Directing Concentration

Required Core:

REN 553	Directing I	3 s.h.
REN 554	Shakespeare's Theatre	3 s.h.
REN 700	Thesis Project for the MLitt	3 s.h.

Prerequisites required for admission to MFA program:

REN 630	Visual Design on the Early Modern Stage	3 s.h.
REN 650	Directing II	3 s.h.

Dramaturgy Concentration

Required Core:

REN 554	Shakespeare's Theatre	3 s.h.
REN 557	Shakespeare's Contemporaries	3 s.h.
REN 670	Dramaturgy	3 s.h.
REN 700	Thesis Project for the MLitt	3 s.h.

The MFA dramaturgy concentration has more required courses than the MFA acting or directing concentrations. MLitt dramaturgy students are advised to begin taking MFA required courses as MLitt electives, since several of these courses are taught every other year*:

REN 520 or 550 (one will have been taken for the MLitt, both are required for the MFA)	3 s.h.
*REN 601 Shakespeare and Music	3 s.h.
*REN 602 Early English Art and Architecture	3 s.h.
REN 665 Careers in the Professional Theatre	3 s.h.
*REN 675 Early Modern Costume	3 s.h.
REN 682 Playwriting	3 s.h.
REN 687 Internship	3 s.h.
REN 700 Thesis Project for the MLitt	3 s.h.

Teaching Concentration

Required Core:

REN 551 Classroom Staging	3 s.h.
REN 557 Shakespeare's Contemporaries	3 s.h.

The MLitt Degree Project

All candidates for the MLitt degree must complete REN 700, the Thesis Project for the MLitt degree. MLitt students may enroll for their final project after they have completed 21 s.h. of coursework. The project, which must be regularly supervised by a member of the program faculty and approved by the program director, consists of a thesis, a staged presentation in support of the thesis, and an oral defense before an examining panel of at least two faculty members. Credit is awarded for the REN 700 course, but the project is assessed separately and its completion determines the award or withholding of the degree. For full details of the final project and its administration, students should consult their *Student Handbook* and the **Thesis Proposals and Enrollment** paragraph below.

Progress towards the MLitt degree normally requires an enrollment of at least nine hours per year. However, students receiving financial aid should ensure that they maintain the minimum requirements for aid, usually nine hours per semester. Typically, students complete the MLitt degree in two years; the maximum permitted time is five-and-a-half years from the initial registration in the program. Students completing their MLitt project who have completed all other courses required for the degree (including REN 700) may enroll for REN 701, MLitt Research Extension (see also **Tuition and Fees**).

MASTER OF FINE ARTS (MFA)

The Master of Fine Arts (MFA) degree is the terminal degree in practical theatre. *No students may complete the MFA at Mary Baldwin College without having completed*

the MLitt degree with a minimum GPA of at least 3.3. Admission is not automatic, and applications for the MFA program should be made during the fall semester of the year in which the MLitt graduation is expected. An interview/audition with MFA faculty is required. Acceptances granted to students in the final year of their MLitt studies are conditional on the successful completion of that degree.

Degree Requirements

MASTER OF FINE ARTS (MFA)

- A minimum of 66 hours (including 36 hours earned for the MLitt)
- A concentration in Acting, Directing, or Dramaturgy
- An internship of 1 s.h.– 6 s.h.
- The MFA degree project

MFA Course Requirements:

All MFA students must have completed the MLitt core courses, the appropriate MLitt concentration courses, concentration prerequisites, and:

For the Acting Concentration

REN 665 Careers in the Professional Theatre	3 s.h.
REN 687 Internship	1–6 s.h.
REN 710 Advanced Acting for the Early Modern Stage	3 s.h.
REN 800 Thesis Project for the MFA	3 s.h.

One form of Movement:

REN 556 The Body in Performance	3 s.h.
REN 640 Combat	3 s.h.

For the Directing Concentration

REN 665 Careers in the Professional Theatre	3 s.h.
REN 687 Internship	3–6 s.h.
REN 720 Directing III	3 s.h.
REN 800 Thesis Project for the MFA	3 s.h.

For the Dramaturgy Concentration

REN 520 or 550 (one will have been taken for the MLitt; both are required for the MFA)	3 s.h.
*REN 601 Shakespeare and Music	3 s.h.
*REN 602 Early English Art and Architecture	3 s.h.
REN 665 Careers in the Professional Theatre	3 s.h.
*REN 675 Early Modern Costume	3 s.h.
REN 682 Playwriting	3 s.h.
REN 687 Internship	3 s.h.
REN 800 Thesis Project for the MFA	3 s.h.

