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# LONGWOOD

## 2002-2003 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. 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 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 Longwood. Students are required to participate; students who fail to participate may lose their priority ranking for registration and housing. Longwood 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 Longwood and to all employment opportunities at Longwood. Anyone with questions concerning access or accommodations should contact Disability Support Services at 434.395.2391 (V); TRS: 711.

The Longwood Undergraduate Bulletin was published in June 2002. The Catalog and related announcements remain in effect until June 1, 2003. Longwood 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 International. Longwood is an accredited institutional member of the National Association of Schools of Theatre.

*This document is provided as a convenience to faculty and staff and should not be considered the official copy of the catalog. This document may contain errors. The official copy of the catalog resides on the Longwood website.*



Dear Friends:

This catalogue represents the first publication of our academic program that falls under the new designation of Longwood UNIVERSITY. On July 1, 2002, we officially become a university after 163 years of contributions to the Commonwealth of Virginia. But becoming a university will in no way diminish our commitment to providing a personalized education, a "collegiate" experience in which every student matters.

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 Longwood's educational experience is a values system that is based on a very traditional belief that an institution of higher learning is first and foremost a community of colleagues, of people united in the pursuit of learning. Longwood 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 University 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 personalized approach to learning can provide. This is 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 University, 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 is such a special place.

Sincerely,

A handwritten signature in dark ink, appearing to read "Patricia P. Cormier". The signature is fluid and cursive, with the first name "Patricia" and last name "Cormier" being more legible than the middle initial "P.".

Patricia P. Cormier  
President

# Academic Calendar

## FALL SEMESTER 2002

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

Welcome Week begins - August 22

Upperclass students move into residence halls - August 24

Final registration - August 23

Classes begin at 8:00 a.m. - August 26

Last day to add or drop a class - September 3

Grade estimates due; pass/fail deadline - October 7

Fall Break - October 14-15

Classes resume at 8:00 a.m.; all undergraduate incompletes due from SP01 and SU01 - October 16

Deadline to withdraw with a "W" - October 16

Advising Begins - November 4

Advising Ends - November 15

Student holiday begins after classes - November 26

Classes Resume at 8:00 a.m. - December 2

Classes end; Graduate incompletes due for SP01 - December 6

Reading Day - December 7

Examinations - December 9-13

## SPRING SEMESTER 2003

Orientation for new students - January 10

Final registration - January 10

Classes begin - January 13

Last day to add or drop a class - January 20

Grade estimates due - February 24

Deadline to elect pass/fail option - February 24

All undergraduate incompletes due for F01 - March 3

Deadline for students to withdraw with a "W" - March 3

Spring Break begins after classes - March 7

Classes resume at 8:00 a.m. - March 17

Advising Begins - March 20

Advising Ends - April 2

All graduate incompletes due for SU01 and F01 - April 25

Reading Day - April 26

Examinations - April 28-May 2

All grades due at 8:30 a.m. - May 6

Final audit for graduation candidates - May 8

Commencement - May 10

# Table of Contents

ACADEMIC CALENDAR .....	4
ADMINISTRATION .....	6
GOVERNING BOARD .....	6
MISSION STATEMENT .....	7
HISTORY and OVERVIEW .....	8-9
ADMISSIONS .....	10-14
EXPENSES AND FINANCIAL AID .....	15-34
STUDENT AFFAIRS .....	35-45
ACADEMIC REGULATIONS .....	46-56
GRADUATE STUDIES .....	57
ACADEMIC PROGRAMS OF STUDY .....	58
COOPERATIVE PROGRAMS .....	59
ACADEMIC REQUIREMENTS .....	60-63
GENERAL EDUCATION .....	64-69
SOUTHERN VIRGINIA HIGHER EDUCATION CENTER .....	70
HONORS PROGRAMS .....	71-72
SCHOOL OF BUSINESS AND ECONOMICS .....	74-96
Department of Accounting, Economics, and Finance .....	78-81, 82-84
Department of Management, Marketing, and Computer Information Management Systems .....	78-81, 82-84
Department of Military Science .....	84
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 .....	149-300
International Studies .....	150-151
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 .....	225-234
Department of Music .....	235-248
Department of Natural Sciences .....	249-279
Department of Psychology .....	280-285
Department of Sociology, Anthropology, and Criminal Justice Studiess .....	286-300
FACULTY FOR 2000-2001 .....	301-309
EMERITI FACULTY .....	309-310
INDEX .....	311-315

# Administration (2002-2003)

## BOARD OF VISITORS

DR. MARK A. CRABTREE, D.D.S., *Rector*  
Mayor, Martinsville, VA

MR. J. DAVID ADAMS  
Consumer and Community Outreach Director  
Office of the Attorney General, Richmond, VA

MRS. ANN GREEN BAISE, *Vice Rector*  
Educator, McLean, VA

MRS. JOANNE SADLER BUTLER  
Economist, United States Department of Agriculture, Alexandria, VA

MR. BARRY J. CASE  
President, Legal Resources of Virginia, Richmond, VA

MR. JAMES C. HUGHES, *Secretary*  
Senior Vice President and General Counsel, Inova Health Systems, McLean, VA

MS. HELEN E. PHILLIPS  
Attorney, Stanardsville, VA

MR. DONALD J. RENNIE  
Chief Executive Officer, Rennie Petroleum Corp., Richmond, VA

MRS. VIRGINIA A. RUSSELL  
Educator, Richmond, VA

MRS. SARAH E. TERRY, *Member-at-large*  
Director, Farmville Office of Congressman Virgil Goode, Farmville, VA

MRS. ANNE GREGORY VANDEMARK  
Civic Leader, McLean, VA

## ADMINISTRATION

DR. PATRICIA P. CORMIER, *President*

MR. RICHARD W. BRATCHER, *Vice President for Facilities Management and Technology*

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

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

DR. TIM J. PIERSON, *Vice President for Student Affairs*

MS. KATHY S. WORSTER, *Acting Vice President for Administration and Finance*

## DEANS

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

DR. EARL F. GIBBONS, *Dean, School of Business and Economics*

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

# Longwood and Its Programs

## LONGWOOD MISSION

Longwood 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, Longwood 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 serves as a catalyst for regional prosperity and advancement.

## VISION

Longwood will be recognized as the top comprehensive public institution in the South through its focus on attracting and retaining a diverse faculty, recognized for excellence in teaching, attracting outstanding students, providing challenging instruction of the highest quality and providing an academic and residential life environment that develops citizen leadership skills. 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 make Longwood an exceptional learning community.

To ensure the vitality of the learning community, Longwood will increase enrollments while maintaining its inherent character and enhancing its academic quality. The learning community will provide high levels of faculty directed research; student-faculty interaction; active and collaborative learning experiences; enriched educational offerings, including internships and cross-cultural opportunities; and engagement with technology.

Dynamic teaching and superior scholarship that directly influence student learning and increase academic achievement will characterize the Longwood learning community. 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, respond creatively, and apply knowledge to the resolution of practical issues. Assessment of these competencies will be used to ensure continuous improvement of the educational experience.

The curriculum, incorporating the appropriate use of instructional technology, will be refined to ensure its relevance to the mission of developing citizen leaders. It will continue to provide a rigorous foundation in the liberal arts and sciences and elevate Longwood's exceptional professional programs, such as teacher education and business, to the highest regional and national standards.

The institution embraces all members of the diverse campus 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 co-curricular programs, which fosters integration and coordination of academics and student life; supportive student services; and, the creation of physical facilities that contribute to the overall development of students.

Longwood's careful and responsible stewardship of human, fiscal, and environmental resources will be continuously improved to incorporate the most effective methods and practices in supporting the institution's vision.

*Approved by the Longwood Board of Visitors, December 1, 2001*

## Location

Longwood 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, a pioneer first in private and later in public education, is one of the oldest institutions of higher learning in the United States. Longwood 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.

## Campus

On April 24, 2001, Longwood College suffered a devastating fire that destroyed several historic buildings on campus including the Ruffners, Grainger Hall, and the signature Rotunda building. Luckily, no one was injured in the fire. Fortunately, all of the memorabilia, plaques, paintings and other artwork had been removed from the buildings that were undergoing a \$12 million renovation.

Longwood has obtained the original architectural plans for the buildings and, according to Dr. Patricia P. Cormier, President of Longwood, "They will be rebuilt to their original grandeur and appearance with a new and improved infrastructure." As Longwood reconstructs these buildings, it will also be creating Brock Commons, a beautiful pedestrian promenade that will provide a central focal point for the Longwood while eliminating traffic congestion and safety hazards. Plans are also underway for a new science building.

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 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 235,000 cataloged titles. The Library currently subscribes to 2,050 print and 11,000 electronic 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 on the college website which is usually available in early February.

## 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 to refrain from lying, cheating, stealing, and plagiarism.

Upon entering Longwood, 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, Farmville, Virginia, pledge myself to govern my life at Longwood according to its standards and to accept my responsibility for helping others to do so, and with sensitive regard for my institution, to live by the Honor Code at all times and to see that others do likewise.

# Undergraduate Admissions

Longwood University accepts applicants for fall, spring, and summer terms and is pledged to a non-discriminatory admissions policy. To receive information, email us at [admit@longwood.edu](mailto:admit@longwood.edu) or go to [www.longwood.edu](http://www.longwood.edu).

## FRESHMAN 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 application forms may be obtained in most high school or community college counseling offices, by writing to the Office of Admissions, Longwood University, Farmville, VA, 23909-1898, or on-line at [www.longwood.edu/apply](http://www.longwood.edu/apply).
2. Request that the student's high school submit to the Office of Admissions an official high school transcript. 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 that will be helpful to the Admissions Committee.

Upon receipt of the student's application, application fee, official transcript(s), 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 University. 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 one week of their acceptance.

**Early Action Admission:** Longwood 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 program may be considered for Early Admission. General application procedures and deadlines are the same as for seniors, with the following additional documentation 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 the following minimum requirements for admission: (Meeting minimum requirements does not imply automatic admissions.)

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 (additional units strongly recommended)
6. Two units of health and physical education
7. One unit of fine or practical arts

Additional units of science, mathematics, social studies, fine arts, and foreign languages are strongly recommended. 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 with 45 or more semester hours must declare a major prior to admission. Undeclared transfer students must declare a major upon completion of 45 credit hours (includes Longwood hours and transferred hours).

**Criteria:** A minimum cumulative 2.5 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 Transfer Guide*. Copies of the *Guide* are available upon request. The *Guide* is also available at [www.longwood.edu](http://www.longwood.edu).

## 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 conditionally. 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 mathematics, English, social science and/or science may be required to complete specific courses at a community college before entering Longwood.

**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 and vice versa. International students should request a copy of the *International Student Application* and visit our web site at [www.longwood.edu](http://www.longwood.edu).

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, medical 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 certified by a bank official. Longwood does not provide financial aid for international students.

**Admissions for Students with Disabilities:** Admission to Longwood is based on the requirements outlined in this catalog. Admission decisions are made without regard to disabilities. All applicants 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; or [srood@longwood.edu](mailto:srood@longwood.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 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 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.

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 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 if appropriate.

Applications for readmission are available from the Office of Admissions in person, by mail, by calling 434.395.2060 or by emailing [admit@longwood.edu](mailto:admit@longwood.edu). You may also download an application at [www.longwood.edu/apply](http://www.longwood.edu/apply).

**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 stu-

dent'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 Dean of the School; 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, 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 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, 434.395.2204.

**Second Baccalaureate Degree:** A student who has earned a baccalaureate degree from Longwood 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 \$40.00 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.

**Credit for AP, IB and CLEP Tests:** Longwood offers academic credit through the College Level Examination Program (CLEP), International Baccalaureate (IB), and through Advanced Placement (AP) 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, 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.

## **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 personal statements, or otherwise issue an untrue statement as part of the application process, the offer of admission will be revoked. The University 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.

## **Qualifying for Virginia Tuition Rates**

Complete guidelines regarding eligibility for in-state tuition rates are covered in Section 23-7.4 of the Code of Virginia. All Virginia public institutions follow these guidelines. Guidelines are available at <http://www.schev.edu/Students/VAdomicileguidelines.asp?from=policymakers>. The following information briefly describes the



ways in which students may qualify for in-state tuition rates; it is not intended as an exhaustive analysis of the complex statutory provisions affecting applicants.

Generally, to be classified as a Virginia resident for tuition purposes, the parent/legal guardian of a minor or dependant student must physically reside in Virginia for at least one year prior to the intended date of enrollment. Payment of state taxes, voter registration, car registration, and driver's license are also considered in determining eligibility. Eligibility for students under 24 years of age and/or who are dependents for tax purposes will usually be determined by the parent/ legal guardian's status on the above-mentioned items.

### **Dependents of Military Parents**

An active duty military parent may qualify for in-state tuition rates if, while residing in Virginia, he or she adopts Virginia as his or her legal domicile. This is accomplished by filing a State of Legal Residence Certificate declaring Virginia as one's domicile for income tax purposes and fulfilling the domiciliary intent requirements as discussed above. The one-year requirement is waived for active duty military personnel who fulfill all other conditions for establishing domicile. A student claiming entitlement to in-state privileges through the military parent's status as a Virginia domiciliary must submit with the application a copy of the parent's Leave and Earnings Statement and other documents as requested.

In order for a non-military parent to demonstrate Virginia domiciliary status for purposes of in-state tuition rates the following criteria must be met for at least one year: physical residence in Virginia, the filing of Virginia income tax returns (if employed), possession of a Virginia driver's license and motor vehicle registration, and other objective factors.

The dependent child of a military person and a non-military spouse who are not domiciled in Virginia may nevertheless qualify for in-state rates through the military exception provision. Pursuant to Section 23-7.4:2, in-state tuition may be granted to the child of a military parent stationed and residing in Virginia if, for at least one year immediately prior to the date of intended enrollment, the non-military parent has resided in Virginia, been employed full-time and claimed the student as a dependent on federal and resident Virginia income tax returns. At the present time, full-time employment is defined as an annual earned income of at least \$10,300. Entitlement under this provision continues only so long as the requirements continue to be met. Under this provision the non-military parent is not required to demonstrate his or her intent to be domiciled in Virginia.

## **PROCEDURES**

### **Applicants**

Upon application for admissions, the Application for In-State Tuition is submitted to the Office of Admissions for review and decision. If the applicant is accepted, the residency determination is included in the acceptance letter.

If the student does not agree with the domicile decision, a letter of appeal with supporting documentation should be submitted to the Admissions Office for review and subsequent decision. If the student does not agree with this decision, a written appeal with supporting documentation should be submitted to the Assistant Dean for Student Affairs. If the student does not agree with this decision, the student may petition the Circuit Court.

### **Current Students**

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

A current student wishing to have the domicile changed for tuition purposes should submit a written request with supporting documentation to the Registrar's Office. If the student does not agree with this decision, a written appeal with supporting documentation should be submitted to the Office of the Assistant Dean for Student Affairs. If the student does not agree with this decision, the student may petition the Circuit Court.

Establishing in-state status while one is a student can occur if the parent(s) of a dependent student moves to Virginia and fulfills the requirements of domicile including the one-year residency. Students classified as out-of-state must present clear and convincing evidence to rebut the presumption that residing in Virginia is primarily to attend school. Residence or physical presence in Virginia primarily to attend college does not entitle students to in-state tuition rates.

# Expenses and Financial Aid

The fees indicated are estimated for the 2002-2003 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.....	\$2,148 .....	\$8,074
Activity Fee.....	161 .....	161
Comprehensive Fee.....	2,310 .....	2,310
Technology Fee.....	42 .....	42
Room.....	2,958 .....	2,958
Board		
14 plus-meal plan .....	2,026 .....	2,026
15-meal plan .....	1,944 .....	1,944
19-meal plan .....	2,112 .....	2,112
TOTALS		
with 14 plus-meal plan .....	\$9,645 .....	\$15,571
with 15-meal plan .....	\$9,563 .....	\$15,489
with 19-meal plan .....	\$9,731 .....	\$15,657

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

	Virginia Students	Non-Virginia Students
Tuition.....	\$2,148 .....	\$8,074
Comprehensive Fee.....	2,310 .....	2,310
Activity Fee.....	161 .....	161
Technology Fee.....	42 .....	42
TOTALS.....	\$4,661 .....	\$10,587

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

Charges per credit hour:	Virginia Students	Non-Virginia Students
Tuition.....	\$90 .....	\$337
Activity Fee.....	N/A .....	N/A
Comprehensive Fee.....	96 .....	96
Technology Fee.....	1.40 .....	1.40
TOTALS.....	\$187.40 .....	\$434.40

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 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 \$90.00 per credit hour (in-state) or \$337.00 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.

**Commencement Fee:** A fee of \$40 will be charged for a Bachelor's diploma or a Master's diploma. This non-refundable fee is payable to Longwood at the time application is made for graduation.

**Automobile Registration:** A fee of \$34.50 per semester or \$69 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 Longwood dining hall are charged the following rates, tax included: breakfast—\$3.25, lunch—\$4.50, dinner—\$5.75, and premium dinner—\$6.95.

**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. Also, students who audit courses pay the same rates as students taking courses for credit.

The fees indicated are estimated for the 2002-2003 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.

Longwood 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 environment 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 junior privilege (56 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 \$90 per credit hour. Undergraduate non-Virginia students will be charged tuition at the rate of \$337 per credit hour.

Students classified as graduate students will be charged tuition at the rate of \$148 per credit hour for Virginia students and \$390 per credit hour for non-Virginia students.

A comprehensive fee of \$96 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. 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 student, an annual tuition deposit (prepayment) is required to reserve the student's admission/return to Longwood. 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 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 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 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 1st 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 responsibility cannot be determined and assigned. Responsibility for damage will be determined by the location of the damages and the nature of the circumstances surrounding the damage. Charges will be made against the damage deposit of each student living in the area.

The deposit balance will be refunded approximately three months after graduation from Longwood or with-

drawal from the residence hall. The refunded amount will be net of any outstanding balance owed to Longwood 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

Longwood bills degree-seeking undergraduate students who registered during open registration or Preview (Freshman Orientation). Graduate students, non-degree-seeking students and all students registering for classes during late registration are expected to pay for courses at the time of registration. 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: BILLING STATEMENTS ARE SENT TO THE STUDENT'S PERMANENT ADDRESS. Also, revised bills will not be sent for courses added after the open registration deadline or 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:** Fall charges (based upon the student's registered credit hours), 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.*

**Second Semester:** Spring charges (based upon the student's registered credit hours), less any credits, will be billed on or about December 1st, and shall be due on or about January 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.*

**Monthly Payment Plan:** Longwood offers a Monthly Payment Plan to students for the fall and spring semesters as an option for paying tuition bills. The deadline to apply for the Plan is on or about June 25th for the fall semester and on or about November 25th for the spring semester. Payments are due on the 15th of each month from July through October, for the fall semester, and from December through March, for the spring semester. A \$50.00 late fee will be assessed for each late payment. Delinquent payments may result in the student being dropped from the MPP. If a student is dropped from the MPP, then tuition and fee balances will be due in full.

*\* Please note: Unless specific instructions to the contrary are issued by the awarding agencies, all miscellaneous scholarships will be evenly divided between the fall and spring semesters. (Miscellaneous scholarships are scholarships awarded to students by high schools or other agencies independent of Longwood.)*

### Late Payment Fees

A late payment fee of \$50 will be assessed to each student account not paid in full, or secured by Financial Aid, on or before the due date. Additionally, any account with an outstanding balance following the last day to drop a class for the academic term may be charged a second \$50 late fee. *Failure to receive a bill does not waive the requirement for payment when due and will not prevent the application of late fee(s).*

### Late Registration Fee

The Office of Registration will assess a charge of \$50 to the account of any student registering during the late registration period who was academically eligible to register during open registration. Failure to register during the open registration period due to the presence of unresolved hold flags will not prevent the assessment of a late registration fee.

### Cancellation Policy for Unpaid Student Accounts

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

No credit for Longwood course work will be given to any student for a diploma, a teacher's certificate, or for transfer purposes until all financial obligations to Longwood have been paid or secured to the satisfaction of Longwood. This will also prevent future registration, release of transcripts, and adding or dropping of classes.

### Notice of Fees and Charges on Unpaid Tuition and Fee Balances

The public is hereby placed upon notice that failure to pay in full at the time services are rendered or when billed may result in the imposition of interest at the rate of 10 percent per month on the unpaid balance. If the matter is referred for collection to an attorney or to a collection agency, the debtor may then be liable for attorney's fees and/or additional collection fees of up to 50 percent of the then unpaid balance. Returned checks will incur a handling fee of \$25. Requesting or accepting services will be deemed to be acceptance of these terms.

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

## Notice of Policies and Charges on Unpaid Telephone Accounts

Students are responsible for the security of their authorization code, and will be liable for any charges made with their code. All students are required to pay telephone accounts within 30 days of the billing date. Failure to pay within 45 days of the billing date will result in a hold flag being placed on the student's record. This will prevent registration, adding or dropping of classes, and processing of transcripts. The student's authorization code will also be deactivated, preventing any additional long distance calls. Returned checks will incur a handling fee of \$25.00. If the matter is referred for collection to an attorney or to a collection agency, then the debtor will be liable for attorney's fees and/or additional collection fees of up to 50 percent of the then unpaid balance. Requesting or accepting services will be deemed to be acceptance of these terms.

## Hold Flags, Future Registrations, and Release of Transcripts

Hold flags will be placed on student accounts having past-due financial obligations and may be placed on student accounts for a variety of other reasons (ex. transcripts incomplete, missing health form, degree-application delinquent). "Registration hold flags" are blocks that prevent future registrations and/or changes to existing course schedules. "Transcript hold flags" are blocks that prevent the release of transcripts to the student or any third party (school, employer, etc.) Once applied, financial hold flags (registration and transcript) may be cleared only by paying, in full, all previously incurred expenses. For more information regarding the removal of non-financial hold flags, students are encouraged to contact the department(s) that posted the hold flag(s).

## Withdrawal Policies and Procedures for Students Withdrawing from Individual Courses, but Still Enrolled for the Semester and Attending Longwood

To receive a partial refund or credit of semester charges, a student must drop individual courses within the official semester "add / drop" period. After the last day to drop a course, no refunds or credits will be issued to students who withdraw (without academic penalty) from individual courses. Failure to attend class and/or failure to drop courses during the add/drop period due to presence of unresolved hold flags will not release a student's financial obligation to pay for registered credit hours. For additional information concerning withdrawing without academic penalty, please refer to *Withdrawal Policy*, under the section *Academic Regulations*, of this catalog.

## Withdrawal Policies and Procedures for Students Withdrawing from Longwood

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

Withdrawal is not considered official unless a formal withdrawal is processed in the Academic Dean's Office of the student's major. Undeclared and special students should report to the Dean of Liberal Arts and Sciences. A student's failure to attend classes, will not fulfill the requirements for withdrawal and will not release a student's financial obligation to pay for registered credit hours.

All students: Please note that separate academic withdrawal policies exist in addition to financial withdrawal policies. For additional information, please refer to *Withdrawal Policy*, under the section *Academic Regulations*, of this *Catalog*.

Financial aid recipients: For additional information concerning withdrawal and its impact upon your financial aid, please refer to *Financial Aid*, under the section *Expenses and Financial Aid* of this catalog.

## Refunds and Charge Adjustments

Refunds and Charge Adjustments will vary according to a student's status and according to the type of course(s) for which a student is registered. Students withdrawing from Longwood should refer to the appropriate *REFUNDS AND CHARGE ADJUSTMENTS* section(s), below.

## Refunds and Charge Adjustments for Students Registered for Farmville (On-Campus) Classes and Withdrawing from Longwood:

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

Please note: If a student withdraws before his/her account balance is paid in full, then the student will be responsible for paying any balance that remains due after the appropriate withdrawal credits have been processed.

The following financial withdrawal policies apply to full and part-time (Farmville campus) students withdrawing from Longwood:

1. Full-time students withdrawing during the first 6 days of the academic semester (fall/spring) will be assessed a \$250 withdrawal fee\*. Credit balances resulting from the withdrawal will be refunded.

Part-time students withdrawing from Longwood or dropping all on-campus classes during the first 6 days of the academic semester (fall/spring) will be assessed a withdrawal fee equal to the cost of one credit hour of in-state tuition\*. Credit balances resulting from the withdrawal will be refunded.

2. Full and part-time students withdrawing during the first 25 percent of the academic semester (fall/spring) will be assessed 50 percent\* of the total semester charges, including room and board charges (if a residential student) with a minimum charge equal to the cost of one credit hour of in-state tuition. Credit balances resulting from the withdrawal will be refunded.
3. Full and part-time students withdrawing during the period from 26 percent to 50 percent of the academic semester (fall/spring) will be assessed 75 percent\* of the total semester charges, including room and board charges (if a residential student) with a minimum charge equal to the cost of one credit hour of in-state tuition. Credit balances resulting from the withdrawal will be refunded.
4. After the (50 percent) midpoint of the academic semester (fall/spring), full and part-time students will be assessed the full cost of tuition, fees, room, and board. Only overpayments to total account charges will be refunded.

\* Please note: After the start of the academic semester, no adjustments will be made to charges for late fees, early arrival fees, and/or registration fees. Also, for withdrawals occurring after the last day to drop a class, no adjustments will be made to charges for course fees.

**Exceptions:** In unusual circumstances, charge adjustments and refunds beyond the above schedule may be recommended by Longwood's Tuition Appeals Committee for students who leave Longwood "for reasons beyond the student's control", such as for a verified incapacitation, illness, injury, or military reservist called to active duty. Tuition Appeal Application Forms may be obtained from the Office of Student Accounts or the Office of Financial Aid. Enforced withdrawals, such as disciplinary suspension, do not involve credits or refunds beyond the above schedule.

The refund policy may vary in accordance with federal regulations.

Please note: Financial aid recipients should also reference *FINANCIAL AID*, under the section *Expenses and Financial Aid* of the Longwood Catalog.



