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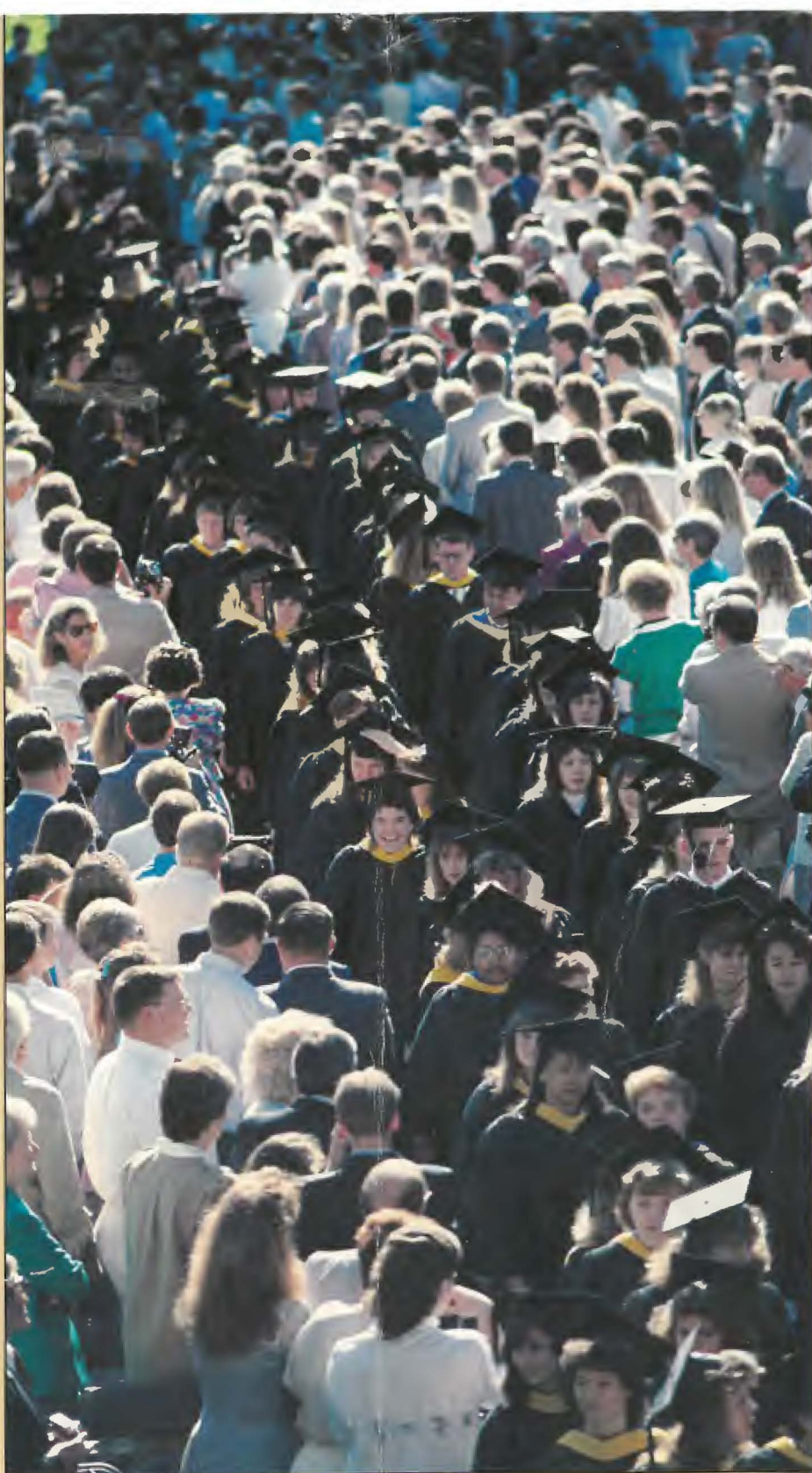
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1990-91

LONGWOOD

CATALOG

151700

LONGWOOD

1990-91 College Catalog

Farmville, Virginia

This catalog describes academic course numbers, descriptions, and standards for student progress and retention at the time of publication. However, the provisions of this publication are not to be regarded as an irrevocable contract between the student and Longwood College. There are established procedures for making changes which protect the institution's right to make changes deemed appropriate. A change of curriculum or graduation requirement is not made retroactive unless the alteration is to the student's advantage and can be accommodated within the span of years normally required for graduation.

Longwood College reserves the right to require a series of student outcomes assessment tests prior to graduation. The purpose of these assessment tests is (a) to help individual students develop to their fullest potential and (b) to improve the educational programs of the College. Students are required to participate; students who fail to participate may lose their priority ranking for registration and housing. The College may withhold transcripts for three months for graduating seniors who fail to participate.

Longwood College Undergraduate Bulletin, August, 1990. Announcements 1990-91. In effect until August 1, 1991. Accredited by Southern Association of Colleges and Schools, National Council for Accreditation of Teacher Education, Virginia State Board of Education, National Association of Schools of Music; undergraduate Social Work Program accredited by the Council on Social Work Education; undergraduate Therapeutic Recreation Program accredited by the National Recreation and Park Association in cooperation with the American Association for Leisure and Recreation.

Longwood adheres to the principle of equal opportunity without regard to race, sex, creed, color, disability, national origin, age, or religion. This policy extends to all programs and activities supported by the College and to all employment opportunities at the College.



LONGWOOD

Farmville, Virginia 23901

Dear Student:

This Catalog is a record of Longwood's courses, programs, policies, and people. It will provide the information you need to learn about the requirements of a particular area of study and about the expectations and standards to which you will be held. Names of people are included wherever possible to help you identify the individuals who can respond best to specific questions.

Longwood is a special place with a long-standing tradition of quality. We expect much of you and of ourselves. For you, we emphasize the importance of total student development. We expect you to become involved both inside and outside of the classroom and to strive to achieve intellectual, career, social and personal goals. As an institution, our goal is to become the best medium-sized, comprehensive college in the Virginia state system of higher education and one of the best in the United States. With the help of students like you, we can make this happen.

We take seriously our responsibility to help students prepare for a lifetime of learning. Our curriculum will enable you to broaden your knowledge on a wide array of topics so that you can speak articulately with a diversity of people. It will also allow you to focus your study on a specific area of interest so that you leave with a field of expertise. You will be interested to know that the job-placement record of Longwood graduates is far above the national average in many fields. Furthermore, we will provide career assistance at no cost to you for ten years after you graduate. We want you to succeed at Longwood and in your professional career.

At Longwood, the student comes first. We want you to become the best that you can be. We won't be satisfied with anything less. We hope you won't be, either.

Sincerely,



William F. Dorrill
President

Academic Calendar

FALL SEMESTER 1990

New students arrive, late registration	August 25
(Residence halls open 10 a.m. for new students only)	
Upperclass students move into residence hall	August 26
(Residence halls open 10 a.m.)	
Opening date, professional semester begins	August 27
Classes begin at 8 a.m.	August 27
Last day to add a class	August 31
Convocation	September 6
Last day to drop a class without an automatic F	September 7
Oktoberfest	October 13
Fall Break	October 22-23
Classes resume at 8 a.m.	October 24
Pre-registration begins	November 5
Thanksgiving Holiday	November 21-23
Classes resume	November 26
Pre-registration ends	November 30
Classes end	December 7
Reading Day	December 8
Examinations	December 10-14
Residence Halls close at 10 a.m.	December 15
College closes at 12 noon	December 21

SPRING SEMESTER 1991

New student orientation; residence halls open at 2 p.m.	January 15
Professional semester begins; advising and late registration	January 16
Classes begin at 8 a.m.	January 17
Last day to add a class	January 23
Last day to drop a class without an automatic F	February 1
Spring Break begins	March 18
Classes resume at 8 a.m.	March 25
Pre-registration begins	April 1
Spring Weekend	April 13
Pre-registration ends	April 19
Founders Day	April 27
Classes end	May 1
Reading Day	May 2
Examinations	May 3-8
Commencement, end of academic year, residence halls close at 4 p.m.	May 11
Residence halls open 2 p.m.	May 19
Three-week interim courses	May 20-June 7
Memorial Day Holiday - College closed	May 27
Residence halls close at 5 p.m.	June 7

SUMMER SESSION 1991

Residence halls open 2 p.m.	June 16
First term begins	June 17
Independence day Holiday - College closes	July 4
First term ends, residence halls close 5 p.m.	July 12
Residence halls open	July 14
Second term begins	July 15
Second term ends, residence halls close 5 p.m.	August 9

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Administration (1990-91)

BOARD OF VISITORS — 1990-91*

MR. W. T. THOMPSON, III, Rector

President, Financial Corporation of Virginia, Richmond, Va.

MS. MARTHA A. BURTON, Vice Rector

Administrative Assistant, Crater Planning District Commission, Petersburg, Va.

MR. HUNTER R. WATSON, Secretary

2nd Vice President/Financial Consultant, Shearson Lehman Hutton, Inc., Farmville, Va.

DR. WYNDHAM B. BLANTON, JR., Member at Large of Executive Committee

Retired Physician, Cumberland, Va.

MS. VIOLA O. BASKERVILLE

Civic Leader, Richmond, Va.

MS. MARTHA W. HIGH

Civic Leader, McLean, Va.

MS. JANE C. HUDSON

Civic Leader, Danville, Va.

MR. D. PATRICK LACY, JR.

Attorney, Hazel, Thomas, Fisk, Beckhorn, Hanes; Richmond, Va.

MR. GEORGE E. MURPHY, JR.

President and CEO, The Murphy Group, Richmond, Va.

THE HONORABLE FRANKLIN M. SLAYTON

Attorney, Vaughan & Slayton; South Boston, Va.

MS. LINDA E. SYDNOR

Director of Institutional Affairs, Emory & Henry College, Emory, Va.

*As of June 30, 1990.

ADMINISTRATION

DR. WILLIAM F. DORRILL, President

DR. JAMES S. CROSS, Vice President for Research and Information Systems

MR. RICHARD V. HURLEY, Vice President for Business Affairs

MS. PHYLLIS L. MABLE, Vice President for Student Affairs

MR. LOUIS M. MARKWITH, Vice President for Institutional Advancement

DR. DONALD C. STUART, III, Vice President for Academic Affairs

MR. H. DONALD WINKLER, Associate Vice President and Executive Director
of Public Affairs and Publications

Longwood College and Its Programs

LONGWOOD COLLEGE MISSION

Longwood College, founded in 1839, is a medium-size, state-assisted, coeducational, comprehensive college offering programs leading to the bachelor's and master's degrees. Longwood offers courses both on the main campus and at educational sites in other locations.

The primary educational objective of Longwood College is to provide a baccalaureate and graduate degree curriculum distinguished by academic excellence. The College believes that the goal of academic excellence can best be achieved by a faculty committed to the highest standards of teaching and research and/or creative pursuits.

Longwood is oriented both to the liberal arts and to professional and pre-professional programs. Its strong commitment to the liberal arts is reflected in an extensive General Education requirement for all students and in its sponsorship of degree programs in the humanities, fine arts, social sciences, natural sciences, and mathematics. In addition to its traditionally strong programs in teacher education, the College offers professional and pre-professional programs in such areas as business, social work, and therapeutic recreation, pre-engineering, and health related sciences.

Longwood maintains cooperative programs with other institutions of higher learning. For example its curriculum is enhanced by a cross-registration with Hampden-Sydney College and by cooperative degree programs at other institutions (e.g., cooperative nursing program with Lynchburg College).

Longwood's is dedicated to the total education of each student and seeks to provide an atmosphere supportive of individual development. The College has established a set of clearly articulated goals for students with policies and procedures to foster their attainment.

Longwood also has a strong commitment to public service and economic development for the citizens of Virginia. This is reflected in numerous activities, including: a wide variety of credit and non-credit Continuing Education programs; an extensive calendar of public lectures, concerts, and other cultural events; consultation and other services to business and other clients; provision of campus facilities for use by community groups; and the encouragement of community service by faculty, staff, and students.

Approved by the Board of Visitors, February 3, 1984. Amended by the Board of Visitors, April 19, 1987, October 4, 1989

Location

The College is located in Farmville, Virginia -- sixty-five miles west of Richmond and Petersburg, forty-eight miles east of Lynchburg and sixty miles south of Charlottesville. U.S. Highways 15 and 460 intersect in town. Commercial bus systems provide service to the town.

Farmville is a pleasant college town with a population of 6,500; it is the business and education center of the area. Located in and near town are churches, hotels, motels, a country club, a municipal airport, and a community hospital. Hampden-Sydney College, a liberal arts college for men, is five miles south of the campus. Many points of interest are within a short distance of Farmville, including Appomattox Courthouse and Saylor's Creek Battlefield.

History

Longwood College, a pioneer first in private and later in public education, is one of the oldest colleges in the United States. The College was founded on March 5, 1839, this being the date that the Farmville Female Seminary Association was incorporated by the General Assembly of Virginia.

In the succeeding years the increasing prosperity of the Farmville Female Seminary led the

stockholders to expand the seminary into a college, and the Farmville Female College was incorporated in 1860. On April 7, 1884, the State of Virginia acquired the property of the Farmville Female College, and in October of the same year the Normal School opened with 110 students enrolled. This was the first state institution of higher learning for women in Virginia.

With the passage of the years, the Normal School expanded its curricula and progressed through a succession of names. It became the State Normal School for Women in 1914, the State Teachers College at Farmville in 1924, and Longwood College in 1949.

The College was first authorized to offer four-year curricula leading to the degree of bachelor of science in education in 1916. It was authorized to offer the degree of Bachelor of Arts in 1935, the degree of Bachelor of Science in 1938, curricula in business education the same year, courses leading to a degree in music education in 1949, and the degree of Bachelor of Science in Business Administration in 1976. In 1978, the College was authorized to offer the Bachelor of Fine Arts, and in 1981, the Bachelor of Music. In 1954, graduate programs were authorized. Longwood became fully coeducational in June 1976.

Buildings

The Longwood campus provides excellent facilities while radiating the charm, beauty, and character associated with its long heritage.

Red-brick Jeffersonian buildings stretch along High Street joined by a covered colonnade. At the center is the oldest building on campus, Ruffner Hall. It is distinguishable by its Rotunda, the dome of which features portraits of Thomas Jefferson, Horace Mann, and important figures in Longwood's history. Ruffner houses various administrative and faculty offices, classrooms, and the Blackwell Dining hall.

The Colonnade joins Ruffner Hall to two residence halls -- French and Tabb -- and to Grainger, which contains classrooms, faculty offices, and the departments of Mathematics and Computer Science; English, Philosophy and Modern Languages; History and Political Science; Sociology and Anthropology; and Continuing Studies.

Behind and alongside this area are broad malls, lawns, 11 tennis courts, four athletic fields, an indoor-outdoor swimming pool, various buildings, including the library, high-rise and low-rise residence halls, the Lankford Student Union, and numerous academic facilities.

The campus has four auditoriums ranging in size from 176 seats to 1,227.

Lancer Hall is a 4.5 million-dollar health, physical education, and recreation complex. It has a gymnasium with 3,000 seats; a complete weight-training laboratory; an olympic-size pool with a three-meter board and underwater sound, lighting, and an observation window; a 500-seat natatorium; a modern dance studio with a floating floor and staging capacity; and one of the state's best-equipped laboratories for the study of human performance as it relates to exercise, sports, health, and the arts.

Students also can enjoy the facilities at Longwood Estate, about a mile from the campus. These include "The Cabin," the Dell, and a nine-hole golf course. The President's home is on the Estate.

College Library and Resources

The new \$5,700,000 College Library, with a two-story entrance hall flanked by columns, provides state-of-the-art technology for information retrieval from libraries throughout the world, as well as satellite reception of foreign programs. The Library is air-conditioned and houses a collection of 789,594 print and non-print materials. The Library has an online catalog and an online circulation system. Reference services are provided which include individual reference services, bibliographic instruction to meet general and specific class needs, and online bibliographic searching upon request. Reserve materials include those requested by faculty as well as an oversize art collection, non-print materials, and some permanent materials that are in high demand. During the regular sessions the Library is open at scheduled periods totaling 86¼ hours a week.

The College Year

The college year consists of a regular session, including two semesters of 15 weeks each, and a summer session. The summer session for undergraduate students consists of one three-week interim session and two four-week terms. The graduate summer session consists of two four-week terms. The summer session makes it possible for an undergraduate student to complete a degree program in three calendar years as compared with the traditional four academic years generally required to complete such a program. Both undergraduate and graduate classes during the summer are scheduled for five days a week.

Summer Session

Longwood welcomes a variety of students to its summer sessions by offering basic courses in a wide variety of academic disciplines in the three or four-week sessions as well as specialized instruction available through a broad range of workshop offerings.

Registration procedures for summer sessions are published in the summer brochure which is usually available on or about March 1 and which may be obtained by calling the Registrar's Office (804-395-2095), the Academic Affairs Office (804-395-2010), or the Office of Continuing Studies (804-395-2048).

Commencement

Commencement exercises are normally held once a year, in the spring. Those students completing a degree program between commencements may receive their degrees in August or January and may participate in the next spring commencement. Upon sufficient demand by students completing degree requirements in December, a December commencement may be held.

Graduating seniors must buy from the college bookstore the caps, gowns, and hoods required for commencement exercises.

Longwood's Honor System

Each student, faculty, and staff member will uphold the honor of the College through standards of integrity established by the Honor System. Trust and community spirit are essential to the academic mission of the College; so members of the College community are assumed to be honorable unless their conduct (lying, cheating, plagiarizing, or stealing) proves otherwise. The honor code pledge reads, "I, having a clear understanding of the basis and spirit of the Honor Code created and accepted by the body of Longwood College, Farmville, Virginia, pledge myself to govern my college life according to its standards and to accept my responsibility for helping others to do so, and with sensitive regard for my college to live by the Honor Code at all times and to see that others do likewise."



Admissions

UNDERGRADUATE ADMISSIONS. Longwood College accepts applicants for both fall and spring terms and is pledged to a non-discriminatory admissions policy.

APPLICATION PROCEDURE

Freshmen

1. Complete and return an application for admission. The application must be accompanied by a non-refundable application fee of \$20.00, or by an official Fee Waiver Form of the College Entrance Examination Board which has been issued and signed by the student's counselor. Longwood College application forms may be obtained in most high school or community college counseling offices or by writing to the Office of Admissions, Longwood College, Farmville, VA, 23901-1898.
2. Request that the student's high school submit to the Director of Admissions a transcript of high school records. Students who have attended other colleges or universities must also request that the registrars of those institutions send complete transcripts of their records.
3. Take the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board, or the American College Testing Service Examination (ACT), and request the test scores be sent to the Admissions Office, Longwood College (certain transfer students may be exempt from the testing requirement; see transfer student section). Students planning to major in a modern language should take the achievement test in the language or languages of their choice for placement purposes. Data from all tests recommended by the State Department of Education in cooperation with the local school divisions will be reported by the high school on the transcript form.
4. Submit any additional information the student believes to be pertinent to the Admissions Committee review and subsequent admission decision.

When the College receives the student's application, application fee, official transcripts of the records, and scholastic aptitude test scores, its Committee on Admissions carefully examines the student's qualifications and notifies the student as to whether or not the applicant is accepted for admission.

Admissions decisions are based on academic performance in high school. Performance will be measured by considering academic units completed (college preparatory), class standing, cumulative grade-point average, and the scores on the SAT or ACT college entrance test. The Admissions Committee will also review additional information submitted by the candidate in support of the application. Primary emphasis, however, is placed on academic credentials.

Selection criteria are established each year by the Board of Visitors within the mission and constraints of the College. Regularly admitted students for the Fall 1989 class had a cumulative grade-point average of 2.9 and an average SAT score of 942. Most of our accepted applicants were graduated from high school with the Advanced Studies Diploma.

The minimum acceptable requirements for regular admissions consideration are a cumulative grade-point average of 2.2 on a 4.0 scale in all academic courses taken in grades nine through twelve and an SAT score of at least 850. Other factors such as competitiveness of programs, rank in class, school activities, and community involvement are also considered. Minority group applicants are evaluated for admission with more emphasis on the high school record and less emphasis on the SAT score. A Summer Transition Program is available to a selected number of minority candidates whose academic credentials do not meet the regular admissions requirements, but who are judged by the Admissions Committee to possess the ability to master college level work.

Students accepted for admission will be required to make a deposit of \$150.00 if they will be residential students and \$100.00 if they will be commuting students. The deposit is due by May 1 and is only refundable until that date. Students accepted after May 1 will need to pay deposits within two weeks of their acceptance.

Candidates for admissions to an undergraduate degree in music will be expected to audition prior to declaring that major.

Transfers

Transfer students should complete and return an Application for Admission, accompanied by a \$20 non-refundable application fee. The student should request his high school and *each* college attended to send official transcripts of records directly to the Office of Admissions. Indicate on the application form if an Associates Degree will be received before transferring to Longwood.

Nontraditional

Students aged 25 and older or whose life experiences (family, marital status, employment history, military service, etc.) indicates nontraditional consideration should complete an Adult Application Form and submit a statement of educational goals. Students who have attended other college credit granting institutions must have official transcripts from *each* institution forwarded directly to the Admissions Office. High school transcripts or GED Certification should also be submitted. A personal interview with an admissions counselor is highly recommended and may be required in unique situations.

ADMISSIONS CRITERIA

Freshmen: Applicants for undergraduate degree programs should be graduates of an accredited high school, anticipating graduation from an accredited high school or hold the GED Certificate with satisfactory scores. All students, whether high school graduates or GED holders, are expected to meet certain minimum unit requirements for admission. These minimum units include:

- Four units of English

- Three units of mathematics including Algebra I and II and Geometry

- Three units of Science (Biology, Chemistry, Physics, Physical Science, Earth Science, Environmental Science, etc.)

- Two units of one foreign language

- Two units of history including American History and Government. (Non-Virginia residents may substitute a second unit of history or social science in place of government.)

The College highly recommends additional units in science, mathematics, social studies and foreign languages. An advanced studies curriculum is preferred.

Transfer Students: Applicants for advanced standing in undergraduate degree programs must present evidence of good standing at the last institution attended. A cumulative "C" (2.0 on a 4.0 scale) for all hours attempted at all accredited colleges attended is expected to be *considered* for admission. Transfer applications are reviewed with primary emphasis on academic course work taken at the college level. Students are expected to have successfully completed academic coursework in four main academic areas: English, Mathematics, Science and History. Transfer applicants who will have earned fewer than 30 transferable semester hours in college level subjects prior to enrollment at Longwood and who are under 22 years of age may also be evaluated on their high school academic performance and SAT scores.

Virginia community college students planning to transfer to Longwood should consult with their community college counselor, review the Longwood College Transfer Guide, and determine if a formal transfer agreement exists between the community college and Longwood. Specific questions about transfer policies and practices should be addressed to the Office of Admissions or by calling that office at 804/395-2060. Copies of the Longwood College Transfer Guide are available upon request.

Nontraditional Students: Applicants who choose to offer the standard criteria for admission may receive full acceptance immediately. Applicants who do not meet the standard requirements of minimum academic units and/or SAT scores may be accepted provisionally. A conditional acceptance would require the successful completion of three general education or major requirement courses with a grade of C or better. In addition, a student deficient in a major subject area, such as, Mathematics, English or Science, may be required to complete specific courses as part of a conditional admission.

International Students: The College welcomes applications from prospective international students. In addition to the program of study and SAT requirements, the international student must also show a proficiency in the English language through the TOEFL (Test of English as a Foreign Language). A minimum score of 550 is needed for admission. In certain cases, SAT

scores may exempt students from the TOEFL Exam.

International students should mail official application and high school records at least six months before planning to enroll. This will allow time for credentials evaluation and unexpected delays in international mail. The Admissions Office requires an English translation be attached to each transcript.

Students must certify sufficient financial resources in order to be issued a visa to attend Longwood. A foreign national must provide an affidavit that shows that he/she has enough money to pay for four years at Longwood. The affidavit must be signed by the student, parent, and notarized by a bank official. Longwood does not provide financial aid for international students.

Readmission Candidates

Students who have not attended Longwood College for one or more semesters must submit an application for readmission to the Admissions Office preferably at least 90 days before the beginning of the term in which they plan to enroll. Readmission to the College is not automatic. Each decision is made on an individual basis. The Admissions Committee reviews the academic record and citizenship at Longwood as well as courses taken elsewhere. Official transcripts from other colleges of such coursework are required.

The Admissions Committee is not obligated to readmit any student; however, a student denied readmission may appeal in writing to the Admissions Office. The appeal will be reviewed by the appropriate Dean(s).

Students eligible to be readmitted to the College may not, in some cases, be eligible to enroll in a particular major because their academic standing may be below the required minimum for the program.

Any student withdrawing during a semester or at the end of a semester who wishes to return at the next regular term must submit a readmission application along with the \$10.00 fee if applicable. Eligibility to return will be based on current academic standing at Longwood College.

Applications for readmission are available from the Office of Admissions in person, by mail, or by calling 804-395-2060.

Special Students

Students not seeking a degree may be permitted to take courses for which they are qualified. (Advanced courses must have the instructor's approval.) Students that have been denied regular admission to an undergraduate program at Longwood may not register as special students without permission from the Director of Admissions and the Dean of the School of the student's intended major. Special students must maintain at least a "C" average in order to continue. A student in this category who wishes to carry a full-time load (12 credits or more) must have permission from the Registrar or Director of Admissions; such permission is generally limited to those students who are working toward a special certification or license and who have demonstrated their ability to do college level work.

Special students may register for classes directly through the Registrar's Office. (Special packets are available approximately three weeks prior to the start of classes for each regular semester.) First-time special students must complete an information sheet and the Application for Virginia In-State Tuition Rates. Tuition and fee payments are due in full at the time of registration.

Special students are advised that credits earned as a special student are not necessarily applicable toward a Longwood degree program. At the time of application to the College such credits, as well as credits earned at other colleges or universities, will be evaluated as to applicability to the specific degree program in which the student wishes to enroll.

Special students are encouraged to apply for admission to the College before they complete 24 credit hours. Special permission is required from the Registrar in order to take more than 24 hours as a special student.

Teacher Certification

A student who has earned a baccalaureate degree from an accredited institution may complete the course requirements for teacher certification in Virginia. These students may register as special students.

Information about required courses and procedures for application for certification is available from the Chairman of the Education Department, School of Education, 804/395-2324.

Advanced Placement and CLEP

Longwood College offers advanced placement with college credit through the College Level Examination Program (CLEP) and through Advanced Placement Examinations. Both programs are administered by the Educational Testing Service, Box 592, Princeton, NJ. Students seeking information concerning CLEP or Advanced Placement Examinations may contact the Educational Testing Service, the Registrar's Office of Longwood College, or their high school guidance counselor.

Second Baccalaureate Degree

A student who has earned a baccalaureate degree from an accredited institution may earn a second baccalaureate degree by satisfying these requirements:

1. Completion at Longwood College of at least 30 additional semester hours in a prescribed program beyond that work applied toward the first degree. The prescribed program must be approved by the appropriate department head and the Academic Vice President, and must be filed in the Registrar's Office before the program is begun.
2. Completion of all major and degree requirements in the second degree program.
3. Maintain a minimum cumulative grade point average of 2.0 with a 2.0 or higher in the second major.

Disabled Students

In accordance with Title V, Section 504 of the Rehabilitation Act of 1973, students with physical and/or learning disabilities will not be discriminated against on the basis of their disabilities.

Admissions decisions are made without regard to disabilities. All applicants to the College are reviewed through the same admissions procedures. All students are expected to present academic credentials at or above the minimum standards for admission as established annually by the Admissions Committee. Students with identified learning disabilities may submit untimed Scholastic Aptitude Test Scores. In addition, they must furnish the following documentation (completed within the past three years) from a professional psychologist or from official special education records:

1. A diagnostic statement that academic performance does not meet the student's ability and intelligence.
2. A statement that the academic performance is not the result of any physical, motor impairment, or emotional disturbance.
3. A statement of how the specific disability affects the learning process.
4. A profile of the student's current special education program.
5. Notes or comments about the student's progress.

Once admitted, all students with disabilities must inform the campus coordinator if special services are to be requested. The campus coordinator is Mr. Scott Lissner, Learning Center, Graham Building, Longwood College, Farmville, VA, 804/395-2391 or 804/395-2392.

Disabled students at Longwood College have the same obligations and responsibilities as all students to meet the College's academic standards as stated in the catalog.

Developmental Course Placement

As part of the advising and registration process all entering freshmen will take diagnostic/placement tests in reading, writing, and mathematics. Students earning above a predetermined score on the Scholastic Aptitude Tests (SAT) may be exempted from the writing assessment.

The results of the assessments will be used by students and their advisors to guide first semester registration. Students scoring below specified minimums on these placement tests will be required to participate in developmental courses. These courses are designed to insure that students are prepared to succeed in Longwood's rigorous curriculum.

At the end of their developmental courses, students will take post-tests to determine if they have reached the established competency level before advancing to English 100 or college mathematics courses. Students who fail to meet the prescribed standard within two attempts will not be retained at the institution. Students diagnosed as underprepared in reading may be restricted to courses which do not have intensive reading requirements. Normally students are expected to successfully complete all developmental work within two academic years.

Expenses and Financial Aid

Fees and Expenses for Students Living in Residence Halls*

	Virginia Students	Non-Virginia Students
Tuition (all)	\$1,560	\$4,296
Room***	1,744	1,744
Comprehensive Fee**	1,260	1,260
Board****		
15-meal plan	1,544	1,544
19-meal plan	1,684	1,684
Activity Fee	60	60
TOTALS		
with 15-meal plan	\$6,168	\$8,904
with 19-meal plan	\$6,308	\$9,044

Fees and Expenses for Students Not Living in Residence Halls

	Virginia Students	Non-Virginia Students
Tuition (all)	\$1,560	\$4,296
Comprehensive Fee**	1,260	1,260
Activity Fee	60	60
TOTALS	\$2,880	\$5,616

The fees indicated are for the 1990-91 academic year and are subject to change by the Board of Visitors at any time.

*As a residential institution, Longwood College believes group living provides opportunities for personal growth, development, and education. The College, therefore, requires students to live in the residence halls.

Exceptions to this policy are made for those students who prefer to live at home, students who are 23 years of age prior to the start of the fall semester, students who are married, students with 100 credit hours prior to the beginning of fall semester, students with eight semesters of campus residency, students released through a lottery plan, and for emergency reasons. Exceptions require the approval of the Director of Housing, the Vice President for Student Affairs, and the Vice President for Business Affairs.

**Includes charges for Athletics, Student Union, Student Health Service, and other services.

***All students residing in campus residence halls must pay a damage/contingency deposit of \$100 upon initial assignment to residence halls, excluding the summer term. Subsequently, if the deposit balance falls below \$50 at any time, the student must restore the deposit to the \$100 level. The assessment of individual and group damages may be made against the deposit.

In addition to individual student responsibility for damage to room accommodations (beyond normal wear), students will be liable for damages to common areas of their residence hall when individual responsibility cannot be determined and assigned. Responsibility for damage will be determined by the location of the damages and the nature of the circumstances surrounding the damage. Charges will be made against the damage deposit of each student living in the area.

The deposit balance will be refunded to the student upon graduation from Longwood or withdrawal from the residence hall.

****The Residence Hall Room and Board Agreement spells out the terms of the meal plans available. Students select meal plans in the agreement and are permitted to change their selected meal plan during specific periods of time as stated in the Residence Hall Room and Board Agreement.

Classification as a Virginia Student

Entitlement to classification as a Virginia student and the privilege of paying in-state tuition is determined at the time of admission from information submitted by the student on the state

domiciliary form. This form is attached to the application for admission, readmission, or will be sent to the student for completion by the Office of Admissions. In-state classifications are determined pursuant to the Code of Virginia.

The College may initiate a reclassification inquiry at any time after the occurrence of events or change in facts which give rise to a reasonable doubt about the validity of existing residential classification.

Appeal of the initial classification or subsequent reclassification requests should be made to the Dean of Students Office. Information and appeal forms may be obtained from the Office of Admissions or the Dean of Students Office.

Method of Payment

Students are responsible for paying their accounts as follows:

First Semester: one-half of the yearly charges, less any credits, will be billed on or about July 1, and are payable by August 1. Failure to receive a bill does NOT waive requirement for payment when due.

Second Semester: the remaining half of the charges, less any credits, will be billed on or about November 2, and are payable by December 2. Failure to receive a bill does NOT waive requirement for payment when due.

A late fee of \$50 will be assessed if bills are not paid by the due date noted on the invoice.

Monthly Payment Plan. The College offers a Monthly Payment Plan to full-time students as an option for paying tuition bills. The deadline to apply for the Monthly Payment Plan is May 20 for the fall semester and October 20 for the spring semester.

Registration for each semester is not complete until fees and other charges have been paid or arrangements to pay have been made to the satisfaction of the College.

No credit for college work will be given to any student for a diploma, a teacher's certificate, or for transfer purposes until all financial obligations to the College have been paid or secured to the satisfaction of the College.

Notice of Fees and Charges on Unpaid Tuition and Fee Balances

The public is hereby placed upon notice that failure to pay in full at the time services are rendered or when billed will result in the imposition of interest at the rate of 10% per month on the unpaid balance. Returned checks will incur a handling fee of \$25.00. If the matter is referred for collection to an attorney or to a collection agency, then the debtor will be liable for attorney's fees or additional collection fees of 50% of the then unpaid balance. Requesting or accepting services will be deemed to be acceptance of these terms.

Application and Readmission Fees

An advanced application fee of \$20.00 is required of all undergraduate students making their first application to Longwood College. For returning students, a \$10.00 readmission fee will be invoiced by the Office of Cashiering and Student Accounts on or about February 15, and is payable on or about March 15. Both the application fee and the readmission fee are not refundable.

Deposit

A \$100.00 student fee deposit is required of all commuter students to reserve their admission to Longwood College. A \$150.00 student fee deposit is required of all residence hall students to reserve their admission to Longwood College.

Current students will be invoiced for the deposit on or about February 15, and it shall be payable on or about March 15. Failure to receive a bill does not waive requirement for payment when due.

New students will be invoiced for the deposit in the letter of admission from the Longwood College Admissions Office.

The deposit is refundable until June 1 in the case of current students, May 1 for new students admitted for first semester and is refundable as specified in the letter of admission for other admissions times. Requests for refunds must be made in writing to the Vice President for Student Affairs.

Refunds

Official notification of withdrawal must be processed prior to any consideration for refund. This notification should, if at all possible, be made in person or in writing to the Student Development Office, first floor French Hall, 395-2414. Refunds will be based on the effective date of withdrawal. NOTE: Refunds to students who are receiving financial assistance will be pro-rated based on the percentage of charges incurred by the student and the amount of financial assistance awarded to the student in accordance with Federal and state regulations.

The following charges and refunds will be made to students withdrawing from college:

- (a) A student withdrawing from the first 5 days of classes will be refunded 100% of total charges less a \$250.00 withdrawal fee.
- (b) A student withdrawing during the first 25% of the academic period will be refunded 50% of total charges.
- (c) A student withdrawing during the period from 26% to 50% of the academic period will be refunded 25% of total charges.

Exceptions: In unusual circumstances, refunds beyond the above schedule may be recommended to the Vice President for Business Affairs by the Vice President for Student Affairs for students who leave the College "for reasons beyond the student's control," such as for a verified incapacitation, illness, or injury. Enforced withdrawals, such as disciplinary suspension, do not involve refunds beyond the above schedule.

Special Cost Waivers for Children of War Casualties

Children between the ages of 16 and 25, either of whose parents was killed in action, is missing in action or a prisoner of war in any armed conflict, or is or may hereafter become totally disabled due to service subsequent to December 6, 1941, while serving in the army, navy, marine corps, air force, or coast guard of the United States, is eligible for free tuition and institutional charges at any education or training institution of collegiate or secondary grade in the Commonwealth of Virginia if approved by the Director of the Division of War Veterans' Claims with the following stipulations:

1. Parent was a citizen of Virginia at the time of such service.
2. Parent is, and has been, a citizen of Virginia for at least ten years immediately prior to the date on which the application was submitted by or on behalf of such child for admission to any education or training institution of collegiate or secondary grade in this Commonwealth.
3. If parent is deceased, was a citizen of Virginia on the date of his or her death, and had been a citizen of Virginia for at least ten years immediately prior to his or her death.

Eligibility for these benefits is established by the Director of War Veterans' Claims, Richmond, VA 23216. Students who consider themselves eligible should contact the Director or may seek assistance from the Director of Admissions at Longwood. Verification of eligibility must be on file with Cashiering and Students Accounts before the first day of classes each semester.

Graduate Students

For Virginia students taking graduate courses at the College, the charge is at the rate of \$65.00 per credit hour. For non-Virginia students, the charge is \$179.00 per credit hour. Graduate students registering for thesis work will pay a fee of \$390.00. This amount is to be paid only once.

Part-Time Students

Virginia students taking 12 or more credit hours will be charged full rates. Virginia students taking less than 12 credit hours will be charged at the rate of \$65.00 per credit hour. Non-Virginia students will be charged at the rate of \$179.00 per credit hour.

A comprehensive fee of \$53.00 per credit hour is charged for all part-time students enrolled for eight credit hours or more. A flat comprehensive fee of \$30.00 is charged for all part-time students enrolled for one to seven credit hours. Failure to receive a bill does NOT waive requirement for payment when due.

OTHER FEES

Automobile Registration. A fee of \$10.00 per semester or \$20.00 per year is charged for each automobile registered. Parking on campus is permitted if the permit issued on payment of this fee is displayed.

Diploma Fee. A fee of \$20.00 will be charged for a Bachelor's diploma and a \$20.00 fee for a Master's diploma. This fee is payable to the Registrar at the time application is made for graduation and is non-refundable.

Field Experiences. Since charges vary for students enrolled in student teaching, social work, business administration, government, or therapeutic recreation, semester rates may be obtained in the Cashiering and Student Accounts Office. A \$100.00 supervisory fee is required of all students enrolling in the field experiences program.

Meals for Guests. Students entertaining guests in the College dining hall are charged the following rates, tax included: breakfast--\$2.65, lunch--\$3.70, dinner--\$5.00, and premium dinner--\$5.95.

Special Examination Fee. A charge of \$25.00 will be made for each approved deferred examination and for the one re-examination permitted each senior.

Transcript Fee. Unofficial and official transcripts will be provided for a fee of \$3 for each copy. It generally requires two weeks time from the receipt of the request for a transcript until the transcript is mailed. A transcript can be FAX processed the day following receipt of the request for an additional \$2.00 fee.

Course Fees. Some academic classes require an additional course fee. These will be assessed to all students enrolled in the class at the end of the add/drop period. Announcements will be made in classes informing students of the date payment is due.

Add/Drop Fee. A fee of \$10.00 will be charged for each add/drop form a student requests.

FINANCIAL AID

General Information

The purpose of the Longwood College student aid program is to provide financial assistance to students who, without such aid, would place an unreasonable financial hardship on their families. The College assumes that the primary responsibility for financing a college education lies with the student and his or her parents. Awards by the College are intended to supplement the family's contribution.

The Financial Aid Office offers financial information and counseling to all students attending Longwood. The types of financial assistance offered include student employment, loans, grants, and scholarships. Eligibility for these programs is determined by completing the Financial Aid Form, which is available from high schools or Longwood College, and a financial data form available from Longwood. Application should be made prior to March 1 of the academic year for which funds are being requested.

A brochure containing specific information about financial aid may be obtained by visiting or writing the Financial Aid Office, Longwood College, Farmville, VA 23901.

Satisfactory Academic Progress

If a student fails to make satisfactory academic progress, the student may be ineligible to receive aid. Most programs either have a limit on the number of semesters of eligibility and/or a limit on the total amount of funds that can be received. To maintain satisfactory academic progress, a student must meet the Academic Probation and Suspension Policy as stated in this catalog. Also, some programs require a student to progress a grade level each year in order to remain on the program. Grade level progression is as follows: 1-24 credit hours, Freshman; 25-55 credit hours, Sophomore; 56-88 credit hours, Junior; and 89 credit hours and above, Senior.

A student may not receive financial assistance after attending Longwood for more than six years as a full-time student. If a student is academically suspended, the student cannot receive aid the semester the student returns to Longwood. The student must first meet the requirements of satisfactory academic progress before eligibility for assistance can be restored.

The number of hours a student is enrolled may also affect the student's eligibility for a specific program. An example of this would be the Pell Grant Program. If a student is enrolled for 9 hours ($\frac{3}{4}$ time) the student would only receive $\frac{3}{4}$ of his/her Pell Grant.

Application for Assistance Procedures

An application for assistance consists of the following: (1) A completed Financial Aid Form submitted to the College Scholarship Service no later than March 1, indicating Longwood College as the institution to receive the FAF. The need assessment document will determine the eligibility for a Pell Grant, a Virginia State grant, and all types of assistance from the institution; (2) A Financial Data Form available from the Longwood College Financial Aid Office.

The award period for Longwood College is during the month of May; any applications received by April 1 will be awarded first; any applications received after April 1 will be awarded as they are received in the Financial Aid Office from the remaining funds.

All aid is awarded on the basis of an academic year. Students are expected to file application for renewal of aid each year.

All aid is contingent upon receipt of funds from Federal, state, and institutional sources. Awards may be reduced if funding is reduced.

Assistance Programs Available

Federal Programs available through Longwood: Pell Grant, Supplemental Educational Opportunity Grant, Perkins Loan, College Work-Study Program, Stafford Student Loan Program, Plus Loan Program.

State Programs available through Longwood: College Scholarship Assistance Program, General Undergraduate Scholarship, Virginia Teaching Scholarship/Loan Program, Edvantage Loan.

Institutional Programs at Longwood: Institutional Work-Study. This program provides students the opportunity to work in various on-campus jobs and is not based on need.

Army ROTC

Any full-time student, whether currently taking Military Science courses or not, may compete for an Army ROTC Scholarship which includes all academic fees, tuition, books, supplies and equipment, plus a *grant of up to \$3,000*. Scholarship information is available by writing to the Financial Aid Office or the Military Science Department at Longwood.

All *non-scholarship* Military Science Advance Course students also receive a *\$2,000 grant while enrolled*. Questions on eligibility should be addressed to the Department of Military Science, Longwood College.

Graduating Senior Recognition

Sally Barksdale Hargrett Prize for Academic Excellence. This prize will be given each year at commencement to the graduating senior who has achieved the highest academic record. The recipient will receive a certificate or plaque and a cash award of \$2,000. The prize is to be “an incentive to encourage students to greater effort in achieving academic excellence . . . to enrich their college experience and advance their own well-being and that of the College.” Felix Hargrett of Roanoke established this prize in memory of his wife, Sally Barksdale Hargrett, a 1921 graduate.

Dan Daniel Award for Scholarship and Citizenship. This award is announced at commencement each year. Selection is based upon academic ranking, and citizenship and leadership qualities both on and off campus. The award was established by Congressman Dan Daniel.

Longwood Scholarship and Loan Funds

1. Financial Aid Scholarships. The Financial Aid office awards a number of scholarships each year on the basis of financial need. For further information, contact the Office of Financial Aid. These scholarships include the following:

Delta Kappa Gamma--Awarded to a student who graduated from high school in Cumberland, Buckingham, or Prince Edward County.

Ann Elizabeth Downey--Awarded to a female student from Portsmouth or alternative Tidewater area.

Lucy P. Ackerly--Awarded on the basis of financial need.

Jessie Ball duPont--Awarded on the basis of financial need.

Gamma Theta/Kappa Delta--Awarded on the basis of academic achievement and financial need.

Margaret Helm Gilmore--Awarded on the basis of financial need.

Lois Barbee Harker--Awarded to a student applicant on the basis of financial need and academic achievement.

Kappa Delta Founders--Awarded to an initiated member of a National Panhellenic Conference sorority with a chapter at Longwood. Based on academic achievement, financial need, and service to the College.

Linwood E. Kent Memorial--Awarded to a freshman student applicant; based on academic achievement and financial need.

Elizabeth Savage Newlin--First preference to a student from the Eastern Shore of Virginia on the basis of financial need.

O'Hara/Waldo--Awarded on the basis of academic achievement and financial need.

Class of 1938--Awarded to a junior or senior with financial need and a GPA of 2.5 or better.

Garrett A. Taylor Memorial--Awarded on the basis of academic achievement and financial need.

Virgie McCue Walker--Awarded on the basis of financial need.

Lettie Pate Whitehead--Awarded to a student born south of the Mason-Dixon Line.

Virginia Blanton Hanbury Fund for Academic Excellence--Available to Dean's List students with financial need who have completed at least the freshman year. Recommendations are required from the Department Chair and the Vice President for Academic Affairs.

2. New Student Scholarships and Awards.

The Longwood Scholars Scholarships. This program provides approximately five scholarships annually to exceptionally capable students. It is open to matriculating freshmen who intend to fulfill the requirements for a bachelor's degree awarded by Longwood College. Applicants must rank in the top 10 percent of their graduating class and have SAT scores of 1050 or above. The award amounts to \$4,000 over the student's 3 or 4 years. A brochure and application outlining this program may be obtained from the Admissions Office, Longwood College. Longwood Scholars awards are established in recognition of: Franklin Federal Savings Bank, Dr. Elizabeth Burger Jackson, Dr. Joseph L. Jarman, Clara Duncan Smith, Sadie Upson Stiff, Florence H. Stubbs, Dr. Henry I. Willett, Jr., and Frances Roderdeau Wolfe.

Arts and Sciences Honors Scholarships. This Honors Program enables outstanding students to have enriched educational experiences such as discussions with visiting scholars, special "honors" courses, and invitations to Fireside Chats at the President's home. Participants also have preferred registration for courses. The program is open to students in any major. To participate, entering freshmen must have a combined SAT score of at least 1,100. Several \$1,000 renewable scholarships are offered. See the "Honors Programs" section of the *Catalog* for more information about the program.

Valedictorian Scholarships. Selected valedictorians may receive this award, which is usually \$500 to \$1,000 a year. Consideration is given to co-curricular activities, test scores, and recommendations.

Honors Admission. Entering freshmen who graduate in the top 25 percent of their class, have a minimum SAT score of 1100, and a cumulative GPA of 3.0 or above are eligible to be considered for a one time \$400 scholarship.

David Buchanan Scholarship--Awarded to an incoming freshmen with strong academic qualifications and financial need.

Harold D. and Annie Mae Cole. This scholarship is based on outstanding academic achievement and financial need.

Pearl H. Jones Scholarship. Awarded to a freshman student applicant on the basis of academic achievement.

Catherine Meriwether Scott Scholarships. These awards are based on financial need, high school performance, test scores, recommendations, and co-curricular activities. The award varies between \$500 and \$1,000 a year.

Minority Scholarships. These scholarships are based on high school performance, test scores,

financial need, recommendations, and co-curricular activities. The amount varies between \$500 and \$2,000 and is a one-time scholarship award.

Nellie Ward Nance Scholarships. First consideration is given to new students from Campbell and Bedford counties and from the city of Lynchburg. Recipients are selected by the Admissions Committee and may receive the award for four years if their GPA is maintained at 2.5 or above. The amount varies up to \$1,000 a year.

3. Department Scholarships and Awards. Many departments offer scholarships within the specific academic area. For further information concerning these scholarships, contact the department of the academic area involved.

(1) Art Department: Virginia Estes Bedford Memorial Scholarship, Lora Mae Bernard Scholarship, Franklin Federal Art Scholarship, Lucile B. Walton Art Scholarship.

(2) Business/Economics School: Wynne Scholarship, Jimmy Gayle Atkins Memorial Scholarship, John E. Carr, III Accounting Scholarship, Evelyn M. Coleman Scholarship, Special Accounting Award.

(3) Education: Martha Sinclair Rust and Mary Sinclair Rust Memorial Scholarship, Teacher Education Centennial Scholarship, Virginia Price Waller Scholarship, Kathleen Ranson Scholarship, Nell H. Griffin Scholarship, Worthy Johnson Crafts Scholarship, Marion S. Combs Scholarship, Louise B. Watson Memorial Scholarship, Isabelle Ball Baker Memorial Scholarship, Sue Yeaman Britton Scholarship, Alice E. Carter Scholarship, Lulie Evelyn Duke Scholarship, S. Virginia and Berta M. Newell Scholarship, Class of 1934 Scholarship.

(4) English Department: Mary Clay Hiner Scholarship, Emily Barksdale Scholarship, Helen Draper Scholarship, Simonini Award, Maria Bristow Starke Scholarship, English Education Scholarship/Loan, Ruth Jennings Adams Patton Scholarship.

(5) History and Political Science: C. G. Gordon Moss Scholarship.

(6) Library Science Department: Verna Mae Barr Scholarship.

(7) Mathematics/Computer Science Department: Badger-Magnifico Mathematics Award; John R. Clark Mathematics Education Award; Cada R. Parrish Elementary Mathematics Education Award.

(8) Music Program: Emily Clark Music Education Scholarship, Pauline Boehm Haga Scholarship, Lane Music Award, Hull Scholarship.

(9) Physical Education Department: Olive T. Iler Award.

(10) Science Department: Edith Stevens Award, Peggy Kennedy Memorial Scholarship, Hull Scholarship, Lucile B. Walton Biology Scholarship.

(11) Social Work Program: Diane Collet Memorial Scholarship.

(12) Sociology Department: Kathleen Goodwin Cover Sociology Award, Diane M. Sheffield Memorial.

(13) Speech/Dramatic Arts Program: Leola P. Wheeler Scholarship.

4. General Scholarships:

ARA Scholarship--Awarded to a student worker with ARA Services.

Herbert R. Blackwell--Awarded to a student who has shown unusual academic promise in the freshman year.

CHI Emergency Scholarship--Awarded by CHI to students with emergency need. Students should contact the Office of the President if an emergency situation arises.

Godwin Memorial Scholarship Fund--Awarded to a student from Suffolk based on academic excellence, leadership, and need.

Elizabeth Burger Jackson Award--Awarded by Geist to an outstanding sophomore or junior.

Dabney Stewart Lancaster Award--Awarded by Student Government to an outstanding upperclassman.

Helen Page Warriner-Burke Scholarship--Awarded for academic achievement to any student in the humanities.

Fred O. Wygal Scholarship--Awarded by the Freshman Class to a member of the Freshman Class who has participated in extracurricular activities, and has shown academic achievement, with consideration given to financial need.

Alumni Scholarships and Loans--Alumni scholarships and loans of varying amounts are awarded by the various alumni chapters. Questions should be addressed to the Alumni Office, Longwood College.

5. **Longwood Loan Funds**--For more information concerning loan funds, contact the Office of Financial Aid. Loan funds available include:

*Cover-Rowles
John A. Cunningham
Carrie Dungan/Nettie Chappell
Carrie Fowles*

*Robert Frazer
Fay Byrd Johnson
J. L. Jarman
Jennie Masters Tabb*

Outside Programs

Methodist Student Loan. A student who is a full member of The United Methodist Church, a citizen of the United States, is admitted to a degree program, and has a "C" average, may be eligible to borrow up to \$700 as an undergraduate student and \$1,000 as a graduate student each calendar year. Interest is 6% and payments do not begin until six months after graduation or withdrawal from school. For more information, contact the Director of the United Methodist Campus Ministry at Longwood College, 204 High St., Farmville, VA 23901, or phone 804-392-8089.

The Tuition Plan, Inc. Not a financial aid program, the Tuition Plan may be needed by parents for whom installment payments are more practical. A descriptive brochure may be secured from The Tuition Plan, Inc., Concord, NH 00331.

Senior Citizens. Senior citizens aged 60 or over with a Federal taxable income of less than \$10,000 per year can enroll in credit courses free of tuition provided they meet the admissions standards of the institution and space is available. Any senior citizen aged 60 or over can enroll in a non-credit course or audit a credit course free of tuition regardless of taxable income provided space is available.

Veterans Assistance. All types of programs available to veterans/children of veterans are administered through the Financial Aid Office. If you are eligible for any assistance through these programs, please have your paperwork completed in the Financial Aid Office.

Children of persons killed, disabled, missing in action, or prisoners of war in any armed conflict are entitled to free tuition, and all required fees (educational and auxiliary) if deemed eligible by the Director of the Division of War Veterans' Claims. However, user fees, such as room and board charges, shall not be included in the authorization to waive tuition and fees (23-7.1 (f) of the Code of Virginia).



Student Life Services

Longwood's statement of 14 student goals offers you a rich and challenging college life and provides purpose and structure to all Student Life Services. The 14 student goals reflect Longwood's commitment to your intellectual, social, personal and career development; to your involvement in shaping the quality of your experiences here; and to the meaning of your own values and directions.

Student Goals

Intellectual Goals

1. *Critical Thinking*, through a background in the liberal arts, so you can generate new ideas, solve problems, and think critically, creatively, and logically as you respond to the complex world around you.
2. *A Sense of History*, so you'll see problems and current issues as part of the total human experience and understand something of what yesterday teaches us about tomorrow.
3. *An Understanding and Appreciation of the Arts* – literature, music, art, dance, and theatre – so you'll have in the words of William James, "an admiration of the really admirable."
4. *An Understanding and Appreciation of the Sciences*, so you'll be able to use scientific methods for discovery and decision-making.

Career Goals

5. *Career Readiness*, including computer literacy, so you'll have the know-how and expertise to be competitive in your chosen field and to move easily into the technological society.
6. *Effective Communication*, so you can write and speak effectively and convey and stimulate ideas.
7. *A Sense of Direction*, if not a meaningful philosophy, so you'll know where you're going and why . . . and have the ability to dream and to be unafraid to try to make those dreams come true.

Social Goals

8. *Interpersonal Effectiveness*, so you can establish genuine, trusting, and honest relationships with individuals and groups.
9. *Responsible Citizenship*, including social and political skills, so you can understand and influence social values and the political structure, and have the motivation and preparation to contribute to a better life for all.
10. *A World Consciousness*, so you can recognize that the needs of one person and one nation are related to the needs of other persons and nations; and know that international understanding and cooperation are not merely nice – they are absolutely necessary for the survival of a livable planet.

Personal Goals

11. *Leisure Skills and a Sense of Well-Being*, so you'll value your leisure time and have the desire and capacity to use it to enhance your physical and mental health.
12. *Resource Management*, so you'll make wise use of the money you earn and know how to develop and manage your resources in keeping with your personal values.
13. *Effective Family Relationships*, so you'll be better prepared to make good choices and to relate effectively to your family and contribute to an enriching family life.
14. *And A Sense of Awakening*, so you will understand yourself, free yourself of timidities and preconceptions, and recognize new truth, beauty, or goodness even in familiar things.

Primary responsibility for learning rests with you. Student services and programs will challenge and support you while you clarify and attain your educational objectives; yet, you are responsible for curriculum requirements. Faculty advisors are available to assist you in making decisions about courses and requirements. You are urged and invited to discuss your plans with faculty advisors. Student Affairs staff members will assist you to bring together your aspirations, motivations, responsibilities, and energies throughout your years at Longwood and will encourage involvement in academics as a major student effort.

Student Development at Longwood

The Longwood Board of Visitors endorsed Student Development, as expressed in the 14 student goals, as a focus for program planning, design and implementation; as a policy pertinent to all programs and procedures; and as a concept, focus, and direction for programs and procedures. The Board endorsed the following:

“Student Development Orientation embraces the 14 Longwood student goals, as well as each student’s opportunity to assess his/her developmental needs, pursue goals and experiences to fulfill those needs, design and implement progress intended to foster growth, evaluate achievement, and record this attainment.

The student development policy will give direction, shape and focus to student affairs programs and procedures, and it will assert Longwood’s focus on the student as an integrated person, both personally and intellectually.”

Vice President for Student Affairs, Dean of Students, and Director of Student Services

Professional staff members in these offices plan, coordinate, and evaluate student services and programs. They devote time and energy to challenging and supporting students in their efforts to become everything they are and can be. The focus is on student success and involvement in their own learning. Expectations for performance, conduct, and participation as part of the Longwood community are set for each individual student, with high accomplishments in mind.

For student affairs, a primary way of accomplishing these goals is through the Longwood Involvement Project. Students are encouraged to be active learners as they participate in courses and activities, to understand their own growth and development, and to set goals for change and improvement. Students are enabled to make a meaningful transition from college involvement to the work world, using knowledge, skills, and attitudes gained in effective ways. Student Affairs is carrying out a student assessment program that supports involvement through individual feedback and uses assessment results for improving learning environments through changes in practice and procedure.

The Dean of Students provides leadership with professional staff, student staff, and student leaders in order to improve the quality of student life in all areas: the residence halls, student activities, fraternities and sororities, clubs and organizations, and judicial programs and initiatives. Attention is given to student needs, as well as to the environments that stimulate and support total student development: intellectual, personal, social, and career.

The Director of Student Services focuses on student conduct and its influence in the community. The quality of student life is a major emphasis, especially in judicial programs, the honor code and system, community and civic service initiatives, and parking management. Programs are sponsored that challenge student thought and debate on themes such as honor, alcohol and drug abuse, and other worthy topics.

The Vice President for Student Affairs provides leadership closely connected to Longwood’s purpose and strategic plan for a range of services and programs: admissions, financial aid, student development education, the freshman year experience, commuter student programs, student housing and residence education, dining services, bookstore, student union and activities, counseling services, student health service, career planning and placement, and campus police. Through these services and the Longwood Involvement Project, students are expected to give of themselves to Longwood’s purposes and to be part of a community where academic achievement - and socialization - are the highest priorities.

Orientation

Orientation programs at Longwood are designed to help new students adjust to college academically and socially. Orientation is scheduled three times during the year. Preview is the orientation program held in the summer for freshmen and transfers (planning to enter Longwood in the fall) and their parents. Preview serves to acquaint new students and their parents with the campus; allows them to meet fellow students, faculty, and staff; and helps them to deal with the transition to college. The weekend before classes start in August, new students continue

to be oriented to Longwood as they learn more about their majors, the Honor System, personal responsibility, campus resources, and services. During the fall semester, freshman students are enrolled in the Longwood Seminar. This one-credit hour course assists freshmen in improving academic competence, developing a positive relationship with their academic advisor, and developing community among their fellow residence hall students or commuters. New students entering in January are also invited to an orientation program featuring essential academic and student life information.

Housing, Residence Hall Education, and Dining Services

Residence Education Coordinators, who are full-time professional staff members, and Resident Assistants and Peer Advisors, who are students, provide leadership in each residence hall to stimulate and sustain a variety of interests among students. They also assist students in realizing their individual as well as community objectives. Student responsibility for behavior, community, activity, and learning is encouraged; students learn the meaning of care and consideration for people and property. Students are expected to live in the residence halls as part of the residential education program, unless they choose to live with parents. The Director of Housing is responsible for the residence requirements and works with students as they make their plans.

Students are responsible for the care and cleanliness of their rooms and for the condition of their floor and residence hall. A damage/contingency deposit is collected from each student and serves as an incentive for responsible involvement and behavior. In order to personalize rooms, students are encouraged to consider (with roommate) unique furnishings and are expected to supply lamps, bedspreads, drapes, blankets, pillows, and linens. Longwood provides beds, dressers, desks, and closets. Kitchens, laundry and vending facilities are located in each residence hall; study lounges, recreation rooms, and televisions are available. Fire safety procedures and inspections are part of residence education and are strictly enforced.

Ten residence halls offer a variety of social and educational options for men and women. Tabb and French Halls, the oldest halls, are located east of Ruffner Hall and overlook the College Colonnade and Sunken Gardens. The Cunninghams, constructed in 1928, 1932, and 1938, form a complex of halls in the center of campus. Wheeler, Cox, and Stubbs Halls were built during the period, 1960-66, and are located on the western edge of the campus. Curry and Frazer are modern high-rise facilities that were completed in 1969 and 1970, respectively; they are centrally air-conditioned. Special living areas with themes and focus bring together students with common interests. Information on special living options is available from the Housing Office.

The Dining Service is a significant part of student life. Students who participate in the various board plans have the opportunity to dine, socialize, and learn. Students are offered many dining options and must choose what is best for them. Making nutritionally sound choices is one of the learning opportunities in the dining service.

Dining facilities are: Blackwell Dining Room--traditional cafeteria fare; Rotunda Market--modern food court; Lancer Cafe--cash snack bar; and Tea Room--faculty/staff dining.

Learning Center

Longwood's Learning Center provides feedback and support to the learning process through services to students, faculty, and staff. The goal of the Learning Center is to assist students to improve their academic performance and to become independent life-long learners.

The Learning Center provides a wide range of services in a central location with easy access for students. Among the services offered by the Learning Center are peer tutoring, study skills workshops, standardized test preparation workshops, a library of self-paced instructional software, and writing assistance.

Other services housed at the Learning Center include the Longwood Seminar, the Office of Minority Affairs, Disabled Student Services, and the Faculty Grants Library.

Commuter Students

All students who do not reside in the residence halls are considered commuter students, whether they "commute" by walking from an apartment across the street from the College or

by driving from a community outside Farmville. Services and activities for commuter students are coordinated by the Student Development Educator for Commuter Students, whose office is located in 207 Lankford Student Union.

The College appreciates the unique role commuter students can play in enhancing the partnership between the Longwood and Farmville communities. Special services are provided for commuters including a recently-refurbished lounge in the Union which includes cooking facilities, lockers, and College/community information designed for the unique needs of commuters. The Commuter Student Association, governed by an elected Council of students, plans social and informative events and represents the needs, interests, and concerns of the growing commuter constituency.

Student Assessment

Student Affairs is involved in ongoing assessment, evaluation, and research to enhance the development of students at Longwood College. Individual demographic, development, and involvement profiles are maintained. The assessment program provides students with information to assist them in making choices about their involvement with the intellectual, personal, social, and career dimensions of college. Assessment results also provide descriptive information about our students for institutional use. Since assessment is considered to be an integral part of the Longwood experience, participation by students is mandatory.

Student Activities

Longwood provides many opportunities for student involvement outside the classroom. Presently, there are over 80 student organizations serving the needs and interests of Longwood students. It is through these organizations that the "social life" on campus is formed. The activities and leisure programs offered are developed according to student interests and emerging issues in society and are designed to enhance the academic experience.

Membership in these organizations is open to all students. They are encouraged to explore several groups of interest to them before deciding which ones are appropriate for full participation. These organizations include programming groups, fraternities/sororities, academic honoraries, residence hall councils, intramurals, and many others. The Lankford Student Union Office publishes a list of student groups and contact persons. Anyone interested in a specific group or just wondering what is available is invited to stop by Room 218. The Student Union works with all groups to sponsor films, concerts, coffeehouse entertainment, Spring Weekend, lectures, recreation programs as well as special interest issues such as alcohol-free events, leadership skill-building, opportunities for special populations such as commuter, women, minority, and adult students.

Lankford Student Union

The Student Union is not just a building; it is an organization and a program that enhances the total educational program of Longwood College. The Union is a central focus of college community life serving as the "living room" of the campus. Within the Union and its programs, students have a laboratory to explore various issues, expand their horizons, and have fun at the same time! It is a place where students can get to know and understand each other outside the classroom.

Lankford staff and students work together to provide a range of social, educational, and cultural activities for student involvement. Students are integrally involved in the planning and implementation of these activities thus developing leadership skills and enhancing their individual development.

The Student Union includes the College Information Center, Gold Room and various meeting rooms, Commuter Student Lounge, Student Government Office, Student Union Board Office, Series Performing Arts Office, Honor Board Office, TV Lounge, Recreation Area, Snack Bar and Lancer Cafe, Greek Affairs Office, U. S. Post Office, publication offices for the *Rotunda*, *Virginian* and *Gyre*, and serves as home to the over 80 student organizations on campus.

The College Information Center is located on the first floor of Lankford Student Union. In addition to dispensing general information, the Center serves as the lost and found department

on campus, acts as a mini post office by selling stamps when the main post office is closed, receives Federal Express and Overnite mail, and sells tickets to Series Performing Arts and other events. Visitors to Longwood can pick up maps of the campus and potential students can get admissions packets if they are on the grounds after the Admission Office closes or on the weekends. Inquiries may be directed to 804-395-2000.

The Student Government Association

The Student Government Association is centralized in a Student Senate. The following committees report to the Senate: Campus Life, Residence Life, Student Union, Policy Review, Student Activity Fee, and Elections. Committees initiate activities and suggest policy proposals to the Senate. The Senate, in turn, makes policy recommendations to the Longwood President or to individuals or groups as designated.

Judicial functions at Longwood are shared by Student Government and the Dean of Students office. Judicial Board, composed of elected students, is responsible for Longwood conduct standards and residence hall regulations. The Student Judicial Board makes recommendations to the Dean of Students. The Honor Board enforces the Honor Code: lying, cheating, plagiarizing, and stealing. In instances of very serious student misconduct, illegal drug offenses, or when, for some legitimate reason, a Student Board cannot hear a case, the matter will be assigned to the College Disciplinary Board or to an administrator.

Student Publications

The College supports student publications through the leadership of a Publications Board. Primary responsibilities of the Board include selection of the editors, commitment to a set of standards appropriate to the quality of journalism, and fiscal accountability. Membership on the Board includes students, faculty, and staff.

The Rotunda is the student newspaper. It keeps the students and faculty informed of events and the interests of Longwood as observed from the students' point of view. It not only expresses the attitude of the students toward the various phases of student life and current activities, but also exerts an important influence in the development of interests of the community.

Gyre is a literary magazine. Students contribute essays, poetry, short stories, and other writings, as well as art work.

The Virginian is the yearbook, which provides an accounting of student life.

Notonlynews is the new Longwood College newsmagazine. It provides insights, opinions, and new perspectives on issues of importance to a college and especially to students.

Clubs and Organizations

The challenges and opportunities of personal development and campus involvement are often found in student clubs and organizations. Members and leaders can gain interpersonal and communication abilities, confidence, and a sense of direction.

In order to enhance and enrich these opportunities, various leadership experiences are offered to teach students the skills of team building, resource management, goal setting, program planning and implementation, decision making, problem solving, and evaluation. Clubs and organizations are described in the *Student Handbook*. A list of current groups and officers is available in the Student Union office.

Sororities and Fraternities: The opportunity for membership and collegueship in sororities and fraternities is available to students who desire these affiliations and responsibilities. These groups are self-directed and creative in designing goals, accepting responsibilities, and communicating with others. In sororities and fraternities, students become involved with community responsibility and the meaning of friendship and community service. The Panhellenic Council and the Interfraternity Council coordinate the promotion of sororities and fraternities, the educational efforts, and important responses to the needs of their members and the needs of Longwood.

Honor and Professional Societies

There are a number of honor and professional societies which recognize excellence in various fields.

The principal honor organization on campus is Geist. Established in 1966 as an outgrowth of Alpha Kappa Gamma, Geist recognizes men and women in their junior and senior years who have compiled outstanding records in leadership, scholarship, and service to the Longwood community. The members of Geist continue to serve Longwood by sponsoring the highly successful Oktoberfest weekend in the fall, a bloodmobile drive during the year, and by awarding the Geist-Elizabeth Burger Jackson Scholarships to an outstanding students in the spring.

The Longwood chapter of the National Honor Society of Phi Kappa Phi was established at Longwood in February of 1972. Founded in 1897, the purpose of the society is to emphasize scholarship and character in the thoughts of students, to foster the significant purposes for which institutions of higher learning have been founded, and to stimulate mental achievement by recognition through election to membership. Undergraduates are eligible for membership as last semester juniors or seniors. For consideration as a junior, he/she must achieve a 3.75 cumulative quality point average. For consideration as a senior, he/she must achieve a 3.50 cumulative quality point average.

Alpha Lambda Delta is a national society which honors high scholastic achievement in the freshman year. The local chapter was installed in the fall of 1966. To be eligible a freshman must have a 3.5 average at the end of the first semester, or a cumulative 3.5 at the end of the freshman year. The purpose of the organization, as stated in the constitution, is "to promote intelligent living and a high standard of learning, and to encourage superior attainment among freshmen in institutions of higher learning."

In addition, departmental honor societies are available. Listings of these honoraries can be found in the *Student Handbook*.

Division of Intramurals and Campus Recreation

All undergraduate and graduate students taking 7 credits or more are eligible to participate in the activities sponsored by the Intramural and Campus Recreation Program. Some of these activities are: free aerobic fitness classes taught in Iler Gym by qualified student instructors and a Walk Program for students, faculty, and staff who like to walk for exercise. Maps, charts, and awards are part of the program. Other activities are Color Rush - a series of relay races and games between greens and reds during Oktoberfest weekend, a "Superstar" competition to pick the male and female superstar teams, and a tug-a-war contest during Spring Weekend.