* denotes courses taught every other year

The MFA Degree Project

All MFA candidates must complete REN 800, Final Project for the MFA. MFA students may enroll for their final project after they have completed 45 semester hours of coursework toward the MFA degree. The project, which must be regularly supervised by a member of the program faculty and approved by the program director, consists of a thesis, a staged presentation in support of the thesis, and an oral defense before an examining panel of at least two faculty members. Credit is awarded for the course, REN 800, but the project is assessed separately and its completion determines the award or withholding of the degree.

For details of the final project and its administration, and for variations in its requirements, see description for REN 800 in the following list of courses. Students should also consult their MFA thesis supervisor, the *Student Handbook*, and **Thesis Proposals and Enrollment** below.

The maximum period for the completion of the MFA degree is seven years from the initial registration in the MLitt/MFA program. Students completing their final project who have satisfied all other course requirements for the degree (including REN 800) may enroll in REN 801, MFA Research Extension (see also **Tuition and Fees**).

MLitt and MFA Thesis Proposals and Enrollment

The final exercise for the degree is a project, consisting of:

- a thesis
- a staged performance in support of or exemplifying the thesis, and
- a one-hour oral defense before two or more examiners.

Students may enroll for their final project after they have completed 21 s.h. of coursework towards the MLitt degree or 45 s.h. towards the MFA, and when their proposal has been approved by the following process:

Students submit a formal proposal for their thesis project, obtain the consent of an appropriate faculty member to act as project supervisor, and a minimum of one other faculty to act with the supervisor as examiner(s). Occasionally, qualified outside examiners may form part of the examining committee.

Once these steps have been taken, the program director must approve the project. Where resources, including actors, are drawn from the American Shakespeare Center, the consent of the American Shakespeare Center is also required. Details of and

forms for this process are available from the program office. Only after obtaining the necessary approvals may a student enroll for the final project (REN 700 for the MLitt; REN 800 for the MFA). A grade is awarded for the coursework leading to completion of the project; the project itself is not graded but is the basis for the decision to award or withhold the degree.

It is in the student's best interests to consult regularly with the project supervisor and any other faculty who may provide helpful advice during development of the thesis and planning for the performance. It is also advisable to prepare for work on the thesis by taking an exploratory Directed Inquiry; and it is extremely unwise to leave preparation of the thesis until the student's final semester.

After completion of the oral defense, a thesis may be accepted without revision; accepted conditionally, in which case the examiners will specify the revision or addition needed; or rejected. In the case of rejection, a student may be required to resubmit the thesis, or an alternative thesis, for a second and final attempt. Acceptance, and the award of the degree, requires the unanimous consent of the examining committee.

Students should consult the most recent *Student Handbook* for details of the process, format for preparation of the thesis, the steps required for enrollment, etc.

Advising

On entering the program, each student is assigned an advisor who is a member of the MLitt/MFA faculty. The advisor is a general resource person for the program. In practice, however, students usually gravitate towards the faculty member most qualified to advise them on their particular research interests and, as they select their final degree project, towards the person likely to advise their thesis. All students should feel free to consult the program director, or any faculty member, at any time.

Application for Graduation

Students who expect to complete degree requirements must be enrolled in the semester or summer term in which they intend to graduate. They must apply for graduation to the MLitt/MFA program director by the end of the second week of the term in which they expect to graduate.

Time Limit for Completion

Students seeking the MLitt degree are required to complete the program within five and a half calendar years from the date of initial registration; the limit for the MFA degree is seven years from the date of initial registration.

Shakespeare and Renaissance Literature in Performance Courses

MLitt Core Courses:

REN 500	Shakespeare	3 s.h.
REN 501	Research Methods	2 s.h.
REN 510	Shakespeare and Textual Culture	3 s.h.
REN 520	Tudor-Stuart History	3 s.h.
or REN 550	Social History of Early Modern England	3 s.h.
REN 530	The Language of Performance	3 s.h.
REN 531	Performance of the Language	3 s.h.
REN 540	Early English Drama and Theatre History	3 s.h.
REN 700	Thesis Project for the MLitt	3 s.h.

Concentrations:

See MLitt and MFA requirements.

All MFA students take REN 665, 687, and 800.