## Refunds and Charge Adjustments for Students Registered for Farmville (On-Campus) Classes and Withdrawing from Classes Offered During Summer Sessions:

During the summer sessions (only), students may withdraw from summer classes without financial penalty as long as the withdrawal occurs on, or before, the last day to drop a course for each summer session. After the last day to drop a course (for each session), no refunds of payments or credits of charges will be issued for tuition, fees, room, and board.

## Refunds and Charge Adjustments for Students Registered for Classes Offered at Off-Campus Locations:

The following financial withdrawal policies apply to students withdrawing from off-campus classes:

1. Students who wish to drop before the first class meeting will be assessed a \$25 withdrawal fee and a registration fee of \$1.50 per credit hour. Students must submit a letter of withdrawal **postmarked** prior to the first class meeting. See either Graduate Students or Undergraduate Students, below, for instructions.
2. Students who withdraw before the second class meeting will be assessed tuition charges for one credit hour and the registration fee of \$1.50 per credit hour. Students must submit a letter of withdrawal prior to the second class meeting (students may not attend the second class meeting). The letter must be **postmarked** on, or before, the day of the second class meeting. If the 1st class is on Friday night and 2nd class meeting is Saturday, you must submit a letter by the following Monday and not have attended the 2nd class meeting. See either Graduate Students or Undergraduate Students, below, for instructions.
3. After the second class, students will be assessed full tuition, comprehensive, and registration fees for the course. In extenuating circumstances, charge adjustments and refunds beyond the above schedule may be recommended to the Vice President for Administration and Finance by the Director of Graduate Studies or the Assistant Vice President for Academic Affairs.

### Graduate Students:

*South Boston Southern Virginia Higher Education Center (HEC)* – Requests for withdrawals from off-campus classes must be submitted to the Program Coordinator of the HEC and will be forwarded for final approval to the Director of Graduate Studies. Correspondence should be addressed to:

Program Coordinator, The Southern Virginia Higher Education Center  
P. O. Box 739  
South Boston, Virginia 24592

*Other Off-Campus Locations* – Requests for withdrawals from off-campus classes must be submitted to the appropriate Dean and will be forwarded for final approval to the Director of Graduate Studies. Deans should note the amount of assessed charges according to the off-campus withdrawal policy stated in the Longwood Graduate Catalog.

### Undergraduate Students:

*South Boston Southern Virginia Higher Education Center (HEC) and Other Off-Campus Locations* – Requests for withdrawals from off-campus classes must be submitted to the appropriate Dean and will be forwarded for final approval to the Assistant Vice President for Academic Affairs.

Please note: Financial aid recipients should also reference *FINANCIAL AID*, under the section *Expenses and Financial Aid* of the Longwood Catalog.

## Refunds

Refund checks will be issued in the name of the enrolled student, regardless of who originally made the payment. This policy may not apply if federal, state, and/or local regulations require the return of funds to financial aid programs or to third party employers or scholarship awarding agencies.

For account overpayments created by federal financial aid awards, refunds will be issued, automatically, following the application of the federal funds that created the credit balance. For account overpayments created by student, state, and/or local funds, refunds will be issued only after the student submits a written refund request to the Office of Student Accounts. If no written refund request is issued, non-federal account credits will apply to future charges, unless the student graduates or leaves Longwood. Following graduation or withdrawal, a refund of tuition and fee credit balances will be issued, automatically; and the refunded amount will be net of any outstanding balance owed to Longwood for past due library fines, parking fees, or telecommunication charges.

### Minimum Refund Policy

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

### Special Cost Waivers for Children of War Casualties

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

1. Parent was a citizen of Virginia at the time of such service.
2. Parent is, and has been, a citizen of Virginia for at least ten years immediately prior to the date on which the application was submitted by or on behalf of such child for admission to any educational or training institution of collegiate or secondary grade in this Commonwealth.
3. If parent is deceased, was a citizen of Virginia on the date of his or her death, and had been a citizen of Virginia for at least 10 years immediately prior to his or her death.

Eligibility for these benefits is established by the Director of War Veterans' Claims, Richmond, VA 23216. Students who consider themselves eligible should contact the Director or may seek assistance from the Director of Admissions at Longwood. Verification of eligibility must be on file with the Office of Cashiering and Student Accounts before the first day of classes each semester. Please note that the waiver of tuition and fees does not include a waiver of charges for room and board. Room and board should be paid on, or before, the payment due date for each semester.

### Senior Citizens Higher Education Act

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

Approval to register for classes under the Senior Citizens Higher Education Act may be obtained in the Office of Registration, Barlow 101.

### Financial Aid

The purpose of this section is to provide you with an overview of financial aid and assist you in understanding the policies and procedures that must be followed to receive financial aid at Longwood. Detailed Financial Aid policies can be found in the annual "Guide to Financial Aid" available from the Office of Financial Aid. Financial Aid includes a number of programs funded by federal and state governments, educational institutions and private organizations for the purpose of assisting individuals interested in obtaining an education but who do not have the financial resources to do so. Aid programs consist of scholarships, grants, work programs and loans.



Additional financial aid information may be obtained by calling 434.395.2077 or 800.281.4677 or by writing to the Office of Financial Aid, Longwood, 201 High Street, Farmville, VA 23909. Our Internet address is [www.lwc.edu](http://www.lwc.edu).

### **Steps Necessary to Receive a Financial Aid Award**

To be considered for financial aid, you must complete the Free Application for Federal Student Aid (FAFSA). You may submit the paper application or you may file via the Internet at <http://www.fafsa.ed.gov>. On the FAFSA, you should list Longwood, code number 003719, as one of the schools to receive your application information. Longwood will receive your data electronically from the United States Department of Education and will then be able to calculate your eligibility. The priority filing date (mailed to the processor) is March 1. Remember grant funds are limited and expended quickly. File on time to ensure full consideration.

Also, you must be accepted for admission to Longwood before a financial aid award can be issued. Upon receipt of the FAFSA results in the Office of Financial Aid, a Financial Aid Award letter will be sent to you. You must review the award and return a signed copy of the letter to the Office of Financial Aid within three weeks of the date of the letter. In addition, other documents may be requested from you at that time.

### **Estimated Awards and Verification of Application Information**

Your application for federal student aid may be selected for a process known as verification. This means that the Office of Financial Aid must verify the accuracy of the information that you submit on the FAFSA. If selected, you must submit a verification worksheet, federal tax returns, and/or other supporting documents. Until your information has been verified, your financial aid award will be considered estimated.

You will be notified in writing if you have been selected for verification. You will normally have 60 days to submit the required verification documents. Failure to submit the verification documents will result in your financial aid award being canceled.

If any of the data reported on the FAFSA is found to be incorrect, your financial aid eligibility will be recalculated. You will be sent a revised financial aid award letter if the recalculation causes your award to change.

## Financial Aid Programs

Program	Eligibility Award	Amounts (per year)
<b>Federal Programs</b>		
Federal Pell Grant	Undergraduates attending at least half-time*	\$4000 maximum \$ 400 minimum
Federal Supplemental Educational Opportunity Grant (FSEOG)	Undergraduates attending at least half-time, Pell Grant eligible	\$4000 maximum \$ 100 minimum
Federal Work-Study	Attending at least half-time	Varies- \$2000 average
Federal Perkins Loan	Attending at least half-time	\$4000 maximum
Federal Subsidized Stafford Loan	Attending at least half-time	Freshmen-up to \$2625 Sophomore-up to \$3500 Junior/Senior-up to \$5500 Graduate- up to \$8500
Federal Parent Loan for Undergraduate students (FPLUS)	Parents of undergraduates attending at least half-time (not based on financial need)	The amount a parent can borrow is the total cost minus other financial aid.
Federal Unsubsidized Stafford Loan	Attending at least half-time (not based on financial need)	Same terms as the Subsidized Stafford Loan except the borrower must pay the interest that accrues while in school.

<b>State Programs (for Virginia Residents only)</b>		
Virginia Guaranteed Assistance Program (VGAP)	Full-time attendance, graduate of a Virginia HS with at least a 2.5 GPA	Up to the total of tuition and fees
Virginia Commonwealth Award (CA)	Undergraduates attending at least half-time	Up to the total of tuition and fees
Virginia Last Dollar Program	First time enrolled minority students	Up to the total of tuition and fees
Virginia College Scholarship Assistance Program (CSAP)	Undergraduates attending at least half-time	\$ 5000 maximum \$ 400 minimum
Virginia Transfer Grant Program (VTG)	Undergraduate, minority, first-time transfer students	Up to the total of tuition and fees

## Longwood Programs

Scholarships	Undergraduates attending full-time Various academic standards Need is not a requirement	Determined by academic qualifications
Longwood Grant	Undergraduates attending full-time Non-Virginia residents	Up to \$3000
Longwood Athletic Grant	Participant in intercollegiate sports Program	Determined by Athletic Department
Longwood Work-study	not based on need	Attending at least half-time varies— \$2000 average

\*Under certain conditions, may be enrolled less than half-time.

Note: All financial aid recipients must maintain good standing in accordance with the Longwood Satisfactory Academic Progress Policy.

### Satisfactory Academic Progress Policy

Federal student aid regulations require all educational institutions administering funds to ensure that financial aid recipients are making satisfactory academic progress toward their educational objectives. The regulations apply to all students receiving federal, state and institutional financial aid funds. Questions regarding this policy should be directed to a financial aid office staff member. Satisfactory Academic Progress has been defined as follows:

#### I. Satisfactory Progress Requirements

##### A. Maintenance of a minimum Longwood cumulative grade point average.

1. For undergraduates, freshmen (students with less than 25 total credit hours earned) must have a 1.80 Longwood GPA. For all other students, a 2.00 Longwood GPA is required.
2. For graduate students, a 3.00 Longwood GPA is required.

##### B. Attainment of a 75% completion rate towards educational objective for hours attempted at Longwood.

Students must complete and pass 75% of all hours attempted at Longwood. A student's completion rate is calculated by dividing hours earned by hours attempted. Grades of F, W, I, and repeated courses count as hours attempted.

##### C. Normal Completion Time

1. Undergraduate students will be eligible for financial aid for a maximum of 160 attempted credit hours. Transfer hours are included in the total number of credit hours attempted.
2. Graduate students will be eligible for financial aid for a maximum of 45 attempted credit hours. Transfer hours are included in the total number of hours attempted.

#### 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 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 to initiate the official withdrawal process with the institution. Students wishing to withdraw from Longwood should contact the Dean's Office of their respective major to initiate Longwood's 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 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 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 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 for Student Excellence* – 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.

*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.

*Decade of the 60s Scholarship* – Awarded to full-time undergraduate student.

*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 Scholarships* – 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 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. 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. 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.

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

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

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

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

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

*Hull Scholars Excellence in Education Scholarship* – Awarded on the basis of high school academic performance and pursuit of a degree leading to teacher licensure in Elementary Education, Secondary Education, or

Special Education. Recipients selected must have a minimum of 3.25 cumulative grade point average and 1150 SAT score. Ten full-tuition, in-state rate, scholarships are awarded annually, renewable for three years provided a cumulative 3.25 grade point average is maintained.

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

*John R. Cook Scholarship* – Awarded to an incoming freshman with 3.5 or better GPA and 1100 combined SAT.

*Norma Jean Croft Joyner Scholarship* – Awarded to incoming freshman or current Longwood student with 3.0 or better GPA pursuing a degree in Liberal Arts and has proven leadership abilities.

*Eloise Hodges Martinelli Scholarship* – Awarded to full-time undergraduate who meets 2 of 3 criteria: GPA of 3.5 or better, SAT score of 1200, in top 20% of high school graduating class.

*Mary Christian Royall Elmore and Rachel Louise Royall Scholarship* – Awarded to full-time incoming freshman with 3.0 or better GPA.

*Alton M. Harvill, Jr. Scholarship* – Awarded to entering freshman, pursuing a degree in Natural Sciences. Based on academic achievement.

*Camper-Smith Scholarship* – Awarded to entering full-time freshman with 3.2 GPA. Must be pursuing degree from Department of Natural Sciences.

*Mary Jane Vaden Scholarship* – Awarded to entering full-time freshman with 3.2 GPA and 1100 SAT score. Must maintain 3.2 GPA for renewal.

*Edna Allen Scholarship* – Awarded to full-time undergraduate students. Student must complete 20 hours of community service and support the principles of diversity and pluralism. Non-renewable.

*Gaynelle Beverley Bjorkholm Scholarship* – Awarded to full-time incoming freshman with 3.0 or higher GPA who is a resident of Chesterfield County. Must be pursuing teaching certificate with an interest in elementary education. Renewal for four years if criteria maintained.

*Helen B. Simpson Scholarship* – Awarded to full-time incoming freshman pursuing degree in teacher education. Preference to students from Loudoun County or Harrisonburg, VA.

*Special Incentive Scholarships* – Awarded by Admissions to incoming freshmen.

**DEPARTMENT SCHOLARSHIPS AND AWARDS.** Many departments offer scholarships within the specific academic area. For further information concerning these scholarships, contact the department of the academic area involved.

#### **Art Department**

*Virginia Estes Bedford Memorial Scholarship, Franklin Federal Art Scholarship, Lucile B. Walton Art Scholarship, The Bishop Scholarship, Foundation Scholarship*

#### **Athletics**

*Barbara B. Smith Scholarship, Heintz/O'Neil Scholarship*

#### **Business/Economics School**

*Jimmy Gayle Atkins Memorial Scholarship, John E. Carr, III Accounting Scholarship, Wachovia Bank N.A. Scholarship, Evelyn M. Coleman Scholarship, Jay Christopher DeBoer Memorial Fund, Jack Jacques/Delta Sigma Pi Scholarship, Wachovia Bank N.A. Minority Scholarship, School of Business Scholarship.*

#### **Communication Studies/Theatre Program**

*Theatre Department Scholarship, Nancy Tanley Kilgore Scholarship, Foundation Scholarship*

#### **Education**

*Ruth Denton Angleman Scholarship, Isabelle Ball Baker Memorial Scholarship, Sue Yeaman Britton Scholarship, Alice E. Carter Scholarship, Class of 1934 Scholarship, Marion Shelton Combs Scholarship, Lelia Holloway Davis Scholarship, William F. and Martha J. Dorrell Scholarship, Lulie Evelyn Duke Scholarship, Betty J. Shackelford Ellison Scholarship, J. B. Fuqua Scholarship, Lillie Evelyn Goodrich Scholarship, Helen McGuire Hahn Scholarship, S. Virginia and Berta M. Newell Scholarship, Kathleen Ranson Scholarship, Martha Sinclair Rust and Mary Sinclair Rust Memorial Scholarship, Teacher Education Centennial Scholarship, Virginia Price Waller*



*Scholarship, Lady Boggs Walton Scholarship, Louise Brightwell Watson Memorial Scholarship, Margie Lee Culley Wygal Scholarship, Nell H. Griffin Scholarship, Carol Stoops Droessler Scholarship, Jerolien Tanner Titmus Scholarship, Helen Cody Wright Scholarship*

#### English Department

*Verna Mae Barr Scholarship, English Education Scholarship/Loan, Marian Camper Fuller Scholarship, Mary Clay Hiner Scholarship, R.C. Simonini Memorial Award, Rosemary Sprague Memorial Scholarship, Maria Bristow Starke Scholarship, Elizabeth Garrett Rountrey Scholarship, Camilla C. Tinnell & Helen B. Tinnell Scholarship, Ilma von Schilling Scholarship, Nell Anderson Sprague Freshman Composition Award, Doctors Marvin and Dorothy Schlegel Prize*

#### Health, Physical Education, Recreation, and Dance

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

#### History and Political Science

*C. G. Gordon Moss Scholarship, Doctors Marvin and Dorothy Schlegel Prize*

#### Library Science Program

*Verna Mae Barr Scholarship*

#### Mathematics/Computer Science Department

*Merry Lewis Allen Scholarship, Badger-Magnifico Mathematics Award, Albert W. and Mary N. Joynes Scholarship, James C. Gussett Scholarship, Verna Mae Barr Scholarship*

#### English, Philosophy and Modern Languages Department

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

#### Music Department

*Pauline Boehm Haga Scholarship, Andrew W. and Duvahl Ridgway-Hull Scholarship, Roy Clark Music Scholarship, Mary Puckett Asher King Scholarship, Waverly M. Cole Scholarship, Foundation Scholarship*

#### Natural Science Department

*Andrew W. and Duvahl Ridgway-Hull Scholarship, Peggy Kennedy Memorial Scholarship, Edith Stevens Award, Wayne H. Tinnell Scholarship, Lucile B. Walton Biology Scholarship, Carolyn Wells Environmental Sustainability Fellowship Fund*

#### Sociology/ Anthropology Department

*Kathleen Goodwin Cover Sociology Award, Diane M. Sheffield Memorial*

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

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

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

*CHI Emergency Scholarship* – Awarded by the President to students with emergency need. Students should contact the Financial Aid Office if an emergency situation arises.

*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.

*Grace Crews Collins and Annie J. 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 Elizabeth 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 S. Waverly 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 students 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 finan-

cial 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 incoming freshman with a 3.25 GPA, entering the School of Business and Economics.

*Margaret L. Grayson Scholarship* – Awarded to full-time student with 3.2 GPA and SAT of 1150.

*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 Longwood.”

## 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 434.392.8089.

*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 institution'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 FOR STUDENT AFFAIRS

The Vice President 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. Student Affairs programs and services include: Assistant Dean for Student Affairs. Campus Recreation, Career Services and Center for Volunteer/Service-Learning. Counseling Center, Fraternity and Sorority Advising, Leadership and New Student Programs, Multicultural Affairs, Residential and Commuter Life, Student Health and Wellness Center, and Student Union and Activities.

## PROGRAMS AND SERVICES

### ACADEMIC SUPPORT CENTER

The mission of the Academic Support Center is to provide appropriate academic assistance and support to Longwood faculty and students to enable them to achieve their greatest educational potential.

The Academic Support Center fulfills its mission by providing group and individual content area tutoring, writing lab workshops, reference materials, study materials, alternative textbooks, personal exploration materials, and computer tutorials. The Academic Support Center also provides periodic presentations on a variety of topics such as time management, note-taking skills, test-taking skills, grade point average calculations, and other relevant topics.

### 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 institution 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 institution 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 some activities. Examples include 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.

The Department of Campus Recreation also oversees Club Sports. These sports include: men's and women's rugby, the equestrian program, swimming, martial arts, and cycling.

### CAREER CENTER AND CENTER FOR VOLUNTEER/SERVICE-LEARNING

Planning for a career/advanced study and developing sophistication in the employment search process after graduation are integral parts of the new collegial 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 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

Center for Volunteer, Service-Learning, as part of the Career Center (formerly known as G.I.V.E) provides volunteer and service-learning placements in Farmville and the surrounding communities. The purpose of the Center is to positively affect the Longwood community by promoting and enhancing campus-based community service and service-learning in support of the Citizen Leader concept: developing citizen leaders for the common good of society.

Volunteers give of their time and abilities, independently or with student groups, to help local service agencies that have requested assistance. Students have the opportunity to: further their commitment to social and civic responsibility, engage in responsible and challenging actions for the common good, contribute to the quality of life of those whose resources are limited, explore and gain an increased sense of self-understanding, be involved in active experiential learning, collaborate with diverse populations, make genuine and active commitments with local agencies, engage in responsible and challenging actions for the common good, gain transferable skills for the workplace, articulate learning goals and outcomes, and apply theories learned in the classroom.

Structured reflection sessions are designed to promote student learning as well as career and personal development.

## 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. The Lancer Cafe in the Lankford Student Union features Longwood's very own Pizza Hut Express, Chick-fil-A and Tortillas Express, and Freshen's Yogurt. Commuter students are welcome to participate in any of the operations by purchasing a meal plan; a commuter 5-Meal+50 Bonus Dollars; 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 SUPPORT SERVICES

The mission of the Office of Disability Support Services is to assist in creating an accessible community where students with disabilities have an equal opportunity to fully participate in all aspects of the educational environment. We cooperate through partnerships with students, faculty, and staff to promote students' independence and to ensure recognition of their abilities, not disabilities.

Appropriate accommodations are made on an individual and semester basis. Students 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 taker, adaptive format materials, computer software, extended time on test, non-distracted testing sites, tutors and sign language interpreters are available. Accommodations and services are also available for family members and others visiting Longwood for special occasions.

Appropriate 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 for special occasions.

## HONOR AND JUDICIAL PROGRAMS

The primary mission of the Longwood Honor and Judicial System is to promote responsible citizenship, appropriate behavior, and self-discipline through enforcement of standards and regulations. All students, groups, and organizations are expected to conduct themselves with honor and integrity, and to demonstrate respect for the rights of others to live, study, teach, learn, and work in a campus community dedicated to academic achievement, service, and a strong quality of life.

## 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 to refrain from lying, cheating, stealing, and plagiarism.

Upon entering Longwood, 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, 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 institution, to live by the Honor Code all times and to see that others do likewise.

## LEADERSHIP AND NEW STUDENT PROGRAMS

The Office of Leadership and 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 first-year students, transfer students, and their parents or guardians. PREVIEW provides opportunities for students to get help with advising and registration; to become acquainted with the campus; and to meet fellow students, faculty, and staff.

During Lancer Days 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, Lancer Days 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 first-year students. This course assists students in achieving academic and personal success at Longwood. First-year students 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.

## 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. Additionally, the office works in collaboration with the institution to develop citizen leaders, who are prepared to contribute to the common good of society.

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.).

## 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.

## RESIDENTIAL AND COMMUTER LIFE

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

## FIRST YEAR STUDENT EXPERIENCE: STUDENT SUCCESS

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

## HOUSING FOR FIRST YEAR STUDENTS

First year students are housed in Cox, Curry, Wheeler, and the Colonnades (Tabb, and South Ruffner). Curry and South Ruffner are air-conditioned. Curry has predominately suite style rooms (two or three rooms sharing an adjoining bathroom). Curry, Tabb, and South Ruffner rooms offer single, double, and triple occupancy options. Tabb and South Ruffner Halls have community shower/bathroom facilities located at the end of the hallways. Wheeler provides an all female living option in double occupancy suites. ARC (Academic Residence Community) houses the Honors program providing double occupancy suites for first year honors students. Study and social lounge areas are provided in all of these buildings. Cox provides double occupancy suites. All first-year residential spaces are alcohol and smoke free.

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, tetanus, and meningitis. Screening for tuberculosis 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 strongly recommends that all full-time students have health insurance coverage. 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. The Union is a central focus of the students' experience at Longwood 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 Longwood 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 New Student Programs 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 75 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 individual 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, academ-

## UPPER DIVISION AND TRANSFER STUDENT HOUSING

Our continuing commitment to the development of citizen leaders is a mark of our upper division and transfer living options. ARC (Academic Residence Community), Frazer, Cox, the Cunninghams, Stubbs, French, South Tabb and Wheeler Halls house upper division and transfer students. ARC requires a special application process and a minimum 3.0 cumulative GPA. ARC and Frazer are air-conditioned. Stubbs is 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 (Theater Majors), SATISFACTION (substance free living), and Greek organizations. Each one provides unique opportunities for students to incorporate his or her academic and personal interests into the residential experience.

## COMMUTER STUDENTS

The institution 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 1000 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 institution/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.

## STAFF AND PROGRAMS

Full-time, live-in, professional Residence Education Coordinator (REC) staff implement the residence education program in each hall. Seven RECs, along with undergraduate Resident Assistants (RAs), provide leadership in each residential community 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, desks, and closets. In order to personalize rooms, students are encouraged to contact their roommate in order to decide what each will bring to their room. Students are expected to supply lamps, bedspreads, drapes, blankets, pillows, and linens. Kitchen, laundry, and vending facilities are located in most residence halls. Study lounges and recreation areas are also available. Fire safety procedures and inspections are part of residence education and are strictly enforced. Residentially Speaking, an information book on Longwood's Residence Education and Housing Program, is available on-line to all students. Information about residence education activities, policies and procedures is available from the Office of Residential and Commuter Life and through the department's web page. Go to [www.longwood.edu/housing](http://www.longwood.edu/housing) to learn more about "Living well at Longwood."

## STUDENT HEALTH AND WELLNESS CENTER

Longwood maintains health and wellness services for students needing medical and preventive health care. A Wellness Coordinator plans a variety of community wellness activities and manages the alcohol and other drug education programming. 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.

ic clubs and honoraries, student governance councils, and religious organizations, among others. The Student Union office, in Lankford 208, 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, musical performances, 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 Assistant Director of the Student Union and Activities advise Lancer Productions students in the design and implementation of programs.

## Students

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

At Longwood, 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 institution, administrative, and faculty bodies and committees that make decisions affecting the student body of Longwood... (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. . .*

### 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 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, 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, communication skills, and service learning. 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 they 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 11 sports (men's and women's basketball, cross country, 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.

The intercollegiate athletic program consists of eight 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 Longwood;
4. Compete successfully with NCAA institutions of similar stature;
5. Provide a positive window of visibility in the media for Longwood;
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 Longwood 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 Longwood shall be conducted in compliance with all policies of the National Collegiate Athletic Association and the educational objectives of Longwood.

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



# Academic Regulations

This section summarizes important information related to the academic work of Longwood. 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 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 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 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 is (a) to help individual students develop to their fullest potential and (b) to improve the educational programs of Longwood. In the case of both the student and Longwood, 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. Longwood may withhold transcripts for three months for graduating seniors who fail to participate.

## Academic Organization

For administrative purposes, Longwood 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 web 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.

### 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

Longwood 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 via WIN 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 March/April 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 Longwood 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 Longwood should go to the Dean's Office of their respective major to initiate Longwood 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 Longwood. Students withdrawing from Longwood should go to the Dean's Office of their respective major to initiate Longwood 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 Longwood 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

Longwood will suspend or expel any student who fails to meet the standards of Longwood 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 six class days) through the 35th day of regularly scheduled classes 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 Longwood 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 available 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 30th day of regularly scheduled classes and are available to students via WIN (Web Information Network) and academic advisors via the student information system.

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 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 stu-

dent'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

Longwood 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

Longwood recognizes outstanding scholarship through its Dean's List which is published at the end of each semester. Students whose names appear on it are those who have earned a semester grade point average of 3.5 - 3.99 on a minimum of 12 semester hours work taken with no grade below "C-." Students eligible for the Dean's List must complete all courses in the semester for which they are registered. A grade of "I" on a student's record prevents consideration for this honor.

