

Master of Arts in Teaching Master of Arts in Teaching & Learning Summer 2025 Newsletter



Message from The Director

Greetings from Hollins University! We are proud to offer two distinct graduate programs in education at Hollins. The **Master of Arts in Teaching and Learning** (M.A.T.L.) is a fully online program for currently licensed K-12 teachers who want to hone their teaching skills and become a master teacher. The online format of the M.A.T.L. program offers full-time working adults the flexibility they need to pursue post-graduate education without having to juggle commutes to campus or sacrifice time away from family or work, but the synchronous time online helps students get to know one another and their professors in an engaging, small-group online meeting room. These courses are all offered in the evenings and in the summer via synchronous online meetings and/or asynchronous coursework.

The **Master of Arts in Teaching** program is for provisionally licensed teachers or students who have a college degree and want to earn their teaching license so they can begin teaching. This program is delivered in a hybrid format. Students meet with their professors and classmates face-

to-face on campus from 6-9 PM one night every other week. Upon completion of the program requirements, graduates earn a master's degree in addition to a Virginia teaching license.

If you or someone you know would like to know more about any of these graduate education programs for teachers, I welcome you to contact me by sending an email to hugrad@hollins.edu. Let's have a conversation about how we can help you hone your skills and advance your career in teaching!

Warmly,
Dr. Teri Wagner
Director of MAT, MATL, & MALS Graduate Programs

Registration Information

Online registration for the summer 2025 term is now open, it is important to register sooner rather than later. Please notify the Graduate Office at hugrad@hollins.edu should you need assistance in registering for classes.

For instructions on how to register online please go to <https://docs.hollins.edu/v1/docs/register-for-classes-ssb-9>. This will give you step-by-step

instructions. Should you have difficulties with registration you can contact the graduate office at hugrad@hollins.edu. You can also submit a ticket to the help desk for any IT problems you are having at:

<https://helpdesk.hollins.edu/support/home> or reach them by phone at 540 -362-6538.

Once you have registered, you can go to the Hollins Virtual Bookstore and order your books. Note that this is where you can go to order transcripts and there is also a link to Nelnet Enterprises which is where you will go to pay your bill.

Nelnet Enterprise is a single sign-on through your current, secure HIS logon.

https://prodssb.hollins.edu/prod/twbkwbis.P_GenMenu?name=bmenu.P_MainMnu

By using this sign-on, you will click on Student Services and then you will see Nelnet Enterprise as one of the choices to click on.

Please log on to verify and update your student account information. Additionally, add any other personal email addresses in order to receive email notifications when your e-bill is available to review.

For others to access Nelnet Enterprise and view online your student account information and make payments, you must create authorized parties for your account.

As a reminder, you will receive an email notification to **your official student Hollins email** account when your monthly e-bill is available, as well as to any authorized party's email addresses that you have setup in the Nelnet Enterprise system. Remember to check your Hollins email as well as your Nelnet Enterprise account regularly.

If you have any questions, please reach out to the Business Office at 540-362-6303 or by email to boffice@hollins.edu.

Remember!

- Once you have registered, changing the number of credit hours may significantly reduce or eliminate the amount of financial aid for which you are eligible.
- Your account must be paid in full prior to registering for the upcoming term.
- Your \$100 non-refundable enrollment deposit may be mailed or paid through Nelnet.

Class Schedules

Class schedules are not mailed to students. You should verify online that you are registered for the course(s) you desire. Again, you will go into the Hollins Information System (HIS), click on **Student Services** and finally, click on **Student Detailed Schedule**. Prior to the beginning of the term, you will want to view this area to confirm your registration.

Classes are filled in the order in which registrations are received. Most classes are limited to 15 students. Early registration is suggested. Students will automatically be waitlisted for classes that are already filled and are asked to select an alternate in that case. If a space becomes available in the filled course, the student will be contacted regarding his or her preference. If you do not wish to be put on the waiting list, withdraw your registration from the course.