Electives (one track's requirement may be another track's elective):

REN 520	Tudor-Stuart History	3 s.h.
or REN 550	Social History of Early Modern England	3 s.h.
	[one of the above is taken for the MLitt core]	
REN 551	Classroom Staging	3 s.h.
REN 553	Directing I	3 s.h.
REN 554	Shakespeare's Theatre	3 s.h.
REN 555	Voice	3 s.h.
REN 556	The Body in Performance	3 s.h.
REN 557	Shakespeare's Contemporaries	3 s.h.
REN 590	Directed Inquiry for the MLitt Degree	1-6 s.h.
REN 601	Shakespeare and Music	3 s.h.
REN 602	Early English Art and Architecture	3 s.h.
REN 603	Studio	3 s.h.
REN 620	Audience Studies	3 s.h.
REN 630	Visual Design on the Early Modern Stage	3 s.h.
REN 640	Combat (proficiencies vary)	3 s.h.
REN 650	Directing II	3 s.h.
REN 660	Acting for the Early Modern Stage	3 s.h.
REN 670	Dramaturgy	3 s.h.
REN 675	Early Modern Costume	3 s.h.
REN 680	Gender and Performance: Theory and Practice	3 s.h.
REN 682	Playwriting	3 s.h.
REN 686	Clown	3 s.h.
REN 690	Directed Inquiry for the MFA Degree	1-3 s.h.
REN 710	Advanced Acting for the Early Modern Stage	3 s.h.
REN 720	Directing III	3 s.h.

NOTE: MLitt and MFA students completing research for their project or dissertation after the completion of other course requirements (including REN 700 and REN 800), must maintain their enrollment by registering for REN 701 and REN 801 during each additional semester

Course Descriptions

REN 500 Shakespeare

(3 s.h.)

This is a course designed to make all holders of the degree fully conversant with the fundamentals of Shakespeare, including the major themes and narratives of his plays and poems, the basics of prosody, early English staging, the main issues of textual transmission, and the facts surrounding the life of the author.

Required for all MLitt concentrations; must be taken in the first fall term.

REN 501 Research Methods

Formerly titled Graduate Writing Seminar

(2 s.h.)

This course introduces students to basic methods of research into early English drama, particularly in service of the MLitt degree thesis. Students also learn conventions of academic writing as needed. Assignments derive in part from components of the research paper required for REN 500.

Required for all MLitt concentrations and must be taken in first fall term.

REN 510 Shakespeare and Textual Culture

Formerly titled Drama Texts

(3 s.h.)

This course introduces students to basic terms and methods of critical bibliography with an emphasis on contemporary theories of textual studies. Students focus on the composition, transmission, printing, and editing of early modern dramatic scripts.

Required for all MLitt concentrations; offered annually.

REN 520 Tudor-Stuart History

Formerly titled Shakespeare's History

(3 s.h.)

This course explores the politics, religions, and cultural developments in England from 1460 to 1660. The course focuses on the dynastic turmoil of the late fifteenth century, the Reformation and its impact, the concept of personal monarchy, the lives and courts of Elizabeth I and James I, and the English Civil War.

Required for MLitt dramaturgy concentration; may fulfill MLitt core requirement for all; offered annually.

REN 530 The Language of Performance
Formerly titled Verse, Text, and Performance
(3 s.h.)

This course examines the language tools that Shakespeare and his fellow playwrights used to convey meaning to an audience. Students study the mechanics of scanning verse before exploring in detail the ways in which these playwrights used verse forms and rhetoric to guide actors in performance. Students also learn to read both explicit and implicit stage directions in the text.
Required for all MLitt concentrations; must be taken in first fall term.

REN 531 Performance of the Language
Formerly titled Acting I (REN 558)
(3 s.h.)

Prerequisite: REN 530
Students will explore how semantic and linguistic structure informs performance and how, in turn, performance enlivens language. This course furthers the examination of textual devices such as scansion, rhetoric, and rhyme by integrating them with vocal, physical, and emotional components of performance. Special attention is given to the theatrical importance of actor-audience interaction.
Required for all MLitt concentrations; must be taken in first spring term.

REN 540 Early English Drama and Theatre History
Formerly titled The Elizabethan Stage in Theatre History
(3 s.h.)

This course stresses the institutional and commercial auspices of early English drama—its place, its space, and its occasions—against the backdrop of major developments in theatre history. *Required for all MLitt concentrations; offered annually.*

REN 550 Social History of Early Modern England
(3 s.h.)

