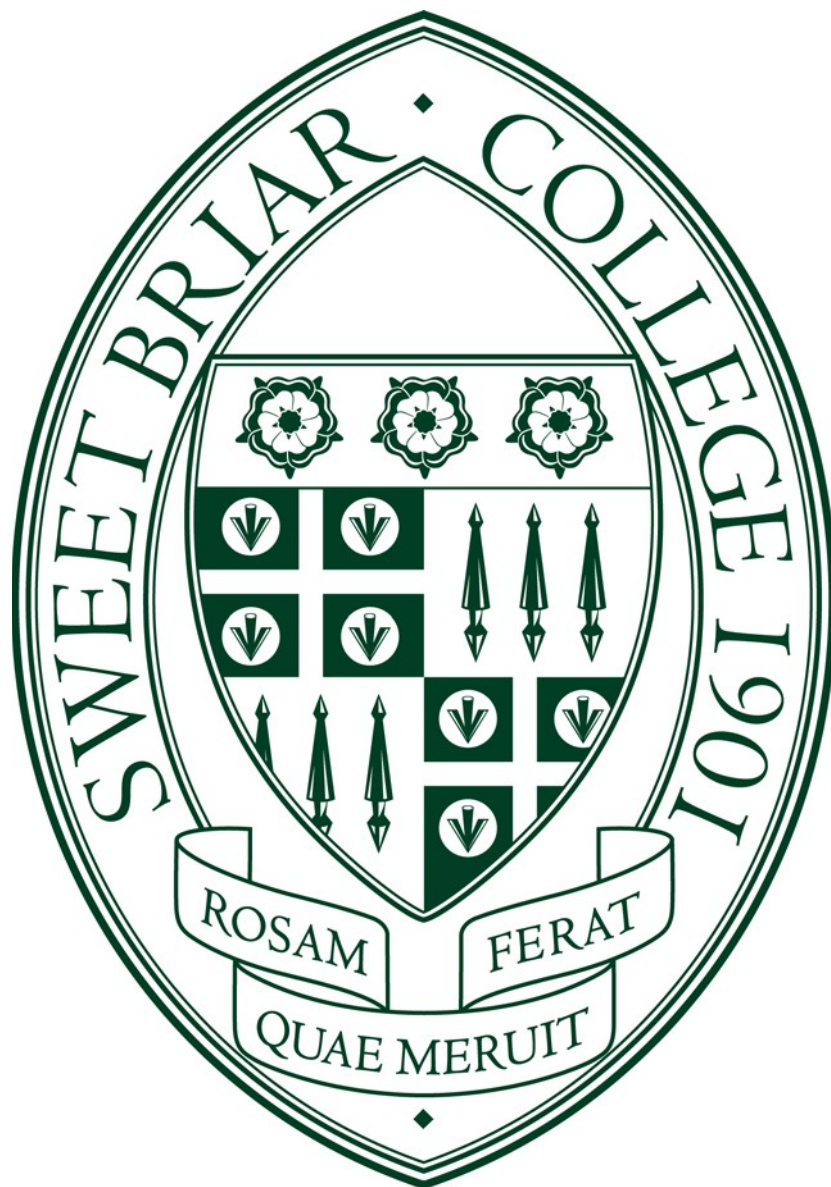


Sweet Briar College



Graduate Catalog 2014-2015

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Every effort has been made to insure the accuracy and completeness of this Catalog. The information included is accurate at the time of publication for the academic year indicated. However, Sweet Briar College reserves the right to make necessary and desirable changes in policies, program requirements, programs, courses, tuition, and fees. Current and prospective students should check with College officials to verify current policies, requirements, programs, tuition, and fees. Thus, the provisions of this Catalog are not to be regarded as an irrevocable contract between the College and the student.

2014-2015 College Academic Calendar

Summer Term 2014

June 4-11	M.A.T./M.Ed. Summer Session I
June 13-19	M.A.T./M.Ed. Summer Session II
June 23-27	M.A.T./M.Ed. Summer Session III

Fall Term 2014

August 28	Fall Term Classes Begin
September 3	Last Day to Add a Course
September 10	Last Day to Drop a Semester Course
October 2-3	Reading Days
October 20-November 4.....	Advising
November 5	Registration Begins for Spring Term
November 7	Last Day to Withdraw from a Fall Term Course
November 21	Thanksgiving Vacation Begins at 5:30 p.m.
December 1	Classes Resume
December 12	Classes End
December 13	Reading Day
December 14-19	Examinations
January 2	Fall Term Grades Due by noon

Spring Term 2015

January 21	Spring Term Classes Begin
January 27	Last Day to Add a Course
February 3	Last Day to Drop a Course
March 6	Spring Vacation Begins at 5:30 p.m.
March 16	Classes Resume
March 16-31	Advising
April 1	Registration Begins for Fall Term
April 7	Last Day to Withdraw from a Spring Term Course
May 5	Classes End
May 6-7	Reading Days
May 8-13	Examinations
May 10	Graduating Students must complete all exams by 4:30 p.m.
May 12	Graduating Students' Grades Due by noon
May 16	Commencement

Introduction to Sweet Briar College

Sweet Briar College's Mission

Sweet Briar College prepares women (and at the graduate level, men as well) to be productive, responsible members of a world community. It focuses on personal and professional achievement through a customized educational program that combines the liberal arts, preparation for careers, and individual development. The faculty and staff guide students to become active learners, to reason clearly, to speak and write persuasively, and to lead with integrity. They do so by creating an educational environment that is both intense and supportive and where learning occurs in many different venues, including the classroom, the community and the world.

Mission of Sweet Briar College's Education Department

In keeping with the mission of the College, Sweet Briar's Education Department is dedicated to preparing highly qualified professionals who are lifelong learners, responsive to the rapidly changing world, and capable of assuming leadership roles. To this end, our graduates become content experts in order to design rigorous, thoughtful, and authentic curriculum aligned with state and national standards. To meet the needs of diverse learners in today's inclusive classrooms, the Sweet Briar Education program prepares professionals who are adept at differentiating instruction. Graduates of Sweet Briar's education program demonstrate proficiency through reflective analysis and self-assessment. Through collaboration with peers and professionals in the field, our graduates build qualities to make them teacher leaders for the 21st century. The Education Department at Sweet Briar College prepares professionals who inform and engage minds, refine curriculum and instruction, and inspire through innovation.

