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# LONGWOOD COLLEGE

## 2001-2002 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 June, 2001. The Catalog and related announcements remain in effect until June 1, 2002. 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.





Dear Friends:

Just over two years ago, 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 College 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.

With the new millennium upon us, 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. In addition to familiarizing yourself with the contents of this *Catalog*, I encourage you to visit our web site and our campus - collectively they will make clear why Longwood College is such a special place.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Patricia P. Cormier', written in a cursive style.

Patricia P. Cormier  
President

# Academic Calendar

## FALL SEMESTER 2001

*Residence halls open from 8:00 to 2:30 p.m. for new students move in*

Welcome Week begins - August 24

Upperclass students move into residence halls - August 26

Final registration - August 27

Classes begin at 8:00 a.m. - August 28

Last day to add or drop a class - September 4

Grade estimates due; pass/fail deadline - October 8

Fall Break - October 15-16

Classes resume at 8:00 a.m.; all undergraduate incompletes due from SP01 and SU01 - October 17

Deadline to withdraw with a "W" - October 17

Advising Begins - November 5

Advising Ends - November 16

Student holiday begins after classes - November 20

Classes Resume at 8:00 a.m. - November 26

Classes end; Graduate incompletes due for SP01 - December 7

Reading Day - December 8

Examinations - December 10-14

Grades mailed; college closes at noon - December 20

## SPRING SEMESTER 2002

Orientation for new students - January 13

Final registration - January 14

Classes begin - January 15

Last day to add or drop a class - January 22

Grade estimates due - February 25

Deadline to elect pass/fail option - February 25

All undergraduate incompletes due for F01 - March 4

Deadline for students to withdraw with a "W" - March 4

Spring Break begins after classes - March 8

Classes resume at 8:00 a.m. - March 18

Advising Begins - March 21

Advising Ends - April 3

All graduate incompletes due for SU01 and F01 - April 26

Reading Day - April 27

Examinations - April 29-May 3

Senior grades due at 8:30 a.m. - May 7

All grades due at 8:30 a.m. - May 8

Final audit for graduation candidates - May 10

Commencement - May 11

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# Administration (2001-2002)

## BOARD OF VISITORS

**MRS. SUSAN M. HARWOOD**, *Rector*

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**MRS. SARAH TERRY**

Director, Farmville Office of Congressman Virgil Goode, Farmville, VA

## ADMINISTRATION

**DR. PATRICIA P. CORMIER**, *President*

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

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

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

**MR. DAVID F. HARNAGE**, *Executive Vice President for Administration and Finance*

**DR. TIM PIERSON**, *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. 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 Hall is currently undergoing a complete restoration and is scheduled to be re-opened by the fall of 2002.

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.

The newest building on campus is the two-story, 60,000 square foot dining hall located on Pine Street which opened for the spring semester 2000. This multi-purpose facility, with its curved, colonnaded portico overlooking Iler Field, is the first on campus to utilize geothermal heating and cooling. The flexible interior design provides space for banquets, meetings, and special events along with a Grand Dining Room seating 500 and an arcade seating an additional 700.

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 CDROMs 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 expeditiously 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 February 1 and may be obtained by calling the Office of Registration (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 all times and to see that others do likewise.



# Undergraduate Admissions

Longwood College accepts applicants for fall, spring, and summer terms and is pledged to a non-discriminatory admissions policy. To receive information about the College, you may contact Longwood through email at [lcadmit@longwood.lwc.edu](mailto:lcadmit@longwood.lwc.edu) and on the Web at [www.lwc.edu](http://www.lwc.edu).

## FRESHMEN ADMISSIONS

### Procedures

1. Complete and return the Undergraduate Application for Admission by the priority date of March 1. The application must be accompanied by a non-refundable application fee of \$30.00 or by an official Fee Waiver Form from 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, by writing to the Office of Admissions, Longwood College, Farmville, VA, 23909-1898, or on-line at [www.lwc.edu/admiss/apply.htm](http://www.lwc.edu/admiss/apply.htm).
2. Request that the student's high school submit to the Office of Admissions an official transcript of high school records. Students who have attended other colleges or universities under dual enrollment programs must also request that those institutions send official transcripts.
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 our Office of Admissions. 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.
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 \$400.00 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.

**Criteria:** 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 ADMISSIONS

**Procedures:** Transfer students should complete and return an application for admission, accompanied by a \$30.00 non-refundable application fee by the priority date of March 1. The student should request that a final official high school transcript and official transcripts from each college attended be sent directly to the Office of Admissions. It is important to indicate on the application if an Associates of Arts and/or Science Degree will be received before transferring to Longwood.

Transfer students who transfer 45 or more semester hours 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).

**Criteria:** 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 expected to have successfully completed 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/or 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*. Copies of the *Longwood College Transfer Guide* are available upon request. The Guide is also available at [www.lwc.edu/admiss/transfer\\_admissions.htm](http://www.lwc.edu/admiss/transfer_admissions.htm).

## OTHER ADMISSIONS CATEGORIES

**Nontraditional Students:** Students 25 years and older or whose life experiences (family, marital status, employment history, military service, etc.) indicate nontraditional consideration should submit an Adult Application for Admission, a \$30.00 non-refundable application fee and 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 Office of Admissions. Official high school transcripts or GED Certification must also be submitted. A personal interview with an admissions counselor may be required.

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 (mathematics, English, social science 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 (paper test) or a 213 (computer test) 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 Application* and consult our web site at [www.lwc.edu/admiss/international.htm](http://www.lwc.edu/admiss/international.htm).

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 Office of Admissions 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 Office of Student Health 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.

**Admissions for Students with Disabilities:** 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.

Individuals who wish to request Longwood publications or applications in an alternate format should contact the Director of Disability Support Services at 434.395.2391; trs: 711 (TT\_Relay Service); or [srood@longwood.lwc.edu](mailto:srood@longwood.lwc.edu).

**Disability Disclosure Policy:** Once admitted, students seeking accommodations must notify the Director of Disability Support Services. The Director will determine what documentation is needed 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 (even if withdrawal occurred at the end of the semester) or more semesters must submit an Application for Readmission and a \$20.00 fee to the Office of Admissions 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 11.)

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

Readmit students are not eligible to benefit from the Articulation Agreement with community colleges. However, individual courses will be evaluated and granted credit when appropriate.

Applications for readmission are available from the Office of Admissions in person, by mail, by calling 804.395.2060 or by emailing [lcadmit@longwood.lwc.edu](mailto:lcadmit@longwood.lwc.edu).

**Special Students:** Students not seeking a degree may be permitted to take courses for which they are qualified. 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 Office of Registration. 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 Longwood's Licensure Officer in the Department of Education or Special Education, 804.395.2204.

**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 \$30.00 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 Office of Registration, along with a \$25.00 diploma fee to the Office of 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, at least 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 cumulatively and in the major unless a higher minimum grade point average is specified for a particular major.

## **ADVANCED PLACEMENT and CLEP**

Longwood College offers advanced placement with college credit through the College Level Examination Program (CLEP) and through Advanced Placement Examinations. Students seeking information concerning CLEP or Advanced Placement Examinations may contact the Educational Testing Service at AP Services, P.O. Box 6671, Princeton, NJ 08541-6671, or CLEP, P.O. Box 6600, Princeton, NJ 08541-6000; the Office of Registration at Longwood College, or their guidance counselor. Information concerning acceptable scores and course equivalences are available from the Office of Admissions or Office of Registration. Longwood does not offer credit for the General Area CLEP Exams.

## **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 a 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 under-prepared in reading may be restricted to courses that do not have intensive reading requirements. Normally students are expected to complete successfully all developmental work within the first academic year.

## **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.

# Expenses and Financial Aid

The fees indicated are estimated for the 2001-2002 academic year and are subject to change by the Board of Visitors at any time.

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

	Virginia Students	Non-Virginia Students
Tuition .....	\$1970 .....	\$7690
Activity Fee .....	136 .....	136
Comprehensive Fee .....	2,078 .....	2,078
Technology Fee .....	42 .....	42
Room .....	2,852 .....	2,852
Board		
14 plus-meal plan .....	1,954 .....	1,954
15-meal plan .....	1,872 .....	1,872
19-meal plan .....	2,040 .....	2,040
TOTALS		
with 14 plus-meal plan .....	\$9,032 .....	\$14,752
with 15-meal plan .....	\$8,950 .....	\$14,670
with 19-meal plan .....	\$9,118 .....	\$14,838

## Annual Fees and Expenses for Full-Time Undergraduate Students (12-18 credit hours) Not Living in Residence Halls:

	Virginia Students	Non-Virginia Students
Tuition .....	\$1,970 .....	\$7,690
Comprehensive Fee .....	2,078 .....	2,078
Activity Fee .....	136 .....	136
Technology Fee .....	42 .....	42
TOTALS .....	\$4,226 .....	\$9,946

## Fees and Expenses for Part-Time Undergraduate Students (Less than 12 credit hours):

Charges per credit hour:	Virginia Students	Non-Virginia Students
Tuition .....	\$83 .....	\$320
Activity Fee .....	N/A .....	N/A
Comprehensive Fee .....	87 .....	87
Technology Fee .....	1.40 .....	1.40
TOTALS .....	\$171.40 .....	\$408.40

Please note: In addition to the tuition and fee charges, special (non-degree-seeking) full and part-time students will be charged one \$5.00 registration fee per registered semester.



## OTHER FEES

**Overload Tuition:** An overload tuition charge will be assessed, at the per credit hour rate, for each credit hour greater than 18 for which a student is registered each semester. 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.*

**Off-Campus Tuition and Fees:** Additional, or separate, charges will be assessed to the account of any student who registers for a Longwood College course offered at a location away from the Farmville, Virginia campus. Off-campus courses are assessed charges for tuition, off-campus comprehensive fee, and a registration fee, calculated at a part-time, per credit hour rate. Off-campus undergraduate tuition rates are \$83.00 per credit hour (in-state) or \$320.00 per credit hour (out-of-state). The off-campus comprehensive fee is \$15.00 per credit hour, and the off-campus registration fee is \$1.50 per credit hour for all students.

**Course Fees:** Some academic classes require additional course fees. These fees will be assessed to all students enrolled in the class at the end of the add/drop period. Fees typically range from \$5 to \$150.

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

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

**Automobile Registration:** A fee of \$22.50 per semester or \$45 per year is charged for each automobile registered. A special parking decal is also available for purchase by student teachers. Parking on campus is permitted only 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 unless the student is officially enrolled in a (second) undergraduate degree program at Longwood College. Also, students who audit courses pay the same rates as students taking courses for credit.

The fees indicated are estimated for the 2001-2002 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 a change in facts gives 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.

## Residential Requirements and Policy:

Longwood is a residential college and features residence hall education focusing on student learning and personal development as part of its distinct academic mission. Students are, therefore, required to live on campus.

Exceptions to the residency requirement are as follows:

1. Living with parents, or legal guardian, and commuting from home to classes.
2. Reaching age 23 prior to the beginning of the fall semester (August 1).
3. Applying and qualifying for the senior privilege (89 credit hours) by the end of the spring semester (April 30).
4. Enrolling for less than 12 credit hours (both fall and spring semesters).
5. Presenting evidence of marriage.

**In the spring semester there will be deadlines for requesting exceptions to the residency requirement. In order to qualify for one of the exceptions listed above, the student must meet the publicized deadline as communicated through the Office of Residence Education and Housing. Residence Hall Agreements are for the entire academic year: August through May. Leases or other arrangements should be designed and managed only after exceptions are confirmed.**

**Part-time students:** A part-time student is not permitted to live in the residence hall unless the Vice President for Student Affairs, in conjunction with the student's academic advisor, grants permission. **Any part-time student given permission to reside in a dorm will be charged full-time comprehensive, technology, and student activity fees.** Any unauthorized part-time student, found living in a residence hall, will be charged full-time tuition and fees.

Part-time students approved to reside in a residence hall are encouraged to contact the Office of Student Accounts for up-dated balances if they receive a billing statement that lists only part-time fees. (In certain instances, a student's account balance may, temporarily, reflect only part-time fees until after the "add/drop" period has ended and the student's schedule is known to be stable.) It is a part-time student's responsibility to submit proper payment if the student has been granted special permission to reside in a dorm. ***Failure to pay the appropriate (full-time) fees, by the semester due date, could result in the assessment of a late payment fee.***

## Part-Time Commuter Students

Students taking 12 or more credit hours will be charged full-time rates. Undergraduate Virginia students taking less than 12 credit hours will be charged tuition at the rate of \$83 per credit hour. Undergraduate non-Virginia students will be charged tuition at the rate of \$320 per credit hour.

Students classified as graduate students will be charged tuition at the rate of \$135 per credit hour for Virginia students and \$358 per credit hour for non-Virginia students.

A comprehensive fee of \$87 per credit hour and a technology fee of \$1.40 per credit hour are charged for all part-time students not living on-campus and 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 \$30 is required of each undergraduate student making his or her first application to Longwood College. For each returning student, an annual, non-refundable \$20 registration fee will be invoiced by the Office of Cashiering and Student Accounts on or about February 15th, and shall be due on or about March 15th.



## Deposit

For each new and returning Longwood College student, an annual tuition deposit (prepayment) is required to reserve the student's admission/return to Longwood College. The tuition deposit will be invoiced according to the student's status:

New & returning commuter students: \$100.00 deposit

New residence hall students: \$400.00 deposit

Returning residence hall students: \$250.00 deposit

For returning students, the annual tuition deposit will be invoiced (along with the registration fee) on or about February 15th, and it shall be due on or about March 15th. *Failure to receive a bill does not waive the requirement for payment when due.*

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

The deposit is refundable until June 1st for returning students, May 1st for new students admitted for the fall semester, and December 1st for students admitted for the spring semester. Requests for refunds to new students must be made in writing to the Longwood College Director of Admissions. Refunds to eligible returning students will be processed, automatically, following the completion of formal withdrawal procedures.

Deposit payments made after May 1st (fall), or December 1st (spring), are non-refundable.

All students: The annual tuition deposit must be paid, in full, (along with the registration fee) before registration for the following semester's classes will be allowed.

Financial aid recipients: In certain cases, returning students whose institutional charges are *fully funded* by financial aid *may* be eligible for a waiver of the annual tuition deposit. To be eligible for the deposit waiver, the following conditions must be met:

1. The student's current annual institutional charges must have been fully paid by financial aid awarded through the Longwood College Office of Financial Aid. (Outside scholarships, vocational rehabilitation assistance, and/or other third party assistance will not qualify the student for a waiver of the deposit. Also, partial financial aid will not qualify the student for a waiver of the deposit.)
2. The student must have filed his/her next year's (annual) Free Application for Federal Student Aid (FAFSA) on or before the March 1<sup>st</sup> priority deadline to file.

To be considered for a waiver of the deposit, eligible returning students must apply to the Office of Student Accounts on or before the deposit due date. After the deposit due date, no waiver requests will be considered.

Also, if a full financial aid recipient is approved for a waiver of the annual tuition deposit, the annual registration fee must be paid on or before the deposit due date before registration for the following semester's classes will be allowed. After the deposit due date, both the annual tuition deposit and the registration fee must be paid, in full, before a full financial aid recipient may register.

## Damage Deposits

Each student residing in a campus residence hall must pay a damage/contingency deposit of \$100 upon initial assignment to the residence hall, 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 respon-

sibility 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:**

Tuition and required fees are charged to all full-time and part-time students, including student interns, student teachers, and students earning credit hours for independent study. Required fees include:

#### **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 and Counseling Services, 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. For additional information, please refer to *Longwood Dining Services*, under the section *Student Services*, of this catalog.

### **Billing and Payment Schedule**

The College bills degree-seeking undergraduate students. Graduate and non-degree-seeking students are expected to pay for courses at the time of registration. However, if a graduate or non-degree-seeking student has registered during the open registration period and has not paid for courses at the time of registration, then the Office of Cashiering and Student Accounts will generate a bill for the graduate or non-degree-seeking student. When this occurs, graduate and non-degree-seeking students are required to pay all charges by the semester due date. Please see *Billing Schedules*, below.

***Please note: Revised bills will not be sent for courses added after the open registration deadline. Also, revised bills will not be sent for changes made to housing assignments or meal plans after the open registration deadline.*** Students are responsible for paying (or securing with adequate financial aid) all calculated charges on, or before, the semester's due date. Students requesting changes after open registration are encouraged to contact the Office of Student Accounts for up-dated balances. ***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 1st, and shall be due on or about August 1st. 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.***

## II. Satisfactory Progress Levels Defined

- A. Satisfactory Academic Progress will be monitored at the conclusion of each academic year (May). To be making satisfactory academic progress a student must maintain the required cumulative grade point average, attain a 75% completion rate and not exceed the normal completion time.
- B. Students failing to maintain satisfactory academic progress will be placed on **Financial Aid Suspension**. Such status will make students ineligible for financial aid until such time as the satisfactory academic progress requirements are met.

During the period of Financial Aid Suspension, students may (unless placed on Academic Suspension) attend Longwood College without financial aid. It will be the student's responsibility to secure other financial resources during this period.

## III. Satisfactory Progress Appeal Process

*A student who is placed on Financial Aid Suspension may appeal the denial of financial aid. The appeal must be made by submitting a signed written letter to the Director of Financial Aid no later than 10 days after receipt of the notice of Financial Aid Suspension. The appeal will be directed to the Appeals Committee whose decision will be final. The decision will be based on demonstration of one of the following situations:*

- 1. Error of fact;
- 2. Mitigating circumstances.

If the appeal is granted, financial aid will be continued for one semester. The student will be advised in writing of the action on the appeal.

## Withdrawing From Classes

It is the responsibility of any student wishing to withdraw from Longwood College to initiate the official withdrawal process with the College. Students wishing to withdraw from the College should contact 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. Please refer to the *Withdrawal Policy*, under the Academic Regulations section, of this catalog.

Withdrawal from all classes during a term may result in a change in institutional charges for the term. Please consult the Longwood College Catalog for the complete Refund Policy.

Withdrawal from all classes during a term may also result in a change in the financial aid award for that term. Recent changes to Federal financial aid regulations have created a new Return of Title IV Funds Policy. This policy states that students who withdraw before the 60 percent point of the term (as calculated by the number of days in the term) will have their financial aid award reduced.

Upon withdrawal, the Office of Financial Aid will calculate, from the number of days in the term and the number of days of the term that the student was enrolled prior to withdrawal, the percentage of the term that the student completed. This percentage will be applied to the amount of aid received for the term with the student being able to retain only the amount of aid for the percentage of the term actually completed. The unearned portion of the financial aid award must be returned to the Federal, State and Institutional programs that have been awarded. If excess financial aid funds have been refunded to the student, a portion of these funds may also need to be returned to the financial aid programs awarded. This may result in large sums being owed to both Longwood College and Federal, State and Institutional financial aid programs.

Students considering withdrawal from classes should consult the Office of Financial Aid prior to initiating the withdrawal process. Withdrawal can have a significant impact on institutional charges, a current financial aid award, as well as future financial aid eligibility (see the Satisfactory Academic Progress Policy). Complete financial aid regulations concerning withdrawals and the Return of Title IV Funds Policy may be obtained from the Office of Financial Aid.

## Other Information

Student's rights under the Family Education Rights and Privacy Act (FERPA) may be found in the Longwood College Catalog.

Copies of the Campus Security Report are available and may be requested from the Campus Police Department.

Copies of the Report on Athletic Program Participation Rates and Financial Support Data are available and can be requested from the Office of the Director of Athletics.

Copies of the Report on Completion/Graduation Rates and the Transfer Out Rates for Student Athletes are available and may be requested from the Office of the Director of Athletics.

Borrowers with concerns about their Federal Perkins Loan or Federal Stafford Loan may contact the Student Loan Ombudsman at [www.sfahelp.ed.gov](http://www.sfahelp.ed.gov) or 1.877.557.2575.

## Army ROTC

Any full-time student, whether currently taking Military Science courses or not, may compete for an Army ROTC Scholarship worth up to \$17,000. 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 \$4,000, 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 Legacy Scholarship* – Awarded to students whose mothers or fathers are alumni of Longwood.

*Aramark Scholarship* – Awarded to a student worker with Aramark 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 1950 Scholarship* – Awarded to a full-time undergraduate student who has a 3.0 GPA. Must maintain 3.0 GPA for renewal.

*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.

*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 twenty 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 Office of Admissions, 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, and Sue Puckett Lush.

*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.

*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.

*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.

*Class of 1943 Scholarship* – Awarded to full-time incoming freshman or current undergraduate student with 3.0 or better GPA.

*Class of 1944 Scholarship* – Awarded to full-time undergraduate who maintained 3.0 or better GPA in high school.

*Class of 1948 Scholarship* – Awarded to full-time incoming freshman or current undergraduate student with a 3.0 or better GPA.

*Class of 1949 Scholarship* – Awarded to full-time undergraduate who maintained 3.0 or better GPA in high school and is a resident of Virginia.

*Class of 1993 Scholarship* – Awarded to full-time student with a minimum of 3.0 GPA and is involved in student and professional organizations.

*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.

*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 Office of Financial Aid.

*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 Hubbard 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.

*Hull Mathematics Scholarship* – Awarded to resident of Virginia with outstanding ability and financial need.

*M. Ralph Page Minority Scholarship* – Awarded to minority student with demonstrated student leadership ability, 3.0 GPA in freshman year and is a Virginia resident.

*Marjorie Matthews Grizzard Scholarship* – Awarded to an entering freshman with a 3.0 GPA, who intends to enter teaching profession and be in a program of studies that leads to teacher certification. Must have financial need. Must maintain 3.0 GPA for renewal.

*Genevieve Moseley Schwartz Scholarship* – Awarded to full-time student who graduated from Buckingham County with a minimum 3.0 GPA. Must maintain 2.75 GPA for renewal.

*President Initiative Scholarship* – Awarded to an entering freshman with a 3.0 GPA, who intends to enter teaching profession and be in a program of studies that leads to teacher certification. Must have financial need. Must maintain 3.0 GPA for renewal.

*Genevieve Moseley Schwartz Scholarship* – Awarded to full-time student who graduated from Buckingham County with a minimum 3.0 GPA. Must maintain 2.75 GPA for renewal.

*Farmville Alumni Chapter Scholarship* – Awarded to incoming freshmen graduating from Prince Edward County High School and Fuqua School.

## **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 23901, or phone 804.392.8089.

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

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 Affairs

## 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 finding meaning in their own values and directions.

### Intellectual Goals:

Mastery of a Broad Body of Knowledge in the liberal arts and sciences, so you can see things in perspective, appreciate and enjoy artistic expression, and critically, creatively, and logically respond to the complex world around you.

Mastery of a Specialized Body of Knowledge, so you will have the expertise to be competitive and successful in your chosen career.

### Personal Goals:

A Sense of Personal Direction, so you can plan your future wisely and with honor, acquiring self-understanding, self-confidence, and a meaningful philosophy of life.

A Balanced and Healthy Lifestyle, which means making responsible choices related to values, friends, family, work, recreation, and life-long education.

### Social Goals:

Interpersonal Effectiveness and an appreciation of diversity and differences, so you can establish genuine, trusting, and honorable relationships within the broad family of humanity.

Responsible Citizenship, so you can do your best in ways uniquely your 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 AND DEAN FOR STUDENT AFFAIRS

The Vice President and Dean for Student Affairs promotes student learning and accountability in each Student Affairs program and service. Each Student Affairs program implements a student learning plan that focuses on learning outcomes with emphasis on participation, diversity, creativity, integrity, and commitment.



ment. Student Affairs programs and services include: Career Services, Commuter Student Affairs and Leadership Programs, Counseling Center, Fraternity & Sorority Advising, GIVE Office (Groups & Individuals Volunteering Efforts), Multicultural Affairs, Residence Education and Housing, Student Health, Student Union and Activities, and Wellness Center.

## **PROGRAMS AND SERVICES**

### **CAMPUS POLICE**

Campus Police, located in the Graham building, has the responsibility of law enforcement, security, and parking enforcement. Officers are also available to escort students, faculty, and staff to/from their vehicles in the evening. Arrangements are made by calling extension 2091.

### **PARKING**

On-campus parking is available to students, faculty, and staff by permit only. Although the College tries to provide ample parking, it cannot guarantee a space for every student wishing to have a vehicle on campus. Call Parking Registration at extension 2660 for information. The College is not liable for theft from, or vandalism of, vehicles parked on the campus.

### **CAMPUS RECREATION**

All students taking at least six (6) credits, 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, toning, and kickboxing.

Leagues and tournaments are conducted in these activities: softball, bowling, sand volleyball, golf, indoor soccer, 6-on-6 volleyball, billiards, arm/wrestling, basketball, wiffleball, ping pong, darts, racquetball, flag football, kickball, floor hockey, coed volleyball, outdoor soccer, coed softball, 2-on-2 sand volleyball, tennis singles, golf, and 3-on-3 basketball. Due to the varying skill levels in many of the team sports, there are A and B leagues for different competition levels.

The racquetball courts, weight room, outdoor basketball courts, outdoor volleyball courts, 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 team Longwood College Club Sports. These sports include: men's and women's rugby, the equestrian program, swimming, martial arts, and cycling.

### **CAREER CENTER**

Planning for a career/advanced study and developing sophistication in the employment search process after graduation are integral parts of the new college experience. The Career Center assists students in the developmental process through individual counseling, group presentations, and special events.

Within the Career Center's Library, students may obtain information regarding career options and utilize materials to assist them in identifying and evaluating their values, skills, and interests. Computerized career guidance systems, such as JOBTRAK and Focus II, 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 on the center's web page. Workshops on job search strategies, interviewing skills, and resume/letter writing, along with programs on special topics are presented. Longwood students have the opportunity to interact with employers through on-campus interviews, job/career fairs, and various other

programs. Job fairs include a Business/Arts and Sciences Job Fair, an Education Fair, a Minority Career Fair, and a Career Exploration Fair for students, alumni, and prospective employers.

## **STUDENT EMPLOYMENT**

The Student Employment 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. Student Employment offers many advantages to students and to the community.

There are approximately 700 students employed through Longwood's Student Employment Program in the library, offices, laboratories, computer center, academic departments, athletic facilities, and other areas. The Student Employment 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.

## **COMMUNITY SERVICE LEARNING**

The G.I.V.E. (Groups & Individuals Volunteering Efforts) Office is a branch of Student Affairs, which provides the Longwood Community (consisting of faculty, staff, administrators, alumni, and, ultimately, students) with volunteer and service-learning placements in Farmville and the surrounding communities. The purpose of G.I.V.E. is to positively affect the Longwood community by promoting and enhancing campus-based community service and service-learning.

Volunteers give their time and abilities, independently or with student groups, to help local service agencies that have requested assistance. Students have an opportunity to further their commitment to social and civic 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, experience-based learning.

The goal of the G.I.V.E. Program is to enable students to help others while incorporating service into the learning component of their classroom experiences by involving them in activities that address human and community needs. Structured reflection sessions are designed to promote student learning and development.

We are committed to the Citizen Leader concept, vision, and process of learning that is enhanced through the practice of career development and experience-based learning in related disciplines. Benjamin Franklin explains the G.I.V.E. Office and its program and services by stating: "Tell me, and I forget; teach me, and I may remember; involve me, and I learn."

## **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 Longwood and the Southside Virginia communities. There are over 900 commuters at Longwood – more than half live outside the Farmville area.

Services provided for commuters include designated parking areas and a Commuter Lounge in Lankford, which has cooking facilities, lockers, messaging facilities, computers, telephone and College/community information designed for the unique needs of commuters. 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 216 Lankford Student Union.

## **COUNSELING CENTER**

The Counseling Center provides confidential counseling to any student experiencing psychological, social, behavioral, or academic difficulties. We intend to help students live effective, responsible, and satisfying lives and to contribute to the learning that will encourage them to be "citizen leaders for the common good." Through counseling, students can learn to better understand themselves, make healthy decisions, develop skills, solve problems that are difficult to resolve alone, and follow-through with personal and academic goals. Counseling Center services include: Individual Counseling, Support Groups, Workshops, Crisis Intervention, Consultation, Graduate Practicum Site, and Undergraduate Internship Site.

## **DINING SERVICES**

Longwood Dining Services 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. Our new, state-of-the-art Dining Hall offers a variety of choices for every need. Traditional meals, deli bars, pizza and pasta, grill, and meals "to go" are available on weekends. 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; a commuter 5-meal-deal; or by joining the Longwood Dollars declining balance program. Longwood Dollars is a pre-paid charge account where purchases are deducted from the account using the I.D. card. Longwood Dollars can be used at any LDS facility.

## **DISABILITY SERVICES**

The mission of the Office of Disability Services is to provide an integrated and cohesive set of support services for students with disabilities. It is NOT a separate program. Students are encouraged and guided through the self-advocacy process and will have the opportunity to expand and strengthen their individual study skills and develop new coping strategies.

Appropriate and reasonable accommodations are made on an individual and semester basis. Student must provide appropriate and current documentation of a disability; disclose that disability to the Director; and request accommodations and services. Eligibility is determined based on documentation. Accommodations such as priority registration, special housing, note takers, adaptive format materials, computer software, extended time on tests, non-distracted testing site, tutors, and sign language interpreters are available. Accommodations and services are also available for family members and others visiting Longwood College for special occasions.

## **HONOR AND JUDICIAL PROGRAMS**

The Office of Honor and Judicial Programs focuses on student learning with attention to the College's conduct standards and expectations, the honor system and tradition, and the fraternity and sorority judicial pro-

gram. Students' lives as citizen leaders rest in enhancing and maintaining dynamic living and learning environments (in and out of the classroom) for themselves and others. Honor & Judicial Programs provide education, leadership, and instructions for all matters related to students' responsibilities as members of the meaningful learning environment.

## **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 all times and to see that others do likewise.

## **LEARNING ENHANCEMENT CENTER**

The Learning Enhancement Center, created in 1988, provides a laboratory for innovative and ongoing support of student-centered learning. To fulfill its mission, the Learning Center provides an integrated and cohesive set of services to students. Programs are designed to assist students 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.

The Learning Enhancement Center houses Tutorial Services, the Writing Lab, Disability Support Services, College Plus, the Honors Program, the Office of New Student Programs, and a library of self-paced study materials and student learning workshops.

## **MULTICULTURAL AFFAIRS**

The Office of Multicultural Affairs (OMA) is committed to enhancing and maintaining a culturally diverse and pluralistic academic community, and to also ensure women and individuals from under-represented groups have opportunities to develop their academic and social potential.

Goals of OMA:

- Provide a welcoming environment for students of many cultures in order to recruit and retain a diverse student body.
- Ensure student support services, academic support services, and co-curricular programs are sufficiently diverse to meet the needs of a multicultural student body.
- Prepare all students to function effectively in an evolving, pluralistic, and increasingly diverse society.
- Develop programs to enhance campus-wide understanding and appreciation of diversity.
- Collaborate with campus groups, committees, and the community on issues of diversity.

The Office of Multicultural Affairs, located in Lancaster 121, assists all students (regardless of race, ethnicity, gender, disability, etc.).

## **NEW STUDENT PROGRAMS**

The Office of New Student Programs 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 upper division students who help ensure a new student's 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 Welcome Week 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, Welcome Week also 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 achieving academic and personal success at 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.

## **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.

## **RESIDENCE EDUCATION & 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, first and second year students are expected to live in the residence halls as part of the residence education program for their undergraduate experience, unless they qualify for an exception to the Residency (Residence Hall) Requirement. Seniors are encouraged to take advantage of the "Senior Privilege" and juniors are encouraged to apply for the "Junior Exception". The entire Residency Requirement is outlined in the Longwood Student Handbook.

## **FIRST YEAR 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. 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 Cox, 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 some rooms. Curry, Tabb, and South Ruffner rooms are single, double, and triple occupancy. Tabb and South Ruffner Halls have community shower/bathroom facilities located off 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. Cox provides a substance-free living option, with upper division residents, in double occupancy suites. All first-year residential spaces are alcohol-free.

## **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), Curry, Frazer, Cox, the Cunninghams, Stubbs, and Wheeler Halls house upper division and transfer students. ARC requires a special application process and, along with Curry and 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 (Theatre and Arts), Satisfaction (substance-free), and Fraternity and Sorority 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 Coordinators (RECs) 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. 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, closets, desks, chairs, high-speed internet connection and telephone jacks. In order to personalize rooms, students are encouraged to contact their roommates 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 regarding residential programs and housing services is available from the Office of Residence Education and Housing and through the College web page.

## **STUDENT HEALTH SERVICES**

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

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

Fulltime students must have a Health Record on file in Student Health. State law requires all students to be immunized against measles, rubella, mumps, polio, diphtheria, and tetanus. A screen for tuberculosis, using a 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.

Appointments with a clinician are available Monday through Friday during the academic year. Allergy injections are also given by appointment.

## **ACCIDENTAL 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. Premiums must be paid directly to the insurance carrier by the student. Brochures are available in Student Health.

## **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.

## **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 new college experience and serves as the "living room" of the campus. The Union, and its formal and informal programs, serves 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 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 Café (with Chic-fil-A and Pizza Hut), U.S. Post Office with resident student mailboxes, Office of Fraternity and Sorority Life, Leadership and Commuter Affairs Office, *The Rotunda* Office, the Peer Helpers' Office, and the Greek Council Office.

## 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.

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, fraternities and sororities, academic clubs and honoraries, student governance councils, and religious organizations, among others. The Student Union office, in Lankford 218, maintains a list of registered student groups and contact information.

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.

The Office of Student Union and Activities, in conjunction with Lancer Productions, provides a wide variety of programs encompassing different areas of student interest. These activities compliment and enhance the academic experience. The Director and Assistant Director of the Student Union and Activities advise Lancer Productions students in the design and implementation of programs. The management of all performance activities is handled by the Director.

## 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.

# Students

## ROLE AND PARTICIPATION OF STUDENTS: INSTITUTIONAL DECISION-MAKING

At Longwood College, students are encouraged to participate in decision-making, and 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, twelve 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 fraternity/sorority community.

## 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.

## GREEK ORGANIZATIONS

There are twenty-one social and service fraternities and sororities available for membership. These organizations are member groups of the National Pan-Hellenic Council (NPHC – historically Black fraternities and sororities), the North American Interfraternity Conference (NIC/IFC – mainly historically White fraternities), and the National Panhellenic Conference (NPC – historically White sororities). Longwood is unique because four NPC sororities were founded on its campus over 100 years ago, hence being dubbed the "mother of sororities."

Longwood extends to students an opportunity to join these groups if they have completed at least 12 credit hours at Longwood College, and have a minimum 2.0 cumulative GPA. Individual organizations may require up to a minimum GPA of 2.5 and 24 credit hours. Specific information regarding GPA and credit requirements of a particular group is available through the Office of Fraternity and Sorority Life.

These organizations develop all areas of personal competence, including leadership, academic, and communication skills. Each semester, members contribute many hours to community service and philanthropic efforts.

## STUDENT PUBLICATIONS

*The Rotunda*, a student newspaper, keeps students and faculty informed of events and interests at Longwood, as observed from the student point of view, and expresses the attitude of students toward the various phases of student life.

*Gyre* and the *Tyrant* are literary magazines containing essays, poetry, prose, short stories, and art contributed by students.

## MORTAR BOARD

The principal honor organization on campus, Mortar Board, was chartered in 1993 as an outgrowth of Geist and its predecessor, Alpha Kappa Gamma. Mortar Board is a senior honorary society, recognizing three outstanding qualities: leadership, scholarship, and service. Mortar Board members plan, coordinate, and implement activities for Oktoberfest weekend, and organize at least one community service project.

## HONOR AND PROFESSIONAL SOCIETIES

There are a number of honor and professional societies, and departmental clubs that 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.

The local chapter of Alpha Lambda Delta, a national society that honors high scholastic achievement in the freshman year, 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, soccer and tennis; men's baseball and golf; and women's softball. The remaining sports compete in the Eastern College Athletic Conference (ECAC) – women's golf, field hockey and lacrosse and men's wrestling.

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

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

**Men's Teams:** baseball, basketball, cross country, golf, soccer, and tennis.

The objectives of the Athletic Department are:

1. Enhance the general student population by attracting academically and athletically-talented students;
2. Graduate student athletes at the same ratio as the general student body;
3. Insure that student-athletes benefit from the affective student development model of the College;
4. Compete successfully with NCAA institutions of similar stature;
5. Provide a positive window of visibility in the media for the College;
6. Accommodate the athletic interests of the student population in harmony with gender and minority issues through a commitment to offering a variety of intercollegiate sports;
7. Create a pride and identity for and with the citizens of the region, and
8. Strictly comply with all rules and policies of the College and the NCAA.

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 through the Faculty Athletics Representative, who serves as chair of the council.

## 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.**

Students may elect to graduate under the provisions of any subsequent catalog. In all cases, students must have been duly admitted to Longwood College and an academic program of study and meet all of the requirements for graduation in *one* catalog. Students may not select partial requirements from more than one catalog. Students will be assumed to be under the catalog in effect at the time of admittance unless they notify the registration office, in writing, that they wish to adopt a subsequent catalog. Once a student has selected a subsequent catalog, they may not revert to an earlier catalog.

Catalogs are in effect for a six-year period. Students who do not complete the degree in six years may elect any subsequent catalog. If they fail to elect a particular catalog, they automatically become subject to the catalog in effect in their seventh year.

## 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 in which the student's major program of studies is associated.

The programs in the School of Business and Economics are listed on page 74, in the School of Education and Human Services on page 97, and in the School of Liberal Arts and Sciences on page 149. 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 student 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.;
- and, 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 Office of Registration.

### **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 English Proficiency examination. Students may not participate in an internship, student teaching, or graduate until they have demonstrated proficiency by passing this 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; Directed or Independent Study (1-18 credits) – 390, 391, 490; 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 70.

## 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 Office of Registration 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 Registration:** normally begins in February with students required to register by Registration Deadline for the session in which the course is listed to avoid a late registration fee.
3. **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.
4. **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.)

## Drop/Add Period

Students may make schedule adjustments (adds and/or drops) until the close of business on the sixth day of classes. A consultation with the advisor is encouraged for any change made during this period. 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 the 35th day of regularly scheduled 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 drop/add, and last day to withdraw without academic penalty are included in the official college calendar and in the *Master Schedule of Classes* for regular semesters.

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

All registration and drop/add transactions must have the approval of the academic advisor and must be processed through appropriate procedures 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, two and a half 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 the 35th day of regularly scheduled 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 35th day of regularly scheduled classes must, by noon of the last class day, have a letter sent to the Dean of the student's school by the student's personal 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 Office of Registration 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 the School 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 the School 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 Office of Registration 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, but 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, 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 003 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 academic penalty. It is automatically assigned for withdrawal from the end of the drop period (first ten class days) 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 Office of Registration 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/practica 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.

## **Grade Estimates**

During the regular session, grade estimates are issued to all first-year students, upperclass 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 Office of Registration 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 Office of Registration, 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 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 aver-

age 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.

## **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 are placed on probation based on their cumulative grade point average at the end of the fall semester and at the end of the last summer session. Students with cumulative grade point averages below 2.0 at the end of the spring semester will be notified that unless they raise their cumulative grade point average by the end of the last summer session they will be placed on probation at that time. Probation 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.

Students are suspended at the end of the fall semester and at the end of the last summer session. Students with cumulative grade point averages that qualify for suspension under the above criteria at the end of the spring semester will be notified that unless by the end of the last summer session they raise their cumulative grade point average so that they no longer meet any of the above criteria they will be suspended at that time. Suspended students may not enroll in classes at Longwood for academic credit.

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 Office of Registration 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 Office of Admissions 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. 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.*

## 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 Office of the Dean of Students 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 Office of Registration 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 Office of Registration, 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:

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.

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.

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 that office.*

Academic Records/Transcripts – Office of Registration, Barlow Hall  
Disciplinary Records – Office of Student Services, Lancaster Hall  
Financial Records – Office of Student Accounts, Lancaster Hall  
Financial Aid Records – Office of Financial Aid, Lancaster Hall  
Medical/Health Records – Office of Student Health, Graham Building  
Mental Health Records – Office of 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 Office of Registration. 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 Office of Registration. 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 (VCCS), Richard Bland College (RBC), The Maryland Community College System (MCCS) and Other Approved Out-of-State Associate Degree Programs

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) from the VCCS, RBC, MCCS or other approved out-of-state associate degree program, **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 equivalency is made are counted as free electives. Hours or fractions waived in accepting course equivalences 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 the Office of Registration.

### Correspondence Course

A maximum of 14 semester hours of correspondence course credit may be applied 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  
Kathy Charleston, Assistant 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: Educational Leadership (Administration and Supervision), Curriculum and Instruction Specialist/English, Curriculum and Instruction Specialist/Theatre, Curriculum and Instruction Specialist/Modern Languages, Curriculum and Instruction Specialist/Mild Disabilities (LD, E/BD, and Mr), Curriculum and Instruction Specialist/Physical Education, School Library Media Specialist, Guidance and Counseling, Community and College Counseling, and Literacy and Culture. The Special Education Initial Licensure Program with a master's degree option and the Elementary N,K-6 (initial licensure), are available for persons with a baccalaureate degree in any discipline. In addition, licensure only programs in School Library Media and Educational Leadership are available for licensed teachers. 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. In any case where an undergraduate student is registered for a 500-level course that is to be applied to a graduate degree, the Director of Graduate Studies must notify the Office of Registration designating whether the course is to be applied to the graduate career.

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:

<i>Major</i>	<i>Degree Options</i>
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.
Communication Studies	B.A.
Computer Science	B.A., B.S.
Economics	B.A., B.S.
English	B.A.
History	B.A.
Liberal Studies	B.A., B.S.
Mathematics	B.A., B.S.
Modern Languages	B.A.
Physical and Health Education	B.S.
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	Modern Language
Art History	Economics	Outdoor
Art, General	English	Philosophy
Biology	Geography	Photography
Business Administration	Graphic Design	Physics
Chemistry	Health Education	Political Science
Coaching	History	Psychology
Communications Studies	International Studies	Sociology
Computer Science	Journalism	Special Education
Dance	Mathematics	Theatre
Earth Science	Music	Women's Studies

# Cooperative Programs

## Cooperative Dual-degree 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 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.

# 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. All students must pass proficiency tests in computer competencies.
7. 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.)
8. Not more than 14 hours of credit by correspondence.
9. Approval of the individual by the general faculty as a candidate for graduation.
10. A formal Application for Degree. This application for graduation must be filed in the Office of Registration at least one full year prior to the date of graduation.

## Freshman Year Requirements

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.