This course takes a topical approach to exploring significant aspects of daily life in England between 1460 and 1660. Topics include the structures of power and authority, family life, the roles of women and men, urban and rural life, popular religion, and ritual.
Required for MLitt/MEA dramaturgy concentration; may fulfill MLitt core requirement for all; offered annually.

REN 551 Classroom Staging
(3 s.h.)

This course focuses on ways to teach dramatic literature, particularly Shakespeare, through performance in class.

Students learn how to turn a classroom into a laboratory for the exploration of a play. The course offers future teachers both theoretical and practical knowledge of how students learn through their own performance and that of others.

Required for MLitt teaching concentration; elective for others; offered as needed.

REN 553 Directing I
(3 s.h.)

Students learn to develop a vision for a play that is solidly based in the text and on the playing conventions of the Blackfriars stage. Readings and discussions cover known directors of Shakespeare and their views on being “true” to the text, including cutting and period issues. The course also covers practical considerations of casting, blocking, scheduling and running rehearsals, and features conversations with visiting artists including actors, directors, and scholars. The final project includes a paper and a directed scene on the Blackfriars stage.
Required for MLitt directing concentration; elective for others; offered annually in fall term.

REN 554 Shakespeare's Theatre
(3 s.h.)

This course provides an in-depth look at the architecture and theatrical conventions of Shakespeare's theatre. Among the subjects covered are architecture and design of theatre spaces, organization of acting companies, acting conventions, composition and configurations of audiences, and pacing and presentation of plays.
Required for MLitt directing and dramaturgy concentrations; elective for others; offered as needed.

REN 555 Voice
(3 s.h.)

This course builds on warm-up, breathing, resonance, articulation and text work to give actors vocal range, endurance, and melody. Text work includes poetry, improvisation, group exploration of language, and the performance of monologues.
Required for MLitt acting concentration; elective for others; offered annually.

REN 556 The Body in Performance
Formerly titled Movement I
(3 s.h.)

This course critically examines and physically explores principles of movement such as time, space, balance, grace, and harmony. Students learn the importance of these principles as they relate to human expression and theatrical performance. The course focuses on self-expression, range of motion, group dynamics, and character transformation. Special attention is paid to the

significance of body language in the early modern period and the application of movement principles to early modern dramatic texts.

Required for MLitt acting concentration; can fulfill MFA acting requirement; elective for others; offered annually.

REN 557 Shakespeare's Contemporaries
(3 s.h.)

This course examines the work of playwrights in the Elizabethan and Jacobean periods. Concentrating on the textual ambience in which these playwrights wrote, the course will provide students with a greater understanding of the issues of influence, intertextuality, and notions of "originality" in the work of Shakespeare and his contemporaries.

Required for MLitt teaching and dramaturgy concentrations; elective for others; offered as needed.

REN 558 *(renumbered; see REN 531)*

REN 577 *(renumbered; see REN 603)*

REN 590 Directed Inquiry for the MLitt Degree
(1–6 s.h.)

Independent inquiry directed by a faculty member on a topic relevant to the MLitt student's program and/or thesis. A directed inquiry is strongly recommended for all students in the summer or semester prior to the MLitt thesis project

Offered every term; approval of faculty supervisor and program director is required.

REN 601 Shakespeare and Music
(3 s.h.)

Students learn, through listening and score reading, songs and music associated with the original performances of Shakespeare's plays as well as those from later periods. Emphasis is on learning about musical resources. Students also learn about musical instruments of the 16th century and appropriate modern substitutions and extend their study of Renaissance music and musical reading skills by playing the recorder. No prior musical knowledge is required, but a review of basic skills—treble clef note names and rhythm—before class begins would be helpful.

Required for MFA dramaturgy concentration; elective for others; offered every other year.

REN 602 Early English Art and Architecture
Fall 2008 (3 s.h.)

This course offers a chronological, stylistic analysis of art, architecture, book illumination, visual culture, and

connoisseurship in England from its medieval beginnings until the death of Shakespeare. Students explore the sources for the art – both that made in England and that imported from the continent for an English market. The unique qualities of art in England will be emphasized. As time moves forward, the course goes into more depth, focusing especially on the art and architecture that Shakespeare and his contemporaries would have known. *Cross-listed with ARTH 242; required for MFA dramaturgy concentration; elective for others; offered every other year.*

REN 603 Studio
Formerly REN 577
(3 s.h.)