A Brief History of Sweet Briar College

Sweet Briar College was founded in 1901, the legacy of Indiana Fletcher Williams, who left her entire estate to found an institution in memory of her only daughter, Daisy, who had died at the age of 16 in 1884. At the time of Mrs. Williams' death in 1900, her estate consisted of more than a million dollars, and over 8,000 acres of land, including the Sweet Briar Plantation. The first Board of Directors determined that the College should be free from denominational control and that it should maintain the highest academic standards. Sweet Briar would unite classical and modern ideals of education and, in the words of its founder, prepare young women "to be useful members of society."

Sweet Briar College opened formally in September 1906 with 51 students, including 15 day students. Its A.B. degree, granted for the first time in 1910, was immediately accepted for graduate work in leading universities, with three of its first five graduates pursuing advanced degrees.

By 1921, Sweet Briar held membership in the Southern Association of Colleges and Secondary Schools, the American Association of University Women, and the American Council on

Education, and was approved by the Association of American Universities. Its chapter of Phi Beta Kappa authorized in 1950, the Theta of Virginia, is one of fewer than 250 chapters nationwide. In 1952, Sweet Briar became a charter member of the Virginia Foundation for Independent Colleges (VFIC).

An early leader in international study, Sweet Briar in 1932 established an exchange program with the University of St. Andrews, Scotland, and in 1948 began its renowned Junior Year in France Program, to be followed in 1984 by a Junior Year in Spain Program in Seville.

In 1978, the Virginia Center for the Creative Arts affiliated with Sweet Briar and located at Mount San Angelo, a nearby estate belonging to the College. Today, the VCCA is one of the foremost working retreats for artists in the world, and the only one with direct ties to a college or university.

Twenty-one of the College's buildings were listed in 1995 on the Virginia Landmarks Register and the National Register of Historic Places as a National Historic District.

Sweet Briar College celebrated its Centennial in 2001, and moved vigorously into its second century both in terms of its physical facilities and educational programs. In 2002, the College completed a new quad around a Student Commons, a "village green" that links residence halls with student services, dining facilities, a bookshop and café, post office, and student organizations. The new facility visually exemplifies Sweet Briar's commitment to an educational environment that is integrated, intentional, and rooted.

In 2000, the National Survey of Student Engagement (NSSE), which measures effectiveness of student learning, named Sweet Briar one of only four colleges in the nation scoring in the top 20 percent on all five national benchmarks. Sweet Briar's leadership in student engagement is reflected in a new mission statement, adopted in 2004, refocusing the College on its first principles, but recognizing that in the 21st century, students who will become "useful members of society" must, as liberally educated women, be well equipped to move into professional life. In 2004, the College became only the second women's college in the nation to offer a program in engineering and also inaugurated its first co-educational graduate programs, a Master of Arts in teaching and a Master of Education.

Sweet Briar is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award degrees at the bachelors and masters levels. It is a member of the College Entrance Examination Board and a contributing member of the American School of Classical Studies in Athens.

The Campus

Sweet Briar's intellectually and socially vibrant campus is a true community, home not only to students but also to approximately half of our faculty as well as many staff members. It is also a living laboratory, which provides hands-on opportunities for exploration and discovery in nearly every discipline from the classics and anthropology to the sciences and engineering. History and archeology students have a particularly rich setting in which to do research inasmuch as the campus was a working plantation in the 18th and 19th centuries. The main campus buildings are nestled at the center of 3,250 acres of rolling hills and meadows in the foothills of Virginia's Blue Ridge Mountains. The broad landscape includes two lakes, six nature sanctuaries, and an extensive network of walking, horseback riding, and hiking trails.

The campus, designed in the early part of the 20th century, is dominated by the architecture of Ralph Adams Cram, whose work is also seen at MIT, Princeton, Wellesley, Rice, and West Point. Twenty-one of Sweet Briar's 30 campus buildings have been designated as the Sweet Briar College National Historic District and placed on the National Register of Historic Places.

Within these historic buildings are housed impressive academic facilities; science laboratories contain some of the best instrumentation in the nation for liberal arts colleges.

At the center of the campus, the Mary Helen Cochran Library is the cornerstone of library services. Cochran, along with other campus library resources, provides students with the largest private undergraduate college library in Virginia. The collections include over 250,000 volumes, 400,000 microforms; subscriptions to more than 1,000 current periodical titles; and 8,000 audio-visual materials. The library system also provides the College community with access to an enormous range of electronic databases and full text resources through the library web page.

The 700-seat Murchison Lane Auditorium, located in the Babcock Fine Arts Center, is host to cultural and intellectual events from student dance and theatre productions to world-renowned speakers and the Babcock Season, which brings visiting performing artists, theatre troops, and music ensembles to campus.

Rotating art exhibitions are research-, studio-, and community-based and are presented in one of three galleries: Babcock, Benedict, and Pannell; the latter houses the Sweet Briar Collection and larger touring exhibitions.

Located in the Boxwood Alumnae House, the Sweet Briar Museum contains an excellent teaching collection of 19th-, 19th-, and 20th-century American decorative arts, including artifacts of the College's founders and memorabilia from throughout the College's history.

The Virginia Center for the Creative Arts (VCCA), the only artists' retreat in the nation with direct ties to a college or university, is located adjacent to the Sweet Briar campus. Writers, visual artists, and composers working at the VCCA come to the College to teach in its interdisciplinary Bachelor of Fine Arts program, and to take part in campus life.

The Florence Elston Inn and Conference Center complex, located on campus, provides a 10,000 square foot state-of-the-art conference facility and an inn featuring 38 comfortable rooms.