The Division conducts weekly tournaments in the following activities: flag football, bowling, volleyball, billiards, swimming relays, basketball, ping pong, badminton, spades (cards), inner-tube water polo, mixed tennis doubles, softball, arm wrestling, 2-on-2 volleyball on the sand courts, foul shooting, and dual superstars. In several sports, there is an A and B league so every student can participate at his/her skill level. The Division also offers structured activities on weekends and tournaments such as coed softball, coed bowling, backgammon, coed flag football, basketball, horseshoes, and outdoor volleyball on the sand court.

There are four new racquetball courts located in French Residence Hall lower level. The gyms and fields are open for "free" play/recreation during specified times. Students can check out equipment for use with their college ID card.

Intercollegiate Athletic Council and Program

The purpose of the Intercollegiate Athletic Council is to recommend to the President policies and procedures for intercollegiate athletics as they relate to the total college function.

The Council (1) reviews athletic budgets as an auxiliary enterprise activity as submitted by the Athletic Director; (2) reviews Title IX implications and future legislation as it pertains to athletics at Longwood; (3) considers requests for new sports and new teams, or modifications and deletions of existing teams; (4) endorses programs which enhance the overall athletic program; and (5) maintains an understanding of NCAA regulations and how they apply to Longwood.

The Intercollegiate Athletic Council is appointed by the Vice President for Academic Affairs.

The intercollege athletic program at Longwood consists of seven teams for women, six for men, and one coed team.

Women's Teams: basketball, field hockey, golf, gymnastics, lacrosse, softball, and tennis.

Men's Teams: baseball, basketball, golf, soccer, tennis, and wrestling.

Coed Team: riding.

The purposes of the intercollegiate athletic program include: (1) providing a broad-based program of competitive experiences for athletically talented individuals; (2) providing opportunities for students to develop a high level of personal sport skills; (3) encouraging excellence in performance of sport skills; and (4) providing a setting in which participants may experience the personal, social, mental, and physical values which are inherent in educationally sound athletic programs.

Regardless of the intensity of the competition sought, it is imperative that athletics remain second in priority to academic responsibilities and that these programs continue to be conducted upon principles which are consistent with the educational aims and objectives of Longwood.

Longwood holds membership in Division II of the National Collegiate Athletic Association (NCAA). The NCAA is a national organization which provides governance and leadership for initiating and maintaining standards of excellence in intercollegiate athletic programs.

Religious Organizations and Churches

As part of their education and experience at Longwood, students refine ideals and values, and connect these values with personal and academic goals. The Baptist Student Union, Campus Christian Fellowship, Canterbury Association, Catholic Student Association, Longwood Inter-Religious Council, Wesley Foundation, and Westminster Fellowship provide spiritual activities designed to meet the needs of students. Baptist, Episcopal, Catholic, Presbyterian, and Methodist churches are represented by campus ministers. Students are also encouraged to participate in the religious life of the community. They receive a cordial welcome from the ministers of the town to participate in church life. Farmville churches include: Assemblies of God, Baptist, Bible, Catholic, Christian, Church of God in Christ, Episcopal, Holiness, Jehovah's Witnesses, Lutheran, Mennonite, Methodist, Nazarene, Pentecostal Holiness, Presbyterian, Seventh-Day Adventist, United Methodist, Universalist.

Campus Police

The Campus Police have the responsibility of law enforcement, security, parking enforcement, and public relations on the Longwood campus. In addition to the regular force of officers, the Campus Police are supplemented by a student auxiliary organization attached to its administrative and security functions. The south-center portion of the Graham Building houses the Campus Police Operations Center.

Parking areas are limited on the Longwood campus. As a result, parking is by Longwood permit only for students, faculty, and staff. Every attempt is made to provide ample parking on the campus; however, Longwood cannot guarantee a place on campus for every student wishing to bring a vehicle, nor is it liable for theft from, or vandalism of, these vehicles while parked on campus.

Counseling Service

Longwood maintains a Counseling Service to help students when they are encountering problems in any sphere of academic or personal development. The Counseling Service staff members are committed to helping students achieve the maximum from their education, as well as their personal experiences and involvement at Longwood. Students come to the Counseling Service to learn more about themselves and their life goals and to deal with problems and issues that are difficult to resolve alone. In addition to individual counseling, a variety of workshops and support groups are offered. All services are confidential.

Career Planning and Placement

Planning for a career and learning the techniques for securing meaningful employment after graduation are integral parts of the collegiate experience. The Office of Career Planning and Placement exists to assist students in both tasks.

Within the career library, students may obtain information regarding career options as they directly and indirectly relate to majors and academic programs. They may also wish to utilize materials that will assist them in identifying and evaluating their values, skills, and interests. In addition to literature, the career library houses both the Sigi Plus and Virginia View computerized career guidance systems. Both of these computer programs guide students through the process of selecting a career. Students should also consult with chairs of academic departments, academic advisors, and faculty regarding career options. It is important that students establish contact with the office early in their college years, preferably during the freshman year. OCPP staff is available for individual appointments.

Workshops on job search strategies, interviewing skills, and resume writing, along with special topical programs are presented for students preparing for the job market. The office also serves as a liaison for students, alumni, and prospective employers including school systems, businesses, government, and the military. Representatives from these segments visit the campus to interview prospective employees. Equal Opportunity Employers are urged to recruit on campus.

All seniors are encouraged to establish a credentials folder which may be mailed to prospective employers upon request. A fee is charged to establish the folder which is maintained for ten years after the date of graduation.

Additional services in career counseling, vocational inventory testing, and evaluation are available through the Counseling Services.

Student Health Services

Longwood maintains Student Health Services for students needing nursing and medical care, as well as preventive health care. Services of consultants, hospitalization, private nurses, special prescriptions, x-rays, and laboratory tests are at the expense of the student. All student health records are confidential.

The Southside Community Hospital is located only a few blocks from Longwood. It is well-equipped and has a capable staff of physicians and surgeons.

Students must have a Health Record on file in Student Health before they may use the services. State law requires that all students must be immunized against measles, rubella, polio, diphtheria, and tetanus. A T.B. Tine test is also required.

A physician is available to see students on a regular basis each week during the academic year. Allergy injections are given only when a physician is in attendance.

Accident and Sickness Insurance

Longwood has arranged with a casualty company for the provision of a student accident and sickness insurance plan. At the present time, participation in this plan is voluntary, and the premium must be paid by the student. The College provides all students with information.

Liability Insurance

Longwood carries bodily injury and property damage liability insurance for all students engaged in observation and field experiences. Professional liability is provided to students acting in the scope of their assignment.

Academic Regulations

Summarized in this section is important information related to the academic work of the College. Students must be familiar with the information in this section. It is the responsibility of each student to be certain that academic requirements necessary for graduation are completely fulfilled. **The catalog for the year in which a student enters Longwood College governs academic regulations, general education, and graduation requirements. Transfer students may choose the catalog which applies to continuous full-time students at their class level. If a student re-enrolls in Longwood College after an absence of two or more semesters, the applicable catalog will be the one in effect at the time of re-enrollment. Deans and Department Chairs may waive or substitute major course requirements where appropriate.**

Assessment

The purpose of assessment at Longwood College is (a) to help individual students develop to their fullest potential and (b) to improve the educational programs of the College. In the case of both the student and the College, we intend to assess how effectively consensually developed goals are being achieved, and based on these assessment data, we intend to generate recommendations and plans of action that will help achieve these goals.

In 1986 the Virginia Senate adopted Joint Resolution 83 directing state institutions of higher education to "establish assessment programs to measure student achievement." Additionally, the Southern Association of Colleges and Schools requires for accreditation that an institution "must define its expected educational results and describe how the achievement of these results will be ascertained" (Criteria for Accreditation: Commission on Colleges, Section III: Institutional Effectiveness, 1989).

Student participation is therefore required. Students who fail to participate may lose their priority ranking for registration and housing. The College may withhold transcripts for three months for graduating seniors who fail to participate.

Academic Organization

For administrative purposes, Longwood College is divided into three schools, each headed by a dean. Any academic rule or regulation making reference to a dean or specifying "with the Dean's permission" is referring to the dean of the school with which the student's major program of studies is associated.

The departments in the School of Business and Economics are listed on page 57, in the School of Education and Human Services on page 71, and in the School of Liberal Arts and Sciences on page 107. Students who have not declared a major are in the School of Liberal Arts and Sciences.

Academic Advising

Academic advising is done primarily by the faculty of the College through the academic departments. The assignment of an advisor is made by the advising coordinator for the major when a student declares or changes to that major.

Entering freshmen are advised during summer orientation and through their first semester at the College by Longwood Seminar leaders. These individuals assist new students in becoming familiar with the rules and regulations of the College and in the selection of courses for the first year as well as facilitate a smooth transition to advising in the academic departments.

Students who have not declared a major by the end of the freshman year are advised by a group of special advisors coordinated by the Director of the Learning Center. In many cases, the Longwood Seminar leader will continue as the advisor until the student declares a major.

Periodic discussions of the curriculum between advisor and student enables the student to achieve maximum awareness of the academic opportunities available at the College. Each student must consult with the academic advisor prior to each registration. The student bears full responsibility for meeting graduation requirements.

Declaration of Major

Students may declare a major upon entering Longwood or at any time during their first four semesters. However, they must declare a major before registering for their fifth semester.

English Proficiency

Any student identified by a faculty member as lacking proficiency in English composition may be referred to the English Proficiency Committee for testing. If the test reflects an inability to write correctly and effectively according to the standards established by the faculty of the college, the student will be placed on communication condition. Students placed on communication condition must undertake the remedial work stipulated by the English Proficiency Committee (usually English 061) by the semester after they are placed on condition and continue it until they pass the examination. Students may not participate in an internship or graduate until they have demonstrated proficiency by passing the examination.

Course Numbers

The courses listed in this catalog that are numbered between 100 and 199 are designed primarily for first and second year students; those between 200 and 299 are for first, second, and third year students; those between 300 and 399 are for second, third, and fourth year students; and those between 400 and 499 are for third and fourth year students. Undergraduate Honors Research Courses are numbered 498 and 499. Courses numbered from 500 to 599 are for graduates and advanced undergraduates; courses numbered 600 to 699 are for graduates only.

Course numbers between 000 and 099 indicate foundation level courses. These courses may be required of some students to make up deficiencies in certain fundamental skill areas preparatory to enrolling in courses requiring those skills. Foundation level courses do not carry credit toward an undergraduate degree.

Selected undergraduate courses carry the designation H to indicate an "Honors" course. A full description of the Arts and Sciences Honors Program and the eligibility requirements for these courses appear on page 109.

Student Load

The College is organized on the semester plan whereby the credit hour, abbreviated as "credit," is the semester hour. Freshmen normally carry 15 to 17 credits, but may carry 18 credits if they earned at least 2.0 on their previous semester's work. Upperclass students normally carry 15 to 18 credits, but may carry up to 21 if they earned at least 2.0 on their previous semester's work. A schedule beyond that amount requires special permission from the student's dean. Students must take at least 12 credits to maintain full-time status.

Registration Procedures

Undergraduate students are expected to register in person during one of the opportunities provided during the academic year:

1. **Pre-registration** — normally a two or three week period in November for the following Spring Semester or in April for the following Fall Semester and limited to continuing undergraduate students.
2. **Late (or regular) registration** — the day immediately preceding the first day of classes each semester.
3. **Summer Orientation** — special registration procedures are provided for new freshmen and new transfer students during summer orientation. New students who cannot attend one of these programs register on late registration day.

Add Period — Students may make schedule adjustments (adds and/or drops) during the first five class days of each semester. An advisor signature is required for any change made during this period.

Drop Period — Students may drop classes (with advisor approval) through Friday of the second full week of classes each semester. Courses dropped during this period do not appear on the transcript.

“Free W” (No Penalty Withdrawal) Period — Students may withdraw from individual classes or from the College with a grade of “W” (not computed in the GPA) through noon on Friday of the seventh full week of classes. Residential students who fall below full-time status with such a withdrawal will be referred to the academic dean for special permission.

Deadlines — Appropriate dates for the last day to add, last day to drop, and last day to withdraw without penalty are included in the official college calendar and in the master schedule of classes for regular semesters.

Appropriate dates for last day to add, last day to drop, and last day to withdraw without penalty are included in the summer school schedule for summer classes, and in the appropriate descriptive literature for other classes not meeting on a regular semester pattern.

All registration and add/drop transactions must have the approval of the academic advisor and must be processed in the Registrar’s office by the deadline to become effective.

Class Attendance

Students are expected to attend all classes. Students should be aware that failure to attend class regularly will undoubtedly impair academic performance, and that absences are disruptive to the educational process for others, especially when absences cause interruptions for clarification of material previously covered, failure to assume assigned responsibilities for class presentations, or failure to adjust to changes in assigned material or due dates.

It is the responsibility of each instructor to give students a copy of his or her attendance policy at the beginning of each semester and to file a copy of the policy with the department chair and the appropriate school dean.

Instructors may assign a grade of zero or “F” on work missed because of unexcused absences.

Instructors have the right to lower a student’s course grade, but no more than one letter grade, if the student misses 10% of the scheduled class meeting times for unexcused absences.

Instructors have the right to assign a course grade of “F” when the student has missed a total (excused and unexcused) of 25% of the scheduled class meeting times.

Students must assume full responsibility for any loss incurred because of absence, whether excused or unexcused. Instructors should permit students to make up work when the absence is excused. Excused absences are those resulting from the student’s participation in a college-sponsored activity, from recognizable emergencies, or from serious illness. Faculty who intend to require written excuses from the college infirmary or a personal physician for serious illness, or from faculty members in charge of college-sponsored activities, should so notify students in their written attendance policies.

Examinations

Written examinations are given during a designated period at the end of each semester to every student enrolled in each course at the College. These are each three hours in length.

Withdrawal Policy

Students may withdraw from individual classes, or from the College, with a grade of “W” until noon on Friday of the seventh full week of classes. Any student who wishes to drop a course after that date must submit a request to the Dean of his/her School; if the request is approved the Dean will notify the faculty member who will assign a grade of “W” or “WF.”

If the student is withdrawing from the College, he/she should go to the Student Development Office to initiate the college withdrawal process. If the withdrawal occurs after the seventh full week of classes, the instructors will be requested to assign grades of “W” or “WF.”

A student who withdraws from the College because of serious illness must, before the end of the last class day, have a letter sent to the Dean of the student’s school by a physician, detailing the nature of the illness and recommending withdrawal for medical reasons. Upon receipt of that letter, the Dean will send a copy of it to the Registrar and all grades for that semester will be noted as “W” on the student’s transcript. The Dean will notify the student’s faculty members of any grade changes.

Voluntary Withdrawal

It is the responsibility of any student wishing to withdraw from Longwood College (either during a semester or between semester periods) to initiate the official withdrawal process with the College. To initiate this process, the student should notify the Student Development Office (first floor, French Hall, 395-2414), preferably in person or in writing, of his/her intention to withdraw from Longwood. This procedure is necessary only for students voluntarily withdrawing, and does not apply to students being suspended, graduating seniors, seniors going to off-campus field placements in their last semester before graduation, or to students taking the final year at another institution under one of the cooperative degree programs. Any specific questions about withdrawal from the College should be directed to the Student Development Office.

Students in cooperative programs must notify the Registrar's Office of their acceptance at the participating institution in order to ensure accurate recordkeeping during the final year and to initiate any appropriate refunds.

Enforced Withdrawal

The College will suspend or expel any student who fails to meet the standards of the College and the Student Government Association. In such a case, refunds may or may not be made at the discretion of the Vice President for Student Affairs.

Grades

The achievement of a student in a course is indicated by the grade that is received. The significance of these marks is indicated below:

A: Superior work

B: Above average work

C: Average work

D: Below average, but passing work

P: Pass

F: Failure

Plus and minus grades may, at the discretion of the instructor involved, be recorded. Pluses and minuses do not affect the computation of the grade point average.

R: Re-enroll. This symbol indicates that a student has made satisfactory progress, but needs to repeat the course to reach the required exit proficiency level. The R grade will be used only in English 041, 051, and 061 and Mathematics 052.

I: This grade indicates that because of illness or for other good reason the work of the semester has not been completed. When this work has been completed acceptably, a final grade will be reported. *A grade of "Incomplete" will revert automatically to a grade of "F" if the necessary makeup work has not been completed by the midpoint of the subsequent regular semester.*

AU: This symbol indicates participation on a non-credit (audit) basis by students who meet certain minimum standards set by the course instructor. Students wishing to audit must have permission from the chair of the department in which the course is offered and are subject to the same tuition and fees as students enrolled for credit.

W: This symbol indicates withdrawal without penalty. It is automatically assigned for withdrawal through the seventh week of the semester and may be assigned at the instructor's discretion when withdrawal occurs after the seventh week of classes. Documented medical withdrawals (see paragraph on *Withdrawal Policy*) will also result in grades of "W."

WF: This symbol indicates withdrawal while failing and may be assigned by the instructor when a student withdraws from a course or from the College after the seventh full week of classes. This grade is treated as a grade of "F" in computing the grade point average.

Pass/Fail

Students may take certain courses under the pass/fail system approved by the faculty in 1974. Pass/Fail courses are open to undergraduate students with 30 or more credit hours. A student may take a maximum of three courses or 9 hours, whichever is greater; these courses may not be those which are required for general education or major and minor requirements. Special non-degree students may also elect the pass/fail grading option. The student must do satisfactory work in order to obtain a passing grade. Satisfactory work is defined as "C" work

or better. Courses taken under the pass/fail option will not be included in the calculation of the grade point average. Students who wish to take a course for Pass/Fail credit must notify the Registrar of that fact by the end of the first six weeks of classes in the semester, or the equivalent portion of a summer session. Once this declaration is made, grading status cannot be changed.

In addition to the elective pass/fail grading option described above, certain courses in the college curriculum are designated for pass/fail grading. Such courses do not ordinarily satisfy general education, major, or minor requirements; the students enrolled do not need to make any special declaration and are subject to no restrictions.

Audit

Class size permitting and with department approval, a student may register for a course on an audit basis. Auditing a course means that a student enrolls in a course but does not receive academic credit. A student who registers for audit may be subject to other course requirements at the discretion of the instructor. Audit students are charged the regular rate of tuition and fees, and an audit course is counted as part of the student's semester load. (For purposes of enrollment certification for VA benefits or other programs requiring "for credit" enrollment, audit courses will not count toward the minimum number of credits required for full-time status.)

A change in registration from "audit" to "credit" or from "credit" to "audit" must be effected by the end of the add period. A course taken for audit cannot be changed to credit at a later date, nor can a course taken for credit be changed at a later date to audit.

Quality Points/Quality Hours

The quality of work completed by a student is recognized by the assignment of points to the various grades, commonly referred to as the Four Point System.

Under this system, 4 quality points are given for each credit on which an "A" grade is made; 3 quality points are given for each credit on which a "B" grade is made; 2 quality points are given for each credit on which a "C" grade is made; and 1 quality point is given for each credit on which a "D" grade is made. No quality points are given if a grade of "F" is made.

The term quality hours (or quality credits) refers to the total number of hours (credits) on which the grade point average is calculated. This measure is derived from hours (credits) attempted by subtracting the equivalent credits for those courses that are foundation level courses (any courses with a 0xx number), those which are taken as pass/fail or under any other grading option which excludes calculation in the grade point average, those in which a grade of 'I' was awarded, those in which a grade of 'W' was awarded, and those which were taken for graduate credit.

Under the four point system, a student's grade point average may be computed by dividing the total number of quality points by the total number of quality hours (credits).

A student's grade point average is based only on work taken at Longwood College.

Repetition of Courses

Should the student choose or be required to repeat any course, for the first five (5)* courses repeated, the student's most recent grade will be used in computing the grade point average, without increasing the total number of quality hours in calculation of the average. However, though the most recent grade is used in computing the grade point average for the first five courses, all final grades received in the course(s) appear on the transcript. If additional courses beyond five are repeated, all grades and quality hours for these courses will be used in the calculation of the grade point average.

*In this context, "five" applies to the number of repetitions, NOT necessarily to distinct courses. A student who takes a particular course four times in order to achieve a satisfactory grade thus uses three "repeats."

Academic Honors

The College recognizes superior scholarship through its Dean's List and the announcement of an honor list at each Commencement. The Dean's List is published at the end of each

semester. Students whose names appear on it are those who have earned an academic average of 3.50 or above on a minimum of 12 semester hours work taken in the semester with no grade below "C-." Students eligible for the Dean's List must complete all courses in the semester for which they are registered. A grade of "I" on a student's record prevents consideration for this honor.

Academic Probation and Suspension Policy

Students are expected to make reasonable academic progress and must maintain a specified grade point average on the number of hours attempted to remain in good standing. Students who fall below the minimum standards for continuance (shown in the table below) at any time will be placed on academic probation or suspended from school for one semester immediately following. Decisions about continuance at the College will be made on the basis of all grades on record at the end of each semester.

Since academic probation indicates serious academic difficulty, students on probation are encouraged to seek assistance in improving academic standing. While on probation students are not permitted to participate in intercollegiate competitive activities or to hold an office or a chairmanship of a standing committee of a student organization. To be initiated into a sorority or a fraternity, a student must have attained an overall 2.0 academic average.

Academic suspension means required withdrawal from the College for a period of one semester immediately following a session in which there was not a sufficient grade point average (as shown in the table below).

Students may appeal suspension decisions to the Faculty Petitions Committee, particularly when there have been extenuating circumstances.

Students must apply to the Admissions Office for readmission following suspension. Students should apply by November 1 for readmission for the spring semester and by March 1 for readmission for the fall semester. Readmission to the College is not automatic. The Admissions Committee reviews the student's academic record and citizenship at Longwood, as well as courses taken elsewhere.

A student denied readmission may appeal in writing through the Admissions Office to the appropriate Dean(s).

The third suspension is considered permanent; however, students may request reconsideration of the Faculty Petitions Committee after a period of five years, particularly when there have been extenuating circumstances.

For transfer students using the table, "quality hours" is equal to the sum of quality hours at Longwood and total hours transferred to Longwood from other institutions.

Students whose cumulative GPA is less than 2.0, but greater than that required to avoid probation, will receive a warning on their grade reports that their performance must improve to avoid future academic difficulty.

Academic Probation and Suspension Table*

Quality Hours (QH)	Required Cumulative GPA to Avoid Probation	Required Cumulative GPA to Avoid Suspension
1 through 16	1.00	0.80
16 through 60	1.00 plus $\frac{QH - 16}{44}$	0.80 plus $\frac{QH - 16}{44}$
60 through 105	2.00	1.80 plus $\frac{QH - 60}{900}$
105 and up	2.00	1.85

*For purposes of applying this table, QH equals Quality hours attempted at Longwood (credits on which GPA is calculated), plus semester hours credit transferred to Longwood.

Students who transfer to Longwood College with more than 20 hours of credit and who do not meet the "required Cumulative GPA to Avoid Suspension" after one semester at Longwood will be placed on **academic probation**. By the end of their second semester, transfer students must meet the standards as published in the table above.

Grade Estimates

Each semester of the regular session, grade estimates are issued to all freshmen and to those upperclassmen who have a grade of “D” or “F” in any course. These estimate grades are due to the Registrar by noon on Monday of the fifth full week of classes and will be processed for mailing to the students (and their parents) with a copy provided to the academic advisor and the Dean of the School. These estimates are not official grades and are not carried as part of the student’s academic record; they are intended as an early indication to the student (parent) as to progress in the course and as a supplement to the advising process.

Grade Appeals

The faculty of Longwood College is unequivocally committed to the principle that the evaluation of student work and the assignment of grades are the responsibility and prerogative to be exercised solely to the individual instructor. Should, however, a student feel that the final course grade received was unfairly or inaccurately awarded, the student first sees the instructor involved, so that the instructor may explain why the grade was assigned as it was.

If the student continues to feel that the grade is unfair, an appeal to the Department Chair in writing should be submitted, a copy of which shall go to the faculty member involved, giving the reasons why the grade should be changed, with any available supporting evidence. For grades awarded in the fall semester, the written appeal must be submitted no later than February 1; for grades awarded in the spring semester and in summer school, the appeal must be filed no later than September 15. Appeals filed after these deadlines will not be considered.

Unless the Department Chair finds the appeal patently without merit, the Chair shall within two weeks hold a joint consultation with the student and the faculty member awarding the grade. If the matter cannot be resolved, the Chair shall, within one week of the consultation, request in writing of the Executive Committee of the Longwood Assembly the appointment of a committee to review all matters pertinent to the appeal. The committee shall consist of three members of the full-time faculty in the same or related discipline(s). A copy of the request shall be sent to the Vice President for Academic Affairs. The decision of the committee is final and shall be reported to the chair, the appropriate Dean, the Vice President for Academic Affairs, and to the Registrar who shall record the recommended grade. The hearing must be completed so that the grade will be final by the end of the sixth week of classes.

Should the appeal involve a grade assigned by a Department Chair, the Dean of the appropriate School will assume the role normally assigned to the Chair.

Students should be aware of the fact that the review procedure may result in a grade’s being raised, lowered, or remaining unchanged.

Graduation Requirements

The College awards the bachelor’s degree to students who have fulfilled the following requirements:

1. Completion of all study required in one of the six degree programs offered.
2. Completion of one hundred twenty-six (126) semester hours of credit for graduation in major programs that do not require field experiences, or one hundred twenty-eight (128) semester hours of credit for graduation in major programs that do require field experiences.
3. A minimum average of “C” (grade point average of 2.0) on *all work taken at the College* and a minimum average of “C” (grade point average of 2.0) in those courses constituting the major subjects or field. By definition, the major subject or field consists of all courses listed as “major requirements” in the major program curriculum plus all additional courses taken in the same discipline as the major except those courses which may be specifically excluded by the major department.
4. Demonstrated swimming proficiency. Students may pass the College swimming test or pass a swimming course to fulfill this requirement.
5. Removal of any communication condition.
6. A minimum of 30 credit hours at the upper level from Longwood.
7. Not more than fourteen hours of credit by correspondence.
8. Approval of the individual by the general faculty as a candidate for graduation.

9. A formal Application for Graduation. This application for graduation must be filed with the Registrar at least one full year prior to the date of graduation.

It is solely the responsibility of the candidate for graduation to meet all of the above requirements, including the completion of 126 or 128 semester hours of work, whichever is appropriate.

Only those students who have completed the degree requirements established by Longwood College will participate in graduation ceremonies. Graduating students will receive their diplomas on the day of Commencement.

Re-examination Policy

Re-examinations are not permitted for freshmen, sophomores, or juniors. Seniors, with the consent of the instructor, may be permitted one re-examination during the senior year. At the conclusion of the fall semester, the student will have ten college working days after the end of the college's regularly scheduled examination period in which to request a re-exam. At the conclusion of the spring session degree candidates who are participating in graduation ceremonies and for whom the re-examination is necessary to successfully complete requirements must make the necessary arrangements to take the re-examination and have the grade reported to the Registrar's office prior to Commencement. A fee of \$25.00 is assessed for this re-examination and must be paid prior to taking the exam.

Graduation Honors

Those students who have earned 60 or more hours at Longwood College and whose general averages for all Longwood credits offered for a degree are 3.35 or above are graduated with the following honors:

Cum Laude — 3.35-3.54

Magna Cum Laude — 3.55-3.74

Summa Cum Laude — 3.75-4.00

The college also recognizes graduating seniors who have successfully completed an honors program in a specialized academic area.

Longwood College Policy on Student Records

Longwood College student record policies are in full compliance with the Family Educational Rights and Privacy Act of 1974 (Public Law 93-380, Section 438) and the Virginia Privacy Protection Act of 1976 (Senate Bill 335). The accumulation, processing, and maintenance by the College of student data is limited to that information, including grades, which is necessary and relevant to the purposes of the institution. The personal data of students will be used only for the purpose for which it is collected. Procedures for the internal operation of the various offices at the College are established by each office staff so as to conform to the stated College policy.

Student data, whenever possible, shall be collected directly from the student; every effort will be made to ensure its accuracy and security. It shall be the express responsibility of the student to notify the Dean of Students' Office of any change in student status. Any student or applicant for admission who initially or subsequently refuses to supply accurate and complete personal information as is legally allowed may be denied admission or readmission or may jeopardize current student status. Falsification of records with the intent to give untrue information is a violation of the Longwood College Honor Code.

The College shall provide for the confidentiality and security of official student data and, therefore, will not release student information except:

- (a) Public information as listed in directories and listings of student data which may include the student's name, address, telephone number, date, and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or field address, dates of field experience, and other similar information. A student may inform the College in writing that any or all public information may not be released without prior consent. The College reserves the right to indicate to potential inquirers whether or not a student is currently enrolled and/or the date of attendance. In the case of telephone requests for information, the College will

identify the names of current students or graduates and release the dates of attendance and the major field of study.

- (b) To the students themselves.
- (c) To parents or a financial institution as defined in Section 152 of the Internal Revenue Code of 1970.
- (d) To authorized College personnel (administrative officers, faculty, or their designees) who have legitimate educational research or performance of other duties promoting necessary functions and management of the College as approved by the records access control officer.
- (e) To a third party agency as expressly designated in writing by the student.
- (f) To other agencies as required by court subpoena.
- (g) In a situation of emergency in which the knowledge of confidential student information is necessary to protect the immediate health or safety of a student or other persons.

In cooperation with the State Council of Higher Education in Virginia and its efforts to support assessment, Longwood College will provide student transcripts to any public high school or community college in Virginia which the student has previously attended or to any agency charged with the responsibility for collecting and/or analyzing data for the purpose of educational assessment for such a unit. The receiving agency will be charged with responsibility for protecting the student's right to privacy and for appropriate disposition of the records.

Student access to all personal records shall be permitted within 45 days of a written request, during normal office hours. All records shall be available and in a form comprehensible to the student except for:

- (a) Medical records which, upon written authorization, shall be submitted to a psychologist or physician designated by the student.
- (b) Confidential financial statements and records of parents as excluded by law.
- (c) Third party confidential recommendations when such access has been waived by the student. Where a waiver has been given, parents as well as students are excluded from viewing such confidential information.

The College shall provide an opportunity, during normal office hours, for a student in person, a student accompanied by a person of his or her choosing, or by mail with proper identification, to challenge the existence of information believed to be inaccurate, incomplete, inappropriate, or misleading. All personal data challenged by a student shall be investigated by College officials, following established channels. Completion of an investigation shall result in the following actions:

- (a) If the College concurs with the challenge, student records shall be amended or purged as appropriate; and all previous record recipients shall be so notified by the College.
- (b) If the investigation fails to resolve the dispute, the student shall be permitted to file a statement of not more than 200 words setting forth his or her position, copies of which will be supplied at the student's expense, to both previous and subsequent recipients of the record in question.
- (c) If a student wishes to make an appeal of the decision, he may do so in writing to the President of the College.

The names, dates of access and purposes of all persons or agencies other than appropriate Longwood College personnel given access to student's personal records shall be recorded and maintained. Student records are retained by the College for at least one year after completion of work at the College. Permanent academic records from which transcripts are derived are maintained indefinitely. A student may request and receive information concerning the record of access to his personal information file.

Parental Access to Grades

Longwood assumes all undergraduate students to be financially dependent on their parents; therefore, parents have access to student grades, schedules, transcripts, housing records, and directory information. Grade reports will be mailed to students at their permanent (home) address. Duplicate sets of grades can be made available *on request* and mailed to parents.

A student who wishes to be treated as financially independent must apply for independent status by completing and filing the appropriate form with the Registrar. Upon approval, the student's grades and records will be available only to him or her.

Parents of students who have declared themselves to be financially independent may gain

access to student records and grades only by demonstrating to the College that the student is considered a dependent under the IRS code.

All graduate and non-traditional students will be treated as financially independent. Non-traditional students are 24 years or older and do not reside on campus.

Release of Transcripts

In order for a transcript of a student's academic record to be released to a third party, the Registrar's Office must receive a request *in writing* from the student [see (e) of "Longwood College Policy on Student Records"].

The only circumstances in which a student's transcripts are released in the absence of a written authorization are those specific exceptions stated in the preceding policy on student records.

Statement of General Transfer Policy

In general, credits are accepted from institutions that are accredited by the appropriate regional accreditation agency provided such credits carry a grade of "C" or better and are comparable to courses offered at Longwood (see exceptions listed in "Specific Policies"). Transfer of credit does not necessarily imply applicability to specific degree requirements.

Additional Transfer Policy With Special Reference To The Virginia Community College System

A student who has earned an Associate in Arts and Sciences degree (AA&S) in the Virginia Community College System (VCCS) and whose associate's degree represents a university parallel curriculum, is considered to have satisfied the College's General Education requirements. Even though all General Education requirements may have been met, transfer students still must meet all major and degree requirements. (See "Specific Policies.")

All other associate degrees will be examined individually for satisfaction of General Education credits.

Specific Policies for Transfer of Credits

1. Students wishing to transfer VCCS "General Usage Courses" (such as cooperative education, seminar and project, and supervised study) may have to provide a college evaluator with additional information about the specific content of such courses.
2. No transfer credit is allowed for developmental work, orientation courses, or grades less than "C".
3. Two courses with essentially the same content cannot both be counted toward the same degree.
4. Substitution for a one-semester course for students transferring into Longwood can sometimes be made by a VCCS one-quarter course—especially outside the major field.
5. Hours or fractions in excess of those carried by Longwood courses for which substitution is made are counted as free electives. Hours or fractions waived in accepting course substitutions must be made up by elective credits to meet the total semester hour requirements for a degree.

The cumulative grade point average of each student will be calculated only on work taken at Longwood. Transfer credit accepted from other institutions will be used to reduce the number of credits required for graduation, but will not enter into the calculation of the grade point average.

Additional Transfer Policy for Longwood Students Taking Courses for Credit at Other Institutions

Any regularly enrolled undergraduate who wishes to take work at another institution to transfer to Longwood should secure permission from his/her Dean, prior to enrolling in such courses. Upon completion of work, official transcripts must be sent from the host institution to his/her Dean.

Correspondence Courses

Not more than fourteen semester hours of correspondence course credit may be credited toward a degree. *WARNING: Correspondence courses should not be started after the beginning of the senior year, and should be completed and documented by no later than April 15 of the senior year, since failure to complete correspondence work is a frequent cause of failure to meet graduation requirements.* The College does not accept, on transfer, credits earned through correspondence courses in the natural and physical sciences and certain other subjects. Students must obtain approval to include in the degree program correspondence and extension courses prior to enrolling in them. Otherwise, the College can assume no responsibility for accepting such grades on transfer.

The College cannot grant a student permission to enroll in a correspondence course until after the student has attended this institution for at least one full summer session or a semester.

When a student is enrolled in the College and also enrolls in a correspondence course, the credit to be earned in the course will be counted in the total load of work that the student is permitted to carry.

International Studies Program

John F. Reynolds, Director

Longwood offers an International Studies Program for those who wish to devote a part of their education to learning about societies other than their own; it aims to give the interested student an opportunity to supplement his/her academic major with a concentration of studies which will enhance an understanding of the larger world in which we must live and work.

Students can minor in International Studies through a combination of courses in modern languages, history, geography, and political science.

See page 112 for more information.

Army ROTC

Army ROTC is available at Longwood for those students who are interested in exploring the possibility of earning a commission as an Army officer during their college years. The 100 and 200 level courses offered during the freshman and sophomore years serve two purposes: (1) they allow students to determine whether serving their country as Army officers will support their goals without making a military commitment, and (2) successful completion of these courses (if otherwise qualified) allows the student to enter the Advanced ROTC Program. Upon enrollment in the Advanced ROTC Program, the student must make a commitment to serve in the Army, and will receive a *\$2,000 grant paid during his/her enrollment in the Advanced ROTC Program*. The student is commissioned as a 2nd Lieutenant in the U.S. Army, U.S. Reserves, or the National Guard upon completing the Advanced ROTC Program and the requirements for graduation. Credit hours earned in any ROTC course apply toward the general elective credits required for graduation.

HONORS PROGRAMS

The Longwood Honors Program

Sandra J. Breil, Director

In the fall semester of 1983 Longwood College initiated an Honors Program in Arts and Sciences. The emphasis in any course designated as "honors" is on teaching students to articulate an understanding of a given field rather than merely to accumulate facts, to relate one field of knowledge to another, and to think independently. While the program may be especially attractive to those students majoring in one of the arts or sciences, it provides outstanding students in all disciplines with educational advantages. Classes are smaller than usual. They require substantial reading, and will provide students with the opportunity to express their ideas orally and in writing. Five or six honors courses are taught each semester.

Honors work is offered in the traditional arts and sciences taught at the College: Anthropology, Art, Biology, Chemistry, Computer Science, Dramatic Arts, English, French, Geography, German, History, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Sociology, and Spanish.

Some honors courses are sections of courses required for general education; others are especially created for honors students and may be team-taught and interdisciplinary in nature.

In addition to taking honors courses, students enrolled in the Longwood Honors Program will be invited to participate in extracurricular activities such as small group discussions with visiting lecturers, museum expeditions, dinners with faculty, and other special events.

Admission to the program will be open to any entering freshman with a combined SAT score of 1050 and a high school GPA of 3.00 or better, or to any current Longwood student with a grade point average of 3.25. To remain in the Longwood Honors Program a student must maintain an average of 3.25 in all honors courses and an overall GPA of 3.25, both to be computed at the end of each year. Successful completion of one modern language course at the 201-level and of eight honors courses, three of which must be at the 300-level or above, will entitle a student to be graduated with honors. Any Longwood student who meets the qualifications for admission to the Honors Program but who does not wish to take a full range of honors work may register for one or more classes.

Senior Honors Research Program

The honors program was inaugurated by the College in 1930 and modified in 1983; it enables capable students to study intensively a subject of their choice, thereby becoming acquainted with methods of research, organization of materials, and the presentation of results in a scholarly manner. Such intensive study stimulates initiative, resourcefulness, and original thought. Students in all departments are eligible to participate in this program. The program is administered by the Senior Honors Research Committee. Under this plan, the student is directed in creative research by an instructor who has specialized in the field and who acts as sponsor. The student enrolls in Honors Research 498 and 499, thereby gaining 6 credits toward graduation.

Senior Honors Research Program Procedures

1. A junior or senior who has a minimum grade point average of 2.7, with a 3.0 in his/her major, may enroll in Honors Research 498 after receiving permission from his/her sponsor, department chair and the Senior Honors Research Committee prior to the Registrar's deadline for adding courses after the semester begins.
2. To receive this permission, students must submit a written proposal stating their thesis, the method and scope of research and a preliminary bibliography. Students are encouraged to submit sufficient copies of their proposal early in the semester prior to their beginning honors work. These copies shall be submitted to the chairman of the Senior Honors Research Committee. After submitting the proposal, students must meet jointly with their department chair, sponsor, and the Senior Honors Research Committee to discuss their proposal.
3. If the proposal has been accepted, the student will enroll in Honors Research 498 and an examining committee to be composed of three members (excluding the sponsor) proposed by the sponsor and approved by the department chair and the Senior Honors Research Committee is to be assigned. The members of this committee will be available for consultation.
4. With the consent of his/her advisor, the student may register for Honors Research 499.
5. The student shall follow an accepted style sheet. Four copies of the paper shall be submitted to the Senior Honors Research Committee prior to the examination. Two of these copies will be retained in the library and the other two will be returned to the student.
6. An oral examination will be administered by the examining committee. A member of the Senior Honors Research Committee will be present and will report the recommendations of the examining committee to the Senior Honors Research Committee for final approval. The approval of at least two members of the examining committee is necessary for the granting of honors. The Examining Committee should be convened at least three weeks prior to commencement. The Registrar must be notified no later than two weeks before graduation that a student has completed the necessary work to be awarded honors. Candidates should submit copies to the Examining Committee at least one week prior to the scheduled oral examination.
7. Students who complete Honors Research 498, 499 with a grade of "A" or "B", who have maintained the grade point average indicated above, and who have passed an oral examination in their research topic, and who have met any other requirements which their major department may require for graduation, will be graduated with honors in their major field.

Graduate Program

Vera G. Williams, *Director*

(See *Graduate Catalog* for further details)

Graduate Program

Longwood College offers a Graduate Program leading to the degrees of Master of Science in Education and a Master of Arts in English. In Education, areas of specialization include: administration, supervision, elementary curriculum specialist, secondary curriculum specialist (including English, Modern Languages), Curriculum Specialist/Learning Disabilities, Curriculum Specialist/Physical Education, Curriculum Specialist/Media/School Librarian, Guidance and Counseling, Community and College Counseling and Reading.

A senior at Longwood College may take up to six hours of graduate credit beyond the undergraduate degree requirements. Such credit may be earned only in 500-level courses and, if it meets course requirements for the degree, may be counted toward a master's degree. No graduate credit is given unless a formal application has been approved by the Graduate Director prior to the completion of the course.

A student who holds a baccalaureate degree from an accredited institution may apply for admission to graduate study. Applications for graduate study are reviewed by the Graduate Committee monthly. The Director of the Graduate Program will notify the applicants, in writing, of the Graduate Committee's action. An applicant may request a review of his/her records at other times by writing the Director of the Graduate Program.

For further information regarding admission to the Graduate Program, contact the Director of Admissions, Longwood College. Specific requirements for admission are outlined in the *Graduate Catalog*.



Author Tom Wolfe talks with English majors at Longwood.



Academic Programs of Study

Longwood College awards the Bachelor of Arts, the Bachelor of Science, the Bachelor of Science in Business Administration, the Bachelor of Music, the Bachelor of Fine Arts and the Bachelor of General Studies to successful undergraduate students. (A minimum of 126 semester hours is required for graduation in each of the programs; students in programs which require field experience must complete 128 hours for graduation.)

Majors

In order to earn a degree from Longwood College, each student must pursue and complete a concentrated course of study in a major area. These requirements must be met in addition to the completion of the general education requirements. At the undergraduate level, Longwood offers majors in 19 fields of study. Detailed requirements for each major program are listed with the appropriate department. The programs of major study, with the degree options for each, are as follows:

Major	Degree Options
Anthropology	B.S.
Biology	B.A., B.S.
Business Administration	B.S.B.A.
Chemistry	B.A., B.S.
English	B.A., B.S.
General Studies	B.G.S.
Health and Physical Education	B.S.
History	B.A., B.S.
Mathematics	B.A., B.S.
Modern Languages	B.A.
Physics	B.A., B.S.
Physics (Pre-Engineering)	B.A., B.S.
Political Science	B.A., B.S.
Psychology	B.S.
Psychology/Special Education	B.A., B.S./M.Ed.
Social Work	B.A., B.S.
Sociology	B.A., B.S.
Speech/Language Pathology and Audiology	B.A., B.S.
Therapeutic Recreation	B.S.
Visual and Performing Arts	B.A., B.S., B.M., B.F.A.

Minors

Anthropology	Dance	Mathematics
Art History	Earth Science	Modern Language
Art, General	Economics	Music
Biology	English	Philosophy
Business Administration	Geography	Physics
Chemistry	History	Political Science
Coaching	International Studies	Psychology
Communications	Journalism	Sociology
Computer Science	Library Science	Speech

Cooperative Program in Pre-Engineering

Longwood has cooperative programs with Old Dominion University and the Georgia Institute of Technology which make it possible for students to earn either a B.S. or B.A. degree in physics from Longwood and a B.S. degree in engineering from ODU or Georgia Tech.

In addition, Longwood has cooperative "Physicists to Masters in Electrical Engineering, Nuclear Engineering, and Engineering Physics" programs with the University of Virginia. These programs make it possible for a student to earn a B.S. or B.A. degree in physics from Longwood and a Masters Degree in Electrical Engineering, Nuclear Engineering, or Engineering Physics from U.Va.

Pre-Professional Preparation for The Medical Sciences

This curriculum prepares students for admission to accredited schools of medicine, dentistry, nursing, medical technology, dental hygiene, physical therapy, occupational therapy, pharmacy, and medical record administration. Pre-professional advisors at Longwood will assist the student in selecting the appropriate courses to meet the admission requirements for any health related program.

Longwood also offers several programs in cooperation with other institutions in Virginia. Students majoring in medical technology spend the first three years at Longwood completing the appropriate pre-professional course work. The fourth year is spent in professional training at an affiliated hospital. Upon successful completion of the senior year training, the student is awarded a B.S. degree in biology with a concentration in Medical Technology from Longwood College.

Completion of the requirements of the Longwood pre-professional curriculum does not guarantee admission to the professional program. Admission to all professional programs is competitive. Admission is based on the student's performance during the pre-professional period, personal recommendations, related work experience, and a personal interview.

Hampden-Sydney Courses

The variety of courses available to Longwood students has been increased by a cooperative arrangement with Hampden-Sydney College. Under the terms of the arrangement, full-time students at either institution may enroll for courses at the other institution without added expense. Students desiring to take advantage of this program must secure approval from their major advisors and register through the Longwood Registrar's office which will make the necessary arrangements with Hampden-Sydney.



Academic Requirements

Graduation Requirements

The College awards the bachelor's degree to students who have fulfilled the following requirements:

1. Completion of all study required in one of the six degree programs offered. (Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, Bachelor of Science in Business Administration, Bachelor of Music, or Bachelor of General Studies).
2. Completion of one hundred twenty-six (126) semester hours of credit for graduation in major programs that do not require field experiences, or one hundred and twenty-eight (128) semester hours of credit for graduation in major programs that do require field experiences.
3. A minimum average of "C" (grade point average of 2.0) on all work taken at the College and a minimum average of "C" (grade point average of 2.0) in those courses constituting the major subjects or field. By definition, the major subject or field consists of all courses listed as "major requirements" in the major program curriculum plus all additional courses taken in the same discipline as the major except those courses which may be specifically excluded by the major department.

A Freshman Year Requirement

The Longwood Seminar (LSEM 100, 1 credit) is required for all entering freshman and transfer students at the freshman level who have not taken a similar course. It is an introduction to the goals of a college education, the skills and knowledge needed for college involvement and success, and the programs and facilities of Longwood College.

General Education Requirements

The purpose of the General Education Program of Longwood College is the development of disciplined, informed, and creative minds. The program is defined by ten goals (see the General Education section of the Catalog on pages 49-51 for a complete description of this program). **Students may choose among the core courses listed for each goal. Each of the courses listed under each goal has been specially designed to address that goal. Courses used by the student to satisfy general education requirements may not be used to satisfy major program requirements. The Dean may authorize an exemption for any goal when a student, due to major requirements, must take at least two courses listed for that goal. A total of 33 hours of core courses is required for the General Education Program.**

Additional Requirements for Specific Degrees

In addition to the 33 hours of core courses required for the General Education Program, students must fulfill the following requirements for specific degrees:

1. Bachelor of Arts Degree and Bachelor of Fine Arts Degree

Modern Language (3 credits) -- at the 202 level or above

Humanities (6 credits) -- in at least two disciplines and not in the discipline of the major

2. Bachelor of Science Degree and
Bachelor of Science in Business Administration Degree

Mathematics (3 credits)

Social Science (3 credits)

Natural Science (4 credits)

3. Bachelor of Music Degree

Humanities (9 credits) -- not in the discipline of the major

4. Bachelor of General Studies

See the General Studies section of this Catalog (page 108) for a complete description of this program.

The following disciplines fall within the categories of “Humanities” and “Social Sciences”:

Humanities

Art
Music
Theatre
Dance
Foreign Language
Literature
Philosophy
Religion
Speech

Social Sciences

Anthropology
Economics
Geography
History
Political Science
Psychology
Sociology

Major Program Requirements

The specific major requirements of individual disciplines are listed separately in the Academic Programs section of this catalog. A few majors require a general education core course as part of their major program; in those cases, that core course satisfies a major program requirement and cannot be used to satisfy a general education requirement. The Dean may authorize an exemption for any general education goal when a student, due to major requirements, must take at least two courses listed for that goal.

Other Graduation Requirements

1. Demonstrated swimming proficiency. Students may pass the College swimming test or pass a swimming course to fulfill this requirement.
2. Removal of any communication condition.
3. A minimum of 30 credit hours at the upper level at Longwood.
4. Not more than fourteen hours of credit by correspondence.
5. Approval of the individual by the general faculty as a candidate for graduation.
6. A formal Application for Graduation. This application for graduation must be filed with the Registrar at least one full year prior to the date of graduation.

Responsibility

It is solely the responsibility of the candidate for graduation to meet all of the above requirements, including the completion of 126 or 128 semester hours of work, whichever is appropriate.

Graduation

Only those students who have completed the degree requirements established by Longwood College will participate in graduation ceremonies. Graduating students will receive their diplomas on the day of Commencement.

General Education

General Education Requirements: Goals and Core Courses

The purpose of the General Education Program of Longwood College is the development of disciplined, informed, and creative minds. The program is defined by the following ten goals. **Students may choose among the core courses listed for each goal. Each of the courses listed under each goal has been specifically designed to address that goal. Courses used by the student to satisfy general education requirements may not be used to satisfy major program requirements. The Dean may authorize an exemption for any goal when a student, due to major requirements, must take at least two courses listed for that goal.** A total of 33 hours of core courses is required for the General Education Program. Complete course descriptions can be found in the Academic Programs section of this Catalog; the appropriate page numbers are listed following the course titles below.

GOAL 1. The ability to write and speak logically, clearly, precisely, and the ability, through accurate reading and listening, to acquire, organize, present, and document information and ideas. (six credits)

English 100
English 101

Rhetoric and Research (see page 125 for course description)
Composition and Literary Analysis (see page 125)

GOAL 2. An understanding of our cultural heritage as expressed in artistic achievements and an understanding of the contribution of the creative process to the life of the individual and to society. (four credits)

Art 120
Art 130
Art 160
Dance 267
Music 123
Music 236
Music 237
Theatre 101

Foundations of Contemporary Design (see page 117)
Drawing (see page 117)
Introduction to the Visual Arts (see page 117)
Historical Perspectives of Dance (see page 93)
The Appreciation of Music (see page 160)
Music and the Arts (see page 160)
Jazz, Folk, Rock, and the Music of Broadway (see page 160)
Introduction to the Theatre (see page 208)

NOTE: The Art, Dance, and Theatre courses listed above are 4 credit courses. The Music courses are 3 credit courses. Students taking one of the Music courses must also take an additional 1 credit in one of the following: Music Ensembles (Music 201-212), Group Piano (Music 169), Voice (for non-majors: Music 181), any one credit Applied Music course, or Musical Activities (Music 124). Music 124 must be taken after Music 123, Music 236, or Music 237.

GOAL 3. An understanding of our cultural heritage as revealed in literature, its movements and traditions, through reading, understanding, and analyzing the major works that have shaped our thinking and provide a record of human experience. (three credits)

English 201
English 202
English 203
Theatre 204

Western Literature (see page 125)
British Literature (see page 125)
American Literature (see page 125)
Introduction to Western Dramatic Literature:
The Greeks to the 20th Century (see page 208)

NOTE: English 101 is a prerequisite for these four courses.

GOAL 4. An understanding of mathematical thought and the ability to conceptualize and apply mathematical logic to problem solving; the ability to use computers for acquiring, processing, and analyzing information. (three credits at a commonly agreed upon skills level comparable to college algebra)

Computer Science 205	Introduction to Programming (see page 154)
Mathematics 121	Functions and Graphs (see page 150)
Mathematics 171	Statistical Decision Making (see page 150)

NOTE: Students who complete Calculus (Mathematics 261) are exempted from this goal.

GOAL 5. The application of the methods of science to the acquisition of knowledge, and an appreciation of the major contributions of science to our cultural heritage and to the solution of contemporary problems. (four credits)

Biology 101	Biological Concepts (see page 167)
Chemistry 101	General Chemistry (see page 172)
Earth Science 102	Earth Science (see page 174)
Physics 101	General Physics (see page 179)

GOAL 6. An understanding of the foundations and history of western civilization, of the past as a mode for understanding the present. (three credits)

History 100	Foundations of Western Civilization (see page 140)
History 110	Modern Western Civilization (see page 140)

GOAL 7. An understanding of other cultures and societies. (three credits)

Anthropology 101	Introduction to Anthropology (see page 203)
Geography 201	Basic Elements of Geography (see page 176)
Health 210	World Health Issues (see page 94)
History 200	History of China (see page 140)
Modern Language 101	Introduction to Japanese (see page 135)
Philosophy 242	World Religions (see page 128)

GOAL 8. An understanding of the forces shaping contemporary society as revealed in the social sciences. (three credits)

Anthropology 106	Introduction to Women's Studies (see page 203)
Economics 111	Economics of Social Choice (see page 65)
History 120	The American Experience (see page 140)
Political Science 150	American Government and Politics (see page 145)
Psychology 101	Psychology and Life (see page 191)
Sociology 101	Principles of Sociology (see page 199)
Sociology 102	Contemporary Social Problems (see page 199)

GOAL 9. An understanding of issues dealing with physical and mental well-being, with opportunities for physical activity. (three credits)

Physical Education 101	Total Fitness through Exercise (see page 95)
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NOTE: Students may choose one of the following eight sections of this 2 credit course: Total Fitness through (1) Aerobic Exercise, (2) Aerobic Dance, (3) Cycling, (4) Multiple Activities, (5) Swimming, (6) Water Aerobics, (7) Weight Training, or (8) Total Fitness

for the Overweight. Additionally, students must choose one 1 credit sports activity course from the list in the Physical Education section of this Catalog (see pages 95-97).

GOAL 10. The ability to make informed, ethical choices and decisions, and to weigh the consequences of those choices. (junior or senior course of at least one credit departmentally designated or developed)

Philosophy 306

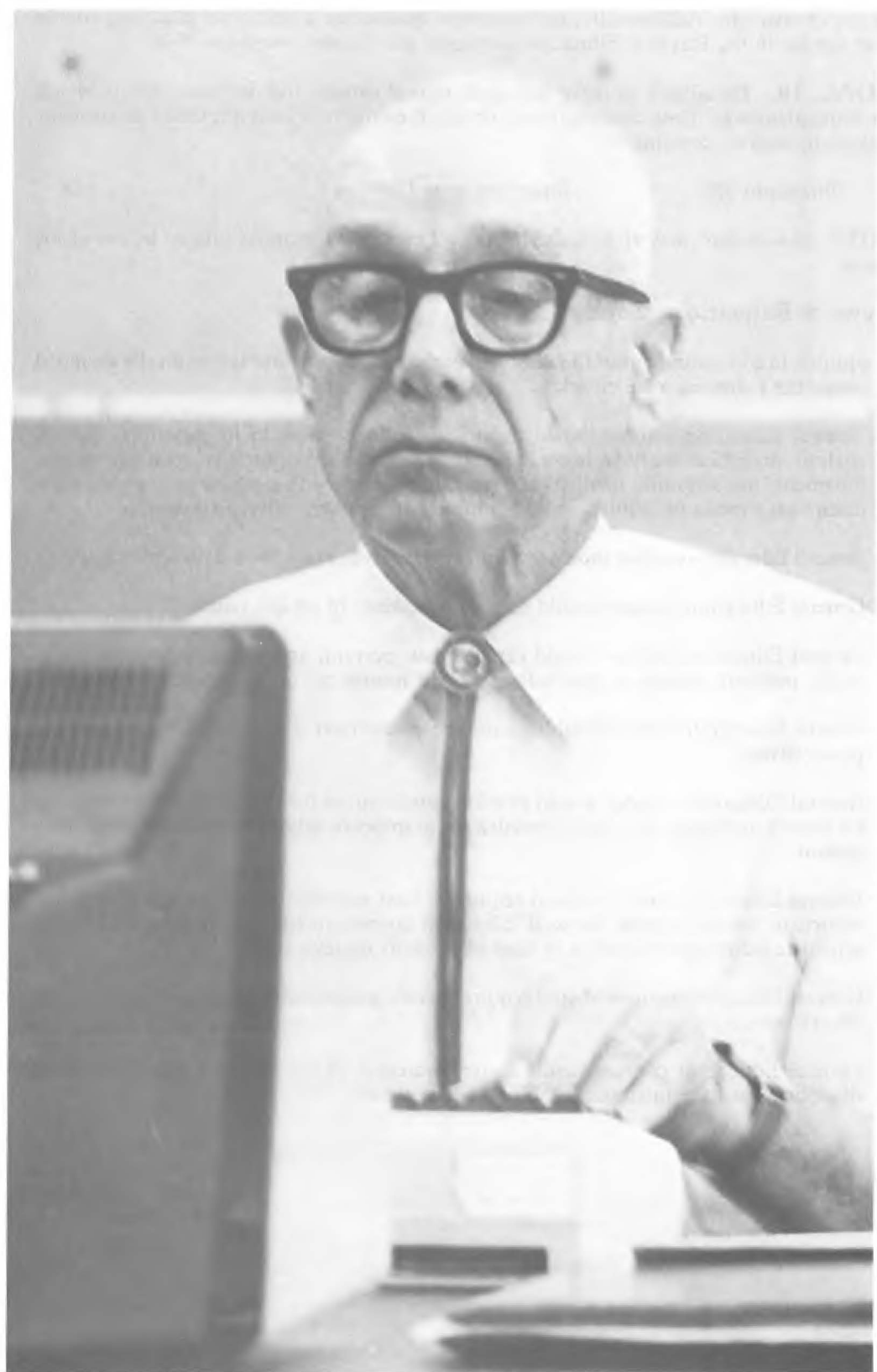
Ethics (see page 128)

NOTE: The student may also choose to take a 1 credit ethics course offered by her or his major.

General Education: Course Criteria

In addition to addressing one of the above ten goals, each core course is specifically designed to satisfy the following nine criteria:

1. General Education courses should teach a disciplinary mode of inquiry (e.g., literary analysis, statistical analysis, historical interpretation, philosophical reasoning, aesthetic judgment, the scientific method) and provide students with practice in applying their disciplinary mode of inquiry, critical thinking, or problem solving strategies.
2. General Education courses should introduce creativity as a process and present examples.
3. General Education courses should consider questions of ethical values.
4. General Education courses should explore past, current, and future implications (e.g. social, political, economic, psychological or philosophical) of disciplinary knowledge.
5. General Education courses should encourage consideration of course content from diverse perspectives.
6. General Education courses should provide opportunities for students to use computers for word processing, data base, spreadsheet, graphics or other ways of organizing information.
7. General Education courses should require at least one substantive written paper, oral report, or course journal. General Education courses should also require students to articulate information or ideas in their own words on tests and exams.
8. General Education courses should require specific assignments which necessitate use of library resources.
9. General Education courses should foster awareness of the common elements among disciplines and the interconnectedness of disciplines.



Continuing Studies

Patricia D. Lust, *Dean*
Sharon Grigg, *Secretary*

The mission of Continuing Studies is to further the community service goals of Longwood by providing educational opportunities, both credit and noncredit, to persons of all ages in Southside Virginia. Continuing Studies provides college-level experiences, through off campus and summer programs, which lead to 1.) graduate degrees in Education and English, 2.) teacher recertification, 3.) professional advancement, 4.) Bachelor of General Studies, 5.) Bachelor of Science in Business Administration in Management (off campus, only) and 6.) other programs as the need arises.

The Longwood Adult Basic Learning Center and the Southside Mathematics and Science Center, created in cooperation with the Superintendents of schools in Southside Virginia, provide unique educational opportunities to the region. Additional offerings include professional development seminars and conferences, avocational and leisure studies and children's programs. Continuing Studies represents Longwood as a general outreach arm of the college and serves as coordinator of community use of college facilities.

BACHELOR OF GENERAL STUDIES

The Bachelor of General Studies degree program is designed to offer an academically sound program which will provide an alternative to traditionally structured baccalaureate degrees. In acquiring credits, a student may proceed at his/her own pace and draw upon nontraditional modes of instructional delivery.

A student's program of study is a joint venture between the student and his/her academic advisor. The study core or concentration is developed with regard for the individual needs and interests of the student in cooperation with the expertise of the faculty advisor. The program includes no on-campus residence requirements and no time limits. Students must complete a minimum of thirty (30) semester hours of Longwood courses.

The program is open to adults whose life experiences will influence their successful progress as students. In order to be admitted fully to the BGS program a student must have completed at least six credit hours at Longwood with a minimum of 2.00 GPA (4.00 scale). A student may be fully accepted into the BGS only after a lapse of at least five years since acceptance into another degree program. See page 108 for a more detailed description of the program.



OTHER PROGRAMS

Off-Campus Programs

Most off-campus programs are designed to provide either graduate degree programs or special courses for teachers, and most courses are scheduled to meet at a public school or community college. Other offerings may include undergraduate classes in various subject areas.

Weekend Program

Upper level courses for the Bachelor of Science in Business Administration in Management are offered at selected off-campus sites on a compressed weekend schedule. Classes meet for two intensive weekends on Friday evening and all day Saturday and Sunday.

Summer Workshops

Summer workshops include primarily three credit graduate classes which are appropriate for teacher recertification. Most meet on campus for one or two weeks and have assignments to be completed prior to and/or after the class.

Nontraditional Studies

The BGS degree will be offered in the fall of 1989. The following options for earning credit outside the regular classroom are available: CLEP, experiential learning, correspondence and guided study.

Conferences

Many prestigious organizations, such as the Virginia Education Association, Girls' State, Virginia Department of Education, PTA, and the Virginia Police Academy, hold their summer training sessions and conferences at Longwood.

Community Programs

Longwood offers a variety of avocational and leisure study opportunities to the community. This program includes classes in fine arts, health and fitness, computers, special interest areas and classes for children.

Longwood Adult Basic Learning Center

The Longwood Adult Basic Learning Center provides resources, leadership and technical assistance to volunteer literacy programs and ABE programs in the surrounding counties. Training sessions are held on campus frequently.

Southside Mathematics and Science Center

The Southside Mathematics and Science Center is a cooperative program between Longwood and school systems of the region. Created to promote greater interest and involvement in mathematics and the sciences, the center sponsors enrichment programs for elementary and secondary students and teachers.

HALIFAX/SOUTH BOSTON

CONTINUING EDUCATION CENTER OF LONGWOOD

The mission of the Halifax County/South Boston Continuing Education Center of Longwood is to be innovative in the delivery of programs from Virginia's colleges, universities and state agencies in the following areas: post-secondary education classes and degree programs; continuing education courses for professionals; industrial and business training programs; satellite workshops and programs for civic and public organizations; adult literacy training; ABE; financial aid information for college studies; small business assistance service; and assisting in research and technology transfer for industry, education, and human resource development.

It is the goal of the Halifax County/South Boston Continuing Education Center to provide opportunities of learning for the people in the area so they can develop the skills and motivation necessary to compete in the global economy.

Academic Schools, Departments, and Programs

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School of Business and Economics

Joe Lavelly, *Dean*
Cathi West, *Executive Secretary*
Susan McGlamery, *Program Support Technician*
Room 114, Hiner Building

School of Business and Economics
Department of Accounting and
Management Information Systems
Department of Economics and Finance
Department of Management and Marketing
Department of Military Science

School of Business and Economics

Joe Lavelly, *Dean*

Cathi West, *Executive Secretary*

Susan McGlamery, *Program Support Technician*

The School of Business and Economics offers courses leading to the Bachelor of Science in Business Administration. The primary objective is to prepare students to be imaginative and responsible citizens and leaders in business and society.

In order for a student to enroll in a 200-level Business course, the student must have completed at least 24 hours of coursework and have attained at least a 1.75 overall GPA. A student who has completed at least 24 hours of coursework and whose overall GPA is between 1.5 and 1.75 may appeal in writing to the Appeals Committee of the School of Business and Economics to waive the GPA requirements.

A student may declare a major in Business Administration and enroll in upper division and core courses upon attaining a 2.0 overall GPA and completing all lower core courses. This requirement includes earning of a grade of C- or higher in Accounting 240 (Principles of Accounting I), Accounting 241 (Principles of Accounting II), Economics 211 (Principles of Economics (Macro Emphasis)), and Economics 212 (Principles of Economics (Micro Emphasis)). A student who has fulfilled the requirements for the lower division core courses and whose overall GPA is between 1.75 and 2.0 may appeal in writing to the Appeals Committee of the School of Business and Economics to waive the GPA requirement.

Every attempt has been made to state the major and minor requirements as clearly as possible. However, it is strongly recommended that each student maintain close communication with an academic advisor in order to plan a program best suited to the student's individual goals and needs. Faculty members will assist with program planning and with considering individual career goals and expectations.

- NOTES: (1) For the purpose of assessing the quality of the program, incoming freshmen and graduating seniors will be tested.
(2) The School of Business and Economics does not guarantee that all of the courses will be offered every year.

The program for a Bachelor of Science in Business Administration degree is structured progressively. A student in Business Administration must meet requirements in general education, lower core, upper core, and a chosen area of concentration.

The School of Business and Economics offers the Bachelor of Science in Business Administration with a Concentration in Management at the Halifax/South Boston Continuing Education Center of Longwood College at South Boston, Virginia.

Any student may choose to minor in Business Administration or Economics. Minors require successful completion of a twenty-one-credit-hour program.

BUSINESS MAJOR, B.S.B.A. DEGREE

A. General Education Core Requirements 33 credits

See General Education Requirements listed on pages 49-51.

B. Additional Degree Requirements 10 credits

Mathematics 181/ 3 credits

Economics 211 or 212/ 3 credits

Science/ 4 credits

C. Major Requirements 57 credits

All Business Administration majors are required to complete the courses listed in the Lower Core Curriculum and the Upper Core Curriculum.

***Lower Core Curriculum**

Accounting 240/3 credits
 Accounting 241/3 credits
 Business 170/3 credits
 Business 190/3 credits
 Business 275/3 credits
 Business 290/3 credits
 Business 291/3 credits
 Economics 211/3 credits
 Economics 212/3 credits

Upper Core Curriculum

Accounting 343 (Accounting majors, 342) 3 credits
 Business 390/ 3 credits
 Business 499/ 3 credits
 Economics 312/3 credits
 Finance 350/ 3 credits
 Management 360/3 credits
 Management 361/3 credits
 Management 362/3 credits
 Management Information Systems 370/3 credits
 Marketing 380/3 credits

* Students should note that the lower core curriculum courses are prerequisites for upper level (300 and 400 courses) offerings in the School of Business and Economics; they must demonstrate knowledge of foundation courses as a prerequisite for upper level courses.

E. Concentrations

In addition to completing the Upper and Lower Core Curriculums, each candidate for the B.S. in Business Administration degree shall satisfy the additional specific requirements of one of the following concentrations.

Accounting - 24 credits

Accounting 340/3 credits
 Accounting 341/3 credits
 Accounting 344/3 credits
 Accounting 345/3 credits

Accounting 440/3 credits
 Accounting 441/3 credits
 Accounting 442/3 credits
 Accounting 443/3 credits

Economics - 12 credits

Economics 310/3 credits
 Economics 311/3 credits
 Economics 313/3 credits
 Economics 410/3 credits

**Suggested Electives
 (select 1)**

Economics 316/3 credits
 Economics 414/3 credits
 Finance 451/3 credits
 Finance 452/3 credits

Finance - 15 credits

Finance 452/3 credits
 Finance 450/3 credits
 Finance 451/3 credits
 Two upper level business courses as approved by Advisor - 6 credits

Management - 15 credits

Finance 450/3 credits
 Management 465/3 credits
 Management 466/3 credits
 Management Information Systems 371/3 credits
 Marketing 482/3 credits

Management Information Systems - 18 credits

MIS 270/3 credits
MIS 271/3 credits
MIS 371/3 credits

MIS 372/3 credits
MIS 470/3 credits
MIS 471/3 credits

Marketing - 15 credits

Marketing 382/3 credits
Marketing 384/3 credits
Marketing 480/3 credits

Marketing 481/3 credits
Marketing 482/3 credits

MINORS

The School of Business and Economics also offers a minor in Business Administration and a minor in Economics. Students selecting one of these minors must complete the following requirements.

Business Administration

Accounting 240/3 credits
Accounting 241/3 credits
Economics 211/3 credits
Economics 212/3 credits
Finance 350/3 credits
Management 360/3 credits
Marketing 380/3 credits

Economics

Economics 211/3 credits
Economics 212/3 credits
Economics 311/3 credits
Economics 312/3 credits
Electives/9 credits



BUSINESS COURSES

Business 170. ESSENTIAL BUSINESS COMPUTER APPLICATIONS. Three important business-oriented computer tools: spreadsheets, data bases, and word processors. The course provides a solid foundation for the specialized use of these tools in upper-level courses within the School of Business and Economics. Prerequisites: Keyboarding skills. 3 credits.

Business 190. INTRODUCTION TO THE AMERICAN BUSINESS SYSTEM. Operations of the American Business System and its place in the economy. The course provides the basic understanding of the business world, philosophy, objectives, and general responsibilities to the environment, government, and society. 3 credits.