## 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 Longwood for the semester (fall or spring) immediately following the semester in which the suspension occurs. A second suspension means required withdrawal from Longwood 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 Longwood 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 POLICY ON STUDENT RECORDS AND ANNUAL NOTIFICATION

Longwood 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 Longwood is limited to that information, including grades, which is necessary and relevant to the purposes of Longwood. 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 Honor Code.

Longwood 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, local address, permanent address, e-mail address, telephone number, digitized photo (as appears on student Longwood 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 Longwood personnel (administrative officers, faculty, or their designees) who have legitimate educational interests as determined by Longwood, such as instruction, advising or educational research, or in performance of other duties promoting necessary functions and management of Longwood 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 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. Longwood 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 Longwood's policy on student records, contact the Office of Registration, Longwood, 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, Longwood 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 Longwood officials. Completion of an investigation shall result in the following actions:

If the Longwood concurs with the challenge, the student's records shall be amended or purged as appropriate; all previous record recipients shall be so notified by Longwood.

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 Longwood.

The names, dates of access, and purposes of all persons or agencies other than appropriate Longwood personnel given access to a student's personal records shall be recorded and maintained. Student records are retained by Longwood for at least one year after completion of work at Longwood. 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 Longwood 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 are available to students via WIN. 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 Longwood 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 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 Longwood'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 MCCC.
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. Longwood 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, Longwood can assume no responsibility for accepting such grades on transfer.*

Longwood 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 Longwood 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

Nancy F. Krippel, Associate Provost & Director

Kathy Charleston, Assistant Director

Susan Finch, Secretary

(See Graduate Catalog for further details)

## Graduate Program

Longwood 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 PreK-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, education and writing, or secondary (6-12) initial licensure.

A senior at Longwood 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 department chair of their major and then the Director of Graduate Studies. 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 graduate admissions committee in each program. 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. Specific requirements for admission are outlined in the *Graduate Catalog*.

# Academic Programs of Study

Longwood 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, 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.
Community Health Education	B.S.
Computer Science	B.A., B.S.
Criminology and Criminal Justice	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	Dance Education	Health Education	Photography
Art History	Earth Science	History	Physics
Art, General	Environmental Studies	International Studies	Political Science
Biology	Economics	Journalism & Professional Writing	Psychology
Business Administration	English	Mathematics	Spanish
Chemistry	French	Music	Sociology
Coaching	Geography	Outdoor Education	Special Education
Communications Studies	German	Philosophy	Theatre
Computer Science	Graphic Design		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 student 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

Longwood 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 Longwood 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.

### The General Education Program

The purpose of the General Education Program at Longwood is the development of disciplined, informed, and creative minds. General Education is the foundation upon which all other learning is built and is therefore the central component of a Longwood education. The program comprises fifteen goals; students may choose among the core courses listed for each. Each core course is specifically designed to address the nine central General Education criteria that all core courses have in common and to help students achieve the outcomes required for a particular goal (see the General Education section of the Catalog for a complete description). A total of 41 hours of core courses is required for the General Education Program.

Major programs may not require or specify courses to be used to satisfy general education goals, with the following exceptions:

- A major program may designate which Goal 12 course its students must take.
- A major program may designate which Goal 13 course its students must take.
- A major program may include the course that its students take to satisfy Goal 13 as a requirement of the major.
- Students who complete a required experience as part of their major course of study are exempted from Goal 15.

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. NOTE: Goals 12, 13, 14, and 15 comprise upper-division requirements that are not fulfilled through articulation agreements.

Veterans who have served six months of active duty may be granted two semester hours of physical education credit (providing they have no previous credit in this area), satisfying Goal 11, based on the Report of Separation (DD214). Additional credit may be given for successful completion of selected service schools. This credit is determined on the basis of recommendations in A Guide to the Evaluation of Educational Experience in the Armed Services. In cases where there is a question regarding the applicability of credit to the student's program of study, the Dean of the appropriate School is consulted and the Dean may consult the appropriate Department Chair.

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.

### Additional Requirements for Specific Degrees

In addition to the 41 hours of core courses required for the General Education Program, students must fulfill the following requirements for specific degrees:

#### Additional Requirements for Specific Degrees

In addition to the 41 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 (3 credits) – 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 (3 credits) – 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; 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)  
Natural Science (4 credits)
4. Bachelor of Science in Business Administration Degree  
Mathematics 181 or 261 or 267 (3 to 4 credits)  
Natural Science (4 credits)
5. Bachelor of Music Degree  
Humanities (6 credits) – in two disciplines and not in the discipline of the major

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

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

## 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 except in the cases specified by the General Education section of this *Catalog*. 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 earn a grade of “C-” or better in 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, typically distributed 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. Instructors must return graded work before the next paper is due, noting areas of strength and weakness on the scoring guide along with the overall grade.
5. Students who have problems with their writing assignments should be encouraged to seek assistance at the Writing Center as early in their writing process as possible.
6. The demonstrated ability to communicate content knowledge effectively through writing must be a factor in the grading for a writing intensive course. Students must earn a grade of "C-" or better in the course in order to apply it toward their writing intensive course requirement. A statement to this effect must be included in the syllabus.

#### 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 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

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

# General Education

## The General Education Program: Purpose, Criteria, Goals, Outcomes, and Core Courses

The purpose of the General Education Program at Longwood is the development of disciplined, informed, and creative minds. General Education is the foundation upon which all other learning is built and is therefore the central component of a Longwood education.

### General Education Course Criteria

All core courses are specifically designed to satisfy the following nine criteria. Together, these criteria define what a General Education course is at Longwood.

Courses satisfying all goals except Goals 12 and 15 will:

1. 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. provide examples of how disciplinary knowledge changes through creative applications of the chosen mode of inquiry.
3. consider questions of ethical values.
4. explore past, current, and future implications (e.g., social, political, economic, psychological or philosophical) of disciplinary knowledge.
5. encourage consideration of course content from diverse perspectives.
6. provide opportunities for students to increase information literacy through contemporary techniques of gathering, manipulating, and analyzing information and data.
7. require at least one substantive written paper, oral report, or course journal and also require students to articulate information or ideas in their own words on tests and exams.
8. foster awareness of the common elements among disciplines and the interconnectedness of disciplines.
9. provide a rationale as to why knowledge of this discipline is important to the development of an educated citizen.

### General Education Goals, Outcomes, and Core Courses

The General Education Program comprises fifteen goals, most of which are addressed by a variety of core courses from which students may choose. A total of 41 hours of core courses is required.

Major programs may not require or specify courses to be used to satisfy general education goals, with the following exceptions:

- A major program may designate which Goal 12 course its students must take.
- A major program may designate which Goal 13 course its students must take.
- A major program may include the course that its students take to satisfy Goal 13 as a requirement of the major.
- Students who complete a required experience as part of their major course of study are exempted from Goal 15.

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. *NOTE: Goals 12, 13, 14, and 15 comprise upper-division requirements that are not fulfilled through articulation agreements.*

In addition to addressing the general education criteria, all courses listed under each goal have also been designed to help students achieve the specific outcomes required for that goal.

Complete course descriptions can be found in the Academic Programs section of this Catalog.

### Lower-Division General Education Goals, Outcomes, and Courses

**GOAL 1.** The development of 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 (one credit).

*Outcomes: Students will*

- Understand the mission of Longwood and how it applies to Longwood experience
- Understand the application of critical thinking skills to multiple situations
- Develop the knowledge and skills that lead to college success

LSEM 100

Longwood Seminar/1 Credit

**GOAL 2.** 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 (three credits).

*Outcomes: Students will*

- Understand and adapt to rhetorical and contextual differences in tasks involving writing, reading, speaking, and listening
- Engage in academic inquiry using and evaluating a variety of sources, incorporating and documenting source material appropriately, and avoiding plagiarism
- Develop flexible processes for engaging in academic writing
- Develop knowledge of conventions for different kinds of texts and demonstrate substantial control of the conventions of Edited American English
- Reflect on and make judgments about their own texts and writing processes

ENGL 150

Writing and Research/3 credits

**GOAL 3.** An understanding of our cultural heritage as revealed in literature, its movements and traditions, through reading, understanding, analyzing, and writing about the major works that have shaped our thinking and provide a record of human experience (three credits). *NOTE: ENGL 150 is a prerequisite for these courses*

*Outcomes: Students will*

- Understand major movements, themes, and values in one or more cultures as revealed in literature
- Analyze literary texts as reflections of cultural movements, themes, and values
- Develop and defend interpretations of literary texts through written discourse

ENGL 201

World Literature/3 credits

ENGL 202

British Literature/3 credits

ENGL 203

American Literature/3 credits

SPAN 341

Survey of Spanish Literature I/ 3 credits

SPAN 352

Survey of Spanish American Literature II/ 3 credits

FREN 341

Survey of French Literature I/ 3 credits

FREN 342

Survey of French Literature II/ 3 credits

GERM 341

Survey of German Literature I/ 3 credits

GERM 342

Survey of German Literature II/ 3 credits

**GOAL 4.** 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 (three credits).

*Outcomes: Students will*

- Recognize and discuss major achievements in the arts
- Use appropriate vocabulary to describe and discuss artistic expression
- Understand appropriate technology and techniques for the production of artistic achievements
- Explain the cultural and historical contexts of artistic achievements
- Recognize and discuss ethical issues associated with the content, exhibition, or performance of artistic works

ART 121	Environmental Design Issues/3 credits
ART 125	Introduction to Studio Art /3 credits
ART 160	Introduction to the Visual Arts/3 credits
MUSC 221	History of Jazz / 3 credits
MUSC 222	History of Rock/3 credits
MUSC 224	Music Appreciation /3 credits
THEA 101	Introduction to the Theatre/4 credits

**GOAL 5.** An understanding of mathematical thought and the ability to conceptualize and apply mathematical logic to problem solving; (three credits at a commonly agreed upon skills level comparable to college algebra). NOTE: Students who complete Calculus (MATH 261 or 267) are exempted from this goal.

*Outcomes: Students will*

- Understand how mathematical and/or statistical models can be used to study real-world situations
- Understand the limitations of and assumptions behind typical mathematical models
- Use mathematical and statistical analysis to interpret such models by testing hypotheses, making predictions, drawing conclusions, checking results for plausibility, and finding optimal results
- Understand when technology might be helpful in mathematical or statistical analysis and apply technology when appropriate

MATH 121	Functions and Graphs/3 credits
MATH 131	Mathematical Thinking/3 credits
MATH 171	Statistical Decision Making/3 credits

**GOAL 6.** 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).

*Outcomes: Students will*

- Understand the major methods of natural science inquiry
- Recognize and explain major contributions of science to our cultural heritage
- Understand how natural science has been used to address significant contemporary issues

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

**GOAL 7.** The exploration of the foundations and history of western civilization in order to use the past as a model for understanding the present. (three credits)

*Outcomes: Students will*

- Understand the historical development of western civilization
- Relate the development of Western civilization to that of other regions of the world
- Discuss how historical cultural developments influence the present day

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

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

*Outcomes: Students will*

- Understand the major methods of social science inquiry
- Recognize and explain major contributions of social science to our cultural heritage
- Understand how social science has been used to address significant contemporary issues

ANTH 106/WSTU 106	Introduction to Women's Studies/3 credits
ECON 112	Economic Issues for the 21st Century/3 credits
HIST 221	United States History Colonial Times to 1877/3 credits
HIST 222	United States History 1877 to Modern Times/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
GEOG 201	Introduction to Geography/3 credits

**GOAL 9.** An understanding of the diversity of other cultures and societies (three credits). NOTE: Students who complete an approved international experience are exempted from this goal.

*Outcomes: Students will*

- Understand the culture, society, and history of groups outside of the Western European tradition
- Employ an appropriate vocabulary and rational argument to discuss complex issues involving race, nationality, gender, ethnicity, class, or sexual orientation
- Understand the concept of ethnocentrism
- Differentiate between personal discomfort and intellectual disagreement in situations where cultures may conflict
- Distinguish between facts and cultural assumptions relating to issues of diversity

ANTH 101	Introduction to Anthropology/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 331	Latin American Civilization and Culture/3 credits
MUSC 225	Introduction to World Music/3 credits

**GOAL 10.** The ability to communicate and function in a globally interdependent world as developed through foreign language study (three credits). NOTE: Students who complete a foreign language course at the 202 level or above as part of the Additional Degree Requirements are exempted from this goal. Foreign language study must be at the 201 level or higher.

*Outcomes: Students will*

- Demonstrate the ability to understand, interpret, and produce both oral and written communication in a foreign language.
  - Demonstrate an understanding of relationships among the products, perspectives, and practices of the culture(s) studied
  - Develop insight into the nature of language and culture
- |          |                                  |
|----------|----------------------------------|
| SPAN 201 | Intermediate Spanish I/3 credits |
| FREN 201 | Intermediate French I/3 credits  |
| GERM 201 | Intermediate German I/3 credits  |



**GOAL 11.** An understanding of issues dealing with physical and mental well being through physical activity (two credits).

*Outcomes: Students will*

- Understand the importance of regular physical activity on wellness throughout one's lifetime
- Acquire skills that enable participation in lifetime physical activity
- Understand how individual decision making and behavior impact personal health
- Recognize the relationships among societal factors and personal health

PHED 101                                      Fitness Concepts/2 credits

RECR 101\*                                  Fitness Concepts/Adaptive Activities/2 credits

\*Permission of Instructor and Director of Disability Services Required

Students may choose one of the following eight sections of this 2 credit course: Aerobic Exercise, Yoga, Cycling, Multiple Activities, Swimming, Water Aerobics, Strength Training, or Restricted Activities.

NOTE: PHED 101 and RECR 101 may be taken only once for credit toward the degree.

Upper-Division General Education Goals, Outcomes, and Courses

NOTE: Goals 12, 13, 14, and 15 comprise upper-division requirements that are not fulfilled through articulation agreements.

**GOAL 12.** The development, through upper-level study in the humanities or the social sciences, of specialized knowledge and skills relevant to the student's broad course of study (three credits). Degree programs may indicate specific requirements for satisfying this Goal.

*Humanities Outcomes: Students will*

- Understand connections between a specific area of the humanities and their own courses of study
- Consider how specialized knowledge and skills from a specific area of the humanities are relevant to a broad course of study

*Social Sciences Outcomes: Students will*

- Understand connections between a specific area of the social sciences and their own courses of study
- Consider how specialized knowledge and skills from a specific area of the social sciences are relevant to a broad course of study

**GOAL 13.** The ability to make informed, ethical choices and decisions and to weigh the consequences of those choices (three credits). This must be a junior- or senior- level course; degree programs may indicate specific requirements for satisfying this Goal.

*Outcomes: Students will*

- Identify the ethical issues implicit in personal behavior and in the operation of political, social, and economic institutions.
- Understand various approaches to making informed and principled choices
- Consider how these approaches might be applied to conflicts in their personal and public lives
- Understand the impact of individual and collective choices in society

CDIS 396	Ethics for Communication Disorders Professionals/3 credits
CMSC/MATH 350	Ethical Issues in Mathematics and Computer Science/3 credits
MANG 474	Business Ethics/3 credits
PHIL 308	Introduction to Ethics/3 credits
PHIL 315	Biomedical Ethics/3 credits
PHIL 316	Environmental Ethics/3 credits
POSC 331	Ancient/Medieval Political Philosophy/3 credits
POSC 332	Modern Political Philosophy/3 credits
PHED 398	Ethics in Sports and Physical Education/3 credits

**GOAL 14.** The ability to synthesize and critically analyze through written discourse and a common educational experience information pertaining to issues of citizen leadership (three credits). The Goal is satisfied through an interdisciplinary advanced writing seminar under the ENGL prefix taken after the student has earned 75 credit hours or obtained the permission of the Chair of the General Education Committee.

*Outcomes: Students will*

- Engage in the process of citizen leadership by investigating multiple perspectives on an important public issue
- Understand the nature of public discourse/debate as determined by purpose, audience, and context
- Choose appropriate formats in writing for a variety of purposes
- Analyze the effectiveness of their own texts and processes for specific rhetorical situations
- Understand how the knowledge, skills, and values learned in general education are interwoven and inter-related, and how they can contribute to the process of citizen leadership

ENGL 450

Active Citizenship: An Advanced Writing Seminar/3 credits

**GOAL 15.** The application of knowledge and skills developed in the student's course of study through completion of an internship, guided field experience, or directed research (one credit).

*Outcomes: Students will:*

- Identify specific objectives to be achieved through the completion of the internship, field experience, or research project
- Evaluate their own progress toward those objectives

**NOTE:** Students who complete a required experience as part of their major course of study are exempted from this goal.

# Southern Virginia Higher Education Center

## STAFF

Amy Lammerts, Director, SVHEC  
Dr. Nancy Krippel, Associate Provost and  
Director of Graduate Studies  
Robin Brown, Program Coordinator, SVHEC  
Tim Owens, Program Coordinator, SVHEC  
Pearl Roberts, Program Assistant, SVHEC  
Lillian Evans, Literacy Coordinator, SVHEC  
Judy Ward, Literacy Assistant, SVHEC  
Sheila Coleman, Secretary, SVHEC  
Nelson Stevens, Technology Specialist, SVHEC

## HIGHER EDUCATION

The mission of the Southern Virginia Higher Education Center is to serve as 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, B.) teacher recertification, C.) professional advancement, and D.) other programs as the need requested by the citizens of South Central Virginia. Additional offerings include a vocational, leisure time and children's programs. Higher Education represents Longwood as a general outreach arm of Longwood.

## OFF-CAMPUS PROGRAMS

Degree programs or special courses are scheduled at selected off-campus sites. Longwood operates the Southern Virginia Higher Education Center (SVHEC) and offers many site courses.

## COMMUNITY PROGRAMS

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

## SOUTHERN VIRGINIA HIGHER EDUCATION CENTER

The mission of the Southern Virginia Higher Education Center 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 Southern Virginia Higher Education Center 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 Southern Virginia Higher Education Consortium, consisting of three members — Longwood College, Southside Virginia Community College, and Danville Community College, govern the operation of the Southern Virginia Higher Education Center.

# Honors Programs

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 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 (cum honore) 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 the Honors floor of the Academic Residence Community (ARC); upperclass students may elect to stay on the in ARC, and they may apply for admission to the National Honors Semester, held each semester at a designated campus in the U.S. or abroad.

## 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 Longwood 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 COLLEGES, DEPARTMENTS, AND PROGRAMS

## COLLEGE OF BUSINESS AND ECONOMICS - 74-96

Department of Accounting, Economics, and Finance - 78-81, 82-84  
Department of Management, Marketing, and  
Computer Information Management Systems - 78-81, 82-84  
Department of Military Science - 84

## COLLEGE 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

## COLLEGE OF LIBERAL ARTS AND SCIENCES - 149-300

International Studies - 150-151  
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 - 225-234  
Department of Music - 235-248  
Department of Natural Sciences - 249-279  
Department of Psychology - 280-285  
Department of Sociology, Anthropology, and Criminal Justice Studies - 286-300

# COLLEGE OF BUSINESS AND ECONOMICS

Accredited by AACSB International – The Association to Advance Collegiate Schools of Business

Earl F. Gibbons, Jr., *Dean*

Melinda I. Fowlkes, *Assistant Dean*

Janet C. Evans, *Executive Secretary to the Dean*

Kathy C. Dunnavant, *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*



# College of Business and Economics

Earl F. Gibbons, Jr., *Dean and Associate Professor of Management*  
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 C. Evans, *Executive Secretary to the Dean*  
Kathy C. Dunnavant, *Executive Secretary to the Faculty*

## Faculty

Cheryl L. Adkins, Ph.D., *Professor of Management*  
C. Mitchell Adrian, D.B.A., *Associate 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*  
Cheryl F. Davis, M.S., *Lecturer in Management*  
Mary A. Flanigan, Ph.D., CPA, *Associate Professor of Accounting*  
Melinda I. Fowlkes, M.B.A., CPA, *Assistant Professor of Business*  
Earl F. Gibbons, Jr. Ph.D., *Associate Professor of Management*  
Sally W. Gilfillan, M.S. Acct., CPA, *Associate Professor of Accounting*  
Drew L. Harris, Ph.D., *Associate Professor of Management*  
Wen-Jang Jih, Ph.D., *Professor of Computer Information Systems*  
Claire R. LaRoche, J.D., M.B. A., *Assistant Professor of Business Law*  
Linda K. Lau, Ph.D., *Assistant Professor of Information Systems*  
David Lehr, Ph.D., *Assistant Professor of Economics*  
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., *Associate 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 30 undergraduate-only business schools accredited by AACSB International, 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:

- Gather customer and market-based input to ensure that all Business School processes prepare students for 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 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 proficiency in:

- 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.
- Multicultural awareness: Appreciate cultural diversity; take multiple perspectives in human relations.

### *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 may be admitted into the School of Business and Economics.

## GENERAL GUIDELINES

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

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

## GENERAL REQUIREMENTS

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

## BUSINESS ADMINISTRATION DEGREE PROGRAM

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

In addition to meeting Longwood's graduation requirements, students earning the BSBA degree are subject to the following constraints:

- A minimum of 50 percent of the total business hours must be taken at Longwood.
- No more than 50 percent of the credits that satisfy the BSBA degree may be in business courses.

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

### Concentration Areas

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

**Accounting:** Students concentrating in accounting take courses that provide both technical instruction and a managerial perspective relevant to a career in accounting. The accounting concentration is designed to prepare students to be professional accountants in industry, government, or public practice. Students who complete the requirements for a concentration in accounting meet the specified content requirements to take the Virginia Certified Public Accountant examination. However, students taking the exam after July 1, 2006, will need a total of 150 credit hours to sit for the exam.

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

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

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

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

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

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

A. General Education Core Requirements– 41 credits See General Education Requirements listed on pages 64-69.

Lower Level General Education – 31 credits

Upper Level General Education - 10 credits – Business Students must take:

- ECON 319 International Economics (Accounting concentrators may take any upper level Economics course) for Goal 12
- MANG 474 Business Ethics for Goal 13
- Internship 492 in their area of concentration for Goal 15

B. Additional Degree Requirements 7-8 credits

Natural Science/4 credits

Choose one of the following:

MATH 181	Finite Mathematics/3 credits
MATH 261	The Differential and Integral Calculus/4 credits
MATH 267	Applications of Calculus/4 credits

C. Major Requirements 42-45 credits (plus 7 to 10 credits counted in General Education)

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

- |   |  |
|---|--|
| 1) General Core   | 36 credits (4 credits counted in upper-level General Education)                    |
| 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  |
| ECON 217  | Principles of Economics (Micro Emphasis)/3 credits                                 |
| ECON 218  | Principles of Economics (Macro Emphasis)/3 credits                                 |
| FINA 350  | Principles of Finance/3 credits  |
| MANG 275  | Business Statistics/3 credits  |
| MANG 291  | Business Communication/3 credits   |
| MANG 360  | Principles of Management/3 credits   |
| MANG 474  | Managing Business Ethics and Diversity/3 credits (Meets General Education Goal 13) |
| MANG 497  | Business Policy/3 credits  |
| MARK 380  | Principles of Marketing/3 credits  |
| ACCT, CIMS, ECON, FINA, MANG, or MARK 492 – Internship/1 credit (Meets General Education Goal 15) |  |

- 2) Functional Competencies 6 – 9 credits (3 credits counted in upper-level General Education for all concentrations except Accounting)

Concentrations require one course from each group as indicated:

**International Issues:**

ACCT 447	International Accounting/3 credits (Accounting) In addition, accounting students take a three credit 300-400 level economics course to fulfill General Education Goal 12
ECON 319	International Economics/3 credits (Meets General Education Goal 12) (Computer Information Management Systems, Economics, Finance, Management, and Marketing).

**Information Systems:**

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

**Quantitative Methods:**

ACCT 342	Cost Accounting/3 credits (Accounting)
ECON 309	Managerial Economics/3 credits (Economics, Finance)
MANG 363	Introduction to Management Science/3 credits (Computer Information Management Systems, Management, and Marketing).

**D. Business Concentration Requirements**

In addition to completing the major requirements, each candidate for the B.S.B.A. degree shall satisfy the additional specific requirements of one of the following concentrations. Students must declare a concentration prior to registering for the second semester of their junior year but are strongly encouraged to do so earlier.

**Business Concentration Requirements - Accounting 24, Management 15, all others 18 credits.**

**ACCOUNTING -24 credits**

ACCT 340	Intermediate Accounting I/3 credits
ACCT 341	Intermediate Accounting II/3 credits
ACCT 344	Tax Accounting I/3 credits
ACCT 346	Intermediate Accounting III/3 credits
ACCT 442	Auditing/3 credits

Select three of the following:

ACCT 345	Tax Accounting II/3 credits
ACCT 441	Accounting Theory/3 credits
ACCT 443	Governmental Not-For-Profit and Advanced Accounting/3 credits
ACCT 445	Law for Accountants/3 credits
ACCT 495	Special Topics in Accounting/1-3 credits

**COMPUTER INFORMATION MANAGEMENT SYSTEMS - 18 credits**

CIMS 272	Introduction to Business Programming/3 credits
CIMS 373	Database Management/3 credits
CIMS 471	Introduction to Systems Analysis and Design/3 credits
CIMS 473	Network Communications/3 credits

Select two of the following:

CMSC 204	Introduction to Programming/3 credits
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CIMS 372	COBOL Programming/3 credits
CIMS 375	Web Design and Development/3 credits
CIMS 495	Special Topics in Computer Information Systems/1-3 credits

#### **ECONOMICS – 18 credits**

ECON 317	Intermediate Microeconomics/3 credits
ECON 318	Intermediate Macroeconomics/3 credits
ECON 461	Senior Seminar/3 credits
Economics electives/9 credits 300–400 level, ECON 492 cannot be used as economics elective	

#### **FINANCE – 18 credits**

FINA 353	Managerial Finance/3 credits
FINA 450	Financial Management/3 credits
FINA 451	Investment Analysis and Portfolio Management/3 credits
FINA 452	Financial Markets and Institutions/3 credits

Select two of the following:

ACCT 340	Intermediate Accounting I/3 credits
ACCT 341	Intermediate Accounting II/3 credits
ACCT 342	Cost Accounting/3 credits
ACCT 344	Tax Accounting I/3 credits
ACCT 345	Tax Accounting II/3 credits
CIMS 471	Introduction to Systems Analysis and Design/3 credits
ECON 308	Money and Banking/3 credits
ECON 317	Intermediate Microeconomics/3 credits
ECON 318	Intermediate Macroeconomics/3 credits
ECON 414	Econometrics and Forecasting/3 credits
FINA 351	Risk Management/3 credits
FINA 354	Working Capital and Treasury Function/3 credits
FINA 495	Special Topics in Finance/1-3 credits
*MATH 261	The Differential and Integral Calculus/5 credits
or MATH 262	The Differential and Integral Calculus/5 credits
*MATH 267	Applications of Calculus/4 credits
*Cannot be used both as a FINA elective and to meet BSBA additional degree requirement.	