Students may add/drop classes online only during open registration. Once online registration has ended, you must follow the procedures outlined in the *Add/Drop* section of this newsletter to change your schedule.

Add/Drop Dates for Spring Term

In the summer, students may add classes prior to the second scheduled meeting of the class. Completion of an add/drop form is required for students who wish to drop their class(s). The form can be found on the Graduate Studies Tab of My.Hollins with most other forms.

Once the term has begun (Monday, June 23,

2025), students may drop their course(s) by 4:30 p.m. (EST) Thursday, June 26, 2025 and will be responsible for 10% tuition. **Fees are non-refundable.** After 4:30 p.m. (EST) on Wednesday, June 26, 2025, students who wish to drop a class(s) will be held responsible for 100% of the amount of tuition and fees and will be required to request formal withdrawal from any course in which they are unable to participate. A WD will be reflected on the transcript. The WD form is can be found on the Graduate Studies Tab of My.Hollins.

Withdrawal Date Summer Term 2025	Tuition Due Hollins
W/D by June 26, 2025	10%
W/D beginning after 4:30 p.m. (EST), June 26, 2025	100%

Tuition and Fees

Tuition for the M.A.T. and M.A.T.L. program is \$440.00 per credit hour or \$1,760.00 per course.

Note: With proper documentation, licensed teachers currently employed by a school system may be eligible for a \$100 discount per course. Proper documentation is a letter on school letterhead from the principal or other official documentation from the school system (i.e., voucher). **Documentation must be updated annually.**

The technology fee for the six-week summer term is \$175.

Students are charged \$50 for limited health services for the six-week summer term. For information regarding health services you can contact them at hcs@hollins.edu.

Financial Assistance

Students desiring to apply for financial assistance should contact that office directly at (540) 362-6332 or by email at SFA@hollins.edu.

During the summer, a minimum of six credit hours is considered full-time for financial aid purposes. During the academic year, nine credits

per term are considered full-time, with six credits being considered part-time for financial aid purposes.

Once a term begins, changing the number of credits registered may result in lowering or loss of financial aid funds.

Students must maintain satisfactory academic progress to remain eligible for assistance. Students who take incompletes in all course work and/or withdraw from all course work during a term may be impacted financially as well as academically.

Maintaining satisfactory academic progress means attending and successfully completing courses during the term in which you are registered. A GPA of 3.0 is required for graduation from any of the master's programs offered at Hollins University.

Information on financial assistance specific to particular programs is included with the program description in the graduate catalog. The Office of Scholarships and Financial Assistance may provide additional information as well as the appropriate application forms. They can be contacted at (540) 362-6332 or by email at SFA@hollins.edu.

My.Hollins

My.Hollins is the official form of communication for everyone to use at Hollins. It provides a single access to Hollins Web Services and gives everyone personalized informational links, applications, and communications tailored to their role(s) within the Hollins community.

Your Hollins email account is accessible through My.Hollins. Students are expected to regularly review email sent to their Hollins account. This is the means through which offices on campus will communicate with you. **This is where you will find out when your account has been assessed.**

Please make sure you are checking your Hollins email account regularly. For security reasons, it

can no longer be forwarded to a personal account.

There is much information available through My.Hollins. You will want to check in frequently to stay up-to-date on campus events and announcements. Graduate students will find most of the forms commonly needed, schedule of courses, the newsletter, the Graduate Catalog, the Graduate Student Handbook, and more through the *Graduate Studies* link. Should you have difficulty logging in, contact the computer help desk at 540-362-6538, helpdesk@hollins.edu or you can also submit a ticket to the help desk for any IT problems you are having at:

<https://helpdesk.hollins.edu/support/homehelpdesk@hollins.edu>. New students will be emailed their username and password to the email indicated on their graduate application.

Independent Studies

Independent studies must be registered manually and require additional paperwork. The contract for independent study is available on the Graduate Studies Tab of My.Hollins or by requesting it from the Graduate Studies Office.