The College is centrally located within the state of Virginia, 50 miles south of Charlottesville and 165 miles southwest of Washington, D.C., on U.S. 29.

Accreditation

Sweet Briar College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia, 30033-4097; telephone: 404-679-4501) to award degrees at the bachelor's and master's levels.

The Virginia Department of Education approves its teacher preparation programs and approves it for payment of educational payment for veterans.

Academic Sessions

The College operates under the semester system following a yearly schedule set by the College calendar. Graduate courses are usually scheduled in the late afternoon and evening hours.

Short summer sessions offer the introductory courses for the graduate programs and also offer the opportunity for acceleration of degree programs. Summer session courses are intensive and the credit awarded varies with the course.

General Information

Sweet Briar College offers graduate courses leading to the following:

Degree Programs

Master of Arts in Teaching
Master of Education

Non-Degree Programs

Teacher Licensure Renewal
Professional Development

Degree Program Information and Admission Requirements

Master of Arts in Teaching

The Master of Arts in Teaching is designed for those men and women with a bachelor's degree who do not hold a teaching license in Virginia or any other state. It is a full-time program that prepares candidates for licensure in one year.

The MAT program is committed to planning and implementing differentiated curriculum and instruction in the classroom. Differentiation is a philosophy of instruction that focuses on continued assessment of students' readiness, interest, and learning profiles as the basis for student learning. Differentiated curriculum and instruction addresses learner differences across content areas and grade levels. The program will provide advanced knowledge, understanding and skills necessary to meet the challenges of an increasingly diverse student population.

MAT candidates will be paired with clinical faculty members who have extensive training in differentiated curriculum and instruction and in mentoring pre-service teachers, creating a seamless flow between graduate study and practice. With the completion of this program, prospective teachers are expected to know, understand, and be able to implement differentiated learning experiences so that all of their students have the opportunity to learn. The program emphasizes undergraduate and graduate preparation through field experiences with trained clinical faculty. All licensure programs have been approved by the Virginia State Department of Education and qualify for reciprocity with other states that have signed interstate contract agreements with Virginia.

Graduate courses are offered in the late afternoons and evenings to allow students to substitute in local schools" to earn while they learn." Certain courses in the program will combine MAT students and M.Ed. candidates, creating exciting opportunities for current and prospective teachers to share learning experiences.

Admission Requirements

All candidates must apply to the MAT program by February 1 of the year prior to the summer they begin the program. Applicants will be notified of admission by April 15.

Criteria for admission to the MAT program for Sweet Briar College graduates enrolled in the Teacher Preparation program include:

- Submission of application to the MAT program and a \$40 non-refundable application fee
- Two recommendations from professors familiar with the candidate's academic ability
- Two admissions essays to examine writing skills and dispositions for teaching
- Submission of passing scores on Praxis II no later than February 1 of the fourth year to assesses content area knowledge for student teaching
- Submission of passing scores on the Virginia Communication and Literacy Assessment
- Submission of passing Virginia Reading Assessment scores (for elementary licensure only) to the Education Department no later than December 1st of the senior year.

- Completion of a baccalaureate degree with a cumulative undergraduate GPA of 2.75 or higher
- One official transcript from each college or university attended
- Cumulative undergraduate GPA of 3.00 or higher in professional studies

Criteria for admission to the MAT program for candidates with degrees from other institutions include:

- Submission of an application to the MAT program and a \$40 non-refundable application fee
- Passing scores on Praxis I (or equivalent SAT scores) and Praxis II by February 1 of the application year to assess basic skills and content area knowledge necessary for student teaching
- Submission of passing scores on the Virginia Communication and Literacy Assessment
- Submission of passing Reading scores (for elementary licensure only) to the Education Department no later than February 1.
- Three recommendations from individuals who can address the candidate's academic ability and suitability for teaching
- Two admissions essays to determine writing skills and dispositions for teaching
- An undergraduate degree from a regionally accredited college or university with a minimum undergraduate GPA of 2.75
- One official transcript from each college or university attended

Prerequisites

If a student has not enrolled in a Teacher Preparation program at his or her institution and has not taken the prerequisite professional studies courses prior to applying to the MAT program, the student may be required to take additional undergraduate courses to fulfill requirements for initial licensure. Prerequisite requirements are determined on an individual basis.

Master of Arts in Teaching Course Requirements

(30 credits)

EDUC 603	Controversial Issues in Education (2)
EDUC 605	The Multicultural Classroom (2)
EDUC 607	Seminar on Assessment (2)
EDUC 619	Concepts in Educational Research (3)
EDUC 625	Seminar on Curriculum Design (3)
EDUC 633	Instructional Strategies for the Differentiated Classroom (3)
EDUC 644	Student Teaching, PreK-12 (9)
EDUC 646	Student Teaching Seminar (3)
	Content Course Elective (3)

Tuition and Fees

Tuition for the MAT program is \$525 per credit hour. Tuition is subject to change by the Board of Directors at its discretion.

Payment of all tuition and fees is required by August 1 for the fall semester, by January 5 for the spring semester, and upon registration for summer sessions. Methods of payment include cash, check, MasterCard, and VISA.

Failure to satisfy tuition and fee obligations will result in interest charges of 1.5 percent per month (18 percent per annum) and may result in denial of class attendance, transcripts, diplomas, and re-enrollment.

Academic Eligibility and Progress

To remain a student in good standing in the MAT program, a cumulative GPA of 3.00 must be maintained. Students who earn an average of 2.75 or below in two courses may be suspended from the program. Students must also complete all clinical experience requirements.

To be eligible for the MAT degree, the candidate must:

- Complete all course requirements with a cumulative GPA of 3.00 or higher
- Complete the student teaching experience with a minimum grade of B (3.00)
- Pass the comprehensive examination with a minimum grade of B (3.00)
- Complete the all degree requirements within five years of the initial year of study

Master of Education

The Master of Education program is a co-educational degree program for college graduates with a teaching license and a minimum of three years of teaching experience who seek professional advancement.

