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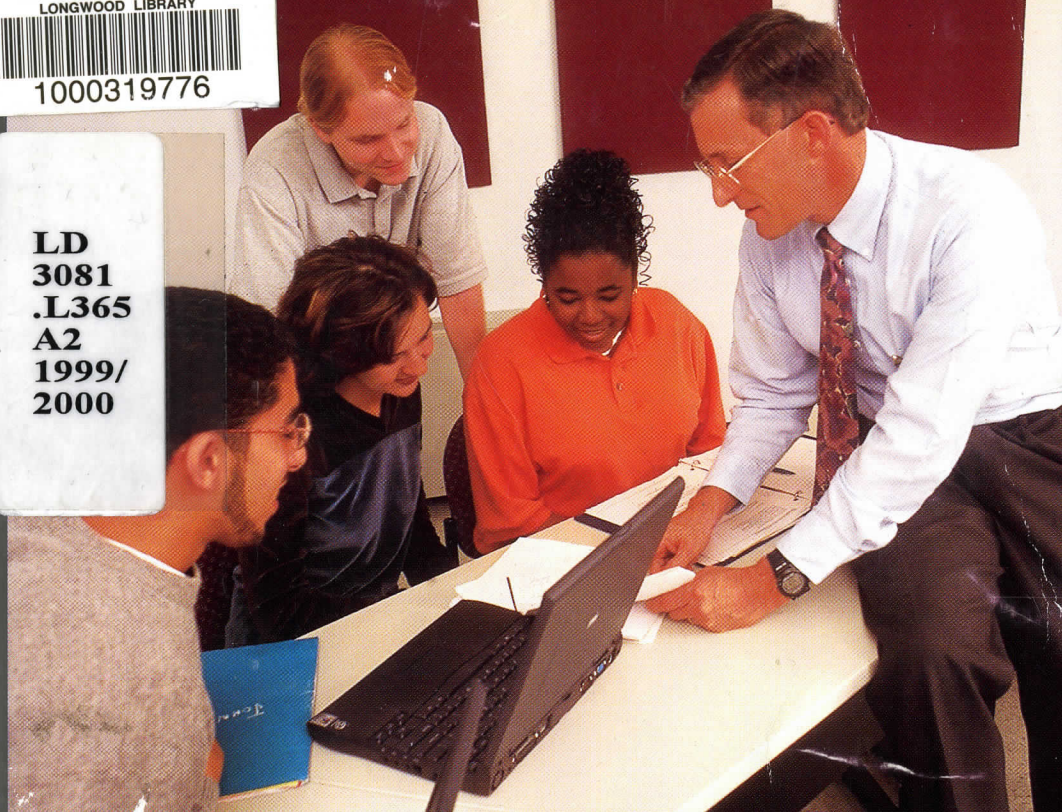
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LONGWOOD COLLEGE

1999-2000 UNDERGRADUATE CATALOG

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LONGWOOD COLLEGE

1999-2000 UNDERGRADUATE CATALOG

This catalog describes Longwood's academic programs, including 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 proficiency assessment tests prior to graduation. The purpose of these assessment tests is to help individual students develop to their fullest potential and 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 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. *Anyone with questions concerning access or accommodations should contact Disability Support Services at 804.395.2391 (V); 800.828.1120 (TT Relay).*

The Longwood College Undergraduate Bulletin was published in August, 1999. The Catalog and related announcements remain in effect until August 1, 2000. Longwood College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelors and masters degrees; National Council for Accreditation of Teacher Education; Virginia State Board of Education; National Association of Schools of Music; the undergraduate Social Work Program is accredited by the Council on Social Work Education; the undergraduate Therapeutic Recreation Program is accredited by the National Recreation and Park Association in cooperation with the American Association for Leisure and Recreation; the undergraduate Business Administration Program is accredited by AACSB - The International Association For Management Education; Longwood College is an accredited institutional member of the National Association of Schools of Theatre.



**LONGWOOD
COLLEGE**

1839

LONGWOOD

201 High Street, Farmville, Virginia 23909

Dear Friends:

On January 30, 1999, the Longwood College Board of Visitors approved a document entitled *The Mission, Vision and Five-Year Strategic Plan of Longwood College*. The result of three years planning by the entire College community, this is far more than just a piece of paper - it is a living, breathing action plan designed to assure that Longwood College will meet the incredibly complex educational demands of the 21st Century. Based upon concepts of quality, technological innovation, application of knowledge and accountability, Longwood College is proud to offer you nothing less than The New Collegiate Experience.


From the moment you arrive on campus, you will be immersed in an extraordinary educational environment. Our goal is to provide you a high tech, highly relevant and uniquely supportive educational experience that will prepare you for a successful life and career in the new millennium. Whether you are an English major or a business major, a commuter student or a resident, full time or part time, you will find a community dedicated to excellence in all that we do. From our state-of-the-art facilities and comprehensive curriculum, to our dedicated and knowledgeable staff, to our supremely qualified faculty, Longwood stands ready to serve you, to challenge you, and to provide you an active, intellectually vibrant environment where the joy and excitement of learning permeates everything that you do.

Lying at the heart of The New Collegiate Experience is an educational values system that is based on a very traditional belief that a college is first and foremost a community of colleagues, of people united in the pursuit of learning. Longwood College is an affirming place where students, faculty, and staff know and interact with each other on a regular basis - in and out of the classroom, and for whom notions of citizenship, responsibility, honesty and civility are just as important as the content knowledge of an academic discipline. At Longwood you will not only learn to communicate effectively, think critically, solve problems, imagine creatively, and use technology adeptly, you also will learn to conduct yourself as a citizen and a leader in the world's greatest democracy.

As the new millennium dawns, Longwood College is confident that we can provide you the high quality education that you will need to live happily and work productively in the 21st century. We do this in the belief that the best environment in which to learn is one that only a college can provide. An environment where you are not just a social security number, but a recognized individual who is a vital and indispensable part of a very special community dedicated to learning and service. An environment that is every bit as much a home as it is a school.

On behalf of everyone at Longwood, I invite you to join our family and share with us the very exciting times that lie ahead.

Sincerely,



Patricia Cormier
President

LONGWOOD COLLEGE LIBRARY
FARMVILLE, VIRGINIA 23901

Academic Calendar

FALL SEMESTER 1999

Residence halls open at 10 a.m. for new students only

SAIL begins	August 26
Department/school receptions for new students	August 27
Upperclass students move into residence halls	August 29
Final registration	August 30
Classes begin at 8:00 a.m.	August 31
Last day to add a class	September 6
Last day to drop a class	September 13
Deadline to register for CLEP	September 22
Grade estimates due; pass/fail deadline	October 11
Fall Break	October 18-19
Classes resume at 8:30 a.m.; all undergraduate incompletes due from SP99 and SU99	October 20
CLEP Test Administration	October 22
Deadline to withdraw with a "W"	October 29
Advising Begins	November 8
Advising Ends	November 19
Student holiday begins after classes	November 23
Classes Resume at 8:00 a.m.	November 29
Classes end; Graduate incompletes due for SP99	December 10
Reading Day	December 11
Examinations	December 13-18
Grades mailed; college closes at noon	December 23

SPRING SEMESTER 2000

Orientation for new students	January 16
Final registration	January 17
Classes begin	January 18
Last day to add a class	January 24
Last day to drop a class	January 31
Deadline to register for CLEP	February 16
Grade estimates due	February 28
Deadline to elect pass/fail option	February 28
All undergraduate incompletes due for F99	March 8
Spring Break begins after classes	March 10
Classes resume at 8:00 a.m.	March 20
Deadline for students to withdraw with a "W"	March 24
CLEP Test Administration	March 31
All graduate incompletes due for SU99 and F99	April 28
Reading Day	April 29
Examinations	May 1-8
Grading Day	May 9
Senior grades due at 8:30 a.m.	May 10
All grades due at 8:30 a.m.	May 11
Final audit for graduation candidates	May 12
Commencement	May 13

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Administration (1999-2000)

BOARD OF VISITORS

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Educator, Norfolk, VA

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Senior Vice President and Chief Financial Officer, Gateway 2000, San Diego, CA

ADMINISTRATION

DR. PATRICIA P. CORMIER, *President*

MR. RICHARD BRATCHER, *Vice President for Information and
Instructional Technology Services*

DR. NORMAN J. BREGMAN, *Vice President for Academic Affairs*

MS. BARBARA BURTON, *Vice President for Institutional Advancement*

MR. RICHARD V. HURLEY, *Vice President for Administration and Finance*

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

DEANS

DR. DAVID CORDLE, *Dean, School of Liberal Arts and Sciences*

DR. BERKWOOD FARMER, *Dean, School of Business and Economics*

DR. TIM PIERSON, *Dean of Students*

DR. J. DAVID SMITH, *Dean, School of Education and Human Services*

Longwood College and Its Programs

LONGWOOD COLLEGE MISSION

Longwood College is an institution of higher learning dedicated to the development of citizen leaders who are prepared to make positive contributions to the common good of society. Building upon its strong foundation in the liberal arts and sciences, the College provides an environment in which exceptional teaching fosters student learning, scholarship, and achievement. As the only four-year public institution in south central Virginia, Longwood College serves as a catalyst for regional prosperity and advancement.

VISION

Longwood College prepares citizen leaders for the common good. To achieve this vision, all members of the Longwood community will be dedicated to the highest standards of academic distinction and quality of life, and will examine, reaffirm, and refine those aspects of the college experience that collectively form a meaningful learning environment. To ensure the vitality of the learning environment, the College will increase enrollment while maintaining its inherent character and enhancing its academic quality.

The learning environment will be characterized by dynamic, exceptional teaching and scholarship that directly influence student learning and increase academic achievement. Student accomplishments will be defined by established competencies that demonstrate a sound grasp of the liberal arts and sciences as well as the ability to think critically, to respond creatively, and to apply knowledge to the resolution of practical issues.

The curriculum, including the appropriate use of instructional technology, will be refined to ensure its relevancy to the mission of developing citizen leaders. Longwood College will enhance its rigorous foundation in the liberal arts and sciences and will elevate its exceptional professional programs, such as teacher education and business, to the highest regional and national standards.

The institution's dedication to learning will extend beyond the degree-seeking student to embrace all members of the diverse college community, leading to a collegial climate where divergent ideas are respected. Longwood will be committed to community service and outreach devoted to local, regional, national, and global advancement.

The improvement of learning and quality of life will permeate all institutional practices including the design of student co-curricular programs and the development of physical facilities. Longwood's careful and responsible stewardship of human, fiscal, and environmental resources will be continuously improved to incorporate the most effective methods and practices to support the institution's vision.

Approved by the Board of Visitors, July 25, 1997.

Location

The College is located in historic Farmville, Virginia -- 65 miles west of Richmond and Petersburg, 48 miles east of Lynchburg, and 60 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 Sailors 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 curriculum 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 a four-year curriculum leading to the degree of Bachelor of Science in Education in 1916. It was authorized to offer Bachelor of Arts in 1935, the Bachelor of Science in 1938, a curriculum in business education the same year, courses leading to a degree in music education in 1949, and the 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 reflecting 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 faculty offices, classrooms, and the Blackwell Dining hall.

The newly remodeled Lancaster Hall houses the President's Office and the administrative offices of Academic Affairs, Administration and Finance, Student Affairs, and Institutional Advancement.

Behind and alongside this area are broad malls, lawns, 11 tennis courts, four athletic fields, an indoor-outdoor swimming pool, and numerous late-20th century buildings, including the library, residence halls, the Lankford Student Union, and various academic facilities.

The campus has six auditoriums ranging in size from 150 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 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 Library, occupied in 1991 and conveniently located near the center of the campus, is open for use 99 hours each week during regular sessions. Entry is through a two-story atrium, which facilitates visual orientation to each of the major service points for the Library. The Library collections offer 225,000 cataloged titles. The Library currently subscribes to 2,050 journals. Some 700,000 microform units, sound and video recordings, and CD ROMs supplement the book and journal collections. The Library also provides access to the holdings of other libraries through its interlibrary loan service. Access to and control of its collections are through the Library's online catalog and circulation system, which can be consulted from any point on the campus network or the Internet. The Library complements its collections by providing users access to electronic information found throughout the Internet and by making selected information more accessible through the Library's World Wide Web offerings. To aid users in finding information expe-

ditiously and in gaining expertise for information literacy, the Library provides a variety of reference services, including individual reference assistance, group bibliographic instruction, and online searching assistance to commercial and non-commercial information providers.

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 three 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 to 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 and advanced courses in the majors in a wide variety of academic disciplines. Specialized instruction is also available through a broad range of intensive course offerings.

Registration procedures for summer sessions are published in the summer brochure, which is usually available on or about January 1 and may be obtained by calling the Registration Office (804.395.2580).

Commencement

Commencement is held once a year, in May. Students completing a degree program in August or December may participate in the following May commencement.

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

Longwood's Honor System

A strong tradition of honor is fundamental to the quality of living and learning in the Longwood community. The Honor System was founded in 1910, and its purpose is to create and sustain a community in which all persons are treated with trust, respect, and dignity. Longwood affirms the value and necessity of integrity in all intellectual and community endeavors. Students are expected to assume full responsibility for their actions and refrain from lying, cheating, stealing, and plagiarism.

Upon entering the College, students sign the Honor Pledge:

I,having a clear understanding of the basis and spirit of the Honor Code created and accepted by the student 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.



Recognizing that the development of technological skills is critical for success in today's changing global marketplace, Longwood was one of the first colleges in Virginia to require that all freshmen have a computer. The college has contracted with Dell Computer Corporation, the leading direct computer sales company in the country, to offer laptop computers to Longwood students at substantial savings over retail prices. If you have questions about the laptop requirement, please call the Longwood College Help Desk at 804.395.4357 or Dell Computers directly at 1.888.973.3355.

Admissions

Longwood College accepts applicants for fall, spring, and summer terms and is pledged to a non-discriminatory admissions policy. *To facilitate easier and faster communication for information about the College you may contact Longwood on the Internet at lcadmit@longwood.lwc.edu and on the Web at www.lwc.edu.*

UNDERGRADUATE ADMISSIONS

Freshmen

1. Complete and return the Undergraduate Application for Admission. The application must be accompanied by a non-refundable application fee of \$25.00, or by an official Fee Waiver Form of the College Entrance Examination Board that 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, 23909-1898.
2. Request that the student's high school submit to the Admissions office an official transcript of high school records. Students who have attended other colleges or universities under dual enrollment programs must also request that the registrars of those institutions send official transcripts of their records.
3. Take the Scholastic Assessment Test (SAT I) of the College Entrance Examination Board, or the American College Testing Service Examination (ACT), and request that 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 subject test (SAT II) 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.
4. Submit any additional information the student believes to be helpful to the Admissions Committee for review and subsequent admission decision.

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

Freshman admissions decisions are competitive and 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 resources of the College. Most of Virginia accepted applicants graduated from high school with the Advanced Studies Diploma.

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

Students accepted for admission will be required to make a *non-refundable deposit* of \$250.00 if they will be residential students and \$100.00 if they will be commuting students. The deposit is due by May 1. Students accepted after May 1 must pay a *non-refundable deposit* within two weeks of their acceptance.

Early Action Admission

Longwood College offers Early Action Admission to freshman applicants who possess above-average high school records, class standing, and SAT I or ACT scores. To be considered for Early Action, applications must be received by December 1 and successful candidates will be notified by early January. The offering of admission is non-binding for the student. Students not selected for Early Action will automatically be considered for regular undergraduate admission.

Early Admission

High school juniors who have demonstrated high academic achievement in a college preparatory high school program may be considered for Early Admission. General application procedures and deadlines are the same as for seniors, with the following documentation additionally required: written endorsement from the Director of Guidance or Principal; a letter from the parents or guardian in support of the decision; and a statement from the applicant outlining the reasons for seeking to begin college after the junior year of high school.

Transfers

Transfer students should complete and return an application for admission, accompanied by a \$25 non-refundable application fee. The student should request a final official high school transcript and official transcripts from *each* college attended to be sent directly to the Office of Admissions. It is important to indicate on the application if an Associates Degree from a Virginia Community College or Richard Bland College will be received before transferring to Longwood.

Transfer students who transfer 45 or more semester hours in to Longwood must declare a major prior to admission to the college. Undeclared transfer students must declare a major upon completion of 45 credit hours (includes Longwood hours and transferred hours).

Adults

Students 25 years and older or whose life experiences (family, marital status, employment history, military service, etc.) indicate nontraditional consideration should complete an Adult Application for Admission and submit a statement of educational goals. Students who have attended other accredited post-secondary institutions must have official transcripts from each institution forwarded directly to the Admissions Office. Official high school transcripts or GED Certification must also be submitted. A personal interview with an admissions counselor is highly recommended and may be required.

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:

1. Four units of English
2. Three units of mathematics, including Algebra I and II, and Geometry
3. Three units of science, two of which must include a laboratory
4. Three units of social studies, including American History and Government
Non-Virginia residents may substitute a second unit of history or social science in place of government.
5. Two units of one foreign language
6. Two units of health and physical education
7. One unit of fine or practical arts

The College highly recommends additional units in science, mathematics, social studies, fine arts, 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 minimum cumulative 2.2 GPA (on a 4.0 scale) for all hours attempted at all accredited colleges attended is expected to be *considered* for admission. Achievement of the minimum GPA does not imply automatic admission. Transfer applications are reviewed with primary emphasis on academic course work taken at the college-level. Students are expect-

ed to have completed successfully academic course work in four main academic areas: English, mathematics, science, and history/social science. 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 and Richard Bland College students planning to transfer to Longwood should consult with their college counselor and review the *Longwood College Transfer Guide*. Specific questions about transfer policies and practices should be addressed to the Office of Admissions or by calling 804.395.2598 or 800.281.4677. Copies of the *Longwood College Transfer Guide* are available upon request. The *Guide* is also available on the Internet.

Nontraditional Students: Adult 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. A student deficient in a major subject area, such as, mathematics, English, or science, may be required to complete specific courses at a community college before entering Longwood.

International Students: The College welcomes applications from prospective international students. In addition to the program of study and SAT I requirements, the international student must also demonstrate 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 seeking admission to the College should request a copy of the *International Student Guide*.

To allow time for credential evaluation and unexpected delays in international mail, International students should mail the International Student Application for Admission and high school records at least six months before planning to enroll. The Admissions Office requires an English translation for each transcript.

International students should pay particular attention to possible medical needs and be immunized for the following diseases: Measles (Rubeola), German Measles (Rubella), Mumps, Diphtheria, Tetanus, Polio, and have a Tuberculin Skin Test (ppd) within the past year. Medical insurance is mandatory. If students have particular medication needs, they should write to the Longwood Student Health office to determine whether the medications can be obtained here. *All international students and any dependent residing with them in the U.S. must obtain medical insurance that provides coverage for hospitalization expenses, medication evacuation, and repatriation expenses.*

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 and parent and be notarized by a bank official. Longwood does not provide financial aid for international students.

Cancellation of an Admissions Offer: Longwood's Honor Code prohibits lying, cheating, and stealing. Students who complete the Application for Admission pledge to abide by The Honor Code. Should a student falsify the information provided on the application, alter academic documents, plagiarize the essay, or otherwise issue an untrue statement as part of the application process, the offer of admission will be revoked. The College also reserves the right to revoke an offer of admission should a student's academic performance fall below established minimums or should a student fail to meet written conditions stated in the admission letter prior to matriculation.

STUDENTS WITH DISABILITIES

Policy For Access Of Individuals With Disabilities

Longwood College is committed to the full and total inclusion of all individuals and to the principle of individual rights and responsibilities. To this end, policies and procedures will ensure that persons with a disability will not, on the basis of that disability, be denied full and equal access to and enjoyment of academic and cocurricular programs or activities or otherwise be subjected to discrimination under programs or activities offered by the College.

Longwood College is also committed to the principles of equal opportunity in the employment of individuals with disabilities. This policy was developed to ensure equal access at the College for individuals with disabilities and to ensure full compliance with all pertinent federal and state legislation.

(Approved by the Board of Visitors on October 29, 1993)

Admissions

Admission to Longwood College is based on the requirements outlined in this catalog. Admission decisions are made without regard to disabilities. All applicants to the College are reviewed through the same admissions procedures and are expected to present academic credentials at or above the minimum standards for admission as established annually by the Board of Visitors. Scores from admissions tests (SAT or ACT) taken with accommodations are accepted.

Longwood College realizes that admission criteria may interact with a disability. In order to insure a fair evaluation of ability to succeed at Longwood, the Admissions Committee will review alternative measures for admission criteria under the following conditions:

1. The applicant initiates the process by disclosing his or her disability and requesting that its impact be considered.
2. If a standard of admission interacts in a disproportionately adverse way with the applicant's documented disability, then a request for a substitution in that criterion will be considered.
3. If the alternative measure is a valid measure of the same skills, aptitudes or areas of achievement as the admission standard, then it will be accepted as a substitute. Alternative information should address specific skills and impacts, aptitude/cognitive assessments, achievement test results, clinical evaluations, or letters explaining unusual circumstances (the impact of special training programs, late identification and access to services, etc.). The information included is considered confidential and will only be used in the admissions process.

It should be noted that accommodations in the admissions process do not automatically guarantee any specific accommodations in course or graduation requirements. There is a separate process for enrolled students to request accommodations in specific requirements.

Individuals who wish to request accommodations in the admissions process, or who wish to request Longwood publications or applications in an alternate format should contact the Director of Academic and Disability Support Services at 804.395.2391; 800.828.1120 (TT Relay Service); or slissner@longwood.lwc.edu.

Accommodations Process

Once admitted, students seeking accommodations must notify the Director of Academic and Disability Support Services. The Director will determine what documentation must be provided in order to establish the most appropriate accommodations. In addition to reviewing the documentation, the Director may request an interview between the student and a professional competent to evaluate the student's needs.

Longwood recognizes both the wide variations in the needs of students with disabilities and the fact that as students progress through their programs, unanticipated needs

may arise. The Director will, at the request of the student, faculty, or staff review the process by which the current accommodations were determined and revise the accommodations as appropriate.

Readmission Candidates

Students who have not attended Longwood College for one or more semesters must submit an Application for Readmission to the Admissions Office at least 60 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. An Admissions Committee reviews the academic record and citizenship at Longwood as well as courses taken elsewhere. *Official transcripts from other colleges of such course work are required.* (See page 12.)

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 an Application for Readmission along with the \$20 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 who 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; 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 Registration 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. After admission 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 Licensure

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

Information about required courses and procedures for application for licensure is available from the Chair of the Department of Education, Special Education, Social Work, and Communication Disorders, School of Education and Human Services, 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 Registration Office of Longwood College, or their high school guidance counselor. Information concerning acceptable scores and course equivalencies are available from the Admissions Office or Registration Office. Longwood does not offer credit for the General Area CLEP Exams.

Second Baccalaureate Degree

A student who has earned a baccalaureate degree from Longwood College or any other-accredited institution may earn a second baccalaureate degree by satisfying the following requirements:

1. Submit an undergraduate Application for Admission, a \$25 non-refundable application fee, and all official college transcripts directly to the Office of Admissions.
2. Submit a completed undergraduate Application for Degree to the Registration Office, along with a \$25.00 diploma fee to Cashiering and Student Accounts. In order to complete the Application for Degree, the student must meet with the appropriate Department Chair. (Note: The admission process will not be completed until this application has been filed.)
3. Complete, at Longwood, 30 semester hours in a second-degree program beyond that work applied toward the first degree. All general education requirements are met by the first degree. Additional degree requirements are met by the first degree where applicable.
4. Maintain a minimum 2.0 grade point average both cumulatively and in the major.

Developmental Course Placement

As part of the advising and registration process, all entering freshmen will take diagnostic/placement tests in writing and mathematics. The results of the assessments will be used by students and college 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 offered on Longwood's campus through a cooperative arrangement with Southside Virginia Community College. Developmental courses are designed to insure that students are prepared to succeed in Longwood's rigorous curriculum.

Satisfactory completion of required developmental courses is prerequisite to advancing to English 100 or college-level mathematics courses. Students who fail to meet a 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 complete successfully all developmental work within the first academic year.

Expenses and Financial Aid

Fees and Expenses for Full Time Undergraduate Students Living in Residence Halls (12-18 credit hours)

	Virginia Students	Non-Virginia Students
Tuition (all)	\$2,020	\$7,466
Activity Fee	136	136
Comprehensive Fee	1,726	1,726
Technology Fee	42	42
Room	2,710	2,710
Board		
14 plus-meal plan	1,828	1,828
15-meal plan	1,750	1,750
19-meal plan	1,910	1,910
TOTALS		
with 14-meal plan	\$8,462	\$13,908
with 15-meal plan	\$8,384	\$13,830
with 19-meal plan	\$8,544	\$13,990

Fees and Expenses for Full Time Undergraduate Students Not Living in Residence Halls

	Virginia Students	Non-Virginia Students
Tuition (all)	\$2,020	\$7,466
Comprehensive Fee	1,726	1,726
Activity Fee	136	136
Technology Fee	42	42
TOTALS	\$3,924	\$9,370

OTHER FEES

Overload Fee: An overload fee at the per credit hour rate will be assessed for each credit greater than 18 for which a student is enrolled each semester. The 18 hour limit applies to both on and off campus classes or any combination of these classes. Payments for overload credits are due with regular tuition and fees. If overload credits are added after pre-registration, payment is due at the time of registration. **A bill will not be sent for credits added after pre-registration.**

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. Fees range from \$5 to \$150.

Field Courses. Since charges vary for students enrolled in student teaching, semester rates may be obtained in the Student Teaching Office.

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.

Diploma Fee. A fee of \$25 will be charged for a Bachelor's diploma and a \$25 fee for a Master's diploma. This fee is payable to the Registration Office at the time application is made for graduation and is non-refundable.

Automobile Registration. A fee of \$17.50 per semester or \$35 per year is charged for each automobile registered. A student enrolled in student teaching will be charged a park-

ing fee of \$6. Parking on campus is permitted if the permit issued on payment of this fee is displayed.

Meals for Guests. Students entertaining guests in the College dining hall are charged the following rates, tax included: breakfast--\$2.90, lunch--\$3.95, dinner--\$5.25, and premium dinner--\$5.95.

Special Note. Any student who has completed an undergraduate degree at any college or university will be charged graduate tuition rates.

The fees indicated are for the 1999-2000 academic year and are subject to change by the Board of Visitors at any time.

CHANGE IN POLICY: Due to the rising cost of credit card service charges, credit cards will no longer be accepted for tuition and fees. Tuition financing can be handled through the Monthly Payment Plan.

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.

Residence Requirements And Policy

As a residential institution, Longwood College promotes student learning and personal development through both the curriculum and co-curriculum. The College implements a residence requirement and policy; this applies to students unless they live at home (with parents) in the Farmville area, are 23 years of age prior to the beginning of the fall semester, are married, have 100 credit hours prior to the beginning of fall semester, have eight semesters of campus residence, are eligible for the off-campus privilege (89 credit hours) implemented in the Spring of each year for the following fall semester. Each one of these circumstances requires specific approval procedures through the Housing Office prior to an off-campus lease arrangement.

Part-time students are not permitted to live in the residence hall unless permission is given by the Vice President for Student Affairs in conjunction with the student's Academic Adviser. **These part-time students will be charged full-time comprehensive, technology, and activity fees.** An unauthorized part-time student living in the residence hall will be charged full-time tuition and fees.

The residence hall requirement and policy applies to students unless they live at home, are 23 years of age prior to the beginning of fall semester, are married, have 100 credit hours prior to the beginning of fall semester, have eight semesters of campus residency, are eligible for the off-campus privilege (89 credit hours) which is implemented in the Spring of each year, and have some sort of unusual situation. Students who fit these categories should work with the Director of Housing before finalizing off-campus leases. Information and forms must be complete before any approvals are authorized.

Part-Time Students

Students taking 12 or more credit hours will be charged full rates. Undergraduate Virginia students taking less than 12 credit hours will be charged tuition at the rate of \$84 per credit hour. Undergraduate non-Virginia students will be charged tuition at the rate of \$311 per credit hour.

Students classified as graduate students will be charged tuition at the rate of \$127 per credit hour for Virginia students and \$340 per credit hour for non-Virginia students.

A comprehensive fee of \$30 per credit hour and a technology fee of \$1.40 per credit hour is charged for all part-time students enrolled for 11 credit hours or less.

Part-time students are expected to pay all charges at the time of registration.

Application and Registration Fees

A non-refundable application fee of \$25 is required of all undergraduate students making their first application to Longwood College. For returning students, a non-refundable \$20 registration 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.

Deposit

A \$100 student fee deposit is required of all commuter students to reserve their admission to Longwood College. A \$250 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 the Fall semester, and December 1 for the Spring semester. Requests for refunds must be made in writing to the Vice President for Student Affairs. Deposit payments made after May 1 (Fall) or December 1 (Spring) are non-refundable.

Damage Deposits

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. Individual and group damages may be assessed 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 approximately three months after graduation from Longwood or withdrawal from the residence hall. The refunded amount will be net of any outstanding balance owed to the College for tuition and fees, course fees, library fines, parking fees or telecommunication charges. No deposit refunds will be processed for \$10 or less.

Required Fees:

These fees are charged to all full-time and part-time students, including interns and student teachers.

Activity Fee

The activity fee is an administrative fee for student organization cost.

Comprehensive Fee

The comprehensive fee includes charges for Athletics, Student Union, Student Health Service, and other services.

Technology Fee

The technology fee is used for direct technology support for students. This fee provides student network support and hardware and software in the academic computer labs.

Meal Plans

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 (see p. 34).

Billing and Payment Schedule

The College bills degree seeking students. Graduate students and non-degree-seeking students are expected to pay at the time of registration. ***Failure to receive a bill does not waive the requirement for payment when due.***

Billing Schedules:

First Semester: one-half of the annual charges, less any credits, will be billed on or about July 1, and is payable on or about August 1. Credit will only be given for miscellaneous scholarships if the student provides Longwood with official notification of the award(s) prior to Longwood's scheduled billing dates. ***Failure to receive a bill does not waive the requirement for payment when due.***

Second Semester: the remaining half of the charges, less any credits, will be billed on or about November 1, and is payable on or about December 1. Credit will only be given for miscellaneous scholarships if the student provides Longwood with official notification of the award(s) prior to Longwood's scheduled billing dates. ***Failure to receive a bill does not waive requirement for payment when due.***

Monthly Payment Plan: the College offers a Monthly Payment Plan to students for the fall and spring semesters as an option for paying tuition bills. The deadline to apply for the Plan is on or about May 24th for the fall semester and on or about October 25th for the spring semester. Payments are due on the 5th of each month from June through March. A \$50.00 late fee will be assessed for late payments. Delinquent payments may result in the student being dropped from the MPP. Tuition will then be due in full.

Late Payment Fees

A late fee of \$50 will be assessed to all accounts not paid in full or secured by Financial Aid on, or before, the due date. Additionally, all accounts with an outstanding balance following the last day to drop a class for the academic term may be charged a second \$50 late fee.

Late Registration Fee

The Registration Office will assess a charge of \$50 to students registering during final registration who were academically eligible for preregistration.

Cancellation Policy for Unpaid Student Accounts

All student accounts with an unpaid balance not secured by a payment plan, and/or financial aid will be subject to cancellation of course schedules. If a student is administratively withdrawn for non-payment of fees, the student will continue to owe Longwood College according to the schedule listed under the section "Refunds and Charges." If a student is administratively withdrawn for non-payment of tuition and fees, and wishes to be reinstated, he/she must pay a reinstatement fee of \$50 in addition to any outstanding charges. Arrangements must be made with the Registration Office and professors to authorize reinstatement, and payment, in full, must be made to the Cashier's Office.

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. This will also prevent future registration, release of grades, and adding or dropping of classes.

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 may result in the imposition of interest at the rate of 10 percent per month on the unpaid balance. If the matter is referred for collection to an attorney or to a collection agency, the debtor may then be liable for attorney's fees or additional collection fees of up to 50 percent of the then unpaid balance. Returned checks will incur a handling fee of \$25. Requesting or accepting services will be deemed to be acceptance of these terms.

The student is responsible for all charges assessed regardless of any arrangements or agreements made with other parties.

Notice of Policies and Charges on Unpaid Telephone Accounts

Students are responsible for the security of their authorization code, and will be liable for any charges made with their code. All students are required to pay telephone accounts within 30 days of the billing date. Failure to pay within 45 days of the billing date will result in a hold flag being placed on the student's record. This will prevent registration, adding or dropping of classes, and processing of transcripts. The student's authorization code will also be deactivated, preventing any additional long distance calls. 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 percent of the then unpaid balance. Requesting or accepting services will be deemed to be acceptance of these terms.

Withdrawal Policies and Procedures

Once a student has preregistered, registered, or otherwise been assigned classes for any semester, he/she must officially withdraw from the College before the first day of class for the academic semester to prevent tuition and fee charges. Students withdrawing on the first day of the academic semester or later, will be charged as stated under the section *Refunds and Charges*.

Withdrawal is not considered official unless a formal withdrawal is processed in the Academic Dean's Office of the student's major. Undeclared and special students should report to the Dean of Liberal Arts and Sciences. Dropping of classes in the Registration Office does not fulfill the requirements for withdrawal.

Please note that academic withdrawal policies exist in addition to financial withdrawal policies. For academic regulations, see pages 43 and 44 of the *Catalog*.

Refunds and Charges for On Campus Full-Time Students

Official notification of withdrawal must be processed prior to any consideration for a refund or adjustment to charges. This notification must be made to the respective academic dean's office, and should, if at all possible, be made in person or in writing. Failure to formally withdraw will result in no consideration for account adjustments. For students who complete formal withdrawal notification, refunds/credits will be based upon the effective date of withdrawal.

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

1. A student withdrawing from the first 5 days of the academic semester will be refunded 100 percent of total charges less a \$250 withdrawal fee.
2. A student withdrawing during the first 25 percent of the academic period will be refunded 50 percent of total charges.
3. A student withdrawing during the period from 26 percent to 50 percent of the academic period will be refunded 25 percent of total charges.
4. After 50 percent of the academic period, no refunds will be made.

Exceptions: In unusual circumstances, refunds beyond the above schedule may be recommended to the Assistant Vice President for Finance, 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, injury, or military reservist called to active duty. Enforced withdrawals, such as disciplinary suspension, do not involve refunds beyond the above schedule.

The refund policy may vary in accordance with federal regulations.

NOTE: Title IV (Federal) financial aid recipients, see section entitled *Refund Policy for Title IV Federal Financial Aid Recipients*, page 22.

Refunds and Charges for On-Campus Part-Time Students

The following charges and refunds will be made to part-time students withdrawing from the College.

1. Any student withdrawing from the College or dropping all their classes during the first week of the academic semester will be refunded all but one in-state credit hour of tuition.
2. A student withdrawing during the first 25 percent of the academic period will be refunded 50 percent of total charges with a minimum charge of one in-state credit hour of tuition.
3. A student withdrawing during the period from 26 percent to 50 percent of the academic period will be refunded 25 percent of total charges with a minimum charge of one in-state credit hour of tuition.
4. After 50 percent of the academic period, no refunds will be made.

An official notification of withdrawal must be processed before any reduction in charges or refunds will be made. This can be done by contacting the Academic Dean's Office of the student's major.

Refunds and Charges for Off-Campus (Continuing Education) Students

The following charges and refunds will be made to students withdrawing from off-campus classes.

1. Students who withdraw before the first class meeting will be refunded all tuition less a \$25 withdrawal fee and a \$5 registration fee. (This does not apply to classes where registration is held at the first class meeting.) Students must contact the Director of Graduate Studies or the Program Coordinator at the Continuing Education Center and submit a letter of withdrawal postmarked prior to the first class meeting.
2. Students who withdraw before the second class meeting will be refunded all tuition less the charge for one credit hour and the registration fee. Students must sub-

mit a letter of withdrawal to the Director of Graduate Studies prior to the second class meeting (students may not attend the second class meeting). The letter must be postmarked on or before the day of the second class meeting.

3. After the second class, no refunds will be made except in extenuating circumstances. Refunds may be recommended to the Vice President for Administration and Finance by the Director of Graduate Studies. Correspondence should be addressed to:

Director of Graduate Studies
Division of Continuing Education and Economic Development
Longwood College
515 Main Street
Farmville, VA 23909

Refund Policy for Title IV Federal Financial Aid Recipients

Student Federal financial aid (SFA) programs are covered by specific guidelines included in the Higher Education Amendments of 1992. Students receiving assistance from a Stafford Loan, Perkins Loan, Plus Loan, Pell Grant, and Supplemental Educational Opportunity Grant are subject to specific federal guidelines based on the official date of withdrawal and type of aid received. If the SFA recipient is a first-time student at Longwood and withdraws within the first 60 percent of the enrollment period, the refund is based on a pro-rata calculation. In this calculation, a student is charged based on the number of weeks of attendance. If the SFA recipient is not a first-time student or is a first-time student withdrawing after the first 60 percent of the enrollment period, the College's regular refund calculation is used.

Refunds for SFA recipients must be distributed according to a specific order of priority prescribed by Federal law and regulations as follows: Supplemental Loans, Unsubsidized Stafford Loans, Subsidized Stafford Loans, Parental Loans, Perkins Loans, Pell Grants, Supplemental Educational Opportunity Grants, other SFA programs, other Federal, State, private, or institutional sources of aid, and the student. A portion of the refund can be paid to the student only if funds remain after the refund has been returned to the Federal aid programs and other sources in order.

Complete Student Federal financial aid regulations governing withdrawals and refunds and examples may be found in the Financial Aid Office.

Refunds

Refund checks will be issued in the name of the enrolled student, regardless of who originally made the payment.

Minimum Refund Policy

Due to the high cost of processing refunds, no refund checks will be issued for \$10 or less.

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 (excluding room and board) at any educational 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 educational 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 10 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 Student Accounts before the first day of classes each semester. Please note that the waiver of tuition and fees does not include a waiver of charges for room and board. Room and board should be paid on, or before, the payment due date for each semester.

Senior Citizens Higher Education Act

Senior citizens aged 60 or over, with a Federal taxable income of less than \$10,000 per year, and who have lived in Virginia for one year can enroll in credit courses free of tuition, provided they meet the admissions standards of the college 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. The senior citizen is obligated to pay fees established for the purpose of paying for course materials, such as laboratory fees. A maximum of three courses may be taken per semester.

Approval to register for classes under the Senior Citizens Higher Education Act may be obtained in the Student Accounts Office, Lancaster 344.

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 students and their 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 grants and scholarships, loans, and student employment. Eligibility for these programs is determined by completing the Free Application for Federal Student Aid which is available from high schools or Longwood College. Students should apply prior to March 1 of the academic year for which funds are being requested.

Specific information about financial aid may be obtained by calling 804.395.2077 or writing the Financial Aid Office, Longwood College, 201 High Street, Farmville, VA 23909. Visitors are welcome.

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 maintain eligibility. 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.

Application for Assistance Procedures

To apply, students should file a completed Free Application for Federal Student Aid (FAFSA) by March 1, indicating Longwood College (code number 003719) as the institution they plan to attend. Current students should file a Renewal Application by March 1.

Filing by the above date will help ensure that new students are notified of their awards during April and current students during May. Students not meeting the priority dates will be awarded as their applications are received.

All aid is awarded on the basis of an academic year. Students are expected to file an application for renewal 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, Federal Supplemental Educational Opportunity Grant, Federal Perkins Loan, Federal Work Experience Program, and Federal Family Education Loan Program.

State Programs available through Longwood: College Scholarship Assistance Program, Commonwealth Award, Virginia Guaranteed Assistance Program.

Institutional Programs at Longwood: Institutional Work Experience. 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 worth up to \$16,000. These scholarships provide tuition, fees, and supplies, including the monthly stipend. Scholarship information is available by writing to the Military Science Program.

All *non-scholarship* Military Science Advance Course students also receive the monthly stipend, a total of \$3,000, *while enrolled*. Questions on eligibility should be addressed to the Military Science Program, 804.395.2134.

Longwood Scholarship Funds

Application for scholarships is made by completing the Free Application for Federal Student Aid.

GENERAL SCHOLARSHIPS AND AWARDS

Alumni Eminent Scholarship – Awarded to an incoming freshman with a 3.0 or better GPA.

Alumni Legacy Scholarship – Awarded to students whose mothers or fathers are alumni of Longwood.

ARA Scholarship – Awarded to a student worker with ARA Mark Services.

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

Corbin-Bigby Scholarship – Awarded to a full-time freshman with a 3.0 or above pursuing a degree leading to a teaching position in elementary education.

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

Class of 1940 Scholarship – Awarded to a full-time student who is a resident of Virginia and has shown academic achievement. Must maintain a 3.0 GPA for scholarship renewal.

Class of 1941 Scholarship – Awarded to a full-time student who is a resident of Virginia and has shown academic achievement. Must maintain a 3.0 GPA for scholarship renewal.

Class of 1942 Scholarship – Awarded to a full-time student who is a resident of Virginia and has a relative who is a graduate of Longwood. Must maintain a 3.0 GPA.

Class of 1945 Scholarship – Awarded to a full-time incoming freshman. Must maintain a 3.0 GPA.

Class of 1947 Scholarship – Awarded to an incoming freshman who has a 3.0 GPA or a current Longwood student with a 3.0 or better GPA.

Class of 1989 Scholarship – Awarded to a rising senior on the basis of academic achievement and student involvement.

Harold D. and Annie Mae Cole Scholarship – This scholarship is based on outstanding academic achievement and financial need. Offered through an interview process with a faculty committee.

Downey Hampton Roads Scholarship – Awarded to a female student from Portsmouth or alternative Tidewater area.

Frank-Webb Memorial Scholarship – Awarded to a single parent pursuing a Bachelor's degree on a part-time basis and enrolled in a minimum of six credit hours each semester. Must maintain a 2.5 GPA for scholarship renewal.

Geist/Elizabeth Burger Jackson Scholarships – Awarded by Geist to outstanding sophomores, juniors, or seniors.

Otelia Margaret Darden Godwin Memorial Scholarship Fund – Awarded to a student from Suffolk based on academic excellence, leadership and need.

Sue Simmons Goodrich Fund – Awarded to an undergraduate or graduate Honor student.

Phyllis Pedigo Grant and Evelyn Pedigo Bucelli Scholarship – Awarded to a full-time student based on academic achievement.

Janet D. Greenwood Scholarship – Awarded to a junior or senior with a 3.0 GPA who is involved in campus activities.

Sally Barksdale Hargrett Senior Prizes – Awarded to seniors who have completed three years of academic work at Longwood and who have maintained a 3.5 cumulative GPA.

Martha Walton High Scholarship – Awarded to an undergraduate or graduate student with a 3.0 GPA.

Honor and Memorial Scholarship – Awarded to students on the basis of academic merit and/or financial need.

Honors Admission – Awarded on a one-time basis to freshmen who graduate in the top 25 percent of their class, have a minimum SAT score of 1140, and a cumulative GPA of 3.25 or above.

Jarman Honors Scholarship – Awarded to an undergraduate or graduate student, with preference to an undergraduate maintaining a 3.0 GPA.

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

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

Longwood Honors Program – This Honors Program enables outstanding students to have enriched educational experiences such as special honors courses. 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 1140 and a 3.25 GPA. See the "Honors Program" section of the *Catalog* for more information about the program.

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, have a GPA of at least 3.25 and have SAT scores of 1140 or above. 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, Florence H. Stubbs, Dr. Henry I. Willett, Jr., and Frances Roberdeau Wolfe.

McGrath-Lewis Eastern Shore Scholarship – Awarded to a student based on academic achievement who is a resident of the Eastern Shore of Maryland or Virginia.

Minority Scholarships – Awarded as a one-time scholarship and based on high school performance, test scores, financial need, recommendations, and co-curricular activities.

Nellie Ward Nance Scholarships – Awarded on the basis of academic performance, test scores, curricular activities, and letters of recommendation. Preference is given to new students from Campbell and Bedford counties and from the city of Lynchburg. Recipients are selected by the Scholarship Selection Committee and may receive the award for four years if their GPAs are maintained at 2.5 or above.

Jane Royall Phlegar Scholarship – Awarded to a full-time student from the Tidewater/Hampton Roads or Tazewell area.

Catherine Meriwether Scott Scholarships – Awarded on basis of high school performance, test scores, recommendations, co-curricular activities, and financial need.

Hylah Hope Camp Simmons Scholarship – Awarded to a freshman who is first or second in his/her high school class ranking.

Edith Goff Street Scholarship – Awarded to a student from one of the following Virginia counties in the order of priority listed: (1) Buchanan, (2) Dickenson, (3) Tazewell.

Frances W. Titsworth Scholarship – Awarded to a full-time or part-time student from Halifax or Charlotte counties.

Ilma Von Schilling Scholarship – Awarded to a full-time student majoring in Modern Languages with a concentration in German.

Excellence in Education Scholarship – Awarded on the basis of high school academic performance and pursuit of a degree leading to teacher licensure in Elementary Education, Secondary Education, or Special Education. Recipients selected must have a minimum of 3.25 cumulative grade point average and 1140 SAT score. Ten full-tuition, in-state rate, scholarships are awarded annually, renewable for three years provided a cumulative 3.25 grade point average is maintained.

Transfer Scholarships – Ten \$1,000 scholarships, renewable for one year for those students who maintain a 3.25 grade point average, to transfer students who have earned an associate degree in a university-parallel program at a community college. Five scholarships are reserved for area community colleges.

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.

Art Department

Virginia Estes Bedford Memorial Scholarship, Franklin Federal Art Scholarship, Lucile B. Walton Art Scholarship

Athletics

Barbara Smith Scholarship

Business/Economics School

Jimmy Gayle Atkins Memorial Scholarship, John E. Carr, III Accounting Scholarship, Central Fidelity Bank Scholarship, Evelyn M. Coleman Scholarship, Jay Christopher DeBoer Memorial Fund, Jack Jacques/Delta Sigma Pi Scholarship, Special Accounting Award, Wachovia Bank Minority Scholarship.

Education

Ruth Denton Angleman Scholarship, Isabelle Ball Baker Memorial Scholarship, Gaynelle Beverley Bjorkholm Scholarship, Sue Yeaman Britton Scholarship,

Alice E. Carter Scholarship, Class of 1934 Scholarship, Marion S. Combs Scholarship, Lelia Holloway Davis Scholarship, William F. and Martha J. Dorrill Scholarship, Lulie Evelyn Duke Scholarship, Betty J. Shackelford Ellison Scholarship, J. B. Fuqua Scholarship, Lillie Evelyn Goodrich Scholarship, Helen McGuire Hahn Scholarship, S. Virginia and Berta M. Newell Scholarship, Kathleen Ranson Scholarship, Martha Sinclair Rust and Mary Sinclair Rust Memorial Scholarship, Teacher Education Centennial Scholarship, Virginia Price Waller Scholarship, Lady Boggs Walton Scholarship, Louise B. Watson Memorial Scholarship, Margie Lee Culley Wygal Scholarship

English Department

Verna Mae Barr Scholarship, English Education Scholarship/Loan, Marian Camper Fuller Scholarship, Mary Clay Hiner Scholarship, Simonini Award, Rosemary Sprague Memorial Scholarship, Maria Bristow Starke Scholarship

Health, Physical Education, Recreation, and Dance

Eleanor Bobbitt Scholarship, Olive T. Iler Award, Linda Marie Hall Mahonney Scholarship

History and Political Science

C. G. Gordon Moss Scholarship

Library Science Program

Verna Mae Barr Scholarship

Mathematics/Computer Science Department

Merry Lewis Allen Scholarship, Badger-Magnifico Mathematics Award, John R. Clark Mathematics Education Award, Albert W. and Mary N. Joynes Scholarship, Cada R. Parrish Elementary Mathematics Education Award

English, Philosophy and Modern Languages Department

Draper/Barksdale Modern Language Study Abroad Scholarship, Ruth Jennings Adams Patton Scholarship

Music Department

Pauline Boehm Haga Scholarship, Andrew W. and Duvahl Ridgway-Hull Scholarship, Roy Clark Music Scholarship

Science Department

Alton M. Harvill, Jr. Scholarship, Andrew W. and Duvahl Ridgway-Hull Scholarship, Peggy Kennedy Memorial Scholarship, Edith Stevens Award, Wayne H. Tinnell Scholarship, Lucile B. Walton Biology Scholarship

Sociology/ Anthropology Department

Kathleen Goodwin Cover Sociology Award, Diane M. Sheffield Memorial

Speech/Theatre Program

Nancy Tanley Kilgore Scholarship

FINANCIAL AID SCHOLARSHIPS. The Financial Aid Office awards a number of scholarships each year on the basis of financial need, as determined by the results of the Free Application for Federal Student Aid. These scholarships include the following:

Margarette Aldredge Scholarship – Awarded annually to an undergraduate with a minimum 2.5 GPA, demonstrated financial need and a strong desire to complete undergraduate studies.

David Buchanan Scholarship – Awarded to an incoming freshman with strong high school qualifications and financial need.

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

Class of 1939 Scholarship – Awarded to a full-time student who is a resident of Virginia on the basis of academic achievement with preference given to financial need.

Annie B. Cox Scholarship – Awarded to a full-time student who is a resident of Charlotte or Prince Edward County. Awarded on the basis of financial need and academic achievement.

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

Jessie Ball duPont Scholarship – Awarded to undergraduate students on the basis of financial need and academic achievement.

Martha Cooke Elder Scholarship/Loan – Awarded to students with a demonstrated financial need, a minimum 2.0 GPA and special circumstances as determined by the Financial Aid Office.

Carey Jeter Finley Scholarship – Awarded on the basis of financial need and academic achievement.

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

Margaret Helm Gilmore Scholarship – Awarded to a student applicant on the basis of financial need.

Golden Corral Scholarship – Awarded to a student from Prince Edward or Cumberland counties or from the Town of Farmville. Selection is based on academic performance and financial need.

Virginia Blanton Hanbury Fund for Academic Excellence – Awarded 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 Dean of School of Major.

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

Calvin P. Hatcher Scholarship – Awarded to juniors or seniors having a demonstrated financial need.

Billie Stebbins Hubard Scholarship – Awarded to an incoming freshman having a 3.0 GPA and a demonstrated financial need. Preference shall be given to a resident of Virginia.

Mary Daniel Jones Scholarship – Awarded to a full-time student who is a resident of Cumberland County. Awarded on the basis of financial need and academic achievement.

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

Page Cook Axson McGaughy and John B. McGaughy Scholarship – Awarded to an entering full-time freshman with first preference to a resident of Mecklenburg County, Norfolk or Chesapeake, VA, with demonstrated financial need.

Katharine Allen Maugans Scholarship – Awarded to a full-time student primarily on the basis of academic achievement with financial need as the deciding factor should more than one applicant qualify.

John Henry Murry III Memorial Scholarship – Awarded to a rising senior actively employed during the regular school year and active in campus organizations who has demonstrated financial need.

Elizabeth Savage Newlin Scholarship – Awarded with first preference to a student from the Eastern Shore of Virginia on the basis of financial need.

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

Beverly Wilkinson Powell Scholarship – Awarded to a student with demonstrated financial need. First preference to a graduate of Altavista High School and second-preference to graduates of schools in Bedford, Pittsylvania, Amherst, and Charlotte counties.

Annie V. and Samuel W. Putney Scholarship – Awarded to an entering freshman from Prince Edward County who graduated from Prince Edward County High School and has a demonstrated financial need.

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

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

Helen Cody Wright Scholarship – Awarded to a student accepted for admission into the freshman class with first preference to a student from Amelia County. The recipient shall have expressed a desire to teach.

Graduating Senior Recognition

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.

Sally Barksdale Hargrett Prize for Academic Excellence. This prize will be given each year at commencement to the graduating senior who has attended Longwood as a full-time student for a minimum of 3 academic years and has achieved the highest academic record. The recipient will receive a certificate 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."

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 \$900 as an undergraduate student and \$1,200 as a graduate student each calendar year. Interest varies but is always considerably lower than interest rates on commercial loans 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 23909, or phone 804.392.8089.

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 Services

STUDENT DEVELOPMENT GOALS

Longwood's six broad student development goals reflect the College's commitment to students' intellectual, social, and personal development, as well as career preparation. They also emphasize students' involvement in shaping the quality of their experiences here, and to finding meaning in their own values and directions.

Intellectual Goals

1. Mastery of a broad body of knowledge in the liberal arts and sciences, so students can see things in perspective, appreciate and enjoy artistic expression, and critically, creatively, and logically respond to the complex world around them.
2. Mastery of a specialized body of knowledge, so the students will have the expertise to be competitive and successful in their chosen careers.

Personal Goals

1. A sense of personal direction, so students can plan their future wisely and with honor, acquiring self-understanding, self-confidence, and a meaningful philosophy of life.
2. A balanced and healthy lifestyle, which means making responsible choices related to values, friends, family, work, recreation, and life-long education.

Social Goals

1. Interpersonal effectiveness and an appreciation of diversity and differences, so that students can establish genuine, trusting, and honorable relationships within the broad family of humanity.
2. Responsible citizenship, so that students can do their best in ways uniquely their own and have the motivation to contribute to a better life for all through community participation and leadership.

STUDENT DEVELOPMENT AT LONGWOOD

The Longwood Board of Visitors endorsed student development, as expressed in the 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 Longwood student development 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 ASSISTANT DEAN

Student Affairs is committed to the total education and development of each student who enrolls at Longwood, and to making a positive difference relevant to student learning and personal development. Services and programs in Student Affairs will emphasize the traditional and intimate residential character of the College through the creation of a living/learning community of faculty, students, and staff; commuter students are included. Out-of-class experiences and activities are designed and managed to meet students' needs, to create an environment known for retaining students through graduation, and to implement specific student learning and personal development outcomes: a sense of direction, a balanced and healthy lifestyle, interpersonal effectiveness, and responsible citizenship.

Citizen leadership is the theme for teaching and learning: service, stewardship, and spirit.

Students are expected to be responsible for their personal behavior, for taking advantage of their learning experiences, and for establishing a purposeful balance of academic and social involvement. Student Affairs staff, in partnership with students, create and implement the design of meaningful learning environments where students are respected as individuals and where such values as care, motivation, honor, civility, and responsibility are emphasized. Student Affairs staff will continue to promote the importance of involvement as necessary for each student's academic and social learning. Involvement is not simply participation in activities, but it connects investment of time with commitment to identified goals for personal and academic success, including Longwood's goals for general education.

Vice President for Student Affairs

The Vice President for Student Affairs provides leadership for promoting Longwood as an involving collegiate experience with primary focus on out-of-class experiences that encourage and enhance student learning and personal development. Student Affairs functions include: bookstore, campus police, campus recreation, career services, community service learning, commuter student programs and services, counseling services, dining services, educational experiences and programs for new students, financial aid, Greek affairs, housing and residence education, student health services, student leadership programs, student services, student union and activities, and wellness education. The common good is talent development in the meaningful learning environment.

Dean of Students

The Dean of Students provides leadership for housing and residence education, the Student Union and activities, campus recreation, fraternity and sorority programs, professional and honorary student organizations, as well as for improving and enhancing the quality of life on campus and promoting student learning in both in-class and out-of-class experiences. The Dean serves as an initial contact for each student's needs, interests, and concerns and will assist students in whatever appropriate ways are necessary.

Assistant Dean of Students

The Assistant Dean of Students oversees the Office of Student Services, and has primary responsibility for Longwood's student judicial programs and services, honor system, and parking management. Leadership is also provided for the following program areas: service learning, commuter life, substance abuse, and sexual assault. The Assistant Dean serves as the primary point of student contact in matters related to student conduct, sexual assault, harassment, and honor violations.

PROGRAMS AND SERVICES

New Student Center

The New Student Center provides a variety of programs designed to help new students make a successful transition to Longwood. These programs begin the summer before a student enters Longwood and continue throughout a student's first semester. All programs designed for new students engage specially trained upperclass students who help to ensure that new students' transition to Longwood is positive.

The first program offered is PREVIEW, a summer orientation program for freshmen, transfers, and their parents or guests. PREVIEW helps students with advising and registration; getting acquainted with the campus; and meeting fellow students, faculty, and staff.

During Orientation in August, new students continue their orientation to Longwood as they learn about their academic major, the Honor System, personal responsibility, and campus resources and services. Starting a few days before classes begin, Orientation offers special programs for commuter, minority, and transfer students.

The final phase of Orientation is the Longwood Seminar. This is a one-credit course required of all first-time entering freshmen. This course assists students in making a positive academic and social adjustment to Longwood College. Freshmen are assigned to a Seminar section based on their academic interests and are housed in the residence halls in similar groupings. In addition, each Seminar class is linked to a major or general education course to provide a “natural laboratory” component for the academic skills taught in the Seminar.

For those students entering in the spring semester, a comprehensive program featuring essential academic and student life information is offered in January.

To help Longwood students’ families and guests become more involved in campus activities, Family Day is held in early Fall.

Residence Education and Housing

The Longwood College residence education and housing programs are designed and managed to contribute to student learning and development. The College recognizes that the residential experience is a significant part of Longwood’s mission. We strive for *the development of citizen leaders who are prepared to make positive contributions to the common good of society*. Each residence hall floor is a learning community where students focus on acquiring self-knowledge, self-confidence, and a sense of self-worth. These meaningful learning environments challenge and support students as they collaborate to foster patience, tolerance, empathy, responsibility, interpersonal competence, and a sense of academic inquiry. With these objectives in mind, students are expected to live in the residence halls as part of the residence education program for their undergraduate experience, unless they choose to live with parents. Senior level students are encouraged to take advantage of the senior off-campus privilege: the Longwood transition and tradition. An explanation of the exception is outlined in the *Longwood Student Handbook*.

First Year Student Experience: Student Success

The foundation for developing responsible students and citizens is laid in purposeful and intentional work with first year students. Housed predominately together in two living areas, freshmen are oriented and connected to the academic community through their participation in residential clusters based on their major field of study and the Longwood Seminar. Likewise, students begin the process of community development on their residence floor and within the larger hall community. Through formal and informal social and educational activities under the direction of the residence education student and live-in professional staff, new students quickly become an integral part of the educational community.