Prerequisites: REN 530, REN 531

In this course, a company of student actors, directors, teachers, and dramaturges work together to devise an original performance piece based on, inspired by, or using an extant early modern text.

Elective for all concentrations; offered as needed.

REN 620 Audience Studies
(3 s.h.)

This course explores the relationship between audiences and performance. The course looks in unique depth at the psychology of audiences, at an audience's needs and expectations, at the ways in which dramatists include (or exclude) an audience, and at the uses (and abuses) of a visible audience. Using the resources of the Blackfriars stage and performances, prospective directors will get practical experience in the care and handling of audiences.

Elective for all concentrations; offered as needed.

REN 630 Visual Design on the Early Modern Stage
Formerly titled Design and Choreography for the Renaissance Stage
(3 s.h.)

This course challenges students to examine and explore—in the absence of sets—visually exciting stage action and pictures through the use of movement, blocking, props, and costumes. Special attention is given to the stage pictures that Shakespeare and his contemporaries wrote into the plays. Students consider the importance of visual variety and discover the dramatic potential in a range of staging devices such as crowd scenes and balcony scenes.

Required for MFA directing concentration; elective for others; offered annually in fall term.

REN 640 Combat
(3 s.h.)

Students focus on performing stage combat that is both

safe and dramatically effective. The course offers a physical vocabulary in one or more techniques such as unarmed, single sword, rapier & dagger, broadsword, quarterstaff, or knife. At the discretion of the instructor, students can qualify for Skills Proficiency Testing with the Society of American Fight Directors on the last day of class. *This course may be taken more than once since different weapon proficiencies are featured, cyclically. Can fulfill MFA acting requirement; elective for others; offered annually.*

REN 650 Directing II

(3 s.h.)

Further explores the art of directing with emphasis on the early modern stage, culminating in practical experience before an audience.

Required for MFA directing concentration; offered annually.

REN 660 Acting for the Early Modern Stage

Formerly titled Advanced Acting: Acting for the Elizabethan Stage

(3 s.h.)

Strongly suggested prerequisites: REN 530, 531, 555, & 556

This course continues the work normally covered in an acting class, but stresses acting for the Shakespearean stage. Students experiment with a range of acting techniques from the most traditional to the most contemporary, but always with a view to the architecture and audience environment of Shakespeare's theatre. This course includes scene work culminating in practical experience before an audience.

Required for MFA acting concentration; elective for others; offered annually in fall term.

REN 665 Careers in the Professional Theatre

(3 s.h.)

A course focusing on the organization and working conditions of the professional theatre and practical skills for those seeking careers in teaching or the professional theatre: auditioning and interviewing techniques, unions, resume writing, and other skills required to apply for professional work. *Required for all MFA concentrations; offered annually in spring term.*

REN 670 Dramaturgy

(3 s.h.)

A graduate seminar for MLitt/MFA students on Production and Institutional Dramaturgy. Topics include: instruction in text preparation, pre-production and rehearsal work related to issues of design, direction, and performance; script evaluation, translation and adaptation; the formulation of artistic policy; program and study notes; and plans for audience discussion and certain outreach activities.

Required for MLitt dramaturgy concentration; elective for others; offered annually in fall term.

REN 675 Early Modern Costume

Formerly titled Elizabethan Costume

(3 s.h.)

Students research contemporary records, museum pieces, and portraiture; learn play analysis from the costumer's point of view; do costume dramaturgy reports; design costumes for at least three characters from an early modern play; and learn and practice early modern construction techniques. Students also work closely with actors in the annual MFA acting production.

Required for MFA dramaturgy concentration; elective for others; offered in spring term of odd-numbered years.

REN 680 Gender and Performance: Theory and Practice

Formerly titled Gender on the Elizabethan Stage

(3 s.h.)

Students in this course will study theories of gender as performance as well as theories of gender *in* performance to develop critical tools for better understanding social construction of gender in the context of the theater. Critical work by Judith Butler, Sue-Ellen Case, Marco DeMarinis, Marjorie Garber, Zygmunt Hübner, and Anne Ubersfeld, among others, will form the basis for the course. English Renaissance cross-dressing of boy actors to play women's roles will serve as one point of departure for performance analysis and discussion, but the course will also consider other theatrical traditions and practices, including the contemporary theater. This course may prove particularly helpful to those students who want to develop their background in critical theory before continuing their studies in a doctoral program in literature or theater.