The program focuses on the development of a deep understanding of differentiated curriculum and instruction as best practice for all learners. Differentiation is a philosophy that honors and celebrates the unique qualities of individual students, recognizing that “one-size-fits-all” teaching is not appropriate for the diverse needs of students in today’s inclusive classrooms. It provides learning options that match students’ readiness levels, interests, and learning profiles (learning style, intelligence dominance, culture, and gender). Teachers who differentiate effectively are prepared to offer students varied approaches to curriculum content, a variety of sense-making experiences to deepen understanding, and multiple options for demonstrating what they have learned.

The field research project requires degree candidates to develop an action research proposal, conduct research in a classroom setting, and to present the results in a thesis.

Graduate courses are offered in late afternoons and evenings to accommodate teachers’ schedules, allowing them to continue working while completing the degree. The program will accommodate students who wish to pursue the degree on a full-time or part-time basis.

Admission Requirements

All candidates must apply to the M.Ed. program by February 1 of the year prior to the summer they begin the program. Applicants will be notified of admission by April 15.

Criteria for admission to the M.Ed. program include:

- Submission of application to the M.Ed. program and a \$40 non-refundable application fee
- Hold an undergraduate degree from a regionally accredited college university with a minimum cumulative GPA of 2.75
- Possess a teaching license in good standing
- Have a minimum of three years of teaching experience
- Submit current (within three years) GRE scores
- Submit three recommendations attesting to the candidate’s suitability for graduate study

Master of Education Course Requirements

(33 credits)

EDUC 603	Controversial Issues in Education (2)
EDUC 605	The Multicultural Classroom (2)
EDUC 607	Seminar on Assessment (2)
EDUC 619	Concepts in Educational Research (3)
EDUC 625	Seminar on Curriculum Design (3)
EDUC 633	Instructional Strategies for the Differentiated Classroom (3)

EDUC 710 Research Design and Methodology (3)
EDUC 712 Professional Development Project (9)
Content Course Elective (3)
Content Course Elective (3)

Tuition and Fees

Tuition for the M.Ed. program is \$355 per credit hour. Tuition is subject to change by the Board of Directors at its discretion.

Payment of all tuition and fees is required by August 1 for the fall semester, by January 5 for the spring semester, and upon registration for summer sessions. Methods of payment include cash, check, MasterCard, and VISA.

Failure to satisfy tuition and fee obligations will result in interest charges of 1.5 percent per month (18 percent per annum) and may result in denial of class attendance, transcripts, diplomas, and re-enrollment.

Academic Eligibility and Progress

To remain a student in good standing in the M.Ed. program, a cumulative GPA of 3.00 must be maintained. Students who earn an average of 2.75 or below in two courses may be suspended from the program.

To be eligible for the M.Ed. degree, the candidate must:

- Complete all course requirements with a cumulative GPA of 3.00 or higher
- Complete all course requirements, including research, within five years of the initial year of study
- Submit all necessary applications for the degree in time to meet deadlines for May graduation

Financial Aid

Financial aid is available to qualified part-time and full-time graduate students in the forms of state grants and long-term loans. For financial aid purposes, a half-time load is six semester hours and a full-time load is nine semester hours.

Virginia residents enrolled as full-time graduate students may qualify for a Virginia Tuition Assistance Grant (VTAG) regardless of financial need. VTAG is a state grant, the amount of which is based on state funding. Application for VTAG, which has a strict application deadline of July 31, must be made directly to the Office of Financial Aid.

The Free Application for Federal Student Aid (FAFSA) should be completed and mailed to the Federal Student Aid Programs by May 1 for consideration for the Federal Direct Loan Program. The Federal Direct Loan Program, administered by the College, offers long-term student loans. The interest rate is variable with a cap of 8.25 percent. Money borrowed for educational purposes through the Direct Loan program does not have to be repaid until the student graduates or ceases half-time enrollment. Repayment may be deferred if the student is experiencing economic hardship.

Questions about financial aid should be directed to the Office of Financial Aid via e-mail (financialaid@sbc.edu) or telephone (434-381-6156).

Refund Policy

If a graduate student drops or withdraws from a course during the fall or spring semester, refunds are made as follows:

Within the first or second week of a semester:	90% of total fees
Within the third or fourth week of a semester:	50% of total fees
Within the fifth to eighth week of a semester:	25% of total fees
After the eighth week of a semester:	No refund

During a summer session refunds will be calculated by the Business Office based on the percentage of the time the student was enrolled. No refund is made after a course has met 50% of its class time.

Federal law requires the return of unearned federal aid funds to their respective programs when a student withdraws from the College before completing 60 percent of any semester for which aid has been received. "Unearned" funds mean the amount that would have been used to cover charges for the portion of the semester he/she was not enrolled, according to a federally prescribed formula. If, as a result of the return of these funds, an unpaid balance is left on the student's account, the student is responsible for payment.

No refund will be given to any student who is suspended or expelled from the College for disciplinary reasons.

Academic Regulations

Academic Standards

A grade point average of 3.00 is required for graduation in the MAT and M.Ed. programs. Students who earn an average of 2.75 or below in two courses may be suspended from the program.

Appeal of Suspension

If a student believes a suspension is unwarranted due to extenuating circumstances, he/she may file a written appeal documenting these circumstances with the Dean of the College.

Reapplication after Suspension

A student who has been suspended may apply for readmission to the College after one semester. The student must demonstrate improvement in achievement and/or motivation indicating that he/she will be able to successfully meet the academic standards of the College. A suspended student may not enroll at Sweet Briar College without having been readmitted. After a second suspension, a student is not eligible for readmission.

Adding and Dropping Courses

A student who wishes to add or drop a course must consult his/her advisor and complete the appropriate procedure online or via a paper form filed with the Registrar's Office within the specified time periods. Normally, a student is expected to make these changes online, but if illness or extenuating circumstances preclude a student from doing this, the Registrar's Office will process the change when notified in writing. The effective date of all changes is the date of the online transaction or the date the form is received by the Registrar's Office. The grade of F is assigned for each course not completed and processed according to this procedure.