Independent studies are most often registered for four credits but may be taken for as few as two credits depending on the study itself and the student's needs.

The independent study contract must be signed by the student, the directing professor, and the program director before submitting it to the Graduate Center.



Textbooks

Textbooks are **not available** through the Hollins bookstore. They are available online at <http://www.ecampus.com/hollins>.

Along with access to new and used textbooks, you can rent your textbooks! If the faculty has

not yet selected textbooks, you will receive that message. As it gets closer to the beginning of the term, you may want to check with the faculty member and find out if he/she will be requiring books for the course(s) in which you are registered.



Hollins University Library

Our librarians specialize in different subject areas and are happy to help with research assistance, access to library materials, and other useful tips. Need help? Have questions? Contact them!

- Make an appointment using the online scheduler <http://library.hollins.edu/get-help/>
- Email library@hollins.edu
- Call (540) 362-7465
- Chat with them online

Students taking Hollins classes at a distance have easy access to information about library services on the [Off-Campus Students](#) webpage.

Incomplete Course Work

Hollins' policy on incomplete course work states that students with incompletes outstanding from the spring and summer terms must have them replaced with letter grades prior to October 10. Students with incompletes outstanding from the fall term must have them replaced with letter grades prior to March 10.

After the date that applies to the appropriate term, incomplete work without approval for an extension will convert to the grade of "F". Any request for an extension must be submitted on a Request for Incomplete form and be approved by the directing faculty member and the manager of graduate services. The form may be found under the *Graduate Studies* link on My.Hollins.



Are you planning to graduate in October?

If so, you need to submit an *Intent to Graduate* form to the Graduate Office **no later than August 15, 2025**. (This form is located on the graduate tab of My.hollins, or you can request a form from hugrad@hollins.edu).

Graduation Fee: A \$135 graduation fee helps to offset processing costs, including preparation of the diploma. This nonrefundable fee is assessed in the final term for all students being tracked for degree completion. **It is added to students' accounts upon submission of the *Intent to Graduate* form.** This fee does not cover the cost of academic regalia. That must be purchased separately.

During the 2026 spring term, specific information will be sent to your Hollins email account regarding academic regalia and participation in the May 17, 2026 commencement ceremony.

Change of Address/Telephone Number

Let the Graduate office know if you have a change of address, email address, or telephone number. Please email hugrad@hollins.edu to have your information updated.



Summer Term 2025 Academic Calendar

Summer term begins	Monday, 6/23
Juneteenth Holiday (classes in session)	Thurs, 6/19
Independence Day (classes in session)	Friday, 7/4
Summer Term Ends	Friday, 8/1
Grades due	Monday, 8/11

Master of Arts in Teaching Master of Arts in Teaching and Learning Course Offerings Summer Term 2025

Classes are subject to change at the discretion of University Administration.

EDUC 541: Education in American Society (4) CRN: 60338

Cox

Students will explore how specific social and political forces within American society have had and continue to have an impact on education. Students will investigate how schools reflect and affect the society they serve. The readings, writing assignments, and class discussions will draw from the disciplines of history, political science, economics, philosophy, and sociology. *Virginia Department of Education standards and national standards met in this course are enumerated in detail in the course syllabus.*

ONLINE: Synchronous and Asynchronous Learning, Monday 6:00-8:00 PM

EDUC 546: DESIGNING AND ASSESSING INSTRUCTION (4)

CRN: 60339

Poff

Students work individually and in cooperative learning groups to develop new interdisciplinary curriculum models for use in their classrooms and schools. Emphasis will be on the integration of content areas, the use of appropriate technologies as tools for teaching and learning, on the development of new teaching strategies and resources for emerging models, and on multiple methods of assessment. Project based learning models will be reviewed.

ONLINE: Synchronous and Asynchronous Learning, Tuesday 6:00-8:00 PM

Master of Arts in Liberal Studies Course Offerings for Summer Term 2025

Classes are subject to change at the discretion of University Administration.