**LSEM 100. *Longwood Seminar.*** The goal of the Longwood Seminar is to help develop citizen leaders for the common good by promoting critical thinking and analysis in all aspects of the students' lives and by developing the knowledge and skills that lead to college success. 1 credit.

Students must pass computer proficiency tests. Students are strongly encouraged to satisfy this requirement by the end of their sophomore year. Major programs may specify additional computer competencies.

### **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 65-68 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  
Humanities (6 credits) – in at least two disciplines and not in the discipline of the major.  
Foreign Languages (3 credits) – at the 202 level or above  
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**

Art  
Communication Studies  
Dance  
Literature  
Modern Language  
Music  
Philosophy  
Religion  
Theatre

**Social Sciences**

Anthropology  
Economics  
Geography  
History  
Political Science  
Psychology  
Sociology

## Major Program Requirements

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

## 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.



## Computer Competency Requirement

Students must pass computer proficiency tests. Students are strongly encouraged to satisfy this requirement by the end of their sophomore year. Major programs may specify additional computer competencies.

## Grade Level Progression

Freshman	1-24 credit hours
Sophomore	25-55 credit hours
Junior	56-88 credit hours
Senior	89+ credit hours

## 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).

ENGL 100  
ENGL 101

Rhetoric and Research/3 Credits  
Composition and Literary Analysis/3 Credits

**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  
ART 121  
ART 130  
ART 160  
DANC 267  
MUSC 223  
MUSC 224  
MUSC 226  
MUSC 227  
THEA 101  
MUSC 151  
MUSC 153  
MUSC 201-208

Foundations of Contemporary Design/4 credits  
Intro to Environmental Design Issues/4 credits  
Drawing/4 credits  
Introduction to the Visual Arts/4 credits  
Historical Perspectives of Dance/4 credits  
Introduction to Music/4 credits  
The Appreciation of Music/4 credits  
Music and the Arts/3 credits  
Jazz, Folk, Rock, and the Music of Broadway/3 credits  
Introduction to the Theatre/4 credits  
Group Piano/1 credit  
Voice Class/1 credit  
Music Ensembles/1 credit  
Some ensembles require auditions and others do not.  
Theatre Performance/1 credit  
Theatre Production/1 credit

THEA 102  
THEA 103  
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).

ENGL 201  
ENGL 202  
ENGL 203

World Literature/3 credits  
British Literature/3 credits  
American Literature/3 credits

NOTE: ENGL 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)

CMSC 121	Introduction to Computer Science/3 credits
MATH 121	Functions and Graphs/3 credits
MATH 171	Statistical Decision Making/3 credits

NOTE: Students who complete Calculus (MATH 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).

BIOL 101	Biological Concepts/4 credits
CHEM 101	General Chemistry/4 credits
EASC 210	Physical Geology/4 credits
PHYS 101	General Physics/4 credits

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

HIST 100	Foundations of Western Civilization/3 credits
HIST 110	Modern Western Civilization/3 credits

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

ANTH 101	Introduction to Anthropology/3 credits
FREN 201	Intermediate French I/3 credits
GEOG 201	Basic Elements of Geography/3 credits
GERM 201	Intermediate German I/3 credits
HLTH 210	World Health Issues/3 credits
HIST 200	History of China/3 credits
PHIL 242	World Religions/3 credits
POSC 245	Gender and Politics/3 credits
POSC 255	Introduction to Comparative Politics/3 credits
SPAN 201	Intermediate Spanish I/3 credits

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

ANTH 106/WSTU 106	Introduction to Women's Studies/3 credits
ECON 111	Contemporary Economic Issues and Social Policy/3 credits
HIST 221	United States History to 1877/3 credits
HIST 222	United States History Since 1877/3 credits
POSC 150	American Government and Politics/3 credits
PSYC 101	Introduction to Psychology/3 credits
SOCL 101	Principles of Sociology/3 credits
SOCL 102	Contemporary Social Problems/3 credits

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

PHED 101

Total Fitness through Exercise/2 credits

Physical Education Sports Activity/1 credit

*Students may choose one of the following eight sections of this 2 credit course: Total Fitness through Aerobic Exercise, Aerobic Dance, Cycling, Multiple Activities, Swimming, Water Aerobics, Weight Training, or Restricted Activities.*

*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)

ANTH 461

Senior Seminar in Anthropology/3 credits

BIOL 485

The Ethics of Biology/1 credit

CDIS 393

Ethics in Communication Disorders/1 credit

CDIS 394

Clinical Procedures/3 credits

CMSC/MATH 350

Ethical Issues in Mathematics and Computer Science/1 credit

MANG 473

Business Ethics/1 credit

MISC 402

Ethics and Professionalism/3 credits

PHIL 305

Ethics Seminar/3 credits

PHIL 306

Ethics/1 credit

PHIL 315

Biomedical Ethics/3 credits

PHIL 316

Environmental Ethics/3 credits

POSC 331

Political Philosophy/3 credits

or POSC 332

Political Philosophy/3 credits

SOWK 336

Interventive Means in Social Work/3 credits

SOCL 461

Senior Seminar in Sociology/3 credits

RECR 426

Ethical and Legal Issues in Health and Human Service/3 credits

PHED 398

Ethics in Sports and Physical Education/3 credits

#### 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 that 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 Center

## STAFF

Amy Lammerts, Coordinator, CEC

Dr. Patricia Whitfield, Associate Dean and Director of Graduate Studies

Janet Fox, Program Coordinator, CEC

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 a vocational, 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 are scheduled at selected off-campus sites. Longwood operates the Continuing Education Center of Southern Virginia (CEC) and offers many site courses.

## COMMUNITY PROGRAMS

Longwood and its off-campus center offer a variety of a vocational 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.

## CONTINUING EDUCATION CENTER OF SOUTHERN VIRGINIA

The mission of the Continuing Education Center of Southern Virginia is to bring educational opportunities to the citizens of Southern Virginia, an area with limited educational resources. The Center's main focus is on adult learning. The center offers 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 Continuing Education Center of Southern Virginia to provide opportunities of learning for the people in the area so they can develop the skills 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 Continuing Education Center of Southern Virginia.



# Honors Programs

## LONGWOOD HONORS PROGRAM

Geoffrey C. Orth, 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.

Entering students are invited to join the Honors Program based on a screening of their high school records and their SAT scores. The Committee also 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 in the discipline of their research, 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 COURSE DESCRIPTIONS

**HONORS 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.

**HONORS 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.

**HONORS 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.

**HONORS 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.

# ACADEMIC SCHOOLS, DEPARTMENTS, AND PROGRAMS

## **SCHOOL OF BUSINESS AND ECONOMICS - 74-96**

Department of Accounting, Economics, and Finance - 78-85, 88-92  
Department of Management, Marketing, and  
Computer Information Management Systems - 78-84, 86-87, 92-95  
Department of Military Science - 84, 95-96

## **SCHOOL OF EDUCATION AND HUMAN SERVICES - 97-148**

Department of Education, Special Education, Social Work,  
and Communication Disorders - 98-120  
Department of Health, Physical Education, Recreation, and Dance - 121-148

## **SCHOOL OF LIBERAL ARTS AND SCIENCES - 149-301**

International Studies - 150-153  
Liberal Studies - 154-157  
Women's Studies - 158-159  
Department of Art - 160-173  
Department of Communication Studies and Theatre - 174-185  
Department of English, Philosophy, and Modern Languages - 186-207  
Department of History and Political Science - 208-223  
Department of Mathematics and Computer Science - 225-235  
Department of Music - 236-251  
Department of Natural Sciences - 252-281  
Department of Psychology - 282-287  
Department of Sociology and Anthropology - 288-301

# SCHOOL OF BUSINESS AND ECONOMICS

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

Vacant, *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**

Major Glenn Gildon, *Officer in Charge*

Dana Owen, *Secretary to Military Science Faculty*

# School of Business and Economics

## *Vacant, Dean*

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 Dunnavant, *Executive Secretary to the Faculty*

## **Faculty**

Cheryl L. Adkins, Ph.D., *Associate Professor of Management*

C. Mitchell Adrian, D.B.A., *Assistant Professor of Management*

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*

Mary A. Flanigan, Ph.D., CPA, *Associate Professor of Accounting*

Melinda I. Fowlkes, M.B.A., CPA, *Assistant Professor of Business*

Sally W. Gilfillan, M.S. Acct., CPA, *Associate Professor of Accounting*

Drew L. Harris, Ph.D., *Assistant Professor of Management*

Claire R. LaRoche, J.D., M.B. A., *Assistant Professor of Business Law*

Linda K. Lau, Ph.D., *Assistant Professor of Information Systems*

Melanie B. Marks, Ph.D., *Associate Professor of Economics*

Ronald F. McPherson, Ph.D., *Associate Professor of Information Systems*

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*

Tracy T. Ryan, Ph.D., *Assistant Professor of Management/Marketing*

Lucinda E. Sinclair, Ph.D., *Assistant Professor of Communications*

Linda B. Wright, Ph.D., *Assistant Professor of Marketing*

## **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.

## **SCHOOL OF BUSINESS AND ECONOMICS**

The School of Business and Economics is one of 28 undergraduate-only business school accredited by AACSB, the nation's most prestigious business school accrediting agency. The School is characterized by excellence in teaching and high levels of student achievement as defined by the business community. The vision, mission, values, and strategic goals of the School of Business and Economics are defined as follows:

**VISION:** To be the best undergraduate business school in Virginia.

**MISSION:** To prepare effective and successful business leaders capable of making valued contributions within the global marketplace.

## **VALUES:**

- Quality built into all our processes
- Commitment to innovation
- Continuous improvement in all we do
- Ethical decision making

- Teamwork and respect for each other
- Lifelong learning and growth for faculty, staff, and students
- Global focus
- Commitment to the liberal arts for a sound education

### **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

Students will:

- Create a web-based portfolio as a part of their program of study that documents their experiences and accomplishments
- Demonstrate computer proficiency that meet or exceed the School of Business and Economics standards.
- 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.



SOCL 375	Criminology/3 credits
SOCL 376	Sociology of Law/3 credits

**No concentration – 15 credits**

Electives/15 credits (at the 300 or 400 level)

**E. Electives:**

Business Economics concentration: 21 or 22 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.

Public Policy Concentration: 15 or 16.

No Concentration: 33 or 34 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.

**F. Total Credits Required for a B.S. in Economics - 120**

**ECONOMICS MAJOR, B.A. DEGREE**

**International Economics Concentration**

**A. General Education Core Requirements 33 credits**

See General Education Requirements listed on pages 66-69

**B. Additional Degree Requirements 9 credits**

See Degree Requirements listed on page 63

**C. Major Requirements 58 - 65 credits**

ECON 217 Principles of Economics (Micro Emphasis)/3 credits

ECON 218 Principles of Economics (Macro Emphasis)/3 credits

ECON 309 Managerial Economics/3 credits

ECON 310 Comparative Economic Systems/3 credits

ECON 317 Intermediate Microeconomics/3 credits

ECON 318 Intermediate Macroeconomics/3 credits

ECON 319 International Economics/3 credits

ECON 414 Econometrics and Forecasting/3 credits

ECON 461 Senior Seminar/3 credits

ECON 492 Internship: Economics/1 credit

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

Electives/9 credits (at the 300 or 400 level)

CIMS 170 Computer Applications/3 credits

MANG 275 Business Statistics/3 credits

MATH 164 Precalculus/3 credits

or MATH 267 Applications of Calculus/4 credits

International Studies Minor/18 credits (which may include ECON 310 and 319 listed above)

**D. General Electives 13 - 20 credits**

**E. Total Credits Required for B.A. in Economics with Concentration in International Economics - 120**

**MINOR IN ECONOMICS**

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

### **Economics - 21 credits**

ECON 217 Principles of Economics (Micro Emphasis)/3 credits  
ECON 218 Principles of Economics (Macro Emphasis)/3 credits  
ECON 317 Intermediate Microeconomics/3 credits  
or ECON 318 Intermediate Macroeconomics/3 credits  
Economics electives/12 credits (at the 300 or 400 level) (ECON 492 may not be used as an Economics elective)

## **MILITARY SCIENCE PROGRAM**

### **Faculty and Staff**

Glenn Gildon, *Major, Assistant Professor of Military Science*

Dana Owen, *Secretary*

Army ROTC (Reserve Officers' 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 general elective hours and may be applied toward hours required to fulfill the graduation requirements for any degree.

Students enrolled in the Advanced Course receive a grant of up to \$2,000 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 and tuition, and \$600 per year for books and supplies, plus a grant of up to \$6,000.

Hampden-Sydney students are also 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 unless under scholarship contract. 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 \$4,000 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.

## **ACCOUNTING COURSE DESCRIPTIONS**

### **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.*** Selected topics in accounting. Topics may vary from semester to semester. May be repeated for credit when topics 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.

**COMPUTER INFORMATION MANAGEMENT SYSTEMS 370. *Management Information Systems.*** A general over-view 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 372. *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 373. *Database Management.*** Introduction to theory of data structure, implementation of database models, and applications using a conventional database system. Prerequisites: CIMS 370 and one of CIMS 272, CIMS 372, or CMSC 204. 3 credits.

**COMPUTER INFORMATION MANAGEMENT SYSTEMS 375. *Web Design and Development.*** This course teaches students how to use powerful, sophisticated, commercially-available Web design tools to create interactive multimedia projects in an interdisciplinary team environment. Students build a personal Web site, an interactive portfolio site, and a site for a "real world" client. Other topics include introduction to ASP, CGI, Perl, VBScript, JavaScript, and Jscript. Prerequisites: CIMS 170 and 370, or permission of the instructor. 3 credits.

**COMPUTER INFORMATION MANAGEMENT SYSTEMS 390. *Directed or Independent Study.*** Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

**COMPUTER INFORMATION MANAGEMENT SYSTEMS 471. *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 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 give students an opportunity apply their technical and professional skills and to observe organizations in action. Prerequisites: Cumulative GPA of 2.0 or greater, 60 credits, declared business or economics major, a declared concentration, and permission of the internship director. 1-3 credits per internship placement; limited to a maximum of 6 credits.

**COMPUTER INFORMATION MANAGEMENT SYSTEMS 495. *Special Topics. Selected 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.

**COMPUTER INFORMATION MANAGEMENT SYSTEMS 498. *Honors Research in Computer Information Management Systems.*** Students conduct research in computer information management systems under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits.

## ECONOMICS COURSE DESCRIPTIONS

General Education Course \*

Writing Intensive Course \*\*

**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 302.** *Law for Economists.* Students will evaluate the law based on economic principles and will form connections to public policy. Specifically, students will examine the effects of current law on behavior and predict the effects of future laws on society. Topics include economics of crime and punishment, economic theory of property and property liability, and medical malpractice. Students will apply legal and economic concepts to recent cases. Prerequisite: ECON 217. 3 credits.

**ECONOMICS 303.** *Economics of Sports.* A study of how economic theories apply to the markets for professional and amateur sports. Topics will include competition within the industry, wage determination, labor market functions, regulation and market failure. Class will be discussion oriented. Prerequisite: ECON 217. 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 that 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 311, 312. *Studies Abroad.*** Primarily intended for transfer of credit earned abroad in courses in economics. 1-18 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 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 400. *Economics in Elementary School Classroom.*** Teachers will learn how to make economics come alive in their classroom. Teachers will learn how to teach basic economics principles addressing scarcity, production, consumption, opportunity cost, markets, etc. Major focus will be hands-on activities for young students. Virginia SOL's will be discussed. Course taught through Longwood College Center of Economic Education. Not for credit toward the economics major, minor, or concentration. 1 credit. Summer only.



**ECONOMICS 401. *Economics in the High School Classroom.*** Teachers will learn basic economic concepts and how to apply them to topics including domestic and global issues such as the environment, international trade, economic reform in Russia, macroeconomic policy, welfare reform, and drug legalization. Classroom activities and social studies SOL's will be addressed. Course taught through the Longwood College Center of Economic Education. Not for credit toward the economics major, minor, or concentration. 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 111. 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.*** An on-the-job learning experience designed to give students opportunity to apply their technical and professional skills and to observe organizations in action. Prerequisites: Cumulative GPA of 2.0 or greater, 60 credits, declared business or economics major, a declared concentration, and permission of internship director. 1-3 credits per internship placement; limited to a maximum of 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 498. *Honors Research in Economics.*** Students conduct research in economics under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 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 COURSE DESCRIPTIONS**

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 311, 312. *Studies Abroad.*** Primarily intended for transfer of credit earned abroad in courses in finance. 1-18 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 390. *Directed or Independent Study.*** Must be approved by the head of the department. May be repeated as 391. 1-18 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.*** An on-the-job learning experience designed to give students an opportunity to apply their technical and professional skills and to observe organizations in action. Prerequisites: Cumulative GPA of 2.0 or greater, 60 credits, declared business or economics major, a declared concentration, and permission of internship director. 1-3 credits per internship placement; limited to a maximum of 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.

**FINANCE 498. *Honors Research in Finance.*** Students conduct research in finance under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits.

## MANAGEMENT COURSE DESCRIPTIONS

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 291. *Business Communication.*** Principles, practices, and techniques of writing and speaking in business settings. Includes report and letter writing, interpersonal and group communication, and oral presentation skills. Prerequisite: CIMS 170. 3 credits.\*\*

**MANAGEMENT 295. *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 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 101 or SOCL 101. 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 390.** *Directed or Independent Study.* Must be approved by the head of the department. May be repeated as 391. 1-18 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 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 474.** *Managing Business Ethics and Diversity.* Comparison of egoistic, deontological, and utilitarian ethical theories as well as the exploration of the perception of human differences based on concepts of demographic and cultural diversity. Methods and suggestions are analyzed for turning ethical and diversity issues into management opportunities. 3 credits. \*

**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 give students an opportunity to apply their technical and professional skills and to observe organizations in action. Prerequisites: Cumulative GPA of 2.0 or greater, 60 credits, declared business or economics major and a declared concentration, and permission of internship director. 1-3 credits per internship placement; limited to a maximum of 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. \*\*

**MANAGEMENT 498.** *Honors Research in Management.* Students conduct research in management under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits.

## MARKETING COURSE DESCRIPTIONS

Writing Intensive Course \*\*

**MARKETING 295. *Special Topics.*** 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. Prerequisite: ECON 217. 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 pre-testing 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 marketing; 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 390. *Directed or Independent Study.*** Must be approved by the head of the department. May be repeated as 391. 1-18 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 488. *Electronic Marketing.*** Survey course designed to provide an overview of electronic commerce with an emphasis on e-retailing, consumer behavior on-line, internet advertising, and on-line market research. Prerequisite: MARK 380. 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 give students an opportunity to apply their technical and professional skills and to observe organizations in action. Prerequisites: Cumulative GPA of 2.0 or greater, 60 credits, declared business or economics major, a declared concentration, and permission of internship director. 1-3 credits per internship placement; limited to a maximum of 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.

**MARKETING 498. *Honors Research in Marketing.*** Students conduct research in marketing under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits.

## **MILITARY SCIENCE COURSE DESCRIPTIONS**

**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. 3 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 applications; and the influence of society, technology, and personal leadership on the conduct of war. Concentration on American military history from colonial times to the present. 3 credits.

**MILITARY SCIENCE 201. *Leadership I.*** An introduction to the basic concepts and skills required to become an effective leader of small groups. The case study approach is emphasized in analyzing leadership in military, business and other situations. 3 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. 3 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. 1-3 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. 4 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. 4 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. 4 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. 1-3 credits.

# SCHOOL OF EDUCATION AND HUMAN SERVICES

J. David Smith, *Dean*

Patricia R. Whitfield, *Associate Dean*

Peggy Ward, *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-6) Liberal Studies is the required major for students who also register for the elementary education program.
2. A 40-credit undergraduate program in middle school education (6-8) Liberal Studies is the required major for students who also register for the middle school education program. Additional discipline specific courses are also required (see catalog page 101-102)
3. A five-year program in special education with licensure in learning disabilities, emotional/behavioral disorders, and mild-moderate mental retardation K-12. 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.
4. A B.S. or B.A. degree in Social Work.
5. 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.
6. 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 5:00 p.m. the last day of classes at the end of the first semester of the sophomore year. Students transferring with at least junior status must complete the application by the end of the fourth week in their second semester at Longwood. Matriculated students in their sophomore, junior or senior year, for whom Education is not the declared program of study but who wish to enter the Teacher Preparation Program, must schedule an appointment with the Office of Student Teaching to determine the deadline for application based upon their individual circumstances.

## 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 220, or in EDUC 245 and disci-



pline-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 Office of Registration. 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

The Teacher Preparation Program at Longwood now requires passing scores on Praxis I for admission to Teacher Preparation. This insures that beginning with the class of 2002 the passing rate for program completers will be 100%.

## EDUCATION PROGRAM

### Faculty

Lee Banton, Ed.D., *Professor*

Barbara Chesler, Ed.D., *Associate 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 AND MIDDLE SCHOOL EDUCATION PROGRAM

The Department of Education, Special Education, Social Work, and Communication Disorders offers a 40-credit program in elementary education and in middle school education. Students completing these programs will be licensed to teach in Virginia with an endorsement in nursery school and kindergarten through sixth grade (N, K-6) and/or sixth through eighth grade (6-8).

The Liberal Studies Major has been designed specifically for students seeking licensure to teach with an Elementary or Middle School Endorsement 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 or middle school education program. After completing the degree and program requirements, students receive a B.A. or B.S. Degree in Liberal Studies and a license to teach with an endorsement in N, K-6, 6-8; or both.

Students seeking teacher licensure and majoring in Liberal Studies will be assigned an academic advisor in Liberal Studies or Education. Such students declare Liberal Studies as their major by the end of the sophomore year and inform the Office of Registration that they will be majoring in Liberal Studies and seeking teacher licensure with an Elementary School Endorsement, a Middle School Endorsement or both.

### **Elementary Endorsement Requirements**

The 40-credit Elementary School program consists of the following education courses:

- EDUC 245 Human Growth and Development/3 credits
- EDUC 260 Introduction to the Teaching Profession/2credits
- EDUC 325 Teaching Reading and Language Arts in the Elementary School/2 credits
- EDUC 326 Teaching Reading and Language Arts in the Elementary Grades (N,K-6)/2 credits
- EDUC 450 Principles of Instruction (N,K-8)/2 credits
- EDUC 451 Curriculum in the Elementary School (N,K-6)/2 credits

Practica: Two practica are required: one on the primary level and one on the middle school level

Take in first session of summer school at end of freshman or sophomore year:

- EDUC 265 Practicum I – Primary or Middle School level/3 credits

Take fall or spring semester:

- EDUC 305 Practicum in Early Childhood/3 credits (Prerequisite: EDUC 265)

**OR**

Take in first session of summer school at end of sophomore or junior year:

- EDUC 370 Practicum II – Primary or Middle School Level/3 credits (Prerequisite: EDUC 265)

- EDUC 380 Classroom Assessment/2 credits

- EDUC 484 Media and Technology/1 credit

- EDUC 487 Classroom Management and System Issues/3 credits

- EDUC 489 Survey of Exceptional Children/3 credits

(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 and Middle School /11 credits

**OR**

- EDUC 401 Directed Teaching in the Elementary School / 11 credits

- EDUC 488 Education Seminar/1credit

**TOTAL CREDITS/40**

### **Middle School Endorsement Requirements**

Students wishing an endorsement to teach at the middle school level, grades 6-8, must complete in addition to the liberal studies courses above and the 40 credit education component below, designated courses in at least **two** areas.

The 40 credit Middle School program consists of the following education courses:

- EDUC 245 Human Growth and Development/3 credits
- EDUC 260 Introduction to the Teaching Profession/2credits
- EDUC 325 Teaching Reading and Language Arts in the Elementary School/2 credits
- EDUC 327 Teaching Reading and Language Arts in the Middle School Grades (6-8)/2 credits
- EDUC 450 Principles of Instruction (N,K-8) /2 credits
- EDUC 452 Curriculum in the Middle School (6-8)/2 credits

Practica: Two practica are required: one on the primary level and one on the middle school level

Take in first session of summer school at end of freshman or sophomore year:

- EDUC 265 Practicum I – Primary or Middle School level/3 credits

Take fall or spring semester:

- EDUC 305 Practicum in Early Childhood/3 credits (Prerequisite: EDUC 265)

**OR**

Take in first session of summer school at end of sophomore or junior year:

- EDUC 370 Practicum II – Primary or Middle School Level/3 credits (Prerequisite: EDUC 265)

- EDUC 380 Classroom Assessment/2 credits
- EDUC 484 Media and Technology/1 credit
- EDUC 487 Classroom Management and System Issues/3 credits
- EDUC 489 Survey of Exceptional Children/3 credits

(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 and Middle School /11 credits

**OR**

- EDUC 405 Directed Teaching in the Middle School / 11 credits
- EDUC 488 Education Seminar/1credit

**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 B.A. or B.S. 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 6-12**

Biology	Mathematics
Chemistry	Physics
Computer Science	Political Science
English	Theatre Arts
History	

To teach on the secondary level, a student must have an advisor in one of the departments listed above. A form in the Office of Registration 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.

- EDUC 245 Human Growth and Development/3 credits
- EDUC 260 Introduction to the Teaching Profession/2 credits
- EDUC 380 Classroom Assessment/2 credits
- EDUC 430 Teaching Reading in the Content Area/2 credits
- EDUC 455 Principles of Secondary Education/1 credit
- EDUC 484 Media and Technology/1 credit
- EDUC 487 Classroom Management and System Issues/3 credits
- EDUC 489 Survey of Exceptional Children/3 credits

Methods course in the student's major/3 credits

(Please see undergraduate catalog for course number and title)

#### **Practicum:**

Take in First Summer School session at end of freshman or sophomore year:

- EDUC 265 Practicum I (middle school level)/3 credits

Take in First Summer School Session at end of sophomore or junior year:

- EDUC 370 Practicum II (secondary level)/3 credits

(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/11 credits

EDUC488 Education Seminar/1 credit

TOTAL CREDITS/38

\*English majors take ENGL 482 instead of EDUC 402.

\*Mathematics and computer science majors MATH 482 instead of EDUC 402

#### **TEACHER EDUCATION PROGRAM N, K-12**

Art

Instrumental Music

Modern Languages: French, German, Spanish

Physical Education

Vocal/Choral Music

For students who want to teach art, modern languages (french, german, spanish), 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 6-12:**

ALGEBRA I: for secondary majors

BIOLOGY: for science majors only

CHEMISTRY: for science majors only

COMPUTER SCIENCE: for math majors only

DRIVER EDUCATION: for secondary majors

EARTH SCIENCE: for science majors only

ECONOMICS: for secondary majors

GEOGRAPHY: for secondary majors

HISTORY: for secondary majors

JOURNALISM: for secondary majors

PHYSICS: for science majors only

POLITICAL SCIENCE: for secondary majors

THEATRE ARTS: for secondary majors

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

MATHEMATICS: for computer science majors.

## EDUCATION COURSE DESCRIPTIONS

### Writing Intensive Courses \*\*

A special fee is charged for all practicum and student teaching 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 and schooling that addresses the foundations of education and the professional aspects of teaching. Emphasis on the history and philosophy of education; school organization; governance; legal and financial issues; teacher preparation; professional development; practicum preparation; and lesson planning. 2 credits.

**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. *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. Prerequisite: EDUC 265. 3 credits.

**EDUCATION 311-312. *Studies Abroad.*** Primarily intended for transfer of credit earned abroad in courses in education. 1-18 credits.

**EDUCATION 325. *Introduction to Teaching Reading and Language Arts in the Elementary and Middle School (N,K-8).*** Reading, both fiction and nonfiction, vocabulary, comprehension, speaking and listening skills, and study skills will be emphasized. Required for those seeking licensure at the elementary and/or middle school levels. Prerequisite: EDUC 260 or consent of the instructor. 2 credits.

**EDUCATION 326. *Teaching Reading and Language Arts in the Elementary School (N,K-6).*** Adaptive rates of reading for emergent and early literacy development will be emphasized as well as word recognition, and skills for content fields such as comprehension, word study, vocabulary, phonics, process writing and handwriting(manuscript). Literature based and basal reading instruction techniques will be included. Required for those seeking licensure at the elementary levels. Prerequisite: EDUC 260 or consent of instructor. 2 credits.



**EDUCATION 327.** *Teaching Reading and Language Arts in the Middle School Grades (6-8).* Adaptive rates of reading for intermediate and fluent readers will be emphasized as well as vocabulary study. Skills for content fields such as comprehension, process writing, spelling, grammar, and handwriting (cursive) will also be included. Various reading programs and literature based and basal reading instruction will be emphasized to include different genres of literature, literary elements, and author studies. Required for those seeking licensure at the middle school levels. Prerequisite: EDUC 260 or consent of the instructor. 2 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. Prerequisite: 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 380.** *Classroom Assessment.* Theory and practice in construction of teacher-made evaluation instruments with heavy emphasis upon test construction and alternative assessment. Includes study of standardized testing and an in-depth study of the Virginia Assessment program. 2 credits.

**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 430.** *Teaching Reading in The Content Area.* An analysis of skills and practices required in the content areas required for reading comprehension in middle and secondary grades 6-12, including question strategies in literal, interpretive, critical, evaluative comprehension, and techniques for fostering an appreciation of a variety of literature and independent reading. Corequisite: EDUC 455. 2 credits.

**EDUCATION 450.** *Principles of Instruction. (N,K-8).* Methods of instruction in the elementary and middle school. The class will focus on generic teaching strategies, time utilization, teaching effectiveness research, and professional responsibilities. Required for those seeking licensure to teach at the elementary and/or middle school levels. Prerequisite: EDUC 260 or consent of the instructor. 2 credits.

**EDUCATION 451.** *Curriculum in the Elementary School (N,K-6).* This course will focus on mathematics, science, and social studies. Interdisciplinary units and content appropriate pedagogical approaches will be utilized to meet the Virginia standards of learning in grades N,K-6. Required for those seeking a teaching license with an endorsement to teach at the elementary level. Prerequisite: EDUC 260 or consent of the instructor. 2 credits.

**EDUCATION 452.** *Curriculum in the Middle School (6-8).* This course will focus on mathematics, science, and social studies. Interdisciplinary units and content appropriate pedagogical approaches will be utilized to meet the Virginia standards of learning in grades 6-8. Required for those seeking a teaching license with an endorsement to teach at the middle school level. Prerequisite: EDUC 260 or consent of the instructor. 2 credits.

**EDUCATION 455.** *Principles of Secondary Education.* Principles and methods of curriculum and instruction in the secondary school with an emphasis on Virginia SOL's. Required of all majors seeking licensure at the secondary level. Prerequisites: EDUC 245 and 260. Corequisite: EDUC 430. 1 credit.



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

**EDUCATION 484.** *Media and Technology.* A laboratory course concerned with the utilization of instructional media and computer technology in the learning process. 1 credit.

**EDUCATION 487.** *Classroom Management and System Issues.* An examination of classroom management techniques and the development of skills necessary to foster a supportive learning environment as well as examination of system problems and solutions within traditional education settings N, K-12. 3 credits.

**EDUCATION 489.** *Survey of Exceptional Children.* An introduction to all disabilities in special education. Characteristics and needs of students with disabilities, legislation, litigation, inclusion, and the role of the classroom teacher as a member of the IEP team. 3 credits.

**EDUCATION 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 498.** *Honors Research in Education.* Students conduct research in education under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits.

### **The Professional Semester**

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

**EDUCATION 400.** *Directed Teaching in the Elementary and Middle School* Required of all students in seeking elementary and middle school endorsements. Required of all students seeking licensure in grades N,K-8. See prerequisites for student teaching. 11 credits.

**EDUCATION 401 -** *Directed Teaching in the Elementary School.* Required of all students seeking licensure to teach elementary school (grades N,K-6). See prerequisites for student teaching. 11 credits.†

**EDUCATION 402.** *Directed Teaching in the Secondary School.* Required of all students in the secondary education curricula. See prerequisites for student teaching. 11 credits. †

**EDUCATION 403.** *Directed Elementary Teaching for Art and Music.* See prerequisites for student teaching. 6 credits. †

**EDUCATION 404.** *Directed Secondary Teaching for Art and Music.* See prerequisites for student teaching. 5 credits. †

**EDUCATION 405 -** *Directed Teaching in the Middle School.* Required of all students seeking licensure to teach middle school (grades 6-8). See prerequisites for student teaching. 11 credits. †

**EDUCATION 406.** *Directed Teaching in LD/EBD/MR.* Required of all students preparing to teach in Special Education. Directed teaching of students with mild to moderate disabilities (LD/EBD/MR). See prerequisites for student teaching. 11 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.

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., *Associate Professor of Special Education*  
Ruth L. Meese, Ph.D., *Professor of Special Education and Area Coordinator*  
Christopher Jones, M.S., *Lecturer in Special Education*  
Peggy L. Tarpley, Ph.D., *Associate 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 220 Practicum I/1 credit

### YEAR 2

SPED 310 Behavior Management, Part I/3 credits  
SPED 313 Behavior Management, Part II/3 credits  
SPED 316 Practicum in Behavior Management/1 credit  
\*Must be taken concurrently with SPED 310

### YEAR 3

SPED 321 Reading and Language Arts for Students with LD, E/BD, and MR/3 credits  
SPED 322 Mathematics, Science, and Social Studies Adaptations for Students with LD, E/BD, & MR/3 credits  
SPED 323 Practicum in Reading, Assessment and Tutoring/1 credit  
\*Must be taken concurrently with SPED 321  
SPED 327 Practicum II/3 credits  
SPED 375 Language and Language Disorders/3 credits

### YEAR 4

SPED 435 Introduction to Assessment/3 credits  
SPED 482 Collaboration & Effective Communication Among School Personnel, Families, and Community Organizations/1 credit  
EDUC 484 Media and Computer Technology/1 credit

### Professional Semester

EDUC 406 Directed Teaching in LD, E/BD, and MR/11 credits  
EDUC 488 Education Seminar/1 credit

### YEAR 5

EDUC 502 Research Design/3 credits  
EDUC 521 Human Growth and Development/3 credits  
EDUC 524 Emergent and Early Literacy Instruction/3 credits

Or

EDUC 525 Intermediate Literacy Education/3 credits  
EDUC 530 Teaching Reading in the Content Areas/3 credits

EDUC 620	School Law/3 credits
SPED 516	Medical and Neurological Problems of Exceptional Students/3 credits
SPED 530	Characteristics and Needs of Students With LD, E/BD, & MR/3 credits
SPED 545	Psychoeducational Assessment/3 credits
SPED 575	Career and Life Planning for Individuals With Disabilities/3 credits
SPED 600	Thesis Research/3 credits or Non-Thesis Option***
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 549, EDUC 681, PSYC 523, PSYC 551, PSYC 660, ART 543, MATH 623, MUSC 546, or SCED 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: 19 credits

#### 16 Credits:

SPED 202	Intro to Special Education/3 credits
SPED 310	Behavior Management, Part I/3 credits
SPED 316	Practicum in Behavior Management/1 credit *Must be taken concurrently with SPED 310
SPED 313	Behavior Management, Part II/3 credits
SPED 375	Language and Language Disorders/3 credits
OR	
CDIS 375	Language Disorders/3 credits
SPED 435	Introduction to Assessment/3 credits

#### 3 Credits from the following:

EDUC 245	Human Growth and Development/3 credits
PSYC 101	Introduction to Psychology/3 credits
PSYC 356	Abnormal Psychology/3 credits
PSYC 357	Psychopathology of Childhood/3 credits

### SPECIAL EDUCATION COURSE DESCRIPTIONS

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. 3 credits.

**SPECIAL EDUCATION 220. *Practicum I.*** This course is designed to provide students in special education with an early exposure to a wide variety of school climates. This will include observation of classroom interaction of teachers with students having learning disabilities, mental retardation, and emotional/behavioral disorders in segregated and integrated settings; assistance to the teacher in completing daily activities. 1 credit. †

**SPECIAL EDUCATION 295.** *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 310.** *Behavior Management Part I.* A survey of applied behavior analysis techniques used in the management of behavior of students. 3 credits. \*\* Must be taken concurrently with SPED 316.

**SPECIAL EDUCATION 311-312.** *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses in special education. 1-18 credits.

**SPECIAL EDUCATION 313.** *Behavior Management Part II.* Strategies for developing positive behavior intervention plans and supports from behavioral, ecological, psychoeducational, and psychodynamic theories. 3 credits.

**SPECIAL EDUCATION 316.** *Practicum in Behavior Management.* A field experience to observe behaviors exhibited by students who are at risk, or who are diagnosed as having learning disabilities, emotional/behavioral disorders, or mild-moderate mental retardation. This course must be taken concurrently with SPED 310. 1 credit.

**SPECIAL EDUCATION 321.** *Reading and Language Arts for Students with LD, E/BD, & MR.* Research-based strategies for teaching reading and Language Arts to Students with Learning Disabilities, Emotional/Behavioral Disorders, or Mild-Moderate Mental Retardation. Emphasis on teacher-directed instruction and direct instructional teaching models. 3 credits. Must be taken concurrently with SPED 323. Prerequisite: SPED 202.

**SPECIAL EDUCATION 322.** *Mathematics, Science, and Social Studies Adaptations for Students with LD, E/BD, & MR.* Emphasis on strategies, accommodations, modifications, and collaboration for content areas such as mathematics, social studies, and science. Prerequisite: SPED 202. 3 credits.

**SPECIAL EDUCATION 323.** *Practicum in Reading Assessment and Tutoring.* A field experience tutoring students with learning disabilities, emotional/behavioral disorders, or mild-moderate mental retardation in reading. 1 credit. Must be taken concurrently with SPED 321.

**SPECIAL EDUCATION 327.** *Practicum II.* Advanced teaching experience with students having mild/moderate learning and behavioral problems. Prerequisites: SPED 310, 313. 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.** *Introduction to Assessment* This course is designed to introduce students to the assessment process in special education by addressing foundational knowledge & issues surrounding the construction of IEP's, curriculum-based measurement and assessment (CBM & CBA), and teacher-made tests. In addition, state assessments, such as SOL's, will be discussed as they relate to special education students. 3 credits. \*\* Prerequisites: SPED 202, 310, 313, 321, 322.

**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 482.** *Collaboration & Effective Communication Among School Personnel, Families, & Community Organizations.* This course is designed to investigate the interaction and communication techniques necessary for teachers to support a student with disabilities in the least restrictive envi-

ronment. The focus is on a collaborative/consultation model to be used in consultations with parents, teachers, administrators, and community agencies involved in the education of students with disabilities. 1 credit. Prerequisites: SPED 202, 310, 313, 321, 322.

**SPECIAL EDUCATION 495.** *Special Topics in Special Education.* Selected topics in special education. The topics may vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

**SPECIAL EDUCATION 498.** *Honors Research in Special Education.* Students conduct research in special education under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits.

**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 of Students with Learning Disabilities, Emotional/Behavioral Disorders, or Mental Retardation.* Definitions, theories of etiology, characteristics, basis for various strategies and management, and criteria for placement of students with learning disabilities, emotional/behavioral disorders, and mental retardation. 3 credits.

**SPECIAL EDUCATION 545.** *Psychoeducational Assessment.* Psychological and educational assessment, administration and interpretation of informal, curriculum-based, standardized, and criterion-referenced tests. Interpretation of test results as a basis for placement and instruction. 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 Research.* 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 the semester enrolled, he/she may take an incomplete; however, the thesis must be finished by the end of the next academic semester. 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., CCC-SLP, *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 preprofessional 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 66-69.
- B. Additional Degree Requirements, B.A. 9 credits.  
Additional Degree Requirements, B.S. 10 credits.  
See Degree Requirements listed on page 63.
- C. Major Requirements. 54 credits.
- |          |                                                                     |
|----------|---------------------------------------------------------------------|
| CDIS 201 | Introduction to Communication Disorders/3 credits                   |
| CDIS 206 | Modes of Communication for Hearing Impaired/3 credits               |
| CDIS 285 | Language Development/3 credits                                      |
| CDIS 290 | Observation of Speech/Language Pathologist or Audiologist/2 credits |
| CDIS 307 | Phonetics/3 credits                                                 |
| CDIS 313 | Anatomy and Physiology of Speech and Hearing Mechanisms/3 credits   |
| CDIS 314 | Articulation and Phonology/3 credits                                |
| CDIS 333 | Fluency Disorders/3 credits                                         |
| CDIS 361 | Introduction to Audiology/3 credits                                 |
| CDIS 375 | Language Disorders: Assessment and Therapy/3 credits                |
| CDIS 393 | Ethics In Communication Disorders/1 credits                         |
| CDIS 412 | Administration Methods in Communication Disorders/3 credits         |
| CDIS 430 | Language and Literacy/3 credits                                     |
| CDIS 433 | Voice Disorders/3 credits                                           |
| CDIS 455 | Organic and Neurogenic Disorders of Speech and Language/3 credits   |
| CDIS 462 | Aural Rehabilitation/3 credits                                      |
| CDIS 470 | Clinical Procedures/3 credits                                       |
| CDIS 489 | Observation and Therapy/3 credits                                   |
| EDUC 245 | Human Growth and Development/3 credits                              |
- D. General Electives, B.A. Degree: 24 credits.  
General Electives, B.S. Degree: 23 credits.
- E. Total Credits Required for B.A. or B.S. Degree in Communication Disorders/120

## COMMUNICATION DISORDERS COURSE DESCRIPTIONS

General Education Course \*

Writing Intensive Courses \*\*

A special fee is charged for fieldwork classes. †

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

**COMMUNICATION DISORDERS 206.** *Modes of Communication for Hearing Impaired.* To promote understanding of communication modalities used with Hearing Impaired persons, to include cued language, speech reading, verbal communication, and demonstrated proficiency in sign language communication. 3 credits.

**COMMUNICATION DISORDERS 285.** *Language Development.* Provides students with an introduction to the normal acquisition of language, including the components of language, theories of language devel-



opment, how language evolves from infancy through adulthood, and emerging literacy in relation to language. 3 credits.

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

**COMMUNICATION DISORDERS 295.** *Special Topics.* Selected topics in communication disorders. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. Prerequisite: CDIS 201. 1 credit.

**COMMUNICATION DISORDERS 307.** *Phonetics.* The phonetic structure of the English Language, its dialects and derivations; application of the Inter-national Phonetic Alphabet. 3 credits.

**COMMUNICATION DISORDERS 311-312.** *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses in communications disorders. 1-18 credits.

**COMMUNICATION DISORDERS 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.

**COMMUNICATION DISORDERS 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.

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

**COMMUNICATION DISORDERS 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.

**COMMUNICATION DISORDERS 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.

**COMMUNICATION DISORDERS 386.** *Communication and Aging.* An exploration of the aging process and how this impacts communication, management and creativity. Developing a relationship with a nursing home resident will be an integral part of this course. Prerequisite: CDIS 201. 1 credit.