Housing For First Year Students

First year students are housed in Curry, North Cunningham, Wheeler, and The Colonnades - French, Tabb, and South Ruffner. Curry and South Ruffner are air conditioned. French and Curry have predominately suite style rooms (two or three rooms sharing an adjoining bathroom). French is a mix of triple and quadruple occupancy rooms with additional study space attached to the quad rooms. Curry, Tabb, and South Ruffner rooms are double occupancy. Tabb and South Ruffner Halls have community shower/bathroom facilities located at the end of the hallways. Wheeler provides an all female living option in double occupancy suites. North Cunningham houses the Honors program providing double occupancy suites for first year honors students. Study and social lounge areas are provided in all of these buildings.

Upper Division and Transfer Student Housing

Our continuing commitment to the development of citizen leaders is a mark of our upper division and transfer living options. ARC (Academic Residence Community), Frazer, Cox, the Cunninghams, Stubbs, and Wheeler Halls house upper class and transfer students. ARC requires a special application process and, along with Frazer, is air-conditioned.

Wheeler provides an all female option. Stubbs is also all female and houses the sorority chapters. All of these halls are predominately suite style living. The upper division halls feature a variety of special interest living options including the Honors Hall, International Studies House (ISH), Globe, SATISFACTION, and Greek organizations. Each one provides unique opportunities for students to incorporate their academic and personal interests into the residential experience.

Staff and Programs

Full-time, live-in professional Residence Education Coordinator (REC) staff implement the residence education program in each hall. Six RECs, along with undergraduate Resident Assistants (RAs), provide leadership in each residence hall to stimulate and develop connections between academic and social interests among students through structured and unstructured activities. Student responsibility for behavior, community, activity, and learning is encouraged as students learn the responsibilities of a citizen leader. The Faculty-in-Residence program, specific issue oriented educational opportunities, small group and one-on-one interaction with faculty and staff challenge and support the development of the whole student.

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. Longwood provides beds, dressers, desks, and closets. In order to personalize rooms, students are encouraged to contact their roommate in order to decide what each will bring to their room. Students are expected to supply lamps, bedspreads, drapes, blankets, pillows, and linens. Kitchen, laundry, and vending facilities are located in most residence halls. Study lounges and recreation areas are also available. Fire safety procedures and inspections are part of residence education and are strictly enforced. *Residentially Speaking*, an information book on Longwood's Residence Education and Housing Program, is mailed to all students who pay the admissions deposit. Information on residence education activities and housing is available from the Housing Office and through the College webpage.

Longwood Dining Services

Longwood Dining Services (LDS) are an integral part of campus life. Residential students are required to participate in the community dining program by purchasing a 14-meal plan with \$100 bonus dollars, a 15-meal plan or a 19-meal plan, or a block 150-meal plan plus \$75 bonus dollars. There are two full-service dining facilities for students. The Blackwell Dining Room offers traditional homestyle meals in an elegant setting. The Rotunda Market is a state of the art quick serve facility. The Lancer Cafe in the Lankford Student Union features Longwood's very own Pizza Hut Express, Chick-fil-A and Freshen's Yogurt. Commuter students are welcome to participate in any of the operations by purchasing a meal plan, purchasing a commuter 5 meal deal or joining the Longwood Dollars declining balance program. Longwood Dollars is a pre-paid charge account where purchases are deducted from the account by way of the I.D. Longwood Dollars can be used at any LDS facility.

Commuter Students

The College recognizes the needs of commuter students and appreciates the unique role commuter students play in enhancing Longwood's educational mission and the partnership between the Longwood and Southside Virginia communities. There are over 900 commuters at Longwood, more than half of whom live outside the Farmville area.

Services are provided for commuters including designated parking areas and a Commuter Lounge in Lankford which has cooking facilities, lockers, messaging facilities, and College/community information designed for the unique needs of commuters. The Commuter Lounge also provides computers and recreational facilities for commuters. A special *Ride and Information Board* has been established in the lounge with information about ride sharing.

Longwood considers students living off of the campus to be commuter students. Thus, whether students commute by walking from an apartment or by driving from a community outside of Farmville, they are commuters. The Commuter Student Association, governed by a council of students, meets on a weekly basis to plan social and informational events and represent the needs, interests, and concerns of the large and diverse commuter constituency. All commuters are automatically members of this organization.

Services and activities for commuter students are coordinated through the Center for Commuter Student Affairs and Student Leadership Programs, located in 207 Lankford Student Union.

Lankford Student Union

Lankford Student Union is not only a building, but also an organization and a program that is an integral part of the educational and co-curricular agenda of Longwood College. The Union is a central focus of the collegiate experience serving as the *living room* of the campus. The Union and its programs, both formal and informal, serve as a laboratory for students to explore social, cultural, and educational involvements, student governance, campus leadership, group participation, and student employment. It is a place where students, faculty, and staff can get to know and understand each other outside the classroom.

The Student Union is an ongoing training mechanism for students who work together with staff to plan and implement a balanced schedule of social, cultural, educational, and recreational activities. Student programmers learn transferable skills and are challenged in the area of personal development.

The Student Union is both a campus resource and a service. Campus information, quality food service, programming and meeting facilities, convenience items, and courtesies are readily available to the College community. The Student Union includes the Commonwealth Ballroom, Meeting Rooms, Leadership Resource Center, Commuter Student Lounge, Student Government Office, Lancer Productions Office, Recreation Area featuring four bowling lanes, pool and ping pong tables, and video games, Lancer Snack Bar and Cafe with Chic-fil-A and Pizza Hut operations, resident student mailboxes, Greek Affairs Office, Leadership and Commuter Affairs Office, U.S. Post Office, and student publications: *Rotunda* and the Communications Group. For additional information, call 804.395.2103.

Student Activities

Longwood campus life is a highly visible combination of meaningful learning and social activities. Many opportunities exist for student involvement outside the classroom. Over 100 student organizations are active on the Longwood campus. It is through these organizations that student life is defined. Programs offered are developed by students within each group in response to invitational interests. The activities provide opportunities for student learning that complement the academic experience.

Students are encouraged to get involved in clubs and organizations. Exploring several groups of interest before deciding which ones are appropriate for full participation is the recommended strategy. Longwood's student organizations include citizen leader groups, social and learning associations, Greeks, academic clubs and honoraries, student governance councils, and religious organizations, among others. The Student Union office maintains a list of registered student groups and contact information. Anyone interested in a specific organization, or just wondering what is available, should stop by Lankford room 218, or call 395.2103.

Lancer Productions is the student programming organization. Funded by Student Activity Fees, this group of students plans and implements a balanced schedule of social, cultural, educational, and recreational activities for the Longwood community. Programs sponsored by Lancer Productions include films, contemporary concerts, comedy clubs, performing arts, coffeehouse activities, lectures, interactive and novelty events, cultural enrichment programs, and the annual Spring Weekend. For additional information, call the Lancer Productions Office 395.2110 or hotline 395.2734.

Community Service Learning

The GIVE Office (Groups and Individuals Volunteering Efforts) works with the Longwood and Farmville communities as students are involved in community service learning: involvement in activities that address human and community needs along with structured opportunities designed to promote student learning and development.

Citizen leader concepts are enhanced with individual values (consciousness of self, congruence, and commitment), group values (collaboration, common purpose, civility), and community value (citizenship with a focus on care). Students have an opportunity to further their commitment to social responsibility, contribute to the quality of life of individuals and groups whose resources are limited, explore their sense of self-understanding in relation to others, and be involved in active, experienced-based learning. A quote by Benjamin Franklin explains the GIVE Office and its programs and services: "Tell me, and I forget; Teach me, and I may remember; Involve me, and I learn."

Campus Recreation

All undergraduate and graduate students taking at least six (6) credits or more and all faculty and staff are eligible for participation in activities sponsored by the Department of Campus Recreation. These activities include Aerobic Fitness classes in step, slide, toning, and Kick Boxing. The Mile program, which offers a T-shirt for miles traveled through walking, jogging, biking, swimming, and a 10-station fitness trail (starts in front of Iler Gym and moves throughout the Longwood campus), is also offered.

Leagues and tournaments are conducted in these activities: softball, bowling, beach/sand volleyball, golf, indoor soccer, 6-on-6 volleyball, billiards, arm/wrestling, basketball, wallyball, ping pong, darts, racquetball, arena football, foul shooting, and dual superstars. Due to the varying skill levels in many of the team sports, there are A and B leagues for different competition levels. Weekend tournaments offered include: floor hockey, coed volleyball, 7-on-7 soccer, coed softball, 2-on-2 sand volleyball, tennis singles, golf, and 3-on-3 basketball and whiffle ball.

The racquetball courts, weight room, outdoor basketball courts, outdoor volleyball courts, fitness trail, gymnasiums, swimming pools, and fields are open for free play during specified times. Students, faculty, and staff must show a valid ID to gain access to these facilities and to check out equipment.

Also encompassed by the Department of Campus Recreation are the Longwood College Club Sports. These sports include: men's and women's rugby, equestrian, track and field, swimming, martial arts, and men's lacrosse.

Learning Center

The Learning Center was created in 1988 to provide a laboratory for innovation and ongoing support of student centered learning and teaching. To fulfill its mission, the Learning Center provides an integrated and cohesive set of services to students, faculty, and staff. Programs for students are designed to assist them in maximizing their educational opportunities at Longwood through improved academic performance, broadening their repertoire of individual and collaborative learning approaches, and acquiring the perspectives of life-long learners. Services for faculty and staff are designed to encourage the use of innovative student centered teaching approaches.

The Learning Center houses Tutorial Services, the Writing Lab, Disability Support Services, College Plus, the Honors Program, and Multicultural Affairs, along with a library of self-paced study materials, student learning workshops, and faculty development programs.

Wellness Center

Wellness programs at Longwood are designed to assist students in assuming responsibility for their lives and to help them make informed, healthy choices. The wellness concept encompasses intellectual, physical, emotional, occupational, social, and spiritual health and is incorporated into the student development goals. Longwood encourages wellness

through academic and co-curricular activities, the residential experience, and student-led educational programs. The Wellness Center coordinates substance abuse and sexual assault prevention programs and the Wellness Advocate Program. Wellness Advocates are selected by their organization and then trained to promote wellness-related issues on campus. They serve as empathetic listeners to peers in need, and make appropriate referrals. The Wellness Center also offers information and educational programs on alcohol and other drugs, sexual assault, sexuality, and other health issues. Programs are designed to increase students' knowledge about the issues, improve their ability to make health-enhancing choices, and provide information about campus resources.

Counseling Center

The Counseling Center provides confidential counseling to any student experiencing psychological, social, behavioral, or academic difficulties. The Counseling Center staff members are committed to helping students achieve the optimal benefit from their learning opportunities both in and outside the classroom. Through counseling, students can learn to better understand themselves, make healthy decisions, develop skills to deal with thoughts and feelings, solve problems that are difficult to resolve alone, and follow-through with personal and academic goals. When a student comes to the Counseling Center, he/she can expect to be listened to, to be helped to understand thoughts and feelings, and to develop a plan to resolve concerns. Counseling Center services include: Individual Counseling, Support Groups, Workshops, Crisis Intervention, Consultation, Graduate Practicum Site, and Undergraduate Internship Site.

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, prescriptions, x-rays, and laboratory tests are at the expense of the student. All student health records are confidential.

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

Full time graduate and undergraduate students must have a Health Record on file in Student Health. State law requires that all students must be immunized against measles, rubella, mumps, polio, diphtheria, and tetanus. Screening for tuberculosis, with PPD (mantoux) test and/or chest x-ray, is also required. Failure to comply will result in a stop code being placed on registration. Students are encouraged to maintain a personal record of immunizations should they decide to enroll at other institutions.

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

Accident and Sickness Insurance

Longwood College strongly recommends that all full time students have health insurance coverage. Students who need health insurance coverage may wish to purchase the school accident and sickness insurance plan. Brochures are available in Student Health. Premiums must be paid by the student to the insurance carrier.

Liability Insurance

Longwood carries liability insurance for all students engaged in observation and field experiences. Medical malpractice insurance is provided to students in the allied health programs acting within their assignments.

Career Center

Planning for a career/advanced study and learning the techniques for securing meaningful employment after graduation are integral parts of the collegiate experience. The Career Center assists students in the developmental process.

Within the Career Center's Library, students may obtain information regarding career options and utilize materials which will assist them in identifying and evaluating their values, skills, and interests. Computerized career guidance systems are available to guide students through the process of selecting a career. A Graduate School Selector and review software are helpful to students considering graduate school as an option. Employer/internship information and vacancy listings are available in the library and are accessible via the internet. Workshops on job search strategies, interviewing skills, and resume/letter writing, along with special topical programs are presented. Longwood students have the opportunity to interact with employers through on-campus interviews, job fairs, and various programs. Job Fairs include a Business/Arts and Sciences Job Fair, an Education Fair, and a Minority Career Fair. The Center also serves as a liaison for students, alumni, and prospective employers.

All seniors are encouraged to establish an Employment Portfolio, which may be mailed to prospective employers and/or graduate schools upon request. A fee is charged to establish the portfolio, which is maintained for five years after the date of graduation.

Work Experience

The Work Experience Program, under the Career Center, is a student employment activity designed to help students finance their college education, recognize work experience as a valid career exploration tool, and increase their marketability upon graduation. Work Experience offers many advantages to students and to the community.

There are approximately 700 students employed through Longwood's Work Experience Program in the library, offices, laboratories, computer center, academic departments, athletic facilities, and other areas. The Work Experience Office maintains job listings of positions on and off-campus. After fulfilling a first-year requirement and experience in the Food Services area, students may seek positions related to areas of interest or preference.

Longwood's Work Experience includes the following programs:

Federal Work-Study: designed for those students who have demonstrated financial need and have been awarded work-study as part of their financial aid package.

College Work-Study: institutionally funded and administered parallel to the federal program. This program is **not** need-based and is open to all full-time students.

Community Service: federal program developed for off-campus employment opportunities, with primary goal being to encourage students to participate in community service activities.

Campus Police

The Campus Police have the responsibility of law enforcement, security, and parking enforcement. The south-center portion of the Graham Building houses the Campus Police Operations Center. A student escort service is available in the evenings. Escort #2091.

Parking areas are limited on the Longwood campus. Consequently, 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 space 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. The Parking Registration Line is 2660.

STUDENTS

Role and Participation of Students in Institutional Decision-Making

At Longwood College, students are encouraged to participate in decision-making. Students have substantive contributions to make; their participation will have educational value to them as well.

Students are given the opportunity to participate in the decision-making process at the highest levels through involvement in the Student Government Association. Student Government strives to

... achieve and maintain appropriate representation on all college, administrative, and faculty bodies and committees that make decisions affecting the student body of Longwood College ... (Article 1, Section 2 of the Student Government Constitution). The mission statement of SGA also provides that the Student Government Association should serve as the official voice of the student body through which student opinion may be expressed to the administration of Longwood College.

The Student Government Association

The Student Government Association works to advance the general welfare of the student body and to promote the cultural, intellectual, and personal development of each student. This organization promotes effective self-governance, encourages individual excellence, and vigorously pursues the general will of the student body.

The Student Government Association consists of a Judiciary (Honor Board, Judicial Board, and Student Arbitration Board), the Executive Council, and the Student Senate. The Executive Council is the coordinating body among the different branches of the S.G.A. The Student Senate members are the President, Vice-President, Treasurer, Secretary, Publicity Chair, Historian, 11 Senators-at-Large, Senior Class President, Junior Class President, Sophomore Class President, Freshman Class President, Commuter Student Association Representative, Association of Black Students President, Residence Hall Association President, Multicultural Affairs Representative, Honor Board Representative, Judicial Board Representative, and a Representative from the Greek Community (to be chosen by the members of the Interfraternity Council, NPHC, and the Panhellenic Council). The Student Senate meets each Tuesday at 3:45 p.m. in the Appomattox, Buckingham, and Cumberland Rooms of the Lankford Student Union. The Executive Council meets at 6 p.m. in the Nottoway Room of the Lankford Student Union. All meetings are open to the public. Students are encouraged to attend. For more information, call Ext. 2111, write to LWC, Box 2911, or visit the office located in the Lankford Leadership Resource Center.

Clubs and Organizations

The challenges and opportunities of citizen leadership and the common good are often found in student clubs and organizations. Members and leaders can gain values of collaboration, commitment, common purpose, and citizenship (care).

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. A list of clubs and organizations and officers is available in the Student Union Office, 218 Lankford Student Union.

Greek Organizations: There are 20 Greek organizations available for membership. These organizations are member groups of the national Interfraternity Conference (historically White fraternities), and the National Panhellenic Conference (historically White sororities), and the National Pan-Hellenic Council (historically Black fraternities and sororities). Longwood is unique in that four national sororities were founded on the campus over 100 years ago.

Longwood extends an opportunity for membership in Greek organizations for students who have completed at least 12 credit hours at Longwood and have a minimum 2.0 GPA. Individual organizations may require up to a minimum GPA of 2.5 and some require stu-

dents to have completed 24 credit hours. Specific information regarding minimum GPA and credit requirements for individual groups is available through the Office of Greek Affairs.

These organizations develop leadership, academic, and communication skills, and contribute many hours to community service and philanthropic efforts.

Student Publications

The Rotunda is the student newspaper. It keeps the students and faculty informed of events and the interests of Longwood as observed from the student point of view. It expresses the attitude of the students toward the various phases of student life and current activities.

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

Mortar Board

The principal honor organization on campus is Mortar Board. Chartered in 1993, Mortar Board is an outgrowth of Geist and its predecessor Alpha Kappa Gamma. Mortar Board is an honorary leadership society, recognizing three outstanding qualities in students: leadership, scholarship, and service. These qualities are tempered with humility, integrity, and intellect.

Honor and Professional Societies

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

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, a student must achieve a 3.75 cumulative quality point average. For consideration as a senior, a student must achieve a 3.5 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 professional clubs and honor societies are available.

INTERCOLLEGIATE ATHLETIC COUNCIL AND PROGRAM

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.

Since July 1995, Longwood has been a charter member of the Carolinas-Virginia Athletic Conference, competing in nine sports (men's and women's basketball, men's and women's soccer, men's and women's tennis, baseball, softball, men's golf). The remaining sports compete in the Eastern College Athletic Conference (ECAC) – women's golf, field hockey, lacrosse and wrestling.

The intercollegiate athletic program consists of seven teams for women and six teams for men.

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

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

The objectives of the Athletic Department are:

1. To attract the most academically qualified and most athletically promising students to our campus;
2. To provide a setting for educationally sound programs in which participants may develop physical, mental, and social values, and to assist faculty and staff in providing direction to student-athletes as they strive toward their primary goal of a baccalaureate education;
3. To conduct programs that instill a sense of teamwork, fair play, and good sports behavior, and are designed to protect and to enhance the physical welfare of its participants;
4. To support our athletes in their efforts to reach high levels of performance by providing competent coaching and quality facilities;
5. To strive always to be athletically competitive with our peer institutions.

Regardless of the intensity of the competition, the athletic program must maintain the appropriate balance between athletic endeavors and academic pursuits. In so doing, the athletic programs of the College shall be conducted in compliance with all policies of the National Collegiate Athletic Association and the educational objectives of Longwood College.

The Intercollegiate Athletic Council, appointed by the President, has general oversight over athletic policy, with particular attention to compliance with NCAA regulations and equal opportunity requirements. It serves as an advisory body to the Athletic Director, and may make recommendations to the President of the College as it deems appropriate.

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 Farmville churches value students, and many sponsor groups and activities designed to meet the spiritual interests of students. Students are encouraged to participate in the religious life of the community.



Academic Regulations

This section summarizes 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. Under extenuating circumstances, exceptions to academic policies may be presented to the Faculty Petitions Committee. Students must contact the Registration Office for information and deadlines for submitting an appeal.

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 programs in the School of Business and Economics are listed on page 73, in the School of Education and Human Services on page 95, and in the School of Liberal Arts and Sciences on page 137. Students who have not declared a major are in the School of Liberal Arts and Sciences.

Academic Advising

Longwood's advising program provides informed academic counseling which makes effective use of the assessment, career planning, student development, and software resources available. Although course selection is important, advisors are trained and prepared to counsel or refer advisees on such matters as the following:

- assisting students in understanding their abilities, interests, and limitations.
- helping students clarify their values, developing an educational program consistent with these values, and relating their educational plans to their career plans.
- referring students to academic and students affairs support services.
- providing information about college and departmental policies, procedures, and resources.
- reviewing opportunities for academic involvement, internships, research with faculty, honorary societies, etc.; assisting students in evaluating their progress toward their educational goals.

Newly admitted students who have declared their intention to pursue a degree in a particular discipline are assigned advisors in the appropriate school. The assignment of

the advisor generally is not changed unless the student changes his/her degree program. Students who have not declared a major are advised by a special group of advisors who participate in the Longwood Seminar program.

Prior to registration, students are required to consult with their assigned academic advisor regarding course selection, career goals, and relevant academic policies. Advisor signatures are required on all registration forms. *Note: Students who do not consult with their advisor prior to registering for class may be prohibited from using telephone registration.*

Although the academic advisor assists students with curriculum decisions and options, the student bears full responsibility for meeting graduation requirements.

Declaration of Major

Students may declare a major upon entering Longwood. Undeclared students who have completed at least 45 credit hours *must* declare a major prior to registration. To change a major, a student must complete a Change of Major form available in the Registration Office.

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 developmental work stipulated by the English Proficiency Committee (usually English 003) 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. 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 master deficiencies in certain fundamental skill areas prior to enrolling in courses requiring those skills. Foundation level courses do not carry credit toward an undergraduate degree.

Other courses offered **Internships** (1-18 credits) – 292, 392, 492, 494; **Directed or Independent Study** (1-18 credits) – 390, 391, 490, 491; **Seminar** – 461; **Honors Research** – 498, 499; **Special Topics** (1-6 credits) – 295, 495, 595; **Study Abroad** (1-18) – 311, 312.

Selected undergraduate Honors courses carry the designation *Section 50* in the *Master Schedule of Classes*. A full description of the Honors Program and the eligibility requirements for these courses appears on page 69.

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. Students on probation or readmitted after suspension may not enroll in more than 15 credits per semester. A schedule beyond these limits requires special permission from the student's dean or department chair. Students must take at least 12 credits to maintain full time status.

Registration Procedures

Undergraduate students are expected to register in person with their advisor, in person in the Registration Office or by telephone during one of the opportunities provided during the academic year:

1. **Registration:** normally a two week period in November for the following spring semester or in March/April for the following fall semester and limited to currently enrolled degree-seeking students.
2. **Summer Preview:** 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 final registration day.
3. **Final Registration:** the day immediately preceding the first day of classes each semester. (The degree-seeking student eligible for "Registration" who does not register prior to this final date incurs a late registration fee.)

Add Period

Students may make schedule adjustments (adds and/or drops) during the first five class days of each semester. A consultation with the advisor is required for any change made during this period.

Drop Period

Students may drop classes (with advisor approval) during the first 10 class days of each semester. Courses dropped during this period do not appear on the transcript.

No Academic Penalty Withdrawal Period (Free "W")

Students may withdraw from individual classes with a grade of "W" (not computed in the GPA) through noon on Friday of the eighth full week of classes. Residential students who fall below full-time status with such a withdrawal will be referred to the Vice President for Student Affairs for special permission to remain in the residence hall.

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 through the Registration Office by the deadline to become effective.

Class Attendance

Students are expected to attend all classes. Failure to attend class regularly impairs academic performance. Absences are disruptive to the educational process for others. This is especially true 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 in the course syllabus.

Instructors may assign a grade of "0" 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 percent 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 percent 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 may require documentation for excused absences in their attendance policy. Student Health Services can provide documentation only for students hospitalized locally or absent at the direction of Student Health Services personnel.

Examinations

Written comprehensive examinations are given at the end of each course. For the regular session, three hour examination blocks are scheduled during the final examination period which is indicated as part of the official college calendar. This scheduling is based on the course meeting pattern and is published with the *Master Schedule of Classes* for the semester.

During the summer session and for courses not offered according to the traditional semester format, the examination is normally given at the time of the final class session.

Withdrawal Policy

Students may withdraw from individual classes with a grade of "W" until noon on Friday of the eighth full week of classes. After that date, withdrawals from individual classes are not permitted except for medical or other non-academic emergencies. A student who withdraws, for medical reasons, from the College or from a class after the eighth full week of classes must, by noon 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. In extenuating circumstances not related to academic performance, the Dean may grant a withdrawal if a written request from the student is received by noon of the last class day. If the Dean approves the request, the Dean will send a copy of the request or letter to the Registration Office and all affected 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.

Students withdrawing from the College should go to the Dean's Office of their respective major to initiate the college withdrawal process. *Undeclared students and special undergraduate students should report to the Dean of Liberal Arts and Sciences.*

For classes held in non-traditional time frames, such as summer school or for off-campus offerings, students may withdraw with no penalty during the first half of the course, but may not withdraw during the second half of the course except for medical or other non-academic emergencies.

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. Students withdrawing from the College should go to the Dean's Office of their respective major to initiate the college withdrawal process. *Undeclared students and undergraduate special students should report to the Dean of Liberal Arts and Sciences.* 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, students who are participating in study abroad programs, 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 respective Dean's Office.

Students in cooperative programs must notify the Registration 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.

GRADING

The achievement of a student in a course is indicated by the grade that is received. Grades for courses taken for undergraduate credit are recorded as follows:

- 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.

SPECIAL GRADING

- I:** Incomplete. The grade of "I" 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 and the grade recorded by the published date in the middle of the subsequent regular semester.*
- 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 051 and 061 and Mathematics 004.
- P:** This grade indicates that the student has received credit for the course on a pass/fail grading option. This option is generally limited to elective courses and to certain courses offered only on a pass/fail basis.
- AU:** Audit. This symbol indicates participation on a non-credit 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:** Withdrawal. This symbol indicates withdrawal without penalty. It is automatically assigned for withdrawal from the end of the drop period (first two weeks) through the eighth week of the semester and for other documented withdrawals (See paragraph on *Withdrawal Policy*.)

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; these courses may not be those which are required for general education or for major or 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 Registration Office 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 (except for internships/practicum which may, at the department's discretion, be graded pass/fail.) 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 refers to the total number of hours on which the grade point average is calculated. This measure is derived from hours attempted by subtracting the equivalent credits for those courses that are foundation level courses 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.

A student's grade point average is based only on work taken at Longwood College. Grades received in affiliate programs shall be counted in the student's GPA only if the student registered through Longwood.

Repeated Courses

Students may repeat one or more courses, up to a total of five repeats, and have the most recent grade replace the original in grade point average calculations for the first five courses repeated. All enrollments and grades appear on the transcript. After the fifth repeat, both the original and repeated grade will be included in GPA calculations.

ACADEMIC HONORS

President's List

The College recognizes superior scholarship through its President's List which is published at the end of each semester. Students whose names appear on it are those who have earned a semester grade point average of 4.0 on a minimum of 12 semester hours work taken. Students eligible for the President'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.

Dean's List

The College recognizes outstanding scholarship through its Dean's List which is published at the end of each semester. Students whose names appear on it are those who have earned a semester grade point average of 3.5 - 3.99 on a minimum of 12 semester hours work taken 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.

Grade Estimates

During the regular session, grade estimates are issued to all first-year students, students making a "D" or "F", and students who are not making satisfactory academic progress (all students with a cumulative GPA less than 2.0). Estimate grades are due to the Registration Office by noon on Monday of the sixth full week of classes and are mailed to the student at the permanent address with copies provided to the academic advisor and to the Dean of the School.

Estimates are not recorded as part of the student's permanent academic record. They are, however, an important warning of academic risk to students and advisors.

Grade Appeals

The faculty of Longwood College is unequivocally committed to the principle that evaluation of student work and assignment of grades is a responsibility and a prerogative to be exercised solely by the individual instructor.

However, should a student feel the final course grade received was unfairly or inaccurately awarded, the student first should see the instructor involved, for an explanation of why the grade was assigned. If the student continues to feel the grade is unfair, the student may file a written appeal with the department chair giving the reasons why the grade should be changed, with any available supporting evidence. The Department Chair/Dean will forward a copy of the appeal to the faculty member and will invite the faculty member to make a written response. 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 later will not be considered.

The Department Chair/Dean will within two weeks hold a joint consultation with the student and the faculty member awarding the grade. If the matter cannot be resolved, the Department Chair/Dean will within one week of the joint consultation, request in writing that the Executive Committee of the Faculty Senate appoint a committee to review all matters pertinent to the appeal. The committee will consist of three members of the full-time faculty in the same or related discipline(s). The Department Chair/Dean will send a copy of the request to the Vice President for Academic Affairs. When the committee has been named, the Executive Committee of the Faculty Senate shall inform the Department Chair/Dean, who will forward to the committee members the student's original written appeal, a course syllabus, any written response from the faculty member, and all other materials pertinent to the appeal. Through the Department Chair/Dean, the committee may request other materials from the student or faculty member. The committee shall decide that the grade originally assigned will remain unchanged or that it will be changed

to a grade decided on by the committee. The decision of the committee is final. The committee will report its decision in a letter signed by all three members and addressed to the Department Chair/Dean, with a copy to the Vice President for Academic Affairs, the appropriate Dean, the faculty member, the student, and the Registration Office, who will record the grade. The review must be completed so that the grade will be final by the end of the eighth full 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. Should the appeal involve a grade assigned by a Dean, the Vice President for Academic Affairs shall assume the role normally assigned to the Dean.

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

ACADEMIC PROBATION AND SUSPENSION POLICY

Continued enrollment in Longwood is a privilege that is granted a student who is making satisfactory academic progress. A degree-seeking student enrolled in Longwood is in good standing unless placed on academic suspension.

Academic Probation

Students with a cumulative grade point average below the minimum 2.0 are placed on academic probation. This indicates serious academic difficulty and notice is placed on the student's academic record. Students on academic probation may not take more than 15 credits per semester and are encouraged to seek assistance in the Learning Center.

Academic Suspension

Students will be suspended from Longwood if:

1. They remain on academic probation for two consecutive regular semesters (fall or spring); or
2. Their cumulative grade point average falls below 1.0 with 1-23 quality hours at Longwood; or
3. Their cumulative grade point average falls below 1.5 with 24 or more quality hours at Longwood.

The first academic suspension means required withdrawal from the College for the semester (fall or spring) immediately following the semester in which the suspension occurs. A second suspension means required withdrawal from the College for a minimum of five calendar years. Notice of suspension is placed on the student's academic record.

Under extenuating circumstances, appeals for readmission or other exceptions to academic policies may be presented to the Faculty Petitions Committee. Students must contact the Registration Office for information and deadlines for submitting an appeal.

Readmission after Suspension

Suspended students may apply for readmission to Longwood for the semester following completion of the suspension period. The student must apply at least 60 days before enrollment to the Admissions Committee, which will review the student's 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 deans(s). *Readmission to the College is not automatic, even if the student has raised his/her cumulative grade point average.*

A student readmitted after suspension must satisfy the following conditions until the student's cumulative grade point average is a minimum of 2.0:

1. enroll under the status of academic probation,
2. maintain a minimum semester grade point average of 2.0 in each semester, and
3. the student may not enroll in more than 15 credits.

If a student fails to achieve the minimum grade point average of 2.0 in any semester before achieving a cumulative grade point average of at least 2.0, the student will receive a second suspension.

Re-examination Policy

Re-examinations are not permitted for freshmen, sophomores, or juniors. Seniors may take one re-examination if the following conditions are met:

1. Written permission must be obtained from the instructor and delivered to the Registration Office.
2. The Degree Auditor must certify that the student is eligible to take the re-examination.
3. A re-examination fee of \$25 must be paid prior to taking the re-examination.
4. For graduating seniors, the re-examination must be completed and the final grade reported to the Registration Office by the instructor before Commencement.
5. For non-graduating seniors, permission to take the re-examination must be cleared with the Registration Office within ten college working days after the end of the examination period. The re-examination must be taken by the end of the second full week of classes of the subsequent session.

Longwood College Policy on Student Records and Annual Notification

Longwood College student record policies comply fully with the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, enacted as section 438 of the General Education Provisions Act. The accumulation, processing, and maintenance of student data by the College is limited to that information, including grades, which is necessary and relevant to the purposes of the college. Personal data of students will be used only for the purpose for which it is collected.

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 changes in status. Any student who initially or subsequently refuses to supply accurate and complete personal information as is legally allowed may jeopardize their 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 will release student information only as follows:

1. Directory information which may include the student's name, birth date, sex, ethnicity, nationality, local address, permanent address, e-mail address, telephone number, digitized photo (as appears on student College ID), parent's name, major field of study, classification, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, most recent educational institution attended by the student, dates of field experience, and other similar information. A student may inform the Registration Office in writing that any or all directory information may not be released without prior written consent. A student who desires to restrict directory information from the public must complete the Student Directory Information Restriction form (available in the Registration Office) at the time of registration for the current academic year. Forms received after the last day to add a class for any semester, including summer, will not become effective until the following semester.
2. To the students themselves.
3. To parents or a financial institution where financial support of the student is in evidence as defined in Section 152 of the IRS Code of 1970.
4. To authorized College personnel (administrative officers, faculty, or their designees) who have legitimate educational interests as determined by the College, such as instruction, advising or educational research or in performance of other duties promoting necessary functions and management of the College as approved by the records access control officer.

5. To a third party agency as expressly designated in writing by the student.
6. As required by judicial order or court subpoena, or as may be required or permitted by law.
7. 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.
8. Student arrest and charge information classified as public information.

Under FERPA, Longwood is not required to provide prior notification to a student when responding to a Federal grand jury subpoena or other law enforcement subpoena which specifies that the student not be informed of the existence of the subpoena.

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.

Eligible students are permitted to inspect and review educational records of which the student is the sole subject. College policy regarding the inspection and disclosure of educational records is in compliance with the federal statute. To obtain a copy of the Family Rights and Privacy Act of 1974 (Section 438) or a copy of the college's policy on student records, contact the Registration Office, Longwood College, 201 High Street, Farmville, VA 23909.

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:

1. Medical records which, upon written authorization, shall be submitted to a psychologist or physician designated by the student.
2. Confidential financial statements and records of parents as excluded by law.
3. 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. Students may also obtain copies of most parts of their records for a nominal fee.

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

4. If the College concurs with the challenge, the student's records shall be amended or purged as appropriate; all previous record recipients shall be so notified by the College.
5. 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 the student's position. Copies of the statement will be supplied, at the student's expense, to previous and subsequent recipients of the record in question.
6. If a student wishes to make an appeal of the decision, the student 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 a 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 official College records filed under the student's name.

Inquires concerning student records should be directed to the following departments.

When applicable, a schedule of fees for copies of these records are available from the office.

Academic Records	Registration Office, Barlow Hall
Transcripts	Registration Office, Barlow Hall
Disciplinary Records	Student Services, Lancaster Hall
Financial Records	Student Accounts, Lancaster Hall
Financial Aid Records	Financial Aid, Lancaster Hall
Medical/Health Records	Student Health, Graham Building
Mental Health Records	Counseling Services, Lancaster Hall

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 Registration Office. 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

Requests for transcripts of academic records should be directed to the Registration Office. Upon written request by the student, an official transcript of the academic record will be issued to the person or institution designated, provided that all the student's obligations to Longwood College have been satisfactorily settled.

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.

Written requests for a transcript generally require one week for processing.

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.**

Transfer Articulation Agreement With The Virginia Community College System, Richard Bland College, and The Maryland Community College System

An accepted transfer student who has earned an Associate in Arts degree (AA), an Associate in Science degree (AS) or an Associate in Arts and Sciences degree (AA&S) in the Virginia Community College System (VCCS), Richard Bland College (RBC), or The Maryland Community College System (MCCS), **prior** to entering Longwood is considered to have satisfied the College's General Education Goals, is guaranteed junior class status, and is guaranteed that all credit earned for that degree will transfer (including D grades unless otherwise restricted for native students). The student must then meet major and degree requirements, except where those requirements have been met as part of the two-year college curriculum. Re-admit students cannot enter under the Articulation Agreement.

All other associate degrees will be examined individually for applicability of transfer credit.

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) will have to provide a college evaluator with additional information about the specific content of such courses.
2. No transfer credit is granted for developmental work.
3. No transfer credit is granted for orientation courses, or grades less than "C", unless the student has earned the AS, AA or AA&S from the VCCS, RBC, or MCCS.
4. Two courses with essentially the same content cannot both be counted toward the same degree.
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 it will not enter into the calculation of the grade point average.

Additional Transfer Policy for Current and Former 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 must secure permission from his/her Dean prior to enrolling in such courses. Prior approval provides the student the opportunity to have the course reviewed to determine:

1. whether the course will transfer;
2. whether the course will satisfy a particular requirement; and
3. whether the course might be considered a duplicate of a course already taken at Longwood.

Upon completion of work, official transcripts must be sent from the host institution to his or her Dean.

Correspondence Course

A maximum of 14 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 must 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, for 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.

Graduate Studies

Patricia R. Whitfield, *Director*
Susan Finch, *Secretary*

(See Graduate Catalog for further details)

Graduate Program

Longwood College offers a graduate program leading to the degrees of Master of Science in Education, Master of Arts in English, Master of Science in Sociology and Master of Science in Environmental Studies. In education, areas of concentration include: administration and supervision, elementary curriculum specialist, curriculum and instruction specialist/English, curriculum and instruction specialist/speech and theatre, curriculum and instruction specialist/modern languages, curriculum and instruction specialist/mild disabilities, curriculum specialist/physical education, curriculum specialist/media/school librarian, guidance and counseling, community and college counseling, and reading. In English, the areas of concentration are literature or education and writing.

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. The senior must have a "B" average in the major and must receive permission from the Director of Graduate Studies and the department chair.

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 departmental graduate committee. The Director will notify the applicants, in writing, of the committee's action.

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



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 and the Bachelor of Fine Arts to successful undergraduate students. *A minimum of 120 semester hours is required for graduation in each of the programs unless otherwise noted for a major degree program.*

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 and additional degree requirements. At the undergraduate level, Longwood offers majors in 20 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.A., B.S.
Biology	B.A., B.S.
Business Administration	B.S.B.A.
Chemistry	B.A., B.S.
Communication Disorders	B.A., B.S.
Computer Science	B.A., B.S.
Economics	B.A., B.S.
English	B.A.
Health and Physical Education	B.S.
History	B.A.
Liberal Studies	B.A., B.S.
Mathematics	B.A., B.S.
Modern Languages	B.A.
Physics	B.A., B.S.
Political Science	B.A., B.S.
Psychology	B.S.
Social Work	B.A., B.S.
Sociology	B.A., B.S.
Therapeutic Recreation	B.S.
Visual and Performing Arts	B.A., B.M., B.F.A.
• Art	
• Music	
• Theatre	

Students may choose to minor in one of the following fields. Students choosing to minor in a field of study must have a 2.0 GPA in courses in that field of study.

Minors

Anthropology	Environmental Studies	Outdoor Education
Art History	Economics	Philosophy
Art, General	English	Photography
Biology	Geography	Physics
Business Administration	Graphic Design	Political Science
Chemistry	History	Psychology
Coaching	International Studies	Sociology
Communications	Journalism	Special Education
Computer Science	Mathematics	Speech
Dance	Modern Languages	Theatre
Earth Science	Music	Women's Studies

Cooperative Programs

Cooperative Program in Pre-Engineering

Longwood has cooperative programs with Old Dominion University, Virginia Polytechnic Institute and State University, the Georgia Institute of Technology and the University of Tennessee, 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 the cooperating university.

Longwood has cooperative programs with the University of Virginia and Old Dominion University, which make it possible for students to earn a B.S. or B.A. degree in physics from Longwood and a M.S. in engineering from the cooperating university.

Longwood has a cooperative program with Christopher Newport University, which makes it possible for a students to earn a B.S. or B.A. in physics from Longwood and a M.S. in applied physics from the cooperating university.

Cooperative Programs in the Medical Sciences

Longwood has a cooperative program with the Medical College of Virginia, which makes it possible for students to earn a B.S. in Biology from Longwood and a M.S. in physical therapy from the cooperating university.

Longwood has cooperative programs with Roanoke Memorial Hospital and Fairfax Hospital, which make it possible for students to attend Longwood for three years and the fourth year in professional training in medical technology at the cooperating school. The students will earn a B.S. degree in biology with a concentration in medical technology from Longwood after the fourth year.

Pre-Professional Preparation for The Medical Sciences

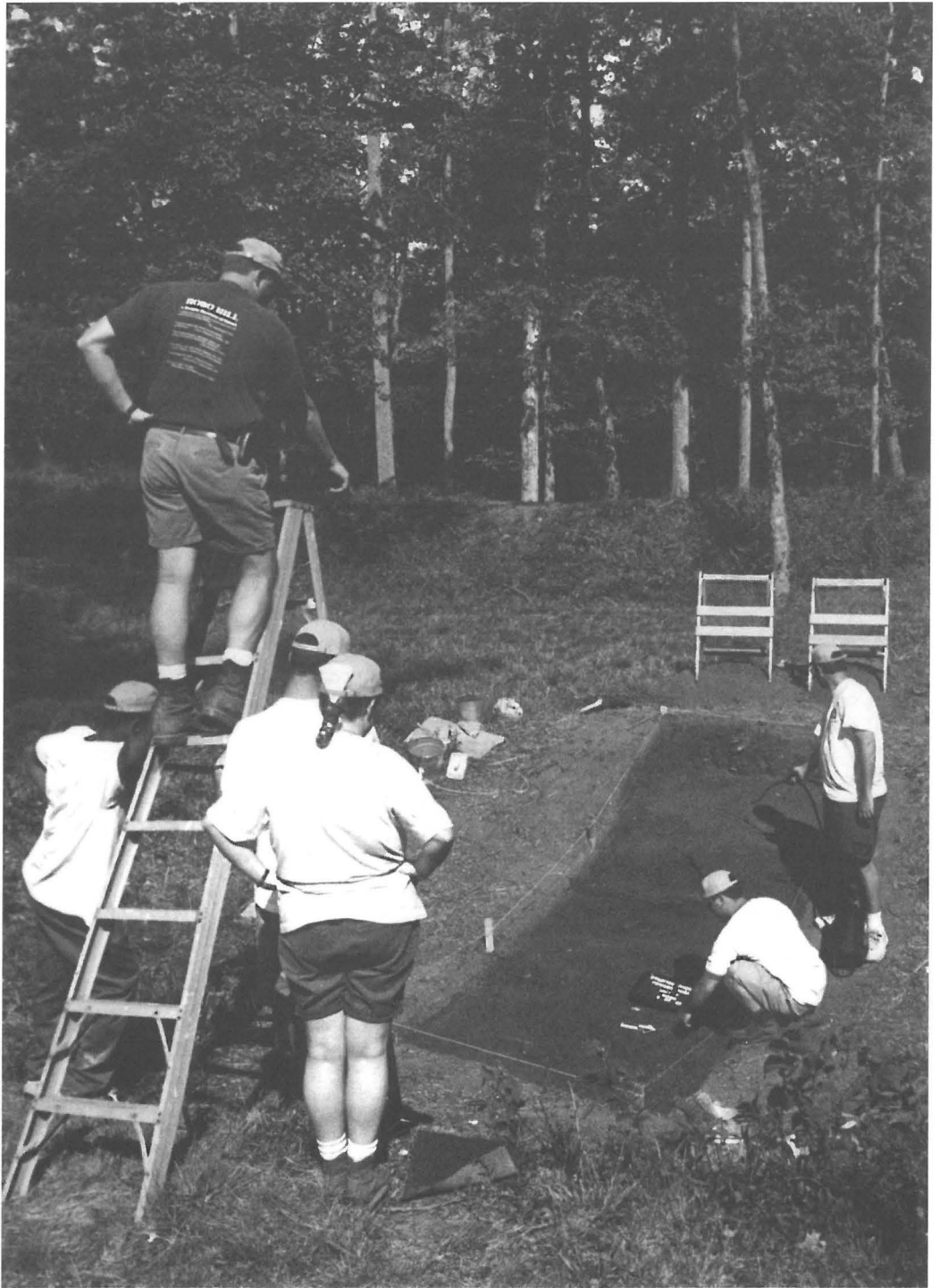
This curriculum prepares students for admission to accredited schools of medicine, dentistry, veterinary medicine, medical technology, dental hygiene, physical therapy, occupational therapy, and pharmacy. Pre-professional advisors at Longwood will assist the student in selecting the appropriate courses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

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. A minimum GPA of 3.0 is usually required for transfer.

Southside Higher Education Consortium

The variety of courses available to Longwood students is increased by a cooperative arrangement with Hampden-Sydney College and with the Southside Higher Education Consortium which includes Longwood, Hampden-Sydney, Southside Virginia Community College, and Saint Paul's College. Under the terms of the arrangement, full-time degree program students in any one of the participating institutions may enroll in certain courses at any other of the participating institutions without added expense.

Students desiring to take advantage of this program must secure approval from their major advisor and from the Registrar at their home institution before they are enrolled at the other institution. Students are registered for courses based on enrollment limits at the host institution. Grades for courses taken under the consortium agreement are maintained only at the home institution. Transportation to the host institution must be arranged by each student.



The Longwood College Archaeology Field School on site at the Staunton River Bridge Battlefield State Park, scene of an 1864 Civil War battle.

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 five degree programs offered. (Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, Bachelor of Science in Business Administration or Bachelor of Music.
2. Completion of 120 semester hours of credit for graduation in major programs unless otherwise noted for a major degree program.
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. These are minimum requirements, some programs may require higher levels of achievement. 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. Students choosing to minor in a field of study must have a 2.0 GPA in courses in that field of study.
4. All students will take at least 2 writing-intensive courses.
5. Removal of any communication condition.
6. A minimum of 25 percent of the degree credit must be earned at Longwood, with 30 credit hours at the upper level. (Exceptions: A. Biology majors with a concentration in Medical Technology, pre-physical therapy, pre-medicine, pre-dentistry or pre-veterinary medicine who take 300-400 level courses at affiliated institutions will be allowed to count that course work toward fulfilling the 30 hours upper level graduation requirement; B. students who participate in international exchange programs may request an exception to the 30 hour upper level graduation requirement. Exceptions must be approved in writing by the student's school dean prior to the study abroad.)
7. Not more than 14 hours of credit by correspondence.
8. Approval of the individual by the general faculty as a candidate for graduation.
9. A formal Application for Degree. This application for graduation must be filed in the Registration Office at least one full year prior to the date of graduation.

Freshman Year Requirement

Longwood Seminar (LSEM 100) is a one-credit orientation course required of all first-time entering freshmen and transfer students who are entering at the freshman level. Through Longwood Seminar, students can expect to learn academic strategies that will promote college success; become more aware of interpersonal strategies that will enhance personal and social success; explore the methods, techniques, and philosophies relevant to an academic field of study; identify personal strengths and values and their relationship to career goals; build a network of strong support relationships within the Longwood community.

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 63-66 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 specifically designed to address that goal. A course used by the student to satisfy a general education requirement may not be used by that student to satisfy a major program requirement except for Goal 10. 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**
Foreign Languages (3 credits) – at the 202 level or above
Humanities (6 credits) – in at least two disciplines and not in the discipline of the major. Modern Language majors must complete the degree requirement in a language other than their language of concentration.

Students who are not native speakers of English may be exempted from the B.A. language requirement provided that they have received their high school diploma, or its equivalent, from a school in their native land where the language of instruction was other than English.
- 2. **Bachelor of Fine Arts Degree**
Humanities (6 credits) – in at least two disciplines and not in the discipline of the major
Foreign Language/Social Science (3 credits) – Students must take one of the following courses: 3 credits at the 202 or above level in a foreign language or History 200, 320, 325, 336, 354, 359, 360; Geography 241, 352; Political Science 314, 336, 337,375, 395, 469.
- 3. **Bachelor of Science Degree**
Mathematics or Computer Science (3 credits)
Social Science (3 credits)
Natural Science (4 credits)
- 4. **Bachelor of Science in Business Administration Degree**
Mathematics 181 or 261 or 267 (3 to 5 credits)
Economics 217 (3 credits)
Natural Science (4 credits)
- 5. **Bachelor of Music Degree**
Humanities (9 credits) – in at least two disciplines and not in the discipline of the major

The following disciplines fall within the categories of *Humanities* or *Social Sciences*:

Humanities	Social Sciences
Art	Anthropology
Music	Economics
Theatre	Geography
Dance	History
Modern Language	Political Science
Literature	Psychology
Philosophy	Sociology
Religion	
Speech	

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.

The Writing Intensive Course Policy

All students will take at least two writing-intensive courses beyond courses required for General Education. Writing-intensive courses shall be designated in the *Catalog*, in the registration schedule, and on the course syllabus. Each major discipline should offer at least one writing-intensive course each year. Class sizes normally should not be larger than 25 to 30 students for writing-intensive courses.

To qualify as *writing-intensive*, a course must meet the following guidelines:

1. Writing-intensive courses should require at least 10 pages of formal writing from each student, preferably over three or more papers so students have an opportunity to apply faculty feedback to future written work. (This does not include essay examinations.)
2. Instructors in writing-intensive courses are encouraged to require informal writing (reading journals, brief in-class writings, pre-writing for formal papers) to lead students to explore and articulate course content. Students could use this informal writing to develop ideas for formal papers.
3. Students in writing-intensive courses should be assigned and instructed in specific forms and processes of writing used in professions related to the course discipline.
4. Instructors in writing-intensive courses should give explicit instruction in how to complete the required writing assignments. This explicit instruction must include giving detailed written assignment sheets and a *scoring guide* showing the explicit criteria, including grading scale, used to score the assignment. If possible, this information should be attached to the course syllabus. Other explicit instruction might include discussing procedures for gathering and organizing information, providing models of appropriate forms, assigning and responding to drafts, and encouraging revision and editing.
5. Instructors in writing-intensive courses should note major errors in Standard Written English, but not be responsible for instruction in how to correct them. If students have problems with correctness, they should be referred to the Learning Center. Students with an average grade of *D* or *F* on written work must be referred to the English Proficiency Committee for testing and possible placement on communication condition. A statement to this effect must be included on the syllabus.
6. The quality of writing must be a factor in the grading of papers for a writing-intensive course. Instructors must return graded work before the next paper is due or before the exam period (if only one paper is assigned), noting areas of strength and weakness on the scoring guide along with the overall grade.

Responsibility

It is solely the responsibility of the candidate for graduation to meet all of the above requirements, including the completion of 120 semester hours unless otherwise noted for that major degree program.

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.

Graduation Honors

Those students who have earned 57 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.



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. A course used by the student to satisfy a general education requirement may not be used by that student to satisfy a major program requirement except for Goal 10. 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*.

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 100/3 Credits
English 101/3 Credits

Rhetoric and Research
Composition and Literary Analysis

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) **To satisfy this goal students must include at least one course of 3 credit hours or more.**

Art 120/4 credits
Art 121/4 credits
Art 130/4 credits
Art 160/4 credits
Dance 267/4 credits
Music 223/4 credits
Music 224/4 credits
Music 226/3 credits
Music 227/3 credits
Theatre 101/4 credits
Music 151/1 credit
Music 153/1 credit
Music 201-208/1 credit

Foundations of Contemporary Design
Intro to Environmental Design Issues
Drawing
Introduction to the Visual Arts
Historical Perspectives of Dance
Introduction to Music
The Appreciation of Music
Music and the Arts
Jazz, Folk, Rock, and the Music of Broadway
Introduction to the Theatre
Group Piano
Voice Class
Music Ensembles
Some ensembles require auditions and others do not.
Theatre Performance
Theatre Production

Theatre 102/1 credit
Theatre 103/1 credit
Applied music study – available by special permission of the Chair of the Music Department (Fee required.)

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 201/3 credits
English 202/3 credits
English 203/3 credits
Theatre 204/3 credits

World Literature
British Literature
American Literature
Introduction to Western Dramatic Literature:
The Greeks to the 20th Century

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 121/3 credits
 Mathematics 121/3 credits
 Mathematics 171/3 credits

Introduction to Computer Science
 Functions and Graphs
 Statistical Decision Making

NOTE: Students who complete Calculus (Mathematics 261 or 267) 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 101/4 credits
 Chemistry 101/4 credits
 ✓Earth Science 210/4 credits
 Physics 101/4 credits

Biological Concepts
 General Chemistry
 Physical Geology
 General Physics

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 100/3 credits
 History 110/3 credits

Foundations of Western Civilization
 Modern Western Civilization

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

Anthropology 101/3 credits
 French 201/3 credits
 Geography 201/3 credits
 German 201/3 credits
 Health 210/3 credits
 History 200/3 credits
 Philosophy 242/3 credits
 Political Science 245/3 credits
 Political Science 255/3 credits
 Spanish 201/3 credits

Introduction to Anthropology
 Intermediate French I
 Basic Elements of Geography
 Intermediate German I
 World Health Issues
 History of China
 World Religions
 Gender and Politics
 Introduction to Comparative Politics
 Intermediate Spanish I

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

Anthropology 106/3 credits
 Economics 111/3 credits

 History 221/3 credits
 History 222/3 credits
 Political Science 150/3 credits
 Psychology 131/3 credits

Psychology 132/3 credits

Sociology 101/3 credits
 Sociology 102/3 credits

Introduction to Women's Studies
 Contemporary Economic Issues
 and Social Policy
 United States History to 1877
 United States History Since 1877
 American Government and Politics
 Introduction to Psychology as a
 Social Science
 Introduction to Psychology as a
 Natural Science
 Principles of Sociology
 Contemporary Social Problems

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

Physical Education 101/2 credits

Total Fitness through Exercise

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) Restricted Activities.

Physical Education Sports Activity/1 credit

Students must complete a one credit sports activity course from the following:

PHED 102-111, 113, 114, 117, 120-126, 128-131, 133, 136, 137, 140, 202, 204, 207-209, 211, 213, 214, 217, 223, 224, 228-231.

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)

Anthropology 461/3 credits

Senior Seminar in Anthropology

Biology 485/1 credit

The Ethics of Biology

Communication Disorders

Clinical Observation and

393/1 credit and 394/3 credits

Clinical Procedures

Computer Science/

Ethical Issues in Mathematics and

Mathematics 350/1 credit

Computer Science

Management 473/1 credit

Business Ethics

Military Science 402/3 credits

Ethics and Professionalism

Philosophy 305/3 credits or

Ethics Seminar

306/1 credit

Environmental Ethics

Philosophy 316/3 credits

Political Philosophy

Political Science 331 or 332/3 credits

Interventive Means in Social Work

Social Work 336/3 credits

Senior Seminar in Sociology

Sociology 461/3 credits

Ethical and Legal Issues in Health and

Therapeutic Recreation 426/3 credits

Human Service

Physical Education 398/3 credits

Ethics in Sports and Physical Education

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 Education

STAFF

Amy Lammerts, *Coordinator, CEC*

Patricia Davis, *Secretary*

Tim Owens, *Program Coordinator, CEC*

Jeff Davis, *Program Assistant, CEC*

Lillian Evans, *Literacy Coordinator, CEC*

Judy Ward, *Literacy Assistant, CEC*

Sheila Coleman, *Secretary, CEC*

CONTINUING EDUCATION

The mission of the Division of Continuing Education is to serve as a catalyst for regional prosperity and advancement by offering professional and educational programs and services to enhance employment and cultural opportunities for the residents of South Central Virginia. Longwood provides college-level experiences, through a variety of off-campus programs, which lead to A.) graduate degrees in Education and Sociology/Criminal Justice, B.) teacher recertification, C.) professional advancement, and D.) other programs as the need arises. Additional offerings include avocational, leisure time and children's programs. Continuing Education represents Longwood as a general outreach arm of the college.

OFF-CAMPUS PROGRAMS

Degree programs or special courses for teachers are scheduled at selected off-campus sites. Longwood operates the Halifax-South Boston Continuing Education Center and offers many site courses.

COMMUNITY PROGRAMS

Longwood and its off-campus center offer a variety of avocational and leisurely student opportunities to the community. These programs include classes in fine arts, health and fitness, computers, special interest areas and classes for children. Also, at the request of community members or groups, professional training programs can be designed to meet specific needs.

HALIFAX/SOUTH BOSTON CONTINUING EDUCATION CENTER

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

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.

The South Central Higher Education Consortium, consisting of four members -- Longwood College, Averett College, Southside Virginia Community College, and Danville Community College, govern the operation of the Halifax/South Boston Continuing Education Center.

POLICY FOR OFF-CAMPUS STUDENT WITHDRAWAL

Students who withdraw before the first class meeting will be refunded all tuition less a \$25 withdrawal fee and a \$5 registration fee. *This does not apply to classes where registration is held at the first class meeting.* Students must contact the Coordinator at the Continuing Education Center and submit a letter of withdrawal postmarked prior to the first class meeting.

Students who withdraw before the second class meeting will be refunded all tuition less one credit hour and the registration fee. Students must submit a letter of withdrawal to the Coordinator of the Continuing Education Center prior to the second class meeting (students may not attend the second class meeting). The letter must be postmarked on or before the day of the second class meeting. If the first class is on Friday night and the second class meeting is Saturday, you must submit a letter by the following Monday and not have attended the second class meeting.

After the second class, no refunds will be made except in extenuating circumstances. Refunds may be recommended to the Vice President for Administration and Finance by the Coordinator of the Halifax/South Boston Continuing Education Center.

In order to withdraw and receive a grade of *W*, students must submit a letter of withdrawal to Mrs. Amy H. Lammerts postmarked before the mid-point of the class. Students who withdraw before the first class meeting will have no record of enrollment in this class on their academic records.

All letters of withdrawal will be forwarded to the appropriate dean for final approval.

Send correspondence to:

Mrs. Amy H. Lammerts
Coordinator
Halifax/South Boston Continuing
Education Center
P.O. Box 739
South Boston, VA 24592

Honors Programs

LONGWOOD HONORS PROGRAM

Susan H. Bagby, *Director*

The Longwood Honors Program is designed to offer attractive and challenging opportunities for intellectual growth to well-prepared and highly-motivated students. The emphasis in any course designated as *Honors* is on teaching students to articulate an understanding of a given field, to relate that field of knowledge to others, to think independently, and to write and speak clearly and cogently. Honors classes are generally smaller than usual and provide opportunities for intensive class discussion and innovative teaching.

Some honors classes are specially designated sections of courses required for general education; others are especially created for honors students and may be team-taught and interdisciplinary in nature. Upper level courses which do not have prohibitive prerequisites may be designated as honors courses, and students formally enrolled in the Honors Program can arrange for up to three advanced courses in the major field to be enhanced for honors credit. Students enrolled in the Longwood Honors Program who also elect to undertake Senior Honors Research may count six hours of that work in place of two of the three upper-level courses.