Elective for all; offered occasionally.

REN 682 Playwriting

(3 s.h.)

This course combines an historical focus on the playwriting culture of early modern England with practical experience creating plays within the period's theatrical conventions. The course stresses collaboration in both its historical and practical emphases.

Required for MFA dramaturgy concentration; elective for others; offered annually or as needed.

REN 686 Clown

(3 s.h.)

This course teaches students the fundamentals of physical comedy and mime. Students learn the traditions of clowning from all periods, with emphasis on the techniques that today's clowns share with those from

Shakespeare's period. Included in the course is work on costume, dance, make-up, and props.
Elective for all concentrations; generally offered every other summer.

REN 687 Internship

(1–6 s.h.)

An internship can be an elective for the MLitt and is a *requirement for the MFA, all concentrations*. A number of internships are regularly available at the American Shakespeare Center, with priority given to students completing the MFA requirement. Students may seek internships with other organizations. Credit varies, with approximately 50 hours of work equivalent to 1 s.h. of credit. *Offered every term; not recommended for first year students until summer.*

REN 690 Directed Inquiry for the MFA Degree

(1–3 s.h.)

Independent inquiry directed by a faculty member on a topic relevant to the student's program and/or thesis. *Offered every term; approval of faculty supervisor and program director is required.*

REN 700 Thesis Project for the MLitt

(3 s.h.)

Strongly recommended prerequisite: REN 590

The MLitt thesis is an individually designed project with written and practical components. *Offered every term; approval of faculty supervisor and program director is required.*

REN 701 MLitt Thesis Extension

(0 s.h.) (\$75.00 fee)

Students who need more time to complete the MLitt thesis project must register for this extension.

NOTE: REN 701 does not appear on academic transcripts once REN 700 is complete.

Offered every term.

REN 710 Advanced Acting for the Early Modern Stage

Formerly titled Acting III

(3 s.h.)

Prerequisite: REN 660

This course aims to further develop the actor's verbal, physical, and imaginative storytelling skills. Using a variety of texts drawn from the Renaissance canon, actors will discover ways to deepen their connection to a character's physical and spoken acts, as well as develop a better understanding of their relationship to a visible audience. Incorporating some of the techniques based on teachings of Stanislavski and Laban, the course explores a wide range of approaches to

classical texts.

Required for MFA acting concentration; offered annually in the fall term.

REN 720 Directing III

(3 s.h.)

This course aims to help directors develop their abilities as creative artists and passionate storytellers. Choosing a series of scenes to rehearse inside and outside of class time, and using a cast of student actors, directors employ text analysis, develop actor coaching techniques, and explore other approaches to performance. Group discussions address the "process" as well as the "product."

Required for MFA directing concentration; offered annually in the fall term.

REN 800 Thesis Project for the MFA

(3–6 s.h.)

Strongly recommended prerequisite: REN 690

Offered every term; approval of faculty supervisor and program director is required.

Acting concentration (6 s.h.)

(formerly 3 s.h.)

MFA degree candidates rehearse and perform a full-length early modern play that is generally presented in March, in consecutive weeks (Sun-Mon. and Mon.-Tues.). The focus of the written thesis is the documentation of the acting process and product.

Directing concentration (6 s.h.)

(formerly 3 s.h.)

MFA degree candidates cast, rehearse, and direct actors for a 90-minute production that is generally presented twice during program thesis festivals and is sometimes toured to other venues. The focus of the written thesis is the documentation of the directing process and product.

Dramaturgy concentration (3 s.h.)

MFA degree candidates, in consultation with their project supervisor, prepare and produce a thesis consisting of three (3) significant pieces of dramaturgical research for use in professional and/or academic theatre.

REN 801 MFA Thesis Extension

(0 s.h.) (\$75.00 fee)

Students who need more time to complete the MFA thesis project must register for this extension.

NOTE: REN 801 does not appear on academic transcripts once REN 800 is complete.

Offered every term.