**COMMUNICATION DISORDERS 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.\*

**COMMUNICATION DISORDERS 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 375 and CDIS 314 or consent of instructor. 3 credits.

**COMMUNICATION DISORDERS 430.** *Language and Literacy.* Overview of the relationship of language and literacy. Specific skills for professionals in communication disorders, including phonological 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.

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

**COMMUNICATION DISORDERS 455.** *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.\*\*

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

**COMMUNICATION DISORDERS 470.** *Clinical Procedures.* Administration and scoring of speech and language tests; development of individual and group therapy plans. Prerequisite: CDIS 375 or consent of instructor. 3 credits.\*\* \*

**COMMUNICATION DISORDERS 480.** *Public School Screenings.* Organization and administration of speech, language and hearing screenings in the public schools. Prerequisites: CDIS 375 or consent of instructor. 3 credits.\*\* \*

**COMMUNICATION DISORDERS 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.

**COMMUNICATION DISORDERS 495.** *Special Topics.* Selected topics in Communication Disorders. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. Prerequisite: consent of instructor. 1-3 credits.

**COMMUNICATION DISORDERS 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. †

**COMMUNICATION DISORDERS 498.** *Honors Research in Communication Disorders.* Students conduct research in communication disorders under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits.

# Social Work Program

George C. Stonikinis, Jr., Area Coordinator

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*

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:

Addiction Treatment	Foster Care
Adoption	Geriatric Services
Case Management	Health Care
Child Protective Services	Home Health Care
Child Welfare	Homelessness
Community Mental Health	Hospice Care
Criminal & Youth Court Services	Hospital Social Work
Crisis Intervention	International Social Work
Disaster Relief	Parenting Education
Domestic Violence	Policy Advocacy
Employee Assistance Programming	Rural Social Work
Family Planning	School Social Work
Family Preservation	Veterans Services

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 66-69.

#### B. Additional Requirements for B.A. Degree. 9 credits

Additional Requirements for B.S. Degree. 10 credits  
See Degree Requirements listed on page 63.

C. Major Requirements. 69 credits

SOWK 101	Introduction to Human Services/3 credits
SOWK 102	Social Welfare and the Social Work Profession/3 credits
SOWK 240	Social Policy and Issues in Social Welfare/3 credits
SOWK 280	Human Behavior and the Social Environment I/3 credits
SOWK 281	Human Behavior and the Social Environment II/3 credits
SOWK 310	Minority Experiences: Human Development in Hostile Environments/3 credits
SOWK 320	Social Work Research and Evaluation Design/3 credits
SOWK 335	Junior Interventive Means Lab/1 credit
SOWK 336	Interventive Means in Social Work/3 credits
SOWK 340	Junior Field Integration/1 credit
SOWK 392	Junior Internship in Social Work/5 credits
SOWK 401	Senior Field Integration/2 credits
SOWK 404	Social Welfare Administration/1 credit
SOWK 405	Working with Special Populations/3 credits
SOWK 407	Law and the Social Worker/1 credit
SOWK 408	Jobs, Work, and Career Planning/2 credits
SOWK 415	Inter-professional Communication: Techniques for the Survival of Interventive Strategies/3 credits
SOWK 427	Advanced Interventive Means/3 credits
SOWK 492	Senior Internship in Social Work/12 credits
Social Work Electives/11 credits	
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 Work - 120 credits

## SOCIAL WORK

General Education Course \*

Writing Intensive Course \*\*

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

**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: SOWK 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: SOWK 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: SOCL 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: SOWK 280, PSYC 101 and 4 credits of Biology.

**SOCIAL WORK 292.** *Internship in Social Work.* A semester-long, on-the-job learning experience designed to apply the principles of social work. 1-18 credits.

**SOCIAL WORK 295.** *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, capability, and self concept. Survival strategies, individual strengths and societal treatment of minorities will be analyzed in order to further develop skills for effective practitioner-client relationships. Prerequisite: SOCL 101. 3 credits.

**SOCIAL WORK 311-312.** *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses in social work. 1-18 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: MATH 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. Corequisite: SOWK 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: SOWK 281. Corequisite: SOWK 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: SOWK 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. Corequisite: SOWK 392. 1 credit.

**SOCIAL WORK 390. *Directed or Independent Study.*** Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

**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: SOWK 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. Corequisites: SOWK 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. Corequisites: SOWK 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. Corequisites: SOWK 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: SOWK 336. 3 credits. Only those students who are candidates for the degree in social work may be admitted.



Admission to the Community Health Education Program requires an application process that must be completed by the second semester of the student's sophomore year which includes the following components:

- a. completion of written application
- b. a 2.5 overall grade point average (GPA)
- c. grades of C or better in English 100 and 101, HLTH 200 and 205, and BIOL 206 and 207

Furthermore, the following requirements must be met prior to the student's senior internship;

- a. the completion of all coursework
- b. a 2.75 overall GPA
- c. a 2.75 GPA in the major
- d. a recommendation from the instructor of HLTH 415

## COMMUNITY HEALTH EDUCATION MAJOR, B.S. DEGREE

A. General Education Core Requirements. 33 credits  
See General education Requirements listed on pages 66-69.

B. Additional Degree Requirements. 10 credits  
SOCL 102                      Contemporary Social Problems/3 credits  
MATH 121                    Functions and Graphs/3 credits  
Science elective/4 credits

C. Major Requirements. 77 credits

### *Professional Core*

HLTH 200	Introduction to Public Health/3 credits*
HLTH 205	Health and Wellness/2 credits*
HLTH 260	First Aid/3 credits
HLTH 275	Medical Terminology/2 credits
HLTH 315	Health Promotion Programming I/3 credits
HLTH 325	Human Diseases/3credits
HLTH 366	Public Health Issues/3 credits
HLTH 375	Management of Health Promotion Programs/3credits
HLTH 415	Health Promotion Programming II/4 credits
HLTH 492	Internship in Public Health/12 credits

### *Support Courses*

BIOL 206	Anatomy and Physiology/4 credits*
BIOL 207	Anatomy and Physiology/4 credits*
ENGL 214	Technical Writing/3 credits
PSYC 101	Introduction to Psychology/3 credits
SOCL 370	Medical Sociology/3 credits
COMM 200	Fundamentals of Communication/3 credits
RECR 437	Group Dynamics/3 credits

### *Professional Electives*

Select five (5) courses from the following list:

HLTH 212	Human Sexuality/3 credits
HLTH 215	Physical Activity and Health/3 credits
HLTH 295	Special Topics/3 credits
HLTH 310	Environmental Health/3 credits
HLTH 313	Drugs and Human Behavior/3 credits
HLTH 335	Nutrition/3 credits
HLTH 430	Women's Health Issues/3 credits

- D. Total Credits Required for B.S. Degree in Community Health Education - 120 hours
- E. Courses in which students must have a grade of C or higher.\*
- F. All courses are not offered each semester - see course sequence outline on CHED website for when each course is offered.

## PHYSICAL EDUCATION PROGRAMS

The Health and Physical Education curriculum offers programs of study leading to a Bachelor of Science degree in physical education in three areas: Athletic Training, Exercise Science, and in teaching Physical and Health Education (PHETE). All 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:

### PHYSICAL AND HEALTH EDUCATION TEACHER EDUCATION N,K-12 OPTION

#### Faculty

Sarah M. Bingham, Ph.D., *Program Coordinator, Associate Professor of Physical Education*

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.

Admission to the teacher education program requires that the student complete an application, have acceptable student evaluations from PHED 350 and PHED 380, record successful completion of Praxis I, demonstrate competency in written and oral English (earn a grade of "C" or better in ENGL 100 and 101), and possess 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 and Health Education Teacher Education Student Handbook.

### PHYSICAL EDUCATION, B.S. DEGREE

#### Elementary and Secondary Teacher Education Option N, K-12

#### Physical and Health Education Licensure

- A. General Education Core Requirement. 33 credits  
See General Education Requirements listed on pages 66-69.
- B. Additional Degree Requirements. 10 credits
  - BIOL 206                      Human Anatomy and Physiology/4 credits
  - Math elective/3 credits
  - Social Science elective/3 credits
- C. Major Requirements. 84 credits
  - Professional Core*
  - PHED 275                      Foundations of Physical Education and Sport/3 credits
  - PHED 386                      Biomechanics/4 credits
  - PHED 387                      Physiology of Exercise/4 credits
  - TOTAL/11 credits

#### *Teaching Option Activity Requirements*

PHED 150	Fitness Education/1 credit
PHED 350	Skill Acquisition and Analysis I: Team Sports/3 credits
PHED 351	Skill Acquisition and Analysis II: Educational Gymnastics and Dance/3 credits
PHED 352	Skill Acquisition and Analysis III: Lifetime Activities/3 credits
Take 2 credits from the following:	
PHED 212	Lifeguarding and Emergency Water Safety/2 credits
PHED 315	Water Safety Instructor/2 credits
TOTAL CREDITS/12	

#### *Teaching Option Requirements*

BIOL 207	Human Anatomy and Physiology/4 credits
PHED 175	Introduction to the Profession of Health and Physical Education/1 credit
PHED 280	Motor Development/3 credits
PHED 364	Adapted Physical Education/3 credits
PHED 380	Sport Pedagogy I: The Orientation to Teaching/3 credits
PHED 381	Sport Pedagogy II: An Analysis and Design of Motor Skills/3 credits
PHED 382	Sport Pedagogy III: Curriculum Development and Application in Physical Education/3 credits
PHED 463	Assessment and Evaluation in Health and Physical Education/3 credits
PHED 482	Directed Teaching in Elementary and Secondary Physical Education and Health/12 credits
PHED 483	Seminar in Teaching/2 credits
RECR 238	Outdoor Education in the Schools/3 credits
HLTH 205	Health and Wellness/3 credits
HLTH 212	Human Sexuality/3 credits
HLTH 260	Emergency Care and First Aid/3 credits
HLTH 313	Drugs and Human Behavior/3 credits
HLTH 335	Nutrition/3 credits
HLTH 465	Comprehensive School Health Education/4 credits
EDUC 430	Reading in the Content Area/2 credits
TOTAL CREDITS/61	

#### D. Concentration in Area of Adapted Physical Education

A physical education major in the elementary-secondary option may elect an adapted physical education concentration, driver education endorsement or a coaching minor.

#### *Adapted Physical Education\**

PHED 200	Introduction to Athletic Training/3 credits
PHED 381	Sport Pedagogy II: An Analysis and Design of Motor Skills/3 credits **
RECR 301	Therapeutic Recreation in Mental Health Settings/3 credits
RECR 303	Therapeutic Recreation and Persons with Physical Disabilities/3 credits
TOTAL/9 credits	
Must take SOCL 222 *	

**\*\*Courses already required of Physical Education majors.**

#### *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	Emergency Care and First Aid/3 credits **
HLTH 301	Safety Education/3 credits
HLTH 302	Driver Education/3 credits
TOTAL/9 credits	

Total Credits Required for B.S. Degree in Physical and Health Education with Elementary/Secondary Endorsement N, K-12 -127

Total Credits Required for B.S. Degree in Physical and Health Education with Elementary/Secondary Endorsement N, K-12 with Concentration in Adapted Physical Education - 136

Total Credits Required for B.S. Degree in Physical and Health Education with Elementary/Secondary Endorsement N, K-12 with Endorsement in Driver Education - 133

## NON-TEACHING OPTIONS

### ATHLETIC TRAINING

#### Faculty

Sharon M. Menegoni, M.S., *Program Coordinator, Assistant Professor of Athletic Training*

Paul A. Giannotti, M.Ed., *Assistant Professor of Athletic Training*

The Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredited 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.

Admission to the athletic training program is contingent upon the student satisfactorily completing the following prerequisites:

- a. written application;
- b. 100 hours of athletic training directed observation/work experience at one of the program's clinical sites;
- c. 30 semester hours of college course work completed at Longwood College;
- d. a 2.25 overall grade point average (GPA) and a 2.5 GPA or better in all physical education and athletic training major courses are required at the time of application;
- e. courses PHED 200, 210, BIOL 207, and CHEM 101 or BIOL 206;
- f. grades of C or better in PHED 200, 210, and BIOL 207;
- g. completion of all Level I Skill Competencies and Proficiencies, and
- h. demonstrate appropriate clinical performance and conduct as determined by clinical instructor evaluations of the directed-observation experience.

Students who are accepted into the program are required to accumulate a minimum of 800 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. The course of study for students planning to participate as a member of an intercollegiate athletic team is five years.

The technical standards set forth by the Athletic Training Education Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (CAAHEP). Technical standards for program admission are published in the Athletic Training Education Program Curriculum Handbook.

## PHYSICAL EDUCATION MAJOR, B.S. DEGREE

### ATHLETIC TRAINING

#### A. General Education Core Requirements. 29 credits

See General Education Requirements listed on pages 66-69.

#### B. Additional Degree Requirements. 10 credits

BIOL 206	Human Anatomy and Physiology/4 credits
MATH 271	Applied Statistics/3 credits
PSYC 101	Introduction to Psychology/3 credits

#### C. Major Requirements. 83 credits

##### *Professional Core*

PHED 275	Foundations of Physical Education and Sport/3 credits
PHED 386	Biomechanics/4 credits
PHED 387	Physiology of Exercise/4 credits
TOTAL/11 credits	

##### *Athletic Training Option Requirements*

##### Required Courses:

PHYS 101	General Physics I/4 credits*
PHYS 102	General Physics II/4 credits
BIOL 207	Human Anatomy and Physiology/4 credits
HLTH 205	Health and Wellness/3 credits
HLTH 260	Emergency Health Care and First Aid/3 credits
HLTH 335	Nutrition/3 credits
HLTH 340	Pharmacology/2 credits
PHED 200	Introduction to Athletic Training/3 credits
PHED 210	Clinical Methods in Athletic Training/3 credits
PHED 300	Injury Mechanism and Assessment I (Lower Extremity)/3 credits
PHED 310	Injury Mechanism and Assessment II (Upper Extremity)/3 credit
PHED 320	Therapeutic Modalities/2 credits
PHED 325	Therapeutic Exercise/3 credits
PHED 330	Injury Mechanism and Assessment III (Head, Neck and Spine)/3 credits
PHED 385	Sport Psychology/3 credits
PHED 410	Athletic Training Administration/2 credits
PHED 420	Medical Aspects of Athletic Training/2 credits
PHED 470	Research in Health, Physical Education and Recreation/3 credits

##### Take one of the following:

CHEM 101	General Chemistry/4 credits*
or CHEM 111	Fundamentals of Chemistry/4 credits

TOTAL/57\*

##### *Activity Requirements*

PHED 116	Beginning Weight Training/1 credit
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##### Complete one of the following:

PHED 110	Non-Swimmers/1 credit
PHED 111	Beginning Swimming/1 credit
PHED 112	Water Aerobics/1 credit
PHED 211	Intermediate Swimming/1 credit
PHED 212	Lifeguard/Emergency Water Safety/1 credit
PHED 315	Water Safety Instruction/1 credit

TOTAL/2 credits

### *Clinical Requirements*

PHED 371	Practicum in Athletic Training I/1 credit
PHED 372	Practicum in Athletic Training II/1 credit
PHED 471	Practicum in Athletic Training III/1 credit
PHED 472	Practicum in Athletic Training IV/1 credit
PHED 473	Practicum in Athletic Training V/1 credit
PHED 492	Clinical Internship in Athletic Training/12 credits
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 Training - 126

## **EXERCISE SCIENCE**

### **Faculty**

Cathy J. Roy, Ph.D., *Program Coordinator, Assistant Professor of 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.

### **PHYSICAL EDUCATION MAJOR, B.S. DEGREE EXERCISE SCIENCE OPTION**

A. General Education Core Requirements. 29 credits

See General Education Requirements listed on pages 66-69.

Goal 5. Both CHEM 101 and PHYS 101 required as part of Fitness Option Requirements.\*

B. Additional Degree Requirements. 10 credits

BIOL 206 Human Anatomy and Physiology/4 credits

Take one of the following:

MATH 171 Statistical Decision Making/3 credits

MATH 271 Applied Statistics/3 credits

Take one of the following:

PSYC 101 Introduction to Psychology/3 credits\*

PSYC 221 Life-Span Developmental Psychology/3 credits\*

C. Major Requirements. 80-81 credits.

#### *Professional Core*

PHED 275 Foundations of Physical Education and Sport/3 credits

PHED 280 Motor Development/3 credits

PHED 386 Biomechanics/4 credits\*\*

PHED 387 Physiology of Exercise/4 credits\*\*

PHED 462 Organization and Administration of Health and  
Physical Education Programs/3 credits

TOTAL/17 credits

### *Activity Requirements*

PHED 116 Beginning Weight Training/1 credit

PHED 126 Beginning Yoga/1 credit

PHED 216 Advanced Weight Training/1 credit

Take one of the following:

PHED 104 Beginning Tennis/1 credit

PHED 108 Beginning Golf/1 credit

PHED 120 Beginning Racquetball/1 credit

Take one of the following:

PHED 112 Water Aerobics/1 credit

PHED 127 Aerobic Dancing/1 credit

Take one of the following:

PHED 110 Non-Swimming/1 credit

PHED 111 Beginning Swimming/1 credit

PHED 211 Intermediate Swimming/1 credit

PHED 212 Lifeguarding and Emergency Water Safety/2 credits

PHED 315 Water Safety Instructor/2 credits

TOTAL/6 or 7 credits

### *Fitness Option Requirements*

BIOL 207 Human Anatomy and Physiology/4 credits\*

CHEM 101 General Chemistry/4 credits\*

PHYS 101 General Physics/4 credits\*

PHED 364 Sport Psychology/3 credits\*\*

PHED 392 Fitness Internship/8 credits

PHED 399 Advanced Exercise Physiology/3 credits

PHED 486 Practicum/2 credits

PHED 487 Practicum/2 credits

PHED 488 Exercise Intervention in Disease/3 credits

PHED 497 Special Projects/3 credits

HLTH 205 Health and Wellness/3 credits

HLTH 215 Physical Activity and Health/3 credits

HLTH 260 Nutrition/3 credits

HLTH 315 Health Promotion Programming I/3 credits

HLTH 335 Emergency Care and First Aid/3 credits

COMM 101 Oral Communication/3 credits

Take one of the following:

MANG 360 Principles of Management/3 credits

MANG 380 Principles of Marketing/3 credits

TOTAL/57 credits

D. General Electives/0-1 credit

E. Total Credits Required for B.S. Degree with Exercise Science Option - 120

Courses in which students must have a grade of C- or higher.\*

Courses in which students must have a grade of C or higher.\*\*



## THERAPEUTIC RECREATION PROGRAM

### Faculty

Rena A. Koesler, Ph.D., *Program Coordinator, Associate Professor of Recreation*

Susan E. Lynch, Ph.D., *Assistant Professor of Therapeutic*

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 minimum GPA of 2.0 overall and a 2.25 in the major in order to be eligible for preprofessional practice.

Upon graduation, students become eligible to sit for the national certification exam through the National Council for Therapeutic Recreation Certification (NCTRC).

### THERAPEUTIC RECREATION MAJOR, B.S. DEGREE

#### A. General Education Core Requirements. 33 credits

See General Education Requirements listed on pages 66-69.

#### B. Additional Degree Requirements. 10 credits

BIOL 206	Human Anatomy and Physiology/4 credits
CMSC 121	Introduction to Computer Science/3 credits
PSYC 221	Life-Span Development Psychology/3 credits

#### C. Major Requirements. 77 credits

RECR 110	Introduction to Therapeutic Recreation/3 credits
RECR 111	Introduction to Leisure Service Delivery/3 credits
RECR 205	Recreation Leadership and Activity/3 credits
RECR 237	Experiential and Outdoor Education Programming/3 credits
RECR 300	Pre-Internship Seminar/1 credit
RECR 301	Therapeutic Recreation in Mental Health Settings/3 credits
RECR 303	Therapeutic Recreation and Persons with Physical Disabilities/3 credits
RECR 304	Leisure and Aging/3 credits
RECR 305	Concepts of Leisure/3 credits
RECR 308	Therapeutic Recreation in Clinical Settings/3 credits
RECR 310	Plan and Design of Recreation Areas/3 credits
RECR 360	Therapeutic Recreation for Children with Illnesses and Disabilities/3 credits
RECR 370	Program Planning and Development in Therapeutic Recreation/3 credits
RECR 392**	Junior Internship/6 credits
RECR 410	Supervision and Administration of Recreation/3 credits

RECR 426	Ethical and Legal Issues in Health and Human Services/3 credits
RECR 437	Group Dynamics/3 credits
RECR 470	Research in Health, Physical Education and Recreation/3 credits
RECR 492**	Senior Internship/12 credits
HLTH 260	Emergency Care and First Aid/3 credits
BIOL 207	Human Anatomy and Physiology II/4 credits
PSYC 356	Abnormal Psychology/3 credits
TOTAL/77 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 Recreation - 124

## MINORS

The Health and Physical Education curriculum offers minor programs in coaching, dance education, health education and outdoor education.

### COACHING MINOR

Bette L. Harris, Ed.D., *Program Coordinator, Professor of Physical Education*

Students interested in the coaching minor must enroll in 18 hours of specialized professional courses in physical education. Any student may elect to take the following sequence of courses for a minor in coaching:

HLTH 260	Emergency Care and First Aid/3 credits
PHED 200	Introduction to Athletic Training/3 credits
PHED 280	Motor Development/3 credits
PHED 385	Sport Psychology/3 credits
PHED 462	Organization and Administration of Health and Physical Education Programs/3 credits
PHED 486	Practicum/3-6 credits
TOTAL/18-21 credits	

### DANCE EDUCATION MINOR

Rodney Williams, B.A., *Program Coordinator, Artist-in-Residence*

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 of required courses in dance. The dance education minor is open to all students attending Longwood College. Students must audition before being placed in DANC 132, Advanced Modern Dance.

Core (15 credit hours)

DANC 132	Advanced Modern Dance/2 credits
DANC 267	Historical Perspectives of Dance/4 credits
DANC 365	Dance Composition/3 credits
DANC 466	Teaching of Dance Theory/3 credits
DANC 495	Special Topics/3 credits

### Electives

Choose 5 courses: 5-6 credit hours

DANC (PHED) 127	Aerobic Dancing/1 credit
DANC (PHED) 128	Beginning Social and Recreation Dance/1 credit
DANC (PHED) 129	Beginning Ballet/1 credit
DANC (PHED) 130	Beginning Jazz/1 credit
DANC (PHED) 131	Beginning Modern Dance/1 credit
DANC (PHED) 133	Ballroom and Social Dance/1 credit
DANC (PHED) 136	International Folk Dance/1 credit
DANC (PHED) 138	African Dance/1 credit
DANC (PHED) 229	Intermediate Ballet/1 credit
DANC (PHED) 230	Intermediate Jazz/1 credit
DANC (PHED) 231	Intermediate Modern Dance/1 credit
DANC (PHED) 232	Advanced Modern Dance/2 credit
TOTAL/20-21 credits	

## HEALTH EDUCATION MINOR

Chrystyna Kosarchyn, Ph.D., *Program Coordinator, Professor of Health Education*

The minor in Health Education is designed to provide students with information about current health issues and to help them develop attitudes and behaviors that will be helpful in attaining a state of optimal health throughout their lifetime. This minor is open to students in any major program other than those in the Physical and Health Education Teacher Education Program (PHETE) and is particularly complementary to degrees in the health and human services areas.

### Core (6 credits)

HLTH 205	Health and Wellness/3 credits
HLTH 325	Human Diseases/3 credits

### Elective (12 credits)

Choose 4 courses:

HLTH 212	Human Sexuality/3 credits
HLTH 215	Physical Activity and Health/3 credits
HLTH 310	Environmental Health/3 credits
HLTH 313	Drugs and Human Behavior/3 credits
HLTH 335	Nutrition/3 credits
HLTH 430	Women's Health Issues/3 credits

TOTAL/18 credits

## OUTDOOR EDUCATION MINOR

Rena A. Koesler, Ph.D., *Program Coordinator, Associate Professor of Recreation*

The minor in Outdoor Education 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 individuals who wish to use the natural environment as well as enhance their appreciation of it. Students who minor in Outdoor Education are required to take the following courses. Grades below "C-" will not apply toward the fulfillment of minor requirements.

RECR 237	Experiential and Outdoor Education Programming/3 credits
OR	
RECR 238	Outdoor Education in the Schools/3 credits

RECR 340	Introduction to Outdoor Adventure Skills/3 credits (canoeing, rockclimbing, orienteering)
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/18-20 credits	

## HEALTH PROGRAM COURSE DESCRIPTIONS

General Education Course \*

Writing Intensive Course \*\*

**HEALTH EDUCATION 200.** *Introduction to Public Health.* An introduction to the public health profession in terms of the various settings in which public health educators practice, the roles they play and the skills they need. Designed as the initial course for students in the public health education major, this course is open to non-majors as well. 3 credits.

**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.* An examination of the biological, psychological, cultural and behavioral aspects of sexuality with emphasis on providing the student 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 215.** *Physical Activity and Health.* This course examines the effect of physical activity on health and diseases. Patterns and trends in physical activity are also covered as well as understanding and promoting physical activity in a variety of populations/settings. 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 275.** *Medical Terminology.* An on-line course designed to familiarize students entering the public health field with the fundamentals of medical terminology and to provide them with the skills to learn medical terminology easily and quickly. Prerequisite: internet access. 2 credits.

**HEALTH EDUCATION 292.** *Internship in Health Education.* A semester-long, on-the-job learning experience designed to apply the principles of health education. 1-18 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. *Safety Education.*** Concepts and theories of accident prevention, particularly as they relate to the use of the highways. 3 credits.

**HEALTH EDUCATION 302. *Driver Education.*** Classroom instruction and supervised experience in teaching practice driving. Prerequisites: valid Virginia driver's license and driving experience and HLTH 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: BIOL 206, 207 or consent of instructor. 3 credits.

**HEALTH EDUCATION 315. *Health Promotion Programming I.*** This course focuses on the development of skills necessary to assess individual and community health needs and to plan and health education concerns as well as acting as resources in health education are also addressed. Prerequisites: HLTH 205, three HLTH electives and co-requisite: HLTH 375 or consent of instructor. 3 credits.

**HEALTH EDUCATION 325. *Human Diseases.*** A study of communicable and chronic diseases with regards to disease description, description, etiology, signs and symptoms, diagnostic procedures, treatment, prognosis and prevention. Prerequisites: HLTH 205, BIOL 206 and 207 or consent of instructor. 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 are also covered. Prerequisites: BIOL 206 and BIOL 207 or consent of instructor. 3 credits.

**HEALTH EDUCATION 340. *Pharmacology.*** The emphasis of this course is on legal and illegal drug use in the world today. Topics will include indications, contraindications, and effects of commonly used non-prescription and prescription medicines, ergogenic aids and the use of illegal substances in athletics, and neurophysiology and pharmacology as it relates to the effects of drugs on the body. Prerequisites: BIOL 206 and CHEM 101 or 111. 2 credits.

**HEALTH EDUCATION 345. *Selected Health Topics.*** An in-depth 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. *Public Health Issues.*** Identification and analysis of significant issues and problems which challenge the community's health and the American health care system. 3 credits.\*\*

**HEALTH EDUCATION 375. *Management of Health Promotion Programs.*** This course examines the complete process of business planning in the health promotion setting. Planning company events, job planning, hiring, budgeting, and reporting in a variety of diverse settings will be covered. Prerequisites: HLTH 205, three HLTH electives and co-requisite: HLTH 315 or consent of instructor. 3 credits.

**HEALTH EDUCATION 390. *Directed or Independent Study.*** Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

**HEALTH EDUCATION 392.** *Internship in Health Education.* A semester-long, on-the-job learning experience designed to apply the principles of health education. 1-18 credits.

**HEALTH EDUCATION 405.** *Practicum.* Supervised field experience in community health education setting. 1-3 credits.

**HEALTH EDUCATION 415.** *Health Promotion Programming II.* A sequel to HLTH 315, this course addresses health promotion program implementation and evaluation and examines the coordination of the provision of health education services. Includes a practicum experience. Prerequisites: HLTH 315 and HLTH 375. 4 credits.

**HEALTH EDUCATION 430.** *Women's Health Issues.* An examination of women's health problems, their prevention and treatment. 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 313 and co-requisite: HLTH 335. 4 credits.

**HEALTH EDUCATION 490.** *Independent Study.* Individualized study. 1-18 credits.

**HEALTH EDUCATION 492.** *Internship in Health Education.* A semester-long, on-the-job learning experience designed to apply the principles of health education. 1-18 credits.

**HEALTH EDUCATION 495.** *Special Topics in Health.* Selected topics in health which will vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

**HEALTH EDUCATION 498.** *Honors Research in Health Education.* Students conduct research in health under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits. \*\*

## **DANCE COURSE DESCRIPTIONS**

### **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 and included in the approved list for Goal 9.

**DANCE 127 (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.

**DANCE 128 (PHYSICAL EDUCATION 128).** *Beginning Social and Recreation Dance.* Beginning instruction in the fundamental skills of square dance, folk dance, novelty and contemporary rhythms and in the social dance steps. 1 credit. \*

**DANCE 129 (PHYSICAL EDUCATION 129).** *Beginning Ballet.* Dance techniques that evolved over the past five centuries, combined with freer contemporary techniques. It includes barre work: plie, tendu, rond de jambe; center combinations: glissade, assemble; and combinations across the floor: saute and soutenu. 1 credit. \*

**DANCE 130 (PHYSICAL EDUCATION 130).** *Beginning Jazz.* Dance style based on a combination of African and European influences which has developed into the dance form seen on Broadway, film and television. Basic skills include stretching exercises for strength and flexibility, isolations and syncopated movements such as rib isolation, kicks, jump turns, and jazz runs. 1 credit. \*

**DANCE 131 (PHYSICAL EDUCATION 131).** *Beginning Modern Dance.* Instruction in creative or interpretive dance utilizing specific stretching exercises and movement such as leaps, walks, bends, and turns. Emphasis on performing short dances and creating dances which can be performed with or without music. 1 credit. \*

**DANCE 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 (PHYSICAL EDUCATION 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. \*

**DANCE 136 (PHYSICAL EDUCATION 136).** *International Folk Dance.* Performance of dances from selected countries and early American culture, and an examination of the influence of the culture upon a country's folk dance and costume. 1 credit. \*

**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 (PHYSICAL EDUCATION 228).** *Intermediate Social and Recreation Dance.* Advanced instruction in square dance, folk dance, novelty and contemporary rhythms and in the social dance steps. Prerequisite: permission of the instructor. 1 credit. \*

**DANCE 229 (PHYSICAL EDUCATION 229).** *Intermediate Ballet.* Emphasis on improving ballet skills and on allowing further opportunities for creating and learning dances. 1 credit. \*

**DANCE 230 (PHYSICAL EDUCATION 230).** *Intermediate Jazz.* Emphasis on improving jazz dance skills and on allowing further opportunities for creating and learning dances. 1 credit. \*

**DANCE 231 (PHYSICAL EDUCATION 231).** *Intermediate Modern Dance.* 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 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 292.** *Internship in Dance.* A semester-long, on-the-job learning experience designed to apply the principles of dance. 1-18 credits.

**DANCE 295.** *Special Topics in Dance.* Selected topics in dance. The topics may vary from semester to semester. May be repeated for credit when topics change. 1-3 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.

**DANCE 495. *Special Topics in Dance.*** Selected topics in dance. The topics may vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

## **ATHLETIC TRAINING PROGRAM COURSE DESCRIPTIONS**

### **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. Pre- 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. Corequisite: 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. *Medical Aspects in Athletic Training.*** A survey of clinical practices and other topics that relate Athletic Training to Sports Medicine. Focus is on skin conditions, congenital abnormalities, disease, special populations, and environmental factors. Epidemiology, counseling, and motor learning concepts are discussed. Prerequisite: Upper division standing in the athletic program. 2 credits.

## **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: Completion of all required courses.

## **PHYSICAL EDUCATION COURSE DESCRIPTIONS**

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 through Restricted Activity

Total Fitness through Swimming

Total Fitness through Water Aerobics

Total Fitness through Weight Training

## 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, foot-work, 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. *Downhill Skiing.*** Instruction in the basic skills of traversing hill, snow-plow, 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 in scuba diving skills in preparation for open water dives and certification. (Fee charged.) 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, rumba, tango, samba, Lindy and fox trot. 1 credit. \*

**PHYSICAL EDUCATION 129 (DANCE 129).** *Beginning Ballet.* Dance techniques that evolved over the past five centuries, combined with freer contemporary techniques. It includes barre work: plie, tendu, rond de jambe; center combinations: glissade, assemble; and combinations across the floor: saute and soutenu. 1 credit. \*

**PHYSICAL EDUCATION 130 (DANCE 130).** *Beginning Jazz.* Dance style based on a combination of African and European influences which has developed into the dance form seen on Broadway, film and television. Basic skills include stretching exercises for strength and flexibility, isolations and syncopated movements such as rib isolation, kicks, jump turns, and jazz runs. 1 credit. \*

**PHYSICAL EDUCATION 131 (DANCE 131).** *Beginning Modern Dance.* Instruction in creative or interpretive dance utilizing specific stretching exercises and movement such as leaps, walks, bends, and turns. Emphasis on performing short dances and creating dances which can be performed with or without music. 1 credit. \*

**PHYSICAL EDUCATION 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. 1 credit. \*
- PHYSICAL EDUCATION 209.** *Intermediate Volleyball.* Review of the basic skills, offenses and defenses, strategies and rules. Instruction in intermediate to advance play and skills. 1 credit. \*
- PHYSICAL EDUCATION 211.** *Intermediate Swimming.* Instruction designed to improve skill in mastery of five basic strokes, water safety skills and diving. Prerequisites: able to swim the length of the pool using three (3) different strokes. 1 credit. \*
- PHYSICAL EDUCATION 213.** *Intermediate Synchronized Swimming.* Junior level synchronized swimming. Figures and choreography of a routine. Prerequisite: pass screening test. 1 credit. \*
- PHYSICAL EDUCATION 214.** *Advanced Open Scuba and Coral Reef Ecology.* Held on Atlantic coral reefs leading to certification in Advanced Open Water (PADI) and Reef Ecology (YMCA). Prerequisite: ten (10) logged dives. (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, rappelling, 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 (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. 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.* A sequel to PHED 116, this course addresses the selection and implementation of advanced resistance training methods, focusing primarily on periodization programs. Components include discussions of physiological principles and strength assessment as they relate to resistance training. Prerequisites: PHED 116 and Biol 206 or permission of the instructor. 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.

### **PHYSICAL EDUCATION ACTIVITY/THEORY COURSES**

**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 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 292.** *Internship in Physical Education.* A semester-long, on-the-job learning experience designed to apply the principles of physical education. 1-18 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 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. Must have successfully completed PRAXIS. 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 and 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.** *Biomechanics.* 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 or permission from program coordinator. 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 390.** *Directed or Independent Study.* Must be approved by the head of the department. May be repeated as 391. 1-18 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. Prerequisites: PHED 387, 486. 8 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 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 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 399.** *Advanced Exercise Physiology.* A study of the acute and chronic physiologic adaptations to upon anaerobic and aerobic energy metabolism, energy support systems, and adaptations to training. 3 credits.

**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-6) and 50 percent at the secondary level (6-12). 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 examine the influence societal and educational factors have on education and teaching. Topics will include the historical purposes of education, current issues influencing education, and ways in which physical education and health are influenced by these larger issues. 2 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, and fitness specialist. Credit & hours to be arranged. 6 credits maximum. Prerequisite: Permission of the Instructor.

**PHYSICAL EDUCATION 488.** *Exercise Intervention in Disease.* This course examines the impact of exercise on the disease process, focusing primarily on cardiovascular disease and diabetes, and to a lesser extent on pulmonary disease and osteoporosis. Emphasis is placed on a review of epidemiological research and exercise/diet intervention studies. Prerequisites: PHED 386, 387, 486 or permission of instructor. 3 credits.

**PHYSICAL EDUCATION 490.** *Independent Study.* Must be approved by the head of the department. May be repeated. 1-18 credits.

**PHYSICAL EDUCATION 492.** *Internship.* A semester-long, on-the-job learning experience designed to apply the principles of physical education. 1-18 credits.

**PHYSICAL EDUCATION 495.** *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. Prerequisites: Permission of the Instructor.

**PHYSICAL EDUCATION 496.** *Coaching Interscholastic and Intercollegiate Athletics.* A seminar course to include the following topics: the role of athletics in the education setting, the organization and administration of athletics on the interscholastic and intercollegiate levels, the role of the teacher/coach, and special issues in athletics. 3 credits.

**PHYSICAL EDUCATION 497.** *Special Projects in Physical Education.* Independent study and research projects for qualified students. 1-3 credits.

**PHYSICAL EDUCATION 498.** *Honors Research in Physical Education.* Students conduct research in physical education under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits. \*\*

## RECREATION COURSE DESCRIPTIONS

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 115.** *Arthritis Aquatics Practicum.* A course designed to provide students with a practical experience in teaching aquatic exercise for individuals diagnosed with arthritis. Topics include the meaning and types of arthritis, benefits of exercise, safety issues, and teaching older adults basic and endurance aquatic exercise. 1 credit.

**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 or CDIS 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 understanding 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 292.** *Internship in Recreation.* A semester-long, on-the-job learning experience designed to apply the principles of recreation. 1-18 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 psychodynamic 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; over-view 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 320.** *Facilitation Techniques in Therapeutic Recreation.* This course is designed to prepare therapeutic recreation students in the technical realm by identifying and applying the principles of planning, leading and evaluating therapeutic intervention (facilitation) techniques which are used to empower individuals with disabilities to overcome difficulties or obstacles. 3 credits.

**RECREATION 340.** *Introduction to Outdoor Adventure Skills.* This course will address the basic skills in canoeing, rock climbing, and orienteering. Students will learn the skills, techniques and safety factors involved in each activity and be able to transfer skills into practice. 3 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 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 390.** *Directed or Independent Study.* Must be approved by the head of the department. May be repeated as 391. 1-18 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. Prerequisites: 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 communication, 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. 1-3 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.** *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 498.** *Honors Research in Recreation.* Students conduct research in recreation under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 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*

## **Interdisciplinary Programs and Minors**

International Studies

Liberal Studies

Women's Studies

## **Departments**

Department of Art

Department of Communication Studies and Theatre

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



# 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. Overseas study provides students 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 must apply through the International Affairs Office (L124).

## International Studies Minor

John F. Reynolds, *Coordinator*

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

Students who wish to participate in the minor should contact Dr. John Reynolds in Grainger 206.

## 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):

ANTH 204	Language and Culture/3 credits
ANTH 316	People of Africa/3 credits
ANTH 317	Peoples of the Pacific/3 credits
ANTH 320	Folklore/3 credits
ART 261	History of Prehistoric Ancient and Medieval Art in the Western World/3 credits
ART 262	History of Western Art: Renaissance to Contemporary/3 credits
BIOL 496	Research Projects in Biology/1-4 credits
CHEM 496	Research Projects in Chemistry/1-4 credits
ECON 310	Comparative Economic Systems/3 credits
ECON 319	International Economics/3 credits
GEOG 352	World Regional Geography/3 credits
GEOG 401	Geography of South and East Asia/3 credits
GEOG 402	Geography of Latin America/3 credits
GEOG 403	Geography of Europe/3 credits
GEOG 444	Political Geography/3 credits
GEOG 450	Geography of Contemporary Problem Areas/3 credits
GEOG 453	Geography of the Former Soviet Union/3 credits
HLTH 210	World Health Issues/3 credits
HIST 200	History of China/3 credits
HIST 307	United States Diplomatic History to 1898/3 credits
HIST 308	United States Diplomatic History from 1898/3 credits
HIST 314	Political History of Africa/3 credits
HIST 325	History of Latin America/3 credits
HIST 336	History of Japan/3 credits
HIST 355	Europe in the Nineteenth Century, 1815-1914/3 credits
HIST 356	Europe in the Twentieth Century, 1900-present/3 credits
HIST 359	Russian History to 1894/3 credits
HIST 360	Russian History Since 1894/3 credits
MARK 384	International Marketing/3 credits

PHIL 242	World Religions/3 credits
PHED/DANC 136	International Folk Dance/1 credit
POSC 314	Political History of Africa/3 credits
POSC 335	Western European Politics and Government/3 credits
POSC 336	Russian and Eastern European Government and Politics/3 credits
POSC 337	Asian Government and Politics/3 credits
POSC 375	Latin American Politics and Government/3 credits
POSC 395	African Politics and Government/3 credits
POSC 441	International Relations/3 credits
POSC 442	International Law and Organizations/3 credits
POSC 469	Soviet Diplomacy/3 credits
THEA 332	Non-Western Performance/3 credits

Students may also take part in trips abroad organized by the College and participate in programs of study at foreign universities. Faculty led summer study abroad programs also have been organized by professors in the Art and Psychology Departments.

Students desiring a semester/full-year/summer term abroad must plan early for their study abroad experience by consulting with the academic advisor and the Office of International Affairs. Most students choose to study in the junior year, however, students are eligible to go overseas during the sophomore or senior years. Study abroad opportunities are open to students in all majors. Modern Language majors are required to study abroad for one semester although a full year is highly desirable. Non-language majors have a variety of options where the language of instruction is English.

All Federal, with the exception of Federal Work Study, state and institutional aid may be applied toward the costs of approved study abroad programs. Longwood has limited scholarship money available to defray study abroad expenses.

### **LONGWOOD IN AUSTRIA**

Longwood, in affiliation with the New England Study Abroad Program at Salzburg, provides students with the opportunity to participate in either a Semester or Junior Year Abroad Program situated in one of Europe's most prominent cultural centers. Birthplace of Mozart and site of the renowned Salzburg Festival, the city has a long history as one of the premier music capitals of Europe.

Matriculated students at Longwood who have a minimum two years of college level German with a "B" average and overall GPA of 2.5 are eligible. Tuition costs for a semester or year are the same as Longwood. Airfare, room and board, supplemental health insurance, and personal expenses is extra.

Like Austrian students, program participants are housed in private homes, residence halls or apartments near Salzburg.

### **LONGWOOD IN ENGLAND**

**DERBY-** Longwood offers a limited number of one-for-one exchange program places at the University of Derby for either fall or spring semesters and is open to all fields of study.