#### **MANAGEMENT – 15 credits**

MANG 362	Organization Behavior/3 credits
MANG 465	Human Resource Management/3 credits

Select three of the following:

MANG 364	Negotiation and Conflict Resolution/3 credits
MANG 365	Breakthrough Work Teams/3 credits
MANG 466	Industrial Relations/3 credits
MANG 467	International Management/3 credits
MANG 495	Special Topics in Management/1-3 credits

#### **MARKETING - 18 credits**

MARK 381	Marketing Research/3 credits
MARK 383	Consumer Behavior/3 credits
MARK 482	Marketing Strategy/3 credits

Select three of the following:

MARK 382	Professional Selling/3 credits
MARK 384	International Marketing/3 credits

MARK 385	Business Logistics/3 credits
MARK 387	Principles of Retailing/3 credits
MARK 480	Advertising/3 credits
MARK 487	Sales Management/3 credits
MARK 488	Electronic Marketing/3 credits
MARK 495	Special Topics in Marketing/1-3 credits

E. Non-business Electives: Accounting, 5 credits; all other concentrations, 4 credits.

F. General Electives: Accounting, none; Management, 11 credits; all other concentrations, 8 credits.

G. Total Credits Required for Bachelor of Science in Business Administration with a concentration in Computer Information Management Systems, Economics, Finance, Management, or Marketing: 120; for Accounting: 122.

## MINOR IN BUSINESS ADMINISTRATION

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

Business Administration - 21 credits

ACCT 240 Principles of Accounting I/3 credits

ACCT 242 Principles of Accounting II/3 credits

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

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

FINA 350\* Principles of Finance/3 credits

MANG 360\*\* Principles of Management/3 credits

MARK 380 Principles of Marketing/3 credits

\*Prerequisites to FINA 350: ACCT 242; CIMS 170; ECON 217 & 218; and one of the following: MANG 275, MATH 171, or MATH 271.

\*\* Prerequisite to MANG 360: PSYC 101 or SOCL 101.

## ECONOMICS DEGREE PROGRAM

Two degrees in economics are offered: the Bachelor of Science and the Bachelor of Arts. Both degrees are designed to offer the student flexibility in fashioning the major. Students are taught to think critically about typical issues faced in business and social policy and how to analyze their implications. Emphasis is placed on exposing the student to decision-making tools used in a variety of career paths. In addition to preparing students to enter the business world, a major in economics is a traditional pre-law degree since students with an economics degree enter law school with well-refined analytical tools and an ability to think critically. All economics majors are required to take at least 36 hours of economics courses.

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

The second track, the Public Policy Concentration, allows students to study Economics while focusing on public policy and social issues. Economics is combined with Political Science and Sociology to provide a Liberal Arts orientation.

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

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



## ECONOMICS MAJOR, B.S. DEGREE

### A. General Education Core Requirements 41 credits – See General Education Requirements listed on pages 64-69

Lower Level General Education – 31 credits

Upper Level General Education - 10 credits – Economics students must take

- Econ 492 Internship for Goal 15

### B. Additional Degree Requirements - 7 or 8 credits

Natural Science/4 credits

Choose one of the following:

MATH 164	Precalculus/3 credits
MATH 181	Finite Mathematics/3 credits
MATH 261	The Differential and Integral Calculus/4 credits
MATH 267	Applications of Calculus/4 credits

### C. Major Core Requirements - 27 credits (plus 1 credit counted in upper-level General Education

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 317 Intermediate Microeconomics/3 credits

ECON 318 Intermediate Macroeconomics/3 credits

ECON 414 Econometrics and Forecasting/3 credits

ECON 461 Senior Seminar/3 credits

ECON 492 Internship/1 credit (Meets General Education Goal 15)

(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.)

MANG 275 Business Statistics/3 credits

CIMS 170 Computer Application/3 credits

### D. Economics Concentration Requirements

In addition to completing the major core requirements, each candidate for the B.S. in Economics degree shall satisfy the additional specific requirements of one of the following concentrations.

#### BUSINESS ECONOMICS – 27 credits

ECON 319 International Economics/3 credits

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

ACCT 240 Principles of Accounting I/3 credits

ACCT 242 Principles of Accounting II/3 credits

FINA 350 Principles of Finance/3 credits

#### PUBLIC POLICY – 33 credits

ECON 302 Law for Economists/3 credits

ECON 313 Public Economics/3 credits

ECON 314 Environmental and Resource Economics/3 credits

ECON 319 International Economics/3 credits

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

COMM 101 Oral Communication/3 credits

POSC 370 Public Administration/3 credits

Select one of the following:

POSC 255 Introduction to Comparative Politics/ 3 credits

POSC 343 American Foreign Policy/3 credits

POSC 441 International Relations/3 credits

Select one of the following

SOCL 301	Issues in Criminal Justice/3 credits
SOCL 350	Power and Privilege: Social Stratification/3 credits
SOCL 360	Urban Sociology/3 credits
SOCL 375	Criminology/3 credits
SOCL 376	Sociology of Law/3 credits

**NO CONCENTRATION – 15 credits**

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

**E. General Electives:**

Business Economics concentration: 17 or 18 credits. No more than 21 elective credits in total 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: 11 or 12.

No Concentration: 29 or 30 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 41 credits – See General Education Requirements listed on pages 64-69.**

Lower Level General Education – 31 credits

Upper Level General Education - 10 credits – Economics students must take:

- Econ 492 Internship for Goal 15

**B. Additional Degree Requirements - 6 credits - See Additional Degree Requirements for Bachelor of Arts Degree listed on pages 61-62.**

Humanities (3 credits) – not in the discipline of the major.

Foreign Languages (3 credits) – at the 202-level or above (Meets General Education Goal 10)

**C. Major Requirements 57 - 64 credits (plus 1 credit counted in General Education)**

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 (1 credit counted in General Education as Goal 15) (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.)
ECON	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 and foreign language general education goal 10)

D. General Electives 9 - 16 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.

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

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

ACCOUNTING 341. *Intermediate Accounting II*. Continuation of ACCT 340. Accounting for assets, liabilities, stockholders' equity, and cash flows; financial statement disclosure and analysis; additional topics related to current developments in accounting. Offered spring semester only. Prerequisite: ACCT 340. 3 credits.

ACCOUNTING 342. *Cost Accounting*. The study of basic cost accounting systems and concepts. Consideration of inventory costing, cost variance analysis, budgeting, and managerial decision-making based on economic considerations. Offered spring semester only. Prerequisite: ACCT 242 with a C- or better. 3 credits.

ACCOUNTING 344. *Tax Accounting I*. A comprehensive study of income tax problems relating to individuals. These topics, among others, will be studied: income, exclusions, gain or loss on sales, exchange and involuntary conversions, deductions, exemptions and credits. Offered fall semester only. Prerequisite: ACCT 242 with a C- or better. 3 credits. \*\*

ACCOUNTING 345. *Tax Accounting II*. A comprehensive study of income tax problems relating to partnerships, corporations, specially taxed corporations, estates and trusts. Offered spring semester only. Prerequisite: ACCT 344. 3 credits.

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

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

ACCOUNTING 441. *Accounting Theory*. A study of current issues in accounting, including generally accepted accounting principles, APB opinions, and FASB statements. Prerequisite: ACCT 346. 3 credits. \*\*

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

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

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

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

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

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

**ACCOUNTING 492. *Internship: Accounting.*** 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.

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

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

## COMPUTER INFORMATION MANAGEMENT SYSTEMS COURSE DESCRIPTIONS

Writing Intensive Course \*\*

**COMPUTER INFORMATION MANAGEMENT SYSTEMS 170. *Computer Applications.*** The course utilizes several common business software applications to explore how these tools are used in typical business environments. The course enhances the students' knowledge of tools needed for upper-level courses in the School of Business and Economics, as well as their knowledge of computer concepts that are required in the business world. 3 credits.

**COMPUTER INFORMATION MANAGEMENT SYSTEMS 272. *Introduction to Business Programming.*** The course emphasizes analysis of existing systems and designs of new systems using common structured and object-oriented modeling tools. It also includes the development of information systems from the analysis of present information flow, system specifications, and modeling. Prerequisite: CIMS 170. 3 credits.

**COMPUTER INFORMATION MANAGEMENT SYSTEMS 295. *Special Topics.*** Selected topics in computer information management systems. The topics may vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

**COMPUTER INFORMATION MANAGEMENT SYSTEMS 311, 312. *Studies Abroad.*** Primarily intended for transfer of credit earned abroad in courses in computer information management systems. 1-18 credits.

**COMPUTER INFORMATION MANAGEMENT SYSTEMS 370. *Management Information Systems.*** A general overview of information systems. Planning, designing and implementing information management systems. Emphasis is on application of the systems. Prerequisite: CIMS 170. 3 credits.

COMPUTER INFORMATION MANAGEMENT SYSTEMS 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 and 373. 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 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 time-



ly 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 SOLs will be discussed. Course taught through Longwood 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 SOLs will be addressed. Course taught through the Longwood 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 legisla-

tion, pricing regulations, and rate of return regulations such as those commonly imposed on public utilities. Prerequisite: ECON 217. 3 credits.

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

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

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

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

**ECONOMICS 492. *Internship: Economics.*** 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.

**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. Offered fall semester only. 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. Offered spring semester only. 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. Offered fall semester only. 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. Offered spring semester only. 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 364.** *Negotiation and Conflict Resolution.* A study of negotiation and conflict resolution theory and application in various settings, with simulations. Demonstrations and role plays provide for skill development as managers resolving conflict for themselves, with subordinates, and in teams. Course also covers designing organizational systems to manage conflict. Prerequisite: MANG 360. 3 credits. \*\*

**MANAGEMENT 365.** *Breakthrough Work Teams.* Experiential approach to applying psychological, social, and structural theories and methods towards improving personal effectiveness in group settings and breakthrough performance for work teams. Prerequisite: MANG 360. 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 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 280. *Fundamentals of Marketing*. Fundamentals of marketing is a survey course designed for the nonbusiness major. This course will introduce the student to a broad range of marketing concepts, ideas, and topics for a variety of perspectives. 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 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 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.** *Basic Military Science.* The course introduce students to fundamental components of service as an officer in the United States Army. These initial lessons form the building blocks of progressive lessons in values, fitness, leadership and officership. Additionally, the semester addresses life skills, including fitness, communications theory and practice (written and oral), and interpersonal relationships. Prerequisite: Freshmen or sophomore class standing, or permission of the department chair. 1 credit.

**MILITARY SCIENCE 102.** *Introduction to Problem Solving, Decision Making and Leadership.* This course introduces the 'life skills' of problem solving, decision-making, and leadership designed to help students in the near-term as leaders on campus. The class will help students be more effective leaders and managers in the long-term, whether they serve in the military or as leaders in civilian life. Topics addressed include critical thinking, problem solving methods, leadership theory, followership, group cohesion, goal-setting and feedback mechanisms. Lessons are taught in a seminar format, emphasizing student discussions and practical exercises. Prerequisite: Freshman or sophomore class standing, or permission of the department chair. 1 credit.

**MILITARY SCIENCE 201.** *Military Leadership I.* This course is designed to develop leadership through activities that focus on self-knowledge, self-confidence, individual leadership skills, teamwork skills, and leadership concepts. Topics include, but are not limited to, personal development, goal setting, communication, problem solving and decision-making. In-class activities include orienting and ropes classes. Prerequisite: Military Science 101 or permission of departmental chair. 2 credits.

**MILITARY SCIENCE 202.** *Military Leadership II.* This course builds on the foundations set in MISC 201 and is designed to develop leadership through activities that focus on self-knowledge, self-confidence, and individual leadership skills, teamwork skills, and leadership concepts. Topics include, but are not limited to, personal development, goal setting, communication, problem solving, and decision-making. In-class activities include orienteering and leadership reaction course. Prerequisite: MISC 201 or permission of the departmental chair. 3 credits.

**MILITARY SCIENCE 204.** *Leader's Training Course.* Five-week summer course consisting of leadership training at Fort Knox, Kentucky. Completion of this course equates to completion of MISC 101-202 and enables students to enroll in the advanced military leadership courses. Amount of academic credit awarded depends upon the amount of basic military leadership credit previously earned. Travel pay and salary provided through Department of Military Science and Leadership. Graded pass/fail. Prerequisite: Enrollment into the ROTC Program, military service obligation and permission of the departmental chair required. 0-6 semester hours. 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 or 302.** *Fundamentals of Military Leadership and Training.* Instruction and case studies which build leadership competencies and military skills in preparation for future responsibilities as army officers. Specific instruction in the principles of war, decision-making processes, planning models, and risk assessment. Advanced leadership instruction focuses on motivational theory, the role and actions of leaders, and organizational communications. Specific instruction is given in individual leader development, planning and execution of small unit operations, individual and team development, and the army as a career choice. Prerequisite: Completion of MISC 202, MISC 204, or permission of the departmental chair. 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

# COLLEGE OF EDUCATION AND HUMAN SERVICES

Sue McCullough, *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

George Stonikinis, Chair

Kim Wingo, 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 Graduate Catalog.
7. Grade of "Pass" in EDUC 299, Admission to Teacher Preparation. (Note: Normally students desiring admission to teacher preparation enroll in EDUC 299 in the first semester of the sophomore year. Students transferring to Longwood with at least Junior status should enroll in EDUC 299 during their first semester at Longwood. All other students must contact the Office of Student Teaching to determine the semester in which they should enroll in EDUC 299.)
8. Elementary education, secondary education, and NK-12 teacher education students will not be permitted to enroll in 300-400 level EDUC courses without a grade of "Pass" in EDUC 299, Admission to Teacher Preparation. Special education students will not be permitted to enroll in SPED 321 or SPED/EDUC courses above this level without a grade of "Pass" in EDUC 299, Admission to Teacher Preparation.

## 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 discipline-based introduction to teaching course. Two evaluations will be completed on each student and submitted directly to the chair of the department at the time final grades for these courses are submitted to the 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. 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.

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. 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*  
 Frank Howe, Ph.D., *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). Since the Liberal Studies major and most of the Education course sequence are required for both elementary and middle school endorsement, students are encouraged to consider seeking endorsement for both.

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/2 credits
*EDUC 299	Admission to Teacher Preparation/0 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)
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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)
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EDUC 380	Classroom Assessment/2 credits
EDUC 484	Media and Technology/1 credit
EDUC 487	Classroom Management and System Issues/3 credits
SPED 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.)

\* Students must earn a "Pass" in EDUC 299 before they will be permitted to enroll in any subsequent 300-400 level EDUC courses.

### Professional Semester:

EDUC 400	Directed Teaching in the Elementary and Middle School /11 credits
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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 to teach at the middle school level, grades 6-8, are encouraged to add this endorsement to the elementary endorsement defined above. All Liberal Studies requirements and most of the Education requirements are the same for the two endorsements.

Students seeking to add a middle school endorsement to an elementary endorsement may do so by completing the following four additional credit hours of Education courses for the middle grades, taking designated courses in two arts and sciences subject areas (see Liberal Studies entry), and choosing Education 400 for student teaching.

EDUC 327	Teaching Reading and Language Arts in the Middle School Grades (6-8)/2 credits
EDUC 452	Curriculum in the Middle School (6-8)/2 credits

Students seeking middle school endorsement only must complete concentrations in two subject areas (see Liberal Studies) and the following 40 credits of education courses:

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/2 credits
* EDUC 299	Admission to Teacher Preparation/0 credits
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
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*Take fall or spring semester:*

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

\* Students must earn a "Pass" in EDUC 299 before they will be permitted to enroll in any subsequent 300-400 level EDUC courses.

**Professional Semester:**

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

EDUC 405	Directed Teaching in the Middle School / 11 credits
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EDUC 488	Education Seminar/1credit
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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 299	Admission to Teacher Preparation/ 0 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
SPED 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)	

\* Students must earn a "Pass" in EDUC 299 before they will be permitted to enroll in any subsequent 300-400 level EDUC courses.

### Practicum:

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

EDUC 265	Practicum I (middle school level)/3 credits
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*Take in First Summer School Session at end of sophomore or junior year:*

EDUC 370	Practicum II (secondary level)/3 credits
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(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 Longwood. 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 299. *Admission to Teacher Preparation*. Required of all students applying for admission to teacher preparation programs. 0 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 and 299. 3 credits.

EDUCATION 311-312. *Studies Abroad*. Primarily intended for transfer of credit earned abroad in courses in education. Prerequisite: EDUC 299. 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 and 299 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 and 299 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 and 299 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 Longwood supervision. In addition, instruction and follow-up will occur. Prerequisite: EDUC 265 and 299. 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. Prerequisite: EDUC 299. 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. Prerequisite: EDUC 299. 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. Prerequisite: EDUC 299. 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. Prerequisite: EDUC 299. 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 and 299 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 and 299 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 and 299 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 SOLs. Required of all majors seeking licensure at the secondary level. Prerequisites: EDUC 245, 260 and 299. 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. Prerequisite: EDUC 299. 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 299 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. Prerequisite: EDUC 299. 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. Prerequisite: EDUC 299. 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. Prerequisite: EDUC 299. 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. Prerequisite: EDUC 299. 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*

Christopher Jones, Ph.D., *Assistant Professor of Special Education*

Peggy L. Tarpley, Ph.D., *Associate Professor of Special Education and Area Coordinator*

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 with a concentration 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 licensed 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

\*\*EDUC 299 Admission to Teacher Preparation/0 credits

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

\*\* Students must earn a "Pass" in EDUC 299 before they will be permitted to enroll in SPED 321 or SPED/EDUC courses above this level.

#### 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, and 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,	
SPED 601	Collaborative Special Education Research/3 credits
OR,	
EDUC 699	Comprehensive Examination Option/0 credits***
SPED 689	Seminar of Current Issues in Special Education/3 credits
SPED 690	Internship/3 credits

\*\*\* Students selecting the Comprehensive Examination option must complete a three-credit class in lieu of SPED 600 or SPED 601 and register for the comprehensive examination. (See Graduate Catalog). Suggested three-credit classes for the comprehensive examination option include: EDUC 549, EDUC 571, 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, student teaching, internship, and assessment 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, and 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. Prerequisites: EDUC 299 and SPED 202.

**SPECIAL EDUCATION 322.** *Mathematics, Science, and Social Studies Adaptations for Students with LD, E/BD, and MR.* Emphasis on strategies, accommodations, modifications, and collaboration for content areas such as mathematics, social studies, and science. Prerequisites: EDUC 299 and 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. Prerequisite: EDUC 299. 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 and EDUC 299. 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. Prerequisite: EDUC 299. 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 and EDUC 299.

**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. Prerequisite: EDUC 299. 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 environment. 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 and EDUC 299.

**SPECIAL 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. Prerequisite: EDUC 299. 3 credits.

**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. Prerequisite: EDUC 299. 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. Prerequisite: EDUC 299. 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 and assistive technology for individuals with disabilities. 3 credits.

**SPECIAL EDUCATION 595.** *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 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 601.** *Collaborative Special Education Research.* This credit is awarded for research conducted with a Longwood professor. A student will design, conduct, evaluate, discuss, and disseminate the results of his/her collaborative research project. The product of this research will be an article submitted for possible publication in a professional journal. Prerequisite: SPED 689. 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

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

### COMMUNICATION DISORDERS MAJOR

#### B.A. OR B.S. DEGREE

- A. General Education Requirement. 41 credits.  
See General Education Requirements listed on pages 64-69.  
Communication Disorders majors must take CDIS 396 to satisfy General Education Goal 13.
- B. Additional Degree Requirements, B.A. 6 credits.  
Additional Degree Requirements, B.S. 7 credits.  
See Degree Requirements listed on pages 61-11663.
- C. Major Requirements. 52 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 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 389 | Observation of Speech/Language Pathologist or Audiologist/2 credits                   |
| CDIS 396 | Ethics In Communication Disorders/3 credits<br>(satisfies General Education Goal 13)  |
| 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<br>(one credit satisfies General Education Goal 15) |
| EDUC 245 | Human Growth and Development/3 credits  |
- D. General Electives, B.A. Degree: 21 credits.  
General Electives, B.S. Degree: 20 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 development, how language evolves from infancy through adulthood, and emerging literacy in relation to language. 3 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 International 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 389.** *Observation of Speech-Language Pathologist or Audiologist.* Observation of SLP or Audiologist and large group instruction. Prerequisite: CDIS 201. 2 credits.

COMMUNICATION DISORDERS 396. *Ethics in Communication Disorders*. An introduction to ethics designed to help the student to make informed, ethical choices and decisions and to weigh the consequences of those choices. Specific emphasis will be placed on ethical issues in communication disorders. Prerequisite: CDIS 201 or consent of instructor. 3 credits.\*

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 neurology, cerebral palsy, aphasia, dysarthria, traumatic brain injury, dysphagia, and right hemisphere disorder. Prerequisites: CDIS 313 and CDIS 375. 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. 1-3 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 314, CDIS 389, 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 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*

Kristen McAleavey-Eng, 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. 41 credits

See General Education Requirements listed on pages 64-69.



B. Additional Requirements for B.A. Degree. 6 credits

Additional Requirements for B.S. Degree. 7 credits

See Degree Requirements listed on pages 61-62.

C. Major Requirements. 68 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 (one credit satisfies General Education Goal 15)
Social Work Electives/11 credits	

D. General Electives for B.A. Degree – 5 credits

General Electives for B.S. Degree – 4 credits

E. Total Credits Required for B.A. or B.S. in Social Work - 120 credits

## SOCIAL WORK COURSE DESCRIPTIONS

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.

**SOCIAL WORK 427.** *Advanced Interventive Means.* Continued development of generic skills and values at the advanced level for professional practice. Emphasis is placed on integration of knowledge into techniques and strategies for human service delivery. Prerequisite: SOWK 392. 3 credits. \*\* Only those students who are candidates for the degree in social work may be admitted.

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

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

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

**SOCIAL WORK 490. *Directed or Independent Study.*** Must be approved by the head of the department. May be repeated. 1-18 credits.

**SOCIAL WORK 492. *Senior Internship in Social Work.*** Educationally-directed student learning in selected settings. Students learn by participating in the delivery of social services to individuals, small groups, families, organizations, and/or communities. At least 40 hours per week in an agency for 15 weeks. Prerequisite: SOWK 427 and 2.25 GPA average overall and in major courses. Corequisites: SOWK 401, 404 and 407. 12 credits. Only those students who are candidates for the degree in social work may be admitted.

**SOCIAL WORK 495. *Special Topics.*** Selected topics in Social Work. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. 1-3 credits.

**SOCIAL WORK 498. *Honors Research in Social Work.*** Students conduct research in social work under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits.

# Department of Health, Physical Education, Recreation, and Dance

Bette L. Harris, *Chair*

Chris Freeland, *Secretary*

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

## Faculty

Robert J. Beaudet, Jr., Ph.D., *Assistant Professor of Physical Education*

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

J. Charles Blauvelt, Ph.D., *Associate Professor of Physical Education*

Loretta E. Coughlin, M.S., *Lecturer in Physical Education*

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

Charlotte L. Guynes, Ph.D., *Assistant Professor of Health Education*

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

Judith R. Johnson, Ph.D., *Associate Professor of Physical Education*

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

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

Cathy J. Roy, Ph.D., *Assistant Professor of Exercise Science*

Patricia L. Williams, Ph.D., *Assistant Professor of Health Education*

Rodney Williams, B.A., *Artist-in-Residence, Dance*

## COMMUNITY HEALTH EDUCATION PROGRAM

### Faculty

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

Charlotte L. Guynes, Ph.D., *Assistant Professor of Health Education*

Patricia L. Williams, Ph.D., *Assistant Professor of Health Education*

The program in Community Health Education is designed to prepare students for a career in health education in community settings. As a profession that bridges the gap between health information and health practices, community health education offers employment opportunities in a variety of settings: community-based organizations and agencies such as public health departments and voluntary non-profit organizations; health care facilities such as clinics, hospitals, health maintenance organizations, and nursing homes; as well as in corporate settings. Graduates of this program are eligible to sit for the Certified Health Education Specialist (CHES) exam and to apply for advanced study in a variety of health education/health promotion graduate programs.

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. 41 credits

See General education Requirements listed on pages 64-69.