AID FOR WHICH MLitt/MFA STUDENTS MAY QUALIFY

(Subject to approval and funding by federal and state agencies)

TYPE OF AID	ENROLLMENT STATUS	REPAYMENT REQUIRED	HOW TO APPLY AND COMMENTS
Virginia TAG (state)	full-time	none	Special TAG application to college by July 31 prior to entrance. Not need based.
Subsidized Stafford Loan (federal)	full-time half-time	monetary repayment	Apply through college. Borrow from lender. Need based.
Unsubsidized Stafford Loan (federal)	full-time half-time	monetary repayment	Apply through college. Borrow from lender. Not need based.

A small number of awards is also available through a Carpenter Foundation grant.

No separate application is required for prospective students to be considered for MLitt/MFA program and Carpenter Foundation scholarship awards. However, students are certainly encouraged to seek scholarships from other sources as well.

Internships

(Credit varies)

An internship is an elective for the MLitt, a **requirement** for the MFA. A limited number of internships may be available at the Blackfriars Playhouse, with priority given to students completing the MFA requirement. Students may need to search for internships at other locations. Credit varies, with approximately 50 hours of work being the equivalent of 1 s.h. credit.

1 s.h. – 6 s.h. of internship credit can count towards the total number of hours required for graduation.

Any internship hours above 6 require special approval from the program director. See Student Handbook for more detailed information about internships and approval forms.

Academic Policies

Academic policies applicable to MLitt and MFA students are published in this catalog. Other statements of program policies are maintained in the program director's office and/or published in the MLitt/MFA Student Handbook. Policies may be amended at any time by the graduate faculty, who determine the date at which amended policies become effective.

Academic Progress

The program director reviews each student's academic record after each semester to determine whether students are making satisfactory progress towards the degree. A minimum grade point average of 3.0 is required to graduate with the MLitt degree. A minimum GPA of 3.3 is required to enter the MFA degree program. The degree completion requirements for each student are those in effect on the date of first enrollment as a degree-seeking student.

Grading

The grading symbols used by the college's MLitt/MFA program are:

A	distinguished	4.0
A-	excellent	3.7
B+	good	3.3
B	competent	3.0
B-	minimum passing	2.7
C	unacceptable work	2.0
F	failing	0

NR No grade reported (temporary)

I Incomplete (temporary)

WP Withdrawn passing

WF Withdrawn failing

Academic Standing

To remain in good academic standing, degree-seeking MLitt/MFA students are required to maintain a 3.0 cumulative GPA.

All students are responsible for monitoring their own progress towards the degree and in each of their courses. Where they are experiencing academic difficulties, they should consult with the relevant faculty to decide what remedial measures need to be taken. They are expected to know and understand the specific requirements for their degree. To ensure their own compliance with those requirements, they should consult frequently with their advisor or the program director.

A student not in good standing may be placed on probation or asked to withdraw from the program.

PROBATION

The program director may place students on probation: if their cumulative GPA falls below 3.0 if their *current* GPA falls below 3.0 for two consecutive semesters.

The program director and/or the instructor may apply special academic conditions to probation. Probation is lifted only when the cumulative GPA has reached a minimum of 3.0 and when all special conditions have been met.

DISMISSAL

The program director, in consultation with the Dean of Adult and Graduate Studies and the student's instructors, may require a student's withdrawal from the program: if, after one semester on probation, the cumulative GPA remains below a 3.0 or when other conditions attached to the probation have not been met; if, in any semester, the current GPA falls below 2.5; if the student receives a C or an F in any course, irrespective of the number of credit-hours awarded for that course.

EXEMPTION FROM POLICY

Students may petition for exemption from academic policies. Petitions are granted only for cause and only with the approval of the MLitt/MFA Educational Policy Committee. A petition for exemption from or modification of a completion requirement may be granted only by the MLitt/MFA faculty and the program director.

EXAMINATIONS, INCOMPLETE, WITHDRAWAL, GRADE REPORTS, GRADE CHANGES

The determination of whether students will be required to take final examinations is the sole province of the instructor of each course. Similarly, the instructor will determine when and the circumstances under which the examination is to be completed, as well as the weight of the examination in determining course grades. These guidelines as well as other course requirements will be provided to students in the course syllabus at the first class meeting of the course.

A temporary symbol of "I" (for Incomplete) may be given at the end of a course if, for reasons beyond the student's control, the student is unable to complete the work. An incomplete will be given upon the recommendation of the instructor and the approval of the program director. Work must be completed by the end of the next semester. In unusual circumstances, such as prolonged illness, the program director and dean may extend the time. If the work is not completed within the time specified when the Incomplete is granted, or within the explicitly authorized extended time, a grade of "F" will be recorded.