ART 550: Special Topics: Natural Impressions: Sustainable Printmaking Techniques (4)

CRN: Contact hugrad@hollins.edu Steffanni

Since its inception in 700 CE, printmaking has been used for the dissemination of ideas and stories. To this day, printmaking still serves the artist with a wide scope of possibilities in markmaking and creating images. This course will cover printmaking techniques that use natural and low-cost recyclable materials to create images without the need for specialized equipment or toxic chemicals. We will cover both intaglio and relief printmaking techniques, primarily focused on collagraphs and drypoint. Collagraphs are prints made with handmade printing plates made from collaged materials that are inked and printed. Through the creation of artwork, lectures, and discussion, the course will explore topics related to sustainability, the historical and visual language of printmaking as students develop their individual aesthetic and vision.

THIS COURSE HAS BEEN APPROVED FOR ART DUAL ENROLLMENT CREDIT FROM VIRGINIA WESTERN COMMUNITY COLLEGE.

ONLINE: Synchronous and Asynchronous Learning, Tuesday/Thursday 6:00-8:30 PM

ENG 550: Special Topics: Asia's America's; America's Asia (4)

CRN: 60341 Milan

The bones of American Literature are built from many cultures. This course's primary concern is to excavate the transnational cultural exchanges of philosophy and literature between East Asia and the United States. With a selection of major works, authors and themes, we will examine how those exchanges influenced the evolution of what we define as American Literature and how it has in turn influenced the literature of East Asia.

THIS COURSE HAS BEEN APPROVED FOR ENGLISH DUAL ENROLLMENT CREDIT FROM VIRGINIA WESTERN COMMUNITY COLLEGE.

ONLINE: Synchronous and Asynchronous Learning, Wednesday 4:00-6:00 PM

ENG 550: Special Topics: Shakespeare (4)
CRN: 60450 Coker-Durson

In this course, students are to engage in the close reading of various Shakespearean dramas (history, comedy, and tragedy) while keeping in mind the cultural contexts in which they are written and performed. The course will additionally focus on many of Shakespeare's pervasive themes—including treatments of gender and sexuality, political and familial dynamics, issues of theatricality, and representations of diseased or disabled bodies in relation to healthy ones—in the original works as well as in modern adaptations when possible. Representative theoretical and critical works will supplement interpretation.

THIS COURSE HAS BEEN APPROVED FOR ENGLISH DUAL ENROLLMENT CREDIT FROM VIRGINIA WESTERN COMMUNITY COLLEGE.

ONLINE: Synchronous and Asynchronous Learning, Tuesday 5:30-6:30 PM

HIST 550: Special Topics: Critical Histories of the British Empire (4)

CRN: 60451 Rossler

This seminar examines the development of the British Empire, which would come to control roughly 25% of the earth's surface in the early 20th century. We will begin by surveying its origins out of the unification of the British Isles under the English crown, including the colonization of Ireland. We will then address the colonization of North America and the Caribbean before examining the loss of the American colonies and the subsequent birth of the "Second" British Empire, with its global expansion in South Asia, Africa, and Oceania. We will engage in key historiographical debates about the nature of the British Empire, including whether or not it was an "absent-minded" Empire, the role of slavery and emancipation, and debates over settler colonialism. This seminar will engage with themes of settler colonialism, imperialism, decolonization, slavery, race, and gender. Each student will help lead a discussion on our readings, write two short papers, and develop a lesson plan relevant to our themes and topics.

THIS COURSE HAS BEEN APPROVED FOR HISTORY DUAL ENROLLMENT CREDIT FROM VIRGINIA WESTERN COMMUNITY COLLEGE.

ONLINE: Synchronous and Asynchronous Learning, Tuesday 6:00-8:00 PM

HIST 550: Special Topics: Nations, Borders, and Populism (4)

CRN: 60452

Buyze

This course explores the complex intersections of nationalism, territorial borders, and the rise of populist movements in the modern world.