Add Period

Fall/Spring Semesters: classes may be added through the fifth day of classes

Summer Sessions: classes may be added through the second day of classes

Drop Period (courses do not become part of student's permanent record)

Fall/Spring Semesters: classes may be dropped through the tenth day of classes

Summer Sessions: classes may be dropped through the third day of classes

Withdrawal Period

Fall/Spring Semesters: Grade of W will be assigned for any course dropped after the tenth day of classes and before the end of the tenth week of classes

Summer Sessions: Grade of W will be assigned for any course dropped after the third day of classes

After the withdrawal period, students may not drop courses.

Grading System

Grades in graduate courses and their corresponding quality points are:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
F	0.0
I	0.0

Only one course with a grade of C+ or below may count toward a degree. A grade of I (work incomplete) may be given only for reasons of illness or other unavoidable conditions acceptable to the instructor. The deadline for removal of an I is four weeks from the end of the semester or summer session.

Grade Appeal

It is the instructor's discretion to establish course goals, the criteria by which students are assessed, and to determine the grade based on the student's accomplishment according to those criteria. A student who feels that a final grade reported to the Registrar's Office is incorrect, may follow the following appeal process:

- The student must first discuss the grade with the instructor.
- If still dissatisfied, the complaint may be taken to the Dean of the Faculty.
- The Dean will investigate the matter and take appropriate action. A grade may be changed only if a faculty member agrees that such a change is necessitated by clerical error or other oversight. Grade changes are limited to the semester subsequent in which the course was taken.

Graduation

All requirements for the MAT or M.Ed. degree, including courses accepted as transfer credit, must be completed within a period of six calendar years.

Graduation Applications are required by the beginning of a student's final semester of enrollment. All degree requirements must be completed in order to participate in commencement exercises. August and December degree candidates may participate in the May commencement exercise following the completion of all requirements.

Honor System

The Sweet Briar College honor code applies to all students. The honor principle states that Sweet Briar students do not lie, cheat, steal, or violate the rights of others. This code of honorable behavior pervades and defines all aspects of the life of the college. Personal honor and individual responsibility are essential to student conduct in both academic and non-academic life. By matriculating, the Sweet Briar student agrees to uphold the honor principle without reservation. The student handbook details the administration of the honor system and standards of both academic and non-academic conduct.

Student Records: Rights to Privacy

In compliance with the Family Educational Rights and Privacy Act of 1974 as Amended (FERPA), Sweet Briar College's policy as outlined herein establishes certain prerequisites and limitations on the release of education records and personal identification data. The act was designed to protect the privacy of education records and to provide guidelines for the correction of inaccurate or misleading data.

Annual Notice – The College will annually notify students of their rights under the act by providing each student with a copy of this policy or summary thereof.

Public Access – Certain information is considered public, and the College may release such information at its discretion. Unless a student files with the Registrar's Office written notification to withhold disclosure, the College will release announcement of academic honors and awards, and will verify dates of attendance, current enrollment status, classification, and major field of study. In addition, directory information consisting of names, addresses, campus and home telephone numbers, and electronic mail addresses will be released for internal use and published in the College's printed and online directories. If a student requests that any or all of the designated directory information be kept confidential, that student's name will not appear in campus directories.

Disclosure to Third Parties – Except as described above, the College will not release personally identifiable information from educational records to third parties without the student's prior written consent. The College may disclose personally identifiable information from education records under the following conditions:

- a) to College officials, including faculty, with a legitimate educational interest;
- b) to certain federal, state, and local officials;
- c) to organizations conducting certain educational studies or accrediting functions;
- d) to parents who submit documentation that the student is claimed as a dependent for federal income tax purposes;
- e) in connection with a student's application for or receipt of financial aid;
- f) pursuant to a court order or subpoena, upon a reasonable attempt to give advance notice to the student;

- g) in connection with a health or safety emergency as necessary for the protection of the student or others;
- h) to organizations or individuals as authorized in writing by the student; and
- i) to other persons or entities as authorized by the legislation.

Student Access – Students may review their academic records by requesting this in person at the Office of the Registrar. The College will comply with a student’s request to inspect and review other education records under this policy within a reasonable period of time, not to exceed 45 days from receipt of the request.

Limitations and Restrictions on Disclosure and Access – The term “education records” as defined by law and as used herein does not include:

- a) records made and maintained by individual faculty or administrative personnel;
- b) law enforcement records;
- c) records that contain information only after an individual is no longer a student;
- d) employment records; or
- e) treatment records submitted directly to or maintained solely by the Student Health Center, except that a student may request treatment records be reviewed by a physician or appropriate professional.

Student access to records that are not education records is strictly within the College’s discretion. In addition, students are not entitled to inspect and review certain education records, including confidential letters and recommendations (if a student has signed a written waiver), and parental financial records.

The College may, at its discretion, require payment of all delinquent tuition and other outstanding amounts prior to providing copies of records in connection with any disclosure or access. Students are also responsible for paying reasonable copying charges.

Records of Disclosure – Except for access or disclosure as described above, the College will maintain a record of requests for access to and disclosure of personally identifiable information from education records.

Types and Locations of Education Records – The College maintains the following types of education records at the locations indicated: the academic transcript is maintained in the Registrar’s Office and the academic file is maintained in the Dean’s Office.

Requests for Amendment of Records – A student may request the College to amend an education record believed to be inaccurate, misleading, or in violation of the student’s rights. Such a request must be directed to the Dean of the College. Appropriate offices will be notified if changes are made. Upon request, a student shall have the opportunity for a hearing to challenge the content of education records on the grounds of information being inaccurate or misleading or in violation of the student’s rights. If the student does

not prevail at the hearing, the student may add a statement to the education record describing the student's challenge. Students also have a right to file with the U.S. Department of Education a complaint concerning non-compliance with the Act or regulations.

Teacher Licensure Services

Sweet Briar's Department of Education works with students to determine requirements for teacher licensure.