Business 250. PERSONAL FINANCE. Basic fundamentals in selected areas of personal finance; role of the individual as a consumer and as an investor. 3 credits.

Business 275. BUSINESS STATISTICS. An introductory course in statistics stressing managerial applications. Interpret and analyze business data for use in managerial decision making. Topics include descriptive statistics, probability sampling, estimation, hypothesis testing, and regression correlation analysis. 3 credits.

Business 290. LEGAL ENVIRONMENT. A survey of the legal environment in which business decisions are made. Law of contracts, commercial paper, bankruptcy, sales law, partnerships and corporations, and anti-trust laws. 3 credits.

Business 291. BUSINESS COMMUNICATIONS. Principles, practices, and mechanics of effective business letters and memoranda; basic principles and procedures of originating and disseminating reports; and principles and techniques of writing both

short and long reports will be emphasized. 3 credits.

Business 295. SPECIAL TOPICS. Selected Topics in Business. The topics may vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

Business 390. BUSINESS AND SOCIETY. Study of the interrelationships of government and society and their impact on business. Ethical application, social responsibility and government regulation of the business environment. 3 credits.

Business 490. INTERNSHIP. An on-the-job learning experience designed to apply business principles. See School Office for details. Prerequisites: 68 credits, cumulative GPA of 2.5 or greater, and permission of Coordinator. 1-8 credits.

Business 492. SMALL BUSINESS PROBLEM-SOLVING. Consult with and advise small business firms through the Small Business Development Center. See School Office for details. Prerequisites: 68 credits, cumulative GPA of 2.5 or greater, and permission of Coordinator. May receive credit a maximum of two times. 3 credits.

Business 495. SPECIAL TOPICS. Selected Topics in Business. The topics may vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

Business 498. ADVANCED BUSINESS TOPICS. An individually-designed course that allows the student to pursue advanced topics in specific business areas. Senior standing and permission of instructor required. 1-3 credits.

Business 499. BUSINESS POLICY. Integrates the various functional areas of business in terms of policy level decision making. The comprehensive case study method is used. Prerequisites: all other business administration core courses and senior standing. 3 credits.

Department of Accounting and Management Information Systems

William P. Brown, *Interim Chair*

A student seeking a concentration within the department takes courses which provide both technical instruction and a managerial perspective relevant to a career in accounting or in management information systems in the public or private sector. The Management Information Systems concentration is designed to prepare students to plan, design, and implement information systems in a computer environment. The Accounting concentration is designed to prepare students be professional accountants.

NOTES: A student who completes the requirements for a concentration in accounting is eligible to take the Virginia Certified Public Accountant examination.

Faculty

Accounting

William P. Brown, Ph.D., CPA, Associate Professor of Accounting
Sally W. Gilfillan, B.S.B.A., CPA, Instructor of Accounting
C. Kristine Harbour, M.B.A., CPA, Assistant Professor of Accounting
Reginald R. Yancey, J.D., CPA, Associate Professor of Business

Management Information Systems

Owen F. Fields, Ed.D., Associate Professor of Management Information Systems
William T. Harding, M.S., Assistant Professor of Management Information Systems



ACCOUNTING COURSES

Accounting 240. PRINCIPLES OF ACCOUNTING I. Theory of debits and credits; journalizing and posting. Use of special journals and ledgers. The trial balance, work sheet, business statements and adjusting and closing entries. 3 credits.

Accounting 241. PRINCIPLES OF ACCOUNTING II. Accounting for notes and interest; prepaid, unearned and accrued items; asset valuation; payroll and property taxes. Partnership and corporation accounts. Practice sets. Prerequisite: "C" or better in Accounting 240. 3 credits.

Accounting 340. INTERMEDIATE ACCOUNTING I. Review of the accounting cycle; development of Accounting principles; working capital; non-current assets; profit and loss measurement. 3 credits.

Accounting 341. INTERMEDIATE ACCOUNTING II. Continuation of Accounting; liability and equity accounts of the balance sheet; statement of cash flow; pensions; leases; income determination. 3 credits.

Accounting 342. COST ACCOUNTING. The study of basic cost accounting systems and concepts. Consideration of inventory costing, cost variance analysis, budgeting, and managerial decision making based on economic considerations. Prerequisite: "C" or better in Accounting 241, and Business 170. 3 credits.

Accounting 343. MANAGERIAL ACCOUNTING. Accounting concepts and techniques for managerial planning and control. Attention is given to budgeting, capital outlay decisions, evaluation of performance, and current and long-range planning. Prerequisite: "C" or better in Accounting 241, and Business 170. 3 credits.

Accounting 344. TAX ACCOUNTING I. A comprehensive study of income tax problems relating to individuals. These topics, among others, will be studied: income, exclusions, gain or loss on sales, exchange and involuntary conversions, deductions, exemptions and credits. Prerequisite: "C" or better in Accounting 241, and Business 170. 3 credits.

Accounting 345. TAX ACCOUNTING II. A comprehensive study of income tax problems relating to partnerships, corporations,

specially taxed corporations, estates and trusts. Prerequisite: "C" or better in Accounting 344 or permission of the instructor. 3 credits.

Accounting 440. ADVANCED ACCOUNTING. Accounting interpretation of selected problems in the organization, affiliation, consolidation, and liquidation of business firms; preparation of consolidated balance sheet and income and surplus statements. Prerequisite: "C" or better in Accounting 341. 3 credits.

Accounting 441. ACCOUNTING THEORY. A study of current issues in accounting, including generally accepted accounting principles, APB opinions, and FASB statements. Prerequisite: "C" or better in Accounting 341. 3 credits.

Accounting 442. AUDITING. Examines auditing standards, procedures, internal control, programs and reports to clients, ethics and legal liabilities. Prerequisite: "C" or better in Accounting 341. 3 credits.

Accounting 443. NON-PROFIT ACCOUNTING. Fund and budget accounting for governmental and nonprofit entities such as federal, state, and local governments and nonprofit, charitable, and educational institutions. Prerequisite: "C" or better in Accounting 241, and Business 170. 3 credits.

Accounting 449. ACCOUNTING SEMINAR. A study of selected problems in accounting including governmental, legal, cost, financial, tax, auditing, and current methods. Prerequisite: "C" or better in Accounting 341, 343, and 344; or permission of the instructor. 3 credits.

MANAGEMENT INFORMATION SYSTEMS COURSES

Management Information Systems 270. BEGINNING COBOL. An introduction to programming in a business oriented language (COBOL) with emphasis on commercial applications and elementary concepts of file processing. Prerequisites: Business 170. 3 credits.

Management Information Systems 271. ADVANCED COBOL. Advanced COBOL programming for business applications; table handling; sorting, and report generating

facilities of COBOL; processing of files on sequential and direct access storage devices. Prerequisite: Management Information Systems 270. 3 credits.

Management Information Systems 370. MANAGEMENT INFORMATION SYSTEMS. A general overview of information systems. Planning, designing and implementing a MIS system. Emphasis is on application of the systems. 3 credits.

Management Information Systems 371. INTRODUCTION TO SYSTEMS ANALYSIS. Development of a Data Processing System from the analysis of present information flow, system specifications and equipment selection to implementation. Emphasis is on the development of systems. Prerequisite: Management Information Systems 370. 3 credits.

Management Information Systems 372. DATA COMMUNICATIONS NETWORKS. Basic components and architecture of a data communications network in a business environment. Basic understanding of communications concepts, network components, network strategies/types, network architecture, planning/design/security considerations, evaluation/performance criteria, and management/control requirements. Prerequisite:

Management Information Systems 271 and 370. 3 credits.

Management Information Systems 470. SYSTEMS ANALYSIS AND DESIGN. Data organization and physical storage devices, data base systems architecture, and design of a data base system. Prerequisites: Management Information Systems 271 and 371. 3 credits.

Management Information Systems 471. DATA BASE MANAGEMENT. Introduction to theory of data structure, implementation of data base models, and applications using a conventional data base system. Prerequisites: Management Information Systems 271 and 470. 3 credits.

Management Information Systems 472. DECISION SUPPORT SYSTEMS. A survey of decision support tools/techniques/systems and their use in the operation and management of a business enterprise. The course provides a basic understanding of the business world, management processes, the various categories of decision support tools/techniques/products/systems and their assimilation in a business environment. Prerequisites: Management Information Systems 271 and 370. 3 credits.



Department of Economics and Finance

Raymond T. Brastow, *Interim Chair*

Economics incorporates the study of the production, distribution, and consumption of goods and services in society. The economics concentration features a background in economic theory and advanced coursework in business and social applications of theory. The concentration is designed to prepare students for positions as economic analysts in business and government, and for advanced study in economics. In addition to the economics concentration within the business major, an economics minor is offered (see page 60) which is open to all students, including business majors.

The finance concentration is designed to prepare students for positions in financial management within financial, industrial, or governmental institutions. The concentration consists of courses in financial management, financial institutions, insurance, real estate, and investment portfolio management. With an advisor's approval, supporting or additional coursework can be taken in accounting or economics.

Faculty

Economics

Robert E. Berry, M.B.A., Assistant Professor of Business
 Raymond T. Brastow, Ph.D., Assistant Professor of Business
 Jay Dee Martin, Ph.D., Assistant Professor of Economics
 Sue O. Shaw, Ph.D., Associate Professor of Business

Finance

Ash I. Ghouse, M.B.A., Instructor of Business
 Joe Lavelly, Ph.D., Professor of Finance
 Wayne E. McWee, Ed. D., Associate Professor of Business

ECONOMICS COURSES

*General Education Course

**Economics 111. ECONOMICS OF SOCIAL CHOICE.* Analysis of the methods that societies have developed to make decisions concerning resource allocation and income distribution. While focusing on contemporary modes of economic analysis, the course also presents contemporary economic issues, compares alternative economic systems, discusses their political implications, and traces their philosophical heritage — primarily from 18th and 19th century European philosophies.

Economics 210. BASIC ECONOMICS. A concentrated study of economics principles with emphasis on economic analysis, macro theory, and current economic problems. 3 credits.

Economics 211. PRINCIPLES OF ECONOMICS (MACRO EMPHASIS). The fundamentals of economic analysis and theories, demand and supply considerations, national income accounting, fiscal and monetary policies and economic inflation, and full employment. 3 credits.

Economics 212. PRINCIPLES OF ECONOMICS (MICRO EMPHASIS). The fundamentals of economic analysis and theories, applied demand and supply mechanics, consumer and production theories, cost, price and output analysis, market models, resource allocations, theory of the firm, and current microeconomic problems. 3 credits.

Economics 295. SPECIAL TOPICS. Selected Topics in Economics. The topics may vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

Economics 310. COMPARATIVE ECONOMIC SYSTEMS. A critical study of capitalism, fascism, and socialism. 3 credits.

Economics 311. MONEY AND BANKING. The function of money; legal tender, and the relation of money and credit to prices; bank deposits; general economic activity; the American banking system from colonial times to present. Emphasis on monetary policy and the Federal Reserve System, international trade policy and problems of exchange. 3 credits.

Economics 312. MANAGERIAL ECONOMICS. Application of economic theory and methodology to business and management decision making. Applies the tools and techniques of economic analysis to analyze and solve managerial problems. Pragmatic and goal oriented including problems and short cases. 3 credits.

Economics 313. PUBLIC ECONOMICS. A study of the economic rationale for government intervention into a market economy and the economic effects of such government activities. How government expenditures and taxes affect the allocation and distribution of resources and products and their affect on unemployment and inflation. 3 credits.

Economics 315, 316. ECONOMIC HISTORY OF THE UNITED STATES. The economy of the United States from the Jamestown Colony to the present. The first semester covers the period from the Jamestown Colony through the Civil War Era. The second semester covers the period from Reconstruction to the present. 3 credits.

Economics 495. SPECIAL TOPICS. Selected Topics in Economics. The topics may vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

Economics 410, 411, 412, 413. ECONOMIC SEMINAR. Prerequisites: Economics 211, 212 and six other credits in Economics. Current problems are researched and reported by the students. Offered on demand. 3 credits.

Economics 414. QUANTITATIVE METHODS. Quantitative methods in the area of economics, business, and management

analysis and decision making. Quantitative techniques and analytical tools of mathematics and statistics. 3 credits.

FINANCE COURSES

Finance 350. PRINCIPLES OF FINANCE. Principles and practices of financial management within a business firm. Examines acquisition of funds, cash flow, financial analysis, capital budgeting, working capital requirements, and capital structure. 3 credits.

Finance 351. RISK MANAGEMENT. An introduction to the fundamentals of risk management. General understanding of the varied applications of the principles of insurance to situations involving risk. 3 credits.

Finance 450. FINANCIAL MANAGEMENT. Considerations, analyses and decisions pertinent to the financial management of a business firm. The course will make extensive use of cases. Prerequisite: Finance 350. 3 credits.

Finance 451. INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT. Characteristics and analysis of individual securities as well as the theory and practice of optimally combining securities into portfolio. Rigorous and practical, without being overly quantitative. Prerequisites: Finance 350, or permission of the instructor. 3 credits.

Finance 452. FINANCIAL INSTITUTIONS. Operations and management of commercial banks, savings and loan associations, consumer finance companies, and credit unions together with analysis of the instruments and procedures of consumer, business, and government borrowing. Prerequisite: Finance 350. 3 credits.

Finance 453. PRINCIPLES OF REAL ESTATE. Principles of ownership and transfer of real property interests; buying, selling, or leasing residential or investment real estate; and legal, economic, financial, and appraisal aspects of the subject matter. Prerequisite: Finance 350, or permission of the instructor. 3 credits.

Department of Management and Marketing

Thomas A. Dukes, *Chair*

The management concentration is designed to expose the student to managing human and physical resources in both the public and private sectors. Also, the concentration provides the student advanced study in each of the functional areas of business.

Marketing is defined by the American Marketing Association as "the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that will satisfy individual and organizational objectives." The marketing concentration prepares students for careers in this important functional area of business.

Halifax/South Boston Continuing Education Center of Longwood

In cooperation with the School of Business and Economics, the Continuing Studies Department of Longwood College, offers the Bachelor of Science in Business Administration Degree at the Halifax/South Boston Continuing Education Center. This degree program allows employed adults to earn their BSBA degree without leaving their locality or employment. The upper level core courses and the courses required in the management concentration are offered on a weekend format at the South Boston Continuing Education Center. Students who have completed their first two years of college and the Longwood General Education requirements may complete their BSBA degrees with two additional years of study through this program.

Faculty

Management

Melinda I. Fowlkes, M.B.A., Assistant Professor of Business
 Frances N. Hamlett, M.S., Associate Professor of Business
 W. J. Jacques, Jr., J.D., L.L.M., Associate Professor of Business
 Louis E. Lajaunie, M.B.A., Instructor of Management
 Julian E. O'Neal, M.B.A., Instructor of Business

Management (Halifax/South Boston Continuing Education Center of Longwood)

G. Dean Palmer, Ed.D., Professor of Business and Director

Marketing

Thomas A. Dukes, D.B.A., Associate Professor of Marketing
 G. Dean Palmer, Ed.D., Professor of Business
 Colin G. Steele, III, M.B.A., Instructor of Business

MANAGEMENT COURSES

Management 360. PRINCIPLES OF MANAGEMENT. Management fundamentals with emphasis on theories of management, the evolution of management thought, and the functions of management in organizational activity. 3 credits.

Management 361. OPERATIONS MANAGEMENT. Principles and practices related to production and service operations management, including product and service decision, process planning, plant location, facilities layout, scheduling, and associated analytical techniques. Prerequisite: Management 360. 3 credits.

Management 362. ORGANIZATIONAL BEHAVIOR. Structure and processes of organizations and the dynamics of behavior within organizations. Motivation, group behavior, managing conflict, leadership, communication, decision-making, career processes, and organizational change and development. Prerequisite: Management 360. 3 credits.

Management 461. ORGANIZATIONAL THEORY. Organization design and theory. Typologies; goals; effectiveness and efficiency; bureaucracy and other models; delegation and departmentalization; matrix and project organization; organization site; technology, complexity; vertical and horizontal differentiation; boundary spanning; and organization-environment relations. Prerequisite: Management 362. 3 credits.

Management 464. MANAGERIAL DECISION MAKING. Theory of decision making, rationality, individuals as decision makers, quantitative and qualitative techniques and case studies. 3 credits.

Management 465. HUMAN RESOURCE MANAGEMENT. Principles and problems with particular emphasis upon job analysis, recruitment, selection, training, transfer, promotion, dismissal of employees, employer-employee relationships, industrial unrest, fringe benefits, and recent trends in employment practices. Prerequisite: Management 360. 3 credits.

Management 466. INDUSTRIAL RELATIONS. The historical, legal, and institutional aspects of the American labor force

and its organizations; wage and employment theory; and the economic, social and public dimensions of collective bargaining. 3 credits.

MARKETING COURSES

Marketing 380. PRINCIPLES OF MARKETING. An introduction to the functions of marketing in our economy with particular attention to the influence of social, economic, ethical, legal, and technological forces on marketing activities. Problems and policies involved in the marketing of goods and services. 3 credits.

Marketing 382. PERSONAL SELLING/SALES MANAGEMENT. Fundamental principles of selling; the economic problems connected with personal selling; analysis of the product and market; the interview; and building good will. An analysis of the management function of administering an operating sales force. 3 credits.

Marketing 384. INTERNATIONAL MARKETING. Aspects involved in marketing products and services in the international market. Environment of multinational marketing; identifying global opportunities; multinational marketing planning; and formulating the multinational marketing program. Prerequisite: Marketing 380. 3 credits.

Marketing 480. ADVERTISING. Principles underlying advertising, economic and social aspects of advertising, policies and objectives, selection and use of various media, advertising organizations, campaigns, displays and copy. Prerequisite: Marketing 380.

Marketing 481. MARKETING RESEARCH. An introduction to market research as reflected in such specific areas as advertising, product, sales, promotion, and consumer research; student projects in planning and programming market research topic(s). Prerequisite: Marketing 380. 3 credits.

Marketing 482. MARKETING MANAGEMENT. Policy making and operating decisions of the marketing manager and tools available to aid in solving marketing problems. Prerequisites: Finance 350, Management 360, Marketing 380 and senior standing or permission of the instructor. 3 credits.

Department of Military Science

Captain Jayne A. Carson, Interim Chair
Dana Owen, *Secretary*

Army ROTC is a four-year or a two-year course of study, open to men and women, which may be taken by students concurrently with their regular work. Credits earned in Military Science are counted as elective hours and may be applied toward hours required to fulfill the graduate requirements for any degree.

Students enrolled in the Advanced Course receive a grant of \$2,000.00. Uniforms, books, and equipment for all courses are provided by the Army. Students may compete for ROTC scholarships that include all academic fees, tuition, books, supplies and equipment, plus a grant of up to \$3,000.00.

Hampden-Sydney students are encouraged to enroll in military science classes and are also eligible for scholarships. Classes can be taught at Hampden-Sydney if there is adequate demand.

MILITARY SCIENCE PROGRAM

Faculty

Jayne A. Carson, B.S., Assistant Professor of Military Science
Terry E. Ramsey, A.A., Instructor in Military Science
Gary Wittekind, B.S., Assistant Professor of Military Science

The Military Science program is divided into two phases: the Basic, 100-and 200-level courses, normally taken during the freshman and sophomore years; and the Advanced Course, 300-level courses, normally taken during the junior and senior years. Students enrolled in the Basic Course do not incur any military obligation and are not required to take the Advanced Course.

NOTE: Basic Course courses cannot be taken by juniors or seniors without permission from the Chair, Department of Military Science.



MILITARY SCIENCE

Military Science 101. INTRODUCTION TO THE MILITARY. A general introduction course which will broaden student knowledge of military structure and operation, customs and courtesies, rank structure, weaponry, threat structure and land navigation. No prerequisites. 2 credits.

Military Science 102. MILITARY HISTORY. A general introduction to the various interpretations of the causes and nature of conflict as expressed in war; the evolution of armed conflict from the earliest recorded times; the principles of war and their applications; and the influence of society, technology, and personal leadership on the conduct of war. Concentration on American military history from colonial times to the present. No prerequisites. 2 credits.

Military Science 103. MILITARY STRATEGY AND WORLD AFFAIRS. Introductory course that discusses U.S. and foreign interests throughout the world and the role nation's military forces play in implementing their country's foreign policy objectives. Includes a discussion of current U.S. and Soviet conventional/nuclear doctrine. No prerequisites. 3 credits.

Military Science 201. LEADERSHIP I. An introduction to the basic concepts and skills required to become an effective leader of small groups. The case study approach is emphasized in analyzing leadership in military, business and other situations. No prerequisites. 2 credits.

Military Science 202. LEADERSHIP II. An introduction to the concepts and skills required to effectively lead large groups and organizations. Emphasizes the case study approach of analyzing leadership in military, business and other environments. No prerequisites. 2 credits.

Military Science 205. ROTC BASIC SUMMER CAMP PRACTICUM. Six weeks of training at a military installation. Basic Camp graduates are qualified to enroll in Advanced

Course. Prerequisites: sophomore/rising juniors, must be approved by Military Science department chair. 6 credits (pass/fail).

Military Science 295. SPECIAL TOPICS. Selected Topics in Military Science. The topics may vary from semester to semester. May be repeated for credit when topics change. 2 credits.

Military Science 301. ADVANCED MILITARY SCIENCE I. Detailed reading of military maps and navigation on land utilizing a map and a compass. Prerequisites: successful completion of Basic Course and approval of department chair. 3 credits.

Military Science 302. ADVANCED MILITARY SCIENCE II. Group interactions and the role of the leader. Emphasis is on the twelve leadership dimensions. Prerequisites: successful completion of Basic Course, MS 301 and approval of department chair. 3 credits.

Military Science 303. ADVANCED MILITARY SCIENCE III. Command and staff operations and procedures, military briefings, and military correspondence are studied in detail. Prerequisites: MS 301 and 302. 3 credits.

Military Science 304. ADVANCED MILITARY SCIENCE IV. Study of military justice, the Law of Warfare, and professionalism and ethics. Prerequisites: MS 301, 302, 303 and approval of department chair. 3 credits.

Military Science 305. ROTC ADVANCED CAMP SUMMER PRACTICUM. Six weeks of intensive leadership application. Students are exposed to constant leadership situations requiring problem-solving and decision-making under physical and mental stress conditions. Prerequisites: MS 301 and 302. 3 credits.

Military Science 495. SPECIAL TOPICS. Selected Topics in Military Science. The topics may vary from semester to semester. May be repeated for credit when topics change. 3 credits.

The entire page is framed by a highly detailed, symmetrical Art Deco border. At the top, a central female face is flanked by two figures in classical-style robes. The sides of the border are decorated with vertical panels containing figures: on the left, a figure holding a book and another seated with a book; on the right, a figure holding a book and another seated with a book. The bottom of the border features a central medallion with a face, flanked by two figures in classical-style robes. The entire border is adorned with intricate scrollwork, floral motifs, and geometric patterns.

School of Education and Human Services

William E. Schall, *Dean*
Millie Muth, *Executive Secretary*
Room 144, Wynne Building

Department of Education, Special Education,
and Social Work
Department of Health, Physical Education,
and Recreation
Department of Library Science

Department of Education, Special Education, and Social Work

Robert D. Gibbons, *Chair*

Wynelle Fox, *Secretary*

Harriett Smith, *Secretary*

The Department of Education, Special Education and Social Work offers undergraduate majors in two fields: speech/language pathology and audiology, and social work. The Department offers a 40-credit program in elementary education (N, K-8) and a five-year psychology-special education program. Graduate programs are also available. Students interested in attending graduate school need to consult the *Graduate Bulletin of Longwood College*.

Admission Into the Teacher Education Program

In order to be admitted to the Longwood Teacher Education Program, a student must:

1. Have at least a 2.50 overall grade point average.
2. Submit two recommendations from Longwood professors or two letters from college professors if they are transfer students.
3. Demonstrate the physical and mental health necessary for the tasks associated with the teaching profession. Individuals who give evidence of disability must demonstrate compensatory or support skills.
4. Demonstrate competency in oral and written English. All candidates for teacher education programs must earn no less than a "C" in English 100 and English 101.

A committee composed of education faculty and faculty from other disciplines will review all applications. Applications will be available in the Office of the Coordinator of Student Teaching and Field Services and need to be completed by the student upon completion of 45 hours of college work. Graduates of community colleges need to apply during their first semester at Longwood.

Education 245, *Human Growth and Development*; Education 260, *Introduction to the Teaching Profession*; and Education 265, *Practicum in Education I*, may be taken prior to admission to the Teacher Education Program.

Admission Into the Student Teaching Program

1. The student must be a senior and shall have completed at least 90 semester hours of work.
2. The student must present evidence of the satisfactory completion of a broad background in general education.
3. The student must demonstrate adequate preparation in professional courses with a minimum grade of "C" on each course or a "C" average.

Art, Music, Physical Education and Special Education students must have an over-all grade point average of 2.50 and satisfactorily complete their major prerequisites prior to the Professional Semester. Specific requirements may be found in other sections of this catalog.

The secondary education major must have an over-all grade point average of 2.50 and satisfactorily complete Education 245, 260, 265 (or 370) and 455 prior to the Professional Semester. Specific requirements by each department may be found in other sections of this catalog.

The N, K-8 elementary education major must have an over-all grade point average of 2.50 and satisfactorily complete Education, 225, 245, 260, 265, 305 (or 370), 325, 429 and 453 prior to the Professional Semester.

4. Appeal

A student denied preliminary and/or final admission to a teacher education program may submit an appeal to an appeal board consisting of the Dean of the School of Education and Human Services, the Coordinator of Student Teaching and Field Services, the Chair

of the Department of Education, Special Education and Social Work, and the department Chair of the student's major.

5. **National Teacher's Examination and Certification**

All prospective teachers seeking initial certification in Virginia are required to take and submit PASSING scores on the NTE. Applicants must present PASSING test scores on all three Core Battery Tests AND one Specialty Area Test. The Communication Skills Test and the General Knowledge Test need to be taken no later than the spring semester of the sophomore year. Students should pass both of these tests before enrolling in the professional semester. The Professional Knowledge Test and the Specialty Area Test should be taken during the professional semester. Scores on all 4 tests must be sent to the Coordinator of Student Teaching and Field Services. These scores must be on file with the Coordinator before a recommendation for certification can be transmitted to the Virginia State Department of Education.

6. **Teacher Education Requirements for Secondary Majors.**

Applications for student teaching are available in the Office of the Coordinator of Student Teaching and Field Services. A student must apply at least **TWO** semesters prior to the proposed scheduling of the professional semester.

7. Longwood will recommend a student for a Virginia teaching certificate if the grade in student teaching is A, B, or C and grade point averages are 2.50 or higher.

ELEMENTARY EDUCATION PROGRAM

Faculty

Robert L. Banton, III, Ed.D., Professor of Education

R. Nels Beck, Ph.D., Associate Professor of Speech Pathology

Carolyn I. Cooper, Ed.D., Associate Professor of Guidance and Counseling

Jesse D. Dillon, Jr., Ed.D., Assistant Professor of Education and Director of
Student Teaching and Field Services

Robert D. Gibbons, Ed.D., Professor of Education and Chair

Ruth L. Meese, Ph.D., Assistant Professor of Special Education

Terry L. Overton, Ed.D., Assistant Professor of Special Education and Area Coordinator

Marilyn Osborn, Ed.S., Assistant Professor of Education and Director, Nursery School

Jung B. Ra, Ph.D., Professor of Education

William E. Schall, Ed.D., Professor of Education and Dean

Betty Jo Simmons, Ed.D., Assistant Professor of Education

Nancy H. Vick, Ed.D., Professor of Education

Vera G. Williams, Ed.D., Associate Professor of Education

Mary Stuart Woodburn, Ed.D., Professor of Education

ELEMENTARY EDUCATION PROGRAM

The Department of Education, Special Education, and Social Work offers a 40-credit program in elementary education. Students completing the program will be endorsed in Virginia to teach in nursery school and kindergarten through eighth grade (N, K-8).

Students need to select a major in one of the liberal arts or sciences at Longwood College. Requirements for each of these majors are listed elsewhere in the Catalog. By carefully planning each semester's course work, students can use their electives to meet the requirements of the 40-credit elementary education program. This is the same as a double-major, which many college students select. Depending upon the major selected, a student would receive a B.A. or B.S. degree as well as an endorsement to teach N, K-8 in Virginia.

Students will be assigned an advisor in the department in which the student is majoring and will also be assigned a professional advisor in the Department of Education, Special Education, and Social Work. Students need to declare their liberal arts or science major by the end of the sophomore year and must also inform the Registrar's Office that they will be double-majoring in elementary education.

The 40-credit program consists of the following courses:

FRESHMAN YEAR

Ed. 260: Introduction to the Teaching Profession	1
Ed. 245: Human Growth and Development	3

SOPHOMORE YEAR

Ed. 225: Language Arts in the Elementary School	3**
Ed. 325: The Developmental Teaching of Reading	3**
Ed. 265: Education Practicum I	3

**Must be taken during the same semester.

JUNIOR YEAR

Ed. 429: The Diagnostic Teaching of Reading	3
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Ed. 453: Principles of Elementary Education	3
Ed. 305: Practicum in Early Childhood OR	
Ed. 370: Practicum II	3

SENIOR YEAR

Professional Semester:	18
Ed. 400: Directed Student Teaching in the Elementary School	
Ed. 480: Measurement and Evaluation Module	
Ed. 484: Media and Computer Technology Module	
Ed. 488: Education Seminar	
Ed. 490: Classroom Management	
Ed. 491: Survey of Exceptional Children	

The department offers an additional 21 credit endorsement in N, K-12 Developmental Reading (in addition to the courses listed below, students must meet all of the elementary education requirements listed above before receiving this second endorsement):

The 21-credit program consists of the following courses:

SOPHOMORE/JUNIOR YEAR

English 380: Children's Literature	3
English 381: Literature of Young Adults .	3

Ed. 427: Practicum in Diagnosis and Remedial Techniques in Reading	6*
Ed. 431: Techniques in Diagnosis and Remedial Reading Methods	3*

JUNIOR YEAR

Ed. 425: Foundations of Reading	3
(Offered 1st semester only)	
Ed. 430: Teaching Reading in the Content Area	3
(Offered 2nd semester only)	

*Must be taken together in the summer. It is recommended that 427 and 431 be taken during the summer between the junior and seniors years.

SECONDARY EDUCATION PROGRAMS
Certification 8-12

Listed below are course requirements for students seeking certification to teach in grades 8 through 12.

For all Secondary Programs the following core of Education cores and field experience will apply:

EDUC 245	HUMAN GROWTH AND DEVELOPMENT	3
EDUC 260	INTRODUCTION TO THE TEACHING PROFESSION	1
EDUC 455	PRINCIPLES OF SECONDARY EDUCATION	3
EDUC 480	MEASUREMENT AND EVALUATION MODULE	1
EDUC 484	MEDIA AND COMPUTER TECHNOLOGY MODULE	2
EDUC 488	EDUCATION SEMINAR	1
EDUC 490	CLASSROOM MANMAGEMENT	2
EDUC 491	SURVEY OF THE EXCEPTIONAL CHILDREN	2

In addition, each liberal arts and science discipline may offer a course in specific discipline methodology (3 credits). TOTAL HOURS IN EDUCATION RELATED COURSE WORK 15 TO 18 SEMESTER HOURS.

FIELD EXPERIENCES

EDUC 265	PRACTICUM (Freshmen) or	3
EDUC 370	PRACTICUM (Junior)	3
EDUC 402	DIRECTED TEACHING IN THE SECONDARY SCHOOLS	10
TOTAL HOURS IN FIELD EXPERIENCES/13 HOURS		

EDUCATION

Education 051. FUNDAMENTALS OF READING I. This course is designed to focus on the reading skills of students whose examination scores indicate such a need. Considerable attention is given to study skills, comprehension, rates of reading and vocabulary development. 3 credits. (NOTE: Credit for this course does not count toward graduation.)

Education 052. FUNDAMENTALS OF READING II. A continuation of Education 051 with emphasis on more individualized instruction. Emphasis is placed on reading in the content field. Prerequisites: Placement by examination or completion of Education 051. 3 credits. (NOTE: Credit for this course does not count toward graduation.)

Education 225. LANGUAGE ARTS IN THE ELEMENTARY SCHOOL. Introduction to the techniques of language arts instruction in the elementary school. 3 credits.

Education 245. HUMAN GROWTH AND DEVELOPMENT. A survey of physical, cognitive, and social-emotional development of human beings. Heredity and environmental influences will be stressed in the life-span study with specific emphasis upon prenatal through adolescent development. 3 credits.

Education 260. INTRODUCTION TO THE TEACHING PROFESSION. An overview of teaching: brief philosophy and history of education; organization and management of schools, motivation, learning, behavior management and lesson planning. 1 credit.

Education 265. EDUCATION PRACTICUM I. An in-depth observation and participation practicum for freshmen. Placed in public school settings for at least 60 hours under supervision of college. In addition, instruction and follow-up will occur. 3 credits.

Education 295/495: SPECIAL TOPICS. Selected topics in Education. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. 1-3 credits.

Education 305. PRACTICUM IN EARLY CHILDHOOD. Study of the development of the preschool child and associated guidance, observation, teaching techniques and curriculum considerations. Laboratory work will take place in the Longwood Nursery School and other locations. 1 single and 2 double periods a week. 3 credits.

Education 310 (Special Education 310). INTRODUCTION TO BEHAVIOR MANAGEMENT. A survey of techniques used in the management of the behavior of students. Emphasis on early behavior, intervention techniques, classroom management, and basic behavior modification techniques. 3 credits.

Education 325. THE DEVELOPMENTAL TEACHING OF READING. Readiness, word recognition, vocabulary, comprehension, skills for content fields, study skills and adaptive rates of reading are emphasized. 3 credits.

Education 370. PRACTICUM II. Additional participation and micro-teaching processes in public school settings for at least 60 hours under college supervision. In addition, instruction and follow-up will occur. 3 credits.

Education 425. FOUNDATIONS OF READING. The teaching principles and techniques in the field of reading. Prerequisites: Education 225, 325 and 429. 3 credits.

Education 427. PRACTICUM IN DIAGNOSIS AND REMEDIAL TECHNIQUES IN READING. Directed experience in reading diagnosis, analyses and remediation in a clinical setting. Prerequisites: Education 425 and 430. 6 credits.

Education 429. THE DIAGNOSTIC TEACHING OF READING. Evaluation of reading progress, survey of common reading difficulties, diagnostic techniques, and corrective methods for the classroom. 3 credits. Prerequisites: Education 225 and 325.

Education 430. TEACHING READING IN THE CONTENT AREA. An analysis of principles and practices in the development of specific reading skills in content areas. 3 credits. Prerequisites: Education 225 and 325.

Education 431. TECHNIQUES IN DIAGNOSIS AND REMEDIAL READING METHODS. Testing analysis and prescriptive techniques for corrective and remedial reading problems. Prerequisite: Education 429. 3 credits.

Education 453. PRINCIPLES OF ELEMENTARY EDUCATION. Methods of curriculum and instruction in the elementary school, N, K-8. Prerequisites: Education 225/325. 3 credits.

Education 455. PRINCIPLES OF SECONDARY EDUCATION. Principles and methods of curriculum and instruction in the secondary school. Required of all majors seeking certification at the secondary level. 3 credits.

Education 485. PRODUCTION OF MEDIA FOR INSTRUCTION. A laboratory course involving production techniques of media materials for classroom utilization. 3 credits.

The Professional Semester

All students in teacher education programs will participate in a professional semester in their senior year during the semester in which they engage in the student teaching practicum. The semester is divided into the ten-week practicum and a six-week flexible modular professional program. The semester offers a total of 18 semester hours credit.

Education 400 DIRECTED TEACHING IN THE ELEMENTARY SCHOOL. Required of all students in elementary education, N, K-8. See prerequisites for student teaching. (5 weeks N, K-4 and 5 weeks 5-8). 10 credits.

Education 402. DIRECTED TEACHING IN THE SECONDARY SCHOOL. Required of all students in the secondary education curricula. See prerequisites for student teaching. 10 credits.

Education 403. DIRECTED ELEMENTARY TEACHING FOR ART, MUSIC, AND PHYSICAL EDUCATION. See prerequisites for student teaching. 5 credits.

Education 404. DIRECTED SECONDARY TEACHING FOR ART, MUSIC, AND PHYSICAL EDUCATION. See prerequisites for student teaching. 5 credits.

Education 405. DIRECTED PRACTICUM IN LIBRARY SCIENCE. See prerequisites for student teaching. 5 credits.

Education 406. DIRECTED TEACHING IN MILD TO MODERATE SPECIAL EDUCATION. Required of all students preparing to teach in Special Education. Directed teaching of students with mild to moderate handicaps (LD/ED/MR). See prerequisites for student teaching. 10 credits.

Education 410: DIRECTED TEACHING FOR ART, MUSIC AND PHYSICAL EDUCATION. See prerequisites for student teaching. 10 credits.

Education 480. MEASUREMENT AND EVALUATION MODULE. Theory and practice in construction of teacher-made evaluation instruments. Includes an introduction to standardized tests and the Virginia assessment program. 1 credit.

Education 484. MEDIA AND COMPUTER TECHNOLOGY MODULE. A laboratory module concerned with the utilization of basic media and computer technology in the learning process. 2 credits.

Education 488. EDUCATION SEMINAR. A series of discussions concerned with orientation to the teaching profession, the American school system, trends and innovations in education, and current research. 1 credit.

Education 490. CLASSROOM MANAGEMENT. Theory and application of processes for management of N, K-12 classrooms. 2 credits.

Education 491. SURVEY OF EXCEPTIONAL CHILDREN. Introduction to exceptionalities included in Special Education. Application of techniques involved in mainstream process. 2 credits.

Note: All courses within the Professional Semester as well as other education courses, allow for the understanding and application of multi-cultural concepts.

**For Graduates and
Advanced Undergraduates**

Advanced juniors and seniors may enroll in any of the following courses for undergraduate credit.

Education 525. READING IN THE ELEMENTARY AND SECONDARY SCHOOL. A study of the teaching principles and techniques in the field of reading. Prerequisites: Education 325 and 429. 3 credits.

Education 526. TECHNIQUES IN DIAGNOSIS AND REMEDIAL READING METHODS. Testing, analysis, and prescriptive techniques for corrective and remedial reading problems. Theory and applied research will be emphasized. Prerequisite: Education 429. 3 credits.

Education 527. PRACTICUM INDAGNOSTIC AND REMEDIAL TECHNIQUES IN READING. Directed experience in reading diagnosis, analyses and remediation in a clinical setting with emphasis on supervisory experience and applied research. Prerequisite: Education 525. 6 credits.

Education 530. TEACHING READING IN THE CONTENT AREA. A detailed analysis of principles and practices in the development of specific reading skills in content areas with emphasis on advanced theory and practice. 3 credits.

Education 547. INSTRUCTIONAL MEDIA AND COMPUTER TECHNOLOGY IN THE CLASSROOM. A study of the evaluation, selection, utilization, and integration of instructional media and computers in the teaching-learning process. 3 credits.

Education 465-565. TEACHING STUDENTS THROUGH THEIR INDIVIDUAL LEARNING STYLES. Includes an introduction to various learning style models and diagnostic instruments. Stresses the critical analysis and creative development and use of learning strategies to meet the needs of all students, including those with special needs. 3 credits.

Education 595. WORKSHOPS IN EDUCATION. 1-3 credits.



PSYCHOLOGY-SPECIAL EDUCATION PROGRAM

Faculty

Ruth L. Meese, Ph.D., Assistant Professor of Special Education

Terry L. Overton, Ed.D., Assistant Professor of Special Education and Area Coordinator

Vera G. Williams, Ed.D., Associate Professor of Education

Longwood offers a five-year Psychology-Special Education Program leading to a Bachelor's Degree in Psychology in 4 years, and a Master's Degree in Special Education in 5 years. This program is designed for students who want to become Special Education teachers. These students should select the Exceptional Learners concentration for their undergraduate psychology major (see the Psychology section of this catalog). If students choose to pursue the Master's Degree in Special Education in the fifth year, then additional Special Education course-work is required at the undergraduate level. Students may choose to terminate their course-work at the end of the fourth year (with 126 credit hours) with a Bachelor's Degree in Psychology, and not pursue the Master's Degree.

Course Sequence - Special Education

YEAR 1

SPED 202 - Intro to Special Education

SPED 204 - Intro to Curriculum and Methodology Adaptations in Special Education

YEAR 2

SPED 301 - Cognitive Characteristics and Needs of Students with Mild to Moderate Handicaps

SPED 302 - Academic Characteristics and Needs of Students with Mild to Moderate Handicaps

SPED 310 - Intro to Behavior Management

SPED 320 - Practicum 1

YEAR 3

SPED 303 - Social-Emotional Characteristics and Needs of Students with Mild to Moderate Handicaps

SPED 327 - Practicum 2

SPED 375 - Language and Language Disorders

YEAR 4

SPED 402 - Medical and Neurological Problems of Exceptional Students

SPED 435 - Psycho-Educational Assessment for Exceptional Learners Professional Semester

YEAR 5

SPED 575 - Career and Life Planning for the Handicapped

SPED 578 - Instructional Strategies for the Talented and Gifted Student

SPED 682 - Consulting in the School, Home, and Community

SPED 690 - Internship

SPED 699 - Seminar of Current Issues in Special Education

SPECIAL EDUCATION

Special Education 202. INTRODUCTION TO SPECIAL EDUCATION. Introduction to all exceptionalities included in special education; the psychology of exceptional learners and legislation pertaining to the education of the handicapped. Observation in special education. 3 credits.

Special Education 204. INTRODUCTION TO CURRICULUM AND METHODOLOGY ADAPTATIONS IN SPECIAL EDUCATION. An overview of curriculum goals, guidelines for selection and adaptations of commercial materials and opportunities to construct adapted materials. 2 credits.

Special Education 295-495: SPECIAL TOPICS. Selected topics in Special Education. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. 1-3 credits.

Special Education 301. COGNITIVE CHARACTERISTICS AND NEEDS OF STUDENTS WITH MILD TO MODERATE HANDICAPS. Emphasis on disorders of attention, memory, and thinking, including effective, research based, teacher directed and student directed strategies for learning. 2 credits.

Special Education 302. ACADEMIC CHARACTERISTICS AND NEEDS OF STUDENTS WITH MILD TO MODERATE HANDICAPS. Emphasis on characteristics of and strategies for students with mild/moderate deficits in reading, math, spelling, written language. Prerequisites SPED 202, 264. 2 credits.

Special Education 303. SOCIAL-EMOTIONAL CHARACTERISTICS AND NEEDS OF STUDENTS WITH MILD TO MODERATE HANDICAPS. A study of behavioral, ecological, biophysical, psycho-educational, and psychodynamic theories and approaches to classroom management of children with social and/or emotional conflicts. 2 credits.

Special Education 310 (Education 310). INTRODUCTION TO BEHAVIOR MANAGEMENT. A survey of techniques used

in the management of behavior of students. 3 credits.

Special Education 320. PRACTICUM I. Introductory teaching experience with students having mild/moderate learning and behavioral problems. Prerequisites: 202, 204, 301, 302, 303, and 310. 3 credits.

Special Education 327. PRACTICUM II. Advanced teaching experience with students having mild/moderate learning and behavioral problems. Prerequisite: SPED 320. 3 credits.

Special Education 375. LANGUAGE AND LANGUAGE DISORDERS. A study of normal development of language and delayed language acquisition resulting from environmental and organic causes. 3 credits.

Special Education 402. MEDICAL AND NEUROLOGICAL PROBLEMS OF EXCEPTIONAL STUDENTS. A comprehensive study of environmental/hereditary factors affecting the handicapped child from the prenatal period through the school years. Educational strategies for accommodating medical and neurological conditions in the classroom. Prerequisites: SPED 202, 204, 301, 302, 303. 3 credits.

Special Education 435. PSYCHO-EDUCATIONAL ASSESSMENT FOR EXCEPTIONAL LEARNERS. Principles and procedures of educational assessment with emphasis on the selection, preparation, diagnosis and evaluation of children with learning and/or behavioral problems. Prerequisites: 202, 204, 301, 302, 303. 3 credits.

Special Education 575. CAREER AND LIFE PLANNING FOR THE HANDICAPPED. An in-depth study of preparatory skills for vocational opportunities for handicapped students. An overview of social, leisure and recreational opportunities for the handicapped. 2 credits.

Special Education 578. INSTRUCTIONAL STRATEGIES FOR THE TALENTED AND GIFTED STUDENT. An overview of educational models for the talented and gifted. Issues related to services for the talented and gifted will be emphasized. 2 credits.

Special Education 682. CONSULTING IN THE SCHOOL, HOME AND COMMUNITY. Techniques for mainstreaming the mild/moderate handicapped child through consultation with the regular classroom teacher. 3 credits.

Special Education 690. GRADUATE INTERNSHIP. A minimum of 200 clock hours in a public or private agency supervised by a faculty advisor in diagnosis, consulta-

tion, or research. Prerequisite: Professional semester. 6 credits.

Special Education 699. SEMINAR OF CURRENT ISSUES IN SPECIAL EDUCATION. A discussion of current selected issues in special education such as litigation, legislation, personnel preparation and research; includes a required research paper. Prerequisite: EDUC 661. 3 credits.

SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY PROGRAM

Faculty

R. Nels Beck, Ph.D., Associater Professor of Speech Pathology and Area Coordinator
Vera G. Williams, Ed.D., Associate Professor of Education
Robert J. Woodburn, Ed.D., Assistant Professor of Speech

The four-year undergraduate major in Speech-Language Pathology and Audiology is a pre-professional degree which prepares the student for entry into a Master's degree program in Speech-Language Pathology, Communicative Disorders, or Audiology. The B.A. or B.S. degree program is composed of three parts:

SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY MAJOR, B.A. OR B.S. DEGREE

- A. General Education Requirement. 33 credits.
See General Education Requirements listed on pages 49-51.
- B. Additional Degree Requirements. 9 or 10 credits.
See Degree Requirements listed on pages 47-48.
- C. Major Requirements. 45 credits.
 - SLPA 201/3 credits
 - SLPA 301/3 credits
 - SLPA 307/3 credits
 - SLPA 312/3 credits
 - SLPA 333/3 credits
 - SLPA 361/3 credits
 - SLPA 375/3 credits
 - SPED 385/3 credits
 - SLPA 391/392/3 credits
 - SLPA 412/3 credits
 - SLPA 450/3 credits
 - SLPA 462/3 credits
 - TOTAL/36 credits
 - Electives:
 - SLPA 295/495/1 to 3 credits
 - SLPA 499/2 credits
 - RECR 206/3 credits
 - See advisor for other approved electives
 - TOTAL/45 credits

SPEECH-LANGUAGE PATHOLOGY

SLPA 201. INTRODUCTION TO SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY. An overview of the professions Audiologist and Speech/Language Pathologist. A survey of disorders of speech, language and hearing. 3 credits.

SLPA 295/495: SPECIAL TOPICS. Selected topics in Speech Pathology. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. Prerequisite for 295: SLPA 201. Prerequisite for 495: SLPA 312 and SLPA 333 or consent of Instructor. 1-3 credits.

SLPA 301. ANATOMY AND PHYSIOLOGY OF SPEECH AND HEARING MECHANISMS. Anatomical structures and neurology of the human communication system and the physiology of inter-related movements. 3 credits. Prerequisite: Biology 101 or consent of instructor.

SLPA 307. PHONETICS. The phonetic structure of the English Language, its dialects and derivations; application of the International Phonetic Alphabet. 3 credits.

SLPA 312. ARTICULATION AND VOICE DISORDERS. Articulation differences versus disorders; etiologies of functional and organic disorders; indications for referral. Emphasis on therapy for school-age children. Prerequisites: SLPA 201 and 301. 3 credits.

SLPA 333. STUTTERING. Stuttering theories, evaluation, and management/therapy methods. Application of methods. Prerequisite: SLPA 312. 3 credits.

SLPA 361. INTRODUCTION TO AUDIOLOGY. Physics of sound; physiology of hearing; types and amounts of hearing loss; hearing evaluation: audiometry. 3 credits. Prerequisite: SLPA 311.

SPED 375. LANGUAGE AND LANGUAGE DISORDERS. Normal language development; factors affecting language acquisition and delayed language; language tests and testing. 3 credits.

SLPA 385. ORGANIC DISORDERS OF SPEECH AND LANGUAGE. An overview of cleft palate, cerebral palsy, aphasia, dysarthria and dyspraxia; management approaches. 3 credits. Prerequisites: SLPA 311 and SPED 375.

SLPA 391. CLINICAL OBSERVATION. Observations of diagnostic and therapy sessions; practice in recording behavioral data from videotapes. 1 credit. Prerequisite: SLPA 385 or instructor consent.

SLPA 392. CLINICAL PROCEDURES. Administration and scoring of speech and language tests; development of individual and group therapy plans; practice as an assistant speech/language therapist. 2 credits. Prerequisites: SLPA 385 and SLPA 391.

SLPA 412. ADMINISTRATION METHODS IN SPEECH/LANGUAGE PATHOLOGY. Organization and administration of speech/language pathology programs in schools and related settings; professional issues in each setting. 3 credits. Prerequisite: SLPA 392.

SLPA 450. AUGMENTATIVE COMMUNICATION. Alternatives to speaking and hearing; manual, electronic and computer devices, including speech and language synthesizers. 3 credits.

SLPA 462. SPEECH AND LANGUAGE FOR THE HEARING-IMPAIRED. Effects of hearing loss upon language; hearing conservation; introduction to aural rehabilitation and manual communication (sign language). 3 credits. Prerequisite: SLPA 361.

SLPA 499. PRACTICUM IN SPEECH THERAPY. Directed field work with primary and upper elementary pupils who have speech and/or hearing disorders. 2 credits. Prerequisite: SLPA 392.

Social Work Program

George C. Stonikinis, Jr., *Area Coordinator*
Harriet Smith, *Secretary*

The specific aims of the Social Work Program are: (1) to provide students with opportunities to obtain knowledge, attitudes and skills appropriate for social work practice at the baccalaureate level, and (2) to offer a background preparation for students intending to enter a graduate professional school of social work, law school, or related graduate program of study.

Courses are designed to help students become directly familiar with diverse social problems and to participate in the delivery of human services to individuals, small groups, families, organizations and/or communities by developing a knowledge and skillbase in the following:

Administration	Fund-Raising	Research
Casework	Group Work	Social Action
Community Development	Personnel	Staff Development
Community Organization	Planning	Supervision
Community Relations	Program Development	Teaching
Consultation	Psychotherapy	Writing
Education	Rehabilitative Counseling	

SOCIAL WORK PROGRAM

Faculty

Edna V. Allen-Bledsoe, M.S.W., Associate Professor of Social Work
Theresa Clark, M.S., Instructor of Social Work
George C. Stonikinis, Jr., M.S., M.S.W., Associate Professor and Area Coordinator
Sarah V. Young, Ph.D., Associate Professor of Social Work

The Program in Social Work provides an undergraduate course of study of unique and personalized instruction accredited by the Council on Social Work Education, leading to the Bachelor of Science or Bachelor of Arts in Social Work. The curriculum prepares individuals for admission into accelerated one-year M.S.W. degree programs or entry into the expanding opportunities of first level professional practice according to the standards of the National Association of Social Workers.

The Social Work Program at Longwood College is designed around the concept of the "generalist worker," one who is prepared to practice in a wide variety of social services settings. The faculty of the Social Work Program reflect this orientation. Additionally, the staff individualizes much of the students' education and growth as they develop a professional knowledge, skill and attitude base through periodic personalized evaluations and discussions with the entire faculty.



Junior Field Instruction consists of an agency placement concurrent with integrative course work and involves 180 hours of instruction in a field setting. A grade point average of 2.0 (C) in the major and overall is required for placement in a field instruction setting. Students transferring into the program later in their academic pursuits are provided with the accelerated 9½-week summer program. Senior Field Instruction usually occurs during the last semester and consists of 600 hours (15 weeks, 40 hours per week) of field instruction in an agency setting. These placements are readily available throughout the state, and many students choose to live at home during this experience, thus saving money and preparing for graduation and the transition to career pursuits.

SOCIAL WORK MAJOR, B.A., B.S. DEGREE

A. General Education Core Requirement. 33 credits.

See General Education Requirements listed on pages 49-51.

B. Additional Degree Requirements. 9 or 10 credits.

See Degree Requirements listed on pages 47-48.

C. Major Requirements. 62 credits.

Psychology 131 and 222/6 credits

Sociology 101/3 credits

Social Work 101/3 credits

Social Work 102/3 credit

Social Work 240/3 credits

Social Work 280, 281/6 credits

Social Work 310/3 credits

Social Work 320/3 credits

Social Work 335/1 credits

Social Work 336/3 credits

Social Work 339/5 credits

Social Work 340/1 credit

Social Work 415/3 credits

Social Work 427/3 credits

Social Work 400/12 credits

Social Work 401/2 credits

Social Work 404/1 credit

Social Work 407/1 credit

TOTAL: 62 credits

*Electives/18 credits

(*Recommended: Social Work and Humanities.)

SOCIAL WORK

Social Work 101. INTRODUCTION TO THE HUMAN SERVICES. The broad range of human professions and the nature and structure of human service organizations (schools, hospitals, welfare, corrections, mental health, environment, etc.) which deliver client services. Emphasis is placed on the common elements underlying "helping" actions of a wide variety of human services. Students preparing for a career in any human service area will be provided an orientation

to systematic analysis of human service professions and systems. 3 credits.

Social Work 102. SOCIAL WELFARE AND THE SOCIAL WORK PROFESSION. A study of the dynamic adjustment process between the American social welfare system and its societal, value, and historical context. Emphasis is placed on providing a conceptual, theoretical, and philosophical basis for analyzing institutional welfare and its relation to individual and social needs, social justice, and a pluralistic and humanis-

tic society. The emergence, current status, and future of professional social work practice are explored. Prerequisite: SW 101. 3 credits.

Social Work 108. CAREER PLANNING. An approach to skill building for career planning based upon a systematic analysis of the student's interests, life long learning plans, and career goals is presented. Discussion of strategies for beginning career pursuit through the use of the academic major and liberal arts for building generic and specific knowledge and skill bases that expand the student's career options. Emphasis is placed on capitalizing upon the relevancy and immediacy of the college experience for preparation for careers in a changing society. Non-social work majors encouraged. 1 credit. (Students completing this course may not get credit for SW 408.)

Social Work 240. SOCIAL POLICY AND ISSUES IN SOCIAL WELFARE. Models of policy analysis and formulation are reviewed and the role of both social work and government are investigated. The characteristics of poverty, racism, sexism, power, and community are studied in relation to social welfare policy, social work practice, social planning, and programs and services. Prerequisite: SW 102. 3 credits.

Social Work 280. HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I. Utilizing a general systems approach, the student will develop a multi-level perspective of human behavior in the areas of personality development, self-concept formation, community and organizational systems, group processes, personal change dynamics, family systems, and life cycles. Concurrent focus is placed on practice relevancy of the theory base. Prerequisite: Sociology 101 and Psychology 222. 3 credits.

Social Work 281. HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II. A continuing exploration of theoretical contributions to the design and application of intervention strategies. The role of interpersonal influence is studied within the context of effective communication for planned change and effective skills are practiced. Prerequisite: SW 280. 3 credits.

Social Work 295-495: SPECIAL TOPICS. Selected topics in Social Work. The topics

will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. 1-3 credits.

Social Work 305. WORKING WITH SPECIAL POPULATIONS. A presentation of the principles of majority-minority relationships within the context of diverse "special populations". The problems of minority status due to factors of race, sex, age, sexual preference, and cultural heritage are studied. Prerequisite: 3 hours of Sociology. 3 credits.

Social Work 309. HUMAN SEXUAL ADJUSTMENT. Socio-cultural influences on gender identity and sexual behavior will be analyzed and issues regarding sexual expression and sexual dysfunctioning will be explored. Methods of dealing with sexual adjustment difficulties at both the individual and community levels are presented including human service resources. Prerequisite: 3 hours of Sociology and Psychology. 3 credits.

Social Work 310. MINORITY EXPERIENCES: HUMAN DEVELOPMENT IN HOSTILE ENVIRONMENTS. With a special emphasis on the Black experience, the course will examine the impact of the conditions of institutionalized racism, sexism, and prejudice on the development of personality, capability, and self concept. Survival strategies, individual strengths and societal treatment of minorities will be analyzed in order to further develop skills for effective practitioner-client relationships. Prerequisite: Sociology 101. 3 credits.

Social Work 320. SOCIAL WORK RESEARCH AND EVALUATION DESIGN. The role of scientific inquiry in the continuing development of knowledge and practice skill, measures of accountability, needs assessment, and evaluation design is presented. Students conduct agency research and assessments and study the impact of applied scientific techniques on the design and delivery of professional practice. Prerequisite: Mathematics 113. 3 credits.

Social Work 335. JUNIOR INTERVENTIVE MEANS LAB. Laboratory experiences enabling the development and application of practice skills for direct practice. Emphasis is on levels of problems, systematic assessment and problem solving, and

uniqueness of various interventive means. Co-requisite: SW 336. 1 credit.

Social Work 336. INTERVENTIVE MEANS IN SOCIAL WORK. A generic approach to social work practice with the goal of achieving social justice and the fulfillment of human potential and needs. Students analyze problem situations, select goals and strategies of intervention and worker roles, develop skill in use of self and other resources and assess effectiveness of intervention and services. Prerequisite: SW 281. Corequisite: SW 335. 3 credits.

Social Work 337. FAMILY AND CHILDREN'S SERVICES. Major concepts of family and child welfare are presented and trends in relevant policy, services and practice skills related to supportive, supplemental and substitutive programs are analyzed. Prerequisite: SW 240 or permission of instructor. 3 credits.

Social Work 339. JUNIOR FIELD INSTRUCTION IN SOCIAL WORK. Throughout the semester, a direct practice experience under the supervision of a field instructor. Application and continued growth of knowledge base, social work practice skills, and values are assessed. Termination of the field instruction will include a formal "Junior Evaluation" involving staff and student in an assessment of the student's candidacy for admission into the Social Work Program. Prerequisite: SW 336 and 2.00 GPA average overall and in major courses. 5 credits.

Social Work 340. JUNIOR INTEGRATIVE SEMINAR. Seminar format provides a supplementary opportunity for generalizing principles and intervention approaches beyond the individual field instruction experience. Focus is on the systematic application of generalist practice principles, both traditional and innovative, in the formation of an integrated professional practice approach. Co-requisite: SW 339. 1 credit.

Social Work 400. FIELD INSTRUCTION. Educationally directed student learning in selected settings. Students learn by participating in the delivery of social services to individuals, small groups, families, organizations, and/or communities. At least 40 hours per week in an agency for 15 weeks. Pre-

requisite: SW 427 and 2.00 GPA average overall and in major courses. Co-requisites: SW 401, 404 and 407. 12 credits.

Social Work 401. INTEGRATIVE SEMINAR. A concurrent seminar providing an opportunity for generalizing intervention skills and experience beyond the student's particular field instruction experience. 3 sessions (30 hours) at regional locations. 2 credits.

Social Work 404. SOCIAL WELFARE ADMINISTRATION. An analysis of skills and understanding essentials for the translation of human service program goals into organizational structures. Emphasis is on organizational concepts and theories, administrative philosophies and actual analyses of structural change and operation of field experience agencies. Prerequisite: SW 400. 1 credit.

Social Work 406. AGING AND SOCIETY. An introduction to the psychological, social and economic realities of aging with an emphasis on perceiving the elderly as a minority group. Theories of the aging process will be analyzed in conjunction with intervention techniques. 1 credit.

Social Work 407. LAW AND THE SOCIAL WORKER. Seminar on law as a resource in social work practice, with emphasis on areas where the two professions meet -- such as public welfare, juvenile court, family law, adoptions, etc. Examines attitudes of law and social work toward each other. 1 credit.

Social Work 408. JOBS, WORK, AND CAREER PLANNING. The changing nature of work and securing a job are investigated regarding societal changes, the individual's stage in life, and public policy. Strategies for maintaining one's career goals throughout life are presented along with adaptive techniques for career planning. Each student will identify career goals, and explore specific opportunities and approaches to his career. Non-social work majors are encouraged. Prerequisite: 6 hours of social sciences. 2 credits.

Social Work 415. INTER-PROFESSIONAL COMMUNICATION: TECHNIQUES FOR THE SURVIVAL OF INTERVENTIVE STRATEGIES. Study of effective professional role performance

through the systematic integration and application of knowledge and theory in the design of inter-professional transactions and helping patterns; special attention to use of a scientific practice base for determining effective professional action. Prerequisite: SW 336. 3 credits.

Social Work 427. ADVANCED INTERVENTIVE MEANS. Continued development of generic skills and values at the advanced level for professional practice. Emphasis is placed on integration of knowledge into techniques and strategies for human service delivery. Prerequisite: SW 339. 3 credits.



Department of Health, Physical Education, and Recreation

Judy R. Johnson, *Chair*

Jean Ann Flowers, *Secretary*

The Department offers (1) B.S. degree programs in physical education and therapeutic recreation, (2) health and driver education teaching endorsements, (3) minor programs in dance and coaching, (4) an opportunity for participation in aquatic art and dance performing groups, (5) a variety of activity classes for students to develop fitness and skills in life-time sports and activities, (6) health classes structured to provide students with knowledge about current health problems and attitudes toward maintaining a state of good health and fitness throughout life.

HEALTH AND PHYSICAL EDUCATION PROGRAM

Faculty

Nancy A. Andrews, Ed.D., Professor of Health and Physical Education
Sarah A. Bingham, M.A., Instructor of Physical Education
Joseph C. Blauvelt, Ph.D., Assistant Professor of Health and Physical Education
Eleanor W. Bobbitt, Ph.D., Professor of Health and Physical Education and Area Coordinator
Carolyn R. Callaway, M.S., Assistant Professor of Health and Physical Education
Gerald P. Graham, Ph.D., Professor of Health and Physical Education
Bette L. Harris, Ed.D., Associate Professor of Health and Physical Education
Judith R. Johnson, Ph.D., Associate Professor of Health and Physical Education
Chrystyna Kosarchyn, Ph.D., Assistant Professor of Health and Physical Education
Nelson D. Neal, Ed.D., Associate Professor of Health and Physical Education
Barbara B. Smith, Ed.D., Professor of Health and Physical Education

Athletic Staff Holding Appointment to the Department

Charles B. Bolding, M.S., Baseball Coach and Instructor of Health and Physical Education
William G. Carlton, Jr., B.S., Athletic Trainer and Instructor of Health and Physical Education
Loretta E. Coughlin, M.S., Assistant Women's Basketball Coach and Instructor of Health and Physical Education
Shirley G. Duncan, M.S., Women's Basketball Coach and Instructor of Health and Physical Education
Thomas H. Fletcher, M.Ed., Athletic Director and Lecturer
Ernest L. Neal, M.S., Assistant Men's Basketball Coach and Instructor of Health and Physical Education
Steve C. Nelson, M.A., Men's Golf/Wrestling Coach and Instructor of Health and Physical Education

All physical education majors must make a minimum grade of "C" on each course taken as a part of the activity core and the physical education activities required under the general education requirement. Prior to student teaching and internship experiences, a 2.5 and 2.0 are required respectively. Additional policies and standards for physical education majors are in the Physical Education Major Student Handbook.

The Physical Education curriculum has four instructional programs leading to a Bachelor of Science degree with a major in physical education. One program culminates in certification for the teaching profession and three in professionally related fields. All physical education majors must take a core of physical education theory and skill classes; then, depending upon interest and career goals, the student will take course work in one of the following program options:

TEACHING NK-12 OPTION

Students electing this program will be certified to teach physical education at the elementary and secondary levels. The program provides the scientific background courses for teaching health and physical education and activity skills as well as a scientific, analytical approach to movement.

Students electing the teacher education option may elect concentrations in the following areas: adapted physical education, athletic training, and coaching, or to become endorsed to teach health, NK-12.

NON-TEACHING OPTIONS

Sports Medicine:

The program in sports medicine is designed to prepare students for a career in the field of athletic training, or may serve as the pre-professional course of study for physical therapy and sports medicine. Students are required to accumulate a minimum of 800 hours of on-the-job training either by working in the athletic training room or directly with the athletic teams.

Exercise and Health Science:

The program in exercise-fitness is designed to prepare students for a career in the field of physical fitness. Students are required to complete two "hands on" experiences with adult fitness programs, one of which is an eight week internship in a fitness setting.

Sports Communication:

The program in sports communication prepares the student for a career in the field of radio-TV sports broadcasting and sports information. Practical experiences in radio-TV, sports broadcasting and sports information are included as part of the program in the junior and senior years.

Coaching Minor:

Coaching and dance are open to all students matriculating at Longwood College. Students interested in the coaching minor must enroll in 18 hours of specialized professional courses in physical education.

Dance Minor:

Students interested in a dance minor must audition to enter the program and are expected to be active members of the Longwood College Company of Dancers for a minimum of two years. Students must also successfully complete eighteen hours of required courses in dance.

PHYSICAL EDUCATION MAJOR, B.S. DEGREE

Elementary and Secondary Certification Option N-12

A. General Education Core Requirement. 33 credits.
See General Education Requirements listed on pages 49-51.

B. Additional Degree Requirements. 10 credits.
Biology 206/4 credits
Math elective/3 credits
Social Science elective/3 credits

C. Major Requirements.

Professional Core

PHED 275/3 credits
PHED 285/3 credits
PHED 386/3 credits
PHED 387/3 credits
PHED 462/3 credits
TOTAL/15 credits

Activity Requirements

Core

PHED 103/1 credit
PHED 104/1 credit
PHED 108/1 credit
PHED 116/1 credit
PHED 131/1 credit
PHED 134/1 credit
PHED 211/1 credit

Teaching Option

PHED 105/1 credit
PHED 109/1 credit
PHED 115/1 credit
PHED 122/1 credit
PHED 128/1 credit
PHED 135/1 credit
TOTAL/13 credits

Teaching Option Requirements

BIO 207/4 credits
PHED 203/1 credit
HLTH 205/3 credits
HLTH 260/3 credits
PHED 280/3 credits
PHED 364/3 credits
PHED 380/3 credits
PHED 381/3 credits
PHED 382/3 credits
PHED 463/3 credits
PHED 483/2 credits
EDUC 245/3 credits
EDUC 410/10 credits
EDUC 484/2 credits
TOTAL/46 credits
Electives/12 credits

D. Areas of Concentration

A physical education major in the elementary-secondary option may elect any of the following concentrations, and/or the health endorsement.

*Adapted Physical Education**

PHED 270/3 credits
PHED 381/3 credits
RECR 308/3 credits
RECR 301 or 303/3 credits
TOTAL/12 credits

*Athletic Training**

PHED 270/3 credits
PHED 271/1 credit
PHED 370/3 credits
HLTH 235/3 credits
TOTAL/10 credits

*Must take Sociology 222

*Must take a psychology elective.

Coaching

HLTH 260/3 credits
PHED 270/3 credits
PHED 285/3 credits
PHED 385/3 credits
PHED 462/3 credits
PHED 490/1-6 credits
ACEP Certification
TOTAL/16-21 credits

Health Endorsement NK-12

HLTH 205/3 credits
HLTH 212/3 credits
HLTH 410/3 credits
HLTH 465/3 credits
Select one of the following:
HLTH 211/3 credits or
HLTH 235/3 credits
TOTAL/15 credits

PHYSICAL EDUCATION MAJOR, B.S. DEGREE

Sports Communication Option

- A. General Education Core Requirements. 33 credits.
See General Education Requirements listed on pages 49-51.

- B. Additional Degree Requirements. 10 credits.

Biology 206/4 credits
Math elective/3 credits
Social Science elective/3 credits

- C. Major Requirements.