### B. Additional Degree Requirements. 7 credits

BIOL 206	Anatomy and Physiology/4 credits*
MATH 171	Statistical Decision Making/3 credits

### C. Major Requirements. 72 credits

#### *Theory*

HLTH 200	Introduction to Public Health/3 credits*
HLTH 205	Health and Wellness/3 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/3 credits
HLTH 366	Public Health Issues/3 credits
HLTH 415	Health Promotion Programming II/4 credits
HLTH 492	Internship in Public Health/12 credits (one credit satisfies General Education Goal 15)
HLTH 495	Special Topics/3 credits

#### *Support Courses*

BIOL 207	Anatomy and Physiology/4 credits*
ENGL 214	Technical Writing/3 credits
PSYC 131	Introduction to Psychology/3 credits
SOCL 370	Medical Sociology/3 credits
COMM 200	Fundamentals of Communication/3 credits
RECR 437	Group Dynamics/3 credits

#### *Content Courses*

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 the Community Health Education 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

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

Robert J. Beaudet, Jr., Ph.D., *Assistant Professor of Physical Education*

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

J. Charles Blauvelt, Ph.D., *Associate Professor of Physical Education*

Charlotte L. Guynes, Ph.D., *Assistant Professor of Health Education*

Judith R. Johnson, Ph.D., *Associate Professor of Physical Education*

### PHYSICAL AND HEALTH EDUCATION TEACHER EDUCATION (PHETE)

The PHETE program prepares students to meet State licensure requirements to teach both health and physical education from pre-kindergarten through 12th grade. Students can also elect to become certified to teach Driver Education. Our program is a competency-based, fieldwork intensive curriculum that ensures students obtain teaching experiences throughout their academic career. As a result, graduates tend to enter the workforce confident in their ability to deal with the many challenges faced by public school teachers in K-12 settings.

Admission to the teacher education program requires that by the end of the sophomore year the students 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 possess an overall grade point average of 2.50. Transfer student's have two semesters to complete the above requirements. All physical education majors must make a minimum grade of "C" on each course taken as a part of the discipline-based courses (PHED 150, 175, 280, 350, 351, 380 and 381. 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. 41 credits  
See General Education Requirements listed on pages 64-69.
- B. Additional Degree Requirements, 7 credits
  - BIOL 206                      Human Anatomy and Physiology/4 credits
  - Math 171                     Statistical Decision Making/3 credits
- C. Major Requirements. 80-81 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 1-2 credits from the following:

PHED 211	Intermediate Swimming/1 credit
PHED 212	Lifeguarding and Emergency Water Safety/2 credits
PHED 315	Water Safety Instructor/2 credits

TOTAL CREDITS/11-12

### *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	Pedagogy I: Orientation to Teaching Physical and Health Education/3 credits
PHED 381	Pedagogy II: Physical Education in the Elementary Schools/3 credits
PHED 382	Pedagogy III: Physical Education in Secondary Schools/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 (one credit satisfied General Education Goal 15)
PHED 483	Seminar in Teaching/2 credits
RECR 238	Outdoor Education in the Schools/2 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/3 credits
EDUC 430	Reading in the Content Area/2 credits
TOTAL CREDITS/58	

#### 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 - 128-129

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 - 137-138

Total Credits Required for B.S. Degree in Physical and Health Education with Elementary/Secondary Endorsement N, K-12 with Endorsement in Driver Education - 134-135

## 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 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. 75 hours of athletic training directed observation/work experience at one of the program's clinical sites;
- c. 30 semester hours of college course work;
- 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, BIOL 206 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 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 Board of 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. 41 credits

See General Education Requirements listed on pages 64-69.

#### B. Additional Degree Requirements. 7 credits

BIOL 206	Human Anatomy and Physiology/4 credits
MATH 271	Applied Statistics/3 credits

#### C. Major Requirements. 82 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 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	Basic Skills 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/50*	

##### *Clinical Requirements*

PHED 371	Clinical Methods in Athletic Training I/2 credits
PHED 372	Clinical Methods in Athletic Training II/2 credits
PHED 471	Clinical Methods in Athletic Training III/2 credits
PHED 472	Clinical Methods in Athletic Training IV/2 credits
PHED 473	Clinical Methods in Athletic Training V/2 credits
PHED 492	Clinical Internship in Athletic Training/12 credits (one credit satisfies General Education Goal 15)
TOTAL/21 credits	

\* One of the above courses will count as a general education course under Goal 6 and will be considered as 4 credits of the 41 total required credits.

## 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. 41 credits

See General Education Requirements listed on pages 64-69.

B. Additional Degree Requirements. 7 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

C. Major Requirements. 77-78 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

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/5 or 6 credits

### *Fitness Option Requirements*

BIOL 207	Human Anatomy and Physiology/4 credits*
CHEM 101	General Chemistry/4 credits* or CHEM 111 Fundamentals of Chemistry/4 credits
PHYS 101	General Physics/4 credits*
PHED 216	Essentials of Strength Conditioning /2 credits
PHED 385	Sport Psychology/3 credits**
PHED 392	Fitness Internship/8 credits (one credit satisfies General Education Goal 15)
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	Emergency Care and First Aid/3 credits
HLTH 315	Health Promotion Programming I/3 credits
HLTH 335	Nutrition/3 credits
HLTH 415	Health Promotion Programming II/4 credits
COMM 101	Oral Communication/3 credits
TOTAL/55credits	

### D. Total Credits Required for B.S. Degree with Exercise Science Option - 125

One of the above courses will count as a general education course under Goal 6 and will be considered as 4 credits of the 41 total required credits.

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

Glenda P. Taylor, Ph.D., CTRS, *Program Coordinator, Associate Professor of Therapeutic Recreation*

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

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

The Bachelor of Science Therapeutic Recreation degree is an accredited program of the National Recreation and Park Association/American Association of Leisure and Recreation Council on Accreditation and reflects the National Council for Therapeutic Recreation Certification (NCTRC) competencies. The program exists within the framework of an allied health profession, and is a professional preparation program offering both didactic and experiential learning designed to prepare the student for basic-entry level practice in health and human service settings.

The application of therapeutic recreation principles and practices utilize a wide variety of interventions including leisure experiences to facilitate, promote and/or maintain client functioning, promoting healthy behaviors, assisting with habilitation/rehabilitation needs while enhancing quality of life; including the development of a personally meaningful leisure life-style. The context of therapeutic recreation service delivery is contained in: physical medicine and rehabilitation facilities, psychiatric and mental health facilities for children and adults; substance treatment programs; corrections and juvenile justice centers; specialized outdoor programs for adjudicated youth; long-term, sub-acute care; and day care facilities and nursing homes; residences for individuals with developmental disabilities, and community parks and recreation departments.

Longwood's nationally recognized Therapeutic Recreation program provides students with a comprehensive foundation of: liberal arts, biological and health sciences, social sciences, disability studies and leisure theory. The technical aspects of the Therapeutic Recreation profession are taught within specialty courses emphasizing, professional and therapeutic communication, program planning, intervention techniques, clinical assessment and documentation, clinical reasoning, management and research.

### Outdoor Education Minor

The outdoor recreation minor enhances the Therapeutic Recreation major, and is especially useful for those clinicians who will work with "at-risk-youth" in education, juvenile justice systems, and adventure therapy programs. Although not limited to these populations, outdoor education has a wide application to diverse population groups and is often used as a "modality" in the delivery of therapeutic recreation services.

The experiential nature of the course offerings in this minor provide the student with skill development, self-awareness, aesthetic appreciation, safe practice and risk management. The course offerings provide the foundation knowledge for future certifications in the outdoor experiential field. See page (XX) for further details.

### Sequence and Progression

The requirements of this professional preparation program are designed to academically prepare the student in a sequenced offering of coursework. The sequence and progression of the student in the curriculum will be determined and monitored by the therapeutic recreation faculty.

1. Critical to student learning is that all therapeutic recreation majors, or intending majors must complete BIOL 206/207 (Anatomy and Physiology); HLTH 246 (Medical Terminology) or equivalencies during the first year of study.

A transfer student must show evidence of prior learning, or equivalencies in these courses to enable them to progress in the sequence as determined.

2. All upper level Therapeutic Recreation content courses are available only to Therapeutic Recreation majors, or permission by the Program Coordinator.

### Fieldwork and Internship Requirements

Successful completion of this degree program requires practical experience, beyond the classroom. The following progression and requirements are identified below:

#### 1. Preliminary Fieldwork

All students must complete 120 hours of community work with persons who may have illnesses, disabilities, and those who may be disadvantaged or disenfranchised from the community. The recording of these hours will be the responsibility of the student and the faculty advisor. All 120 hours must be completed by the end (May) of the sophomore year.

#### 2. Junior Internship

Eligibility for junior internship requires the successful completion of all courses at the 100, 200, 300 level, including RECR 300 Pre-Internship Seminar. The student must maintain a 2.50 GPA in all Therapeutic Recreation content coursework, and a 2.25 GPA overall. The junior internship reflects a minimum 320-hour, 10 week placement the summer after the junior year.

#### 3. Senior Internship

Eligibility for senior internship requires the successful completion of all coursework in the curriculum. The student must maintain a 2.50 GPA in Therapeutic Recreation coursework, and a 2.25 GPA overall. The senior internship reflects a 600 hour, minimum of 14 weeks placement to be taken during Spring semester Senior year, or summer for those students who have permission from the Program Coordinator. Placement must be in an affiliated agency, and supervision carried out by a Certified Therapeutic Recreation Specialist (CTRS®).

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

## THERAPEUTIC RECREATION MAJOR, B.S. DEGREE

### A. General Education Core Requirements. 41 credits

See General Education Requirements listed on pages 64-69.

Therapeutic Recreation majors must take PSYC 221 to satisfy General Education Goal 12.

### B. Additional Degree Requirements. 7 credits

BIOL 206 Human Anatomy and Physiology/4 credits

CMSC 121 Introduction to Computer Science/3 credits

### C. Major Requirements. 76 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 (one credit satisfies General Education Goal 15)

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/76 credits

Must have a 2.25 overall and 2.50 in major courses\*\*

### D. 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 Company of Dancers for a minimum of two of required courses in dance. The dance education minor is open to all students attending Longwood. 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/2 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. Prerequisite: PHED 101. 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. 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 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 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. 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. 3 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

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. *Basic Skills 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. *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.

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 371. *Clinical Methods in Athletic Training I*. Supervised application and mastery of basic clinical proficiencies in a clinical and laboratory setting. Focus is on evaluative methods including manual muscle testing, ROM, goniometry and palpation. 2 credits. Prerequisite - Admission to the athletic training program.

PHED 372. *Clinical Methods in Athletic Training II*. Continuation of proficiency mastery through clinical instruction in a laboratory setting as well as practical experience. Coursework relates to special testing, padding and bracing, protective equipment, and casting. 2 credits. Prerequisite - Admission to the athletic training program.

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.

PHED 471. *Clinical Methods in Athletic Training III*. Supervised application and mastery of advanced clinical proficiencies related to evaluation and management of athletic related injuries and conditions. Included coursework involves isokinetic testing skills. 2 credits. Prerequisite - Admission to the athletic training program.

PHED 472. *Clinical Methods in Athletic Training IV*. Continuation of advanced proficiency mastery in athletic injury management. Supervised clinical education and isokinetic evaluation and interpretation are covered. 2 credits. Prerequisite - Admission to the athletic training program.

PHED 473. *Clinical Methods in Athletic Training V*. Concentrated clinical experience in athletic training. Mastery of proficiencies related to assessment and rehabilitation of athletic injuries, as well as management and administration of the athletic training room. Includes certification examination review. 2 credits. Prerequisites -Admission to the athletic training program.

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, snowplow, stopping and parallel turns. Fee charged. 1 credit. \*

**PHYSICAL EDUCATION 107. *Beginning Bowling.*** Beginning instruction in the fundamentals of approach, release, arm swing, picking up spares, methods in scoring, rules, and etiquette on the lanes. Interclass competition with handicaps. 1 credit. \*

**PHYSICAL EDUCATION 108. *Beginning Golf.*** Beginning instruction in techniques in putting, short approach shots, and the full swing with irons and woods. Course includes rules and etiquette of golf. Students play at the Longwood Golf Course. 1 credit. \*

**PHYSICAL EDUCATION 109. *Beginning Volleyball.*** Instruction in the basic skills of serving, bump, dig, set and spike. Team defensive and offensive strategies and rules are included. 1 credit. \*

PHYSICAL EDUCATION 110. *Non-Swimming*. Emphasis on physical and mental adjustment to the water through basic swimming and rescue skills. Prerequisites: uncomfortable in water and unable to swim one width of the pool. 1 credit. \*

PHYSICAL EDUCATION 111. *Beginning Swimming*. Development of the five (5) basic strokes and basic rescue skills. Prerequisites: able to swim a width of the pool on the front and back, but uncomfortable in deep water. 1 credit. \*

PHYSICAL EDUCATION 113. *Beginning Synchronized Swimming*. Instruction in rhythmic swimming, figures and sculling techniques. Performance of basic routine to music. 1 credit. \*

PHYSICAL EDUCATION 114. *Beginning Scuba Diving*. Instruction 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, rhumba, tango, samba, Lindy and fox trot. 1 credit. \*

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

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

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

**PHYSICAL EDUCATION 133 (DANCE 133).** *Ballroom and Social Dance.* Introduces the student to the steps, rhythms, and body positions that are fundamental to ballroom and social dances. Dances that will be taught include, but are not limited to the following: waltz, fox trot, cha-cha-cha, tango, rumba, shag, and electric slide. 1 credit. \*

**PHYSICAL EDUCATION 134.** *Track and Field.* Instruction in basic track and field events, rules, workouts, and testing. 1 credit.

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

**PHYSICAL EDUCATION 137.** *Orienteering.* Fundamental skills for traveling outdoors by map, compass, and observation, and an introduction to orienteering as a competitive cross country sport. 1 credit. \*

**PHYSICAL EDUCATION 140.** *Windsurfing.* Introduction to windsurfing, including how to select equipment, rig and care for the board, points of sail, nomenclature and safety. Practical experience will include basic sailing skills—tacking, jibing, beating, reaching and running—and manipulating the rig in and out of water. Prerequisite: able to swim 100 yards. 1 credit. \*

**PHYSICAL EDUCATION 202.** *Intermediate Fencing.* Review of the basic skills. Emphasis on competitive fencing. 1 credit. \*

**PHYSICAL EDUCATION 204.** *Intermediate Tennis.* Instruction in spin serve, lob and advanced drive placement. Emphasis on singles and doubles playing strategies. 1 credit. \*

**PHYSICAL EDUCATION 207.** *Intermediate Bowling.* Emphasis on improving the basic skills and introduction of the hook delivery. Prerequisites: women—bowl an average of 120; men—bowl an average of 135. 1 credit. \*

**PHYSICAL EDUCATION 208.** *Intermediate Golf.* Advanced instruction and practice with the full swing, short game and putting. Emphasis on advanced techniques and strategies related to ball control, sand shots, course management and psychological aspects of the game. Prerequisites: score below 90 on regulation 18 hole golf course or permission of instructor. 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.** *Essentials of Strength Conditioning.* 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 207 or permission of the instructor. 2 credits.

**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 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.** *Pedagogy I: Orientation to Teaching Physical and Health Education.* Orientation to the teaching-learning process that aims to increase student's understanding of the dimensions of effective teaching and to develop teaching skills and strategies under appropriate and controlled conditions. Corequisite: PHED 350. 3 credits.

**PHYSICAL EDUCATION 381.** *Pedagogy II: Physical Education in the Elementary Schools.* This second course in the pedagogy sequence is designed to explore the teaching-learning process and develop teaching skills. This course focuses specifically on the planning and implementation of a developmentally appropriate physical education programs in elementary school. Issues such as diversity curriculum development, teaching techniques, and assessment of learning are discussed with special emphasis on the "Skill Themes" approach at the elementary school. Students will continue to teach in controlled environments as well as in the elementary school setting. Prerequisite: PHED 380. Corequisite: PHED 351. 3 credits.

**PHYSICAL EDUCATION 382.** *Pedagogy III: Physical Education in Secondary Schools.* This course allows students to refine and polish their teaching skills prior to student teaching. The course focus is on the secondary level of physical education and covers issues such as characteristics of learners, curriculum development, teaching techniques, and assessment of learning, with special emphasis on the "Sport Education" model of teaching physical education. Students will have a field teaching experience at the secondary level. Prerequisites: PHED 381. Corequisite: PHED 352. 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 philosophical 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 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 pul-



monary 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. 2 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. Prerequisites: PSYC 356, RECR 370. 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. Prerequisites: BIOL 206, BIOL 207, RECR 370. 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. 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: BIOL 206, BIOL 207, 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. Prerequisite: RECR 370. 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. Prerequisite: RECR 370. 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. Prerequisites: BIOL 206, BIOL 207, RECR 305. 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. Prerequisite: Completion of all 300 level courses. 2.25 overall GPA and 2.50 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. Prerequisite: Completion of all 300 level courses. 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. Prerequisite: Completion of all 300 level courses. 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. Prerequisite: Completion of all coursework. Minimum GPA 2.50 TR content courses and GPA 2.25 overall. 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.\*\*

# COLLEGE 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, and Criminal Justice Studies

# International Studies Program

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, Director of International Affairs, in Lancaster 124.

## 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 Longwood and participate in programs of study at foreign universities.

### International Affairs

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 close to the regular costs for study at Longwood. Airfare, room and board, supplemental health insurance, and personal expenses are extra.

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

### LONGWOOD IN ENGLAND UNIVERSITY OF DERBY

Longwood offers a limited number of one-for-one exchange program places at the University of Derby for either fall or spring semesters. The program 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 other fees are paid directly to the home institution. Airfare, health insurance and personal expenses are extra. Housing is in university residence hall suites which are self-catered.

### UNIVERSITY OF LEEDS

Longwood offers a one or two semester program with the University of Leeds which is recognized as one of England's top teaching and research institutions. 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. A minimum 3.0 GPA is required. Housing in university residence halls is provided.

**OTHER ENGLISH PROGRAMS.** Longwood also has on-going program relationships with the following British institutions: The Universities of Essex, Kent/Canterbury, York, Leicester, and Goldsmiths College in London.



## 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.

## LONGWOOD IN PARIS

Business majors who have completed 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 may be 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 Modern Language faculty accompanies and remains with the group during the first part of the program.

## LONGWOOD IN NANTES/SAINT-NAZAIRE

Longwood students majoring in business and economics are eligible to study during the fall semester at the Ecole de Gestion et de Commerce of St.-Nazaire. Courses are offered in either French or English. Intensive language study is also available. A "mini" internship may be arranged with prior approval. Living arrangements are coordinated by the EGC main office.

## 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 IRELAND

### LIMERICK

Longwood offers a semester or full-year of study at the University of Limerick. Founded as a Viking fortress in the 10th century, Limerick is Ireland's oldest chartered city. Limerick lies in the Shannon region of Ireland's mid-west, an area which offers spectacular landscape, heritage attractions and cultural pursuits.

Students may select courses in business, education, humanities, and communications. Housing is in single rooms in a suite arrangement with kitchen and living room.

## MARY IMMACULATE COLLEGE

Mary Immaculate is linked to the University of Limerick and offers undergraduate degrees in both education and the arts. Longwood students in Education may complete their practice teaching through this college. A minimum GPA of 2.5 is required for this program. Housing is arranged by Longwood.

## LONGWOOD IN SPAIN VALENCIA

Longwood, 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 among 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 with an overall 2.5 GPA. Summer program students may begin an intensive language and culture program or enroll in advanced 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

Ellery Sedgwick, Patricia Whitfield, 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.

Since the Liberal Studies major and most of the Education Course sequence are required in common for both elementary and middle school endorsements, students wishing to teach are encouraged to consider seeking both endorsements simultaneously.

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. 41 credits

See General education Requirements listed on pages 64-69.

Goal 5: Chemistry 101 is recommended and will count toward Middle School Licensure.

Goal 8: Political Science 150 satisfies (three Goal 8 courses are included in the major)

Goal 12: Sociology 320 required

Goal 13: Philosophy 308 required

Goal 15: Satisfied by any practicum

### B. Additional Degree Requirements for the B.A. and B.S. are included in the major. Students seeking the B.A. may take Modern Language at the 202 level or above for their three-credit elective.

### C. Major Requirements. 45 credits

#### HUMANITIES/9 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/4 credits
BIOL 113	Fundamentals of Zoology/4 credits
EASC 101	Physical Science/4 credits
EASC 300	The Dynamic Planet/3 credits

**SOCIAL SCIENCES/9 credits (plus 3 credits that satisfy Goal 8)**

POSC 150	American Government Systems/3 credits (satisfies General Education Goal 8)
GEOG 241	Cultural Geography/3 credits
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

**MATHEMATICS/9 credits**

MATH 309	Numeration Systems/3 credits
MATH 310	Functions, Probability, and Statistics/3 credits
MATH 313	Geometry and Reasoning/3 credits

**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
MATH 451	Teaching of High School Mathematics/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/40 credits**

EDUC 245	Human Growth and Development/3 credits
EDUC 260	Introduction to the Teaching Profession/2 credits
*EDUC 299	Admission to Teacher Preparation/0 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 cr.
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.)

\* Students must earn a “Pass” in EDUC 299 before they will be permitted to enroll in any subsequent 300-400 level EDUC courses.

**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. Endorsement Requirements for both Elementary and Middle School**

Since most courses required for middle school endorsement are also required for elementary endorsement, students are encouraged to consider seeking both simultaneously. Students seeking elementary endorsement who wish to add an endorsement to teach at the middle school level, grades 6-8, must complete the following in addition to the Liberal Studies and Education courses above:

Education 327	Teaching Reading and Language Arts in the Middle School Grades (6-8)/2 credits
Education 452	Curriculum in the Middle School (6-8)/2 credits

Designated courses in two of the following subject areas.

**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/4 credits
MATH 181	Finite Mathematics/3 credits
MATH 451	Teaching of High School Mathematics/3 credits (Can be counted as the approved electives 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 (satisfies General Education Goal 7)
HIST 110	Modern Western Civilization/3 credits

**F. Middle School endorsement only (Grades 6-8):**

In addition to the Liberal Studies major and the concentrations in two subject areas listed above, students seeking only middle school licensure are required to complete the following education courses:

EDUC 245	Human Growth and Development/3 credits
EDUC 260	Introduction to the Teaching Profession/2credits
*EDUC 299	Admission to Teacher Preparation/0 credits
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 2.5 GPA in both the Liberal Studies major and overall cumulative record is required. See undergraduate catalog for other requirements.)

- \* Students must earn a "Pass" in EDUC 299 before they will be permitted to enroll in any subsequent 300-400 level EDUC course.

**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

- G. 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 Special Education requirements.
- H. 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 380 and a 3 credit Sociology course at the 300/400 level for SOCL 320.) Electives 10-16 credits.
- I. 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/129-142.  
Total credits required for a B.A. or B.S. with Elementary and Middle School Teaching Endorsements/133-142.  
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 490	Independent Study/1-18 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

Randall W. Edmonson, *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. Baldrige, M.F.A., *Professor of Art*

Claire Black McCoy, Ph.D., *Assistant Professor of Art History*

Martin Brief, M.F.A., *Assistant Professor of Graphic Design*

John S. J. Burke, Ed.D., *Associate Professor of Interior Architecture*

Randall W. Edmonson, M.F.A., *Professor of Art*

Kelly Nelson, M.F.A., M.A., *Assistant Professor of Art Education*

Grace Norman, M.F.A., *Associate Professor of Art*

Christopher M. Register, M.F.A., *Assistant Professor of Graphic Design*

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 allows students to benefit from bulk purchases and also have the convenience of the materials being readily available. Fees range from \$10 to \$70, 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/41 credits.

See General Education Requirements listed on pages 64-69.

Art Majors must take Art 362 to satisfy Goal 12

Art Majors must take Art 462 to satisfy Goal 15

(NOTE: Art Majors cannot use ART 125, or ART 160 for General Education.)

#### B. Additional Degree Requirements/6 credits.

Bachelor of Fine Arts Degrees require the following requirements along with General Education Requirements:

HUMANITIES (3 credits) not in the discipline of the major.

SOCIAL SCIENCES (3 credits) Students must take one of the following courses: History 200, 336, 354 or 360; Geography 241; Political Science 436, 437, 469 or 3 credits at the 202 or above level foreign language.

#### C. Major Requirements/58 credits.

##### *Major Requirements:*

ART 120	Foundations of Contemporary Design/3 credits
ART 130	Drawing I/3 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 461	Senior Seminar/2 credits
TOTAL	20 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 18th and 19th 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 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
EDUC299**	Admission to Teacher Preparation/0 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 credit
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.)

\*\*Students must earn a "Pass" in EDUC 299 before they will be permitted to enroll in any subsequent 300-400 level EDUC courses.

### 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/41 credits.

See General Education Requirements listed on pages 64-69.

Art Majors must take Art 362 to satisfy Goal 12

Art Majors must take Art 462 to satisfy Goal 15

(NOTE: Art Majors cannot use ART 125 or ART 160 for General Education.)

B. Additional Degree Requirements/6 credits.

Bachelor of Fine Arts Degrees require the following requirements along with General Education Requirements:

HUMANITIES (3 credits) not in the discipline of the major.

SOCIAL SCIENCES (3 credits) Students must take one of the following courses: History 200, 336, 354 or 360; Geography 241; Political Science 436, 437, 469 or 3 credits at the 202 or above level foreign language.

C. Major Requirements/47 credits.

ART 120 Foundations of Contemporary Design/3 credits

ART 130 Drawing I/3 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/3 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 47 credits

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/41 credits.

See General Education requirements listed on pages 64-69.

Art Majors must take Art 362 to satisfy Goal 12

Art Majors must take Art 462 to satisfy Goal 15

(NOTE: Art Majors cannot use ART 125 or ART 160 for General Education.)

B. Additional Degree Requirements/6 credits.

Bachelor of Fine Arts Degrees require the following requirements along with General Education Requirements:

HUMANITIES (3 credits) not in the discipline of the major.

SOCIAL SCIENCES (3 credits) Students must take one of the following courses: History 200, 336, 354 or 360; Geography 241; Political Science 436, 437, 469 or 3 credits at the 202 or above level foreign language.