Transcripts

Transcripts are released by the Office of the Registrar only after receipt of a written authorization from the student. This authorization must include the student's name, social security number or student ID number, year of graduation or dates of attendance, complete name and address where transcript should be mailed, and the student's signature. Transcripts sent to the student upon request will be stamped "Issued to Student" and may not be acceptable to some institutions or agencies requiring official transcripts.

Transfer Credit

Students in the MAT and M.Ed. programs may transfer no more than three semester credits of equivalent graduate work subject to the following conditions:

- Courses must be comparable to Sweet Briar College course requirements or be acceptable as appropriate for the student's program of study.
- Courses must have been completed at a regionally accredited institution within the last five calendar years.
- Courses must be fully acceptable and applicable to comparable degree programs at the offering institution; however, transfer credit is not allowed for a course counted toward a completed graduate degree program at another institution.
- Courses must be documented on an official transcript that indicates regular disciplinary prefixes, graduate-level course numbers, and titles.
- Continuing education, professional development, and in-service courses are not transferable unless the course(s) is (are) fully acceptable and applicable to a comparable degree program at the offering institution.
- An official transcript of the transfer course and a copy of the course description from the appropriate academic year catalog must be submitted to the registrar.
- Any course proposed for transfer credit, whether taken before or after admission to Sweet Briar College, must receive the approval of the student's advisor and the registrar. Special forms are available for approval.

Withdrawals

Withdrawal from the College

A student who wishes to withdraw from the College must notify the Dean of the College in writing. Grades will be assigned according to the grading policy governing withdrawal from courses.

Leave of Absence

A student may request a leave of absence from the College for personal reasons such as work or family obligations, illness, financial reasons, etc. Students wishing to take a leave of absence should consult the advisor and submit a written request to the Dean of the College stating the reason for the leave and the date of return.

Students granted a leave of absence do not need to reapply for admission, but should contact the advisor and register for classes at the first opportunity made available by the registrar.

If a student needs to change a return date, a written request for an extension of the leave should be submitted to the Dean of the College.

Military Leave of Absence

Students called to military service during the semester will be placed on Military Leave of Absence. These students will receive one of the following grades at the end of the semester, depending on their individual situation:

1. I (incomplete)
2. W (withdrawn)
3. letter grade

For these students, the grade of I may be carried as long as conditions warrant but must be completed within one semester after the student returns from service. Also, the ten-week withdrawal period will be suspended for these students.

Student Services

Academic Resource Center (ARC)

The Academic Resource Center (ARC), located in the lower level of the Chapel, is available to all members of the Sweet Briar community who are interested in improving their writing, study, and learning skills. As an important part of the College's support services network, the ARC provides assistance to students, faculty, and staff. The ARC is staffed by trained student assistants who are eager to help you enrich your academic experience.

Advisors

An advisor is assigned to all students admitted to the MAT and M.Ed. programs. Students are urged to consult their advisors to ensure completion of courses in proper sequence, completion of all degree requirements, and the completion and filing of all required forms.

Book Shop

The Sweet Briar College Book Shop is open from 8:30 a.m. to 5:00 p.m. weekdays and 10:00 a.m. to 4:00 p.m. on Saturdays. The Book Shop accepts cash, personal checks, student/employee/declining balance accounts, MasterCard and VISA. Students may purchase required textbooks and recommended course materials, general books, health and beauty items, school, office and computer supplies, gifts and other insignia items. A copy center service is also available during weekday business hours.

Business Office

The Business Office is located on the third floor of Prothro Hall. Students may ask questions about their bills or accounts here. Personal checks may be cashed at the cashier window which is open 8:45 a.m. to 12:15 p.m. Monday through Friday and 2:00 p.m. to 4:00 p.m. on Fridays as well.

Career Services

Graduate students are welcome and encouraged to use the Career Services Office located on the second floor of Prothro Hall. Interested students may establish a credentials file and make use of an array of resources to help with resumes, networking, job search and interview strategies, and contact with employment opportunities. The office also conducts workshops and other career development programs to help students achieve their career goals.

Health Services

Both part-time and full-time graduate students may use Health Services. If students choose to use this facility, they must complete a Health Information Form including a record of immunizations.

Housing

On-campus housing is available on a limited basis. Students interested in living on campus should inform the Admissions Office as soon as possible during the application process.

Library

Sweet Briar's Mary Helen Cochran Library contains an outstanding liberal arts collection. All items are housed in open stacks arranged for easy student access. Reference librarians are available to help students organize research efforts and assist with information needs. The rare book collection includes more than 5,000 volumes and thousands of manuscripts to support the curriculum. Of special note are the Virginia Woolf Collection, the W.H. Auden Collection, the George Meredith Collection, and the Evelyn Day Mullen T.E. Lawrence Collection.

A shared automated catalog, LION (Lynchburg Information Online Network), established in cooperation with Randolph-Macon Woman's College, Lynchburg College, and the City of Lynchburg Public Library, allows students to search and borrow items from their combined library holdings.

The Online Computer Library Center (OCLC) system provides access to millions of titles in library throughout the United States, Canada, Mexico, Great Britain, and Europe. Online search services provide access to thousands of databases, indices, abstracts, and offer full texts of information in hundreds of disciplines.

Registrar's Office

The Office of the Registrar, located on the third floor of Prothro Hall, processes all course registrations, add/drops, and withdrawals. Academic transcripts are maintained here with unofficial transcripts available online and official transcripts available by written request. Requested transcripts are usually available within 24 hours of receiving the written request and can be picked up or mailed as the student wishes. Transcripts and diplomas may be withheld when students have unfulfilled obligations to the College.

Course Descriptions

EDUC 509 (3) – Introduction to the Gifted and Talented

This course provides a basic understanding of the characteristics and needs of gifted and talented children and provides an overview of the current issues in the study of gifted and talented students and the programs designed to meet their needs. Offered alternate years.

EDUC 511 (3) – Special Populations of Gifted Students

This course has been designed to introduce the student to the issues concerning specific populations of gifted students, such as the gifted/learning disabled student and the creatively gifted student. Identification, programming methods, and curricular options for these special populations will be addressed. Offered alternate years.