Professional Core

PHED 285/3 credits
PHED 275/3 credits
PHED 386/3 credits
PHED 387/3 credits
PHED 462/3 credits
TOTAL/15 credits

*Activity Requirements
Core*

PHED 103/1 credit
PHED 104/1 credit
PHED 108/1 credit
PHED 116/1 credit
PHED 131/1 credit
PHED 134/1 credit
PHED 211/1 credit

Sports Communication

PHED 105/1 credit
PHED 109/1 credit
PHED 115/1 credit
PHED 122/1 credit
PHED 135/1 credit
TOTAL/12 credits

Electives/12-15 credits

Sports Communication Option Requirements

BIO 207/4 credits
HLTH 205/3 credits
SPCH 310, 311/6 credits
PHED 490, 491/3-6 credits each
PHED or RECR electives/6 credits
Choose from: PHED 270, 364, 385, or
RECR 301, 303

English electives/6 credits

Choose from: English 110, 213, 214, 222

Communications electives/12 credits

Speech 100, 101, 111, 200;
English 382, 110, 213, 222;
Art 150, 221

TOTAL/43-46 credits

PHYSICAL EDUCATION MAJOR, B.S. DEGREE

Exercise and Health Science Option

A. General Education Core Requirement. 33 credits.
See General Education Requirements listed on pages 49-51.

B. Additional Degree Requirements. 10 credits.

Biology 206/4 credits
Math elective/3 credits
Social Science elective/3 credits

C. Major Requirements.

Professional Core

PHED 275/3 credits
PHED 285/3 credits
PHED 386/3 credits
PHED 387/3 credits
PHED 462/3 credits
TOTAL/15 credits

Activity Requirements Core

PHED 103/1 credit
PHED 104/1 credit
PHED 108/1 credit
PHED 116/1 credit
PHED 131/1 credit
PHED 134/1 credit
PHED 211/1 credit

Exercise and Health Science

PHED 112/1 credit
PHED 126/1 credit
PHED 127/1 credit
PHED 128/1 credit
TOTAL/11 credits

Fitness Option Requirements

BIO 207/4 credits
PHED 270/3 credits
PHED 364/3 credits
PHED 388/8 credits
PHED 463/3 credits
PHED 488/3 credits
PHED 490/3 credits
PHED 499/3 credits

HLTH 205/3 credits
HLTH 235/3 credits
HLTH 260/3 credits
HLTH 410/3 credits
MGMT 360/3 credits
SPCH 101/3 credits
TOTAL/48 credits

General Electives/11 credits

PHYSICAL EDUCATION MAJOR, B.S. DEGREE

Sports Medicine Option

A. General Education Core Requirements. 33 credits
See General Education Requirements listed on pages 49-51.

B. Additional Degree Requirements. 10 credits

Biology 206/4 credits
Math 121 or 171/3 credits
Psychology 131 or 132/3 credits

C. Major Requirements.

Professional Core

PHED 275/3 credits
PHED 285/3 credits
PHED 386/3 credits

PHED 387/3 credits
 PHED 462/3 credits
 TOTAL/15 credits

Sports Medicine Option Requirements

BIO 101/4 credits
 BIO 207/4 credits
 CHEM 101, 102/8 credits
 PHYS 101, 102/8 credits

NOTE: One of the above courses will count as a general education course under Goal 5 and will be considered as 4 credits of the 33 total required credits.

HLTH 205/3 credits	PHED 372/1 credit
HLTH 235/3 credits	PHED 385/3 credits
HLTH 260/3 credits	PHED 471/1 credit
PHED 270/3 credits	PHED 472/1 credit
PHED 364/3 credits	PHED 463 or MATH 271 or CMSC
PHED 370/3 credits	205/3 credits
PHED 371/1 credit	*TOTAL/48
	*See note above

*Activity Requirements
 Core*

PHED 103/1 credit
 PHED 104/1 credit
 PHED 108/1 credit
 PHED 134/1 credit
 PHED 211/1 credit

Sports Medicine

PHED 105/1 credit
 PHED 109/1 credit
 PHED 115/1 credit
 PHED 122/1 credit
 PHED 126/1 credit
 PHED 135/1 credit
 TOTAL/11 credits

General Electives/9

COACHING MINOR

The coaching minor is open to all students.

HLTH 260/3 credits	PHED 385/3 credits	ACEP certification
PHED 270/3 credits	PHED 462/3 credits	TOTAL 16/21 credits
PHED 285/3 credits	PHED 490/1-6 credits	

DANCE MINOR

NOTE: The dance minor is open to all students attending Longwood College. Students must audition to enter the program and are expected to be active members of the Longwood Company of Dancers for a minimum of two years.

DANCE 132, 232, 332, 432/8 credits	DANCE 366/3 credits
DANCE 267/3 credits	DANCE 466/2 credits
DANCE 365/3 credits	TOTAL/19 credits

DRIVER EDUCATION ENDORSEMENT

Any student may elect to take the following sequence of courses and become endorsed to teach driver education in secondary schools.

HLTH 260/3 credits	HLTH 302/3 credits
HLTH 301/3 credits	TOTAL/9 credits

DANCE PROGRAM

Faculty

Nelson D. Neal, Ed.D., Associate Professor and Area Coordinator of Dance Program

DANCE

*General Education Course

*Dance 267. *HISTORICAL PERSPECTIVES OF DANCE*. The growth and development of dance from its primitive beginnings to dance as a performing art (eg. ballet, modern dance). Study of the influence of society on modern dance, ballet, Broadway musicals, dance in the cinema, and dance for television. 4 credits (3 lecture hours, 1 lab hour).

Dance 129. (PHED 129). *BEGINNING BALLET*. Dance techniques that evolved over the past five centuries, combined with freer contemporary techniques. It includes barre work: plie, tendu, rond de jambe; center combinations: glissade, assemble; and combinations across the floor: saute and soutenu. 1 credit.

Dance 130. (PHED 130). *BEGINNING JAZZ*. Dance style based on a combination of African and European influences which has developed into the dance form seen on Broadway, film and television. Basic skills include stretching exercises for strength and flexibility, isolations and syncopated movements such as rib isolation, kicks, jump turns, and jazz runs. 1 credit.

Dance 131. (PHED 131). *BEGINNING MODERN DANCE*. Instruction in creative or interpretive dance utilizing specific stretching exercises and movement such as leaps, walks, bends, and turns. Emphasis on performing short dances and creating dances which can be performed with or without music. 1 credit.

Dance 229. (PHED 229). *INTERMEDIATE BALLET*. Emphasis on improving ballet skills and on allowing further opportunities for creating and learning dances. 1 credit.

Dance 230. (PHED 230). *INTERMEDIATE JAZZ*. Emphasis on improving jazz dance skills and on allowing further opportunities for creating and learning dances. 1 credit.

Dance 231. (PHED 231). *INTERMEDIATE MODERN DANCE*. Emphasis on improving modern dance skills and on allowing further opportunities for creating and learning dances. 1 credit.

Dance 132. *ADVANCED MODERN DANCE*. High level of skill required in any one of three dance forms: ballet, jazz, or modern dance. Prerequisite: audition. 2 credits.

Dance 232. *ADVANCED MODERN DANCE*. High level of skill required in any one of three dance forms: ballet, jazz, or modern dance. Prerequisite: audition. 2 credits.

Dance 332. *ADVANCED MODERN DANCE*. A performing group. Beginning experience in choreography. Prerequisite: audition. 2 credits.

Dance 365. *DANCE COMPOSITION*. Theory and practice in composition of solo and small group dances. An introductory course designed for those students interested in choreography. 3 credits.

Dance 366. *CHOREOGRAPHIC PROBLEMS*. Theory and practice in solving specific choreographic problems through solo or group dances, designed for students interested in advanced training. Prerequisite: 365 or permission of instructor. 3 credits.

Dance 432. *ADVANCED MODERN DANCE*. An advanced performing group. Choreography required. Prerequisite: audition: 2 credits.

Dance 465. *SURVEY OF CONTEMPORARY DANCE*. Comparative study and analysis of dance through film and literature. 2 credits.

Dance 466. *DANCE IN EDUCATION*. Theory and practice in methods of teaching dance activities. 2 credits.

HEALTH PROGRAM

Chrystyna Kosarchyn, Ph.D., Assistant Professor of Health

HEALTH

*General Education Course

Health Education 210. WORLD HEALTH ISSUES. Study of current health problems and issues in the world community. Examines the cultural, geographic, environmental, social, economic and political influences on health status and health care systems of representative nations, especially those of the non-western world. 3 credits.

Health Education 205. PERSONAL HEALTH. The application of scientific facts and principles to current health issues that affect one's personal health. Designed to foster intelligent decision making in the areas of health needs and health behavior, both present and future. 3 credits.

Health Education 211. DRUGS AND HUMAN BEHAVIOR. Drug use and abuse in today's society. Emphasis is placed upon enabling the individual to make intelligent choices concerning these substances based upon scientific research and evidence. 3 credits.

Health Education 212. HUMAN SEXUALITY. The biological, psychological, cultural and behavioral aspects of sexuality. Emphasis is placed upon providing the individual with practical and meaningful information pertaining to human sexuality and family life while encouraging the development of responsible sexual behaviors and attitudes. 3 credits.

Health Education 235. NUTRITION. Principles of normal human nutrition applied to various stages in life and activities, especially as they relate to fitness and weight control. Factors that influence human nutrition needs and eating patterns. 3 credits.

Health Education 260. EMERGENCY CARE AND FIRST AID. Emergency care procedures necessary to sustain life and maintain life support until the victims of an accident or sudden illness are cared for by more qualified medical personnel. Knowledge and skill gained will lead to certification

in first aid and cardiopulmonary resuscitation. 3 credits.

Health Education 301. DRIVER EDUCATION. Classroom instruction and supervised experience in teaching practice driving. Prerequisite: valid Virginia driver's license and driving experience. 3 credits.

Health Education 302. SAFETY EDUCATION. Concepts and theories of accident prevention, particularly as they relate to the use of the highways. 3 credits.

Health Education 345. SELECTED HEALTH TOPICS. An indepth examination of timely health issues such as stress management, aging, and death and dying, which have physical, psychological and sociological implications for one's overall health status. 3 credits.

Health Education 366. COMMUNITY HEALTH. Identification and analysis of significant issues and problems which challenge the community's health and the American health care system. 3 credits.

Health Education 405. PRACTICUM. Supervised experience in one or more of the following areas of the professional curriculum: teaching, coaching, communications and fitness specialist. 1-3 credits.

Health Education 410. HEALTH BEHAVIOR. Analysis of the many factors that influence personal health behavior and of the various models developed to explain it. Involves techniques of influencing and/or changing health behavior appropriate to various settings. Prerequisites: Health 205, 212. 3 credits.

Health Education 465. SCHOOL HEALTH EDUCATION. The philosophical basis for school health education, selection of health content, curriculum design, classroom teaching methods, selection and use of resource materials and evaluation techniques. This course is structured primarily for the physical education or therapeutic recreation major interested in an endorsement in health education. 3 credits.

Health Education 495/595. SPECIAL TOPICS IN HEALTH. Selected topics in health which will vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

Health Education 510. COMPUTER APPLICATIONS IN HEALTH AND PHYSICAL EDUCATION. A workshop designed

to give educators background on how computers are used in education and guidelines for choosing hardware and health education software. Health education software will be available for student evaluation and overview of available health education software will be given. Students will be given the opportunity for hands-on experiences with Apple IIe computers. 3 credits.

PHYSICAL EDUCATION

*General Education Courses

**PHED 101. TOTAL FITNESS THROUGH EXERCISE.* Examination of issues dealing with physical and mental well-being, and participation in physical activities that can improve physical and mental well-being. 2 credits.

Choose one of the following sections:

Total Fitness through Aerobic Exercise
Total Fitness through Aerobic Dance
Total Fitness through Cycling
Total Fitness through Multiple Activities
Total Fitness for the Overweight Student
Total Fitness through Swimming
Total Fitness through Water Aerobics
Total Fitness through Weight Training

Physical Education Activity Classes Meeting General Education Requirements, Goal 9.

To enroll in the beginning level the student should have little or no prior experience in the sport. Enrollment in the intermediate and advanced levels requires successful completion of a beginning class or meeting the prerequisites listed. The instructor reserves the right to evaluate the level of skill and make assignments as to the appropriate level.

Physical Education 102. BEGINNING FENCING. Instruction in guard position, footwork, basic defense and offensive skills. Emphasis on fencing with "foil" and an overview of epee. 1 credit.

Physical Education 103. BEGINNING GYMNASTICS. An introduction to beginning tumbling and apparatus skill. Emphasis is placed on correct technique and form. 1 credit.

Physical Education 104. BEGINNING TENNIS. Beginning instruction in the fun-

damental skills of forehand, backhand, serve and volley. Competitive play in women's and men's singles and doubles. 1 credit.

Physical Education 105. BEGINNING LACROSSE/FIELD HOCKEY. Instruction in the basic lacrosse skills of throwing, cradling, stick handling, loose ball pick-up, checking and goal play, and the field hockey skills of passing, dribbling, scoring, tackling and strategies of offensive and defensive play and interpretation of rules. 1 credit.

Physical Education 106. DOWNHILL SKIING. Instruction in the basic skills of traversing hill, snowplow, stopping and parallel turns. Fee charged. 1 credit.

Physical Education 107. BEGINNING BOWLING. Beginning instruction in the fundamentals of approach, release, arm swing, picking up spares, methods in scoring, rules, and etiquette on the lanes. Inter-class competition with handicaps. 1 credit.

Physical Education 108. BEGINNING GOLF. Beginning instruction in techniques in putting, short approach shots, and the full swing with irons and woods. Course includes rules and etiquette of golf. Students play at the Longwood Golf Course. 1 credit.

Physical Education 109. BEGINNING VOLLEYBALL. Instruction in the basic skills of serving, bump, dig, set and spike. Team defensive and offensive strategies and rules are included. 1 credit.

Physical Education 110. NON-SWIMMING. Emphasis on physical and mental adjustment to the water through basic swimming and rescue skills. Prerequisites: uncomfortable in water and unable to swim one width of the pool. 1 credit.

Physical Education 111. BEGINNING SWIMMING. Development of the five (5)

basic strokes and basic rescue skills. Prerequisites: able to swim a width of the pool on the front and back, but uncomfortable in deep water. 1 credit.

Physical Education 113. BEGINNING SYNCHRONIZED SWIMMING. Instruction in rhythmic swimming, figures and sculling techniques. Performance of basic routine to music. 1 credit.

Physical Education 114. BEGINNING SCUBA DIVING. Instruction to scuba diving skills in preparation for open water dives and certification. 1 credit.

Physical Education 117. BEGINNING CANOEING. Basic river paddling skills in canoeing culminating in river trip(s) in class I and class II white water. 1 credit.

Physical Education 120. BEGINNING RACQUETBALL. Basic skills and rules of the sport applied to the games of singles, doubles, and 3 player racquetball. 1 credit.

Physical Education 121. BEGINNING ARCHERY. Instruction in the basic skills of bracing and embracing the bow, stance, grip, bow arm, nocking, drawing and anchoring, and aiming. Emphasis on fundamental skills and shooting form. 1 credit.

Physical Education 122. BASKETBALL. Instruction in the fundamentals of individual and team offensive and defensive skills and their applications to the game of basketball. The rules and basic officiating techniques are incorporated. 1 credit.

Physical Education 123. BEGINNING EQUITATION. Beginning instruction in balance seat (hands, seat, feet and leg position). Proper method of groom, saddle, bridle, mount and dismount. Fee charged: \$110.00. 1 credit.

Physical Education 124. CAMPING SKILLS. Instruction in the basic camping skills such as tent pitching, firebuilding, site selection, meal planning, and trip planning. Students will plan and participate in a weekend camping experience. 1 credit.

Physical Education 125. BEGINNING ARCHERY AND BADMINTON. Instruction of the basic skills relating to shooting the arrow and including good form. Instruction

in the basic skills and techniques of badminton for singles, doubles and mixed doubles play. A semester course with half the semester in archery and half in badminton. 1 credit.

Physical Education 126. BEGINNING YOGA. Instruction in physical (Hatha) postures with the incorporation of breath control and conscious relaxation. Emphasis on stress management, increased vitality and physical well-being. 1 credit.

Physical Education 128. BEGINNING SOCIAL AND RECREATION DANCE. Beginning instruction in the fundamental skills of square dance, folk dance, novelty and contemporary rhythms and in the social dance steps, rumba, tango, samba, Lindy and fox trot. 1 credit.

Physical Education 129. (Dance 129). BEGINNING BALLET. Dance techniques that evolved over the past five centuries, combined with freer contemporary techniques. It includes barre work: plie, tendu, rond de jambe; center combinations: glissade, assemble; and combinations across the floor: saute and soutenu. 1 credit.

Physical Education 130. (Dance 130). BEGINNING JAZZ. Dance style based on a combination of African and European influences which has developed into the dance form seen on Broadway, film and television. Basic skills include stretching exercises for strength and flexibility, isolations and syncopated movements such as rib isolation, kicks, jump turns, and jazz runs. 1 credit.

Physical Education 131. (Dance 131). BEGINNING MODERN DANCE. Instruction in creative or interpretive dance utilizing specific stretching exercises and movement such as leaps, walks, bends, and turns. Emphasis on performing short dances and creating dances which can be performed with or without music. 1 credit.

Physical Education 136. INTERNATIONAL FOLK DANCE. Performance of dances from selected countries and early American culture, and an examination of the influence of the culture upon a country's folk dance and costume. 1 credit.

Physical Education 137. ORIENTEERING. Fundamental skills for traveling outdoors by map, compass, and observation, and an in-

troduction to orienteering as a competitive cross country sport. 1 credit.

Physical Education 140. WINDSURFING. Introduction to windsurfing, including how to select equipment, rig and care for the board, points of sail, nomenclature and safety. Practical experience will include basic sailing skills--tacking, jibing, beating, reaching and running--and manipulating the rig in and out of water. Prerequisite: able to swim 100 yards. 1 credit.

Physical Education 202. INTERMEDIATE FENCING. Review of the basic skills. Emphasis on competitive fencing. 1 credit.

Physical Education 204. INTERMEDIATE TENNIS. Instruction in spin serve, lob and advanced drive placement. Emphasis on singles and doubles playing strategies. 1 credit.

Physical Education 207. INTERMEDIATE BOWLING. Emphasis on improving the basic skills and introduction of the hook delivery. Prerequisites: women--bowl an average of 120; men--bowl an average of 135. 1 credit.

Physical Education 208. INTERMEDIATE GOLF. Review of the use of irons, woods and putting. Emphasis on special golf shots, including: sand shots, shots from the rough, uneven lies, and playing from hazards. Prerequisites: score 90 or lower for 18 holes. 1 credit.

Physical Education 209. INTERMEDIATE VOLLEYBALL. Review of the basic skills, offenses and defenses, strategies and rules. Instruction in intermediate to advance play and skills. 1 credit.

Physical Education 211. INTERMEDIATE SWIMMING. Instruction designed to improve skill in mastery of five basic strokes, water safety skills and diving. Prerequisites: able to swim the length of the pool using three (3) different strokes. 1 credit.

Physical Education 213. INTERMEDIATE SYNCHRONIZED SWIMMING. Junior level synchronized swimming. Figures and choreography of a routine. Prerequisite: pass screening test. 1 credit.

Physical Education 214. ADVANCED OPEN SCUBA AND CORAL REEF

ECOLOGY. Held on Atlantic coral reefs leading to certification in Advanced Open Water (PADI) and Reef Ecology (YMCA). Prerequisite: ten (10) logged dives. 2 credits.

Physical Education 217. INTERMEDIATE CANOEING. Development of river paddling skills such as peel out, surfing, ferring, and eddy turns on class II and class III white water. 1 credit.

Physical Education 223. INTERMEDIATE EQUITATION. Instruction in the fundamentals of position and control with emphasis on security with the walk, trot, and canter. Basic hunter exercises of circles, turns, transition and cross-country riding. Fee charged: \$110. 1 credit.

Physical Education 224. OUTDOOR SKILLS. Develop the technical skills and knowledge necessary for participation in back country trips, backpacking, rappelling, rock climbing, orienteering, equipment, clothing and first aid. Prerequisite: Beginning Camping or permission of instructor. 2 credits.

Physical Education 228. INTERMEDIATE SOCIAL AND RECREATION DANCE. Advanced instruction in square dance, folk dance, novelty and contemporary rhythms and in the social dance steps. Prerequisite: permission of the instructor. 1 credit.

Physical Education 229. (Dance 229). INTERMEDIATE BALLET. Emphasis on improving ballet skills and on allowing further opportunities for creating and learning dances. 1 credit.

Physical Education 230. (Dance 230). INTERMEDIATE JAZZ. Emphasis on improving jazz dance skills and on allowing further opportunities for creating and learning dances. 1 credit.

Physical Education 231. (Dance 231). INTERMEDIATE MODERN DANCE. Emphasis on improving modern dance skills and on allowing further opportunities for creating and learning dances. 1 credit.

The following activity courses do not satisfy general education, but may be taken as electives.

Physical Education 112. WATER AEROBICS. Exercising in the water to music for the purpose of improving muscular strength,

flexibility, slimness and especially aerobic fitness as well as overall swimming ability. This course does not fulfill the Longwood swimming requirement. 1 credit. A student who has completed Total Fitness through Water Aerobics may not take PHED 112.

Physical Education 116. BEGINNING WEIGHT TRAINING. An introductory course with emphasis on current issues dealing with weight training. The student will learn and workout with various weight training programs and apply the principles to his/her individual workouts. The course employs basic techniques in proper lifting with safety procedures involved. 1 credit. A student who has completed Total Fitness through Weight Training may not take PHED 116.

Physical Education 118. CYCLING. An introductory activity course with emphasis upon the history and development of the modern bicycle, selection and properly fitting the bicycle to the rider, development of good riding skills, maintenance of the bicycle and knowledge and adherence to correct safety procedures. The class emphasizes the fitness and leisure application of cycling. 1 credit. A student who has completed Total Fitness through Cycling may not take PHED 118.

Physical Education 127. AEROBIC DANCING. An aerobic activity which combines different styles of music with vigorous jazz and modern dance movements to increase cardiorespiratory fitness. In addition to performing choreographed routines, students receive instruction in monitoring heart rate, injury prevention and a variety of other topics relevant to body/mind wellness. 1 credit. A student who has completed Total Fitness through Aerobic Dancing may not take PHED 127.

Physical Education 141. AEROBIC FITNESS AND WEIGHT CONTROL. Instruction and participation in aerobic exercises and their relationship to personal health, physical fitness and weight control. 1 credit. A student who has completed Total Fitness through Aerobic Exercise may not take PHED 141.

Physical Education 212. LIFEGUARDING AND EMERGENCY WATER SAFETY. Instruction in lifesaving, first aid, CPR and lifeguard techniques leading to certification by the American Red Cross. Prerequisite: pass screening test. 2 credits.

Physical Education 216. ADVANCED WEIGHT TRAINING. Knowledge of the basic fundamentals and further training in athletic preparation, power lifting, body building and fitness/figure control. 1 credit.

Physical Education 241. ADVANCED AEROBICS. Instruction and participation in aerobic activities for students with good cardiovascular endurance. The emphasis is on long distance training and its effect on the body systems. 1 credit.

Physical Education 311. FITNESS SWIMMING. Emphasis on competitive strokes with workouts designed for endurance and speed. 1 credit.

Physical Education 312. WATER SAFETY INSTRUCTOR. Methods of teaching and indepth analysis of swimming and personal safety skills leading to American Red Cross certification as a swimming instructor. Prerequisite: pass screening test. 2 credits.

Physical Education 313. CATALINAS. A performing group with emphasis on junior level synchronized swimming figures. Prerequisite: audition. 1 credit.

Physical Education 323. ADVANCED EQUITATION. Perfecting intermediate skills and work with Cavaletti, low jumping and trail riding. Fee charged: \$110. 1 credit.

Physical Education 413. CATALINAS. An advanced performing group. Prerequisite: audition. Pass/fail only.

End of General Education section.

Physical Education 270. BASIC ATHLETIC TRAINING. Introduction to the prevention, treatment and rehabilitation concepts; stresses examination and evaluation techniques of injuries. 3 credits.

Physical Education 275. FOUNDATIONS OF PHYSICAL EDUCATION AND SPORT. Survey of the historical philosophical bases of health and physical education. 3 credits.

Physical Education 280. MOTOR DEVELOPMENT. Movement changes throughout the lifespan and their implications for the curriculum in physical education. 3 credits.

Physical Education 295. SPECIAL TOPICS IN PHYSICAL EDUCATION. Selected topics in physical education which will vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

Physical Education 285. MOTOR LEARNING AND CONTROL. Processes and conditions influencing the acquisition and performance of motor skills. 3 credits.

Physical Education 361 (Recreation 361). DEVELOPMENTAL AND ADAPTIVE ACTIVITIES. A study of activities and their adaptation for children in special populations. 3 credits.

Physical Education 362. ORGANIZATION AND ADMINISTRATION OF INTRAMURALS. Practice and theory in organizing and administering intramurals. 3 credits.

Physical Education 364. ADAPTED PHYSICAL EDUCATION. Symptoms, causes and implications of various types of disabilities in relation to programming. Techniques in individual educational planning, activity adaptation and classroom organization. 3 credits.

Physical Education 370. ADVANCED ATHLETIC TRAINING. Designed for the advanced student and prospective professional. Concentrates on advanced treatment and evaluation techniques and rehabilitation following athletic trauma or surgery. Prerequisites: HLTH 360, PHED 270, Biology 206, 207, permission of instructor. 3 credits.

Physical Education 371, 372, 471, 472. PRACTICUM IN ATHLETIC TRAINING. Concentrated clinical experience in athletic training and sportsmedicine with periodic classroom review. Stresses development of diagnostic and treatment skills. Prerequisites: HLTH 260, PHED 270, permission of instructor. 1 credit.

Physical Education 380. SPORT PEDAGOGY I: THE ORIENTATION TO TEACHING. The aim of this course is to orient the student to the teaching process, to increase the student's understanding of the dimensions of effective teaching and to improve the student's teaching skills and teaching strategies through practice under appropriate and controlled conditions. Pre-

requisite: PHED 280 or consent of instructor. 3 credits.

Physical Education 381. SPORT PEDAGOGY II: AN ANALYSIS AND DESIGN OF MOTOR SKILLS. The aim of this course is to assist the student in understanding the teaching-learning process and how to analyze and evaluate the instructional process which includes organizing the learning environment, presenting progressive learning tasks to students and providing learner feedback. Prerequisite: PHED 380. 3 credits.

Physical Education 382. SPORT PEDAGOGY III: CURRICULUM DEVELOPMENT AND APPLICATION IN PHYSICAL EDUCATION. This course is designed to orient the student in the process of curriculum construction in physical education for both the elementary and secondary school programs; to provide the student with experiences in teaching and in systematic observation and analysis of teaching. Prerequisites: PHED 380, 381. 3 credits.

Physical Education 385. SPORT PSYCHOLOGY. An examination of the psychological dimensions which influence an athlete's skill acquisition and performance in the competitive environment. 3 credits.

Physical Education 386. KINESIOLOGY. Study of human motion, including structural and mechanical kinesiology with emphasis on anatomic and biomechanical principles, application of these principles in the analysis of human motion--basic neuromuscular skills, sports, dance and all physical education activities. Practical application of biomechanics for teaching, coaching and physical medicine. 3 credits.

Physical Education 387. PHYSIOLOGY OF EXERCISE. Lecture and laboratory experiences in the physiological responses of the body to the physical activity in everyday life and in sports. Prerequisite: Biology 206. 3 credits.

Physical Education 388. FITNESS INTERNSHIP. An 8-10 week supervised field experience (minimum of 320 clock hours). The internship will take place during the summer between the junior and senior years. To be eligible for participation the student must be of junior standing, enrolled in the

fitness specialist option and have an overall GPA of 2.0. Prerequisite: PHED 387. 8 credits.

Physical Education 390. ELEMENTARY SCHOOL HEALTH AND PHYSICAL EDUCATION. Health and physical education principles and activities for the elementary school. For elementary majors. 3 credits.

Physical Education 392. MECHANICAL AND PHYSIOLOGICAL PRINCIPLES OF SPORT AND EXERCISE. The physiological responses of the body to exercise and the mechanical principles of human movement. Designed for students other than physical education majors; physical education majors may not take this course. 3 credits.

Physical Education 393, 394, 395, 396. PRINCIPLES AND TECHNIQUES OF OFFICIATING. The study of current roles and practices in the techniques of officiating. (393-Field Hockey; 394-Gymnastics; 395-Volleyball; 396-Basketball) 1 credit.

Physical Education 462. ORGANIZATION AND ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION PROGRAMS. Administrative theory applicable to a variety of settings including education, industry, health clubs, Y's. 3 credits.

Physical Education 463. EVALUATION IN HEALTH AND PHYSICAL EDUCATION. Practice and theory in evaluation of performance in health and physical education activities including physical fitness; skills and motor performance tests, grading procedures; body measurements; written tests; and classification of students. 3 credits.

Physical Education 470. RESEARCH IN HEALTH, PHYSICAL EDUCATION AND RECREATION. Methods, techniques, and application of the research process related to a variety of functions typically found in health, physical education, and recreation professions. Designed to acquaint students with practical and applicable tools emphasizing research methodology and elementary data treatment through practical experiences, including computer use. 3 credits.

Physical Education 483. SEMINAR IN TEACHING. A seminar to prepare students

for student teaching and to evaluate the student teaching experience. Emphasis will be placed on strengthening the teaching skills of the student as well as on relating teaching to societal and cultural factors. 2 credits.

Physical Education 488. ADVANCED FITNESS CONCEPTS. An indepth, advanced study of selected topics in exercise and physical fitness. Emphasis is placed on a review of current literature and the development of various techniques for the evaluation of physical fitness. Prerequisites: PHED 386, 387. 3 credits.

Physical Education 490, 491. PRACTICUM. Supervised experience in one or more of the following areas of the professional curriculum: teaching, coaching, communication and fitness specialist. Credit & hours to be arranged. 6 credits maximum.

Physical Education 495/595. SPECIAL TOPICS IN PHYSICAL EDUCATION. Selected topics in physical education which will vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

Physical Education 496. COACHING INTERSCHOLASTIC AND INTERCOLLEGIATE ATHLETICS. A seminar course to include the following topics: the role of athletics in the education setting, the organization and administration of athletics on the interscholastic and intercollegiate levels, the role of the teacher/coach, and special issues in athletics. 3 credits.

Physical Education 497, 498, 499. SPECIAL PROJECTS IN PHYSICAL EDUCATION. Independent study and research projects for qualified students. 1, 2, or 3 credits.

Activity Classes for Physical Education Majors Only

Physical Education 103-M. BEGINNING GYMNASTICS. An introduction to beginning tumbling and apparatus skill. Emphasis is placed on correct technique and form. 1 credit.

Physical Education 104-M. TENNIS. Instruction in the fundamental skills of forehand, backhand, serve and volley. Com-

petitive play in women's and men's singles and doubles. 1 credit.

Physical Education 105-M. LACROSSE/FIELD HOCKEY. Instruction in the basic lacrosse skills of throwing, cradling, stick handling, loose ball pick-up, checking and goal play, and the field hockey skills of passing, dribbling, scoring, tackling and strategies of offensive and defensive play and interpretation of rules. 1 credit.

Physical Education 108-M. GOLF. Instruction in the techniques of putting, short approach shots and the full swing with irons and woods. Course includes rules and etiquette of golf. Students play at the Longwood Golf course. 1 credit.

Physical Education 109-M. VOLLEYBALL. Instruction in the basic skills of serving, overhand and forearm passes, digs, and spikes and blocks. Team defensive and offensive strategies and testing are included. 1 credit.

Physical Education 115-M. FIELD SPORTS. An introductory course designed to understand the basics of soccer, speedball, and flag football. The basic individual technical skills, along with gaining an understanding of the rules are stressed. Individual and small group tactics are introduced. 1 credit.

Physical Education 116-M. WEIGHT TRAINING. An introductory course with emphasis on current issues dealing with weight training. The student will learn and workout with various weight training programs and apply the principles to his/her individual workouts. The course employs basic techniques in proper lifting with correct safety procedures involved. 1 credit.

Physical Education 122-M. BASKETBALL. Instruction in the fundamentals of individual and team offensive and defensive skills and their applications to the game of basketball. The rules and basis officiating techniques are incorporated. 1 credit.

Physical Education 128-M. SOCIAL AND RECREATIONAL DANCE. Instruction in the fundamental skills of square dance, folk dance, novelty and contemporary rhythms and in the social/ballroom steps, rumba, tango, samba, Lindy, fox trot, waltz, two step and polka. 1 credit.

Physical Education 131-M. MODERN DANCE. Instruction in creative dance utiliz-

ing locomotor and axial movements will be performed in combination with opportunities for creating short dances. Emphasis on stretching and strengthening exercises will be related to and useful for a variety of sport activities. 1 credit.

Physical Education 134-M. TRACK AND FIELD. Instruction in basic track and field events, rules, workouts and testing. 1 credit.

Physical Education 135-M. SOFTBALL/BADMINTON. The basic skills and rules of slow pitch and fast pitch softball: throwing, catching, hitting and base running. Competitive play in coed slow pitch softball. Instruction in basic skills and techniques of badminton for singles, doubles and mixed doubles. 1 credit.

Physical Education 203-M. GYMNASTICS. A course designed to help teachers learn effective teaching and spotting techniques. Emphasis is placed on proper teaching progressions, error analysis and safety procedures. 1 credit.

Physical Education 211-M. SWIMMING. Swimming skills with emphasis on application of biomechanical, physiological and motor learning principles. 1 credit.

VARSITY SPORTS PARTICIPATION. Open to all students who demonstrate a competence in a sport. Tryouts are required. A student may earn a total of 8 credits in a varsity sport participation, but may not earn more than 4 credits in the same sport. Evaluation: grade and/or Pass/Fail. 4 periods; 1 credit.

142, 242, 342, 442. WOMEN'S BASKETBALL.

143, 243, 343, 443. MEN'S BASKETBALL.

144, 244, 344, 444. WOMEN'S GOLF.

145, 245, 345, 445. MEN'S GOLF.

146, 246, 346, 446. WOMEN'S TENNIS.

147, 247, 347, 447. MEN'S TENNIS.

148, 248, 348, 448. GYMNASTICS.

149, 249, 349, 449. FIELD HOCKEY.

150, 250, 350, 450. LACROSSE.

151, 251, 351, 451. SOFTBALL.

153, 253, 353, 453. VOLLEYBALL.

154, 254, 354, 454. SOCCER.

155, 255, 355, 455. WRESTLING.

156, 256, 356, 456. RIDING.

RECREATION PROGRAM

Faculty

Patricia A. Shank, Ph.D., Associate Professor of Therapeutic Recreation and Area Coordinator
Rena A. Koesler, M.Ag., Instructor of Therapeutic Recreation
Candace Ashton-Shaeffer, M.S., Instructor of Therapeutic Recreation

The recreation curriculum offers a four-year undergraduate program leading to a Bachelor of Science degree in Therapeutic Recreation. The program prepares students for entry level professional positions in a variety of clinical/hospital and community settings. Upon graduation students become eligible for certification through the National Council for Therapeutic Recreation Certification.

Since the emphasis of the degree program is on only one specialty area, therapeutic recreation, it allows for a broad range of courses and an in-depth concentration in therapeutic recreation. The academic coursework is complimented by 120 hours preliminary fieldwork and two internship experiences. Students complete an eight-week internship following their junior year and a sixteen-week internship during the spring semester of their senior year. These experiences can take place in a variety of facilities all over the United States that provide leisure services to individuals with disabling conditions.

In one of the two internship experiences, the student's agency supervisor must be a Certified Therapeutic Recreation Specialist (CTRS) in order to meet certification requirements of the National Council for Therapeutic Recreation Certification (NCTRC).

THERAPEUTIC RECREATION DEGREE, B.S. MAJOR

A. General Education Core Requirement. 33 credits.

See General Education Requirements listed on pages 49-51.

B. Additional Degree Requirements. 10 credits.

BIOLOGY 206/4 credits

CMSC 156/3 credits

PSYCHOLOGY 221/3 credits

C. Major Requirements.

RECR 110/3 credits

RECR 111/3 credits

RECR 205/2 credits

RECR 237/3 credits

RECR 300/1 credit

RECR 301/3 credits

RECR 302 or 404/3 credits

RECR 303/3 credits

RECR 305/3 credits

RECR 308/3 credits

RECR 361/3 credits

RECR 370/3 credits

RECR 380**/8 credits

RECR 410/3 credits

RECR 437/3 credits

RECR 470/3 credits

RECR 490**/16 credits

HLTH 260/3 credits

PHED 110 or 210 or 211/1 or 2 credits

BIOLOGY 207/4 credits

TOTAL/74 or 75 credits

ELECTIVES/10-11 credits

**Must have a 2.0 overall and 2.25 in major courses.

RECREATION

Recreation 110. INTRODUCTION TO THERAPEUTIC RECREATION. History, philosophy, rationale for service, professional development, analysis of symptomatology and causes inherent to various special populations, therapeutic settings, and employment opportunities. 3 credits.

Recreation 111. INTRODUCTION TO LEISURE SERVICE DELIVERY. The history and development of the recreation movement, concepts of leisure, definitions of recreation, theories of play, and the role of recreation and leisure in society. Providers of leisure services and general operational aspects of various organizations and agencies are investigated. 3 credits.

Recreation 205. SOCIAL RECREATION. The development of creative leadership skills, methods, and techniques that can be applied in various recreational settings through the use of social and informal recreational activities. 2 credits.

Recreation 206. MANUAL COMMUNICATION. A practical study of the history, origin and techniques of American Sign Language (ASL) and its application in a variety of settings providing services to members of the deaf community. 3 credits.

Recreation 237. EXPERIENTIAL AND OUTDOOR EDUCATION PROGRAMMING. Planning, organizing, and implementing an organized camp program. The responsibilities and characteristics of a leader in various camp/outdoor settings are investigated. 3 credits.

Recreation 295. SPECIAL TOPICS IN RECREATION. Selected topics in recreation which will vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

Recreation 300. PRE-INTERNSHIP SEMINAR. Lectures, discussion, and lab experiences to prepare majors for their internships. To be included will be agency and college relationship, resumé writing, professional code of ethics, interviewing techniques, and placement opportunities. 1 period, 1 credit.

Recreation 301. MENTAL ILLNESS, MENTAL HEALTH AND THERAPEU-

TIC RECREATION. Socio-cultural and psychodynamic dimensions of mental health and mental illness and an exploration of the preventative and restorative functions of recreation and leisure experiences. Psychiatric diagnostic criteria, recommended treatments and interventions, and setting-related terminology are emphasized.

Recreation 302. THERAPEUTIC RECREATION AND DEVELOPMENTAL DISABILITIES. An overview of the nature and etiology of selected developmental disabilities with specific focus on mental retardation. The role of recreation and leisure experiences is explored particularly as these relate to the development and acquisition of play and social behaviors. The application of assessment, task analysis, and behavior modification principles and techniques are expected course outcomes. Course is open to non-majors.

Recreation 303. THERAPEUTIC RECREATION FOR PERSONS WITH PHYSICAL DISABILITIES. In-depth study of all aspects of physical disability as related to therapeutic recreation settings; includes services, implications of disability, self-help skills, wheelchair activities, rule modifications in competitive sports, safety concerns, legislation and adaptive techniques. 3 credits.

Recreation 305. CONCEPTS OF LEISURE. An analysis of various concepts and philosophies of leisure and their role in defining the framework, content and processes of leisure education for varied consumer groups. Leisure behavior and relevant theories (e.g., attribution and efficacy) will be explored and assessment strategies will be studied and employed. Course is open to non-majors.

Recreation 308. THERAPEUTIC RECREATION IN THE MEDICAL SETTING. A survey of medical facilities, services, and populations treated. Analysis of current trends in medical treatment and their relationship to therapeutic recreation. Strong emphasis placed on medical terminology. Prerequisite: RECR 370 or consent of instructor. 3 credits.

Recreation 350. TOPICAL SEMINAR IN THERAPEUTIC RECREATION. Advanced seminars for therapeutic recreation

majors and non-majors interested in therapeutic recreation. Designed for small groups of qualified students to pursue selected specialized topics in therapeutic recreation. The topic for study will be announced prior to pre-registration each time the course is offered. May be repeated. 1-3 credits.

Recreation 361. DEVELOPMENTAL AND ADAPTIVE ACTIVITIES. A study of activities and their adaptation for children in special populations. 3 credits.

Recreation 370. PROGRAM PLANNING AND DEVELOPMENT IN THERAPEUTIC RECREATION. Assessment procedures, treatment planning and implementing, and evaluation of therapeutic programs. Rationale for a systems approach in treatment, documentation and charting practices and activity analysis. 3 credits.

Recreation 375. LEADERSHIP DEVELOPMENT THROUGH WILDERNESS PURSUITS. Leadership development through a variety of outdoor experiences and situations. Demonstrations and practical applications of technical skills, problem solving, decision making, and group dynamics. Planning, implementation, and development of outdoor skills and knowledge for back-country travel. 3 credits.

Recreation 380. JUNIOR INTERNSHIP. An 8-10 week supervised recreation field work experience will be required during the student's junior year. 8 credits.

Recreation 404. LEISURE AND AGING. The process of aging, including biological and sociological aspects. Theories of aging, concepts of leisure and aging, and principles and practices related to delivery, planning, implementation, and evaluation of leisure services of older adults are investigated. 3 credits.

Recreation 410. SUPERVISION AND ADMINISTRATION OF RECREATION. Application of management theory and techniques of leisure service delivery, including such areas as organization, supervision techniques, financing and budget, personnel, public relations, legal foundations and liability. 3 credits.

Recreation 437. LEADERSHIP AND GROUP DYNAMICS. Analysis of leadership and therapist styles with a strong emphasis on group behavior and development. Communication theory and techniques, practical applications, group problem-solving strategies, and leisure counseling. 3 credits.

Recreation 461, 462. SPECIAL PROJECTS IN THERAPEUTIC RECREATION. Qualified students will pursue independent study projects and/or directed research under supervision of an instructor. Nature of study will depend on interests and needs of the students. 1, 2, or 3 credits.

Recreation 470. RESEARCH IN HEALTH, PHYSICAL EDUCATION AND RECREATION. Methods, techniques, and application of the research process related to a variety of functions typically found in health, physical education, and recreation professions. Designed to acquaint students with practical and applicable tools emphasizing research methodology and elementary data treatment through practical experiences, including computer use. 3 credits.

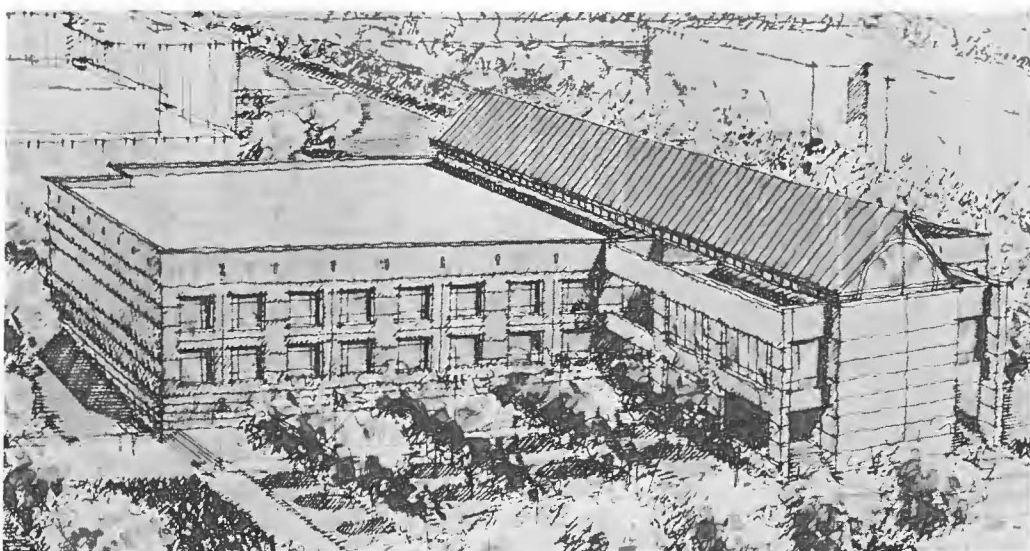
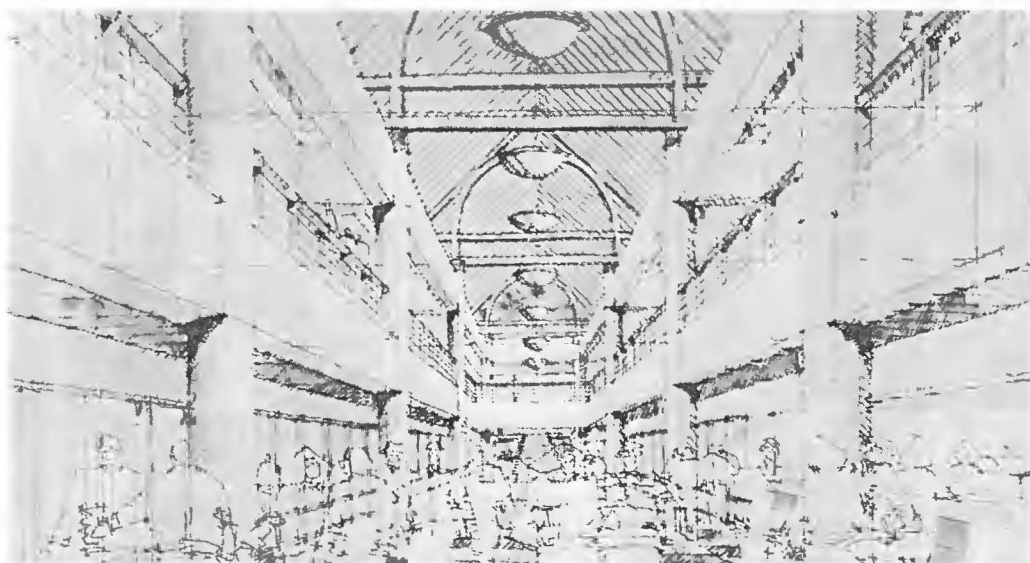
Recreation 490. SENIOR INTERNSHIP. A 16-week educational work experience during the senior year designed to provide maximum opportunities for the student majoring in therapeutic recreation to participate in selected professional laboratory experiences. Spring only; 16 credits.

Recreation 495/595. SPECIAL TOPICS IN RECREATION. Selected topics in recreation which will vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

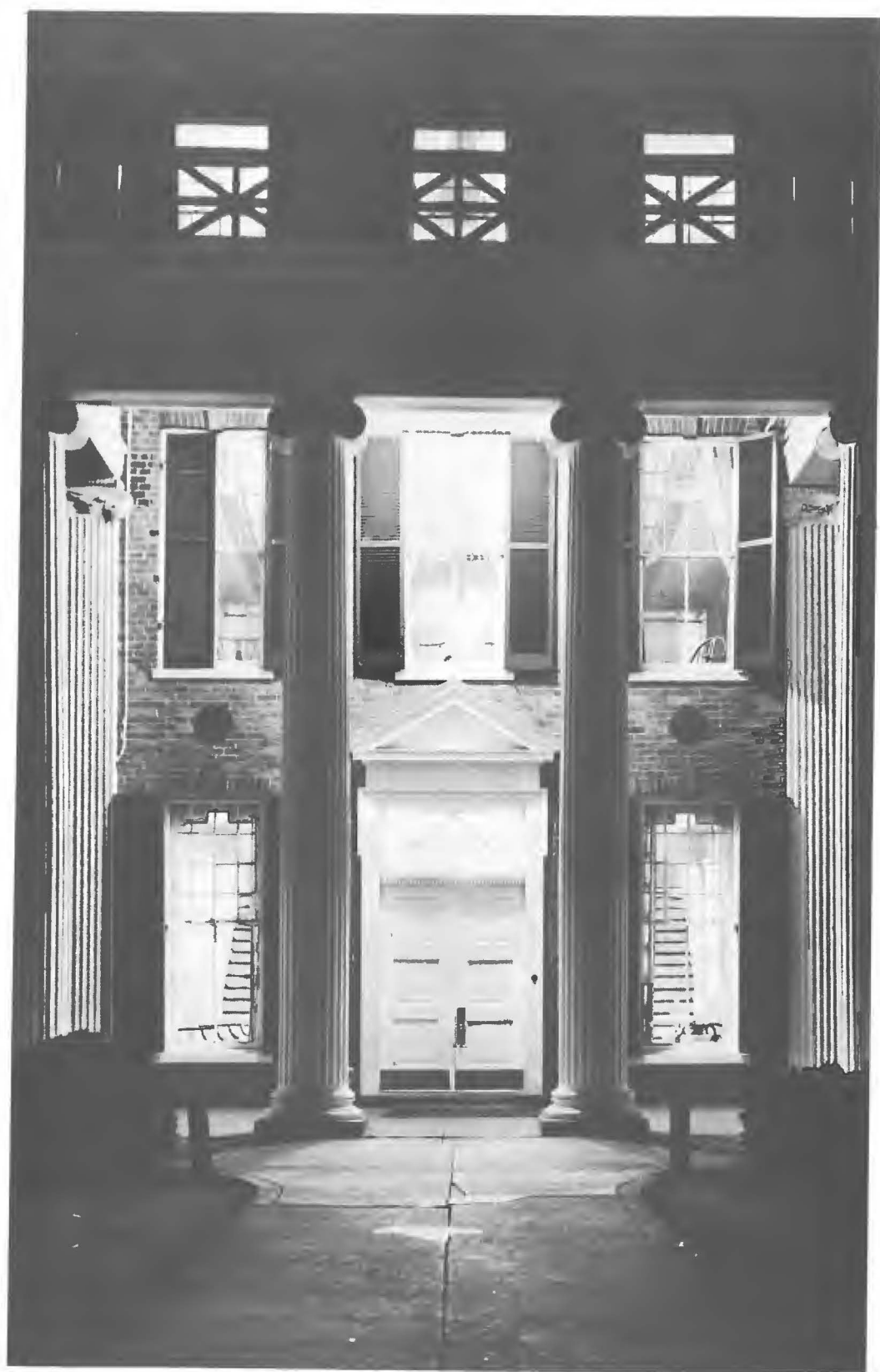
Department of Library Science

Martha H. LeStourgeon, *Chair*
Linda H. Howerton, *Secretary*

In the Fall of 1989, the undergraduate program in Library Science moved to the graduate level. However, the students who entered the college under the 1987-88 and 1988-89 catalogs will be provided the necessary courses for completion of their undergraduate program.



Longwood's new Library provides state-of-the-art technology for information retrieval from libraries throughout the world. Because of the new telecommunications system, students who have microcomputers can gain access to the library's computer and bibliographic files from their residence hall rooms.



The page is framed by a wide, intricate border of Celtic knotwork. Within this border are eight circular medallions, each containing a figure and a label: top-left (AST), top-right (PTH), middle-left (IMV), middle-right (ORPH), bottom-left (GEO), bottom-right (EVC), bottom-left (ARTH), and bottom-right (AL). At the top and bottom center of the border are two identical crests, each featuring a shield with three fleur-de-lis and a crown above it.

School of Liberal Arts and Sciences

Freda McCombs, *Dean*
Peggy Golubic, *Secretary*
Room 153, Ruffner Hall

Programs

General Studies
Honors
International Studies

Departments

Department of Art
Department of English, Philosophy and
Modern Languages
Department of History and Political
Science
Department of Mathematics and
Computer Science
Department of Music
Department of Natural Sciences
Department of Psychology
Department of Sociology and Anthropology
Department of Speech and Theatre

General Studies

Sherri H. Garrett, *Coordinator*

The major in general studies is administered through Continuing Studies. Any adult students who are interested in this degree should consult the General Studies coordinator in the Continuing Studies office.

GENERAL STUDIES PROGRAM

Faculty

Faculty for the General Studies Program are faculty members in the various departments of Longwood College.

The Bachelor of General Studies degree program is designed to offer an academically sound program which will provide an alternative to traditionally structured baccalaureate degrees. In acquiring credits, a student may proceed at his/her own pace and draw upon nontraditional modes of instructional delivery.

A student's program of study is a joint venture between the student and his/her academic advisor. The study core or concentration is developed with regard for the individual needs and interests of the student in cooperation with the expertise of the faculty advisor. The program includes no on-campus residence requirements and no time limits. Students must complete a minimum of thirty (30) semester hours of Longwood courses.

The program is open to adults whose life experiences will influence their successful progress as students. In order to be admitted fully to the BGS program a student must have completed at least six credit hours at Longwood with a minimum of 2.00 GPA (4.00 scale). A student may be fully accepted into the BGS only after a lapse of at least five years since acceptance into another degree program.

Requirements

A student must achieve the following in order to earn a BGS at Longwood:

- accumulate the equivalent of a total of 126 semester hours,
- earn at least a 2.00 GPA on all work completed in this program,
- complete 34 semester hours of general education
 - 6 s.h. English - ENGL 100 and 101
 - 9 s.h. Humanities - To be elected from Humanities courses which have been approved for General Education (Literature, Fine Arts, Philosophy and Language).*
 - 10 s.h. Laboratory Science and Mathematics - To be elected from the Science, Math and Computer Science courses which have been approved for General Education.*
 - 9 s.h. Social and Behavioral Sciences. To be elected from the Social Sciences and courses which have been approved for General Education (History, Sociology, Anthropology, Psychology, Economics, Political Science and Geography).
- finish an individualized, interdisciplinary core of study (approved by an academic advisor and the Adult Degree Program Director) equivalent to at least 30 semester hours of credit, at least 24 of which must be upper level classes. A minimum of 2.00 GPA must be earned in the core courses.
- successfully complete a three semester hour final project. This must be related to the individualized study core and is undertaken in the last semester of study.
- meet the English proficiency requirement.
- complete a minimum of 30 hours of Longwood courses.

*Courses must be selected from at least two different areas.

Honors

Sandra J. Breil, Ph.D., Associate Professor of Biology, Director

In the fall semester of 1983 Longwood College initiated an Honors Program in Arts and Sciences. The emphasis in any course designated as "honors" is on teaching students to articulate an understanding of a given field rather than merely to accumulate facts, to relate one field of knowledge to another, and to think independently. While the program may be especially attractive to those students majoring in one of the arts or sciences, it provides outstanding students in all disciplines with educational advantages. Classes are smaller than usual. They require substantial reading, and will provide students with the opportunity to express their ideas orally and in writing. Five or six honors courses are taught each semester.

Honors work is offered in the traditional arts and sciences taught at the College: Anthropology, Art, Biology, Chemistry, Computer Science, Dramatic Arts, English, French, Geography, German, History, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Sociology, and Spanish.

Some honors courses are sections of courses required for general education; others are especially created for honors students and may be team-taught and interdisciplinary in nature. In addition to taking honors courses, students enrolled in the Longwood Honors Program will be invited to participate in extracurricular activities such as small group discussions with visiting lecturers, museum expeditions, dinners with faculty, and other special events.

Admission to the program will be open to any entering freshman with a combined SAT score of 1100, or to any current Longwood student with a grade point average of 3.25. To remain in the Longwood Honors Program a student must maintain an average of 3.25 in all honors courses and an overall GPA of 3.25, both to be computed at the end of each year. Successful completion of one modern language course at the 201-level and of eight honors courses, three of which must be at the 300-level or above, will entitle a student to be graduated with Arts and Sciences honors. Any Longwood student who meets the qualifications for admission to the Honors Program but who does not wish to take a full range of honors work may register for one or more classes.



LONGWOOD HONORS COURSES

Anthropology 105H. HUMAN LIFE IN THE PREHISTORIC WORLD. An examination of the behavior and values likely to have been central to human groups in prehistoric times. The seminar approach will be employed with continual student dialog based on readings. Collections of stone tools and pottery sherds will be analyzed in class. 3 credits.

Art 261H. HISTORY OF PREHISTORIC, ANCIENT AND MEDIEVAL ART IN THE WESTERN WORLD. 4 lecture periods; 4 credits.

Art 262H. HISTORY OF ART A.D. 1300-1750. Periods include Quattrocento, High Renaissance and Baroque. 4 lecture periods; 4 credits.

Art 263H. HISTORY OF ART A.D. 1750-PRESENT. Periods include Classicism, Romanticism, Impressionism, Cubism and Contemporary. 4 lecture periods; 4 credits.

Biology 103H. HONORS ZOOLOGY. A study of the animal kingdom that integrates structural and functional aspects of organisms with their ability to survive in their particular environment. 3 lecture and one 2-hour lab periods; 4 credits.

Economics 111H. ECONOMICS OF SOCIAL CHOICE. Analysis of the methods that societies have developed to make decisions concerning resource allocation and income distribution. While focusing on contemporary modes of economic analysis, the course also presents contemporary economic issues, compares alternative economic systems, discusses their political implications, and traces their philosophical heritage — primarily from 18th and 19th century European philosophies.

**English 100H. RHETORIC AND RESEARCH.* Reading and writing expository prose including the research paper. Prerequisite to English 101. 3 credits.

**English 101H. COMPOSITION AND LITERARY ANALYSIS.* Expository writing including research, and an introduction to literary analysis. Close reading of and fre-

quent writing on literature, primarily fiction and poetry, with extended study of one major work read serially. English 100 and 101 are prerequisite to all other English courses. 3 credits.

**English 201H. WESTERN LITERATURE.* A study of significant movements and traditions in fiction and poetry by major western writers such as the authors of the Old Testament, Homer, Sophocles, Dante, Cervantes, Goethe, Chekhov, Camus, Garcia Marquez, and Anna Akhmatova. 3 credits. Prerequisite: English 101.

**English 202H. BRITISH LITERATURE.* A study of significant movements and traditions in fiction and poetry by major British authors such as the author of BEOWULF, Chaucer, Shakespeare, Milton, Wordsworth, Keats, George Eliot, Tennyson, and Yeats. 3 credits. Prerequisite: English 101.

**English 203H. AMERICAN LITERATURE.* A study of significant movements and traditions in fiction and poetry by major American authors such as Bradstreet, Emerson, Melville, Dickinson, Hemingway, Faulkner, Hughes, and Eliot. 3 credits. Prerequisite: English 101.

English 312H, 313H. BRITISH LITERATURE II and III. The late Renaissance through the Age of Johnson, with emphasis on such writers as Donne, Milton, Dryden, Swift, Pope and Johnson. 3 credits each.

English 314H. BRITISH LITERATURE IV. The twentieth century. Emphasis on such major writers as Hardy, Yeats, Joyce, Lawrence, Woolf, and Lessing. 3 credits.

English 332H. AMERICAN LITERATURE 1865-1920. A survey of American literature from the close of the Civil War to WWI, with emphasis on Emily Dickinson, Mark Twain, Henry James, William Dean Howells, Stephen Crane and Theodore Dreiser. 3 credits.

English 333H. AMERICAN LITERATURE SINCE 1920. The modern age with emphasis on such major writers as Hemingway, Faulkner, Frost, Fitzgerald, Welty, and Eliot. 3 credits.

**History 100H. FOUNDATIONS OF WESTERN CIVILIZATION.* An introduction to

the foundations of Western Civilization from the Dawn of Man through the Reformation, with an emphasis on the political, economic, social, intellectual, and cultural attributes which made that civilization unique. 3 credits.

***History 110H. MODERN WESTERN CIVILIZATION.** A survey of the development of Modern Western Civilization from the Age of Absolutism to the present, with emphasis upon the political, economic, social, cultural, and intellectual attributes which have marked its rise to world-wide influence in the Twentieth Century. 3 credits.

***History 120H. THE AMERICAN EXPERIENCE.** A survey of American life from the Colonial Era to Modern Times, with emphasis upon the major forces which have shaped its development. Credit in this course cannot be applied toward the major in history. 3 credits.

Mathematics 261H, 262H. THE DIFFERENTIAL AND INTEGRAL CALCULUS. A study of the theory and applications of the differential and integral calculus, with analytic geometry and relevant topics from discrete mathematics. The computer will be used to help illustrate theoretical concepts and to enable students to solve more realistic problems. 5 periods; 5 credits per semester.

Philosophy 205H. TECHNOLOGY AND THE HUMAN CONDITION. An examination of the nature of technology and the effect it has had and is likely to have on the human condition. We will study the dispute between technological optimists and the pessimists, focus on several specific areas of technological development such as agribusiness, and draw upon literature, economics, and political theory to investigate whether technology is leading to the elimination of scarcity and its associated problems, or to Brave New World. 3 credits.

Philosophy 302H. QUESTIONS OF GOOD AND EVIL. An interdisciplinary course in which questions on contemporary culture are discussed from both the scientific and philosophical bases. (Example: abor-

tion, euthanasia, genetic engineering, nuclear weapons, nuclear energy, etc.) Team-taught by a scientist and a philosopher. 3 credits.

Political Science 331H. POLITICAL PHILOSOPHY. A survey of major political philosophies from ancient Greece through the Middle Ages, including the theories of Plato, Aristotle, Cicero, St. Augustine and St. Thomas Aquinas. Seminar format with additional readings from Thucydides. 3 credits.

Political Science 330H, History 330H, Philosophy 330H. GREAT TRIALS IN HISTORY. An interdisciplinary team-taught course focusing on such trials as that of Socrates, Jesus, Galileo in ancient times, and on the Scopes Trial, the Trials at Nuremberg, and the Trials of the Witches of Salem in the modern era. Taught by a political scientist and a philosopher and theologian. 3 credits.

Sociology 200H. ANALYSIS OF CONTEMPORARY AMERICAN SOCIAL ISSUES. An examination of major social issues confronting Americans today. Topics may include political apathy, gender inequality, value choices in technology, aging, the value of a college education, and the ethics of our nation's domestic and foreign policy. The course is designed to provide students with the analytic skill necessary to conceptualize the basic dimensions and value choices inherent in major social issues. 3 credits.

***Theatre 204H. INTRODUCTION TO WESTERN DRAMATIC LITERATURE/ THE GREEKS TO THE 20TH CENTURY.** A survey course in dramatic literature from the Greeks to the present day, emphasizing universal tragic and comic themes in a changing world. Prerequisite English 101. 3 credits.

Theatre (English) 357H. SURVEY OF WESTERN DRAMATIC LITERATURE TO THE SEVENTEENTH CENTURY. Play analysis, dramatic style, and stage settings from the Greek classical period to the advent of the French neoclassic drama. 3 credits.

International Studies

INTERNATIONAL STUDIES PROGRAM

John F. Reynolds, Ph.D., Director

Longwood offers an International Studies Program for those who wish to devote a part of their education to learning about societies other than their own; it aims to give the interested student an opportunity to supplement his/her academic major with a concentration of studies which will enhance an understanding of the larger world in which we must live and work.

Students wishing to participate in the program should sign up in the Modern Languages Office.

Requirements for 18-Credit Minor in International Studies

1. 9 credit hours in a modern language at the 201 level or above to include 330 (Culture and Civilization). Note: Modern Language majors must take all 18 hours in number 2 below.
2. 9 credit hours chosen from the following:
 - Art History 261, 262, 263
 - Business 384
 - Economics 310
 - Geography 401, 402, 403, 444, 450, 453
 - History 307, 335, 356, 360
 - Political Science 335, 436, 437, 441, 442, 469

One of the following may be substituted for a course in number 2:

Anthropology 104

Chemistry 468I, Special Projects in Chemistry, Research Abroad

Earth Science 462I, Special Projects in Earth Science, Research Abroad

Biology 496I, Special Projects in Biology, Research Abroad

Physics 462I, Special Projects in Physics, Research Abroad

Military Science 103, Military Strategy and World Affairs

Physical Education 136, International Folk Dance

NOTE: No student may count a course required for his/her major as fulfilling the minor. Example—History majors must take their 18 hours in fields other than History, etc.

In addition to the above courses, students are encouraged to participate in international studies events on campus. Students should also consider taking part in trips abroad organized by the College; of great value would be participation in programs of study worked out between Longwood and foreign universities.



Among participants in the International Studies Program are (from left): Fumiko Kinjo, a graduate student who teaches Japanese; Tammy Martin, a modern languages major who is participating in Longwood's program with the University of the Andes; Astrid Tichelman, a student from Holland; and Michele Sims, a modern languages major who was in Longwood's program at the University of Heidelberg.

Department of Art

Mark S. Baldridge, *Chair*
Hal Sherman, *Secretary*

The Department of Art at Longwood College occupies the Bedford Art Building, one building in the Fine Arts Complex. The building contains eight multi-purpose studios; an outdoor work area, two exhibition galleries, and an auditorium seating 176.

The Department of Art also provides aesthetic and cultural enrichment opportunities for the academic community through lectures, workshops, and demonstrations by well-known artists and art educators, presents exhibits of student and professional work in two galleries, and offers opportunities for members of the community to take courses in studio art, art education, and art history. The faculty also supports and encourages aesthetic and cultural opportunities, as well as programs sponsored by the area chapter of the Virginia Museum.

ART PROGRAM

Faculty

Mark S. Baldridge, M.F.A., Associate Professor of Art and Department Chair
John S. J. Burke, Ed.D., Assistant Professor of Interior Design
Randall Edmonson, M.F.A., Associate Professor of Art
Elisabeth L. Flynn, Ph.D., Professor of Art
Amie Oliver, M.F.A., Assistant Professor of Art
Homer L. Springer, Jr., M.Ed., Professor of Art

The primary educational objective of the Department of Art is to provide quality baccalaureate degree programs in art education, graphic design (commercial art) interior design, and the fine arts, with concentrations in art history or studio; to offer a variety of courses that fulfill general education requirements; and to provide specialized courses for elementary and therapeutic recreation majors, as well as students pursuing study in the field of communications. The curriculum includes all of the major visual arts and art history.

While a foundation in art techniques, theory, and art history is essential, creative expression and development of concepts, values, and critical judgement are encouraged. Students may choose a field of specialization or concentration, form their own concepts, and develop individual methods and directions. The Department of Art emphasizes the humanities and aesthetic judgment, the development of personal expression, and the relationship of the content of art in the nature of learning and human development essential for a liberal arts education as well as independent judgment.

The Department also offers tailored programs of study for students who wish to minor in studio art or art history. Students interested in a minor in general art or art history should contact the chair for advising.

Every attempt has been made to state the major and minor requirements as clearly as possible. However, it is strongly recommended that every student majoring or minoring maintain close communication with the academic advisor assigned in order to plan his program in a fashion best suited to the student's individual goals and needs. The faculty stands ready to assist any student in this regard.

The Department of Art requires freshman, sophomore, and transfer art majors to present a specified number of their works for review by a committee of the art faculty. The interview procedure takes place in the second semester each year and is required for graduation. Junior art education and studio majors are required to present an annual exhibition of their work completed at Longwood College. Students who are concentrating in art history have the option of exhibiting their studio work if they so desire. Students concentrating in art history must present a public lecture in their senior year. The junior exhibit or senior art history lecture is required for graduation.

In addition, freshman majors are required to take a test registering their knowledge of art which will also be repeated in their senior year. This test assists the department in identifying any deficiencies to which it should address itself. These requirements help to assess the effectiveness of the program and insure a quality and relevant education for our majors.

Field trips in some lecture and studio classes involve a nominal cost for the students. Students are required to furnish all necessary supplies and some tools, however, most items are purchased with a studio fee which is collected in each class allowing students to benefit from bulk purchases and also have the convenience of the materials being readily available. This fee will vary from \$10.00 to \$35.00, depending on the class and the materials supplied. A list of these fees is available from the Dean's Office and the Department of Art Office.

Course Requirements

All art majors will receive a Bachelor of Fine Arts Degree. The General Education Requirements will be identical for each concentration except that the Art Department Requirements will vary slightly.

BACHELOR OF FINE ARTS DEGREE Art Education Concentration

- A. General Education Core Requirement. 33 credits.
See General Education Requirements listed on pages 49-51.
- B. Additional Degree Requirements. 9 credits.
See Degree Requirements listed on pages 47-48.
- C. Major Requirements. 54 credits.
(NOTE: Art Majors cannot utilize ART 120 or ART 130 for General Education)

Major Requirements:

ART 120/4 credits
ART 130/4 credits
ART 131/3 credits
ART 223/3 credits
ART 261/3 credits
ART 262/3 credits
ART 263/3 credits
ART 494/1 credit
TOTAL 24 credits

Art Education Concentration:

ART 155/3 credits
ART 213/3 credits
ART 216 or 217/3 credits
ART 250/3 credits
ART 270/3 credits
ART 313/3 credits
ART 381/3 credits
TOTAL 21 Credits

Mini-concentration/9 credits: Choose 9 credit hours from any one category. All 9 credits must be from the same category.