Students must have an overall 2.5 GPA to be eligible and have completed one year in residence at Longwood. Longwood tuition, room, board and others fees are paid directly to the institution. Airfare, health insurance and personal expenses are extra. Housing is in university residence hall suites and are self-catered.

**LEEDS-** Longwood also has an affiliation with the University of Leeds which is recognized as one of England's top teaching and research institutions and was established in 1904. Located in the northern highlands of England, Leeds is one of the UK's largest major commercial, financial, and legal centers. Leeds is close to York with London only a two-hour train ride away.

Students may study for a semester or full- year with courses work available in the Humanities, Social Sciences, Physical and Biological Sciences, Theatre and Fine Arts. A minimum 3.0 GPA is required. Housing in university residence halls is provided.

Other British University study sites are available through Longwood College including: The Universities of Essex, Kent, York, Bradford, Leicester, and Goldsmiths College in London for Theatre and Performing Arts majors.

## **LONGWOOD IN FRANCE**

### **AIX-EN-PROVENCE AND AVIGNON**

Students may take a semester or year at the Institute of American Studies at the Aix-en-Provence or Avignon Centers. Depending upon level of French proficiency, students may be assigned to either center for language, cultural, and other course study. Students are housed with carefully selected French host families. Program costs include tuition, room and partial board and a limited number of cultural programs and excursions. A minimum 2.5 overall GPA is required.

### **PARIS**

Business majors who have two years of college level French may participate in either a semester or full-year student exchange program at the Ecole Commerciale in Paris. Courses are offered in accounting, management, finance and other business related areas. Full year students normally complete an internship with a French company during the second semester. Students are housed with French families. Costs are equivalent to Longwood tuition and fees with airfare, health insurance, and personal expenses extra.

## **LONGWOOD IN MARTINIQUE**

### **FORT-DE-FRANCE**

A four week summer intensive French language and culture immersion program is offered to students who have completed one year of college level French. A maximum of six credits is earned. Students are housed with carefully selected French families. Program costs include tuition, housing, board, and excursions. Airfare and health insurance are extra. A member of the Longwood College Modern Language faculty accompanies and remains with the group during the first part of the program.

## **LONGWOOD IN GERMANY**

### **HEIDELBERG**

Longwood, in affiliation with Heidelberg College in Tiffin, Ohio offers students a semester or full year program at Heidelberg University, Germany's oldest university. Resting on the banks of the Neckar River in the Rhine-Moselle region of Germany, Heidelberg is situated in the heart of Europe.

Students must have successfully completed two years of college level German with a "B" average as well as 3.0 overall GPA. A variety of course work is offered including internships to qualified students at the end of the first semester. Exceptional research libraries are available in the areas of German-American Relations, American History, and Jewish Studies. Housing is provided in self-catering residence halls. Program costs include tuition, health insurance, program sponsored study trips and excursions. Housing fees are assessed upon arrival depending on actual hall assignments.

## **LONGWOOD IN SPAIN**

### **VALENCIA**

Longwood College, in affiliation with the Institute of Spanish Studies in Valencia, offers academic year, semester, and summer program course work in Spanish conversation, composition, literature, history, culture and civilization and many others. Located on the Mediterranean coast, Valencia enjoys a mild climate. Byzantine, Arab and later Spanish influences are evident throughout the city.

For academic year and semester students, two years of college level Spanish are required with an overall GPA of 2.5. Summer program students may begin intensive Spanish study or continue course work at more advanced levels. Students live with carefully selected Spanish families, and program cultural fieldtrips and activities are also included.

## LONGWOOD IN VENEZUELA

### MERIDA

Academic year, semester, and summer programs are offered in collaboration with VENUSA, The Institute of International Studies and Modern Languages in Merida. Course work in Spanish conversation, composition, literature, history, and culture and civilization among others is offered. Merida is located in the highlands surrounded by Andean peaks and is a blend of Colonial Spain and modern day Venezuela.

Students attending the program during the academic year must have completed four semesters of college level Spanish and maintain an overall 2.5 GPA. Summer program students may begin an intensive language and culture program or enroll in advance level courses. Housing with carefully selected families is provided as well as local field trips and cultural activities.

In addition to study abroad opportunities, the Office of International Affairs sponsors on-campus programs and activities to promote international and cross-cultural awareness involving students, faculty, and staff.

# LIBERAL STUDIES

Frank Howe, Ellery Sedgwick, Program Coordinators  
Ellery Sedgwick, Advising Coordinator

## LIBERAL STUDIES MAJOR AND TEACHER EDUCATION PROGRAM

The Liberal Studies program has been designed primarily for students seeking licensure to teach multiple subjects in Elementary, Middle or 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 develop the program and coordinate it with the sequences of education courses leading to Elementary (N,K-6), Middle (6-8) and Special Education licensure. The program is also intended to develop broadly informed individuals who understand contemporary issues, and will provide civic and professional leadership. Students not seeking licensure can complete the major by adding a minor in any Arts or Sciences discipline or in Economics.

Every attempt has been made to state the major and minor requirements as clearly as possible. However, every student majoring in the program must maintain close communication with an academic advisor to plan and schedule the program. The faculty in the program are also happy to assist each student in this and in defining career goals and expectations.

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 a program coordinator or the Chair of the Education Department.

NOTE: The program does not guarantee that all of the courses listed will be offered every year.

### LIBERAL STUDIES MAJOR, B.A., B.S.

#### A. General Education Core Requirements. 33 credits

See General education Requirements listed on pages 66-69.

#### B. Additional Degree Requirements for the B.A. degree. 9 credits (Note: 6 hours of Humanities included in major and 3 hours of any modern language at the 202 level or above is an approved major elective.)

Additional Degree Requirements for the B.S. degree. 10 credits.

(Note: 3 hours of Mathematics, 3 hours of Social science, and 4 hours of Natural Science all included in the major requirements below.)

#### C. Major Requirements. 53 credits

##### HUMANITIES/11 credits

PHIL 307	Moral Issues and Perspectives/2 credits
ENGL 380	Children's Literature/3credits
ENGL 382	Traditional and Modern Grammar/3 credits
ENGL 483	Writing: Theory and Practice/3 credits

##### NATURAL SCIENCES/15 credits

BIOL 112	Fundamentals of Botany/4credits
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 Systems/3 credits  
GEOG 241                      Cultural Geography  
or GEOG 352                      World Regional/3 credits  
HIST 221                      U.S. History to 1877/3 credits  
HIST 222                      U.S. History since 1877/3 credits  
SOCL 320                      Sociology of Education/3 credits  
(SOCL 101 or 102 recommended for Goal 8 of General Education.)

**MATHEMATICS/9 credits**

MATH 309                      Numeration Systems/3 credits  
MATH 310                      Functions, Probability, and Statistics/3 credits  
MATH 313                      Geometry and Reasoning/3 credits  
(CMSC 121 recommended for Goal 4 of General Education.)

**ELECTIVE/three (3) credits from the following:**

ART 341                      Art Education/3 credits  
ECON 115                      Economics for Educators/3 credits  
MATH/SCED 330                      Integration of Mathematics and Science Principles/3 credits  
MUSC 441                      Music Methods/3 credits  
THEA 250                      Creative Dramatics for the Classroom/3 credits  
MOLA 202                      (French, German, Spanish)/3 credits (for B.A. degree)

**D. Elementary Endorsement Requirements**

The 40-credit Elementary School program consists of the following education courses:

EDUC 260                      Introduction to the Teaching Profession/2credits  
EDUC 245                      Human Growth and Development/3 credits  
EDUC 325                      Teaching Reading and Language Arts in the Elementary School/2 credits  
EDUC 326                      Teaching Reading and Language Arts in the Elementary Grades (N,K-6)/2 credits  
EDUC 450                      Principles of Instruction (N,K-8)/2 credits  
EDUC 451                      Curriculum in the Elementary School (N,K-6)/2 credits  
Practica: Two practica are required: one on the primary level and one on the middle school level  
Take in first session of summer school at end of freshman or sophomore year:  
EDUC 265                      Practicum I – Primary or Middle School level/3 credits  
Take fall or spring semester:  
EDUC 305                      Practicum in Early Childhood/3 credits (Prerequisite: EDUC 265)

**OR**

Take in first session of summer school at end of sophomore or junior year:

EDUC 370                      Practicum II – Primary or Middle School Level/3 credits (Prerequisite: EDUC 265)  
EDUC 380                      Classroom Assessment/2 credits  
EDUC 484                      Media and Technology/1 credit  
EDUC 487                      Classroom Management and System Issues/3 credits  
EDUC 489                      Survey of Exceptional Children/3 credits

(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 and Middle School /11 credits
or EDUC 401	Directed Teaching in the Elementary School / 11 credits
EDUC 488	Education Seminar/1credit
TOTAL CREDITS/40	

**E. Middle School Endorsement Requirements**

Students wishing an endorsement to teach at the middle school level, grades 6-8, must complete in addition to the Liberal Studies courses above and the 40 credit education component below, designated courses in at least **two** areas. Those areas and the specified courses are:

**English**

ENGL 350	Introduction to Linguistics/3 credits
ENGL 381	Young Adult Literature/3 credits

**Mathematics**

MATH 164	Precalculus/3 credits
or MATH 261	Differential and Integral Calculus/5 credits
MATH 181	Finite Mathematics/3 credits
MATH 451	Teaching of High School Mathematics/3 credits (Can be counted as the <b>approved electives</b> in liberal studies major)

**Natural Science**

CHEM 101	General Chemistry/4 credits (Can also satisfy General Education Goal 5)
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**Social Science**

HIST 100	Foundations of Western Civilization/3 credits
HIST 110	Modern Western Civilization/3 credits
One must be taken to satisfy General Education Goal 6.	

The 40 credit Middle School program consists of the following education courses:

EDUC 245	Human Growth and Development/3 credits
EDUC 260	Introduction to the Teaching Profession/2credits
EDUC 325	Teaching Reading and Language Arts in the Elementary School/2 credits
EDUC 327	Teaching Reading and Language Arts in the Middle School Grades (6-8)/2 credits
EDUC 450	Principles of Instruction (N,K-8) /2 credits
EDUC 452	Curriculum in the Middle School (6-8)/2 credits
Practica: Two practica are required: one on the primary level and one on the middle school level Take in first session of summer school at end of freshman or sophomore year:	
EDUC 265	Practicum I – Primary or Middle School level/3 credits Take fall or spring semester:
EDUC 305	Practicum in Early Childhood/3 credits (Prerequisite: EDUC 265)
<b>OR</b>	
Take in first session of summer school at end of sophomore or junior year:	
EDUC 370	Practicum II – Primary or Middle School Level/3 credits (Prerequisite: EDUC 265)
EDUC 380	Classroom Assessment/2 credits
EDUC 484	Media and Technology/1 credit
EDUC 487	Classroom Management and System Issues/3 credits



EDUC 489                      Survey of Exceptional Children/3 credits

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

**Professional Semester:**

EDUC 400                      Directed Teaching in the Elementary and Middle School /11 credits

or EDUC 405                      Directed Teaching in the Middle School / 11 credits

EDUC 488                      Education Seminar/1credit

TOTAL CREDITS/40

- F. Special Education Endorsement (L/D, E/BD, Mild MR), grades N,K-12, 41 credits. 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 B.A. or B.S. 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. See education requirements listed on pages 108-109.
- G. Minor/18-24 credits. Students who are not seeking a teaching 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 ENGL 382 and a 3 credit Sociology course at the 300/400 level for SOCL 320.)
- H. Total credits required for a B.A. or B.S. with Elementary Teaching Endorsement/126.  
Total credits required for a B.A. or B.S. with Middle School Teaching Endorsement/129-140.  
Total credits required for a B.A. or B.S. with Special Education Teaching Endorsement/127.  
Total credits required for a B.A. or B.S. with a Minor in Liberal Arts and Sciences or Economics/120

# Women's Studies Program

Megan Taylor Shockley, *Director of Women's Studies*

The Women's Studies Minor at Longwood College offers students an interdisciplinary program that incorporates an understanding of gender perspectives in all areas of the curriculum. While reflecting the diversity of women's lives, the program examines the dynamics of race, class, and gender categories from the perspective of women in all their variety. The program encourages students to explore the world in which they live.

Students wishing to minor in Women's Studies should sign up in the Office of Registration.

## 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 Office of Registration,
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.

ANTH/WSTU 106	Introduction to Women's Studies/3 credits
ANTH 325	Women and Society/3 credits
ART 360	Women in the Visual Arts/3 credits
COMM 370	Gender and Communication/3 credits
ENGL 260	Mythology/3 credits
ENGL 258	Women and Film/3 credits
ENGL 432	Women and Literature/3 credits
HLTH 430	Women's Health and Health Care Issues/3 credits
HIST 321	The History of Women in America/3 credits
HIST 470	Women in World History/3 credits
POSC 245	Gender and Politics/3 credits
PSYC 350	Psychology of Sex and Gender/3 credits
SOCL 241	Marriage and the Family/3 credits
SOCL 325	Women and Society/3 credits
SOCL 351	Sociology of Domestic Violence/3 credits
SOCL 423	Women and Crime/3 credits
THEA 431	American Drama/3 credits
WSTU 295	Selected Topics/1-3 credits
WSTU 489	Directed Study/2-3 credits
WSTU 492	Internship in Women's Studies/1-6 credits
WSTU 495	Special Topics/1-6 credits

(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 COURSE DESCRIPTIONS

**WOMEN'S STUDIES 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.

**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 390. *Directed or Independent Study.*** Must be approved by the head of the department. May be repeated as 391. 1-18 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 490. *Directed or Independent Study.*** Must be approved by the head of the department. 1-18 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.

For further information on the Women's Studies Minor at Longwood College, please contact Dr. Nancy Krippel in the Office of Academic Affairs or Dr. Megan Taylor Shockley, Department of History and Political Science.

# Department of Art

Homer L. Springer, Jr., *Chair*

Janet McQueen, *Administrative and Program Specialist III*

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, a computer lab, 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 McCoy, 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 project, 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 allow; 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 66-69.

##### **B. Additional Degree Requirements/9 credits.**

See Degree Requirements listed on page 63.

##### **C. Major Requirements/63 credits.**

(NOTE: Art Majors cannot use ART 120, ART 130, or ART 160 for General Education)

##### *Major Requirements:*

ART 120	Foundations of Contemporary Design/4 credits
ART 130	Drawing I/4 credits
ART 131	Life Drawing/3 credits
ART 223	Three-Dimensional Design/3 credits
ART 261	History of Prehistoric Ancient and Medieval Art in the Western World/3 credits
ART 262	History of Western Art: Renaissance to Contemporary/3 credits
ART 362	History of 20th Century Painting and Sculpture/3 credits
ART 461	Senior Seminar/2 credits
TOTAL 25 credits	

##### *Art Education Concentration:*

ART 155	Basic Processes and Principles of Photography/3 credits
ART 213	Ceramics I/3 credits
ART 216	Fibers: Weaving/3 credits
or ART 217	Fabrics: Surface Design/3 credits
ART 250	Printmaking I/3 credits
ART 270	Painting: Acrylic and Water-Based Media/3 credits
ART 313	Jewelry and Metal Work/3 credits
ART 381	Sculpture I/3 credits
ART 441	The Teaching of Art in the Secondary Schools/4 credits
ART 442	The Teaching of Art in the Elementary Schools/4 credits
TOTAL 29 Credits	

Mini-concentration/9 credits. Select all 9 credits from any **one** category.

## **ART HISTORY**

ART 301	Survey of Western Art in Europe/3 credits
ART 302	Survey of Western Art in Europe/3 credits
ART 360	Women in the Visual Arts/3 credits
ART 361	History of Late 18 <sup>th</sup> and 19 <sup>th</sup> Century 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/3 credits
ART 369	American Art/3 credits

## **CRAFTS**

ART 110	Crafts/3 credits
ART 121	Introduction to Environmental Design Issues/3 credits
ART 214	Ceramics II/3 credits
ART 218	Design in Stained Glass/3 credits
ART 224	Design in Wood/3 credits
ART 309	Enamels/3 credits
ART 324	Papermaking/3 credits
ART 325	Advanced Design in Wood/3 credits
ART 406	Ceramics Studio/3 credits
ART 411	Enamels II/3 credits
ART 412	Ceramics Studio II/3 credits
ART 413	Jewelry II/3 credits
ART 414	Metalsmithing/3 credits
ART 416	Advanced Casting/3 credits
ART 419	Advanced Jewelry III/3 credits
ART 422	Advanced Casting II/3 credits

## **DRAWING AND PRINTMAKING**

ART 230	Experimental Media in Drawing/3 credits
ART 251	Printmaking II/3 credits
ART 330	Illustration/3 credits
ART 351	Printmaking: Serigraphy/3 credits
ART 430	Drawing Studio/3 credits
ART 450	Printmaking Studio/3 credits

## **GRAPHIC DESIGN**

ART 221	Graphic Design I/3 credits
ART 225	Graphic Art Production I/3 credits
ART 230	Experimental Media in Drawing/3 credits
ART 322	Graphic Design II/3 credits
ART 326	Typography/3 credits
ART 327	Graphic Art Production II/3 credits
ART 330	Illustration/3 credits
ART 355	Manipulation and Color in Photography/3 credits
ART 455	Electronic Photography/3 credits

## **INTERIOR ARCHITECTURE**

ART 101	Introduction to Interior Design/3 credits
ART 121	Introduction to Environmental Design Issues/3 credits
ART 230	Experimental Media in Drawing/3 credits
ART 304	Commercial Interior Design/3 credits
ART 306	Computer & Construction Documentation in Interior Design/3 credits
ART 404	Public Interior Space/3 credits
ART 405	Senior Interior Design Synthesis/3 credits

## **PAINTING**

ART 271	Painting: Oil Media/3 credits
ART 371	Advance Painting/3 credits
ART 471	Painting Studio/3 credits

## **PHOTOGRAPHY**

ART 221	Graphic Design I/3 credits
ART 251	Printmaking II/3 credits
ART 324	Papermaking/3 credits
ART 330	Illustration/3 credits
ART 355	Manipulation and Color in Photography/3 credits
ART 455	Electronic Photography/3 credits
ART 456	Photography Studio/3 credits

### **D. Teacher Endorsement Requirements/17 credits**

EDUC 245	Human Growth and Development/3 credits
EDUC 260	Introduction to the Teaching Profession/2 credits
EDUC 380	Classroom Assessment/2 credits
EDUC 430	Teaching Reading in the Content Area/2 credits
EDUC 484	Media and Computer Technology Module/1 credits
EDUC 487	Classroom Management/3 credits
EDUC 488	Education Seminar/1 credit
EDUC 489	Survey of Exceptional Children/3 credits
*ART 441	Teaching Art in Secondary School/3 credits
*ART 442	Teaching Art in Elementary School/3 credits

### **E. Practicum Requirements/11 credits.**

*ART 441	Teaching Art in Secondary School/1 credit
*ART 442	Teaching Art in Elementary School/1 credit
EDUC 403	Directed Elementary Teaching for Art, Music, and Physical Education/6 credits
EDUC 404	Directed Secondary Teaching for Art, Music, and Physical Education/5 credits

\*(Included in major requirements.)

### **F. Total credits required for B.F.A. with a concentration in Art Education (Leading to Teacher Endorsement) - 133**

## **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 pages 66-69.

### **B. Additional Degree Requirements/9 credits.**

See Degree Requirements listed on pages 63.

(3 credits must be foreign language at 202-level or above.

It is strongly recommended that the language be French or German.)

### **C. Major Requirements/52 credits.**

ART 120	Foundations of Contemporary Design/4 credits
ART 130	Drawing I/4 credits
ART 131	Life Drawing/3 credits
ART 155	Basic Processes and Principles of Photography/3 credits
ART 223	Three-Dimensional Design/3 credits



- ART 261 History of Prehistoric Ancient and Medieval Art in the Western World/3 credits
- ART 262 History of Western Art: Renaissance to Contemporary/6 credits
- ART 270 Painting: Acrylic and Water-Based Media/3 credits
- Seven ART HISTORY courses at the 300 or 400 level/21 credits
- ART 461 Senior Seminar/2 credits
- TOTAL 52 credits
- (NOTE: Art Majors cannot use ART 120, ART 130, or ART 160 for General Education.

D. General electives/26 credits.

E. Total credits required for B.F.A. with a concentration in Art History - 120.

## **BACHELOR OF FINE ARTS DEGREE**

### **Visual and Performing Arts**

#### **Art Studio Concentration**

A. General Education Core Requirements/33 credits.

See General Education Requirements listed on pages 66-69.

B. Additional Degree Requirements/9 credits.

See Degree Requirements listed on pages 63.

C. Major Requirements/67 credits.

1. Core Requirements/28 credits

- ART 120 Foundations of Contemporary Design/4 credits
- ART 130 Drawing I/4 credits
- ART 131 Life Drawing/3 credits
- ART 223 Three-Dimensional Design/3 credits
- ART 261 History of Prehistoric Ancient and Medieval Art in the Western World/3 credits
- ART 262 History of Western Art: Renaissance to Contemporary/3 credits
- ART 362 History of 20<sup>th</sup> Century Painting and Sculpture/3 credits
- ART HISTORY at the 300 or 400 level/3 credits
- ART 461 Senior Seminar/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 or Interior Architecture/28 credits)

#### **Crafts: Required**

- ART 155 Basic Processes and Principles of Photography/3 credits
- ART 213 Ceramics I/3 credits
- ART 216 Fibers: Weaving/3 credits
- or ART 217 Fabrics: Surface Design/3 credits
- ART 218 Design in Stained Glass/3 credits
- ART 224 Design in Wood/3 credits
- ART 313 Jewelry and Metal Work/3 credits
- ART 324 Papermaking/3 credits

#### **Choice of 3 credits from this list:**

- ART 214 Ceramics II/3 credits
- ART 309 Enamels/3 credits
- ART 318 Advanced Stained Glass I/3 credits
- ART 325 Advanced Design in Wood/3 credits

ART 351	Printmaking: Serigraphy/3 credits
ART 381	Sculpture I/3 credits
ART 411	Enamels II/3 credits
ART 412	Ceramics Studio II/3 credits
ART 413	Jewelry II/3 credits
ART 414	Metalsmithing/3 credits
ART 416	Advanced Casting/3 credits
ART 417	Gem Stone Cutting and Setting/3 credits
ART 418	Metal Electroforming/3 credits
or ART 419	Advanced Jewelry III/3 credits
ART 465	Advanced Crafts I/3 credits
TOTAL 24 credits	

### **Drawing and Printmaking**

ART 221	Graphic Design I/3 credits
ART 230	Experimental Media in Drawing/3 credits
ART 250	Printmaking I/3 credits
ART 251	Printmaking II/3 credits
ART 270	Painting: Acrylic and Water-Based Media/3 credits
ART 330	Illustration/3 credits
ART 351	Printmaking: Serigraphy/3 credits
ART 355	Manipulation and Color in Photography/3 credits
TOTAL 24 credits	

### **Graphic Design**

ART 155	Basic Processes and Principles of Photography/3 credits
ART 221	Graphic Design I/3 credits
ART 225	Graphic Art Production I/3 credits
ART 230	Experimental Media in Drawing/3 credits
ART 250	Printmaking I/3 credits
ART 270	Painting: Acrylic and Water-Based Media/3 credits
ART 322	Graphic Design II/3 credits
ART 326	Typography/3 credits
ART 327	Graphic Art Production II/3 credits
ART 330	Illustration/3 credits
ART 351	Printmaking: Serigraphy/3 credits
ART 355	Manipulation and Color in Photography/3 credits
TOTAL 36 credits	

### **Interior Architecture**

ART 101	Introduction to Interior Design/3 credits
ART 121	Introduction to Environmental Design Issues/4 credits
ART 155	Basic Processes and Principles of Photography/3 credits
ART 230	Experimental Media in Drawing/3 credits
ART 304	Commercial Interior Design/3 credits
ART 306	Computer & Construction Documentation in Interior Design/3 credits
ART 367	History of Modern Architecture/3 credits
ART 404	Public Interior Space/3 credits
ART 405	Senior Interior Design Synthesis/3-6 credits
TOTAL 28 credits	

### **Painting**

ART 155	Basic Processes and Principles of Photography/3 credits
ART 250	Printmaking I/3 credits

ART 270	Painting: Acrylic and Water-Based Media/3 credits
ART 271	Painting: Oil Media/3 credits
ART 309	Enamels/3 credits
ART 330	Illustration/3 credits
ART 351	Printmaking: Serigraphy/3 credits
ART 371	Advanced Painting/3 credits
TOTAL 24 credits	

### **Photography**

ART 155	Basic Processes and Principles of Photography/3 credits
ART 221	Graphic Design I/3credits
ART 251	Printmaking II/3 credits
ART 324	Papermaking/3 credits
ART 330	Illustration/3 credits
ART 355	Manipulation and Color in Photography/3 credits
ART 455	Electronic Photography/3 credits
ART 456	Photography Studio/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 concentration - 120**

## **MINORS**

### *Minor in Art History*

ART 261	History of Prehistoric Ancient and Medieval Art in the Western World/3 credits
ART 262	History of Western Art: Renaissance to Contemporary/3 credits
4 ART	HISTORY courses at 300 or 400 level/12 credits
TOTAL 18 credits	

### *Minor in General Art*

ART 120	Foundations of Contemporary Design/4 credits
ART 130	Drawing I/4 credits

Choose one of the following:

ART 223	Three-Dimensional Design/3 credits
ART 224	Design in Wood/3 credits

Choose one of the following:

ART 250	Printmaking I/3 credits
ART 251	Printmaking II/3 credits
ART 270	Painting: Acrylic and Water-Based Media/3 credits
ART 271	Painting: Oil Media/3 credits

Choose one of the following:

ART 155	Basic processes and Principles of Photography/3 credits
ART 355	Manipulation and Color in Photography/3 credits

Choose one of the following:

ART 110	Crafts/3 credits
ART 213	Ceramics I/3 credits

ART 216	Fibers: Weaving/3 credits
ART 217	Fabrics: Surface Design/3 credits
ART 218	Design in Stained Glass/3 credits
ART 309	Enamels/3 credits
ART 313	Jewelry and Metal Work/3 credits
ART 324	Papermaking/3 credits
Choose one of the following:	
ART 160	Introduction to the Visual Arts/4 credits
ART 261	History of Prehistoric Ancient and Medieval Art in the Western World/3 credits
ART 262	History of Western Art: Renaissance to Contemporary/3 credits
or any 300-400 level ART HISTORY course/3 credits	
TOTAL 23-24 credits	

#### *Minor in Graphic Design*

ART 120	Foundations of Contemporary Design/4 credits
ART 155	Basic Processes and Principles of Photography/3 credits
ART 221	Graphic Design I/3 credits
ART 225	Graphic Art Production I/3 credits
ART 322	Graphic Design II/3 credits
ART 327	Graphic Art Production II/3 credits
TOTAL 19 credits	

#### *Minor in Photography*

ART 120	Foundations of Contemporary Design/4 credits
ART 155	Basic Processes and Principles of Photography/3 credits
ART 221	Graphic Design I/3 credits
ART 355	Manipulation and Color in Photography/3 credits
ART 455	Electronic Photography/3 credits
ART 456	Photography Studio/3 credits
TOTAL 19 credits	

### ART COURSE DESCRIPTIONS

† 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 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 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 qual-

ity 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 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 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 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 or permission of instructor. 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 print media of newspapers, magazines, outdoor display systems, and direct mail literature. Emphasis is on format, the dynamics of composition and layout of visual images and typography. Computer design technology in graphic design is emphasized. 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 electronic layout and reproduction processes through theoretical problem solving. The current computer design applications 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 materials through the use of acrylics and water-based media. Investigation into backgrounds of contemporary painting. Emphasis on individual growth. Open to beginners. 3 credits.

**ART 271. *Painting: Oil Media.*** Fundamentals of painting involved in subject matter, composition, and materials through the use of oil-based media. Investigation into backgrounds of contemporary painting. Open to beginners. 3 credits.

**ART 292. *Internship in Art.*** A semester-long, on-the-job learning experience designed to apply the principles of art. 1-18 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. 3 credits each.

**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. *Computer & Construction Documentation 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 Stained 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 electronic art preparation for printed materials. Emphasis is on the development of ideas, concepts, graphic impact and creativity. Prerequisite: ART 221, 225. 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 221, 225. 3 credits.

**ART 327. *Graphic Art Production II.*** A hands-on problem solving approach to the electronic 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 221, 225. 3 credits.

**ART 330. *Illustration.*** The history and techniques of illustration as an art form. Prerequisites: ART 130 and 131 or permission of instructor. 3 credits.

**ART 341. *Art Education in the Elementary Classroom, N, K-8.*** Lectures, readings and media explorations to introduce students to the importance of art in the integrated program of today's elementary school. Emphasis will be placed on quality programs for grades K-8 using drawing, painting and three-dimensional design, as well as experience in sequential planning and organization. For non-art majors only. 3 credits.

**ART 351. *Printmaking: Serigraphy.*** The silk screen process of printing as an aesthetic expression. Prerequisites: 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. Prerequisites: ART 120, 155, or 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 Painting.*** Advanced painting with emphasis on the exploration of individual style using oils, acrylics, watercolor and mixed media. Prerequisites: 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 390. *Directed or Independent Study.*** Must be approved by the head of the department. May be repeated as 391. 1-18 credits.
- ART 392. *Internship in Art.*** A semester-long, on-the-job learning experience designed to apply the principles of art. 1-18 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, 121, 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, 121, 304, 404. 3-6 credits.
- ART 406. *Ceramics Studio I.*** Independent problems in ceramics. May be continued as 407, 408. Prerequisites: 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.*** Continued 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. Prerequisites: 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 ART 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, technology 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. Prerequisites: ART 120, 155, and 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 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. Prerequisites: ART 110, 120 and permission of instructor. 3 credits.

**ART 471. *Painting Studio.*** Open to students who have completed 270 or equivalent. May be continued as ART 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 ART 481, 482, etc. 3 credits.

**ART 490.** *Directed or Independent Study.* Must be approved by the head of the department. 1-18 credits.

**ART 492.** *Internship in Art.* A semester-long, on-the-job learning experience designed to apply the principles of art. 1-18 credits.

**ART 495.** *Special Topics.* Selected topics in Art. The topics may vary from semester to semester. Descriptions are available from academic advisors. May be repeated for credit when topics change. 1-3 credits.

**ART 496.** *Art/Craft Apprenticeship Program.* An individually tailored program similar to student teaching that allows a student to gain valuable on-the-job experience in any non-teaching art environment. Student must have an art faculty sponsor, approval of department head and apply one semester in advance. Prerequisite: 75 credit hours and a 2.5 GPA. 3, 6, or 9 credits.

**ART 497.** *Research Projects in Art.* This course provides students with an opportunity for independent original research in art. 1-3 credits.

**ART 498.** *Honors Research in Art.* Students conduct research in art under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits.

# Department of Communication Studies and Theatre

Gene Muto, *Chair*

Cecelia Culler, *Secretary*

## 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*

Trevor Potts, Ph.D., *Assistant Professor of Communication Studies*

William Stuart, Ph.D., *Assistant Professor of Communication Studies*

## COMMUNICATION STUDIES PROGRAM

### MISSION STATEMENT

In order to provide a cohesive body of knowledge in the areas of Communication Theory, Research, and Practice, the Communication Studies Program at Longwood College is committed to excellence in teaching, the advancement of knowledge in theory and technology, cultural enrichment, preparation for graduate study, and preparation for professional careers in the field. Through a wide variety of courses, which are specific to Communication Studies and interdisciplinary, we offer a program of study that is cooperative in nature with other departments and other schools within the College.

### Communication Studies Major, B.A. Degree

#### A. General Education Core Requirements/33 credits.

See General Education Requirements listed on pages 66-69.

#### B. Additional Degree Requirements/9 credits.

See Degree Requirements listed on page 63.

#### C. Major Requirements/39 credits.

Majors must complete all 27 credits of the Communication Studies Core, plus 12 credits of Communication Studies Electives. (See 1 and 2 below.)

##### 1. Communication Studies Core/27 credits.

COMM 101	Oral Communication/3 credits
COMM 200	Fundamentals of Communication/3 credits
COMM 300	Advanced Communication Theory and Research/3 credits
COMM 310	Interpersonal Communication/3 credits
COMM 320	Mass Media Theory and Effects/3 credits
COMM 400	Legal and Ethical Communication/3 credits
COMM 410	Communication Technologies/3 credits
COMM 461	Senior Thesis/3 credits
COMM 492	Communication Internship/3 credits

2. Communication Studies Electives/12 credits.

(Please check the Undergraduate Catalog for prerequisites for courses in other departments.)

ART 120	Foundations of Contemporary Design/4 credits
ART 155	Basic Processes and Principles of Photography/3 credits
ART 225	Graphic Art Production I/3 credits
ART 322	Graphic Design II/3 credits
ART 327	Graphic Art Production II/3 credits
ART 355	Manipulation and Color in Photography/3 credits
ART 455	Electronic Photography/3 credits
ART 456	Photography Studio/3 credits
COMM 315	Television Production /3 credits
COMM 317	Radio Production/3 credits
COMM 330	Small Group Dynamics/3 credits
COMM 340	Nonverbal and Visual Communication/3 credits
COMM 350	Rhetoric and Persuasion/3 credits
COMM 360	Organizational and Professional Communication/3 credits
COMM 370	Gender and Communication/3 credits
COMM 420	Intercultural Communication and Conflict/3 credits
ENGL 210	Introduction to Journalism/3 credits
ENGL 213	Writing Non-Fiction/3 credits
ENGL 214	Technical Writing/3 credits
ENGL 256	The Art of Film I/3 credits
ENGL 257	The Art of Film II/3 credits
ENGL 258	Women and Film/3 credits
ENGL 350	Intro to Linguistics/3 credits
ENGL 470	Professional Writing/3 credits
MARK 380	Principles of Marketing/3 credits
MARK 381	Consumer Behavior/3 credits
MARK 480	Advertising/3 credits
CIMS 170	Management Information Systems/3 credits
CIMS 291	Business Communication/3 credits
THEA 215	Voice and Movement I/3 credits

D. Required Minor/18-24 credits.

All Communication Studies majors must have a minor from another area. The minor must be made in consultation with the faculty advisor. Please see page 60 for a complete listing of minors.

E. General Electives/15 – 21 Credits.

**Minor Communication Studies**

18 Credit hours including:

COMM 101	Oral Communication/3 credits
COMM 200	Fundamentals of Communication/3 credits

And a selection of 12 credit hours from among the following courses:

COMM 300	Advanced Communication Theory and Research/3 credits
COMM 310	Interpersonal Communication/3 credits
COMM 315	Television Production/3 credits
COMM 316	Radio Broadcasting/3 credits
COMM 330	Small Group Dynamics/3 credits
COMM 340	Nonverbal and Visual Communication/3 credits

COMM 350	Rhetoric and Persuasion/3 credits
COMM 360	Organizational Communication/3 credits
COMM 370	Gender and Communication/3 credits
COMM 400	Legal and Ethical Communication/3 credits
COMM 410	Communication Technologies/3 credits
COMM 420	Intercultural Communication and Conflict/3 credits
CIMS 291	Business Communications/3 credits

## COMMUNICATION STUDIES COURSE DESCRIPTIONS

General Education Course \*

Writing Intensive Course \*\*

ENGL 101, COMM 101 and COMM 200 (with grades of C or better in each) are prerequisite to all 300- and 400-level Communication Studies Courses \*\*\*

**COMMUNICATIONS 101.** *Oral Communication.* Introduces students to the basic concepts of human communication, with special emphasis placed on competencies in oral communication. 3 credits.

**COMMUNICATIONS 200.** *Fundamentals of Communication.* Introduces students to communication as an academic discipline by exploring how meaning is created and shared in multiple contexts such as: intrapersonal, interpersonal, small group, organizational, public, mass mediated, and intercultural. Fundamental theories from each context are covered. 3 credits.

**COMMUNICATIONS 292.** *Internship in Communication Studies.* A semester-long, on-the-job learning experience designed to apply the principles of communication studies. 1-18 credits.

**COMMUNICATIONS 295.** *Special Topics in Communication Studies.* Selected topics in communication studies. The topics may vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

**COMMUNICATIONS 300.** *Advanced Communication Theory and Research.* Expansion of COMM 200. Students explore advanced communication theories and milestone research to understand the complexities of communication processes. 3 credits. \*\* \*\*\*

**COMMUNICATIONS 310.** *Interpersonal Communication.* This course will examine various communication patterns including nonverbal and intercultural communication. Students will study theories and concepts through text readings, class activities, and lectures. Students will understand that people, even if witnessing similar sights, may have different perspectives. 3 credits. \*\* \*\*\*

**COMMUNICATIONS 311, 312.** *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses in communications studies. 1-18 credits. \*\*\*

**COMMUNICATIONS 315.** *Television Production.* Introduction to visualization theory and to the equipment and processes employed in structuring and presenting video programs. 3 credits. \*\*\*

**COMMUNICATIONS 316.** *Radio Broadcasting.* Radio skills with studio practice; function of radio in American culture. 3 credits. \*\*\*

**COMMUNICATIONS 317.** *Radio Production.* A structured hands-on practicum experience involving local commercial and college radio facilities. 3 credits. \*\*\*

**COMMUNICATIONS 320.** *Mass Media Theory and Effects.* Explores the influences and limitations of the media in American society. Emphasis on theoretical and empirical explanations of both the impact of

media on society and of society on the media. Students design and conduct a media effects research project. 3 credits. \*\* \*\*\*

**COMMUNICATIONS 330. *Small Group Communication.*** Examines the complex personal and communication dynamics of small groups. Topics include leadership, influence, conflict, task management, organization, interdependence, and others. Students actively participate in group projects and meetings to demonstrate successful small group techniques. 3 credits. \*\*\*

**COMMUNICATIONS 340. *Nonverbal and Visual Communication.*** Theory, research, and practice into the realm of intentional and unintentional nonverbal communication. Study of unspoken communication genres includes kinesic, affective, ocular, haptic, paralinguistic, proxemic, environmental, chronemic, and artifactual. Exploration of semiotics and other visual communication areas. 3 credits. \*\*\*

**COMMUNICATIONS 350. *Rhetoric and Persuasion.*** Theory, research, and practice into the areas of rhetoric and persuasion. Study of the power and limitations of persuasion, coercion, influence, and argumentation. Topics range from ancient concepts of rhetoric to modern advertisements. 3 credits. \*\*\*

**COMMUNICATIONS 360. *Organizational and Professional Communication.*** Study and practice of organizational structures and professional communication. Issues such as public relations, corporate impression management, damage control and crisis management, networks, management styles, task groups, information systems, and others will be addressed. Students will make professional presentations and write professional documents such as resumes, business letters, company reports, and press releases. 3 credits. \*\*\*

**COMMUNICATIONS 370. *Gender and Communication.*** Theory, research, and practice of the complex and powerful relationship between gender and communication styles. Aspects of the gender-communication relationship addressed include conflict, leadership, meaning coordination, disclosure, sexual orientation, professional and interpersonal interactions, conformity, and nature and nurture influences. 3 credits. \*\* \*\*\*

**COMMUNICATIONS 390. *Directed or Independent Study*** Must be approved by the head of the department. Maybe repeated as 391. 1-18 credits. \*\*\*

**COMMUNICATIONS 392. *Internship in Communication Studies.*** A semester-long, on-the-job learning experience designed to apply the principles of communication studies. 1-18 credits.

**COMMUNICATIONS 400. *Legal and Ethical Communication.*** Challenges students to consider the legal and ethical ramifications of various types of communication. Topics include freedom of speech, libel, sedition, obscenity, provocation, hate speech, invasion of privacy, verbal aggression, mass hysteria, and others. 3 credits. \*\* \*\*\*

**COMMUNICATIONS 410. *Communication Technologies.*** Theory, research, and practical application of new communication technologies. Explores the impact of various communication technologies on individuals and society. Students also are trained in the use of communication technologies in order to complete an applied project. 3 credits. \*\*\*

**COMMUNICATIONS 420. *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. 3 credits. \*\* \*\*\*

**COMMUNICATIONS 461. *Senior Seminar.*** A capstone course designed to help students prepare for commencement. It is structured as a seminar/tutorial, culminating in the creation of an undergraduate thesis, review for an exit exam in communications theory and communications technologies, assembling of a portfolio, completion of a professional resume, and the creation of a personal web site. 3 credits. \*\* \*\*\*



**COMMUNICATIONS 490.** *Directed or Independent Study.* Must be approved by the head of the department. 1-18 credits. \*\*\*

**COMMUNICATIONS 492.** *Communication Internship.* Directed practicum of experiential learning in a professional setting. Students perform relevant task to the discipline and profession. An internship contract must be agreed upon by the professional supervisor, faculty advisor, and student. Prerequisite: Completion of 24 credits in Communication Studies with a minimum gpa of 2.5. 3 credits. \*\*\*

**COMMUNICATIONS 495.** *Special Topics in Communication Studies.* Selected topics in communication studies. The topics may vary from semester to semester. May be repeated for credit when topics change. 1-3 credits. \*\*\*

**COMMUNICATIONS 498.** *Honors Research in Communication Studies.* Students conduct research in communications studies under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits. \*\*\*

300 and 400 level Communication Studies Electives (Please see the Undergraduate Catalog for descriptions of Communication Studies Electives in other departments.)

## **THEATRE PROGRAM**

*Accredited by the National Association of Schools of Theatre*

### **MISSION STATEMENT**

In order to provide a cohesive body of knowledge in the various fields of performance art, the Department of Communication Studies 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 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. At the end of their studies, students in the B.A. program 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, production, and performance.

**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 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 in the field of theatre in education. (An Education Endorsement is required in this track.)

**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, all of which prepares them with a wide variety experiences and potential. Students who wish to pursue the M.A. or Ph.D. 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, 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 competencies 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 at 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; students' 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 at 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. (NOTE: Students in this track are not permitted to take more than 30 credit hours in the School of Business and Economics.)

## **GRADUATION REQUIREMENTS**

### **CORE COURSES — REQUIRED OF ALL THEATRE STUDENTS**

THEA 113	Acting I/3 credits
THEA 240	Technical Theatre/3 credits
THEA 330	Theatre History I/3 credits
THEA 331	Theatre History II/3 credits
THEA 430	Modern Drama/3 credits
THEA 431	American Drama/3 credits
THEA 461	Senior Thesis/3 credits
THEA 492	Internship/3 credits
Take three credits from the following:	
THEA 102	Theatre Performance/1 credit
THEA 103	Theatre Production/1 credit
TOTAL/27 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 66-69.