Through an interdisciplinary lens, we will examine the historical, political, and cultural foundations of nation-states, focusing on the ways in which borders have shaped identity, citizenship, migration, and perspectives on refugees. Key topics will include the evolution of nationalism, the impact of globalization on national sovereignty, the politics of immigration, and the resurgence of populist movements across different regions with a particular focus on the Americas and Europe. Students will engage with critical theoretical frameworks, literature, journalism, media, and contemporary debates about populism's role in reshaping national policies and global relations. The experience of this course will develop a deeper understanding of how populism challenges traditional notions of the nation-state, the role borders play in both exclusionary and inclusionary political practices, and issues concerning belonging and marginalization.

THIS COURSE HAS BEEN APPROVED FOR HISTORY DUAL ENROLLMENT CREDIT FROM VIRGINIA WESTERN COMMUNITY COLLEGE

ONLINE: Synchronous and Asynchronous Learning, Monday 4:00-6:00 PM

MATH 517: Discrete Mathematics (4)

CRN: 60453

Faulkner

This course will examine the various aspects of discrete mathematics, which includes several branches of mathematics that deal with objects that can assume only distinct values. Set Theory, Graph Theory and Number Theory are just a few of the branches that would be classified as

“discrete”. Topics include formal logic notation, proof by induction, proof by contradiction, set theory, Boolean algebra, combinatorics, and graph theory. The aim of the course is to strengthen the graduate students' knowledge of the various principles associated with discrete mathematics fields.

THIS COURSE HAS BEEN APPROVED FOR MATH DUAL ENROLLMENT CREDIT FROM VIRGINIA WESTERN COMMUNITY COLLEGE.

ONLINE: Synchronous and Asynchronous Learning, Thursday 6:00-7:00 PM.

MATH 550: Special Topics: Hyperbolic Trigonometry and Special Relativity (4)

CRN: 60454

Magee

Trigonometry deals with relationships among lengths of sides of triangles and arcs of circles. Hyperbolic trigonometry is an analogous field, with two crucial sign changes:

- 1) We flip a sign in the defining equation of a circle to we obtain a hyperbola.
- 2) We flip a sign in the Euclidean distance formula to obtain the Minkowski distance formula.

We then study relationships among Minkowski lengths of sides of triangles and arcs of hyperbolas. Hyperbolic trigonometry is the natural mathematical framework for Einstein's Special Theory of Relativity.

THIS COURSE HAS BEEN APPROVED FOR MATH DUAL ENROLLMENT CREDIT FROM VIRGINIA WESTERN COMMUNITY COLLEGE.

ONLINE: Synchronous and Asynchronous Learning, Tuesday/Thursday 10:00-11:30 AM

MUSIC 550: Special Topics: Music in Video Games: History, Function, & Analysis (4)

CRN: 60455

Wahl-Fouts

The course will delve into the field of Ludomusicology – the study of soundtracks and music in video games. We will approach the topic from two main perspectives: historical (evolution of technology and musical technique over time), and by game genre (role-playing game, first-person shooter, side-scroller and more). Through those perspectives and related analysis, we will focus on the interactivity between story,

character, and music – as well as the representation of gender, sexuality, race, class, and dis/ability within the aural soundtrack.

ONLINE: Synchronous and Asynchronous Learning, Monday 6:00-7:00 PM

POLS 526: Political Leadership (4)

CRN: 60457

Lynch

This course will explore the lives of important political leaders. We will investigate the experiences of leaders of both genders, from all over the world, and from various periods in history. The course will also examine the relationship between the careers of actual leaders and the theoretical literature on political leadership. We will attempt to isolate and evaluate those qualities that separate leaders from followers. What made one person go on to fame and greatness when most people around them, born into similar circumstances, achieved either?

THIS COURSE HAS BEEN APPROVED FOR HISTORY/SOCIAL SCIENCES DUAL ENROLLMENT CREDIT FROM VIRGINIA WESTERN COMMUNITY COLLEGE.