ART HISTORY

ART 265
ART 361
ART 362
ART 363
ART 364
ART 366
ART 367
ART 369
ART 450

CRAFTS

ART 110
ART 214
ART 218
ART 219
ART 224
ART 311
ART 324
ART 325
ART 406
ART 411
ART 412
ART 413
ART 414
ART 416
ART 419
ART 422

PAINTING

ART 271
ART 371
ART 471
**GRAPHIC
DESIGN**
ART 221
ART 222
ART 225
ART 226
ART 230
ART 326
ART 330
ART 355
ART 455

DRAWING & PRINTMAKING

ART 230
ART 251
ART 330
ART 351
ART 430
ART 450

**INTERIOR
DESIGN**

ART 101
ART 201
ART 202
ART 219
ART 265
ART 303
ART 304
ART 404
ART 405

D. Teacher Certification Requirements. 18 credits.

EDUC 260 Intro to Teaching Profession. 1 credit
EDUC 245 Human Growth and Development. 3 credits
EDUC 480 Measurement and Evaluation. 1 credit
EDUC 484 Media and Computer Technology. 2 credits
EDUC 488 Educational Seminar. 1 credit
EDUC 490 Classroom Management. 2 credits
EDUC 491 Survey of Exceptional Children. 2 credits
ART 441 Teaching Art in Secondary School. 3 credits
ART 442 Teaching Art in Elementary School. 3 credits

E. Practicum Requirements. 12 credits.

ART 441 Teaching Art in Secondary School. 1 credit
ART 442 Teaching Art in Elementary School. 1 credit
EDUC 402 Student Teaching. 10 credits

**BACHELOR OF FINE ARTS DEGREE
Art History Concentration**

A. General Education Core Requirements. 33 credits

See General Education Requirements listed on pages 49-51.

B. Additional Degree Requirements. 9 credits.

See Degree Requirements listed on pages 47-48.

C. Major Requirements. 42 credits.

(NOTE: Art Majors cannot utilize ART 120 or ART 130 for General Education.)

Major Requirements:

ART 120/4 credits
ART 130/4 credits
ART 223/3 credits
ART 270/3 credits
ART 261, 262, 263/9 credits
ART 361, 362, 363, 364, 366, 367 or 369/15 credits
ART 461/3 credits
ART 494/1 credit
TOTAL 42 credits
Electives in art studio or art history/6 credits
General electives/36 credits

BACHELOR OF FINE ARTS DEGREE

Studio Concentration

- A. General Education Core Requirements. 33 credits.
See General Education Requirements listed on pages 49-51.
- B. Additional Degree Requirements. 9 credits.
See Degree Requirements listed on pages 47-48.
- C. Major Requirements. 66 credits.

Core Requirements/27 credits

(NOTE: Art Majors cannot utilize ART 120 or ART 130 for General Education.)

ART 120/4 credits

ART 130, 131/7 credits

ART 223/3 credits

ART 261, 262, 263/9 credits

ART 265, 361, 362, 363, 364, 366, 367 or 369/3 credits

ART 494/1 credit

TOTAL 27 credits

Field of Concentration/24 credits

except Graphic Design/36 credits

and Interior Design/30 credits

Crafts

Choose 3 credits from the following:

ART 155/3 credits

ART 214/3 credits

ART 412/3 credits

ART 213/3 credits

ART 311/3 credits

ART 413/3 credits

ART 216 or 217/3 credits

ART 325/3 credits

ART 414/3 credits

ART 218/3 credits

ART 351/3 credits

ART 416/3 credits

ART 224/3 credits

ART 381/3 credits

ART 418 or 419/3 credits

ART 313/3 credits

ART 411/3 credits

TOTAL/24 credits

ART 324/3 credits

Drawing & Printmaking

ART 221/3 credits

ART 251/3 credits

ART 351/3 credits

ART 230/3 credits

ART 270/3 credits

ART 355/3 credits

ART 250/3 credits

ART 330/3 credits

TOTAL/24 credits

Graphic Design

ART 155/3 credits

ART 230/3 credits

ART 351/3 credits

ART 221/3 credits

ART 250/3 credits

ART 355/3 credits

ART 222/3 credits

ART 270/3 credits

TOTAL/36 credits

ART 225/3 credits

ART 326/3 credits

ART 226/3 credits

ART 330/3 credits

Interior Design

ART 101/3 credits

ART 219/3 credits

ART 404/3 credits

ART 155/3 credits

ART 265/3 credits

ART 405/3 credits

ART 201/3 credits

ART 303/3 credits

TOTAL/30 credits

ART 202/3 credits

ART 304/3 credits

Painting

ART 155/3 credits

ART 271/3 credits

ART 351/3 credits

ART 250/3 credits

ART 311/3 credits

ART 371/3 credits

ART 270/3 credits

ART 330/3 credits

TOTAL/24 credits

Field of Concentration

Electives in ART STUDIO or ART HISTORY/15 credits (except Graphic Design/3 credits and Interior Design/9 credits)

ART

A special fee is charged for all studio courses.

***General Education Courses**

NOTE: We do not guarantee that all courses listed will be offered every year.

***Art 120. FOUNDATIONS OF CONTEMPORARY DESIGN.** Understanding the basic principles, vocabulary and visual elements of two-dimensional design through inquiry into the historical sources and terms of creative expression of art in the 20th Century. 4 credits.

***Art 130. DRAWING I.** An introduction to the history, appreciation and fundamentals of drawing as an expressive vehicle. 4 credits.

***Art 160. INTRODUCTION TO THE VISUAL ARTS (ART APPRECIATION).** An introduction to the basic elements of painting, sculpture, architecture and crafts and their respective roles and contributions to our civilization. 4 credits.

Art 101. INTRODUCTION TO INTERIOR DESIGN. Emphasis is placed on the evaluation and design of residential dwellings. Students acquire the graphic skills needed to illustrate residential designs using basic architectural drawing techniques. 3 credits.

Art 110. CRAFTS. An understanding of the basic principles and techniques of functional and decorative hand crafts in various cultures and their humanistic relationship to society. Exploration of a variety of techniques, materials, and tools utilized in the production of craft objects. 3 credits.

Art 131. LIFE DRAWING. Development of concepts, skills, and drawing techniques utilizing the human figure. Spring only. 3 credits.

Art 155. BASIC PROCESSES AND PRINCIPLES OF PHOTOGRAPHY. An introduction to the basic processes, principles and history of black and white still photography. Students must furnish their own adjustable 35mm cameras. Every semester. 3 credits.

Art 201. ARCHITECTURE AND INTERIOR GRAPHIC COMMUNICA-

TION. The development of graphic skills needed for conceptualizing, externalizing, and communicating spatial concepts. Included are perspective drawing systems, material delineation, mechanical perspective, and composition and presentation techniques. 3 credits.

Art 202. ARCHITECTURE AND INTERIOR DETAILING AND FINISHES. A comprehensive and systematic overview of construction systems, technologies and materials. Focus on integration of all building systems as well as outside influences such as building codes and governmental regulations. 3 credits.

Art 211. ART FOR SPECIAL POPULATIONS. A concentrated study of theory, techniques, and materials suitable for use in therapeutic recreation settings. Recommended for Therapeutic Recreation majors. 3 credits.

Art 213. CERAMICS. Forming, decorating, glazing and firing pottery. 3 credits.

Art 214. CERAMICS II. Opportunities for deeper involvement with, and exploration of, wheel throwing techniques, hand building processes, as well as glazing and firing of creative ceramic work. Prerequisite: Art 213. 3 credits.

Art 216. FIBERS: WEAVING. Study and use of natural, man-made and synthetic fibers in the design and use of on-and off-the-loom weaving processes. Exploration of a variety of basic techniques including carding and spinning of wool, dyeing of fibers, construction and dressing of looms, and the knotting, braiding and twisting of fibers. 3 credits.

Art 217. FABRICS: SURFACE DESIGN. Exploration and investigation of traditional and contemporary fabric surface design techniques, including tie-dye, batik, block printing, stencil and stitchery. 3 credits.

Art 218. DESIGN IN STAINED GLASS. Construction of functional and non-functional objects with emphasis on original-design and basic forming techniques utilizing stained glass. 3 credits.

Art 219. FURNITURE DESIGN AND CONSTRUCTION. Design, materials, construction and production of interior furniture components. 3 credits.

Art 221. GRAPHIC DESIGN I. Introduction to the elements of graphic design explored through the advertising media of newspapers, magazines, outdoor display systems, and direct mail literature. Emphasis is on format and the dynamics of composition and layout of visual images and typography in page and display advertising. Prerequisite: Art 120. 3 credits.

Art 222. GRAPHIC DESIGN II. Introduction to typography and the mechanics of reproduction art required for printed materials. Emphasis is on the development of ideas, concepts, graphic impact and creativity. Prerequisite: Art 221. 3 credits.

Art 223. THREE-DIMENSIONAL DESIGN. Investigation and construction of three-dimensional forms in such media as paper, wire, wood, metal, plastics, rope, and twine. Understanding and designing of forms as they relate to architecture, sculpture and industrial design. Spring only. 3 credits.

Art 224. DESIGN IN WOOD. Construction of functional and non-functional wood objects with emphasis on original design and basic working techniques, including use of power tools. 3 credits.

Art 225. GRAPHIC ART PRODUCTION I. Introduction to the technical production of printing visual matter. Emphasis is placed on development of dexterity in mechanical layout and reproduction processes through theoretical problem solving. The tools and materials of the graphic design trade are used and explored. Prerequisite: Art 221. 3 credits.

Art 226. GRAPHIC ART PRODUCTION II. A hands-on problem solving approach to the production of printed matter, from idea to finished product, designed to provide the serious student with practical experience in graphic art design and production. Prerequisites: Art 222 and 225. 3 credits.

Art 230. EXPERIMENTAL MEDIA IN DRAWING. Exploration of novel and

exciting color media suitable for contemporary drawings. Prerequisite: Art 130 and 131 or permission of instructor. 3 credits.

Art 250. PRINTMAKING I. Exploration of traditional and contemporary printmaking techniques, processes and materials, such as stencil, planographic, relief, and intaglio methods. 3 credits.

Art 251. PRINTMAKING II. Exploration of printmaking as a medium of original expression with emphasis on relief and intaglio processes. 3 credits.

Art 261. HISTORY OF PREHISTORIC, ANCIENT AND MEDIEVAL ART IN THE WESTERN WORLD. Survey of the arts of ancient and medieval civilizations with emphasis on art as expressive of philosophy and culture. 3 credits.

Art 262. HISTORY OF WESTERN ART FROM THE RENAISSANCE TO THE 19TH CENTURY. Survey of the arts of the Renaissance to the 19th century with emphasis on art as expressive of philosophy and cultures. 3 credits.

Art 263. HISTORY OF WESTERN ART--THE MODERN WORLD. A study of the major trends, developments, artists and philosophy of the modern world--1850 to 1980s. 3 credits.

Art 265. HISTORY OF FURNITURE AND INTERIORS. The social, economic, religious, political and aesthetic developments that influenced historical and contemporary furniture and interiors. 3 credits.

Art 270. (Theatre 270). PAINTING: ACRYLIC AND WATER-BASED MEDIA. Fundamentals of painting involved in subject matter, composition, and materials through the use of acrylics and water-based media. Investigation into backgrounds of contemporary painting. Emphasis on individual growth. Open to beginners. 3 credits.

Art 271. PAINTING: OIL MEDIA. Fundamentals of painting involved in subject matter, composition, and materials through the use of oil based media. Investigation into backgrounds of contemporary painting. Open to beginners. 3 credits.

Art 295. SELECTED TOPICS IN VISUAL ARTS. The topics and descriptions will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. 1-3 credits.

Art 301-302. SURVEY OF WESTERN ART IN EUROPE. A 5-week study tour of London, Amsterdam, Paris, Venice, Florence, and Rome designed to provide an in-depth awareness of the great works of art which stand as visual expressions of the intellectual and spiritual aspirations and achievements of man. 9 hours daily; offered every 3 years during summer session. 6 credits.

Art 303. RESIDENTIAL PLANNING AND DESIGN. Development of a working knowledge of principles of design as applied to housing. Exploration of concepts in domestic planning and use of materials. 3 credits.

Art 304. COMMERCIAL INTERIOR DESIGN. An exploration of specification requirements and procedures for commercial design in retail stores, banks and restaurants through a variety of small to medium scale projects. Prerequisite: Art 303. 3 credits.

Art 310. EXPLORATORY CERAMICS. Introduction to basic handbuilding techniques in clay such as pinch, slab and coil methods, as well as clay preparation, glazing and firing methods. 1 credit.

Art 311. ENAMELS. The design and production of vitreous enamels using copper as the metal base. 3 credits.

Art 313. JEWELRY AND METAL WORK. Construction of jewelry and objects of silver and other metals with emphasis on original design and basic techniques. 3 credits.

Art 324. PAPERMAKING. Molding, dyeing, cutting, tearing, embossing, sewing, creasing and folding of hand-made paper with emphasis on texture, depth and color in two and three-dimensional paper forms. 3 credits.

Art 325. ADVANCED DESIGN IN WOOD. Advanced construction of functional objects with emphasis on original design and advanced woodworking techniques.

Prerequisite: Art 224. 3 credits.

Art 326. TYPOGRAPHY. Communication problem solving through the visual media of language. The fundamentals of typography and type design are explored in experimental and practical projects. Prerequisite: Art 222. 3 credits.

Art 330. ILLUSTRATION. The history and techniques of illustration as an art form. Prerequisite: Art 130 and 131 or permission of instructor. 3 credits.

Art 341. ART EDUCATION IN THE ELEMENTARY CLASSROOM, N, K-8. Lectures, readings and media explorations to introduce students to the importance of art in the integrated program of today's elementary school. Emphasis will be placed on quality programs for grades K-8 using drawing, painting, and three-dimensional design, as well as experience in sequential planning and organization. For Elementary Education majors only. 3 credits.

Art 351. PRINTMAKING: SERIGRAPHY. The silk screen process of printing as an aesthetic expression. Prerequisite: Art 120, 250, 251, 270 or 271. 3 credits.

Art 355. PHOTOGRAPHY AS AN ART FORM. Study of the fundamental techniques of the camera and its relation to the field of design and communications. Prerequisite: Art 120 and 155, or permission of instructor. 3 credits.

Art 361. HISTORY OF LATE 18th AND 19th CENTURY PAINTING AND SCULPTURE. Study of neo-classicism, revolution, romanticism, realism, the salon and impressionism in painting and sculpture. 3 credits.

Art 362. HISTORY OF 20th CENTURY PAINTING AND SCULPTURE. A study of post-impressionism, expressionism, fauvism, cubism, abstract, dada, surrealism, abstract expressionism, op pop, and current trends in painting and sculpture. 3 credits.

Art 363. HISTORY OF GREEK AND ROMAN ART AND ARCHITECTURE. 3 credits.

Art 364. HISTORY OF RENAISSANCE AND BAROQUE ART AND ARCHITECTURE. 3 credits.

Art 366. PRIMITIVE ART. A study of African, Oceanic, and Pre-Columbian art with emphasis on the historical and religious background and the artistic contribution of these cultures and civilizations. 3 credits.

Art 367. HISTORY OF MODERN ARCHITECTURE. A survey of 19th and 20th century architecture. 3 credits.

Art 369. AMERICAN ART. Survey from Colonial to 20th Century, including painting, sculpture, architecture, and crafts. 3 credits.

Art 370. EXPLORATORY PAINTING. Exploration of various waterbased painting media with emphasis on unique materials, composition and a variety of techniques. 1 credit.

Art 371. ADVANCED PAINTING. Advanced painting with emphasis on the exploration of individual style using oils, acrylics, watercolor, and mixed media. Prerequisite: Art 270 and 271 or permission of instructor. 3 credits.

Art 381. SCULPTURE I. Study of fundamental sculpture principles. Work with a variety of materials. 3 credits.

Art 382. SCULPTURE II. Continuation of various sculpture techniques in a variety of materials. 3 credits.

Art 401. SPECIALIZED TOPICS IN THE VISUAL ARTS. Offered on demand. 1 credit.

Art 402. SPECIALIZED TOPICS IN THE VISUAL ARTS. Offered on demand. 2 credits.

Art 403. SPECIALIZED TOPICS IN THE VISUAL ARTS. Offered on demand. 3 credits.

Art 404. PUBLIC INTERIOR SPACE. Advanced interior design problems; experimental and innovative concepts; responses to public interior spaces in museums, schools, hospitals, health care centers, and offices. Prerequisites: Art 303, 304. 3 credits.

Art 405. SENIOR INTERIOR DESIGN SYNTHESIS. Emphasis on development of self expression and philosophy of interior design. Student initiated interior design prob-

lems which involve conceptualization as well as programming problems. Application through final design and selective detailing of each project. Prerequisites: Art 303, 304, 404. 3-6 credits.

Art 406. CERAMICS STUDIO II. Continued independent problems in ceramics. Prerequisite: Art 412 and permission of instructor. 3 credits.

Art 411. ENAMELS II. Continued exploration of the design and production of vitreous enamels using copper or other metals as a base. May be continued as Art 426, 427, 428, etc., with permission of instructor. Prerequisite: Art 311 and permission of instructor. 3 credits.

Art 412. CERAMICS STUDIO. Independent problems in ceramics. May be continued as Art 406, 407 and 408 with permission of instructor. Prerequisite: Art 214 and permission of instructor. 3 credits.

Art 413. JEWELRY II. Continued exploration of various metals and techniques with strong emphasis on design. May be continued as Art 419, 420 and 421 with permission of instructor. Prerequisite: Art 313 and permission of instructor. Every semester. 3 credits.

Art 414. METALSMITHING. Independent exploration of functional and decorative objects using various metals and forming techniques with strong emphasis on design. Prerequisite: Art 313 and permission of instructor. 3 credits.

Art 415. WEAVING AND TEXTILE STUDIO. Independent concentration in choice of techniques available in weaving and textiles. Prerequisite: Art 216 and permission of instructor. 3 credits.

Art 416. ADVANCED CASTING. Continued exploration of the casting process with strong emphasis on design and experimentation. May be continued as Art 422, 423 and 424. Prerequisite: Art 313. Every semester. 3 credits.

Art 417. GEM STONE CUTTING AND SETTING. Continued exploration of cutting, polishing, and setting stones with strong emphasis on design. Prerequisite: Art 313. 3 credits.

Art 418. METAL ELECTROFORMING. Exploration of functional and decora-

tive application of electroforming in lieu of, or in combination with, additional metal forming techniques. Strong emphasis will be given to design. Prerequisite: Art 313 or permission of instructor. 3 credits.

Art 419. ADVANCED JEWELRY III. Continued exploration of various metals and techniques with strong emphasis on design. Prerequisite: Art 413 and permission of instructor. 3 credits.

Art 422. ADVANCED CASTING II. Continued exploration of the casting process with strong emphasis on design and experimentation. Prerequisite: Art 416 and permission of instructor. 3 credits. Offered on demand.

Art 430. DRAWING STUDIO. Open to students who have completed Art 130, 131, 230 and 330. The student will select an area of concentration and problems of specialization in media and technique. Permission of instructor required for enrollment. May be continued as 431, 432, 433, with permission of instructor. Hours to be arranged. 3 credits.

Art 441. THE TEACHING OF ART IN THE SECONDARY SCHOOLS. A concentrated study of contemporary practices, theory, and materials necessary for the formulation of a meaningful art program in the secondary school. Supervised experience working with secondary school age students in a creative setting. 4 credits.

Art 442. THE TEACHING OF ART IN THE ELEMENTARY SCHOOLS. A concentrated study of theory, methods, and materials necessary for the formulation of a meaningful, creative art program in the elementary schools. Supervised experience working with elementary age children in a creative setting. 4 credits.

Art 443. PROBLEMS IN ART EDUCATION. The student will select an area of art education for concentrated study through readings, research, experimentation and/or internship. Permission of instructor required for enrollment. Hours to be arranged. 3 credits.

Art 450. PRINTMAKING STUDIO. Open to students who have completed Art 120, 130, and 250, and if studying serigraphy or relief and intaglio, must have completed courses in these areas. The student will select an area of concentration and problems of

specialization in media and technique. May be continued as Art 451, 452, and 453. Permission of instructor required for enrollment. Hours to be arranged. 3 credits.

Art 455. PHOTOGRAPHY STUDIO. Continued study of concepts and techniques in black and white photography. May be continued as Art 456, 457, and 458. Prerequisite: Art 355 and permission of instructor. Hours to be arranged. 3 credits.

Art 461. STUDIES IN ART HISTORY. Independent study. May be continued as Art 462, 463, and 464. Prerequisite: 9 credits of History of Western Art and permission of instructor. Hours to be arranged. 3 credits.

Art 471. PAINTING STUDIO. Open to students who have completed 270 or equivalent. May be continued as 472, 473, etc. Permission of instructor required for enrollment. Hours to be arranged. 3 credits.

Art 480. SCULPTURE STUDIO. Open to students who have completed Art 381 and 382. The student will select media and techniques, and set up individual problems. Permission of instructor required for enrollment. May be repeated as 481, 482, etc. Hours to be arranged. 3 credits.

Art. 494. SENIOR SEMINAR. Designed specifically for and required of all art major seniors, this course is intended to review, assess and bring into focus the past art experiences and instruction. 1 credit.

Art 495/595. SPECIAL TOPICS. Selected topics in Art. The topics may vary from semester to semester. Descriptions are available for academic advisors. May be repeated for credit when topics change. 1-3 credits.

Art 496. ART/CRAFT APPRENTICESHIP PROGRAM. An individually tailored program similar to student teaching that allows a student to gain valuable on-the-job experience in any non-teaching art environment. Student must have an art faculty sponsor, approval of department head and apply one semester in advance. Prerequisite: 75 credit hours and a 2.5 GPA. 3, 6, or 9 credits.

Art 499/599. SELECTED TOPICS AND WORKSHOPS. A selected workshop or program on a specialized topic, offered on demand. 3 credits.

Department of English, Philosophy, and Modern Languages

Geoffrey C. Orth, *Chair*
Susan H. May, *Area Coordinator*
Kay Nixon, *Secretary*

The English program of the Department of English, Philosophy, and Modern Languages offers courses leading to the B.A. and M.A. degrees.

The program requirements satisfy the Virginia Certification Regulations for Teachers, effective July 1, 1982, which call for "a minimum of 36 semester hours, including at least one course from each of the following areas: (1) History of the English Language, comparative English grammar, standard written English; (2) English, American, world, and ethnic literature; (3) teaching of writing, with emphasis upon advanced composition; (4) oral expression and related listening skills." For certification to teach Speech, Theatre, or Journalism, see requirements on the next page.

Every attempt has been made to state the major and minor requirements as clearly as possible. However, we recommend that every student majoring or minoring in the program maintain close communication with the academic advisor assigned by the department in order to plan a program suited to the student's needs. The faculty of the department are happy to assist each student in this and in defining individual career goals and expectations.

NOTE: The department does not guarantee that all of the courses listed will be offered every year.

Assessment

The Department requires student outcomes assessment testing prior to graduation.

ENGLISH PROGRAM

Faculty

Craig C. Challender, Ph.D., Associate Professor of English
Martha E. Cook, Ph.D., Professor of English
Carolyn M. Craft, Ph.D., Professor of English
Otis W. Douglas, III, M.F.A., Assistant Professor of English
Kathleen T. Flanagan, Ph.D., Assistant Professor of English
William L. Frank, Ph.D., Professor of English
Fillmer Hevener, Jr., Ed.D., Associate Professor of English
Michael C. Lund, Ph.D., Professor of English
Susan H. May, Ph.D., Professor of English
Priscilla A. Ord, M.A., Instructor of English
Ellery Sedgwick, Ph.D., Associate Professor of English
Massie C. Stinson, Ph.D., Associate Professor of English
Donald C. Stuart, III, Ph.D., Associate Professor of English
Camilla C. Tinnell, M.S., Instructor of English
Arthur Gordon Van Ness, Ph.D., Assistant Professor of English
William C. Woods, M.A., Assistant Professor of Journalism

Communications

Faculty

Craig C. Challender, Ph.D., Associate Professor of English
Billy C. Clark, A.B., Writer-in-Residence and Lecturer
Otis W. Douglas, III, M.F.A., Assistant Professor of English
Kathleen T. Flanagan, Ph.D., Assistant Professor of English
William C. Woods, M.A., Assistant Professor of Journalism

Journalism

Faculty

Otis W. Douglas, III, M.F.A., Assistant Professor of English
Kathleen T. Flanagan, Ph.D., Assistant Professor of English
William C. Woods, M.A., Assistant Professor of Journalism

The major in English requires a minimum of 33 hours. Graduates from the program enter a variety of careers requiring communication skills. Majors interested in entering the teaching profession shall schedule a meeting with the department English Pre-Teaching Committee in the first semester of the sophomore year. The student will be assisted by the Committee in evaluating his or her potential for teaching. Before student teaching, each Education major shall have completed English 381, 382, 480, and 483. The program also offers options for certification to teach Speech, Theatre, and Journalism.

Although Longwood College does not offer a major in Communications, several academic departments do offer on a regular basis courses that parallel communications courses offered at other colleges and universities. Students who are interested in preparing for careers in journalism, the media, advertising, and public relations, and students who expect either to teach or to undertake graduate study in these and related areas, should include among their electives some of the following courses that would meet their career goals. The complete course listings, including prerequisites, if any, can be found under the individual department listing.

Communication 101 (Speech 101)	Communication 214 (English 214)
Communication 110 (English 110)	Communication 220 (Art 221)
Communication 111 (Speech 111)	Communication 221 (English 221)
Communication 120 (Art 120)	Communication 222 (English 222)
Communication 155 (Art 155)	Communication 256 (English 256)
Communication 160 (Art 160)	Communication 257 (English 257)
Communication 200 (Speech 200)	Communication 291 (Business 291)
Communication 205	Communication 310 (Speech 310)
(Computer Science 205)	Communication 311 (Speech 311)
Communication 211 (English 211)	Communication 362 (Management 362)
Communication 212 (English 212)	Communication 480 (Marketing 480)
Communication 213 (English 213)	Communication 547 (Education 547)

The minor in Journalism requires the completion of 18 credit hours of work in courses in Journalism, English and Communications, and encourages additional work in supervised practicum environments.



Edwin Newman, distinguished NBC commentator, lectured at Longwood on the state of the English language and moderated a student-faculty panel on "Education in the 21st Century."

ENGLISH MAJOR, B.A. DEGREE

- A. General Education Core Requirements. 33 credits.
See General Education Requirements listed on pages 49-51.
 - B. Additional Degree Requirements. 9 credits.
See Degree Requirements listed on pages 47-48.
 - C. Major Requirements. 33 credits.
English 311, 312, 313, 314, 331, 332, 333/ 21 credits.
Four 400-level literature courses including English 462/ 12 credits.
 - D. Elementary Teaching Certification (for teaching all subjects), Grades N, K-8. 40 credits.
See professional education requirements listed on pages 73-74.
 - E. Secondary Teaching Certification, grades 8-12. 43 credits.
See professional education requirements listed on page 74.
Additional certification requirement:
ENGL 480. The Teaching of English
Additional requirements for secondary English:
ENGL 381. Literature for Young Adults
ENGL 382. Traditional and Modern Grammar
ENGL 483. Writing: Theory and Practice
- For additional certification to teach Speech
Minor in Speech/ 18 hours. See page 210.
- For additional certification to teach Theatre
Minor in Theatre/ 18 hours. See page 208.

MINORS

Minor in English
English 311, 312, 331/3 credits
English 313, 314, 332, 333/3 credits
One 400-level course/3 credits
English electives, 200-level
and above/9 credits
TOTAL/18 credits

Minor in Communications
Speech 310/3 credits
Two courses from English 110, 213,
222/6 credits
Communications electives/12 credits
TOTAL/21 credits

Minor in Journalism
English 110, 213, 222/9 credits
Journalism electives/9 credits
TOTAL/18 credits

Journalism electives must be selected from
the following:
Art 155
Art 221
Speech 200, 310, 311
Philosophy 320
History 310
Political Science 201, 441
Sociology 101
Psychology 131

ENGLISH

*General Education Courses

**English 100. RHETORIC AND RESEARCH.* Reading and writing expository prose including the research paper. Prerequisite to English 101. 3 credits.

**English 101. COMPOSITION AND LITERARY ANALYSIS.* Expository writing including research, and an introduction to literary analysis. Close reading of and frequent writing on literature, primarily fiction and poetry, with extended study of one major work read serially. English 100 and 101 are prerequisite to all other English courses. 3 credits.

**English 201. WESTERN LITERATURE.* A study of significant movements and traditions in fiction and poetry by major western writers such as the authors of the Old Testament, Homer, Sophocles, Dante, Cervantes, Goethe, Chekhov, Camus, Garcia Marquez, and Anna Akhmatova. 3 credits. Prerequisite: English 101.

**English 202. BRITISH LITERATURE.* A study of significant movements and traditions in fiction and poetry by major British authors such as the author of *BEOWULF*, Chaucer, Shakespeare, Milton, Wordsworth, Keats, George Eliot, Tennyson, and Yeats. 3 credits. Prerequisite: English 101.

**English 203. AMERICAN LITERATURE.* A study of significant movements and traditions in fiction and poetry by major American authors such as Bradstreet, Emerson, Melville, Dickinson, Hemingway, Faulkner, Hughes, and Eliot. 3 credits. Prerequisite: English 101.

English 041. ENGLISH AS A SECOND LANGUAGE. Intensive instruction in standard English, mainly written but also oral, for students whose native language is not English. Emphasis on usage, sentence structure, and short expository papers. Initial placement in course by TOEFL and TSWE scores. Prerequisite to all other English courses for students so placed. Credit does not count toward graduation. 3 credits.

English 051. BASIC WRITING SKILLS. Sentence, paragraph, and essay structure,

with attention to standard English usage, punctuation, critical reading and summarizing, and writing short expository papers. Students will be assigned to this course on the basis of diagnostic tests or may enroll themselves. This course does not fulfill general education requirements and credit does not count toward graduation. Successful completion is required before students can enroll in other English courses. 3 credits.

English 061. ENGLISH PROFICIENCY. Instruction in written composition and standard English usage for students placed on communication condition. Students placed on communication condition must enroll in this course before retaking the English proficiency test. Credit does not count toward graduation. 3 credits.

English 110. INTRODUCTION TO JOURNALISM. Fundamentals of newswriting and reporting for the student press. 3 credits.

English 211. WRITING FICTION. The short story and other forms of fiction. 3 credits.

English 212. WRITING POETRY. Traditional and contemporary techniques in poetry. 3 credits.

English 213. WRITING NON-FICTION. Narrative nonfiction, article and feature writing, and other forms of literary journalism. 3 credits.

English 214. TECHNICAL WRITING. A study and application of writing techniques for the dissemination of scientific and technical information. 3 credits.

English 221. POPULAR LITERATURE. A study of contemporary nonfiction, genre fiction, and other forms of literature of proven mass appeal. 3 credits.

English 222. POPULAR CULTURE AND THE MASS MEDIA. Contemporary print and electronic media, with emphasis on film, television, pop music, and the press. 3 credits.

English 223 (Theatre 223). SHAKESPEARE. A study of twelve of Shakespeare's plays selected to illustrate his development as a dramatist and the importance of Eliza-

bethan drama. Primarily for Theatre majors. 3 credits.

English 256. THE ART OF FILM I. Introduction to theory and techniques of the motion picture through screenings of classic and contemporary feature films. 3 credits.

English 257. THE ART OF FILM II. A study of major directors of film genres. 3 credits.

English 260. MYTHOLOGY. A study of classical and Germanic mythologies, with emphasis upon their influences in various literary traditions. Some consideration may be given to other myths. 3 credits.

English 263. THE BIBLE AS LITERATURE. The Old and New Testaments as works of literature. 3 credits.

English 295. SPECIAL TOPICS. Selected topics in English. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. Prerequisite English 101. 1-3 credits.

Courses in the Major Literary Periods

English 311. BRITISH LITERATURE I. From the beginnings through the sixteenth century. Emphasis on such major works and writers as *Beowulf*, Chaucer, Spenser, Marlowe and Shakespeare. 3 credits.

English 312. BRITISH LITERATURE II. The late Renaissance through the age of Johnson, with emphasis on such major writers as Donne, Milton, Dryden, Swift, Pope, and Johnson. 3 credits.

English 313. BRITISH LITERATURE III. The Romantic and Victorian ages, with emphasis on such poets as Wordsworth, Coleridge, Keats, Tennyson, and Browning and such prose writers as Carlyle, Dickens, and Eliot. 3 credits.

English 314. BRITISH LITERATURE IV. The twentieth century. Emphasis on such major writers as Hardy, Yeats, Joyce, Lawrence, Woolf, and Lessing. 3 credits.

English 331. AMERICAN LITERATURE TO 1865. The beginnings through the period of the Civil War, with emphasis on such

major writers as Edwards, Taylor, Franklin, Emerson, Hawthorne, Melville, and Whitman. Representative works by minority and ethnic writers will be included. 3 credits.

English 332. AMERICAN LITERATURE 1865-1920. The age of realism and naturalism with emphasis on such major writers as Twain, Dickinson, Dreiser, Wharton, James, and Crane. Representative works by minority and ethnic writers will be included. 3 credits.

English 333. AMERICAN LITERATURE SINCE 1920. The modern age with emphasis on such major writers as Hemingway, Faulkner, Frost, Fitzgerald, Welty, and Eliot. Representative works by minority and ethnic writers will be included. 3 credits.

Other 300-level courses

English 367 (Theatre 367). SURVEY OF WESTERN DRAMA TO THE 17th CENTURY. Play analysis, dramatic style, and stage settings from the Greek classical period to the advent of the French neo-classical drama. 3 credits.

English 368 (Theatre 368). SURVEY OF WESTERN DRAMA FROM THE 17th TO THE 20th CENTURY. Play analysis, dramatic style, and stage settings from the French neoclassical period through Ibsen and the advent of realism. 3 credits.

English 369 (Theatre 369). SURVEY OF WESTERN DRAMA IN THE 20th CENTURY. Explores traditional and avant-garde plays of the modern period with an emphasis on analysis and fluctuating styles of presentation. Offered alternate semesters; 3 credits.

English 380. CHILDREN'S LITERATURE. A survey of poetry, prose, and other media appropriate for elementary students. Primarily for elementary education and library science students.

English 381. LITERATURE FOR YOUNG ADULTS. The selection and evaluation of books, including adult books and classics, and other forms of media. Methods of and practice in oral presentation and related listening skills.

English 382. TRADITIONAL AND MODERN ENGLISH GRAMMAR. A brief con-

sideration of the history of the English language and a detailed study of English sentence structure, using the perspectives of traditional, structural, and transformational-generative grammar. 3 credits.

Genre Courses

Prerequisite: one 300-level literature course.

English 411. EPIC. Study in the tradition and qualities of the epic as a unique genre with emphasis on one or more forms or a period in which the genre flourishes. 3 credits.

English 412. POETRY. Study in the tradition and qualities of poetry as a unique genre with emphasis on one or more specific forms or a period in which the genre flourishes. May be repeated for credit when topic changes. 3 credits.

English 413. THE NOVEL. Study in the tradition and qualities of the novel as a unique genre with emphasis on one or more forms or a period in which the genre flourishes. May be repeated for credit when topic changes. 3 credits.

English 414. SHORT STORY. Study in the tradition and qualities of short story as a unique genre with emphasis on one or more forms or a period in which the genre flourishes. May be repeated for credit when topic changes. 3 credits.

English 415 (Theatre 415). DRAMA. Study in the tradition and qualities of drama as a unique genre with emphasis on one or more forms or a period in which the genre flourishes. May be repeated for credit when topic changes. 3 credits.

English 421, 422. MAJOR FIGURES IN FICTION. Extended study in the work of from one to three major English or American writers. May be repeated for credit when topic changes. 3 credits.

English 423, 424. MAJOR FIGURES IN POETRY. Extended study in the work of from one to three major English or American writers. May be repeated for credit when topic changes. 3 credits.

English 425 (Theatre 425). SHAKESPEARE. Extended study in the works of William Shakespeare. 3 credits.

Special Topics Courses

Prerequisite: one 300-level course.

English 431. ARTHURIAN LITERATURE. Comparative study of Arthurian material of various countries from the medieval through the modern periods. 3 credits.

English 432. WOMEN AND LITERATURE. Study of the tradition of literature by and about women. 3 credits.

English 441. ETHNIC LITERATURE. Study of the literary tradition of an ethnic group such as Afro-American, Jewish, Chicano, or Native American peoples. 3 credits.

English 442. REGIONAL LITERATURE. Study of the literary tradition of a region, such as the American South, or Ireland. 3 credits.

English 451. CONTINENTAL LITERATURE I. Study of ancient, medieval, and Renaissance European classics in translation. 3 credits.

English 452. CONTINENTAL LITERATURE II. Study of European literature of the neo-classical, romantic, and modern periods in translation. 3 credits.

English 462. LITERARY CRITICISM. Study of the history and aims of literary criticism from Plato and Aristotle to the present, including oral and written criticism of literary works. Capstone course for English majors. 3 credits.

English 480. THE TEACHING OF ENGLISH. A study of current practices with emphasis on specific techniques and materials. Prerequisite: appearing before the English Pre-Teaching Committee. 3 credits.

English 483. WRITING: THEORY AND PRACTICE. A study of strategies for improving writing. Includes discussion of analyzing subject matter, determining purpose and audience, drafting, revising, editing (including using correct mechanics), and evaluating the elements of effective writing. 3 credits.

English 484. EVALUATING AND TUTORING WRITING. Instruction in diagnosing and evaluating writing, and practice

in giving individualized instruction in writing through the Writing Center. May be repeated twice for credit. 1 credit.

English 490, 491. INDEPENDENT STUDY. A directed reading and/or research program administered by qualified specialists in the department. The student must secure the director's approval prior to

registering for the course. 1-3 credits per semester.

English 495/595. SPECIAL TOPICS. Selected topics in English. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. 1-3 credits.

PHILOSOPHY PROGRAM

Faculty

John S. Peale, Ph.D., Professor of Philosophy

The minor in Philosophy requires 18 credit hours of work in Philosophy. Its objectives are as follows: to develop the skill to examine critically the philosophical problems which are basic and perennial for any serious-minded and reflective person; to begin to develop a personal philosophy or system of beliefs concerning those issues; to provide a background in the history of western thought; and to analyze problems and theories in other fields in both the humanities and sciences.

Philosophy 200/3 credits
Philosophy 210, 211, 212, 213
(any two courses)/6 credits
Philosophy 305, 310, 315
(any course)/3 credits

Philosophy electives
(two additional philosophy courses
OR Government 331 and 332)/6 credits

TOTAL/18 credits

PHILOSOPHY

*General Education Courses

**Philosophy 242. WORLD RELIGIONS.* An investigation of the nature and development of religious practices and traditions in other cultures, their teachings, rituals, institutions and ethics. The course includes prehistoric religion, the major traditions of Hinduism, Buddhism, Judaism, Christianity, Islam, and some other traditions which have contributed to their development. 3 credits.

**Philosophy 306. ETHICS.* An introduction to ethics designed to help the student to make informed, ethical choices and decisions on moral problems and to weigh the consequences of those choices. Emphasis on the detection of moral problems, the process of ethical reasoning, ethical theories and the process of resolution of moral dilemmas posed by contemporary moral issues. 1 credit.

Philosophy 200. INTRODUCTION TO PHILOSOPHY. Critical examination of

basic problems of philosophy in various fields, e.g. ethics, religion, psychology. Attention to both critical analysis and systematic thinking. An introduction to ideas considered in most of the remaining courses in philosophy. Attention to the development of a system of beliefs in the student. Modern and contemporary readings. 3 credits.

Philosophy 201. INTRODUCTION TO CONTEMPORARY MORAL ISSUES. An introduction to the philosophical analysis of today's moral problems. Emphasis on the detection of moral problems, moral reasoning, and resolution of moral dilemmas posed by contemporary issues such as capital punishment, suicide, war, famine relief, euthanasia, abortion, affirmative action, and environmental and sexual ethics. Discussion of case studies emphasized. 3 credits.

Philosophy 210. SURVEY OF ANCIENT PHILOSOPHY. A survey of the development of western thought during the Hellenic and Hellenistic periods; that is, from Homer to Roman thought. Emphasis on the "golden age of Athens" and on Plato and Aristotle. 3 credits.

Philosophy 211. SURVEY OF MEDIEVAL PHILOSOPHY. A survey of the development of western thought during the Medieval and Renaissance periods. Emphasis on the Christian philosophies of Augustine and Aquinas and on the humanistic philosophies of the Italian renaissance. 3 credits.

Philosophy 212. SURVEY OF EARLY MODERN PHILOSOPHY. A survey of the development of western thought from the 16th century through the 19th century. Emphasis on the philosophical traditions from Hobbes in the British Isles and from Descartes on the continent, especially on Descartes, Locke, and Hume. 3 credits.

Philosophy 213. SURVEY OF NINETEENTH CENTURY PHILOSOPHY. A survey of the development of western thought from Kant to the beginning of the 20th century. Emphasis on Kant's position as a solution to problems raised in the 18th century, and to the development of German philosophy in Schopenhauer, Hegel, and Marx. The foundations of existentialism. 3 credits.

Philosophy 250. THEMES IN BIBLICAL LITERATURE. An introductory study of selected recurring themes in the history of salvation in both the Old and New Testaments. An historicist philosophy on these themes is developed. Readings from the Bible and from works written from the historicist point of view. 3 credits.

Philosophy 295. SPECIAL TOPICS. Selected topics in Philosophy. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. Prerequisite none. 1-3 credits.

Philosophy 300. LOGIC. The fundamentals of deduction and induction which aid the student in developing habits of valid thinking and in understanding the scientific method. Emphasis on deductive logic and on tools for analysis of issues in different fields of inquiry. 3 credits.

Philosophy 310. BUSINESS ETHICS. A study of ethical theory and an application of its principles and concepts to the analysis and solution of cases of moral problems in business. Emphasis will be on detection of moral problems in business, on normative

ethical theories, on such fundamental concepts as autonomy, responsibility and justice, and on the process of ethical reasoning required to resolve a variety of moral problems actually encountered in the business world. 3 credits.

Philosophy 315. BIOMEDICAL ETHICS. Ethical inquiry into the concepts of person, autonomy, rights, responsibility, and justice relevant to biomedicine and their application to issues of euthanasia, abortion, genetic control, the definition of death, allocation of scarce medical resources, experimentation with human beings, and intentional deception in bio-medicine. 3 credits.

Philosophy 320. AMERICAN THOUGHT. A survey of the development of American philosophy from its colonial beginnings to the present. Emphasis on the development of native American pragmatism in Pierce, James and Dewey. 3 credits.

Philosophy 350. AESTHETICS. A study of theories of art and beauty, including the relation between beauty and the arts, the function and value of the arts in culture, and standards for criticism and judgments of beauty. 3 credits.

Philosophy 355. PHILOSOPHY OF MIND. A study of such leading theories as dualistic interactionism, behaviorism and materialism, which concern the nature of the person, self-knowledge, the relation to the mental and the physical and human action. Emphasis on theories of the self or person and on criteria for the evaluation thereof. Classical, modern, and contemporary sources. 3 credits.

Philosophy 360. PHILOSOPHY OF RELIGION. A critical examination of certain problems in religion, including the nature of religion, grounds for belief and disbelief in God, the varieties of religious experience and

Philosophy 365. PHILOSOPHY OF SCIENCE. An examination of such issues as the logic of scientific reasoning and method, the distinction between science and pseudoscience, the analysis of central concepts in science, especially causality, law and explanation, and finally, the relation of science and values in our culture. Attention will be given to the development of a consistent point of view on these issues. Examples will be drawn

from a broad range of sciences, both natural and social. 3 credits.

Philosophy 370. ETHICS THEORY. A critical examination of normative ethical theories and of how they may be employed to resolve representative current moral problems. Attention given to certain related meta-ethical issues such as freedom and determinism, relativism, and absolutism and the meaning and justification of ethical judgments. Modern and contemporary readings. 3 credits.

Philosophy 480. SEMINAR IN PHILOSOPHY. An intensive study of one of the major philosophers emphasized in the introductory four-course sequence in the history of western philosophy. Lectures on the systematic position in general and student papers on particular topics on or about that

position. Readings from major works of the philosopher chosen and from important critical secondary sources. Prerequisites: completion of the other specified required courses for either the major or minor programs in philosophy or permission of instructor. 3 credits.

Philosophy 490. INDEPENDENT STUDY. A directed reading and/or research program on a topic or thinker selected by the student and approved by the director. 3 credits.

Philosophy 495/595. SPECIAL TOPICS. Selected topics in Philosophy. The topics will vary from semester to semester. Descriptions will be available from academic advisers. May be repeated for credit when topics change. 1-3 periods; 1-3 credits.

MODERN LANGUAGES PROGRAM

The Modern Languages program offers courses in French, German, and Spanish. The major in Modern Languages requires a concentration in one of these three languages (24 hours beyond 202) and a second modern language (6 hours at the 200-level or above). The 24 hours in the concentration must include courses numbered 330, 341, 342, 401, 402, one 400-level literature course, and six additional hours. Courses numbered 341, 342 are prerequisite to other literature courses in the language.

Students preparing to teach must take 36 semester hours of modern foreign language, including courses in advanced grammar and composition, conversation, culture and civilization, literature, applied linguistics, and methods. Second language certification requires 24 semester hours (at least 12 of which must be beyond intermediate level). Advanced placement reduces proportionately the number of hours required by the Commonwealth of Virginia for certification.

Modern Language majors are required to complete at least one summer session or one regular semester in a college-approved study abroad program. Longwood sponsors study abroad programs in affiliation with the University of Toulouse and the University of Martinique (French), or the University of Salzburg and with Heidelberg College at the University of Heidelberg (German), and the University of the Andes in Venezuela and the FORSPRO program at the University of Madrid (Spanish). A student who plans to study abroad for credit should develop a written study plan with the chair of the department and Dean of the School well in advance of the dates of study.

Supporting courses are recommended in the other humanities. Greek, Latin, and Russian may be taken at Hampden-Sydney College.

ASSESSMENT

The Department requires student outcomes assessment testing prior to graduation.

FRENCH

Faculty

Francis X. Moore, III, Ph.D., Assistant Professor of French
John F. Reynolds, Ph.D., Associate Professor of Modern Languages

The French concentration of the Modern Language major requires the completion of a minimum of 24 credit hours in French beyond French 202 and the completion of a minimum of six credit hours of work in a second language at the 200-level or higher. Students are required to complete the equivalent of one semester study abroad in a college-approved program, such as the Longwood affiliate program with the University of Toulouse.

GERMAN

Faculty

Geoffrey C. Orth, Ph.D., Associate Professor of German
John F. Reynolds, Ph.D., Associate Professor of Modern Languages

The German concentration of the Modern Language major requires the completion of a minimum of 24 credit hours in German beyond German 202 and the completion of a minimum of six credit hours of work in a second language at the 200-level or higher. Students are required to complete the equivalent of one semester study abroad in a college-approved program, such as the Longwood affiliate programs at the University of Salzburg and with Heidelberg College at the University of Heidelberg.

SPANISH

Faculty

Maria M. Silveira, Ph.D., Professor of Modern Languages

The Spanish concentration of the Modern Language major requires the completion of a minimum of 24 credit hours of work beyond Spanish 202 and the completion of six credit hours of work in a second language beyond at the 200-level or higher. Students are required to complete the equivalent of one semester study abroad in a college-approved program, such as the affiliate programs at the University of the Andes in Venezuela and the University of Madrid in Spain.



Monique Voehringer took advantage of Longwood's program in Austria at the University of Salzburg, where she studied German.

MODERN LANGUAGES MAJOR, B.A. DEGREE

- A. General Education Core Requirements. 33 credits.
See General Education Requirements listed on pages 49-51.
- B. Additional Degree Requirements. 9 credits.
See Degree Requirements listed on pages 47-48.
- C. Major Requirements. 33 credits.
FRENCH CONCENTRATION
French 330/ 3 credits
French 341, 342/ 6 credits
French 401/ 3 credits
French 402/ 3 credits
One 400-level literature course/ 3 credits
French electives beyond 202/ 6 credits
Six (6) hours at 200-level or above in German, Spanish, Japanese, Russian, Latin, or Greek.
- GERMAN CONCENTRATION*
German 330/ 3 credits
German 341, 342/ 6 credits
German 401/ 3 credits
German 402/ 3 credits
One 400-level literature course/ 3 credits
German electives beyond 202/ 6 credits
Six (6) hours at 200-level or above in French, Spanish, Japanese, Russian, Latin, or Greek.
- SPANISH CONCENTRATION*
Spanish 330/ 3 credits
Spanish 341, 342/ 6 credits
Spanish 401/ 3 credits
Spanish 402/ 3 credits
One 400-level literature course/ 3 credits
Spanish electives beyond 202/ 6 credits
Six (6) hours at 200-level or above in French, German, Japanese, Russian, Latin, or Greek.
- D. Elementary Teaching Certification (for teaching all subjects), Grades N, K-8. 40 credits.
See professional education requirements listed on page
- E. Secondary Teaching Certification, grades 8-12. 34 credits.
See professional education requirements listed on page 74.
Additional certification requirement:
FREN 400. Approaches to Teaching French: Theory and Practice,
or
GERM 400 Approaches to Teaching German: Theory and Practice,
or
SPAN 400 Approaches to Teaching Spanish: Theory and Practice

MINOR IN FRENCH, GERMAN or SPANISH

The minor in French, German, or Spanish requires 18 hours of concentration, 15 of which must be at the 200-level or above, to include:

French 330, German 330, or Spanish 330	3 credits
French 341 or 342, German 341 or 342, Spanish 341 or 342	3 credits
French, German, or Spanish electives	12 credits

FRENCH

NOTE: A student who has successfully completed a course numbered 200 or higher may not take a 100-level course for credit.

French 101. ELEMENTARY I. Development of basic oral expression, listening and reading comprehension, and writing. Prerequisite: No previous formal instruction in French, or a limited amount of previous formal instruction in French. Followed by French 102. 3 classes, 1 drill session, and language lab work; 4 credits.

French 102. ELEMENTARY II. The skills of speaking, listening and reading comprehension, and writing are further developed. Prerequisite: French 101 or one or two years of previous formal instruction in French and an appropriate CEEB score. Followed by French 201. 3 classes, 1 drill session and language lab work; 4 credits.

French 201. INTERMEDIATE I. Designed for further development and integration of skills of listening, speaking, reading and writing. Prerequisite: French 102 or one to four years of formal instruction in French and an appropriate CEEB score. Followed by French 202. 3 credits.

French 202. INTERMEDIATE II. Designed to continue the development and integration of the skills of listening, reading, speaking and writing at a higher level. Prerequisite: French 201 or appropriate CEEB score. Successful completion of this course satisfies the foreign language requirement for the B.A. degree and is prerequisite for upper-level courses. 3 credits.

French 295. SPECIAL TOPICS. Selected topics in French. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. Prerequisite French 102. 1-3 credits.

French 311, 312. FRENCH STUDIES ABROAD. Primarily intended for transfer of credit earned abroad in courses on French language, civilization, or culture. 3-16 credits per semester.

French 330. CIVILIZATION AND CUL-

TURE. A study of French civilization and culture with emphasis on social institutions of the current century. Prerequisite: 6 hours at the 200-level or above or the equivalent. 3 credits.

French 341, 342. A SURVEY OF FRENCH LITERATURE. A study of the major movements through representative works. Students will learn to use the methods and language of literary analysis. 341: Origins through the Eighteenth Century. 342: Nineteenth and Twentieth Centuries. 3 credits.

French 400. APPROACHES TO TEACHING FRENCH: THEORY AND PRACTICE. Recommended to be taken in the semester prior to student teaching. 3 credits.

French 401. ADVANCED GRAMMAR AND COMPOSITION. Syntax and grammar through written work. 3 credits.

French 402. ADVANCED CONVERSATION AND PHONETICS. Theory and practice in the spoken language. Current techniques and their uses in attaining mastery of oral French. 3 credits.

French 411, 412. STUDIES IN LITERARY GENRE. Study of a particular genre in French literature, such as the *Nouveau Roman*, short story, romantic theater, symbolist poetry. Prerequisite: French 341 and 342. 3 credits.

French 413, 414. FRENCH LITERARY MOVEMENTS. Study of a particular movement or period in French literature, such as Realism, Neo-classicism, Naturalism, Surrealism, Existentialism. Prerequisite: French 341 and 342. 3 credits.

French 415, 416. MAJOR FRENCH AUTHORS. Study of a particular author of French literature, such as Montaigne, Sartre, Hugo, Voltaire, Valéry. Prerequisite: French 341 and 342. 3 credits.

French 490, 491. DIRECTED STUDY. Individualized study; recommended only when material cannot be covered in the scheduled courses. By permission of department head. 6 credits maximum.

French 495-595. SPECIAL TOPICS. Selected topics in French. The topics will vary from semester to semester. Descriptions

will be available from academic advisors. May be repeated for credit when topics change. 1-3 credits.

GERMAN

NOTE: A student who has successfully completed a course numbered 200 or higher may not take a 100-level course for credit.

German 101. ELEMENTARY I. Development of basic oral expression, listening and reading comprehension, and writing. Prerequisite: No previous formal instruction in German, or a limited amount of previous formal instruction in German. Followed by German 101. 3 classes, 1 drill session, and language lab work; 4 credits.

German 102. ELEMENTARY II. The skills of speaking, listening and reading comprehension, and writing are further developed. Prerequisite: German 101 or one or two years of previous formal instruction in German and an appropriate CEEB score. Followed by German 201. 3 classes, 1 drill session, and language lab work; 4 credits.

German 201. INTERMEDIATE I. Designed for further development and integration of the skills of listening, speaking, reading and writing. Prerequisite: German 102 or one to four years of formal instruction in German and an appropriate CEEB score. Followed by German 202. 3 credits.

German 202. INTERMEDIATE II. Designed to continue the development and integration of the skills of listening, reading, speaking and writing at a higher level. Prerequisite: German 201 or an appropriate CEEB score. Successful completion of this course satisfies the foreign language requirement for the B.A. degree and is prerequisite for upper-level courses. 3 credits.

German 295. SPECIAL TOPICS. Selected topics in German. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. Prerequisite German 102. 1-3 credits.

German 311, 312. GERMAN STUDIES ABROAD. Primarily intended for transfer of credit earned abroad in courses on German

language, civilization, or culture. 3-16 credits per semester.

German 330. CIVILIZATION AND CULTURE. A study of German civilization and culture with emphasis on social institutions of the current century. Prerequisite: 6 hours at the 200-level or above or the equivalent. 3 credits.

German 341. SURVEY OF GERMAN LITERATURE I: THE AGE OF GOETHE. A study of representative works and literary movements in German literature from the Enlightenment through Romanticism. Students will learn to use methods and language of literary analysis. Prerequisite: German 202 or equivalent. 3 credits.

German 342. SURVEY OF GERMAN LITERATURE: REALISM TO THE PRESENT. A survey of 19th and 20th century German literature from Realism to the present with emphasis on dramatic and prose forms. Students will learn to use the methods and language of literary analysis. Prerequisite: German 202 or equivalent. 3 credits.

German 400. APPROACHES TO TEACHING GERMAN. Theory and practice. Recommended to be taken in the semester prior to student teaching. 3 credits.

German 401. ADVANCED GRAMMAR AND COMPOSITION. Syntax and grammar through written work. 3 credits.

German 402. ADVANCED CONVERSATION AND PHONETICS. Theory and practice in the spoken language. Current techniques and their uses in attaining mastery of oral German. 3 credits.

German 411, 412. STUDIES IN LITERARY GENRE. Study of a particular genre in German literature, such as the *Novelle*, lyric poetry, the German novel, modern drama, short story. Prerequisite: German 341 and 342. 3 credits.

German 413, 414. GERMAN LITERARY MOVEMENTS. Study of a particular movement or period in German literature, such as Romanticism, the Age of Goethe, *Sturm und Drang*, Realism, Naturalism. Prerequisite: German 341 and 342. 3 credits.

German 415, 416. MAJOR GERMAN AUTHORS. Study of a particular German author such as Goethe, Schiller, Kleist, Kafka, Thomas Mann. Prerequisite: German 341 and 342. 3 credits.

German 490, 491. DIRECTED STUDY. Individualized study; recommended only when material cannot be covered in scheduled courses. By permission of department head. 6 credits maximum.

German 495/595. SPECIAL TOPICS. Selected topics in German. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. 1-3 credits.

JAPANESE

**General Education Course*

**Japanese 101. INTRODUCTION TO JAPANESE.* Development of basic oral expression and listening comprehension of the Japanese language. Introduction to basic socio-cultural aspects of modern Japan. No previous study of Japanese required or expected. Three lecture hours and one drill period per week, and required language lab work. 4 credits.

Japanese 102. ELEMENTARY JAPANESE II. The skills of basic oral expression and listening comprehension are further developed. Prerequisite: Japanese 101. 3 lecture and 1 drill periods, and language lab work. 4 credits.

RUSSIAN

(Available at Hampden-Sydney College)

Russian 101-102. (3-3) INTRODUCTORY RUSSIAN. Basic writing and reading skills are taught. Grammatical concepts are explained and drilled through dictations, translations, and elementary conversation. A reasonable amount of narrative prose is read. Prerequisite for 101: none. Prerequisite for 102: 101 or equivalent. Offered: on sufficient demand.

Russian 201-202. (3-3) INTERMEDIATE RUSSIAN. Advanced grammar to be taught while translating more difficult reading ma-

terial coupled with advanced conversation. Vocabulary building and active participation are encouraged. Basic composition skills are taught. Songs and poetry used to introduce students to Russian culture and art. Prerequisite for 201: 101-102 or equivalent.

SPANISH

NOTE: A student who has successfully completed a course numbered 200 or higher may not take a 100-level course for credit.

Spanish 101. ELEMENTARY I. Development of basic oral expression, listening and reading comprehension, and writing. Prerequisite: No previous formal instruction or a limited amount of previous formal instruction in Spanish. Followed by Spanish 102. 3 classes, 1 drill session, and language lab work; 4 credits.

Spanish 102. ELEMENTARY II. The skills of speaking, listening and reading comprehension, and writing are further developed. Prerequisite: Spanish 101 or one or two years of previous formal instruction in Spanish and an appropriate CEEB score. Followed by Spanish 201. 3 classes, 1 drill session, and language lab work; 4 credits.

Spanish 201. INTERMEDIATE I. Designed for further development and integration of the skills of listening, reading, speaking and writing. Prerequisite: Spanish 102 or one to four years of formal instruction in Spanish and an appropriate CEEB score. Followed by 202. 3 credits.

Spanish 202. INTERMEDIATE II. Designed to continue the development and integration of the skills of listening, reading, speaking and writing at a higher level. Prerequisite: Spanish 201 or appropriate CEEB score. Successful completion of this course satisfies the foreign language requirement for the B.A. degree and is prerequisite for upper-level courses. 3 credits.

Spanish 295. SPECIAL TOPICS. Selected topics in Spanish. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. Prerequisite Spanish 102. 1-3 credits.

Spanish 311, 312. SPANISH STUDIES ABROAD. Primarily intended for transfer of credit earned abroad in Spanish language, civilization, or culture. 3-6 hours per semester.

Spanish 330. CIVILIZATION AND CULTURE. A study of Spanish civilization with emphasis on social institutions of the current century. Prerequisite: 6 hours at the 200-level or above or the equivalent. 3 credits.

Spanish 341, 342. SURVEY OF SPANISH (PENINSULAR) LITERATURE. The characteristic traits of every literary period, as reflected in the works read, will receive particular emphasis in order to get a clear idea of the literary evolutions. Students will learn to use the methods and language of literary analysis. 341: Reading and discussions of masterpieces of Spanish (Peninsular) Literature from the Middle Ages, Renaissance and Baroque Epochs. 342: Literature from the neo-classic period to twentieth century. 3 credits.

Spanish 351, 352. SURVEY OF SPANISH AMERICAN LITERATURE. In this course students will examine selected writings of major authors in Spanish America; includes both prose and poetry. 351: From the period of the discovery and conquest through the nineteenth century. 352: Spanish America from independence to the present. Prerequisite: Spanish 341 and 342. 3 credits.

Spanish 400. APPROACHES TO TEACHING SPANISH: THEORY AND PRACTICE. Recommended to be taken in semester prior to student teaching. 3 credits.

Spanish 401. ADVANCED GRAMMAR AND COMPOSITION. Syntax and grammar through written work. 3 credits.

Spanish 402. ADVANCED CONVERSATION AND PHONETICS. Theory and

practice in the spoken language. Current techniques and their uses in attaining mastery of oral Spanish. 3 credits.

Spanish 411. STUDIES IN LITERARY GENRE. Study of a particular genre in Spanish literature, such as Golden Age Drama, contemporary Spanish novel. Prerequisite: Spanish 341 and 342. 3 credits.

Spanish 413, 414. SPANISH LITERARY MOVEMENTS. Study of a particular movement or period in Spanish literature such as Romanticism, Realism, Naturalism, Modernism, and the Generation of '98. Prerequisite: Spanish 341 and 342. 3 credits.

Spanish 415, 416. SPANISH AUTHORS. Study of a particular Spanish author such as Cervantes or Nobel Prize authors like Echegaray, Jimenez, Benavente, Mistral, Asturias, Neruda, and Garcia Marquez. Prerequisite: Spanish 341 and 342. 3 credits.

Spanish 442. SPANISH AMERICAN AUTHORS. A survey of the main innovative trends in the Spanish American novel especially after 1945. Authors to be included are Maria Luisa Bombal, Ernesto Sabato, Juan Carlos Onetti, Miguel A. Asturias, Juan Rulfo, Carlos Fuentes, Alejo Carpentier, and Gabriel Garcia Marquez. Prerequisite: Spanish 341, 342. 3 credits.

Spanish 490, 491. DIRECTED STUDY. Individualized study; recommended only when material cannot be covered in scheduled courses. By permission of department head. 6 credits maximum.

Spanish 495/595. SPECIAL TOPICS. Selected topics in Spanish. The topics will vary from semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. 1-3 periods; 1-3 credits.

Department of History and Political Science

L. Marshall Hall, Jr., *Chair*
Pearl W. Agee, *Secretary*

The Department of History and Political Science offers in both fields major programs culminating in the Bachelor of Arts for History majors and either the Bachelor of Arts or the Bachelor of Science for Political Science majors. History majors may elect the optional concentration in historic preservation, and majors in both fields who are interested in careers in the law may elect the optional pre-law concentrations. Qualified political science majors may also avail themselves of the Political Science Semester Internship with the Virginia General Assembly in Richmond, or the Washington Center Internship in Washington, DC. Minor programs in both history and political science are open to all students.

The major programs in history and political science meet the Collegiate Professional certification requirements for teaching in Virginia. History and political science majors may be required to complete a comprehensive departmental examination preceding the student teaching experience to demonstrate academic proficiency in major subjects. Additional requirements for admission to the Teacher Education Program are cited elsewhere in this catalog.

The Department is committed to full participation in the college program for the assessment of student outcomes. Accordingly, majors in both history and political science are required to complete all standardized and/or department tests used in the program and to maintain on file with the department a cumulative portfolio of representative academic work.

HISTORY PROGRAM

Faculty

Richard T. Couture, M.A., Associate Professor of History
James W. Cowl, Ph.D., Associate Professor of History
William F. Dorrill, Ph.D., Professor of History and Political Science
Elizabeth W. Etheridge, Ph.D., Professor of History
L. Marshall Hall, Jr., M.A.T., Associate Professor of History
James M. Helms, Jr., Ph.D., Professor of History and Political Science
Gilbert J. Millar, Ph.D., Professor of History
Maurice P. Sneller, Ph.D., Professor of History

The major in history requires completion of History 100 or 110 (whichever is not selected for General Education) and History 121 and 122, of Political Science 331 or 332, and of 25 credits in upper-level history courses selected in consultation with a department advisor. Students electing an American history concentration must complete 18 hours of upper-level work in American history and 6 in Non-American history; those electing a Non-American concentration must complete 18 hours of upper-level work in Non-American history and 6 in American history.

Majors in history seeking certification for elementary or secondary teaching in Virginia should be thoroughly familiar with the professional education requirements listed elsewhere in this catalog. Those interested in secondary certification must include History 300 in their professional program. To qualify for either the elementary or secondary student-teaching practicum, majors must complete History 100 or 110 and History 121 and 122 with no less than a grade of 'C' in each course.

The optional historic preservation concentration requires completion of History 100 or 110 (whichever is not selected for General Education), History 121 and 122, and 48 credits

in upper-level courses, including 24 credits in history, 12 in anthropology, 9 in art, and 3 in political science. An optional internship program is available to all historic preservation majors.

The optional pre-law concentration requires completion of History 100 or 110 (whichever is not selected for General Education) and History 121 and 122, and 42 credits in upper-level courses, including 18 credits in history, 18 in political science, 3 in psychology, and 3 in accounting. It is also strongly recommended that students add electives in computer science and forensic psychology and take six additional hours in social science courses selected in consultation with the advisor.

Major programs in history require completion of a modern foreign language at the 202 level or higher.

Specific course listing for history programs are given below.

MINOR IN HISTORY

Students seeking a minor in history are required to complete 18 credits of work, including History 100 or 110 (whichever is not selected for General Education), History 121 and 122, and 9 elective credits in upper-level courses chosen in consultation with a department advisor.

HISTORY MAJOR, B.A. DEGREE

A. General Education Core Requirement. 33 credits.

See General Education Requirements listed on pages 49-51.

B. Additional Degree Requirements. 9 credits.

See Degree Requirements listed on pages 47-48.

C. Major Requirements. 37 credits.

1. American History Concentration.

*History 100 OR 110/3 credits.

History 121, 122/6 credits.

American History Electives/18 credits.

Non-American History Electives/6 credits.

History 480/1 credit.

Political Science 331 OR 332/3 credits.

2. Non-American History Concentration.

*History 100 OR 110/3 credits.

History 121, 122/6 credits.

Non-American History Electives/18 credits.

American History Electives/6 credits.

History 480/1 credit.

Political Science 331 OR 332/3 credits.

D. Elementary Education Certification. Grades N, K-8.

See professional education requirements listed on pages 73-74.

E. Secondary Education Certification. Grades 8-12.

See also Professional Education requirements listed on page 74.

HISTORY MAJOR, B.A. DEGREE

Historic Preservation Concentration

- A. General Education Core Requirements. 33 credits.
See General Education Requirements listed on pages 49-51.
- B. Additional Degree Requirements. 9 credits.
See Degree Requirements listed on pages 47-48.
- C. Major Requirements. 57 credits. (Does not include optional internship in Historic Preservation.)
 - History 100 OR 110/3 credits.
 - History 121, 122/6 credits.
 - History 301/3 credits.
 - History 309/310/6 credits.
 - History 317/3 credits.
 - History 402/3 credits.
 - History 404, 405/6 credits.
 - History Elective/3 credits.
 - Anthropology 410/3 credits.
 - Anthropology 320/3 credits.
 - Anthropology 495/6 credits.
 - Art 155/3 credits.
 - Art 364/3 credits.
 - Art 369/3 credits.
 - Political Science 331 OR 332/3 credits.

HISTORY MAJOR, B.A. DEGREE

Pre-Law Concentration

- A. General Education Core Requirements. 33 credits.
See General Education Requirements listed on pages 49-51.
- B. Additional Degree Requirements. 9 credits.
See Degree Requirements listed on pages 47-48.
- C. Major Requirements. 51 credits.
 - History 100 OR 110/3 credits.
 - History 121, 122/6 credits.
 - History 310/3 credits.
 - History 357/3 credits.
 - History 455/3 credits.
 - History Electives/9 credits.
 - Political Science 150, 216/6 credits.
 - Political Science 230/3 credits.
 - Political Science 331, 332/6 credits.
 - Political Science 355 OR 356/3 credits.
 - Psychology 131/3 credits.
 - Accounting 240/3 credits.

HISTORY

**General Education Courses*

**History 100. FOUNDATIONS OF WESTERN CIVILIZATION.* An introduction to the foundations of Western Civilization from the Dawn of Man through the Reformation, with an emphasis on the political, economic, social, intellectual, and cultural attributes which made that civilization unique. 3 credits.

**History 110. MODERN WESTERN CIVILIZATION.* A survey of the development of Modern Western Civilization from the Age of Absolutism to the present, with emphasis upon the political, economic, social, cultural, and intellectual attributes which have marked its rise to world-wide influence in the Twentieth Century. 3 credits.

**History 120. THE AMERICAN EXPERIENCE.* A survey of American life from the Colonial Era to Modern Times, with emphasis upon the major forces which have shaped its development. Credit in this course cannot be applied toward the major in history. 3 credits.

**History 200. HISTORY OF CHINA.* Chinese political, social, and cultural history from earliest times to the present, with an emphasis on the modern period. 3 credits.

