

Hollins University M.A.T./M.A.T.L. Spring 2026 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.

In an effort to streamline the information we share with you, we have changed the format of our newsletter. It now contains information about upcoming classes **only**. We hope you will appreciate the shorter format! All information about registration, important dates, tuition and fees, and other policies and procedures is now available in our Policies and Procedures Manual, located on My.Hollins under the graduate programs tab. If you still have questions after consulting the manual, don't forget that we are always happy to help – just send us an email!

Warmly,

Dr. Teri Wagner
Director of MAT and MATL Graduate Programs in Education



Spring Term 2026 Course Offerings and Schedule

Important Dates:

Classes Begin

Session 1 dates

Last Day to Add a Full-term Class
Last Day to Add Session 1 Class
Last Day to Add Session 2 Class
Last Day to Drop a Full-term Class w/out W grade
Last Day to Drop Session 1 Class
Last Day to Drop Session 2 Class
Last Day to Declare Audit
Presidents Day (classes in session)
Last Day to Declare Pass/Fail
Spring Recess (no classes)

Session 2 dates

Last day to Withdraw from a Class
Fall Term Registration begins
Honors Convocation
Last Day of Classes
Reading Day
Spring Term Examinations
Grades Due for Graduating Students
Grades Due for Non-Graduating Students
Commencement

Mon: Feb 2

Mon: Feb 2 - Tue Mar 17

Fri: Feb 6

Wed: Feb 4

Frid: Mar 20

Fri: Feb 13

Fri: Feb 6

Tues: Mar 24

Fri: Feb 13

Mon: Feb 16

Mon: Mar 2

Mon-Fri: Mar 23-27

Wed: Mar 18 - Fri May 8

Mon: Mar 30

Mon: Apr 27

Tue: May 5

Fri: May 8

Sat: May 9

Sun-Tues: May 10-12

Wed: May 13

Thu: May 14

Sun: May 17

Spring Semester Full-Term Classes

(February 2 – May 8)

**Master of Arts in Teaching
Master of Arts in Teaching and Learning**

EDUC 543: CLASSROOM MANAGEMENT AND ORGANIZATION (4)

CRN: 20334

Baynum

This course provides an intensive analysis of what is and is not effective behavior management. This course is designed to give students a strong foundation in research and theory as well as the opportunity to explore practice and application with educators currently working in the field. Using the exploration of theory as well as consultation with practitioners, the student will use knowledge of behavior management to analyze and synthesize behavior management research and strategies, and create a portfolio of a variety of solutions to

issues encountered by practicing teachers. *Virginia Department of Education standards and national standards met in this course are enumerated in detail in the course syllabus.* Offered Spring Term

Online: Thursdays 6:00-9:00 PM

EDUC 573: CURRICULUM AND INSTRUCTION: SCIENCE METHODS (4)

CRN: 20346

Cox

The emphasis in this course is on developing appropriate instructional skills and strategies for teaching elementary and middle school science. Teaching methods will include direct instruction, team teaching, cooperative learning, inquiry/based/hands-on lessons, and other educational delivery strategies. Students will be provided with the opportunity to practice these skills and strategies through hands-on participation and micro-teaching experiences with peers. This course offers a study of concepts, strategies, and techniques for teaching science in a child-centered, inquiry-based, participatory environment. Emphasis is on integrating science across the curriculum in order to effectively teach the Virginia Standards of Learning. Students will understand the context, knowledge, skills, and processes of science applied to classroom instruction. *Virginia Department of Education standards and national standards met in this course are enumerated in detail in the course syllabus.*

Tuesdays (Hybrid) 6:00-8:00 PM

EDUC 670/672/673: STUDENT TEACHING (12)

CRN: 20340/20342/20344

Cox

This capstone experience takes place in area schools. Student teaching is open to students with all prerequisites completed. The student should allow a minimum of 35 hours per week, exclusive of preparation time. A seminar is included that will address classroom management, diverse student populations, teacher expectations, current and legal issues in education, and other topics of interest. *Virginia Department of Education standards and national standards met in this course are enumerated in detail in the course syllabus.*

Thursdays, 4:30-6:00 pm, DANA 142

***Spring Semester Full-Term Classes
(February 2 – May 8)***

Master of Arts in Liberal Studies

ENG 550: Special Topics: Early Modern British Literature (4)

CRN: 21030

Lauren Coker-Durso

The early modern era was a time of social, religious, political, and artistic change in Britain. This course will explore a variety of genres and authors emerging in the dynamic period—including but not limited to a Shakespearean comedy, Jonson's court masques featuring witches and dwarfs, plague pamphlets by Dekker, and the Earl of Rochester's bawdy poetry. Each work will be considered thematically and in historical context, with particular attention to gender representation and the body. When appropriate, relevant early modern scholarship and literary theory will supplement interpretation. *THIS COURSE HAS BEEN APPROVED FOR ENGLISH DUAL ENROLLMENT.*

ONLINE: Synchronous and Asynchronous Learning, Monday 5:30-7:00 PM

SOSC 550: Special Topics: Food, Politics, and Society (4)

CRN: 21027

Jordan Fallon

This course engages food as a social, political, ethical, and cultural object. Drawing from philosophical and social-scientific perspectives, we will explore how various ideas, discourses, and practices have shaped (and reflected) societal understandings of production, organization, governance, and consumption. Philosophical examination consistently explores the question of “how should we live?” However, in linking this longstanding ethical theme with the more everyday question of “what should we eat,” we can begin to engage modern social and political systems, habits, and norms which shape the relationship between these inquiries and our relationship(s) to food as well as to one another.