While the program is open to all entering students with SAT scores of at least 1140 and a high school GPA of at least 3.50, the Honors Committee recognizes that those scores are not the only or even the best predictors of outstanding achievement. The Committee welcomes applications from any second-semester or upperclass student who attains a cumulative grade point average of 3.25 and from incoming transfer students with a grade point average of 3.25. 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.

Twenty competitive honors scholarships are available for those entering the program and may be retained as long as students make satisfactory progress in the program and maintain honors grades. To remain in the Longwood Honors Program a student must maintain an average of 3.25 in honors courses and an overall GPA of 3.25, both to be computed at the end of each year. Successful completion of two courses in a single modern or classical language or American Sign Language or two approved computer courses and of eight honors courses, three of which must be at the 300-level or above, will entitle a student to be graduated from the Longwood Honors Program. Honors graduates are recognized at graduation and their honors standing is permanently recorded on their transcripts.

Students enrolled in the Honors Program have available to them in their first year placement in special sections of the Longwood Seminar and housing on honors floors; upperclass students may elect to stay on the honors floors or to move into the Academic Residence Community, and they may apply for honors exchange programs on other campuses.

Longwood Honors Courses

Honors sections of many of the general education courses are offered frequently. Introductory and upper-level courses in every academic discipline may be offered, and from time to time interdisciplinary, team-taught, and special topics courses are scheduled either in specific departments or as Honors 295 or Honors 495.

SENIOR HONORS RESEARCH PROGRAM

This 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 or 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, 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.

HONORS COURSES

HON 200. *Cross-Cultural Communication.* This course will explore the concepts of culture and its relevance to the identity and communication patterns of individuals. Students will learn how to communicate effectively with individuals from other cultures. 1 credit.

HON 201. *Education for Social Change.* The course will focus on the process of building community and fostering participatory democracy. The course will provide knowledge and skills that enable students to become effective advocates/facilitators of community efforts towards social change. The course design is based on the premise that learning occurs in a variety of ways including direct experience, reflection, theory, and application. 2 credits.

HON 300. *Freudian Themes In Fairy Tales.* An exploration of fairy tales and related literature as a literary form. An emphasis

will be placed on the role of fairy tales in psychological development through an examination of their structure, themes, motifs and symbols. Basic elements of literary and psychological perspectives will provide a basis for in-depth discussion and analysis of specific stories within their literary, psychological, cultural, historical and personal contexts. 2 credits.

HON 400. *The Civil Rights Movement in Prince Edward County (1951-65).* This lecture/discussion class examines Prince Edward County's place in the national civil rights movement. The focus is on school desegregation issues, including the Supreme Court's Brown decision and the subsequent closing of public schools for five years. Local participants in the events of this era will be guest lecturers. Students will collect oral histories and use primary documents in their research. 2 credits.



Jennifer Jackson, a graduate of the Longwood Honors Program with program director Susan Bagby. A recent graduate, Jennifer is working for the Smithsonian Institute.

Academic Schools, Departments, and Programs

SCHOOL OF BUSINESS AND ECONOMICS	73-93
Department of Accounting, Economics, and Finance	76-89
Department of Management, Marketing, and Computer Information Management Systems	76-79, 85-86, 89-92
Department of Military Science	83, 92-93
 SCHOOL OF EDUCATION AND HUMAN SERVICES	 95-135
Department of Education, Special Education, Social Work, and Communication Disorders	96-114
Department of Health, Physical Education, Recreation, and Dance	115-136
 SCHOOL OF LIBERAL ARTS AND SCIENCES	 137-261
International Studies	138
Liberal Studies	139-140
Women's Studies	141
Department of Art	142-151
Department of English, Philosophy, and Modern Languages	152-170
Department of History and Political Science	171-183
Department of Mathematics and Computer Science	184-193
Department of Music	194-204
Department of Natural Sciences	205-230
Department of Psychology	231-235
Department of Sociology and Anthropology	236-247
Department of Speech and Theatre	248-261

School of Business and Economics

Accredited by AACSB – *The International Association for Management Education*

Berkwood M. Farmer, *Dean*

Melinda I. Fowlkes, *Assistant Dean*

Janet Evans, *Executive Secretary to the Dean*

Kathy Dunnivant, *Executive Secretary to the Faculty*

Degree Programs:

Bachelor of Science in Business Administration

Bachelor of Science in Economics

Bachelor of Arts in Economics

Minors:

Business Administration

Economics

Department of Accounting, Economics, and Finance

Mary A. Flanigan, *Chair*

Department of Management, Marketing, and Computer Information Management Systems

Wayne E. McWee, *Chair*

Department of Military Science

Captain Kevin C. Henderson, *Officer in Charge*

Dana Owen, *Secretary to Military Science Faculty*

School of Business and Economics

Berkwood M. Farmer, *Dean and Professor of Economics*
Melinda I. Fowlkes, *Assistant Dean and Assistant Professor of Business*
Mary A. Flanigan, *Department Chair and Associate Professor of Accounting*
Wayne E. McWee, *Department Chair and Professor of Business*
Janet Evans, *Executive Secretary to the Dean*
Kathy Dunnivant, *Executive Secretary to the Faculty*

Faculty

C. Mitchell Adrian, D.B.A., *Assistant Professor of Management*
Edward O. Adusei, Ph.D., *Associate Professor of Economics*
Frank W. Bacon, Ph.D., *Professor of Finance*
Raymond T. Brastow, Ph.D., *Associate Professor of Economics*
William P. Brown, Ph.D., CPA, *Associate Professor of Accounting*
Berkwood M. Farmer, Ph.D., *Professor of Economics*
Mary A. Flanigan, Ph.D., CPA, *Associate Professor of Accounting*
Melinda I. Fowlkes, M.B.A., CPA, *Assistant Professor of Business*
Sally W. Gilfillan, MSAcct., CPA, *Associate Professor of Accounting*
Samuel K. Gyapong, Ph.D., *Associate Professor of Marketing*
Lynda S. Hodgson, Ph.D., *Assistant Professor of Computer Information Management Systems*
Neil J. Humphreys, Ph.D., *Professor of Management*
Claire R. LaRoche, *Assistant Professor of Business*
Melanie B. Marks, Ph.D., *Associate Professor of Economics*
Wayne E. McWee, Ed.D., *Professor of Business*
G. Dean Palmer, Ed.D., *Professor of Business*
Kristine N. Palmer, M.B.A., CPA, *Associate Professor of Accounting*
Man Ying M. Qiu, Ph.D., *Assistant Professor of Management*
Joyce M. Rowe, Ph.D., *Associate Professor of Computer Information Management Systems*
Tracy T. Ryan, Ph.D., *Assistant Professor of Management/Marketing*
Sue O. Shaw, Ph.D., *Professor of Economics*

DEGREE PROGRAMS

The School of Business and Economics offers courses leading to a Bachelor of Science in Business Administration, a Bachelor of Science in Economics and a Bachelor of Arts in Economics. In addition, minors are offered in business administration and economics.

VISION

The School of Business and Economics strives to be one of the leading undergraduate business schools in the Commonwealth, characterized by excellence in teaching and high levels of student achievement as defined by the business community.

Fundamental to our vision is the creation of a meaningful learning environment through a partnership of faculty, students, and the business community. To ensure that students achieve their potential, we will provide small classes, appropriate information technology resources, and opportunities to strengthen the learning environment through internships, interaction with business leaders, and cross cultural and service learning experiences. We will also encourage students to develop effective communication skills.

Our curriculum will be market-driven. It will incorporate state-of-the-art business practices and emphasize the value of teamwork, ethics, and diversity in the workforce.

All of our activities will emphasize continuous improvement. We will provide ongoing professional opportunities for our faculty to enhance their teaching skills and make appropriate intellectual contributions. We will also encourage our faculty to provide service to the College and region.

MISSION: TO PREPARE VIRGINIA'S FUTURE BUSINESS LEADERS

The School of Business and Economics prepares effective and successful business leaders capable of making sound contributions within the global marketplace. The market-driven curriculum reflects a strong commitment to a broad-based education and builds on the College's strong foundation in the liberal arts and sciences. Through exceptional teaching, superior advising and mentoring, and applied and pedagogical research, we develop graduates who possess the knowledge, skills, and attitudes demanded by the business community.

STRATEGIC GOALS

- Provide customer and market-based data to ensure that all Business School processes reflect the changing business environment
- Establish a supportive and creative faculty culture
- Create an exciting student environment that reflects a diverse society
- Establish a curriculum that reflects the needs of a changing business world
- Provide effective instructional resources
- Promote value-added intellectual contributions

DEGREE OUTCOMES

Students will:

- Have a broad-based general education and develop an awareness of the need for continuous life-long learning
- Acquire specific knowledge in accounting, computer information management systems, economics, finance, management, and marketing

Students will develop the skills necessary to apply classroom knowledge in the workplace. Critical to their success is the ability to make effective use of:

- Analytic techniques: Develop methodologies; identify and analyze key issues; make sound inferences from data; use effective problem-solving techniques
- Communication skills: Communicate effectively orally and in writing; organize and share information
- Computer technology: Use computer applications in making decisions
- Teamwork techniques: Interact effectively; be willing to act as a leader and value individual differences

In addition:

- Students will create a web-based portfolio as a part of their program of study that documents their experiences and accomplishments
- Students will have the opportunity to participate in cross-cultural and service learning experiences

ADMISSION REQUIREMENT

Students accepted by Longwood College may be admitted into the School of Business and Economics.

GENERAL GUIDELINES

All students will be assigned an individual School of Business and Economics advisor to assist them with program planning, course selection, course registration, and career planning. Students are strongly encouraged to maintain close communication with their faculty advisor in order to plan a program that meets their individual goals and needs.

Since the School of Business and Economics offers some upper-level courses only once a year and does not guarantee that all courses will be offered every year, it is important for students to consult their academic advisor as they plan their course of study.

GENERAL REQUIREMENTS

- Courses should be taken in the order approved by the faculty of the School of Business and Economics. In the first semester, all students will be given a sample 4-year program of study. Additional copies are available in the Dean's Office.
- All prerequisites listed for individual courses must be satisfied (see individual course listings for prerequisites). Under special circumstances, a student may have a course prerequisite waived by obtaining written permission of the instructor and Dean of the School of Business and Economics.
- Students must meet course requirements in general education, additional degree requirements, major requirements, and the requirements of a selected area of concentration.
- Students are allowed a maximum of six credits in internship (the 492 courses) and/or Small Business Problem Solving (Management 468) toward the total credit hour requirement for any degree offered by the School of Business and Economics.
- Any course substitution involving Major Requirements must be approved by the Dean, School of Business and Economics.

BUSINESS ADMINISTRATION DEGREE PROGRAM

Students seeking a Bachelor of Science in Business Administration (B.S.B.A.) degree pursue a general course of business study that includes studying core courses in the functional areas of business. A minimum of 50 percent of the total business hours must be taken at Longwood. For the purpose of assessing the quality of the program, graduating seniors will be tested on their general knowledge of business.

Students also gain in depth business knowledge by concentrating in one of six areas of business. Students must declare a concentration prior to registering for the second semester of their junior year.

Concentration Areas

Students pursuing a Bachelor of Science in Business Administration degree (B.S.B.A.) must concentrate in one of the following six areas:

Accounting: Students concentrating in accounting take courses which provide both technical instruction and a managerial perspective relevant to a career in accounting. The accounting concentration is designed to prepare students to be professional accountants in industry, government, or public practice. Students who complete the requirements for a concentration in accounting are eligible to take the Virginia Certified Public Accountant examination.

Computer Information Management Systems: The CIMS concentration is designed to prepare students to plan, design, and implement information systems in a modern computer environment. Students learn how to manage information technologies and exploit their full potential. The concentration prepares students for a career in a variety of organizations ranging from the end users to the creators of information technology.

Economics: Economic logic underlies all business decisions and all government policies. A goal of the economics concentration is to teach students how to think critically about a situation and analyze its implications. Emphasis is placed on exposing students to important consumer, business, government and international situations. Graduates with a background in economics are hired by government and industry. In addition, a concentration in economics is a traditional education for students wishing to enter law school.

Finance: The finance concentration prepares students to make financial assessments and managerial decisions as well as plan and supervise financial activities for businesses and clients. Financial managers must be knowledgeable in a wide variety of fields, including capital budgeting, investments, capital markets, financial institutions, and emerging financial instruments. The finance curriculum provides background in these areas.

Management: The management concentration explores the relationship of behavioral and quantitative management techniques in the application of human resources, production processes, and organizational development. This curriculum provides students with skills in communication and critical thinking leading to management careers in any organization. In addition, the management skills of planning, directing, motivating, and controlling are essential for achieving organizational goals. The management concentration can provide a strong foundation for future graduate study in business.

Marketing: Careers in advertising, buying, selling, logistics, product management, international marketing, and marketing research are only a few of the fields available to students concentrating in marketing. This concentration is designed to prepare students for managerial positions in these fields. The curriculum includes not-for-profit, governmental, and international applications of marketing knowledge. Classroom knowledge, internship opportunities, and involvement of students in business organizations are integral components of the marketing concentration.

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

A. General Education Core Requirements 33 credits

See General Education Requirements listed on pages 63-66.

B. Additional Degree Requirements 10-12 credits

Math 181/3 credits, or Math 261/5 credits, or Math 267/4 credits

Economics 217/3 credits

Natural Science/4 credits

C. Major Requirements 45 credits

A minimum of 50 percent of the total business hours must be taken at Longwood.

1) General Core

Accounting 240/3 credits

Accounting 242/3 credits

Accounting 296/3 credits

Computer Information Management Systems 170/3 credits

Computer Information Management Systems 291/3 credits

Economics 218/3 credits

Finance 350/3 credits

Management 275/3 credits

Management 360/3 credits

Management 471/1 credit

Management 472/1 credit

Management 473/1 credit

(Meets General Education Goal 10)

Management 497/3 credits

Marketing 380/3 credits

Internship 492/1 credit - see catalog description in specific concentration

(Students are allowed a maximum of 6 credit hours in internships (the 492 courses) and/or Small Business Problem Solving (Management 468) toward the 120 credit-hour requirement for any degree offered by the School of Business and Economics.)

2) *Functional Competencies*

Concentrations require one course from each group as indicated:

International Issues

Accounting 447/3 credits (Accounting), in addition, Accounting students take a 300-400 level economics course as one of their non-business electives.
Economics 319/3 credits (Computer Information Management Systems, Economics, Finance, Management, and Marketing).

Information Systems

Accounting 448/3 credits (Accounting)
Computer Information Management Systems 370/3 credits (Computer Information Management Systems, Economics, Finance, Management, and Marketing).

Quantitative Methods

Accounting 342/3 credits (Accounting)
Economics 309/3 credits (Economics, Finance)
Management 363/3 credits (Computer Information Management Systems, Management, and Marketing).

D. Business Concentration Requirements

In addition to completing the major requirements, each candidate for the B.S. in Business Administration degree shall satisfy the additional specific requirements of one of the following concentrations. Students must declare a concentration prior to registering for the second semester of their junior year.

Business Concentration Requirements

ACCOUNTING -24 credits

Accounting 340/3 credits
Accounting 341/3 credits
Accounting 344/3 credits
Accounting 346/3 credits
Accounting 442/3 credits

Select **three** of the following:

Accounting 345/3 credits
Accounting 441/3 credits
Accounting 443/3 credits
Accounting 445/3 credits

COMPUTER INFORMATION

MANAGEMENT SYSTEMS - 18 credits

Computer Information
Management Systems 270/3 credits
Computer Information
Management Systems 371/3 credits
Computer Information
Management Systems 373/3 credits
Computer Information
Management Systems 473/3 credits

Select **two** of the following:

Computer Information
Management Systems 472/3 credits
Computer Information
Management Systems 477/3 credits
Computer Science 204/3 credits

ECONOMICS - 18 credits

Economics 317/3 credits
Economics 318/3 credits
Economics 461/3 credits
Economics Electives/9 credits*
300-400 level, Economics 492
cannot be used as Economics
Elective *

FINANCE - 18 credits

Finance 351/3 credits
Finance 353/3 credits
Finance 354/3 credits
Finance 450/3 credits
Finance 451/3 credits
Finance 452/3 credits

MANAGEMENT - 18 credits

Management 361/3 credits
Management 362/3 credits
Management 465/3 credits

Select three of the following:

Management 460/3 credits
Management 464/3 credits
Management 466/3 credits
Management 467/3 credits
Management 468/3 credits

MARKETING - 18 credits

Marketing 381/3 credits

Marketing 383/3 credits

Marketing 482/3 credits

Select three of the following:

Marketing 382/3 credits

Marketing 384/3 credits

Marketing 385/3 credits

Marketing 387/3 credits

Marketing 480/3 credits

Marketing 481/3 credits

Marketing 483/3 credits

Marketing 487/3 credits

E. Electives (non-business): 7 credits, except Accounting: 10 credits.

F. General Electives all concentrations except Accounting: 6 credits

G. Total Credits Required for Bachelor of Science in Business Administration with a concentration in Computer Information Management Systems, Economics, Finance, Management, or Marketing: 120; for Accounting: 123.

MINOR

The School of Business and Economics offers a minor in Business Administration. Students must complete the following requirements.

Business Administration - 21 credits

Accounting 240/3 credits

Accounting 242/3 credits

Economics 217/3 credits

Economics 218/3 credits

Finance 350*/3 credits

Management 360/3 credits

Marketing 380/3 credits

*NOTE: CIMS 170 and MANG 275 are prerequisites to Finance 350

ECONOMICS DEGREE PROGRAM

If ignorance paid dividends, most Americans could make a fortune out of what they don't know about economics. So, imagine what could be done with knowledge about economics. Economics is more than the study of the economy at large. Economics extends to business decision-making, such as, the analysis of the costs and benefits associated with a specific activity, the determination of optimal resource use and optimal output levels, the determination of prices in markets, the effects of regulation . . . In fact, it can be argued that economic logic underlies all business decisions and all government policies. A goal of the economics program is to teach students how to think critically about a situation and analyze its implications. For example, how will businesses and workers be affected by the establishment of a national health care policy? If the price of inputs to a business production process increases, how should it respond? How will a business be affected in the world market by a weakening dollar? Emphasis is placed on exposing students to important analytical techniques. The students will, for example, learn some statistical techniques for data analysis that are commonly used by banking institutions, firms, and government agencies. Graduates with a background in economics are hired by government agencies that require extensive data analysis and policy evaluation. Industry hires economists for analysis and planning positions and financial industries also have a need for individuals with the ability to perform economic analysis. In addition, a major in economics is a traditional pre-law

degree since students with a background in economics enter law school with well-refined analytical tools and an ability to think critically.

Two degrees in economics are offered: the Bachelor of Science and the Bachelor of Arts. Both degrees are designed to offer the student flexibility in fashioning the major. Students are taught to think critically about typical issues faced in business and social policy and how to analyze their implications. Emphasis is placed on exposing the student to decision-making tools used in a variety of career paths. All economics majors are required to take at least 36 hours of economics courses.

There are three curricular tracks offered for the Bachelor of Science in Economics, each of which has a different emphasis. The first track (Business Economics Concentration) focuses on economics while requiring students to take supporting courses in accounting, finance, computing, and statistical methods. It is designed to prepare students for analytical positions in a variety of businesses.

The second track (Technical Analysis Concentration) offers technical analysis and is intended for those students who plan to enroll in a master's or doctoral program upon leaving Longwood. In addition to economics requirements, this concentration emphasizes important analytical tools, such as math and statistics, that are essential to graduate school success. Students interested in this plan will be encouraged to take more math than the requirements suggest.

The third track (the Bachelor of Science degree without a concentration) provides the most flexibility in both course work and career choices.

There is one Bachelor of Arts degree offered, the Bachelor of Arts in International Economics. This degree provides a wide ranging international experience. As part of this program, the student is required to take international economics courses and the International Studies Minor. In addition, Longwood's Office of International Studies offers many study-abroad experiences which complement this major.

ECONOMICS MAJOR, B.S. DEGREE

Business Economics Concentration

A. General Education Core Requirements 33 credits

See General Education Requirements listed on pages 63-66.

B. Additional Degree Requirements 10 or 11 credits

Math 164 or 267/3 or 4 credits

Social Science/3 credits

Science/4 credits

C. Major Requirements 55 credits

Economics 217, 218/6 credits

Economics 309/3 credits

Economics 317, 318, 319/9 credits

Economics 414/3 credit

Economics 461/3 credits

Economics 492/1 credit

(Additional credits of ECON 492 may be taken as general electives, but the total credits in ECON 492 cannot exceed 6 hours)

Economics electives/15 credits* (at the 300 or 400 level)

*ECON 492 may not be used as Economics electives

Accounting 240, 242/6 credits

Finance 350/3 credits

Computer Information Management Systems 170/3 credits

Management 275/3 credits

D. Electives: 21 or 22 credits

No more than 15 credits can be taken in Business (ACCT, MANG, MARK, FINA, CIMS). There is no limit to how many of these credits can be taken as ECON.

E. Total Credits Required for a B.S. in Economics with a Business Economics Concentration	120
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ECONOMICS MAJOR, B.S. DEGREE
Technical Analysis Concentration

A. General Education Core Requirements 33 credits See General Education Requirements listed on pages 63-66. NOTE: Math 261 and 262 are required. Math 261 satisfies Goal 4.	
B. Additional Degree Requirements 12 credits Math 262/5 credits Social Science/3 credits Science/4 credits	
C. Major Requirements 43 credits Economics 217, 218/6 credits Economics 309/3 credits Economics 317, 318/6 credits Economics 414/3 credits Economics 461/3 credits Economics 492/1 credit (Additional credits of ECON 492 may be taken as general electives; but total credits in ECON 492 cannot exceed 6 hours) Economics electives/15 credits* (at the 300 or 400 level) *ECON 492 may not be used as Economics electives Computer Information Management Systems 170/3 credits Management 275/3 credits	
D. Electives: 30 credits. No more than 24 credits can be taken in Business (ACCT, MANG, MARK, FINA, CIMS). There is no limit to how many of these credits can be taken in ECON.	
E. Total Credits Required for a B.S. in Economics with a Technical Analysis Concentration	120

NOTE: Students considering graduate study in economics are strongly advised to consider a minor in math.

ECONOMICS MAJOR, B.S. DEGREE
(no concentration)

A. General Education Core Requirements 33 credits See General Education Requirements listed on pages 63-66.	
B. Additional Degree Requirements 10 or 11 credits Math 164 or 267/3 or 4 credits Social Science/3 credits Science/4 credits	
C. Major Requirements 43 credits Economics 217, 218/6 credits Economics 309/3 credits Economics 317, 318/6 credits Economics 414/3 credits Economics 461/3 credits Economics 492/1 credit	

(Additional credits of ECON 492 may be taken as general electives;
but total credits in ECON 492 cannot exceed 6 hours)
Economics electives/15 credits* (at the 300 or 400 level)
*ECON 492 may not be used as Economics electives
Computer Information Management Systems 170/3 credits
Management 275/3 credits

- D. Electives 33 or 34 credits
No more than 24 credits can be taken in Business (ACCT, MANG, MARK, FINA, CIMS) There is no limit to how many of these credits can be taken as ECON.
- E. Total Credits Required for a B.S. in Economics120

ECONOMICS MAJOR, B.A. DEGREE
International Economics Concentration

- A. General Education Core Requirements 33 credits
See General Education Requirements listed on pages 63-66.
- B. Additional Degree Requirements 9 credits
See Degree Requirements listed on page 60.
- C. Major Requirements 63 or 64 credits
Economics 217, 218/6 credits
Economics 309/3 credits
Economics 317, 318/6 credits
Economics 310, 319/6 credits
Economics 414/3 credits
Economics 461/3 credits
Economics 492/1 credit
(Additional credits of ECON 492 may be taken as general electives;
total credits in ECON 492 cannot exceed 6 hours)
Economics electives/9 credits* (at the 300 or 400 level)
*ECON 492 may not be used as Economics electives
International Studies Minor/18 credits
Computer Information Management Systems 170/3 credits
Management 275/3 credits
Math 164 or 267/3 or 4 credits

- D. General Electives 13 or 14 credits
- E. Total Credits Required for B.S. in Economics with Concentration in International Economics120

MINOR

The School of Business and Economics offers a minor in Economics. Students must complete the following requirements:

Economics - 21 credits
Economics 217/3 credits
Economics 218/3 credits
Economics 317 or 318/3 credits
Electives in Economics/12 credits (at the 300 or 400 level)
(Economics 492 may not be used as Economics elective)

MILITARY SCIENCE PROGRAM

Faculty and Staff

Kevin C. Henderson, Captain, *Assistant Professor of Military Science*

Dana Owen, *Secretary*

Army ROTC (Reserve Officer's Training Corps) is a four- or two-year course of study, open to men and women, who are interested in exploring the possibility of earning a commission as an army officer during their college years and 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 \$1,500 per school year. Uniforms, books, and equipment for all courses are provided by the Army. Freshmen and sophomores may compete for ROTC scholarships that include all academic fees, tuition, books, supplies and equipment, plus a grant of up to \$4,500.

Hampden-Sydney students are encouraged to enroll in military science classes and are also eligible for scholarships.

The Military Science program is divided into two phases: the Basic Course, 100-200 level classes and the Advanced Course 300-400 level classes. Students enrolled in the Basic Course do not incur any military obligation and are not required to take the Advanced Course. 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 \$3,000 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.

ACCOUNTING COURSES

*Writing Intensive Courses ***

ACCOUNTING 240. *Principles of Accounting I.* Basics of the accounting cycle, including use of journals and ledgers, and the preparation of balance sheets and income statements. 3 credits.

ACCOUNTING 242. *Principles of Accounting II.* Continuation of ACCT 240. Preparation of statement of cash flows. Accounting for owners' equity in partnerships and corporations, standard costs and budgeting, cost-volume-profit analysis, and analysis of financial data. Prerequisite: ACCT 240. 3 credits.

ACCOUNTING 295. *Special Topics in Accounting.* Selected topics in accounting. Topics may vary from semester to semester. May be repeated for credit when top-

ics change. Prerequisite: Permission of the instructor. 1-3 credits.

ACCOUNTING 296. *Legal Environment.* A survey of the critical business law requirements that are needed for day-to-day business operations. Topics such as contracts, consumer protection, agency and bailments will be included. 3 credits.

ACCOUNTING 340. *Intermediate Accounting I.* Review of the accounting cycle; development of the theoretical foundation of financial reporting; accounting for assets; payroll accounting; additional topics related to current developments in financial accounting and reporting. Prerequisite: ACCT 242 with a C- or better. 3 credits.

ACCOUNTING 341. *Intermediate Accounting II.* Continuation of Accounting 340. Accounting for assets, liabilities, stockholders' equity, and cash flows; financial statement disclosure and analysis; additional topics related to current developments in accounting. Prerequisite: ACCT 340. 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: ACCT 242 with a C- or better. 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. Prerequisites: ACCT 242 with a C- or better, CIMS 170, and MANG 275. 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: ACCT 242 with a C- or better. 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: ACCT 344. 3 credits.

ACCOUNTING 346. *Intermediate Accounting III.* Continuation of Accounting 341. Accounting for leases, pensions, and income taxes; effect of accounting changes; revenue measurement and income presentation; accounting for partnerships; additional topics related to current developments in financial accounting and reporting. Prerequisite: ACCT 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: ACCT 346. 3 credits. **

ACCOUNTING 442. *Auditing.* Examines auditing standards, procedures, internal control, programs and reports to clients, ethics and legal liabilities. Prerequisite: ACCT 341. 3 credits. **

ACCOUNTING 443. *Governmental Not-For-Profit and Advanced Accounting.* Fund and budget accounting for governmental and not-for-profit entities. Consolidated financial reporting for corporations. Prerequisite: ACCT 341. 3 credits.

ACCOUNTING 445. *Law for Accountants.* This course is designed to present students concentrating in accounting with a broad overview of the legal environment of U.S. business operations with emphasis on areas of substantive law that entry level professional accountants are expected to know. 3 credits.

ACCOUNTING 447. *International Accounting.* This course introduces students to the problems that the U.S. accountant faces when functioning in the global economy. The course starts with a survey of accounting systems around the world, including comparative financial accounting practices and efforts towards harmonization. The second part of the course covers the international aspects of specific financial topics: accounting for price changes, foreign currency exposure and translation, and analysis of foreign financial statements. Prerequisite: ACCT 341. 3 credits.

ACCOUNTING 448. *Accounting Information Systems.* This course covers the treatment of accounting information as a system to be managed. Topics include a general overview of management information systems; managing computer technology; transaction processing; systems security; systems planning and analysis; and database management. Students will also be exposed to data communications technologies. Prerequisites: ACCT 340, CIMS 170, and junior status. 3 credits.

ACCOUNTING 461. *Accounting Seminar.* A study of selected problems in accounting, including governmental, legal, cost, financial, tax, auditing, and current methods. Prerequisites: ACCT 296, 342, 344, 346, and 442. 3 credits.

ACCOUNTING 492. *Internship: Accounting.* An on-the-job learning experience designed to apply accounting principles. Prerequisites: Cumulative GPA of 2.0 or greater, 60 credits, declared business or economics major or minor, and permission of internship instructor. 1-6 credits.

ACCOUNTING 495. *Special Topics in Accounting.* An individually designed course that allows the student to pursue advanced topics in specific accounting areas. Topics may vary from semester to semester. May be repeated for credit when topics change. Prerequisite: Permission of the instructor. 1-3 credits.

COMPUTER INFORMATION MANAGEMENT SYSTEMS COURSES

*Writing Intensive Course ***

COMPUTER INFORMATION MANAGEMENT SYSTEMS 170. *Computer Applications.* Four important business-oriented computer tools are emphasized: graphics presentations, spreadsheets, databases, and word processing. The course provides a solid foundation for the specialized use of these tools in upper-level courses within the School of Business and Economics. 3 credits.

COMPUTER INFORMATION MANAGEMENT SYSTEMS 270. *COBOL Programming.* An introduction to programming in a business oriented language (COBOL) with emphasis on commercial applications and elementary concepts of file processing. 3 credits. **

COMPUTER INFORMATION MANAGEMENT SYSTEMS 291. *Business Communications.* Principles, practices, techniques, and mechanics of writing effective letters, memoranda, and short and long reports are emphasized. English skills and oral presentation skills are reinforced. Prerequisite: CIMS 170. 3 credits. **

COMPUTER INFORMATION MANAGEMENT SYSTEMS 370. *Management Information Systems.* A general overview of information systems. Planning, designing and implementing information management systems. Emphasis is on

application of the systems. Prerequisite: CIMS 170. 3 credits. **

COMPUTER INFORMATION MANAGEMENT SYSTEMS 371. *Introduction to Systems Analysis and Design.* Development of an information system from the analysis of present information flow, system specifications and equipment selection to implementation. Emphasis on analysis of existing systems and design of new systems. Prerequisite: CIMS 370. 3 credits.

COMPUTER INFORMATION MANAGEMENT SYSTEMS 373. *Database Management.* Introduction to theory of data structure, implementation of database models, and applications using a conventional database system. Prerequisites: CIMS 270 and 370. 3 credits.

COMPUTER INFORMATION MANAGEMENT SYSTEMS 472. *Expert Systems and Decision Support Systems.* A survey of decision support systems and expert systems. Includes the use of a decision support system package and an expert system shell. Prerequisite: CIMS 370. 3 credits.

COMPUTER INFORMATION MANAGEMENT SYSTEMS 473. *Network Communications.* A study of voice and data communications concepts, including network components, strategies, topologies, planning and design issues, security considerations, evaluation/performance criteria, and management control requirements. Topics cover physical components as well as theoretical issues. Course includes in-class lectures as well as hands-on lab experiences with physical media, microcomputer connectors, and network operating systems. Prerequisite: CIMS 370. 3 credits.

COMPUTER INFORMATION MANAGEMENT SYSTEMS 477. *Current Topics in Computer Information Systems.* A study of current topics of interest to administrators of information systems in organizations. Topics may vary from year to year. Course may be repeated for credit when topics change. Prerequisites: CIMS 370 and permission of the instructor. 3 credits. **

COMPUTER INFORMATION MANAGEMENT SYSTEMS 492. *Internship: Computer Information Management Systems.* An on-the-job learning experience designed to apply management information systems concepts and principles. Prerequisites: Cumulative GPA of 2.0 or greater, 60 credits, declared business or economics major or minor, and permission of the internship instructor. 1-6 credits.

COMPUTER INFORMATION MANAGEMENT SYSTEMS 495. *Special Topics in Computer Information Management Systems.* An individually designed course that allows the student to pursue advanced topics in specific management information systems areas. Topics may vary from semester to semester. May be repeated for credit when topics change. Prerequisite: Permission of the instructor. 1-3 credits.

ECONOMICS COURSES

*General Education Course **

*Writing Intensive Courses ***

ECONOMICS 111. *Contemporary Economic Issues and Social Policy.* Fundamental economic principles and the economics of social issues. Material is addressed in a manner that illustrates the importance of understanding economic issues that affect you as a consumer, citizen, and taxpayer. Example topics are: environmental issues, poverty and inequality, the war on drugs, the determination of prices in markets and price manipulation, and the collapse of communism. The format for all classes is discussion. 3 credits. *

ECONOMICS 115. *Economics for Educators.* An examination and exploration of economic concepts and principles as well as instructional approaches aimed at incorporating these concepts into the elementary school curriculum. This course is designed especially for students preparing for careers as elementary school educators and will focus on preparing students to be able to implement the economics strand in the Virginia Social Studies Standards of Learning adopted in 1995. This course may not be taken for credit by business or economics majors. 3 credits.

ECONOMICS 217. *Principles of Economics (Micro Emphasis).* Overview of economic theory and real world applications. For example, how are prices in the economy determined? How do economic markets operate? How do economic events such as technological advances, increases in input prices, and government policy changes affect market prices and the consumer? Some time will be spent on discussion of market structures such as competitive markets versus monopoly. Real world applications will be used to illustrate economic theories. 3 credits.

ECONOMICS 218. *Principles of Economics (Macro Emphasis).* Study of the economy as a whole. Topics include the determination of a general price level for the economy, determinants of inflation, unemployment, interest rates, and Gross Domestic Product. For example, this course addresses how the Federal Reserve uses monetary policy to manipulate economic activity, inflation, and interest rates. 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 304. *Experimental Economics.* This course is project oriented. Students will work with the professor on grant-related research in order to learn about experimental design, protocol, and recruiting. Students will also work in groups on experimental projects which will be presented to the class. Prerequisite: Permission of the instructor. 3 credits.

ECONOMICS 306. *Economic Development.* Examination and analysis of alternative theories of economic development in Less Developed Countries. Special emphasis is on factors such as capital formation, population growth, institutions, and policies and planning for development. Prerequisite: ECON 218. 3 credits. **

ECONOMICS 308. *Money and Banking.* The function of money as legal tender and the relation of money and credit to prices. Emphasis will be placed on monetary policy, interest rates, and the Federal Reserve System, international applications, and

problems of currency exchange. Prerequisites: ECON 217 and 218. 3 credits.

ECONOMICS 309. *Managerial Economics.* This course applies economics to business decision-making. Applied regression analysis, an important empirical tool that is widely used in business and government, will be used to study managerial insights that can be gained from business data. Additional topics include linear programming, forecasting, and business strategies for firms in competitive and monopolistic markets. Prerequisites: ECON 217 and one of the following: MANG 275, MATH 171, or MATH 271. 3 credits.

ECONOMICS 310. *Comparative Economic Systems.* Critical study of alternative economic systems found in countries around the world. The economic systems of specific countries will be analyzed, including the centrally planned economies of Russia, Hungary, and Poland. Reform in the former Soviet Union is an especially timely topic. The economies of Lesser Developed Countries will also be discussed. Prerequisites: ECON 217 and 218. 3 credits.

ECONOMICS 313. *Public Economics.* This course addresses the role of government in a market economy. The economic rationale for government intervention in correcting market failures is analyzed, along with regulation and redistribution issues. Emphasis is placed on the evaluation of government policies and programs, as well as potential reforms; for example, health care, drug prohibition, education reform, and farm subsidy programs. Contrast is made between bureaucratic and market solutions. Prerequisites: ECON 217. 3 credits.

ECONOMICS 314. *Environmental and Resource Economics.* This course analyzes environmental concerns and the economics of resource use. Specifically, a contrast will be made between governmental solutions to environmental issues and market-based environmental reforms. Issues addressed include: animal extinction and common ownership problems, pollution, water management, global warming/global cooling, and land management. The

underlying theme of the course is the ability to use economic theory to develop appropriate incentive structures for the use of economic resources. Prerequisite: ECON 217. 3 credits.

ECONOMICS 315. *Economic History of the United States.* The economy of the United States from the Colonial era to the present day. Emphasis is on economic foundations of social and political evolution, from slavery through the Great Depression to the emergence of the Pacific Rim. 3 credits. **

ECONOMICS 316. *History of Economic Thought.* Selected theories of economics, from Aristotle to Buchanan. Emphasis on developments in economic thinking after the advent of Adam Smith's *Wealth of Nations*, with particular attention given to mercantilism, classical thought, institutionalists, monetarism, Keynesian economics, and neoclassical thought. 3 credits. **

ECONOMICS 317. *Intermediate Microeconomics.* Advanced topics in microeconomics supplemented by applications of microeconomic theory to policy and business issues. Theory of the consumer and production will be emphasized. Prerequisite: ECON 217. 3 credits.

ECONOMICS 318. *Intermediate Macroeconomics.* Advanced coverage of monetary and fiscal theory and policy with emphasis on money supply and interest rates, national income determination, unemployment, inflation, and international issues. Prerequisites: ECON 217 and 218. 3 credits.

ECONOMICS 319. *International Economics.* Analytical approach to gains derived from trade, treatment of various theories of international trade (classical and current). Includes analysis of economic and political influences on exports and imports, foreign exchange rates, concept of elasticity as applied to international trade, balance of payments, significance of foreign trade and investment. Prerequisites: ECON 217 and 218. 3 credits. **

ECONOMICS 411. *Economics of Labor and Discrimination.* Economic analysis of labor markets, including issues of labor supply and demand, wage determination, unemployment, job search, education, and other human capital investments. Emphasis will be placed on the analysis of data on labor market outcomes relative to ethnicity and gender. Theories of discrimination will be addressed. Policy issues and programs such as minimum wage, comparable worth pay programs, and affirmative action will be discussed. Prerequisite: ECON 217. 3 credits.

ECONOMICS 412. *Industrial Organization and Regulation.* Focus will be on organization of the firm and the impacts of regulation. Topics include industrial pricing practices, reasons why firms exist, why they vertically or horizontally integrate, and recent downsizing trends. The regulation component will address antitrust legislation, pricing regulations, and rate of return regulations such as those commonly imposed on public utilities. Prerequisite: ECON 217. 3 credits.

ECONOMICS 414. *Econometrics and Forecasting.* Introduction to the basic concepts used in economic data analysis. Emphasis is on applications of linear regression techniques to analyze common empirical problems in economics, business, and government. Forecasting techniques that are commonly used by economists will be covered. Students will receive hands-on experience in data collection, computer software, and project design. Prerequisites: ECON 217, 218, and one of the following: MANG 275, MATH 171 or MATH 271. 3 credits.**

ECONOMICS 415. *Teaching Environmental Economics.* Educator oriented course applying economics to environmental issues such as resource scarcity, pollution, property rights, garbage and recycling, oil spills, and endangered species. Students will learn how markets and prices can be used to help solve environmental problems. Course cannot be used as credit towards economics major or minor in economics. Students cannot receive credit for both ECON 415/EDUC 415 and ECON 500 or both ECON 415/EDUC 415 and ECON 314. 3 credits.

ECONOMICS 461. *Senior Seminar.* Designed as a seminar for senior level economics students. The course will be project oriented. Emphasis placed on discussion and project presentation. Topics will vary by semester. Prerequisite: Senior status in economics or approval of instructor. 3 credits. **

ECONOMICS 490. *Independent Study: Economics.* This is an individually designed course that allows the student to pursue advanced topics in specific areas of economics. Prerequisites: Senior standing and permission of instructor. 1-3 credits.

ECONOMICS 492. *Internship: Economics.* Internship in economics is an on-the-job learning experience designed to give students applied experience with economics principles. Prerequisites: Cumulative GPA of 2.0 or greater, 60 credits, declared business or economics major or minor, and permission of internship instructor. 1-6 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 500. *Environmental Economics.* This course analyzes the economics of resource use, focusing on market based environmental reforms. Issues addressed include: animal extinction and common ownership problems, pollution, water and air regulation, garbage and recycling. This course is intended for students in the Masters in Environmental Studies program. Prerequisite: ECON 217. 3 credits. **

FINANCE COURSES

*Writing Intensive Course ***

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

FINANCE 295. *Special Topics.* Selected topics in finance. The topics may vary from semester to semester. May be repeated for credit when topics change. Prerequisite: Permission of instructor. 1-3 credits.

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. Prerequisites: CIMS 170, ACCT 242, ECON 217 and 218, and one of the following: MANG 275, MATH 171, or MATH 271. 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. Prerequisite: FINA 350. 3 credits.

FINANCE 353. *Managerial Finance.* This course focuses on corporate financial decision-making. Topics include risk assessment, capital budgeting, cost of capital, and asset pricing models. Prerequisite: FINA 350. 3 credits.

FINANCE 354. *Working Capital and Treasury Function.* This course complements FINA 353; it concerns managing liquidity, working capital, long-term liabilities, selecting a capital structure, and obtaining long-term financing. Prerequisite: FINA 350. 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: FINA 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 portfolios. The presentation of material is intended to be rigorous and practical, without being overly quantitative. Prerequisite: FINA 350. 3 credits.

FINANCE 452. *Financial Markets and Institutions.* Characteristics of and interrelationships among financial markets, securities, and institutions. Includes analysis of futures, options, swaps, and other derivative instruments. Prerequisite: FINA 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: FINA 350. 4 credits.

FINANCE 490. *Independent Study.* Advanced topics in finance. This is an individually designed course that allows the student to pursue advanced topics in specific finance areas. Prerequisites: Senior standing and permission of instructor. 1-3 credits.

FINANCE 492. *Internship: Finance.* Internship in finance is an on-the-job learning experience designed to give students applied experience with finance principles. Prerequisites: Cumulative GPA of 2.0 or greater, 60 credits, declared business or economics major or minor, and permission of the internship instructor. 1-6 credits.

FINANCE 495. *Special Topics.* Selected topics in finance. The topics may vary from semester to semester. May be repeated for credit when topics change. Prerequisite: Permission of instructor. 1-3 credits.

MANAGEMENT COURSES

*General Education Course **

*Writing Intensive Course ***

MANAGEMENT 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.

MANAGEMENT 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.

MANAGEMENT 295. *Special Topics: Management.* Selected topics in management. The topics may vary from semester to semester. May be repeated for credit when topics change. Prerequisite: Permission of instructor. 1-3 credits.

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. Prerequisite: PSYC 131 or SOCL 101. 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: MANG 360. 3 credits.

MANAGEMENT 362. *Organization 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: MANG 360. 3 credits.

MANAGEMENT 363. *Introduction to Management Science.* Concepts and techniques of management science commonly used in managerial decision making with a focus on application. Topics include linear programming, transportation method, assignment model, forecasting, PERT/CPM, queuing models and simulation. Prerequisites: MANG 360, and one of the following: MANG 275, MATH 171, or MATH 271. 3 credits.

MANAGEMENT 460. *Organizational Theory.* An elaboration of the organizational culture/pluralist perspective on organizations, to explore issues of organizational design and the management of change in an increasingly global, turbulent environment. Topics include organizational typologies, goals, effectiveness and efficiency, organizational design, and the central role of leadership. Prerequisite: MANG 360. 3 credits. **

MANAGEMENT 464. *Managerial Decision Making.* Theory of decision making, rationality, individuals as decision makers, quantitative and qualitative techniques and case studies. Prerequisite: MANG 361. 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: MANG 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. Prerequisite: MANG 360. 3 credits.

MANAGEMENT 467. *International Management.* An examination of selected western and non-western cultures and their impact on the ability of companies as well as individuals to operate successfully in global markets. Guidelines to define culture; determine its impact on human behavior; identify potential communication problems; and develop appropriate responses. Prerequisite: MANG 360. 3 credits.

MANAGEMENT 468. *Small Business Problem-Solving.* Consult with and advise small business firms through the Small Business Development Center. Prerequisites: 60 credits, cumulative GPA of 2.5 or greater, and permission of center director. May receive credit a maximum of two times. 3 credits.

MANAGEMENT 471. *Managing Diversity.* Fundamentals and concepts for managing demographic and cultural diversity in the workplace. This course looks into current trends and problems regarding diversity issues faced by business managers. Methods and suggestions for turning problems of diversity into opportunities are analyzed. Prerequisite: MANG 360. 1 credit.

MANAGEMENT 472. *Management of Technology.* Technological advances have led to a proliferation of new and innovative ways in which information and machinery can be applied to a work environment. This course attempts to examine how these technological advances affect managers and the management function. Most importantly, this course examines how new and innovative technological resources must be managed in order to be most effective in organizational success. Prerequisite: MANG 360. 1 credit.

MANAGEMENT 473. *Business Ethics.* Comparison of egoistic, deontological, and utilitarian ethical theories and an application of ethical principles and concepts to the analysis and solution of cases or moral problems in business. 1 credit. *

MANAGEMENT 490. *Independent Study: Management.* An individually-designed course that allows the student to pursue advanced topics in specific management areas. Prerequisites: Senior standing and permission of instructor. 1-3 credits.

MANAGEMENT 492. *Internship: Management.* An on-the-job learning experience designed to apply management principles. Prerequisites: Cumulative GPA of 2.0 or greater, 60 credits, declared business or economics major or minor, and permission of internship instructor. 1-6 credits.

MANAGEMENT 495. *Special Topics.* Selected topics in management. The topics may vary from semester to semester. May be repeated for credit when topics change. Prerequisite: Permission of instructor. 1-3 credits.

MANAGEMENT 497. *Business Policy.* Integrates the various functional areas of business in terms of policy level decision-making. The comprehensive case study method is used. Prerequisites: FINA 350, MANG 360, MARK 380, and senior standing. 3 credits. **

MARKETING COURSES

*Writing Intensive Course ***

MARKETING 295. *Special Topics: Marketing.* Selected topics in marketing. The topics may vary from semester to semester. May be repeated for credit when topics change. Prerequisite: Permission of instructor. 1-3 credits.

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 381. *Marketing Research.* An application of scientific research methodology to marketing problems. The systematic gathering, recording, processing, and analyzing of marketing data are applied to studies of market structure, market segmentation, positioning, concept and product testing, name and package testing, advertising pretesting and tracking, and test marketing. Students will complete an individual research project. Prerequisite: MARK 380. 3 credits. **

MARKETING 382. *Professional Selling.* 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. Prerequisite: MARK 380. 3 credits.

MARKETING 383. *Consumer Behavior.* A study of consumer purchasing behavior and the environmental factors that affect that behavior. Cultural, social, and psychological determinants of consumer behavior are examined. The implications of these determinants for market segmentation and marketing strategy are stressed. Prerequisite: MARK 380. 3 credits.

MARKETING 384. *International Marketing.* Aspects involved in marketing products and services in the international market. Environment of multinational mar-

keting; identifying global opportunities; multinational marketing planning; and formulating the multinational marketing program. Prerequisite: MARK 380. 3 credits.

MARKETING 385. *Business Logistics.* Application of managerial functions to activities involved in the management of an organization's logistics system. Areas to be covered include procurement, transportation services, and physical distribution activities such as movement and storage of inventory, warehousing, material management, order processing, facility location analysis, and inventory management. Prerequisite: MARK 380. 3 credits.

MARKETING 387. *Principles of Retailing.* Study of the marketing role of retailing in the economy. Special emphasis will be placed on careers in retailing, retail market segmentation, location theory, buying, pricing, and promotion in the retail industry. Prerequisite: MARK 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: MARK 380. 3 credits.

MARKETING 481. *Advanced Marketing Research.* An individually-designed course that allows the student to pursue advanced topics in marketing research. Prerequisites: MARK 381 and permission of instructor. 3 credits.

MARKETING 482. *Marketing Strategy.* Policymaking and operating decisions of the marketing manager and tools available to aid in solving marketing problems. Prerequisites: FINA 350, MANG 360, MARK 380, plus senior standing. 3 credits.

MARKETING 483. *Transportation Systems.* An overview of the transportation system of the U.S. and the role it plays in the performance of the movement function of marketing. Examines the characteristics of modes of transportation including cost and service factors and

their impact on freight rates. The role of government in the development and regulation of the industry will be discussed. Prerequisite: MARK 380. 3 credits.

MARKETING 487. *Sales Management.* Sales management is the process of planning, organizing, directing and controlling the activities of the sales force. Special attention will be paid to the formulation of a strategic sales program. The implementation of the sales program and evaluation and control of sales force performance. Prerequisites: MARK 380, 382, and MANG 360. 3 credits.

MARKETING 490. *Independent Study: Marketing.* Advanced topics in marketing. An individually-designed course that allows the student to pursue advanced topics in specific marketing areas. Prerequisites: Senior standing and permission of instructor. 1-3 credits.

MARKETING 492. *Internship: Marketing.* An on-the-job learning experience designed to apply marketing principles. Prerequisites: Cumulative GPA of 2.0 or greater, 60 credits, declared business or economics major or minor, and permission of the internship instructor. 1-6 credits.

MARKETING 495. *Special Topics: Marketing.* Selected topics in marketing. The topics may vary from semester to semester. May be repeated for credit when topics change. Prerequisite: Permission of instructor. 1-3 credits.

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. 2 credits.

MILITARY SCIENCE 102. *Military History.* A general introduction to the various interpretations of the causes and nature of conflict as exhibited in war; the evolution of the United States armed conflict; the principles of war and their appli-

cations; 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. 2 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. 2 credits.

MILITARY SCIENCE 202. *Leadership II.* An overview of Army leadership doctrine with specific emphasis on the military as a profession, the military ethic, leadership counseling and team building. Emphasizes the case study approach of analyzing leadership in military and other environments. 2 credits.

MILITARY SCIENCE 205. *ROTC Basic Camp Summer Practicum.* Six weeks of training at a military installation. Basic Camp graduates are qualified to enroll in the Advanced Course. Prerequisites: Sophomore/rising juniors, must be approved by Military Science Program. 6 credits.

MILITARY SCIENCE 295. *Special Topics.* Selected Topics in Military Science. The topics may vary from semester to semester. Military Science Program approval required prior to registration. May be repeated for credit when topics change. 2 credits.

MILITARY SCIENCE 301. *Advanced Military Science I.* Detailed reading of military maps and land navigation utilizing a map and a compass. Prerequisites: Successful completion of the Basic Course

and approval of Military Science Program. 3 credits.

MILITARY SCIENCE 302. *Advanced Military Science II.* Group interactions and the role of the leader. Emphasis is on the sixteen leadership dimensions. Includes development and implementation of a unit physical fitness program. Prerequisites: Successful completion of the Basic Course, MISC 301, and approval of Military Science Program. 4 credits.

MILITARY SCIENCE 305. *ROTC Advanced Camp Summer Practicum.* Six weeks of intensive leadership application. Students are exposed to varying leadership situations requiring problem-solving and decision-making skills under physically and mentally stressful conditions. Prerequisites: MISC 301 and 302 and approval of Military Science Program. 3 credits.

MILITARY SCIENCE 401. *Command and Staff Operations.* Command and staff operations and procedures, military briefings, and military correspondence are studied in detail. Prerequisites: MISC 302 and approval of Military Science Program. 3 credits.

MILITARY SCIENCE 402. *Ethics and Professionalism.* Study of military justice, the Law of Warfare, professionalism and ethics. Prerequisite: MISC 401 and permission of instructor. 3 credits.

MILITARY SCIENCE 495. *Special Topics.* Selected topics in military science. The topics may vary from semester to semester. Military Science approval required prior to registration. May be repeated for credit when topics change. 3 credits.

School of Education and Human Services

J. David Smith, *Dean*

Patricia R. Whitfield, *Assistant Dean*

Millie Muth, *Executive Secretary*

Department of Education, Special Education, Social Work, and Communication Disorders
Department of Health, Physical Education, Recreation, and Dance



Department of Education, Special Education, Social Work, and Communication Disorders

Frank J. Howe, *Chair*
Patsy Scruggs, *Secretary*
Darlene Smith, *Secretary*

The Department of Education, Special Education, Social Work, and Communication Disorders offers:

1. A 40-credit undergraduate program in elementary education (N, K-8) Liberal Studies is the required major for students who also register for the elementary education program.
2. A five-year program in special education with a K-12 mild to moderate disabilities teaching endorsement (emotional disturbance, learning disabilities, and mild-moderate mental retardation.) Students must major in Liberal Studies and register for courses in the special education program. Students completing the undergraduate program will receive a bachelor's degree in Liberal Studies and upon the completion of the fifth year will receive a master's degree in special education. Students must complete the fifth year to be endorsed to teach special education.
3. A B.S. or B.A. degree in Social Work.
4. A B.S. or B.A. degree in Communication Disorders. Because this is a preprofessional program, students must earn a master's degree in speech pathology or audiology or education of the deaf/hearing impaired to be licensed as a speech pathologist or audiologist or teacher of the deaf/hearing impaired.
5. A Master of Science in Education degree: Students interested in enrolling in one of the graduate programs need to consult the Longwood College *Graduate Catalog*.

Admission to Teacher Preparation

Applications for admission into the Teacher Preparation Program are available from the Office of the Coordinator of Student Teaching and Field Services (Hull Building - telephone: extension 2331).

Students must complete an application for entry into the Teacher Preparation Program. Application and supporting materials must be on file in the Department of Education, Special Education, Social Work, and Communication Disorders by the end of the second semester of their sophomore year.

Deadlines

Specific deadlines regarding the application process are available from the Office of the Coordinator of Student Teaching and Field Services (256 Hull Building - telephone: extension 2331).

Requirements for admission to Teacher Preparation are:

1. Completed application.
2. Student Evaluation Checklist completed for the student by course instructors in EDUC 245 and EDUC 260, or PHED 280 and PHED 380, or SPED 202 and SPED 204, or in EDUC 245 and discipline based introduction to teaching course. Two evaluations will be completed on each student and submitted directly to the chair of the department at the time final grades for these courses are submitted to the Registration Office. Copies of these evaluations are made available to the student from the course instructor upon request.
3. Record of successful completion of PRAXIS I.
4. Minimum grade of C in all EDUC, SPED, PHED, or discipline based professional courses. At least two such courses must be completed.
5. Demonstration of competency in written and oral English. All students must earn no less than a C in English 100 and English 101.

6. Overall grade point average of 2.50.

Transfer students must apply for admission to Teacher Preparation by the third week of their second semester at Longwood College. All criteria listed above apply to transfer students with the exception that the Student Evaluation Checklist may be completed for only one course, dependent on the student's schedule during the first semester at Longwood College.

Licensure only students must apply for admission to Teacher Preparation and must be accepted by the end of their first semester of professional course work at Longwood College. Students must hold a baccalaureate degree from an accredited institution. Students who received their baccalaureate degree within three years prior to making application to the Teacher Preparation program must meet criteria 1, 3, 5, and 6. Students who received their baccalaureate degree over three or more years prior to making application to the Teacher Preparation program must meet criteria 1 and 3. Two letters of recommendation from a licensed teacher or school administrator or from a previous college level instructor are also required of any Licensure Only student.

Admission to Student Teaching

Applications for admission to Student Teaching are available from the Office of the Coordinator of Student Teaching and Field Services (Hull Building - telephone: 2331).

Students must complete an application to Student Teaching and make an appointment for an interview with the Coordinator two semesters prior to the Professional Semester.

Deadlines

Specific deadlines regarding the application process are available from the Office of the Coordinator of Student Teaching and Field Services (256 Hull Building - telephone: 2331).

Requirements for admission to Student Teaching are:

1. Prior admission to Teacher Preparation Program.
2. Completed application.
3. Overall grade point average of at least 2.50.
4. Major grade point average of at least 2.50.
5. Recommendation by professors in the Health, Physical Education, Recreation, and Dance Department, or by professors in the student's major department and in the Education, Special Education, Social Work, and Communication Disorders Department. The Coordinator is responsible for obtaining these recommendations.
6. Demonstration of the physical and mental health necessary for the tasks associated with the teaching profession. Individuals who give evidence of a disability must demonstrate compensatory or supporting skills.
7. Evidence of the satisfactory completion of a broad background in general education.
8. Demonstration of adequate preparation in professional courses (EDUC, PHED, SPED, professional courses in the student's major) with a minimum grade of C in each course and overall grade point average in professional courses of at least 2.75.

A student denied admission into the Teacher Preparation Program or the Professional Semester may reapply when the acceptance criteria are met.

PRAXIS:

All prospective teachers seeking initial licensure in Virginia are required to take and submit *passing* scores on the PRAXIS. Information concerning the PRAXIS is available in the Department of Education, Special Education, Social Work, and Communication Disorders. PRAXIS scores must be sent to the Coordinator of Student Teaching and Field Services before a recommendation for licensure can be transmitted to the Virginia State Department of Education.

Longwood will recommend a student for a Virginia teaching license if:

- 1. A passing score is reported in all relevant portions of PRAXIS I & II
- 2. The grade in student teaching is *A*, *B*, or *C*
- 3. The overall grade point average is at least 2.50, and
- 4. The grade point average for the professional semester is at least 2.75

EDUCATION PROGRAM

Faculty

Lee Banton, Ed.D., *Professor*
Carolyn Cooper, Ed.D., *Associate Professor*
Deborah Frazier, Ph.D., *Assistant Professor*
Carolyn Gabb, Ed.D., *Assistant Professor*
Frank Howe, Ph.D., *Associate Professor*
Stephen Keith, Ed.D., *Assistant Professor*
Luther Kirk, Ed.D., *Assistant Professor*
Marilyn Osborn, Ed.S., *Assistant Professor*
William Owings, Ed.D., *Associate Professor*
James Riley, Ph.D., *Assistant Professor*
Betty Jo Simmons, Ed.D., *Professor*

ELEMENTARY EDUCATION PROGRAM

The Department of Education, Special Education, Social Work, and Communication Disorders 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).