Other Introductory Courses

History 121, 122. UNITED STATES HISTORY. An introductory course in United States history. (History 121: Colonial Foundations to the Civil War Era; History 122: Civil War Era to Modern Times.) 3 credits.

Advanced Courses

History 295. SPECIAL TOPICS. Offered on demand. 3 credits.

History 300 (Political Science 300). TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE SECONDARY SCHOOL. A study of the nature of disciplines from which content in the social sciences is drawn for instruction at the secondary level and of the relationship between the nature of these disciplines and the planning of instruction. Observation and partici-

pation in the work of selected secondary school classrooms is required. 3 credits.

History 301. AMERICAN COLONIAL HISTORY. The English North American colonies from 1607 to 1783, with emphasis upon fundamental aspects of colonial development, the causes of the American Revolution, and interpretation of the period. Prerequisite: History 121 or permission of instructor. 3 credits.

History 302. THE EARLY NATIONAL PERIOD OF THE UNITED STATES. The United States from the adoption of the Constitution of 1787 through the Mexican War. Political institutions and practice, economic growth, reform movements, and westward expansion are emphasized. Prerequisite: History 121 or permission of instructor. 3 credits.

History 303. CIVIL WAR AND RECONSTRUCTION. The United States from the close of the Mexican War to the Compromise of 1877. The constitutional, political, economic, and social (as opposed to military) aspects of the period are emphasized. Prerequisite: History 121 or permission of instructor. 3 credits.

History 304. THE EMERGENCE OF MODERN AMERICA. The United States from the Compromise of 1877 to the First World War. The Industrial Revolution and its consequences, the rise of the nation to world power, and the birth of modern reformism are emphasized. Prerequisite: History 122 or permission of instructor. 3 credits.

History 305. MODERN AMERICA. The United States from the First World War to the present. Prerequisite: History 122 or permission of instructor. 3 credits.

History 307. UNITED STATES DIPLOMATIC HISTORY TO 1898. American foreign relations from the Revolutionary era to the Spanish-American War. Prerequisite: History 121 or permission of instructor. 3 credits.

History 308. UNITED STATES DIPLOMATIC HISTORY FROM 1898. American foreign relations and diplomatic activities from the Spanish-American War to the present. Prerequisite: History 122 or permission of instructor. 3 credits.

History 309. AMERICAN SOCIAL AND INTELLECTUAL HISTORY. The major developments in American thought and culture from the Colonial era through the Civil War. Puritanism, the Enlightenment, and the Romantic Movement are emphasized. Prerequisite: History 121 or permission of instructor. 3 credits.

History 310. AMERICAN SOCIAL AND INTELLECTUAL HISTORY. The major developments in American thought and culture since the Civil War. Social Darwinism, liberal reform and conservative reaction, the affluent society, and the counter-culture are emphasized. Prerequisite: History 121 or permission of instructor. 3 credits.

History 311. THE HISTORY OF WOMEN IN AMERICA. The changing role of women in American life from the Colonial era to the present, contrasting the ideology of women's place in society with the reality of their lives. The Victorians, the fight for women's suffrage, and the 20th century liberation movement are emphasized. Prerequisite: History 122 or permission of instructor. 3 credits.

History 312. THE AMERICAN WEST. The trans-Mississippi west with emphasis on 19th century exploration and settlement, including the Indian barrier, and the mining, cattle, and farming frontiers. Prerequisite: History 122 or permission of instructor. 3 credits.

History 315. ECONOMIC HISTORY OF THE UNITED STATES. The economic development of the English North American colonies and the United States from 1607 to the late 19th century. Prerequisite: History 121 or permission of instructor. 3 credits.

History 316. ECONOMIC HISTORY OF THE UNITED STATES. The economic development of the United States from the late 19th century to the present. Prerequisite: History 122 or permission of instructor. 3 credits.

History 317. INTRODUCTION TO HISTORIC PRESERVATION. The evolution of architectural styles in the United States from the Colonial Era to the early 20th century, with emphasis upon the principal periods of architectural development, the major styles and furnishings, and the basic

techniques and terminology of historic preservation. Prerequisite: History 121 and 122. 3 credits.

History 320. AFRO-AMERICAN HISTORY. A survey of the black experience in America from the Colonial Era to the present. 3 credits.

History 336. HISTORY OF JAPAN. Japanese political and cultural history with emphasis upon the modern period. The opening of Japan, the Meiji Restoration, modernization, the rise of militarism, the American occupation, and current issues are stressed. 3 credits.

History 351. MEDIEVAL EUROPE. A study of the political, economic, and social institutions, and the religious and intellectual developments in Medieval Europe. 3 credits.

History 352. RENAISSANCE AND REFORMATION. The social, cultural, religious, economic, and political forces which shaped Western Civilization from the High Middle Ages through the era of the religious wars (ca. 1300-1648). 3 credits.

History 354. THE FRENCH REVOLUTION AND NAPOLEON. A study of the origins and course of the French revolutionary era, with emphasis upon its profound political, economic, social, institutional, and intellectual significance. 3 credits.

History 355. EUROPE IN THE NINETEENTH CENTURY, 1815-1900. The political, economic, social, and intellectual development of Europe from the Congress of Vienna to the turn of the century. 3 credits.

History 356. EUROPE IN THE TWENTIETH CENTURY, 1900 TO THE PRESENT. The political, economic, social, and intellectual development of Europe in its world setting since the turn of the century. 3 credits.

History 357. ENGLAND BEFORE THE TUDORS, 55 B.C. TO 1485. A study of the political, economic, and social factors which shaped England prior to the Reformation. 3 credits.

History 359. RUSSIAN HISTORY TO 1894. Russia from the Kievan period to Alex-

ander III, with emphasis upon the modernization efforts of Peter the Great and Catherine the Great, the reforms of Alexander II, and the 19th century revolutionary movement. 3 credits.

History 360. RUSSIAN HISTORY SINCE 1894. Russia from the reign of Nicholas II to the present, with emphasis upon the factors leading to the collapse of the monarchy and the revolutions of 1905 and 1917, and upon the subsequent construction and evolution of the Soviet system. Little emphasis upon diplomacy or foreign policy. 3 credits.

History 401. DIRECTED READING IN HISTORY. Must be approved by the head of the department, 2 credits.

History 402. AMERICAN HISTORIOGRAPHY. The writing and interpretation of American history. Recommended for history majors. Prerequisite: History 121 and 122. 3 credits.

History 404. VIRGINIA HISTORY. Survey of the political development of Virginia from 1607 to the Civil War. Prerequisite: History 121 and 122 or permission of instructor. 3 credits.

History 405. VIRGINIA HISTORY. Virginia political and institutional history from the Civil War to the present. Field trips and research topics. Prerequisite: History 121 and 122 or permission of instructor. 3 credits.

History 406. THE OLD SOUTH. The basic political, economic, social, and intellectual institutions, forces, and problems which collectively shaped the antebellum South. Prerequisite: History 121 or permission of instructor. 3 credits.

History 455 (Political Science 455). CONSTITUTIONAL HISTORY OF THE UNITED STATES. An examination of the Articles of Confederation followed by a study of the writing, ratification, and continuing interpretation of the Constitution of 1787. 3 credits.

History 460, 461. HISTORY SEMINAR. Offered on demand; open to junior and senior history majors. 1 credit.

History 463. EUROPEAN HISTORIOGRAPHY. The writing and interpretation of history in Europe since the Renaissance. Prerequisite: History 112 or permission of instructor. 3 credits.

History 465. TUDOR-STUART ENGLAND, 1485-1714. the social, political, economic, and religious forces of one of England's most dynamic periods examined in the context of the 16th century Renaissance and the 17th century Intellectual Revolution. Research paper or critical book analyses required. Background in Western Civilization recommended. 3 credits.

History 466. GEORGIAN ENGLAND, 1714-1815. England in the 18th century, with emphasis upon political, social, and cultural trends. Topical reports by students. 3 credits.

History 469. (Political Science 469). SOVIET DIPLOMACY. An analysis of the diplomacy and foreign policy of Soviet Russia, 1917 to present, with emphasis upon the political machinery and motivating forces which determine foreign policy. 3 credits.

History 475, 476, 477, 478, 479. INTERNSHIPS IN HISTORIC PRESERVATION. Open to qualified seniors in Historic Preservation Concentration. 475/3 credits; 476/6 credits; 477/9 credits; 478/12 credits; 479/15 credits.

History 480. SENIOR SEMINAR. Capstone course in history. Research, writing, and assessment of student outcomes. Required of majors in history. 1 credit.

History 490, 491. HISTORY SEMINAR. Offered on demand; open to junior and senior history majors. 3 credits.

History 495. SPECIAL TOPICS IN HISTORY. Offered on demand. 3 credits.

POLITICAL SCIENCE PROGRAM

Faculty

David S. Calihan, Ph.D., Associate Professor of Political Science
William F. Dorrill, Ph.D., Professor of History and Political Science
William R. Harbour, Ph.D., Associate Professor of Political Science
James M. Helms, Ph.D., Professor of History and Political Science

The major in political science requires completion of History 100 or 110 (whichever is not selected for General Education), History 122, and Political Science 150 and 216, and of 30 credits in upper-level work in political science. Qualified majors may apply for admission to the political science internship programs with the Virginia General Assembly in Richmond, or the Washington Center in Washington, D.C.

Majors in political science seeking certification for elementary or secondary teaching in Virginia should be thoroughly familiar with the professional education requirements listed elsewhere in this catalog. Those interested in secondary certification must include Political Science 300 in their professional program. To qualify for either the elementary or secondary student-teaching practicum, majors must complete Political Science 150 and 216 with no less than a grade of 'C' in each course.

The optional pre-law concentration requires completion of History 100 or 110 (whichever is not taken for General Education credit), History 122, and Political Science 150 and 216, and 33 credits in upper-level courses, including 24 credits in political science, 3 in history, 3 in psychology, and 3 in accounting. It is also strongly recommended that students add electives in computer science and forensic psychology and take six additional hours of work in social science courses selected in consultation with the advisor.

Political Science majors seeking the Bachelor of Arts degree must complete a modern foreign language at the 202 level or higher.

Specific course listings for political science programs are given below.

MINOR IN POLITICAL SCIENCE

The minor in Political Science requires completion of Political Science 150 and 216 and of 12 credits of upper-level courses in political science chosen in consultation with a department advisor.

POLITICAL SCIENCE MAJOR, B.A. DEGREE

- A. General Education Core Requirement. 33 credits.
See General Education Requirements listed on pages 49-51.
- B. Additional Degree Requirements, B.A. degree. 9 credits.
See Degree Requirements listed on pages 47-48.
- C. Additional Degree Requirements, B.S. degree. 10 credits.
See Degree Requirements listed on pages 47-48.
- D. Major Requirements. 42 credits.
 - History 100 OR 110/3 credits.
 - History 122/3 credits.
 - Political Science 150, 216/6 credits.
 - Political Science 230, 355, OR 356/3 credits.
 - Political Science 331, 332/6 credits.
 - Political Science 343, 441, OR 442/3 credits.
 - Political Science 335, 436, 437/3 credits.

Political Science 370/3 credits.
Political Science 455/3 credits.
Political Science Electives/9 credits.

E. Elementary Education Endorsement. Grades N, K-8.
See Professional Education requirements listed on pages 73-74.

F. Secondary Education Endorsement. Grades 8-12.
Political Science 300/3 credits.
See also Professional Education requirements listed on page 74.

POLITICAL SCIENCE MAJOR, B.A. DEGREE **Pre-Law Concentration**

A. General Education Core Requirements. 33 credits.
See General Education Requirements listed on pages 49-51.

B. Additional Degree Requirements, B.S. Degree. 9 credits.
See Degree Requirements listed on pages 47-48.

C. Additional Degree Requirements, B.S. Degree. 10 credits.
See Degree Requirements listed on pages 47-48.

D. Major Requirements. 45 credits.
Political Science 150, 216/6 credits.
Political Science 230/3 credits.
Political Science 331, 332/6 credits.
Political Science 355 OR 356/3 credits.
Political Science 455/3 credits.
Political Science Electives/9 credits.
History 100 OR 110/3 credits.
History 122/3 credits.
History 310 OR 357/3 credits.
Psychology 131/3 credits.
Accounting 240/3 credits.



Political humorist Art Buchwald spoke at Longwood recently.

POLITICAL SCIENCE

***General Education Courses**

***Political Science 150. AMERICAN GOVERNMENT AND POLITICS.** An introduction to the American political system, with an emphasis upon the national political institutions, processes, groups, public behavior, and issues which shape contemporary society. 3 credits.

Introductory Courses

Political Science 201. INTRODUCTION TO POLITICAL SCIENCE. An introduction to fundamental political concepts, principles, and institutions. 3 credits.

Political Science 202. INTRODUCTORY SURVEY OF DEMOCRATIC THEORY AND POLITICS. A study of the nature of democratic government, the variety of forms democracy may take, and the problems common to democratic societies. 3 credits.

Political Science 216. AMERICAN STATE GOVERNMENT. A study of American state political institutions and processes, and of related current issues and problems. 3 credits.

Advanced Courses

Political Science 230. ADMINISTRATION OF CRIMINAL JUSTICE. Survey of the operations of institutions which compose our system for administering criminal justice, including police administration, premises and politics of court procedures and management, and corrections. 3 credits.

Political Science 295. SPECIAL TOPICS. Offered on demand. 3 credits.

Political Science 300 (History 300). TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE SECONDARY SCHOOL. A study of the nature of disciplines from which content in the social sciences is drawn for instruction at the secondary level and of the relationship these disciplines and the planning of instruction. Observation and participation in the work of selected secondary school classrooms. 3 credits.

Political Science 331. POLITICAL PHILOSOPHY. Survey of the principal political theories and philosophies from ancient Greece through the Middle Ages, including the contributions of Plato, Aristotle, Cicero, St. Augustine, and St. Thomas Aquinas. 3 credits.

Political Science 332. POLITICAL PHILOSOPHY. Survey of modern political theories and philosophies, including the contributions of Machiavelli, Hobbes, Locke, Rousseau, Burke, and Marx. 3 credits.

Political Science 335. COMPARATIVE POLITICS: WESTERN EUROPE AND THE SOVIET UNION. A study of the institutions and processes of the political systems of England, France, West Germany, and the Soviet Union. 3 credits.

Political Science 341, 342. AMERICAN POLITICAL THOUGHT. (Political Science 341 -- to the Civil War; Political Science 342 -- 1860 to the Present). An introduction to the principal thinkers and the central themes in American political thought. 3 credits.

Political Science 343. AMERICAN FOREIGN POLICY. A study of U.S. foreign policy with special attention to the policy-making process, current problems in foreign affairs, and the development of long-range foreign policy. 3 credits.

Political Science 350. THE AMERICAN PRESIDENCY. The modern presidency and its role in contemporary politics, emphasizing the constitutional background of the office, the evolution of presidential powers, relationships between the presidency and the Congress and bureaucracy, the presidential election process, and the role of the presidency in policy making. 3 credits.

Political Science 355. CONSTITUTIONAL RIGHTS AND LIBERTIES (I). Study of prominent Constitutional principles, issues, and practices pertaining to persons accused or convicted of crime. Particular focus on the ideas of the Fourth, Fifth, Sixth, and Eighth Amendments. Extensive use of Supreme Court decisions. 3 credits.

Political Science 356. CONSTITUTIONAL RIGHTS AND LIBERTIES (II). Study of

prominent Constitutional principles, issues, and practices concerning government-private individual relations, with particular emphasis upon freedoms of speech, press, religion; privacy; and social and economic discrimination. Extensive use of Supreme Court decisions. 3 credits.

Political Science 360. POLITICAL PARTIES. Comparison of two-party systems with one-party and multi-party systems around the world; study of the nature, advantages, and disadvantages of political party systems, with an emphasis upon the development of the two-party system in the U.S. 3 credits.

Political Science 370. PUBLIC ADMINISTRATION. Survey of the premises and issues of public bureaucracies, and of principal activities of policy administrators, including personnel management, budgeting, decision-making, intergovernmental relations, and relations with courts, elected officials, and private organizations. 3 credits.

Political Science 390. POLITICAL LEADERSHIP. The course investigates the diverse nature of leadership and the place of leadership in modern society. While the main emphasis is on political leadership, a strong interdisciplinary approach will be employed. Students will be required to think about various needs, origins, moral dilemmas, requirements, and techniques of leadership in a wide variety of differing circumstances. 3 credits.

Political Science 400. WASHINGTON INTERNSHIP PROGRAM. Department-sponsored internship in association with the Washington Center Internship Program. The internship combines intensive on-the-job training with academic seminars, lectures, and research. Prerequisites: Political Science 215, and 6 additional hours in Political Science; second-semester sophomore to senior standing; 2.5 GPA; permission of department head. 16 credits.

Political Science 436. SOVIET UNION AND EASTERN EUROPEAN GOVERNMENT AND POLITICS. A study of the institutions and processes of the political systems of the Soviet Union and eastern European countries. 3 credits.

Political Science 437. ASIAN GOVERNMENTS AND POLITICS. A study of the political systems and foreign policies of the major Asian powers, with emphasis on Communist China and Japan. 3 credits.

Political Science 441. INTERNATIONAL RELATIONS. Study of the factors conditioning international politics, with emphasis upon the foreign policies of major powers. 3 credits.

Political Science 442. INTERNATIONAL LAW AND ORGANIZATIONS. A study of international law and organizations, with emphasis upon the principles of international law, the structure and policies of the United Nations, and the role of both. 3 credits.

Political Science 455 (History 455). CONSTITUTIONAL HISTORY OF THE UNITED STATES. An examination of the Articles of Confederation followed by a study of the writing, ratification, and continuing interpretation of the Constitution of 1787. 3 credits.

Political Science 460, 461, 462. POLITICAL SCIENCE SEMINAR. Open to juniors and seniors. Offered on demand; 1 credit.

Political Science 463, 464. WASHINGTON SYMPOSIA. Symposium programs sponsored by the Washington Center. 40 to 60 hours of lectures, panel discussions, workshops, site visits, and bi-weekly discussion groups over a 2 to 3 week period in Washington, DC. Prerequisites: Political Science 215, 2.5 GPA, approval of department head. 2 or 3 credits.

Political Science 469 (History 469). SOVIET DIPLOMACY. An analysis of the diplomacy and foreign policy of Soviet Russia, 1917 to the present, with emphasis upon the political machinery and motivating forces which determine foreign policy. 3 credits.

Political Science 480. SENIOR SEMINAR. Capstone course in Political Science. Research, writing, and assessment of student outcomes. Required of majors in Political Science. 1 credit.

Political Science 490, 491. POLITICAL SCIENCE SEMINAR. Open to juniors and seniors; offered on demand. 3 credits.

Political Science 495. SPECIAL TOPICS.
1-3 credits.

*Political Science 498. THE POLITICAL
SCIENCE SEMESTER INTERNSHIP.*
Work in residence with the Virginia General
Assembly for a complete session, the balance

of the semester to be spent in directed study
on a topic or topics approved by the depart-
ment. Open to qualified juniors and seniors.
Prerequisites: Political Science 215, 216; 341
or 342; and permission of instructor. 16
credits.



Department of Mathematics and Computer Science

Merry Lewis Allen, *Chair*
Carol Clark, *Secretary*

The Department of Mathematics and Computer Science offers courses leading to a major in mathematics and minors in mathematics and computer science. It also offers courses which fulfill general education and Bachelor of Science degree requirements. On the basis of a screening procedure some students will be required to take Mathematics 051 and/or 052 prior to general education mathematics courses.

ASSESSMENT: The Department of Mathematics and Computer Science requires senior majors to take a comprehensive mathematics test. The purpose of the test is to assess the progress of the majors and the effectiveness of the program.

Certification

Students who are preparing to teach and who are majoring in fields other than mathematics may be endorsed to teach computer science or general mathematics by minoring in computer science or mathematics, respectively.

MATHEMATICS PROGRAM

William P. Abrams, M.S., Instructor of Mathematics
Merry Lewis Allen, Ed.D., Associate Professor of Mathematics
John E. Arehart, Ed.D., Associate Professor of Computer Science and Mathematics
James C. Gussett, Ed.D., Associate Professor of Mathematics
Kouok K. Law, Ph.D., Assistant Professor of Mathematics
Robert D. May, Ph.D., Assistant Professor of Computer Science and Mathematics
E. T. Noone, Jr., Ed.D., Associate Professor of Mathematics
Jean A. Noone, Ed.D., Associate Professor of Mathematics
Robert P. Webber, Ph.D., Professor of Mathematics and Computer Science
Robert S. Wu, Ph.D., Associate Professor of Mathematics

All mathematics majors are required to take a core of mathematics courses (Mathematics 261, 262, 343, 361 and 371). The remaining courses will be selected from one of two concentrations -- pure mathematics, or applied mathematics/computer science.

While every attempt is made to state the requirements and concentrations available in the department as succinctly as possible, it is recommended that every student majoring or minoring in the department continue in close communication with the academic advisor assigned by the department in order to plan the program best suited to individual needs and goals.

Students desiring a minor in mathematics or computer science must successfully complete the appropriate program described below, and must see the Chair of the Department of Mathematics and Computer Science to officially declare a minor in either field.

MATHEMATICS MAJOR, B.S. DEGREE

- A. General Education Core Requirements. 33 credits.
See General Education Requirements listed on pages 49-51.
- B. 1. B.S. Degree Additional Degree Requirements. 10 credits.
See Degree Requirements listed on pages 47-48.
2. B.A. Degree Additional Degree Requirements. 9 credits.
See Degree Requirements listed on pages 47-48.
- C. Major Requirements. 40 credits.
All Majors
Mathematics 261, 262, 361/13 credits
Mathematics 343/3 credits
Mathematics 371/3 credits

Concentration I (Pure Mathematics)
Mathematics 342/3 credits
Mathematics 335, 336/6 credits
Mathematics 461/3 credits
Computer Science 205/3 credits
*Elective 300-400 level mathematics/ 3 credits
300-400 level mathematics or computer science/3 credits
Total 21 credits

Concentration II (Applied Mathematics and/or Computer Science)
Mathematics 472/ 3 credits
Computer Science 201, 202, 205 or 206/ 3 credits
Computer Science 301 and 302 or
Mathematics 405 and 460/ 6 credits
*Electives: Computer Science 202 or 206 or 300-400 level computer science or
mathematics/3 credits
300-400 level computer science or mathematics/6 credits
Total 21 credits
*Electives may not include Mathematics 313, 321, 323, 324 or 451.
- D. Elementary Teaching Certification (for teaching all subjects), Grades N, K-8. 40 credits.
See professional education requirements listed on pages 73-74.
- E. Secondary Teaching Certification, grades 8-12. 34 credits.
See professional education requirements listed on page 74.
Additional certification requirement:
Mathematics 451. The Teaching of High School Mathematics

For additional certification to teach Computer Science
Minor in Computer Science/ 18 hours. See page 154.

For additional certification to teach Mathematics, with a major other than mathematics
Minor in Mathematics/19 or 22 hours. See below.

Students seeking the B.A. degree must take 3 semester hours of one modern language at the 202 level or higher and choose the humanities elective from Literature, Philosophy, or Religion.

MINOR IN MATHEMATICS

Mathematics 121*/3 credits
Mathematics 261, 262/10 credits
**Electives: 300-400 level mathematics/
3 credits
200-400 level computer science or
mathematics/6 credits
TOTAL/22 credits

*This requirement may be waived for students beginning their mathematics studies with Mathematics 261.

**Electives may not include Mathematics 271, 313, 321, 323, 324 and 451.

MATHEMATICS

*General Education Courses

**Mathematics 121. FUNCTIONS AND GRAPHS.* A study of polynomial, rational, exponential, logarithmic and trigonometric functions with emphasis on graphing techniques, algebraic and numerical properties and applications. Prerequisite: Two years of high school algebra or by placement. 3 credits.

**Mathematics 171. STATISTICAL DECISION MAKING.* An elementary statistics course designed to show the student how statistics is used in problem solving and decision making. Topics include measures of central tendency and variability; elementary probability concepts; the binomial, normal and Chi-square distributions, correlation and regression; and hypothesis testing. Special emphasis is placed upon the proper use of statistics in real life situations. 3 credits.

Mathematics 051. BASIC MATHEMATICS. An individualized course in basic mathematics. The content will include computational skills in whole numbers, fractions and decimals; percent, ratio, proportion; and topics in basic algebra. Students will be assigned to the course on the basis of score on a diagnostic test. This course does not satisfy general education requirements. Successful completion of the course required before the student will be permitted to take general education mathematics courses required for graduation. Credit for this course cannot be used toward graduation. 3 credits (Pass/Fail).

Mathematics 052. ALGEBRA. An individualized course in algebra. The content will include the real number system; polynomials; algebraic fractions; exponents and radicals; graphing linear and quadratic equations and linear inequalities. Students will be assigned to the course on the basis of score on a diagnostic test. This course does not satisfy general education requirements. Successful completion of the course is required before the student will be permitted to take general education mathematics required for graduation. Credit for this course cannot be used toward graduation. 3 credits (Pass/Fail).

Mathematics 111. A COMPUTER APPROACH TO INTRODUCTORY COLLEGE MATHEMATICS. A survey of introductory mathematical topics using the computer. Flow-charting and BASIC will be integral elements of the course. 3 credits.

Mathematics 112. A PROBLEM SOLVING APPROACH TO INTRODUCTORY COLLEGE MATHEMATICS. A survey of mathematical ideas with applications in non-mathematical fields. Emphasis will be placed on developing those tools necessary to solve specific problems. 3 credits.

Mathematics 114. MATHEMATICS FOR THE CONSUMER. An introductory course designed to acquaint the student with the application of mathematics in the life of the consumer. Special attention will be given to the algebraic derivation of formulas, the reduction of real life situations to mathematical models, and the mathematics employed in banking, budgeting, credit, taxes, insurance, installment buying, annuities, stocks, bonds, and mortgages. 3 credits.

Mathematics 123. BASIC CONCEPTS OF MATHEMATICS FOR ELEMENTARY TEACHERS I. Basic concepts underlying contemporary arithmetic with emphasis on meaning and understanding; on the structure of the real number system; and on the basic arithmetic process. This course is required for the B.S. degree in elementary education and is available only to these students. 3 credits.

Mathematics 124. BASIC CONCEPTS OF MATHEMATICS FOR ELEMENTARY TEACHERS II. Emphasis is placed on an understanding of intuitive geometric concepts with some attention being given to statistical analysis and fundamental concepts of elementary algebra. This course is required for the B.S. degree in elementary education and is available only to these students. Prerequisite: Mathematics 123 or consent of department chair. 3 credits.

Mathematics 161, 162. COLLEGE ALGEBRA AND TRIGONOMETRY. A unified treatment of the basic ideas of contemporary algebra, trigonometry, and analytics. The aim of the course is to show the nature of mathematics as a logical system. The material is fundamental to any student's training

whether he wishes to continue in mathematics, the natural sciences, engineering, or whether his interests lie in the social sciences or economics. Prerequisite: two years of high school algebra or permission of instructor. A student can take Mathematics 162 without taking Mathematics 161 only with the permission of the instructor. 3 credits.

Mathematics 181. FINITE MATHEMATICS. A study of discrete mathematical structures with applications primarily to business and economics. Topics will be selected from a review of sets; linear and quadratic functions; solving systems of linear equations using Gauss-Jordan elimination; matrix algebra; solutions of inequalities; linear programming, including the graphical methods and introduction to the simplex method; introductory probability; introduction to calculus; and mathematics of finance. 3 credits.

Mathematics 261, 262. THE DIFFERENTIAL AND INTEGRAL CALCULUS. Prerequisite for Mathematics 261: Mathematics 161 and 162; or consent of department chair. Prerequisite for Mathematics 262: successful completion of 261. Students who do not make a "C" or better in 261 should have the consent of the chair before enrolling in 262. 5 periods; 5 credits.

Mathematics 267. APPLICATIONS OF CALCULUS. A course designed for students in Business, Economics, and the Social and Life Sciences. The techniques of calculus are presented in an informal approach. Emphasis is on applications of the mathematical concepts of calculus, e.g., break-even analysis, optimization, spread of epidemics, population growth models. Credit will not be given in this course toward the mathematics major. Prerequisite: Mathematics 181 or equivalent. 4 credits.

Mathematics 271. APPLIED STATISTICS. Topics include measures of central tendency, probability distributions, measures of dispersion, correlation and linear regression, analysis of variance and covariance. The emphasis will be on linear modeling techniques to conduct hypothesis tests. Computer applications will be an integral part of the course. Knowledge of calculus will not be required. Credit will not be given toward the mathematics major. 3 credits.

Mathematics 295. SPECIAL TOPICS. Selected topics in mathematics. The topics may vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

Mathematics 313. TEACHING PROBABILITY AND STATISTICS. Designed especially for the pre-service teacher and will use an experiential, informal, activity-based approach. There will be hands-on activities and experiments relating empirical and theoretical probabilities. Quick descriptive statistics and new graphical methods will be presented. These techniques are useful in describing, comparing, exploring and interpreting sets of data. There will also be intuitive ideas from inferential statistics. Prerequisite: Mathematics 123, 124. 3 credits.

Mathematics 321. MATHEMATICAL THINKING AND PROBLEM SOLVING. A study of thinking skills and strategies used in solving problems and an examination of ways that these can be taught to others. Numerical and geometrical concepts normally taught in the middle and junior high schools will be used in developing problem solving skills. Prerequisite: Mathematics 123 and 124 or equivalent or consent of instructor. 3 credits.

Mathematics 323. MATHEMATICS METHODS FOR EARLY EDUCATION. A study of content, materials and methods of teaching mathematics relevant to early education with particular emphasis on student use of materials and learning resources and demonstrations of teaching methods. Required for the B.S. in elementary education (N, K-4 endorsement). Prerequisite: Mathematics 123, 124 or consent of department chair. Credit will not be given in this course toward the mathematics major. 3 credits.

Mathematics 324. MATHEMATICS METHODS FOR MIDDLE EDUCATION. A study of content, materials and methods of teaching mathematics relevant to middle education with particular emphasis on student use of materials and learning resources and demonstrations of teaching methods. Required for the B.S. in elementary education (4-8 endorsement). Prerequisite: Mathematics 123, 124 or consent of department chair. Credit will not be given in this course toward the mathematics major. 3 credits.

Mathematics 335. ADVANCED EUCLIDEAN GEOMETRY. A study of Euclidean geometry from a more advanced viewpoint. The methods and techniques of synthetic axiomatic geometry will be stressed through a study of logic and formal proof, constructions, higher Euclidean geometry, finite geometries, and non-Euclidean geometries. Prerequisite/corequisite: Mathematics 261. 3 credits.

Mathematics 336. SURVEY OF MODERN GEOMETRIES. A study designed to widen and enlarge the horizons of the students through an examination of some of the geometric developments since the time of Euclid. The characteristics and interrelatedness of various geometries--topological, projective, affine, similarity, Euclidean, non-Euclidean and inversion--will be briefly examined through transformations. Prerequisite: Mathematics 335 or consent of department chair. 3 credits.

Mathematics 342. INTRODUCTION TO MODERN ALGEBRA. Sets and mappings, integers, general algebraic systems, groups, rings, and fields. Prerequisite: Mathematics 262. 3 credits.

Mathematics 343. LINEAR ALGEBRA. A basic study of vector spaces, linear transformations, and their relationships to matrix algebra. Also included are determinants, isomorphism theorems, linear functionals, and dual spaces. Prerequisite: Mathematics 262 or consent of department chair. 3 credits.

Mathematics 345. NUMBER THEORY. An introductory course in additive and multiplicative number theory. Included are topics such as: divisibility, prime numbers, congruences, residue systems, linear and quadratic congruences, Diophantine equations, quadratic residues, and number theoretic functions. Prerequisite/corequisite: Mathematics 342 or consent of instructor. 3 credits.

Mathematics 351. INTRODUCTION TO TOPOLOGY. Topological spaces, continuous mappings, homeomorphisms, compactness, connectedness, metric spaces, and other selected topics in point set topology. Prerequisite: Mathematics 361. 3 credits.

Mathematics 361. CALCULUS III. Advanced topics in calculus not considered in Mathematics 261, 262. Prerequisite:

Mathematics 262. Students who do not make "C" or better in 262 should have consent of the chair before enrolling. 3 credits.

Mathematics 371. INTRODUCTION TO PROBABILITY AND STATISTICS. Theory of probability; expected values of random variables; tests of hypotheses; sampling; the central limit theorem; regression analysis. Prerequisite: Mathematics 262. 3 credits.

Mathematics 405. NUMERICAL ANALYSIS. An investigation of numerical techniques of approximation, matrix computations, integration, and differentiation with emphasis on the solution of non-linear equations, linear systems and differential equations. The course will require use of the computer. Attention will be given to the problems of rounding error, conditioning, and stability. Prerequisite: Mathematics 343, 361 and Computer Science 205 or equivalent. 3 credits.

Mathematics 451. THE TEACHING OF HIGH SCHOOL MATHEMATICS. A study of current practices in high school mathematics teaching with emphasis on principles, techniques, and materials. Required for those planning to teach high school mathematics. 3 credits.

Mathematics 460. DIFFERENTIAL EQUATIONS. Primarily a study of ordinary differential equations of the first and second order with application to elementary work in mechanics and physics. Prerequisite: Mathematics 361. 3 credits.

Mathematics 461. ADVANCED CALCULUS. A theoretical approach to the study of limits, continuity, differentials, derivatives, and integrals. Development of the real number system, elementary point set theory, functions of several variables, infinite series, and power series. Prerequisite: Mathematics 361. 3 credits.

Mathematics 472. INTRODUCTION TO MATHEMATICAL STATISTICS. Distribution of functions of random variables; moments and moment generating functions; T, F and Chi-square distributions; limiting distributions; interval estimation. Prerequisite: Mathematics 361 and 371. 3 credits.

Mathematics 481. COMPLEX ANALYSIS. An introduction to the fundamental concepts of complex analysis, including the complex plane, holomorphic functions, the exponential function, Cauchy integral formula, Taylor series, Laurent series, conformal maps, the notion of residues and some applications in physics. Prerequisite: Mathematics 361. 3 credits.

Mathematics 490. DIRECTED STUDY IN MATHEMATICS. Individualized study; recommended only when material cannot be studied through existing course offerings. Must have permission of department chair. 1-3 credits. May be repeated as 491, etc.; no more than 6 credits.

Mathematics 495. SPECIAL TOPICS. Selected topics in mathematics. The topics may vary from semester to semester. May be

repeated for credit when topics change. 1-3 credits.

For Graduates and Advanced Undergraduates

Mathematics 513. THE TEACHING OF PROBABILITY AND STATISTICS. This course is designed especially for teachers and will use an experiential, informal, activity-based approach. There will be hands-on activities and experiments relating empirical and theoretical probabilities. Quick descriptive statistics and new graphical methods will be presented. These techniques are useful in describing, comparing, exploring and interpreting sets of data. There will also be intuitive ideas from inferential statistics. 3 credits.

Mathematics 595. WORKSHOPS IN MATHEMATICS. 1-3 credits.



COMPUTER SCIENCE PROGRAM

John E. Arehart, Ed.D., Associate Professor of Computer Science and Mathematics
Robert D. May, Ph.D., Assistant Professor of Computer Science and Mathematics
Robert P. Webber, Ph.D., Professor of Mathematics and Computer Science

MINOR IN COMPUTER SCIENCE

A minor in computer science shall consist of 18 credit hours of computer science courses, at least 12 hours of which must be at the 300 or 400 level.

Students desiring both a major in mathematics and a minor in computer science are subject to the following restriction. With the exception of 3 credit hours at the 200 level, computer science courses used to fulfill requirements for the mathematics major must be at the 300 or 400 level and may not also be used to fulfill requirements for the computer science minor.

COMPUTER SCIENCE

*General Education

**Computer Science 205. INTRODUCTION TO PROGRAMMING.* An introductory course in computer science with emphasis on techniques of structured programming, algorithms, problem solving and applications. A writing intensive course. 3 credits. Every semester.

Computer Science 156. INTRODUCTION TO COMPUTER BASED SYSTEMS. Introduction to the computer as a production tool. Topics include the relation of hardware and software, the operating system, the use of application software, specifically word-processors, spreadsheets, databases, and an introduction to programming. 3 credits.

Computer Science 201 (Business 270). BUSINESS LANGUAGE I. An introduction to programming in a business oriented language (COBOL) with emphasis on commercial applications and elementary concepts of file processing. Prerequisite: Computer Science 156 or credit for another Computer Science course. 3 credits.

Computer Science 202 (Business 271). BUSINESS LANGUAGE II. Advanced COBOL programming for business applications; table handling, sorting, and report generating facilities of COBOL; processing of files on sequential and direct access storage devices. Prerequisite: Computer Science 201 or consent of instructor. 3 credits.

Computer Science 206. ADVANCED PROGRAMMING. Advanced topics in programming. Disk files, algorithmic techniques,

basic aspects of string processing, recursion, internal search/sort methods, and principle data structures. Prerequisite: Computer Science 205. 3 credits.

Computer Science 215. INTRODUCTION TO FORTRAN. An overview of the FORTRAN programming language, with emphasis on applications to mathematics and science. Prerequisites: knowledge of another computer language and ability to use the Longwood computer system. 1 credit.

Computer Science 272. FORTRAN FOR BUSINESS. An introduction to the FORTRAN programming language, with emphasis on applications in business. Prerequisites: Computer Science 201 or 205. 3 credits.

Computer Science 290. SELF STUDY IN PROGRAMMING. Independent study of a specific programming language, its syntax and applications, based on prior study of programming languages in general. May not duplicate other language courses. Must be arranged with an instructor and approved by department chair before registering. May be repeated for credit with different languages. Prerequisite: Computer Science 202 or 206. 1 credit.

Computer Science 295. SPECIAL TOPICS. Selected topics in computer science. The topics may vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

Computer Science 301. COMPUTER ORGANIZATION AND ASSEMBLER LANGUAGE PROGRAMMING. Assembler language programming; addressing techniques; internal storage structure;

machine-level representation of instructions and data; sub-routines. Prerequisites: Computer Science 202 or 206 or consent of instructor. Fall only; 3 credits.

Computer Science 302. DATA STRUCTURES. Internal representation of arrays, queues, trees, stacks, and lists; concepts related to the interaction between data structures and storage structures for the generating, developing and processing of data. Prerequisite: Computer Science 202 and 205 or 206. 3 credits.

Computer Science 308. ORGANIZATION OF PROGRAMMING LANGUAGES. Topics include language and definition structure, data types and structures, control structures and data flow, run-time characteristics and lexical analysis and parsing. Programming assignments will involve the use of several different languages. Prerequisite: Computer Science 202 and 205 or 206. 3 credits.

Computer Science 311. INTRODUCTION TO OPERATING SYSTEMS AND COMPUTER ARCHITECTURE. Emphasis will be placed on concepts rather than case studies and on the interdependence of operating systems and architecture. Topics include instruction sets, I/O and interrupt structure, addressing schemes, microprogramming, memory management and recovery procedures. Prerequisite: Computer Science 301. 3 credits.

Computer Science 405. DISCRETE MATHEMATICS FOR COMPUTER SCIENCE. Topics in discrete mathematics used in computer science, including methods of proof, graphs, computability, and formal

grammars. Prerequisites: Mathematics 161, 162 or equivalent and Computer Science 202 and 205 or 206. 3 credits.

Computer Science 408. ADA AND SOFTWARE ENGINEERING. Syntax and semantics of the Ada programming language. Principles of Software Engineering. Prerequisites: Computer Science 202 and 205 or 206. 3 credits.

Computer Science 490. DIRECTED STUDY IN COMPUTER SCIENCE. Individualized study; recommended only when material cannot be studied through existing course offerings. Must have permission of department chair. 1-3 credits. May be repeated as Computer Science 491, etc.; no more than 6 credits.

Computer Science 495. SPECIAL TOPICS. Selected topics in computer science. The topics may vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

For Graduates and Advanced Undergraduates

Computer Science 505. COMPUTERS IN MATHEMATICS EDUCATION. Introduction to programming in the interactive language BASIC. Techniques and existing programs in computer-assisted instruction, computer-managed instruction, simulation and modeling. Emphasis will be placed on secondary school applications. Offered on demand; 3 credits.

Computer Science 595. WORKSHOPS IN COMPUTER SCIENCE. 1-3 credits.



Department of Music

Paul S. Hesselink, *Chair*

Brenda Norton, *Secretary*

The music curriculum is designed to: (1) provide all students with relevant musical experiences in order to increase their musical literacy and sensitivity, (2) educate music majors in the understanding and performance of a wide variety of music from all eras; and (3) enable music education students to communicate to others at all levels an appreciation and understanding of music.

The Department of Music offers two degrees: the Bachelor of Arts degree with concentration in music, and the Bachelor of Music degree with concentration in Education or in Performance (voice, piano, organ, harpsichord, brass, woodwinds, strings, and percussion). Common to each degree is a basic music core outlined in the specific degree plans below. The following additional requirements should be noted:

1. Each incoming Freshman music major or transfer student is admitted to music major degree programs of study through performance audition and interview with the Music Faculty. Early in the first semester, a non-keyboard major must take a keyboard placement examination in order to determine the student's level of piano proficiency.
2. Every music major is required to enroll in an ensemble for credit each semester. For vocal majors that ensemble will be Concert Choir and for instrumental majors that ensemble will be Concert Band. Keyboard majors choose either ensemble depending upon abilities.
3. Students pursuing the B.M. degree in performance are required to present a half Junior recital and a full Senior recital. Students pursuing the B.A. in Music or the B.M. in the education concentration are required to present a minimum of a half Senior recital.

The amount of credit in applied music that may be transferred from other institutions will be determined through evaluation of the student's ability by the Music faculty.

The Department of Music also offers a Minor in Music, a program which requires the successful completion of 24 credits in music. Those credits are earned in theoretical studies, history and literature, applied study, and in music ensembles.

The department is an accredited institutional member of the National Association of Schools of Music.

Assessment

Students are admitted to the music major on the basis of an in-person audition and interview with the Music Faculty. Students majoring in music are carefully assessed in performance each semester during their college careers by a jury examination in performance administered by the Music Faculty who make written commentary which is then discussed with the student by the applied instructor in a follow-up conference. Prior to the presentation of half and full recitals, a Recital Hearing is performed for the Music Faculty who make written commentary which is discussed in a follow-up conference. Continuing students who apply for scholarship assistance are auditioned and interviewed by the Music Faculty.

MUSIC DEGREE PROGRAMS

Faculty

All music faculty teach in each of the music degree programs listed below.

Robert E. Blasch, Ed.D., Professor of Music
Darrell G. Harbaum, M.Mus., Associate Professor of Music
Paul S. Hesselink, D.Mus.A., Professor of Music
Patricia D. Lust, D.M., Associate Professor of Music
W. Bruce Montgomery, Ph.D., Associate Professor of Music
Frieda E. Myers, M.Mus., Associate Professor of Music
Gordon L. Ring, D.Mus.A., Assistant Professor of Music
Donald Trott, D.Mus.A., Assistant Professor of Music
Thomas A. Williams, M.M., Associate Professor of Music

The degree Bachelor of Arts in Visual and Performing Arts with a Concentration in Music is a program of study in which the student is encouraged to develop skills as a practicing musician and which prepares the student with the necessary skills to pursue graduate studies in music literature or history. The degree program requires a modern language in either German or French.

BACHELOR OF ARTS
Concentration in Music
(Applied Areas: Voice, Piano, Organ,
Harpisichord, Brass, Woodwinds, Strings, Percussion)

- A. General Education Core Requirements. 33 credits.
See General Education Requirements listed on pages 49-51.
- B. Additional Degree Requirements. 9 credits.
Modern Language (French or German)/3 credits (at 202 level or above)
Humanities/6 credits in at least two disciplines and not in the discipline of music
- C. Major Requirements. 53 credits.
Music 115, 116/4 credits Music 327/3 credits
Music 117, 118/2 credits Music Electives/6 credits
Music 127/3 credits Music Ensembles/8 credits
Music 143/1 credit Applied Concentration/12 credits
Music 215, 216/4 credits TOTAL/53 credits
Music 217, 218/2 credits
Music 231, 232/6 credits Electives/21 credits
Music 315/2 credits

The degree Bachelor of Music with a concentration in Education is earned at the completion of a program of music study which is designed to prepare the student to be certified and to teach music in the schools. In addition to developing each student as a practicing musician in voice or in instrumental studies, the skills necessary to communicate musical concepts and skills are emphasized. Opportunities to observe and to teach in the classroom situation prepare the student for an intensive professional semester at the end of the program of study.

BACHELOR OF MUSIC
Concentration in Education
(Applied Areas: Voice, Piano, Organ,
Harpsichord, Brass, Woodwinds, Strings, Percussion)

- A. General Education Core Requirement. 33 credits.
 See General Education Requirements listed on pages 47-48.
- B. Additional Degree Requirements. 9 credits.
 Humanities/9 credits in at least two disciplines and not in the discipline of music
- C. Major Requirements. 55 credits. (choose choral or instrumental track)

Choral Track

Music 115, 116/4 credits
 Music 117, 118/2 credits
 Music 127/3 credits
 Music 140/2 credits

Music 141/2 credits
 (voice concentration)
 Music 215, 216/4 credits
 Music 217, 218/2 credits
 Music 231, 232/6 credits
 Music 300/3 credits
 Music 315, 316/4 credits
 Music 327/3 credits
 Music 438/2 credits
 Music 445/2 credits
 (piano concentration)
 Applied Concentration/14 credits

Secondary Applied/4 credits
 Piano: 163, 164, 263, 264
 Voice: 183, 184, 283, 284
 Ensemble each semester/0 credits

TOTAL/55 credits

Instrumental Track

Music 115, 116/4 credits
 Music 117, 118/2 credits
 Music 127/3 credits
 *Music 163, 164, 263, 264/4 credits
 Music 167, 171, 181, 189, 191/5 credits
 Music 215, 216/4 credits
 Music 217, 218/2 credits
 Music 231, 232/6 credits
 Music 315, 317/4 credits
 Music 327/3 credits
 Music 438/2 credits

Applied Concentration/14 credits

*Secondary Applied:

2 credits in a single
 non-keyboard instrument
 other than the concentration

Ensemble each semester/0 credits

*Note: Keyboard majors substitute:

Secondary Applied
 (non-keyboard)/4 credits
 Music 445/2 credits

TOTAL/55 credits

D. Elementary Requirements

Music 120/1 credit
 Music 343/2 credits
 Music 344/2 credits
 Music 345/1 credit
 Music 346/1 credit
 Music 347/1 credit
 Music 420/1 credit
 Music 440/2 credits

Education 245/3 credits
 Education 403, 404/10 credits
 Education 484/2 credits
 Education 488/1 credit
 Education 490/2 credits
 Education 491/2 credits

TOTAL/ 31 credits

Secondary Requirements

Music 120/1 credit
 Music 343/2 credits
 Music 345/1 credit
 Music 346/1 credit
 Music 347/1 credit
 Music 348/3 credits
 Music 349/1 credit
 Music 420/1 credit

Education 245/3 credits
 Education 403, 404/10 credits
 Education 484/2 credits
 Education 488/1 credit
 Education 490/2 credits
 Education 491/2 credits

TOTAL/31 credits

The degree Bachelor of Music is a performance degree in music. Areas of concentration include instrumental or vocal. In addition to developing the understanding of musical concepts and a knowledge of the historical musical styles, emphasis in the program is weighted to high achievement in musical performance.

The Minor in music is a program which requires the successful completion of 24 credits in music. Those credits are earned in theoretical studies, history and literature, applied study, and in music ensembles.

BACHELOR OF MUSIC
Concentration in Performance
(Applied Areas: Voice, Piano, Organ
Harpsichord, Brass, Woodwinds, Strings, Percussion)

- A. General Education Core Requirements. 33 credits.
 See General Education Requirements listed on pages 49-51.
- B. Additional Degree Requirements. 9 credits.
 Modern Languages (French or German/3 credits (at 202-level or above)
 Humanities/6 credits in at least two disciplines and not in the discipline of music

C. <u>Major Requirements.</u> 80 credits.	
<i>Major Requirements-Organ Concentration</i>	<i>Music Requirements-Voice Concentration</i>
Music 115, 116/4 credits	Music 115, 116/4 credits
Music 117, 118/2 credits	Music 117, 118/2 credits
Music 127/3 credits	Music 127/3 credits
Music 213/1 credit	Music 140, 141/4 credits
Music 215, 216/4 credits	Music 143/1 credit
Music 217, 218/2 credits	Music 213/1 credit
Music 231, 232/6 credits	Music 215, 216/4 credits
Music 315, 316/4 credits	Music 217, 218/2 credits
Music 327/3 credits	Music 231, 232/6 credits
Music 413/2 credits	Music 315, 316/4 credits
Music 434/2 credits	Music 327/3 credits
Applied Concentration/22 credits	Music 413/2 credits
Secondary Applied (voice)/4 credits	Music 436/2 credits
Secondary Applied (harpsichord	Applied Concentration/22 credits
or piano)/4 credits	Secondary Applied (piano)/3 credits
Ensembles/10 credits	Music 204/404/2 credits
<i>Music Electives/7 credits</i>	Ensembles/8 credits
TOTAL/80 credits	<i>Music Electives/7 credits</i>
	TOTAL/80 credits

Major Requirements-Piano Concentration

Music 115, 116/4 credits
Music 117, 118/2 credits
Music 127/3 credits
Music 213/1 credit
Music 215, 216/4 credits
Music 217, 218/2 credits
Music 231, 232/6 credits
Music 315/2 credits
Music 327/3 credits
Music 335/2 credits
Music 413/2 credits
Music 435/2 credits
Music 445/2 credits
Applied Concentration/22 credits
Secondary Applied (voice)/4 credits
Piano Improvisation/2 credits
Ensembles/10 credits
Music Electives/7 credits
TOTAL/80 credits

Major Requirements-Instrumental Concentration

Music 115, 116/4 credits
Music 117, 118/2 credits
Music 127/3 credits
Music 143/1 credits
Music 215, 216/4 credits
Music 217, 218/2 credits
Music 231, 232/6 credits
Music 297/1 credit
Music 315/2 credits
Music 317/2 credits
Music 327/3 credits
Music 413/2 credits
Music 433/2 credits
Music 438/2 credits
Applied Concentration/22 credits
Secondary Applied (piano)/3 credits
Secondary Applied (voice)/2 credits
Ensembles/10 credits
Music Electives/7 credits
TOTAL/80 credits

D. Electives (all concentrations)/4 credits

MINOR IN MUSIC

The Minor in music is a program which requires the successful completion of 24 credits in music. Those credits are earned in theoretical studies, history and literature, applied study, and in music ensembles.

Music 115, 116/4 credits	Music electives/3 credits
Music 117, 118/2 credits	Music Ensembles/2 credits
Music 123 or 127/3 credits	
Applied Concentration/8 credits	TOTAL/24 credits
Secondary Applied/2 credits	

MUSIC

A special fee is charged for all applied music courses.

**General Education Courses*

**Music 123. THE APPRECIATION OF MUSIC*

**Music 236. MUSIC AND THE ARTS*

**Music 237. JAZZ, FOLK, ROCK, AND THE MUSIC OF BROADWAY*

The above courses are 3 credits. Students taking one of the above courses must also take an additional 1 credit in one of the following: Music Ensembles (Music 201-212), Group Piano (Music 169), Voice (for non-majors: Music 181), any one credit Applied Music course, or Musical Activities (Music 124). Music 124 must be taken after Music 123, Music 236, or Music 237.

**Music 123. THE APPRECIATION OF MUSIC.* Study for the understanding of the

forms, styles, and periods of the music usually heard in performance. Does not fulfill music requirement for Elementary Education Certification. 3 credits.

**Music 124. MUSICAL ACTIVITIES.* Emphasis is placed on attendance and critique of performances, rehearsals, and recitals as related to material learned Music 123, 236, or 237. 1 credit.

**Music 236. MUSIC AND THE ARTS.* A study of the elements of music and their relationship to literature and the visual arts. 3 credits.

**Music 237. JAZZ, FOLK, ROCK, AND BROADWAY MUSICALS.* Survey and comparison of the styles, characteristics, composers, and performers of folk, jazz, rock, and Broadway music. 3 credits.

Music 111. BASIC MUSICIANSHIP. An introductory course in music reading through singing and the use of harmonic and rhythmic instruments. Class activities focus on programs of music for playgrounds, parks, hospitals, camps, and nursing homes. For Therapeutic Recreation majors only. Does not fulfill general education requirement. 3 credits.

Music 115. THEORY OF MUSIC. Theory, harmony, written and keyboard. 2 periods; 2 credits each semester.

Music 116. THEORY OF MUSIC. Continuation of 115 which is prerequisite. 2 periods; 2 credits.

Music 117. SIGHTSINGING AND DICTATION. Ear training through sight-singing and dictation. 2 periods; 1 credit each semester.

Music 118. SIGHTSINGING AND DICTATION. Continuation of 117 which is prerequisite. 2 periods; 1 credit.

Music 120. INTRODUCTION TO MUSIC EDUCATION. Survey of role, quality, and value of music in school curricula. Ideas and techniques reflective of learning. 1 period; 1 credit.

Music 127. MUSIC LITERATURE. Survey of the major periods of music with examples of the works of principal composers in each period; the relation of music to other aspects of history and culture. 3 credits.

Music 140. DICTION FOR SINGERS I. Study of phonetics and the International Phonetic Alphabet. Accurate pronunciation in English, Latin and Italian. 2 periods; 2 credits.

Music 141. DICTION FOR SINGERS II. Study of phonetics and the International Phonetic Alphabet. Accurate pronunciation in German and French. Prerequisite: Music 140. 2 periods; 2 credits.

Music 143. KEYBOARD FUNDAMENTALS. Required of music majors who do not major in piano or organ. Study and practice in basic keyboard techniques, sightreading and major and minor scales. Open to others on space-available basis. 2 periods (class or private); 1 credit.

Music 213. PIANO ACCOMPANYING. Study and practical application of accompanying for other students. Recommended for keyboard majors. 2 periods; 1 credit.

Music 215, 216. THEORY OF MUSIC. Continuation of 115, 116 which is prerequisite. Required of all music majors. 2 periods; 2 credits each semester.

MUSIC 217, 218. SIGHTSINGING AND DICTATION. Continuation of 117, 118 which is prerequisite. 2 periods; 1 credit each semester.

Music 231, 232. HISTORY OF MUSIC. History of music of western civilization with examples. Open to non-music majors only with permission of instructor. 3 credits each semester.

Music 233. MUSIC OF THE TWENTIETH CENTURY. Study of the forms, styles, and trends of the music of the twentieth century; biography. 3 credits.

Music 234. MUSIC OF THE THEATRE. Study of opera, operetta, incidental music. 3 credits.

Music 235. MUSIC OF THE CHURCH. Study of the development of music in the church from Gregorian chant to the present. 3 credits.

Music 238. MUSIC OF THE EIGHTEENTH CENTURY. Study of the forms, styles, and trends of the music of the eighteenth century; biography. 3 credits.

Music 239. MUSIC OF THE NINETEENTH CENTURY. Study of the forms, styles, and trends of the music of the nineteenth century; biography. 3 credits.

Music 295, 495. SPECIAL TOPICS.

Music 297, 497. COMPOSITION. Instruction in techniques of composing music. Prerequisite: Music 115, 117 and consent of instructor. May be repeated for credit. 1 class and 1 private lesson; 1 credit.

Music 300. INSTRUMENTAL SURVEY. Survey of string, percussion, brass, and woodwind families. Study of history, members of each family, range, timbre, and transposition. Required of music education voice and keyboard majors. 2 periods; 2 credits.

Music 315. CONDUCTING. Technique of the baton; score reading; rehearsal procedures; vocal and instrumental conducting. 2 periods; 2 credits.

Music 316. ADVANCED CHORAL CONDUCTING. Continuation of Music 315 which is prerequisite. 2 periods; 2 credits.

Music 317. ADVANCED INSTRUMENTAL CONDUCTING. Continuation of Music 315 which is prerequisite. 3 credits.

Music 327. FORM AND ANALYSIS. Harmonic and formal analysis of compositions of each period. Prerequisite: Music 215, 216. 3 credits.

Music 335. PIANO DUET AND DUO-PIANO LITERATURE. Study and performance of piano ensemble music. Includes both piano duet literature and duo-piano literature. Required of B.M. piano concentrators; open to others with permission of instructor. 2 periods; 2 credits.

Music 340. MUSIC IN THE CLASSROOM. Study of music fundamentals and literature, and the development of music skills through singing, conducting, and use of auto-harp, electronic keyboards, rhythm instruments and appropriate series and record sets. 3 credits.

Music 341. MUSIC AND MATERIALS. Designed to explore in depth goals and philosophy of elementary music education with emphasis upon technique and materials as well as a continuation of developing music skills. Required for certification in the elementary education inter-disciplinary track. Prerequisite: Music 340. 3 credits.

Music 343. MUSIC AND SUPERVISION IN THE ELEMENTARY SCHOOL. Study of music appropriate for early childhood through primary and lower elementary school levels. Emphasis given to the behaviors of singing, playing, moving, listening, reading, and creating. Open only to music majors, education majors. 2 periods, 2 credits.

Music 344. MUSIC IN THE MIDDLE AND JUNIOR HIGH SCHOOL. Philosophy, procedures, materials, emphasis on music in the middle school; adaptation of the

program to the open school and individualized or group instruction. Open only to music education majors and others with consent of instructor. 2 periods; 2 credits.

Music 345. PRACTICUM IN ELEMENTARY SCHOOL. Students, through observation and participation, are introduced to the daily routine and music curriculum in the elementary school. 1 credit.

Music 346. PRACTICUM IN JUNIOR HIGH OR MIDDLE SCHOOL. Students, through observation and participation, are introduced to the daily routine and music curriculum (instrumental or choral) in the junior high or middle school. 1 credit.

Music 347. PRACTICUM IN HIGH SCHOOL. Students, through observation and participation, are introduced to the daily routine and music curriculum (instrumental or choral) in the high school. 1 credit.

Music 348. INSTRUMENTAL MUSIC IN THE SCHOOLS. Study of all the band and orchestral instruments. Embouchure and technical development; rehearsal techniques; fundamentals of marching, materials. 3 periods; 3 credits.

Music 349. MARCHING BAND FUNDAMENTALS. Marching band fundamentals class for instrumental majors who plan to teach on secondary music level. Involves classwork, observation at neighboring high schools during pre-game and half-time shows, and writing marching shows to be appropriately coordinated with music. Taken concurrently with Music 348. 1 period; 1 credit.

Music 413. COUNTERPOINT. Strict and free counterpoint; motivic development; invertible counterpoint. Prerequisite: Music 127, 215, 216. Offered on demand. 2 periods; 2 credits.

Music 420. MUSIC SEMINAR. Seminar on orientation to the teaching profession with discussion of philosophy, trends, research, and organization of Music Education. 1 period; 1 credit.

Music 433. INSTRUMENT LITERATURE. Study of composers and major compositions of wind instruments. Baroque to the present. May be combined with band

and instrumental literature. 2 periods; 2 credits.

Music 434. ORGAN LITERATURE. Study of the literature of the organ through performance and listening. Required of organ concentrators. 2 periods; 2 credits.

Music 435. PIANO LITERATURE. Study of the literature of the piano through performance and listening. Required of piano concentrators. 2 periods; 2 credits.

Music 436. VOCAL LITERATURE. Study of the literature of the voice through performance and listening. Required of voice concentrators. 2 periods; 2 credits.

Music 437. VOCAL PEDAGOGY. Study of the principles of voice production and voice teaching. Laboratory with beginning voice students. 2 periods; 2 credits.

Music 438. ARRANGING. Study and practice of arranging in different voice and instrument combinations with attention to style, range, form, and difficulty. Prerequisite: Music 216. 2 periods; 2 credits.

Music 439. ADVANCED ANALYSIS. Continuation of Music 327, which is prerequisite. 2 periods; 2 credits.

Music 440. CHORAL METHODS AND MATERIALS. Study of methods and materials appropriate for secondary school choral music with emphasis on organization, festivals, curriculum, and vocal/choral techniques. Prerequisites: 315, 316. 2 periods; 2 credits.

Music 445. TEACHING PIANO. Techniques and materials of teaching piano individually and in groups. Observation and teaching of demonstration groups. 2 periods; 2 credits.

APPLIED MUSIC

Opportunity is offered all students of the college, on a space-available basis, the study of applied music in most areas: *Voice, Piano, Organ, Harpsichord, Brass, Woodwinds, Strings, and Percussion.* Study is permitted in either private or group study as determined by faculty load. Students may enter at any stage of development. Students majoring in Music must attain minimum standards of performance proficiencies as determined

by the faculty at the end of the sophomore year.

The following is a listing of areas of applied study. Music majors take "concentration" for their main instrument, "secondary" for their minor instrument. Non-majors are normally assigned "secondary" sections; other options are certain classes in several instruments.

APPLIED MUSIC, SECONDARY INSTRUMENT. *One-half-hour individual lesson or equivalent each week; 1 credit.*

Music 153, 154; 253, 254; 353, 354; 453, 454. Organ.

Music 157, 158; 257, 258; 357, 358; 457, 458. Harpsichord.

Music 161, 162; 261, 262; 361, 362; 461, 462. Percussion.

Music 163, 164; 263, 264; 363, 364; 463, 464. Piano.

Music 173, 174; 273, 274; 373, 374; 473, 474. Strings.

Music 177, 178; 277, 278; 377, 378; 477, 478. Brass.

Music 183, 184; 283, 284; 383, 384; 483, 484. Voice.

Music 193, 194; 293, 294; 393, 394; 493, 494. Woodwinds.

APPLIED MUSIC, CONCENTRATION. *One half-hour individual lesson, one hour group instruction (or equivalent), plus related studio classes and recitals. 2 credits.*

Music 155, 156; 255, 256; 355, 356; 455, 456. Organ.

Music 159, 160; 259, 260; 359, 360; 459, 460. Harpsichord.

Music 165, 166; 265, 266; 365, 366; 465, 466. Piano.

Music 175, 176; 275, 276; 375, 376; 475, 476. Strings.

Music 179, 180; 279, 280; 379, 380; 479, 480. Percussion.

Music 185, 186; 285, 286; 385, 386; 485, 486. Voice.

Music 187, 188; 287, 288; 387, 388; 487, 488. Brass.

Music 195, 196; 295, 296; 395, 396; 495, 496. Woodwinds.

APPLIED MUSIC, ELECTIVE, CLASS. *In addition to achieving a grade 3-4 technique in performance, a study of transposition of wind instruments, simple arrangements, special problems, and conducting for advanced students (sophomores). 2 periods; 1 credit.*

Music 167, 168. Brass.

Music 191, 192. Woodwinds.

APPLIED MUSIC, ELECTIVE, CLASS.
One small class instruction each week; 1 credit.
Music 171, 172. Strings.
Music 189, 190. Percussion.

MUSIC 169, 170; 269, 270; 369, 370; 469, 470. GROUP PIANO. Piano for non-majors. Study of piano composition techniques, sightreading, and theory. Class taught in electronic piano lab. 2 periods; 2 credits.

MUSIC 181, 182; 281, 282; 381, 382; 481, 482. VOICE CLASS. Voice class for non-majors. Study of vocal techniques, literature, sightreading, and diction. One small class instruction each week. 1 credit.

ENSEMBLES

Ensembles are open to all students who sing or play an orchestra or band instrument. In some cases, auditions are required. Formal programs are presented on- and off-campus. Most ensembles require instructor's approval. May be repeated for credit. 1 credit.

CHAMBER ENSEMBLES

Music 201, 401. String Ensemble.

Music 202, 203; 402, 403. Woodwind Ensemble, Brass Ensemble, Flute Choir.

The Chamber Ensembles are open to all Longwood students. The Woodwind Ensemble, Brass Ensemble, Flute Choir, and String Ensemble meet regularly and perform throughout the year.

Music 202, 203; 402, 403. Jazz Ensemble.

The Jazz Ensemble presents a series of concerts throughout the year. This Ensemble is open to all students by audition. The Jazz Ensemble rehearses and performs all styles of jazz.

MUSIC 204, 404. MUSIC THEATRE WORKSHOP. Preparation and performance of scenes from operas, operettas, and Broadway musicals or complete works. Emphasis is on musical preparation, movement and diction. May not be taken concurrently with Theatre Play Production. Prerequisite:

Audition or consent of instructor. May be repeated for credit. 3 periods; 1 credit.

Music 205, 206; 405, 406. CONCERT CHOIR. The Concert Choir is open to all students who want to sing. A student can simply register for this course as no audition is necessary, but regular attendance is required. Music performed ranges from the serious to Broadway. SATB. 2 periods; 1 credit.

MUSIC 207, 208; 407, 408. CAMERATA SINGERS, SATB. The Camerata Singers is a select mixed ensemble of 40-50 singers. Literature performed includes both sacred and secular and ranges from music of the Renaissance to Broadway. A singer is selected through audition and non-majors are encouraged to participate. 3 periods; 1 credit.

MUSIC 207, 208; 407, 408. LANCER EDITION, SATB. The Lancer Edition is a show choir of singers selected through audition and chosen on the basis of their vocal and choreographed movement abilities. Literature performed spans the wide range of historic and current popular music. 3 periods; 1 credit.

MUSIC 209, 210; 409, 410. CONCERT BAND. Open to all Longwood students and also to members of the community. The band rehearses and performs a wide range and variety of concert band literature. Meets one night per week; 1 credit.

Music 211, 212; 411, 412. HANDBELL ENSEMBLE. Instruction and participation in the art of ringing English handbells resulting in a performing handbell ensemble. Musical reading skills necessary. 2 periods; 1 credit.

For Graduates and Advanced Undergraduates

Music 542. MUSIC IN THE ELEMENTARY SCHOOL.

Music 595. SPECIAL TOPICS.

Department of Natural Sciences

Marvin W. Scott, *Chair*

Betty J. Woodie, *Secretary*

The Department offers majors in biology, chemistry, and physics. A student may major or minor in more than one area with the appropriate selection of courses. The Department also offers degrees in cooperation with other institutions in the fields of pre-engineering and medical technology. Pre-professional medical programs prepare students to transfer to professional schools in a number of health oriented professions. The Department of Natural Sciences offers courses which satisfy the science requirements for general education in all degree programs of the College.

The aim of study in this department is to develop an interest in the natural world and to acquire the scientific habits of problem-solving through experimentation, accurate observation, exact statements, and independent thought.

BIOLOGY PROGRAM

Faculty

Billy S. Batts, Ph.D., Associate Professor of Biology

David A. Breil, Ph.D., Professor of Biology

Sandra D. Breil, Ph.D., Associate Professor of Biology

Lynn M. Ferguson, Ph.D., Associate Professor of Earth Science and Area Coordinator

Richard L. Heinemann, Ph.D., Associate Professor of Biology and Area Coordinator

Donald A. Merkle, Ph.D., Associate Professor of Biology and Area Coordinator for Pre-Professional Programs

Marvin W. Scott, Ph.D., Professor of Biology and Chair of Department of Natural Sciences

Wayne H. Tinnell, Ph.D., Professor of Biology

O. Carolyn Wells, Ph.D., Professor of Biology

The biology major at Longwood provides fundamental training in many areas of the biological sciences so that graduates may pursue graduate study or careers in research, industry, teaching, medicine, dentistry, or allied health fields. To provide a broad background in the biological program, each student must take general botany, general zoology, unifying biological principles, biological seminar, ethical biology, and a course from each of the areas of morphology, physiology, ecology, evolution, and genetics. A minimum of 38 credit hours in biology (including 6 elective hours) is required for all majors. Within the biology program, a student may pursue training in a specific area of the biological sciences. A student may choose more than one major with the appropriate selection of courses. Also, a student who is in another major may obtain a biology minor. The minor program requires 8 semester hours at the introductory level and 12 semester hours at the advanced level (200 level courses or higher) for a total of 20 semester hours. Students are encouraged to enroll in a program of honors study or in a research project in biology.

A student seeking teaching endorsement in biology shall have 128 credit hours of courses. This program consists of all courses required of a biology major including botany and zoology, and inorganic and organic chemistry, physics, mathematics, Education 455, Education 245, Biology 352, and the professional semester consisting of 18 hours including student teaching in the senior year. If an additional endorsement in chemistry, earth and space science, or physics is desired, the student must take a minimum of 18 credit hours in that discipline and meet all state mandated core requirements for that certification.