EDUC 514 (3) – Methods and Strategies for Teaching the Gifted

Participants will examine and apply educational models and instructional strategies currently advocated for use with gifted learners. Emphasis will be placed on understanding both the theoretical and practical implications of the models and strategies as well as how they contribute to developing learning environments that promote academic challenge and learner independence. Offered alternate years.

EDUC 601 (3) – Special Topics in Curriculum and Instruction

An exploration of a specific topic in curriculum and instruction related to differentiation. Emphasis will be placed on making differentiation part of classroom practice. Topics will vary by semester and the course may be repeated when course content changes. This course is graded on a P/CR/NC grading option only.

EDUC 603 (2) – Controversial Issues in Education

This seminar focuses on the identification, investigation, and analysis of critical issues in education. Each student must write and defend a paper based on her/his analysis of a critical issue. Technological resources and applications are required. Offered in summer session.

EDUC 605 (2) – The Multicultural Classroom

This course prepares participants to understand the relevance of multiculturalism to today's classroom. Students explore their own backgrounds and identify their own bias and how these perceptions influence the classroom learning environment. Offered in summer session.

EDUC 607 (2) – Seminar on Assessment

In best practice, teaching assessment results inform curricular and instructional decisions. This course will examine formal and informal assessment, portfolio and authentic assessment, and self-assessment strategies as a means for effectively matching the design of lessons to the needs of learners. The course will emphasize the creation of rubrics, quality indicators, and performance criteria for clearly defining learning goals. Offered in summer session.

EDUC 615 (3) – Reading in the Content Areas

Prerequisite: EDUC 607 or permission of the instructor. This course examines particular content area reading challenges encountered by middle and secondary school students and appropriate

research-based instructional strategies to meet those challenges. Field experience in a public school setting is required. As part of their field work, students will conduct research that measures and analyzes student response to specific instructional strategies in order to make predictions and recommendations about student performance. This course is not open to students who have credit for EDUC 233 or its equivalent. This course does not fulfill any graduate program requirement.

EDUC 619 (3) – Concepts in Educational Research

This course provides an introduction to the quantitative and qualitative techniques used in educational research. Students will be expected to use their understanding to read and critique published articles on a special issue or problem of interest to them.

EDUC 625 (3) – Seminar on Curriculum Design

Prerequisite: Three-credit content course

In this course students will develop and assess a differentiated curriculum unit based on a content course taken as part of the master's program. A study of current theories and practices in curriculum design, research on how people learn, and an analysis of national and state standards will provide the foundation for unit development. Master teachers from local schools will show their expertise in planning and implementing differentiated curriculum.

EDUC 627 (3) – Integrating Technology in the World Language Curriculum

This course helps teachers more fully integrate technology into the world language classroom so that students go deeper and further in their curriculum. A variety of technology strategies will spark rich, relevant, and engaging activity ideas in teachers. Technology based assessment options will also be explored as well as how technology can be seamlessly used for daily instruction.

EDUC 630 (3) – TPRS Seminar for German Teachers I

Prerequisite: Application made through American Association of Teachers of German. An introduction to the teaching of German using TPRS (Teaching proficiency through Reading and Storytelling) and practice of basic TPRS teaching techniques. This seminar is arranged with break-out sessions for individuals and smaller groups along with some whole group instruction. Academic credit is granted on the basis of work in the seminar sessions and an independent project.

EDUC 631 (3) – TPRS Seminar for German Teachers II

Prerequisite: EDUC 630 and application made through American Association of Teachers of German. A review of TPRS (Teaching Proficiency through Reading and Storytelling) theories and development of some more difficult components of teaching in a TPRS classroom. This seminar is arranged with break-out sessions for individuals and smaller groups along with some whole group instruction. Academic credit is granted on the basis of work in the seminar sessions and an independent project.

EDUC 632 (3) – TPRS Seminar for German Teachers III

Prerequisite: EDUC 630 and application made through American Association of Teachers of German. Practice and development of advanced TPRS (Teaching Proficiency through Reading and Storytelling) skills that make or break a TPRS lesson. This seminar is arranged with break-out sessions for individual and smaller groups along with some whole group instruction. Academic credit is granted on the basis of work in the seminar sessions and an independent project.

EDUC 633 (3) – Instructional Strategies for the Differentiated Classroom

The expert teacher chooses instructional strategies carefully to respect students' readiness levels, interests, and learning profiles. This course will study research-based, responsive strategies for whole group, small group, and individual instruction that enhance essential understanding of content and have shown to increase student achievement. A field experience will allow students to model and apply knowledge gained as well as to collect and analyze learners' responses in K-12 classrooms.

EDUC 644 (9) – Student Teaching, PreK-12

Co-requisite: EDUC 646

Supervised teaching in the K-12 classroom for a minimum of 300 hours. Student teachers are expected to demonstrate best practice curriculum design, to differentiate instruction, and to complete a research project. Required for licensure and for completion of the MAT degree.

EDUC 646 (3) – Student Teaching Seminar

Co-requisite: EDUC 644

This seminar requires students to complete a research project based on their student teaching experience. Students are expected to present the development, design, and results of their research during the semester.

EDUC 658 (1) – Introduction to Inquiry

Teachers will study and practice the pedagogical strategies that support inquiry learning. Skills for scientific inquiry will be developed through hands-on investigations in life and physical science. Teachers will develop lessons for use in their own classrooms. Assessment and differentiation strategies will be introduced in context of engaging all learners and effectively assessing student understanding.

EDUC 659 (3) – Inquiry Implementation and Assessment

Prerequisite: EDUC 658. Through iterations of development, implementation, reflection, and assessment of inquiry lessons; and through class discussions of current research and modeled inquiry activities, teachers will transition towards an inquiry approach to science teaching. Faculty will periodically visit classrooms to assess this transition. The course culminates with two presentations by the teacher-participants to school administration and teacher colleagues.