The Liberal Studies Major has been designed specifically for students seeking Elementary Education Endorsement to teach all subjects, N,K-8 and is required. Requirements for the B.A. or B.S. Degree in Liberal Studies 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. After completing the degree and program requirements, students receive a B.A. or B.S. Degree in Liberal Studies and an endorsement to teach N, K-8.

Students double-majoring in Liberal Studies will be assigned an academic advisor in Liberal Studies or Elementary Education. Such students declare Liberal Studies as their major by the end of the sophomore year and inform the registrar that they will be double-majoring in Liberal Studies and Elementary Education.

The 40-credit program consists of the following courses:

Courses	Title	Credits
EDUC 260:	Introduction to the Teaching Profession	1
EDUC 245:	Human Growth and Development	3
EDUC 325:	Teaching Reading and Language Arts in the Elementary School	6
EDUC 450:	Principles of Elementary Curriculum and Education	6
Practica: Two practica are required: one on the primary level and one on the middle school level		
EDUC 265:	Practicum I – Primary or Middle School level.	
Take in first session of summer school at end of freshman or sophomore year		3
EDUC 305:	Practicum in Early Childhood – Take fall or spring semester.	
Prerequisite: EDUC 265 – Limited enrollment each semester		3
OR		
EDUC 370:	Practicum II – Primary or Middle School Level.	
Take in first session of summer school at end of sophomore or junior year.		
Prerequisite: EDUC 265		3

(All of the above will be taken prior to enrolling in the Professional Semester. A minimum cumulative 2.5 GPA is required. See undergraduate catalog for other requirements.)

Professional Semester:

EDUC 400: Directed Teaching in the Elementary School	10
Five weeks primary level and six weeks middle school level	
EDUC 480: Measurement and Evaluation	1
EDUC 484: Media and Computer Technology	2
EDUC 487: Classroom Management	2
EDUC 488: Education Seminar	1
EDUC 489: Survey of Exceptional Children	2
Total Credits	40

SPECIAL EDUCATION, K-12

Students desiring to teach special education on the K-12 level will need to complete the five-year Liberal Studies/Special Education degree programs. A BA or BS degree in Liberal Studies will be awarded upon completion of the fourth year and a M.S. degree in Special Education will be awarded upon completion of the fifth year. Students will not be endorsed to teach special education until the completion of the fifth year.

Please read the undergraduate and graduate catalogs concerning the requirements relating to these two degrees.

SECONDARY EDUCATION PROGRAMS 8-12

English	History
Modern Languages:	Political Science
French, German, Spanish	Biology, Chemistry, Physics
Computer Science	Theatre Arts
Mathematics	

To teach on the secondary level, a student must have an advisor in one of the departments listed above. A form in the Registrar's Office must be completed indicating which major has been selected and that the secondary education program has also been selected. Each student will then be assigned a major advisor as well as a professional advisor in the EDUC Department. With careful scheduling, a student can complete all degree and program requirements in four years.

Courses	Title	Credits
EDUC 260:	Introduction to the Teaching Profession	1
EDUC 245:	Human Growth and Development	3
EDUC 455:	Principles of Secondary Education	3
Methods course in the student's major		3
(Please see undergraduate catalog for course number and title)		

Practicum:

EDUC 265: Practicum I (secondary level)	3
Take in First Summer School Session at end of freshmen or sophomore year.	
EDUC 370: Practicum II (secondary level)	3
Take in First Summer School Session at end of sophomore or junior year.	

(All courses listed above will be taken prior to enrolling in the Professional Semester. A minimum cumulative 2.5 GPA is required. See undergraduate catalog for other requirements.)

Professional Semester:

EDUC 402: Directed Teaching in the Secondary School	10
EDUC 480: Measurement and Evaluation	1
EDUC 484: Media and Computer Technology	2
EDUC 487: Classroom Management	2
EDUC 488: Education Seminar	1
EDUC 489: Survey of Exceptional Children	2
Total Credits	34

TEACHER EDUCATION PROGRAM N, K-12

Art	Physical Education
Instrumental Music	Vocal/Choral Music

For students who want to teach art, music, or physical education on the N, K-12 level, please see the undergraduate catalog for the courses that need to be taken. Each program has different requirements. An academic/professional advisor will be assigned by that department. A professional advisor in the EDUC Department will not be assigned, but professional advisors in EDUC will be glad to help at any time. With careful scheduling, a student can complete all degree and program requirements in four years.

ADD-ON ENDORSEMENTS

It may be possible for some teacher education students to add a second endorsement to a teaching license while completing degree and teacher education requirements. To receive an add-on endorsement, a student must minor in one of the disciplines listed below. Students must have the written permission of the chair of that department prior to declaring a minor. With careful scheduling, it may be possible for a student to complete degree requirements, teacher education program requirements, and an add-on endorsement, in four years.

Add-On Endorsements for Grades 8-12:

- SPEECH: for secondary education majors
- THEATRE ARTS: for secondary education majors
- DRIVER EDUCATION: for physical education majors only
- COMPUTER SCIENCE: for math majors only
- GENERAL MATHEMATICS: for secondary majors
- BIOLOGY: for science majors only
- CHEMISTRY: for science majors only
- EARTH AND SPACE SCIENCE: for science majors only
- PHYSICS: for science majors only
- ECONOMICS: for secondary majors
- GEOGRAPHY: for secondary majors
- HISTORY: for secondary majors
- POLITICAL SCIENCE: for secondary majors
- JOURNALISM: for secondary majors

Add-On Endorsement for Grades N, K-12:

- HEALTH EDUCATION: for physical education majors only
- MATHEMATICS For Computer Science majors.

EDUCATION

A special fee is charged for all practicum and student teaching courses. †

*Writing Intensive Courses ***

EDUCATION 205. *Life and Career Preparation.* This course is the design and management of the Longwood educational experience to establish vision, direction, and strategies for gaining knowledge, skills, and attitudes for life and career preparation. It is designed to challenge and support Sophomore Participants who

are working with Senior Mentors in the Project Success Program. 1 credit.

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. 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 275. *Educational Leadership I.* Course is for Orientation Leaders who assist with the Longwood Seminar. Designed to prepare these leaders to work with professors and their first-year students in the Seminar. Prerequisite: Open to Student Orientation Leaders only and permission of instructor. 1 credit.

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. Prerequisite: EDUC 265. 3 credits.

EDUCATION 325. *Teaching Reading and Language Arts in the Elementary School.* Readiness, word recognition, vocabulary, comprehension, skills for content fields, study skills and adaptive rates of reading

are emphasized. Prerequisites: EDUC 245, 260, 265. 6 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. Prerequisites: EDUC 265. 3 credits. †

EDUCATION 375. *Intro to Residence Life.* The Spring RA Class focuses on general areas related to understanding the mission and goals of residence life (the organization), as well as understanding theoretical perspectives related to student development. The course will utilize the process of experiential learning with emphasis placed on structured group exercises and experience, out-of-class observations, readings and group discussion. 1 credit.

EDUCATION 415/ECONOMICS 415. *Educator Oriented Course.* Applying economics to environmental issues such as resource scarcity, pollution, property rights, garbage and recycling, oil spills, and endangered species. Students will learn how markets and prices can be used to help solve environmental problems. Course cannot be used toward credit towards economics major or minor in economics. Students cannot receive credit for both Educ 415/Econ 415 and Econ 500 or both Econ 415/Educ 415 and Econ 314. 3 credits.

EDUCATION 450. *Principles of Elementary Curriculum and Instruction.* Principles and methods of curriculum and instruction in elementary school (N,K-8) with emphasis on mathematics, science, and social studies. 6 credits. Prerequisites: EDUC 260, 325, and 245.

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. Prerequisites: EDUC 245 and 260. 3 credits.

EDUCATION 470. *Mentoring Skills for Academic and Career Planning.* This course is an exploration of the fundamental mentoring and guidance skills needed to pro-

mote effective academic and career planning. It is especially designed to prepare Senior Mentors to work with sophomore participants in the Project Success Program. 1 credit.

EDUCATION 475. *Educational Leadership II.* Course is for Orientation Leaders who assist with the Longwood Seminar for the second time. Designed to provide additional experiences for Orientation Leaders who work with professors and their first-year students. Prerequisite: EDUC 275 and permission of instructor. 1 credit.

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 curriculum. 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 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 disabilities (LD/ED/MR). 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. See prerequisites for student teaching. 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. See prerequisites for student teaching. 2 credits.

EDUCATION 487. *Classroom Management.* Theory and application of processes for management of N, K-12 classrooms. See prerequisites for student teaching. 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. See prerequisites for student teaching. 1 credit.

EDUCATION 489. *Survey of Exceptional Children.* Introduction to exceptionalities included in Special Education. Application of techniques involved in mainstream process. See prerequisites for student teaching. 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.

Graduate Courses for Seniors:

See Director of Graduate Studies for details. Also see *Graduate Catalog*.

LIBERAL STUDIES-SPECIAL EDUCATION PROGRAM

Faculty

Rachel Mathews, Ed.D., *Assistant Professor of Special Education*
Ruth L. Meese, Ph.D., *Associate Professor of Special Education and Area Coordinator*
Christopher Jones, M.S., *Lecturer in Special Education*
Peggy L. Tarpley, Ph.D., *Assistant Professor of Special Education*
Patricia Whitfield, Ph.D., *Associate Professor of Special Education*

Longwood offers a five-year Liberal Studies-Special Education Program leading to a Bachelor's Degree in Liberal Studies 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. (See the Liberal Studies section of this Catalog.) A professional portfolio is developed during the five year period. 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 Liberal Studies and not pursue the Master's Degree. However, students must complete the fifth year to become endorsed to teach in Special Education.

Course Sequence - Special Education

YEAR 1

SPED 202 Intro to Special Education/3 credits
SPED 204 Intro to Curriculum and Methodology Adaptations in
Special Education/2 credits

YEAR 2

SPED 310 Behavior Management, Part I/2 credits
SPED 313 Behavior Management, Part II/2 credits
SPED 320 Practicum 1/3 credits

YEAR 3

SPED 301 Reading and Language Arts For Students with Mild to Moderate
Disabilities/3 credits
SPED 302 Math, Science, and Social Studies Adaptations for
Students with Mild to Moderate Disabilities/3 credits
SPED 327 Practicum 2/3 credits
SPED 375 Language and Language Disorders/3 credits

YEAR 4

SPED 435 Psycho-educational Assessment for Exceptional Learners/3 credits

Professional Semester

EDUC 406 Directed Teaching in Mild to Moderate Special Education/10 credits
EDUC 484 Media and Computer Technology/2 credits
EDUC 488 Education Seminar/1 credit
SPED 480 IEP and Seminar in Special Education/1 credit

YEAR 5

EDUC 502 Research Design/3 credits
EDUC 521 Human Growth and Development/3 credits
EDUC 524 Foundations of Reading and Language Development for
Emergent Literacy/3 credits
EDUC 525 Foundations of Reading and Language Development in
Grades 3-8/3 credits
EDUC 571 Foundations of Instruction and Learning Theory/3 credits

- SPED 516 Medical and Neurological Problems of Exceptional Students/3 credits
 SPED 530 Characteristics and Needs of Students With Mild to Moderate Disabilities/3 credits
 SPED 575 Career and Life Planning for Individuals With Disabilities/3 credits
 SPED 600 Thesis/3 credits or Non-Thesis Option
 SPED 682 Collaboration in the School, Home, and Community/3 credits
 SPED 689 Seminar of Current Issues in Special Education/3 credits
 SPED 690 Internship/3 credits
- Students selecting the non-thesis option must complete a three credit class in lieu of SPED 600 and also complete a three hour comprehensive exam (See *Graduate Catalog*).
- Suggested three credit classes for the non-thesis option include: EDUC 530, EDUC 549, EDUC 620, EDUC 681, PSYC 523, PSYC 551, PSYC 660, ART 543, MATH 623, MUSC 543, MUSC 546, or SCI 562. The course selected must not have been taken during the undergraduate years.

Special Education Minor

A special education minor may be pursued by students in any other major. Students who wish to minor take the following sequence of courses: 18 credits

15 Credits:

- SPED 202 Intro to Special Education/3 credits
 SPED 204 Intro to Curriculum and Methodology Adaptations in Special Education/2 credits
 SPED 310 Behavior Management, Part I/2 credits
 SPED 313 Behavior Management, Part II/2 credits
 SPED 375 Language and Language Disorders/3 credits
 SPED 435 Psychoeducational Assessment for Exceptional Learners/3 credits

3 Credits from the following:

- PSYC 131 Intro to Psychology as a Social Science/3 credits
 PSYC 132 Intro to Psychology as a Natural Science/3 credits
 PSYC 356 Abnormal Psychology/3 credits
 PSYC 357 Psychopathology of Childhood/3 credits

SPECIAL EDUCATION

A special fee is charged for all practicum and student teaching courses. †

Writing Intensive Courses **

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 students with disabilities. Observation in special education. 3 credits.

SPECIAL EDUCATION 204. *Introduction to Curriculum and Methodology Adaptations in Special Education.* An overview of curriculum in the regular classroom, K-12; guidelines for selection and adapta-

tions of commercial materials and educational software, emphasis on the IEP, task analysis, and the mainstream. 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. *Reading and Language Arts for Students with Mild to Moderate Disabilities.* Emphasis on teacher directed instruction and cognitive strategy instruction for students with mild to mod-

erate deficits in reading and language arts. Prerequisites: SPED 202 and 204. 3 credits.

SPECIAL EDUCATION 302. *Math, Science, and Social Studies Adaptations for Students with Mild to Moderate Disabilities.* Emphasis on teacher directed instruction and cognitive strategy instruction for students with mild to moderate deficits in mathematics; adaptations for students in science and social studies. Prerequisites SPED 301. 3 credits.

SPECIAL EDUCATION 310. *Behavior Management Part I.* A survey of applied behavior analysis techniques used in the management of behavior of students. 2 credits. **

SPECIAL EDUCATION 313. *Behavior Management Part II.* A study of behavioral, ecological, biophysical, psychoeducational, and psychodynamic theories and approaches to classroom management of children with social and/or emotional conflicts. 2 credits.

SPECIAL EDUCATION 320. *Practicum I.* Introductory teaching experience with students having mild/moderate learning and behavioral problems. Prerequisites: 202, 204. 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 435. *Psychoeducational 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, 310, 313. 3 credits. **

SPECIAL EDUCATION 450. *Non-Violent Crisis Intervention.* Safe methods to

help human services workers provide care for violent individuals, non-verbal and verbal techniques to reduce anxiety, principles of personal safety, and physical restraint and control procedures. Prerequisites: Junior Level or above and permission of instructor. 1 credit.

SPECIAL EDUCATION 480. *The IEP and Seminar in Special Education.* A discussion of the IEP and its implementation in Special Education. A discussion of current issues affecting Special Education programs. An examination of professional goals and personal philosophy affecting the teaching/learning process. Prerequisites: SPED 202, 204, 301, 302, 310, 313, 320, 327, 435. 1 credit.

SPECIAL EDUCATION 516. *Medical and Neurological Problems of Exceptional Students.* A comprehensive study of environmental/hereditary factors affecting the child with disabilities from the prenatal period through the school years. Educational strategies for accommodating medical and neurological conditions in the classroom. 3 credits.

SPECIAL EDUCATION 530. *Characteristics and Needs of Students with Mild to Moderate Disabilities.* Definitions, theories of etiology, characteristics, basis for various treatments, management, and criteria for placement of students with mild to moderate disabilities. 3 credits.

SPECIAL EDUCATION 575. *Career and Life Planning for Individuals with Disabilities.* An in-depth study of preparatory skills for vocational opportunities for individuals with disabilities. An overview of social, leisure and recreational opportunities for individuals with disabilities. 3 credits.

SPECIAL EDUCATION 600. *Thesis.* This credit is awarded for the successful completion of a proposal, data collection, final thesis paper, and thesis presentation. If a student fails to complete the thesis during that semester, he/she may take an incomplete; however, the thesis must be finished by the end of the next academic semester. †

SPECIAL EDUCATION 682. *Collaboration in the School, Home and Community.* Techniques for mainstreaming the child with mild to moderate disabilities through collaboration with the regular classroom teacher. 3 credits.

SPECIAL EDUCATION 689. *Seminar of Current Issues in Special Education.* A discussion of current selected issues in

special education such as litigation, legislation, personnel preparation and research. 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, consultation, or research. Prerequisite: Professional semester. 3 credits. †

COMMUNICATION DISORDERS PROGRAM

Faculty

Peggy Agee, M.Ed., *Instructor, Communication Disorders*

Gayle Daly, M.S., CCC-SLP, *Instructor, Communication Disorders, and Program Coordinator*

Stephen C. Keith, Ed.D., *Assistant Professor of Education*

The four-year undergraduate major in Communication Disorders is a pre-professional program which prepares the student for entry into a Master's degree program in Communication Disorders, Speech-Language Pathology, or Audiology.

COMMUNICATION DISORDERS MAJOR B.A. OR B.S. DEGREE

A. General Education Requirement. 33 credits.

See General Education Requirements listed on pages 63-66.

B. Additional Degree Requirements, B.A. 9 credits.

Additional Degree Requirements, B.S. 10 credits.

See Degree Requirements listed on page 60.

C. Major Requirements. 51 credits.

CDIS 201/3 credits

CDIS 285/3 credits

CDIS 290/2 credits

CDIS 307/3 credits

CDIS 313/3 credits

CDIS 314/3 credits

CDIS 333/3 credits

CDIS 361/3 credits

CDIS 375/3 credits

CDIS 385/3 credits

CDIS 393/1 credits

CDIS 394/3 credits

CDIS 412/3 credits

CDIS 430/3 credits

CDIS 433/3 credits

CDIS 462/3 credits

CDIS 489/3 credits

RECR 206/3 credits

Electives: CDIS 450/3 credits, CDIS 480/3 credits, CDIS 497/3 credits

D. General Electives, B.A. Degree: 27 credits.

General Electives, B.S. Degree: 26 credits.

E. Total Credits Required for B.A. or B.S. Degree in Communication Disorders . . .120

COMMUNICATION DISORDERS

*General Education Course **

A special fee is charged for all practicum and student teaching courses. †

*Writing Intensive Courses ***

CDIS 201. *Introduction to Communication Disorders.* An overview of the field of communication disorders, including the professions of speech/language pathologist and audiologist. 3 credits.

CDIS 285. *Language Development.* Provides students with an introduction to the normal acquisition of language, including the components of language, theories of language development, how language evolves from infancy through adulthood, and emerging literacy in relation to language. 3 credits.

CDIS 290. *Observation of Speech-Language Pathologist or Audiologist.* Observation of SLP or Audiologist and large group instruction. Prerequisite: CDIS 201. 2 credits.

CDIS 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: CDIS 201. Prerequisite for 495: consent of Instructor. CDIS 295/1 credit, CDIS 495/1-3 credits.

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

CDIS 313. *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.

CDIS 314. *Articulation and Phonology.* Articulation differences versus disorders; phonological processes; etiologies of functional and organic disorders; indications for referral. Emphasis on therapy for school-age children. Prerequisites: CDIS 201 and 307 or consent of instructor. 3 credits.

CDIS 333. *Fluency Disorders.* Theories, evaluation, and therapy methods. Prerequisites: CDIS 201 and CDIS 313 or consent of instructor. 3 credits.**

CDIS 361. *Introduction to Audiology.* Physics of sound; physiology of hearing; types and amounts of hearing loss; hearing evaluation: audiometry. Prerequisite: CDIS 313 or consent of instructor. 3 credits.

CDIS 375. *Language Disorders: Assessment and Therapy.* Provides students with an understanding of various language disorders, assessment techniques and intervention approaches. Prerequisites: CDIS 285 or consent of instructor. 3 credits.

CDIS 385. *Organic and Neurogenic Disorders of Speech and Language.* An overview of cleft palate, cerebral palsy, aphasia, dysarthria, traumatic brain injury, dysphagia, right hemisphere disorder and dyspraxia. Prerequisites: CDIS 313 and CDIS 375 or consent of instructor. 3 credits.**

CDIS 393. *Ethics in Communication Disorders.* Introduction to the clinical setting; ethical issues in communication disorders; interviewing, multicultural issues, assessment components. Prerequisite: CDIS 201 or consent of instructor. 1 credit.*

CDIS 394. *Clinical Procedures.* Administration and scoring of speech and language tests; development of individual and group therapy plans. Prerequisite: CDIS 393 or consent of instructor. 3 credits.** *

CDIS 412. *Administration Methods in Communication Disorders.* Organization and administration of speech/language pathology programs in schools and related settings; professional issues in each setting. Prerequisite: CDIS 394 or consent of instructor. 3 credits.

CDIS 430. *Language and Literacy.* Overview of the relationship of language and literacy. Specific skills for professionals in communication disorders, including pho-

nological and phonemic awareness, and expressive language. Therapeutic strategies for children with communication disorders, as well as classroom intervention techniques for all children. Prerequisites: CDIS 285, CDIS 307, and CDIS 375, or consent of instructor. 3 credits.

CDIS 433. *Voice Disorders.* Theories, evaluation and therapy methods. Prerequisites: CDIS 201, CDIS 313, or consent of instructor. 3 credits.

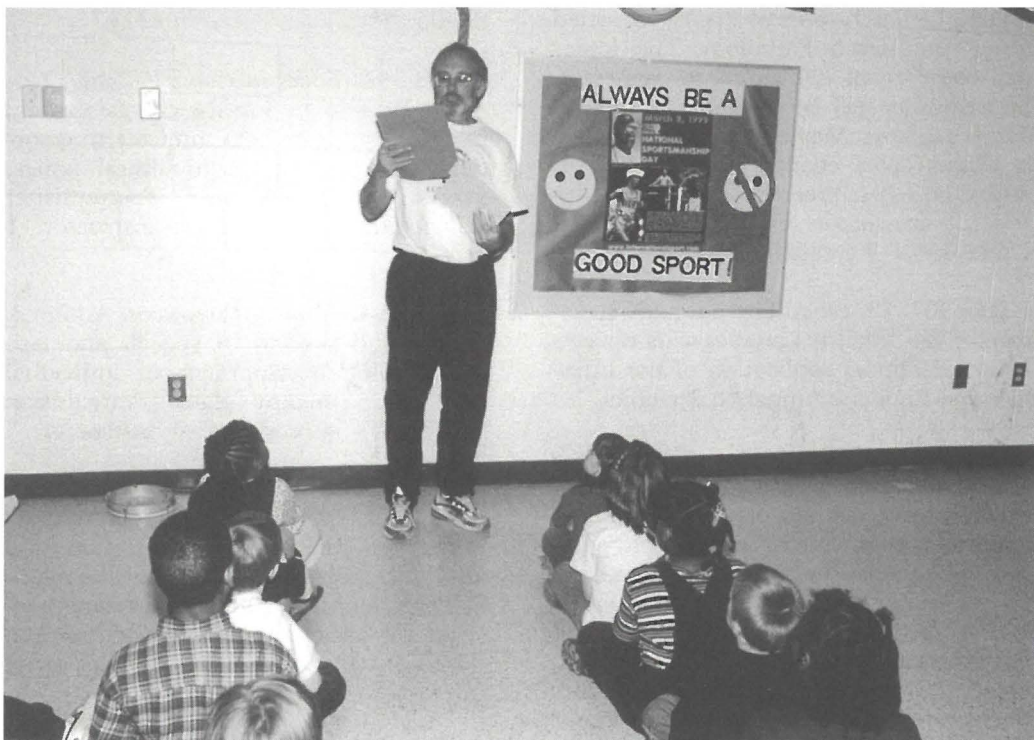
CDIS 450. *Augmentative Communication.* Alternatives to speaking and hearing: manual, electronic and computer devices. 3 credits.

CDIS 462. *Aural Rehabilitation.* Effects of hearing loss upon language; hearing conversation; introduction to aural rehabilitation. Prerequisite: CDIS 361 or consent of instructor. 3 credits.

CDIS 480. *Public School Screenings.* Organization and administration of speech, language and hearing screenings in the public schools. Prerequisites: CDIS 314, CDIS 361, and CDIS 375. 3 credits.

CDIS 489. *Observation and Therapy.* Observation and therapy under the direct supervision of a licensed SLP or Audiologist, and group instruction for therapeutic settings. Prerequisites: CDIS 290, CDIS 314, CDIS 375 or consent of instructor. 3 credits.

CDIS 497. *Practicum in Communication Disorders.* Directed field work with people who have speech and/or hearing disorders. Prerequisites: CDIS 394 and CDIS 489 and consent of instructor. (Elective) 3 credits. †



Professor Joseph Blauvelt, associate professor of health and physical education, participates in the Faculty Connections Program in which faculty members use their talents and skills outside of the college classroom to gain practical experience in their chosen field.

Social Work Program

George C. Stonikinis, Jr., *Area Coordinator*
Darlene 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 utilizing the “generalist - based perspective” 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.

The Social Work Program’s curriculum is designed to help students develop generalist-based practice skills for professional activity with diverse populations of individuals, small groups, families, organizations and/or communities in order to enhance social functioning and create social contexts favorable for their maximum participation and self-direction. Program courses and two agency-based field instruction opportunities are systematically organized in order to produce professional social work graduates who are able to:

- Apply critical thinking skills
- Practice utilizing the values and ethical base of the social work profession
- Identify, apply, and respect the positive value of diverse populations
- Actively demonstrate the professional use of self
- Understand the forms, mechanisms, and impact of oppression and discrimination
- Identify and apply interventive change strategies to advance social and economic justice
- Understand the history of the profession of social work
- Analyze and explain the contemporary structure of the profession and its major issues
- Demonstrate generalist social work knowledge and skills in direct practice with micro, mezzo, and macro level systems
- Apply knowledge of bio-psycho-social variables that affect individual development and behavior
- Utilize and analyze diverse theoretical frameworks in the understanding, assessment, and direction of intervention with individuals and between individuals and social systems to include families, groups, organizations, and communities
- Analyze social policy and policy processes and determine impact on client systems, workers, and agencies
- Conduct and/or evaluate research studies (both qualitative and quantitative) and apply findings to the direction of practice
- Assess and apply, under supervision, an evaluation of their own professional practice interventions and those of other relevant systems
- Apply communication skills in diverse contexts differentially with client systems, colleagues, and members of the community
- Utilize social work supervision appropriate to direct generalist practice and continued personal professional development
- Function and practice within the structure of organizations and service delivery systems and, under supervision, seek necessary organizational change

SOCIAL WORK PROGRAM

Faculty

Edna V. Allen-Bledsoe, Ph.D., *Associate Professor of Social Work*

Theresa A. Clark, Ph.D., *Assistant Professor of Social Work*

George C. Stonikinis, Jr., M.S.W., *Associate Professor and Area Coordinator*

Sarah V. Young, Ph.D., *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 graduates for first level professional social work practice as practitioners utilizing the generalist perspective base. Program graduates frequently pursue advanced study in graduate schools and may be eligible for admission into advanced standing one-year M.S.W. degree programs. They may utilize their professional credentials for careers in the expanding opportunities for first level, generalist based, professional practitioners according to the standards of the National Association of Social Workers in such areas as:

Case Management
Community Mental Health
Disaster Relief
Employee Assistance Programming
Rural Social Work
Veterans Services
Adoption
Child Protective Services
Child Welfare
Domestic Violence
Foster Care
Family Preservation
Homelessness

Parenting Education
Health Care
Family Planning
Hospital Social Work
School Social Work
Crisis Intervention
Geriatric Services
Home Health Care
Hospice Care
Addiction Treatment
Criminal & Youth Court Services
Policy Advocacy
International Social Work

The faculty of the Social Work Program reflecting the generalist orientation, focus on each student's personal and professional growth and development. Specifically, the Program faculty members individualize much of the student's education and actual agency-based instruction as they assist each student to develop a professional knowledge, skill and attitude base through strategically placed personalized evaluations and discussions of their education and process of professional emergence.

Junior Field Instruction consists of an agency placement or field practicum concurrent with integrative course work and involves 180 hours of instruction in a field setting. A grade point average of 2.25 both 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 9 1/2-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. Only those students who are social work degree candidates may be admitted to the field practicum experiences. Enrollment in social work practice courses (SOWK 335, 336, 415, and 427) is restricted to social work majors only! Practicum experiences are readily available throughout the state, and many students choose to live at home during this experience, thus saving money and greatly enhancing their professional career entry. The Social Work Program, in compliance with CSWE accreditation standards, grants no academic credit for life experience and/or previous work experience in lieu of the field practicum or in lieu of courses in the professional foundation content areas.

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

- A. General Education Core Requirement. 33 credits.
See General Education Requirements listed on pages 63-66.
- B. Additional Requirements for B.A. Degree. 9 credits.
Additional Requirements for B.S. Degree. 10 credits.
See Degree Requirements listed on page 60.
- C. Major Requirements. 69 credits.
- | | |
|--------------------------------|----------------------------------|
| Social Work 101/3 credits | Social Work 401/2 credits |
| Social Work 102/3 credits | Social Work 404/1 credit |
| Social Work 240/3 credits | Social Work 405/3 credits |
| Social Work 280, 281/6 credits | Social Work 407/1 credit |
| Social Work 310/3 credits | Social Work 408/2 credits |
| Social Work 320/3 credits | Social Work 415/3 credits |
| Social Work 335/1 credit | Social Work 427/3 credits |
| Social Work 336/3 credits | Social Work 492/12 credits |
| Social Work 392/5 credits | Social Work Electives/11 credits |
| Social Work 340/1 credit | TOTAL: 69 credits |
- D. General Electives for B.A. Degree. 9 credits
General Electives for B.S. Degree. 8 credits
- E. Total Credits Required for B.A. or B.S. in Social Work120 credits

SOCIAL WORK

*General Education Course **

*A special fee is charged for all
Field Instruction courses. †*

*Writing Intensive Course ***

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

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. 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. Prerequisites: SW 280; Psychology 131, 3 credits; Biology, 4 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 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, copability, 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 171. 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. Only those students who are candidates for the degree in social work may be admitted.

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.* Only those students who are candidates for the degree in social work may be admitted.

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 340. *Junior Field Integration.* 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 392. 1 credit.

SOCIAL WORK 392. *Junior Internship 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 2.25 GPA average overall and in major courses. 5 credits. † Only those students who are candidates for the degree in social work may be admitted.

SOCIAL WORK 401. *Senior Field Integration.* 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. Co-requisites: SW 492, 404, 407. 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. Co-requisites: SW 492, 401, 407. 1 credit.

SOCIAL WORK 405. *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 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. Co-requisites: SW 492, 401, 404. 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. Only those students who are candidates for the degree in social work may be admitted.

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 392. 3 credits. ** Only those students who are candidates for the degree in social work may be admitted.

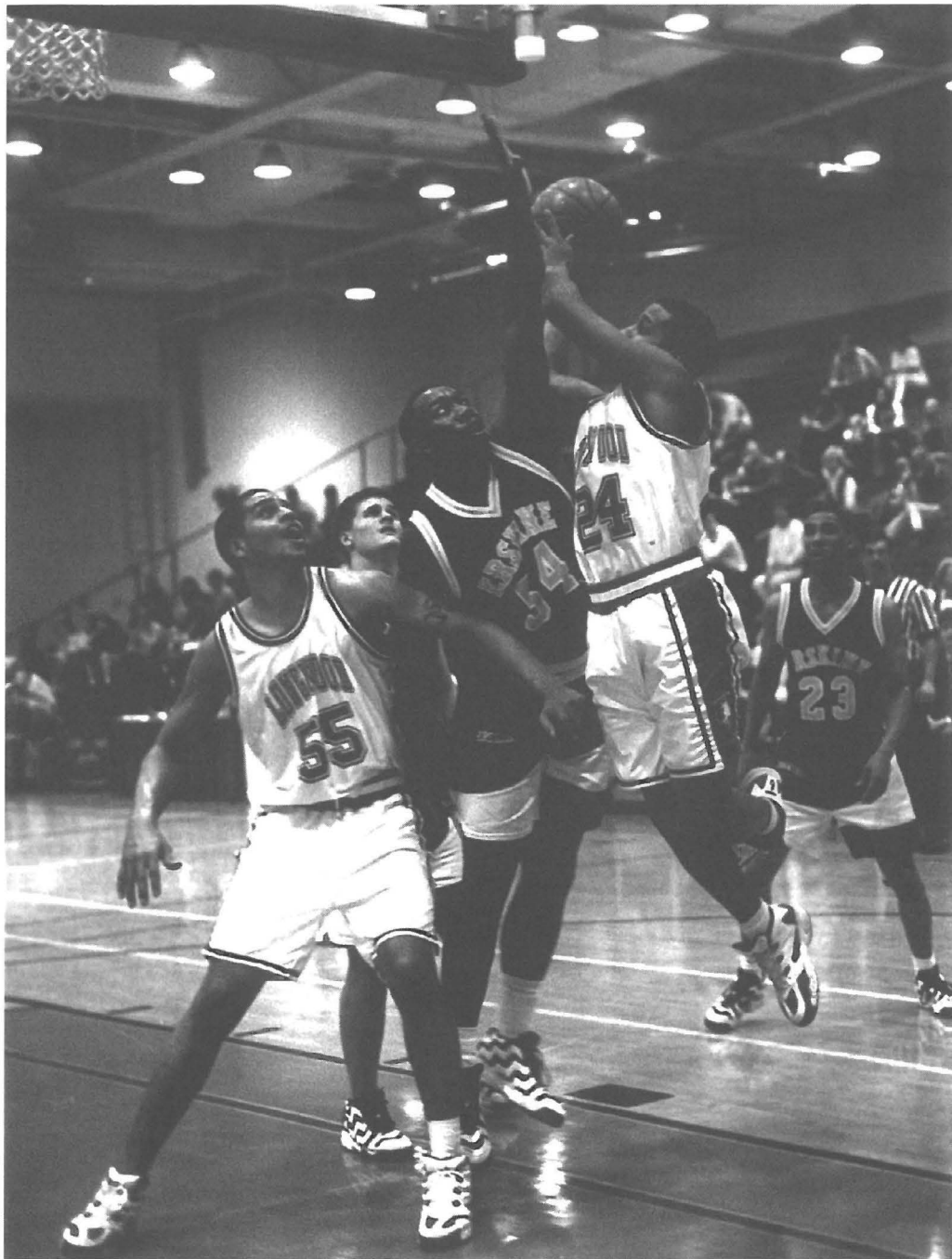
SOCIAL WORK 461. *Topical Seminar in Social Work.* A series of topical lectures, presentations and discussions concerning areas of current concern to practitioners in a variety of welfare settings. Emphasis is placed on practice related material and the involvement of practitioners from local agencies is encouraged. 1-3 credits.

SOCIAL WORK 462. *Delivering Hospice Care.* A skills approach to the provision of hospice care to the terminally ill. Physical, psychological, social, and spiritual needs unique to this client population will be presented. 1 credit.

SOCIAL WORK 485. *Issues Related to Sex and Gender Differences.* A seminar on how sex differences and gendered behaviors are constructed and maintained. 3 credits.

SOCIAL WORK 492. *Senior Internship in Social Work.* 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. Prerequisite: SW 427 and 2.25 GPA average overall and in major courses. Co-requisites: SW 401, 404 and 407. 12 credits. Only those students who are candidates for the degree in social work may be admitted.



Department of Health, Physical Education, Recreation, and Dance

Bette L. Harris, *Chair*
Chris Freeland, *Secretary*

The Department offers two B.S. degree programs, one in therapeutic recreation and one in physical education with options in pedagogy, exercise science, and athletic training. The department also offers a teaching endorsement in driver education, and minor programs in dance and coaching. A variety of activity classes, whose goal is to develop fitness and skills in life-time sports, are offered to all students. Health and activity classes are structured to provide students with knowledge about current health problems and to help them develop behaviors and attitudes that will aid in maintaining a state of optimal health and fitness throughout the life-span.

HEALTH AND PHYSICAL EDUCATION PROGRAM

Faculty

Robert J. Beaudet, Jr., Ph.D., *Assistant Professor of Sports Pedagogy*
Sarah M. Bingham, Ph.D., *Associate Professor of Health and Physical Education*
J. Charles Blauvelt, Ph.D., *Associate Professor of Health and Physical Education*
Loretta E. Coughlin, M.S., *Lecturer in Physical Education*
Paul A. Giannotti, M.Ed., *Assistant Professor of Athletic Training*
Charlotte L. Guynes, Ph.D., *Assistant Professor of Health*
Bette L. Harris, Ed.D., *Professor of Health and Physical Education*
Judith R. Johnson, Ph.D., *Associate Professor of Health and Physical Education*
Chrystyna Kosarchyn, Ph.D., *Professor of Health*
Sharon M. Menegoni, M.S., *Assistant Professor of Athletic Training*
Cathy J. Pritzlaff, M.Ed., *Instructor of Exercise Science*
Rodney Williams, B.A., *Artist-in-Residence*

Athletic and Recreation Staff Holding Appointment to the Department

Charles B. Bolding, M.S., *Baseball Coach and Instructor of Physical Education*
William G. Carlton, Jr., B.S., *Athletic Trainer and Instructor of Physical Education*
Shirley G. Duncan, M.S., *Women's Basketball Coach and Instructor of Physical Education*
B. Todd Dyer, B.S., *Men and Women's Soccer Coach and Instructor of Physical Education*
Kevin Fillman, M.S., *Men's Golf Coach and Instructor of Physical Education*
Janet Grubbs, M.S., *LaCrosse Coach and Instructor of Physical Education*
Cindy Ho, M.S., *Women's Golf Coach and Instructor of Physical Education*
Michael Leeder, B.A., *Head Men's Basketball Coach and Instructor of Physical Education*
Brent Newell, B.S., *Wrestling Coach and Instructor of Physical Education*
Kathy Riley, M.S., *Softball Coach and Instructor of Physical Education*
Dave Wolden, M.S., *Men's and Women's Tennis Coach and Instructor of Physical Education*
Craig Woods, M.S., *Assistant Women's Basketball Coach and Instructor of Physical Education*

Admission to the teacher education program requires that the student complete an application, have acceptable student evaluations from Phed 280 and Phed 380, record successful completion of Praxis I, demonstration of competency in written and oral English, "C" or better in English 100 and 101, and an overall grade point average of 2.50. 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 requirements. Additional policies and standards for physical education majors are in the Physical Education Major Student Handbook and in the Athletic Training Curriculum Handbook.

The Physical Education curriculum has three instructional programs leading to a Bachelor of Science degree with a major in physical and health education. One program

culminates in being endorsed to teach physical and health education, and two 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, students will take course work in one of the following program options:

Teaching NK-12 Option

Students electing this program will be endorsed to teach physical and health education at the elementary and secondary levels. The program provides the scientific background courses for teaching physical and health 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, coaching, or driver education.

Non-Teaching Options

Athletic Training

The program in athletic training 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. The course of study leading to the Bachelor of Science Degree via the Athletic Training Education Program includes one year of pre-athletic training, a selection process, and three years in the professional and clinical education phase of the program. Admission to the Athletic Training Education Program is competitive. Because of enrollment limitations, students who have completed the pre-athletic training year at Longwood College cannot be assured of admission to the professional and clinical education phase of the Athletic Training Education Program.

Students who are accepted into the program are required to accumulate a minimum of 1000 hours of supervised clinical experience with the Longwood College intercollegiate athletic program or an affiliated site. Students will also complete an off campus clinical internship at a site of their choice during the final semester of the program. Graduates of this program are eligible to sit for the National Athletic Trainers' Association certification examination.

Exercise Science

The Exercise Science Option is designed to provide students with a foundation in the sciences with emphasis in exercise, health, and sport sciences. Students enrolled in this option are prepared for entrance into health-related fitness and sport science professions. Graduates of this program are eligible to sit for certification examinations offered by the American College of Sports Medicine and the National Strength and Conditioning Association, and to apply for advanced study in a variety of applied science and allied health programs.

Coaching Minor:

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 twenty hours of required courses in dance.

PHYSICAL AND HEALTH EDUCATION MAJOR, B.S. DEGREE
Elementary and Secondary Endorsement Option N, K-12

- A. General Education Core Requirement. 33 credits.
See General Education Requirements listed on pages 63-66.
- B. Additional Degree Requirements. 10 credits.
Biology 206/4 credits
Math elective/3 credits
Social Science elective/3 credits

- C. Major Requirements. 70 credits.
Professional Core
PHED 275/3 credits
PHED 386/4 credits
PHED 387/4 credits
TOTAL/11 credits

Teaching Option
Activity Requirements
PHED 150/1 credit
PHED 350/3 credits
PHED 351/3 credits
PHED 352/3 credits
PHED 211, 212, or 315/1-2 credits
TOTAL CREDITS/11-12

Teaching Option
Requirements
BIO 207/4 credits
PHED 175/1 credit
PHED 250/2 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 482/12 credits
PHED 483/3 credits
RECR 238/3 credits
HLTH 205/3 credits
HLTH 212/3 credits
HLTH 260/3 credits
HLTH 311/3 credits
HLTH 335/3 credits
HLTH 465/4 credits
TOTAL CREDITS/62

- D. Areas of Concentration
A physical education major in the elementary-secondary option may elect any of the following concentrations or driver education endorsement.

Courses required of Physical Education majors. **

*Adapted Physical Education**
PHED 200/3 credits
PHED 381/3 credits **
RECR 302/3 credits
RECR 301 or 303/3 credits
TOTAL/12 credits
Must take Sociology 222 *

Coaching
HLTH 260/3 credits **
PHED 200/3 credits
PHED 385/3 credits
PHED 462/3 credits **
PHED 485/3 credits **
PHED 486/3-6 credits
TOTAL/18-21 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 301/3 credits

HLTH 302/3 credits

TOTAL/9 credits

- E. Total Credits Required for B.S. Degree in Physical and Health Education with Elementary/Secondary Endorsement N, K-12127-128

Total Credits Required for B.S. Degree in Physical and Health Education with Elementary/Secondary Endorsement N, K-12 with Concentration in Adapted Physical Education136

Total Credits Required for B.S. Degree in Physical and Health Education with Elementary/Secondary Endorsement N, K-12 with Endorsement in Driver Education133

Total Credits Required for B.S. Degree in Physical and Health Education with Elementary/Secondary Endorsement N, K-12 with Concentration in Coaching142

PHYSICAL EDUCATION MAJOR, B.S. DEGREE

Exercise Science Option

- A. General Education Core Requirement. 33 credits.
See General Education Requirements listed on pages 63-66.
Goal 5. Both CHEM 101 and PHYS 101 required as part of Fitness Option Requirements.*

- B. Additional Degree Requirements. 10 credits.

Biology 206/4 credits

Math 171 or Math 271/3 credits

PSYC 132 or 221/3 credits*

- C. Major Requirements.

Professional Core

PHED 275/3 credits

PHED 386/3 credits**

PHED 387/3 credits**

PHED 462/3 credits

PHED 485/3 credits**

TOTAL/15 credits

Activity Requirements

PHED 103, 131, 134/1 credit

PHED 104, 108 or 120/1 credit

PHED 112 or 127/1 credit

PHED 116/1 credit

PHED 110, 111, 211, 212 or 312

(Swimming)/1 or 2 credits

TOTAL 5 or 6 credits

Fitness Option Requirements

BIOL 207/4 credits*

CHEM 101/4 credits*

PHYS 101/4 credits*

PHED 385/3 credits**

PHED 364/3 credits

PHED 392/8 credits

PHED 486/2 credits

PHED 487/2 credits

PHED 488/3 credits

PHED 497/3 credits

HLTH 205/3 credits

HLTH 235/3 credits

HLTH 260/3 credits

HLTH 410/3 credits

MGMT 360 or MKTG 380/3 credits

SPCH 101/3 credits

TOTAL/54 credits

D. General Electives/6-7 credits

E. Total Credits Required for B.S. Degree with Exercise Science Option120

Courses in which students must have a grade of C- or higher.*

Courses in which students must have a grade of C or higher.**

COACHING MINOR

The coaching minor is open to all non-major students.

HLTH 260/3 credits

PHED 485/3 credits

PHED 200/3 credits

PHED 486/3-6 credits

PHED 385/3 credits

PHED 462/3 credits

TOTAL 18/21 credits

DANCE EDUCATION MINOR

The dance education minor is open to all students attending Longwood College. Students must audition before being placed in Dance 132, Advanced Modern Dance.

Core (15 credit hours)

DANCE 132/2 credits

DANCE 267/4 credits

DANCE 365/3 credits

DANCE 466/3 credits

DANCE 495/3 credits

Electives

Choose 5 courses: 5-6 credit hours

DANCE (PHED) 127/1 credit

DANCE (PHED) 128/1 credit

DANCE (PHED) 129/1 credit

DANCE (PHED) 130/1 credit

DANCE (PHED) 131/1 credit

DANCE (PHED) 133/1 credit

DANCE (PHED) 136/1 credit

DANCE (PHED) 138/1 credit

DANCE (PHED) 229/1 credit

DANCE (PHED) 230/1 credit

DANCE (PHED) 231/1 credit

DANCE (PHED) 232/2 credits

TOTAL 20-21 credits

PHYSICAL EDUCATION MAJOR, B.S. DEGREE

Athletic Training

A. General Education Core Requirements. 33 credits

See General Education Requirements listed on pages 63-66.

B. Additional Degree Requirements. 10 credits

BIOL 206/4 credits

MATH 271/3 credits

PSYC 131, 132, or 221/3 credits

C. Major Requirements.

Professional Core

PHED 275/3 credits

PHED 386/3 credits

PHED 387/3 credits

PHED 485/3 credits

TOTAL/12 credits

Athletic Training

Option Requirements

CHEM 101 or 111/4 credits*

PHYS 101, 102/8 credits*

BIOL 207/4 credits

HLTH 205/3 credits

HLTH 235/3 credits

HLTH 260/3 credits

PHED 200/3 credits

PHED 210/3 credits

PHED 300/3 credits

PHED 310/3 credit

PHED 320/2 credit

PHED 325/3 credits

PHED 330/3 credit

PHED 385/3 credit

PHED 410/2 credit

PHED 420/1 credit

PHED 470/3 credit

TOTAL/50*

Activity Requirements

PHED 116/1 credit

Aquatics activity or swimming/1 credit

TOTAL/2 credits

Clinical Requirements

PHED 371/1 credit

PHED 372/1 credit

PHED 471/1 credit

PHED 472/1 credit

PHED 473/1 credit

PHED 492/12 credit

TOTAL/17 credits

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.*

D. Total Credits Required for B.S. Degree with Athletic

Training124

DANCE PROGRAM

Faculty

Rodney Williams, B.A., *Artist-in-Residence*

DANCE

*General Education Course **

Courses cross listed with PHED may be taken as a general education course for Goal 9 if registered under the PHED discipline.

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 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. A student who has completed Total Fitness through Aerobic Dancing may not take PHED 127. 1 credit.

DANCE 128. *Beginning Social and Recreation Dance.* (PHED 128) Beginning instruction in the fundamental skills of square dance, folk dance, novelty and contemporary rhythms and in the social dance steps. 1 credit. *

DANCE 129. *Beginning Ballet.* (PHED 129). 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. *Beginning Jazz. (PHED 130).* 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 syn-copated movements such as rib isolation, kicks, jump turns, and jazz runs. 1 credit. *

DANCE 131. *Beginning Modern Dance. (PHED 131).* 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 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 133. *Ballroom and Social Dance (PHED 133).* Introduces the student to the steps, rhythms, and body positions that are fundamental to ballroom and social dances. Dances that will be taught include, but are not limited to the following: waltz, fox trot, cha-cha-cha, tango, rumba, shag, and electric slide. 1 credit. *

DANCE 136. *International Folk Dance. (PHED 136)* 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. *

DANCE 138. *African Dance.* African dance is a movement and technique course designed to explore the dances, rhythms, and chants of Africa. It also focuses on cultural enrichment, history, language and customs of the people of African ancestry. 1 credit.

DANCE 228. *Intermediate Social and Recreation Dance. (PHED 228).* Advanced instruction in square dance, folk dance, novelty and contemporary rhythms and in the social dance steps. Prerequisite: permission of the instructor. 1 credit. *

DANCE 229. *Intermediate Ballet. (PHED 229).* Emphasis on improving ballet skills and on allowing further opportunities for creating and learning dances. 1 credit. *

DANCE 230. *Intermediate Jazz. (PHED 230).* Emphasis on improving jazz dance skills and on allowing further opportunities for creating and learning dances. 1 credit. *

DANCE 231. *Intermediate Modern Dance. (PHED 231)* Emphasis on improving modern dance skills and on allowing further opportunities for creating and learning dances. 1 credit. *

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.* High level of skill required in any one of the three dance forms: ballet, jazz or modern dance. 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 432. *Advanced Modern Dance.* High level of skill required in any one of the three dance forms: ballet, jazz or modern dance. Prerequisite: Audition: 2 credits.

DANCE 466. *Teaching of Dance.* Theory and practice in methods of teaching dance activities. 3 credits.

ATHLETIC TRAINING PROGRAM

Sharon M. Menegoni, M.S., *Program Director, Assistant Professor of Athletic Training*
Paul A. Giannotti, M.Ed., *Assistant Professor of Athletic Training*

THEORY COURSES

PHED 200. *Introduction to Athletic Training.* A survey of the area of Athletic Training and Sports Medicine and their professional applications. The course is designed as an initial experience for students considering a career in athletic training or physical therapy. Open to non-majors. 3 credits.

PHED 210. *Clinical Methods in Athletic Training.* Practical study of procedures for the evaluation and treatment of injuries within the athletic environment which includes classroom instruction in selected basic skills. The course also involves a directed observation experience requirement and participation in the student athletic trainer mentor program. 3 credits. Prerequisite or corequisite: PHED 200.

PHED 300. *Injury Mechanism and Assessment I (Lower Extremity).* An examination of the mechanism and pathology of injuries to the lower extremities. Detailed anatomy, biomechanics, evaluation, and immediate care is discussed. 3 credits. Prerequisites - PHED 210, BIOL 207.

PHED 310. *Injury Mechanism and Assessment II (Upper Extremity).* An examination of the mechanism and pathology of injuries to the upper extremities. Detailed anatomy, biomechanics, evaluation, and immediate care is discussed. 3 credits. Prerequisites: PHED 210, BIOL 207.

PHED 320. *Therapeutic Modalities.* The use of therapeutic modalities for the treatment of the injured athlete. The course includes an introduction to the physiological principles and operational procedures of contemporary therapeutic modalities as they relate to the care and treatment of athletic injuries. 2 credits. Prerequisite PHED 210. Corequisite: PHYS 102, PHED 325.

PHED 325. *Therapeutic Exercise.* An introduction to the concepts and principles of comprehensive rehabilitation programs including determination of therapeutic goals and objectives, selection of therapeutic exercises, methods of evaluating and recording rehabilitation progress, development of criteria for return to competition, and the physiological effects of tissue trauma/wound healing and inactivity/immobilization. 3 credits. Prerequisites: PHED 210, 386, PHYS 101. Co-requisite - PHED 320.

PHED 330. *Injury Mechanism and Assessment III (Head, Neck, and Spine).* An examination of the mechanism and pathology of injuries to the head, neck, and trunk. Detailed anatomy, biomechanics, evaluation, and immediate care is discussed. 3 credits. Prerequisites: PHED 210, BIOL 207.

PHED 410. *Athletic Training Administration.* A practical approach to examination of the administration of athletic training programs including professional communications, the use of records and forms, budgeting, and facility design. 2 credits. Prerequisite or corequisite: PHED 330.**

PHED 420. *Current Topics in Athletic Training.* A survey of special topics in athletic training not included in regular course work (pharmacology, special populations, skin disorders, common illnesses, etc.). Additional emphasis on current trends utilized in the profession. 1 credit. Prerequisite or corequisite: Upper division standing in the athletic training education program.

PRACTICUM COURSES

PHED 371. *Practicum in Athletic Training I.* Supervised study and implementation of procedures for the evaluation and treatment of injuries as a student athletic trainer within the athletic environment. 1 credit. Prerequisite - Admission to the athletic training program or permission of the program director.

PHED 372. *Practicum in Athletic Training II.* A continuation of PHED 371 which includes supervised study and implementation of procedures for the evaluation and treatment of injuries as a student athletic trainer within the athletic environment. 1 credit. Prerequisite: Admission to the athletic training education program or permission of the program director.

PHED 471. *Practicum in Athletic Training III.* Supervised clinical experience of procedures for the evaluation and treatment of athletic injuries as a student athletic trainer working with intercollegiate athletic teams. 1 credit. Prerequisite: Admission to the athletic training education program or permission of the program director.

PHED 472. *Practicum in Athletic Training IV.* A continuation of PHED 471 which includes supervised clinical experience of procedures for the evaluation and treatment of athletic injuries as a student athletic trainer working with intercollegiate athletic teams. 1 credit. Prerequisite: Admission to the athletic training education program or permission of the program director.

PHED 473. *Practicum in Athletic Training V.* Concentrated clinical experience in athletic training. Provides practical clinical experience in the care and treatment of athletic injuries as well as management and administration of the athletic training room. 1 credit. Prerequisites: PHED 320, 325.

PHED 492. *Clinical Internship in Athletic Training.* Supervised off-campus on-the-job learning experience designed to give students an opportunity to gain practical experience in a private clinic, educational setting, or sports organization which is involved in athletic health care. 12 credits. Prerequisites: Completed all required courses.

HEALTH PROGRAM

Charlotte L. Guynes, Ph.D., *Assistant Professor of Health*

Chrystyna Kosarchyn, Ph.D., *Professor of Health*

HEALTH

General Education Course *

HEALTH EDUCATION 205. *Health and Wellness.* Focusing on the application of scientific facts and principles to current health issues, this course is designed to help foster intelligent decision-making in the areas of health needs and health behaviors. 3 credits.

HEALTH EDUCATION 210. *World Health Issues.* Designed to help students develop an understanding of current health problems and issues in the world community. This course 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 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 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 295. *Special Topics.* Selected topics in health 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.

HEALTH EDUCATION 301. *Driver Education.* Classroom instruction and super-

vised 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. Prerequisite: Health Education 301. 3 credits.

HEALTH EDUCATION 310. *Environmental Health.* Study of the environment as it relates to the total well being of the individual. Special emphasis is placed on the threats to human health as a result of environmental degradation. 3 credits.

HEALTH EDUCATION 311, 312. *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses on health education per semester. 1-18 credits.

HEALTH EDUCATION 313. *Drugs and Human Behavior.* An examination of drug use and abuse in today's society. Emphasis is placed on prevention and strategies for the learner while providing accurate, up-to-date information concerning human biology, sociological principles, and the pharmacological nature of drugs. Prerequisites: Biology 206 and Biology 207. 3 credits.

HEALTH EDUCATION 335. *Nutrition.* This course examines the principles of normal human nutrition applied to various stages in life, especially as they relate to disease prevention, fitness, and weight control. Factors that influence human nutrition needs and eating patterns also covered. Prerequisites: Biology 206 and Biology 207. 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 Promotion.* 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, and 211 or 235 or consent of instructor. 3 credits.

HEALTH EDUCATION 430. *Women's Health and Health Care Issues.* An examination of the history and politics of women's health and health care. Investigates contemporary health problems, prevention,

self-care; as well as medical alternatives so that consumers can make informed health care choices. 3 credits.

HEALTH EDUCATION 465. *Comprehensive School Health Education.* A study of comprehensive school health education with a focus on the teaching of health, N, K-12. It includes an examination of the components of CSHE, health education content, instructional methodology, resource materials (including audiovisual), evaluation of teaching, and computer assisted instruction. Provides a supervised practicum experience. Prerequisites: HLTH 205, HLTH 212, HLTH 311 and HLTH 335 as a Corequisite. 4 credits.

HEALTH EDUCATION 490. *Independent Study.* Individualized study. 1-18 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.

PHYSICAL EDUCATION

*General Education Courses **

*Writing Intensive 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 Restricted Activity
Total Fitness through Swimming
Total Fitness through Water Aerobics
Total Fitness through Weight Training

PHED 398. *Ethics in Sport and Physical Education.* An examination of the basic philosophic issues concerning ethics and moral reasoning and how these issues relate to sport. Students will be encouraged to develop their ability to make

informed ethical choices and decisions relating both to sport and to their own personal and professional lives. This course is designed for all students of any major Junior or Senior Status. 3 credits. *

Physical Education Activity Classes

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 fundamental 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. *Down-hill 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. Interclass 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. (Fee charge.) 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: \$140.00. 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. *(Dance 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, rhumba, 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 133. *(Dance 133). Ballroom and Social Dance.* Introduces the student to the steps, rhythms, and body positions that are fundamental to ballroom and social dances. Dances that will be taught include, but are not limited to the following: waltz, fox trot, cha-cha-cha, tango, rumba, shag, and electric slide. 1 credit. *

PHYSICAL EDUCATION 134. *Track and Field.* Instruction in basic track and field events, rules, workouts, and testing. 1 credit.

PHYSICAL EDUCATION 136. *(Dance 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 introduction 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.* Advanced instruction and practice with the full swing, short game and putting. Emphasis on advanced techniques and strategies related to ball control, sand shots, course management and psychological aspects of the game. Prerequisites: score below 90 on regulation 18 hole golf course or permission of instructor. *

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. (Fee charge.) 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 charge.) 1 credit. *

PHYSICAL EDUCATION 224. *Outdoor Skills.* Develop the technical skills and knowledge necessary for participation in back country trips, backpacking, rap-

PELLING, rock climbing, orienteering, equipment, clothing and first aid. Prerequisite: Beginning Camping or permission of instructor. 2 credits. *

PHYSICAL EDUCATION 228. *(Dance 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 requirements, 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. 1 credit.

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.

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.

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.

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.

PHYSICAL EDUCATION 212. *Life-guarding 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 314. *Fitness Swimming.* Emphasis on competitive stroke with workouts designed for endurance and speed. 1 credit.

PHYSICAL EDUCATION 315. *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.

End of activity courses section.

PHYSICAL EDUCATION 150. *Fitness Education.* Students in this course will examine issues relating to the teaching of physical fitness in the public schools and will participate in a wide range of fitness activities. These issues include the definition of physical fitness, fitness related to stages of development, and assessment of physical fitness. The main focus of the course, however, will be on the participation in fitness activities that are appropriate for use in educational settings, including aerobic dance. 1 credit.

PHYSICAL EDUCATION 175. *Introduction to the Profession of Health and Physical Education.* An introductory course designed to acquaint students with the health and physical education profession and allied fields. Students will be introduced to the health and physical education major at Longwood College and address specific major requirements. 1 credit.