BIOLOGY MAJOR, B.S. DEGREE

- A. General Education Core Requirement. 33 credits.
See General Education Requirements listed on pages 49-51.
- B. 1. B. S. Degree Additional Degree Requirements. 10 credits.
See Degree Requirements listed on pages 47-48.
2. B. A. Degree Additional Degree Requirements. 9 credits.
See Degree Requirements listed on pages 47-48.
- C. Major Requirements. 62 credits.
Biology 102/4 credits
Biology 103/4 credits
Biology 399/3 credits
Biology 400/3 credits
Biology 424/4 credits
Biology 485/1 credit
Biology 490/1 credits
Biology electives/6 credits
Biology electives**/12 credits
Chemistry 101, 102/8 credits
Chemistry 305, 306/8 credits
Physics 101, 102/8 credits
**Must include a course in
Biology 201, 202, or 321,
Biology 341, 342, 343, or 361,
Biology 304, 305, or 306
- D. Elementary Teaching Certification (for teaching all subjects), Grades N, K - 8. 40 credits.
See professional education requirements listed on pages 73-74.
- E. Secondary Teaching Certification, grades 8-12. 34 credits.
See professional education requirements listed on page 74.

For additional certification to teach Chemistry
Minor in Chemistry/24 hours. See page 172.

For additional certification to teach Earth Science
Minor in Earth Science/24 hours. See page 174.

For additional certification to teach Physics
Minor in Physics/24 hours. See page 184.

BIOLOGY DEGREE, B.S.

Medical Technology Concentration

(Memorial Hospital of Danville, Roanoke Memorial Hospital,
Fairfax Hospital, University of Virginia Medical Center)

- A. General Education Core Requirement. 33 credits.
See General Education Requirements listed on pages 49-51.
- B. 1. B. S. Degree Additional Degree Requirements. 10 credits.
See Degree Requirements listed on pages 47-48.
2. B. A. Degree Additional Degree Requirements. 9 credits.
See Degree Requirements listed on pages 47-48.

C. Major Requirements. 57 credits.

Biology 102/4 credits
Biology 103/4 credits
Biology 206/4 credits
Biology 207/4 credits
Biology 304/4 credits
Chemistry 101, 102/8 credits
Chemistry 305, 306/8 credits
Physics 101, 102/8 credits
Electives/13 credits

Information concerning curriculum at the hospitals, expenses, financial aid, etc., is available from the medical technology advisor.

Major Requirements (affiliated schools)
University of Virginia/38 credits
Roanoke Memorial Hospital/42.5 credits
Danville Memorial Hospital/45 credits
Fairfax Hospital/36 credits

BIOLOGY MINOR

Students who are interested in pursuing a biology minor should contact the director of the biology program. The minor must include: 8 semester hours at the 100 level
12 semester hours at the 200 level or above
TOTAL/20 credits

BIOLOGY

A special fee is charged for all courses with laboratories.

***General Education Courses**

***Biology 101. BIOLOGICAL CONCEPTS.**

An inquiry into the common features of life at the molecular, cellular and organismic levels including: osmosis, mitosis, meiosis, photosynthesis, respiration, cytology, classical and molecular genetics, development, evolution, and ecology. 3 lecture hours and one 2-hour lab periods; 4 credits.

Biology 102. GENERAL BOTANY. The structure and function of plants with emphasis on the angiosperms. A broad survey of the plant kingdom including the biology, life cycles, economics and ecology of representatives of the plant divisions. 3 lecture and one 2-hour lab periods; 4 credits.

Biology 103. GENERAL ZOOLOGY. A broad survey of the animal kingdom with emphasis on the biology, comparative anatomy, life cycles, economics and ecology of representatives from the various phyla. 3 lecture and one 2-hour lab periods; 4 credits.

Biology 110. BIOLOGICAL CONCEPTS II. An examination of evolutionary, ecological, and behavioral considerations leading to an understanding of the diversity of life forms

living on earth, the interrelationships of those life forms with the environment, and the strategies employed by living organisms to acquire resources and to reproduce. Special emphasis is given to environmental issues facing man today. This course does not meet the requirements of a biology major. 3 lecture periods and one 2-hour lab period; 4 credits. Prerequisites: Biology 101 or equivalent.

Biology 201. PLANT MORPHOLOGY. A comparative study of embryonic development, anatomy, structure and evolution in representative vascular plant divisions. Prerequisite: Biology 102. 3 lecture and one 3-hour lab periods; 4 credits.

Biology 202. ANIMAL MORPHOLOGY. A comparative study of embryonic development, anatomy and evolution in representative vertebrate groups. Prerequisite: Biology 103. 2 lecture and two 2-hour lab periods; 4 credits.

Biology 206-207. HUMAN ANATOMY AND PHYSIOLOGY. Basic physiological principles and integrated anatomy and physiology of the integumentary, digestive, respiratory, cardiovascular and lymphatic systems (Biology 206) and the skeletal, muscular, nervous, endocrine, excretory and reproductive systems (Biology 207). Biology 206 is recommended as a prerequisite for 207.

3 lecture and one 2-hour lab periods. Both semesters required for credit; 4 credits each semester.

Biology 295. SPECIAL TOPICS IN BIOLOGY. 1-4 credits.

Biology 304. MICROBIOLOGY. A study of the structure, physiology and activities of micro-organisms as related to their role in nature, disease, immunological interactions, industrial processes and human affairs. Basic concepts of, and fundamental techniques for, isolation, growth, identification and immunological reactions are stressed. 3 lecture and two 2-hour lab periods; 4 credits.

Biology 305. PLANT PHYSIOLOGY. The principal physiological processes in vascular plants at the molecular, cellular and tissue level including respiration, photosynthesis, water relations and factors associated with plant morphogenesis. Prerequisite: Biology 102. 3 lecture and one 2-hour lab periods; 4 credits.

Biology 306. VERTEBRATE PHYSIOLOGY. The principal functional processes in vertebrate organs and organ systems including respiration, circulation, hormonal coordination, water balance, thermoregulation, nervous coordination, and responses to special environments. Prerequisites: 1 year of chemistry and Biology 103. 3 lecture and one 3-hour lab periods; 4 credits.

Biology 321. PLANT TAXONOMY. The morphology, classification and systematics of the vascular plants with emphasis on family characteristics. The laboratory stresses the identification and herbarium preparation of local plants collected during weekly field trips. Prerequisite: Biology 102. 2 lecture and two 2-hour lab periods; 4 credits.

Biology 341. GENERAL ECOLOGY. The principles underlying the interrelations of groups of organisms with their environments, including the population, community and ecosystem levels of organization. The lab normally includes local field trips with an extended field trip to the coast. 3 lecture and one 2-hour lab periods; 4 credits.

Biology 342. PLANT ECOLOGY. The relationships of plants to their physical and biological environment with a consideration of plants in populations, communities,

ecosystems and plant associations within Virginia. The lab emphasizes local field investigations and includes extended field trips to the coast and the mountains. Prerequisite: Biology 102. 3 lecture and one 3-hour lab periods; 4 credits.

Biology 343/543. FIELD BOTANY. A three-week summer field course for biology majors, teachers and naturalists. Lectures emphasize the taxonomy and ecology of local plants. Field trips are made daily to local biological communities to examine their ecology and identify common mosses, ferns, wildflowers and trees. One or more extended field trips are made to the coast or mountains to observe complementary biological communities. Fifteen 7-hour periods/ 4 credits.

Biology 352 (Science 352) METHODS IN BIOLOGY FOR SECONDARY TEACHERS. A study of the appropriate methods and materials for teaching high school biology courses. 3 lecture periods; 3 credits.

Biology 361. AQUATIC ECOLOGY. A study of lakes, ponds and streams including their origin, development, morphometry, geochemistry, energy balance, productivity, and the dynamics of plant and animal communities. Laboratory includes a field trip within Virginia. Prerequisites: Biology 102 or 103 and a year of Chemistry is recommended. 2 lecture and two 3-hour lab periods; 4 credits.

Biology 362 (Earth Science 362). BIOLOGICAL OCEANOGRAPHY. An introduction to the taxonomy, habitats, adaptations and unique biological processes of marine flora and fauna. Laboratory normally includes an extended field trip to the coast. Prerequisite: one semester of a biological science. 3 lecture and one 2-hour lab periods; 4 credits.

Biology 363. FIELD BIOLOGY. Collection, identification and life histories of local fauna. One lecture and one 2-hour lab periods; 2 credits.

Biology 364 (Earth Science 364). MAN AND THE ENVIRONMENT. A consideration of local, national and international environmental problems. Students will make oral presentations on topics such as the energy crisis, pollution, population problems, birth control and resource recycling. Three discussion periods; 3 credits.

Biology 365. SPELEOLOGY. The physical and biological study of caves and their related features. The laboratory involves field trips to cavernous regions of Virginia and West Virginia. Prerequisite: Physical Geology and permission of instructor. Two lecture and one 2-hour lab periods; 3 credits.

Biology 399. EVOLUTION. A study of the basic processes of organic evolution including the historical development of evolutionary theory, sources of variation, adaptation, natural selection, speciation, the fossil record, biogeography and major steps in evolution. 3 lecture periods; 3 credits.

Biology 400. UNIFYING BIOLOGICAL PRINCIPLES. An integrative study of phenomena common to all living creatures: metabolism, homeostasis, reproduction, development, inheritance, life's interactions and the environment through time and space. Themes are studied from the perspective of both cellular and organismic levels of complexity. Open only to junior and senior biology majors and minors. Prerequisite: 16 hours of 200, 300, and/or 400 level biology. 3 lecture periods; 3 credits.

Biology 412 (Chemistry 412) BIO-CHEMISTRY. A study of the chemistry of proteins, carbohydrates, lipids and nucleic acids in biological systems. Prerequisite: Chemistry 305 or permission of instructor. 3 lecture periods; 3 credits. (Or 4 credits with one 2-hour lab period.)

Biology 423. GENETICS AND MAN. A study of the mechanisms for the expression, replication, continuation, variation and regulation of genetic information in man, the rational social being. Not open to biology majors. 3 lecture and one 2-hour lab periods; 4 credits.

Biology 424. GENETICS. A study of the mechanisms for the expression, replication, continuation, variation and regulation of genetic information in eurykaryotic organisms. Prerequisite or corequisite: Biology 400 recommended. 3 lecture and one 2-hour lab periods; 4 credits.

Biology 425. MODERN GENETICS. A study of the structure and function of

hereditary material at the molecular level. Topics include DNA-RNA structure and replication, protein synthesis, and homeostasis. Prerequisite: Biology 424. 3 lecture and one 2-hour lab periods; 4 credits.

Biology 426. CELL BIOLOGY. A study of cellular structure and of the physical basis of inheritance. Prerequisites: Biology 102 or 103 and prerequisite or corequisite Biology 424. 3 lecture and one 2-hour lab periods; 4 credits.

Biology 470. ACAROLOGY. The classification, biology, medical and economic significance of mites and ticks. Prerequisite: Biology 103. Two 2-hour lab periods; 2 credits.

Biology 471. ORNITHOLOGY. Identification, classification and morphology of birds common to Virginia. Saturday field trips. Prerequisites: Biology 103 and permission of instructor. 3 lecture/lab periods; 2 credits.

Biology 472. BIOLOGY OF FISHES. The morphology, taxonomy, physiology and ecology of fishes. Prerequisite: Biology 103 and permission of instructor. Two lecture and one 2-hour lab periods; 3 credits.

Biology 473. BRYOLOGY. The taxonomy and biology of local mosses and liverworts. Prerequisite: Biology 102 and permission of instructor. Four lecture/lab periods; 1/2 semester course. 2 credits.

Biology 474. ENTOMOLOGY. A study of insects: morphology, ecology, evolution, physiology, or taxonomy of the class or of a particular order. Prerequisites: Biology 103 and permission of instructor. 3 lecture and one 2-hour lab periods; 4 credits.

Biology 475. HERPETOLOGY. The study of reptiles and amphibians with emphasis on the systematics, distribution, ecology and evolution of each group. Prerequisites: Biology 103 and permission of instructor. 2 lecture and two 2-hour lab periods; 4 credits.

Biology 476. HORTICULTURE. A survey of basic principles and practices for the propagation and care of plants. Open to all students. No prerequisites. 3 credits.

Biology 477. PTERIDOLOGY. The morphology, taxonomy and ecology of ferns, lycopods and horsetail rushes. Prerequisite: Biology 102. 2 lecture and one 3-hour lab periods; 3 credits.

Biology 478/578 (Earth Science 478/578). BIOLOGICAL SPELEOLOGY. Study of the cave environment and the life forms found there, with emphasis on the diversity, dispersal, ecology and evolution of cave fauna. The course involves field trips to cavernous regions of Virginia and West Virginia. Permission of instructor required. Prerequisite: course in General Zoology recommended. 4 credits.

Biology 485. THE ETHICS OF BIOLOGY. A study of basic ethical principles coupled with student led discussions of how these principles apply to contemporary personal and professional biological concerns. Open only to junior and senior majors and minors. 1 credit.

Biology 490. BIOLOGICAL SEMINAR. Short oral presentations by students on

selected, researched biological topics. May be repeated as 491 or 492. Open to junior and senior biology majors and minors. 1 lecture period; 1 credit.

Biology 495. SPECIAL TOPICS IN BIOLOGY. 1-4 credits.

Biology 496. RESEARCH PROJECTS IN BIOLOGY. With the approval of a faculty member and the department head, a student may carry out an individual research project. The nature of the project must be determined between the student and faculty member and approved by the head before the student may register for the course. May be repeated as 497. 2, 3, or 4 credits.

Biology 496I. RESEARCH PROJECTS IN BIOLOGY. With the approval of a faculty member and the department head, a student may carry out an individual research project in a foreign country. The nature of the project must be determined between the student and the faculty member and approved by the head of the department before the student may register for the course. May be repeated as 497I. 2, 3, or 4 credits.

CHEMISTRY PROGRAM

Faculty

Patrick George Barber, Ph.D., Professor of Chemistry

Maurice H. Maxwell, Jr., Ph.D., Associate Professor of Chemistry

John T. Petty, Ph.D., Assistant Professor of Chemistry and Area Coordinator

The chemistry major at Longwood provides graduates with the necessary background to pursue either graduate studies or a career in industry, government, medicine, and other health-related fields. Any chemistry major who has a "B" average or better and has completed two semesters of physical chemistry, calculus, and differential equations will be accepted into the University of Virginia Graduate Department of Chemical Engineering under a cooperative agreement. Chemistry majors graduating from Longwood have been accepted at graduate schools in Virginia and other states. They also have been able to step into jobs in state and federal laboratories and industrial facilities. The requirements for the chemistry major include courses in general chemistry, organic chemistry, analytical chemistry, physical chemistry, instrumental analysis, and special interest electives. Students are encouraged to enroll in Special Projects Courses in Chemistry in order to increase their competence in working in a laboratory. Superior students are encouraged to complete a chemistry Honors Project or a Research Project. The program in chemistry is rigorous, but it is flexible enough for students to take a second major.

Students majoring in other areas may elect to minor in chemistry. The chemistry minor requires 24 semester hours: general chemistry (8 hours), organic chemistry (8 hours), analytical chemistry (4 hours), and physical chemistry (4 hours).

Those students interested in obtaining an endorsement to teach chemistry in high school in Virginia must meet the requirements of the chemistry major. Those planning to teach in elementary and middle schools in Virginia are encouraged to complete a B.S. degree in chemistry with an appropriate selection of education courses. See the teacher preparation section of this catalog for more details.

CHEMISTRY MAJOR, B.S. DEGREE

- A. General Education Core Requirement. 33 credits.
See General Education Requirements listed on pages 49-51.
- B. 1. B. S. Degree Additional Degree Requirements. 12 credits.
Mathematics 261/5 credits
Physics 101/4 credits
Social Science elective/3 credits
2. B. A. Degree Additional Degree Requirements. 9 credits.
See Degree Requirements listed on pages 47-48.
- C. Major Requirements. 43 credits.
Chemistry 101, 102/8 credits
Chemistry 201/4 credits
Physics 102/4 credits
Chemistry 305, 306/8 credits
Chemistry 301, 400, or 401/4 credits
Chemistry 351 or 352/4 credits
Chemistry electives/6 credits
Mathematics 262/5 credits
- D. Elementary Teaching Certification (for teaching all subjects), Grades N, K - 8. 40 credits.
See professional education requirements listed on pages 73-74.

CHEMISTRY MAJOR, B.S. DEGREE Professional Degree

- A. General Education Core Requirement. 33 credits.
See General Education Requirements listed on pages 49-51.
- B. B. S. Degree Additional Degree Requirements. 11 or 12 credits.
Mathematics 261/5 credits or Mathematics 375/4 credits
Physics 101/4 credits
Social Science elective/3 credits
- C. Major Requirements. 49 credits.
Physics 102/4 credits
Chemistry 101, 102/8 credits
Chemistry 201/4 credits
Chemistry 305, 306/8 credits
Chemistry 351, 352/8 credits
Chemistry 371-375/3 credits
Chemistry 400, 401/8 credits
Chemistry 461-468/3 credits
Chemistry electives/3 credits

Courses from the following list are approved electives for chemistry if taken at or above the 300 level: Mathematics, Physics, Biology, Computer Science, Foreign Languages, Philosophy, and English. Other courses at the 300 level may be approved by the academic advisor or major's department chair.

- D. Elementary Teaching Certification (for teaching all subjects), Grades N, K - 8. 40 credits.
See professional education requirements listed on pages 73-74.
- E. Secondary Teaching Certification, grades 8-12. 34 credits.
See professional education requirements listed on page 74.

For additional certification to teach Biology
Minor in Biology/24 hours
See page 167.

For additional certification to teach Earth Science
Minor in Earth Science/24 hours. See page 174.

For additional certification to teach Physics
Minor in Physics/24 hours. See page 184.

CHEMISTRY MINOR

Students interested in pursuing a chemistry minor should contact the director of the chemistry program. The minor must include:

8 semester hours general chemistry
8 semester hours organic chemistry
4 semester hours analytical chemistry
4 semester hours physical chemistry
TOTAL/24 hours

CHEMISTRY

*A special fee is charged for all
courses with laboratories.*

*General Education Course

*Chemistry 101. GENERAL CHEMISTRY.

A study of the basic concepts of chemistry, including the structure of matter and the historical development that led to that understanding. Designed for students with no previous education in chemistry. 3 lecture and one 2-hour lab periods; 4 credits.

Chemistry 102. GENERAL CHEMISTRY.

Continuation of Chemistry 101. A study of the laws and principles of chemistry, descriptive chemistry, and qualitative analysis. Applications to current problems in society such as pollution and industrial processes. Designed for students with previous chemistry training. 3 lecture and one 2-hour lab periods; 4 credits.

Chemistry 201. ANALYTICAL CHEMISTRY.

The theory and practice of quantitative analysis by gravimetric and volumetric methods. Prerequisite: Chemistry 102. 3 lecture and one 5-hour lab periods. 4 credits.

Chemistry 301. INTRODUCTORY PHYSICAL CHEMISTRY.

Fundamental principles and problems associated with structure and interaction of matter. Introduction to thermodynamics, kinetics, equilibrium, electrochemistry, solid state structure, and

quantum mechanics. Prerequisites: Chemistry 102 and Mathematics 161, 162, or equivalent. 3 lecture and one 3-hour lab periods; 4 credits.

Chemistry 305. ORGANIC CHEMISTRY

I. Fundamental principles and reactions of organic chemistry. 3 lecture and one 3-hour lab period; 4 credits.

Chemistry 306. ORGANIC CHEMISTRY

II. A continuation of Chemistry 305. 3 lecture and one 3-hour lab periods; 4 credits.

Chemistry 351. INSTRUMENTAL ANALYSIS

I. The theory and practice of instrumental techniques in analytical chemistry. Includes optical and electrochemical methods of analysis and the principles of chromatography. Develops familiarity and practice in the use of laboratory instrumentation. Prerequisite: Chemistry 201. 3 lecture and one 3-hour lab periods; 4 credits.

Chemistry 352. INSTRUMENTAL ANALYSIS

II. A continuation of Chemistry 351. 3 lecture and one 3-hour lab periods; 4 credits.

Chemistry 371-375. SPECIAL COURSES

IN CHEMISTRY. Specialized courses for small groups of students. The course titles and descriptions listed below represent some

of the special areas covered. 1, 2, 3, or 4 credits.

Advanced Organic Chemistry 371. An advanced study of organic reactions and mechanisms. Prerequisite: Chemistry 305. 3 lecture periods; 3 credits.

Environmental Chemistry 372. A study of the fundamental problems of chemistry pollution of the soil, water, and atmosphere. Prerequisite: Chemistry 305 or permission of instructor. 3 lecture periods; 3 credits.

Inorganic Chemistry 373. The structures, properties, reactions and uses of inorganic compounds. Prerequisite: Chemistry 102 and permission of instructor. 3 lecture periods; 3 credits.

Laboratory Safety 374. A study of laboratory safety equipment, hazards from chemical reaction, toxins, carcinogens, corrosives, and radiation. 2 lecture periods; 2 credits.

Polymer Chemistry 375. A study of chemical reactions used to synthesize modifications on polymer properties, techniques to characterize polymers, and natural polymers. 3 lecture periods; 3 credits.

Chemistry 400. PHYSICAL CHEMISTRY. A study of thermodynamics, equilibria, kinetics, solution properties, and electrochemistry. Prerequisite: Chemistry 201 or permission of instructor. 3 lecture and one 2-hour lab periods; 4 credits.

Chemistry 401. PHYSICAL CHEMISTRY. A study of elementary quantum mechanics, atomic and molecular structure, spectroscopy, and statistical mechanics. Prerequisites: Chemistry 201; Mathematics 261, 262; Physics 101 and 102, or 201 and 202; or permission of instructor. 3 lecture and one 2-hour lab periods; 4 credits.

Chemistry 412 (Biology 412). BIOCHEMISTRY. A study of the chemistry of proteins, carbohydrates, lipids, and nucleic acids in biological systems. Prerequisite: Chemistry 305 or permission of instructor. 3 lecture periods; 3 credits. (Or 4 credits with one 2-hour lab period.)

Chemistry 420. CHEMISTRY SEMINAR. Reports and discussions of topics of current interest in the field of chemistry. Open to qualified students. May be repeated for credit, in which event the number will be 421, 422, etc.; 1 credit.

Chemistry 461. RESEARCH IN CHEMISTRY. Students will carry out research projects under individual supervision of an instructor. The nature of the project will depend on the interest and needs of the student. Consent of the instructor and approval of the department head are prerequisites for enrollment. May be repeated as Chemistry 462, 463, etc. 3 lab periods per credit. 1, 2, 3, or 4 credits.

Research in chemistry during the academic year at Longwood College.

Chemistry 465 and 466. Research in chemistry during the summer at Longwood College or off-campus in the United States.

Chemistry 467. SCIENTIFIC INSTRUMENT DESIGN AND FABRICATION.

Chemistry 468. RESEARCH ABROAD.

Chemistry 498. HONORS RESEARCH IN CHEMISTRY. Students conduct research in chemistry under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits.

EARTH SCIENCES PROGRAM

Faculty

John M. Austin, M.Ed., Associate Professor of Physical Science
James W. Curley, M.A.T., Assistant Professor of Physical Science
Lynn M. Ferguson, Ph.D., Associate Professor of Earth Science and Area Coordinator
Robert Hayden, Ph.D., Associate Professor of Geography
Freda S. McCombs, Ed.D., Associate Professor of Natural Sciences

Courses in the Earth Science Program are designed to meet partially the general education requirements of all students, to enhance their cultural development in a liberal arts program, to broaden their knowledge of the physical environment, to offer courses to meet the earth science, general science and geography certification requirements, and to provide a solid foundation for those planning to enter fields in which environmental knowledge is of value.

Those students interested in obtaining an endorsement to teach earth and space science in Virginia must meet the requirements of the minor (24 credit hours in earth science) plus one course in each of the following: biology, chemistry or physics, mathematics, Education 245, Education 455, Science 352, and the professional semester including student teaching. If the student is certified in another science, an additional endorsement in earth and space science can be obtained by taking a minimum of 18 credit hours in earth science and meeting all state mandated core requirements for the certification.

EARTH SCIENCE MINOR

Students interested in pursuing an earth science minor should contact Dr. Ferguson. The minor must include:

Earth Science 200 or 201/4 credits
Earth Science 210, 311/8 credits
Earth Science 261/4 credits

Earth Science 362 or 363/4 credits
Earth Science elective/4 credits
TOTAL/24 credits

EARTH SCIENCE

A special fee is charged for all courses with laboratories.

*General Education Course

**Earth Science 102. EARTH SCIENCE.* A survey of the earth sciences. Not for earth science majors. Not open to students having completed Physical Geology 210, Astronomy 200 or 201, Oceanography 363. 3 lecture and one 2-hour lab periods; 4 credits.

Earth Science 101. PHYSICAL SCIENCE. A survey of basic physics needed for the study of earth science. Not open to students having completed Physics 101. 3 lecture and one 2-hour lab periods; 4 credits.

Earth Science 200. ASTRONOMY OF THE SOLAR SYSTEM. Descriptive study of the solar system and celestial dynamics. 3 lecture and one 2-hour lab periods; 4 credits.

Earth Science 201. STELLAR ASTRONOMY. Descriptive study of star types, stellar distances, binary systems, variable stars, stellar evolution, clusters, galaxies, cosmology, telescopes, and optics. 3 lecture and one 2-hour lab periods; 4 credits.

Earth Science 210. PHYSICAL GEOLOGY. An introduction to the physical materials and processes which shape the earth's crust. Specific topics include minerals, rocks, earthquakes, volcanoes, and plate tectonics. Also the effects of streams, waves, ground water, ice, wind, and gravity on the surface of the earth. 3 lecture and one 2-hour lab periods; 4 credits.

Earth Science 252 (Geography 252). PHYSICAL GEOGRAPHY. A study of the earth's physical landscape, the dynamics of the natural systems which form it and the interrelationships between the systems. Included are investigations of human impacts on the earth's systems. 3 credits.

Earth Science 261 (Geography 261). METEOROLOGY. A study of the basic weather phenomena and processes including the elements for modern weather forecasting. 3 lecture and one 2-hour lab periods; 4 credits.

Earth Science 311. HISTORICAL GEOLOGY. An introduction to the methods, assumptions, and current interpretations of the evidence concerning the origin and evolution of the earth and its life forms. Emphasis on the geologic history of the United States. Prerequisite or corequisite: Physical Geology. 3 lecture and one 2-hour lab periods; 4 credits.

Earth Science 341 (Biology 341). GENERAL ECOLOGY. The principles underlying the interrelations of groups of organisms with their environments, including the population, community, and ecosystem levels of organization. The lab normally includes local field trips with an extended field trip to the coast. 3 lecture and one 2-hour lab periods; 4 credits.

Earth Science 353 (Geography 353). GEOGRAPHY OF VIRGINIA. Geographical appraisal of Virginia, including the geology, landforms, soils, climate, economic minerals, original vegetation, and human geography of Virginia, emphasizing settlement of population, agriculture, industries and transportation. Prerequisite: Geography 201 and permission of instructor. 3 credits.

Earth Science 355 (Geography 355). CLIMATOLOGY. The systems of climate classification and the global patterns of climatic regions are emphasized. Special attention is devoted to the relationships between climate and the other physical and biological systems, and the historical perspective of man and climate. Prerequisite: Geography 201, Meteorology 261, or permission of instructor. 3 credits.

Earth Science 358 (Geography 358). CARTOGRAPHY. Emphasis is focused on construction of maps, figures and charts at the preprofessional level. Modern techniques and processes are discussed along with conventional pen and ink methods. Examination and interpretation of maps and aerial photographs are included. Prerequisite: permission of instructor. 3 credits.

Earth Science 362 (Biology 362). BIOLOGICAL OCEANOGRAPHY. An introduction to the taxonomy, habitats, adaptations, and unique biological processes of marine flora and fauna. Laboratory normally includes an extended field trip to the coast. Prerequisite: one semester of a biological science. Not open to students who have taken Biology 311 or Science 311. 3 lecture and one 2-hour lab periods; 4 credits.

Earth Science 363. PHYSICAL OCEANOGRAPHY. An introduction to the historical, geological, chemical and physical aspects of the oceans. Not open to students who have completed Biology 311 or Science 311. Prerequisite: one semester of Earth Science. 3 lecture and one 2-hour lab periods; 4 credits.

Earth Science 364 (Biology 364). MAN AND THE ENVIRONMENT. A consideration of local, national, and international environmental problems. Students will make oral presentations on topics such as the energy crisis, pollution, population problems, birth control and resource recycling. 3 credits.

Earth Science 410 (Geography 410). REGIONAL PHYSIOGRAPHY OF THE UNITED STATES. Treatment of the processes that have shaped the varied surface features within the United States. Theories and concepts relating to geomorphic evolution in the major and minor physiographic divisions will be emphasized. Prerequisite: Geography 201 or Earth Science 252 or Earth Science 210. 3 credits.

Earth Science 462. SPECIAL PROJECTS IN EARTH SCIENCE. Students will carry out study or research projects under individual supervision of instructor. The nature of the projects will depend on the interest and needs of the students. Consent of the instructor and approval of the department head is prerequisite for enrollment in this course. May be repeated as Earth Science 463 and 464. 2, 3, or 4 credits.

Earth Science 477/577. PHYSICAL SPELEOLOGY. The physical study of caves, karst hydrology, and related features. The course involves field trips to cavernous regions of Virginia and West Virginia. Permission of instructor required. Prerequisite: Course in Physical Geology recommended. 2 lecture and one 4-hour lab periods; 4 credits.

Earth Science 478/578 (Biology 478/578). **BIOLOGICAL SPELEOLOGY.** Study of the cave environment and the life forms found there, with emphasis on the diversity, dispersal, ecology, and evolution of cave fauna. The course involves field trips to cavernous regions of Virginia and West Virginia. Permission of instructor required. Prerequisite: Course in General Zoology recommended. 2 lecture and one 4-hour lab periods; 4 credits.

SCIENCE

Science 352. SCIENCE FOR SECONDARY TEACHERS. A study of materials

and methods for teaching the physical and/or biological sciences at the junior and senior high school level. Course content will be designed to meet the individual needs of each student. Recommended prior to student teaching. 3 credits.

Science 362. SCIENCE FOR ELEMENTARY TEACHERS. A study of materials and methods of teaching science in the primary and upper elementary grades with emphasis on student use of laboratory materials and techniques. Required for the B.S. degree in elementary education. Prerequisites: Biology 102 and 103 and Earth Science 102. 1 single and 2 double periods; 3 credits.

GEOGRAPHY PROGRAM

Faculty

Robert Hayden, Ph.D., Associate Professor of Geography

Students interested in pursuing a geography minor should contact Dr. Hayden. The minor must include:

Geography 201/3 credits
 Geography 358/3 credits
 Geography 241, 242, 252, 444 or 450/3 credits
 Geography 353, 401, 402, 404, 405, or 453/3 credits
 Geography elective/6 credits
 TOTAL/18 credits

GEOGRAPHY

A special fee is charged for all courses with laboratories.

*General Education Course

**Geography 201. BASIC ELEMENTS OF GEOGRAPHY.* The scope and nature of geographic philosophies are treated. Special emphasis is placed on the significance of man, culture, and the cultural processes in the organization of space on the earth's surface. 3 credits.

Geography 241. CULTURAL GEOGRAPHY. A study of the interaction between man and the land. Spatial and time elements are interwoven with selected topics such as man's religions, settlement patterns, racial stocks, economics, and population characteristics. 3 credits.

Geography 242. ECONOMIC GEOGRAPHY. Relation of geographic factors to

economic conditions in determining the nature and location of the several productive occupations and the distribution of the output of these occupations, including their transportation and marketing. Prerequisite: Geography 201 and permission of instructor. 3 credits.

Geography 252 (Earth Science 252.) PHYSICAL GEOGRAPHY. A study of the earth's physical landscape, the dynamics of the natural systems which form it and the interrelationships between the systems. Included are investigations of human impacts on the earth's systems. 3 credits.

Geography 261 (Earth Science 261). METEOROLOGY. A study of the basic weather phenomena and processes including the elements for modern weather forecasting. 3 lecture and one 2-hour lab periods; 4 credits.

Geography 353 (Earth Science 353). GEOGRAPHY OF VIRGINIA. Geographical appraisal of Virginia, including the geology, landforms, soils, climate, economic minerals, original vegetation, and the human geography of Virginia, emphasizing settlement and population, agriculture, industries and transportation. Prerequisite: Geography 201 or permission of instructor. 3 credits.

Geography 355 (Earth Science 355). CLIMATOLOGY. The systems of climatic classification and the global patterns of climatic regions are emphasized. Special attention is devoted to the relationships between climate and the other physical and biological systems, and the historical perspective of man and climate. Prerequisite: Geography 201 or Meteorology 261 or permission of instructor. 3 credits.

Geography 358 (Earth Science 358). CARTOGRAPHY. Emphasis is focused on the construction of maps, figures, and charts at the preprofessional level. Modern techniques and processes are discussed along with conventional pen and ink methods. Examination and interpretation of maps and aerial photographs are included. Prerequisite: permission of instructor. 3 credits.

Geography 401. GEOGRAPHY OF SOUTHEAST ASIA. Regional analysis of the physical geography and problems in the economic political geography of Southeast Asia. Emphasis on China, Japan, and India. Prerequisite: Geography 201 and permission of instructor. 3 credits.

Geography 402. GEOGRAPHY OF LATIN AMERICA. Regional and systematic analysis of the geography of Latin America, including treatment of physical, cultural and economic characteristics of the several regions within the Latin American nations. 3 credits.

Geography 403. GEOGRAPHY OF EUROPE AND THE MEDITERRANEAN. Regional analysis of peninsula, western and central Europe and the Mediterranean Basin. Prerequisite: Geography 201 or permission of instructor. 3 credits.

Geography 404. GEOGRAPHY OF ANGLO-AMERICA. Regional analysis of human geography of the United States, Canada, and

Alaska, emphasizing the physical and economic factors affecting the utilization of the several regions. Prerequisite: Geography 201 or permission of instructor. 3 credits.

Geography 405. REGIONAL GEOGRAPHY OF MODERN AFRICA. A regional analysis of the geographical factors influencing the culture and economics of the African continent. Special emphasis will be placed on the present state of economic development. Prerequisite: Geography 201 or permission of instructor. 3 credits.

Geography 410 (Earth Science 410). REGIONAL PHYSIOGRAPHY OF THE UNITED STATES. Treatment of the processes that have shaped the varied surface features within the United States. Theories and concepts relating to geomorphic evolution in the major and minor physiographic divisions will be emphasized. Prerequisite: Geography 201 or Earth Science 252 or Earth Science 210. 3 credits.

Geography 444. POLITICAL GEOGRAPHY. Geographic factors in major nations of the world and how they affect international relations, with analysis of current strategic positions of the U.S. and U.S.S.R. Prerequisite: Geography 201 or permission of instructor. 3 credits.

Geography 450. GEOGRAPHY OF CONTEMPORARY PROBLEM AREAS. A physical, economic, historical, and cultural analysis of selected regions and nations in the news. A background for understanding present day conditions, and the social significance of the events occurring in these areas. Prerequisite: Geography 201 or permission of instructor. 3 credits.

Geography 453. GEOGRAPHICAL APPRAISAL OF THE SOVIET UNION. An evaluation of people, land, climate, resources and space as they bear on the economic developments and political prospects of the Soviet Union. Prerequisite: Geography 201 or permission of instructor. 3 credits.

Geography 462. SPECIAL PROJECTS IN GEOGRAPHY. Students will carry out study or research projects under supervision of an instructor. May be repeated as Geography 463 and 464. Six credits total may be earned. 1, 2, 3 credits.

PHYSICS PROGRAM

Faculty

Louis R. Fawcett, Jr., Ph.D., Associate Professor of Physics and Area Coordinator of Physics and Pre-Engineering Programs

Wayne K. Meshejian, M.S., Assistant Professor of Physics

The physics major at Longwood provides fundamental training in several areas of physics so that graduates may pursue graduate study or careers in research, industry, teaching, or engineering. Those who wish to major in physics may choose from the following options:

1. *traditional physics major* for students interested in preparation for graduate work or careers in research or industry.
2. *pre-medical/biophysics concentration* for students interested in preparation for medical school or graduate work in biophysics.
3. *pre-engineering* for students interested in cooperative engineering programs.

A minimum of 32 semester hours credit in physics is required for all physics majors. Many physics majors elect to double major in both physics and some other discipline. Also, a student majoring in another field may choose to minor in physics. The minor program requires 24 semester hours in physics.

PHYSICS MAJOR, B.S. DEGREE

- A. General Education Core Requirement. 33 credits.
See General Education Requirements listed on pages 49-51.
- B. B. S. Degree Additional Degree Requirements. 12 credits.
Mathematics 261/5 credits
History 121 or 122/3 credits
Chemistry 102/4 credits
- C. Major Requirements. 47 credits.
Chemistry 101/4 credits
Mathematics 262/5 credits
Mathematics 361/3 credits
Mathematics 460/3 credits
Physics 101 and 102/8 credits
OR
Physics 201 and 202/8 credits
Physics 321/4 credits
Physics 331/4 credits
Physics 332/4 credits
Physics 341/4 credits
Physics 352/4 credits
Physics elective/4 credits
- D. Elementary Teaching Certification (for teaching all subjects), Grades N, K - 8. 40 credits.
See professional education requirements listed on pages 73-74.
- E. Secondary Teaching Certification, grades 8-12. 34 credits.
See professional education requirements listed on page 74.

For additional certification to teach Biology
Minor in Biology/24 hours. See page 167.

For additional certification to teach Chemistry
Minor in Chemistry/24 hours. See page 172.

For additional certification to teach Earth Science
Minor in Earth Science/24 hours. See page 174.

PHYSICS MAJOR, B.S. or B.A. DEGREE Pre-Medicine and Biophysics Concentration

- A. General Education Core Requirement. 33 credits.
See General Education Requirements listed on pages 49-51.
- B. B. S. Degree Additional Degree Requirements. 12 credits.
Mathematics 261/5 credits
History 121 or 122/3 credits
Biology 102/4 credits
- C. Major Requirements. 75credits.
Biology 103/4 credits
Biology 306/4 credits
Biology 304 or 412/4 credits
Biology 424/4 credits
Chemistry 101, 102/8 credits
Chemistry 305/4 credits
Chemistry 306/4 credits
Mathematics 262/5 credits
Mathematics 361/3 credits
Mathematics 460/3 credits
Physics 101 and 102/8 credits
OR
Physics 201 and 202/8 credits
Physics 321, 322/8 credits
Physics 331/4 credits
Physics 332/4 credits
Physics 341/4 credits
Physics 352/4 credits

PHYSICS

*A special fee is charged for all
courses with laboratories.*

*General Education Course

**Physics 101. GENERAL PHYSICS.* An introduction to the basic concepts of mechanics and heat. 3 lecture and one 2-hour lab periods; 4 credits.

Physics 102. GENERAL PHYSICS. A study of sound, light, electricity and magnetism. Prerequisite: Physics 101. 3 lecture and one 2-hour lab periods; 4 credits.

Physics 201. UNIVERSITY PHYSICS. Similar to Physics 101, but with the calculus used throughout. Prerequisite or corequisite: Mathematics 261. Offered on demand. 3 lecture and one 2-hour lab periods; 4 credits.

Physics 202. UNIVERSITY PHYSICS. Similar to Physics 102, but with the calculus used throughout. Prerequisite: Physics 201. Offered on demand. 3 lecture and one 2-hour lab periods; 4 credits.

Physics 321. ATOMIC AND NUCLEAR PHYSICS I. A survey of modern developments in electron, atomic, and nuclear physics. Prerequisite: Physics 101, 102 or 201, 202. Prerequisite or corequisite: Mathematics 261. 3 lecture and one 3-hour lab periods; 4 credits.

Physics 322. ATOMIC AND NUCLEAR PHYSICS II. A continuation of Physics 321. Prerequisite: Physics 101, 102 or 201, 202. Prerequisite or corequisite: Mathematics 262. 3 lecture and one 3-hour lab periods; 4 credits.

Physics 324. THERMODYNAMICS. A study of thermal properties of matter; phenomena involved in flow of heat and performance of work. Kinetic theory and statistical mechanics are included. Prerequisite: Physics 101, 102 or 201, 202. Prerequisite or corequisite: Mathematics 261. Offered on demand. 3 credits.

Physics 326. LIGHT. A study of the nature and behavior of light and other electromagnetic radiation. Prerequisite: Physics 101, 102 or 201, 202, Mathematics 261. 3 lecture and one 3-hour lab periods; 4 credits.

Physics 331. A.C. AND D.C. CIRCUITS. A.C. and D.C. circuits, loop, mesh and nodal analysis, network theorems, dependent sources, RLC circuits, transients, resonance, and electrical measurements. Prerequisite: Physics 101, 102 or 201, 202. Prerequisite or corequisite: Mathematics 261. 3 lecture and one 3-hour lab periods; 4 credits.

Physics 332. CLASSICAL ELECTRICITY AND MAGNETISM. Electric and magnetic fields, potentials, resistance, inductance, and capacitance, polarization, magnetic materials, Maxwell's equations. Prerequisite: Mathematics 262. 4 periods; 4 credits.

Physics 341. ELECTRONICS. An introduction to electronics including A.C. and D.C.

analysis and synthesis of transistor amplifier circuits, operational amplifiers and elementary logic circuits. Prerequisite: Physics 331. 3 lecture and one 3-hour lab periods; 4 credits.

Physics 352. MECHANICS. A mathematical study of motion using Newtonian and Lagrangian techniques. Prerequisite: Physics 101, 102 or 201, 202; Mathematics 262. Prerequisite or corequisite: Mathematics 460. 4 periods; 4 credits.

Physics 462. SPECIAL PROJECTS IN PHYSICS. Students will carry out research projects under individual supervision of an instructor. The nature of the project will depend on the interest and needs of the student. Consent of instructor and approval of department head is prerequisite for enrollment. May be repeated as Physics 463, 464. 2, 3, or 4 credits.



PRE-ENGINEERING 3 & 2
(Georgia Institute of Technology)
B.S. or B.A. Degree in Physics Granted by Longwood
B.S. Degree in Engineering Granted by Georgia Institute of Technology

Students in the 3 & 2 Dual Degree Program attend Longwood College for the first three years to complete the major part of the Longwood degree requirements as well as the requirements for the first two years of the engineering degree at G.I.T. At the beginning of the fourth year, provided a "B-plus" academic average has been achieved, the student transfers to G.I.T. for the final two years. Upon completing the Longwood requirements at G.I.T., the student receives a bachelor's degree in physics from Longwood, normally at the end of his/her first year at G.I.T. He receives a bachelor's degree in any of the several degree areas offered by the the G.I.T. College of Engineering at the end of the fifth year or when all prescribed courses are completed. Thus, in the five-year period, the student earns two bachelor's degrees, one from each institution.

PRE-ENGINEERING 3 and 2
(Georgia Institute of Technology)

- A. General Education Core Requirement. 33 credits.
 See General Education Requirements listed on pages 49-51.
- B. B. S. Degree Additional Degree Requirements. 12 credits.
 Mathematics 261/5 credits
 History 121 or 122/3 credits
 Chemistry 102/4 credits
- C. Major Requirements. 53 credits.
 Chemistry 101/4 credits
 Mathematics 262/5 credits
 Mathematics 343, 361, 461/9 credits
 Mathematics 460/3 credits
 Physics 101 and 102/8 credits
 OR
 Physics 201 and 202/8 credits
 Physics 321/4 credits
 Physics 331/4 credits
 Physics 332/4 credits
 Physics 341/4 credits
 Physics 352/4 credits
 Physics elective/4 credits
- D. Course required by GIT. 3 credits.
 Political Science 215 or 455

NOTE: 126 hours are required for graduation from Longwood with a cumulative average of 2.0 and a 2.0 average in all major courses. For the additional hours of course work not specified above, transfer credit will be given by Longwood for courses passed (with grades of "C" or above) in the engineering curriculum upon completion of the first year at G.I.T.

PHYSICIST TO MASTER'S IN ELECTRICAL ENGINEERING 3 & 2
(Department of Electrical Engineering, University of Virginia)
B.S. or B.A. Degree in Physics Granted by Longwood
M.E. or M.S. Degree in Electrical Engineering Granted by University of Virginia

Students in this 3 & 2 Dual Degree Program attend Longwood for three years (including one summer) to complete at least 114 semester hours of Longwood degree requirements. At the beginning of the summer prior to the fourth year, the student enrolls in the Physicist to Electrical Engineer summer program at the University of Virginia. Upon completion of this summer program with a grade of "B" or better, the student will be ready to begin the electrical engineering graduate program. (However, it will be necessary to take two or three undergraduate E.E. courses while in the Graduate Program.) In addition, satisfactory completion of this summer program completes the semester hours requirement for the Longwood Bachelor's Degree in Physics. The University of Virginia Master's Degree in Electrical Engineering Program is designed to require between 15 to 24 months to complete depending upon the type of master's sought. A Longwood physics major who (a) applies for admission, (b) has taken the GRE general examination, and (c) completes with a "B" overall average and a B-plus in the major the course requirements listed below, may expect to be admitted into the Electrical Engineering Master's Program for Physicists. Thus, in the five-year period, the student has the opportunity to earn both the Bachelor's Degree in Physics from Longwood and the Master's Degree in Electrical Engineering from the University of Virginia.

PHYSICIST TO MASTER'S IN ELECTRICAL ENGINEERING

- A. General Education Core Requirement. 33 credits.
 See General Education Requirements listed on pages 49-51.
- B. B. S. Degree Additional Degree Requirements. 12 credits.
 Mathematics 261/5 credits
 History 121 or 122/3 credits
 Chemistry 102/4 credits
- C. Major Requirements. 47 credits.
 Chemistry 101/4 credits
 Mathematics 262/5 credits
 Mathematics 361/3 credits
 Mathematics 460/3 credits
 Physics 101, 102/8 credits
 OR
 Physics 201 and 202/8 credits
 Physics 321/4 credits
 Physics 331/4 credits
 Physics 332/4 credits
 Physics 341/4 credits
 Physics 352/4 credits
 Physics elective/4 credits
- D. Electives 29 credits.
 Recommended courses:
 Computer Science 205/3 credits
 Computer Science 206/3 credits
 Mathematics 343/3 credits
 Mathematics 371/3 credits (required by U. Va.)
 Mathematics 461/3 credits
 Mathematics 481/3 credits

NOTE: 126 hours are required for graduation from Longwood with a cumulative average of 2.0 and a 2.0 average in all major courses. For the additional 12 hours not specified above, at the request of the student, 12 hours of transfer credit will be awarded by Longwood upon completion of the Physicist to Electrical Engineering summer course (provided the grade is "C" or above).

**PHYSICIST TO MASTER'S IN NUCLEAR ENGINEERING
OR ENGINEERING PHYSICS**
**3½ Plus 1½ (Department of Nuclear Engineering and Engineering Physics,
University of Virginia)**

**Bachelor's Degree in Physics granted by Longwood
Master's Degree in Engineering granted by University of Virginia**

This dual-degree program makes it possible for the student to earn both a Bachelor's Degree in Physics from Longwood and a Master's Degree in Nuclear Engineering or Engineering Physics from the University of Virginia in approximately five years. Students in this 3½ Plus 1½ Dual-Degree Program attend Longwood for three-and-one-half years to complete at least 111 semester hours of the Longwood degree requirements as listed below. Upon obtaining the approval of the Director of Physics and Pre-Engineering Programs, and with the condition that the Longwood academic average is "B" or better, the student applies for admission to the University of Virginia's School of Engineering and Applied Science as a *conditional* graduate student in order to complete 15 semester hours (one semester) of appropriate undergraduate courses in that school. After completing these 15 hours with a "B" average or higher, the student should then be admitted *unconditionally* into the graduate program of either Nuclear Engineering or Engineering Physics. In addition, satisfactory completion of these 15 undergraduate hours completes the semester hour requirement for the Longwood Bachelor's Degree in Physics.

The University of Virginia Master of Engineering Program is designed to require 12 months to complete. The student may elect to pursue the Master of Science rather than the Master of Engineering. A Master of Science in either discipline would require a longer time (typically 18 months) because of the research associated with this degree.

**PHYSICIST TO MASTER'S IN NUCLEAR ENGINEERING
OR ENGINEERING PHYSICS**

- A. General Education Core Requirement. 33 credits.
See General Education Requirements listed on pages 49-51.
- B. B. S. Degree Additional Degree Requirements. 12 credits.
Mathematics 261/5 credits
History 121 or 122/3 credits
Chemistry 102/4 credits
- C. Major Requirements. 47credits.
Chemistry 101/4 credits
Mathematics 262/5 credits
Mathematics 361/3 credits
Mathematics 460/3 credits
Physics 101 and 102/8 credits
OR
Physics 201 and 202/8 credits
Physics 321/4 credits
Physics 322/4 credits
Physics 331/4 credits
Physics 332/4 credits
Physics 341/4 credits
Physics 352/4 credits
- D. Electives. 26 credits.
Recommended courses:
Computer Science 205/3 credits
Mathematics 343/3 credits
Mathematics 371/3 credits
Mathematics 461/3 credits
Mathematics 481/3 credits

NOTE: 126 hours are required for graduation from Longwood College with a cumulative average of 2.0 and a 2.0 average in all major courses. For the additional 15 hours of course work not listed above, at the request of the student, 15 hours of transfer credit will be awarded by Longwood upon completion of 15 hours of undergraduate course work at the University of Virginia (provided grades are "C" or above).

PRE-ENGINEERING 3 & 2
(Old Dominion University)
B.S. or B.A. in Physics Granted by Longwood
B.S. Degree in Engineering Granted by Old Dominion University

Students in the 3 & 2 Dual-Degree program attend Longwood College for the first three years to complete the major part of the Longwood requirements as well as the requirements for the first two years of the engineering degree at ODU. At the beginning of the summer prior to the fourth year, the student transfers to ODU for the final two years (two and one-half years for electrical engineering). Upon completing the Longwood requirements at ODU, the student receives a bachelor's degree in physics from Longwood, normally at the end of his/her first year at ODU. He receives the bachelor's degree in Civil, Electrical, or Mechanical Engineering from ODU at the end of the fifth year. Thus, in the five-year period (five and one-half years for electrical engineering) the student earns two bachelor's degrees, one from each institution.

PRE-ENGINEERING 3 and 2
(Old Dominion University)

- A. General Education Core Requirement. 33 credits.
 See General Education Requirements listed on pages 49-51.
- B. B. S. Degree Additional Degree Requirements. 12 credits.
 Mathematics 261/5 credits
 History 121 or 122/3 credits
 Chemistry 102/4 credits
- C. Major Requirements. 53 credits.
 Chemistry 101/4 credits
 Computer Science 205/3 credits
 Mathematics 262/5 credits
 Mathematics 361, 460/6 credits
 Mathematics 343/3 credits
 Physics 101 and 102/8 credits
 OR
 Physics 201 and 202/8 credits
 Physics 321/4 credits
 Physics 331/4 credits
 Physics 332/4 credits
 Physics 341/4 credits
 Physics 352/4 credits
 Physics elective/4 credits

NOTE: 126 hours are required for graduation from Longwood College with a cumulative average of 2.0 and a 2.0 average in all major courses. For the additional hours not listed above, transfer credit will be given by Longwood for courses passed (with grades of "C" or better) in the engineering curriculum upon completion of the first year at ODU.

PHYSICS MINOR

Students interested in pursuing a physics minor should contact the Area Coordinator of the physics program. The minor must include:

8 semester hours general physics
 16 semester hours advanced physics courses
 TOTAL/24 hours

NOTE: Mathematics 261, 262 required in most of these courses.

PRE-PROFESSIONAL PROGRAMS IN NATURAL SCIENCES

FACULTY

Donald A. Merkle, Area Coordinator for Pre-Professionals

Representatives of our Affiliated Institutions

C. Barrie Cook, M.D., Medical Director, School of Medical Technology, The Fairfax Hospital, Falls Church
Cheryl Kemp, MT(ASCP), Program Director, School of Medical Technology, The Fairfax Hospital, Falls Church
Cheryl V. Leitch, MT(ASCP) SH, Program Director, School of Medical Technology, University of Virginia Medical Center, Charlottesville
Susan E. Schelor, B.S.M.T. (ASCP), Program Director, School of Medical Technology, Roanoke Memorial Hospital, Roanoke
Linda D. Sokos, B.S.M.T. (ASCP), Program Director, School of Medical Technology, The Memorial Hospital, Danville
Jack C. Turner, M.D., Medical Director, School of Medical Technology, The Memorial Hospital, Danville
Samuel F. Vance, M.D., Medical Director, School of Medical Technology, Roanoke Memorial Hospital, Roanoke
Michael R. Willis, M.D., Ph.D., Director of Clinical Labs, University of Virginia Medical Center, Charlottesville

The Department of Natural Sciences is successful in preparing students for careers in medical technology, dental hygiene, occupational therapy, physical therapy, nursing, pharmacy, medicine, dentistry, and other health related professions. Students spend two-three years at Longwood taking the required coursework for transfer into the professional program at another institution. By working closely with an academic advisor, students can prepare for transfer into programs at any professional institution. Completion of Longwood's pre-professional program, however, does not guarantee admission to the professional program. Admission to these programs is competitive and is based on the student's academic performance during the pre-professional period as well as personal recommendations and related experiences.

PRE-DENTAL HYGIENE (VCU-MCV, ODU)

Requirements

*Biology 101/4 credits
*Biology 206/207/8 credits
*Chemistry 101, 102/8 credits
*English 100, 101/6 credits
Mathematics 171/3 credits
*Psychology 131 or 132/3 credits
*Sociology 101/3 credits
*Speech 101/3 credits
Electives/22 credits
TOTAL/60 credits

Recommended elective areas: microbiology (Biology 304) and Organic Chemistry (Chemistry 305, 306).

*Required by ODU. In addition, 6 credit hours of selected humanities electives are required.

**B.S. in NURSING (degree awarded by Lynchburg College)
(Co-operative program with Lynchburg College and
Southside Community Hospital)**

This program is primarily designed for the residential working student who would like to complete a degree in nursing without leaving the Farmville area. Many of these students are currently working LPNs and RNs. Students will complete general education pre-requisite courses at Longwood College while faculty from Lynchburg College will teach the professional nursing courses at Southside Community Hospital. The program leads to a baccalaureate degree with a major in nursing awarded from Lynchburg College. Students will commute to the Lynchburg campus for Senior Symposium and selected clinical nursing experiences. Students who are working full time may elect to take their courses on a part time basis. Other students may wish to complete the program by going to school full time. An accelerated track for qualified LPNs and RNs allows for advanced placement opportunities by challenge exams.

Financial Aid information is available from Dr. Linda Aleksa, R.N. (SCH) (804) 392-8811 ext. 430 or Dr. Barbara Whitmeyer, R.N. (Lynchburg College) (804) 522-8324. Full scholarships may be available to superior students.

Requirements:

English 100, 101/6 credits
French 201 OR German 201 OR Spanish 201/3 credits*
Mathematics 121 and 171/6 credits
Physical Education Activity Courses/2 credits
History 111, 112/6 credits
Literature elective/3 credits
Philosophy 200/3 credits
Philosophy 242, 250, OR 360/3 credits
Art, Music, or Theatre Electives/6 credits
Chemistry 101, 102/8 credits
Chemistry (Pharmacology)/3 credits
Biology 206, 207/8 credits
Biology 304/4 credits
Sociology 101/3 credits
Social Science elective (200 plus level)/3 credits
Psychology 221/3 credits
Health Education 235/3 credits
Electives/1 hour minimum
TOTAL/74 credits at Longwood
Nursing courses from Lynchburg College/48 credits
Senior Symposium at Lynchburg College/2 credits

*Some students may be required to take up to 8 credit hours of additional foreign language courses before attempting the 201 level courses. Students must be able to pass a CEEB test before being allowed to take 201 level foreign language courses.

**PRE-PHARMACY
(VCU-MCV)**

Requirements

Biology 102, 103/8 credits
Chemistry 101, 102/8 credits
Chemistry 305, 306/8 credits
Economics 210/3 credits
English 100, 101/6 credits
Mathematics 267/4 credits
Physics 101, 102/8 credits
Electives/20 credits
TOTAL/65 credits

Elective credits must be in the liberal arts and behavioral sciences. Credits in science, mathematics, business, physical education, performing arts, are not acceptable.

PRE-PHYSICAL THERAPY (VCU-MCV)

Requirements

Biology 101 or 103/4 credits
 Biology 206, 207/8 credits
 Chemistry 101, 102/8 credits
 English 100, 101/6 credits
 Humanities elective/3 credits
 Literature/6 credits
 Mathematics 171/3 credits
 Mathematics electives/6 credits
 *Social Science elective/6 credits
 Physics 101, 102/8 credits
 Psychology 131, 132/6 credits
 **Electives/26 credits
 TOTAL/90 credits

*Select from Anthropology, Economics, History, Psychology or Sociology.

**Recommended electives: Physical Education 386 (required by ODU); Mathematics 171, or any Computer Science course; Calculus; Modern Languages.

The Physical Therapy program at Old Dominion University requires a B.S. degree for admission. ODU requires the same prerequisite courses for MCV with the addition of PHED 386 and a Computer Science course.

PRE-OCCUPATIONAL THERAPY (VCU-MCV)

Requirements

Biology 101/4 credits
 Biology 206, 207/8 credits
 English 100, 101/6 credits
 Psychology 131 or 132/3 credits
 Psychology 221/3 credits
 Psychology 356/3 credits
 Psychology elective/3 credits
 Sociology 101/3 credits
 Sociology elective/3 credits
 Mathematics 171/3 credits
 *Electives/23 credits
 TOTAL/62 credits

*Students are encouraged to pursue further study in Biology, Psychology, and Sociology.

Applicants to MCV should have many hours of work related experience.

BIOLOGY DEGREE, B.S.

Medical Technology Concentration

(Memorial Hospital of Danville, Roanoke Memorial Hospital,
 Fairfax Hospital, University of Virginia Medical Center)

- A. General Education Core Requirement. 33 credits.
 See General Education Requirements listed on pages 49-51.
- B. 1. B. S. Degree Additional Degree Requirements. 10 credits.
 See Degree Requirements listed on pages 47-48.
 2. B. A. Degree Additional Degree Requirements. 9 credits.
 See Degree Requirements listed on pages 47-48.
- C. Major Requirements. 57 credits.
 - Biology 102/4 credits
 - Biology 103/4 credits
 - Biology 206/4 credits
 - Biology 207/4 credits
 - Biology 304/4 credits
 - Chemistry 101, 102/8 credits
 - Chemistry 305, 306/8 credits
 - Physics 101, 102/8 credits
 - Electives/13 credits

Major Requirements (affiliated schools)

University of Virginia/38 credits
Roanoke Memorial Hospital/42.5 credits

Danville Memorial Hospital/45 credits
Fairfax Hospital/36 credits

Information concerning curriculum at the hospitals, expenses, financial aid, etc. is available from the medical technology advisor.

**PRE-MEDICAL TECHNOLOGY
(VCU-MCV)**

Requirements

Biology 101/4 credits
Biology 102 or 103/4 credits
Biology 206-207/8 credits
Chemistry 101, 102/8 credits
Chemistry 305/4 credits

Chemistry 301 or 306/4 credits
English 100, 101/6 credits
Mathematics 121/3 credits
*Electives/19 credits
TOTAL/60 credits

*Select from humanities and social sciences. Mathematics 171 and Physics 101 and 102 are strongly recommended.

**PRE-MEDICAL RECORD ADMINISTRATION
(VCU-MCV)**

Requirements

English 100, 101/6 credits
Speech 101/3 credits
Sociology 101/3 credits
Psychology 131 or 132/3 credits
Economics elective/3 credits

Mathematics 171/3 credits
Mathematics elective/3 credits
Biology 206, 207/8 credits
Biology 101/4 credits
*Electives/26 credits
TOTAL/62 credits
*Typing is recommended.

**PRE-NURSING CURRICULUM
(VCU-MCV, U.Va.)**

Requirements

Biology 101/4 credits
Biology 206, 207/8 credits
Biology 304/4 credits
Chemistry 101, 102/8 credits
Mathematics 117/3 credits
English 100, 101/6 credits
Philosophy 300/3 credits
Humanities elective/3 credits
Speech 101/3 credits
Health Ed 235/3 credits
Health Ed 260/3 credits

Psychology 131 or 132/3 credits
Psychology 221/3 credits
Sociology 101/3 credits
Sociology 241/3 credits
Geography 201/3 credits
TOTAL/63 credits

Exceptional students may apply for transfer to U.Va. after one year at Longwood with appropriate course selection.

**PRE-MEDICAL CURRICULUM
(VCU-MCV, U.Va., Eastern Virginia Medical School)**

Pre-medical students usually major in Biology, Chemistry, or Physics. Since requirements of medical schools may vary considerably, students should communicate with the pre-medical curriculum advisor.

**PRE-DENTISTRY
(VCU-MCV)**

Pre-dental students usually major in Biology, Chemistry, or Physics. The entrance requirements at MCV should be followed closely by pre-dentistry students.

Department of Psychology

Phyllis G. Wacker, Ph.D., *Chair*
Kim W. Bragg, *Secretary*

The Department of Psychology offers both an undergraduate major and a minor, as well as basic introductory and service courses to numerous other college majors. Psychology courses required for other majors and minors are clearly identified under those disciplines.

PSYCHOLOGY PROGRAM

Faculty

Jennifer M. Apperson, Ph.D., Assistant Professor of Psychology
Dale D. Grubb, M.A., Instructor of Psychology
Deborah L. McWee, M.A., Instructor of Psychology
Edward D. Smith, Ph.D., Professor of Psychology
David B. Stein, Ph.D., Assistant Professor of Psychology
Phyllis G. Wacker, Ph.D., Professor of Psychology

The Department of Psychology offers eight concentrations. All psychology majors are required to take the 24 hours of major, or core, requirements in addition to the 18 hours of psychology electives. We recommend, but we do not require, that majors choose a concentration. The concentrations are as follows:

PSYCHOLOGY MAJOR, B.S. DEGREE

- A. General Education Core Requirement. 33 credits.
See General Education Requirements listed on pages 49-51.
- B. Additional Degree Requirements. 10 credits.
See Degree Requirements listed on pages 47-48.

- C. Major Requirements. 42 credits.

CORE REQUIREMENTS

Psychology 131, 132, 234/9 credits
Psychology 361, 362/6 credits
Psychology 457/3 credits
Psychology 460/3 credits
Psychology 461/3 credits
Psychology electives or concentration/18 credits

DEVELOPMENTAL CONCENTRATION

(This concentration is most appropriate for those planning to teach elementary school.)

PSY 221. Life-Span Developmental Psychology
PSY 357. Psychopathology of Childhood
PSY 370. Cognitive Development
PSY 375. Psychology of Aging
PSY 420. Psychological Tests and Measurements
PSY 423/523. Theories of Personality and Adjustment

EXCEPTIONAL LEARNERS CONCENTRATION

(This concentration is most appropriate for those in the Psychology/Special Education five year program.)

PSY 221. Life-Span Developmental Psychology
PSY 222. Human Behavior Theory
PSY 322. Human Learning and Memory

PSY 356. Abnormal Psychology
PSY 370. Cognitive Development
PSY 421. Physiological Psychology

GENERAL/EXPERIMENTAL CONCENTRATION

PSY 300. Sensation and Perception
PSY 322. Human Learning and Memory
PSY 324. Animal Learning and Motivation
PSY 370. Cognitive Development
PSY 421. Physiological Psychology
PSY 450/550. Psychopharmacology

INDUSTRIAL/ORGANIZATIONAL CONCENTRATION

PSY 259. Industrial Psychology
PSY 260. Consumer Psychology
PSY 365. Psychology of Organizational Behavior
PSY 400. Psychology of Human Factors Engineering
PSY 410. Fundamentals of Psychological Interviewing
PSY 425. Personnel Psychology

PRE-LAW CONCENTRATION

PSY 231. Social Psychology
PSY 322. Human Learning and Memory
PSY 356. Abnormal Psychology
PSY 357. Psychopathology of Childhood
PSY 410. Fundamentals of Psychological Interviewing
PSY 430. Forensic Psychology

PRE-MEDICINE CONCENTRATION

PSY 221. Life-Span Developmental Psychology
PSY 253. Psychology of Adjustment
PSY 356. Abnormal Psychology
PSY 357. Psychopathology of Childhood
PSY 421. Physiological Psychology
PSY 450/550. Psychopharmacology

PRE-CLINICAL/COUNSELING CONCENTRATION

PSY 356. Abnormal Psychology
PSY 357. Psychopathology of Childhood
PSY 410. Fundamentals of Psychological Interviewing
PSY 420. Psychological Tests and Measurements
PSY 423/523. Theories of Personality and Adjustment
PSY 440/540. Applied Behavior Analysis

SOCIAL PSYCHOLOGY CONCENTRATION

PSY 222. Human Behavior Theory
PSY 231. Social Psychology
PSY 253. Psychology of Adjustment
PSY 260. Consumer Psychology
PSY 375. Psychology of Aging
PSY 430. Forensic Psychology

- D. Elementary Teaching Certification (for teaching all subjects), Grades N, K - 8. 40 credits.
See professional education requirements listed on pages 73-74.
- E. Secondary Teaching Certification, grades 8-12. 34 credits.
See page 74.
- F. Special Education Certification for Five Year Program
See page 78.

MINOR

A minor in psychology is offered. A minimum of 18 semester hours is required for this program. These include:

Psychology 131, 132/6 credits

Psychology 361/3 credits

Three hours selected from 200 & 300 courses

Three hours selected from 400 & 500 courses

Three-hour elective selected from any of the courses above.

TOTAL/18 credits

PSYCHOLOGY-SPECIAL EDUCATION PROGRAM

Longwood offers a five-year Psychology-Special Education Program leading to a Bachelor's Degree in Psychology in 4 years, and a Master's Degree in Special Education in 5 years. This program is designed for students who want to become Special Education teachers. These students should select the Exceptional Learners concentration for their undergraduate psychology major. If students choose to pursue the Master's Degree in Special Education in the fifth year, then additional Special Education course-work is required at the undergraduate level (see the Special Education section of this catalog for these courses). Students may choose to terminate their course-work at the end of the fourth year (with 126 credit hours) with a Bachelor's Degree in Psychology, and not pursue the Master's Degree.

ASSESSMENT

The Department of Psychology requires senior majors to take and pass two comprehensive psychology tests. The purpose of these tests is to assess the progress of our majors, and the effectiveness of our program. Additionally, senior psychology majors are required to submit a portfolio of their academic work for purposes of assessment. Details of this portfolio should be obtained from the Department of Psychology.

PSYCHOLOGY

*General Education Course

Psychology 101. PSYCHOLOGY AND LIFE. A discussion of the relevant contemporary issues in psychology, and how they affect our lives and our society. Basic psychological processes are discussed to explain practical consequences. Interconnections with other disciplines are emphasized. 3 credits. This course counts as general education credit for Goal 8. This course does not count as a major requirement and psychology majors should select a different course to fulfill Goal 8. Offered each semester.

Psychology 131. INTRODUCTION TO PSYCHOLOGY AS A SOCIAL SCIENCE. Personal and interpersonal aspects of behavior. Individual differences, developmental psychology, personality, abnormal psychology and social psychology. 3 credits.

Psychology 132. INTRODUCTION TO PSYCHOLOGY AS A NATURAL SCIENCE. The organic basis of behavior, heredity, maturation, sensory and perceptual

processes, motivation, learning and thinking. 3 credits.

Psychology 221. LIFE-SPAN DEVELOPMENTAL PSYCHOLOGY. Principles and research covering the life-span development of human abilities and behavior. Topics include developmental research methodologies, variables influencing development, basic processes in development; and physical, motor, perceptual, cognitive, linguistic, motivational, emotional, social, and personality development. Prerequisite: Psychology 131. 3 credits.

Psychology 222. HUMAN BEHAVIOR THEORY. Theoretical study of behavioral, psychoanalytical, and humanistic approaches to human behavior. Prerequisite: Psychology 131 or 132. 3 credits.

Psychology 231. SOCIAL PSYCHOLOGY. A study of psychological factors involved in social behavior. 3 credits.

Psychology 234. QUANTITATIVE METHODS IN PSYCHOLOGY. Introduction to the principles and techniques of experimental design and statistical analysis. 3 credits.