ONLINE: Synchronous and Asynchronous Learning, Monday/Wednesday 6:00-7:00 PM

SOSC 550: Special Topics: David Bowie and the Performance of Identity (4)

CRN: 60456

Buyze

This course focuses on the music and cultural icon David Bowie. We will consider the personas or alter egos and eras of David Bowie in the interpretation and analysis of his music through text, screen, stage, fashion, art, and other cultural dynamics. We will closely analyze Bowie's music in the interpretation of his personas and eras in considering the impact and meaning of his music on culture and the human condition, and how he enabled vital new ways to think about the performance of identity, gender fluidity, and existence. **ONLINE: Synchronous and**

Asynchronous Learning, Wednesday 4:00-6:00 PM

Summer 2025 Faculty

Anna Baynum is a PK-12 reading specialist and associate professor of Education. She received her Bachelor of Arts in Early Childhood Education at Guilford College and earned both her Master of Education and Doctor of Education degrees at the University of Virginia. Anna's research interests include fostering language acquisition and increasing language capacity in children from birth to age three, orthographic development, reading ability and disabilities, effective pedagogy, as well as job-embedded professional development for teachers. As a teacher-educator, she offers courses with an emphasis on literacy assessment and diagnostic procedures, as well as the integration of evidence-based instructional practices in reading across content areas in preschool, elementary, middle, and high school classrooms. She is devoted to preparing culturally responsive teacher candidates who can create safe and equitable learning environments, affirming, child-centered, intellectually challenging, and engaging. Anna is dedicated to working in community partnerships with non-profits in the Roanoke Valley to eradicate generational cycles of poverty. Her work fosters supportive systems of care to promote early school success and literacy-building opportunities for children growing up in economically challenged, vulnerable, and marginalized families.

Aimee M. Brenner joined Hollins University in January 2025 in the role of Visiting Associate Director of Teacher Preparation Accreditation and Assessment, as well as an Associate Professor of Education. Aimee received her B.A. in English from James Madison University, an M.A. in English Education, and a Ph.D. in Curriculum and Instruction with a focus on Instructional Design and Technology from Virginia Tech. She also holds an M.S. in Educational Leadership from Radford University.

In her current role at Hollins University, Aimee focuses on enhancing the quality and effectiveness of the university's teacher preparation program, ensuring rigorous standards for accreditation, and driving assessment strategies that support student success. Prior to her role at Hollins, she served as the Director of Teacher Education at Ferrum College, where she led initiatives to improve the secondary education licensure tracks and supported students and faculty in developing innovative curricula. From 2012 to 2021, she advanced to the level of tenured Associate Professor of Teacher Education at Averett University, where she made significant contributions to both the academic and administrative aspects of the teacher education department.

With a deep commitment to advancing the field of education, Aimee brings a wealth of experience in teacher training, educational technology, instructional design, accreditation, and assessment. She has played a key role in designing and leading teacher education curricula and initiatives that meet high academic standards while supporting the diverse needs of students. Her passion for fostering inclusive and impactful learning environments is reflected in her work to integrate evidence-based practices and innovative pedagogies into teacher education.

David Buyze holds a Ph. D. from the University of Toronto and an M.A. and a B.A. From Syracuse University. He has taught online courses at several universities including John Hopkins University, Northern Arizona University, and the University of Vermont. His areas of teaching and research are Global Studies, Latin American Studies, Middle East Studies, and South Asian Studies.

Lauren Coker-Durso holds a Ph.D. in English from St. Louis University. Her research areas include early modern English literature, disability studies, and restoration/eighteenth-century English literature. Lauren has designed at taught courses

for Delta State University, Saint Louis University, and University of Missouri.