PHYSICAL EDUCATION 250. *Instructional Technology in Health and Physical Education.* The intent of this course is to provide students with an understanding and experience in the practical applications of technology in health and physical education, including consideration of the computer as an object of instruction, a medium of instruction, and as a management tool. 2 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 311, 312. *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses on physical education. 1-18 credits.

PHYSICAL EDUCATION 350. *Skill Acquisition and Analysis I: Team Sports.* The purpose of this course is to provide learning experiences that will lead to the development of basic skills in team sports. In addition to skill acquisition, the course will focus on how to plan the four stages of games skill development through the use of extending, refining, and application tasks. An emphasis will be placed on the use of the games stages and movement framework as a guide for designing a variety of sport games experiences for the grades 5-12 student. 3 credits.

PHYSICAL EDUCATION 351. *Skill Acquisition and Analysis II: Educational Gymnastics and Dance.* The purpose of this course is to provide learning experiences that will lead to the development of basic skills in educational gymnastics and dance. The course will focus on how to plan, develop and implement gymnastic movements, routines, dance steps and sequences. 3 credits.

PHYSICAL EDUCATION 352. *Skill Acquisition and Analysis III: Lifetime Activities.* The purpose of this course is to provide learning experiences that will lead to the development of fundamental skills used in lifetime activities and expertise in teaching. The course will focus on how to plan for the four stages of game skill development. 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 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. Prerequisite: 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. *Bio-mechanics.* The analysis of human movement with an emphasis on the knowledge and methods of mechanics applied to the structure and function of the human system. This course provides a knowledge base for a systematic analysis of motor skills and exercise regimes as well as practical experience in applying knowledge to the analysis of a performer and/or performance. Prerequisite: Biology 207. For

Physical Education majors unless prior approval received. 4 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. Prerequisites: Biology 206 and Biology 207. 4 credits.

PHYSICAL EDUCATION 389. *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. *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, 486. 8 credits.

PHYSICAL EDUCATION 397. *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. *Assessment and Evaluation in Health and Physical Education.* Contemporary practice and theory in assessment of performance in health and physical education in the NK-12 setting. This includes strategies for selection, administration, and evaluation

of assessment tools in health-related fitness, skill and motor performance, the cognitive domain, measuring affective behavior, as well as grading performances. 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 482. *Directed Teaching in Elementary and Secondary Physical Education and Health.* Students are placed in elementary and secondary schools where they are responsible for the planning and delivery of instruction in the areas of health and physical education. 50 percent of the experience is spent at the elementary level (K-8) and 50 percent at the secondary level (8-12). The experience is directed by a cooperating teacher(s) and a Longwood College supervisor. 12 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. 3 credits.**

PHYSICAL EDUCATION 485. *Motor Learning and Control.* Processes and conditions influencing the acquisition and performance of motor skills. 3 credits. **

PHYSICAL EDUCATION 486, 487. *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 488. *Advanced Fitness Concepts.* An in-depth,

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 or permission of instructor. 3 credits.

PHYSICAL EDUCATION 490. *Independent Study.* Individualized study. 1-18 credits.

PHYSICAL EDUCATION 492. *Internship.* An on-the-job learning experience designed to apply the principles of physical education. 1-18 credits.

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.

THERAPEUTIC RECREATION PROGRAM

Faculty

Rena A. Koesler, Ph.D., *Associate Professor of Recreation and Program Coordinator*

Susan E. Lynch, Ph.D., *Assistant Professor of Therapeutic Recreation*

Patricia A. Shank, Ph.D., *Associate Professor of Therapeutic Recreation*

Therapeutic Recreation is an allied-health profession that utilizes recreation and leisure experiences to assist people with various disabilities in developing and maintaining a personally meaningful leisure lifestyle which encompasses functional independence, health and well-being. Through specific therapy, leisure education, and recreation participation, therapeutic recreation is practiced in a variety of clinical and community settings such as: rehabilitation and general medical facilities; mental health and psychiatric facilities for children and adults; substance treatment programs; corrections; specialized and outdoor programs for adjudicated youth; long-term and day-care facilities and nursing homes; residences for individuals with developmental disabilities, and in community recreation and park agencies.

Longwood's nationally accredited and recognized Therapeutic Recreation Program provides students with a comprehensive foundation in leisure theory and an in-depth concentration in disability studies and therapeutic recreation principles and practices. Students graduate with a Bachelor of Science degree in Therapeutic Recreation which prepares them for many entry-level positions.

Academic course work is complemented with 120 hours of preliminary fieldwork and two professionally supervised internship experiences which may be completed in a variety of agencies and locations. Students must maintain a minimal GPA of 2.0 overall and a 2.25 in the major in order to be eligible for pre-professional practice.

Upon graduation, students become eligible to sit for the national certification exam through 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 63-66.

B. Additional Degree Requirements. 10 credits.

BIOLOGY 206/4 credits

CMSC 121/3 credits

PSYCHOLOGY 221/3 credits

C. Major Requirements.

RECR 110/3 credits	RECR 370/3 credits
RECR 111/3 credits	RECR 392**/6 credits
RECR 205/3 credits	RECR 410/3 credits
RECR 237/3 credits	RECR 426/3 credits
RECR 300/1 credit	RECR 437/3 credits
RECR 301/3 credits	RECR 470/3 credits
RECR 303/3 credits	RECR 492**/12 credits
RECR 304/3 credits	HLTH 260/3 credits
RECR 305/3 credits	BIOLOGY 207/4 credits
RECR 308/3 credits	PSYCH 356/3 credits
RECR 310/3 credits	TOTAL/77 credits
RECR 360/3 credits	

Must have a 2.0 overall and 2.25 in major courses**

D. Professional Electives: 4 credits

E. Total Credits Required for B.S. Degree in Therapeutic Recreation123

OUTDOOR EDUCATION MINOR

This minor is open to those students interested in developing the skills, knowledge and experience in the outdoor education field. Students will gain the necessary skills and experience to teach, lead, and/or serve people who wish to use the natural environment as well as enhance their appreciation of it. Students interested in pursuing an outdoor education minor are required to take the following courses. Grades below “C-” will not apply toward the fulfillment of minor requirements.

Course		Number of Credits
RECR 237	Experiential and Outdoor Education Programming	OR 3 credits
RECR 238	Outdoor Education in the Schools	
RECR 340	Introduction to Outdoor Adventure Skills (canoeing, rockclimbing, orienteering)	3 credits
RECR 350	Ropes Course and Initiative Dynamics	2 credits
RECR 375	Leadership Development Through Wilderness Pursuits	3 credits
HLTH 260	Advanced First Aid and Emergency Care	3 credits
RECR 420	Environmental Education Resources	3 credits
RECR 487	Practicum Experience in Outdoor Education	1-3 credits
	Total Required Hours	18-20 credits

RECREATION

*Writing Intensive Courses ***

RECREATION 110. *Introduction to Therapeutic Recreation.* History, philosophy, rationale for service and overview of the profession of therapeutic recreation; survey of disabilities, and overview of therapeutic recreation settings and employment opportunities. 3 credits.

RECREATION 111. *Introduction to Leisure Service Delivery.* The history and development of the recreation profession, 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. *Recreation Leadership and Activity.* 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. 3 credits.

RECREATION 206. *Introduction to American Sign Language.* A practical study of deaf culture and the history, origin and techniques of American Sign Language (ASL) with application in a variety of settings providing services to members of the deaf community. 3 credits.

RECREATION 207. *Intermediate American Sign Language.* Provide students with additional American Sign Language structure, and sign language vocabulary. Emphasizes linguistic aspects of ASL, including classifiers, syntax, locatives, placement, and various sentence types. Develops skill in expressive/receptive use of language. Prerequisite RECR 206. 3 credits.

RECREATION 237. *Experiential and Outdoor Education Programming.* Demonstrate an understanding of the techniques and methods used in experiential education. Plan and organize an experiential education program for both an indoor and outdoor setting for different population groups. 3 credits.

RECREATION 238. *Outdoor Education in the Schools.* Development of outdoor education theory and understand of components and implementations of an outdoor education program in a K-12 curriculum. Utilization of outdoor skills to develop the ability to teach and broaden students' physical, social, and cognitive skills important in the educational process. 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.* Designed to prepare students for internship experiences. Includes emphasis on professional behavior, self-assessment strategies, identification of potential internship sites, goal setting, resume preparation, interview processes and internship site selection. 1 credit.

RECREATION 301. *Therapeutic Recreation in Mental Health Settings.* An exploration of sociocultural and psychodynam-

ic dimensions of mental health and mental illness and the preventative and restorative functions of therapeutic recreation and leisure education processes. Primary focus includes characteristics of mental health; recognition and amelioration of symptom and illness expressions; TR assessment and intervention strategies, and setting-related issues and terminology. 3 credits.

RECREATION 303. *Therapeutic Recreation and Persons with Physical Disabilities.* In-depth study of predominant physical disabilities and implications for therapeutic recreation intervention. Includes focus on specific rehabilitation and habilitation services, activities and technologies; overview of competitive and recreational sport adaptations; legislation and safety issues; and recreation and support organizations for people who are physically challenged. 3 credits.

RECREATION 304. *Leisure and Aging.* Focuses on the processes and theories of aging, including biological, psychological, sociological and multicultural aspects. Covers principles and practices related to program implementation and evaluation of leisure services in institutional and community settings. 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. 3 credits.**

RECREATION 308. *Therapeutic Recreation in Clinical Settings.* Analysis of current issues, trends and practices in clinical and health care systems and settings and their relationship to and impact in therapeutic recreation. Strong emphasis on clinical documentation; medical symbols and terminology; the therapeutic use of self in helping relationships, and comprehensive program planning. Prerequisite: RECR 370. 3 credits.

RECREATION 310. *Plan and Design of Recreation Areas.* This course is designed to analyze the many elements of managing recreational resources. Topics to be discussed include indoor and outdoor facility usage, maintenance and operation, design, management application, and liability/risk issues. 3 credits.

RECREATION 311, 312. *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses on recreation per semester. 1-18 credits.

RECREATION 350. *Ropes Course and Initiative Dynamics.* Provides physical and mental challenges through adventure activities. Leadership, communication, decision-making and problem solving will be enhanced. The development of creativity, ingenuity, and trust are essential elements that will be experienced throughout the course. 2 credits.

RECREATION 360. *Therapeutic Recreation for Children with Illnesses and Disabilities.* This course is designed to prepare TR students for work with children challenged by illnesses, disabilities or environmental situations requiring particular sensitivity and specialized therapeutic interventions. Task analysis; behavior analysis and interventions, and social skill development are major components of the course. 3 credits.

RECREATION 361. *(Physical Education 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.* Principles and practices in therapeutic recreation including systems analysis; assessment; treatment planning and documentation; program implementation and evaluation; philosophy of TR, and current trends and issues in the profession. Prerequisite: RECR 110 or permission of instructor. 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 392. *Junior Internship.* An 8-10 week supervised practicum in clinical, community or outdoor therapeutic recreation settings during the summer after completion of the junior year. Prerequisite: RECR 300 and 370 or permission of Program Coordinator. 2.0 overall GPA and 2.25 in major required. 6 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 420. *Environmental Education Resources.* This course is designed to explore and provide ways to sensitize human beings to the environment. Emphasis will be placed on examining a variety of ways to interpret the environment in order for people to develop environmental ethics and behaviors. Topics such as history and philosophy, environmental ethics, culture and environmental values and environmental education will be covered. Unique to this class will be the opportunity to apply class information to practical experience in teaching and the development of environmental projects. 3 credits.

RECREATION 426. *Ethical and Legal Issues in Health and Human Services.* An introduction to ethical theories and principles; legal and liability concepts, and issues that impact and guide human service professions and their practitioners. Prerequisite: Recommend completion of one internship or practicum. 3 credits.*

RECREATION 437. *Group Dynamics.* Includes analyses of TRS group facilitation styles, skills and techniques. Content and exercises emphasize comprehension of small group behavior; group processes and dynamics; verbal and non-verbal commu-

nication, and effective problem-solving and decision-making. 3 credits.

RECREATION 463. *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 487. *Practicum Experience in Outdoor Education.* Students will work in an outdoor education related position OR participate in an outdoor education program. Length and intensity

of job and/or experience will directly relate to number of credits received (1-3). The experience will enable students to broaden their perspective about career choices and strengthen their knowledge, skills and experience in outdoor education. Students are expected to participate in an experience that will provide them an extended experience and exposure in an outdoor setting. 1-3 credits.

RECREATION 490. *Independent Study.* Individualized study. 1-18 credits.

RECREATION 492. *Senior Internship.* A 14 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 or permission from Program Coordinator. 12 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.



School of Liberal Arts and Sciences

David P. Cordle, D.M., *Dean*

Joanna H. Baker, M.S., *Assistant Dean*

Cynthia Thompson, *Executive Secretary*

Programs

International Studies

Liberal Studies

Women's 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

International Studies Program

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 International Studies Office (G202).

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 (no more than two courses from any one discipline may be chosen):
 - Anthropology 204, 316, 317, 320
 - Art History 261, 262
 - Biology 496, Special Projects in Biology, Research Abroad
 - Chemistry 496, Special Projects in Chemistry, Research Abroad
 - Economics 310, 319
 - Geography 352, 401, 402, 403, 444, 450, 453
 - Health Education 210
 - History 200, 307, 308, 336, 355, 356, 359, 360
 - Marketing 384
 - Philosophy 242
 - Physical Education 136, International Folk Dance
 - Political Science 336, 337, 437, 441, 442, 469
 - Theatre 212, Japanese Theatre

In addition to the above courses, students are able to participate in International Studies events on campus. Students may also take part in trips abroad organized by the College and participate in programs of study at foreign universities.

Liberal Studies

Frank Howe, Ellery Sedgwick, *Program Coordinators*
Ellery Sedgwick, *Advising Coordinator*

BACHELOR OF LIBERAL STUDIES DEGREE PROGRAM

The Liberal Studies program has been developed primarily to prepare students to teach in the elementary and middle grades (N, K-8) or in Special Education. The major in Liberal Studies provides a solid background in the main areas taught in Elementary and Middle Schools: the social sciences, language arts, mathematics, and the sciences. Faculty from a variety of Arts and Sciences disciplines have worked with faculty from the School of Education to design the program and coordinate it with the sequence of education courses leading to professional licensure to teach in the State of Virginia with N, K-8 or Special Education endorsements. The program is also intended to develop broadly informed individuals who understand contemporary issues, and will provide civic and professional leadership. Students not wishing to seek a teaching endorsement can complete the major by adding a minor in any Arts or Sciences discipline or in Economics.

Requirements for the B.A. or B.S. degrees, including Liberal Studies, 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. After completing the degree and program requirements, students receive a B.A. or B.S. Degree and a license to teach N, K-8.

The major in Liberal Studies is administered through the Office of the Dean of Liberal Arts and Sciences. Students interested in discussing or enrolling in the program should consult with the program coordinator, a member of the program advisory committee, or the Chair of the Education Department.

NOTE: The program does not guarantee that all of the courses listed will be offered every semester.

LIBERAL STUDIES MAJOR, B.A., B.S.

- A. General Education Core Requirements. 33 credits
(See General Education Requirements listed on pages 63-66.)
- B. 1. B.A. Degree Additional Degree Requirements. 9 credits
(NOTE: 6 hours of Humanities are included in the major requirements below and 3 hours of any language at the 202 level or above are an approved elective for the major.)

2. B.S. Degree Additional Degree Requirements. 10 credits
(NOTE: 3 hours of Mathematics, 3 hours of Social Science, and 4 hours of Natural Science are included in the major requirements below.)
- C. Major Requirements. 53-54 credits
HUMANITIES: 11-12 CREDITS
PHIL 201 Introduction to Contemporary Moral Issues/3 credits OR
PHIL 307 Moral Issues and Perspectives/2 credits
ENGL 380 Children's Literature/3 credits
ENGL 382 Traditional and Modern English Grammar/3 credits
ENGL 483 Writing Theory and Practice/3 credits

NATURAL SCIENCES: 15 CREDITS
BIOL 112 Fundamentals of Botany/4 credits
BIOL 113 Fundamentals of Zoology/4 credits
EASC 101 Physical Science/4 credits
EASC 300 The Dynamic Planet/3 credits
(CHEM 101 recommended for Goal 5 of General Education)

SOCIAL SCIENCES: 15 CREDITS
 POSC 150 American Government and Politics/3 credits
 GEOG 241 Cultural Geography/3 credits OR
 GEOG 352 World Regional Geography/3 credits
 HIST 221 US History to 1877/3 credits
 HIST 222 US History 1877 to Present/3 credits
 SOCL 320 Sociology of Education/3 credits
 (SOCL 101 or 102 recommended for Goal 8 of General Education.)

MATHEMATICS: 9-12 CREDITS
 MATH 309 Numeration Systems/3 credits
 MATH 310 Functions, Probability and Statistics/3 credits
 MATH 313 Geometry and Reasoning/3 credits
 MATH/SCIENCE 330 **OR** APPROVED ELECTIVE (below)/3 credits
 (CMSC 121 recommended for Goal 4 of General Education.)

APPROVED ELECTIVES: 3 CREDITS
 ART 341 Art Education/3 credits
 ECON 115 Economics for Educators/3 credits
 MOLA (French, German, Spanish) 202 or above for B.A. degree/3 credits
 MUSC 441 Elementary School Music -- Methods and Materials/3 credits
 (Prerequisite Music 223)
 THEA 250 Creative Dramatics for the Classroom/3 credits

- D. Elementary Teaching Endorsement (for teaching all subjects), Grades N, K-8, 40 credits.
 See professional education requirements listed on pages 98-99.

- E. Special Education Teaching Endorsement (LD, E/BD, Mild MR), Grades N, K-12, 41 credits.
 See professional education requirements listed on pages 103-104.

- F. Minor, 18-24 credits. Students who are **not** seeking an elementary school or special education endorsement must select a Minor in one of the Liberal Arts and Sciences or in Economics. At least six credits in the Minor must be at the 300/400 level. Students selecting this option may substitute a 3 credit Humanities course at the 300/400 level for English 382 and a 3 credit Sociology course at the 300/400 level for Sociology 320.

- G. Total credits required for B.A. or B.S. with
 Elementary Teaching Endorsement126-127

 Total credits required for B.A. or B.S. with
 Special Education Teaching Endorsement127-128

 Total credits required for B.A. or B.S. with a
 minor in Liberal Arts and Sciences or Economics120

Women's Studies Program

Longwood offers a minor in Women's Studies for those students who wish to enhance their understanding of gender perspectives in the world in which we live and work. While reflecting the diversity of women's lives, the program will also examine the dynamics and interrelatedness of race, class, and gender categories.

Students wishing to minor in Women's Studies should sign up in the Registration Office.

Requirements for 18-Credit Minor in Women's Studies

In order to complete a minor in Women's Studies, students must:

1. File a form of intention to pursue the minor at the Registration Office,
2. Earn a grade point average of 2.0 in those courses chosen to meet the minor requirements, and
3. Complete 18 hours of course work (including at least 12 hours at the 300 or 400 level) from the following courses.

Anthropology 106

Anthropology 325

Art 360

English 258

English 432

Health Education 430

History 321

Philosophy 201

Philosophy 306

Philosophy 307

Political Science 245

Psychology 350

Social Work 405

Social Work 485

Sociology 185

Sociology 325

Sociology 351

Sociology 423

Women's Studies 295

Women's Studies 489

Women's Studies 492

Women's Studies 495

(and other courses to be approved by the Women's Studies Committee)

In addition to the above courses, students are encouraged to participate in Women's Studies events on campus.

WOMEN'S STUDIES 295. *Selected Topics.* Selected topics in Women's Studies. The topics will vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

WOMEN'S STUDIES 489. *Directed Study.* Symposium in Women's Studies sponsored by the Washington Center. Forty to 60 hours of lectures, panel discussions, workshops, site visits, and bi-weekly discussion groups over a 2 to 3 week period in Washington, D.C. Prerequisites: two courses in Women's Studies, 2.5 GPA, and approval of the Director of Women's Studies. The work done in the Symposium will be evaluated by a faculty member designated by the Program Director, and cannot be *double-counted* at Longwood to meet the requirements of other disciplines. 2-3 credits.

WOMEN'S STUDIES 492. *Internship in Women's Studies.* Directed practice in a public, private, or community agency or organization which has as one of its goals the improvement of the status of women. Students work with an on-site supervisor who guides their internship in collaboration with a faculty liaison appointed by the Director of Women's Studies. Prerequisites: two courses in Women's Studies, 2.5 GPA, and permission of the Longwood Women's Studies Committee. 1-6 credits.

WOMEN'S STUDIES 495. *Special Topics.* Selected topics in Women's Studies. The topics may vary from semester to semester. May be repeated for credit when topics change. 1-6 credits.

Department of Art

Homer L. Springer, Jr., *Chair*
Janet McQueen, *Secretary*

The Department of Art at Longwood College is located in 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 Central Virginia Arts area affiliate of the Virginia Museum and Longwood Center for the Visual Arts.

ART PROGRAM

Faculty

Mark S. Baldridge, M.F.A., *Professor of Art*
Claire Black, Ph.D., *Assistant Professor of Art History*
John S. J. Burke, Ed.D., *Associate Professor of Interior Architecture*
Randall W. Edmonson, M.F.A., *Professor of Art*
Grace Norman, M.F.A., *Associate Professor of Art*
Christopher M. Register, M.F.A., *Assistant Professor of Graphic Design*
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, interior architecture and the fine arts, with concentrations in art history or studio; to offer a variety of courses that fulfill general education requirements.

While a foundation in art techniques, theory and art history is essential, creative expression and development of concepts, values and critical judgment are expected and encouraged. Students 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 art in the nature of learning and human development essential for a liberal arts education.

The Department encourages students to be creative with ideas, techniques and materials in every aspect of their daily lives. We want our students to be knowledgeable about art history, current art activities, techniques, media, design, the value of art and its role in society and their own personal artistic direction. We expect our students to be productive, self-motivated and to develop discipline and responsibility concerning professional obligations and expectations in the workplace. Finally, we expect our students to be enlightened people, to be appreciative of life, to contribute to the well-being of others and society in general.

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 their 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.

Graduation requirements from the Art Department include passing two faculty/student assessment interviews (normally in the freshmen and sophomore years), participation in the annual junior exhibit and a senior exhibition in the Showcase Gallery or a senior art history lecture. Any exception to these graduation requirements must be referred to the

Department Chair. The student bears full responsibility for meeting all graduation requirements.

In addition, freshman majors are required to take a test registering their knowledge of art which will be repeated in their senior year. 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 may involve a nominal cost for the students. Students are required to furnish all necessary supplies and some tools, however, many items are purchased with a studio fee which allows students to benefit from bulk purchases and also have the convenience of the materials being readily available. Fees range from \$10 to \$60, 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. Any student enrolled in an art class after the end of the "add period" must pay this fee. To avoid the fee, it is imperative that the student be officially withdrawn from the class prior to this deadline. This rule will be strictly enforced and no exceptions made since these funds must be spent early in the semester to insure the availability of student supplies for the classes. Students who withdraw after the deadline will have the option of obtaining their share of the purchased materials.

Course Requirements

All art majors will receive a Bachelor of Fine Arts Degree. The General Education Requirements will be identical for each concentration. Art Department Requirements will vary slightly.

BACHELOR OF FINE ARTS DEGREE

Visual and Performing Arts

Art Education Concentration

(Leading to Teacher Endorsement)

- A. General Education Core Requirement. 33 credits.
See General Education Requirements listed on pages 63-66.
- B. Additional Degree Requirements. 9 credits.
See Degree Requirements listed on page 60.
- C. Major Requirements. 63 credits.
(NOTE: Art Majors cannot use ART 120, ART 130, or ART 160 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 362/3 credits
ART 461/2 credits

TOTAL 25 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
ART 441/4 credits
ART 442/4 credits

TOTAL 29 Credits

Mini-concentration/9 credits: Choose 9 credit hours from any **one** category. All 9 credits **must** be from the same category.

ART HISTORY	CRAFTS	GRAPHIC DESIGN	INTERIOR ARCHITECTURE
ART 301	ART 110	ART 221	ART 101
ART 302	ART 121	ART 225	ART 121
ART 360	ART 214	ART 230	ART 230
ART 361	ART 218	ART 322	ART 304
ART 363	ART 224	ART 326	ART 306
ART 364	ART 309	ART 327	ART 404
ART 367	ART 324	ART 330	ART 405
ART 369	ART 325	ART 355	
ART 450	ART 406	ART 455	
	ART 411		PHOTOGRAPHY
	ART 412		ART 155
PAINTING	ART 413	DRAWING & PRINTMAKING	ART 221
ART 271	ART 414	ART 230	ART 251
ART 371	ART 416	ART 251	ART 324
ART 471	ART 419	ART 330	ART 330
	ART 422	ART 351	ART 355
		ART 430	ART 455
		ART 450	ART 456

- D. Teacher Endorsement Requirements. 12 credits.
 EDUC 260 Intro to Teaching Profession. 1 credit
 EDUC 245 Human Growth and Development. 3 credits
 EDUC 480 Measurement and Evaluation Module. 1 credit
 EDUC 484 Media and Computer Technology Module. 2 credits
 EDUC 487 Classroom Management. 2 credits
 EDUC 488 Educational Seminar. 1 credit
 EDUC 489 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. 10 credits.
 *ART 441 Teaching Art in Secondary School. 1 credit
 *ART 442 Teaching Art in Elementary School. 1 credit
 EDUC 403 Student Teaching. 5 credits
 EDUC 404 Student Teaching. 5 credits
 *(Included in major requirements.)

- F. Total credits required for B.F.A. with a concentration in Art Education
 (Leading to Teacher Endorsement)127

BACHELOR OF FINE ARTS DEGREE

Visual and Performing Arts

Art History Concentration

- A. General Education Core Requirements. 33 credits
 See General Education Requirements listed on page 63-66.
- B. Additional Degree Requirements. 9 credits.
 See Degree Requirements listed on page 60.
 (3 credits must be foreign language at 200-level or above. It is strongly recommended that the language be French or German.)

C. Major Requirements. 49 credits.

Major Requirements:

ART 120/4 credits

ART 130/4 credits

ART 131/3 credits

ART 155/3 credits

ART 223/3 credits

ART 270/3 credits

ART 261, 262/6 credits

Seven ART HISTORY courses at the 300 or 400 level/21 credits

ART 461/2 credits

TOTAL 49 credits

(NOTE: Art Majors cannot use ART 120, ART 130, or ART 160 for General Education.

D. General electives/29 credits

E. Total credits required for B.F.A. with a concentration in Art History120

BACHELOR OF FINE ARTS DEGREE

Visual and Performing Arts

Studio Concentration

A. General Education Core Requirements. 33 credits.

See General Education Requirements listed on pages 63-66.

B. Additional Degree Requirements. 9 credits.

See Degree Requirements listed on page 60.

C. Major Requirements. 67 credits.

1. Core Requirements/28 credits

ART 120/4 credits

ART 130, 131/7 credits

ART 223/3 credits

ART 261, 262, 362/9 credits

ART HISTORY at the 300 or 400 level/3 credits

ART 461/2 credits

TOTAL 28 credits

(NOTE: Art Majors cannot use ART 120, ART 130, or ART 160 for General Education.

2. Field of Concentration/24 credits

(Except Graphic Design/36 credits and Interior Architecture/28 credits)

Crafts: Required

ART 155/3 credits

ART 213/3 credits

ART 216 or 217/3 credits

ART 218/3 credits

ART 224/3 credits

ART 313/3 credits

ART 324/3 credits

Choice of 3 credits from this list

ART 214/3 credits

ART 309/3 credits

ART 318/3 credits

ART 325/3 credits

ART 351/3 credits

ART 381/3 credits

ART 411/3 credits

ART 412/3 credits

TOTAL/24 credits

ART 413/3 credits

ART 414/3 credits

ART 416/3 credits

ART 417/3 credits

ART 418 or

ART 419/3 credits

ART 465/3 credits

Drawing & Printmaking

ART 221/3 credits
 ART 230/3 credits
 ART 250/3 credits
 ART 251/3 credits
 ART 270/3 credits
 ART 330/3 credits
 ART 351/3 credits
 ART 355/3 credits

TOTAL/24 credits

Interior Architecture

ART 101/3 credits
 ART 121/4 credits
 ART 155/3 credits
 ART 230/3 credits
 ART 304/3 credits
 ART 306/3 credits
 ART 367/3 credits
 ART 404/3 credits
 ART 405/3 credits

TOTAL/28 credits

Graphic Design

ART 155/3 credit
 ART 221/3 credits
 ART 225/3 credits
 ART 230/3 credits
 ART 250/3 credits
 ART 270/3 credits
 ART 322/3 credits
 ART 326/3 credits
 ART 327/3 credits
 ART 330/3 credits
 ART 351/3 credit
 ART 355/3 credits

TOTAL/36 credits

Painting

ART 155/3 credits
 ART 250/3 credits
 ART 270/3 credits
 ART 271/3 credits
 ART 309/3 credits
 ART 330/3 credits
 ART 351/3 credits
 ART 371/3 credits

TOTAL/24 credits

Photography

ART 155/3 credits
 ART 221/3 credits
 ART 251/3 credits
 ART 324/3 credits
 ART 330/3 credits
 ART 355/3 credits
 ART 455/3 credits
 ART 456/3 credits

TOTAL/24 credits

3. Electives Art Studio/15 credits
 (Electives in Graphic Design/3 credits)
 (Electives in Interior Architecture/11 credits)

D. General electives/11 credits

E. Total credits required for B.F.A. with a Studio concentration120

MINORS*Minor in Art History*

ART 261, 262/6 credits
 4 ART HISTORY courses at 300
 or 400 level/12 credits

TOTAL: 18 credits

Minor in General Art

ART 120/4 credits
 ART 130/4 credits
 ART 223/3 credits OR
 ART 224/3 credits
 ART 250, 251, 270 OR 271/3 credits
 ART 155 OR 355/3 credits
 ART 110, 213, 216, 217, 218, 309,
 313, OR 324/3 credits
 ART 160 (4 credits), 261, 262, OR
 any 300-400 level
 ART HISTORY course/3 credits

TOTAL: 23/24 credits

Minor in Graphic Design

ART 120/4 credits
 ART 155/3 credits
 ART 221/3 credits
 ART 225/3 credits
 ART 322/3 credits
 ART 327/3 credits

TOTAL: 19 credits

Minor in Photography

ART 120/4 credits
 ART 155/3 credits
 ART 221/3 credits
 ART 355/3 credits
 ART 455/3 credits
 ART 456/3 credits

TOTAL: 19 credits

ART

†A special fee is charged for all studio courses.

General Education Courses *

Writing Intensive Courses **

NOTE: We do not guarantee that all courses listed will be offered every year. Many classes are offered every third or fourth semester. For a five-year list of offerings, contact the Art Department.

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 121. *Introduction to Environmental Design Issues.* The course will examine variables in built-environmental problems and solutions in our society and the effect that the built environment has upon the quality and meaning of life. Built-environmental issues will be illustrated with industrial design, interior design, architecture, landscape architecture and urban design/planning. 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 213. *Ceramics I.* 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 and permission of instruction. 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 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 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 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 collagraphs, woodcuts and linoleum cuts. 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: Renaissance to Contemporary.* Chronological survey of western art and architecture from the fourteenth century to the present. 3 credits. **

ART 270. *Painting: Acrylic and Water-Based Media.* Fundamentals of painting involved in subject matter, composition, and mate-

rials 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. *Special 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 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 101. 3 credits.

ART 306. *Computers in Interior Design.* Emphasis will be on the use of computers as design tools in two and three dimensions in interior design. Hands-on instructional and independent exploration in the use of computers in interior design. 3 credits.

ART 309. *Enamels.* The design and production of vitreous enamels using copper as the metal base. 3 credits.

ART 311, 312. *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses on Art. 1-18 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 318, 319, 320. *Advanced Stain Glass I, II, III.* Continued exploration of functional and non-functional stained glass objects with strong emphasis on original designs and independent study. Unique and creative combinations of other media and techniques are encouraged. Each course builds on preceding one depending on individual needs and progress. Prerequisite: Art 218 and permission of instructor. 3 credits.

ART 322. *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 324. *Papermaking.* Molding, dyeing, cutting, tearing, embossing, sewing, creasing and folding of hand-made paper with emphasis on texture, depth and color. 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 322. 3 credits.

ART 327. *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 225 and 322. 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 pro-

grams for grades K-8 using drawing, painting and three-dimensional design, as well as experience in sequential planning and organization. For non-art majors only. 3 credits.

ART 351. *Printmaking: Serigraphy.* The silk screen process of printing as an aesthetic expression. Prerequisite: Art 120, 250, and 251 or permission of instructor. 3 credits.

ART 355. *Manipulation and Color in Photography.* An exploration of photography as an art form, using materials and methods for darkroom manipulation and color processes. Refinement of exposure, development and printing will be studied. Prerequisite: Art 120, 155, and permission of instructor. 3 credits.

ART 360. *Women in the Visual Arts.* A survey of the important role women have played in the history of art from the Middle Ages to the current. 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 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 371. *Advanced Casting.* Advanced painting with emphasis on the exploration of individual style using oils, acrylics,

watercolor and mixed media. Prerequisite: Art 270 and 271 and 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. Prerequisite Art 381. 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 101, 304. 3 credits.

ART 405. *Senior Interior Design Synthesis.* Emphasis on development of self expression and philosophy of interior design. Student initiated interior design problems which involve conceptualization as well as programming problems. Application through final design and selective detailing of each project. Prerequisites: Art 101, 304, 404. 3-6 credits.

ART 406. *Ceramics Studio.* Continued independent problems in ceramics. May be continued as 407, 408. Prerequisite: Art 213, 214 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 II.* Independent problems in ceramics. Prerequisite: Art 213, 214, 406, 407, 408 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 decorative 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. 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. For art majors only.

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. For art majors only.

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. 3 credits.

ART 455. *Electronic Photography.* An exploration of electronic still photography as an art form. Image sources, conventional photographic sources and electronic still cameras are studied. Prerequisite: Art 120, Art 155, and Art 355, or permission of instructor. 3 credits.

ART 456. *Photography Studio.* A continued exploration of photography as an art form, including non-silver processes. Students encouraged to pursue a personal position in relation to the medium. Prerequisites: Art 155 and Art 355. 3 credits.

ART 461. *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. 2 credits.

ART 465, 466, 467. *Advanced Crafts I, II, III.* Continued exploration of functional and non-functional craft objects with strong emphasis on original designs and independent study. Students will focus on a specific media or combine unique and creative solutions of a variety of media. Each course builds on the preceding course depending on the student's needs and progress. Prerequisite: Art 110, Art 120 and permission of instructor. 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. 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. 3 credits.

ART 492. *Internship in Art.* An on-the-job learning experience designed to apply the principles of art. 1-18 credits.

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.

Department of English, Philosophy, and Modern Languages

B. McRae Amoss, *Chair*

Peggy Ward, *Secretary*

The English program of the Department of English, Philosophy, and Modern Languages offers courses leading to the B.A. and M.A. degrees.

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

Susan Anderson, Ph.D., *Assistant Professor of English*

Dennis B. I. Burges, M.A., *Lecturer in English*

Jena A. Burges, Ph.D., *Assistant Professor of English*

Craig A. Challender, Ph.D., *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., *Associate Professor of English*

Chapman H. Frazier, Ph.D., *Visiting Assistant Professor of English Education*

Candis A. LaPrade, Ph.D., *Associate Professor of English**

Michael C. Lund, Ph.D., *Professor of English*

Robert L. Lynch, Jr., Ph.D., *Assistant Professor of English*

Ellery Sedgwick, Ph.D., *Professor of English*

Massie C. Stinson, Ph.D., *Associate Professor of English*

Camilla C. Tinnell, M.S., *Instructor of English*

Arthur Gordon Van Ness, III, Ph.D., *Associate Professor of English*

William C. Woods, M.A., *Assistant Professor of English and Journalism*

*On leave Fall Semester

Communications

Faculty

Craig A. Challender, Ph.D., *Professor of English*

Otis W. Douglas, III, M.F.A., *Assistant Professor of English*

Kathleen T. Flanagan, Ph.D., *Associate Professor of English*

William C. Woods, M.A., *Assistant Professor of English and Journalism*

Journalism

Faculty

Otis W. Douglas, III, M.F.A., *Assistant Professor of English*

Kathleen T. Flanagan, Ph.D., *Associate Professor of English*

William C. Woods, M.A., *Assistant Professor of Journalism*

The major in English requires a minimum of 33 hours of coursework in the discipline. Graduates from the program enter a variety of careers requiring skill in communication, research, and the analysis or production of texts, including teaching, journalism, law, publishing, technical writing, and business management. The relatively low number of required hours for the major gives students flexibility either to develop their background in writing and literature further or to add expertise in a related field. Faculty advisors will be glad to review options and career paths with students.

Majors seeking licensure for teaching secondary English should add to the major requirements English 350, 381, 382, 480, and 483. These courses, as well as the required Education courses, and a 2.75 GPA, both cumulatively and in the major, must be completed before student teaching. Students licensed to teach secondary English can also gain endorsements to teach Economics, Geography, History, Journalism, Political Science, Speech, or Theater by adding a minor in those fields. (See "Add-On Endorsements" under Education.)

In addition to the English major and licensure, the department also offers minors in Communications or Journalism. These minors are interdisciplinary and include courses from several fields including Art, Computer Science, Speech, Theater, Business Management, Marketing, and Information Systems. The minor in Journalism requires 18 and the minor in Communications requires 21 credit hours of course work as listed below and both encourage additional work in supervised practicum environments.

The department offers a five year plan for English majors who wish to obtain both the B.A. and the M.A. in English. There are two M.A. concentrations, one in literature (30 credit hours) and one in English Education and Writing (36 credit hours). To complete the M.A. in one additional year including summers, careful preparation of the student's course schedule is important; for assistance, students should consult the English Graduate Program Coordinator. Students will need to take six hours of graduate credit during the final semester of their senior year, or, for students doing an internship or student teaching that semester, during the preceding semester.

ENGLISH MAJOR, B.A. DEGREE

- A. General Education Core Requirements. 33 credits.
See General Education Requirements listed on pages 63-66.
The Department requires Philosophy 306 for the satisfaction of Goal 10.
English 201, World Literature, will satisfy Goal 3 and is required for Secondary Teaching Licensure in English.
- B. Additional Degree Requirements. 9 credits.
See Degree Requirements listed on page 60.
- C. Major Requirements. 33 credits.
English 321, 322, 323, 324, 331, 332, 333/ 21 credits.
Four 400-level literature courses including English 461/ 12 credits.
- D. Secondary Teaching Endorsement, grades 8-12. 43 credits.
See professional education requirements listed on pages 98-100.
Additional requirements for English:
ENGL 201: World Literature/3 credits
ENGL 350: Linguistics/3 credits

ENGL 381. Literature for Young Adults/3 credits
 ENGL 382. Traditional and Modern Grammar/3 credits
 ENGL 480. The Teaching of English/3 credits
 ENGL 483. Writing: Theory and Practice/3 credits

For endorsements to teach Journalism, Speech, Theatre, Economics, Geography, History or Political Science, see minors in these fields.

E. General Electives for B.A. in English45

F. Total Credits Required for B.A. in English120

MINORS

Minor in English

English 321, 322, 331/3 credits
 English 323, 324, 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 or 315/3 credits
 Two courses from English 210, 213,
 222/6 credits
 Communications electives/12 credits
 must be selected from the following:
 Art 120, 155, 160, 221
 Computer Science 121
 Education 547
 English 210, 211, 212, 213, 214,
 221, 222, 256, 257
 Marketing 380, 480
 CIMS 291
 Speech 101, 200, 310, 315
 TOTAL/21 credits

Minor in Journalism

English 210, 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, 315
 Philosophy 320
 History 310
 Political Science 441
 Sociology 101
 Psychology 131

*Note: English 201, 202, and 203 are designed to fulfill General Education Goal 3. These courses may not be used as English electives for the English minor or to fulfill degree requirements for Humanities courses.

ENGLISH

Note: English 100 and 101, which satisfy Goal One of the General Education requirements, are prerequisite to all other English courses.

*General Education Courses **

*Writing Intensive Course ***

ENGLISH 100. *Rhetoric and Research.* Reading and writing expository prose including the research paper. Oral presentation required. 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 (or English 110-111) and 101 are prerequisite to all other English courses. 3 credits. *

ENGLISH 201. *World Literature.* A study of selected movements and traditions (exclu-

sive of American and British Literature) by major world writers such as Homer, the author of *Gilgamesh*, Murasaki, Li Po, Cervantes, Moliere, Goethe, Tolstoy, Garcia Marquez, Soyinka, Mahfouz, Rushdie, and Duras. May not be used to satisfy the Humanities requirement for the B.A., B.M., or B.F.A. degree. 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. May not be used to satisfy the Humanities requirement for the B.A., B.M., or B.F.A. Degree. 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. May not be used to satisfy the Humanities requirement for the B.A., B.M., or B.F.A. Degree. 3 credits. Prerequisite: English 101. *

ENGLISH 210. *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 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 258. *Women and Film.* A study of women directors and the history and conventions of portraying women in film. Prerequisite: English 100 and 101. 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.

ENGLISH 311, 312. *Studies Abroad.* Primarily intended for transfer of credit earned abroad per semester. 1-16 credits.

Courses in the Major Literary Periods

Note: These courses are designed primarily for English majors and minors.

ENGLISH 321. *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 322. *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 323. *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 324. *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 writers as Bradstreet, Franklin, Emerson, Hawthorne, Melville, Stowe, Douglass, and Whitman. 3 credits.

ENGLISH 332. *American Literature 1865-1920.* The age of realism and naturalism with emphasis on such major writers as Dickinson, Twain, James, Dreiser, Crane, Chopin, Chesnutt, and Wharton. 3 credits.

ENGLISH 333. *American Literature Since 1920.* The modern age with emphasis on such major writers as Eliot, Frost, Cather, Hemingway, Hughes, Faulkner, Wright, Rich, and Morrison. 3 credits.

Other 300-level courses

ENGLISH 350. *Introduction to Linguistics.* An overview of structural, cognitive, social, and historical dimensions of language. Applies techniques of language analysis to a variety of language uses. 3 credits.

ENGLISH 380. *Children's Literature.* A survey of poetry, prose, and other media appropriate for elementary students. Primarily for those preparing for careers in elementary education and library science. 3 credits.

ENGLISH 381. *Literature for Young Adults.* A survey of young adult literature from 1967 to the present. Selection and evaluation of books, poetry, short stories, and other media. Instruction in and practice with response theory using written assignments and oral presentations. 3 credits.

ENGLISH 382. *Traditional and Modern English Grammar.* A brief consideration of the history of the English language and a de-

tailed study of English sentence structure, using the perspectives of traditional, structural, and transformational-generative grammar. 3 credits.

Genre Courses

Prerequisite: completion of Goal 3 of the General Education requirements, and either one 300-level course in a major or literary period, or permission of the instructor. **

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 the 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. *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. *Shakespeare.* Extended study in the works of William Shakespeare. 3 credits. **

Other 400-level courses

Prerequisites: Completion of Goal Three of the General Education requirements, and either one 300-level course in a literary period, or permission of the instructor.

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.* Comparative study of the tradition of literature by and about women. 3 credits. **

ENGLISH 441. *Ethnic Literature.* Comparative 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.* Comparative study of the literary tradition of a region, such as the American South, or Ireland. 3 credits. **

ENGLISH 443. *Postcolonial Literature.* Study of literature written in English from countries during and after colonial contact with Britain, excluding the United States. 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 461. *Literary Criticism: Senior Seminar.* 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. Enrollment limited to seniors and those with permission of instructor. 3 credits. **

ENGLISH 470. *Professional Writing Skills.* Intensive reading and writing workshop focused on developing professional expository prose within the student's field of endeavor. The last half of the course will be devoted to writing workshops critiquing "works" in progress of some "real world" writing project. 3 credits. **

ENGLISH 480. *The Teaching of English.* A study of current practices with emphasis on specific techniques and materials. 3 credits. **

ENGLISH 482. *Directed Teaching in the Secondary Classroom.* Required of all students seeking Secondary Teaching Licensure in English. Each student is assigned to work with a qualified cooperating teacher in a selected school setting off campus. The student teacher goes to the school setting and follows the schedule of the cooperating teacher(s) for a ten to eleven week period. This schedule involves a minimum teaching day of six hours for five days each week for ten/eleven weeks (300 hours total). Prerequisite: Completion of all methods courses with English 480 and 483 having been taken within two years of student teaching. Minimum cumulative GPA of 2.75. 10 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. Prerequisite: ENGL 382 and EDUC 325 or ENGL 350. 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. *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 492. *Internship in English.* Directed practicum in an applied setting that permits supervised experiential learning. Students perform meaningful tasks related to the discipline in professional environments, such as publishing and journalism on and off campus. The student will complete a practicum agreement established with the department chair,

department adviser, and work supervisor. 1-6 credits.

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

Paul V. Moriarty, Ph.D., *Assistant Professor of Philosophy*
Joan Woolfrey, Ph.D., *Assistant 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 210, 305
(any course)/3 credits

Philosophy electives
(two additional philosophy courses
OR Political Science 331 and 332)/6 credits

TOTAL/18 credits

PHILOSOPHY

*General Education Courses **

*Writing Intensive Course ***

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. This course is recommended for students in the sophomore level and above. 3 credits. *

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 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 305. *Ethics Seminar.* A critical examination of normative ethical theories and of how they may be employed to resolve representative current moral problems. Attention given to cer-

tain related metaethical issues such as freedom and determinism, relativism, and absolutism and the meaning and justification of ethical judgments. Modern and contemporary readings. 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 307. *Moral Issues and Perspectives.* An introduction to the philosophical analysis of today's moral problems and the "care and justice" perspectives in which such problems may be resolved. (Students may not receive credit for both Philosophy 201 and 307). Prerequisite: Philosophy 306. 2 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 311, 312. *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses on Philosophy per semester. 1-16 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 biomedicine. 3 credits.

PHILOSOPHY 316. *Environmental Ethics.*

A study of how the principles of ethical theory can be applied to contemporary environmental controversies. The class will examine a variety of theoretical approaches to environmental ethics, comparing human-centered (anthropocentric), animal-centered (zoocentric), and nature-centered (biocentric) value systems. Students will study local, national, and global environmental issues including factory farming, pollution and pesticides, loss of biodiversity, habitat destruction, and global warming. 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 immortality. Classical, modern and contemporary sources. 3 credits.

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 461. *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 492. *Internship.*

An on-the-job learning experience designed to apply the principles of philosophy. 1-18 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 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 (30 or 33 hours beyond 202) and a second modern language (3 hours at the 202-level or above). No grade below C in the language of the concentration is accepted for graduation requirements for the major or minor in that language.

Students preparing to teach must take 33-36 semester hours of modern foreign language, including courses in advanced grammar and composition, conversation, culture and civilization, literature, applied linguistics, and methods. Students meeting endorsement requirements will be certified to teach a modern language at all levels from Pre-Kindergarten through twelfth grade. Second language endorsement 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 endorsement. Majors must have a 2.75 GPA, both cumulatively and in the major, prior to student teaching.

Modern Language majors are required to complete at least one regular semester in a college-approved study abroad program. Students must have a cumulative grade point average of at least 2.5 to be eligible for study abroad. Longwood sponsors regular semester study abroad programs with the University of Salzburg in Austria, with Heidelberg College at the University of Heidelberg in Germany, with the VENUSA program in Merida, Venezuela, and with the Institute of Spanish Studies in Valencia, Spain. The college also offers regular semester abroad programs sponsored by the Council on International Educational Exchange at various universities in France. Summer programs are available in France, Spain, Venezuela, and with the University of the Antilles in Martinique.

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

B. McRae Amoss, Ph.D., *Associate Professor of French*

Geneviève Brock, Ph.D., *Assistant Professor of French*

Francis X. Moore, III, Ph.D., *Associate Professor of French*

John F. Reynolds, Ph.D., *Professor of Modern Languages*

The French concentration of the Modern Language major requires the completion of a minimum of 30 credit hours in French beyond French 202 and the completion of a minimum of three credit hours of work in a second language at the 202-level or higher. Students are required to complete the equivalent of one semester study abroad in a college-approved program, such as affiliate programs in France sponsored by the Council on International Educational Exchange.

GERMAN

Faculty

Geoffrey C. Orth, Ph.D., *Professor of German*

John F. Reynolds, Ph.D., *Professor of Modern Languages*

The German concentration of the Modern Language major requires the completion of a minimum of 30 credit hours in German beyond German 202 and the completion of a minimum of three credit hours of work in a second language at the 202-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

Ruth Budd, Ph.D., *Assistant Professor of Spanish*

Lily Anne Goetz, Ph.D., *Associate Professor of Spanish***

Leland J. L'Hote, M.A., *Instructor of Spanish*

On leave 1999-2000**

The Spanish concentration of the Modern Language major requires the completion of a minimum of 33 credit hours of work beyond Spanish 202 and the completion of three credit hours of work in a second language at the 202-level or higher. Students are required to complete the equivalent of one semester study abroad in a college-approved program, such as the affiliate program in Valencia, Spain at the Institute of Spanish Studies or with the VENUSA program in Merida, Venezuela.

MODERN LANGUAGES MAJOR, B.A. DEGREE

- A. General Education Core Requirements. 33 credits.
See General Education Requirements listed on pages 63-66.
(The Department requires Philosophy 306 for satisfaction of Goal 10.)
- B. Additional Degree Requirements. 9 credits.
See Degree Requirements listed on page 60.
- C. Major Requirements.
 - FRENCH CONCENTRATION** (30 credits)
Successful completion of college-approved study abroad program
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 461/3 credits
French electives numbered 300 and above/ 9 credits
 - GERMAN CONCENTRATION** (30 credits)
Successful completion of college-approved study abroad program
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 461/3 credits
German electives numbered 300 and above/ 9 credits

SPANISH CONCENTRATION (33 credits)

Successful completion of college-approved study abroad program

Spanish 320/3 credits

Spanish 330, 331/ 6 credits

Spanish 341/ 3 credits

Spanish 342 or 351/ 3 credits

Spanish 352/3 credits

Spanish 401/ 3 credits

Spanish 402/ 3 credits

One 400-level literature course/ 3 credits

Spanish 461/3 credits

Spanish electives numbered 300 and above/ 3 credits

D. PreK-12 Teaching Endorsement. 31-34 credits.

(Students will have four field experiences -- Education 265, Education 370, and two settings in French/German/Spanish 482. In accordance with state licensure regulations, these experiences must include settings at the primary, middle, and secondary levels. Each student must make appropriate arrangements with Coordinator of Student Teaching and Field Services in the Department of Education to ensure that this requirement is met.)

FRENCH CONCENTRATION (34 credits)

French 320/3 credits

Professional semester:

French 400/3 credits

French 482/10 credits

Education 245/3 credits

Education 480/1 credit

Education 260/1 credit

Education 484/2 credits

Education 265/3 credits

Education 487/2 credits

Education 370/3 credits

Education 488/1 credit

Education 489/2 credits

GERMAN CONCENTRATION (34 credits)

German 320/3 credits

Professional semester:

German 400/3 credits

German 482/10 credits

Education 245/3 credits

Education 480/1 credit

Education 260/1 credit

Education 484/2 credits

Education 265/3 credits

Education 487/2 credits

Education 370/3 credits

Education 488/1 credit

Education 489/2 credits

SPANISH CONCENTRATION (31 credits)

Spanish 400/3 credits

Professional semester:

Education 245/3 credits

Spanish 482/10 credits

Education 260/1 credit

Education 480/1 credit

Education 265/3 credits

Education 484/2 credits

Education 370/3 credits

Education 487/2 credits

Education 488/1 credit

Education 489/2 credits

E. General Electives for B.A. degree45-48

General Electives for B.A. Degree with PreK-12 Teaching Endorsement14

F. Total Credits Required for B.A. in Modern Languages120

MINOR IN FRENCH, GERMAN, or SPANISH

The minor in French, German, or Spanish requires 18 hours of concentration at the 200 level or above, to include:

French Minor

French 330/3 credits
French 341 or
342/3 credits
French electives/12 credits

German Minor

German 330/3 credits
German 341 or
342/3 credits
German electives/12 credits

Spanish Minor

Spanish 330/3 credits
Spanish 331/3 credits
Spanish 341 or 342/3 credits
Spanish 351 or 352/3 credits
Spanish electives/6 credits

Greek, Latin and Russian are available at Hampden-Sydney College.

FRENCH

*General Education Course **

*Writing Intensive Course ***

NOTE: French 101-202 constitute a sequence of courses. A student who has successfully completed a course in the sequence may not subsequently receive credit for any course that comes earlier in the sequence. A student who has successfully completed a course numbered 300 or higher may not take a 100 or 200 level course for credit. Students who have successfully completed more than two years of high-school French may not take French 101 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. Three classes, one practical reinforcement 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 an appropriate placement test score. Followed by French 201. Three classes, one practical reinforcement session and language lab work; 4 credits.

FRENCH 201. *Intermediate I.* A course designed to help students develop skills in speaking, listening comprehension, reading, and writing in French, and apply these skills in a context that recognizes and explores the particularities of French and Francophone culture. Prerequisite: French 102 or an appropriate placement test 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 placement test 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 202. 1-3 credits. Does not satisfy requirement for B.A. degree.

FRENCH 311, 312. *French Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses on French language, civilization, or culture. 1-16 credits per semester.

FRENCH 320. *Advanced Reading Skills.* Reading strategies for better comprehension of written texts; students will learn to read for a purpose, utilize background knowledge, skim for main ideas, scan for specific details, recover inferential meaning, and will learn to teach these skills and strategies in various content areas such as health, science, history, social studies, mathematics, and language arts at the elementary, middle and secondary school levels. Readings will include articles and texts about current social, environmental, scientific, leisure or educational issues, as well as historical and literary texts (short story, drama, poetry). Required for PreK-12 licensure in French. Prerequisite: French 202 or equivalent. 3 credits.

FRENCH 330. *Civilization and Culture.* A study of French civilization and culture with emphasis on social institutions of the current century. Prerequisite: French 202. 3 credits.

FRENCH 341. *A Survey of French Literature I: The Middle Ages Through the Enlightenment.* A study of representative works and literary movements in French literature from the Middle Ages through the Enlightenment. Students will learn to use the methods and language of literary analysis. Prerequisite: French 202 or equivalent. 3 credits.

FRENCH 342. *Survey of French Literature II. Romanticism Through the New Novel.* A study of representative works and literary movements in French literature of the nineteenth and twentieth centuries. Students will learn to use the methods and language of literary analysis. Prerequisite: French 202 or equivalent. 3 credits.

FRENCH 400. *Approaches to Teaching French.* A study of theories of second language acquisition and their application to the teaching of languages in a communicative, interactive approach at the primary, middle, and secondary levels. Attention will be given to the teaching and testing of listening, reading, writing, speaking, and cultural understanding. Students will develop lesson plans, engage in peer-teaching, and integrate technology into teaching. Students should take this course prior to student teaching. 3 credits.

FRENCH 401. *Advanced Grammar and Composition.* Syntax and grammar through written work. Prerequisite: French 202 or equivalent. 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. Prerequisite: French 202 or equivalent. 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, Valery. Prerequisite: French 341 and 342. 3 credits. **

FRENCH 461. *Senior Seminar: Literature in Cultural/Historical Context.* A seminar for senior modern language majors concentrating in French, designed to integrate knowledge of French and Francophone history and culture as a background for literary analysis. Prerequisite: French 341 and 342. 3 credits. **

FRENCH 482. *Directed Teaching in the Elementary and Secondary French Classroom.* Required of all students seeking PreK-12 Teaching Licensure in French. Each student is assigned to work with qualified cooperating teachers in two selected school settings off campus, for five weeks in each setting. Settings will be chosen among elementary, middle and secondary levels. The student teacher follows the schedule of each cooperating teacher and will take over all duties under the supervision of the cooperating teacher. The schedule involves a minimum teaching day of five to six hours for five days each week for ten to eleven weeks (300 hours total). Prerequisite: completion of the Modern Language major (French concentration), the Study Abroad requirement, and a minimum GPA of 2.75. 10 credits.

FRENCH 490. *Directed Study.* Individualized study; recommended only when material cannot be covered in scheduled courses. By permission of department head. 6 credits maximum.

FRENCH 492. *Internship in French.* Directed practicum in an applied setting that permits experiential learning. Students learn through performance in meaningful tasks in a variety of professional environments, such as foreign trade missions, government agencies, or the travel industry. It is intended for seniors not seeking teacher

certification. Prerequisite: Permission of the instructor. 1-16 credits.

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

*General Education Course **
*Writing Intensive Course ***

NOTE: German 101-202 constitute a sequence of courses. A student who has successfully completed a course in the sequence may not subsequently receive credit for any course that comes earlier in the sequence. A student who has successfully completed a course numbered 300 or higher may not take a 100 or 200 level course for credit. Students who have successfully completed more than two years of high school German may not take German 101 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 102. Three classes, one practical reinforcement 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 placement test score. Followed by German 201. Three classes, one practical reinforcement session, and language lab work. 4 credits.

GERMAN 201. *Intermediate I.* A course designed to help students develop skills in speaking, listening comprehension, reading, and writing in German, and apply these skills in a context that recognizes and explores the particularities of German culture. Prerequisite: German 102 or an appropriate placement test 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 placement test 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 202. 1-3 credits. Does not satisfy requirement for B.A. degree.

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 320. *Advanced Reading Skills.* Reading strategies for better comprehension of written texts; students will learn to read for a purpose, utilize background knowledge, skim for main ideas, scan for specific details, recover inferential meaning, and will learn to teach these skills and strategies in various content areas such as health, science, history, social studies, mathematics, and language arts at the elementary, middle and secondary school levels. Readings will include articles and texts about current social, environmental, scientific, leisure or educational issues, as well as historical and literary texts (short story, drama, poetry). Required for PreK-12 licensure in German, Prerequisite: German 202 or equivalent. 3 credits.