EDUC 710 (3) – Research Design and Methodology

Prerequisites: Completion of all 600-level courses This course focuses students on the development and design of a research project that is a requirement of the M.Ed. program. Students will design and implement a research project, defending their proposals in the seminar.

EDUC 712 (3) – Professional Development Project

Prerequisite: EDUC 710. Following the completion of the research proposal, students conduct research and present their finding in a thesis. Degree candidates must present their findings and defend the results.

ENGL 505 (3) – The Creative Writing Workshop: Practice and Pedagogy

This course will be both a writing workshop where students produce creative work and a seminar examining a wide variety of approaches to teaching creative writing. Readings will include contemporary fiction and poetry as well as essays on the practice and teaching of creative writing. Students will also be asked to generate writing exercises and assignments for their classmates and to lead the workshop in its discussion of those assignments.

HIST 508 (3) – Encounters, Conquest, and European Expansion: 1350-1650

This seminar examines Western Europe's economic and territorial expansions during the early modern era. Topics include the Portuguese slave trade in Africa; Italian and Ottoman commercial rivalries; Spanish, British, and French colonization of the Americas; and Europe's scientific responses to the new world. Students will complete all required and supplemental readings; lead discussion sessions; and make in-class presentations of assigned primary documents.

INTD 503 (3) – Symbols, Myths and Allegories

Art, literature, and cultural rhetoric are built upon a stock repertoire of stories and symbols. This course will review the most prominent of these themes and seek to understand how varied treatments across time and disciplines reflect the circumstances of the era and media.

Faculty

James L. Alouf

Professor of Education

B.A. Kings College; M.A. Rutgers University; Ph.D. University of Virginia

Holly C. Gould

Associate Professor of Education

B.S. State University of New York College at Geneseo; M.A. Teachers College, Columbia University; Ph.D. University of Virginia

Tracy C. Missett

Assistant Professor of Education

B.A. University of Virginia; M.Ed. Teachers College, Columbia University; J.D. Hastings College of the Law, University of California; Ph.D. University of Virginia

Sweet Briar College Board of Directors

Sweet Briar Institute was incorporated as a non-stock corporation by Act of the General Assembly of Virginia approved February 9, 1901. The affairs of the College are managed by a self-perpetuating Board of Directors consisting of no less than 24 nor more than 35 members elected annually at the spring meeting of the Board.

Members of the Board are elected for three-year terms and include the President of the College, the President of the Alumnae Association, and three alumnae class representatives, consisting of one representative from each of the three most recent graduating classes. A director (excluding the President of the College who has no limit on the number of years or terms he or she can serve) cannot serve more than three successive three-year terms on the Board. Directors elected as officers can serve up to one additional three-year term, for a total of up to twelve successive years.

The President of the College and the President of the Alumnae Association are ex-officio members of the Board. The President of the College and the Chairman of the Board are ex-officio members of all committees of the Board of Directors.

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Chair, Board of Directors
Warrenton, Virginia

Elizabeth H.S. Wyatt, '69, M.B.A.

Vice-Chair, Board of Directors
Summit, New Jersey

Elvira McMillan Mannelly '65, M.A.T.

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Karen Gill Meyer '63, M.B.A.

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Alexandria, Virginia

Eugene M. Tobin, Ph.D.
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Young Alumna Director
Fairfax, Virginia

A. Grace Caskey '14, B.S.
Young Alumna Director
Lynchburg, Virginia

Elizabeth Haskell Callaghan '86, M.S.
Ponte Vedra Beach, Florida

Vivian Yamaguchi ohn '7 J.D
Winnetka, Illinois

Winifred Story Davis '61, M.B.A.
Atlanta, Georgia

Susan Sellers Ewing '71, B.A.
Richmond, Virginia

Marsha Taylor Horton '76, Ph.D.
Magnolia, Delaware

Ann Stuart McKie Kling '74, B.A.
Dallas, Texas

Frances Griffith Laserson '70, B.A.
New York, New York

Sarah M. Lindemann '13, B.A.
Young Alumna Director
Woodbridge, Virginia

Yolanda Davis Saunders '96, B.A.
Woodbridge, Virginia

Susan P. Scanlan '69, M.A.
Alexandria, Virginia

Sandra Taylor '74. M.B.A.
Richmond, Virginia

Sweet Briar College Administration

Office of the President

James F. Jones
Interim President of the College
B.A. University of Virginia; M.A. Emory University;
Ph.D. Columbia University

Christy C. Cole
Director of Institutional Research
B.S. Methodist College; M.S. Capella University

Academic Affairs

Amy Jessen-Marshall
Dean of the Faculty, Vice President for Academic Affairs and Professor of Biology
B.S. Gustavus Adolphus College; Ph.D. Purdue University

Jill N. Granger
Associate Dean for Academic Affairs and Professor of Chemistry
B.S. Illinois State University; Ph.D. Purdue University

John G. Jaffe
Director of Libraries and Integrated Information Systems, Professor
B.A. University of the South; M.A., M.S.L.S. Villanova University;
Ph.D. Simmons College

Kelly Kraft-Meyer
Associate Dean of Academic Services
B.S, M.B.A. Russell Sage College

Deborah L. Powell
Registrar
B.A. Longwood College

Co-Curricular Life

Cheryl Steele

Vice President/Dean of Co-Curricular Life
B.S., M.Ed. University of Montevallo

Admissions

Louise S. Zingaro '80

Acting Dean of Enrollment
A.B. Sweet Briar College

Wanda T. Spradley

Director of Financial Aid
B.A. Sweet Briar College

Finance and Administration

Scott Shank, C.P.A.

Vice President for Finance and Administration
B.A. Principia College; M.B.A. Stetson University

Gail D. Payne

Associate Vice President for Finance and Administration
B.A. Mary Washington College; M.Ad. Lynchburg College

Carolyn Burton

Director of Human Resources
B.S. Clarkson University

Steven H. Bailey

Director of Physical Plant
B.S. Virginia Polytechnic Institute and State University

Alumnae and Development

Melissa G. Witherow '98

Interim Vice President for Alumnae and Development
B.A. Sweet Briar College