Students requesting a grade change must make

such requests initially to the instructor of the course. Students must initiate the grade change request/contest within one week of the distribution of the official grade report for the course. The instructor will then communicate in writing a recommendation to the MLitt/MFA program director and the registrar. This procedure must be completed by the end of the semester following the semester in which the course was taken. If a student wishes to contest a grade, the reasons must be submitted in writing to the program director and the dean of graduate studies. A committee consisting of the dean, program director, instructor whose grade is being contested, and two other graduate faculty members will review the case and approve or disapprove the change.

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

Add-Drop Procedures

A graduate student may drop a course without penalty prior to the third meeting of the class. For a one-week intensive course, or classes that meet once weekly or less often, the deadline is prior to the second meeting of the class. A course may be dropped for medical or providential reasons at any time, upon approval of the director. The program director in consultation with the instructor will determine the student's final course grade when the course is dropped after the official drop period.

A student may add a course prior to the second meeting of the course, or at any time with the permission of the instructor.

Tuition refunds will be consistent with the proration policy explained in this catalog.

Contact Hours

The syllabus of each graduate course includes a schedule of class contact hours required. The syllabus includes goals, requirements, assignments, and attendance and grading policies.

Auditing Courses

Audits are not available in the MLitt/MFA program.

Course Enrollment Priorities

MLitt/MFA students are enrolled in courses according to the following priorities: candidates for the MLitt or MFA degree first, followed by fully-admitted degree-seeking MLitt/MFA students, and special students.

Tuition and Fees

Tuition for courses in the MLitt/MFA program is \$650 per credit hour for all students except those who entered prior to the 2006-2007 academic year. In addition, the following fees apply:

Application fee	\$40
Graduate library fee	\$40/semester
MLitt Production fee, year 1	\$50 in fall
MLitt Production fee, year 2	\$50 in fall
MFA Production fee, year 3	\$100 in fall
Re-Enrollment fee (if absent)	\$50
Commencement fee for MLitt, year 2	\$100 in semester of graduation
Commencement fee for MFA	\$100 in semester of graduation
REN 701/REN 801 fee	\$75/semester

Requirement for Continuing Enrollment

Degree-seeking MLitt/MFA students are required to remain enrolled continuously from the date of their initial registration for courses until completion of the degree. A student who does not enroll in new work in any semester must pay a re-enrollment fee of \$50. All enrolled students and those who have paid the re-enrollment fee are eligible to use college facilities and to receive such services as e-mail accounts, advising, Learning Skills and Writing Center assistance, and career counseling.

MLitt/MFA Research Extensions

MLitt and MFA students completing their project or dissertation after the completion of other courses (including REN 700 and REN 800) must maintain their enrollment by registering for REN 701 or REN 801 during each additional semester. They are eligible to use college facilities and to receive the same services as enrolled and re-enrolled students.

Financial Aid

Mary Baldwin makes every effort to assist students who need to obtain funding for education. Students should contact the Office of Financial Aid and Student Campus Employment at the time of application.

Aid sources are available for full-time study (nine semester hours). Limited funds are available for half-time study (6 semester hours). (See MLitt/MFA aid chart.) To qualify for aid, students must be accepted into the degree program (not special students), meet registration deadlines each semester, and make satisfactory academic progress in the work attempted. Aid is awarded pending approvals of federal and state agencies.

Honor Code and Code of Conduct

The provisions of the College's Honor System apply to MLitt/MFA students, who are responsible for understanding the provisions of the Honor System and for seeking information from professors as to the application of the Honor Code to course activities. The provisions of the College's Code of Conduct apply to MLitt/MFA students.

Copyright Policy

The college enforces all provisions of copyright law. Students are responsible for informing themselves about copyright laws, particularly with respect to copying materials.

Research on Human Subjects

Federal, state, and college policies regarding research on human subjects apply to all research involving MBC students, faculty, or staff as researchers or as subjects, including research undertaken in the MLitt/MFA program.

Moral and Ethical Responsibility

MLitt/MFA students may not engage in behaviors or actions that endanger themselves or others, either while on MBC's property or while engaged in a program or activity connected with the college and/or its programs. Students are required to comply with professional standards of schools in which they engage in research, interning, teaching, or other activities connected with the college and/or its programs.



Graduate students in the Master of Letters/Master of Fine Arts Program rehearse a performance at the Blackfriars Playhouse.