GERMAN 330. *Civilization and Culture.* A study of German civilization and culture with emphasis on social institutions of the current century. Prerequisite: German 202. 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 the methods and language of

literary analysis. Prerequisite: German 202 or equivalent. 3 credits. **

GERMAN 342. *Survey of German Literature II: 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.* A study of theories of second language acquisition and their application to the teaching of languages in a communicative, interactive approach at the primary, middle, and secondary levels. Attention will be given to the teaching and testing of listening, reading, writing, speaking, and cultural understanding. Students will develop lesson plans, engage in peer-teaching, and integrate technology into teaching. Students should take this course prior to student teaching. 3 credits.

GERMAN 401. *Advanced Grammar and Composition.* Syntax and grammar through written work. Writing Intensive course. Prerequisite: German 202 or equivalent. 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. Prerequisite: German 202 or equivalent. 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 461. *Senior Seminar: Literature in Cultural/Historical Context.* A seminar for senior modern language majors concentrating in German designed to integrate knowledge of German history and culture as a background for literary analysis. Prerequisites: German 341 and 342. 3 credits. **

GERMAN 482. *Directed Teaching in the Secondary German Classroom.* Required of all students seeking PreK-12 Teaching Licensure in German. Each student is assigned to work with qualified cooperating teachers in two selected school settings off campus, for five weeks in each setting. Settings will be chosen among elementary, middle and secondary levels. The student teacher follows the schedule of each cooperating teacher and will take over all duties under the supervision of the cooperating teacher. The schedule involves a minimum teaching day of five to six hours for five days each week for ten to eleven weeks (300 hours total). Prerequisite: completion of the Modern Languages major (German concentration), the Study Abroad requirement, and a minimum GPA of 2.75. 10 credits.

GERMAN 490. *Directed Study.* Individualized study; recommended only when material cannot be covered in scheduled courses. By permission of department head. 6 credits maximum.

GERMAN 492. *Internship in German.* Directed practicum in an applied setting that permits experiential learning. Students learn through performance in meaningful tasks in a variety of professional environments, such as foreign trade missions, government agencies, or the travel industry. It is intended for seniors not seeking teacher certification. Prerequisite: Permission of the instructor. 1-16 credits.

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

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 practical reinforcement 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. Three lecture and one practical reinforcement periods, and language lab work. 4 credits.

SPANISH

*General Education Course **

*Writing Intensive Course ***

NOTE: Spanish 101-202 constitute a sequence of courses. A student who has successfully completed a course in the sequence may not subsequently receive credit for any course that comes earlier in the sequence. A student who has successfully completed a course numbered 300 or higher may not take a 100 or 200 level course for credit. Students who have successfully completed more than two years of high school Spanish may not take Spanish 101 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. Three classes, one practical reinforcement session, and language lab work. 4 credits.

SPANISH 102. *Elementary II.* The skills of speaking, of listening and reading comprehension, and writing are further developed. Prerequisite: Spanish 101 or an appropriate placement test score. Followed by Spanish 201. Three classes, one practical reinforcement session, and language lab work. 4 credits.

SPANISH 105. *Intensive Elementary I-II.* Development of basic oral expression, listening and reading comprehension, and writing, for students with a limited amount of previous formal instruction in Spanish. Prerequisite: one or two years of high school Spanish or other formal instruction not to exceed three years. Followed by Spanish 201. Five classes and language lab work. 5 credits.

SPANISH 201. *Intermediate I.* A course designed to help students develop skills in speaking, listening comprehension, reading, and writing in Spanish, and apply these skills in a context that recognizes and explores the particularities of Spanish and Latin American cultures. Prerequisite: Spanish 102 or an appropriate placement test score. Followed by Spanish 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 placement test 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 202. 1-3 credits. Does not satisfy requirement for B.A. degree.

SPANISH 302. *Conversation.* Practice in oral communication skills, including expansion of vocabulary and improvement of pronunciation and listening comprehension. A functional approach, emphasizing strategies for circumlocution, initiating and closing conversation, requesting and providing information, narrating, expressing wishes, complaints, and emotions, giving and receiving advice, and supporting opinions. Prerequisite: Spanish 202 or equivalent. 3 credits.

SPANISH 311, 312. *Hispanic Studies Abroad.* Primarily intended for transfer of credit earned abroad in Hispanic lan-

guage, civilization, or culture. Prerequisite: Spanish 202 or equivalent. 1-16 hours per semester.

SPANISH 315. *Spanish for Business.* A study of vocabulary, concepts and cultural topics related to basic business interactions in Hispanic countries for advanced-intermediate and advanced-level students. Participants receive oral and written situational practice necessary for successful integration into today's Spanish-speaking business world. Prerequisite: Spanish 202 or equivalent. 3 credits.

SPANISH 320. *Advanced Reading Skills.* Reading strategies for better comprehension of written texts; students will learn to read for a purpose, utilize background knowledge, skim for main ideas, scan for specific details, recover inferential meaning, and will learn to teach these skills and strategies in various content areas such as health, science, history, social studies, mathematics, and language arts at the elementary, middle and secondary school levels. Readings will include articles and texts about current social, environmental, scientific, leisure or educational issues, as well as historical and literary texts (short story, drama, poetry). Required for PreK-12 licensure in Spanish. Prerequisite: Spanish 202 or equivalent. 3 credits.

SPANISH 330. *Spanish Civilization and Culture.* A study of Spanish civilization with emphasis on social institutions of the current century. Prerequisite: Spanish 202 or equivalent, Spanish 320 recommended. 3 credits.

SPANISH 331. *Latin American Civilization and Culture.* A study of the peoples and cultures of Latin America, with emphasis on the social institutions of the current century. Prerequisite: Spanish 202 or equivalent, Spanish 320 recommended. 3 credits.

SPANISH 341. *Survey of Spanish Literature I: Medieval, Renaissance and Baroque.* A study of representative works and literary movements in Spanish (Peninsular) literature from the Middle Ages through the Baroque era. Students will learn to use the methods and language of literary analysis. Prerequisite: Spanish 202 or

equivalent, Spanish 320 recommended. 3 credits.

SPANISH 342. *Survey of Spanish Literature II: Neoclassicism to the Present.* A study of representative works and literary movements in Spanish (Peninsular) literature from Neoclassicism to the present. Students will learn to use the methods and language of literary analysis. Prerequisite: Spanish 202 or equivalent, Spanish 320 recommended. 3 credits.

SPANISH 351. *Survey of Spanish American Literature I: The Age of Discovery and the Colonial Period.* A study of selected writings of major Spanish American authors up to the nineteenth century. Prerequisite: Spanish 202 or equivalent, Spanish 320 recommended. 3 credits.

SPANISH 352. *Survey of Spanish American Literature II: The Era of Independence to the Present.* A study of selected writings of major Spanish American authors from the nineteenth century to the present. Prerequisite: Spanish 202 or equivalent, Spanish 320 recommended. 3 credits.

SPANISH 400. *Approaches to Teaching Spanish.* A study of theories of second language acquisition and their application to the teaching of languages in a communicative, interactive approach at the primary, middle, and secondary levels. Attention will be given to the teaching and testing of listening, reading, writing, speaking, and cultural understanding. Students will develop lesson plans, engage in peer-teaching, and integrate technology into teaching. Students should take this course prior to student teaching. 3 credits.

SPANISH 401. *Advanced Grammar and Composition.* Syntax and grammar through written work. Prerequisite: Spanish 202 or equivalent. 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. Prerequisite: Spanish 202 or equivalent. 3 credits.

SPANISH 411, 412. *Studies in Literary Genre.* Study of a particular genre in Hispanic literature, such as Golden Age

Drama, contemporary Hispanic novel. Prerequisite: Spanish 341 and 352. 3 credits. **

SPANISH 413, 414. *Hispanic Literary Movements.* Study of a particular movement or period in Hispanic literature such as Romanticism, Realism, Naturalism, Modernism, and the Generation of '98. Prerequisite: Spanish 341 and 352. 3 credits. **

SPANISH 415, 416. *Hispanic Authors.* Study of a particular Hispanic author. Prerequisite: Spanish 341 and 352. 3 credits. **

SPANISH 442. *Latin American Novel.* A survey of the main innovative trends in the Latin American novel especially after 1945. Prerequisite: Spanish 341 and 352. 3 credits. **

SPANISH 461. *Senior Seminar: Literature in Cultural/Historical Context.* A seminar for senior modern language majors concentrating in Spanish, designed to integrate knowledge of Spanish and Spanish American history and culture as a background for literary analysis. Prerequisite: Spanish 341 and 352. 3 credits. **

SPANISH 482. *Directed Teaching in the Elementary and Secondary Spanish Classroom.* Required of all students seeking PreK-12 Teaching Licensure in Spanish. Each student is assigned to work with qualified cooperating teachers in two selected school settings off campus, for five weeks in each setting. Settings will be chosen among elementary, middle and secondary levels. The student teacher follows the schedule of each cooperating teacher and will take over all duties under the supervision of the cooperating teacher. The schedule involves a mini-

mum teaching day of five to six hours for five days each week for ten to eleven weeks (300 hours total). Prerequisite: completion of the Modern Languages major (Spanish concentration), the Study Abroad requirement, and a minimum GPA of 2.75. 10 credits.

SPANISH 484. *Teaching Spanish in the Elementary School.* A directed practicum designed to give students first-hand experience teaching Spanish in the elementary school. Students attend weekly sessions with the instructor throughout the semester, as well as observe, assist and instruct the Spanish for Kids class at PECES for eleven weeks. May be taken twice for credit. Prerequisite: 6 credits in Spanish at the 300-level or higher. 1 credit.

SPANISH 490. *Directed Study.* Individualized study; recommended only when material cannot be covered in scheduled courses. By permission of department head. 6 credits maximum.

SPANISH 492. *Internship in Spanish.* Directed practicum in an applied setting that permits experiential learning. Students learn through performance in meaningful tasks in a variety of professional environments, such as foreign trade missions, government agencies, or the travel industry. It is intended for seniors not seeking teacher certification. Prerequisite: Permission of the instructor. 1-16 credits.

SPANISH 495/595. *Special Topics.* Selected topics in Spanish. The topics will vary each semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. 1-3 credits.

Department of History and Political Science

William R. Harbour, *Chair*
Pearl W. Agee, *Secretary*

The Department of History and Political Science offers 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 demonstrating 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.

HISTORY PROGRAM

Faculty

David J. Coles, Ph.D., *Assistant Professor of History*
James W. Crowl, Ph.D., *Associate Professor of History*
L. Marshall Hall, Jr., M.A.T., *Associate Professor of History*
Gilbert J. Millar, Ph.D., *Professor of History*
James R. Munson, Ph.D., *Associate Professor of History*
Maurice P. Sneller, Ph.D., *Professor of History*
Deborah Welch, Ph.D., *Assistant Professor of History*

The major in history requires completion of History 100 or 110 (whichever is not selected for General Education) and History 221 and 222, and 28 credits in additional history courses selected in consultation with a departmental advisor. Students must take History 461 (Senior Seminar), and, of the remaining 27 credits required, a minimum of six credits each in American and Non-American history.

Majors in history seeking an endorsement for secondary teaching in Virginia should be thoroughly familiar with the professional education requirements listed elsewhere in this catalog. Those interested in a secondary endorsement must include in their program, History 300 and *at least one* course from each of the following five categories: a non-Western history course (History 200, 314, 325, or 336); Political Science 150; Geography 201 or 241; Economics 111 or 217; and Sociology 101, Anthropology 101 or Psychology 131. To qualify for the secondary student teaching practicum, majors must complete History 100 or 110 and History 222 *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 221 and 222, and 46 credits in upper-level courses, including 19 in history, 12 in anthropology, and 15 in art. 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 221 and 222, and 46 credits in additional courses, including 22 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 their advisor.

Major programs in history require completion of a modern foreign language at the 202 level or higher. For those seeking Secondary Education certification, History 300 (Political Science 300) must be taken in addition to the 37 credits in History stipulated below (in C. Major Requirements).

Specific course listings for history programs are given below.

Senior course 461/1 credit required of all students.

Majors are encouraged to take Political Science 331 OR 332 to fulfill General Education Goal 10, but may take any approved Ethics course listed under Goal 10.

No grade below C in major course work is accepted for graduation.

Majors seeking secondary endorsement in history are required to have a cumulative grade point average and departmental major average of **at least 2.5** before student teaching.

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 221 and 222, and 9 elective credits in upper-level courses chosen in consultation with a departmental advisor.

HISTORY MAJOR, B.A. DEGREE

A. General Education Core Requirements. 33 credits.

See General Education Requirements section pages 63-66.

B. Additional Degree Requirements. 9 credits.

See Degree Requirements section page 60.

C. Major Requirements. 37 credits.

History 100 or 110/3 credits.

History 221, 222/6 credits.

American History Electives/6 credits.

Non-American History Electives/6 credits.

Additional History Electives/15 credits.

History 461/1 credit.

D. Secondary Education Endorsement. Grades 8-12. 46 credits.

See also Professional Education requirements listed on pages 98-100.

Additional certification requirements:

History 300/3 credits Political Science 150/3 credits

History 200, 314, 325 or Geography 201 or 241/3 credits

336/3 credits Economics 111 or 217/3 credits

(NOTE: May be 3 hours in Sociology 101, Anthropology 101

required electives in major) or Psychology 131/3 credits

E. General Electives:

Non-teaching major/41 credits.

F. Total credits required for B.A. in History120
 Total credits required for B.A. in History with
 Secondary Education Endorsement125

HISTORY MAJOR, B.A. DEGREE
Historic Preservation Concentration

- A. General Education Core Requirements. 33 credits.
See General Education Requirements listed on pages 63-66.
- B. Additional Degree Requirements. 9 credits.
See Degree Requirements listed on page 60.
- C. Major Requirements. 58 credits.
(Does not include optional internship in Historic Preservation.)
History 100 OR 110/3 credits.
History 221, 222/6 credits.
History 301/3 credits.
History 317/3 credits.
History 402/3 credits.
History 404, 405/6 credits.
History 461/1 credit.
History Elective/3 credits.
Anthropology 296/6 credits.
Anthropology 320/3 credits.
Anthropology 410/3 credits.
Art 101/3 credits.
Art 150/3 credits.
Art 155/3 credits.
Art 261, 262/6 credits.
Art 369/3 credits.
- D. General Electives: 20 credits.
- E. Total credits required for B.A. in History with
concentration in Historic Preservation120

HISTORY MAJOR, B.A. DEGREE
Pre-Law Concentration

- A. General Education Core Requirements. 33 credits.
See General Education Requirements section pages 63-66.
- B. Additional Degree Requirements. 9 credits.
See Degree Requirements section page 60.
- C. Major Requirements. 52 credits.
History 100 OR 110/3 credits.
History 221, 222/6 credits.
History 305, 306 OR 310/3 credits.
History 357/3 credits.
History 455/3 credits.
History 461/1 credit.
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.

D. General Electives: 26 credits.

Pre-law students are advised that they should present at least a 3.0 GPA (as well as a good LSAT score) to the law school admissions committee in order to be competitive law school applicants.

E. Total credits required for B.A. in History with

concentration in Pre-Law 120

TEACHER PREPARATION IN HISTORY AND SOCIAL SCIENCE

A. General Education Core Requirements. 33 credits.

*strongly advise: Geography 201 (goal 7)
 Sociology 101 or Psychology 131 (goal 8)
 Political Science 332 (goal 10)

*Students who do not take these courses for Gen Ed goals 7, 8 and 10 must take them as general electives, in order to satisfy licensure requirements.

B. Additional Degree Requirements. 9 credits.

C. Major Requirements. 48 credits.

History 100 OR 110/3 credits.

History 221, 222/6 credits

History/POSC 300/3 credits.

US History (301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 313, 317, 318, 320, 322, 405, 406, 455)/6 credits

European History (351, 352, 354, 355, 356, 357, 358, 359, 360, 463, 465, 466, 468)/6 credits

Non-Western (HIST 200, 314, 325, POSC 314, 337, 375, 395)/6 credits

Political Science 150, 216/6 credits

Political Science (343, 350, 355, 356 or 455)/6 credits

Geography 241, 242/6 credits

Economics 111 or 217/3 credits

D. Secondary Education Licensure Grades 8-12. 34 credits

See also Professional Education requirements listed in the catalog

TOTAL CREDIT HOURS: 127

HISTORY

*General Education Courses **

*Writing Intensive ***

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 that made this 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 that have marked its rise to world-wide influence in the twentieth century. 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.

HISTORY 221. *United States History.* A survey of American life from the Colonial Era to 1877, with emphasis upon the political, cultural, diplomatic, and societal

forces which have shaped its development. 3 credits. *

HISTORY 222. *United States History.* A survey of American life from 1877 to modern times, with emphasis upon the political, cultural, diplomatic, and societal forces which have shaped its development. 3 credits. *

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 the 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 participation in the work of selected secondary school classrooms is required. This course does not count toward the completion of the 37 credits stipulated under History Major, B.A. Degree (C. Major Requirements), page 172. Prerequisites: Education 245 and 260. 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 the interpretation of the period. Prerequisite: History 221 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 221 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, social, and military aspects of the period are emphasized. Prerequisite: History 221 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 222 or permission of instructor. 3 credits.

HISTORY 305. *Modern America, 1914-1945.* The course offers a study of the United States in the pivotal eras of the First and Second World Wars and the Great Depression. Prerequisite: History 222. 3 credits.

HISTORY 306. *Modern America, 1945-Present.* The course offers a study of the United States from the end of World War II to the present. The main emphasis is on domestic affairs, such as the economy, social conditions, religion, politics, and intellectual life. Prerequisite: History 222. 3 credits.

HISTORY 307. *United States Diplomatic History to 1898.* American foreign relations from the Revolutionary era to the Spanish-American War. Prerequisite: History 221 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 222 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 221 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 221 or permission of instructor. 3 credits. **

HISTORY 313. *History Through Film.* A viewing of some fourteen films that contain historical interpretation. Reviews and discussions with historians as to interpretation will follow. The class will meet once a week. 3 credits.

HISTORY 314. (Political Science 314). *Political History of Africa.* A survey of the political landscape of African history. A major portion of the course examines the significance of precolonial kingdoms, assesses the growth of the "slave trade", analyzes African intellectual history, and explores the "eve of colonialism" in Africa. 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 221 and 222. 3 credits.

HISTORY 318. *Introduction to Museum Studies.* An introduction to the field of museology, covering the history, philosophy, and ethics of the profession; various types of museums and different aspects of museum work; the museum's role in the community; and the effects of philanthropy and government on museums. Designed primarily for those concentrating in historic preservation. Prerequisite: Permission of the instructor. 3 credits. **

HISTORY 320. *African-American History.* A survey of the black experience in America from the Colonial Era to the present. Prerequisite: History 221 or permission of instructor. 3 credits. **

HISTORY 321. *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 222 or permission of instructor. 3 credits.

HISTORY 322. *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 222 or permission of instructor. 3 credits.

HISTORY 325. *History of Latin America.* A survey of Latin American history from its pre-Columbian roots 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 that 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, 1815-1914.* The political, economic, social, and cultural development of Europe from the Congress of Vienna to the eve of World War I. 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 that shaped England prior to the Reformation. 3 credits.

HISTORY 358. *France Since 1815.* The history of major developments in French politics, culture, and society in the modern era. 3 credits. **

HISTORY 359. *Russian History to 1894.* Russia from the Kievan period to Alexander III, with emphasis upon the modernization efforts of Peter the Great and Catherine the Great, the reforms of Alexander II, and the nineteenth-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 361. *How Great Generals Win.* An examination of how great commanders from Hannibal to Douglas MacArthur have applied fundamental principles of strategy to achieve victory in war, and how these principles have remained constant despite changing historical circumstances. 3 credits.

HISTORY 362. *Warfare in the Twentieth Century.* An examination of how conventional warfare, with emphasis on massive armies, great destruction, and total victory, has led to long wars of attrition and stalemate. The course emphasizes the replacement of conventional warfare with guerilla, unconventional, or limited warfare as means of achieving national aims. 3 credits.

HISTORY 390, 391, 490. *Directed or Independent Study.* Must be approved by the head of the department. 1-18 credits.

HISTORY 402. *American Historiography.* The writing and interpretation of American history. *Recommended for history majors.* Prerequisite: History 221 and 222. 3 credits. **

HISTORY 404. *Virginia History.* Survey of the political development of Virginia from 1607 to the Revolution. Prerequisite:

History 221 and 222 or permission of instructor. 3 credits. **

HISTORY 405. *Virginia History.* Virginia political and institutional history from the Revolution to the present. Research topics. Prerequisite: History 221 and 222 or permission of instructor. 3 credits. **

HISTORY 406. *The Old South.* The basic political, economic, social, and intellectual institutions, forces, and problems that collectively shaped the antebellum South. Prerequisite: History 221 or permission of instructor. 3 credits.

HISTORY 455 (Political Science 455). *Constitutional History of the United States.* Intensive case-study examination of the continuing development of the Constitution. Emphasis on judiciary, presidency, federalism, commerce, and due process problems. 3 credits.

HISTORY 460. *History Seminar.* Offered on demand; open to junior and senior history majors. 1-3 credits.

HISTORY 461. *Senior Seminar.* Capstone course in history. Research, writing, and assessment of student outcomes. Required of majors in history. 1 credit. **

HISTORY 463. *European Historiography.* The writing and interpretation of history in Europe since the Renaissance. Prerequisite: History 110, 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 sixteenth-century Renaissance and Reformation and the seventeenth-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 468. *European Intellectual History from the Enlightenment.* A survey of the major trends in European thought after the Enlightenment, and the relationship of these trends to their social, cultural, and political context. Prerequisite: History 110 or permission of instructor. 3 credits. **

HISTORY 469. (Political Science 469). *Soviet Diplomacy.* An analysis of the diplomacy and foreign policy of Soviet Russia,

1917 to 1991, with emphasis upon the political machinery and motivating forces that determine foreign policy. 3 credits.

HISTORY 492. *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 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 R. Harbour, Ph.D., *Associate Professor of Political Science*
Lehlohonolo Tlou, Ph.D., *Associate Professor of Political Science*

The major in political science requires completion of History 100 or 110 (whichever is not selected for General Education), History 222, and Political Science 150 and 216, and 31 credits in additional 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 an endorsement for secondary teaching in Virginia should be thoroughly familiar with the professional education requirements listed elsewhere in this catalog. Those interested in a secondary endorsement must include in their professional program Political Science 300 and *at least one* course from each of the following five categories: a non-Western history course (History 200, 314, 325, or 336); Political Science 150; Geography 201 or 241; Economics 111 or 217; and Sociology 101, Anthropology 101 or Psychology 131. To qualify for the secondary student teaching practicum, majors must complete Political Science 150 and 216 with *no less than* a grade of *B* in 150 and *C* in 216. Majors seeking teaching endorsement are required to have a cumulative grade point average and a departmental major average of *at least 2.5* before student teaching. To qualify for the secondary student-teaching practicum, majors must complete Political Science 150 and 216 with *no less than* a grade of *B* in 150 and *C* in 216. Majors seeking teacher licensure are required to have a cumulative grade point average and a departmental major average of *at least 2.5* before student teaching.

The optional pre-law concentration requires completion of History 100 or 110 (whichever is not taken for General Education credit), History 222, and Political Science 150 and 216, and 34 credits in additional courses, including 25 credits in political science, 3 in history, 3 in psychology, and 3 in accounting. It is also strongly recommended that students add electives in forensic psychology (Psychology 430) and writing skills (English 382) and take six additional hours of work in social science courses selected in consultation with a departmental 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 additional courses in political science chosen in consultation with a departmental advisor.

POLITICAL SCIENCE MAJOR, B.A., B.S. DEGREE

- A. General Education Core Requirements. 33 credits.
See General Education Requirements section pages 63-66.
- B. Additional Degree Requirements, B.A. degree. 9 credits.
See Degree Requirements section page 60.
- C. Additional Degree Requirements, B.S. degree. 10 credits.
See Degree Requirements section page 60.
- D. Major Requirements. 43 credits.
History 100 OR 110/3 credits.
History 222/3 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 314, 335, 336, 337, 375, OR 395/3 credits.
Political Science 370/3 credits.
Political Science 455/3 credits.
Political Science 461/1 credit.
Political Science Electives/9 credits.
- E. Secondary Education Endorsement. Grades 8-12/46 credits.
See also Professional Education requirements listed on pages 98-100.
Additional certification requirements:

Political Science 300/3 credits	Economics 111 or 217/3 credits
History 200, 314, 325 or 336/3 credits	Sociology 101, Anthropology 101
Geography 201 or 241/3 credits	or Psychology 131/3 credits
- F. General Electives:
B.A. Political Science (Non-teaching)/35 credits.
B.S. Political Science (Non-teaching)/34 credits.
- G. Total credits required for B.A., B.S. in Political Science120
Total credits required for B.A., B.S. in Political Science
with Secondary Education Licensure131-132

POLITICAL SCIENCE MAJOR, B.A., B.S. DEGREE
Pre-Law Concentration

- A. General Education Core Requirements. 33 credits.
See General Education Requirements section pages 63-66.
- B. Additional Degree Requirements, B.A. Degree. 9 credits.
See Degree Requirements section page 60.
- C. Additional Degree Requirements, B.S. Degree. 10 credits.
See Degree Requirements section page 60.
- D. Major Requirements. 46 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 461/1 credit.

Political Science Electives/9 credits.
History 100 OR 110/3 credits.
History 222/3 credits.
History 305, 306, 310 OR 357/3 credits.
Psychology 131/3 credits.
Accounting 240/3 credits.

- E. General Electives: 31/32 credits.
***In addition, Psychology 430 is strongly recommended.
Pre-law students are advised that they should present at least a 3.0 GPA (as well as a good LSAT score) to the law school admissions committees in order to be competitive law school applicants.
- F. Total credits required for B.A., B.S. in Political Science
with a concentration in Pre-Law120

POLITICAL SCIENCE MAJOR, B.A. DEGREE
Global Politics Concentration

- A. General Education Core Requirements. 33 credits.
- B. Additional Degree Requirements, B.A. degree. 9 credits.
- C. Major Requirements. 46 credits
- 1. **Core Political Science Courses** (18 credits)
Political Science 150 (American Government and Politics)
Political Science 331 and 332 (Political Philosophy)
Political Science 343 (American Foreign Policy)
Political Science 441 and 442
(Int'l Relations and Int'l Law and Organizations)
 - 2. **Regional and Area Studies** (18 credits)
Political Science 335 (Western European Politics and Government)
Political Science 336 (Russian and Eastern European Government and Politics)
Political Science 337 (Asian Government and Politics)
Political Science 375 (Latin American Politics and Government)
Political Science 395 (African Politics and Government)
History/Political Science 314 (Political History of Africa)
History 356 (Europe in the Twentieth Century, 1900 to the Present)
 - 3. **International Political Economy** (3 credits)
Econ 306 (Econ Dev), 310 (Comparative Econ Systems), OR 319 (Int'l Econ)
 - 4. **Transnational Community and Issues** (6 credits)
Political Science 245 (Gender and Politics)
Geography 242 (Economic Geography)
Geography 352 (World Regional Geography)
Geography 444 (Political Geography)
 - 5. **Senior Seminar** (1 credit)
Political Science 461 (Senior Seminar)
- D. General Electives: 32 credits.
- E. Total credits required for B.A. in Political Science
with a Concentration in Global Politics120

POLITICAL SCIENCE

General Education Courses *

Writing Intensive 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 that shape contemporary society. 3 credits. *

POLITICAL SCIENCE 216. *American State and Local Government.* A study of American state and local political institutions and processes, and of related current issues and problems. 3 credits. **

POLITICAL SCIENCE 230. *Administration of Criminal Justice.* Survey of the operations of institutions that compose our system for administering criminal justice, including police administration, premises and politics of court procedures and management, and corrections. 3 credits.

POLITICAL SCIENCE 245. *Gender and Politics.* An examination of gender as a socio-political construct within a global context, including an analysis of both feminist and masculinist theories of politics. An in-depth study of the gender who, what, and how of world politics. 3 credit. *

POLITICAL SCIENCE 255. *Introduction to Comparative Politics.* A survey of political systems, and a consideration of the meaning of concepts and themes such as states, political systems, nationalism, ethnicity, ideologies, racial politics, and political change. Students will become familiarized with both mainstream and alternative approaches to studying political phenomena within a comparative framework. Africa, Asia, Latin America and Europe will provide the contexts. 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 the disciplines from which con-

tent 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 participation in the work of selected secondary school classrooms is required. This course does not count toward the completion of the 43 credits stipulated under Section D, Political Science Major, B.A. Degree, or of the credits designated as major requirements for the B.A./B.S. Pre-Law concentrations, (page 179.) Prerequisites: Education 245 and 260. 3 credits.

POLITICAL SCIENCE 314 (History 314). *Political History of Africa.* A survey of the political landscape of African history. A major portion of the course examines the significance of precolonial kingdoms, assesses the growth of the "slave trade", analyzes African intellectual history, and explores the "eve of colonialism" in Africa. 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. *Western European Politics and Government.* An examination of the political systems of Western Europe, with in-depth analyses of Great Britain, France, and Germany. Issues like social democracy, gendered politics, right-wing extremism, and the European Union are explored as causes of political change and continuity in Europe. 3 credits. **

POLITICAL SCIENCE 336. *Russian and Eastern European Government and Politics.* Study of the governments and politics of Russia and Eastern Europe. Special attention is given to the rise and fall of Communism and to the challenges of building democratic institutions and market oriented economic systems. 3 credits. **

POLITICAL SCIENCE 337. *Asian Governments and Politics.* A study of the political systems and foreign policies of the major Asian powers, with emphasis on China and Japan. 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.* 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.* 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 system 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 375. *Latin American Politics and Government.* A study of Latin American politics, government, and development. The course considers the importance of political institutions and social and economic forces in the processes of democratization and economic development. 3 credits. **

POLITICAL SCIENCE 390, 391, 490. *Directed or Independent Study in Political Science.* Must be approved by the head of the department. 1-18 credits.

POLITICAL SCIENCE 394. *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 is employed. Students are 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 395. *African Politics and Government.* The course offers various intellectual perspectives on contemporary African politics. Attention is devoted to an examination of the state, political institutions, social forces and movements, gender, democratization, and regional economic development. 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. Additional consideration of the policies of the United Nations. 3 credits.

POLITICAL SCIENCE 443. *United States Foreign Policy and National Security: 1990-2000.* This course represents an endeavor to identify and analyze major US foreign policy and national security issues and threats likely facing the United States both externally and internally in the closing decade of the twentieth century. Major attention is devoted to the continuing dynamics in Russo-American relations and to problems of a politico-economic nature posed by nations of the developing or Third World. Additionally, discussions focus on various response options potentially applicable to the resolution of current issues. 3 credits.

POLITICAL SCIENCE 455 (History 455). *Constitutional History of the United States.* Intensive case-study examination of the continuing development of the Constitution. Emphasis on judiciary, presidency, federalism, commerce, and due process problems. 3 credits.

POLITICAL SCIENCE 460. *Political Science Seminar.* Open to juniors and seniors; offered on demand. 1-3 credits.

POLITICAL SCIENCE 461. *Senior Seminar.* Capstone course in Political Science. Research, writing, and assessment of student outcomes. Required of majors in Political Science. 1 credit. **

POLITICAL SCIENCE 465. *The Role of US National Intelligence in Foreign Policy.* This course provides a basic overview of the history, current organization, and missions of the US Foreign intelligence establishment ("the Intelligence Community") and its various programs and activities in support of US foreign policy and national security objectives in the closing years of the 20th century. 3 credits.

POLITICAL SCIENCE 469 (History 469). *Soviet Diplomacy.* An analysis of the diplomacy and foreign policy of Soviet

Russia, 1917 to 1991, with emphasis upon the political machinery and motivating forces that determine foreign policy. 3 credits.

POLITICAL SCIENCE 492. *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, D.C. Prerequisites: Political Science 150, 2.5 cumulative GPA, approval of department head. 2 or 3 credits.

POLITICAL SCIENCE 492. *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 150, and 6 additional hours in Political Science; second-semester sophomore to senior standing; 2.5 cumulative GPA; permission of department head. 16 credits.

POLITICAL SCIENCE 492. *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 department. Open to qualified juniors and seniors. Prerequisites: Political Science 150; 216; 341 or 342; and permission of instructor. 16 credits.

POLITICAL SCIENCE 492. *Political Science Internship.* Department-sponsored internship in association with appropriate public or private agency. This program of work and study must be approved by the advising departmental instructor, with the credit assigned being tied to the nature of the project. Prerequisites: Political Science 150 and 216; six additional hours of political science; and permission of instructor. 1-16 credits.

POLITICAL SCIENCE 495. *Special Topics.* 1-3 credits.

Department of Mathematics and Computer Science

Robert P. Webber, *Chair*
Carol Clark, *Secretary*

The Department of Mathematics and Computer Science offers courses leading to a major in mathematics and computer science, and minors in mathematics and computer science. It also offers courses which fulfill general education and Bachelor of Science degree requirements. Students are required to obtain a satisfactory score on a mathematics placement test prior to enrolling in a mathematics course.

ASSESSMENT: The Department of Mathematics and Computer Science requires all majors to participate in any required assessment activities, including, as seniors, taking a comprehensive mathematics test and the senior seminar course. The purpose of the test is to assess the progress of the majors and the effectiveness of the program.

Teaching Endorsement

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. An endorsement in general mathematics enables one to teach general mathematics (including general, consumer, basic, career and shop mathematics) wherever it is offered in grades 8-12.

MATHEMATICS PROGRAM

William P. Abrams, Ph.D., *Associate Professor of Mathematics*
John E. Arehart, Ed.D., *Associate Professor of Computer Science and Mathematics*
Sandra A. Bollinger, M.A., *Assistant Professor of Mathematics*
Sharon Emerson-Stonnell, Ph.D., *Assistant Professor of Mathematics*
Jacqueline A. Hall, Ph.D., *Assistant Professor of Mathematics*
Robert D. May, Ph.D., *Assistant Professor of Mathematics*
E. T. Noone, Jr., Ed.D., *Professor of Mathematics*
Jeffery H. Peden, Ph.D., *Associate Professor of Computer Science*
Billie F. Risacher, Ph.D., *Assistant Professor of Mathematics*
Rebecca Sturgill, M.B.A., *Lecturer in Mathematics*
Robert P. Webber, Ph.D., *Professor of Computer Science and Mathematics*
Robert S. Wu, Ph.D., *Associate Professor of Mathematics*

All mathematics majors are required to take a core of mathematics courses (Mathematics 261, 262, 300, 343, 361, 371 and 461). The remaining courses will be selected from one of two concentrations -- pure mathematics, or applied mathematics/computer science. Mathematics majors who have completed Mathematics 262 may not enroll in a 100-level mathematics course.

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 declare officially a minor in either field.

MATHEMATICS MAJOR, B.A., B.S. DEGREE

A. General Education Core Requirements. 33 credits.
See General Education Requirements listed on pages 63-66.

B. B.S. Degree Additional Degree Requirements. 10 credits.
See Degree Requirements listed on page 60.

B.A. Degree Additional Degree Requirements. 9 credits.
See Degree Requirements listed on page 60.

C. Major Requirements. 46 credits.

All Majors

Mathematics 261, 262, 361/13 credits

Mathematics 300/3 credits

Mathematics 343/3 credits

Mathematics 371/3 credits

Mathematics 461/3 credits

CHOOSE ONE

Concentration I (Pure Mathematics)

Mathematics 342/3 credits

Mathematics 335 or 336/3 credits

Mathematics 462/3 credits

Computer Science 204/3 credits

*Elective 300-400 level Mathematics/6 credits

*Elective 300-400 level Mathematics or Computer Science/3 credits

Total 21 credits

Concentration II (Applied Mathematics)

Mathematics 405, 460, 472/9 credits

Computer Science 204, 206/6 credits

*Elective 300-400 level Mathematics/3 credits

*Elective 300-400 level Mathematics or Computer Science/3 credits

Total 21 credits

*Electives may not include Mathematics 313, 321, 330, or 451.

CMSC 300 may be substituted for Math 300. It is recommended that Concentration One Majors take Math 300. Both may be taken for credit.

D. Secondary Teaching Endorsement, grades 8-12. 34 credits.

See professional education requirements listed on pages 98-100.

Additional endorsement requirement:

Mathematics 451. The Teaching of High School Mathematics. 3 credits.

E. General Electives (non-teaching majors)31/32

F. Total Credits Required for B.A., B.S. in Mathematics120

Total Credits Required for B.S. in Mathematics

with Secondary Teaching Endorsement123

For additional Endorsement to teach Computer Science

Minor in Computer Science/18 hours. See page 190.

For additional Endorsement to teach General Mathematics (Grades 8-12), with a major other than mathematics

Minor in Mathematics/19 hours. See next page.

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 261, 262/10 credits

**Electives: 300-400 level mathematics/3 credits

200-400 level computer science or mathematics/6 credits

TOTAL/19 credits

**Electives may not include Mathematics 267, 271, 313, 321, and 451.

MATHEMATICS

*General Education Courses **

*Writing Intensive Course ***

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 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 164 or equivalent. 4 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 164. *Precalculus.* A study of functions with an emphasis on exponential, logarithmic, and trigonometric functions in order to prepare the student for calculus. 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.* A unified course dealing with the basic ideas of calculus and analytic geometry. 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 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 majors. 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 300. *A Transition to Advanced Mathematics.* An introduction to rigorous mathematical proof with focus on the properties of the real number system. Topics include elementary symbolic logic, mathematical induction, algebra of sets, relations, countability, algebraic and completeness properties of the reals. 3 credits. **

MATHEMATICS 309. *Numeration Systems.* A study of different numeration systems. The development and characteristics of ancient numeration systems, base numeration systems and the real number system will be studied. Problem solving is emphasized. 3 credits.

MATHEMATICS 310. *Functions, Probability and Statistics.* Examines functions, probability and statistics in the context of real life situations and will include student investigations and hands on activities. 3 credits.

MATHEMATICS 313. *Geometry, Probability and Statistics.* A basic study of polygons, polyhedra, measurement, transformational geometry, coordinate geometry, descriptive statistics, graphical methods and empirical and theoretical probabilities and their uses. 3 credits.

MATHEMATICS 330/Science 330. *Integration of Mathematics and Science Principles.* An inquiry into basic principles involved in the study of mathematics and science. Emphasis on measurement, use

of manipulatives, inference, prediction, data analysis, and hypothesizing. For Liberal Studies Majors only. Students are required to take these courses simultaneously. 1.5 credits each.

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 300. 3 credits.

MATHEMATICS 342. *Introduction to Modern Algebra.* Sets and mappings, integers, general algebraic systems, groups, rings, and fields. Prerequisite: Mathematics 300. 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 350 (*Computer Science 350*). *Ethical Issues in Mathematics and Computer Science*. Consideration of ethical implications of mathematics and computer science in society. Overview of ethical theory; case studies of situations illustrating ethical dilemmas. A knowledge of calculus and algorithms will be assumed. 1 credit. *

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 361. 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 204 or equivalent. 3 credits.

MATHEMATICS 435. *Queueing Theory and Simulation*. A course covering the basic mathematics of queueing systems and the principles of the computer simulation of queueing systems. Topics include M/M/1, M/G/1, and G/M/1 queues, Laplace and z-transforms, priority queueing, and basic computer simulation techniques. Also taught as Computer Science 435. Prerequisite: Computer Science 204 or equivalent, Mathematics 371. 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. *Senior Seminar*. A capstone course for the mathematics major. Students will learn problem solving skills which will be useful in the academic/industrial community. Computer packages such as Mathematica, Maple, Tex and Internet will be introduced. Prerequisite: Mathematics Major and Senior Status. 3 credits. **

MATHEMATICS 462. *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 300, 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. *Special Topics in Mathematics.* 1-3 credits.

COMPUTER SCIENCE PROGRAM

John E. Arehart, Ed.D., *Associate Professor of Computer Science and Mathematics*

Jeffery H. Peden, Ph.D., *Associate Professor of Computer Science*

Robert P. Webber, Ph.D., *Professor of Mathematics and 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 computer science must successfully complete the appropriate program described below, and must see the Chair of the Department of Mathematics and Computer Science to declare officially a minor in this field.

COMPUTER SCIENCE MAJOR, B.A., B.S. DEGREE

A. General Education Core Requirements. 33 credits.

See General Education Requirements listed on pages 63-66.

B. B.A. Degree Additional Degree Requirements. 9 credits.

See Degree Requirements listed on page 60.

B.S. Degree Additional Degree Requirements. 10 credits.

See Degree Requirements listed on page 60.

C. Major Requirements. 61-83 credits.

CMSC 204/3 credits

CMSC 206/3 credits

CMSC 300/3 credits

CMSC 301/3 credits

CMSC 306/3 credits

CMSC 308/3 credits

CMSC 310/3 credits

CMSC 316/3 credits

CMSC 360/3 credits

CMSC 362/3 credits

CMSC 461/3 credits
 ENGL 214/3 credits
 MATH 261, 262/10 credits
 MATH 271/3 credits

Options. (Choose one)

Option One 12 credits

Four courses, one of which must be any mathematics or computer science course at the 200 level or above, and the remaining three of which must be any computer science courses at the 300 level or above.

Option Two 34 credits

Secondary Teaching Endorsement, grades 8-12

See professional education requirements listed on pages 98-100.

Additional endorsement requirement:

Mathematics 451, The Teaching of High School Mathematics, 3 credits.

Math 300 may be substituted for CMSC 300. Both may be taken for credit.

D. General Electives Non-Teaching Majors:	
B.A./B.S. degree with Option One	16/17
E. Total Credits Required for B.A. or B.S. degree	120
Total Credits Required for B.A. or B.S. degree with	
Secondary Teaching Endorsement	125/126

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.

COMPUTER SCIENCE

*General Education **

*Writing Intensive Course ***

COMPUTER SCIENCE 121. *Introduction to Computer Science.* An introductory to computer science for non-specialists. Basic computer architecture and design, storage formats, principles of computer operation, and algorithms. Application software that emphasizes the computer as a tool. 3 credits. *

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, spread sheets, databases, and an introduction to programming. 3 credits.

COMPUTER SCIENCE 201 (CIMS 270). *Beginning COBOL.* 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 204. *Introduction to Programming.* An introductory course in computer science emphasizing programming and algorithm development. Topics will include basic language structures, assignment, iteration, control flow, language and programmer defined variable types, and basic data manipulation models. 3 credits.

COMPUTER SCIENCE 206. *Data Structures in Advanced Programming.* A one semester course in advanced programming utilizing data structures and models. The course emphasizes advanced programming techniques in the manipulation

of data structures. Prerequisite: Computer Science 204. 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. 3 credits.

COMPUTER SCIENCE 272. *Fortran for Business.* An introduction to the FORTRAN programming language, with emphasis on applications in business. Prerequisites: Computer Science 121 or 201. 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 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 300. *Discrete Mathematics for Computer Science.* Topics in discrete mathematics used in computer science, including methods of proof, graphs, computability, and formal grammars. Prerequisites: Computer Science 204 or 206. 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; subroutines. Prerequisites: Computer Science 206 or consent of instructor. Fall only; 3 credits.

COMPUTER SCIENCE 302. *Data Abstraction Programming.* A one semester course in advanced programming utilizing the data abstraction programming para-

digm. The course emphasizes advanced programming techniques used in the design, definition, and manipulation of abstract data types. Prerequisites: Computer Science 206 (or equivalent) using a language of instruction other than C++ and Computer Science 315 (or equivalent). Note: This course may not be taken for credit if credit has been received for Computer Science 206 (or equivalent) using C++ as the language of instruction. 3 credits.

COMPUTER SCIENCE 306. *Computer Organization.* The organization and structuring of the major hardware components of computers; the mechanics of information transfer and control within a computer system; standard computer architectures; the fundamentals of logic design. Prerequisite: Computer Science 301. 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 206 or permission of instructor. 3 credits. **

COMPUTER SCIENCE 310. *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 315. *The C Programming Language.* An advanced programming course utilizing the C programming language, with emphasis on control structures, the manipulation of data structures, and modular programming techniques. A programming intensive course. Prerequisites: Computer Science 204 or Computer Science 206. 3 credits.

COMPUTER SCIENCE 316. *Object-Oriented Programming.* A course in the

techniques of object-oriented programming in an object-oriented programming language. Topics covered include inheritance, function and operator overloading, object construction, visibility, information hiding, and multiple inheritance. Prerequisite: Computer Science 206. 3 credits.

COMPUTER SCIENCE 323. *Non-Procedural Programming Tools.* A study of non-procedural fourth generation languages and CASE tools. Prerequisite: Computer Science 206. 3 credits.

COMPUTER SCIENCE 350. (Mathematics 350). *Ethical Issues in Mathematics and Computer Science.* Consideration of ethical implications of mathematics and computer science in society. Overview of ethical theory; case studies of situations illustrating ethical dilemmas. A knowledge of calculus and algorithms will be assumed. 1 credit. *

COMPUTER SCIENCE 360. *Computer Network Theory.* A course covering the theory and design of modern computer networks. Topics include local and wide area networks, the OSI network model, basic network performance analysis, and real time networks. Prerequisite: Computer Science 206. 3 credits.

COMPUTER SCIENCE 362. *Theory of Databases.* A course covering the theory and practice of modern databases design and implementation. Topics include relational and hierarchical database design, database query languages, update consistency, and distributed databases. Prerequisite: Computer Science 206. 3 credits. **

COMPUTER SCIENCE 389. *Artificial Intelligence.* An advanced theory and programming course covering the theory and techniques of artificial intelligence. Topics covered include computer vision, game playing, min-max algorithms, and an introduction to the LISP programming language. Prerequisite: Computer Science 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 204 or 206. 3 credits.

COMPUTER SCIENCE 415. *Theory of Computation.* The basic theories underlying computer science, such as language and automata theory, and the computability of functions. Emphasis is placed on the development of theoretical machine and language descriptions. Prerequisite: Computer Science 300. 3 credits.

COMPUTER SCIENCE 435 (MATHEMATICS 435.) *Queueing Theory and Simulation.* A course covering the basic mathematics of queueing systems and the principles of the computer simulation of queueing systems. Topics include M/M/1, M/G/1, and G/M/1 queues, Laplace and z-transforms, priority queueing, and basic computer simulation techniques. Prerequisite: Computer Science 204 or equivalent, Mathematics 371. 3 credits.

COMPUTER SCIENCE 445. *Compiler Design.* A course covering the basic theory and techniques of compiler and code translation systems. Topics include lexical analysis, parsing, and code generation, and the various techniques used when handling differing source language classes. A programming intensive course. Also covered are the techniques of top-down and bottom-up parsing. Prerequisite: Computer Science 300. 3 credits.

COMPUTER SCIENCE 452. *Compiler Design.* A survey of programming languages, software, and hardware commonly found in an educational setting. Prerequisite: Computer Science 206. 3 credits.

COMPUTER SCIENCE 461. *Seminar in Computer Science.* Students will work individually and in teams on the development, implementation, and maintenance of a large software project. This course is the capstone experience in the computer science major. A segment on assessment will be included. Corequisite: Satisfaction of all other requirements for the computer science major or consent of instructor. 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. *Special Topics in Computer Science.* 1-3 credits.



Department of Music

William Bruce Montgomery, *Chair*

Brenda Clark, *Secretary*

The purpose of the department is to educate students and the college community in music of all eras, styles, and types. Specifically, the department offers a curriculum designed for the training of music majors and for informing them of career opportunities in music; the curriculum offers the opportunities for majors to increase their musical literacy and sensitivity. The department makes available a general education in music for the non-music major and gives opportunities for members of the community to increase their music appreciation.

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, in Performance (voice, piano, organ, harpsichord, brass, woodwinds, strings, and percussion) or in Composition. Common to each degree is a basic music core outlined in the specific degree plans that follow.

Music majors must meet the following requirements:

1. Each incoming Freshman music major or transfer student must audition and interview with the music faculty. A non-keyboard major must take a keyboard placement examination in order to determine his/her 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 or Camerata Singers and for instrumental majors that ensemble will be Concert Band. Keyboard majors may choose from the three, depending upon abilities and professional track.
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.M. in the education concentration are required to present a minimum of a half Senior recital. Students pursuing the B.M. in Composition are required to present a half recital of original works and a half recital in the applied area. Students pursuing the B.A. in Music are required to present a half Senior recital or approved Senior project.
4. All music majors must complete a piano proficiency examination prior to graduation. Students pursuing education degrees must complete the proficiency prior to student teaching.

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 18 credits in music. Those credits are earned in theoretical studies, history and literature, applied secondary study, and in music ensembles.

The department is an accredited institutional member of the National Association of Schools of Music.

Assessment

In addition to the Longwood Admission application, 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 Junior and Senior 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.

- Charles E. Kinzer, Ph.D., Associate Professor of Music
- Lisa B. Kinzer, M.M., Instructor of Music
- Patricia D. Lust, D.M., Professor of Music
- W. Bruce Montgomery, Ph.D., Professor of Music
- Gordon L. Ring, D.Mus.A., Associate Professor of Music
- Joel Schoenhals, D.Mus.A., Assistant Professor of Music
- Donald L. Trott, D.Mus.A., Associate Professor of Music
- Thomas A. Williams, M.M., Associate Professor of Music

BACHELOR OF ARTS

Visual and Performing Arts

Concentration in Music

(Applied Areas: Voice, Piano, Organ, Harpsichord, Brass, Woodwinds, Strings, Percussion)

The degree Bachelor of 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.

- A. General Education Core Requirements. 33 credits.
See General Education Requirements listed on pages 63-66.
- 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 113, 114/4 credits	Music 313/3 credits
Music 115, 116/2 credits	Music 331, 332/6 credits
Music 119/1 credit	Music 341/2 credits
Music 137/3 credits	Music Electives/5-6 credits
Music 163/1 credit (not required of keyboard primary)	Music Ensembles/8 credits
Music 213, 214/4 credits	Applied primary/12 credits
Music 215, 216/2 credits	TOTAL/53 credits
- D. General Electives: 25 credits
- E. Total Credits Required for Bachelor of Arts with a Concentration in Music120

BACHELOR OF MUSIC

Visual and Performing Arts

Concentration in Education

(Applied Areas: Voice, Piano, Organ, Harpsichord, Brass, Woodwinds, Strings, Percussion)

The degree Bachelor of Music with a Concentration in Education K-12 is designed to prepare the student to be endorsed and to teach music in the schools. Each student develops as a practicing musician in voice or in instrumental studies, and acquires the skills necessary to communicate musical concepts and skills. 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.

- A. General Education Core Requirement. 33 credits.
See General Education Requirements listed on pages 63-66.
- B. Additional Degree Requirements. 9 credits.
Humanities/9 credits in at least two disciplines and not in the discipline of music.

C. Major Requirements. 56 or 58 credits. (choose choral or instrumental track)

Choral Track

Music 113, 114/4 credits
Music 115, 116/2 credits
Music 119/1 credit
Music 137/3 credits
Music 140/2 credits
Music 141/2 credits
(voice concentration)
Music 213, 214/4 credits
Music 215, 216/2 credits
Music 313/3 credits
Music 331, 332/6 credits
Music 340/3 credits
Music 341, 342/4 credits
Music 412/2 credits
Music 445/2 credits
(piano concentration)
Applied Primary/14 credits
Applied Secondary/4 credits
Piano 163, 164, 263, 264 or
171, 172, 271, 272
Voice 171, 172, 271, 272

TOTAL/56 credits

Instrumental Track

Music 113, 114/4 credits
Music 115, 116/2 credits
Music 119/1 credit
Music 137/3 credits
Music 155, 157, 361, 362, 363, 364,
365/7 credits
Music 213, 214/4 credits
Music 215, 216/2 credits
Music 313/3 credits
Music 331, 332/6 credits
Music 341, 343/4 credits
Music 412/2 credits
Music 434/2 credits - (organ majors)
Music 445/2 credits - (piano majors)
Applied Primary/14 credits
Secondary Applied/4 credits
Piano 163, 164, 263, 264 or
171, 172, 271, 272

TOTAL/56 or 58 credits

D. Education Requirements

Choral Track

Music 145/1 credit
Music 345/1 credit
Music 346/1 credit
Music 347/1 credit
Music 441/3 credits
Music 442/2 credits

Education 245/3 credits
Education 403, 404/10 credits
Education 480/1 credit
Education 484/2 credits
Education 487/2 credits
Education 488/1 credit
Education 489/2 credits

TOTAL/ 30 credits

Instrumental Track

Music 145/1 credit
Music 345/1 credit
Music 346/1 credit
Music 347/1 credit
Music 441/3 credits
Music 443/2 credits
Music 444/1 credit

Education 245/3 credits
Education 403, 404/10 credits
Education 480/1 credit
Education 484/2 credits
Education 487/2 credits
Education 488/1 credit
Education 489/2 credits

TOTAL/31 credits

E. Total Credits Required for Bachelor of Music with a

Concentration in Education128 or 131

BACHELOR OF MUSIC
Visual and Performing Arts
Concentration in Performance

(Applied Areas: Voice, Piano, Organ,
Harpsichord, Brass, Woodwinds, Strings, Percussion)

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.

- A. General Education Core Requirements. 33 credits.
See General Education Requirements listed on pages 63-66.
- 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. Major Requirements. 80 credits.
Major Requirements-
Organ Primary
Music 113, 114/4 credits
Music 115, 116/2 credits
Music 119/1 credit
Music 137/3 credits
Music 213, 214/4 credits
Music 215, 216/2 credits
Music 243/1 credit
Music 313/3 credits
Music 331, 332/6 credits
Music 341, 342/4 credits
Music 414/2 credits
Music 434/2 credits
Applied Primary/22 credits
Applied Secondary (voice)/4 credits
Applied Secondary
(harpsichord or piano)/4 credits
Ensembles/10 credits
Music Electives/6 credits

TOTAL/80credits

- Major Requirements-*
Voice Primary
Music 113, 114/4 credits
Music 115, 116/2 credits
Music 119/1 credit
Music 137/3 credits
Music 140, 141/4 credits
Music 213, 214/4 credits
Music 215, 216/2 credits
Music 243/1 credit
Music 313/3 credits
Music 331, 332/6 credits
Music 341, 342/4 credits
Music 414/2 credits
Music 436/2 credits
Music 446/2 credits
Applied Primary/22 credits
Applied Secondary/4 credits:
Piano: 163, 164, 263, 264 or
171, 172, 271, 272
Ensembles/8 credits
Music Electives/6 credits

TOTAL/80 credits

- Major Requirements-Piano Primary*
Music 113, 114/4 credits
Music 115, 116/2 credits
Music 119/1 credit
Music 137/3 credits
Music 213, 214/4 credits
Music 215, 216/2 credits
Music 243/1 credit
Music 313/3 credits
Music 319/2 credits
Music 331, 332/6 credits
Music 335/2 credits

- Music 341/2 credits
Music 414/2 credits
Music 435/2 credits
Music 445/2 credits
Applied Primary/22 credits
Applied Secondary/4 credits
Ensembles/10 credits
Music Electives/6 credits

TOTAL/80 credits

Major Requirements-Instrumental

Primary

Music 113, 114/4 credits

Music 115, 116/2 credits

Music 117/1 credit

Music 119/1 credit

Music 137/3 credits

Music 213, 214/4 credits

Music 215, 216/2 credits

Music 313/3 credits

Music 331, 332/6 credits

Music 341/2 credits

Music 343/2 credits

Music 412/2 credits

Music 414/2 credits

Music 433/2 credits

Applied Primary/22 credits

Applied Secondary/4 credits:

Piano: 163, 164, 263; 264 or

171, 172, 271, 272

Applied Secondary (voice)/2 credits

Ensembles/10 credits

Music Electives/6 credits

TOTAL/80 credits

D. Electives (all concentrations)/4 credits

E. Total Credits Required for Bachelor of Music with
a Concentration in Performance 126

BACHELOR OF MUSIC

Visual and Performing Arts

Concentration in Composition

The degree Bachelor of Music with a Concentration in Composition is designed both to prepare students for graduate study in composition and equip them with the knowledge and technical experience needed by composers today. Emphasis is also placed on twentieth century theoretical study and computer/MIDI experience.

A. General Education Core Requirements. 33 credits.

See General Education Requirements listed on pages 63-66.

B. Additional Degree Requirements. 9 credits.

Computer Science 204/3 credits

Humanities/6 credits in at least two disciplines and not in the discipline of music

C. Major Requirements. 80 credits.

Music 113, 114/4 credits

Music 115, 116/2 credits

Music 119/1 credit

Music 137/3 credits

Music 213, 214/4 credits

Music 215, 216/2 credits

Music 313/3 credits

Music 315, 316/4 credits

Music 331, 332/6 credits

Music 341/2 credits

Music 342 or 343/2 credits

Music 412/2 credits

Music 413/2 credits

Music 414/2 credits

Music 415, 416/4 credits

Music 117, 118, 217, 218, 317, 318,

417, 418/8 credits

Music 432/3 credits

Applied Secondary/8 credits

Applied Secondary

(Piano, unless applied area above
is a keyboard instrument. All credits
in the same applied area.)/4 credits

Ensembles/8 credits

Music Electives/6 credits

TOTAL/80 credits

D. Electives/4 credits

E. Total Credits Required for Bachelor of Music with a
Concentration in Composition126

MINOR IN MUSIC

The Minor in music is a program which requires the successful completion of 20 credits in music. Those credits are earned in theoretical studies, history and literature, applied study, and in music ensembles. Music 115 and Music 116 must be taken prior to or during the first year of applied study.

Music 113, 114/4 credits
Music 115, 116/2 credits
Music 137/3 credits
Music electives/3-5 credits
Music Ensembles/2 credits

Applied Secondary/4 credits
Music 143, 144/2 credits (If applied area is piano, substitute 2 elective credits for this requirement.)

TOTAL/20 credits

MUSIC

A special fee is charged for all individual applied music courses.