C. Major Requirements/62 credits.

1. Core Requirements/23 credits

ART 120 Foundations of Contemporary Design/3 credits

ART 130 Drawing I/3 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 HISTORY at the 300 or 400 level/3 credits

ART 461 Senior Seminar/2 credits

TOTAL 23 credits

## 2. Field of Concentration

Crafts, Painting, Photography, Drawing and Printmaking/24 credits

Graphic Design/36 credits

Interior Architecture/27 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/3 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	27 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/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
TOTAL	24 credits

#### 3. Electives Art Studio

Crafts, Painting, Photography, Drawing and Printmaking/15 credits  
 Graphic Design/3 credits  
 Interior Architecture/12 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/3 credits
ART 130	Drawing I/3 credits
<i>Choose one of the following:</i>	
ART 223	Three-Dimensional Design/3 credits
ART 224	Design in Wood/3 credits
<i>Choose one of the following:</i>	
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
<i>Choose one of the following:</i>	
ART 155	Basic processes and Principles of Photography/3 credits
ART 355	Manipulation and Color in Photography/3 credits
<i>Choose one of the following:</i>	
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
<i>Choose one of the following:</i>	
ART 160	Introduction to the Visual Arts/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
or any 300-400 level ART HISTORY course/3 credits	
TOTAL 21 credits	

### *Minor in Graphic Design*

ART 120	Foundations of Contemporary Design/3 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 18 credits	

### *Minor in Photography*

ART 120	Foundations of Contemporary Design/3 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 18 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. 3 credits.

ART 121. *Introduction to Environmental Design Issues*. The course will examine variables in built-environmental problems and solutions in our society and the effect that the built-environment has upon the quality and meaning of life. Built-environmental issues will be illustrated with industrial design, interior design, architecture, landscape architecture and urban design/planning. 3 credits. \*

Art 125. *Introduction to Studio Art*. An introduction to basic processes, principles and historical methods of creating 2 and 3 dimensional art. Exploration of a variety of techniques, materials and tools utilized in the production of works of art. 3 credits. \*

ART 130. *Drawing I*. An introduction to the history, appreciation and fundamentals of drawing as an expressive vehicle. 3 credits.

ART 131. *Life Drawing*. Development of concepts, skills and drawing techniques utilizing the human figure. Spring only. 3 credits.

ART 155. *Basic Processes and Principles of Photography*. An introduction to the basic processes, principles and history of black and white still photography. Students must furnish their own adjustable 35mm cameras. Every semester. 3 credits.

ART 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. 3 credits. \*

ART 213. *Ceramics I*. Forming, decorating, glazing and firing pottery. 3 credits.

ART 214. *Ceramics II*. Opportunities for deeper involvement with, and exploration of, wheel throwing techniques, hand building processes, as well as glazing and firing of creative ceramic work. Prerequisite: ART 213 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 462. *Senior Professional Project*. Application of the student's education in the visual arts, art education, or art history which displays their technical and conceptual skills through informed choices of art making and final presentation skills(studio concentration); through the ability to plan and execute an actual art lesson in the classroom(art education); through the demonstration of research and presentation skills at a judged presentation(art history). 1 credit.

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*

Eric Koger, 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., *Instructor of Communication Studies*

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

Pamela Tracy, 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 Longwood.

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

#### A. General Education Core Requirements/41 credits.

See General Education Requirements listed on pages 64-69.

#### B. Additional Degree Requirements/6 credits.

See Degree Requirements listed on pages 61-62 for Bachelor of Arts degree.

#### C. Major Requirements/38 credits.

Majors must complete all 26 credits of the Communication Studies Core, plus 12 credits of Communication Studies Electives. (See 1 and 2 below.)

##### 1. Communication Studies Core/26 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
(one credit of COMM 492 satisfies General Education Goal 15)	

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
MANG 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 unless they have a double major, which will substitute for the required minor field of study. The minor must be made in consultation with the faculty advisor. Please see page 60 for a complete listing of minors.

E. General Electives/11 – 17 Credits.

F. Total credits required for the B.A. in Communication Studies - 120

**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. Prerequisite: COMM 101 (with a grade of C or better) 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.

#### *Pre-professional Training Program*

BACHELOR OF FINE ARTS  
IN VISUAL AND PERFORMING ARTS  
Concentration in Theatre  
*Specialist in Performance*  
*Specialist in Technology*  
*Specialist in Theatre Management*

A faculty and staff of theatre historians, theoreticians, and professional artists mentor students who desire pre-professional training in Theatre Arts. The function of these mentors is to provide excellence in teaching and training through a sequence of theory, performance, and technical courses and through a program of main stage and studio theatrical productions. Students may opt for one of three tracks within the B.F.A. Specialist program: Performance, Technology or Theatre Management. Longwood students are invited into the B.F.A. program through auditions and examination of portfolios and are then evaluated and adjudicated by the faculty 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. Students who are pursuing the B.A. degree in Theatre are required to have a minor field of study, unless they have a double major, which substitutes for the minor.

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 and substitutes for a minor field of study.)

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. pro-



grams 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
(one credit of THEA 492 satisfies General Education Goal 15)	

Take three credits from the following:

THEA 102	Theatre Performance/1 credit
THEA 103	Theatre Production/1 credit
TOTAL/26 credits	

### BACHELOR OF ARTS DEGREE

Visual and Performing Arts

Theatre Concentration: Applied Theatre or Generalist

#### A. General Education Core Requirements/41 credits.

See General Education Requirements listed on pages 64-69.

#### B. Additional Degree Requirements/6 credits.

See Degree Requirements listed on pages 61-62.

(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 100-102.

(For those who are seeking careers in educational theatre, student teaching may be substituted for the Internship.)

#### E. General Electives for B.A. in Communication Studies - 22-23 credits

- F. Total Credits Required for B.A. in Visual and Performing Arts, Theatre Concentration – 120  
Total credits required for B.A. in Visual and Performing Arts, Theatre Concentration with Secondary Teaching Endorsement – 121-122

## 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. 41 credits.  
See General Education Requirements listed on pages 64-69.
- B. Additional Degree Requirements. 6 credits.  
See Additional Degree Requirements for B.F.A. listed on pages 61-62.  
(3 credits must be a foreign language at the 202 level or above.)
- C. Major Requirements. 54 credits.

### SPECIALIST IN PERFORMANCE:

Theatre Core/26 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/26 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/20 credits\*

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

Business Core/24 credits

ACCT 240	Principles of Accounting I/3 credits
ACCT 242	Principles of Accounting II/3 credits
ACCT 296	Legal Environment/3 credits

CIMS 170	Computer Applications/3 credits
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/20 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., *Associate Professor of English*  
Don Butler, M.A., *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*  
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 (on leave 2002-2003)*  
Michael C. Lund, Ph.D., *Professor of English*  
Robert L. Lynch, Jr., Ph.D., *Assistant Professor of English*  
Judy McReynolds, M.A., *Lecturer in English*  
Chris Nesmith, Ph.D., *Assistant Professor of English*  
Ellery Sedgwick, Ph.D., *Professor of English*  
Derek Taylor, Ph.D., *Assistant Professor of English*  
Arthur Gordon Van Ness, III, Ph.D., *Professor of English*

### Journalism and Professional Writing

#### Faculty

Jená A. Burges, Ph.D., *Associate Professor of English*  
Craig A. Challender, Ph.D., *Professor of English*  
Kathleen T. Flanagan, Ph.D., *Professor of English*  
Judy McReynolds, M.A., *Lecturer in English*

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, 479, and 480. 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. 41 credits

See General Education Requirements listed on pages 64-69.

The Department requires PHIL 308, 315 or 316, for the satisfaction of Goal 13.

ENGL 201, World Literature, will satisfy Goal 3 and is required for Secondary Teaching Licensure in English.

### B. Additional Degree Requirements. 6 credits.

See Additional Degree Requirements for Bachelor of Arts degree listed on pages 61-62.

### 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.

A minimum of one hour from ONE of the following:

(satisfies General Education Goal 15)

EDUC 370                      Practicum I /1 credit

ENGL 482                      Directed Teaching in the Secondary Classroom/ 1 credit

ENGL 490                      Independent Study/ 1 credit

ENGL 492                      Internship/ 1 credit

ENGL 498                      Honors Research in English/ 1 credit

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

See professional education requirements listed on page 103.

Additional requirements for English:

ENGL 201                      World Literature/3 credits (can be used to satisfy General Education Goal 3)

ENGL 350                      Linguistics/3 credits

ENGL 381                      Literature for Young Adults/3 credits

ENGL 382	Traditional and Modern Grammar/3 credits
ENGL 479	Writing: Theory and Practice for the Middle, Secondary, and College Classroom/ 3 credits
ENGL 480	The Teaching of English/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 – 40

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

Total Credits Required for B.A. in English with Secondary Teaching Endorsement – 130-133

## 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 150, which satisfies Goal Two of the General Education requirements, is 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. 3 credits.

**ENGLISH 150.** *Writing and Research.* Writing and reading for a variety of academic purposes including in-depth research. Oral presentation required. Prerequisite to all other English courses. 3 credits. \*

**ENGLISH 201.** *World Literature.* A theme-centered study of selected movements and traditions (exclusive of United States and British literature) by major world writers such as Homer, the author of *Gilgamesh*, Murasaki, Li Po, Cervantes, Molière, 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. Prerequisite: ENGL 150. \*

**ENGLISH 202.** *British Literature.* A theme-centered 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, Austen, George Eliot, Tennyson, and Yeats. May not be used to satisfy the Humanities requirement for the B.A., B.M., or B.F.A. 3 credits. Prerequisite: ENGL 150. \*

**ENGLISH 203.** *American Literature.* A theme-centered study of significant movements and traditions in fiction and poetry by major United States authors such as Bradstreet, Emerson, Melville, Douglass, Dickinson, Hemingway, Faulkner, Hughes, Eliot, and Morrison. May not be used to satisfy the Humanities requirement for the B.A., B.M., or B.F.A. 3 credits. Prerequisite: ENGL 150. \*

**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 cultural 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 479. *Writing: Theory and Practice for the Middle, Secondary, and College Classroom*. A study of theories and strategies for improving writing. Includes a discussion of analyzing subject matter, determining purpose and audience, drafting, revising, editing (including using correct mechanics), and evaluating the elements of effective writing instruction at the middle, secondary, and college levels. This course will also contain a field-based component in a classroom setting when students will examine current pedagogical practices in the teaching of writing. Prerequisite: ENGL 382 or ENGL 350. 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 for the Elementary Classroom*. A study of theory and practice relating to writers at emergent, early, and developing stages. Includes discussion of the complex factors involved in literacy acquisition at the elementary level, along with exploration of effective ways to address these factors through writing instruction. Also includes extensive experience with writing: processes, strategies, and evaluation. Prerequisite: ENGL 382 and EDUC 325 or ENGL 382 and SPED 321. 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. One option is to do an extended research project in conjunction with a 300- or 400-level English course for an additional one-hour credit. 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 (on leave 2002-2003)*

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 201 Introduction to Contemporary Moral Issues/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 intro-



duction to ideas considered in most of the remaining courses in philosophy. Attention to the development of a system of beliefs in the student. Modern and contemporary readings. 3 credits. \*\*

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

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

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

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

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

**PHILOSOPHY 242.** *World Religions.* An investigation of the nature and development of religious practices and traditions in other cultures, their teachings, rituals, institutions and ethics. The course includes prehistoric religion, the major traditions of Hinduism, Buddhism, Judaism, Christianity, Islam, and some other traditions which have contributed to their development. This course is recommended for students in the sophomore level and above. 3 credits. \*

**PHILOSOPHY 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 308.** *Introduction to Ethics.* An introduction to ethical theories and their applications to moral issues. This course has three major components: (1) a survey of the main normative and metaethical theories; (2) a detailed examination of the method of philosophical analysis; and (3) the application of ethical theories and philosophical analysis to contemporary moral issues. 3 credits. \*

**PHILOSOPHY 310.** *Business Ethics.* A study of ethical theory and an application of its principles and concepts to the analysis and solution of cases of moral problems in business. Emphasis will be on detection of moral problems in business, on normative ethical theories, on such fundamental concepts as autonomy, responsibility and justice, and on the process of ethical reasoning required to resolve a variety of moral problems actually encountered in the business world. 3 credits.

**PHILOSOPHY 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 Longwood-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. Longwood 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., *Professor of French*

Wade Edwards, 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 Longwood-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 Longwood-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*

Paula Luteran, 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 Longwood-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. 41 credits

See General Education Requirements listed on pages 64-69.

The Department requires PHIL 308, 315, or 316 for satisfaction of Goal 13.

### B. Additional Degree Requirements. 6 credits

See Degree Requirements for Bachelor of Arts degree listed on pages 61-62

### C. Major Requirements.

FRENCH CONCENTRATION/29 credits

Successful completion of Longwood-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/2 credits

FREN 490 Directed Study /1 credit (satisfies General Education Goal 15)

French electives numbered 300 and above/ 9 credits

#### GERMAN CONCENTRATION/29 credits

Successful completion of Longwood-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/2 credits

GERM 490 Directed Study/ 1 credit (satisfies General Education Goal 15)

German electives numbered 300 and above/ 9 credits

#### SPANISH CONCENTRATION/32 credits

Successful completion of Longwood-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/2 credits

SPAN 490 Directed Study/ 1 credit (satisfies General Education Goal 15)

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
Professional semester:	
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 - 41-44 credits  
 General Electives for B.A. Degree with N,K-12 Teaching Endorsement - 4

- 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 or

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
or 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. Must be taken concurrently with FREN 490 (1 credit). Prerequisites: FREN 341 and 342. 2 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 COURSE DESCRIPTIONS

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. Must be taken concurrently with GERM 490 (1 credit). Prerequisites: GERM 341 and 342. 2 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 COURSE DESCRIPTIONS

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 COURSE DESCRIPTIONS

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. Must be taken concurrently with SPAN 490 (1 credit). Prerequisites: SPAN 341 and 352. 2 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 choose the optional pre-law concentrations. Political Science majors may also pursue 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. Additional requirements for admission to the Teacher Education Program are cited elsewhere in this catalog.

The Department requires Internships or Directed Research for all History and Political Science majors. 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 Longwood program for the assessment of student outcomes. History and political science majors may be required to complete a comprehensive departmental examination demonstrating academic proficiency in major subjects. 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, Ph.D., *Assistant Professor 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) HIST 221 and 222, at least one credit of an internship or directed research, 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 familiar 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, economics, and psychology/sociology. 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 and social science are required to have a cumulative grade point average and departmental major average of at least 2.5 before student teaching. Students must complete PRAXIS I exam during their sophomore year and PRAXIS II exam during their senior year.

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).

History majors are encouraged to take POSC 331 OR 332 to fulfill General Education Goal 13, but may take any approved Ethics course listed under Goal 13. Political Science majors must take POSC 331 to satisfy Goal 13.

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. 41 credits  
See General Education Requirements section pages 64-69.
- B. Additional Degree Requirements. 6 credits.  
See Additional Degree Requirements for Bachelor of Arts degree on pages 61-62.
- C. Major Requirements. 37 credits. (plus 4 hours included in General Education)
  - HIST 100 Foundations of Western Civilization/3 credits (satisfies General Education Goal 7)
  - 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
  - One credit from the following three courses (satisfies General Education Goal 15):
    - HIST 490 Directed or Independent Study/1-18 credits
    - HIST 492 Internships in History/1-18 credits
    - HIST 498 Honors Research in History/3 credits
- D. General Electives: 36 credits.
- E. Total credits required for B.A. in History - 120

## **HISTORY MAJOR, B.A. DEGREE**

### **Public History Concentration**

- A. General Education Core Requirements. 41 credits  
See General Education Requirements listed on pages 64-69.
- B. Additional Degree Requirements. 6 credits  
See Additional Degree Requirements for Bachelor of Arts degree listed on pages 61-62.
- C. Major Requirements. 63 credits
- |           |  |
|-----------|--|
| HIST 100  | Foundations of Western Civilization/3 credits (satisfies General Education Goal 7)         |
| 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<br>(one credit satisfies General Education Goal 15) |
| 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 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  |

Choose one of the following:

- |            |   |
|------------|---|
| ART 101    | Introduction to Interior Design/3 credits |
| or ART 367 | Modern Architecture/3 credits             |

D. General Electives: 10 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. 41 credits  
See General Education Requirements section pages 64-69.
- B. Additional Degree Requirements. 6 credits.  
See Additional Degree Requirements for Bachelor of Arts degree listed on pages 61-62.
- C. Major Requirements. 52 credits.
- |          |  |
|----------|--|
| HIST 100 | Foundations of Western Civilization/3 credits (satisfies General Education Goal 7) |
| 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  
 One credit from the following three courses (satisfies General Education Goal 15):  
 HIST 490 Directed or Independent Study/1-18 credits  
 HIST 492 Internships in History/1-18 credits  
 HIST 498 Honors Research in History/3 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

Choose one of the following two courses:

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  
 History Electives/9 credits

#### D. General Electives: 21 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 (B.A.)

#### A. General Education Core Requirements. 41 credits

See General Education requirements section pages 64-69.

Majors are required to take either POSC 331 or 332 for General Education Goal 13.

Students who do not take these courses for General Education goal 8 must take them as general electives in order to satisfy licensure requirements.

GEOG 201 Introduction to Geography/3 credits (goal 8)  
 SOCL 101 Principles of Sociology/3 credits (goal 8)  
 or PSYC 101 Introduction to Psychology/3 credits (goal 8)

#### B. Additional Degree Requirements. 6 credits

See Additional Degree Requirements for Bachelor of Arts listed on pages 61-62.

#### C. Major Requirements. 49 credits

HIST 100 Foundations of Western Civilization/3 credits (satisfies General Education Goal 7)  
 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  
 (credits counted in licensure requirements)  
 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 19th Century, 1815-1914/3 credits
HIST 356	Europe in the 20th 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. 38 credits

See also Professional Education requirements section page 103.

(One credit of the 11-hour directed teaching experience satisfies General Education Goal 15.)

E. Total credits required for B.A. in History/Social Science with Secondary Education Endorsement - 133

## 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. In the context of this course, students will come to understand the historical development of western civilization, relate the development of Western civilization to that of other regions of the world, and discuss how historical developments influence the present day. 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. The course is divided into segments. The first is a fairly rapid survey of Chinese history to the early nineteenth century. The emphasis in this is on the dynasties and the culture of China. The second portion of the course covers modern China and deals with the arts and philosophy and more with the break-up of the Qing (Ching) dynasty, the domination of China by the Western powers, and the emergence of the communist state. 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, political science, and social studies. 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 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. 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.*** This course examines the American West as symbol and reality with emphasis placed on the historiography of study from the early frontier theories of Frederick Jackson Turner to the scholarship of the "New West." 3 credits.

**HISTORY 323. *American Military History.*** This course examines American Military History from the colonial era through the present-day, with an emphasis on the development of military institutions during the twentieth century. In addition to analyzing the major events and examining the major figures relating to the American military, it also emphasizes the evolution of military doctrine and theory, and examines the changing role of the military in American society. 3 credits.

**HISTORY 324. *American Indian History.*** A survey of American Indian peoples from pre-contact to present with emphasis on issues of sovereignty, land and politics. 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 363. *World War II.*** An examination of the causes, major events, and consequences of World War II, including the rise and fall of Nazi Germany, Fascist Italy, and Imperial Japan, as well as the role of the United States and its allies in the conflict. 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 industrialization. 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*

N. Scott Cole, Ph.D., *Assistant Professor of Political Science*

William R. Harbour, 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, at least one credit of an internship or directed research, 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. These majors pursue teacher preparation in history and social science (see page 211). To qualify for the secondary student teaching practicum, majors must complete POSC 150 with no less than a grade of B.

The optional pre-law concentration requires completion of HIST 100 or 110 (whichever is not taken for General Education credit), HIST 222, 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) as well as 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 coursework in political science chosen in consultation with a departmental advisor.

## POLITICAL SCIENCE MAJOR, B.A., B.S. DEGREE

- A. General Education Core Requirements. 41 credits  
See General Education Requirements section pages 64-69.  
Majors must take POSC 331 to satisfy Goal 13.
- B. Additional Degree Requirements, B.A. degree. 6 credits  
Additional Degree Requirements, B.S. degree. 7 credits  
See Degree Requirements section pages 61-62.
- C. Major Requirements. 40 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 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   |
- One credit from one of the following three courses (satisfies General Education Goal 15):
- |          |  |
|----------|--|
| POSC 490 | Directed or Independent Study/1-18 credits |
| POSC 492 | Internships in History/1-18 credits        |
| POSC 498 | Honors Research in History/3 credits       |
- 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. General Electives:  
B.A. Political Science/33 credits.  
B.S. Political Science/32 credits.
- E. Total credits required for B.A., B.S. in Political Science - 120

## POLITICAL SCIENCE MAJOR, B.A., B.S. DEGREE

### Pre-Law Concentration

- A. General Education Core Requirements. 41 credits  
See General Education Requirements section pages 64-69.  
Majors must take POSC 331 to satisfy General Education Goal 13.
- B. Additional Degree Requirements, B.A. Degree. 6 credits  
Additional Degree Requirements, B.S. Degree. 7 credits.  
See Additional Degree Requirements section pages 61-62.
- C. Major Requirements. 43 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 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                               |
- One credit from the following three courses (satisfies General Education Goal 15):
- |          |  |
|----------|--|
| POSC 490 | Directed or Independent Study/1-18 credits     |
| POSC 492 | Internships in Political Science/1-18 credits  |
| POSC 498 | Honors Research in Political Science/3 credits |
- Political Science Electives/9 credits
- |          |  |
|----------|--|
| HIST 100 | Foundations of Western Civilization/3 credits (satisfied General Education Goal 7) |
| 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 for B.A. - 30 credits  
General Electives for B.S. - 29 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. 41 credits.  
See General Education Requirements section pages 64-69.  
Majors must take POSC 331 to satisfy Goal 13.
- B. Additional Degree Requirements, B.A. degree. 6 credits.  
See Additional Degree Requirements for Bachelor of Arts listed on pages 61-62.

C. Major Requirements. 43 credits

1. Core Political Science Courses (15 credits)

- |          |   |
|----------|---|
| POSC 150 | American Government and Politics/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 |
- One credit from the following three courses (satisfies General Education Goal 15):
- |          |  |
|----------|--|
| POSC 490 | Directed or Independent Study/1-18 credits     |
| POSC 492 | Internships in Political Science/1-18 credits  |
| POSC 498 | Honors Research in Political Science/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 |
|----------|-------------------------|

D. General Electives: 30 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.* The course examines gender as a socio-political construct within a global context. It surveys both feminist and masculinist theories of politics, which provide the foundation for the course. Attention is then paid to the gendered who, what and how of world politics. Within this discussion, the course carefully explores the gendered divisions of power and of the global economy. 3 credit. \*

**POLITICAL SCIENCE 255.** *Introduction to Comparative Politics.* The course surveys political systems and considers the meaning of concepts and themes such as political ideologies, states, nationalism, ethnicity, racial politics, democracy, development, and political change. A goal of this course, therefore, is to familiarize students with mainstream and alternative approaches to comparing and contrasting political systems. Examples from Africa, Asia, Latin America, Europe, and the United States will provide the context. 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, political science, and social studies. 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-Present*. 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. 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. 3 credits.

POLITICAL SCIENCE 469 (HISTORY 469). *Russian 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*

Charlie Shelton, *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.

**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. 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., *Associate Professor of Mathematics*

Robert D. May, Ph.D., *Associate Professor of Mathematics*

Stanley J. McCaslin, M.S., *Lecturer of Computer Science*

Gary T. Nelson, Ph.D., *Professor of Mathematics Education*

E. T. Noone, Ph.D., *Professor of Mathematics*

Jeffery H. Peden, Ph.D., *Associate Professor of Computer Science*

Carol L. Rezba, Ed.D., *Assistant Professor of Mathematics and Education*

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. 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/41 credits.  
See General Education Requirements listed on pages 64-69.  
Majors are required to take Phil 300 for General Education Goal 12,  
Math 350 for General Education Goal 13.
- B. B.S. Degree Additional Degree Requirements/7 credits.  
Students seeking the B.S. degree must take CMSC 204 as their Mathematics or Computer Science elective.  
B.A. Degree Additional Degree Requirements/6 credits.  
See Degree Requirements listed on pages 61-62.
- C. Major Requirements/36-38 credits.  
*All Majors*
- |  |  |
|--|--|
| MATH 261   | The Differential and Integral Calculus/4 credits<br>(3 of these 4 credits satisfies General Education Goal 5). |
| 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   |
| CMSC 492 or MATH 492 or MATH 490 or EDUC 370/1-3 credits | (satisfies General Education Goal 15)  |

### 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 page 103/35 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) - 34-37

F. Total Credits Required for B.A., B.S. in Mathematics - 120

Total Credits Required for B.S. in Mathematics with Secondary Teaching Endorsement - 122-126

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.

### 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.* Graphical, numerical, and algebraic approaches to modeling with functions. Emphasizes constructing models based on linear, exponential, power, and trigonometric functions. 3 credits. \*

**MATHEMATICS 131.** *Mathematical Thinking.* An introduction to mathematical thinking through various studies. Mathematical patterns in the world around us through topics such as the Golden Ratio, Fibonacci series, Pi, fractals, chaos. Basic number theory and modular arithmetic applied to cryptology, check digit schemes, and music theory. Introductory statistics and finance. 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 19th 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. 3 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, MATH 261. 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 formula, 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/41 credits.

See General Education Requirements listed on pages 64-69.

Majors are required to take Phil 300 for general education goal 12; CMSC 350 for general education goal 13.

### B. B.A. Degree Additional Degree Requirements/6 credits.

B.S. Degree Additional Degree Requirements/ 7 credits.

See Degree Requirements listed on pages 61-62.

### C. Major Requirements/56-58 or 82-84 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
CMSC 492 or CMSC 490 or EDUC 370/1-3 credits	(satisfies General Education Goal 15)
ENGL 214	Technical Writing/3 credits
MATH 261	The Differential and Integral Calculus/4 credits (3 of these 4 credits Satisfies General Education Goal 5)
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 38 credits*

Secondary Teaching Endorsement, grades 6-12

See professional education requirements listed on page 103.

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 - 14-17

### E. Total Credits Required for B.A. or B.S. degree - 120

Total Credits Required for B.A. or B.S. degree with Secondary Teaching Endorsement - 129-130

## 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 computer operation, and algorithms. Application software that emphasizes the computer as a tool. 3 credits.

**COMPUTER SCIENCE 204.** *Introduction to Programming.* An introductory course in computer science emphasizing programming and algorithm development. Topics will include basic language structures, assignment, iteration, control flow, language and programmer defined variable types, and basic data manipulation models. 3 credits.