B. Additional Degree Requirements/9 credits.

See Degree Requirements listed on page 63.

(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/27 credits

Upper division theatre electives/6-7 credits

Generalist:

Theatre Core/27 credits

Upper division theatre electives/6 credits

D. Minor and/or Education endorsement. 18-41 credits.  
THEA 250 Creative Dramatics/3 credits  
THEA 401 Methods of Teaching Theatre/3 credits  
See professional education requirements on pages 100-104.  
(For those who are seeking careers in educational theatre, student teaching may be substituted for the Internship.)

E. General Electives/4-27 credits

F. Total Credits Required for B.A. in Visual and Performing Arts, Theatre Concentration - 120

## **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 66-69.

B. Additional Degree Requirements. 9 credits.

See Degree Requirements listed on page 63.

(3 credits must be a foreign language at the 202 level or above.)

C. Major Requirements. 54 credits.

### **SPECIALIST IN PERFORMANCE:**

Theatre Core/27 credits

THEA 214 Stage Makeup for the Actor/3 credits

THEA 215 Voice and Mvmt I/3 credits

THEA 315 Voice and Mvmt II/3 credits

THEA 316 Acting II/3 credits

THEA 317 Acting III/3 credits

THEA 320 Directing/3 credits

THEA 413 Acting IV/3 credits

THEA 414 Voice and Mvmt III/3 credits

Upper-division Theatre Elective/3 credits

### **SPECIALIST IN TECHNOLOGY:**

Theatre Core/27 credits

THEA 241 Drafting for Theatrical Design/3 credits

THEA 275 Stage Management/3 credits

THEA 306 Stage Properties/3 credits

THEA 337 Costume Technology I/3 credits

THEA 338 Costume Technology II/3 credits

THEA 340 Scene Design/3 credits

THEA 342 Lighting Design/3 credits

THEA 344 Scene Painting/3 credits

THEA 345 Costume Design/3 credits

## SPECIALIST IN THEATRE MANAGEMENT

(NOTE: Students in this track may not take more than 30 credit hours in the School of Business and Economics)

Theatre Core/21 credits\*

THEA 275	Stage Management/3 credits
THEA 399	Theatre Management/3 credits
THEA 103	Theatre Production (Box Office Practicum) 3 credits <b>plus</b>

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
MANG 360	Principles of Management/3 credits
MANG 362	Organization Behavior/3 credits
MARK 380	Principles of Marketing/3 credits
MANG 465	Human Resource Management/3 credits

(\*Students in this track are exempted from THEA 430 and THEA 431)

D. General Electives/24 credits

E. Total credits required for B.F.A. in Visual and Performing Arts, Theatre Concentration - 120

## MINOR IN THEATRE

20 credit hours including:

THEA 102	Theatre Performance/1 credit
THEA 103	Theatre Production/1 credit
THEA 113	Acting I/3 credits
THEA 240	Technical Theatre/3 credits
THEA 330	Theatre History I/3 credits
THEA 331	Theatre History II/3 credits

THEATRE ELECTIVES/6 credits

## THEATRE COURSE DESCRIPTIONS

General Education Course \*

Writing Intensive Course \*\*

**THEATRE 101.** *Issues in Theatre.* This course is 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.* This practicum course is 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.* This practicum course is open to students who work in technical and management areas of Longwood Theatre productions. May be repeated for credit four times. Prerequisite: Portfolio/permission. 1 credit. \*

**THEATRE 113.** *Acting I.* This studio course is an introduction to the art of performance in the theatre. 3 credits.

**THEATRE 214. *Stage Makeup for the Actor.*** Through a combination of lecture and laboratory demonstration, students learn the basic skills of stage makeup application and design. 3 credits.

**THEATRE 215. *Voice and Movement I.*** This studio course is an introductory exploration of the physical and vocal skills required for effective performance. Emphasis is placed on developing self-awareness and control of the actor's instrument through relaxation and tension-release, proper breathing techniques, the improvement of resonance, articulation and projection. 3 credits.

**THEATRE 240. *Technical Theatre.*** This course will give the student a basic understanding and appreciation of the technical side of theatre. It will provide a knowledge of the safe and proper way to handle scene shop equipment. 3 credits.

**THEATRE 241. *Drafting for Theatrical Design.*** This is a lecture-studio course that deals with the fundamentals of theatrical drafting and mechanical drawing for those 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.*** This studio course is a practical exploration of resources, techniques, and application of creative dramatic activities for the classroom. 3 credits.

**THEATRE 275. *Stage Management.*** This lecture-studio course explores the role and responsibilities of the stage manager in academic, community, regional, and professional theatre settings. Prerequisite: THEA 240 - minimum grade of C. 3 credits.

**THEATRE 292. *Internship in Theatre.*** A semester-long, on-the-job learning experience designed to apply the principles of theatre. 1-18 credits.

**THEATRE 295. *Special Topics in Theatre.*** This directed study opportunity geared toward freshmen and sophomores who want to explore a special course of study in Theatre Arts. 1-3 credits.

**THEATRE 306. *Stage Properties.*** This course is for students who will learn how to design and create stage properties. Course content will include hands-on projects, research, resources, and discussion of period styles. Prerequisite: THEA 240 - minimum grade of C. 3 credits.

**THEATRE 311, 312. *Studies Abroad.*** This course is intended for transfer of credit earned abroad in the study of theatre. Prerequisite: Permission. 1-18 credits.

**THEATRE 315. *Voice and Movement II.*** This studio course is a continued exploration of the physical and vocal skills required for effective stage performance. Emphasis is 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 is directed toward the specific needs of the actors. Prerequisite: THEA 215 - minimum grade of C. 3 credits.

**THEATRE 316. *Acting II.*** This studio course is 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.

**THEATRE 320. *Directing.*** This course 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.*** This course is a study of the dramatic literature and the history of stage practices during the time of the Ancient Greeks to the time of Shakespeare. Prerequisite: ENGL 101 - minimum grade of C. 3 credits. \*\*

**THEATRE 331. *History of Theatre II.*** This course is 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 337. *Costume Technology I.*** This is a hands-on course in costume technology for the stage. Topics included in the course are basic sewing, identification and use of costume shop tools and equipment, safety, and wardrobing. Work on the department productions is required. Prerequisite: THEA 240 - minimum grade of C. 3 credits.

**THEATRE 338. *Costume Technology II.*** This is an advanced extension of THEA 346, with a particular emphasis on costume crafts. Work on department productions is required. Prerequisite: THEA 240, THEA 346 - minimum grade of C. 3 credits.

**THEATRE 340. *Scene Design.*** This is a lecture/studio course in which students analyze scripts for scenic needs and create scenic designs. Work on department productions required. Prerequisite: THEA 240 - minimum grade of C or permission. 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 344. *Theory and Practice of Scene Painting.*** This is 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.*** This is a course in costume design for the stage. Topics include script analysis, research, sketching and rendering, basic elements of design, costume history, and production. Prerequisite: THEA 240 - minimum grade of C. 3 credits.

**THEATRE 390. *Directed or Independent Study.*** Must be approved by the head of the department. May be repeated as 391. 1-18 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 organizations, such as LORT theatres, dance companies and symphonies. Students explore concepts and procedures for staffing, fundraising, financing, marketing, planning, scheduling, and front-of-house management. Prerequisites: ENGL 101; ACCT, 240, 242; CIMS 170 - minimum grades of C. 3 credits.

**THEATRE 401. *Methods of Teaching Theatre.*** This is a concentrated study of contemporary practices, theory, and methods of teaching theatre in the secondary school. Emphasis will be placed on curriculum development, creating lesson plans, and formulating effective assessment guidelines. This is a reading intensive course. Prerequisite: Theatre Core - minimum grade of C or permission. 3 credits.

**THEATRE 408. *Directing for the Teacher.*** In this course students are introduced to the methods, techniques, and vocabulary of the educational director. Students will learn how to use space, create stage pictures, learn stage composition, and learn how to break down and interpret the text. In addition, students will develop skills in planning, rehearsal procedures, and working with young adults. Prerequisite: THEA 250 - minimum grade of C. 3 credits.



**THEATRE 413. *Acting IV.*** This course is an advanced practicum for actors, designed to address individual needs and interests. Emphasis is placed on preparing for professional auditions. Prerequisite: Permission; GPA 2.5 minimum. 3 credits.

**THEATRE 414. *Voice and Movement III.*** This course is a continued exploration of the physical and vocal skills required for effective stage performance. Emphasis is placed on the development of the actor's instrument through the study of mask, mime, and period movement. Classes are a combination of lecture, demonstration, and experiential exercises. This study will include the use of the International Phonetic Alphabet. Content of the course will be directed toward the specific needs of the actors. Prerequisite: THEA 315 - minimum grade of C. 3 credits. \*\*

**THEATRE 430. *Modern Drama.*** In this course students will explore a catalog of traditional and avant-garde plays of the modern period and are required to read 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.*** This course is a study of the major developments of American theatre and drama, essentially from the 1920s to today. Major playwrights, stylistic developments, and the history of staging practices during the modern period are studied. Also explored are areas such as the American musical theatre, Broadway, off-Broadway and regional theatre movements. Prerequisite: ENGL 101 - minimum grade of C. 3 credits. \*\*

**THEATRE 432. *Elizabethan and Jacobean Theatre.*** This course is a practical study of selected works by Shakespeare and his contemporaries and involves the interpretation of text and the gathering of research sources. Prerequisite: ENGL 101 - minimum grade of C. 3 credits. \*\*

**THEATRE 447. *Design and Technology.*** This is an advanced studies course in the technical aspects of theatrical production. Prerequisites: THEA 240 and permission. 3 credits

**THEATRE 461. *Senior Seminar.*** This is a capstone course, requiring a final creative/theoretical thesis, portfolio, resume, and exit exam in Theatre History and Literature, and the creation of personal Web-site. Prerequisite: Senior standing; GPA minimum 2.5. 3 credits. \*\*

**THEATRE 490. *Directed or Independent Study.*** Must be approved by the head of the department. 1-18 credits.

**THEATRE 492. *Internship in Theatre.*** A semester-long, on-the-job learning experience designed to apply the principles of theatre. 1-18 credits.

**THEATRE 495. *Special Topics in Theatre.*** In this course, topics will vary from semester to semester, according to the expertise of the guest artist. Specific descriptions are available from academic advisors at the time of each offering. The course may be repeated for credit when topics change. Prerequisites: Permission and standing as a junior or senior. 1-3 credits.

**THEATRE 498. *Honors Research in Theatre.*** Students conduct research in theatre under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits.

# Department of English, Philosophy, and Modern Languages

B. McRae Amoss, Chair  
Lisa Seamster, 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 planning 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

Rhonda Brock-Servais, Ph.D., *Assistant Professor of English*  
Dennis B. I. Burges, M.A., *Lecturer in English*  
Jená A. Burges, Ph.D., *Assistant Professor of English*  
Don Butler, M.A., Ph.D., *Lecturer in 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., *Professor of English*  
Chapman H. Frazier, Ph.D., *Associate Professor of English*  
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*  
Derek Taylor, Ph.D., *Assistant Professor of English*  
Camilla C. Tinnell, M.S., *Instructor of English*  
Arthur Gordon Van Ness, III, Ph.D., *Professor of English*  
William C. Woods, M.A., *Assistant Professor of English and Journalism*

## Journalism and Professional Writing

### Faculty

Jená A. Burges, Ph.D., *Assistant Professor of English*  
Craig A. Challender, Ph.D., *Professor of English*  
Otis W. Douglas, III, M.F.A., *Assistant Professor of English*  
Kathleen T. Flanagan, Ph.D., *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 ENGL 350, 381, 382, 480, and 483. These courses, as well as the required Education courses, and a 2.50 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, Communication Studies 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 offers a minor in English and a minor in Journalism and Professional Writing. The minor in Journalism and Professional Writing requires 18 credit hours of course work as listed below, including a supervised internship.

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 66-69.

The Department requires PHIL 305, 306, 315 or 316, for the satisfaction of Goal 10.

ENGL 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 63.

### C. Major Requirements. 33 credits.

ENGL 321                      British Literature I/3 credits

ENGL 322                      British Literature II/3 credits

ENGL 323                      British Literature III/3 credits

ENGL 324                      British Literature IV/3 credits

ENGL 331                      American Literature to 1865/3 credits

ENGL 332                      American Literature 1865-1920/3 credits

ENGL 333                      American Literature Since 1920/3 credits

Four 400-level literature courses including ENGL 461, Literary Criticism: Senior Seminar/ 12 credits.

### D. Secondary Teaching Endorsement, grades 6-12. 50-53 credits.

See professional education requirements listed on pages 100-104.

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, Theatre, Economics, Geography, History or Political Science, see minors in these fields.

E. General Electives for B.A. in English – 45

F. Total Credits Required for B.A. in English - 120

Total Credits Required for B.A. in English with Secondary Teaching Endorsement – 125

## MINORS

### Minor in English

Choose one of the following:

- |          |                                       |
|----------|---------------------------------------|
| ENGL 321 | British Literature I/3 credits        |
| ENGL 322 | British Literature II/3 credits       |
| ENGL 331 | American Literature to 1865/3 credits |

Choose one of the following:

- |          |                                          |
|----------|------------------------------------------|
| ENGL 323 | British Literature III/3 credits         |
| ENGL 324 | British Literature IV/3 credits          |
| ENGL 332 | American Literature 1865-1920/3 credits  |
| ENGL 333 | American Literature Since 1920/3 credits |

One 400-level literature course/3 credits

English electives, 200-level\* and above/9 credits

TOTAL 18 credits

\*Note: ENGL 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.

### Minor in Journalism and Professional Writing

- |          |                                      |
|----------|--------------------------------------|
| ENGL 210 | Introduction to Journalism/3 credits |
| ENGL 350 | Linguistics/3 credits                |
| ENGL 470 | Professional Writing/3 credits       |
| ENGL 492 | Internship/3 credits                 |

Journalism and Professional Writing electives/6 credits must be selected from the following:

- |          |                                                  |
|----------|--------------------------------------------------|
| ART 221  | Graphic Design I/3 credits                       |
| ENGL 211 | Writing Fiction/3 credits                        |
| ENGL 212 | Writing Poetry/3 credits                         |
| ENGL 213 | Writing Non-Fiction/3 credits                    |
| ENGL 214 | Technical Writing/3 credits                      |
| ENGL 382 | Traditional and Modern English Grammar/3 credits |

TOTAL 18 credits

## ENGLISH COURSE DESCRIPTIONS

Note: ENGL 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 ENGL 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. ENGL 100 and 101 are prerequisite to all other English courses. 3 credits. \*

**ENGLISH 201. *World Literature.*** A study of selected movements and traditions (exclusive 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.

**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: ENGL 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: ENGL 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. Prerequisites: ENGL 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 292. *Internship in English.*** A semester-long, on-the-job learning experience designed to apply the principles of English. 1-18 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. 1-3 credits.

**ENGLISH 311, 312. *Studies Abroad.*** Primarily intended for transfer of credit earned abroad. 1-16 credits per semester.

### **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 detailed study of English sentence structure, using the perspectives of traditional, structural, and transformational-generative grammar. 3 credits.

**ENGLISH 390. *Directed Study or Independent Study.*** Must be repeated by the head of the department. May be repeated as 391. 1-18 credits.

**ENGLISH 392. *Internship in English.*** A semester-long, on-the-job learning experience designed to apply the principles of English. 1-18 credits.

## Genre Courses

Prerequisite: completion of Goal 3 of the General Education requirements, and either one 300-level course in a 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 3 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 444.** *Literature and Culture.* Extended study of British or American literature and culture at a particular point in time or of a literary theme over time. Emphasis on the relationship of literature to its cul-



tural context, including politics, social organization, art, and music. Prerequisite: Completion of Goal 3 of the General Education requirements, and either one 300-level course in a literary period, or permission of instructor. May be repeated for credit when topic changes. 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 ENGL 480 and 483 having been taken within two years of student teaching. Minimum cumulative and major GPA of 2.50. 11 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 382 and SPED 301 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. *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.

**ENGLISH 498. *Honor Research in English.*** Students conduct research in English under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits.

## PHILOSOPHY PROGRAM

### Faculty

Eric Moore, Ph.D., *Assistant Professor of Philosophy*

Paul V. Moriarty, 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.

PHIL 200                      Introduction to Philosophy/3 credits

Choose two of the following:

PHIL 210                      Survey of Ancient Philosophy/3 credits

PHIL 211                      Survey of Medieval Philosophy/3 credits

PHIL 212                      Survey of Early Modern Philosophy/3 credits

PHIL 213                      Survey of Nineteenth Century Philosophy/3 credits

Choose three credits from the following:

PHIL 210                      Survey of Ancient Philosophy/3 credits

PHIL 305                      Ethics Seminar/3 credits

PHIL 306                      Ethics/1 credit

PHIL 307                      Moral Issues and Perspectives/2 credits

PHIL 310                      Business Ethics/3 credits

PHIL 315                      Biomedical Ethics/3 credits

PHIL 316                      Environmental Ethics/3 credits

Philosophy electives (two additional courses from philosophy, POSC 331, POSC 332).

TOTAL 18 credits

## PHILOSOPHY COURSE DESCRIPTIONS

General Education Courses \*

Writing Intensive Course \*\*

**PHILOSOPHY 200.** *Introduction to Philosophy.* Critical examination of basic problems of philosophy in various fields, e.g. ethics, religion, psychology. Attention to both critical analysis and systematic thinking. An introduction to ideas considered in most of the remaining courses in philosophy. Attention to the development of a system of beliefs in the student. Modern and contemporary readings. 3 credits. \*\*

**PHILOSOPHY 201.** *Introduction to Contemporary Moral Issues.* An introduction to the philosophical analysis of today's moral problems. Emphasis on the detection of moral problems, moral reasoning, and resolution of moral dilemmas posed by contemporary issues such as capital punishment, suicide, war, famine relief, euthanasia, abortion, affirmative action, and environmental and sexual ethics. Discussion of case studies emphasized. 3 credits.

**PHILOSOPHY 210.** *Survey of Ancient Philosophy.* A survey of the development of western thought during the Hellenic and Hellenistic periods; that is, from Homer to Roman thought. Emphasis on the "golden age of Athens" and on Plato and Aristotle. 3 credits.

**PHILOSOPHY 211.** *Survey of Medieval Philosophy.* A survey of the development of western thought during the Medieval and Renaissance periods. Emphasis on the Christian philosophies of Augustine and Aquinas and on the humanistic philosophies of the Italian renaissance. 3 credits.

**PHILOSOPHY 212.** *Survey of Early Modern Philosophy.* A survey of the development of western thought from the 16th century through the 19th century. Emphasis on the philosophical traditions from Hobbes in the British Isles and from Descartes on the continent, especially on Descartes, Locke, and Hume. 3 credits.

**PHILOSOPHY 213.** *Survey of Nineteenth Century Philosophy.* A survey of the development of western thought from Kant to the beginning of the 20th century. Emphasis on Kant's position as a solution to problems raised in the 18th century, and to the development of German philosophy in Schopenhauer, Hegel, and Marx. The foundations of existentialism. 3 credits.

**PHILOSOPHY 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 pre-historic 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 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 292.** *Internship in Philosophy.* A semester-long, on-the-job learning experience designed to apply the principles of philosophy. 1-18 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 certain 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 PHIL 201 and 307). Prerequisite: PHIL 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. 1-16 credits per semester.

**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 390. *Directed or Independent Study.*** Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

**PHILOSOPHY 392. *Internship in Philosophy.*** A semester-long, on-the-job learning experience designed to apply the principles of philosophy. 1-18 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.*** A semester-long, on-the-job learning experience designed to apply the principles of philosophy. 1-18 credits.

**PHILOSOPHY 495. *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.

**PHILOSOPHY 498. *Honors Research in Philosophy.*** Students conduct research in philosophy under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 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 2.50 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 FREN 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 GERM 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., *Associate Professor of Spanish*

Lily Anne Goetz, Ph.D., *Associate Professor of Spanish*

Leland J. L'Hote, Ph.D., *Assistant Professor of Spanish*

The Spanish concentration of the Modern Language major requires the completion of a minimum of 33 credit hours of work beyond SPAN 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 66-69.

The Department requires PHIL 305, 306, 315, or 316 for satisfaction of Goal 10.

### B. Additional Degree Requirements. 9 credits

See Degree Requirements listed on page 63.

### C. Major Requirements.

#### FRENCH CONCENTRATION/30 credits

Successful completion of college-approved study abroad program

FREN 330 Civilization and Culture/3 credits

FREN 341 A Survey of French Literature I:  
The Middle Ages Through the Enlightenment/3 credits

FREN 342 Survey of French Literature II: Romanticism Through the New Novel/3 credits

FREN 401 Advanced Grammar/3 credits

FREN 402 Advanced Conversation and Phonetics/ 3 credits

One 400-level literature course/ 3 credits

FREN 461 Senior Seminar: Literature in Cultural/Historical Context/3 credits

French electives numbered 300 and above/ 9 credits

#### GERMAN CONCENTRATION/30 credits

Successful completion of college-approved study abroad program

GERM 330 Civilization and Culture/3 credits

GERM 341 Survey of German Literature I: The Age of Goethe/3 credits

GERM 342 Survey of German Literature II: Realism to the Present/3 credits

GERM 401 Advanced Grammar and Composition/3 credits

GERM 402 Advanced Conversation and Phonetics/3 credits



One 400-level literature course/ 3 credits

GERM 461 Senior Seminar: Literature in Cultural/Historical Context/3 credits

German electives numbered 300 and above/ 9 credits

#### SPANISH CONCENTRATION/33 credits

Successful completion of college-approved study abroad program

SPAN 320 Advanced Spanish/3 credits

SPAN 330 Spanish Civilization and Culture/3 credits

SPAN 331 Latin American Civilization and Culture/3 credits

SPAN 341 Survey of Spanish Literature I: Medieval, Renaissance and Baroque/3 credits

SPAN 342 Survey of Spanish Literature II: Neoclassicism to the Present/ 3 credits or

SPAN 351 Survey of Spanish American Literature I: The Age of Discovery and the Colonial Period/3 credits

SPAN 352 Survey of Spanish American Literature II: The Era of Independence to the Present/3 credits

SPAN 401 Advanced Grammar and Composition/3 credits

SPAN 402 Advanced Conversation and Phonetics/3 credits

One 400-level literature course/ 3 credits

SPAN 461 Senior Seminar: Literature in Cultural/Historical Context/3 credits

Spanish electives numbered 300 and above/ 3 credits

#### D. N,K-12 Teaching Endorsement. 37-40 credits.

(Students will have four field experiences — EDUC 265, 370, and two settings in FREN/GERM/SPAN 482. In accordance with state licensure regulations, these experiences must include settings at the elementary, 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/40 credits

FREN 320 Advanced French/3 credits

FREN 400 Approaches to Teaching French/3 credits

EDUC 245 Human Growth and Development/3 credits

EDUC 260 Introduction to Teaching/2 credits

EDUC 265 Education Practicum I/3 credits

EDUC 370 Practicum II/3 credits

EDUC 380 Classroom Assessment/2 credits

EDUC 430 Reading in Content Area/2 credits

EDUC 484 Media and Technology/1 credit

EDUC 487 Classroom Management and System Issues/3 credits

EDUC 489 Survey of Exceptional Children/3 credits

#### Professional Semester:

FREN 482 Directed Teaching in the Elementary and Secondary French Classroom/11 credits

EDUC 488 Education Seminar/1 credit

#### GERMAN CONCENTRATION/40 credits

GERM 320 Advanced German/3 credits

GERM 400 Approaches to Teaching German/3 credits

EDUC 245 Human Growth and Development/3 credits

EDUC 260 Introduction to Teaching/2 credits

EDUC 265 Education Practicum I/3 credits

EDUC 370 Practicum II/3 credits

EDUC 380 Classroom Assessment/2 credits

EDUC 430 Reading in the Content Area/2 credits

EDUC 484 Media and Technology/1 credit



EDUC 487	Classroom Management and System Issues/3 credits
EDUC 489	Survey of Exceptional Children/3 credits
<b>Professional semester:</b>	
GERM 482	Directed Teaching in the Elementary and Secondary German Classroom/11 credits
EDUC 488	Education Seminar/1 credit

#### SPANISH CONCENTRATION/37 credits

SPAN 400	Approaches to Teaching Spanish/3 credits
EDUC 245	Human Growth and Development/3 credits
EDUC 260	Introduction to the Teaching Profession/2 credits
EDUC 265	Education Practicum I/3 credits
EDUC 370	Practicum II/3 credits
EDUC 380	Classroom Assessment/2 credits
EDUC 430	Reading in the Content Area/2 credits
EDUC 484	Media and Technology/1 credit
EDUC 487	Classroom Management and System Issues/3 credits
EDUC 489	Survey of Exceptional Children/3 credits

#### **Professional semester:**

SPAN 482	Directed Teaching in the Elementary and Secondary Spanish Classroom/11 credits
EDUC 488	Education Seminar/1 credit

- E. General Electives for B.A. degree - 45-48 credits  
 General Electives for B.A. Degree with N,K-12 Teaching Endorsement - 8-11

- F. Total Credits Required for B.A. in Modern Languages - 120

### **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

FREN 330	Civilization and Culture/3 credits
FREN 341	A Survey of French Literature I: The Middle Ages Through the Enlightenment/3 credits <b>or</b>
FREN 342	A Survey of French Literature II: Romanticism Through the New Novel/3 credits
	French Electives/12 credits

#### German Minor

GERM 330	Civilization and Culture/3 credits
GERM 341	Survey of German Literature I: The Age of Goethe/3 credits
<b>or</b> GERM 342	Survey of German Literature II: Realism to the Present/3 credits
	German Electives/12 credits

#### Spanish Minor

SPAN 330	Spanish Civilization and Culture/3 credits
SPAN 331	Latin American Civilization and Culture/3 credits
Choose one of the following:	
SPAN 341	Survey of Spanish Literature I: Medieval, Renaissance and Baroque/3 credits
SPAN 342	Survey of Spanish Literature II: Neoclassicism to the Present/3 credits
Choose one of the following:	
SPAN 351	Survey of Spanish American Literature I: The Age of Discovery and the Colonial Period/3 credits

SPAN 352                      Survey of Spanish American Literature II:  
                                    The Era of Independence to the Present/3 credits  
Spanish Electives/6 credits

Greek, Latin and Russian are available at Hampden-Sydney College.

## FRENCH COURSE DESCRIPTIONS

General Education Course \*

Writing Intensive Course \*\*

NOTE: FREN 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 FREN 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 FREN 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: FREN 101 or an appropriate placement test score. Followed by FREN 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: FREN 102 or an appropriate placement test score. Followed by FREN 202. 3 credits.\*

**FRENCH 202. *Intermediate II.*** Students will continue to develop the skills of listening, reading, speaking and writing at a higher level, integrating a wide variety of topics and materials from the target culture. Prerequisite: FREN 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 292. *Internship in French.*** A semester-long, on-the-job learning experience designed to apply the principles of French. 1-18 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 FREN 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 French.*** Development of increased proficiency in all linguistic skills and a more extensive acquaintance with French and Francophone culture. This course will prepare students for more advanced culture and literature courses, but will also prepare students to use French to communicate effectively and to function in a foreign community. Prerequisite: FREN 202 or appropriate placement test score. Successful completion of this course is recommended before students take upper-level courses. 3 credits.

**FRENCH 330. *Civilization and Culture.*** A study of French civilization and culture with emphasis on social institutions of the current century. Prerequisite: FREN 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: FREN 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: FREN 202 or equivalent. 3 credits.

**FRENCH 390.** *Directed or Independent Study.* Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

**FRENCH 392.** *Internship in French.* A semester-long, on-the-job learning experience designed to apply the principles of French. 1-18 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 in the semester prior to student teaching. 3 credits.

**FRENCH 401.** *Advanced Grammar and Composition.* Syntax and grammar through written work. Prerequisite: FREN 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: FREN 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. Prerequisites: FREN 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. Prerequisites: FREN 341 and 342. 3 credits. \*\*

**FRENCH 415, 416.** *Major French Authors.* Study of a particular author of French literature, such as Montaigne, Sartre, Hugo, Voltaire, Valéry. Prerequisites: FREN 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. Prerequisites: FREN 341 and 342. 3 credits. \*\*

**FRENCH 482.** *Directed Teaching in the Elementary and Secondary French Classroom.* Required of all students seeking N,K-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 cumulative and major GPA of 2.50. 11 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. *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.

**FRENCH 498. *Honors Research in French.*** Students conduct research in French under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits.

## GERMAN

General Education Course \*

Writing Intensive Course \*\*

NOTE: GERM 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 GERM 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 GERM 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: GERM 101 or one or two years of previous formal instruction in German and an appropriate placement test score. Followed by GERM 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: GERM 102 or an appropriate placement test score. Followed by GERM 202. 3 credits.\*

**GERMAN 202. *Intermediate II.*** Students will continue to develop the skills of listening, reading, speaking and writing at a higher level, integrating a wide variety of topics and materials from the target culture. Prerequisite: GERM 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 292. *Internship in German.*** A semester-long, on-the-job learning experience designed to apply the principles of German. 1-18 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: GERM 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 315.** *German for Business.* A study of vocabulary, concepts and cultural topics related to basic business interactions in German countries for advanced-intermediate and advanced-level students. Participants receive oral and written situational practice necessary for successful integration into today's German-speaking business world. Prerequisite: GERM 202 or equivalent. 3 credits.

**GERMAN 320.** *Advanced German.* Development of increased proficiency in all linguistic skills and a more extensive acquaintance with German culture. This course will prepare students for more advanced culture and literature courses, but will also prepare students to use German to communicate effectively and to function in a foreign community. Prerequisite: GERM 202 or appropriate placement test score. Successful completion of this course is recommended before students take upper-level courses. 3 credits.

**GERMAN 330.** *Civilization and Culture.* A study of German civilization and culture with emphasis on social institutions of the current century. Prerequisite: GERM 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: GERM 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: GERM 202 or equivalent. 3 credits. \*\*

**GERMAN 390.** *Directed or Independent Study.* Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

**GERMAN 392.** *Internship in German.* A semester-long, on-the-job learning experience designed to apply the principles of German. 1-18 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 in the semester prior to student teaching. 3 credits.

**GERMAN 401.** *Advanced Grammar and Composition.* Syntax and grammar through written work. Prerequisite: GERM 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: GERM 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. Prerequisites: GERM 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. Prerequisites: GERM 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. Prerequisites: GERM 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: GERM 341 and 342. 3 credits. \*\*

**GERMAN 482. *Directed Teaching in the Secondary German Classroom.*** Required of all students seeking N,K-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 cumulative and major GPA of 2.50. 11 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. *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.

**GERMAN 498. *Honors Research in German.*** Students conduct research in German under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 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: SPAN 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 SPAN 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 SPAN 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: SPAN 101 or an appropriate placement test score. Followed by SPAN 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 SPAN 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: SPAN 102 or an appropriate placement test score. Followed by SPAN 202. 3 credits.\*

**SPANISH 202. *Intermediate II.*** Students will continue to develop the skills of listening, reading, speaking and writing at a higher level, integrating a wide variety of topics and materials from the target culture. Prerequisite: SPAN 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 292. *Internship in Spanish.*** A semester-long, on-the-job learning experience designed to apply the principles of Spanish. 1-18 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 SPAN 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: SPAN 202 or equivalent. 3 credits.

**SPANISH 311, 312. *Hispanic Studies Abroad.*** Primarily intended for transfer of credit earned abroad in Hispanic language, civilization, or culture. Prerequisite: SPAN 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: SPAN 202 or equivalent. 3 credits.

**SPANISH 320. *Advanced Spanish.*** Development of increased proficiency in all linguistic skills and a more extensive acquaintance with Hispanic culture. This course will prepare students for more advanced culture and literature courses, but will also prepare students to use Spanish to communicate effectively and to function in a foreign community. Prerequisite: SPAN 202 or appropriate placement test score. Successful completion of this course is recommended before students take upper-level courses. 3 credits.

**SPANISH 330. *Spanish Civilization and Culture.*** A study of Spanish civilization with emphasis on social institutions of the current century. Prerequisite: SPAN 202 or equivalent, SPAN 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: SPAN 202 or equivalent, SPAN 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: SPAN 202 or equivalent, SPAN 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: SPAN 202 or equivalent, SPAN 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: SPAN 202 or equivalent, SPAN 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: SPAN 202 or equivalent, SPAN 320 recommended. 3 credits.

**SPANISH 390.** *Directed Study or Independent Study.* Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

**SPANISH 392.** *Internship in Spanish.* A semester-long, on-the-job learning experience designed to apply the principles of Spanish. 1-18 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 in the semester prior to student teaching. 3 credits.

**SPANISH 401.** *Advanced Grammar and Composition.* Syntax and grammar through written work. Prerequisite: SPAN 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: SPAN 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. Prerequisites: SPAN 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. Prerequisites: SPAN 341 and 352. 3 credits. \*\*

**SPANISH 415, 416.** *Hispanic Authors.* Study of a particular Hispanic author. Prerequisites: SPAN 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. Prerequisites: SPAN 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. Prerequisites: SPAN 341 and 352. 3 credits. \*\*

**SPANISH 482. *Directed Teaching in the Elementary and Secondary Spanish Classroom.*** Required of all students seeking N,K-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 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 (Spanish concentration), the Study Abroad requirement, and a minimum cumulative and major GPA of 2.50. 11 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. *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.

**SPANISH 498. *Honors Research in Spanish.*** Students conduct research in Spanish under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 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 public history, and majors in both fields who are interested in careers in the law may elect the optional pre-law concentrations. Political Science majors may also elect the optional global politics concentration. Minor programs in both history and political science are open to all students.

The Department offers a major in History and the Social Sciences designed for students who wish to teach at the secondary school level. Our program meets all Collegiate Professional licensure 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 strongly encourages Internships, and they are required for those majors pursuing the public history concentration. Qualified majors may avail themselves of Congressional District Office Internships around the state, Internships with the Washington Center and Institute for Experiential Learning in Washington, D.C., and Internships with national and state historical associations, museums, and historical parks. The Department also sponsors Internships with businesses in addition to a wide variety of state and local government offices.

Qualified students have the chance to participate in the Honors Program and the International Studies Program, and prestigious student research opportunities such as Senior Honors Research Program and the Marshall Scholars Program are available. Students engaged in extensive research projects and exceptional Internship programs may also qualify for academic awards and financial support from the Fund for Student Research, Internships, and Public History.

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*

James R. Munson, Ph.D., *Associate Professor of History*

Megan T. Shockley, Ph.D., *Assistant Professor of History*

Larissa M. Smith, M.A., A.B.D., *Instructor of History*

James W. Vincent, Jr., Ph.D., *Assistant Professor of History*

Deborah Welch, Ph.D., *Associate Professor of History*

The major in history requires completion of HIST 100 or 110 (whichever is not selected for General Education) and HIST 221 and 222, and 28 credits in additional history courses selected in consultation with a departmental advisor. Students must take HIST 461 (Senior Seminar), and, of the remaining 27 credits required, a minimum of six credits each in American and Non-American history. Qualified students find Internships with national and state historical associations, museums, historical parks, and a wide range of state and local government offices.

Majors in history seeking an endorsement for secondary teaching in Virginia should be thoroughly famil-

lar with the professional education requirements listed elsewhere in this catalog. Majors may choose to undertake teacher preparation in history and social science (see page 211). Those interested in a secondary education endorsement must complete HIST 300 and coursework in history, political science, geography, and economics. To qualify for the secondary student teaching practicum, majors must complete HIST 100 or 110 and HIST 221 and 222 *with no* less than a grade of C in each course. 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.

The optional public history concentration requires completion of HIST 100 or 110 (whichever is not selected for General Education), HIST 221 and 222, and 55 credits in upper-level courses, including 31 hours in history, 9 in archeology/anthropology, 9 in art, and 6 in political science. Successful completion of an internship is required of all public history majors.

The optional pre-law concentration requires completion of HIST 100 or 110 (whichever is not selected for General Education) and HIST 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, HIST 300 (POSC 300) must be taken in addition to the 37 credits in History stipulated below (in C. Major Requirements).

Majors are encouraged to take POSC 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.

## 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), HIST 221 and 222, and 9 elective credits in upper-level history 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 66-69.

### B. Additional Degree Requirements. 9 credits.

See Degree Requirements section page 63.

### C. Major Requirements. 37 credits.

HIST 100 Foundations of Western Civilization/3 credits (satisfies General Education Goal 6)

HIST 110 Modern Western Civilization/3 credits.

HIST 221 United States History/3 credits

HIST 222 United States History/3 credits.

American History Electives/6 credits.

Non-American History Electives/6 credits.

Additional History Electives/15 credits.

HIST 461 Senior Seminar/1 credit.

### D. General Electives:

Non-teaching major/41 credits.

### E. Total credits required for B.A. in History - 120

## **HISTORY MAJOR, B.A. DEGREE**

### **Public History Concentration**

- A. General Education Core Requirements. 33 credits  
See General Education Requirements listed on pages 66-69.
- B. Additional Degree Requirements. 9 credits  
See Degree Requirements listed on page 63.
- C. Major Requirements. 64 credits
- |            |                                                                                    |
|------------|------------------------------------------------------------------------------------|
| HIST 100   | Foundations of Western Civilization/3 credits (satisfies General Education Goal 6) |
| HIST 110   | Modern Western Civilization/3 credits                                              |
| HIST 221   | United States History/3 credits                                                    |
| HIST 222   | United States History/3 credits                                                    |
| HIST 301   | American Colonial History/3 credits                                                |
| HIST 316   | Public History/3 credits                                                           |
| HIST 317   | Historical Editing and Preservation/3 credits                                      |
| HIST 318   | Museum Studies/3 credits                                                           |
| HIST 319   | Archival Management/3 credits                                                      |
| HIST 402   | American Historiography/3 credits                                                  |
| HIST 405   | Virginia History/3 credits                                                         |
| HIST 461   | Senior Seminar/1 credit                                                            |
| HIST 492   | Internship in Public History/3 credits                                             |
| Elective:  | Take one course (3 credits) of American History (300 level or above)               |
| Elective:  | Take one course (3 credits) of History (300 level or above)                        |
| ANTH 296   | Field Methods in Archaeology/6 credits                                             |
| ANTH 320   | Folklore/3 credits                                                                 |
| ART 101    | Introduction to Interior Design/3 credits                                          |
| or ART 367 | Modern Architecture/3 credits                                                      |
| ART 155    | Basic Photography/3 credits                                                        |
| ART 369    | American Art/3 credits                                                             |
| POSC 216   | State and Local Government/3 credits                                               |
| POSC 370   | Public Administration/3 credits                                                    |
- D. General Electives: 14 credits
- E. Total credits required for B.A. in History with concentration in Public History - 120

## **HISTORY MAJOR, B.A. DEGREE**

### **Pre-Law Concentration**

- A. General Education Core Requirements. 33 credits  
See General Education Requirements section pages 66-69.
- B. Additional Degree Requirements. 9 credits.  
See Degree Requirements section page 63.
- C. Major Requirements. 52 credits.
- |          |                                                                                    |
|----------|------------------------------------------------------------------------------------|
| HIST 100 | Foundations of Western Civilization/3 credits (satisfies General Education Goal 6) |
| HIST 110 | Modern Western Civilization/3 credits                                              |
| HIST 221 | United States History/3 credits                                                    |
| HIST 222 | United States History/3 credits                                                    |
| HIST 357 | England Before the Tudors, 55 B.C. To 1485/3 credits                               |

HIST 455	Constitutional History of the United States/3 credits
HIST 461	Senior Seminar/1 credit
History Electives/9 credits	
POSC 150	American Government and Politics/3 credits
POSC 216	American State and Local Government/3 credits
POSC 230	Administration of Criminal Justice/3 credits
POSC 331	Political Philosophy/3 credits
POSC 332	Political Philosophy/3 credits
POSC 355	Constitutional Rights and Liberties/3 credits
or POSC 356	Constitutional Rights and Liberties/3 credits
PSYC 101	Introduction to Psychology/3 credits
ACCT 240	Principles of Accounting I/3 credits
Choose one of the following three courses:	
HIST 305	Modern America, 1914 –1945/3 credits
HIST 306	Modern America, 1945-present/3 credits
HIST 310	American Social and Intellectual History/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

See General Education requirements section pages 66-69.

Students who do not take these courses for General Education goals 7, 8 and 10 must take them as general electives, in order to satisfy licensure requirements.

GEOG 201	Basic Elements of Geography/3 credits (goal 7)
SOCL 101	Principles of Sociology/3 credits
or PSYC 101	Introduction to Psychology/3 credits (goal 8)
POSC 331	Political Philosophy/3 credits (goal 10)
or POSC 332	Political Philosophy/3 credits (goal 10)

B. Additional Degree Requirements. 9 credits

See additional Degree Requirements section page 63.

C. Major Requirements. 52 credits

HIST 100	Foundations of Western Civilization/3 credits (satisfies General Education Goal 6)
HIST 110	Modern Western Civilization/3 credits
HIST 221	United States History/3 credits
HIST 222	United States History/3 credits
HIST 300/POSC 300	Teaching History and the Social Sciences in the Secondary School/3 credits
HIST/POSC 461	Senior Seminar/1 credit

Choose six credits from the following US History courses:

HIST 301	American Colonial History/3 credits
HIST 302	The Early National Period of the United States/3 credits
HIST 303	Civil War and Reconstruction/3 credits
HIST 304	The Emergence of Modern America/3 credits
HIST 305	Modern America, 1914-1945/3 credits
HIST 306	Modern America, 1945-present/3 credits

HIST 308	United States Diplomatic History
HIST 309	American Social and Intellectual History/3 credits
HIST 310	American Social and Intellectual History/3 credits
HIST 313	History Through Film/3 credits
HIST 317	Introduction to Historic Preservation/3 credits
HIST 318	Introduction to Museum Studies/3 credits
HIST 320	African-American History/3 credits
HIST 322	The American West/3 credits
HIST 405	Virginia History/3 credits
HIST 406	The Old South/3 credits
HIST 455	Constitutional History of the United States/3 credits
Choose six credits from the following European History courses:	
HIST 351	Medieval Europe/3 credits
HIST 352	Renaissance and Reformation/3 credits
HIST 354	The French Revolution and Napoleon/3 credits
HIST 355	Europe in the 19 <sup>th</sup> Century, 1815-1914/3 credits
HIST 356	Europe in the 20 <sup>th</sup> Century, 1900-present/3 credits
HIST 357	England Before the Tudors, 55 B.C. to 1485/3 credits
HIST 358	France Since 1815/3 credits
HIST 359	Russian History to 1894/3 credits
HIST 360	Russian History Since 1894/3 credits
HIST 463	European Historiography/3 credits
HIST 465	Tudor/Stewart England, 1485-1714/3 credits
HIST 466	Georgian England, 1714-1815/3 credits
HIST 468	European Intellectual History from the Enlightenment/3 credits

Choose six credits from the following Non-Western History courses:

HIST 200	History of China/3 credits
HIST 314	Political History of Africa/3 credits
HIST 325	History of Latin America/3 credits
POSC 314	Political History of Africa/3 credits
POSC 337	Asian Governments and Politics/3 credits
POSC 375	Latin American Politics and Government/3 credits
POSC 395	African Politics and Government/3 credits

Choose six credits from the following:

POSC 343	American Foreign Policy/3 credits
POSC 350	The American Presidency/3 credits
POSC 355	Constitutional Rights and Liberties/3 credits
POSC 356	Constitutional Rights and Liberties/3 credits
POSC 455	Constitutional History of the United States/3 credits

Take all of the following courses:

GEOG 241	Cultural Geography/3 credits
GEOG 242	Economic Geography/3 credits
POSC 150	American Government and Politics/3 credits
POSC 216	American State and Local Government/3 credits

Take three credits from the following:

ECON 111	Contemporary Economic Issues and Social Policy/3 credits
ECON 217	Principles of Economics (Micro Emphasis)/3 credits

D. Secondary Education Licensure Grades 6-12. 35 credits

See also Professional Education requirements section pages 100-104.