*General Education Courses **

*Writing Intensive Course ***

MUSIC 151. *Piano Class.* Piano for non-majors. Study of piano composition techniques, sightreading, and theory. Class taught in electronic piano lab. *Not open to music majors.* 1 credit. *

MUSIC 153. *Voice Class.* Voice for non-majors. Study of vocal techniques, literature, sightreading, and diction. One small class instruction each week. *Not open to music majors.* 1 credit. *

MUSIC 201-208. *Performing Ensembles.* (See page 203 for descriptions.) 1 credit. *

MUSIC 223. *Introduction to Music.* An introduction to the content and structure of music. A practical application through performance and composition of the fundamental theories of music. *Not open to music majors.* 4 credits. *

MUSIC 224. *The Appreciation of Music.* Study of Musical arts with regard to the composers and compositions of major style eras. Laboratory/concerts will emphasize critical analysis of live concerts, rehearsals and recitals. 4 credits. *

MUSIC 226. *Music and the Arts.* A study of the elements of music and their relationship to literature and the visual arts. 3 credits. *

MUSIC 227. *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. *

PRIVATE APPLIED STUDY. By special permission of the Chair of the Music Department. A special fee is charged for private study. 1 credit. *

MUSIC 113. *Theory of Music.* Introduction to fundamentals of music including notation, scales, intervals, triads and rhythm. 2 credits. Must be taken concurrently with MUSC 115.

MUSIC 114. *Theory of Music.* Continuation of 113 including voice leading, modulation and secondary chords. Prerequisite: MUSIC 113. 2 credits. Must be taken concurrently with MUSC 116.

MUSIC 115. *Sightsinging and Dictation.* Ear training through sight-singing and dictation. 2 periods; 1 credit each semester. Must be taken concurrently with MUSIC 113.

MUSIC 116. *Sightsinging and Dictation.* Continuation of 115 which is prerequisite. 2 periods; 1 credit. Must be taken concurrently with MUSC 114.

MUSIC 117, 118, 217, 218, 317, 318, 417, 418. *Composition.* Instruction in techniques of composing music. Prerequisite: Music 113, 115 or consent of instructor. May be repeated for credit. 1 class and 1 private lesson; 1 credit.

MUSIC 119. *Introduction to Computer Applications in Music.* An introduction to Musical Instrument Digital Interface (MIDI) and computer music applications including music notation, sequencing, and other software. One period; 1 credit.

MUSIC 137. *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 145. *Introduction to Music Education.* Survey of the role, quality, and value of music in school curricula. Ideas and techniques reflective of learning. Music Majors only. 1 period; 1 credit.

MUSIC 163. *Beginning Piano I.* Study and practice in basic keyboard techniques, sightreading, memorization, scales, arpeggios and chord progressions. Introduction to the piano literature. Open only to music majors and others by permission of the instructor. 1 credit.

MUSIC 164. *Beginning Piano II.* Continuation of Music 163 with individually assigned repertoire. Prerequisite: Music 163. 1 credit.

MUSIC 213. *Theory of Music.* Continuation of 114 including chromaticism and altered chords. Prerequisite: MUSC 114. 2 credits. Must be taken concurrently with MUSIC 215.

MUSIC 214. *Theory of Music.* Continuation of 213, including late 19th and 20th century topics such as 12 tone and other contemporary compositional techniques. Prerequisite: MUSC 213. 2 credits. Must be taken concurrently with MUSC 216.

MUSIC 215, 216. *Sightsinging and Dictation.* Continuation of 115, 116 which are prerequisites. 2 periods; 1 credit each semester. Must be taken concurrently with MUSC 213 and MUSC 214.

MUSIC 243. *Piano Accompanying.* Study and practical application of accompanying for other students. Recommended for keyboard majors. 2 periods; 1 credit.

MUSIC 263. *Intermediate Piano I.* Continuation of Music 164 with the addition of improvisation. Prerequisite: Music 164. 1 credit.

MUSIC 264. *Intermediate Piano II.* Continuation of Music 263. Prerequisite: Music 263. 1 credit.

MUSIC 295, 495. *Special Topics.*

MUSIC 311, 312. *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses on music per semester. 1-18 credits.

MUSIC 313. *Form and Analysis.* Harmonic and formal analysis of compositions of each period. Prerequisite: Music 214. 3 credits.

MUSIC 314. *Jazz Improvisation.* A theory/performance class designed to acquaint the student with improvisation in the jazz idiom. Technical competence on an instrument or in voice required. Prerequisite: permission of the instructor. 1 credit.

MUSIC 315, 316; 415, 416. *Piano-Keyboarding Technology.* Study of piano compositions technique, sightreading, theory, and computer technology. 2 periods. 2 credits.

MUSIC 319. *Keyboard Improvisation.* Fundamentals of jazz and commercial music for keyboard. Open to keyboard majors in the Bachelor of Music (performance) degree program and others with consent of the instructor. Co-requisite: Music 314. 1 credit.

MUSIC 331, 332. *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 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. *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. 3 credits.

MUSIC 341. *Conducting.* Technique of the baton; score reading; rehearsal procedures; vocal and instrumental conducting. 2 credits.

MUSIC 342. *Advanced Choral Conducting.* Continuation of Music 341 which is prerequisite. 2 periods. 2 credits.

MUSIC 343. *Advanced Instrumental Conducting.* Continuation of Music 341 which is prerequisite. 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 365. *Vocal Techniques.* Voice class for instrumental majors. Study of vocal techniques, literature and diction. One small-class instruction per week. Prerequisites: Music 115 and 116. 1 credit.

MUSIC 412. *Arranging.* Study and practice of arranging in different voice and instrument combinations with attention to style, range, form, and difficulty. Prerequisite: Music 214. 2 periods; 2 credits.

MUSIC 413. *Advanced Analysis.* Introduction to Schenkerian analysis, set theory. Continuation of Music 313, which is prerequisite. 2 periods; 2 credits.

MUSIC 414. *Counterpoint.* Strict and free counterpoint; motivic development; invertible counterpoint. Prerequisite: Music 137, 214. Offered on demand. 2 credits.

MUSIC 430. *Music of the Eighteenth Century.* Study of the forms, styles, and trends of the music of the eighteenth century; biography. Prerequisites: MUSC 331, 332. 3 credits.

MUSIC 431. *Music of the Nineteenth Century.* Study of the forms, styles, and trends of the music of the nineteenth century; biography. Prerequisites: MUSC 331, 332. 3 credits.

MUSIC 432. *Music of the Twentieth Century.* Study of the forms, styles, and trends of the music of the twentieth century; biography. Prerequisites: MUSC 332 or permission of the instructor. 3 credits.

MUSIC 433. *Instrumental 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. 2 periods. 2 credits.

MUSIC 435. *Piano Literature.* Study of the literature of the piano through performance and listening. 2 periods. 2 credits.

MUSIC 436. *Vocal Literature.* Study of the literature of the voice through performance and listening. 2 periods. 2 credits.

MUSIC 437. *Music of the Theatre.* Study of opera, operetta, incidental music. Prerequisites: MUSC 331, 332. 3 credits.

MUSIC 438. *Music of the Church.* Study of the development of music in the church from Gregorian chant to the present. Prerequisites: MUSC 331, 332. 3 credits.

MUSIC 441. *Elementary School Methods and Materials.* Study of music appropriate for early childhood through primary and upper elementary school levels. Emphasis given to the behaviors of singing, playing, moving, listening, reading, and creating. Music major status with MUSC 145 completed or non-major with MUSC 223 completed. 3 credits.

MUSIC 442. *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: 341, 342. 2 periods. 2 credits.

MUSIC 443. *Instrumental Methods and Materials.* Study of all the band and orchestral instruments. Embouchure and technical development; rehearsal techniques; fundamentals of marching, materials. 2 credits.

MUSIC 444. *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 443. 1 credit.

MUSIC 445. *Piano Pedagogy.* Techniques and materials of teaching piano individually and in groups. Observation and teaching of demonstration groups. 2 periods. 2 credits.

MUSIC 446. *Vocal Pedagogy.* Study of the principles of voice production and voice teaching. Laboratory with beginning voice students. 2 periods. 2 credits.

MUSIC 490. *Independent Study.* Individualized study. 1-18 credits.

MUSIC 492. *Internship.* An on-the-job learning experience designed to apply the principles of music. 1-18 credits.

APPLIED MUSIC

Opportunity is offered most areas: Voice, Piano, Organ, Harpsichord, Brass, Woodwinds, Strings, and Percussion. Incoming Music majors must audition in their areas of concentration.

The following is a list of areas of applied study. Music majors take *primary* for their main instrument, *secondary* for their minor instrument. Non-majors normally enroll in elective/general education classes (See General Education listing on page 63-66.)

With the permission of the chair of the Music Department, earned *primary* credits may be substituted for required *secondary* credits. Earned *secondary* credits, however, may NOT be substituted for required *primary* credits.

Private applied study is available to non-majors by special permission of the Chair of the Music Department. Note the special fee for private study. Applied music fee is \$50 per semester.

APPLIED SECONDARY

One-half-hour individual lesson each week; 1 credit.

MUSIC 171, 172, 271, 272, 371, 372, 471, 472

Sections

01, 02. . .	Organ
11, 12. . .	Harpsichord
21, 22. . .	Percussion
31, 32. . .	Piano
41, 42. . .	Strings
61, 62. . .	Woodwinds
71, 72. . .	Brass
81, 82. . .	Voice

APPLIED PRIMARY

One-hour individual lesson plus related studio classes and recitals. A 3 credit option is reserved for performance majors, only. Education majors may not take more than 2 credits in any one semester. 2 or 3 credits.

MUSIC 181, 182, 281, 282, 381, 382, 481, 482

Sections

01, 02. . .	Organ
11, 12. . .	Harpsichord
21, 22. . .	Percussion
31, 32. . .	Piano
41, 42. . .	Strings
61, 62. . .	Woodwinds
71, 72. . .	Brass
81, 82. . .	Voice

INSTRUMENTAL TECHNIQUES AND METHODS.

An examination of the pedagogical materials and techniques appropriate to the instruction of students in instrumental music. Achieving a grade 3-4 technique in performance is required.

MUSIC 165. Strings. 1 credit.

MUSIC 167. Percussion. 1 credit.

MUSIC 361, 362. Brass. 1 credit.

MUSIC 363, 364. Woodwinds. 1 credit.

APPLIED ELECTIVE CLASSES

MUSIC 151, 152. *Piano Class.* Piano for non-majors. Study of piano composition techniques, sightreading, and theory. Class taught in electronic piano lab. 1 credit. *

MUSIC 153, 154. *Voice Class.* Voice for non-majors. Study of vocal techniques, literature, sightreading, and diction. One small class instruction each week. 1 credit. *

MUSIC 155, 156, 255, 256. *Strings.* One small class instruction each week. 1 credit. *

MUSIC 157, 158. *Percussion.* One small class instruction each week. 1 credit. *

ENSEMBLES

Ensembles are open to all students who sing or play an orchestral or band instrument. In some cases auditions are required. Formal programs are presented on and off campus. Some ensembles require instructor's approval and audition. May be repeated for credit. 1 credit.

MUSIC 201, 401. *String Ensemble.* Open to all Longwood students who have experience in playing stringed instruments. 1 credit. *

MUSIC 202, 402. *Woodwind Ensemble (Section 01), Brass Ensemble (Section 02), Flute Choir (Section 03), Percussion (Section 04).* Open to all Longwood students. Ensembles meet regularly and perform throughout the year. 1 credit. *

MUSIC 202, 402 (SECTION 11/12). *Jazz Ensemble.* The Jazz Ensemble presents a series of concerts throughout the year. The Ensemble is open to all students by audition. The Jazz Ensemble rehearses and performs all styles of jazz. 1 credit. *

MUSIC 202, 402 (SECTION 21). *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. 2 periods; 1 credit. *

MUSIC 205, 405 (SECTION 01). *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 205, 405 (SECTION 11). *Camerata Singers.* 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. SATB. 3 periods; 1 credit. *

MUSIC 205, 405 (SECTION 21). *Chamber Singers.* The Chamber Singers is a small choral ensemble which provides majors with an education in small choral repertoire and performance. Admission through audition. 1 credit. *

MUSIC 206, 406. *Handbell Ensemble.* Instruction and participation in the art of ringing English handbells resulting in a performing handbell ensemble. This ensemble is open to all students by audition. 2 periods. 1 credit. *

MUSIC 208, 408. *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. *

FOR GRADUATES AND ADVANCED UNDERGRADUATES

MUSIC 519. *Beginning M.I.D.I. and Computer Applications in Music.*

MUSIC 542. *Music in the Elementary School.*

MUSIC 544. *Music in the Integrated Curriculum.*

MUSIC 595. *Special Topics.*



The Longwood College Camerata Singers

Department of Natural Sciences

Carolyn Wells, *Chair*

Janette A. Nielsen, *Secretary*

Betty J. Woodie, *Fiscal Manager*

Francis D. Twombly, *Director of Laboratory Services and Hazardous Waste Manager*

The Department offers majors in biology, chemistry, and physics; minors are available in biology, chemistry, earth science, environmental studies, geography, 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 pre-engineering; 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.

ASSESSMENT: The Department of Natural Sciences requires senior majors to take a comprehensive achievement test. The purpose of the test is to assess the progress of the majors and the effectiveness of the program.

BIOLOGY PROGRAM

Faculty

David W. Buckalew, Ph.D., *Assistant Professor of Biology*

Thelma H. Dalmás, M.S., *Lecturer in Biology*

Lynn M. Ferguson, Ph.D., *Professor of Biology and Earth Science and
Biology Area Coordinator*

Dana P. Johnson, M.S., *Lecturer in Biology*

Mary E. Lehman, Ph.D., *Assistant Professor of Biology*

Donald A. Merkle, Ph.D., *Associate Professor of Biology and
Director of Health Pre-Professional Programs*

Gary D. Oxford, Ph.D., *Assistant Professor of Biology*

Anthony Palombella, Ph.D., *Assistant Professor of Biology*

Timothy W. Stewart, Ph.D., *Assistant Professor of Biology*

William A. Velhagen, Jr., Ph.D., *Assistant Professor of Biology*

Carolyn Wells, Ph.D., *Professor of Biology and Chair of Department of Natural Sciences*

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 the unity of life, the diversity of life, evolution, genetics, ecology, ethics of biology and unifying biological principles. In addition, students must choose to specialize in one of the following tracks: Molecular, Ecology, Organismic or Health. The Health Track is restricted to those students who plan to pursue a career in medicine, dentistry, veterinary medicine, or other health-related areas. A student who is in another major may obtain a biology minor. The minor program requires 8 semester hours at the introductory level, 8 hours at the 200 level or above, 4 hours at the 300 level or above, and 4 hours of electives for a total of 24 semester hours. Students are encouraged to enroll in a program of honors study or in a research project in biology.

A student may seek secondary teaching endorsement in biology. This program consists of all courses required of a biology major and Education 245, 260, 265, 455, Science 352, and the professional semester consisting of 18 hours including student teaching in the senior year. If an additional endorsement in chemistry, earth science, or physics is desired, the student must minor in that discipline and meet all state mandated core requirements for that endorsement.

BIOLOGY MAJOR, B.A., B.S. DEGREE

- A. General Education Core Requirement. 33 credits.
See General Education Requirements listed on pages 63-66.
- B. Additional Degree Requirements for B. S. Degree. (beyond science courses)
Mathematics/Computer Science/3 credits; Social Science/3 credits.

Additional Degree Requirements for B. A. Degree.
Foreign Language/3 credits; Humanities/6 credits.

- C. Major Requirements. 61-64 credits.

Core Curriculum (required of all biology majors)

Biology 121, 122/8 credits
Biology 324/4 credits
Biology 341/4 credits
Biology 399/3 credits
Biology 400/3 credits
Biology 485/1 credit
Chemistry 111/4 credits
Chemistry 121 or 231/4 or 2 credits
Chemistry 305, 306/8 credits
Physics 102/4 credits

Biology majors must choose one of the following tracks:

Ecology:

Biology 300/3 credits
Biology 360 or 361/4 credits
One field course except
Biology 541/6 credits
Biology electives/8 credits

Molecular:

Biology 304/4 credits
Biology 412/4 credits
Biology 426/4 credits
Biology electives/8 credits

Organismic:

Biology 202/4 credits
Biology 306/4 credits
Biology 307/4 credits
Biology electives/8 credits

Health:

Biology 206, 207/8 credits
Biology 304/4 credits
Biology 412/4 credits
Biology electives/4 credits

The health track is designed for students planning further graduate level study leading to a health career, such as medicine, dentistry, veterinary medicine, nursing.

No grade below C- is accepted in fulfilling the Biology major requirements.

- D. General Electives B.A. Degree (non-teaching majors) 14/17 credits
General Electives B.S. Degree (non-teaching majors) 17/20 credits
- E. Secondary Teaching Endorsement, Grades 8-12. 34 credits
Must take SCED 352/3 credits in addition to Professional educational requirements listed on pages 98-100.

*For additional endorsement to teach Chemistry
Minor in Chemistry/24 hours. See page 214.

*For additional endorsement to teach Earth Science

Minor in Earth Science/24 hours. See page 217.

*For additional endorsement to teach Physics
Minor in Physics/24 hours. See page 225.

*Students seeking endorsement in these areas must meet criteria established by the
State Department of Education.

F. Total Credits Required for B.A. or B.S. in Biology	120
Total Credits Required for B.A. in Biology with Secondary Teaching Endorsement	134/135
Total Credits Required for B.S. in Biology with Secondary Teaching Endorsement	131/132
Total Credits Required for B.A. or B.S. in Biology with Secondary Teaching Endorsement and an endorsement in either Chemistry, Earth Science or Physics	139/159

BIOLOGY MINOR

Students who are interested in pursuing a biology minor should contact the area coordinator. The minor must include:

- Biology 121, 122/8 credits
- 8 semester hours of biology at the 200 level or above.
- 4 semester hours of biology at the 300 level or above.
- 4 semester hours of biology electives
- TOTAL/24 credits

No grade below C- is accepted in fulfilling the Biology minor requirement.

ENVIRONMENTAL STUDIES MINOR

This interdisciplinary minor serves those students majoring in any subject who are interested in beginning an understanding of environmental issues. Grades below C- will not apply toward the fulfillment of minor requirements. Students choosing this minor must make appropriate selections from each of the following groups:

Group A-8 hours

Biology 101 or 121	4 credits	<i>Biological Concepts or The Unity of Life General Ecology</i>
and Biology 341	4 credits	
OR		
Chemistry 121,	4 credits	<i>Inorganic Chemistry and Qualitative Inorganic Analysis</i>
Chemistry 351	3 credits	<i>Instrumental Analysis I</i>
and Chemistry 381	2 credits	<i>Chemical Laboratory Problem Solving</i>

Group B-3 hours

Biology 364	3 credits	<i>Man and the Environment</i>
OR		
Health Education 310	3 credits	<i>Environmental Health</i>

Group C-4 hours

Chemistry 101	4 credits	<i>General Chemistry</i>
OR		
Chemistry 111	4 credits	<i>Fundamentals of Chemistry</i>

Group D-3 or 4 hours

Economics 314	3 credits	<i>Environmental and Resource Economics</i>
OR		
Earth Science 354 or 355	3 credits	<i>Hydrology or Climatology</i>

Group E-6 hours

Biology 500, 505, 541, 543, 574,
Earth Science 520, 577 or
Biology/Earth Science 578 6 credits

(one summer field course)

Total required hours: 24-26

Biology majors seeking this minor must take Chemistry 121, 351 and 381; Chemistry majors seeking this minor must take Biology 101/341. All other majors may choose one of the two options indicated in Group A.

BIOLOGY

A special fee is charged for all courses with laboratories.

*General Education Course **

*Writing Intensive Course ***

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. Biology majors entering prior to 1998 must make at least a C- in this course before taking advanced biology courses. 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. Biology majors entering prior to 1998 must make at least a C- in this course before taking advanced biology courses. 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. Biology majors entering prior to 1998 must make at least a C- in this course before taking advanced biology courses. 3 lecture and one 2-hour lab periods. 4 credits.

BIOLOGY 112. *Fundamentals of Botany.* An inquiry into the common features of life at the molecular, cellular, and organismic levels in plants. Emphasis on classification, metabolic processes, ecology, evolution, cell biology, and importance to

society. For Liberal Studies majors or students seeking endorsement. Does not meet the requirements for a biology major or minor. 3 lecture and one 2-hour lab periods. 4 credits.

BIOLOGY 113. *Fundamentals of Zoology.* An inquiry into the common features of life at the molecular, cellular, and organismic levels in animals. Emphasis on life cycles, genetics, ecology, evolution, and economics of the various phyla. For Liberal Studies majors or students seeking teaching endorsement. Does not meet the requirements for a biology major or minor. 3 lecture and one 2-hour lab periods. 4 credits.

BIOLOGY 121. *The Unity of Life.* The first of a two semester introduction to the college level study of biology for biology and health pre-professional majors. Major topics include the molecular and cellular basis of life, energy and life, photosynthesis and cellular respiration, classical and molecular genetics, mechanisms of evolution, and classification schemes. Biology majors must make at least a C- in this course before taking advanced courses. 3 lecture and one 2-hour lab periods. 4 credits.

BIOLOGY 122. *The Diversity of Life.* The second of a two semester introduction to the college level study of biology for biology and health pre-professional majors. Major topics include eubacteria and archaea; protists; fungi; plant structure, reproduction and development; major animal phyla; animal reproduction and development; and ecological relationships, populations, communities, and ecosystems. Biology majors must make at least a C- in this course before taking advanced courses. 3 lecture and one 2-hour lab periods. 4 credits.

BIOLOGY 201. *Plant Morphology.* A comparative study of embryonic development, anatomy, structure and evolution in representative vascular plant divisions. 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. 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 laboratory periods. 4 credits each semester.

BIOLOGY 295. *Special Topics in Biology.* Specialized courses on a variety of topics that may be offered periodically. 1-4 credits.

BIOLOGY 300. *Biostatistics.* An inquiry into the application of statistical methods to the solution of biological problems. Emphasis on statistically valid collection of data, introduction to probability distribution, and computer application to analysis of variance. 3 lecture periods. 3 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 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 or 122. 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: Chemistry 111 and Biology 103 or 122. 3 lecture and one 3-hour lab periods. 4 credits. **

BIOLOGY 307. *Plant Form and Function.* The investigation of the relationship of morphology and anatomy to physiological processes in vascular plants. Emphasis on respiration, photosynthesis, hormonal interactions and other metabolic activities of the cells, tissues, and organs of plants. 3 lecture and one 2-hour lab period. 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 or 122. 2 lecture and two 2-hour lab periods. 4 credits.

BIOLOGY 324. *Genetics.* A study of classical and modern genetics, including the mechanisms for the replication, continuation, variation of regulation and expression of genetic information. 3 lecture and one 3-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. Prerequisite: Biology 122. 3 lecture and one 3-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 or 122. 3 lecture and one 3-hour lab 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 360. *Terrestrial Ecology.* An advanced study of ecological principles governing the operation of terrestrial ecosystems. Major topics covered include plant and animal responses to abiotic factors, species interactions, processes controlling ecosystems structure and function, and major terrestrial biomes. Research techniques and advanced statistical analysis at the population, community, and ecosystem level will also be considered. Laboratory normally includes local field trips and an extended field trip to the mountains. Prerequisite: Biology 341. 3 lecture and one 3-hour laboratory periods. 4 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 or 122 and a semester 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: Biology 102 or 103 or 122. 3 lecture and one 2-hour lab periods. 4 credits.

BIOLOGY 364. *Man and the Environment.* A consideration of local, national and international environmental problems. Three lecture 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. Prerequisites: Biology 324, 341. 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: Biology 324, 341. 3 lecture periods. 3 credits. **

BIOLOGY 412 (Chemistry 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 and one 3-hour lab period. 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 324. 3 lecture and one 3-hour lab periods. 4 credits.

BIOLOGY 426. *Cell Biology.* A study of the structure and function of prokaryotic and eukaryotic cells, including plant and animal cell types. Emphasis on the structure and function of membranes, mitochondria, ribosomes, endoplasmic reticula, plastids, nuclei and nucleoli. Prerequisites: Biology 102 and 103 or 122. 3 lecture and one 3-hour lab periods. 4 credits. **

BIOLOGY 461. *Biological Seminar.* Short oral presentations by students on selected, researched biological topics. May be repeated. Open to junior and senior biology majors and minors. 1 lecture period. 1 credit.

BIOLOGY 470. *Acarology.* The classification, biology, medical and economic significance of mites and ticks. Prerequisite: Biology 103 or 122. 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 or 122 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 or 122 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 or 122 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 or 122 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 or 122 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 or 122. 2 lecture and one 3-hour lab periods. 3 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 biology majors and minors. 1 credit. *

BIOLOGY 492. *Internship in Biology.* A semester-long on-the-job learning experience designed to apply the principles of biology. 3-15 hours.

BIOLOGY 495. *Special Topics in Biology.* Specialized courses on a variety of topics that may be offered periodically. 1-4 credits.

BIOLOGY 496. *Research Projects in Biology.* With the approval of a faculty member and the department chair, 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 department chair before the student may register for the course. May be repeated. 2, 3, or 4 credits.

BIOLOGY 498. *Honors Research in Biology.* Students conduct research in biology under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits.

BIOLOGY 500. *Field Ornithology.* A summer field course for advanced undergraduates, graduates, teachers, and naturalists. Students are expected to learn the techniques of censusing breeding bird populations in Prince Edward County and other selected sites. Identification of bird species by sight and by sound is emphasized. The course includes a study of the behavior of breeding birds, the habitat favored by each species, and ecological factors that affect the efforts of birds to perpetuate their species. 6 credits.

BIOLOGY 501. *Advanced Field Ornithology.* A field course for advanced undergraduates, graduates, teachers, and naturalists who have successfully completed Biology 500. Identification of 100 birds by sight and sound is required by the end of the course. Students must formulate and execute an original research project involving birds in the field in Prince Edward or its surrounding counties; projects may be chosen from bird population studies in areas not previously censused, investigations of the decline of certain bird species, interpretations of bird song and its meanings, studies of the breeding behavior of selected bird species, or similar field research problems. Prerequisite Biology 500. 6 credits.

BIOLOGY 505. *Field Mammalogy.* An intensive summer field course for advanced undergraduates, graduates, naturalists, and teachers. An overview of the mammals of the world will be presented with a detailed emphasis on the mammals of

Virginia. Students are expected to learn techniques for research in mammalogy including censusing, tracking, and museum specimen preparation. The course will also include a study of mammalian ecology, behavior, and evolution. Students will prepare a written and oral "Species Report," and are expected to attend all field trips to different regions of Virginia and to the National Zoo in Washington, D.C. 6 credits.

BIOLOGY 541. *Field Ecology.* A study of ecosystems, communities, and populations for advanced undergraduates, graduates, teachers, and others interested in their natural surroundings. Students are expected to become familiar with ecological sampling techniques. Prerequisites: Courses in General Botany and General Zoology recommended. 6 credits.

BIOLOGY 543. *Field Botany.* A 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. 6 credits.

BIOLOGY 574. *Systematic Entomology.* An introduction to the study of insects, their morphology, evolution, life histories, physiology, ecology, and taxonomy. An extensive insect collection is required. For advanced undergraduates and graduates. 6 credits.

BIOLOGY 578 (Earth Science 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: Biology 103 recommended. 6 credits.

ENVIRONMENTAL STUDIES

ENVIRONMENTAL STUDIES 500. *Chemistry of the Environment.* This course reviews chemical concepts used in environmental chemistry for both polluted and non-polluted environmental settings. The consequences of industrial activities, as well as methods and processes dictated by regulatory requirements are included. It also reviews chemical concepts and applications as they relate to the natural and man-made environment and will serve as a basis for more specialized study of the atmospheric, lithospheric, and hydrospheric processes. Hands-on work with field problems and problem solving, requiring literature searches and individual experimentation, will be a major part of the course. Two lecture and one 3-hour lab periods; 3 credits. Prerequisites: Chem. 111, 121, 351 and 381.

ENVIRONMENTAL STUDIES 520. *Stream Processes and Landforms.* This field course will examine the dynamics of rivers and landforms which result from streamflow. Watershed morphology, hydraulics and channel form will be reviewed. The human impact on fluvial systems, particularly urbanization and erosive land use, will be discussed with regard to current models of river channel changes. Prerequisite: Earth Science 354. 6 credits.

ENVIRONMENTAL STUDIES 564. *Environmental Issues.* An in-depth study of the major environmental issues challenging modern society, including a close examination of the causes of these issues and an analysis of corrective measures that could be applied to each. Major topics addressed are population dynamics; resource use, abuse, management, and conservation; consequences of pollution, deforestation, biodiversity loss and climate alteration. Emphasis is placed on establishing econcentric ethical viewpoints and developing Earth-sustainable systems. 3 credits.

CHEMISTRY PROGRAM

Faculty

Patrick G. Barber, Ph.D., *Professor of Chemistry*

James D. Burgess, Ph.D., *Assistant Professor of Chemistry*

Maurice H. Maxwell, Jr., Ph.D., *Professor of Chemistry*

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. Students interested in chemical engineering at UVA Graduate Department of Chemical Engineering must have a 3.0 GPA or better and must have completed chemistry 400 and 401, calculus and differential equations. Chemistry majors graduating from Longwood have completed advanced degrees 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).

No grade below C- on chemistry courses is accepted for the graduation requirements for the major or minor in chemistry.

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 further details.

CHEMISTRY MAJOR, B.A., B.S. DEGREE

- A. General Education Core Requirement. 33 credits.
See General Education Requirements listed on pages 63-66.
- B. 1. B. S. Degree Additional Degree Requirements. 10 credits.
Mathematics 121/3 or 261/5 or 267/4 credits
Chemistry 111/4 credits
Social Science electives/3 credits
2. B. A. Degree Additional Degree Requirements. 9 credits.
See Degree Requirements listed on page 60.
- C. Major Requirements. 37 credits.
Chemistry 121/4 credits
Chemistry 231/2 credits
Physics 102/4 credits
Chemistry 305, 306/8 credits
Chemistry 351 or 352/3 credits
Chemistry 381/2 credits
Chemistry 400 or 401/3 credits
Chemistry electives/8 credits
Mathematics, Computer Science, or Physics electives/3 credits
- D. General Electives for non-teaching majors 40/41 credits
General Elective for B.A. majors seeking secondary teaching licensure 7 credits
General Elective for B.S. majors seeking secondary teaching licensure 6 credits

- E. Secondary Teaching Endorsement, grades 8-12. 34 credits.
Additional Endorsement Requirement: SCED 352/3 credits.
See professional education requirements listed on pages 98-100.
- F. Total credits required for B.A., B.S. in Chemistry120
Total credits required for B.A., B.S. in Chemistry with
secondary teaching endorsement120

CHEMISTRY MAJOR, B.S. DEGREE

Professional Degree

- A. General Education Core Requirement. 33 credits.
See General Education Requirements listed on pages 63-66.
- B. B. S. Degree Additional Degree Requirements. 12 credits.
Mathematics 261 or 262/5 credits
Chemistry 111/4 credits
Social Science Elective/3 credits
- C. Major Requirements. 49 credits.
Chemistry 121/4 credits
Chemistry 231/2 credits
Physics 102/4 credits
Chemistry 305, 306/8 credits
Chemistry 351, 352/6 credits
Chemistry 371-375/3 credits
Chemistry 381/2 credits
Chemistry 400, 401/6 credits
Chemistry 461/1 credit
Chemistry 481/2 credits
Chemistry 496, 498, 499/3 credits
Chemistry electives/3 credits
Mathematics 262/5 credits
- D. General Electives for professional chemistry majors: 26 credits
Courses from the following list are approved electives for chemistry if taken at or above the 300 level: Mathematics, Physics, Biology, Computer Science, Modern Languages and English. Other courses at the 300 level or above may be approved by the academic advisor or major's department chair.
- E. Total credits required for Professional B.S. in Chemistry120

CHEMISTRY MINOR

Students interested in pursuing a chemistry minor should contact the director of the chemistry program. Grades below C- are not accepted for the minor. The minor must include:

- 8 semester hours general chemistry
- 8 semester hours organic chemistry
- 3 semester hours analytical chemistry
- 3 semester hours physical chemistry
- 2 semester hours of laboratory problem solving
- TOTAL/24 hours

CHEMISTRY

*General Education Course **

*Writing Intensive ***

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. Does not fulfill requirements for biology, chemistry or physics majors. 3 lecture and one 2-hour lab periods. 4 credits. ** *

CHEMISTRY 111. *Fundamentals of Chemistry.* An introduction to Chemistry that provides the foundation for further chemistry courses by focussing on the structure of matter (including nuclear chemistry, orbital theory, and stoichiometry), acid-base theory, concepts of chemical bonding and the periodic law. The importance of chemistry in everyday life as well as being the basis for other sciences will be outlined. 3 lecture, one 2-hour lab periods. Prerequisites: High School Chemistry or Placement test or Chemistry 101. Chemistry majors must make at least a C- in this course before taking advanced chemistry courses. 4 credits. **

CHEMISTRY 121. *Inorganic Chemistry and Qualitative Inorganic Analysis.* The course provides an extensive description of the chemical elements and their compounds, occurrence, manufacture, reactions, and relevance for society together with a detailed discussion of classical separation methods for metal ions and anions. 3 lecture, one 2-hour lab periods. Chemistry majors must make at least a C- in this course before taking advanced chemistry courses. Prerequisites: Chemistry 111. 4 credits. **

CHEMISTRY 231. *Gravimetric and Volumetric Laboratory Analyses.* A laboratory practicum on the use of gravimetric and volumetric methods of chemical analyses. Encourages the development of good laboratory skills and techniques. 1 lecture and one 4-hour laboratory. Prerequisite: Chemistry 111. 2 credits.

CHEMISTRY 295. *Special Topics in Chemistry.* Specialized courses on a variety of topics that may be offered periodically. 1-4 credits.

CHEMISTRY 305. *Organic Chemistry I.* Fundamental principles and reactions of organic chemistry. Prerequisite: Chemistry 111. 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 of instrumental techniques in analytical chemistry, including optical and electrochemical methods of analysis. Develops familiarity with both instrument physics and the physical chemistry of measurement. Prerequisite: Chemistry 111 and 231. Co-requisite: Chemistry 305, 306. 3 lecture periods. 3 credits. **

CHEMISTRY 352. *Instrumental Analysis II.* A continuation of Chemistry 351, including chromatographic and mass spectrometric methods of analysis. Develops familiarity with both instrument physics and the physical chemistry of measurement. Prerequisite: Chemistry 111 and 231. Corequisite Chemistry 305, 306. 3 lecture periods. 3 credits. **

CHEMISTRY 371-376. *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 and 306. 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. 2 lecture and one 3-hour laboratory periods; 3 credits.

Advanced Inorganic Chemistry 373.

The structures, properties, reactions and uses of inorganic compounds. Prerequisite: Chemistry 121 or 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 in polymer properties, techniques to characterize polymers, and natural polymers. 3 lecture periods; 3 credits.

Chemistry 376. *Advanced Laboratory Techniques.* A study of modern laboratory techniques. 3 credits.

CHEMISTRY 381. *Chemical Laboratory Problem Solving.* Modern laboratory practices emphasizing chemical instrumentation to answer practical problems. Students will learn to operate all major instruments including UV-VIS, AA, FTIR, NMR, electrochemical, HPLC, TLC, GC-MS, etc. Problems will be presented that require basic, standard instrumental methods and procedures. Prerequisite courses: Chemistry 351 or Chemistry 352. One 6-hour laboratory period; 2 credits.

CHEMISTRY 400. *Physical Chemistry.* A study of thermodynamics, equilibria, kinetics, solution properties, and electrochemistry. Prerequisite: Chemistry 111; Mathematics 261 or 267, or permission of instructor. 3 lecture periods. 3 credits. **

CHEMISTRY 401. *Physical Chemistry.* A study of elementary quantum mechanics, atomic and molecular structure, spectroscopy, and statistical mechanics. Prerequisites: Chemistry 111; Mathematics 262 or 267; Physics 101 and 102, or 201 and 202; or permission of instructor. 3 lecture periods. 3 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 461. *Chemistry Seminar.* Reports and discussions of topics of current interest in the field of chemistry. Open to qualified students. Introduction to chemical literature. May be repeated for credit. 1 credit.

CHEMISTRY 467. *Scientific Instrument Design and Fabrication.* Design and actual fabrication of scientific instruments including glass, metal, wood, plastic, and electronic instruments. Course involves one or more of the following: glass working techniques, precision milling machine and lathe operations, machine shop techniques, electronic testing of circuits, and breadboard and hardwiring electronic circuits. Each semester course will emphasize different projects. May be repeated for credit. 3 lab periods per credit. 1, 2, 3, or 4 credits.

CHEMISTRY 481. *Advanced Chemical Laboratory Problem Solving.* Laboratory practice involving the use of instruments and other techniques to solve chemical problems. Problems will be presented that do not have an obvious method or solution. Students must research and develop their own path to solving each problem and must then complete them. One 6-hour laboratory period. 2 credits.

CHEMISTRY 492. *Internship in Chemistry.* A semester long on-the-job learning experience designed to apply the principles of chemistry. 3-15 credits.

CHEMISTRY 495. *Special Topics in Chemistry.* Specialized courses on a variety of topics that may be offered periodically. 1-4 credits.

CHEMISTRY 496. *Research Projects 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. 3 lab periods per credit. 1, 2, 3, or 4 credits.

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

James W. Curley, M.A.T., *Assistant Professor of Physical Science and Area Coordinator*

Lynn M. Ferguson, Ph.D., *Professor of Biology and Earth Science*

Joseph Garcia, Ph.D., *Assistant Professor of Geography*

David S. Hardin, Ph.D., *Assistant Professor of Geography*

John Strait, Ph.D., *Assistant Professor of Geography*

Courses in the Earth Science Program are designed to meet the general education 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.

If the student is certified in another science, an additional endorsement in earth and space science can be obtained by taking an earth science minor.

EARTH SCIENCE MINOR

Students interested in pursuing an earth science minor should contact the area coordinator. The minor must include the following courses. Grades below C- are not accepted for the minor.

Earth Science 210/4 credits
Earth Science 220/4 credits
Earth Science 310/4 credits
Earth Science 354/3 credits

Earth Science 261 or
Earth Science 355/4 or 3 credits
Earth Science electives at 300
level/4-5 credits

TOTAL/23 credits

EARTH SCIENCE

*General Education Course **

EARTH SCIENCE 101. *Physical Science.* A survey of basic physics needed for a cross-disciplinary major. 3 lecture and one 2-hour lab periods; for Liberal Studies majors and other students seeking teaching endorsement. 4 credits.

EARTH SCIENCE 210. *Physical Geology.* An introduction to the natural physical environment, the 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 220. *Astronomy.* Descriptive study of the solar system, stars, galaxies, and cosmology. 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 system. 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 300 (Geography 300). *The Dynamic Planet.* This course explores the major principles of the earth sciences, including geology, oceanography, meteorology and astronomy. The course focuses on earth-shaping processes, atmospheric dynamics, oceanographic circulation, and earth's place in the solar system. It is designed to develop an awareness and appreciation for these geosystems and their important interrelationships, as well as an understanding of the scientific approach to problem solving. Emphasis will be placed on interactions between systems in order to better understand the earth as a single, multidimensional system. 3 credits.

EARTH SCIENCE 310. *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. 3 lecture and one 2-hour lab periods; 4 credits.

EARTH SCIENCE 312. *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses on per semester. 1-18 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 354 (Geography). *Hydrology.* This course is an introductory survey of hydrology. Emphasis is on the general physical and chemical principles

which govern hydrologic processes. Approaches to hydrologic measurements and the application of hydrologic analyses to water-resource management issues will be examined. A basic understanding of elementary mathematics, physics, physical geography, and chemistry is assumed. 3 credits.

EARTH SCIENCE 355 (Geography 355). *Climatology.* A study of the dynamics of the atmosphere as an energy system, its interactions with other parts of the Earth's physical system, and the effects of these interactions on human life and activity. Climate variations on global, regional, and local scales are investigated including methods of climate classification and techniques used to model future climatic conditions. Prerequisite: Geography 201 or Earth Science - Geography 261 or permission of instructor. 3 credits.

EARTH SCIENCE 358 (Geography 358). *Cartography.* Emphasis is focused on construction of thematic maps at the pre-professional level and their incorporation in presentations of research. Modern techniques and processes are discussed along with conventional pen and ink methods. Prerequisites: permission of instructor. 3 lecture and one 2-hour lab period; 4 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: Biology 102 or 103. 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. 3 lecture and one 2-hour lab periods. 4 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 495. *Special Projects in Earth Science.* Specialized courses on a variety of topics that may be offered periodically. 1-4 credits.

EARTH SCIENCE 577. *Physical Speleology.* A field course for advanced undergraduates, graduates, teachers and naturalists focusing on the physical study of caves, including a study of the origins, hydrology and morphology of caves and other karst features. Techniques of exploration, surveying and groundwater tracing will be presented. Students are expected to attend all field trips which include trips to the cavernous regions of Virginia and West Virginia. Prerequisite: course in physical geology is recommended. 6 credits.

EARTH SCIENCE 578 (BIOLOGY 578). *Biological Speleology.* A field course for advanced undergraduates, graduates, teachers and naturalists focusing on the study of cave environment and the life forms found there, with emphasis on the diversity, dispersal, ecology and evolution of cave fauna. Techniques used in collecting data and organisms for biospeleological study will be presented. Students are expected to attend all field trips which

include trips to the cavernous regions of Virginia and West Virginia. Prerequisite: course in general zoology is recommended. 6 credits.

SCIENCE

SCIENCE 330/Mathematics 330. *Integration of Mathematics and Science Principles.* An inquiry into basic principles involved in the study of mathematics and science. Emphasis on measurement, use of manipulatives, inference, prediction, data analysis, and hypothesizing. For Liberal Studies Majors only. Students are required to take these courses simultaneously. 1.5 credits.

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. Prerequisites: Biology 121, 122 and 103 and Earth Science 102. 1 single and 2 double periods; 3 credits.

GEOGRAPHY PROGRAM

Faculty

Joseph Garcia, Ph.D., *Assistant Professor of Geography*
David S. Hardin, Ph.D., *Assistant Professor of Geography*
John Strait, Ph.D., *Assistant Professor of Geography*

Students interested in pursuing a geography minor should contact Dr. Hardin. The minor must include the following courses. Grades below "C-" are not accepted for the minor.

Geography 201/3 credits
Geography 358/4 credits
Geography 241, 242, 252, 261, 355, 410, 444 or 450/3 credits
Geography 352, 353, 401, 402, 403, 404, 405, or 453/3 credits
Geography elective/6 credits
TOTAL/19 credits

GEOGRAPHY

*General Education Course **

GEOGRAPHY 201. *Basic Elements of Geography.* The scope and nature of geographic inquiry are treated. Special emphasis is placed on the significance of man, environment, and 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, political organization, 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 295. *Special Topics in Geography.* Specialized courses on a variety of topics that may be offered periodically. 1-3 credits.

GEOGRAPHY 300 (Earth Science 300). *The Dynamic Planet.* This course explores the major principles of the earth sciences, including geology, oceanography, meteorology and astronomy. The course focuses on earth-shaping processes, atmospheric dynamics, oceanographic circulation, and earth's place in the solar system. It is designed to develop an awareness and appreciation for these geosystems and their important interrelationships, as well as an understanding of the scientific approach to problem solving. Emphasis will be placed on interactions between systems in order to better understand the earth as a single, multidimensional system. 3 credits.

GEOGRAPHY 352. *World Regional Geography.* Analysis of the geography of major world regions, emphasizing the physical, cultural, and economic factors affecting life in each. Special consideration is given to current problems involving natural hazards, political developments, and cultural attributes of countries around the world.

Prerequisite Geography 201 strongly recommended. 3 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 354 (Earth Science 354). *Hydrology.* This course is an introductory survey of hydrology. Emphasis is on the general physical and chemical principles which govern hydrologic processes. Approaches to hydrologic measurements and the application of hydrologic analyses to water-resource management issues will be examined. A basic understanding of elementary mathematics, physics, physical geography, and chemistry is assumed. 3 credits.

GEOGRAPHY 355 (Earth Science 355). *Climatology.* A study of the dynamics of the atmosphere as an energy system, its interactions with other parts of the Earth's physical system, and the effects of these interactions on human life and activity. Climate variations on global, regional, and local scales are investigated including methods of climate classification and techniques used to model future climatic conditions. Prerequisite: Geography 201 or Earth Science - Geography 261 or permission of instructor. 3 credits.

GEOGRAPHY 358 (Earth Science 358). *Cartography.* Emphasis is focused on the construction of thematic maps at the preprofessional level and their incorporation in presentations of research. Computer-based techniques and processes are discussed along with conventional pen and ink methods. Prerequisites: permission of instructor. 4 credits.

GEOGRAPHY 401. *Geography of South and East Asia.* Regional analysis of the physical geography and problems in the economic and political geography of South and East Asia. Emphasis on China, Japan, and

India. Prerequisite: Geography 201 or 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 and countries within Latin America. Prerequisite: Geography 201 or permission of instructor. 3 credits.

GEOGRAPHY 403. *Geography of Europe.* Regional analysis of peninsular, 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 the United States and Canada, emphasizing the physical, cultural, and economic factors affecting the utilization of the several regions. Prerequisite: Geography 201 or permission of instructor. 3 credits.

GEOGRAPHY 405. *Geography of 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 the current strategic position of the U.S. and the reorganization of the post-Cold War World. 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. *Geography of the Former Soviet Union.* An evaluation of people, land, climate, resources and space as they bear on the economic developments

and political prospects of the former Soviet Union. Prerequisite: Geography 201 or permission of instructor. 3 credits.

GEOGRAPHY 490. *Special Projects in Geography.* Students will carry out study or research projects under supervision of an instructor. Six credits total may be earned. 1, 2, or 3 credits.

GEOGRAPHY 495. *Special Topics in Geography.* Specialized courses on a variety of topics that maybe offered periodically. 1-3 credits.

PHYSICS PROGRAM

Faculty

Wayne K. Meshejian, M.S., *Assistant Professor of Physics and Area Coordinator of Physics*
 Michelle Parry, Ph.D., *Assistant Professor of Physics*
 Charles D. Ross, Ph.D., *Associate Professor of Physics and Program Director of Pre-Engineering*

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. No grade below C- in physics courses is accepted for the major or minor in physics.

PHYSICS MAJOR, B.S. DEGREE

A. General Education Core Requirement. 33 credits.

See General Education Requirements listed on pages 63-66.

B. B. S. Degree Additional Degree Requirements. 12 credits.

Mathematics 261/5 credits

History 110 or 100/3 credits

Chemistry 111/4 credits

C. Major Requirements. 43 or 47 credits.

Chemistry 121/4 credits

Mathematics 262/5 credits

Mathematics 361/3 credits

Mathematics 460/3 credits

Physics 102/4 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

Recommended elective for all

physics majors: Computer Science 204.

- D. Secondary Teaching Endorsement, grades 8-12. 34 credits.
 Additional Endorsement Requirement: SCED 352/3 credits.
 See professional education requirements 31 credits listed on pages 98-100.
- *For additional endorsement to teach Biology
 Minor in Biology/24 hours. See page 207.
- *For additional endorsement to teach Chemistry
 Minor in Chemistry/24 hours. See page 214.
- *For additional endorsement to teach Earth Science
 Minor in Earth Science/24 hours. See page 217.
- *Students seeking an endorsement in these areas must meet criteria established by the State Department of Education.
- E. Total credits required for B.S. in Physics120
 Total credits required for B.S. in Physics with
 Secondary Teaching Endorsement122/126
 Total credits required for B.S. in Physics with
 Secondary Teaching Endorsement in either
 Biology, Chemistry or Earth Science146/156

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 63-66.
- B. B. S. Degree Additional Degree Requirements. 12 credits.
 Mathematics 261/5 credits
 History 110 or 100/3 credits
 Biology 121/4 credits
- C. Major Requirements. *71 or 75 credits.
- | | |
|------------------------------|--------------------------------------|
| Biology 122/4 credits | Physics 102/4 credits or |
| Biology 304 or 412/4 credits | Physics 201 and 202/8 credits |
| Biology 306/4 credits | Physics 321, 322/8 credits |
| Biology 324/4 credits | Physics 331/4 credits |
| Chemistry 111, 121/8 credits | Physics 332/4 credits |
| Chemistry 305/4 credits | Physics 341/4 credits |
| Chemistry 306/4 credits | Physics 352/4 credits |
| Mathematics 262/5 credits | Recommended elective for all physics |
| Mathematics 361/3 credits | majors: Computer Science 204. |
| Mathematics 460/3 credits | |
- D. Total credits required for B.S. or B.A. in Physics with
 Pre-Medicine or Biophysics Concentration120

PHYSICS

*General Education Course **

*Writing Intensive Course ***

PHYSICS 101. *General Physics.* An introduction to the basic concepts of mechanics. 3 lecture and one 2-hour lab periods; physics and pre-engineering majors must

make at least a C- in this course before taking advanced physics courses. 3 lecture and one 2-hour lab periods. 4 credits. *

PHYSICS 102. *General Physics.* A study of heat, sound, light, electricity and magnetism. Prerequisite: Physics 101. 3 lecture and one 2-hour lab periods; physics

and pre-engineering majors must make at least a C- in this course before taking advanced physics courses. 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. *Modern Physics.* 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 2-hour lab periods. 4 credits. **

PHYSICS 322. *Nuclear and Particle Physics.* A continuation of Physics 321. Prerequisite: Physics 101, 102 or 201, 202. Prerequisite or corequisite: Mathematics 262. 3 lecture and one 2-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 262. 3 credits.

PHYSICS 326. *Optics.* 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 2-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 2-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 361. 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 2-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. Prerequisite or corequisite: Mathematics 460. 4 periods. 4 credits.

PHYSICS 492. *Internship in Physics.* A semester long on-the-job learning experience designed to apply the principles of physics. Enrollment in the course is based on permission of the Director of Physics and Pre-engineering Programs and the coordinator at the internship location, and is subject to availability. Prerequisites: Restricted to physics and pre-engineering majors who have earned a minimum of 60 credits. 15 credits. **

PHYSICS 495. *Special Projects in Physics.* Specialized courses on a variety of topics that may be offered periodically. 1-4 credits.

PHYSICS 496. *Research 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. 2, 3, or 4 credits.

PHYSICS 498. *Honors Research in Physics.* Students conduct research in physics under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits.

PRE-ENGINEERING DUAL-DEGREE PROGRAM

**B.S. in Physics Granted by Longwood
and a second degree:**

**M.S. Degree in Engineering Granted by University of Virginia or
Old Dominion University**

or

**M.S. Degree in Applied Physics Granted by
Christopher Newport University**

or

**B.S. Degree in Engineering Granted by Virginia Polytechnic Institute, Georgia
Institute of Technology, Old Dominion University, or The University of
Tennessee**

Students in the Dual-Degree Program attend Longwood College for the first three years to complete courses listed under A, B and C of the Longwood Physics degree requirements. The student's work in these three years will also fulfill the requirements of the first two years of the B.S. degree at GIT or ODU. At the beginning of the fourth year, provided the appropriate academic requirements have been met (see Note below), the student transfers to the second institution and takes appropriate engineering (or physics at CNU) courses as designated by the adviser at the second institution. When the necessary Longwood requirements are taken at the second institution and the credit hours are transferred back, the student will be awarded the B.S. degree in Physics from Longwood. When all prescribed courses are fulfilled at the second institution, the student is awarded the second degree by that institution. Normally, in the five-year period, the student receives two degrees, one from each institution.

The course requirements for the Dual-Degree Program are the same as for the Longood Physics major, except for the specific electives below:

Required Electives:

CNU: CMSC 204, 206, 315, (CHEM 400, PHYS 326 for the Solid State Physics Option), (CMSC 301, CMSC 306, CMSC 311 for the Instrumental and Advanced Computer Systems Option)

Recommended Electives:

ODU: MATH 343

GIT: MATH 343, POSC 150

UVA: CMSC 204, MATH 300, MATH 343, MATH 371, MATH 461, MATH 481

NOTES: 120 hours are required for graduation from Longwood with a cumulative average of 2.0 and with no grade below C- in a physics course. General elective hours in D of the Longwood physics requirements which are not fulfilled at the time of transfer will be taken at the second institution. Longwood will award transfer credit for courses passed with grades of C or above at the second institution.

Students transferring to UVA or CNU may elect to remain at Longwood for seven semesters before transferring.

The ODU B.S. program will only accept certain Longwood General Education courses for transfer. Students electing this option should see the Pre-engineering Program Director for details.

In the M.S. programs, the student's Longwood academic average must be *B* or better, both overall and in mathematics and physics, to be eligible for transfer. The student applies to the second institution for admission as a conditional graduate student. At the second institution, the student completes a sufficient number of appropriate undergraduate courses to fulfill Longwood's 120 hour degree requirement. Providing that the average in this course work is *B* or better and that a satisfactory score has been obtained on the Graduate Record Examination (which may be taken at any time prior to the awarding of the Longwood physics degree), the student is admitted unconditionally into the graduate program at the second institution.

For the GIT, Virginia Tech and University of Tennessee B.S. programs, a student must have a 3.0 academic average at Longwood (both overall and in mathematics and physics) to be eligible for transfer.

For transfer to UVa. and V.P.I., all coursework listed under A, B, and C of the Longwood physics degree requirements must be completed at Longwood before transfer. At the other institutions, some of this coursework may be taken at the second institution with prior permission of authorities at both institutions.

PHYSICS MINOR

Students interested in pursuing a physics minor should contact the Area Coordinator of the physics program. No grade below *C-* is acceptable in minor courses.

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, Ph.D., *Program Director for Health Pre-Professionals*

Representatives of our Affiliated Institutions

C. Barrie Cook, M.D., *Medical Director, School of Medical Technology,
The Fairfax Hospital, Falls Church*

Janet T. Hiler, MT(ASCP), *Program Director, Roanoke Memorial Hospital, Roanoke*

Amy Shoemaker, M.T. (ASCP) MBA, *Program Director, Fairfax Hospital, Falls Church*

Samuel F. Vance, M.D., *Medical Director, School of Medical Technology,
Roanoke Memorial Hospital, Roanoke*

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. A minimum GPA of 3.0 is usually required for transfer. Links to professional schools and specific requirements may be found at: <http://web.lwc.edu/staff/dmerkle/preprof.htm>

PRE-DENTAL HYGIENE (VCU-MCV, ODU)

Requirements:

Biology 121/4 credits
Biology 206/207/8 credits
Biology 304/4 credits
Chemistry 111/4 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 (MCV)*
TOTAL/60 credits

*For transfer to ODU, these electives must include 6 hours of humanities, 6 hours of history, 3 hours of philosophy, 3 hours of computer science, and chemistry 121.

PRE-NURSING (MCV AND UVA)

Changes in the nursing curricula at both MCV SCHOOL OF NURSING and UVA SCHOOL OF NURSING have changed the programs to 1+3 programs where students should transfer to the professional nursing program after only one year at another college. This has made it very hard for students to transfer, and therefore Longwood College no longer recruits Pre-Nursing students. Any student at Longwood that wishes to transfer to any nursing program should contact Dr. Don Merkle for assistance.

PRE-OCCUPATIONAL THERAPY (VCU-MCV)

PLEASE NOTE THAT MCV IS CURRENTLY IN THE PROCESS OF CHANGING THIS PROGRAM TO A M.S. LEVEL PROGRAM WHICH WOULD REQUIRE STUDENTS TO HAVE AT LEAST 3, IF NOT 4 YEARS OF COLLEGE BEFORE ADMISSION.

Requirements:

Biology 121/4 credits
Biology 206, 207/8 credits
English 100, 101/6 credits
Psychology 131/3 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
Computer Science elective/3 credits
*Electives/48 credits
TOTAL/90 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 MAJOR, B.S. DEGREE

Medical Technology Concentration

(Roanoke Memorial Hospital, Fairfax Hospital)

- A. General Education Core Requirement. 33 credits.
See General Education Requirements listed on pages 63-66.
- B. B. S. Degree Additional Degree Requirements. 10 credits.
Biology 122/4 credits, Mathematics/3 credits, Social Science/3 credits

C. Major Requirements. 47 credits.

Biology 121/4 credits
Biology 206/4 credits
Biology 207/4 credits
Biology 304/4 credits
Biology elective (300-400 level)/4 credits
Chemistry 111 and 121/8 credits
Chemistry 305, 306/8 credits
Physics 102/4 credits
Electives/3 credits

Major Requirements (affiliated schools)
Fairfax Hospital/36 credits
Roanoke Memorial Hospital/42.5 credits

- D. Total Credits Required for B.S. in Biology with
Medical Technology Concentration affiliated with Fairfax Hospital122
Total Credits Required for B.S. in Biology with
Medical Technology Concentration affiliated with
Roanoke Memorial Hospital128.5
Students should take the biology assessment test in their junior year unless they plan
to take their senior year at Longwood.
Information concerning curriculum at the hospitals, expenses, financial aid, etc. is
available.

BIOLOGY MAJOR, B.S. DEGREE

Concentration in Pre-Dentistry, Pre-Medical, Pre-Occupational Therapy, Pre-Physical Therapy, or Pre-Veterinary Medicine

This option allows a student who gets accepted into a professional program after three years to count their first year of professional school as their senior year as a Biology major. All students in these majors should follow this program if their second choice for a major would be Biology. See sections relating to these majors that follows for additional information.

A. General Education Core Requirement. 33 credits.

See General Education Requirements listed on pages 63-66.

B. B. S. Degree Additional Degree Requirements. 10 (12) credits.

Chemistry 111/4 credits, Mathematics 171 (or 261/3 (5) credits, Social Science/3 credits.

C. Major Requirements. 47 credits.

Biology 121/4 credits
Biology 122/4 credits
Biology 206, 207/8 credits
Biology 304/4 credits
Biology 324/4 credits
Biology elective at 300-400 level/4 credits
Chemistry 121/4 credits
Chemistry 305, 306/8 credits
Physics 102/4 credits
Elective/3 credits

30 hours of 300-400 level coursework must be taken at Longwood College
to meet the requirements for a Longwood degree.

Major Requirements from Professional Schools

30 semester hours credit of 300-400 level courses taken at the professional school (with grades of C or better) will be accepted as transfer credit by Longwood.

NOTE: 120 hours are required for graduation from Longwood College with a cumulative average of 2.0, a 2.0 average in all major courses, and no grade below C- in biology courses required for the major. Candidates for this degree must also arrange to take the departmental comprehensive achievement test for assessment purposes. This test is given only in the spring. Students should plan to take this test their junior year unless they will be at Longwood their senior year.

PRE-PHARMACY (VCU-MCV)

Other Schools of Pharmacy (including Campbell University, Mercer University and Shenandoah University) have similar prerequisites. Students applying to these and other pharmacy schools must consult with their advisor to be sure prerequisites are met.