**COMPUTER SCIENCE 206.** *Data Structures in Advanced Programming.* A one-semester course in advanced programming utilizing data structures and models. The course emphasizes advanced programming techniques in the manipulation of data structures. Prerequisite: 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 another 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 not duplicate other language courses. Must be arranged with an instructor and approved by department chair before registering. May be repeated for credit with different languages. Prerequisite: CMSC 206. 1 credit.

**COMPUTER SCIENCE 292.** *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 295.** *Special Topics.* Selected topics in computer science. The topics may vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

**COMPUTER SCIENCE 300.** *Discrete Mathematics for Computer Science.* Topics in discrete mathematics used in computer science, including methods of proof, graphs, computability, and formal grammars. Prerequisites: CMSC 206. 3 credits.

**COMPUTER SCIENCE 301.** *Computer Organization and Assembler Language Programming.* Assembler language programming; addressing techniques; internal storage structure; machine-level representation of instructions and data; sub-routines. Prerequisites: Computer Science 206 or consent of instructor. Fall only; 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 206. 3 credits.

**COMPUTER SCIENCE 308.** *Organization of Programming Languages.* Topics include language and definition structure, data types and structures, control structures and data flow, run-time characteristics and lexical analysis and parsing. Programming assignments will involve the use of several different languages. Prerequisite: 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 206. 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. 3 credits. \*

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 204. 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 381. *Introduction to Graphics Programming*. This course is designed to introduce students to computer graphics programming techniques. It will combine the use of a high level programming language with a publically available graphics application programming interface. Other topics will include the mathematics to manipulate geometric objects. Prerequisites: CMSC 206, MATH 261. 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, MATH 261. 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*. 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

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 with concentration in one of the following areas: Education, Performance (voice, piano, brass, woodwinds, percussion), and Piano Pedagogy. 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.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 study, music electives, 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*

Gordon L. Ring, D.Mus.A., *Associate Professor of Music*

Thomas A. Williams, M.M., *Associate Professor of Music*

## BACHELOR OF ARTS

### Visual and Performing Arts

#### Concentration in Music

(Applied Areas: Voice, Piano,  
Brass, Woodwinds, Percussion)

The degree Bachelor of Arts with a Concentration in Music is a program of study in which the student is encouraged to develop skills as a practicing musician and which prepares the student with the necessary skills to pursue graduate studies in music literature or history. The degree program requires a modern language in either German or French.

#### A. General Education Core Requirements. 41 credits.

Music Majors will take MUSC 331 to fulfill Goal 12.

#### B. Additional Degree Requirements. 6 credits.

Modern Language (French or German)/3 credits (at 202 level or above)

Humanities/3 credits 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

MUSC 164 Beginning Piano II/1 credit

MUSC 263 Intermediate Piano I/1 credit

(May be exempt from any or all of the above piano classes by passing the Piano Proficiency/not required of key-board primary)

MUSC 264 Intermediate Piano II/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 332 History of Music/3 credits

MUSC 341 Conducting/2 credits

Music Electives/5-8 credits

Ensembles/8 credits

Applied Primary/12 credits (one credit satisfies General Education Goal 15)

TOTAL/53 credits

D. General Electives: 21 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, Brass, Woodwinds, Percussion)

The degree Bachelor of Music with a Concentration in Education K-12 is designed to prepare the student to be endorsed and to teach music in the schools. Each student develops as a practicing musician in voice or in instrumental studies, and acquires the skills necessary to communicate musical concepts and skills. Opportunities to observe and to teach in the classroom situation prepare the student for an intensive professional semester at the end of the program of study.

A. General Education Core Requirements. 41 credits.

Music Majors will take MUSC 331, Music History, to fulfill Goal 12.

B. Additional Degree Requirements. 6 credits.

Humanities/6 credits in at least two disciplines and not in the discipline of music.

C. Major Requirements. 48-51 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 163	Beginning Piano I/1 credit
MUSC 164	Beginning Piano II/1 credit
MUSC 263	Intermediate Piano I/1 credit

(May be exempt from any or all of the above piano classes by passing the Piano Proficiency/not required of keyboard primary)

MUSC 264	Intermediate Piano II/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 332	History of Music/3 credits
MUSC 340	Instrumental Survey/3 credits
MUSC 341	Conducting/2 credits
MUSC 342	Advanced Choral Conducting/2 credits

Applied Primary/14 credits

TOTAL 48-51 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 163	Beginning Piano I/1 credit
MUSC 164	Beginning Piano II/1 credit
MUSC 263	Intermediate Piano I/1 credit

(May be exempt from any or all of the above piano classes by passing the Piano Proficiency/not required of keyboard primary)

MUSC 264	Intermediate Piano II/1 credit
MUSC 165	Strings/1 credit
MUSC 167	Percussion/1 credit
MUSC 205	Vocal Ensemble/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 313	Form and Analysis/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 363	Woodwinds/1 credit

Applied Primary/14 credits

TOTAL 47-50 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 (one credit satisfies General Education Goal 15)
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/2 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 (one credit satisfies General Education Goal 15)
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 - 126-129

## BACHELOR OF MUSIC

### Visual and Performing Arts

#### Concentration in Performance

(Applied Areas: Voice, Piano, Brass, Woodwinds, Percussion)

The degree Bachelor of Music is a performance degree in music. Areas of concentration include instrumental or vocal. In addition to developing the understanding of musical concepts and a knowledge of the historical musical styles, emphasis in the program is weighted to high achievement in musical performance.

- A. General Education Core Requirements. 41 credits.  
Music Majors will take MUSC 331, Music History, to fulfill Goal 12.
- B. Additional Degree Requirements. 6 credits.  
Modern Languages (French or German/3 credits (at 202-level or above)  
Humanities/3 credits not in the discipline of music
- C. Major Requirements. 69-77 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 163 | Beginning Piano I/1 credit                              |
| MUSC 164 | Beginning Piano II/1 credit                             |
| MUSC 263 | Intermediate Piano I/1 credit                           |
- (May be exempt from any or all of the above piano classes by passing the Piano Proficiency)
- |          |                                     |
|----------|-------------------------------------|
| MUSC 264 | Intermediate Piano II/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 243 | Piano Accompanying/1 credit         |

MUSC 313	Form and Analysis/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

Applied Primary/22 credits (one credit satisfies General Education Goal 15)  
 Ensembles/8 credits  
 Music Electives/6 credits

TOTAL: 69-72 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 264	Intermediate Piano II/1 credit
MUSC 313	Form and Analysis/3 credits
MUSC 319	Keyboard Improvisation/2 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

Applied Primary/22 credits (one credit satisfies General Education Goal 15)  
 Ensembles/10 credits  
 Music Electives/6 credits

TOTAL 71 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 117	Composition/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
MUSC 164	Beginning Piano II/1 credit
MUSC 263	Intermediate Piano I/1 credit

(May be exempt from any or all of the above piano classes by passing the Piano Proficiency)

MUSC 264	Intermediate Piano II/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 332	History of Music/3 credits
MUSC 341	Conducting/2 credits
MUSC 343	Advanced Instrumental Conducting/2 credits
MUSC 414	Counterpoint/2 credits
MUSC 433	Instrumental Literature/2 credits
Applied Primary/22 credits (one credit satisfies General Education Goal 15)	
Ensembles/10 credits	
Music Electives/9 credits	
TOTAL 72-75 credits	

D. Electives (all concentrations)/4 credits

E. Total Credits Required for Bachelor of Music with a Concentration in Performance - 120-126

## BACHELOR OF MUSIC

Visual and Performing Arts

Concentration in Piano Pedagogy

(Applied Area, Piano)

The degree 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. 41 credits.

Music Majors will take MUSC 331, Music History, to fulfill Goal 12.

B. Additional Degree Requirements. 6 credits.

Humanities/6 credits in at least two disciplines and not in the discipline of music

C. Major Requirements. 66 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 264	Intermediate Piano II/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 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 (one credit satisfies General Education Goal 15)
Applied Primary/20 credits	

TOTAL 66 credits

D. Electives/9 credits

E. Total Credits Required for Bachelor of Music with a Concentration in Piano Pedagogy - 122

## 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 credit (If applied area is piano, substitute 2 elective credits for this requirement. If student demonstrates intermediate-level keyboard skills, substitute 2 elective credits for this requirement.)

Applied Music: MUSC 171, 172/2 credits

Music electives/3-5 credits

Ensembles/4 credits

TOTAL 20 credits

## MUSIC

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.

**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.

**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. Prerequisite: Music 113, 115 or consent of instructor. May be repeated for credit. 1 class and 1 private lesson; 1 credit.

MUSIC 119. *Introduction to Computer Applications in Music*. An introduction to Musical Instrument Digital Interface (MIDI) and computer music applications including music notation, sequencing, and other software. One period; 1 credit.

MUSIC 137. *Music Literature*. Survey of the major periods of music with examples of the works of principal composers in each period; the relation of music to other aspects of history and culture. 3 credits.

MUSIC 140. *Diction for Singers I*. Study of phonetics and the International Phonetic Alphabet. Accurate pronunciation in English, Latin and Italian. 2 periods. 2 credits.

MUSIC 141. *Diction for Singers II*. Study of phonetics and the International Phonetic Alphabet. Accurate pronunciation in German and French. Prerequisite: Music 140. 2 periods. 2 credits.

MUSIC 145. *Introduction to Music Education*. Survey of the role, quality, and value of music in school curricula. Ideas and techniques reflective of learning. Music Majors only. 1 period; 1 credit.

MUSIC 163. *Beginning Piano I*. Study and practice in basic keyboard techniques, sightreading, memorization, scales, arpeggios and chord progressions. Introduction to the piano literature. Open only to music majors and others by permission of the instructor. Must be taken concurrently with MUSC 113. 1 credit.

MUSIC 164. *Beginning Piano II*. Continuation of Music 163 with individually assigned repertoire. Prerequisite: Music 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.

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 221. *History of Jazz*. Survey of the history of jazz from its origins to the present, with a consideration of the relation of jazz to other aspects of history and culture. 3 credits. \*

MUSIC 222. *History of Rock*. Survey of the history of Rock from its origins to the present, with a consideration of the relation of Rock to other aspects of history and culture. 3 credits. \*

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. 3 credits. \*

- MUSIC 226. *Introduction to World Music*. Survey of the history of World Music from its origins to the present, with a consideration of the relation of World Music to other aspects of history and culture. 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: Music 164. 1 credit.
- MUSIC 264. *Intermediate Piano II*. Continuation of Music 263. Prerequisite: Music 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: Music 214. 3 credits.
- MUSIC 314. *Jazz Improvisation*. A theory/performance class designed to acquaint the student with improvisation in the jazz idiom. Technical competence on an instrument or in voice required. Prerequisite: permission of the instructor. 1 credit.
- MUSIC 315, 316; 415, 416. *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. Co-requisite: Music 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 each semester. \*\*
- 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 each semester. Prerequisite: MUSC 331. \*\*
- 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 Music 341 which is prerequisite. 2 periods. 2 credits.

MUSIC 343. *Advanced Instrumental Conducting*. Continuation of Music 341 which is prerequisite. 2 credits.

MUSIC 345. *Practicum in Elementary School*. Students, through observation and participation, are introduced to the daily routine and music curriculum in the elementary school. 1 credit.

MUSIC 346. *Practicum in Junior High or Middle School*. Students, through observation and participation, are introduced to the daily routine and music curriculum (instrumental or choral) in the junior high or middle school. 1 credit.

MUSIC 347. *Practicum in High School*. Students, through observation and participation, are introduced to the daily routine and music curriculum (instrumental or choral) in the high school. 1 credit.

MUSIC 365. *Vocal Techniques*. Voice class for instrumental majors. Study of vocal techniques, literature and diction. One small-class instruction per week. Prerequisites: Music 115 and 116. 1 credit.

MUSIC 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: Music 214. 2 periods; 2 credits.

MUSIC 413. *Advanced Analysis*. Introduction to Schenkerian analysis, set theory. Continuation of Music 313, which is prerequisite. 2 periods; 2 credits.

MUSIC 414. *Counterpoint*. Strict and free counterpoint; motivic development; invertible counterpoint. Prerequisite: Music 137, 214. Offered on demand. 2 credits.

MUSIC 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. Prerequisites: MUSC 332 or permission of the instructor. 3 credits.

MUSIC 433. *Instrumental Literature*. Study of composers and major compositions of wind instruments. Baroque to the present. May be combined with band and instrumental literature. 2 periods. 2 credits.

MUSIC 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, and incidental music. Prerequisites: MUSC 331, 332. 3 credits.

Music 438. *Music of the Church*. Study of the development of music in the church from Gregorian chant to the present. Prerequisites: MUSC 331, 332. 3 credits.

MUSIC 441. *Elementary School Methods and Materials*. Study of music appropriate for early childhood through primary and upper elementary school levels. Emphasis given to the behaviors of singing, playing, moving, listening, reading, and creating. Music major status with MUSC 145 completed or non-major with MUSC 223 completed. 3 credits.

MUSIC 442. *Choral Methods and Materials*. Study of methods and materials appropriate for secondary school choral music with emphasis on organization, festivals, curriculum, and vocal/choral techniques. Prerequisites: 341, 342. 2 periods. 2 credits.

MUSIC 443. *Instrumental Methods and Materials*. Study of all the band and orchestral instruments. Embouchure and technical development; rehearsal techniques; fundamentals of marching, materials. 2 credits.

MUSIC 444. *Marching Band Fundamentals*. Marching band fundamentals class for instrumental majors who plan to teach on secondary music level. Involves classwork, observation at neighboring high schools during pre-game and half-time shows, and writing marching shows to be appropriately coordinated with music. Taken concurrently with Music 443. 1 credit.

MUSIC 445. *Piano Pedagogy 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. 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*. 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 most performance areas: Voice, Piano, Brass, Woodwinds, 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. Non-majors normally enroll in elective/general education classes.

With the permission of the chair of the Music Department, earned primary credits may be substituted for required secondary credits. Earned secondary credits, however, may NOT be substituted for required primary credits.

*Private applied study is available to non-majors by special permission of the Chair of the Music Department. Note the special fee for private study. Applied music fee is \$XX per semester.*

#### APPLIED SECONDARY

One half-hour individual lesson each week; 1 credit.

Music 171, 172, 271, 272, 371, 372, 471, 472

##### *Sections:*

21, 22. . .	Percussion
31, 32. . .	Piano
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:*

21, 22. . .	Percussion
31, 32. . .	Piano
61, 62. . .	Woodwinds
71, 72. . .	Brass
81, 82. . .	Voice

**INSTRUMENTAL TECHNIQUES AND METHODS.** An examination of the pedagogical materials and techniques appropriate to the instruction of students in instrumental music. Achieving a grade 3-4 technique in performance is required.

MUSIC 165. *Strings.* 1 credit.

MUSIC 167. *Percussion.* 1 credit.

MUSIC 361, 362. *Brass.* 1 credit.

MUSIC 363, 364. *Woodwinds.* 1 credit.

#### APPLIED ELECTIVE CLASSES

MUSIC 151, 152. *Piano Class.* Piano for non-majors. Study of piano composition techniques, sightreading, and theory. Class taught in electronic piano lab. 1 credit.

MUSIC 153, 154. *Voice Class.* Voice for non-majors. Study of vocal techniques, literature, sightreading, and diction. One small class instruction each week. 1 credit.

#### ENSEMBLES

Ensembles are open to all students who sing or play an orchestral or band instrument. In some cases auditions are required. Formal programs are presented on and off campus. Some ensembles require instructor's approval and audition. May be repeated for credit. 1 credit.

MUSIC 201, 401. *String Ensemble.* Open to all Longwood students who have experience in playing stringed instruments. 1 credit.

MUSIC 202, 402. *Woodwind Ensemble (Section 01), Brass Ensemble (Section 02), Flute Ensemble (Section 03), Percussion Ensemble (Section 04)*. Open to all Longwood students. Ensembles meet regularly and perform throughout the year. 1 credit.

MUSIC 202, 402 (Section 11/12). *Jazz Ensemble 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). *Wind Symphony*. 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. *Opera Workshop*. Preparation and performance of scenes from operas, operettas, and musical theater, or complete works. Emphasis is on musical preparation, movement, and diction. Prerequisite: Audition or consent of the instructor. May be repeated for credit. 3 periods, 1 credit.

# Department of Natural Sciences

David W. Buckalew, *Chair*

Debbie L. Johnson, *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 Longwood.

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

Consuelo J. Alvarez, Ph.D., *Assistant Professor of Biology*

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*

Mark Fink, Ph.D., *Assistant Professor of 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*

Timothy W. Stewart, 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.

Students may take a maximum of four credits total in Internship (Biology/Chemistry/Physics 292, 392, 492) and Research (Biology/Chemistry/Physics 496) courses for quality points (A, B, C, and D grades). Beyond four credits, such courses must be taken on a Pass/Fail basis.

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.



A. General Education Core Requirement. 41 credits  
See General Education Requirements listed on pages 64-69.  
PHYS 101 is recommended for General Education Goal 6.  
PHIL 315 or 316 is required for General Education Goal 13.

Foreign Language/3 credits  
Humanities/3 credits  
Additional Degree Requirements for B. S. Degree – 7 credits  
Mathematics/Computer Science/3 credits  
CHEM 111/4 credits

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
CHEM 111	Fundamentals of Chemistry I/4 credits (satisfied by Additional Degree Requirements)
CHEM 112	Fundamentals of Chemistry II/4 credits
CHEM 305	Organic Chemistry I/4 credits
CHEM 306	Organic Chemistry II/4 credits
PHYS 101	General Physics I/4 credits (satisfied if taken as General Education Goal 6)
PHYS 102	General Physics II/4 credits

BIOL 300	Biostatistics and Experimental Design/4 credits
BIOL 360	Terrestrial Ecology/4 credits
or BIOL 361	Aquatic Ecology/4 credits

BIOL 500	Field Ornithology/6 credits
BIOL 505	Field Mammalogy/6 credits
BIOL 541	Field Ecology/6 credits
BIOL 543	Field Botany/6 credits
BIOL electives/6 credits	

BIOL 304	Microbiology/4 credits
BIOL 412	Biochemistry/4 credits
BIOL 426	Cell Biology/4 credits

BIOL 303	Vertebrate 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, physical and occupational therapy, and medical technology.*

D. General Electives B.A. Degree (non-teaching majors)/14 credits

General Electives B.S. Degree (non-teaching majors)/13 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 page 103.

\* For additional endorsement to teach Chemistry  
Minor in Chemistry/24 hours. See page 259

\* For additional endorsement to teach Earth Science  
Minor in Earth Science/24 hours. See page 263

\* For additional endorsement to teach Physics  
Minor in Physics/24 hours. See page 274

\* 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 - 146

Total Credits Required for B.S. in Biology with Secondary Teaching Endorsement - 147

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 - 170/171

#### 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

#### 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
EASC 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 and Applications.* This course introduces students to the nature, methods, and applications of biology. Conceptual topics include methods of biological investigation, molecular and cellular features of living things, mechanisms for the evolution and continuity of life, and ecological interactions among individuals, populations and their environment. Issues of contemporary and historical importance will be used to illustrate conceptual topics and demonstrate Biology's relevance to the quality of human life and history and future of human civilizations. This course does not fulfill requirements for the biology major.. 3 lecture hours and one 2-hour lab period. 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 Longwood-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. Open only to biology majors and minors, environmental sciences minors, and health pre-professional majors. 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 Longwood-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. Open only to biology majors and minors, environmental sciences minors, and health pre-professional majors. 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 206, 207.** *Human Anatomy and Physiology I and II.* 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 303.** *Vertebrate Morphology.* A comparative study of embryonic development, anatomy and evolution in representative vertebrate groups. Prerequisite: BIOL 122. 2 lecture and two 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. Prerequisite: BIOL 121 and 122. 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 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 structure and metabolism of plant cells, the interactive functions of plant tissues, and the detailed structure and development of plant organs. Prerequisites: BIOL 122. 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 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 (EARTH SCIENCE 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 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 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. Prerequisite: BIOL 324. 3 lecture periods. 3 credits.

**BIOLOGY 400.** *Unifying Biological Principles.* An integrative study of phenomena common to all living creatures: metabolism, homeostasis, reproduction, development, inheritance, life's interactions and the environment through time and space. Themes are studied from the perspective of both cellular and organismic levels of complexity. Open only to junior and senior biology majors and minors. Prerequisite: BIOL 324. Corequisite: BIOL 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. Prerequisite: BIOL 121 and 122. 3 lecture and one 3-hour lab periods. 4 credits. \*\*

**BIOLOGY 430.** *Conservation Biology.* A multifaceted course focused on the application of basic ecological principles to complex conservation problems. Successful conservation efforts require that biological solutions be meshed with political, social, and economic realities, and thus conservation biology is an interdisciplinary field. Class discussions and projects will apply basic concepts to the high-stakes field of endangered species management as well as local, regional, and global biodiversity conservation. Students will be required to complete research assignments independently and as a part of a functional team. 3 lecture and one 2-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 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 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 field course emphasizing identification of birds by sight and sound in Virginia's mountain, coastal, and Piedmont regions. Students will also gain an understanding of general habitat associations, breeding behavior, and conservation issues. Census and monitoring techniques will be studied to emphasize the development of practical skills. Activities focused on Southside Virginia with additional required extended trips to other areas. Lab work, field activities, and independent study required. Offered during summer session. 6 credits.

**BIOLOGY 505. *Field Mammalogy.*** A field course emphasizing identification of common mammals in Virginia's mountain, coastal, and Piedmont regions. Students will also gain an understanding of general habitat associations, breeding behavior, and conservation issues. Additional emphasis will be placed on learning to employ standard census techniques such as small mammal and bat trapping and radio telemetry. Students will have the opportunity to contribute to a long-term research project on small mammal populations. Activities focused on Southside Virginia with additional required extended trips to other areas. Offered during summer session. 6 credits.

**BIOLOGY 530. *Conservation Biology.*** A multifaceted course focused on the application of basic ecological principles to complex conservation problems. Successful conservation efforts require that biological solutions be meshed with political, social, and economic realities, and thus conservation biology is an interdisciplinary field. Class discussions and projects will apply basic concepts to the high-stakes field of endangered species management as well as local, regional, and global biodiversity conservation. Students will be required to complete research assignments independently and as part of a functional team. Students will prepare a comprehensive and holistic recovery plan for a threatened or endangered species. 4 credits.

**BIOLOGY 541. *Field Ecology.*** A field course studying the fundamental concepts, principles, and terminology of ecology at the population, community, and ecosystem levels. Major emphasis is placed on learning various field sampling techniques for plants and animals in both terrestrial and aquatic environments. Students will also develop skills for using field instrumentation to measure abiotic factors. Expert consultants from other institutions and from federal and state agencies provide additional exposure to other scientific research and management perspectives and allow students to explore various career options. Overnight field trips required. Offered during summer session. Prerequisite: Biology 122 or permission of instructor. 6 credits.

**BIOLOGY 543. *Field Botany.*** A field course emphasizing the ecology and taxonomy of local plants in their natural habitats. Daily trips are made to local biological communities where specimens are examined and collected to enhance future recognition of the plants. Students are expected to learn the scientific names and classification of the most common bryophytes, pteridophytes, wildflowers, shrubs and trees of the Virginia Piedmont, coast, and mountains. Additional emphasis is placed on the development of skills for using plant keys to determine species identity. Overnight field trips required. Offered during summer session. 6 credits.

## ENVIRONMENTAL STUDIES COURSE DESCRIPTIONS

**ENVIRONMENTAL STUDIES 516. *Environmental Ethics.*** A study of how the principles of ethical theory can be applied to contemporary environmental controversies. Questions addressed will include, "What is nature?" "Are humans a part of nature?" "Do natural entities/beings such as animals, trees, rivers, and ecosystems have intrinsic value?" and "Do anthropocentric, zoocentric, and ecocentric ethical viewpoints have different implications for environmental policy?" Each student will be involved in leading class discussions and will conduct a substantial term paper/research paper on an environmental philosophy topic. 3 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 non-



parametric 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 560. *Water Pollution.*** This course will review the causes, sources, and effects of pollution on aquatic environments (freshwater, groundwater, estuary and marine). Currently available technological, behavioral, and legal solutions will also be reviewed. Prerequisites: BIOL 341 or BIOL 541; EASC/GEOG 354 or EASC 554; or permission of instructor. One 3 hour lecture a week. 2 to 4 field trips per semester. 3 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. Prerequisite: BIOL 341 or BIOL 541. 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 a chemistry elective (4 hours).

No grade below C- on chemistry courses is accepted for the graduation requirements for the major or minor in chemistry.

Students may take a maximum of four credits total in Internship (Biology/Chemistry/Physics 292, 392, 492) and Research (Biology/Chemistry/Physics 496) courses for quality points (A, B, C, and D grades). Beyond four credits, such courses must be taken on a Pass/Fail basis.