Rebecca Cox is an associate professor at Hollins University, where she supervises student teachers, teaches elementary and secondary science methods courses, and actively participates in local science fairs. She is a former high school biology and chemistry teacher who returned to 6th- and 7th-grade science classrooms during a recent sabbatical. There, she built catapults and roller coasters with students and inspired a new group of scientists! She is passionate about teaching and finding creative ways to engage students in the learning process. She is excited to mentor teachers as they explore content and connect it with students!

Bryan Faulkner is an Associate Professor and Program Coordinator of Mathematics at Ferrum College. He holds a Ph.D. in Mathematics from Clemson University, an M.S. in Applied Mathematics from Western Carolina University, and a B.S. in Mathematics from Western Carolina University. He has presented at many math conferences and authored journal publications.

Al Gury is the noted author of *Alla Prima: A Contemporary Guide to Traditional Direct Painting*, *Color for Painters: A Guide to Traditions and Practice*, and *Foundations of Drawing: A Practical Guide to Art History, Tools, Techniques, and Styles*. He is Chairman of the Painting Department at the Pennsylvania Academy of the Fine Arts. An artist, educator, and author, Al received his BA in fine arts and humanities from Saint Louis University, a four-year Certificate in Painting from the Pennsylvania Academy of the Fine Arts (PAFA), and an MFA from the University of Delaware. A painter of the figure, landscapes, still lifes, and portraits, Al's work is regularly shown at F.A.N. Gallery in Philadelphia, and at the National Academy of Design in New York, the Philadelphia Museum of Art, the National Capitol in Washington D.C., Washington and Lee

University, the University of Pennsylvania, and galleries across the country.

Edward Lynch is professor and chair of political science at Hollins University. His specialties are foreign policy, international relations, international law and the politics of developing areas. Professor Lynch received his doctorate from the University of Virginia, and wrote his dissertation on religion and politics in Latin America. He is the author of five books and numerous articles.

Besides his academic credentials, Professor Lynch worked on Capitol Hill in Washington as a national security analyst and also worked in the Reagan White House as a consultant on Central America. He serves as political analyst for the NBC affiliate in Roanoke and is in great demand as a speaker on political and global issues. Professor Lynch has traveled to South Africa, Zimbabwe, Chile, Ecuador, Guatemala, Israel, Oman, and Qatar as a member of an official government or academic delegation. He has traveled to over 100 countries.

Tim Magee studies mirror symmetry for cluster varieties and the interplay of convex geometry with algebraic geometry. He completed his doctoral work at the University of Texas at Austin, then worked as a postdoctoral researcher at the Instituto de Matemáticas de la UNAM Unidad Oaxaca, the University of Birmingham, and King's College London. Outside of math, he enjoys mushroom hunting and homebrewing.

Joe Milan Jr. is a second-generation Korean American and taught in South Korea for nine years. He's the author of the novel *The All-American* from W.W. Norton. His work has appeared in *The North American Review*, *Literary Hub*, *Electric Literature*, *The Rumpus*, and more.

He has been a David T.K. Wong Creative Writing Fellow at the University of East Anglia, UK, and both a Barrick PhD Fellow and Black Mountain Institute PhD Fellow of Creative Writing at

University of Nevada Las Vegas, USA. He has served as fiction editor at *Witness* and is an MFA graduate of the Vermont College of Fine Arts.

He thinks a lot about story and the transnational relationships that have created our sense of story both in the US and abroad.

Joni Poff was a public school teacher and administrator for 34 years. She earned her bachelor's and master's degree from Radford University and her doctorate in Educational Leadership and Policy Studies from Virginia Tech. In addition to serving as a part-time professor at Hollins University, she works with school districts throughout the United States coaching principals on strategies to improve teacher retention. Dr. Poff has extensive experience dealing with special education, its laws, and the instruction of students with disabilities.

Charlotte Rossler is a historian of the British Empire, the history of science, and women's and gender studies. Her current book project highlights the role of performance in the history of the popularization of scientific racism in the 19th century in Britain and beyond. The project considers how the act of performance modifies ideas of race and how live performance enabled people of color to contest the development of scientific racism. It also emphasizes the importance of local, provincial spaces over conventional metropolitan ones.