Psychology 253. PSYCHOLOGY OF ADJUSTMENT. An exploration of the factors that influence human adjustment. Topics include an accurate perception of reality, ability to profit from experience and plan ahead, the capacity for emotional experience, the ability to find satisfaction in work and social relationships, and an accurate self-concept. Prerequisite: Psychology 131. 3 credits.

Psychology 259. INDUSTRIAL PSYCHOLOGY. Theories and techniques of psychology in relation to problems of employee selection and training, performance and appraisal, worker motivation and morale, industrial leadership and safety, human engineering, and space psychology. 3 credits.

Psychology 260. CONSUMER PSYCHOLOGY. Study of the psychological relationship between individuals who receive services and purchase goods and those organizations who provide such services and goods. Prerequisite: Psychology 259. 3 credits.

Psychology 295. SPECIAL TOPICS. Selected topics in Psychology. The topics may vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

Psychology 300. SENSATION AND PERCEPTION. A study of transduction, organization, and interpretation of information. Topics include sensory physiology, theories of perception, theories of attention, subjective influences on perception, and consciousness. Prerequisite: Psychology 132. 3 credits.

Psychology 322. HUMAN LEARNING AND MEMORY. Examination of theories and research dealing with verbal learning, concept learning, short-term and long-term memory stores, cognitive encoding and search strategies, and transfer. Prerequisite: Psychology 132. 3 credits.

Psychology 324. ANIMAL LEARNING AND MOTIVATION. Examination of the classic and contemporary literature in animal learning and motivation. Prerequisite: Psychology 132. 3 credits.

Psychology 356. ABNORMAL PSYCHOLOGY. Description and explanation of the psychological aspects of behavior disorders. Prerequisite: Psychology 131. 3 credits.

Psychology 357. PSYCHOPATHOLOGY OF CHILDHOOD. Diagnostic classifications and models of deviant childhood behavior. Comparisons of child and adult patterns of psychopathology. Attention will be given to physical, learned and social bases of deviant behavior. Prerequisites: Psychology 131. 3 credits.

Psychology 361-362. EXPERIMENTAL PSYCHOLOGY. Examination of the major problems of psychology and experimental procedures available for their investigation. Prerequisite: Psychology 234. 2 lecture and one double-lab periods; 3 credits each semester.

Psychology 365. THE PSYCHOLOGY OF ORGANIZATIONAL BEHAVIOR. Introduction to the nature and consequences of human behavior in organization. Prerequisite: Psychology 259. 3 credits.

Psychology 370. COGNITIVE DEVELOPMENT. Cognitive development in children and adolescents will be reviewed. Piaget's, Bruner's, and behavioral theories of cognitive development will be presented, along with current research on memory processes and meta-cognition. Prerequisites: Psychology 131. 3 credits.

Psychology 375. PSYCHOLOGY OF AGING. A review of major changes taking place in late adulthood. Changes in sensory processes, cognitive functions, and social relations and roles will be explored. The effects of these changes on the psychological health of the individual as well as ways of coping with these stressors will be covered. Prerequisites: Psychology 131. 3 credits.

Psychology 400. PSYCHOLOGY OF HUMAN-FACTORS ENGINEERING. Emphasis on understanding the psychology of people-machine systems and environments. Topics to be explored are signal detection, information theory, feedback and control models and decision models. Prerequisite: Psychology 259. 3 credits.

Psychology 410. FUNDAMENTALS OF PSYCHOLOGICAL INTERVIEWING. This course will provide an overview of the general applicability of the interview process in different settings. Basic professional listening, communicating, and interviewing skills will be taught and practiced. Strategies

for obtaining accurate information and for avoiding bias in the interview will also be reviewed. Prerequisite: Psychology 131. 3 credits.

Psychology 420. PSYCHOLOGICAL TESTS AND MEASUREMENTS. A survey of methods, techniques, and instruments for measuring individual differences in behavior with special emphasis on the Binet and Wechsler Scales. Prerequisite: Psychology 234. 3 credits.

Psychology 421. PHYSIOLOGICAL PSYCHOLOGY. Study of the physiological correlates of behavior including the sensory receptors, central brain mechanisms, and coordination of the motor system. Prerequisite: Psychology 132. 3 credits.

Psychology 423/523. THEORIES OF PERSONALITY AND ADJUSTMENT. An examination of the major theories of personality and adjustment including an introduction to psychopathology. 3 credits.

Psychology 425. PERSONNEL PSYCHOLOGY. An investigation of the principles and concepts of psychology as applied to personnel problems in organizational settings. Emphasis on psychological issues, theoretical development and methodology in the areas of criterion development, validation, classification, job analysis and training. Prerequisite: Psychology 259. 3 credits.

Psychology 430. FORENSIC PSYCHOLOGY. This class will deal with psychology as it is applied to various legal situations. The psychological and behavioral characteristics of criminals will be presented as will the psychological theories that attempt to explain the criminal behavior. A grounding in the judicial system will be provided, followed by a detailed inspection of the role of the psychologist and psychological research in four areas: civil commitments, the insanity plea, competence, and courtroom process. Finally, several moral and ethical issues for psychologists related to forensic work will be discussed. Prerequisites: Psychology 131. 3 credits.

Psychology 440/540. APPLIED BEHAVIOR ANALYSIS. Research on the use of behavioral techniques for modifying human behavior in the clinical setting will be explored. Methods for working with child

and adult cases will be covered. Self-management techniques and methods for working with group behavior will also be reviewed. The student will learn how to monitor case progress through the use of single case designs. Prerequisites: Psychology 361 and 362. 3 credits.

Psychology 450/550. PSYCHOPHARMACOLOGY. This course is designed to familiarize majors in the helping professions with psychoactive drugs and their effects on the central nervous system and behavior. Both the neuropharmacological and psychopharmacological actions of these substances will be reviewed, as well as the use of drugs for treatment of various categories of mental illness. Addictive behavior, past and present, and treatment methods for these will be reviewed. Prerequisites: Psychology 131 and 132. 3 credits.

Psychology 457. HISTORY AND SYSTEMS OF PSYCHOLOGY. The development of psychology from ancient to modern times. Prerequisite: 6 hours of psychology. 3 credits.

Psychology 460. ADVANCED GENERAL PSYCHOLOGY. A survey course for senior psychology majors. It covers the most contemporary concepts, principles, theories, methodologies, issues and insights in the field of psychology. Prerequisite: Open only to senior psychology majors. 3 credits.

Psychology 461. SEMINAR IN PSYCHOLOGY. A seminar for the senior psychology major, designed to integrate knowledge of specific fields into a comprehensive view of psychology. Prerequisite: Open only to senior psychology majors. 3 credits.

Psychology 490. INDEPENDENT RESEARCH IN PSYCHOLOGY. A directed practicum and/or research project administered by qualified specialists in the department. By permission of instructor. 3-6 credits.

Psychology 491. SYMPOSIUM IN PSYCHOLOGY. The department grants academic credit for successful participation in symposium programs sponsored by the Washington Center. A symposium involves 40 to 60 hours of lectures, panel discussions, workshops, site visits, and 9 contact hours in bi-weekly small discussion groups over a

2 to 3 week period in Washington, DC. Interested students, who must have at least a 2.5 GPA, should contact the head of the Department of Psychology and gain his approval for participation. The work done in the symposium will be evaluated by a faculty member designated by the department head in cooperation with the Washington Center. Prerequisite: by permission. 2-3 credits.

Psychology 492. INTERNSHIP IN PSYCHOLOGY. Directed practicum in applied setting that permits supervised experiential learning. Students learn through performance in meaningful tasks in a variety of environments. By permission of instructor. 1-15 credits.

Psychology 495/595. SPECIAL TOPICS. Selected topics in Psychology. The topics may vary from semester to semester. May be

repeated for credit when topics change. 1-6 credits.

For Graduates and Advanced Undergraduates

Advanced juniors and seniors may enroll in any of the following courses for undergraduate credit.

Psychology 523. THEORIES OF PERSONALITY AND ADJUSTMENT. An examination of the major theories of personality and adjustment including an introduction to psychopathology. 3 credits.

Psychology 555. MENTAL TESTS. The construction and interpretation of standardized tests. Intelligence, aptitude and achievement tests are discussed in terms of their validity, reliability, norms and scaling. 3 credits.





Department of Sociology and Anthropology

Kenneth B. Perkins, *Chair*
Beverly Barton, *Secretary*

The Department of Sociology and Anthropology offers an undergraduate major in sociology and anthropology, and minors in both disciplines. Students majoring in sociology or in anthropology may earn either the B.A. or B.S. degree.

The departmental curriculum is designed to provide opportunity for knowledge, skills and abilities to students who plan to (1) seek employment in business, industry, human service, or related fields, (2) pursue advanced studies in law, public policy, urban planning, or related fields, (3) engage in graduate work in sociology or anthropology, or (4) pursue undergraduate studies of the organization and functioning of human societies.

The sociology major can specialize in concentrations in Criminal Justice, Pre-Law, or Pre-Medicine. Additionally, internships are often available. In the past, students have interned in probation and parole offices, community colleges, local government branches, planning and research agencies, physical and mental health care facilities, etc.

A popular offering in the department is the Archeological Field School. Students learn about prehistoric civilizations through supervised excavations of actual settlements. The Field School is offered in both Summer Sessions. For more information, see Dr. James W. Jordan.

Through a variety of activities, the department attempts to provide students with a program of breadth and depth characteristic of the Longwood educational experience. The department sponsors an active Sociology and Anthropology Club and a chapter of Alpha Kappa Delta, the international sociology honor society. In addition, each academic year the departmental faculty chooses outstanding students to receive the Kathleen Goodwin Cover Sociology Scholarship and the Diane M. Sheffield Memorial Scholarship.

General education requirements for the student majoring in sociology or anthropology can be found under "General Education Requirements" in this catalog. It is the responsibility of all students to consult with their academic advisor prior to each registration to ensure the proper fulfillment of general education and departmental requirements for graduation. Students minoring in sociology or anthropology must satisfy the general education requirements of the department of their major subject. Majors and minors are required to participate in yearly curriculum assessment, which may consist of comprehensive examinations.

The department occupies offices and classrooms in West Ruffner. The administrative office of the department is located in Room 221.

SOCIOLOGY PROGRAM

Faculty

Lee D. M. Bidwell, M.A., Instructor of Sociology
William Burger, Ph.D., Assistant Professor of Sociology
Rodena Ellerbe, M.A., Instructor of Sociology
Lawrence G. Hlad, Ph.D., Assistant Professor of Sociology
Kenneth B. Perkins, Ph.D., Assistant Professor of Sociology

The objective of the sociology major is to prepare students for occupations in business, industry, government, and human service. The major is appropriate preparation for graduate study in the social sciences and law. The focus of sociology is on social forces, institutions, organizations, and how individuals interface with society. The student's personal growth can be achieved through understanding of the rich diversity of the modern world. Skills can be developed in oral and written communication, critical thinking, scientific research methods, statistics and computerized data analysis. Opportunities for internships in research or in regional agencies are often available.

Minor in Sociology

The objective of the minor in sociology is to acquaint the student with the discipline and to allow for personal growth and skill building. Additionally, the minor is intended to enhance career possibilities. Research methods, statistics, computerized data analysis, oral and written communication, and critical thinking are emphasized.

SOCIOLOGY MAJOR, B.S. DEGREE

A. General Education Core Requirement. 33 credits.

See General Education Requirements listed on pages 49-51.

B. Additional Degree Requirements. 10 credits.

See Degree Requirements listed on pages 47-48.

C. Major Requirements. 46 credits.

Sociology 101/3 credits
Sociology 102/3 credits
Sociology 345/3 credits
Sociology 346/3 credits
Sociology 383/1 credit
Sociology 390/3 credits

Sociology 456/3 credits
Anthropology 101/3 credits
Anthropology 102 or 103/3 credits
Sociology electives/21 credits
TOTAL/46 credits

NOTE: A student minoring in anthropology may not use Anthropology 101 or a required elective to satisfy the general education requirement in social science.

D. Elementary Teaching Certification (for teaching all subjects), Grades N, K - 8. 40 credits.

See professional education requirements listed on pages 73-74.

SOCIOLOGY MAJOR, B.A. DEGREE

Pre-Law Concentration

A. General Education Core Requirement. 33 credits.

See General Education Requirements listed on pages 49-51.

B. Additional Degree Requirements. 9 credits.

See Degree Requirements listed on pages 47-48.

C. Major Requirements. 46 credits.

Sociology 101/3 credits
Sociology 102/3 credits
Sociology 345/3 credits
Sociology 346/3 credits
Sociology 375/3 credits
Sociology 376/3 credits
Sociology 390/3 credits

Sociology 383/1 credit
Sociology 456/3 credits
Anthropology 101/3 credits
Anthropology 102 or 103/3 credits
Sociology electives*/15 credits
TOTAL/46 credits

*Recommended; Sociology 205, 232, 335, 241, 342, 350, 355, 360/ Anthropology 104.

Courses Highly Recommended for the Pre-Law Concentration

Political Science 230, 355, 356/9 credits
Accounting 240, 241/8 credits
Economics 211/3 credits

Philosophy 200, 300, 306/9 credits
Speech 200/3 credits

NOTES: Requirements for the Sociology major, B.A. degree, are the same as for B.S. degree, except that modern language (202-level or higher) is required. (Three hours of the Archeology Field School may count as Anthropology 102.)

SOCIOLOGY MAJOR, B.S. DEGREE Criminal Justice Concentration

- A. General Education Core Requirement. 33 credits.

See General Education Requirements listed on pages 49-51.

- B. Additional Degree Requirements. 10 credits.

See Degree Requirements listed on pages 47-48.

- C. Major Requirements. 46 credits.

Sociology 101/3 credits
Sociology 102/3 credits
Sociology 345/3 credits
Sociology 310 or 342/3 credits
Sociology 335/3 credits
Sociology 346/3 credits
Sociology 375/3 credits
Sociology 376/3 credits
Sociology 383/1 credit
Sociology 390/3 credits

Sociology 456/3 credits
Anthropology 101/3 credits
Anthropology 102 or 103/3 credits
Sociology electives/9 credits
TOTAL/46 credits

Sociology 205, 232, 350, 360, 443
Anthropology 104
Accounting 240, 241

Courses Highly Recommended For Concentration

Political Science 230, 355, 370
Psychology 222, 365
Social Work 101, 281

SOCIOLOGY MAJOR, B.S. DEGREE Pre-Medicine Concentration

- A. General Education Core Requirement. 33 credits.

See General Education Requirements listed on pages 49-51.

- B. Additional Degree Requirements. 10 credits.

See Degree Requirements listed on pages 47-48.

- C. Major Requirements. 46 credits.

Sociology 101/3 credits
Sociology 102/3 credits
Sociology 345/3 credits
Sociology 331/3 credits
Sociology 346/3 credits
Sociology 350/3 credits
Sociology 370/3 credits
Sociology 383/1 credit
Sociology 390/3 credits

Sociology 456/3 credits
Anthropology 101/3 credits
Anthropology 102 or 103/3 credits
Sociology electives/12 credits
TOTAL/46 credits

Suggested Pre-Medical Courses

Biology 206, 207/8 credits
Chemistry 305/4 credits

Chemistry 101, 102/8 credits
Chemistry 305/4 credits

MINOR IN SOCIOLOGY

General Education Requirements

See appropriate listing of requirements for the department in which the major is taken.

Sociology 101/3 credits
Sociology 102/3 credits
Sociology 345/3 credits
Sociology 390/3 credits
Sociology electives/6 credits

SOCIOLOGY

*General Education Courses

**Sociology 101. PRINCIPLES OF SOCIOLOGY.* "Principles of Sociology seeks to impart an analytical framework with which the student can better understand the relationship between individual and social structure. Theories of functionalism, conflict, symbolic interactionism, and socialization will be discussed. The concepts of normative culture, technology, demography, ethnocentrism, values, norms, institutions, status, role, bureaucracy, and stratification will be developed and applied to social institutions. These institutions will include: the formal organization, courtship, marriage and family, religion, health care service delivery, media, politics, military, and criminal justice." 3 credits.

**Sociology 102. CONTEMPORARY SOCIAL PROBLEMS.* "Contemporary Social Problems examines problems confronted by humans as both creators and objects of society. Problems of family instability, health and disease, war, distribution of resources, substance abuse, gender role definition, institutional response to deviance will be addressed. Particular emphasis is given to the how groups define, experience and attempt to solve these social problems. Attention will also be given to a global perspective, and how the concepts of fact, truth, right and wrong are socially constructed." 3 credits.

Sociology 185. SOCIOLOGY OF THE SOUTH. Providing a regional sociological focus by emphasizing the experiences and perspectives of women and minorities in American historical development. Racism, sexism, and discrimination would be targets industrialization, urbanization, and modernization in the transformation of the American South. 3 credits.

Sociology 205. DEVIANCE. An indepth examination of deviant behavior, its social forms and functions. Societal response to deviance is examined to highlight norms, values and control mechanisms. Emphasis is on sociological theories which explain deviant behavior. Prerequisites: Sociology 101 and 102. 3 credits.

Sociology 220. SELF IN SOCIETY. The interplay of societal forces and self. Attention

is given to such topics as: self in society and society in self; collective behavior; mass movements, public opinion, propaganda and the mass media; group processes; and social psychological aspects of social structure. 3 credits.

Sociology 222. SOCIALIZATION: SOCIOLOGY OF CHILD DEVELOPMENT. An examination of the fundamental theories of socialization. Emphasis will be on studies of early childhood and adolescent socialization into roles. Acquisition of an identity as it relates to social psychological variables will be studied. 3 credits.

Sociology 232. MINORITY GROUPS: RACE, RELIGION, SEX, AND MAJORITY AND MINORITY RELATIONSHIPS. A study of the sociological principles related to the understanding of majority-minority relationships and to the problems of those who are assigned minority status due to their race, religion, sex, sexual preference, or cultural heritage. Prerequisite: Sociology 101. 3 credits.

Sociology 241. MARRIAGE AND THE FAMILY. A study of the structure and function of the family; factors in the choice of a marriage partner; and the necessary adjustments in marriage and family life. 3 credits.

Sociology 295/495. SPECIAL TOPICS. Recommended when the student desires to pursue a specialized topic in depth. Must have permission of department chair and instructor directing the course. No more than 6 credits may be earned. Students' cumulative GPA must be 2.50 or higher to be eligible.

Sociology 310. COMPLEX ORGANIZATIONS. Study of complex organizations such as private enterprises, voluntary associations, and governmental bureaucracies in terms of political-economic environment, formal and informal structure, technology, management ideologies, control and commitment of personnel, and impact on lives of individuals. Classical and recent theory and research will be examined. Prerequisite: Sociology 101 or permission of instructor. 3 credits.

Sociology 320. SOCIOLOGY OF EDUCATION. The school system and classroom are analyzed with the emphasis on basic sociolog-

ical concepts. Social class differences, the status of teachers, education as socializing agent and education as a vehicle of mobility are among the topics taken into consideration. Prerequisite: Sociology 101. 3 credits.

Sociology 321 (Anthropology 321). SUPER-NATURAL BELIEF SYSTEMS. An investigation of the social aspects of religion, its forms of organization, and its relationships to other institutions. 3 credits.

Sociology 325 (Anthropology 325). WOMEN AND SOCIETY. An introduction to the study of women's roles, contributions, and perception of society through readings in anthropology and sociology. The focus will be on the effects of gender, race and ethnicity in the lives of women. 3 credits.

Sociology 331. SOCIAL GERONTOLOGY. A comprehensive examination of social gerontology, with particular emphasis on the historical changes in the role of the elderly in society, future social and demographic trends, the contribution of sociological theories to understanding this group, and public policy implications. Also addressed will be specific social problems associated with aging (poverty, loneliness, suicide). Prerequisite: Sociology 101. 3 credits.

Sociology 335. JUVENILE DELINQUENCY. The exploration of the diversity of delinquent behavior, the process of becoming delinquent, the importance of legislation, the law enforcement apparatus, the courts and juvenile correctional facilities in the development of delinquent identities. 3 credits.

Sociology 342. PENOLOGY. The theory and practice of prison management and criminal rehabilitation. The overarching concepts of this course are: the functions of punishment and rehabilitation; historical and cross-cultural approaches to punishment, deterrence, and rehabilitation; current theories and practices; and future possibilities. The course is intended for those interested in the general study of sociology and criminal justice, prison administration, and complex organizations. 3 credits.

Sociology 345. SOCIAL RESEARCH. The logical basis for conceptualization and research in sociology. Research design, concept formation, data collection, data reduction, data analysis, and data inter-

pretation will be studied. Emphasis will be placed on the application of methods to various aspects of research projects undertaken by members of the class. Prerequisite: 6 hours of sociology or permission of instructor. Offered spring semester. Required for sociology majors. 3 credits.

Sociology 346. BASIC STATISTICS. Computer application of quantitative and statistical techniques to sociological data. Emphasis on questionnaire construction, coding, sampling, building and maintaining data sets, probability, statistical distributions, hypothesis testing, and theoretical modeling. Students are required to become proficient in the use of a statistical software package. Offered fall semester. Prerequisite: Sociology 345. 3 credits.

Sociology 350. POWER AND PRIVILEGE: SOCIAL STRATIFICATION. The study of how power, wealth, and prestige is built in the structure of society. The consequences of social ranking, class identification, and opportunities for social mobility. Prerequisite: Sociology 101. 3 credits.

Sociology 355 (Anthropology 355). THE COMMUNITY. Review of theories of community and analysis of representative community studies. Limited to juniors and seniors except by permission of instructor. Prerequisite: 6 hours of sociology or anthropology. 3 credits.

Sociology 360. URBAN SOCIOLOGY. An examination of city life, its problems and prospects. The nature of organization, bureaucratization, and massification including social, economic, and political features of metropolitan areas. Includes the study of urban lifestyles and dilemmas. Prerequisite: Sociology 101. 3 credits.

Sociology 370. MEDICAL SOCIOLOGY. Study of sociocultural factors that influence health, health care and illness in addition to an analysis of health care services, hospital organization, roles and role relationships in the health care setting and the processes of socialization of health care personnel and patients. Prerequisite: Sociology 101 or permission of instructor. 3 credits.

Sociology 375. CRIMINOLOGY. Analysis of the nature, extent and distribution of crime, emphasizing theories of and research

on causation, prevention, treatment, and other public policy efforts. 3 credits.

Sociology 376. SOCIOLOGY OF LAW. Relationship between law and social structure; study of processes of law creation, interpretation, enforcement and modification, including police, judicial and jury behavior as well as an analysis of the legal profession itself. 3 credits.

Sociology 381, 382. TOPICAL SEMINARS. Advanced seminars for sociology majors and non-majors interested in sociology. These seminars are designed to permit small groups of qualified students to pursue specialized topics in sociology, such as social gerontology, sociology of dying, collective behavior and social movements, sociology of sport and leisure, small groups, sociology of mass communication, and symbolic interactionism. Prerequisite: 6 hours of sociology, including Sociology 101, or permission of instructor. Offered as interest and need arises. 1, 2, or 3 credits.

Collective Behavior and Social Movements.

Study of social behavior that is guided by nontraditional norms and is less structured than more traditional behaviors: crowds, cults, riots, rebellions, social change movements, and revolutions.

Small Groups. Sociological appreciation of units composed of two or more members engaged in meaningful contact such as families, work groups, therapeutic associations, athletic teams, and peer groupings.

Sociology of Dying and Death. A cross-cultural analysis of attitudes toward death and dying.

Sociology of Mass Communication. Exploration of the structure of media industries (press, radio, television, and advertising), their impact on audiences, mass culture, and specific public issues such as violence and politics.

Sociology of Sport and Leisure. Analysis of sport and leisure as changing social institutions emphasizing sex and ethnic status, collegiate sport, professionalization, law and shifting social values.

Sociology 383 (Anthropology 383). OCCUPATIONAL AND CAREER SOCIOLOGY. An overview of job and career opportunities in sociology. Course topics include applying for jobs, planning for graduate study, development of a resume. Offered fall semester for graduating seniors; 1 credit.

Sociology 390. SOCIOLOGICAL THEORY. An examination of the major theoretical positions in classical and current sociology. Prerequisite: 6 hours of sociology or permission of instructor. Required for sociology majors. Offered in spring semester. 3 credits.

Sociology 455 (Anthropology 455). SOCIAL CHANGE. The study of significant alterations in the organization of society and in patterns of values, norms, and behavior over time. Explores the social and economic development associated with modernization and industrialization and various sources of change found in technology, social structure, population, the environment, and cultural innovation. 3 credits.

Sociology 456. SENIOR SEMINAR IN SOCIOLOGY. A seminar for the senior sociology major, designed to integrate knowledge of specific subfields into a comprehensive view of sociology and its role in relation to other sciences. Open only to senior sociology majors. 3 credits.

Sociology 492. INTERNSHIP IN SOCIOLOGY. Direct student learning in applied settings that permits a practiced supervised experience. Students learn through performance in meaningful tasks in a variety of social environments. Prerequisite: 18 hours of sociology. Students cumulative GPA must be 2.50 or above to be eligible for internship. Must be arranged at least one semester in advance with chair of department. May be repeated in subsequent semesters. Variable credit; no more than 15 total credits may be earned. 3-15 credits.

ANTHROPOLOGY PROGRAM

Faculty

Douglas M. Dalton, Ph.D., Assistant Professor of Anthropology
James W. Jordan, Ph.D., Professor of Sociology and Anthropology

The objective of the anthropology major is to prepare students for careers in business and industry, government, and human service. Additionally, the major is appropriate preparation for graduate study in anthropology or other social sciences. Anthropology focuses on the social and biological diversity of human groups both in the present and in the prehistoric past. This great diversity is examined through the study of patterns of social behavior, language structure, archeological artifacts and the process of genetic evolution.

The objective of the minor in anthropology is to acquaint the student with discipline and to survey the techniques of research used in physical anthropology, archeology, linguistics, and social anthropology. Research methods, critical thinking, oral and written communication are emphasized. The minor is intended to enhance career possibilities.

ANTHROPOLOGY MAJOR, B.S. DEGREE

- A. General Education Core Requirement. 33 credits.
See General Education Requirements listed on pages 49-51.
- B. B. S. Degree Additional Degree Requirements. 10 credits.
See Degree Requirements listed on pages 47-48.
- C. Major Requirements. 43 credits.
- | | |
|----------------------------|---|
| Anthropology 101/3 credits | Anthropology 210 or 211 or 212 or 213/6 credits |
| Anthropology 102/3 credits | Anthropology 320 or 321 or 355 or 325/6 credits |
| Anthropology 103/3 credits | Anthropology electives/9 credits |
| Anthropology 104/3 credits | TOTAL/43 credits |
| Anthropology 383/1 credit | |
| Anthropology 410/3 credits | |
| Anthropology 460/3 credits | |
| Anthropology 461/3 credits | |
- *Philosophy 355 or 365 recommended.
**Earth Science 210 recommended.
- D. Elementary Teaching Certification (for teaching all subjects), Grades N, K - 8. 40 credits.
See professional education requirements listed on pages 73-74.

NOTES: Requirements for the anthropology major, B.A. degree, are the same as for the B.S. degree, except that 3 credits in modern language at the 202-level or above are required. Three hours of Archeology Field School may count as Anthropology 102.

MINOR IN ANTHROPOLOGY

Minor Requirements

- | | |
|---|---|
| Anthropology 101/3 credits | Anthropology 320 or 321 or 355 or 325/6 credits |
| Anthropology 102 or 103/3 credits | Anthropology electives/6 credits |
| Anthropology 210 or 211 or 212 or 213/3 credits | |

ANTHROPOLOGY

*General Education Course

**Anthropology 101. INTRODUCTION TO ANTHROPOLOGY.* The origins, evolution, and present biological and cultural diversity of the human species using data from the fossil record, archeological artifacts, the structure of languages, and behavior and world-view of people living in other cultures. 3 credits.

**Anthropology 106. INTRODUCTION TO WOMEN'S STUDIES.* The course will introduce students to literature in the social sciences by and about women. We will explore key roles which women play in society, how they have questioned these roles, and contributions which women make in different societies. We will read about women in our own and other societies as a way to explore these questions. 3 credits.

Anthropology 102. ARCHEOLOGY. A survey course of the techniques used to locate, survey, sample and excavate prehistoric and historic archeological sites. The analysis of artifacts and features, typing of collection of stone tools and pottery, and case studies of well known archeological sites from various culture areas of the world. 3 credits.

Anthropology 103. PHYSICAL ANTHROPOLOGY. An analysis of prehistoric and contemporary humans as physical organisms. The study of human origins and evolution from 5 million years ago to the present. The study of variation in human populations in characteristics such as skin color, blood type, susceptibility to diseases, and adaptations to extremes of cold, heat, and attitude. 3 credits.

Anthropology 104. LANGUAGE AND CULTURE. The analysis of language with stress on the dependence of language upon its sociological context. A survey of linguistic variability, social dialectology, language change, and ethnolinguistic analysis. 3 credits.

Anthropology 210. PEOPLES OF AFRICA. An analysis of the human cultures of prehistoric and contemporary Africa. Archeological and linguistic data will be used to trace the biological and cultural relation-

ships among contemporary African societies. 3 credits

Anthropology 211. INDIANS OF NORTH AMERICA. Descriptions, comparisons, and analysis of past and present Indian cultures. Possible origins of the various North American Indian tribes will also be discussed and will be supported by the use of archeological and linguistic data. 3 credits.

Anthropology 212. SOUTH AMERICAN INDIANS. A survey course of archeological and ethnographic focusing on hunter-gatherer and horticulturalist Indian groups. The effects of social-cultural change in contemporary Indian life will be a major component of the course. 3 credits.

Anthropology 213. PEOPLES OF THE PACIFIC. Historical and contemporary descriptions of the varieties of peoples and cultures in Polynesia, Micronesia, and Melanesia. 3 credits.

Anthropology 295/495. SPECIAL TOPICS. Recommended when the student desires to pursue a specialized topic in depth. Must have permission of department chair and instructor directing the course. No more than 6 credits may be earned. Cumulative GPA must be 2.50 or higher to be eligible.

Anthropology 296. FIELD METHODS IN ARCHEOLOGY. The skills necessary to excavate a prehistoric Indian site and to recognize and recover archeological artifacts. The field school is held at a prehistoric Indian site. The site work consists of learning the techniques of excavation, mapping, soil analysis, the recovery, washing and analysis of prehistoric stone tools, and the interpretation of stratigraphy. Offered during summer session. 6 credits.

Anthropology 320. FOLKLORE. The oral techniques used in literate and non-literate cultures to pass traditions from generation to generation. The forms and functions of folktales, proverbs, curses, folk-songs, riddles, ceremonies, folk art, and games in Western and non-Western culture. 3 credits.

Anthropology 321 (Sociology 321). SUPERNATURAL BELIEF SYSTEMS. An investigation of the social aspects of religion, its forms of organization, and its relationships to other institutions. 3 credits.

Anthropology 325 (Sociology 325). WOMEN AND SOCIETY. An introduction to the study of women's roles, contributions, and perception of society through readings in anthropology and sociology. The focus will be on the effects of gender, race and ethnicity in the lives of women. 3 credits.

Anthropology 355 (Sociology 355). THE COMMUNITY. Review of theories of community and analysis of representative community studies. 3 credits.

Anthropology 383. OCCUPATIONAL AND CAREER ANTHROPOLOGY. An overview of job and career opportunities in anthropology. Course topics include applying for jobs, planning for graduate study, development of a resumé. Offered fall semester of each year for graduating seniors. 1 credit.

Anthropology 410. RESEARCH METHODS IN CULTURAL ANTHROPOLOGY. The methods employed by anthropologists in their gathering and analysis of material of the behavior of people living in other cultures. Methods surveyed include participant observation, analysis of speech patterns, collection of genealogies, mapping, collection of oral histories, semantic analysis and the eliciting of symbol systems. 3 credits.

Anthropology 455 (Sociology 455). SOCIAL CHANGE. The study of significant alterations in the organization of society and in patterns of values, norms, and behavior over time. Explores the social and economic development associated with modernization and industrialization and various sources of change found in technology, social structure, population, the environment, and cultural innovation. 3 credits.

Anthropology 460. ANTHROPOLOGICAL THEORY. The history of theory and models in anthropology. An overview of the intellectual "schools" which have affected research

in the past and a survey of present models in anthropological thinking. 3 credits.

Anthropology 461. SENIOR SEMINAR IN ANTHROPOLOGY. A seminar for senior anthropology majors, designed to integrate knowledge of specific subfields into a comprehensive view of anthropology and its role in relation to other sciences. Open only to senior anthropology majors. 3 credits.

Anthropology 492. INTERNSHIP IN ANTHROPOLOGY. Directed student learning in applied settings, that permits a practiced, supervised experience. Students learn through performance in meaningful tasks in a variety of social environments. May be repeated in subsequent semesters. Prerequisite: 18 hours of anthropology. Student's cumulative GPA must be 2.50 or above to be eligible for internship. Must be arranged in advance with program director or department chair. No more than 15 total credits may be earned. Variable credit: 3-15 hours per semester.

Anthropology 496/596. THE ORGANIZATION AND EXECUTION OF ARCHEOLOGICAL FIELDWORK. Advanced students with experience in basic field methods in archeology learn the skills necessary to organize and supervise the execution of archeological excavations. Students will serve as assistants to the Director of an ongoing excavation and will aid in the design of the field strategy, intra-site sampling techniques, site mapping, and artifact and feature plotting and recording. Offered during summer session. 6 credits.

Anthropology 497. FIELDWORK IN SOUTH AMERICAN ANTHROPOLOGY. This course is designed to expose students to the skills and methods needed to excavate prehistoric sites and to recover and analyze artifacts and features. Students will have the opportunity to work in laboratory as well as field settings. Prerequisites: Permission of Instructor. 6 credits.

Department of Speech and Theatre

Nancy Anderson Haga, *Chair*
Janet Evans, *Secretary*

The Department of Speech and Theatre offers a B.F.A. in Visual and Performing Arts with a concentration in Theatre.

ASSESSMENT

The Department of Speech and Theatre requires junior majors to take an evaluative test and senior majors to take and pass a comprehensive theatre test. The purpose of these tests is to assess the progress of our majors and the effectiveness of our program. Additionally, senior theatre majors are required to submit a professional résumé of their academic work for purposes of assessment. Details of this résumé should be obtained from the Department of Speech and Theatre.

We cannot guarantee that all of the courses listed below will be offered every year.

THEATRE PROGRAM

Faculty

A. Moffatt Evans, Jr., M.F.A., Assistant Professor of Speech and Theatre and Technical Director

Patton Lockwood, Ph.D., Professor of Speech and Theatre

Douglas M. Young, Ph.D., Professor of Speech and Theatre

The Theatre program offers the student an opportunity to explore all facets of theatrical work as well as to pursue one of several areas of concentration: performance, technical theatre, musical theatre, dramatic literature, theory and criticism, and theatre arts management. The objective of the program is to produce trained and competent performers, managers, and theatrical technicians and to develop an appreciation for the literary, performance and historical traditions that are unique to the theatre.

Students are trained in regular course and studio work and by participating in a full schedule of major play productions each year. In addition, selected students receive a full semester's training under professionals as interns, for which they receive academic credit.

For non-majors, courses in theatre offer the student insights into the human character as reflected in dramatic literature and productions, and create an awareness of the relationship of theatre to the individual's life, society, and the human condition. Non-majors may participate and receive academic credit for work in the major theatrical productions of the Longwood Players and the Department.



"42nd Street" came direct from New York City to Longwood for two performances. It is the second-longest-running musical in Broadway history.

**BACHELOR OF FINE ARTS
IN VISUAL AND PERFORMING ARTS
Concentration in Theatre**

- A. General Education Core Requirement. 33 credits.
See General Education Requirements listed on pages 49-51.
- B. Additional Degree Requirements. 9 credits.
See Degree Requirements listed on pages 47-48.
- C. Core Requirements. 49 credits.
Theatre 103/3 credits
Theatre 200/3 credits
Theatre/Speech 210**/3 credits
Theatre 220/4 credits
Theatre 221/4 credits
Theatre/English 223 or 425/3 credits
Theatre 300/3 credits
Two of the following:
Theatre 367, 368, or 369/6 credits
Theatre 405/3 credits
Theatre 406/3 credits
Two of the following:
Theatre 225***, 320, 321, 322, 323/6 credits
Play Production*, Theatre 111, 112, 211, 212, 311, 312, 411, 412/8 credits
TOTAL/49 CREDITS
*Application of Theatre Arts training in at least 8 play productions, 1 academic credit each.
**Not required in Theatre Arts Management specialization.
***Required in Theatre Arts Management specialization.

Performance Specialization

Theatre/Speech 100/3 credits
Physical Education 131/1 credit
Physical Education 231/1 credit
Theatre 201/3 credits
Theatre 301/3 credits
Theatre 304/3 credits
Theatre 495/1-3 credits
**TOTAL SPECIALIZATION
REQUIREMENT/15-18 credits**
Electives/15 credits

Technical Theatre Specialization

Art 130/3 credits
Art 270/3 credits
Two of the following:
Theatre 320, 321, 322, 323/6 credits
Theatre 330, 331 or 430, 431/3-6 credits
Theatre 420/15-18 credits*
**TOTAL SPECIALIZATION
REQUIREMENT/15-18 credits**
Electives/12-15 credits

*Professional Theatre Internship, open to select students, not included in total hours above.

Musical/Theatre Specialization

Required Courses in Music/39 credits

Applied Concentration-Voice/16 credits

Applied Secondary--Piano/4 credits

Music 115, 116, 215, 216/8 credits

Music 117, 118, 217, 218/4 credits

Music 237/3 credits

Music 204, 404/4 credits

Required Courses in Theatre/23 credits

Theatre 220 or 221/4 credits

Theatre 369/3 credits

Choose from:

Theatre 111, 112, 211, 212, 311, 312, 411, 412/4 credits

Theatre 103, 200, 201, 304/12 credits

Required Courses in Dance

DANCE 365/3 credits

PHED 129/1 credit

PHED 130/1 credit

PHED 131 or 231/1 credit

PHED 230/1 credit

PHED 323/2 credits

Electives 16 credits

- D. Elementary Teaching Certification (for teaching all subjects) Grades N, K-9. 40 credits.
See professional education requirements listed on pages 73-74.

- E. Secondary Teaching Certification (grades 8-12) 43 credits.
See professional education requirements listed on page 74.

Certification in Speech and Theatre may also be obtained with a major in another subject and a minor in either Theatre or Speech. 18 hours.

DRAMATIC LITERATURE, THEORY AND CRITICISM SPECIALIZATION

Theatre 301/3 credits

Theatre 365/3 credits

Theatre/English 425/3 credits

Theatre/English 415/3 credits

Play Production*/2 credits

Play Production**/2 credits

**TOTAL SPECIALIZATION
REQUIREMENTS/16 credits**

Electives/11 credits

*Application of training in technical or performance area.

**Application of training as Dramaturg.

THEATRE ARTS MANAGEMENT SPECIALIZATION

Art 160/3 credits

Two of the Following:

Art 263, Music 123, Music 127,

Music 237/6 credits

or Dance 465/3 credits

Business 190*/3 credits

Survey of Managerial Accounting**/
3 credits

Finance 350/3 credits

Accounting 360/3 credits

Marketing 380/3 credits

Marketing 480/3 credits

One of the following:

Management 465/3 credits

Management Information

Systems 370/3 credits

Management 362/3 credits

One additional Theatre elective/3 credits

TOTAL/32 or 33 credits

Electives/10 or 11 credits

*Prerequisite for all other courses.

**Course to be developed;
substitute Business 340.

MINOR IN THEATRE

18 hours in Theatre, including:

Theatre 103
Theatre 220
Theatre 367, 368 or 369
Theatre 405 or 406
Electives/5 credits

THEATRE

***General Education Course Requirements**

***Theatre 101. INTRODUCTION TO THE THEATRE.** A general introduction to the theatrical medium as an art form with a studio lab for films, video tapes, and live performances. 4 credits.

***Theatre 204. INTRODUCTION TO WESTERN DRAMATIC LITERATURE/ THE GREEKS TO THE 20TH CENTURY.** A survey course in dramatic literature from the Greeks to the present day, emphasizing universal tragic and comic themes in a changing world. Prerequisite English 101. 3 credits.

Theatre 100 (Speech 100). TRAINING THE SPEAKING VOICE. Study of the vocal mechanism and voice production. Improvement of personal speaking skills through reading exercises. Provides additional speaking skills for students with a strong interest in broadcasting and theatre. 3 credits.

Theatre 103. INTRODUCTION TO ACTING. An introduction to the art of performance in the theatre. 3 credits.

Theatre 106 (Physical Education 131, 231). MODERN DANCE I and II. Designed to explore the expressiveness of the body for stage movement through the medium of modern dance. 3 credits.

Theatre 111, 112; 211, 212; 311, 312; 411, 412. PLAY PRODUCTION. Open to all students who perform, or who provide technical support for departmental stage productions. Audition required with director and/or permission of the technical director. Minimum of 30 hours work required. Evaluation pass/fail. NOTE: Students concentrating in the performing arts are expected to earn at least 8 credits for Play Production. 1 credit.

Theatre 130 (Art 130). DRAWING I. Fundamentals of drawing, composition, and illustration in various media and techniques. 4 periods; 3 credits.

Theatre 200. BEGINNING SCENE STUDY. Development of fundamental acting techniques with special emphasis on the creation of characters in modern realistic dramas using the Method approach. Classroom exercises and prepared scenes. Prerequisite: Theatre 103 or permission of instructor. 3 credits.

Theatre 201. ADVANCED SCENE STUDY I. Emphasis on the Method approach, including its application to problems associated with different styles, both historical and theatrical. Classroom exercises and prepared scenes. Prerequisite: Theatre 200. 3 credits.

Theatre 210 (Speech 210). ORAL INTERPRETATION. Development of the skill of oral reading; techniques of presentation as adapted to varying forms of literature for practice and performance. 3 credits.

Theatre 220, 221. STAGECRAFT I and II. Lecture-studio dealing with basic physical and technical skills necessary to mount a play production. First semester: scenery construction, running and rigging. Second semester: scenery construction, fundamentals of stage lighting. Work on departmental productions required. 2 periods and lab; 4 credits.

Theatre 223 (English 223). SHAKESPEARE. A study of twelve of Shakespeare's plays, selected to illustrate his development as a dramatist and the importance of the drama in Elizabethan England. 3 credits.

Theatre 225. STAGE MANAGEMENT. The role and responsibilities of the stage manager in academic, community, regional, and professional theatre. Prerequisites:

THEA-220 and THEA-111 or 112, or consent of instructor. 3 credits.

Theatre 261. CONTEMPORARY DRAMA. European and American plays of recent years which have made the greatest theatrical, literary and/or social impact. 3 credits.

Theatre/Art 270 (Art 270). PAINTING: ACRYLIC AND WATER BASED MEDIA. Fundamentals of painting involved in subject matter, composition, and materials through the use of acrylic and water-based media. Investigation into background of contemporary painting. 4 periods; 3 credits.

Theatre 295. SPECIAL TOPICS. Special Topics in Theatre. Freshmen and Sophomores. 1-3 credits.

Theatre 300. FUNDAMENTALS OF DIRECTING. Introduces the student to the tools and techniques used by the interpretative artist in the production of a play. Training involves workshop exercises and scene studies. 2 double periods; 3 credits.

Theatre 301. SPECIAL PROBLEMS IN DIRECTING (PRACTICUM). A continuation of THE-300 with emphasis on play analysis, methods of presentation, and coaching performers. Scene studies and one-act play project. Prerequisites: THE-220, 221, 300. 2 double periods; 3 credits.

Theatre 304. ADVANCED SCENE STUDY II. Continuation of Beginning Scene Study. A practicum course in acting involving the analysis and preparation of scenes from both modern and historical periods; an introduction to the materials and techniques for auditions for the performer. Prerequisite: THEA-200, THEA-201. 3 credits.

Theatre 320. SCENE DESIGN. Lecture-studio analyzing scripts for scenic needs and creating scenic designs. Prerequisites: THEA-220, 221, Art 130, or consent of instructor. 2 double periods; 3 credits.

Theatre 321. THEORY AND PRACTICE OF SCENE PAINTING. Lecture-studio dealing with fundamentals of stage painting and its practical application. Work on departmental productions required. Prerequisites: THEA-220, 221, Art 270, or consent of instructor. 2 double periods; 3 credits.

Theatre 322. COSTUME DESIGN AND CONSTRUCTION. Lecture-studio analyzing scripts for costume design and construction in conjunction with basic make-up for the stage. Work on departmental productions required. Prerequisites: THEA-220, 221, or consent of instructor. 2 double periods; 3 credits.

Theatre 323. LIGHTING DESIGN. Lecture-studio dealing with fundamentals of lighting design: methods, script interpretation, and practical design for the stage. Work on departmental productions required. Prerequisites: THEA-220, 221, or consent of instructor. 2 double periods; 3 credits.

Theatre 330, 331; 430, 431. ADVANCED PRACTICUM IN TECHNICAL THEATRE. Practical application of skills accrued from classes and production work; the student will assume responsibility as a member of the production staff on one or more productions. Prerequisites: THEA-220, 221 and at least two of the following: THEA-320, 321, 322, 323. 3 credits for 330, 331; 3-6 credits for 430, 431.

Theatre 365 (Physical Education 365). DANCE COMPOSITION. Theory and practice in composition of solo and small group dances. Designed for advanced dance training. Prerequisites: Performing Arts majors, PED-131 or consent of instructor. 3 credits.

Theatre 366 (Physical Education 366). THEORY AND PRACTICE IN COMPOSITION AND CHOREOGRAPHIC PROBLEMS. Designed for students interested in advanced training in dance. Prerequisite: Performing Arts majors, PED-131 and/or PED-357 or consent of instructor. 3 credits.

Theatre 367 (English 367). SURVEY OF WESTERN DRAMATIC LITERATURE TO THE SEVENTEENTH CENTURY. Play analysis, dramatic style, and stage settings from the Greek Classical Period to the advent of French Neoclassic Drama. 3 credits.

Theatre 368 (English 368). SURVEY OF WESTERN DRAMATIC LITERATURE FROM THE SEVENTEENTH CENTURY TO THE TWENTIETH CENTURY. Play analysis, dramatic style, and

stage settings from the French Neoclassic Period through Ibsen and the advent of Realism. 3 credits.

Theatre 369 (English 369). WESTERN DRAMATIC LITERATURE IN THE TWENTIETH CENTURY. Explores traditional and avant-garde plays of the modern period with an emphasis on analysis and fluctuating styles of presentation. 3 credits.

Theatre 375. A STUDY OF INDIVIDUAL PLAYWRIGHTS. Concentrates on one or a group of playwrights who have made a significant contribution to theatrical literature. 3 credits.

Theatre 400. PLAYWRITING. A workshop for students interested in writing for the theatre. The main emphasis is toward the development of creative work with the possible goal of studio production. Note: This course is not offered every year, but may be taken as an independent study with permission of instructor. 3 credits.

Theatre 405, 406. HISTORY OF THE THEATRE I & II. Surveys western theatre from its beginnings to the present. First half: origin of theatre to the 17th century; Second half: the 17th century to the present day. 3 credits.

Theatre 415 (English 415). DRAMA. Study in the tradition and qualities of drama as a genre with emphasis on one or more forms or a period in which the genre flourished. 3 credits.

Theatre 420. PROFESSIONAL THEATRE INTERNSHIP. Supervised practicum for selected students in a professional theatre company. 1 full semester; 15-18 credits.

Theatre 425 (English 425). SHAKESPEARE. Extended study in the works of William Shakespeare. 3 credits.

Theatre 490, 491. DIRECTED STUDY IN THEATRE. A directed reading and/or research program administered by qualified specialists in the department. Approval of program director and department head required before registering. 1-3 credits per semester.

Theatre 495. SPECIAL TOPICS IN THEATRE. The topics will vary from semester to semester, according to the expertise of the guest artist. Examples of types are stage combat fighting, children's theatre, audition techniques, etc. Descriptions are available from academic advisors. May be repeated for credit when topics change. Juniors/seniors 1-3 periods; 1-3 credits.

SPEECH PROGRAM

Faculty

A. Moffatt Evans, Jr., M.F.A., Assistant Professor of Speech and Theatre and Technical Director

Nancy Anderson Haga, Ed.D., Associate Professor of Speech

Patton Lockwood, Ph.D., Professor of Speech and Theatre

Robert J. Woodburn, Ed.D., Assistant Professor of Speech

Douglas M. Young, Ph.D., Professor of Speech and Theatre

The Department offers a minor in Speech and Theatre. Courses in speech are designed for those planning to enter occupations which require basic communication skills. Teaching, business administration, personnel work, social work, and government work are a few of the occupations in which these skills are most vital. Videotape facilities are available for evaluating speech performance and other basic communication skills.

MINOR IN SPEECH

18 hours in Speech, including:

Speech 100
Speech 101

Speech 200
Electives/9 hours

CERTIFICATION IN SPEECH AND THEATRE

Certification in Speech and Theatre may also be obtained with a major in another subject and a minor in either Theatre or Speech (18 hours).

SPEECH

Speech 100 (Theatre 100). TRAINING THE SPEAKING VOICE. Study of the vocal mechanism and voice production. Improvement of personal speaking skills through reading exercises. Provides additional speaking skills for students with a strong interest in broadcasting and theatre. 3 credits.

Speech 101. FUNDAMENTALS OF PUBLIC SPEECH. An introductory study of effective and responsible speaking. Provisions will be made for practical application. 3 credits.

Speech 111. BROADCASTING. Principles and procedures of radio station organization and operation. Analysis of the Communications Act and the "Rules and Regulations" of the Federal Communication Commission. The course will provide the information and skills necessary to operate and manage an F.C.C. licensed Ed. FM radio station. 3 credits.

Speech 113, 213, 313, 314. FORENSIC TEAM. Designed for students who want to compete intercollegiately in forensic events, such as prose interpretation, poetry interpretation, duo interpretation, extemporaneous speaking, impromptu speaking, speech to persuade, speech to inform, program of oral interpretation, communication analysis, and after dinner speaking. 1-3 credits per semester.

Speech 200. HUMAN COMMUNICATIONS. A course designed to introduce the student to the field of communications, its history, scope, theory, and types, including verbal and non-verbal communication, the mass media, and propaganda techniques. 3 credits.

Speech 201. PARLIAMENTARY PROCEDURE AND DISCUSSION (formerly Discussion and Debate). Parliamentary law and conduct of the democratic meeting. Study and analysis of public discussion, their types and methods; argumentation. 3 credits.

Speech 210. (Theatre 210). ORAL INTERPRETATION. Development of the skill of oral reading; techniques of presentation as adapted to varying forms of literature for practice and performance. 3 credits.

Speech 295. WORKSHOPS AND SPECIAL TOPICS. Freshmen and Sophomores, 1-3 credits.

Speech 310. FUNDAMENTAL OF RADIO BROADCASTING. Radio skills with studio practice; function of radio in American culture. 3 credits.

Speech 311. FUNDAMENTALS OF TELEVISION PRODUCTION. Introduction to visualization theory and to the equipment and processes employed in structuring and presenting television programs. 3 credits.

Speech 312. FORENSICS. Designed to acquaint students with forensic procedures, specifically intra- and extra-mural oratorical and forensic activities. 3 credits.

Speech 490, 491. DIRECTED STUDY IN SPEECH. A directed reading and/or research program administered by qualified specialists in the program. The student must secure approval of the chair person prior to registering for this course. 1-3 credits per semester.

Speech 495. WORKSHOPS AND SPECIAL TOPICS. Juniors and Seniors, 1-3 credits.



Longwood Teaching Faculty (1990-91)

(Year of Initial Appointment in Parentheses)

- WILLIAM P. ABRAMS**, Instructor of Mathematics (1990)
B.A., M.S., University of Virginia
- MERRY LEWIS ALLEN**, Associate Professor and Chair of the Department of Mathematics and Computer Science (1960)
B.S., College of William and Mary; M.S., University of Illinois; M.Ed., Ed.D., University of Virginia
- EDNA V. ALLEN-BLED SOE**, Associate Professor of Social Work (1980)
B.S., Springfield College; M.S.W., Columbia University
- NANCY ANN ANDREWS**, Professor of Health & Physical Education (1966)
B.S., Longwood College; M.S., University of Tennessee; Ed.D., Virginia Polytechnic Institute & State University
- JENNIFER M. APPERSON**, Assistant Professor of Psychology (1985)
B.A., Stephens College; M.A., Ph.D., University of Akron
- JOHN E. AREHART**, Associate Professor of Computer Science and Mathematics (1973)
B.A., Southwestern at Memphis; M.Ed., Ed.D., University of Virginia
- PAMELA ARKIN**, Assistant Professor of Theatre (1990)
B.A., University of Montevallo; M.F.A. University of Alabama
- JOHN M. AUSTIN**, Associate Professor of Physical Science (1963)
B.S., Longwood College; M.Ed., University of Virginia
- MARK S. BALDRIDGE**, Associate Professor and Chair of the Department of Art (1972)
B.S., State University at Buffalo; M.F.A., Cranbrook Academy of Art
- ROBERT L. BANTON, III**, Professor of Education (1967)
B.A., Randolph-Macon College; M.Ed., Ed.D., University of Virginia
- *PATRICK G. BARBER**, Professor of Chemistry (1978)
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- BILLY S. BATTS**, Associate Professor of Biology (1963)
B.S., North Carolina State University; M.S., University of Washington, Ph.D., North Carolina State University
- ROBERT NELS BECK**, Associate Professor of Speech Pathology and Area Coordinator (1988)
B.A., University of Florida, M.A. and Ph.D., University of Kansas
- ROBERT E. BERRY**, Assistant Professor of Business (1988)
B.A., M.B.A., University of Texas
- LEE D. M. BIDWELL**, Instructor of Sociology (1990)
B. S., Maryville College; M. A., University of Tennessee
- SARAH BINGHAM**, Instructor in Physical Education (1985)
B.Ed., Keene State College; M.A., Texas Woman's University
- ROBERT E. BLASCH**, Professor of Music (1965)
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- ELEANOR W. BOBBITT**, Professor of Health & Physical and Area Coordinator (1954)
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- CHARLES B. BOLDING**, Baseball Coach and Instructor (1978)
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- SANDRA A. BOLLINGER**, Registrar and Assistant Professor of Mathematics (1968)
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- RAYMOND T. BRASTOW**, Assistant Professor of Business and Interim Chair, Department of Economics and Finance (1987)
B.A., M.A., Ph.D., University of Washington

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CRAIG C. CHALLENGER, Associate Professor of English (1983)
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B.A., University of Bishop's College; M.Div., The General Theological Seminary;
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- JAMES MARVIN HELMS**, Professor of History and Political Science (1954)
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- PAUL S. HESSELINK**, Professor and Chair of the Department of Music (1966)
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- FILLMER HEVENER, JR.**, Associate Professor of English (1966)
B.A., Columbia Union College; M.A., James Madison University;
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- STEPHEN J. HICKS**, Assistant Professor of English (1990)
B.A., Wabash College; M.A., Purdue University; A.B.D., Catholic University
- LAWRENCE G. HLAD**, Assistant Professor of Sociology (1977)
B.A., M.A., Boston University; M.A., Princeton University;
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- FRANK J. HOWE**, Instructor of Guidance and Counseling (1990)
B.S., St. Joseph's College; M.S. Syracuse University
- PATRICIA ANN HOWE**, Assistant Professor of Library Science and Librarian (1982)
B.S., Cabrini College; M.L.S., Syracuse University
- GERALD L. HUGHES, JR.**, Instructor of Business and Executive Director of the Small Business Development Center (1988)
B.S., West Virginia University; M.B.A., West Virginia College of Graduate Studies
- WILFRED J. JACQUES, JR.**, Associate Professor of Business (1983)
B.A., University of Western Ontario; L.L.B./J.D., University of Georgia;
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- JUDITH R. JOHNSON**, Associate Professor and Chair of the Department of Physical Education, Health, and Recreation (1972)
B.S., Winthrop College; M.A., University of Iowa; Ph.D., University of Illinois
- JAMES W. JORDAN**, Professor of Sociology and Anthropology (1978)
B.S., Indiana University of Pennsylvania; M.A. (Sociology), M.A. (Anthropology),
University of Connecticut; Ph.D., University of Georgia
- RENA A. KOESLER**, Instructor in Therapeutic Recreation (1986)
B.S., Western Illinois; M.Ag., Texas A & M
- CHRYSTYNA KOSARCHYN**, Assistant Professor of Health Education (1987)
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- REBECCA R. LAINE**, Assistant Professor of Library Science and Librarian (1970)
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- JOE LAVELY**, Dean of the School of Business and Economics and Professor of Finance (1989)
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 B.S., Longwood College; M.A. in L.S., George Peabody College for Teachers

PATTON LOCKWOOD, Professor of Speech and Theatre (1963)
 B.A. Oberlin College; M.Ed., University of Virginia; Ph.D., Michigan State University

MICHAEL C. LUND, Professor of English (1974)
 A.B., Washington University; M.A., Ph.D., Emory University

PATRICIA D. LUST, Dean of Continuing Studies and Associate Professor of Music (1979)
 B.M., Heidelberg College; M.M., N.E. Conservatory of Music; D.M., Indiana University

JAY DEE MARTIN, Assistant Professor of Economics (1985)
 B.A., M.A., University of Missouri, Kansas City;
 Ph.D., Southern Illinois University-Carbondale

MAURICE H. MAXWELL, JR., Associate Professor of Chemistry (1974)
 B.S., Emory and Henry College; Ph.D., West Virginia University

ROBERT D. MAY, Assistant Professor of Computer Science and Mathematics (1977)
 B.A., Swarthmore College; Ph.D., Harvard University

SUSAN H. MAY, Professor of English (1968)
 B.A., Wellesley College; M.A., University of Delaware; Ph.D., University of Pennsylvania

FREDA S. McCOMBS, Dean of the School of Liberal Arts and Sciences and Associate Professor of Natural Sciences (1961)
 B.S., Salem College; M.Ed., Ed.D., University of North Carolina at Chapel Hill

DEBORAH L. McWEE, Instructor of Psychology (1988)
 B.A., Kalamazoo College; M.A., Western Michigan University

WAYNE E. McWEE, Associate Professor of Business (1984)
 B.S., M.A., Central Michigan University; Ed.D., University of Northern Colorado

RUTH LYN MEESE, Assistant Professor of Special Education (1987)
 B.S., University of Maryland; M.Ed., Ohio University; Ph.D., University of Virginia

DONALD A. MERKLE, Associate Professor of Biology and Area Coordinator for Pre-Professionals (1975)
 B.S., M.S., University of Dayton; Ph.D., Miami University

WAYNE K. MESHEJIAN, Assistant Professor of Physics (1968)
 B.S., Samford University; M.S., Virginia Polytechnic Institute & State University

GILBERT J. MILLAR, Professor of History (1970)
 B.A., Southeastern Louisiana College; M.A., Ph.D., Louisiana State University

LUCIA MONGER, Librarian and Instructor of Library Science (1988)
 B.A., Indiana University; M.L.S., Indiana University

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 B.S., Milligan College; M.Ed., College of William and Mary; Ph.D., Florida State University

FRANCIS X. MOORE, III, Assistant Professor of French (1989)
 B.A., University of Vermont; M.A., Hofstra University;
 Ph.D., Pennsylvania State University

FRIEDA E. MYERS, Associate Professor of Music (1967)
 B.S., Indiana Central College; M.Mus., Indiana University

ERNEST L. NEAL, Assistant Men's Basketball Coach and Instructor (1982)
 B.S., University of Maryland Eastern Shore; M.S. (Physical Education),
 M.S., (Health & Safety), Indiana University

NELSON D. NEAL, Associate Professor of Health and Physical Education and Area Coordinator of Dance Program (1978)
 B.S., State University of New York; M.S., University of Wisconsin;
 Ed.D., University of Virginia

STEVE C. NELSON, Men's Golf Coach, Wrestling Coach and Instructor (1980)
 B.S., M.A., Western Carolina University

- E. T. NOONE, Jr.**, Associate Professor of Mathematics (1967)
B.A., M.S., Northwestern State University at Louisiana;
Ed.D., University of Southern Mississippi
- JEAN ABBOTT NOONE**, Associate Professor of Mathematics (1969)
B.S., James Madison University; M.M., University of Southern Carolina;
Ed.D., University of Virginia
- AMIE OLIVER**, Assistant Professor of Art (1986)
B.A., Mississippi State University; M.F.A., Bowling Green State University
- JULIAN E. O'NEAL**, Instructor in Business (1986)
B.S.Ed., M.B.A., Western Carolina University
- PRISCILLA A. ORD**, Instructor in English (1986)
B.A., Western Maryland College; A.M., University of Pennsylvania
- GEOFFREY C. ORTH**, Associate Professor of German and Chair of the
Department of English, Philosophy and Modern Languages (1977)
B.A., Washington & Lee University; M.A., Ph.D., University of Virginia
- MARILYN W. OSBORN**, Assistant Professor of Education (1970)
B.S., M.Ed., University of North Carolina at Greensboro; Ed.S., University of Virginia
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- G. DEAN PALMER**, Professor of Business (1988)
A.B., A.M., Colorado State College; Ed.D., Montana State University
- *JOHN S. PEALE**, Professor of Philosophy (1976)
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Theological Seminary (NYC); Ph.D., University of North Carolina at Chapel Hill
- KENNETH B. PERKINS**, Assistant Professor and Chair of the Department of Sociology
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B.S., M.S., Valdosta State College; Ph.D., Virginia Polytechnic Institute and
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- JOHN T. PETTY**, Assistant Professor of Chemistry and Area Coordinator (1988)
B.S., Wayne State University, Ph.D., University of Michigan
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B.M.E., West Virginia University; M.M., Butler University; M.L.S., Indiana University
- JUNG B. RA**, Professor of Education (1967)
B.A., Teacher's College, Kyong Puk University; M.A., Texas Women's University;
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- TERRY E. RAMSEY**, MSG, Instructor of Military Science (1990)
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B.A., M.A., Tufts University; Ph.D., University of Virginia
- GORDON L. RING**, Assistant Professor of Music (1989)
B.M.E., B.M., Central Missouri State University; M.M. and
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- GEORGE E. RUST, JR.**, Instructor of Mathematics (1989)
B.S., Virginia Polytechnic Institute & State University; M.A., Hampton Institute
- WILLIAM E. SCHALL**, Professor of Education and Dean of the School of Education and
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B.S., and M.Ed., Indiana University of Pennsylvania; Ed.D., Pennsylvania State University
- CANDACE ASHTON-SHAEFFER**, Instructor of Therapeutic Recreation (1990)
B.S., University of Florida; M.S., Florida State University
- MARVIN W. SCOTT**, Professor of Biology and Chair of the
Department of Natural Sciences (1966)
B.S., Hampden-Sydney College; Ph.D., Virginia Polytechnic Institute & State University
- ELLERY SEDGWICK**, Associate Professor of English (1979)
B.A., Harvard University; M.A.T., Columbia Teachers College; Ph.D., Boston University
- PATRICIA A. SHANK**, Associate Professor of Therapeutic Recreation and
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B.A., M.A., Ph.D., University of Virginia

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KATHLEEN G. COVER, Professor Emeritus of Sociology

SARAH HELEN DRAPER, Professor Emeritus of Foreign Languages

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 and Professor Emeritus of English

EDWIN H. VASSAR, Professor Emeritus of Education

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LONGWOOD

THE MAIN CAMPUS
LONGWOOD COLLEGE, FARMVILLE, VIRGINIA

VISITOR PARKING is available in the lot next to the Admissions Crafts House. Visitors also may park on High St., Buffalo St., and Randolph St. for two hours. If you need assistance in locating a parking space, please go to the Campus Police Station (Graham Building -- H6).

MAP KEY

SPORTS & Athletic Fields
Baseball (Lancer Field) -- B1
Basketball (Lancer) -- E4
Field Hockey (Barlow Field) -- F7
Golf (Longwood Golf Course, Longwood Estate)
Intramurals & Recreation (Iler) -- G5
Soccer (First Avenue Field) -- I-1
Tennis (11 tennis courts)
Women's Lacrosse (First Avenue Field) -- I-1
Wrestling (Lancer) -- E4

Auditoriums
Bedford -- F2
Jarman -- L6
Molnar (Wygall) -- F3
Jeffers -- J4

MAP KEY

Academic Locations
Art (Bedford) -- F2
Business (Hiner) -- L6
Education (Wynne) -- C1
English (Grainger) -- I-7
History & Political Science (W. Ruffner) -- I-7
Library (Lancaster) -- JK6
Mathematics & Computer Science (Grainger) -- I-7
Modern Languages (Grainger) -- I-7
Music (Wygall) -- F3
Natural Sciences (Stevens, Jeffers, McCorkle) -- JK4
Physical & Health Education (Lancer) -- E4
Psychology (Wynne) -- C1
Social Work (W. Ruffner) -- I-7
Sociology & Anthropology (W. Ruffner) -- I-7
Speech & Theatre (Jarman) -- L6
Therapeutic Recreation (Lancer) -- E4

Administration
(Ruffner & S. Ruffner) -- H7

General
Admissions (Crafts House) -- JK9
Central Stores & Physical Plant (Brislow) -- D6
Computer Center (Coyner) -- H6
Continuing Studies (W. Ruffner) -- I-7
Dining Halls (Ruffner) -- I-7
Police (Graham) -- H6
Registrar (Barlow) -- G7
Student Center (Lancaster) -- H4
Student Health Service (Graham) -- H6

Residence Halls
Cox -- L4
Cunninghams -- I-15
Cury -- D5
Frazier -- C4
French -- G8
South Ruffner -- H7
Stubbins -- K3
Tabb -- H7
Wheeler -- M4

ST. GEORGE ST.

RANDOLPH ST.

NORTH ST.

MAIN ST. (15 BUS.)
LONGWOOD ESTATE

MAIN ST. (15 BUS.)

Student orientation
(located at the Center St.)

NEW LIBRARY
(under construction)



Longwood College

Farmville,
Virginia 23901

Non-Profit Organization
U.S. Postage PAID
Farmville, VA 23901
Permit No. 17

Longwood Profile and Costs

Founded: 1839

Character: State college; primarily residential; Bachelor's and Master's degrees; numerous career fields; liberal arts base.

Location: Farmville, Virginia, in the heart of the state, about an hour's drive from Richmond, Charlottesville, and Lynchburg; within a three-hour drive of Virginia Beach and a two-hour drive of the Blue Ridge Mountains.

Individual Courses Offered: 850

Majors, Minors, and Concentrations: 80

Program Areas: Liberal Arts and Sciences; Business; Education; Physical Education, Health, and Therapeutic Recreation; Pre-Engineering; Pre-Medical areas; Social Work.

Full-Time Students: Approximately 3,000 on campus, regular term.

Faculty: 150; **Student/Faculty Ratio:** 20 to 1

Average Class Size: 25

Student Organizations: 100

Social Fraternities: 7

Social Sororities: 11

Men's Intercollegiate Sports: Baseball, basketball, golf, soccer, tennis, wrestling.

Women's Intercollegiate Sports: Basketball, field hockey, golf, gymnastics, lacrosse, softball, tennis.

Coeducational Intercollegiate Sport: Riding.

Alumni of Record: 17,000

Library Holdings: 789,594, including 271,410 books and bound periodicals, 1,930 periodical subscriptions, 467,368 microforms, 33,618 audiovisual materials (includes phono-records, filmstrips, slides, overhead transparencies, video-discs, compact discs, mixed media kits), and 17,198 other library materials (flat pictures, maps, study print sets, charts, computer software, and so on).

Residence Hall Spaces: 2,206, primarily double occupancy (suite style, with bathroom for four), also three-person rooms with private bath, some doubles with baths at each end of hallway, and a few singles.

Size of Campus: 54 acres for main campus; 100 acres for Longwood Estate.

Number of Buildings: 47

Auditoriums: Jarman, 1,104 seats; Jeffers, 235 seats; Bedford, 176 seats; and Molnar Recital Hall, 191 seats.

Student Aid: \$4,200,000

Percent of Students Receiving Financial Aid: 60% (75% federal aid; 25% other).

Costs: For the 1990-91 academic year, the cost for Virginia students living in residence halls is \$6,308 (includes tuition, comprehensive fees, room, and 19-meals-a-week plan). The 15-meal plan is \$6,168. The comparable cost for out-of-state students living in residence halls is \$9,044 (19 meals) and \$8,904 (15 meals). The cost for Farmville-area students not living in residence halls is \$2,880. Books and supplies are additional.