Requirements:

Biology 121, 122/8 credits	Philosophy 201 or
Chemistry 111 and 121/8 credits	Philosophy 306 and 307/3 credits
Chemistry 305, 306/8 credits	Speech 101/3 credits
English 100, 101/6 credits	Electives/18 credits
Mathematics 267/4 credits	
Mathematics electives/3 credits	TOTAL/69 credits
Physics 101, 102/8 credits	

Elective credits must be balanced between the liberal arts, social sciences and fine arts and humanities. Credits in science, mathematics, business, physical education, performing and studio arts, are not acceptable. *

Students interested in the Doctor of Pharmacy program at VCU should contact Dr. Barber (804) 395-2573.

PRE-MEDICAL TECHNOLOGY (VCU-MCV)

Requirements:

Biology 121/4 credits	English 100, 101/6 credits
Biology 122/4 credits	Mathematics 121 or 171/3 credits
Biology 206-207/8 credits	*Electives/19 credits
Chemistry 111 and 121/8 credits	
Chemistry 305/4 credits	TOTAL/60 credits
Chemistry 301 or 306/4 credits	

Select from humanities and social sciences. Mathematics 171 and Physics 101 and 102 are strongly recommended. *

PRE-PHYSICAL THERAPY (VCU-MCV)

These requirements meet the minimum required by the Physical Therapy Program at VCU-MCV. ALL STUDENTS SHOULD BE WORKING TOWARDS A FOUR YEAR B.S. DEGREE in case they do not get accepted into a professional PT program after three years. If the student chooses to major in Biology, they should meet the requirements for the B.S. Degree in Biology with a Physical Therapy Concentration. They would be then able to count their first year of PT school as the senior year of Biology electives.

Requirements:

Biology 121/4 credits
Biology 206, 207/8 credits
Chemistry 111 and 121/8 credits
English 100, 101/6 credits
Humanities elective/3 credits
Literature/3 credits
Mathematics 171/3 credits
Mathematics elective/3 credits
Social Science electives/6 credits*
Physics 101, 102/8 credits
Psychology 131, 132/6 credits
Electives/32 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 the same prerequisite courses for MCV with the addition of PHED 386 and a Computer Science course. The Physical Therapy program at Shenandoah University requires Chemistry 305.

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, Dr. Gary Oxford 395-2847.

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.

PRE-VETERINARY MEDICINE (VPI&SU)

Pre-veterinary medicine students usually major in Biology. Exceptional students are sometimes accepted by Veterinary Medicine School after 3 years of coursework.

Department of Psychology

Jennifer M. Apperson, Ph.D., *Chair*

Joyce M. Trent, *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., *Associate Professor of Psychology*

Christopher A. Bjornsen, Ph.D., *Assistant Professor of Psychology*

David M. Carkenord, Ph.D., *Associate Professor of Psychology*

James A. Scepansky, Ph.D., *Assistant Professor of Psychology*

Edward D. Smith, Ph.D., *Professor of Psychology*

David B. Stein, Ph.D., *Associate Professor of Psychology*

Phyllis G. Wacker, Ph.D., *Visiting Professor of Psychology*

Registration for internship and independent research opportunities in psychology requires a 2.50 GPA.

To satisfy major requirements for graduation, students majoring in psychology must earn a grade of no less than C- in all psychology courses (44 credits).

The Department of Psychology offers five concentrations. All psychology majors are required to take the 26 credits of core requirements and 18 credits of psychology electives. We recommend, but we do not require, that majors choose a concentration.

ASSESSMENT

The Department of Psychology requires senior majors to take and pass a comprehensive psychology test. The purpose of the test is to assess the progress of our majors, and the effectiveness of our program.

PSYCHOLOGY MAJOR, B.S. DEGREE

A. General Education Core Requirement. 33 credits.

See General Education Requirements listed on pages 63-66.

Psychology Majors are required to take PHIL-306 to fulfill Goal 10.

B. Additional Degree Requirements. 10 credits.

See Degree Requirements listed on page 60.

C. Major Requirements. 44 credits.

1. **CORE REQUIREMENTS.** 26 credits

PSYC-131/3 credits

PSYC-132/3 credits

PSYC-233/4 credits

PSYC-234/3 credits

PSYC-300 or PSYC-321 or PSYC-322 or PSYC-324/4 credits

PSYC-457/3 credits

PSYC-460/3 credits

PSYC-461/3 credits

2. **PSYCHOLOGY ELECTIVES.** 18 credits

18 credits selected from any Psychology courses offered. Students may complete a concentration to fulfill this requirement.

DEVELOPMENTAL CONCENTRATION. 18 credits.

PSYC 221/3 credits	PSYC 375/3 credits
PSYC 350/3 credits	PSYC 420/3 credits or
PSYC 371/3 credits	PSYC 357/3 credits
PSYC 373/3 credits	

GENERAL/EXPERIMENTAL CONCENTRATION. 19 credits.

PSYC 231/3 credits	PSYC 322/4 credits
PSYC 300/4 credits	PSYC 324/4 credits
PSYC 321/4 credits	PSYC 450/3 credits

INDUSTRIAL/ORGANIZATIONAL CONCENTRATION. 18 credits.

PSYC 231/3 credits	PSYC 365/3 credits
PSYC 259/3 credits	PSYC 400/3 credits
PSYC 260/3 credits	PSYC 410/3 credits

PRE-CLINICAL/COUNSELING CONCENTRATION. 18 credits.

PSYC 356/3 credits	PSYC 420/3 credits
PSYC 357/3 credits	PSYC 423/3 credits
PSYC 410/3 credits	PSYC 440/3 credits

SOCIAL PSYCHOLOGY CONCENTRATION. 18 credits.

PSYC 231/3 credits	PSYC 356/3 credits
PSYC 260/3 credits	PSYC 375/3 credits
PSYC 350/3 credits	PSYC 430/3 credits

D. General Electives: 33 credits.

E. Total credits required for B.S. in Psychology120

MINOR

A minor in psychology is offered. A minimum of 18 semester hours is required for this program. These include:

PSYC 131. Introduction to Psychology: Foundation for Social Interaction/3 credits

PSYC 132. Introduction to Psychology: Foundation for Behavior Change/3 credits

Six credits selected from 200 & 300 courses

Three credits selected from 400 & 500 courses

Three credits of electives selected from any of the courses above.

TOTAL/18 credits

PSYCHOLOGY

General Education Course *

Writing Intensive Course **

PSYCHOLOGY 131. *Introduction to Psychology: Foundations for Social Interaction.* Overview of the scientific study of behavior and mental processes, focusing on child, adolescent, and adult development; personality; stress and health; psychological disorders and treatment; social psychology; psychology applied to the workplace. Interconnections with other disciplines and the relevance of psychology to individuals and society are emphasized. 3 credits. *

PSYCHOLOGY 132. *Introduction to Psychology: Foundations for Behavior Change.* Overview of the scientific study of behavior and mental processes; physiological psychology; perceptual processes and states of consciousness; learning and memory; cognition and intelligence; motivation and emotion; psychology applied to the workplace. Interconnections with other disciplines and the relevance of psychology to individuals and society are emphasized. 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. 3 credits.

PSYCHOLOGY 231. *Social Psychology.* An examination of some of the many interesting ways in which individual behavior and thought is influenced by social situations. A major theme that will emerge is that social situations are often more powerful than personality in influencing behavior. Topics to be covered include: aggression, altruism, conformity, interpersonal attraction, persuasion, and prejudice. 3 credits.

PSYCHOLOGY 233. *Research Methods in Psychology.* Examination of the major

problems of psychology and experimental procedures available for their investigation. Lecture and one double-lab period. 4 credits. **

PSYCHOLOGY 234. *Quantitative Methods in Psychology.* Introduction to the principles and techniques of experimental design and statistical analysis. 3 credits.

PSYCHOLOGY 259. *Industrial Psychology.* Theories and techniques of psychology in relation to problems of employee selection, performance appraisal, consumer psychology, and human factors engineering. 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. 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 233 and 234. 3 lecture and one double-lab periods. 4 credits. **

PSYCHOLOGY 311, 312. *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses on psychology. 1-18 credits.

PSYCHOLOGY 321. *Physiological Psychology.* Study of the physiological correlates of behavior including the sensory receptors, central brain mechanisms, and coordination of the motor system. Prerequisite: Psychology 233 and 234. 3 lectures and one-double lab period. 4 credits. **

PSYCHOLOGY 322. *Cognitive Psychology.* Examination of theories and research dealing with verbal learning, concept learning, short-term and long-term mem-

ory stores, cognitive encoding and search strategies, and transfer. Prerequisite: Psychology 233 and 234. 3 lecture and one double-lab period. 4 credits. **

PSYCHOLOGY 324. *Learning.* Examination of the classic and contemporary literature in animal learning and motivation. Prerequisite: Psychology 233 and 234. 3 lecture and one double-lab period. 4 credits. **

PSYCHOLOGY 350. *Psychology of Sex and Gender.* An examination of the differences between the male and female experience from the psychologist's point of view. The course will include factors which have affected the male and female experience, current research on actual and perceived gender differences, and how social changes have contributed to changing roles. 3 credits.

PSYCHOLOGY 356. *Abnormal Psychology.* Diagnostic classifications and models of adult behavior disorders. 3 credits.

PSYCHOLOGY 357. *Psychopathology of Childhood.* Diagnostic classifications and models of abnormal childhood behavior. Attention will be given to physical, learned and social bases of abnormal behavior. 3 credits.

PSYCHOLOGY 365. *Psychology of Organizational Behavior.* Introduction to the nature and consequences of human behavior in organization with an emphasis on individual characteristics and group phenomena. 3 credits.

PSYCHOLOGY 371. *Infant and Child Development.* An examination of the biological, cognitive, social, emotional, and behavioral changes that take place during prenatal development, infancy, and childhood including genetic influences, transformations in attachment, autonomy, family relations, sibling relations, peer relations, moral thinking and behavior, intelligence, language, and achievement. Brief examination of childhood psychopathology. 3 credits.

PSYCHOLOGY 373. *Adolescent Development.* An examination of the biological, cognitive, social, emotional, and behav-

ioral changes that take place during early, middle, and late adolescence including transformations in identity, intimacy, autonomy, sexuality, achievement, and attachment. Brief examination of adolescent psychopathology. 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. 3 credits.

PSYCHOLOGY 400. *Human Factors Psychology.* This course examines the relationship between human behavior and technology, with a focus on understanding how knowledge of psychology can be applied to make the human-technology interaction more efficient and effective. 3 credits.

PSYCHOLOGY 410. *Fundamentals of Psychological Interviewing.* This course will provide an overview 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. 3 credits.

PSYCHOLOGY 420. *Psychological Tests and Measurements.* A survey of methods, techniques, and instruments for measuring individual differences in behavior, personality interests and intellectual ability. Prerequisite: Psychology 234. 3 credits.

PSYCHOLOGY 423/523. *Theories of Personality.* An examination of the major theories of personality including analytical, cognitive and behavioral theories. 3 credits.

PSYCHOLOGY 430. *Psychology and the Law.* Psychology applied to various legal topics such as criminal behavior, characteristics of lawyers and police, civil commitments, insanity plea, competence, the legal process and ethical issues. 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. 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. 3 credits.

PSYCHOLOGY 450/550. *The Psychopharmacology of Alcohol and Drugs.* This course is designed to familiarize majors in the helping professions with licit and illicit drugs and their effects on the central nervous system and behavior. Addictive behavior and treatment methods for these will be reviewed. 3 credits.

PSYCHOLOGY 451/551. *The Psychopharmacology of Psychotropic Medications.* This course is designed to familiarize majors in the helping professions with current psychotropic medications including antipsychotics, antidepressants, and anti-anxiety agents. An emphasis will be placed on the action of these drugs at the synaptic level, indications and contraindications for use of the drugs, and potential side effects. 3 credits.

PSYCHOLOGY 457. *History and Systems of Psychology.* The development of psychology from ancient to modern times. Prerequisite: 6 hours of psychology. Open only to psychology majors and minors. 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. Prerequisites: Psychology 233 and 234. Open only to senior psychology majors. 3 credits. **

PSYCHOLOGY 489. *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 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. By permission of instructor. 2-3 credits.

PSYCHOLOGY 490. *Independent Research in Psychology.* A directed research project administered by qualified specialists in the department. By permission of instructor. 3-6 credits.

PSYCHOLOGY 492. *Internship in Psychology.* Directed internship 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.

Department of Sociology and Anthropology

Douglas Dalton, *Chair*
Janet Miller, *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.

Students with a GPA below 2.25 will not be accepted as majors. Students may reapply after their GPA has increased to 2.25.

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 Social Gerontology. 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 Archaeology Field School. Students learn about historic and prehistoric civilizations through supervised excavations of actual settlements. The Field School is offered in Summer Sessions. For more information, contact Mr. Brian D. Bates.

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, an American Criminal Justice Association - Lambda Alpha Epsilon 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, the Diane M. Sheffield Memorial Scholarship, and the Outstanding Senior in the Department of Sociology and Anthropology Award.

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. Millar Bidwell, Ph.D., *Associate Professor of Sociology*
William Burger, Ph.D., *Associate Professor of Sociology*
Lawrence G. Hlad, Ph.D., *Assistant Professor of Sociology*
James F. Hodgson, Ph.D., *Associate Professor of Sociology*
Debra S. Kelley, Ph.D., *Assistant Professor of Sociology*
Kenneth B. Perkins, Ph.D., *Professor of Sociology*
Darryl G. Poole, Ph.D., *Associate 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 grad-

uate 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.A., B.S. DEGREE

- A. General Education Core Requirement. 33 credits.
See General Education Requirements listed on pages 63-66.
NOTE: Goal 10 (Ethics, 1 credit) may be satisfied through Sociology 461, Senior Seminar in Sociology. Goal 8 is not satisfied by Sociology 101 and Sociology 102.
- B. Additional Degree Requirements, B.A. 9 credits.
Additional Degree Requirements, B.S. 10 credits.
See Degree Requirements listed on page 60.
- C. Major Requirements. 42 credits.
 - Sociology 101/3 credits
 - Sociology 102/3 credits
 - Sociology 345/3 credits
 - Sociology 346/3 credits
 - Sociology 389/3 credits
 - Sociology 461/3 credits
 - Anthropology 101/3 credits
 - Sociology electives/21 credits
 - TOTAL/42 credits
- D. No grade below C is accepted for graduation in major course work.
- E. General Electives B.A. Degree: 36 credits
General Electives B.S. Degree: 35 credits
- F. Total Credits Required for B.A. or B.S. in Sociology120

SOCIOLOGY MAJOR, B.A., B.S. DEGREE
Criminal Justice Concentration

- A. General Education Core Requirement. 33 credits.
See General Education Requirements listed on pages 63-66.
NOTE: Goal 10 (Ethics, 1 credit) may be satisfied through Sociology 461, Senior Seminar in Sociology. Goal 8 is not satisfied by Sociology 101 and 102.
- B. Additional Degree Requirements. B.A. 9 credits.
Additional Degree Requirements. B.S. 10 credits.
See Degree Requirements listed on page 60.

C. Major Requirements. 42 credits.

Sociology 101/3 credits	Sociology 376/3 credits
Sociology 102/3 credits	Sociology 389/3 credits
Sociology 310 or 342/3 credits	Sociology 461/3 credits
Sociology 335/3 credits	Anthropology 101/3 credits
Sociology 345/3 credits	Sociology electives/9 credits
Sociology 346/3 credits	
Sociology 375/3 credits	TOTAL/42 credits

Courses Highly Recommended For Criminal Justice Concentration

Political Science 230, 355, 356, 370

Psychology 365

Social Work 101, 280

D. No grade below C is accepted for graduation in major course work.

E. General Electives B.A. Degree: 36 credits

General Electives B.S. Degree: 35 credits

F. Total Credits Required for B.A. or B.S. in Sociology with
a Concentration in Criminal Justice120

SOCIOLOGY MAJOR, B.A., B.S. DEGREE

Pre-Law Concentration

A. General Education Core Requirement. 33 credits.

See General Education Requirements listed on pages 63-66.

NOTE: Goal 10 (Ethics, 1 credit) may be satisfied through Sociology 461, Senior Seminar in Sociology. Goal 8 is not satisfied by Sociology 101 and 102.

B. Additional Degree Requirements, B.A. 9 credits.

Additional Degree Requirements, B.S. 10 credits.

See Degree Requirements listed on page 60.

C. Major Requirements. 42 credits.

Sociology 101/3 credits	Sociology 389/3 credits
Sociology 102/3 credits	Sociology 461/3 credits
Sociology 345/3 credits	Anthropology 101/3 credits
Sociology 346/3 credits	Sociology electives*/15 credits
Sociology 375/3 credits	
Sociology 376/3 credits	TOTAL/42 credits

*Recommended: Sociology 205, 232, 241, 335, 342, 350, 355, 360.

Courses Highly Recommended for the Pre-Law Concentration

Political Science 230, 355, 356/9 credits

Accounting 240, 242/8 credits

Economics 218/3 credits

Philosophy 200, 300/6 credits

Speech 200/3 credits

D. No grade below C is accepted for graduation in major course work.

E. General Electives B.A. Degree: 36 credits

General Electives B.S. Degree: 35 credits

- F. Total Credits Required for B.A. or B.S. in Sociology with
a Concentration in Pre-Law120

SOCIOLOGY MAJOR, B.A., B.S. DEGREE

Social Gerontology Concentration

- A. General Education Core Requirement. 33 credits.
See General Education Requirements listed on pages 63-66.
NOTE: Goal 10 (Ethics, 1 credit) may be satisfied through Sociology 461, Senior Seminar in Sociology. Goal 8 is not satisfied by Sociology 101 and 102.

- B. Additional Degree Requirements. B.A. 9 credits.
Additional Degree Requirements. B.S. 10 credits.
See Degree Requirements listed on page 60.

- C. Major Requirements. 42 credits.

Sociology 101/3 credits
Sociology 102/3 credits
Sociology 310/3 credits
Sociology 331/3 credits
Sociology 332/3 credits
Sociology 345/3 credits
Sociology 346/3 credits
Sociology 370/3 credits
Sociology 389/3 credits
Sociology 461/3 credits
Sociology electives/6 credits
Psychology 375/3 credits
Recreation 304/3 credits
TOTAL/42 credits

Courses Highly Recommended for the Social Gerontology Concentration

Sociology 241/3 credits
Sociology 492/3-15 credits
Social Work 406/1 credit
Economics 313/3 credits

- D. No grade below C is accepted for graduation in major course work.

- E. General Electives B.A. Degree: 36 credits
General Electives B.S. Degree: 35 credits

- F. Total Credits Required for B.A. or B.S. in Sociology with
a Concentration in Social Gerontology120

MINOR IN SOCIOLOGY

Sociology 101/3 credits
Sociology 102/3 credits
Sociology 345/3 credits
Sociology 389/3 credits
Sociology electives/6 credits
TOTAL/18 credits

SOCIOLOGY

*General Education Courses **

*Writing Intensive 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, and institutional response to deviance will be addressed. Particular emphasis is given to 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.* Provides a regional sociological focus by emphasizing the experiences and perspectives of women and minorities in Southern American historical development. Course examines racism, sexism, urbanization, and modernization in the transformation of the American South. 3 credits.

SOCIOLOGY 205. *Deviance.* An in-depth 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. Prerequisite:

sites: Sociology 101 or 102 or permission of instructor. 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.* This course is designed to give students an understanding of the foundations and functions of the socialization process. Socialization will be examined from infancy through adolescence. Topics that will be explored include socialization theory, language acquisition, identity formation, agencies of socialization, and how socialization experiences differ by gender, race, and socioeconomic status. 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.* The history of American families and contemporary family issues will be analyzed using sociological theory and research. Topics that will be covered include marriage, cohabitation, divorce, single parent families, blended families, and the impact of race and socioeconomic status on family structure. 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. Students' cumulative GPA must be 2.50 or higher to be eligible. 3 credits.

SOCIOLOGY 301. *Issues in Criminal Justice.* This course is designed to provide

students with an opportunity to conduct a critical analysis of the institutions of criminal justice and the actors therein. Topics that will be covered include: sociological notions of criminal justice; social research and criminal justice institutions; historical developments and evolution of criminal justice institutions; role and function of criminal justice institutions; criminal justice occupational subculture; and the nature of criminal justice authority as a social and legal construct. 3 credits.

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 311, 312. *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses on sociology. 1-18 credits.

SOCIOLOGY 320. *Sociology of Education.* The school system and classroom are analyzed with the emphasis on basic sociological concepts. Social class differences, the status of teachers, education as a socializing agent and education as a vehicle of mobility are among the topics taken into consideration. Prerequisite: Sociology 101 or 102, or permission of instructor. 3 credits.

SOCIOLOGY 321 (Anthropology 321). *Supernatural 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. Prerequisite: Sociology 101 or 102. 3 credits.

SOCIOLOGY 326. *The Sociology of the Civil Rights Movement.* This course will examine the social and intellectual presuppositions that led to the Civil Rights Movement. Included in the course will be an examination of the different approaches to equality that have developed by noted black and white intellectuals including Booker T. Washington, W. E. B. Du Bois, Marcus Garvey, Martin Luther King, Jr., and Malcolm X. The impact of technological changes and the consequences of various Supreme Court decisions on the Civil Rights Movement will also be discussed. Prerequisite: 6 hours of sociology including Sociology 101 or permission of instructor. 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 332. *Sociology of Dying and Death.* The course explores social processes attendant to dying and death, including those that define the role processes of dying and the status of being dead. The effects of disruption in dyads, families, and larger social organizations will be studied. The thesis that emotions are socially and culturally mediated will be examined. Other topics include cross-cultural causes of death, demography of death, care systems which attend dying, the concept and treatment of pain, funeral and body dispositions, and medical and legal ethics. Prerequisite: Sociology 101 or 102. 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. Prerequisite: Sociology 101 or 102 or permission of instructor. 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 interpretation 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 fall 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 spring semester. Required for sociology majors. 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 or 102 or permission of instructor. 3 credits.

SOCIOLOGY 351. *Sociology of Domestic Violence.* This course is designed to familiarize students with the sociological literature on family violence. Topics which will be explored include the social causes and consequences of spouse abuse, marital rape, child abuse (physical and sexual)

and parent abuse, as well as the response of the criminal justice system to and the societal perceptions of such violence. Emphasis will be on synthesizing and critiquing domestic violence theories and research. Prerequisites: Sociology 101 or 102. 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. Prerequisite: Sociology 101 or 102 or permission of instructor. 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 per-

mit small groups of qualified students to pursue specialized topics in sociology, as listed below. Prerequisite: 6 hours of sociology, including Sociology 101 or permission of instructor. 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 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. *Occupational and Career Sociology.* An overview of job and career opportunities in sociology. Course topics include applying for jobs, planning for graduate study, and development of a resume. 1 credit.

SOCIOLOGY 389. *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. 3 credits.

SOCIOLOGY 406. *Sociology of Policing.* This course is designed to provide students with an opportunity to conduct a critical analysis of the institutions of policing and the social actors therein. Topics that will be covered include: sociological notions of policing; social research and policing; historical developments and evolution of policing institutions; police roles

and functions; police authority; control of the police; police deviance; and the emergent police occupational subculture. Prerequisite: Permission of instructor. 3 credits.

SOCIOLOGY 423. *Women and Crime.* This course will integrate theoretical and empirical information on a wide variety of issues related to justice and women and issues surrounding women as criminal justice practitioners. Issues related to social control and gender, theoretical perspectives and empirical research on criminal offenders, the place of women, and the victimization of women will be examined. Prerequisite: Permission of instructor. 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 461. *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 490. *Independent Study.* Individualized study. 1-18 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.

SOCIOLOGY 496. *Professional Study in Criminal Justice.* This course provides students with the opportunity to apply rigorous theoretical and methodological considerations and analysis to the practical training and experience gained in acquiring professional accreditation within the

criminal justice profession. Accumulated GPA 2.50 or above and permission of the department chair, arranged at least one semester in advance. Prerequisites: 18 hours of sociology courses. Sociology seniors only. 3-15 credits.

ANTHROPOLOGY PROGRAM

Faculty

Brian D. Bates, M.A., *Lecturer in Anthropology and Archaeology*

Douglas M. Dalton, Ph.D., *Associate Professor of Anthropology*

James W. Jordan, Ph.D., *Professor of Sociology and Anthropology*

Anthropology focuses on the cultural, social, and biological diversity of human groups in the present, historic, and prehistoric past. This great diversity is examined through the study of patterns of social behavior, language structure, archaeological artifacts and the process of genetic evolution.

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.

The objective of the minor in anthropology is to acquaint the student with the discipline and to survey the techniques of research used in physical anthropology, archaeology, linguistics, and social cultural anthropology. Research methods, critical thinking, oral and written communication are emphasized. The minor is intended to enhance career possibilities.

Students with a GPA below 2.25 will not be accepted as majors. Students may reapply after their GPA has increased to 2.25.

ANTHROPOLOGY MAJOR, B.A., B.S. DEGREE

A. General Education Core Requirement. 33 credits.

See General Education Requirements listed on pages 63-66.

NOTE: Goal 10 (Ethics, 1 credit) may be satisfied through Anthropology 461, Senior Seminar in Anthropology.

B. Additional Degree Requirements, B.A. 9 credits

Additional Degree Requirements, B.S. 10 credits

See Degree Requirements listed on page 60.

C. Major Requirements. 42 credits.

Anthropology 101/3 credits

Anthropology 202/3 credits

Anthropology 203/3 credits

Anthropology 204/3 credits

Anthropology 314, 315, 316, or 317/6 credits

Anthropology 320 or 321 or 325 or 355/6 credits

Anthropology 410/3 credits

Anthropology 460/3 credits

Anthropology 461/3 credits

Anthropology electives/9 credits

TOTAL/42 credits

D. No grade below C is accepted for graduation in major course work.

E. General Electives B.A. Degree: 36 credits
General Electives B.S. Degree: 35 credits

F. Total Credits Required for B.A. in Anthropology120
Total Credits Required for B.S. in Anthropology120

MINOR IN ANTHROPOLOGY

Minor Requirements

Anthropology 101/3 credits
Anthropology 202 or 203/3 credits
Anthropology 314, 315, 316, or
317/3 credits

Anthropology 320 or 321 or 325
or 355/3 credits
Anthropology electives/6 credits
TOTAL/18 credits

ANTHROPOLOGY

*General Education Course **

*Writing Intensive Courses ***

ANTHROPOLOGY 101. *Introduction to Anthropology.* The origins, evolution, and present biological and cultural diversity of the human species using data from the fossil record, archaeological 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 202. *Archaeology.* A survey course of the techniques used to locate, survey, sample and excavate prehistoric and historic archaeological sites. The analysis of artifacts and features, typing of collection of stone tools and pottery, and case studies of well known archaeological sites from various culture areas of the world. 3 credits.

ANTHROPOLOGY 203. *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 altitude. 3 credits.

ANTHROPOLOGY 204. *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 205. *Human Life in the Prehistoric.* 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.

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. Cumulative GPA must be 2.50 or higher to be eligible. 3 credits.

ANTHROPOLOGY 296. *Field Methods in Archaeology.* The skills necessary to excavate historic and prehistoric sites and to recognize and recover archaeological artifacts. The site work consists of learning the techniques of excavation, mapping, soil analysis, the recovery, washing and analysis of prehistoric stone tools and historic artifacts, and the interpretation of stratigraphy. Offered during summer session. 6 credits.

ANTHROPOLOGY 311, 312. *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses on anthropology. 1-18 credits.

ANTHROPOLOGY 314. *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 archaeological and linguistic data. 3 credits. **

ANTHROPOLOGY 315. *South American Indians.* A survey course of archaeological 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 316. *People of Africa.* An analysis of the human cultures of prehistoric and contemporary Africa. Archaeological and linguistic data will be used to trace the biological and cultural relationships among contemporary African societies. 3 credits. **

ANTHROPOLOGY 317. *Peoples of the Pacific.* Historical and contemporary descriptions of the varieties of peoples and cultures in Polynesia, Micronesia, and Melanesia. 3 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, contribu-

tions, 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. Prerequisite: Sociology 101 or 102. 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, and development of a resumé. 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 490. *Independent Study.* Individualized study. 1-18 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. 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 Archaeological Fieldwork.* Advanced students with experience in basic field methods in archaeology learn the skills necessary to organize and supervise the execution of archaeological 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 Archaeology.* 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. Prerequisite: Permission of Instructor. 6 credits.



Department of Speech and Theatre

Gene Muto, *Chair*

Cecelia Culler, *Secretary*

In order to provide a cohesive body of knowledge in the various fields of performance art, the Department of Speech and Theatre at Longwood is committed to excellence in teaching, advancement of knowledge, and cultural enrichment. To this end, the Department provides two programs of study: Traditional Liberal Arts Studies in Theatre and Pre-professional Training for Theatre Practitioners.

THEATRE PROGRAM

Accredited by the National Association of Schools of Theatre

Faculty

Pamela Arkin, M.F.A., *Associate Professor of Theatre*

Tony Hardin, M.F.A., *Assistant Professor of Theatre*

Gene Muto, M.F.A., D.A., *Professor of Communication Studies and Theatre*

Patt Ness, M.F.A., *Assistant Professor of Theatre*

Theatre in the Liberal Arts

BACHELOR OF ARTS IN VISUAL AND PERFORMING ARTS Concentration in Theatre *Applied Theatre* *Generalist*

That the study of Theatre is integral to the Liberal Arts is beyond question. Before there were studies in history, language, technology, or psychology, there was theatrical performance. Through song, dance, and mimesis prehistoric peoples sought to explain the relationship between their cultures and the universe. Theatre is one of the most ancient and, therefore, one of the most traditional of studies. Concepts of history and tradition, development of language, human behavior, multiculturalism, psychological development, and even emerging technologies have traditionally been the subjects and themes of dramatic literature and performance from prehistory to today. With the broad array of theatre course offerings at Longwood College students have the opportunity to achieve a traditional and holistic view of the world through the study of literature, performance art, and technological development. Students in the Generalist Track will be prepared for graduate study in a wide variety of traditional liberal arts fields and other areas (including law, communication studies, and business) and for careers in education, performance, production, and performance for special populations.

Pre-professional Training Program

BACHELOR OF FINE ARTS IN VISUAL AND PERFORMING ARTS Concentration in Theatre *Specialist in Performance* *Specialist in Technology* *Specialist in Theatre Management*

A faculty and staff of theatre historians, theoreticians, and professional artists mentor students who desire pre-professional training in Theatre Arts. The function of these mentors is to provide excellence in teaching and training through a sequence of theory, performance, and technical courses and through a program of main stage and studio theatrical productions. Students may opt for one of three tracks within the B.F.A. Specialist program: Performance, Technology or Theatre Management. Longwood students are invited

into the B.F.A. program through auditions and examination of portfolios and are then evaluated and adjudicated by the faculty and invited artists at the end of each year. Continuation in the B.F.A. program is competitive, and rigorous professional standards are applied.

DESCRIPTION OF DEGREE TYPES

- I. Bachelor of Arts in Visual and Performing Arts with a Concentration in Theatre** is a traditional liberal arts degree. As in other B.A. degrees within the School of Liberal Arts and Sciences, competency in a foreign language and the pursuit of a minor field of study are expected.

There are two tracks in this degree program:

A.) Applied Theatre

This specialization is designed for students who want to pursue careers and preparation for graduate study in the fields of secondary education and theatre for special populations. For students who want to teach, an Education Endorsement is required. Students who want to explore the field of drama therapy, creative dramatics for youth, and theatre for special populations work closely with their advisor to design a curriculum that combines a solid basis in theatre arts and a strong background in another appropriate field, which would likely indicate a minor in the field of psychology or sociology.

B.) Generalist

This specialization is designed for students who want to study theatre (history, literature, theory, criticism, and aesthetics) in its broadest sense. As in any liberal art, the study of theatre provides students with a holistic curriculum and a broad background in thought, critical thinking, writing skills, analysis, and a general knowledge of literature, philosophy, and technology, which prepares them with a wide variety of experiences and potential. Students who wish to pursue the M.A. degree in theatre work closely with their advisor to design a curriculum that combines a solid basis in theatre aesthetics and a strong background in another field, which would likely indicate a minor in an appropriate field, such as English, History, Anthropology, Women's Studies, or Philosophy.

- II. Bachelor of Fine Arts in Visual and Performing Arts with a Concentration in Theatre** is a pre-professional degree designed for students who, upon graduation, wish to work in the professional theatre as performers, technicians, or managers or who want to prepare for application to M.F.A. programs in graduate schools.

There are three tracks in this program:

A.) Performance

This specialization is designed for students who want to pursue careers as actors in professional theatres and for those who want to prepare for application to M.F.A. programs in graduate schools. Students work closely with the theatre performance faculty, who act as mentors. Performance students are required to audition each semester for each main stage production. This track is selective and competitive; students' work and capabilities are reviewed each semester.

B.) Technology

This specialization is designed for students who want to pursue careers as stage designers, lighting designers, technical directors, or costumers and for those who want to prepare for application to M.F.A. programs in graduate schools. Technology students work closely with the theatre design faculty and staff, who

act as mentors. Students are required to work in all design and technology areas each semester. This track is selective and competitive; student's work and capabilities are reviewed each semester.

C.) Theatre Management

This specialization is designed for students who want to pursue careers as box office, house, or company managers in professional theatres and for those who want to prepare for application to M.F.A. programs in graduate schools. Theatre management students work closely with the theatre faculty and staff, who act as mentors. Students are required to work in all front-of-house areas each year. This track is interdisciplinary, selective, and competitive; students' work and capabilities are reviewed each semester.

GRADUATION REQUIREMENTS

CORE COURSES -- REQUIRED OF ALL THEATRE STUDENTS

THEA 113 Acting I/3 credits
 THEA 330 Theatre History I/3 credits
 THEA 331 Theatre History II/3 credits
 THEA 240 Technical Direction/3 credits
 THEA 102/103 Theatre Performance and Production/3 credits
 THEA 461 Senior Thesis/3 credits
 THEA 492 Internship/3 credits
 TOTAL: 21 credits

BACHELOR OF ARTS DEGREE

Visual and Performing Arts

Theatre Concentration: Applied Theatre or Generalist

- A. General Education Core Requirements. 33 credits.
 See General Education Requirements listed on pages 63-66.
- B. Additional Degree Requirements. 9 credits.
 See Degree Requirements listed on page 60.
 (3 credits must be a foreign language at the 202 level or above.)
- C. Major Requirements. Applied Theatre: 33-34 credits; Generalist: 33 credits.
 Applied Theatre:
 Theatre Core/21 credits
 Upper division theatre electives/12-13 credits

 Generalist:
 Theatre Core/21 credits
 Upper division theatre electives/12 credits
- D. Minor and/or Education endorsement. 18-34 credits.
 See professional education requirements on pages 98-100.
 (For those who are seeking careers in educational theatre, student teaching may be substituted for the Internship.)
- E. General Electives: 10-27 credits
- F. Total Credits Required for B.A. in Visual and Performing Arts,
 Theatre Concentration120

BACHELOR OF FINE ARTS DEGREE

Visual and Performing Arts

Theatre Concentration: Specialist in Performance, Specialist in Technology, or Specialist in Theatre Management

- A. General Education Core Requirements. 33 credits.
See General Education Requirements listed on pages 63-66.
- B. Additional Degree Requirements. 9 credits.
See Degree Requirements listed on page 60.
(3 credits must be a foreign language at the 200 level or above.)
- C. Major Requirements. 54 credits.

SPECIALIST IN PERFORMANCE:

Theatre Core/21 credits

THEA 215 Voice and Mvmt I/3 credits

THEA 315 Voice & Mvmt II/3 credits

THEA 316 Acting II/3 credits

THEA 317 Acting III/3 credits

THEA 413 Acting IV/3 credits

THEA 320 Directing I/3 credits

THEA 340 Scene Design I/3 credits

THEA 342 Lighting Design/3 credits

or

THEA 345 Costume Design I/3 credits

Upper-division Theatre Electives/9 credits

SPECIALIST IN TECHNOLOGY:

Theatre Core/21 credits

THEA 241 Drafting/3 credits

THEA 340 Scene Design I/3 credits

THEA 341 Scene Design II/3 credits

THEA 342 Lighting Design I/3 credits

THEA 343 Lighting Design II/3 credits

THEA 344 Scene Painting/3 credits

THEA 345 Costume Design I/3 credits

THEA 346 Costume Design II/3 credits

THEA 447 Design and Technology/3 credits

Upper-division Theatre Electives/6 credits

SPECIALIST IN THEATRE MANAGEMENT

Theatre Core/21 credits

THEA 275 Stage Management/3 credits

THEA 399 Theatre Management/3 credits

THEA 103 Theatre Production (Box Office Practica)/3 credits

plus

Business Core/24 credits:

ACCT 240 Principles of Accounting I/3 credits

ACCT 242 Principles of Accounting II/3 credits

ACCT 296 Legal Environment/3 credits

CIMS 170 Computer Applications/3 credits

MGMT 360 Principles of Management/3 credits

MGMT 362 Organization Behavior/3 credits

MKTG 380 Principles of Marketing/3 credits

MGMT 465 Human Resource Management/3 credits

D. General Electives: 24 credits.

E. Total Credits Required for B.F.A. in Visual and Performing Arts,
Theatre Concentration120

THEATRE CURRICULUM

COURSE AREAS AND LISTINGS

I. GENERAL EDUCATION COURSES

Issues in Theatre	THEA 101
Survey of Dramatic Literature*	THEA 204
	Prerequisite: ENGL 101 (C or better)
Theatre Performance	THEA 102
	Prerequisite: GPA 2.5 or better and audition
Theatre Production	THEA 103
	Prerequisite: GPA 2.5 or better and portfolio

II. ACTING

Acting I	THEA 113
Voice and Movement I	THEA 215
Voice and Movement II	THEA 315
	Prerequisite: THEA 215 (C or better)
Acting II	THEA 316
	Prerequisite: THEA 315 (C or better)
Acting III	THEA 317
	Prerequisite: THEA 316 (C or better)
Performance for the Camera	THEA/SPCH 318
Acting IV	THEA 413
	Prerequisite: Permission

III. DIRECTING

Directing I	THEA 320
	Prerequisite: THEA 316 (C or better)
Directing II	THEA 420
	Prerequisite: THEA 320 (C or better)

IV. AESTHETICS: HISTORY, LITERATURE AND CRITICISM

Theatre History I*	THEA 330
	Prerequisite: ENGL 101 (C or better)
Theatre History II*	THEA 331
	Prerequisite: ENGL 101 (C or better)
Non-Western Performance*	THEA 332
	Prerequisite: ENGL 101 (C or better)
Modern Drama*	THEA 430
	Prerequisite: ENGL 101 (C or better)
American Drama*	THEA 431
	Prerequisite: ENGL 101 (C or better)
Elizabethan and Jacobean Theatre*	THEA 432
	Prerequisite: ENGL 101 (C or better)

V. DESIGN AND TECHNOLOGY

Technical Direction	THEA 240
Drafting	THEA 241
	Prerequisite: THEA 240 (C or better)

Stage Management	THEA 275
Theatre Management	THEA 399
	Prerequisites: ENGL 101; ACCT 240, 242; CIMS 170 (C or better in each)
Scene Design I	THEA 340
	Prerequisite: THEA 241 (C or better)
Scene Design II	THEA 341
	Prerequisite: THEA 340 (C or better)
Lighting Design I	THEA 342
	Prerequisite: THEA 240 (C or better)
Lighting Design II	THEA 343
	Prerequisite: THEA 342 (C or better)
Scene Painting	THEA 344
	Prerequisite: THEA 341 (C or better)
Costume Design I	THEA 345
	Prerequisite: THEA 240 (C or better)
Costume Design II	THEA 346
	Prerequisite: THEA 345 (C or better)
Design and Technology	THEA 447 Advanced Studies in Technical Problems
	Prerequisite: Permission

VI. CREATIVE DRAMATICS

Creative Dramatics for the Classroom	THEA 250
Theatre for Special Populations	THEA 350
	Prerequisite: THEA 250 (C or better)
Theatre/Speech Education in the Classroom	THEA 370
	Prerequisite: THEA 250 (C or better)

VII. PRACTICUMS

Theatre Performance	THEA 102
	Prerequisite: audition, GPA 2.5 or better
Theatre Production	THEA 103
	Prerequisite: portfolio, GPA 2.5 or better

VIII. INTERNSHIP

Theatre Production	THEA 492
	Prerequisite: Senior standing, GPA 2.5 or better

IX. INDEPENDENT STUDY

THEA 290/490
Prerequisite: permission

X. SPECIAL TOPICS

THEA 295/495
Prerequisite: permission

XI. GRADUATION REQUIREMENT CAPSTONE COURSE

Senior Thesis*	THEA 461
	Prerequisite: Senior standing, GPA 2.5 or better

*Indicates writing intensive

(It should also be noted that all upper-division theatre courses, whether theoretical or performance/studio/technology-based, contain major research and writing components.)

THEATRE

*General Education Course Requirements **
*Writing Intensive ***

THEATRE 101. *Issues in Theatre.* A course designed for students who are interested in exploring modern society in the context of performing arts. Through a series of readings, videos, and live performances, students will see how theatre is an integral part of human culture. 4 credits.

THEATRE 102. *Theatre Performance.* Open to students who are cast in Longwood Theatre productions. May be repeated for credit four times. Prerequisite: Audition. 1 credit.

THEATRE 103. *Theatre Production.* Open to students who work in technical areas of Longwood Theatre productions. May be repeated for credit four times. Prerequisite: Portfolio/permission. 1 credit.

THEATRE 113. *Acting I.* An introduction to the art of performance in the theatre. 3 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 215. *Voice and Movement I.* An introductory exploration of the physical and vocal skills required for effective performance. Emphasis will be placed on developing self-awareness and control of the actors' instrument through relaxation and tension-release; proper breathing techniques; the improvement of resonance, articulation and projection. 3 credits.

THEATRE 240. *Technical Theatre.* The responsibilities of the Technical Director in the role as interpretative artist, management engineer, safety official, technologist, and designer. Problem solving skills will be developed in a studio/seminar setting. 3 credits.

THEATRE 241. *Drafting for Theatrical Design.* Lecture-studio dealing with the fundamentals of theatrical drafting and mechanical drawing for theatre students who will be taking scene design, scene painting, and/or lighting design. Prerequisite: THEA 240 - minimum grade of C or permission. 3 credits.

THEATRE 250. *Creative Dramatics for the Classroom.* Practical exploration of resources, techniques, and application of creative dramatic activities for the classroom. 3 credits.

THEATRE 275. *Stage Management.* The role and responsibilities of the stage manager in academic, community, regional, and professional theatre. 3 credits.

THEATRE 295. *Special Topics in Theatre.* Freshmen and Sophomores. See Theatre 495 for description. 1-3 credits.

THEATRE 311, 312. *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses on theatre. 1-18 credits.

THEATRE 315. *Voice and Movement II.* A continued exploration of the physical and vocal skills required for effective stage performance. Emphasis will be placed on the development of the actor's instrument through the study of period movement and the use of heightened language and verse. Classes are a combination of lecture, demonstration and experiential exercises. Content will be directed toward the specific needs of the actors. 3 credits.

THEATRE 316. *Acting II.* A practicum course in acting designed to develop fundamental acting skills through classroom exercises, scene study, and character analysis. Prerequisite: THEA 315 - minimum grade of C. 3 credits.

THEATRE 317. *Acting III.* A practicum course in acting designed to further develop the actor's analytical, vocal, and physical skills. Emphasis will be placed on exploring advanced performance concepts in a variety of dramatic styles. Prerequisite: THEA 316 - minimum grade of C. 3 credits.

quisite: THEA 316 - minimum grade of C. 3 credits.

THEATRE 318 (SPEECH 318). *Performance for the Camera.* A study examining the differences between acting for the camera and acting for the stage. Course activities are designed to give the student the basic techniques and understanding leading to the creating of a natural, believable performance. 3 credits.

THEATRE 320. *Directing I.* 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. Prerequisite: THEA 316 - minimum grade of C. 3 credits.

THEATRE 330. *History of Theatre I.* A study of the dramatic literature and the history of stage practices during the time of the Ancient Greeks to the time of Shakespeare and Racine. Prerequisite: ENGL 101 - minimum grade of C. 3 credits.

THEATRE 331. *History of Theatre II.* A study of the dramatic literature and the history of stage practices from the time of the English Restoration to the Modern Period. Prerequisite: ENGL 101 - minimum grade of C. 3 credits.

THEATRE 332. *Non-Western Performance.* An introduction to the ancient theatre traditions of Japan. Emphasis will be placed on the history, style, and application of Kabuki and Noh drama for today's theatre practitioners. Prerequisite: ENGL 101 - minimum grade of C. 3 credits.

THEATRE 340. *Scene Design I.* Lecture/studio course analyzing scripts for scenic needs and creating scenic designs. Work on department productions required. Prerequisite: THEA 240 - minimum grade of C or permission. 3 credits.

THEATRE 341. *Scene Design II.* An advanced lecture/studio course analyzing scripts for scenic needs and creating scenic designs. Work on department productions required. Prerequisite: THEA 340 - minimum grade of C. 3 credits.

THEATRE 342. *Lighting Design I.* A lecture/studio course dealing with the basic skills necessary to the beginning lighting designer. Work on department productions required. Prerequisite: THEA 240 - minimum grade of C. 3 credits.

THEATRE 343. *Lighting Design II.* A lecture/studio course which will expand and develop the technical and artistic skills of the lighting designer. Work on department productions required. Prerequisite: THEA 240 - minimum grade of C. 3 credits.

THEATRE 344. *Theory and Practice of Scene Painting.* A lecture/studio course dealing with the fundamentals of scene painting, color theory, and their practical application. Work on department productions required. Prerequisite: THEA 341 - minimum grade of C. 3 credits.

THEATRE 345. *Costume Design I.* A lecture/studio course that will give the students a basic understanding of costume design for theatrical production. Work on department productions required. Prerequisite: THEA 240 - minimum grade of C. 3 credits.

THEATRE 346. *Costume Design II.* An expansion of Theatre 345 with more advanced studies in costume design. Work on department productions required. Prerequisites: THEA 240 and 345 - minimum grade of C. 3 credits

THEATRE 350. *Theatre for Special Populations.* An introduction to the basic principles and concepts governing the therapeutic use of drama and theatre in a variety of settings for special populations. Prerequisite: THEA 250 - minimum grade of C. 3 credits.

THEATRE 399. *Theatre Management.* This course is designed to acquaint students with the problems and challenges facing producers and administrators who work in not-for-profit organization, such as LORT theatres, dance companies and symphonies. We will explore concepts and procedures for staffing, fundraising, financing, marketing, planning, scheduling, and front-of-house management. 3 credits.

THEATRE 413. *Acting IV.* An advanced practicum for actors designed to address individual needs and interests. Emphasis will be placed on preparing for professional auditions. Prerequisite: Permission; GPA 2.5 minimum. 3 credits.

THEATRE 420. *Directing II.* A continuation of THEA 320 with emphasis on play analysis, methods of presentation, and coaching performers. Scene studies and one-act play project. Prerequisite: THEA 320 - minimum grade of C. 3 credits.

THEATRE 430. *Modern Drama.* The course will explore a catalog of traditional and avant-garde plays of the Modern period and require reading a significant body of modern dramatic criticism. Texts will be analyzed in the context of social and political movements, genre, and style. Prerequisite: ENGL 101 - minimum grade of C. 3 credits.

THEATRE 431. *American Drama.* A study of the major developments of American theatre and drama, from the 1920's to today. In this course major playwrights, stylistic developments, and the history of staging practices during the Modern period will be studied. Also explored will be areas such as the American musical theatre, Broadway, off-Broadway and regional theatre movements. Prerequisite: ENGL 101 - minimum grade of C. 3 credit.

THEATRE 432. *Elizabethan and Jacobean Theatre.* A practical study of selected works by Shakespeare and his contemporaries. Interpretation of text and gathering of research sources. Prerequisite: ENGL 101 - minimum grade of C. 3 credits.

THEATRE 447. *Design and Technology.* Advanced studies in the technical aspects of theatrical production. Prerequisites: THEA 240 and permission. 3 credits

THEATRE 461. *Senior Thesis.* A capstone course requiring a final creative/theoretical thesis, portfolio, resume, and exit exam in Theatre History and Literature, and creation of personal website. Prerequisite: Senior standing; GPA minimum 2.5. 3 credits.

THEATRE 490. *Independent Study.* Individualized study. 1-18 credits.

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 credits.

SPEECH PROGRAM

Faculty

Nancy Anderson Haga, Ed.D., *Professor of Speech*

Speech and Communications

The Department offers a minor in Speech. Courses in speech are designed for those who plan to enter occupations which require communication skills. Speech course work is also available and advisable for all students regardless of their chosen major.

Students in Speech receive both group and individual instruction with faculty who work on a one-to-one basis. Skills are developed in speaking as well as in interpersonal, intercultural and group communications. Students are introduced to and practice with the latest computer technology to enhance presentations. Videotape facilities are available for evaluating speech performance and communication skills.

Radio Broadcasting and Television Production

The radio broadcasting classes work in close conjunction with the campus radio station as well as a local radio station. Students work in a practicum atmosphere with opportunity to do hands-on broadcasting. The television production class affords the student an introductory look at the theory of presentation through the medium of television.

Forensics and Debate

In addition to general speech and communication courses, the speech program offers extensive work in forensics and debate. This aspect of the program works in conjunction with the Longwood College Forensics Society. This award-winning team competes nationally with top schools in the country. In addition to enhancing speaking skills, the Forensics/Debate program teaches the student how to direct and coach a forensics/debate program and how to administer a tournament.

MINOR IN SPEECH

18 hours in Speech, including:

Speech 100

Speech 101

Speech 200

Electives/9 hours

LICENSURE IN SPEECH AND THEATRE

A teaching endorsement in Speech and Theatre may also be obtained with a major in another Liberal Arts subject and a minor in either Theatre or Speech (18 hours).

SPEECH

SPEECH 101. *Fundamentals of Public Speech.* An introductory study of effective and responsible speaking. Provisions will be made for practical application. 3 credits.

SPEECH 113, 114, 213, 214, 313, 314, 413, 414. *Competitive Forensics.* Principles and procedures for developing skills for forensic events (prose interpretation, poetry interpretation, dramatic interpretation, oral interpretation, duo interpretation, speech to persuade, speech to inform, after dinner speaking, communication analysis, and rhetoric analysis). Includes individual practice, individual performance, and competition. 1-3 credits. A student may be involved in extensive forensic activities for which a maximum of nine credit hours can be earned.

SPEECH 200. *Interpersonal 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. 3 credits.

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.

SPEECH 295. *Workshops and Special Topics.* Freshmen and Sophomores, 1-3 credits.

SPEECH 310. *Fundamentals of Radio Broadcasting.* Radio skills with studio practice; function of radio in American culture. 3 credits.

SPEECH 311, 312. *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses on speech. 1-18 credits.

SPEECH 316. *Directing the Forensic Program.* A study of managing a forensic program, including criteria for events, judging, rules, running a meet, evaluation of presentations, addressing special problems of handicapped students, budgeting, liability issues, and public relations. 3 credits.

SPEECH 315. *Fundamentals of Television Production.* Introduction to visualization theory and to the equipment and processes employed in structuring and presenting television programs. 3 credits.

SPEECH 318 (THEA 318). *Performance for the Camera.* A study examining the differences between acting for the camera and acting for the stage. Course activities are designed to give the student the basic techniques and understanding leading to the creating of a natural, believable performance. 3 credits.

SPEECH 406/506. *Intercultural Communication.* A study of intercultural communication in the classroom and business worlds, defining and identifying the different cultures at work in our society, exploring the problems resulting from poor intercultural communication, and finding ways to improve communication between differing cultures. Recommended for students in psychology, business administration, education, and speech communications. 3 credits.

SPEECH 410. *Commercial Radio Production.* A structured hands-on practicum experience involving local commercial and college radio facilities. Students will practice the skills necessary to learn the inner workings of commercial radio and gain the production skills necessary for quality "air time". They will develop public interest shows for use on commercial or college stations and may obtain an FCC Operator's License if desired. 3 credits.

SPEECH 490. *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 492. *Internship.* An on-the-job learning experience designed to apply the principles of speech. 1-18 credits.

SPEECH 495. *Special Topics.* Juniors and Seniors. 1-3 credits.



Longwood Teaching Faculty (1999-2000)

(Year of Initial Appointment in Parentheses)

- WILLIAM P. ABRAMS**, *Associate Professor of Mathematics* (1990)
B.A., M.S., Ph.D., University of Virginia
- C. MITCHELL ADRIAN**, *Assistant Professor of Management* (1996)
B.S., McNeese State University; M.B.A., Midwestern State University;
D.B.A., Mississippi State University
- EDWARD O. ADUSEI**,* *Associate Professor of Economics* (1992)
B.A., University of Ghana; M.S., Ph.D., Virginia Polytechnic Institute and State University
- PEGGY C. AGEE**, *Instructor of Communication Disorders* (1999)
B.S., Longwood College; M.Ed., University of Virginia
- EDNA V. ALLEN-BLEDSON**, *Associate Professor of Social Work* (1980)
B.S., Springfield College; M.S.W., Columbia University; L.C.S.W., Commonwealth of Virginia; Ph.D., The Union Graduate School
- B. MCRAE AMOSS, JR.**, *Associate Professor of French and Chair, Department of English, Philosophy, and Modern Languages* (1991)
A.B., Georgia State University; M.A., Ph.D., University of Virginia
- SUSAN CAMPBELL ANDERSON**, *Assistant Professor of English* (1996)
B.A., University of North Carolina; M.Phil., Oxford University;
Ph.D., Emory University
- JENNIFER M. APPERSON**, *Associate Professor and Chair of the Department 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**, *Associate Professor of Speech and Theatre* (1990)
B.A., University of Montevallo; M.F.A. University of Alabama
- FRANK W. BACON**, *Professor of Finance* (1990)
B.S., University of Richmond; M.S., Ph.D., Virginia Commonwealth University
- MARK S. BALDRIDGE**, *Professor 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)
B.S., Stanford University; Ph.D., Cornell University
- BRIAN D. BATES**, *Lecturer in Anthropology* (1998)
B.S., Longwood College; M.A., University of London Institute of Archaeology
- ROBERT J. BEAUDET, JR.**, *Assistant Professor of Sports Pedagogy* (1997)
B.S., Florida State University; B.S. and M.S., University of South Florida;
Ph.D., Florida State University
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* On leave Fall Semester 1999.

** On leave Spring Semester 2000.

*** On leave 1999-2000 academic year.

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NANCY A. ANDREWS, *Professor Emerita of Health and Physical Education*
JACK M. AUSTIN, *Associate Professor Emeritus of Physical Science*
BILLY S. BATTS, *Associate Professor Emeritus of Biology*
ROBERT E. BLASCH, *Professor Emeritus of Music*
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SANDRA J. BREIL, *Associate Professor Emerita of Biology*
JOHN E. CARR, III, *Professor Emeritus of Business*
ELISABETH FLYNN CHAPMAN, *Professor Emerita of Art*
RICHARD T. COUTURE, *Associate Professor Emeritus of History*
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Distinguished Professor, and Professor Emeritus of History
GEORGE P. ELLIOTT, *Professor Emeritus of Education*
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WILLIAM L. FRANK, *Professor Emeritus of English*
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PAUL S. HESSELINK, *Professor Emeritus of Music*
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PHYLLIS G. WACKER, *Professor Emerita of Psychology*
DOUGLAS M. YOUNG, *Professor Emeritus of Speech and Theatre*

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LONGWOOD COLLEGE

61 HIGH STREET, FARMVILLE, VIRGINIA 23909

NON-PROFIT ORGANIZATION

U.S. POSTAGE PAID

FARMVILLE, VA 23909

PERMIT No. 17

LONGWOOD PROFILE & COSTS

Founded: 1839

Character: Public college; primarily residential; Bachelor's and Master's degrees offered; preparation for numerous career fields; liberal arts foundation.

Location: Historic Farmville, Virginia, in the heart of the Commonwealth, about an hour's drive from Richmond and Charlottesville; within a one-hour drive of Virginia Beach and a two-hour drive of the Blue Ridge Mountain.

Fall 1998: 613 Courses, 1,084 Sections

Majors, Minors, & Concentrations: 100

Program Areas: Liberal Arts & Sciences; Business; Education; Health and Therapeutic Recreation; Physical Education, Pre-Engineering; Pre-Medical; Social Work.

Students: 3,500+

Student/Faculty Ratio: 19/1

Average Class Size: 20

Student Organizations: 122

Social Fraternities: 8; **Sororities:** 12

Men's Intercollegiate Sports: Baseball, Basketball, Golf, Soccer, Tennis, Wrestling.

Women's Intercollegiate Sports: Basketball, Field Hockey, Golf, Lacrosse, Soccer, Softball, Tennis.

Club Sports: Equestrian Club, Martial Arts Club, Men's Rugby Club, Women's Rugby Club, Swim Club, Women's Volleyball Club.

Alumni of Record: 20,296

Library Holdings (July 1999): 1,027,964 including 305,316 books and periodicals, 2,147 periodical subscriptions, 654,575 microforms, 35,804 audiovisuals (includes sound and video recordings, slides, transparencies, and mixed media kits), and 6,235 other library materials (flat graphics, maps, and computer software).

Residence Hall Spaces: 2,500 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: 52

Auditoriums: Jarman, 1,104 seats; Jeffers, 238 seats; Molnar Recital Hall, 191 seats; Bedford, 176 seats; Hiner, 150 seats; and Hull Education Building, 100 seats.

Multi Media Presentation Auditoriums: 1 in Jarman, 1 in Hull Education Building.

Auditorium with Student Network Capability: Hiner

Student Aid: \$17,126,551

Percent of Students Receiving Financial Aid: 74% (72% federal aid; 28% other)

Costs: For the 1999-00 academic year, the cost for Virginia students living in residence halls is \$8,544, which includes tuition, comprehensive fees, activity fee, technology fee, room, and a 19 meals per week plan. Cost with a 15 meals per week plan is \$8,384. The cost for local students not living in residence halls is \$3,924. The comparable cost for non-Virginia students living in residence halls is \$13,990, 19 meals per week, \$13,830, 15 meals per week. Books and supplies are additional.