In her classroom, students can expect to examine primary sources, ask questions about race, gender, sex, sexuality, and disability, and see how dynamics of colonialism and imperialism continue to impact our contemporary world. She encourages open discussion with the aim of seeing what perspective each student brings to bear on our sources and material, and to develop student voice in their writing and research.

Edward Steffanni is an American artist and educator born in Ohio. In Edward's interdisciplinary practice, he uses print media, ceramics, painting, and performance exploring themes in nature, sexuality, and spirituality. Edward received his Master of Fine Arts in Printmaking from the Rhode Island School of Design. He is currently a Visiting Assistant Professor of Printmaking at Hollins University where he teaches printmaking, mixed media, and drawing.

His work has been exhibited across the United States and in Japan and has received awards within those exhibitions. He was a recipient of the prestigious Elizabeth Greenshields Foundation grant. Most recently, he received a research grant from the Rhode Island School of Design's SPUR Fund to study maiolica and religious imagery in Italy. His work is held in the collection of the University of Richmond Museums, among others.

Shelbie L. Wahl-Fouts is associate professor of music, music department chair, and director of choral activities at Hollins, where she conducts three choirs, ranging from beginner to advanced (Concert Choir, Chamber Choir, and Talmadge Singers). In addition to choral ensembles, her courses include Sight-Singing I/II and Conducting I/II.

Contact Information for the Education Department

Teri Wagner, Director of M.A.T.L., M.A.T. and M.A.L.S. programs
540-362-6375 wagnertr@hollins.edu

James Gerald, Associate Provost for Graduate Programs and Continuing Education
540-362-6326 geraldja@hollins.edu

Donna Martin, Education Programs Assistant
540-362-7460 dmartin@hollins.edu

Hollins Graduate Office
540-362-6575

hugrad@hollins.edu



Hollins University Academic Calendar 2025-2026

(Subject to revision)

Fall Term 2025

Fall classes begin Wednesday, September 3
Session 1 dates, Wed. Sep 3 – Tues. Oct 15
Labor Day (classes in session) Monday, September 1
Last day to add a class Wednesday, September 10
Fall graduation date Wednesday, October 1
Last day to declare P/F/A Wednesday, October 1
Last day to drop a class w/out W grade Wed, Oct 1
Fall Break (no classes) Thurs-Fri, October 16 -17
Session 2 dates, Mon. Oct 20 – Friday Dec 11
Last day to withdraw from a class Wed, October 29
Spring Term Registration begins Monday, Nov 10
Thanksgiving recess (no classes) Mon-Fri, Nov 24-28
Last day of fall classes Thursday, December 11
Reading day Friday, December 12
Fall term exams Sat-Wed, December 13-17
Winter break begins Thursday, December 18
Grades due Saturday, December 20

Spring Term 2026

Spring term begins Monday, February 2
Session 1 dates, Mon. Feb 3 – Tuesday March 17
Last day to add a class Monday, February 9
Presidents Day (classes in session) Mon Feb 16
Last day to declare P/F/A Monday, March 2
Last day to drop a class w/out W grade Mon, March 2
Session 2 dates, Wed, Mar 18 – Friday, May 8
Spring recess (no classes) Mon-Fri, Mar 23-27
Last day to withdraw from a class Mon, March 30
Honors Convocation Tuesday, May 5
Last day of classes Friday, May 8
Reading day Saturday, May 9
Spring term examinations Sun - Tues, May 10-12
Grades due for graduating students Wed, May 13
Grades due for non-graduating students Thurs, May 14
Commencement Sunday, May 17

Summer Term 2026

Dance Summer Session, Mon June 8 – Friday Jul 31
Juneteenth Holiday (classes in session) Friday, June 19
Summer term begins Monday, June 22
Independence Day Saturday, July 4
Summer Term ends Friday, July 31
Grades due Monday, August 10