Additional certification requirements:

GEOG 201	Basic Elements of Geography/3 credits (goal 7)
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E. Total credits required for B.A. in History/Social Science with Secondary Education Endorsement - 129



## HISTORY COURSE DESCRIPTIONS

General Education Course \*

Writing Intensive Course \*\*

**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 292.** *Internship in History.* A semester-long, on-the-job learning experience designed to apply the principles of history. 1-18 credits.

**HISTORY 295.** *Special Topics.* Selected topics in history. The topics may vary from semester to semester. May be repeated for credit when topics change. 3 credits.

**HISTORY 300 (Political Science 300).** *Teaching History and the Social Sciences in the Secondary School.* A methods course designed to offer preparation for student teaching, this class focuses in depth on content required for the secondary school classroom in history, geography, and political science. Other topics covered include instructional planning, assessment and evaluation, teaching techniques, classroom management, and school/community interaction. This course is open only to students seeking secondary school licensure. Prerequisites: EDUC 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: HIST 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: HIST 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: HIST 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: HIST 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: HIST 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: HIST 222. 3 credits.

**HISTORY 308.** *United States Diplomatic History.* American foreign relations from the Revolutionary Era to the present, with an emphasis on the Twentieth Century. Prerequisite: HIST 221 or 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: HIST 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: HIST 221 or permission of instructor. 3 credits. \*\*

**HISTORY 311,312.** *Studies Abroad.* Students conduct research in history under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 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 316.** *Public History.* This course provides students with an upper-division introduction to career opportunities in history outside of classroom teaching. The class provides students with necessary skills in genealogical research, historic preservation and the national register nomination process, the treatment of historic sites, grant writing techniques, and knowledge of national, state, and local historical professional associations. The development of computer skills in web page design and power point presentation is emphasized. Prerequisites: HIST 221 and 222 or permission of instructor. 3 credits

**HISTORY 317.** *Historic Editing and Preservation.* This course focuses on the evolution of architectural styles in the United States from the Colonial Era to present with emphasis on principal periods of development in American architecture, furniture, and interior design. Hands-on field work in preservation/restoration methods is included. This course also teaches the tools and techniques of historical editing. Emphasis is placed on operation of the latest computer equipment necessary to document editing and public presentation. Prerequisites: HIST 221 and 222 or permission of instructor. 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 public history. Prerequisites: HIST 221 and 222 or permission of the instructor. 3 credits. \*\*

**HISTORY 319.** *Archival Management.* An introduction to the archival profession, including the acquisition, accessioning, arrangement and description, preservation, and referencing of archival records. 3 credits.

**HISTORY 320.** *African-American History.* A survey of the black experience in America from the Colonial Era to the present. Prerequisite: HIST 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: HIST 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: HIST 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 guerrilla, unconventional, or limited warfare as means of achieving national aims. 3 credits.

**HISTORY 390. *Directed or Independent Study.*** Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

**HISTORY 392. *Internship in History.*** A semester-long, on-the-job learning experience designed to apply the principles of history. 1-18 credits.

**HISTORY 402. *American Historiography.*** The writing and interpretation of American history. Recommended for history majors. Prerequisites: HIST 221 and 222. 3 credits. \*\*

**HISTORY 405. *Virginia History.*** A survey of Virginia history from colonial times to present. 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: HIST 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: HIST 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: HIST 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 470. *Women in World History.*** Examination of the history of women for the last several centuries, exploring women's participation in economic, political, and social/cultural life, as they both created and were affected by historical processes such as colonization, revolution, state formation, and industri-

alization. This course compares women in first-, second-, and third-world nations in terms of their participation in political, economic, and cultural aspects of society. 3 credits.

**HISTORY 490.** *Directed or Independent Study.* Must be approved by the head of the department. May be repeated. 1-18 credits.

**HISTORY 492.** *Internships in History.* 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. 1-18 credits.

**HISTORY 495.** *Special Topics in History.* Selected topics in history. The topics may vary from semester to semester. May be repeated for credit when topics change. 3 credits.

**HISTORY 498.** *Honors Research in History.* Students conduct research in history under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 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 HIST 100 or 110 (whichever is not selected for General Education), HIST 222, and POSC 150 and 216, and 31 credits in additional work in political science. Qualified majors may avail themselves of Congressional District Office Internships around the state, Internships with the Washington Center and Institute for Experiential Learning in Washington, D.C., law offices, businesses, and a wide variety of state and local government offices.

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. Majors may choose to undertake one of two tracks: a) secondary education endorsement in history (see section D on page 210; OR b) teacher preparation in history and social science (see page 211). Those interested in a secondary education endorsement in political science must include in their program POSC 300 and *at least one* course from each of the following 5 categories: a non-Western history course (HIST 200, 314, 325, or 336); POSC 150; GEOG 201 or 241; ECON 111 or 217; and SOCL 101, ANTH 101 or PSYC 131. To qualify for the secondary student teaching practicum, majors must complete POSC 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.

The optional pre-law concentration requires completion of HIST 100 or 110 (whichever is not taken for General Education credit), HIST 222, and POSC 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 (PSYC 430) and writing skills (ENGL 382) and take six additional hours of work in social science courses selected in consultation with a departmental advisor.

The optional global politics concentration requires 46 credits as outlined on page 219.

Political science majors may earn either the Bachelor of Science or Bachelor of Arts degree. For Teacher Preparation in History and Social Science, please see History major.

## **MINOR IN POLITICAL SCIENCE**

The minor in Political Science requires completion of POSC 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 66-69.
- B. Additional Degree Requirements, B.A. degree. 9 credits  
Additional Degree Requirements, B.S. degree. 10 credits  
See Degree Requirements section page 63.
- C. Major Requirements. 43 credits
- |          |                                                                             |
|----------|-----------------------------------------------------------------------------|
| HIST 100 | Foundations of Western Civilization/3 credits (satisfies General Ed Goal 6) |
| HIST 110 | Modern Western Civilization/3 credits                                       |
| HIST 222 | United States History/3 credits                                             |
| POSC 150 | American Government and Politics/3 credits                                  |
| POSC 216 | American State and Local Government/3 credits                               |
| POSC 331 | Political Philosophy/3 credits                                              |
| POSC 332 | Political Philosophy/3 credits                                              |
| POSC 370 | Public Administration/3 credits                                             |
| POSC 455 | Constitutional History of the United States/3 credits                       |
| POSC 461 | Senior Seminar/1 credit                                                     |
- Choose one of the following:
- |          |                                               |
|----------|-----------------------------------------------|
| POSC 230 | Administration of Criminal Justice/3 credits  |
| POSC 355 | Constitutional Rights and Liberties/3 credits |
| POSC 356 | Constitutional Rights and Liberties/3 credits |
- Choose one of the following:
- |          |                                               |
|----------|-----------------------------------------------|
| POSC 343 | American Foreign Policy/3 credits             |
| POSC 441 | International Relations/3 credits             |
| POSC 442 | International Law and Organizations/3 credits |
- Choose one of the following:
- |          |                                                                |
|----------|----------------------------------------------------------------|
| POSC 314 | Political History of Africa/3 credits                          |
| POSC 335 | Western European Politics and Government/3 credits             |
| POSC 336 | Russian and Eastern European Government and Politics/3 credits |
| POSC 337 | Asian Government and Politics/3 credits                        |
| POSC 375 | Latin American Politics and Government/3 credits               |
| POSC 395 | African Politics and Government/3 credits                      |
- Political Science Electives/9 credits
- D. Secondary Education Endorsement. Grades 6-12/50 credits.  
See also Professional Education requirements listed on pages 100-104.  
Additional certification requirements:
- |             |                                                                            |
|-------------|----------------------------------------------------------------------------|
| POSC 300    | Teaching History and the Social Sciences in the Secondary School/3 credits |
| GEOG 201    | Basic Elements of Geography/3 credits                                      |
| or GEOG 241 | Cultural Geography/3 credits                                               |
| ECON 111    | Contemporary Economic Issue and Social Policy/3 credits                    |
| or ECON 217 | Principles of Economics (Micro Emphasis)/3 credits                         |
- Choose one of the following:
- |          |                                       |
|----------|---------------------------------------|
| HIST 200 | History of China/3 credits            |
| HIST 314 | Political History of Africa/3 credits |
| HIST 325 | History of Latin America/3 credits    |
| HIST 336 | History of Japan/3 credits            |
- Choose one of the following:
- |          |                                        |
|----------|----------------------------------------|
| SOCL 101 | Principles of Sociology/3 credits      |
| ANTH 101 | Introduction to Anthropology/3 credits |
| PSYC 101 | Introduction to Psychology/3 credits   |



- E. General Electives:  
 B.A. Political Science (Non-teaching)/35 credits.  
 B.S. Political Science (Non-teaching)/34 credits.
- F. Total credits required for B.A., B.S. in Political Science - 120  
 Total credits required for B.A., B.S. in Political Science with Secondary Education Licensure - 135-136

## **POLITICAL SCIENCE MAJOR, B.A., B.S. DEGREE**

### **Pre-Law Concentration**

- A. General Education Core Requirements. 33 credits  
 See General Education Requirements section pages 66-69.
- B. Additional Degree Requirements, B.A. Degree. 9 credits  
 Additional Degree Requirements, B.S. Degree. 10 credits.  
 See Degree Requirements section page 63.
- C. Major Requirements. 46 credits
- |                                       |                                                                                    |
|---------------------------------------|------------------------------------------------------------------------------------|
| POSC 150                              | American Government and Politics/3 credits                                         |
| POSC 216                              | American State and Local Government/3 credits                                      |
| POSC 230                              | Administration of Criminal Justice/3 credits                                       |
| POSC 331                              | Political Philosophy/3 credits                                                     |
| POSC 332                              | Political Philosophy/3 credits                                                     |
| POSC 355                              | Constitutional Rights and Liberties/3 credits                                      |
| or POSC 356                           | Constitutional Rights and Liberties/3 credits                                      |
| POSC 455                              | Constitutional History of the United States/3 credits                              |
| POSC 461                              | Senior Seminar/1 credit                                                            |
| Political Science Electives/9 credits |                                                                                    |
| HIST 100                              | Foundations of Western Civilization/3 credits (satisfied General Education Goal 6) |
| HIST 110                              | Modern Western Civilization/3 credits                                              |
| HIST 222                              | United States History/3 credits                                                    |
| PSYC 101                              | Introduction to Psychology/3 credits                                               |
| ACCT 240                              | Principles of Accounting I/3 credits                                               |
| Choose one of the following:          |                                                                                    |
| HIST 305                              | Modern America, 1914-1945/3 credits                                                |
| HIST 306                              | Modern America, 1945-present/3 credits                                             |
| HIST 310                              | American Social or Intellectual History/3 credits                                  |
| HIST 357                              | England Before the Tudors, 55 B.C. to 1485/3 credits                               |
- D. General Electives: 31/32 credits  
 PSYC 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.

- E. Total credits required for B.A., B.S. in Political Science with a concentration in Pre-Law - 120

## **POLITICAL SCIENCE MAJOR, B.A. DEGREE**

### **Global Politics Concentration**

- A. General Education Core Requirements. 33 credits.  
 See General Education Requirements section pages 66-69.
- B. Additional Degree Requirements, B.A. degree. 9 credits.  
 See Degree Requirements section page 63.



C. Major Requirements. 46 credits

1. **Core Political Science Courses** (18 credits)

POSC 150	American Government and Politics/3 credits
POSC 331	Political Philosophy/3 credits
POSC 332	Political Philosophy/3 credits
POSC 343	American Foreign Policy/3 credits
POSC 441	International Relations/3 credits
POSC 442	International Law and Organizations/3 credits

2. **Regional and Area Studies** (18 credits)

Choose 18 credits from the following:

POSC 314	Political History of Africa/3 credits
POSC 335	Western European Politics and Government/3 credits
POSC 336	Russian and Eastern European Government and Politics/3 credits
POSC 337	Asian Government and Politics/3 credits
POSC 375	Latin American Politics and Government/3 credits
POSC 395	African Politics and Government/3 credits
HIST 356	Europe in the Twentieth Century, 1900 to the Present/3 credits

3. **International Political Economy** (3 credits)

Choose three credits from the following:

ECON 306	Economic Development/3 credits
ECON 310	Comparative Economic Systems/3 credits
ECON 319	International Economics/3 credits

4. **Transnational Community and Issues** (6 credits)

Choose six credits from the following:

POSC 245	Gender and Politics/3 credits
GEOG 242	Economic Geography/3 credits
GEOG 352	World Regional Geography/3 credits
GEOG 444	Political Geography/3 credits

5. **Senior Seminar** (1 credit)

POSC 461	Senior Seminar/1 credit
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D. General Electives: 32 credits.

E. Total credits required for B.A. in Political Science with a Concentration in Global Politics - 120

**POLITICAL SCIENCE COURSE DESCRIPTIONS**

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 292.** *Internship in Political Science.* A semester-long, on-the-job learning experience designed to apply the principles of political science. 1-18 credits.
- POLITICAL SCIENCE 295.** *Special Topics in Political Science.* Selected topics in political science. The topics may vary from semester to semester. May be repeated for credit when topics change. 3 credits.
- POLITICAL SCIENCE 300 (HISTORY 300),** *Teaching History and the Social Sciences in the Secondary School.* A methods course designed to offer preparation for student teaching, this class focuses in depth on content required for the secondary school classroom in history, geography, and political science. Other topics covered include instructional planning, assessment and evaluation, teaching techniques, classroom management, and school/community interaction. This course is open only to students seeking secondary school certification. Prerequisites: EDUC 245 and 260. 3 credits
- POLITICAL SCIENCE 311, 312.** *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses in political science. 1-18 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.** *American Political Thought to the Civil War.* An introduction to the principal thinkers and the central themes in American political thought. 3 credits. \*\*

**POLITICAL SCIENCE 342.** *American Political Thought 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.** *Directed or Independent Study in Political Science.* Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

**POLITICAL SCIENCE 392.** *Internship in Political Science.* A semester-long, on-the-job learning experience designed to apply the principles of political science. 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 490.** *Directed or Independent Study in Political Science.* Must be approved by the head of the department. May be repeated as. 1-18 credits.

**POLITICAL SCIENCE 492.** *Internship in Political Science.* A semester-long, on-the-job learning experience designed to apply the principles of political science. 1-18 credits.

**POLITICAL SCIENCE 495.** *Special Topics in Political Science.* Selected topics in political science. The topics may vary from semester to semester. May be repeated for credit when topics change. 3 credits.

**POLITICAL SCIENCE 498.** *Honors Research in Political Science.* Students conduct research in political science under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits. \*\*



# Department of Mathematics and Computer Science

William P. Abrams, *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 mathematics courses through Algebra I in grades 6 – 12. See the Algebra I Endorsement below for details. Students who are preparing to teach and who are majoring in fields other than computer science may be endorsed to teach computer science by minoring in computer science.

## MATHEMATICS PROGRAM

### Faculty

William P. Abrams, Ph.D., *Associate Professor of Mathematics*

John E. Arehart, Ed.D., *Associate Professor of Computer Science and Mathematics*

Sharon Emerson-Stonnell, Ph.D., *Associate Professor of Mathematics*

Jacqueline A. Hall, Ph.D., *Assistant Professor of Mathematics*

Robert D. May, Ph.D., *Assistant Professor of Mathematics*

Stanley J. McCaslin, M.S., *Lecturer Computer Science*

Gary T. Nelson, Ph.D., *Associate Professor of Mathematics Education*

Jeffery H. Peden, Ph.D., *Associate Professor of Computer Science*

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 (MATH 261, 262, 300, 343, 361, and 371). 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 66-69.

B. B.S. Degree Additional Degree Requirements/10 credits.  
B.A. Degree Additional Degree Requirements/9 credits.  
See Degree Requirements listed on page 63.

C. Major Requirements/39 credits.

### *All Majors*

MATH 261	The Differential and Integral Calculus/4 credits
MATH 262	The Differential and Integral Calculus/4 credits
MATH 300	A Transition to Advanced Mathematics/3 credits
MATH 343	Linear Algebra/3 credits
MATH 361	Calculus III/4 credits
MATH 371	Introduction to Probability and Statistics/3 credits

### CHOOSE ONE

#### *Concentration I (Pure Mathematics)*

MATH 342	Introduction to Modern Algebra/3 credits
MATH 335	Advanced Euclidean Geometry/3 credits
or MATH 336	Survey of Modern Geometries/3 credits
MATH 462	Advanced Calculus/3 credits
*Elective 300-400 level Mathematics/6 credits	
*Elective 300-400 level Mathematics or Computer Science/3 credits	
TOTAL 18 credits	

#### *Concentration II (Applied Mathematics)*

MATH 405	Numerical Analysis/3 credits
MATH 460	Differential Equations/3 credits
MATH 472	Introduction to Mathematical Statistics/3 credits
CMSC 206	Data Structures in Advanced Programming/3 credits
*Elective 300-400 level Mathematics/3 credits	
*Elective 300-400 level Mathematics or Computer Science/3 credits	
TOTAL 18 credits	

\*Electives may not include:

MATH 267	Applications of Calculus/4 credits
MATH 271	Applied Statistics/3 credits
MATH 309	Numeration Systems/3 credits
MATH 310	Functions, Probability, and Statistics/3 credits
MATH 313	Geometry and Reasoning/3 credits
MATH 330	Integration of Mathematics and Science Principles/1.5 credits
MATH 451	The Teaching of High School Mathematics/3 credits
MATH 482	Directed Teaching in the Secondary School/11 credits

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 6-12/40 credits.  
See professional education requirements listed on pages 100-104/35 credits.



Additional endorsement requirement/5 credits

MATH 245 History of Mathematics/2 credits

MATH 451 The Teaching of High School Mathematics/3 credits.

E. General Electives (non-teaching majors) - 38/39

F. Total Credits Required for B.A., B.S. in Mathematics - 120

Total Credits Required for B.S. in Mathematics with Secondary Teaching Endorsement - 122

For additional Endorsement to teach Computer Science, Minor in Computer Science/18 hours. See page 234.

For additional Endorsement to teach Algebra I (grades 6-12) complete Algebra I endorsement/25-26 credits. See below.

Students seeking the B.A. degree must take 3 semester hours of one modern language at the 202 level or higher and choose the humanities elective from Literature, Philosophy, or Religion. Students seeking the B.S. degree must take CMSC 204 as their Mathematics or Computer Science elective.

### MINOR IN MATHEMATICS

MATH 261 The Differential and Integral Calculus/4 credits

MATH 262 The Differential and Integral Calculus/4 credits

\*\*Electives: 300-400 level mathematics/6 credits

200-400 level computer science or mathematics/6 credits

TOTAL 20 credits

\*\*Electives may not include :

MATH 267 Applications of Calculus/4 credits

MATH 271 Applied Statistics/3 credits

MATH 309 Numeration Systems/3 credits

MATH 310 Functions, Probability, and Statistics/3 credits

MATH 313 Geometry and Reasoning/3 credits

MATH 451 The Teaching of High School Mathematics/3 credits

MATH 482 Directed Teaching in the Secondary School/11 credits

### ALGEBRA I ENDORSEMENT

Students who are preparing to teach and who are majoring in fields other than mathematics may be endorsed to teach mathematics courses through Algebra I in grades 6 – 12 by taking the courses listed below.

MATH 164 Precalculus/3 credits

MATH 181 Finite Mathematics/3 credits

or MATH 343 Linear Algebra/3 credits

MATH 261 The Differential and Integral Calculus/4 credits

or MATH 267 Applications of Calculus/4 credits

MATH 309 Numeration Systems/3 credits

MATH 310 Functions, Probability, and Statistics/3 credits

MATH 313 Geometry and Reasoning/3 credits

or MATH 335 Advanced Euclidean Geometry/3 credits

MATH 451 The Teaching of High School Mathematics/3 credits

CMSC 121 Introduction to Computer Science/3 credits

or CMSC 204 Introduction to Programming/3 credits

TOTAL 25 credits

## MATHEMATICS COURSE DESCRIPTIONS

*General Education Courses \**

*Writing Intensive Course \*\**

**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 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 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 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 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 245.** *History of Mathematics.* An introduction to the history of mathematics, concentrating on the period from the Greeks through the 19<sup>th</sup> century. The student will learn the historical development of many mathematical topics taught in middle and high school today. 2 credits.

**MATHEMATICS 261, 262.** *The Differential and Integral Calculus.* A unified course dealing with the basic ideas of calculus and analytic geometry. Prerequisite for MATH 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. 4 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: MATH 164 or equivalent. 4 credits. \*

**MATHEMATICS 271.** *Applied Statistics.* Topics include measures of central tendency, probability distributions, measures of dispersion, correlation and linear regression, multiple 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 292.** *Internship in Mathematics.* A semester-long, on-the-job learning experience designed to apply the principles of mathematics. 1-18 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. Prerequisite: MATH 309 and proficiency in computer spreadsheets, or permission of instructor. 3 credits.

**MATHEMATICS 311, 312. *Studies Abroad.*** Primarily intended for transfer of credit earned abroad in courses in mathematics. 1-18 credits.

**MATHEMATICS 313. *Geometry and Reasoning.*** 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 SCED 330 concurrently with this course. 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: MATH 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: MATH 300. 3 credits.

**MATHEMATICS 342. *Introduction to Modern Algebra.*** Sets and mappings, integers, general algebraic systems, groups, rings, and fields. Prerequisite: MATH 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: MATH 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: MATH 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: MATH 361. 3 credits.

**MATHEMATICS 361. *Calculus III.*** Advanced topics in calculus not considered in MATH 261, 262. Prerequisite: MATH 262. Students who do not make C or better in 262 should have consent of the chair before enrolling. 4 credits.

**MATHEMATICS 371. *Introduction to Probability and Statistics.*** Theory of probability; expected values of random variables; discrete and continuous probability distributions. Prerequisite: MATH 361. 3 credits.

**MATHEMATICS 390. *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 391, etc.; no more than 6 credits.

**MATHEMATICS 392. *Internship in Mathematics.*** A semester-long, on-the-job learning experience designed to apply the principles of mathematics. 1-18 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: MATH 343, 361 and CMSC 204 or equivalent. 3 credits.

**MATHEMATICS 435 (COMPUTER SCIENCE 435). *Queuing Theory and Simulation.*** A course covering the basic mathematics of queuing systems and the principles of the computer simulation of queuing systems. Topics include M/M/1, M/G/1, and G/M/1 queues, La-place and z-transforms, priority queuing, and basic computer simulation techniques. Prerequisite: CMSC 204 or equivalent, MATH 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: MATH 361. 3 credits.

**MATHEMATICS 461. *Senior Seminar.*** A capstone course for the mathematics major focusing on a historical perspective. Emphasis will be on problem solving, connections between various branches of mathematics, and the historical development of mathematical structures. In addition, students will be expected to research and present mathematical topics not covered in other courses. 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: MATH 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; tests of hypotheses; the Central Limit Theorem; regression analysis; ANOVA. Prerequisite: MATH 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 formu-

la, Taylor series, Laurent series, conformal maps, the notion of residues and some applications in physics. Prerequisite: MATH 361. 3 credits.

**MATHEMATICS 482.** *Directed Teaching in the Secondary School.* This course is required of all students seeking Secondary Teaching Licensure in Mathematics. Each student is assigned to work with a qualified cooperating teacher in a selected school setting. The student teacher will follow the schedule of the cooperating teacher. Prerequisite: Completion of all methods courses and a minimum cumulative GPA of 2.5. 11 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 for no more than 6 credits.

**MATHEMATICS 492.** *Internship in Mathematics.* A semester-long, on-the-job learning experience designed to apply the principles of mathematics. 1-18 credits.

**MATHEMATICS 495.** *Special Topics in Mathematics.* Selected topics in mathematics. The topics may vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

**MATHEMATICS 498.** *Honors Research in Mathematics.* Students conduct research in mathematics under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 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. Selected topics in mathematics. The topics may vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

### **COMPUTER SCIENCE PROGRAM**

#### **Faculty**

John E. Arehart, Ed.D., *Associate Professor of Computer Science and Mathematics*

Stanley J. McCaslin, M.S., *Lecturer of Computer Science*

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 officially declare 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 66-69.

B. B.A. Degree Additional Degree Requirements/9 credits.  
B.S. Degree Additional Degree Requirements/10 credits.  
See Degree Requirements listed on page 63.

C. Major Requirements/59 or 82 credits.

CMSC 204	Introduction to Programming/3 credits
CMSC 206	Data Structures in Advanced Programming/3 credits
CMSC 300	Discrete Mathematics for Computer Science/3 credits
CMSC 301	Computer Organization and Assembler Language Programming/3 credits
CMSC 306	Computer Organization/3 credits
CMSC 308	Organization of Programming Languages/3 credits
CMSC 310	Introduction to Operating Systems and Computer Architecture/3 credits
CMSC 316	Object-Oriented Programming/3 credits
CMSC 360	Computer Network Theory/3 credits
CMSC 362	Theory of Databases/3 credits
CMSC 461	Seminar in Computer Science/3 credits
ENGL 214	Technical Writing/3 credits
MATH 261	The Differential and Integral Calculus/4 credits
MATH 262	The Differential and Integral Calculus/4 credits
MATH 271	Applied Statistics/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 35 credits*

Secondary Teaching Endorsement, grades 6-12

See professional education requirements listed on pages 100-104.

Additional endorsement requirement:

MATH 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 - 18/19

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 - 124/125

## 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 COURSE DESCRIPTIONS

General Education \*

Writing Intensive Course \*\*

**COMPUTER SCIENCE 121.** *Introduction to Computer Science.* An introduction to computer science for non-specialists. Basic computer architecture and design, storage formats, principles of compilation and algorithms. Application software that emphasizes the computer as a tool. 3 credits. \*

**COMPUTER SCIENCE 201.** *Beginning COBOL.* An introduction to programming in a business language (COBOL) with emphasis on commercial applications and elementary concepts of data processing. 3 credits.

**COMPUTER SCIENCE 204.** *Introduction to Programming.* An introductory course in computer programming emphasizing programming and algorithm development. Topics will include basic language assignment, iteration, control flow, language and programmer defined variable types, and data structure models. 3 credits.

**COMPUTER SCIENCE 206.** *Data Structures in Advanced Programming.* A one-semester advanced programming utilizing data structures and models. The course emphasizes advanced techniques in the manipulation of data structures. Prerequisite: CMSC 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 a computer language. 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 duplicate other language courses. Must be arranged with an instructor and approved by the department before registering. May be repeated for credit with different languages. Prerequisite: CMSC 204. 3 credits.

**COMPUTER SCIENCE 292.** *Internship in Computer Science.* A semester-long, on-the-job experience designed to apply the principles of computer science. 1-18 credits.

**COMPUTER SCIENCE 295.** *Special Topics.* Selected topics in computer science. The topics change 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 languages. Prerequisites: CMSC 204 or 206. 3 credits.

**COMPUTER SCIENCE 301.** *Computer Organization and Assembler Language Programming.* Topics include: assembly language programming; addressing techniques; internal storage structure; machine-level instructions and data; sub-routines. Prerequisites: Computer Science 206 or consent of instructor. 3 credits.

**COMPUTER SCIENCE 302.** *Data Abstraction Programming.* A one-semester course in computer programming utilizing the data abstraction programming paradigm. The course emphasizes programming techniques used in the design, definition, and manipulation of abstract data types. Prerequisite: CMSC 206 (or equivalent) using a language of instruction other than C++ and CMSC 315. Note: This course may not be taken for credit if credit has been received for CMSC 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: CMSC 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: CMSC 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: CMSC 301. 3 credits.
- COMPUTER SCIENCE 311, 312.** *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses in computer science. 1-18 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: CMSC 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: CMSC 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: CMSC 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: CMSC 206. 3 credits.
- COMPUTER SCIENCE 390.** *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 CMSC 391, etc.; no more than 6 credits.
- COMPUTER SCIENCE 392.** *Internship in Computer Science.* A semester-long, on-the-job learning experience designed to apply the principles of computer science. 1-18 credits.
- COMPUTER SCIENCE 408.** *Ada and Software Engineering.* Syntax and semantics of the Ada programming language. Principles of Software Engineering. Prerequisites: CMSC 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: CMSC 300. 3 credits.

**COMPUTER SCIENCE 435. (MATHEMATICS 435) *Queuing Theory and Simulation.*** A course covering the basic mathematics of queuing systems and the principles of the computer simulation of queuing systems. Topics include M/M/1, M/G/1, and G/M/1 queues, Laplace and z-transforms, priority queuing, and basic computer simulation techniques. Prerequisite: CMSC 204 or equivalent, MATH 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: CMSC 300. 3 credits.

**COMPUTER SCIENCE 452. *Computers in Education.*** A survey of programming languages, software, and hardware commonly found in an educational setting. Prerequisite: CMSC 121 or consent of instructor. 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 for no more than 6 credits.

**COMPUTER SCIENCE 492. *Internship in Computer Science.*** A semester-long on-the-job learning experience designed to apply the principles of computer science. 1-18 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.

**COMPUTER SCIENCE 498. *Honors Research in Computer Science.*** Students conduct research in computer science under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits.

#### **For Graduates and Advanced Undergraduates**

**COMPUTER SCIENCE 505. *Computers in Mathematics Education.*** Techniques and existing programs in computer-assisted instruction, computer-managed instruction, simulation and modeling. Offered on demand. 3 credits.

# Department of Music

## Faculty

Patricia D. Lust, *Chair*

Brenda Clark, *Secretary*

The mission of the Music Department is to educate students in the discipline of music and to provide quality, practical musical experiences for them. Our primary goals are preparing music majors for professional careers in music and providing all interested students and members of the community with experiences which will enhance their appreciation and understanding of music.

Our specific objectives are the following:

- to prepare students to teach in the public schools (K-12) in vocal, instrumental and general music
- to prepare students for graduate or further professional study in music
- to provide quality musical experiences for the music minors and general education students
- to provide a variety of performance opportunities for the music majors, other qualified Longwood students and members of the community
- to present high quality musical events for the campus and community

The Department of Music offers courses leading to two degrees: the Bachelor of Arts degree with concentration in Music, and the Bachelor of Music degree with concentration in one of the following areas: Education, Performance (voice, piano, organ, brass, woodwinds, strings, and percussion), Piano Pedagogy, or 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. degree in Piano Pedagogy are required to present a minimum of a half Junior Recital and half 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 20 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, D.M.A., *Assistant Professor of Music*

Patricia D. Lust, D.M., *Professor of Music*

W. Bruce Montgomery, Ph.D., *Professor of Music*

Gordon L. Ring, D.Mus.A., *Professor of Music*

Joel Schoenhals, D.Mus.A., *Assistant Professor of Music*

Donald L. Trott, D.Mus.A., *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, Brass, Woodwinds, Strings, Percussion)

The degree of 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 66-69.

#### 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.

MUSC 113	Theory of Music/2 credits
MUSC 114	Theory of Music/2 credits
MUSC 115	Sightsinging and Dictation/1 credit
MUSC 116	Sightsinging and Dictation/1 credit
MUSC 119	Introduction to Computer Applications in Music/1 credit
MUSC 137	Music Literature/3 credits
MUSC 163	Beginning Piano I/1 credit (not required of keyboard primary)
MUSC 213	Theory of Music/2 credits
MUSC 214	Theory of Music/2 credits
MUSC 215	Sightsinging and Dictation/1 credit
MUSC 216	Sightsinging and Dictation/1 credit
MUSC 313	Form and Analysis/3 credits
MUSC 331	History of Music/3 credits

MUSC 332 History of Music/3 credits  
 MUSC 341 Conducting/2 credits  
 Music Electives/5-6 credits  
 Ensembles/8 credits  
 Applied Primary/12 credits  
 TOTAL /53 credits

D. General Electives: 25 credits

E. Total Credits Required for Bachelor of Arts with a Concentration in Music - 120

## **BACHELOR OF MUSIC**

### **Visual and Performing Arts**

#### **Concentration in Education**

(Applied Areas: Voice, Piano, Organ, 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 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 66-69.

B. Additional Degree Requirements. 9 credits.

Humanities/9 credits in at least two disciplines and not in the discipline of music.

C. Major Requirements. 54 or 56 credits. (choose choral or instrumental track)

#### *Choral Track*

MUSC 113	Theory of Music/2 credits
MUSC 114	Theory of Music/2 credits
MUSC 115	Sightsinging and Dictation/1 credit
MUSC 116	Sightsinging and Dictation/1 credit
MUSC 119	Introduction to Computer Applications in Music/1 credit
MUSC 137	Music Literature/3 credits
MUSC 140	Diction for Singers I/2 credits
MUSC 141	Diction for Singers II/2 credits (voice primary)
MUSC 213	Theory of Music/2 credits
MUSC 214	Theory of Music/2 credits
MUSC 215	Sightsinging and Dictation/1 credit
MUSC 216	Sightsinging and Dictation/1 credit
MUSC 313	Form and Analysis/3 credits
MUSC 331	History of Music/3 credits
MUSC 332	History of Music/3 credits
MUSC 340	Instrumental Survey/3 credits
MUSC 341	Conducting/2 credits
MUSC 342	Advanced Choral Conducting/2 credits
MUSC 412	Arranging/2 credits

Applied Primary/14 credits

Applied Secondary/4 credits

Piano: MUSC 163, 164, 263, 264 (Piano Class)

**OR** MUSC 171, 172, 271, 272 (Individual Piano Lesson)

Voice: MUSC 171, 172, 271, 272

TOTAL 54 or 56 credits

*Instrumental Track*

MUSC 113	Theory of Music/2 credits
MUSC 114	Theory of Music/2 credits
MUSC 115	Sightsinging and Dictation/1 credit
MUSC 116	Sightsinging and Dictation/1 credit
MUSC 119	Introduction to Computer Applications in Music/1 credit
MUSC 137	Music Literature/3 credits
MUSC 165	Strings/1 credit
MUSC 167	Percussion/1 credit
MUSC 213	Theory of Music/2 credits
MUSC 214	Theory of Music/2 credits
MUSC 215	Sightsinging and Dictation/1 credit
MUSC 216	Sightsinging and Dictation/1 credit
MUSC 313	Form and Analysis/3 credits
MUSC 331	History of Music/3 credits
MUSC 332	History of Music/3 credits
MUSC 341	Conducting/2 credits
MUSC 343	Advanced Instrumental Conducting/2 credits
MUSC 361	Brass/1 credit
MUSC 362	Brass/1 credit
MUSC 363	Woodwinds/1 credit
MUSC 364	Woodwinds/1 credit
MUSC 365	Vocal Techniques/1 credit
MUSC 412	Arranging/2 credits

Applied Primary/14 credits

Applied Secondary/4 credits

MUSC 163, 164, 263, 264 (Piano Class)

**OR** MUSC 171, 172, 271, 272 (Individual piano lesson)

TOTAL 56 credits

**D. Education Requirements***Choral Track*

MUSC 145	Introduction to Music Education/1 credit
MUSC 345	Practicum in Elementary School/1 credit
MUSC 346	Practicum in Junior High or Middle School/1 credit
MUSC 347	Practicum in High School/1 credit
MUSC 441	Elementary School Methods and Materials/3 credits
MUSC 442	Choral Methods and Materials/2 credits
EDUC 245	Human Growth and Development/3 credits
EDUC 380	Classroom Assessment/2 credits
EDUC 403	Directed Elementary Teaching for Art and Music/6 credits
EDUC 404	Directed Secondary Teaching for Art and Music/5 credits
EDUC 484	Media and Technology/1 credit
EDUC 487	Classroom Management and System Issues/3 credits
EDUC 488	Education Seminar/1 credit
EDUC 489	Survey of Exceptional Children/3 credits
TOTAL 33 credits	

*Instrumental Track*

MUSC 145	Introduction to Music Education/1 credit
MUSC 345	Practicum in Elementary School/1 credit
MUSC 346	Practicum in Junior High or Middle School/1 credit
MUSC 347	Practicum in High School/1 credit
MUSC 441	Elementary School Methods and Materials/3 credits

MUSC 443	Instrumental Methods and Materials/2 credits
MUSC 444	Marching Band Fundamentals/1 credit
EDUC 245	Human Growth and Development/3 credits
EDUC 380	Classroom Assessment/2 credits
EDUC 403	Directed Elementary Teaching for Art and Music/6 credits
EDUC 404	Directed Secondary Teaching for Art and Music/5 credits
EDUC 484	Media and Technology/1 credit
EDUC 487	Classroom Management and System Issues/3 credits
EDUC 488	Education Seminar/1 credit
EDUC 489	Survey of Exceptional Children/3 credits
TOTAL 34 credits	

E. Total Credits Required for Bachelor of Music with a Concentration in Education - 129-132

## **BACHELOR OF MUSIC**

### **Visual and Performing Arts**

#### **Concentration in Performance**

(Applied Areas: Voice, Piano, Organ, Brass, Woodwinds, Strings, Percussion)

The degree of 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 66-69.

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. 78-80 credits

#### *Organ Primary*

MUSC 113	Theory of Music/2 credits
MUSC 114	Theory of Music/2 credits
MUSC 115	Sightsinging and Dictation/1 credit
MUSC 116	Sightsinging and Dictation/1 credit
MUSC 119	Introduction to Computer Applications in Music/1 credit
MUSC 137	Music Literature/3 credits
MUSC 213	Theory of Music/2 credits
MUSC 214	Theory of Music/2 credits
MUSC 215	Sightsinging and Dictation/1 credit
MUSC 216	Sightsinging and Dictation/1 credit
MUSC 243	Piano Accompanying/1 credit
MUSC 313	Form and Analysis/3 credits
MUSC 331	History of Music/3 credits
MUSC 332	History of Music/3 credits
MUSC 341	Conducting/2 credits
MUSC 414	Counterpoint/2 credits
MUSC 434	Organ Literature/2 credits

Applied Primary/22 credits

Applied Secondary (voice)/4 credits

Applied Secondary (piano)/4 credits

Ensembles/10 credits

Music Electives/6 credits

TOTAL 78 credits



*Voice Primary*

MUSC 113	Theory of Music/2 credits
MUSC 114	Theory of Music/2 credits
MUSC 115	Sightsinging and Dictation/1 credit
MUSC 116	Sightsinging and Dictation/1 credit
MUSC 119	Introduction to Computer Applications in Music/1 credit
MUSC 137	Music Literature/3 credits
MUSC 140	Diction for Singers I/2 credits
MUSC 141	Diction for Singers II/2 credits
MUSC 213	Theory of Music/2 credits
MUSC 214	Theory of Music/2 credits
MUSC 215	Sightsinging and Dictation/1 credit
MUSC 216	Sightsinging and Dictation/1 credit
MUSC 243	Piano Accompanying/1 credit
MUSC 313	Form and Analysis/3 credits
MUSC 331	History of Music/3 credits
MUSC 332	History of Music/3 credits
MUSC 341	Conducting/2 credits
MUSC 414	Counterpoint/2 credits
MUSC 436	Vocal Literature/2 credits
MUSC 446	Vocal Pedagogy/2 credits

Applied Primary/22 credits

Applied Secondary/4 credits

MUSC 163, 164, 263, 264 (Piano class)

**OR** MUSC 171, 172, 271, 272 (Individual piano lesson)

Ensembles/8 credits

Music Electives/6 credits

TOTAL 78 credits

*Piano Primary*

MUSC 113	Theory of Music/2 credits
MUSC 114	Theory of Music/2 credits
MUSC 115	Sightsinging and Dictation/1 credit
MUSC 116	Sightsinging and Dictation/1 credit
MUSC 119	Introduction to Computer Applications in Music/1 credit
MUSC 137	Music Literature/3 credits
MUSC 213	Theory of Music/2 credits
MUSC 214	Theory of Music/2 credits
MUSC 215	Sightsinging and Dictation/1 credit
MUSC 216	Sightsinging and Dictation/1 credit
MUSC 243	Piano Accompanying/1 credit
MUSC 313	Form and Analysis/3 credits
MUSC 319	Keyboard Improvisation/2 credits
MUSC 331	History of Music/3 credits
MUSC 332	History of Music/3 credits
MUSC 335	Piano Duet and Duo-Piano Literature/2 credits
MUSC 341	Conducting/2 credits
MUSC 414	Counterpoint/2 credits
MUSC 435	Piano Literature/2 credits
MUSC 445	Piano Pedagogy/2 credits

Applied Primary/22 credits

Applied Secondary/4 credits

Ensembles/10 credits

Music Electives/6 credits

TOTAL 80 credits

### *Instrumental Primary*

MUSC 113	Theory of Music/2 credits
MUSC 114	Theory of Music/2 credits
MUSC 115	Sightsinging and Dictation/1 credit
MUSC 116	Sightsinging and Dictation/1 credit
MUSC 119	Introduction to Computer Applications in Music/1 credit
MUSC 137	Music Literature/3 credits
MUSC 213	Theory of Music/2 credits
MUSC 214	Theory of Music/2 credits
MUSC 215	Sightsinging and Dictation/1 credit
MUSC 216	Sightsinging and Dictation/1 credit
MUSC 313	Form and Analysis/3 credits
MUSC 331	History of Music/3 credits
MUSC 332	History of Music/3 credits
MUSC 341	Conducting/2 credits
MUSC 412	Arranging/2 credits
MUSC 414	Counterpoint/2 credits
MUSC 433	Instrumental Literature/2 credits

Applied Primary/22 credits

Applied Secondary/4 credits

MUSC 163, 164, 263, 264 (Piano class)

OR MUSC 171, 172, 271, 272 (Individual piano lesson)

Ensembles/10 credits

Music Electives/9 credits

TOTAL 78 credits

D. Electives (all concentrations)/4 credits

E. Total Credits Required for Bachelor of Music with a Concentration in Performance - 124-126

## **BACHELOR OF MUSIC**

### **Visual and Performing Arts**

#### **Concentration in Piano Pedagogy**

(Applied Area, Piano)

The degree of Bachelor of Music with a Concentration in Piano Pedagogy offers students with strong performance skills the opportunity to apply those skills to teaching applied piano in individual and group settings. Elective Education and Business courses supplement a core music curriculum which fosters growth in areas of performance, music theory, music literature, and music education. Students who complete this degree program will be well-equipped to perform in varied settings, establish independent teaching studios, and teach piano in community music and preparatory schools. They will also have a thorough background for pursuing graduate studies in piano pedagogy and performance.