ONLINE: Synchronous and Asynchronous Learning, Monday 7:00-8:30 PM

***Spring Semester Session A Classes
(February 2 – March 17)***

ART 550: Special Topics: Art and Artists: The Great Masters from Michelangelo to Picasso (4)

CRN: 20755

Al Gury

This visually rich and informative course will unpack the lives of artists and how they created their artworks. Through discussion of the times they lived, how they evolved as artists, many visual examples of important artworks and video demos of how the art was made, students will have an in-depth experience of some of the most loved artists and their creative work. For example, what was Rembrandt's Holland like for artists? How was an Impressionist painting made? Who were the innovative and eccentric artists of Montmartre in Paris in 1900? *THIS COURSE HAS BEEN APPROVED FOR ART DUAL ENROLLMENT.*

ONLINE: Synchronous and Asynchronous Learning, Thursday 6:00-9:00 PM

HIST 550: Special Topics: Ethics in a Diverse World: Historical Challenges & Contemporary Problems (4)

CRN: 21028

David Buyze

This course addresses global ethical dynamics and historical challenges in today's diverse world. It asks students to explore how themes such as identity, memory, and conflict can help them analyze and understand historical challenges and contemporary ethical issues and problems. This approach will enable students to think humanistic ally and through an interdisciplinary lens as they study critical ethical issues such as genocide, xenophobia, racism, religious discrimination, women and violence, trauma, nationalism, belonging, and paradigms of otherness. *THIS COURSE HAS BEEN APPROVED FOR HISTORY DUAL ENROLLMENT.*

ONLINE: Synchronous and Asynchronous Learning, Wednesday 5:30-7:00 PM

MATH 520: Probability and Statistics (4)

CRN: 20751

Bryan Faulkner

This course will focus on strengthening the probability and statistical concepts of graduate students. Topics include sample spaces, axioms of probability, independence, conditional probability, random variables, discrete and continuous probability distributions, descriptive statistics, and hypothesis testing. Applications of probability and statistics will allow students to ask informative questions, evaluate results, and provide solutions. *THIS COURSE HAS BEEN APPROVED FOR MATH DUAL ENROLLMENT.*

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

POLS 526: Political Leadership (4)

Ed Lynch

CRN: 21079

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 DUAL ENROLLMENT IN HISTORY OR GOVERNMENT.

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

Spring Semester Session B Classes (March 18 – May 8)

ART 550: Special Topics: The Use of Color in Art Around the World (4)**CRN: 20756****Al Gury**

The joy of color in art is central to most cultures. What is symbolism in color? What materials do artists use and how are they made? Color in Modern art versus Traditional arts? Artists eyes and color disabilities? How is color in art cared for by the role of Art Conservation? Weekly topics and surveys of engaging images, discussion, art and writing, and video demos will provide a journey through the world of color in art. *THIS COURSE HAS BEEN APPROVED FOR ART DUAL ENROLLMENT.*

ONLINE: Synchronous and Asynchronous Learning, Thursday 6:00-9:00 PM

HIST 550: Special Topics: Middle East Conflict: Israel & Palestine (4)**CRN: 21029****David Buyze**

This course begins explores the Middle East conflict in Israel and Palestine through considering historical dilemmas and questions which enable a platform of thinking to analyze contemporary issues in a very balanced manner. The trajectory of inquiry will establish vital ways to contemplate such problems and paradigms concerning identity, religion, secularity, nationalism, terrorism/ violence, peace, homeland, diaspora, exile, and belonging. In turn, a critical interpretation of Jewish and Muslim identities will foster a more fluid understanding of key issues in this conflict. As students consider these facets, serious historical concerns surrounding anti-Semitism and Islamophobia will be examined in providing different ways to reflect on contemporary forms of discrimination an oppression. This course enables participants to create deep levels of critical and humanistic analysis on this very significant conflict in today's world. *THIS COURSE HAS BEEN APPROVED FOR HISTORY DUAL ENROLLMENT.*

ONLINE: Synchronous and Asynchronous Learning, Wednesday 5:30-7:00 PM

MATH 550: Modern Geometries (4)**CRN: 20752****Bryan Faulkner**

This course will focus on strengthening the calculus concepts of graduate students. Topics include limits, continuity, the Intermediate Value Theorem, differentiation, the Mean Value Theorem, L'Hopitals theorem, integration, sequences, series, convergence, and Taylor's theorem. The aim of the course is to strengthen the graduate students' foundational knowledge by applying the tools of calculus to a variety of problem situations and express the concepts and solutions graphically, numerically, and analytically. *THIS COURSE HAS BEEN APPROVED FOR MATH DUAL ENROLLMENT.*

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



About our 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.

David Buyze holds a PhD in Religion from the University of Toronto and an M.A. in Religion and a B.A. in English and Religion from Syracuse University. He is a lecturer at John Hopkins University, Associate Graduate Faculty in the Master of Liberal Arts program at Texas Christian University, Adjunct Faculty in the Master of Science Organizational Leadership program at Manhattan College, and Adjunct Faculty in the MA Global Community Engagement Program at University College, University of Denver. 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 and 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!

Jordan Fallon holds a PhD in Political and Social Thought from Virginia Tech. He teaches courses in philosophy, political science, environmental humanities, and food studies. He is the author of *Culinary Man and the Kitchen Brigade: Normative Subjectivity in Western Fine Dining Traditions* (Routledge, 2024). His work has also appeared in *Irish University Review*, *La Deleuziana*, and *Deleuze and Guattari Studies*. Additionally, he co-operates a “pay what you can” restaurant called “Ursula’s café” in Roanoke, Virginia (USA).

Bryan Faulkner is an Associate Professor and Program Coordinator of Mathematics at Ferrum College. He holds a PhD 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 supervised student research in knot theory, fractals, modeling DNA replication, and origami and has authored many 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.



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