A. General Education Core Requirements. 33 credits

See General Education Requirements listed on pages 66-69.

B. Additional Degree Requirements. 9 credits

Humanities/9 credits in at least two disciplines and not in the discipline of music

C. Major Requirements. 69 credits

MUSC 113	Theory of Music/2 credits
MUSC 114	Theory of Music/2 credits
MUSC 115	Sightsinging and Dictation/1 credit
MUSC 116	Sightsinging and Dictation/1 credit

MUSC 119	Intro. to Computer Applications in Music/1 credit
MUSC 137	Music Literature/3 credits
MUSC 213	Theory of Music/2 credits
MUSC 214	Theory of Music/2 credits
MUSC 215	Sightsinging and Dictation/1 credit
MUSC 216	Sightsinging and Dictation/1 credit
MUSC 243	Piano Accompanying/1 credit
MUSC 313	Form and Analysis/3 credits
MUSC 315	Intermediate Computer Applications in Music/2 credits
MUSC 319	Keyboard Improvisation/1 credit
MUSC 331	History of Music/3 credits
MUSC 332	History of Music/3 credits
MUSC 335	Piano Duet and Duo-Piano Literature/2 credits
MUSC 341	Conducting/2 credits
MUSC 427	Intermediate Piano Literature/2 credits
MUSC 435	Piano Literature/2 credits
MUSC 445	Piano Pedagogy I/2 credits
MUSC 447	Piano Pedagogy II/2 credits
MUSC 492	Piano Internship/8 credits
Applied Primary/20 credits	
TOTAL 69 credits	

D. Electives/9 credits

E. Total Credits Required for Bachelor of Music with a Concentration in Piano Pedagogy - 120

## **BACHELOR OF MUSIC**

### **Visual and Performing Arts**

#### **Concentration in Composition**

The degree of 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 66-69.

B. Additional Degree Requirements. 9 credits

CMSC 204 Introduction to Programming/3 credits.

Humanities/6 credits in at least two disciplines and not in the discipline of music.

C. Major Requirements

MUSC 113	Theory of Music/2 credits
MUSC 114	Theory of Music/2 credits
MUSC 115	Sightsinging and Dictation/1 credit
MUSC 116	Sightsinging and Dictation/1 credit
MUSC 119	Introduction to Computer Applications in Music/1 credit
MUSC 137	Music Literature/3 credits
MUSC 213	Theory of Music/2 credits
MUSC 214	Theory of Music/2 credits
MUSC 215	Sightsinging and Dictation/1 credit
MUSC 216	Sightsinging and Dictation/1 credit
MUSC 313	Form and Analysis/3 credits

MUSC 315	Intermediate Computer Applications in Music/2 credits
MUSC 316	Intermediate Computer Applications in Music /2 credits
MUSC 331	History of Music/3 credits
MUSC 332	History of Music/3 credits
MUSC 341	Conducting/2 credits
MUSC 342	Advanced Choral Conducting/2 credits
or MUSC 343	Advanced Instrumental Conducting/2 credits
MUSC 412	Arranging/2 credits
MUSC 413	Advanced Analysis/2 credits
MUSC 414	Counterpoint/2 credits
MUSC 415	Advanced Computer Applications in Music /2 credits
MUSC 416	Advanced Computer Applications in Music /2 credits
MUSC 432	Music of the Twentieth Century/3 credits
Music Composition: MUSC 117, 118, 217, 218, 317, 318, 417, 418/8 credits	
Applied Music: MUSC 171, 172, 271, 272, 371-372, 471, 472/8 credits on main instrument or voice	
Applied Music (Piano, unless applied area above is a keyboard instrument. All credits in the same applied area.)/4 credits	
MUSC 163, 164, 263, 264 (Piano class)	
OR MUSC 171, 172, 271, 272 (Individual piano lesson)	
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 Composition - 126

## 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.

MUSC 113	Theory of Music/2 credits
MUSC 114	Theory of Music/2 credits
MUSC 115	Sightsinging and Dictation/1 credit
MUSC 116	Sightsinging and Dictation/1 credit
MUSC 137	Music Literature/3 credits
MUSC 163	Beginning Piano I/1 credit
MUSC 164	Beginning Piano II/1 credits
(If applied area is piano, substitute 2 elective credits for this requirement.)	
Applied Music: MUSC 171, 172, 271, 272/4 credits	
Music electives/3-5 credits	
Ensembles/2 credits	
TOTAL 20 credits	

## MUSIC COURSE DESCRIPTIONS

A special fee is charged for all individual applied music courses. †

General Education Courses \*

Writing Intensive Course \*\*

**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 and MUSC 163.

**MUSIC 114.** *Theory of Music.* Continuation of 113 including voice leading, modulation and secondary chords. Prerequisite: MUSC 113. 2 credits. Must be taken concurrently with MUSC 116 and MUSC 164.

**MUSIC 115.** *Sightsinging and Dictation.* Ear training through sightsinging and dictation. 2 periods; 1 credit each semester. Must be taken concurrently with MUSC 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. Prerequisites: MUSC 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: MUSC 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. Must be taken concurrently with MUSC 113. 1 credit.

**MUSIC 164.** *Beginning Piano II.* Continuation of Music 163 with individually assigned repertoire. Prerequisite: MUSC 163. Must be taken concurrently with MUSC 114. 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 MUSC 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.** *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 216.** *Sightsinging and Dictation.* Continuation of 215 which is a prerequisite. 2 periods, 1 credit each semester. Must be taken concurrently with MUSC 214.

**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. \*

**MUSIC 243.** *Piano Accompanying.* Study and practical application of accompanying other musicians. Recommended for keyboard majors. 2 periods; 1 credit.

**MUSIC 263.** *Intermediate Piano I.* Continuation of Music 164 with the addition of improvisation. Prerequisite: MUSC 164. 1 credit.

**MUSIC 264.** *Intermediate Piano II.* Continuation of Music 263. Prerequisite: MUSC 263. 1 credit.

**MUSIC 292.** *Internship in Music.* A semester-long, on-the-job learning experience designed to apply the principles of music. 1-18 credits.

**MUSIC 295.** *Special Topics in Music.* Selected topics in music. The topics may vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

**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: MUSC 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.** *Intermediate Computer Applications in Music; Advanced Computer Applications in Music.* 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. Corequisite: MUSC 314. 1 credit.

**MUSIC 331.** *History of Music.* History of music of western civilization with examples. Open to non-music majors only with permission of instructor. 3 credits. \*\*

**MUSIC 332.** *History of Music.* History of music of western civilization with examples. Open to non-music majors only with permission of instructor. 3 credits. \*\*

**MUSIC 335.** *Piano Duet and Duo-Piano Literature.* Study and performance of piano ensemble music. Includes both piano duet literature and duo-piano literature. Required of B.M. piano performance and piano pedagogy majors; 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 MUSC 341 which is prerequisite. 2 periods. 2 credits.

**MUSIC 343.** *Advanced Instrumental Conducting.* Continuation of MUSC 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: MUSC 115 and 116. 1 credit.

**MUSIC 390.** *Directed or Independent Study.* Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

**MUSIC 392.** *Internship in Music.* A semester-long, on-the-job learning experience designed to apply the principles of music. 1-18 credits.

**MUSIC 412.** *Arranging.* Study and practice of arranging in different voice and instrument combinations with attention to style, range, form, and difficulty. Prerequisite: MUSC 214. 2 periods; 2 credits.

**MUSIC 413.** *Advanced Analysis.* Introduction to Schenkerian analysis, set theory. Continuation of MUSC 313, which is prerequisite. 2 periods; 2 credits.

**MUSIC 414.** *Counterpoint.* Strict and free counterpoint; motivic development; invertible counterpoint. Prerequisites: MUSC 137, 214. Offered on demand. 2 credits.

**MUSIC 427.** *Intermediate Piano Literature.* A survey of intermediate-level piano literature through listening, performing, and reading. Required of piano pedagogy concentration, recommended for piano performance concentration. 2 periods. 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. Prerequisite: 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: MUSC 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 MUSC 443. 1 credit.

**MUSIC 445.** *Piano Pedagogy I.* 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 447.** *Piano Pedagogy II.* A continuation of Piano Pedagogy I with the inclusion of advanced topics such as class piano for music majors and practice techniques for the advancing student, fingering, intermediate literature, technical development and injury prevention. 2 periods. 2 credits.

**MUSIC 490.** *Directed or Independent Study.* Must be approved by the head of the department. May be repeated. 1-18 credits.

**MUSIC 492. *Internship in Music.*** A one-semester, on-the-job learning experience designed to apply the principles of music. 1-18 credits.

**MUSIC 495. *Special Topics in Music.*** Selected topics in music. The topics may vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

**MUSIC 498. *Honors Research in Music.*** Students conduct research in music under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits. \*\*

### **APPLIED MUSIC**

Private study is offered in most performance areas: Voice, Piano, Organ, 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 applied for their main instrument, secondary applied for their minor instrument. Non-majors normally enroll in elective/general education classes (See General Education listing on pages 65-68.)

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 may be 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
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
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 each semester.

**MUSIC 363, 364.** Woodwinds. 1 credit each semester.

### **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 each semester. \*

**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 each semester. \*

**MUSIC 155, 156, 255, 256.** *Strings.* Ensemble repertoire for violin, viola, cello and string bass. One small class instruction each week. 1 credit each semester. \*

**MUSIC 157, 158.** *Percussion.* One small class instruction each week. 1 credit each semester. \*

### **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 each semester.

**MUSIC 201, 401.** *String Ensemble.* Open to all Longwood students who have experience in playing stringed orchestral 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).** *Ensemble A/Jazz Ensemble B.* The Jazz Ensembles rehearse and perform all styles of jazz, presenting a series of concerts throughout the year. The Ensembles are open to all students by audition. 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 classical 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 music 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.***

# Department of Natural Sciences

David W. Buckalew, *Chair*

Chalie Taylor-Shelton, *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 dual-degree 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 appropriate for their major. The purpose of the test is to assess the progress of the majors and the effectiveness of the program. This test is given only in the spring semester.

## BIOLOGY PROGRAM

### Faculty

David W. Buckalew, Ph.D., *Assistant Professor of Biology*

Lynn M. Ferguson, Ph.D., *Professor of Biology*

Alix Fink, Ph.D., *Assistant Professor of Biology*

Tammy Gingras, B.S., M.S., *Lecturer in Biology*

Camilla M. Hodgson, M.S., *Lecturer in Biology*

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*

Anthony Palombella, Ph.D., *Assistant Professor of Biology and  
Biology Area Coordinator*

Teresa Ranson, B.S., M.S., *Lecturer in Biology*

Timothy W. Stewart, Ph.D., *Assistant Professor of Biology*

William A. Velhagen, Jr., Ph.D., *Assistant Professor of Biology*

The biology major at Longwood provides fundamental training in many areas of the biological sciences so that graduates may pursue graduate study or careers in research, industry, teaching, medicine, dentistry, or allied health fields. To provide a broad background in the biological program, each student must take 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.

No grade below C- on biology courses is accepted for the graduation requirements for the major or minor in biology.

A student may seek a secondary teaching endorsement in biology. This program consists of all courses required of a biology major and EDUC 245, 260, 265, 370, 380, 430, 455, 484, 487, 489, SCED 352, and the professional semester consisting of 12 hours 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. 32 credits**

See General Education Requirements listed on pages 66-69.

### **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. 63 credits**

#### **Core Curriculum (required of all biology majors)**

BIOL 121 The Unity of Life/4 credits

BIOL 122 The Diversity of Life/4 credits

BIOL 324 Genetics/4 credits

BIOL 341 General Ecology/4 credits

BIOL 399 Evolution/3 credits

BIOL 400 Unifying Biological Principles/3 credits

BIOL 485 The Ethics of Biology/1 credit

CHEM 111 Fundamentals of Chemistry/4 credits

CHEM 112 Fundamentals of Chemistry II/4 credits

CHEM 305 Organic Chemistry I/4 credits

CHEM 306 Organic Chemistry II/4 credits

PHYS 102 General Physics/4 credits

#### **Biology majors must choose one of the following tracks:**

##### **Ecology:**

BIOL 300 Biostatistics and Experimental Design/4 credits

BIOL 360 Terrestrial Ecology/4 credits

or BIOL 361 Aquatic Ecology/4 credits

One field course **except** BIOL 541 Field Ecology/6 credits

BIOL electives/6 credits

##### **Molecular:**

BIOL 304 Microbiology/4 credits

BIOL 412 Biochemistry/4 credits

BIOL 426 Cell Biology/4 credits

Biology electives/8 credits

##### **Organismic:**

BIOL 202 Animal Morphology/4 credits

BIOL 306 Vertebrate Physiology/4 credits

BIOL 307 Plant Form and Function/4 credits

Biology electives/8 credits

**Health:**

BIOL 206	Human Anatomy and Physiology/4 credits
BIOL 207	Human Anatomy and Physiology/4 credits
BIOL 304	Microbiology/4 credits
BIOL 412	Biochemistry/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.*

D. General Electives B.A. Degree (non-teaching majors)/16 credits

General Electives B.S. Degree (non-teaching majors)/19 credits

E. Secondary Teaching Endorsement, Grades 6-12. 41 credits

Must take SCED 352/3 credits and EASC 300/3 credits in addition to Professional educational requirements listed on pages 100-103.

\* For additional endorsement to teach Chemistry

Minor in Chemistry/24 hours. See page 265

\* For additional endorsement to teach Earth Science

Minor in Earth Science/24 hours. See page 268

\* For additional endorsement to teach Physics

Minor in Physics/24 hours. See page 279

\* 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 - 145

Total Credits Required for B.S. in Biology with Secondary Teaching Endorsement - 142

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 - 166/169

**BIOLOGY MINOR**

Students who are interested in pursuing a biology minor should contact the area coordinator. The minor must include:

BIOL 121 The Unity of Life/4 credits

BIOL 122 The Diversity of Life/4 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 credits

Select one of the following blocks:

BIOL 101                    *Biological Concepts*/4 credits

or BIOL 121                *The Unity of Life*/4 credits

BIOL 341                   *General Ecology*/4 credits

or

CHEM 112                  *Fundamentals of Chemistry II*/4 credits

CHEM 351                  *Instrumental Analysis I*/4 credits

### Group B/3 credits

Choose one of the following:

BIOL 364                   *Man and the Environment*/3 credits

HLTH 310                  *Environmental Health*/3 credits

### Group C/4 credits

Choose one of the following:

CHEM 101                  *General Chemistry*/4 credits

CHEM 111                  *Fundamentals of Chemistry I*/4 credits

### Group D/3 credits

Choose one of the following:

ECON 314                  *Environmental and Resource Economics*/3 credits

EASC 354                  *Hydrology*/3 credits

EASC 355                  *Climatology*/3 credits

### Group E/Take 6 credits from the following:

BIOL 500                  Field Ornithology/6 credits

BIOL 505                  Field Mammology/6 credits

BIOL 541                  Field Ecology/6 credits

BIOL 543                  Field Botany/6 credits

ENST 520                  Stream Processes and Landforms/6 credits

**Total required hours: 24**

\* *Biology majors seeking this minor must take Chemistry 112 and 351; 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 COURSE DESCRIPTIONS

*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 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 126. *Essential Laboratory Techniques* (CHEMISTRY 126, EARTH SCIENCE 126, PHYSICS 126).** Good laboratory techniques, skills and safe practices are taught by actual practice in the laboratory. 1 credit.

**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 (BIOL 206) and the skeletal, muscular, nervous, endocrine, excretory and reproductive systems (BIOL 207). BIOL 206 is recommended as a prerequisite for 207. 3 lecture and one 2-hour laboratory periods. 4 credits each semester.

**BIOLOGY 292. *Internship in Biology.*** A semester-long, on-the-job learning experience designed to apply the principles of biology. 3-15 credits.

**BIOLOGY 295. *Special Topics in Biology.*** Specialized courses on a variety of topics that may be offered periodically. 1-4 credits.

**BIOLOGY 300. *Biostatistics and Experimental Design.*** This course focuses on identifying and using proper statistical analysis techniques to solve biological problems. Scientifically valid methods of experimental design will also be emphasized. Students will learn how to apply a broad range of statistical tests commonly used in Biology and other scientific disciplines, including but not limited to parametric and nonparametric analysis of variance, simple and multiple linear regression, and principal component analysis. Laboratory exercises will involve extensive use of computer software to conduct statistical analyses. 3 lecture and one 2-hour lab periods. 4 credits.

**BIOLOGY 304. *Microbiology.*** A study of the structure, physiology and activities of micro-organisms as related to their role in nature, disease, immunological interactions, industrial processes and human affairs. Basic concepts and fundamental techniques for isolation, growth, identification and immunological reactions are stressed. 3 lecture and two 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: CHEM 111 and BIOL 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 310. *Diagnostic Microbiology.*** A study of various human pathogens and the diseases they cause, with emphasis on host-pathogen interaction including host defense mechanisms, virulence factors, and an in-depth review of the major bacterial and viral disease agents. The lab will focus on the use of diagnostic media and identification techniques used to identify disease agents. Prerequisites: BIOL 304 and CHEM 305. 3 lectures and one 3-hour lab period. 4 credits.

**BIOLOGY 311, 312. *Studies Abroad.*** Primarily intended for transfer of credit earned abroad in courses in biology. 1-18 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: BIOL 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. Prerequisite: BIOL 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: BIOL 102 or 122. 3 lecture and one 3-hour lab periods. 4 credits. \*\*

**BIOLOGY 352 (SCIENCE EDUCATION 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: BIOL 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: BIOL 102, 103 or 122 and a semester of Chemistry is recommended. 2 lecture and two 3-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 390.** *Directed or Independent Study.* Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

**BIOLOGY 392.** *Internship in Biology.* A semester-long, on-the-job learning experience designed to apply the principles of biology. 3-15 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: BIOL 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. Prerequisites: BIOL 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: CHEM 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: BIOL 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: BIOL 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 471.** *Ornithology.* Identification, classification and morphology of birds common to Virginia. Saturday field trips. Prerequisites: BIOL 103 or 122 and permission of instructor. 3 lecture/lab periods. 2 credits.

**BIOLOGY 474.** *Entomology.* A study of insects: morphology, ecology, evolution, physiology, or taxonomy of the class or of a particular order. Prerequisites: BIOL 103 or 122 and permission of instructor. 3 lecture and one 2-hour lab periods. 4 credits.

**BIOLOGY 485.** *The Ethics of Biology.* A study of basic ethical principles coupled with student-led discussions of how these principles apply to contemporary personal and professional biological concerns. Open only to biology majors and minors. 1 credit. \*

**BIOLOGY 490.** *Directed or Independent Study.* Must be approved by the head of the department. 1-18 credits.

**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. 1-4 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 BIOL 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: BIOL 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 field course for advanced undergraduates, graduates, teachers and naturalists. Emphasis is placed upon the ecology and the taxonomy of local plants in their natural habitats. Daily trips are made to local biological communities where some samples are examined and collected to enhance future recognition of the plants. Identification to scientific names is included for the most common bryophytes, pteridophytes, wildflowers, shrubs and trees of the Piedmont. One or more extended field trips are made to the mountains or coast to observe distinct but somewhat different biological communities. Students are expected to attend all field trips. 6 credits.

**BIOLOGY 574.** *Systematic Entomology.* A summer field course for advanced undergraduates, graduates, teachers and naturalists. 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.

## ENVIRONMENTAL STUDIES COURSE DESCRIPTIONS

**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: EASC 354. 6 credits.

**ENVIRONMENTAL STUDIES 550.** *Biostatistics and Experimental Design.* This course focuses on identifying and using proper statistical analysis techniques to solve biological problems. Scientifically valid methods of experimental design will also be emphasized. Students will learn how to apply a broad range of statistical tests commonly used in Biology and other scientific disciplines, including but not limited to parametric and nonparametric analysis of variance, simple and multiple linear regression, and principal component analysis. Laboratory exercises will involve extensive use of computer software to conduct statistical analyses. Students will be required to give one oral presentation based on statistical analyses conducted in a publication from a scientific journal. A short written summary of this presentation will be required. 3 lecture and one 2-hour lab periods. 4 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 eccentric ethical viewpoints and developing Earth-sustainable systems. 3 credits.

## CHEMISTRY PROGRAM

### Faculty

Patrick G. Barber, Ph.D., *Professor of Chemistry and Chemistry Area Coordinator*

Jeremy M. Lloyd, Ph.D., *Assistant Professor of Science Education*

Gary P. Lutz, Ph.D., *Assistant Professor of Chemistry*

Melissa C. Rhoten, Ph.D., *Assistant Professor of Chemistry*

Keith B. Rider, Ph.D., *Assistant 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 CHEM 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 Research 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 and EDUC 245, 260, 265, 370, 380, 430, 455, 484, 487, 489, SCED 352, and the professional semester consisting of 12 hours in the senior year.

## **CHEMISTRY MAJOR, B.A., B.S. DEGREE**

### **A. General Education Core Requirement. 33 credits**

See General Education Requirements listed on pages 66-69.

### **B. Additional Degree Requirements for B. S. Degree (beyond science courses).**

MATH 121/3 or 261/5 or 267/4 credits

Social Science electives/3 credits

Additional Degree Requirements for B. A. Degree.

See Degree Requirements listed on page 63.

### **C. Major Requirements. 42-43 credits**

CHEM 111 Fundamentals of Chemistry I/4 credits

CHEM 112 Fundamentals of Chemistry II/4 credits

CHEM 232 Quantitative Analyses/4 credits

CHEM 305 Organic Chemistry I/4 credits

CHEM 306 Organic Chemistry II/4 credits

CHEM 351 Instrumental Analysis I/4 credits

or CHEM 352 Instrumental Analysis II/4 credits

CHEM 400 Physical Chemistry/4 credits

or CHEM 401 Physical Chemistry/3 credits

Chemistry electives/8 credits

PHYS 102 General Physics/4 credits

Mathematics, Computer Science, or Physics electives/3 credits

### **D. General Electives for non-teaching majors. 35-38 credits**

### **E. Secondary Teaching Endorsement, grades 6-12. 45 credits.**

Additional Endorsement Requirements:

SCED 352 Science for Secondary Teachers/3 credits

BIOL 412 Biochemistry/4 credits

EASC 300 The Dynamic Planet/3 credits

See professional education requirements listed on pages 100-104.

### **F. Total credits required for B.A., B.S. in Chemistry - 120**

Total credits required for B.A., in Chemistry with secondary teaching endorsement - 129-130

Total credits required for B.S. in Chemistry with secondary teaching endorsement - 127-128

## **CHEMISTRY MAJOR, B.S. DEGREE**

### **Professional Degree**

### **A. General Education Core Requirement. 33 credits**

See General Education Requirements listed on pages 66-69.

### **B. Additional Degree Requirements for B. S. Degree (beyond science courses).**

MATH 261 Differential and Integral Calculus/5 credits

Social Science Elective/3 credits



Major Requirements. 54 credits.

CHEM 111	Fundamentals of Chemistry I/4 credits
CHEM 112	Fundamentals of Chemistry II/4 credits
CHEM 232	Quantitative Analyses/4 credits
CHEM 305	Organic Chemistry I/4 credits
CHEM 306	Organic Chemistry II/4 credits
CHEM 351	Instrumental Analysis I/4 credits
CHEM 352	Instrumental Analysis II/4 credits
CHEM 400	Physical Chemistry/4 credits
CHEM 401	Physical Chemistry/3 credits
CHEM 461	Chemistry Seminar/1 credit
PHYS 102	General Physics/4 credits
MATH 262	Differential and Integral Calculus/5 credits
Choose three credits from the following:	
CHEM 496	Research Projects in Chemistry/1-4 credits
CHEM 498	Honors Research in Chemistry/3 credits
CHEM 499	Honors Research in Chemistry/3 credits
Choose three credits from the following:	
CHEM 371	Advanced Organic Chemistry/3 credits
CHEM 372	Environmental Chemistry/3 credits
CHEM 373	Advanced Inorganic Chemistry/3 credits
CHEM 374	Laboratory Safety/2 credits
CHEM 375	Polymer Chemistry/3 credits
Chemistry electives/3 credits	

Grades below C- are not accepted for the professional degree.

D. General Electives for professional chemistry majors: 25 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 B.S. in Professional Chemistry - 120

## 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
- 4 semester hours analytical chemistry
- 4 semester hours physical chemistry
- TOTAL/24 hours

## CHEMISTRY COURSE DESCRIPTIONS

*A special fee is charged for all courses with laboratories.*

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 pre-

vious 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 I.* An introduction to Chemistry that provides the foundation for further chemistry courses by focusing 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. Chemistry majors must make at least a C- in this course before taking advanced chemistry courses. 4 credits. \*\*

**CHEMISTRY 112.** *Fundamentals of Chemistry II.* A continuation of CHEM 111 that examines the mechanisms by which chemists obtain information about reacting systems. Major concepts include: chemical equilibrium, thermodynamics, kinetics, gas laws, and electrochemistry. 3 lecture, one 2-hour lab periods. Prerequisite: CHEM 111. Chemistry majors must make at least a C- in this course before taking advanced chemistry courses. 4 credits. \*\*

**CHEMISTRY 126.** *Essential Laboratory Techniques* (**BIOLOGY 126, EARTH SCIENCE 126, PHYSICS 126**). Good laboratory techniques, skills and safe practices are taught by actual practice in the laboratory. 1 credit.

**CHEMISTRY 232.** *Quantitative Analyses.* This course is designed to provide a sound physical understanding of the principles of analytical chemistry and show how these principles are applied in chemistry and related disciplines. Topics covered include statistics, chemical equilibrium, acid-base chemistry, titrimetry, potentiometry, and introduction to analytical separations. The laboratory component of this course focuses on gravimetric and volumetric methods of chemical analysis. 2 lecture, one 4-hour laboratory periods. Prerequisite: CHEM 112. 4 credits.

**CHEMISTRY 270.** *Inorganic Chemistry and Qualitative Inorganic Analysis.* This course provides an extensive description of the chemical elements and their compounds, occurrences, manufacture, reactions, and relevance for society. How atomic and molecular electronic structure influence chemical properties will be discussed. Students will be introduced to theories of bonding, symmetry, group theory, and coordination chemistry. 3 lecture periods. Prerequisite: CHEM 112. 3 credits.

**CHEMISTRY 292.** *Internship in Chemistry.* A semester-long, on-the-job learning experience designed to apply the principles of chemistry. 3-15 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: CHEM 111. 3 lecture and one 3-hour lab period. 4 credits.

**CHEMISTRY 306.** *Organic Chemistry II.* A continuation of CHEM 305. 3 lecture and one 3-hour lab periods. 4 credits.

**CHEMISTRY 311, 312.** *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses in chemistry. 1-18 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: CHEM 232. 3 lecture, one 3-hour lab periods. 4 credits. \*\*

**CHEMISTRY 352. *Instrumental Analysis II.*** A continuation of CHEM 351, including chromatographic and mass spectrometric methods of analysis. Develops familiarity with both instrument physics and the physical chemistry of measurement. Prerequisite: CHEM 232. 3 lecture, one 3-hour lab periods. 4 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. 1-4 credits.

**Advanced Organic Chemistry 371.** An advanced study of organic reactions and mechanisms. Prerequisites: CHEM 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: CHEM 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: CHEM 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 390. *Directed or Independent Study.*** Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

**CHEMISTRY 392. *Internship in Chemistry.*** A semester-long, on-the-job learning experience designed to apply the principles of chemistry. 3-15 credits

**CHEMISTRY 400. *Physical Chemistry.*** A study of thermodynamics, equilibria, kinetics, solution properties, and electrochemistry. Prerequisite: CHEM 232; MATH 261 or 267, or permission of instructor. 3 lecture, one 2-hour lab periods. 4 credits. \*\*

**CHEMISTRY 401. *Physical Chemistry.*** A study of elementary quantum mechanics, atomic and molecular structure, spectroscopy, and statistical mechanics. Prerequisites: CHEM 232; MATH 262 or 267; or permission of instructor. 3 lecture, one 2-hour lab periods. 3 credits. \*\*

**CHEMISTRY 412 (Biology 412). *Biochemistry.*** A study of the chemistry of proteins, carbohydrates, lipids, and nucleic acids in biological systems. Prerequisite: CHEM 305 or permission of instructor. 3 lecture periods; 3 credits. (Or 4 credits with one 3-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. 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. One 3-hour lab period per credit. 1-4 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 490.** *Directed or Independent Study.* Must be approved by the head of the department. May be repeated. 1-18 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. One 3 hour lab period per credit. 1-4 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

Lynn M. Ferguson, Ph.D., *Professor of Biology and Earth Science*

Joseph E. Garcia, Ph.D., *Associate Professor of Geography and Earth Science/Geography Area Coordinator*

David S. Hardin, Ph.D., *Assistant Professor of Geography*

John B. 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.

EASC 210	Physical Geology/4 credits
EASC 220	Astronomy/4 credits
EASC 261	Meteorology/4 credits
or EASC 355	Climatology/3 credits
EASC 310	Historical Geology/4 credits
EASC 354	Hydrology/3 credits
Earth Science electives at 300 level/5-6 credits	
TOTAL 24 credits	

## EARTH SCIENCE COURSE DESCRIPTIONS

*A special fee is charged for all courses with laboratories.*

General Education Course \*

Writing Intensive Course \*\*

**EARTH SCIENCE 101. *Physical Science.*** A survey of basic physics and chemistry 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 126. *Essential Laboratory Techniques.* (BIOLOGY 126, CHEMISTRY 126, PHYSICS 126).** Good laboratory techniques, skills and safe practices are taught by actual practice in the laboratory. 1 credit.

**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, the ocean, 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 lecture periods. 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 292. *Internship in Earth Science.*** A semester-long, on-the-job learning experience designed to apply the principles of earth science. 1-18 credits.

**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. For liberal studies majors and others seeking teaching endorsement. 2 lecture and one 2-hour lab period. 3 credits. Does not meet the requirements for the earth science minor.

**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. Co-or prerequisite EASC 210 or permission of instructor. 3 lecture and one 2-hour lab periods; 4 credits.

**EARTH SCIENCE 311, 312. *Studies Abroad.*** Primarily intended for transfer of credit earned abroad in courses in earth science. 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. 3 lecture and one 3-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. 3 lecture periods. Prerequisite: GEOG 201 and permission of instructor. 3 credits.

**EARTH SCIENCE 354 (GEOGRAPHY 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 lecture periods. 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. 3 lecture periods. 3 credits.

**EARTH SCIENCE 358 (GEOGRAPHY 358).** *Map Design and Analysis.* Emphasis is focused on construction of thematic maps at the preprofessional level and their incorporation in presentations of research. Modern techniques and processes are stressed along with rudimentary geographic information system design. Prerequisites: permission of instructor. 3 lecture and one 2-hour lab period; 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 390.** *Directed or Independent Study.* Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

**EARTH SCIENCE 392.** *Internship in Earth Science.* A semester-long, on-the-job learning experience designed to apply the principles of earth science. 1-18 credits.

**EARTH SCIENCE 410 (Geography 410).** *Geomorphology.* Treatment of the processes that have shaped the varied surface features of the earth. Theories and concepts relating to geomorphic evolution in the major and minor physiographic divisions will be emphasized. 3 lecture periods. 3 credits.

**EARTH SCIENCE 490.** *Directed or Independent Study.* Must be approved by the head of the department. May be repeated. 1-18 credits.

**EARTH SCIENCE 492.** *Internship in Earth Science.* A semester-long, on-the-job learning experience designed to apply the principles of earth science. 1-18 credits.

**EARTH SCIENCE 495.** *Special Topics in Earth Science.* Specialized courses on a variety of topics that may be offered periodically. 1-4 credits.

**EARTH SCIENCE 498.** *Honors Research in Earth Science.* Students conduct research in earth science under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits. \*\*

## SCIENCE EDUCATION COURSE DESCRIPTIONS

**SCIENCE EDUCATION 330 (MATH 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. Corequisite: MATH 330.



**SCIENCE EDUCATIO 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 lecture periods. 3 credits.

## GEOGRAPHY PROGRAM

### Faculty

Joseph E. Garcia, Ph.D., *Associate Professor of Geography and Geography/Earth Science Area Coordinator*

David S. Hardin, Ph.D., *Assistant Professor of Geography*

John B. Strait, Ph.D., *Assistant Professor of Geography*

## GEOGRAPHY MINOR

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.

GEOG 201                      Basic Elements of Geography/3 credits

GEOG 358                      Cartography/4 credits

Choose three credits from the following:

GEOG 241                      Cultural Geography/3 credits

GEOG 242                      Economic Geography/3 credits

GEOG 252                      Physical Geography/3 credits

GEOG 261                      Meteorology/4 credits

GEOG 355                      Climatology/3 credits

GEOG 410                      Regional Physiography of the United States/3 credits

GEOG 444                      Political Geography/3 credits

GEOG 450                      Geography of Contemporary Problem Areas/3 credits

Choose three credits from the following:

GEOG 352                      World Regional Geography/3 credits

GEOG 353                      Geography of Virginia/3 credits

GEOG 401                      Geography of South and East Asia/3 credits

GEOG 402                      Geography of Latin America/3 credits

GEOG 403                      Geography of Europe/3 credits

GEOG 404                      Geography of Anglo-America/3 credits

GEOG 405                      Geography of Africa/3 credits

GEOG 453                      Geography of the former Soviet Union/3 credits

Geography electives/6 credits

TOTAL 19/20 credits

## GEOGRAPHY COURSE DESCRIPTIONS

*A special fee is charged for all courses with laboratories.*

General Education Course \*

Writing Intensive 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 lecture periods. 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 lecture periods. 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: GEOG 201 and permission of instructor. 3 lecture periods. 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 lecture periods. 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 292. *Internship in Geography.*** A semester-long, on-the-job learning experience designed to apply the principles of geography. 1-18 credits.

**GEOGRAPHY 295. *Special Topics in Geography.*** Specialized courses on a variety of topics that may be offered periodically. 1-3 credits.

**GEOGRAPHY 311, 312. *Studies Abroad.*** Primarily intended for transfer of credit earned abroad in courses in geography. 1-18 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. 3 lecture periods. 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: GEOG 201 or permission of instructor. 3 lecture periods. 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 lecture periods. 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. 3 lecture periods. 3 credits.

**GEOGRAPHY 358 (EARTH SCIENCE 358). *Map Design and Analysis.*** 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 stressed along with rudimentary geographic information system design. Prerequisite: permission of instructor. 3 lecture periods. 4 credits.

**GEOGRAPHY 390. *Directed or Independent Study.*** Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

**GEOGRAPHY 392. *Internship in Geography.*** A semester-long, on-the-job learning experience designed to apply the principles of geography. 1-18 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: GEOG 201 or permission of instructor. 3 lecture periods. 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: GEOG 201 or permission of instructor. 3 lecture periods. 3 credits.

**GEOGRAPHY 403.** *Geography of Europe.* Regional analysis of peninsular, western and central Europe and the Mediterranean Basin. Prerequisite: GEOG 201 or permission of instructor. 3 lecture periods. 3 credits.

**GEOGRAPHY 404.** *Geography of the U.S. and Canada.* Regional analysis of the United States and Canada, emphasizing the physical, cultural, and economic factors affecting the utilization of the several regions. Prerequisite: GEOG 201 or permission of instructor. 3 lecture periods. 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: GEOG 201 or permission of instructor. 3 lecture periods. 3 credits.

**GEOGRAPHY 410 (EARTH SCIENCE 410).** *Geomorphology.* Treatment of the processes that have shaped the varied surface features of the earth. Theories and concepts relating to geomorphic evolution in the major and minor physiographic divisions will be emphasized. 3 lecture periods. 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: GEOG 201 or permission of instructor. 3 lecture periods. 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: GEOG 201 or permission of instructor. 3 lecture periods. 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: GEOG 201 or permission of instructor. 3 lecture periods. 3 credits.

**GEOGRAPHY 490.** *Directed or Independent Study.* Students will carry out study or research projects under supervision of an instructor. Six credits total may be earned. 1-3 credits.

**GEOGRAPHY 492.** *Internship in Geography.* A semester-long, on-the-job learning experience designed to apply the principles of geography. 1-18 credits.

**GEOGRAPHY 495.** *Special Topics in Geography.* Specialized courses on a variety of topics that maybe offered periodically. 1-3 credits.

**GEOGRAPHY 498.** *Honors Research in Geography.* Students conduct research in geography under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 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.A., B.S. DEGREE

### A. General Education Core Requirement. 33 credits

See General Education Requirements listed on pages 66-69.

### B. Additional Degree Requirements for B. S. Degree (beyond science courses).

MATH 261                      The Differential and Integral Calculus/5 credits

Social Science/3 credits

Additional Degree Requirements for B.A. Degree

See requirements listed on page 63.

Major Requirements. 47 or 51 credits.

CHEM 111	Fundamentals of Chemistry/4 credits
CHEM 112	Fundamentals of Chemistry II/4 credits
MATH 262	The Differential and Integral Calculus/5 credits
MATH 361	Calculus III/3 credits
MATH 460	Differential Equations/3 credits
PHYS 102	General Physics/4 credits
or PHYS 201	University Physics/4 credits
and PHYS 202	University Physics/4 credits
PHYS 321	Modern Physics/4 credits
PHYS 331	A.C. and D.C. Circuits/4 credits
PHYS 332	Classical Electricity and Magnetism/4 credits
PHYS 341	Electronics/4 credits
PHYS 352	Mechanics/4 credits

Physics Elective/4 credits

Recommended elective for all physics majors: CMSC 204 Introduction to Computer Programming/3 credits

D. Secondary Teaching Endorsement, grades 6-12. 45 credits

Additional Endorsement Requirements:

SCED 352 Science for Secondary Teachers/3 credits

BIOL 121 The Unity of Life/4 credits

EASC 300 The Dynamic Planet/3 credits

See professional education requirements listed on pages 100-104.

\* For additional endorsement to teach Biology

Minor in Biology/24 hours. See page 256

\* For additional endorsement to teach Chemistry

Minor in Chemistry/24 hours. See page 265

\* For additional endorsement to teach Earth Science

Minor in Earth Science/24 hours. See page 268

\* 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 Physics - 120

Total credits required for B.S. in Physics with Secondary Teaching Endorsement - 133/137

Total credits required for B.S. in Physics with Secondary Teaching Endorsement and an endorsement in either Biology, Chemistry or Earth Science - 157/161

**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 66-69.

B. B. S. Degree Additional Degree Requirements (beyond science courses).

MATH 261 The Differential and Integral Calculus/5 credits

Social Science elective/3 credits.

C. Major Requirements. 75-79 credits

BIOL 121 The Unity of Life I/4 credits

BIOL 112 Fundamentals of Chemistry II/4 credits

BIOL 304 Microbiology/4 credits

or BIOL 412 Biochemistry/4 credits

BIOL 306 Vertebrate Biology/4 credits

BIOL 324 Genetics/4 credits

CHEM 111 Fundamentals of Chemistry I/4 credits

CHEM 112 Fundamentals of Chemistry II/4 credits

CHEM 305 Organic Chemistry I/4 credits

CHEM 306 Organic Chemistry II/4 credits

MATH 262 The Differential and Integral Calculus/5 credits

MATH 361 Calculus III/3 credits

MATH 460 Differential Equations/3 credits

PHYS 102 General Physics/4 credits

or PHYS 201 University Physics/4 credits

and PHYS 202	University Physics/4 credits
PHYS 321	Modern Physics/4 credits
PHYS 322	Nuclear and Particle Physics/4 credits
PHYS 331	A.C. and D.C. Circuits/4 credits
PHYS 332	Classical Electricity and Magnetism/4 credits
PHYS 341	Electronics/4 credits
PHYS 352	Mechanics/4 credits

Recommended elective for all physics majors:

CMSC 204 Introduction to Computer Programming/3 credits.

D. Total credits required for B.S. or B.A. in Physics with Pre-Medicine or Biophysics Concentration - 120

## PHYSICS COURSE DESCRIPTIONS

*A special fee is charged for all courses with laboratories.*

General Education Course \*

Writing Intensive Course \*\*

**PHYSICS 101. General Physics.** An introduction to the basic concepts of mechanics. 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: PHYS 101. 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 126. Essential Laboratory Techniques (BIOLOGY 126, CHEMISTRY 126, EARTH SCIENCE 126).** Good laboratory techniques, skills and safe practices are taught by actual practice in the laboratory. 1 credit.

**PHYSICS 201. University Physics.** Similar to PHYS 101, but with the calculus used throughout. Pre- or corequisite: MATH 261. Offered on demand. 3 lecture and one 2-hour lab periods. 4 credits.

**PHYSICS 202. University Physics.** Similar to PHYS 102, but with the calculus used throughout. Prerequisite: PHYS 201. Offered on demand. 3 lecture and one 2-hour lab periods. 4 credits.

**PHYSICS 292. Internship in Physics.** A semester-long, on-the-job learning experience designed to apply the principles of physics. 1-18 credits.

**PHYSICS 295. Internship in Physics.** A semester-long, on-the-job learning experience designed to apply the principles of physics. 1-18 credits.

**PHYSICS 311, 312. Studies Abroad.** Primarily intended for transfer of credit earned abroad in courses in physics. 1-18 credits.

**PHYSICS 321. Modern Physics.** A survey of modern developments in electron, atomic, and nuclear physics. Prerequisites: PHYS 101, 102 or 201, 202. Prerequisite or corequisite: MATH 261. 3 lecture and one 2-hour lab periods. 4 credits. \*\*

**PHYSICS 322. Nuclear and Particle Physics.** A continuation of PHYS 321. Prerequisites: PHYS 101, 102 or 201, 202. Prerequisite or corequisite: MATH 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. Prerequisites: PHYS 101, 102 or 201, 202. Prerequisite or corequisite: MATH 262. 4 lecture periods. 4 credits.

**PHYSICS 326. *Optics.*** A study of the nature and behavior of light and other electro-magnetic radiation. Prerequisites: PHYS 101, 102 or 201, 202, MATH 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. Prerequisites: PHYS 101, 102 or 201, 202. Prerequisite or corequisite: MATH 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: MATH 361. 4 lecture 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: PHYS 331. 3 lecture and one 2-hour lab periods. 4 credits. \*\*

**PHYSICS 352. *Mechanics.*** A mathematical study of motion using Newtonian and Lagrangian techniques. Prerequisites: PHYS 101, 102 or 201, 202. Prerequisite or corequisite: MATH 460. 4 lecture periods. 4 credits.

**PHYSICS 390. *Directed or Independent Study.*** Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

**PHYSICS 392. *Internship in Physics.*** A semester-long, on-the-job learning experience designed to apply the principles of physics. 1-18 credits.

**PHYSICS 490. *Directed or Independent Study.*** Must be approved by the head of the department. May be repeated. 1-18 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 Dual-degree 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 Topics 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. 1-4 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. \*\*

## DUAL-DEGREE ENGINEERING 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 & State University, Georgia Institute of Technology, Old Dominion University, or The University of Tennessee**

Students in the Dual-Degree Engineering 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 following note), 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 Engineering Program are the same as for the Longwood Physics major, except for the specific electives below:

### Required Electives:

#### CNU:

CMSC 204	Introduction to Computer Programming/3 credits
CMSC 206	Data Structures in Advanced Programming/3 credits
CMSC 315	The C Programming Language/3 credits

#### Solid State Physics Option:

CHEM 400	Physical Chemistry/3 credits
PHYS 326	Optics/4 credits

#### Instrumental and Advanced Computer Systems Option:

CMSC 301	Computer Organization and Assembler Language Programming/3 credits
CMSC 306	Computer Organization/3 credits
CMSC 310	Introduction to Operating Systems and Computer Architecture/3 credits

### Recommended Electives:

#### ODU:

MATH 343	Linear Algebra/3 credits
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#### GIT:

MATH 343	Linear Algebra/3 credits
POSC 150	American Government and Politics/3 credits

#### UVA:

CMSC 204	Introduction to Computer Programming/3 credits
MATH 300	A Transition to Advanced Mathematics/3 credits
MATH 343	Linear Algebra/3 credits
MATH 371	Introduction to Probability and Statistics/3 credits
MATH 461	Senior Seminar/3 credits
MATH 481	Complex Analysis/3 credits

**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 for the Longwood physics require-



ments 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 Dual-degree 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: MATH 261, 262 required in most of these courses.

## HEALTH PRE-PROFESSIONAL PROGRAMS

### 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:

BIOL 121	The Unity of Life/4 credits
BIOL 206	Human Anatomy and Physiology/4 credits
BIOL 207	Human Anatomy and Physiology/4 credits
BIOL 304	Microbiology/4 credits
CHEM 111	Fundamentals of Chemistry I/4 credits
ENGL 100	Rhetoric and Research/3 credits
ENGL 101	Composition and Literary Analysis/3 credits
MATH 171	Statistical Decision Making/3 credits
PSYC 101	Introduction to Psychology /3 credits
PSYC 251	Introduction to Biological Psychology/3 credits
SOCL 101	Principles of Sociology/3 credits
COMM 101	Oral Communication/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:

BIOL121	The Unity of Life/4 credits
BIOL 206	Human Anatomy and Physiology/4 credits
BIOL 207	Human Anatomy and Physiology/4 credits
ENGL 100	Rhetoric and Research/3 credits
ENGL 101	Composition and Literary Analysis/3 credits
PSYC 101	Introduction to Psychology /3 credits
PSYC 221	Life-Span Developmental Psychology/3 credits
PSYC 356	Abnormal Psychology/3 credits
Psychology elective/3 credits	
SOCL 101	Principles of Sociology/3 credits
Sociology elective/3 credits	
MATH 171	Statistical Decision Making/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 66-69.

B. B. S. Degree Additional Degree Requirements (beyond science courses).

Mathematics/3 credits

Social Science/3 credits

C. Major Requirements. 47 credits

BIOL 121 The Unity of Life/4 credits

BIOL 122 The Diversity of Life/4 credits

BIOL 206 Human Anatomy and Physiology/4 credits

BIOL 207 Human Anatomy and Physiology/4 credits

BIOL 304 Microbiology/4 credits

Biology elective (300-400 level)/4 credits

CHEM 111 Fundamentals of Chemistry I/4 credits

CHEM 112 Fundamentals of Chemistry II/4 credits

CHEM 305 Organic Chemistry I/4 credits

CHEM 306 Organic Chemistry II/4 credits

PHYS 102 General Physics/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 Hospital - 122

Total Credits Required for B.S. in Biology with Medical Technology Concentration affiliated with  
Roanoke Memorial Hospital - 128.5

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 66-69.
- B. B. B. S. Degree Additional Degree Requirements (beyond science courses).  
Mathematics 171 or 261/3-5 credits  
Social Science/3 credits.

C. Major Requirements. 51 credits.

BIOL 121	The Unity of Life/4 credits
BIOL 122	The Diversity of Life/4 credits
BIOL 206	Human Anatomy and Physiology/4 credits
BIOL 207	Human Anatomy and Physiology/4 credits
BIOL 304	Microbiology/4 credits
BIOL 324	Genetics/4 credits
Biology elective at 300-400 level/4 credits	
CHEM 111	Fundamentals of Chemistry I/4 credits
CHEM 112	Fundamentals of Chemistry II/4 credits
CHEM 305	Organic Chemistry I/4 credits
CHEM 306	Organic Chemistry II/4 credits
PHYS 102	General Physics/4 credits
Elective/3 credits	

*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:*

BIOL 121	The Unity of Life/4 credits
BIOL 122	The Diversity of Life/4 credits
CHEM 111	Fundamentals of Chemistry I/4 credits
CHEM 112	Fundamentals of Chemistry II/4 credits
CHEM 305	Organic Chemistry I/4 credits
CHEM 306	Organic Chemistry II/4 credits
ENGL 100	Rhetoric and Research/3 credits
ENGL 101	Composition and Literary Analysis/3 credits
MATH 171	Statistical Decision Making/3 credits
MATH 267	Applications of Calculus/4 credits
PHYS 101	General Physics/4 credits
PHYS 102	General Physics/4 credits
COMM 101	Oral Communication/3 credits

\*Electives/18 credits

TOTAL 66 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:

BIOL 121	The Unity of Life/4 credits
BIOL 122	The Diversity of Life/4 credits
BIOL 206	Human Anatomy and Physiology/4 credits
BIOL 207	Human Anatomy and Physiology/4 credits
CHEM 111	Fundamentals of Chemistry I/4 credits
CHEM 112	Fundamentals of Chemistry II/4 credits
CHEM 305	Organic Chemistry I/4 credits
CHEM 400	Physical Chemistry/4 credits
or CHEM 306	Organic Chemistry II/4 credits
ENGL 100	Rhetoric and Research/3 credits
ENGL 101	Composition and Literary Analysis/3 credits
MATH 121	Functions and Graphs/3 credits
or MATH 171	Statistical Decision Making/3 credits
*Electives/18 credits	
TOTAL 60 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:

BIOL 121	The Unity of Life/4 credits
BIOL 206	Human Anatomy and Physiology/4 credits
BIOL 207	Human Anatomy and Physiology/4 credits
CHEM 111	Fundamentals of Chemistry I/4 credits
CHEM 112	Fundamentals of Chemistry II/4 credits
ENGL 100	Rhetoric and Research/3 credits
ENGL 101	Composition and Literary Analysis/3 credits
Humanities elective/3 credits	
Literature/3 credits	
MATH 171	Statistical Decision Making/3 credits
Mathematics elective/3 credits	
Social Science electives/6 credits*	
PHYS 101	General Physics/4 credits
PHYS 102	General Physics/4 credits
PSYC 100	Introduction to Psychology/3 credits
PSYC 251	Introduction to Biological Psychology/3 credits
Electives/32 credits**	

TOTAL 90 credits

- \* Select from Anthropology, Economics, History, Psychology or Sociology.
- \*\* Recommended electives: PHED 386 (required by ODU); MATH 171, or any Computer Science course; Calculus; Modern Languages.

The Physical Therapy program at Old Dominion University requires a B.S. degree for admission. ODU requires the same prerequisite courses for MCV with the addition of PHED 386 and a Computer Science course. The Physical Therapy program at Shenandoah University requires CHEM 305.

#### **PRE-MEDICAL CURRICULUM (VCU-MCV, UVA, Eastern Virginia Medical School)**

Pre-medical students usually major in Biology, Chemistry, or Physics. Since requirements of medical schools may vary considerably, students should communicate with the pre-medical curriculum advisor.

#### **PRE-DENTISTRY (VCU-MCV)**

Pre-dental students usually major in Biology, Chemistry, or Physics. The entrance requirements at MCV should be followed closely by pre-dentistry students.

#### **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*

Eric L. Laws, Ph.D., *Assistant 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*

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 (42-44 credits).

The Department of Psychology offers four concentrations. All psychology majors are required to take the 23-25 credits of core requirements and 13 credits of concentration requirements and 6 credits of psychology electives.

## ASSESSMENT

The Department of Psychology requires senior majors to take 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 66-69.

Psychology Majors take PHIL 306 to fulfill Goal 10.

B. Additional Degree Requirements. 10 credits.

See Degree Requirements listed on page 63.

Major Requirements/42-44 credits.

### 1. CORE REQUIREMENTS. 23-25 credits

PSYC 101	Introduction to Psychology/3 credits
PSYC 233	Research Methods in Psychology/4 credits
PSYC 234	Quantitative Methods in Psychology/3 credits
PSYC 251	Introduction to Biopsychology/3 credits
PSYC 457	History and Systems of Psychology/3 credits
PSYC 460	Advanced General Psychology/3 credits
PSYC 461	Seminar in Psychology/3 credits
PSYC 492	Internship in Psychology
	(Section -01: Applied or Section -02: Research/ 1-3 credits
	(May be taken for additional credit applied toward PSYC electives)



## **2. CONCENTRATION REQUIREMENTS 13 credits**

All students must successfully complete at least one class from each area below.

### **DEVELOPMENTAL AREA**

PSYC 371	Infant and Child Development/3 credits
PSYC 373	Adolescent Development/3 credits
PSYC 375	Psychology of Adulthood and Aging/3 credits

### **GENERAL/EXPERIMENTAL AREA**

PSYC 300	Sensation and Perception (lab)/4 credits
PSYC 321	Physiological Psychology (lab)/4 credits
PSYC 322	Cognitive Psychology (lab)/4 credits
PSYC 323	Developmental Methods (lab)/4 credits
PSYC 324	Learning (lab)/4 credits

### **INDUSTRIAL/ORGANIZATIONAL/SOCIAL AREA**

PSYC 331	Social Psychology/3 credits
PSYC 260	Consumer Psychology/3 credits
PSYC 366	Industrial/Organizational Psychology/3 credits
PSYC 400	Human Factors Psychology/3 credits

### **PRE-CLINICAL/COUNSELING AREA**

PSYC 356	Abnormal Psychology/3 credits
PSYC 420	Psychological Tests and Measurements/3 credits
PSYC 423	Theories of Personality/3 credits

## **3. PSYCHOLOGY ELECTIVE REQUIREMENTS**

Students must complete at least 6 Psychology elective credits. PSYCHOLOGY ELECTIVE courses may be selected from the CONCENTRATION areas or from the elective courses offered on a rotating basis listed below. Students planning to attend graduate school in a given CONCENTRATION area or intending to seek employment in a given CONCENTRATION area are encouraged to complete their electives from that CONCENTRATION area.

**ELECTIVE** courses offered on a rotating basis:

PSYC 221	Life Span Development
PSYC 295	Special Topics in Psychology
PSYC 311	Study Abroad
PSYC 312	Study Abroad
PSYC 350	Psychology of Sex and Gender
PSYC 357	Psychopathology of Childhood
PSYC 384	Cross-Cultural Psychology
PSYC 410	Fundamentals of Psychological Interviewing
PSYC 430	Psychology and the Law
PSYC 440	Applied Behavior Analysis
PSYC 452	Psychopharmacology
PSYC 489	Symposium in Psychology (Washington Center)
PSYC 490	Independent Research in Psychology
PSYC 492	Internship in Psychology (Applied or Research)
PSYC 495	Special Topics in Psychology

## MINOR

A minor in psychology is offered. A minimum of 18 semester hours is required for this program. These include:

PSYC 101. Introduction to Psychology/3 credits  
Three credits from courses in Developmental Area  
Three credits from courses in Industrial/Organizational/Social Area  
Three credits from courses in Pre-Clinical/Counseling Area  
Six credits of electives selected from any of the Psychology courses  
TOTAL/18 credits

## PSYCHOLOGY COURSE DESCRIPTIONS

General Education Course \*

Writing Intensive Course \*\*

**PSYCHOLOGY 101.** *Introduction to Psychology.* A discussion of the relevant contemporary issues in psychology, and how they effect our lives and our society. Basic psychological processes are discussed to explain practical consequences. Interconnections with other disciplines 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 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 251.** *Introduction to Biopsychology.* A general introduction to, and overview of, the structure and function of the nervous system and its role in determining behavior. Emphasis will be on the impact of biopsychology on the traditional areas of psychology, as well as its relationship to everyday behavior. Prerequisites: PSYC 101. 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 292.** *Internship in Psychology.* A semester-long, on-the-job learning experience designed to apply the principles of psychology. 1-18 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. Prerequisites: PSYC 233 and 234. 3 lecture and one double-lab period. 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. Prerequisites: PSYC 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 memory stores, cognitive encoding and search strategies, and transfer. Prerequisites: PSYC 233 and 234. 3 lecture and one double-lab period. 4 credits. \*\*

**PSYCHOLOGY 323.** *Developmental Methods.* An examination of the designs and methods used to investigate growth and change in humans from birth through old age. Introduction to the wide variety of research programs that exist in developmental psychology. Emphasis on hands-on application of techniques used in developmental research. Prerequisite: PSYC 233. 4 credits

**PSYCHOLOGY 324.** *Learning.* Examination of the classic and contemporary literature in animal learning and motivation. Prerequisites: PSYC 233 and 234. 3 lecture and one double-lab period. 4 credits. \*\*

**PSYCHOLOGY 331.** *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 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 366.** *Industrial and Organizational Psychology.* Study of the theories and techniques of psychology in relation to the topics of employee selection, performance appraisal, work motivation, job satisfaction, leadership, working conditions, and job-related health and stress. 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 behavioral 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 Adulthood and Aging.* A review of major changes taking place in late adulthood. Changes in sensory processes, cognitive functions, and social relations 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 384.** *Cross-Cultural Psychology.* An in-depth investigation of the relationships between cultural and human development, and the thoughts, emotions and behaviors of individuals in different cultures. Focuses on human traits, development, and interactions from a multicultural and multiethnic perspective. 3 credits.

**PSYCHOLOGY 390.** *Directed or Independent Study.* Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

**PSYCHOLOGY 392.** *Internship in Psychology.* A semester-long, on-the-job learning experience designed to apply the principles of psychology. 1-18 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: PSYC 234. 3 credits.

**PSYCHOLOGY 423.** *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.** *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 452.** *Psychopharmacology.* This course serves as an overview of the research and current thought on the topics of treating and counseling people addicted to drugs. In addition, the course will review the use and misuse of prescription medications. We will be reviewing the history of various drugs, the neuropharmacological actions, the affects on health, and the psychopharmacological actions. 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: PSYC 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. 2-15 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 practicum in applied setting, or research mentorship 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.** *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.

**PSYCHOLOGY 489.** *Honors Research in Psychology.* Students conduct research in psychology under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits.

# Department of Sociology and Anthropology

Lee Bidwell, *Chair*

Beverly Hottle, *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, corrections, 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 graduate studies of the organization and functioning of human societies.

The sociology major can specialize in concentrations in Criminal Justice, Pre-Law, or Social Gerontology. Internships are available for qualified students. 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. Unique to any school in Virginia, the Department of Sociology and Anthropology at Longwood College has an agreement with the Central Virginia Criminal Justice Academy whereby students can spend one semester of their senior year at the Academy earning academic credit and becoming certified to work as law enforcement officers in the Commonwealth of Virginia upon graduation.

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 a 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 course 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 Wynne. The administrative office of the department is located in Room 106.

## 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., *Associate 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 graduate study in the social sciences and law. The focus of sociology is on social forces, institutions, organizations, and how individuals interface with society. The student's personal growth can be achieved through understanding of the rich diversity of the modern world. Skills can be developed in oral and written communication, critical thinking, scientific research methods, statistics and computerized data analysis. Opportunities for internships in research or in regional agencies are 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.

SOCL 101	Principles of Sociology/3 credits
SOCL 102	Contemporary Social Problems/3 credits
SOCL 345	Social Research/3 credits
SOCL 389	Sociological Theory/3 credits
Sociology electives/6 credits	
TOTAL 18 credits	

### SOCIOLOGY MAJOR, B.A., B.S. DEGREE

#### A. General Education Core Requirement. 33 credits

See General Education Requirements listed on pages 66-69.

NOTE: Goal 10 (Ethics, 1 credit) may be satisfied through SOCL 461, Senior Seminar in Sociology.  
Goal 8 is not satisfied by SOCL 101 and 102.

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

Additional Degree Requirements, B.S. 10 credits.

See Degree Requirements listed on page 63.

#### C. Major Requirements. 42 credits

SOCL 101	Principles of Sociology/3 credits
SOCL 102	Contemporary Social Problems/3 credits
SOCL 345	Social Research/3 credits
SOCL 346	Basic Statistics/3 credits
SOCL 389	Sociological Theory/3 credits
SOCL 461	Senior Seminar in Sociology/3 credits
ANTH 101	Introduction to Anthropology/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 Sociology - 120

### **SOCIOLOGY MAJOR, B.A., B.S. DEGREE**

#### **Criminal Justice Concentration**

A. General Education Core Requirement. 33 credits

See General Education Requirements listed on pages 66-69.

NOTE: Goal 10 (Ethics, 1 credit) may be satisfied through SOCL 461, Senior Seminar in Sociology.  
Goal 8 is not satisfied by SOCL 101 and 102.

B. Additional Degree Requirements. B.A. 9 credits.  
Additional Degree Requirements. B.S. 10 credits.  
See Degree Requirements listed on page 63.

C. Major Requirements. 42 credits.

SOCL 101	Principles of Sociology/3 credits
SOCL 102	Contemporary Social Problems/3 credits
SOCL 201	Issues in Criminal Justice/3 credits
SOCL 342	Penology/3 credits
or SOCL 406	Sociology of Policing/3 credits
SOCL 345	Social Research/3 credits
SOCL 346	Basic Statistics/3 credits
SOCL 375	Criminology/3 credits
SOCL 376	Sociology of Law/3 credits
SOCL 389	Sociological Theory/3 credits
SOCL 461	Senior Seminar in Sociology/3 credits
ANTH 101	Introduction to Anthropology/3 credits

Choose one of the following:

SOCL 335	Juvenile Delinquency/3 credits
SOCL 351	Sociology of Domestic Violence/3 credits
SOCL 423	Women and Crime/3 credits

Sociology electives/6 credits

TOTAL 42 credits

#### *Courses Highly Recommended as General Electives For Criminal Justice Concentration:*

POSC 230	Administration of Criminal Justice/3 credits
POSC 355	Constitutional Rights and Liberties/3 credits
POSC 356	Constitutional Rights and Liberties/3 credits
POSC 370	Public Administration/3 credits
PSYC 365	Psychology of Organizational Behavior/3 credits
SOWK 101	Principles of Sociology/3 credits
SOWK 280	Human Behavior and Social Environment I/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 Criminal Justice - 120

## SOCIOLOGY MAJOR, B.A., B.S. DEGREE

### Pre-Law Concentration

A. General Education Core Requirement. 33 credits

See General Education Requirements listed on pages 66-69.

**NOTE:** Goal 10 (Ethics, 1 credit) may be satisfied through SOCL 461, Senior Seminar in Sociology.  
Goal 8 is not satisfied by SOCL 101 and 102.

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

Additional Degree Requirements, B.S. 10 credits.

See Degree Requirements listed on page 63.

C. Major Requirements. 42 credits.

SOCL 101	Principles of Sociology/3 credits
SOCL 102	Contemporary Social Problems/3 credits
SOCL 345	Social Research/3 credits
SOCL 346	Basic Statistics/3 credits
SOCL 375	Criminology/3 credits
SOCL 376	Sociology of Law/3 credits
SOCL 389	Sociological Theory/3 credits
SOCL 461	Senior Seminar in Sociology/3 credits
ANTH 101	Introduction to Anthropology/3 credits
Sociology electives*/15 credits	
TOTAL/42 credits	

\*Recommended:

SOCL 205	Deviance/3 credits
SOCL 232	Minority Groups: Race, Religion, Sex and Majority and Minority Relationships/3 credits
SOCL 241	Marriage and the Family/3 credits
SOCL 335	Juvenile Delinquency/3 credits
SOCL 342	Penology/3 credits
SOCL 350	Power and Privilege: Social Stratification/3 credits
SOCL 355	The Community/3 credits
SOCL 360	Urban Sociology/3 credits

*Courses Highly Recommended as General Electives for the Pre-Law Concentration:*

POSC 230	Administration of Criminal Justice/3 credits
POSC 355	Constitutional Rights and Liberties/3 credits
POSC 356	Constitutional Rights and Liberties/3 credits
ACCT 240	Principles of Accounting I/4 credits
ACCT 242	Principles of Accounting II/4 credits
ECON 218	Principles of Economics (Macro Emphasis)/3 credits
PHIL 200	Introduction to Philosophy/3 credits
PHIL 300	Logic/3 credits
SPCH 200	Interpersonal Communications/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-Law - 120

## SOCIOLOGY MAJOR, B.A., B.S. DEGREE

### Social Gerontology Concentration

A. General Education Core Requirement. 33 credits

See General Education Requirements listed on pages 66-69.

NOTE: Goal 10 (Ethics, 1 credit) may be satisfied through SOCL 461, Senior Seminar in Sociology.  
Goal 8 is not satisfied by SOCL 101 and 102.

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

Additional Degree Requirements. B.S. 10 credits.

See Degree Requirements listed on page 63.

C. Major Requirements. 42 credits.

SOCL 101	Principles of Sociology/3 credits
SOCL 102	Contemporary Social Problems/3 credits
SOCL 310	Complex Organizations/3 credits
SOCL 331	Social Gerontology/3 credits
SOCL 332	Sociology of Dying and Death/3 credits
SOCL 345	Social Research/3 credits
SOCL 346	Basic Statistics/3 credits
SOCL 370	Medical Sociology/3 credits
SOCL 389	Sociological Theory/3 credits
SOCL 461	Senior Seminar in Sociology/3 credits
Sociology electives/6 credits	
PSYC 375	Psychology of Aging/3 credits
RECR 304	Leisure and Aging/3 credits
TOTAL 42 credits	

*Courses Highly Recommended as General Electives for the Social Gerontology Concentration*

SOCL 241	Marriage and the Family/3 credits
SOCL 492	Internship in Sociology/3-15 credits
SOWK 406	Aging and Society/1 credit
ECON 313	Public Economics/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 Gerontology - 120

## SOCIOLOGY COURSE DESCRIPTIONS

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, prejudice, discrimination 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.*** This course provides a regional sociological focus by emphasizing the experiences and perspectives of women and minorities in Southern American historical development. The topics of racism, sexism, urbanization, and modernization in the transformation of the American South are examined in this course. 3 credits.

**SOCIOLOGY 201. *Issues in Criminal Justice.*** This course is designed to provide students with an opportunity to conduct a survey and 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 205. *Deviance.*** This course is 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 placed on sociological theories that explain deviant behavior. Prerequisites: SOCL 101 or 102 or permission of instructor. 3 credits. \*\*

**SOCIOLOGY 220. *Self in Society.*** The interplay of societal forces and self are examined in this course. 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; socialization 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 is 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.*** This course provides 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: SOCL 101. 3 credits.

**SOCIOLOGY 241. *Marriage and the Family.*** The history of American families and contemporary family issues are analyzed using sociological theory and research. Topics that are covered include marriage, cohabitation, divorce, single parent families, blended families, the impact of race and gender norms, and socioeconomic status on family structure. 3 credits. \*\*

**SOCIOLOGY 292. *Internship in Sociology.*** A semester-long, on-the-job learning experience designed to apply the principles of sociology. 1-18 credits.

**SOCIOLOGY 295. *Special Topics.*** These courses are recommended when the student desires to pursue a specialized topic in depth. Students 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 310. *Complex Organizations.*** In this course students engage in a study of complex organizations such as private enterprises, voluntary associations, and governmental bureaucracies in terms of polit-

ical-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 are examined. Prerequisite: SOCL 101 or permission of instructor. 3 credits. \*\*

**SOCIOLOGY 311, 312.** *Studies Abroad.* These courses are primarily intended for transfer of credit earned abroad in courses on sociology. 1-18 credits.

**SOCIOLOGY 320.** *Sociology of Education.* Sociology of Education examines the structure and process of education in contemporary society. The primary focus is on U.S. public education. Topics include the contribution of sociology to understanding education and teaching; the relationship of education to other institutions such as the family, government, religion, and the economy; demographic changes that effect education; the effect of social class on student achievement and teaching; formal and informal positions, roles and processes in schools; and consideration of current issues such as school funding, compensatory and special education programs, race and gender issues, and educational reform movements. Prerequisite: SOCL 101 or 102, or permission of instructor. 3 credits.

**SOCIOLOGY 321 (ANTHROPOLOGY 321).** *Supernatural Belief Systems.* This course provides 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.* In this course students study of women's history, roles, and contributions to society through readings in anthropology and sociology. The effects of gender, race and ethnicity in the lives of women are emphasized. Prerequisite: SOCL 101 or 102. 3 credits.

**SOCIOLOGY 326.** *The Sociology of the Civil Rights Movement.* This course examines the social and intellectual presuppositions that led to the Civil Rights Movement. Included in the course is 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 also are discussed. Prerequisite: 6 hours of sociology including SOCL 101 or permission of instructor. 3 credits.

**SOCIOLOGY 331.** *Social Gerontology.* This course provides 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 are specific social problems associated with aging (poverty, loneliness, suicide). Prerequisite: SOCL 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: SOCL 101 or 102. 3 credits.

**SOCIOLOGY 335.** *Juvenile Delinquency.* In this course students explore 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 are examined in this course. 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: SOCL 101 or 102 or permission of instructor. 3 credits.

**SOCIOLOGY 345. *Social Research.*** In this course students learn the logical basis for conceptualization and research in sociology. Research design, concept formation, data collection, data reduction, data analysis, and data interpretation are studied. Emphasis is 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: SOCL 345. 3 credits.

**SOCIOLOGY 350. *Power and Privilege: Social Stratification.*** This course is a study of how power, wealth, and prestige are built into the structure of society. The consequences of social ranking, class identification, and opportunities for social mobility are also explored. Prerequisite: SOCL 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. Prerequisite: SOCL 101 or 102. 3 credits.

**SOCIOLOGY 355 (ANTHROPOLOGY 355). *The Community.*** Students review theories of community and analyze representative community studies. This course is limited to juniors and seniors except by permission of instructor. Prerequisite: 6 hours of sociology or anthropology. 3 credits.

**SOCIOLOGY 360. *Urban Sociology.*** This course provides 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 are studied. Urban lifestyles and dilemmas are also discussed. Prerequisite: SOCL 101. 3 credits.

**SOCIOLOGY 370. *Medical Sociology.*** Students study 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: SOCL 101 or permission of instructor. 3 credits.

**SOCIOLOGY 375. *Criminology.*** This course provides an 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.*** In this course students learn the relationship between law and social structure. They further study the processes of law creation, interpretation, enforcement and modification, and examine police, judicial and jury behavior as well as analyze the legal profession itself. 3 credits.

**SOCIOLOGY 381, 382. *Topical Seminars.*** These courses are advanced seminars for sociology majors and non-majors interested in sociology. These seminars are designed to permit small groups of qualified students to pursue specialized topics in sociology, as listed below. Prerequisite: 6 hours of sociology, including SOCL 101 or permission of instructor. 3 credits.



**Collective Behavior and Social Movements.** In this course, students study social behavior that is guided by nontraditional norms and is less structured than more traditional behaviors. The topics of crowds, cults, riots, rebellions, social change movements, and revolutions are explored.

**Small Groups.** In this course, students gain a sociological appreciation of units consisting 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.** This course is an 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.** This course provides an 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.*** This course is an examination of the major theoretical positions in classical and current sociology. Prerequisite: 6 hours of sociology or permission of instructor. Offered fall semester. Required for sociology majors. 3 credits.

**SOCIOLOGY 390. *Directed or Independent Study.*** Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

**SOCIOLOGY 392. *Internship in Sociology.*** A semester-long, on-the-job learning experience designed to apply the principles of sociology. 1-18 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.*** In this course students study significant alterations in the organization of society and in patterns of values, norms, and behavior over time. 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 are explored. 3 credits.

**SOCIOLOGY 461. *Senior Seminar in Sociology.*** This course is 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.*** This course provides 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 495. *Special Topics.*** These courses are recommended when the student desires to pursue a specialized topic in depth. Students 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 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.

**SOCIOLOGY 498. *Honors Research in Sociology.*** Students conduct research in sociology under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 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 culture, social behavior, language structure, archaeological artifacts, and 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, linguistics, archaeology, 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 66-69.

NOTE: Goal 10 (Ethics, 1 credit) may be satisfied through ANTH 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 63.

### **C. Major Requirements. 42 credits.**

ANTH 101 Introduction to Anthropology/3 credits

ANTH 202 Archaeology/3 credits

ANTH 203	Physical Anthropology/3 credits
ANTH 204	Language and Culture/3 credits
ANTH 410	Research Methods in Cultural Anthropology/3 credits
ANTH 460	Anthropological Theory/3 credits
ANTH 461	Senior Seminar in Anthropology/3 credits

Choose six credits from the following:

ANTH 314	Indians of North America/3 credits
ANTH 315	South American Indians/3 credits
ANTH 316	People of Africa/3 credits
ANTH 317	Peoples of the Pacific/3 credits

Choose six credits from the following:

ANTH 320	Folklore/3 credits
ANTH 321	Supernatural Belief Systems/3 credits
ANTH 325	Women and Society/3 credits
ANTH 355	The Community/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 Anthropology - 120  
Total Credits Required for B.S. in Anthropology - 120

NOTE: Three hours of Archaeology Field School may count as Anthropology 202.

## MINOR IN ANTHROPOLOGY

### *Minor Requirements*

ANTH 101	Introduction to Anthropology/3 credits
ANTH 202	Archaeology/3 credits
or ANTH 203	Physical Anthropology/3 credits

Choose one of the following:

ANTH 314	Indians of North America/3 credits
ANTH 315	South American Indians/3 credits
ANTH 316	People of Africa/3 credits
ANTH 317	Peoples of the Pacific/3 credits

Choose one of the following:

ANTH 320	Folklore/3 credits
ANTH 321	Supernatural Believe Systems/3 credits
ANTH 325	Women and Society/3 credits
ANTH 355	The Community/3 credits

Anthropology electives/6 credits

TOTAL 18 credits

## ANTHROPOLOGY COURSE DESCRIPTIONS

General Education Course \*

Writing Intensive Course \*\*

**ANTHROPOLOGY 101.** *Introduction to Anthropology.* The origins, evolution, and present biological and cultural diversity of the human species using data from the fossil record, archaeological artifacts, the structure of languages, and behavior and world-view of people living in other cultures. 3 credits. \*

**ANTHROPOLOGY 106/WOMEN'S STUDIES 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 World.* An examination of the behavior and values likely to have been central to human groups in prehistoric times. The seminar approach will be employed with continual student dialog based on readings. Collections of stone tools and pottery shards will be analyzed in class. 3 credits.

**ANTHROPOLOGY 280.** *Archaeological Laboratory Methods.* This course provides a basic introduction to archaeological laboratory methods as well as illustration. Instruction in the essential elements of any archaeological lab will provide the student with the necessary knowledge to undertake the basic organization and analysis of data recovered from an archaeological site. 3 credits.

**ANTHROPOLOGY 292.** *Internship in Anthropology.* A semester-long, on-the-job learning experience designed to apply the principles of anthropology. 1-18 credits.

**ANTHROPOLOGY 295.** *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 pre-historic 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, 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: SOCL 101 or 102. 3 credits.

**ANTHROPOLOGY 350.** *Advanced Archaeology.* This course provides students with in-depth exposure to advanced archaeological practices such as the development of research proposals, pre-excavation planning, excavation management, surveying methods involving a transit or theodolite, mapping, photography, and computer applications in archaeology. Students will also be involved in preparations for upcoming projects to be conducted by the Longwood Archaeology Field School. Prerequisite: ANTH 202 and ANTH 296. 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 résumé. 1 credit.

**ANTHROPOLOGY 390.** *Directed or Independent Study.* Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

**ANTHROPOLOGY 392.** *Internship in Anthropology.* A semester-long, on-the-job learning experience designed to apply the principles of anthropology. 1-18 credits.

**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 450.** *Archaeological Theory and Cultural Resource Management.* This course provides students with detailed knowledge of both the theoretical and practical issues facing archaeologists today. By participating in seminar-style discussions students will explore a wide range of topics from the history of archaeology and the beginnings of "archaeological theory" to the most current cultural resource management practices. The course offers students the opportunity to delve into topics such as theoretical archaeology including competing schools of thought and various proponents of important ideas and concepts; cultural resource management, including various laws and policies in the U.S. and Virginia; archaeological curation and museum presentation; estimating and bidding archaeological projects; and post-excavation analysis and report preparation. Prerequisite: ANTH 350. 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 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 496.** *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.

**ANTHROPOLOGY 498.** *Honors Research in Anthropology.* Students conduct research in anthropology under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits. \*\*

# Longwood Teaching Faculty (2001-2002)

*(Year of Initial Appointment in Parentheses)*

**YOUSEF H. ABBAS**, Lecturer in Mathematics (2000)

B.Sc., University of Jordan; M.A. and Ph.D., University of South Florida

**WILLIAM P. ABRAMS**, Associate Professor of Mathematics (1990)

B.A., M.S., Ph.D., University of Virginia

**CHERYL L. ADKINS**, Associate Professor of Management (2000)

B.S., Longwood College; M.B.A., Salisbury State University; Ph.D., University of South Carolina

**C. MITCHELL ADRIAN**, Associate Professor of Management (1996)

B.S., McNeese State University; M.B.A., Midwestern State University;

D.B.A., Mississippi State University

**PEGGY C. AGEE**, Assistant Professor of Communication Disorders (1999)

B.S., Longwood College; M.Ed., University of Virginia

**EDNA V. ALLEN**, 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

**CONSUELO J. ALVAREZ**, Lecturer in Biology (2001)

Doctorate, Central University; M.A., University of Illinois; Ph.D., University of Illinois

**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

**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

**LEE D. M. BIDWELL**, Associate Professor and Chair of the Department of Sociology and Anthropology (1990)

B. S., Maryville College; M. A., Ph.D., University of Tennessee

**SARAH M. BINGHAM**, \*Associate Professor of Physical Education (1985)

B.Ed., Keene State College; M.A., Texas Woman's University;

Ph.D., University of Virginia

**CHRISTOPHER A. BJORNSEN**, Associate Professor of Psychology (1995)

B. A., Randolph-Macon College; M.S. and Ph.D., Virginia Commonwealth University

**CLAIRE CHRISTIAN BLACK MCCOY**, Assistant Professor Art (1998)

B.A., University of Virginia; M.A., University of Texas at Austin;

Ph.D., Virginia Commonwealth University



- JOSEPH C. BLAUVELT**, Associate Professor of Health and Physical Education (1988)  
 B.A., Michigan State University; M.Ed., Springfield College;  
 Ph.D., Michigan State University
- CHARLES B. BOLDING**, Baseball Coach and Instructor of Physical Education (1978)  
 B.S., Milligan College; M.S., University of Tennessee
- SANDRA A. BOLLINGER**, Assistant Professor of Mathematics and  
 Research Analyst, Institutional Research (1968)  
 B.A., Longwood College; M.A., University of South Carolina
- CALVIN J. BOYER**, Director of Library and Professor of Library Science (1993)  
 B.S., Eastern Illinois University; M.L.S., Ph.D., University of Texas
- RAYMOND T. BRASTOW**, Associate Professor of Economics (1987)  
 B.A., M.A., Ph.D., University of Washington
- NORMAN J. BREGMAN**, Provost and Vice President for Academic Affairs and  
 Professor of Psychology (1997)  
 B.A., Kean College; M.A., Stephen F. Austin University;  
 Ph.D., University of Southern California
- GENEVIEVE J. BROCK**, Assistant Professor of French (1999)  
 B.A., M.A., Ph.D., University of Virginia
- RHONDA BROCK-SERVAIS**, Assistant Professor of English (2000)  
 B.A., University of Wisconsin; M.A., Georgia Southern University, Ph.D.,  
 University of South Carolina
- WILLIAM P. BROWN**, Associate Professor of Accounting (1987)  
 B.A., North Carolina State University; M.B.A., Old Dominion University;  
 Ph.D., University of North Carolina at Chapel Hill; CPA
- DAVID W. BUCKALEW**, Assistant Professor of Biology (1999)  
 B.S., M.S., Frostburg State University; Ph.D., Colorado State University
- RUTH L. BUDD**, Associate Professor of Spanish (1996)  
 B.A., Madison College; M.S., James Madison University;  
 M.A., Ph.D., The University of North Carolina at Chapel Hill
- WILLIAM BURGER**, Associate Professor of Sociology (1988)  
 B.A., John Jay College of Criminal Justice; M.A.,  
 Ph.D., New School for Social Research
- DENNIS B.I. BURGESS**, Lecturer in English (1999)  
 B.A., Arizona State University; M.A., Northern Arizona University
- JENA A. BURGESS**, Assistant Professor of English (1997)  
 B.A., Arizona State University; M.A. and Ph.D., Northern Arizona University
- JOHN S. J. BURKE**, Associate Professor of Interior Architecture (1988)  
 B.A., University of California, Berkeley; M.Arch., Massachusetts Institute of Technology;  
 M. Arch.U.D., Harvard University; Ed.D., United States International University
- DAVID S. CALIHAN**, Associate Professor of Political Science (1981)  
 B.A., Earlham College; J.D., Ohio State University College of Law;  
 M.A., Ohio State University; Ph.D., Miami (Ohio) University
- DAVID M. CARKENORD**, Associate Professor of Psychology (1992)  
 B.A., Clemson University; M.A., Ph.D., Bowling Green State University
- WILLIAM G. CARLTON, JR.**, Athletic Trainer and Instructor of Physical Education (1984)  
 B.A., University of Richmond
- CRAIG C. CHALLENGER**, Professor of English (1983)  
 B.A., Bethel College; M.A., Wichita State University;  
 Ph.D., The University of Oklahoma
- BARBARA J. CHESLER**, Associate Professor of Education/Reading (2000)  
 B.S., The Ohio State University; M.Ed., Clarion University of Pennsylvania; Ed.D.,  
 Indiana University of Pennsylvania



- AUDREY P. CHURCH**, Lecturer in Mathematics (2000)  
B.A., Bridgewater College; M.S., Longwood College
- THERESA A. CLARK**, Assistant Professor of Social Work (1989)  
B.A., Virginia State College; M.S., Longwood College;  
Ph.D., Old Dominion University
- DAVID J. COLES**, Assistant Professor of History (1999)  
B.A., M.A., Ph.D., Florida State University
- MARTHA E. COOK**, Professor of English (1973)  
B.A., Maryville College; M.A., Ph.D., Vanderbilt University
- CAROLYN I. COOPER**, Associate Professor of Guidance and Counseling (1989)  
B.S., Hampton Institute; M.Ed., C.A.G.S., Ed.D., The College of William and Mary
- DAVID CORDLE**, Dean of Liberal Arts and Sciences and Professor of Music (1998)  
B.M., Shorter College; M.M., D.M., Florida State University
- PATRICIA P. CORMIER**, President and Professor of Education (1996)  
A.S., University of Bridgeport; B.S., Boston University; M.Ed. and  
Ed.D., University of Virginia
- RAYMOND J. CORMIER**, Visiting Professor of French (1996)  
A.B., University of Bridgeport; A.M., Stanford University; Ph.D., Harvard University
- LORETTA E. COUGHLIN**, Instructor of Physical Education (1985)  
B.S., Eastern Kentucky University; M.S., University of Tennessee
- CAROLYN M. CRAFT**, Professor of English (1968)  
B.A., Agnes Scott College; M.A., Ph.D., University of Pennsylvania
- JAMES W. CROWL**, Associate Professor of History (1967)  
B.A., Davis and Elkins College; M.A., Ph.D., University of Virginia
- DOUGLAS M. DALTON**, Associate Professor of Anthropology (1990)  
B.A., University of Washington; M.A., Ph.D., University of Virginia
- GAYLE H. DALY**, Instructor of Communication Disorders (1998)  
B.A., University of Rhode Island; M.S., James Madison University
- OTIS W. DOUGLAS, III**, Assistant Professor of English (1972)  
B.A., University of Richmond; M.A., Auburn University; M.F.A., University of Iowa
- SHIRLEY G. DUNCAN**, Women's Basketball Coach and Instructor of Physical Education (1983)  
B.A., University of Kentucky; M.S., Indiana University
- B. TODD DYER**, Men and Women's Soccer Coach and  
Instructor of Physical Education (1996)  
B.S., Longwood College
- RANDALL W. EDMONSON**,\*\* Professor of Art (1979)  
B.A., Drury College; M.A., University of Missouri;  
M.F.A., Southern Illinois University
- LYNN M. FERGUSON**, Professor of Earth Science (1976)  
B.S., East Tennessee State University; M.S.,  
Ph.D., Virginia Polytechnic Institute and State University
- KEVIN FILLMAN**, Men's Golf Coach and Instructor of Physical Education  
B.A., Ohio Wesleyan University; M.Ed., Frostburg State University
- ALIX DENISE DOWLING FINK**, Instructor of Biology (2001)  
B.S., Indiana University; M.S.; Texas A&M University
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