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. 41 credits  
See General Education Requirements listed on pages 64-69.  
PHYS 101 is recommended for General Education Goal 6.
- B. Additional Degree Requirements for B. A. Degree – 6 credits  
See Degree Requirements listed on pages 61-62.  
Additional Degree Requirements for B. S. Degree – 7 credits  
MATH 121/3 or 261/4 or 267/4 credits  
CHEM 111/4 credits
- C. Major Requirements. 38-39 credits
- |   |   |
|---|---|
| CHEM 111  | Fundamentals of Chemistry I/4 credits (satisfied in Additional Degree Requirements) |
| 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 101  | General Physics I/4 credits (satisfied if taken as General Education Goal 6)        |
| PHYS 102  | General Physics II/4 credits  |
| Mathematics, Computer Science, or Physics electives/3 credits |   |
- D. General Electives for non-teaching majors. 33-35 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 - 130-131  
Total credits required for B.S. in Chemistry with secondary teaching endorsement - 131-132

## CHEMISTRY MAJOR, B.S. DEGREE

### Professional Degree

- A. General Education Core Requirement. 41 credits  
See General Education Requirements listed on pages 64-69.  
PHYS 101 is recommended for General Education Goal 6.
- B. Additional Degree Requirements for B. S. Degree – 7 credits  
MATH 261 Differential and Integral Calculus/5 credits  
CHEM 111/4 credits
- C. Major Requirements. 49 credits.
- |          |   |
|----------|---|
| CHEM 111 | Fundamentals of Chemistry I/4 credits (satisfied in Additional Degree Requirements) |
|----------|---|

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 101	General Physics I/4 credits (satisfied if taken for General Education Goal 6)
PHYS 102	General Physics/4 credits
MATH 262	Differential and Integral Calculus/4 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: 23 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 (CHEM 232)
- 4 semester hours chemistry electives (CHEM 351, 352, or 400)

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 previous

education in chemistry. Does not fulfill requirements for biology, chemistry or physics majors. 3 lecture and one 2-hour lab periods. 4 credits. \*

**CHEMISTRY 111. *Fundamentals of Chemistry 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, acceptable math placement score, MATH 164 or permission of instructor. 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.*** First semester of a two-semester course designed to provide a sound foundation in the fundamental principles and basic reactions of organic chemistry. The course illustrates how three-dimensional structure effects the physical properties and the reactivity of organic compounds. Simple hydrocarbons (alkanes, alkenes, and alkynes) and alkyl halides are used to introduce the concepts of structural isomerism, stereoisomerism, reaction kinetics, thermodynamics, reaction mechanisms, and limited synthetic strategies. Prerequisite: CHEM 112. 3 lecture and one 3-hour laboratory periods. 4 credits.

**CHEMISTRY 306. *Organic Chemistry II.*** Second semester of a two-semester course designed to provide a sound foundation in the fundamental principles and basic reactions of organic chemistry. Increasingly complex compounds like alcohols, amines, substituted aromatic compounds, carboxylic acids and carboxylic acid derivatives are used to provide a heightened emphasis on reaction mechanisms and synthetic strategies. Structural elucidation techniques (<sup>1</sup>H NMR, <sup>13</sup>C NMR, IR, and MS) are introduced and are used to identify organic compounds. Prerequisite: CHEM 305. 3 lecture and one 3-hour laboratory 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 270 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 I.*** 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 II.*** 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 tech-

niques, 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.\*\*

**CHEMISTRY 500.** *Chemistry of the Environment.* This course addresses the science of the complex interactions that occur among terrestrial, atmospheric, aquatic, living, and anthropological environments. Interactions are addressed from diverse perspectives including chemistry, biology, ecology, and governmental regulations. Emphasis is placed on the study of the sources, reactions, transport, effects and fates of chemical species in water, soil, air, and living environments. The role that technology plays in these systems is also discussed. Prerequisite: CHEM 551. 3 credits.

**CHEMISTRY 551.** *Instrumental Analysis Projects.* Theory of optical and electrochemical methods of chemical analysis applied to environmental, industrial, or medical problems. Practical laboratory methods emphasized. Prerequisite: CHEM 232 or permission of instructor. 4 credits.

**CHEMISTRY 552.** *Chromatographic Analysis Projects.* Theory of chromatographic methods of separation and chemical analysis applied to environmental, industrial, or medical problems. Practical laboratory methods emphasized. Prerequisite: CHEM 232 or permission of instructor. 4 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*

Edward L. Kinman, Ph.D., *Assistant Professor of Geography*

The Earth Science Program is designed to meet the general education of all students by strengthening their knowledge of the physical environment. Students completing teaching certification programs in Biology, Chemistry or Physics may seek an additional endorsement in Earth Science by satisfying the Earth Science Minor requirements (see Earth Science Minor below). The program also provides a solid foundation for those planning to pursue careers in environmental science and offers graduate level courses for partial fulfillment of the M.S. in Environmental Studies (see Longwood Graduate Catalog).

## EARTH SCIENCE MINOR

Students interested in pursuing an earth science minor should contact the Area Coordinator. If a student is certified in biology, chemistry or physics, an additional endorsement in Earth and Space Science can be obtained by completing an earth science minor. Grades below C- are not accepted for the minor. The minor must include:

EASC 300                      The Dynamic Planet/3 credits  
15 credits of Earth Science electives

TOTAL 18 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.

**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*. An introduction to the major landform shaping processes that affect the surface of the earth. Human impact on these geomorphic processes, particularly the effects of urbanization and erosive land use, will be discussed with regard to current models of geomorphic change. 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. \*\*

EARTH SCIENCE 510. *Geomorphology*. This seminar will examine the major geomorphic processes that affect the surface of the earth. The focus of the course will be on geomorphic processes that are most relevant to the landscape of Virginia and how these local features fit within the context of landform development theories. The human impact on these geomorphic processes, particularly the effects of urbanization and erosive land use, will be discussed with regard to current models of geomorphic change. 3 credits.

EARTH SCIENCE 554. *Hydrology*. An introductory survey of hydrology, with emphasis 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. Graduate students will be expected to participate in seminar discussions of readings pertinent to environmental issues in hydrology. 3 credits.

EARTH SCIENCE 555. *Climatology*. EASC 555 is an introductory survey of climatology. The dynamics and general circulation of the atmosphere will be qualitatively examined. Emphasis will be on surface and upper level atmospheric linkages in the midlatitudes and will include discussion of tropospheric waves, jet streams and cyclogenesis. The goal of this course will be to explore regional climatic patterns and anomalies with a fundamental understanding of synoptic atmospheric processes.

EARTH SCIENCE 520. *Stream Processes and Landforms*. This course will examine the dynamics of rivers and the landforms which result from streamflow. Students will learn laboratory, field and analytical techniques to evaluate drainage basin, streamflow, and channel form characteristics. The human impact on fluvial systems, particularly urbanization and erosive land use, will be discussed with regard to current models of river channel changes. Students are expected to attend all field trips. Offered during summer session. Prerequisite: EASC/GEOG 354, EASC 554, or permission of instructor. 6 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 EDUCATION 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*

Edward L. Kinman, Ph.D., *Assistant Professor of Geography*

## GEOGRAPHY MINOR

Students interested in pursuing a geography minor should contact Dr. Hardin. Grades below C- are not accepted for the minor. The minor must include:

GEOG 201                      Basic Elements of Geography/3 credits

Choose minimum of 3 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 354                      Hydrology/3 credits

GEOG 355                      Climatology/3 credits

GEOG 358                      Map Design and Analysis/4 credits

GEOG 410                      Geomorphology/3 credits

GEOG 444                      Political Geography/3 credits

GEOG 450                      Geography of Contemporary Problem Areas/3 credits

Choose minimum of 3 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 the U.S. and Canada/3 credits

GEOG 405                      Geography of Africa/3 credits

GEOG 453                      Geography of the former Soviet Union/3 credits

9 credits of Geography electives

TOTAL 18 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.* An introduction to the major landform shaping processes that affect the surface of the earth. Human impact on these geomorphic processes, particularly the effects of urbanization and erosive land use, will be discussed with regard to current models of geomorphic change. 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 may be 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.

Students may take a maximum of four credits total in Internship (Biology/Chemistry/Physics 292, 392, 492) and Research (Biology/Chemistry/Physics 496) courses for quality points (A, B, C, and D grades). Beyond four credits, such courses must be taken on a Pass/Fail basis.

### PHYSICS MAJOR, B.A., B.S. DEGREE

#### A. General Education Core Requirement. 41 credits

See General Education Requirements listed on pages 64-69.

#### B. Additional Degree Requirements for B.A. Degree – 6 credits

See requirements listed on pages 61-62.

Additional Degree Requirements for B. S. Degree – 7 credits

MATH 261                      The Differential and Integral Calculus/4 credits

CHEM 111                     Fundamentals of Chemistry I/4 credits

#### C. Major Requirements. 42 or 46 credits.

CHEM 111                     Fundamentals of Chemistry I/4 credits

(satisfied by Additional Degree Requirements)

CHEM 112                     Fundamentals of Chemistry II/4 credits

MATH 262                     The Differential and Integral Calculus/4 credits

MATH 361                     Calculus III/3 credits

MATH 460                     Differential Equations/3 credits

PHYS 101                     General Physics I/4 credits (satisfied if taken for General Education Goal 6)

PHYS 102                     General Physics/4 credits

or PHYS 201                   College Physics/4 credits

and PHYS 202                College 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. General electives for non-teaching majors – 26-31.

E. 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 100-103.

\* For additional endorsement to teach Biology

Minor in Biology/24 hours. See page 251

\* For additional endorsement to teach Chemistry

Minor in Chemistry/24 hours. See page 259

\* For additional endorsement to teach Earth Science

Minor in Earth Science/24 hours. See page 263

\* 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.A. in Physics with Secondary Teaching Endorsement - 134/138

Total credits required for B.S. in Physics with Secondary Teaching Endorsement - 135/139

Total credits required for B.A. in Physics with Secondary Teaching Endorsement and an endorsement in either Biology, Chemistry or Earth Science - 158/162

Total credits required for B.S. in Physics with Secondary Teaching Endorsement and an endorsement in either Biology, Chemistry or Earth Science - 159/160

## PHYSICS MAJOR, B.S. or B.A. DEGREE

### Pre-Medicine and Biophysics Concentration

A. General Education Core Requirement. 41 credits

See General Education Requirements listed on pages 64-69.

B. Additional Degree Requirements for B.A. degree – 6 credits

See additional degree requirements listed on pages 61-62.

B. S. Degree Additional Degree Requirements – 7 credits

MATH 261 The Differential and Integral Calculus/4 credits

CHEM 111 Fundamentals of Chemistry I/4 credits

C. Major Requirements. 74-78 credits

BIOL 121 The Unity of Life/4 credits

BIOL 122 Diversity of Life/4 credits

BIOL 304 Microbiology/4 credits

or BIOL 412 Biochemistry/4 credits

BIOL 306 Vertebrate Physiology/4 credits

BIOL 324 Genetics/4 credits

CHEM 111 Fundamentals of Chemistry I/4 credits  
(satisfied by Additional Degree requirements)

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/4 credits



MATH 361	Calculus III/3 credits
MATH 460	Differential Equations/3 credits
PHYS101	General Physics I/4 credits (satisfied if taken as General Education Goal 6)
PHYS 102	General Physics II/4 credits
or PHYS 201	College Physics/4 credits
and PHYS 202	College 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.	

C. Total credits required for a B.A. in Physics with Pre-Medicine or Biophysics Concentration - 121-125

D. Total credits required for a B.S. in Physics with Pre-Medicine or Biophysics Concentration - 122-126

## PHYSICS COURSE DESCRIPTIONS

*A special fee is charged for all courses with laboratories.*

General Education Course \*

Writing Intensive Course \*\*

**PHYSICS 101.** *General Physics I.* 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 II.* 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.** *College 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.** *College 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 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 requirements which are not fulfilled at the time of transfer will be taken at the second institution. Longwood will award transfer credit for courses passed with grades of C or above at the second institution.

Students transferring to UVA or CNU may elect to remain at Longwood for seven semesters before transferring.

The ODU B.S. program will only accept certain Longwood General Education courses for transfer. Students electing this option should see the 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 pro-

gram, 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 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:

BIOL 121	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. 41 credits  
See General Education Requirements listed on pages 64-69.  
PHYS 101 is recommended for General Education Goal 6.
- B. B. S. Degree Additional Degree Requirements – 7 credits  
Mathematics/3 credits  
CHEM 111                      Fundamentals of Chemistry I/4 credits
- C. Major Requirements. 43 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  
   (satisfied in Additional Degree Requirements)  
CHEM 112                      Fundamentals of Chemistry II/4 credits  
CHEM 305                      Organic Chemistry I/4 credits  
CHEM 306                      Organic Chemistry II/4 credits  
PHYS 101                      General Physics I/4 credits (satisfied if taken for General Education Goal 6)  
PHYS 102                      General Physics II/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 - 127  
Total Credits Required for B.S. in Biology with Medical Technology Concentration affiliated with  
Roanoke Memorial Hospital - 133.5  
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. 41 credits.  
See General Education Requirements listed on pages 64-69.
- B. B. S. Degree Additional Degree Requirements – 7 credits  
Mathematics 171 or 261/3-4 credits  
CHEM 111/4 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  |
| BIOL 324                                    | Genetics/4 credits  |
| Biology elective at 300-400 level/4 credits |   |
| CHEM 111                                    | Fundamentals of Chemistry I/4 credits (satisfied in Additional Degree Requirements) |
| CHEM 112                                    | Fundamentals of Chemistry II/4 credits  |
| CHEM 305                                    | Organic Chemistry I/4 credits   |
| CHEM 306                                    | Organic Chemistry II/4 credits  |
| PHYS 101                                    | General Physics I/4 credits (satisfied if taken as General Education Goal 6)        |
| PHYS 102                                    | General Physics II/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 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  
Electives/32 credits\*\*

Introduction to Biological Psychology/3 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., *Associate 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., *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 (41-43 credits).

The Department of Psychology offers four concentrations. All psychology majors are required to take the 22-24 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. 41 credits.

See General Education Requirements listed on pages 64-69.

B. Additional Degree Requirements. 7 credits.

See Degree Requirements listed on pages 61-62.

C. Major Requirements/41-43 credits.

1. CORE REQUIREMENTS. 22-24 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 (satisfies General Education Goal 15) (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

D. General electives for B.S. in Psychology – 29-31 credits.

E. Total credits required for B.S. in Psychology – 120.

## 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.* Overview of the theories, methods, and applications of psychology. Explanation of the ways psychology and culture have influenced each other, as well as the application of psychological principles and ideas to contemporary issues. Focuses on personality, emotional, and social development; psychological disorders and treatment; cognitive processes and abilities; direct and indirect influences on thoughts, feelings, and behavior; and health, stress, and coping. 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 498.** *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, Anthropology, and Criminal Justice Studies

Lee Bidwell, *Chair*

Beverly Hottle, *Secretary*

The Department of Sociology, Anthropology, and Criminal Justice Studies offers undergraduate majors in sociology, anthropology, and criminology and criminal justice and minors in sociology and anthropology. Students majoring in sociology or in anthropology may earn either the B.A. or B.S. degree. Students majoring in criminology and criminal justice will earn a 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 knowledge, skills and abilities to students who plan to (1) seek employment in business, industry, criminal justice, human service, or related fields, (2) pursue advanced studies in law, public policy, urban planning, or related fields, or (3) engage in graduate work in sociology, anthropology, criminology, criminal justice, or related fields.

The sociology major may specialize in concentrations in Family Studies or Pre-Law. The anthropology major will be exposed to the four fields of anthropology: archaeology, physical anthropology, cultural anthropology, and linguistics. Of particular interest to Criminology and Criminal Justice majors is a unique 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 similar agreement with the Richmond Police Academy has recently been added.

Internships or field experiences are required for all three majors offered in the department. In the past, students have interned in a variety of settings including probation and parole offices, community colleges, local government branches, planning and research agencies, physical and mental health care facilities, and museums. A popular offering in the department is the Archaeology Field School, which can be used by anthropology majors to fulfill their internship requirement. In the 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 Dr. 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, anthropology, and criminology and criminal justice 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., *Professor of Sociology*  
William Burger, Ph.D., *Associate Professor of Sociology*  
Lawrence G. Hlad, Ph.D., *Assistant 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.

### 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. 41 credits

See General Education Requirements listed on pages 64-69.

NOTE: Goal 8 is not satisfied by SOCL 101 and 102; Goal 13 (Ethics, 3 credits) must be satisfied through PHIL 308, PHIL 315, or PHIL 316; Goal 15 must be satisfied with SOCL 492, Internship in Sociology, SOCL 490, Directed Independent Study, or SOCL 498, Honors Research in Sociology

### B. Additional Degree Requirements, B.A. 6 credits.

Additional Degree Requirements, B.S. 7 credits.

See Degree Requirements listed on pages 61-62.

### C. Major Requirements. 41 credits

SOCL 101	Principles of Sociology/3 credits
SOCL 102	Contemporary Social Problems/3 credits
SOCL 233	Race, Class, and Gender/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

Choose three credits from the following (one credit of these three credits fulfills General Education Goal 15):

SOCL 490	Directed Independent Study/3 credits
SOCL 492	Internship in Sociology/3 credits
SOCL 498	Honors Research in Sociology/3 credits

Sociology electives/18 credits  
TOTAL 41 credits

D. No grade below C- is accepted for graduation in major course work.

E. General Electives B.A. Degree: 32 credits  
General Electives B.S. Degree: 31 credits

F. Total Credits Required for B.A. or B.S. in Sociology - 120

## **SOCIOLOGY MAJOR, B.A., B.S. DEGREE**

### **Family Studies Concentration**

A. General Education Core Requirement. 41 credits

See General Education Requirements listed on pages 64-69.

NOTE: Goal 8 is not satisfied by SOCL 101 and 102; Goal 13 (Ethics, 3 credits) must be satisfied through PHIL 308, PHIL 315, or PHIL 316; Goal 15 must be satisfied with SOCL 492, Internship in Sociology, SOCL 490, Directed Independent Study, or SOCL 498, Honors Research in Sociology .

B. Additional Degree Requirements. B.A. 6 credits.

Additional Degree Requirements. B.S. 7 credits.

See Degree Requirements listed on pages 61-62.

C. Major Requirements. 41 credits.

SOCL 101 Principles of Sociology/3 credits

SOCL 102 Contemporary Social Problems/3 credits

SOCL 222 Socialization: Sociology of Child Development/3 credits

SOCL 233 Race, Class, and Gender/3 credits

SOCL 241 Sociology of Marriage and the Family/ 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

PSYC 373 Adolescent Development/3 credits

SOWK 337 Family and Children's Services/3 credits

Choose three credits from the following (one credit of these three credits fulfills General Education Goal 15):

SOCL 490 Directed Independent Study/3 credits

SOCL 492 Internship in Sociology/3 credits

SOCL 498 Honors Research in Sociology/3 credits

Choose three credits from the following:

SOCL 331 Social Gerontology/3 credits

PSYC 375 Psychology of Adulthood and Aging/3 credits

RECR 304 Leisure and Aging/3 credits

Choose three credits from the following:

SOCL 325 Women and Society/3 credits

SOCL 332 Dying and Death/3 credits

CRIM 335 Juvenile Delinquency/3 credits

SOCL 351 Sociology of Family Violence/3 credits

TOTAL 41 credits

D. No grade below C- is accepted for graduation in major course work.

E. General Electives B.A. Degree: 32 credits  
General Electives B.S. Degree: 31 credits

F. Total Credits Required for B.A. or B.S. in Sociology with a Concentration in Family Studies- 120

**SOCIOLOGY MAJOR, B.A., B.S. DEGREE**

**Pre-Law Concentration**

A. General Education Core Requirement. 41 credits

See General Education Requirements listed on pages 64-69.

NOTE: Goal 8 is not satisfied by SOCL 101 and 102; Goal 13 (Ethics, 3 credits) must be satisfied through PHIL 308, PHIL 315, or PHIL 316; Goal 15 must be satisfied with SOCL 492, Internship in Sociology, SOCL 490, Directed Independent Study, or SOCL 498, Honors Research in Sociology.

B. Additional Degree Requirements, B.A. 6 credits.

Additional Degree Requirements, B.S. 7 credits.

See Degree Requirements listed on pages 61-62.

C. Major Requirements. 41 credits.

SOCL 101	Principles of Sociology/3 credits
SOCL 102	Contemporary Social Problems/3 credits
SOCL 233	Race, Class, and Gender/3 credits
SOCL 345	Social Research/3 credits
SOCL 346	Basic Statistics/3 credits
CRIM 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

Choose three credits from the following (one credit of these three credits fulfills General Education Goal 15):

SOCL 490	Directed Independent Study/3 credits
SOCL 492	Internship in Sociology/3 credits
SOCL 498	Honors Research in Sociology/3 credits

Sociology electives\*/12 credits

TOTAL/41 credits

\*Recommended sociology electives:

SOCL 205	Deviance/3 credits
SOCL 241	Marriage and the Family/3 credits
CRIM 200	Introduction to Corrections/3 credits
CRIM 335	Juvenile Delinquency/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
COMM 200	Fundamentals of Communication/3 credits

D. No grade below C- is accepted for graduation in major course work.

E. General Electives B.A. Degree: 32 credits

General Electives B.S. Degree: 31 credits

F. Total Credits Required for B.A. or B.S. in Sociology with a Concentration in Pre-Law - 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 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. 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. 3 credits.

**SOCIOLOGY 233. *Race, Class, and Gender.*** This course focuses on the causes, consequences and justifications of the inequalities associated with race, ethnicity, socioeconomic status, and gender in the United States and in

other societies. Current social policies are critically examined and alternative routes to social change are explored. Race, class and gender are significant variables by which human societies make distinctions among their members. Such distinctions often lead to an inequitable distribution of political power, social well-being, and the resources available to individual members of the society. In this course we seek to increase students' awareness and understanding of the inequities in society and the consequences of those inequities for different communities and individuals within society.

**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 295. *Special Topics.*** Selected topics in Sociology. The topics may vary from semester to semester. May be repeated for credit when topics change. 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 political-economic environment, formal and informal structure, technology, management ideologies, control and commitment of personnel, and impact on lives of individuals. Classical and recent theory and research are examined. Prerequisite: SOCL 101 or SOCL 102 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. Open to Juniors and Seniors only. 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. 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: SOCL 101 or SOCL 102 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 or SOCL 102 or permission of instructor. 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 dis-



ruption 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 SOCL 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. Offered fall semester. Open to Juniors and Seniors only. 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. Open to Juniors and Seniors only. 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 SOCL 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 SOCL 102 or permission of instructor. 3 credits.

**SOCIOLOGY 355 (ANTHROPOLOGY 355). *The Community.*** Students review theories of community and analyze representative community studies. 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 or SOCL 102 or permission of instructor. 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 SOCL 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: SOCL 101, SOCL 102 or permission of instructor. 3 credits.

**Collective Behavior and Social Movements.** In this course, students study social behavior that is guided by non-traditional 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 389. *Sociological Theory.*** This course is an examination of the major theoretical positions in classical and current sociology. Offered fall semester. Open to Juniors and Seniors only. 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. Prerequisite: SOCL 101 or ANTH 101 or permission of instructor. 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. *Directed Independent Study.*** Individualized study. Must be approved by the head of the department. 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. 1-15 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 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, Ph.D., *Assistant Professor of Anthropology*

Douglas M. Dalton, Ph.D., *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. 41 credits.

See General Education Requirements listed on pages 64-69.

NOTE: Goal 9 is not satisfied by ANTH 101; Goal 13 (Ethics, 3 credits) must be satisfied through PHIL 308, PHIL 315, or PHIL 316; Goal 15 must be satisfied with ANTH 296, Field Methods in Archaeology, ANTH 492, Internship in Anthropology, ANTH 490, Directed Independent Study, or, ANTH 498, Honors Research in Anthropology.

### B. Additional Degree Requirements, B.A. 6 credits

Additional Degree Requirements, B.S. 7 credits

See Degree Requirements listed on pages 61-62.

### C. Major Requirements. 41 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 three credits from the following (one credit of these three credits fulfills General Education Goal 15):

ANTH 296 Field Methods in Archaeology/3 to 6 credits

ANTH 490 Directed Independent Study/3 credits

ANTH 492 Internship in Anthropology/3 credits

ANTH 498 Honors Research 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/6 credits

TOTAL 41 credits

### D. No grade below C- is accepted for graduation in major course work.

### E. General Electives B.A. Degree: 32 credits

General Electives B.S. Degree: 31 credits

### F. Total Credits Required for B.A. or 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

Choose one of the following:

ANTH 202 Archaeology/3 credits

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 295.** *Special Topics.* Selected topics in Anthropology. The topics may vary from semester to semester. May be repeated for credit when topics change. 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. 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 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. Prerequisite: SOCL 101 or ANTH 101 or permission of instructor. 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.** *Directed Independent Study.* Individualized study. Must be approved by the head of the department. 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: 1-15 hours per semester.

**ANTHROPOLOGY 495.** *Special Topics. Selected topics in Anthropology.* The topics may vary from semester to semester. May be repeated for credit when topics change. 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. \*\*



## CRIMINOLOGY AND CRIMINAL JUSTICE PROGRAM,

### Faculty

Lee D. Millar Bidwell, Ph.D., *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 criminology and criminal justice major is to prepare students for work in the criminal justice system, including jobs in local, state, and federal law enforcement, corrections, and probation and parole. The major also is appropriate preparation for graduate study in the social sciences and law. The major gives students a strong foundation in criminology and sociology while simultaneously emphasizing how academic knowledge can be applied in occupational settings. Skills can be developed in oral and written communication, critical thinking, scientific research methods, statistics and computerized data analysis.

## CRIMINOLOGY AND CRIMINAL JUSTICE MAJOR, B.S. DEGREE

### A. General Education Core Requirement. 41 credits

See General Education Requirements listed on pages 64-69.

NOTE: Goal 8 is not satisfied by SOCL 102 (it is strongly recommended that Criminology/Criminal Justice majors take SOCL 101 for Goal 8); Goal 13 (Ethics, 3 credits) must be satisfied through PHIL 308, PHIL 315, or PHIL 316; Goal 15 must be satisfied with CRIM 492, Internship in Criminology and Criminal Justice, CRIM 490, Directed Independent Study, or CRIM 496, Professional Study in Criminal Justice

### B. Additional Degree Requirements, B.S. 7 credits.

See Degree Requirements listed on pages 61-62.

### C. Major Requirements. 41 credits

CRIM 100 Survey of Criminal Justice/3 credits

CRIM 200 Introduction to Corrections/3 credits

CRIM 210 Introduction to Policing/3 credits

CRIM 375 Criminology/3 credits

CRIM 461 Senior Seminar in Criminology and Criminal Justice/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

POSC 355 Constitutional Law and Liberties I/3 credits

Choose three credits from the following (one credit of these three credits fulfills General Education Goal 15):

CRIM490 Directed Independent Study/3 credits

CRIM 492 Internship in Criminology and Criminal Justice/3 credits

CRIM 496 Professional Study in Criminal Justice/3 credits

Choose 9 credits from the following:

CRIM 201-CRIM 499

SOCL 205 Deviance/3 credits

SOCL 232 Minority Groups/3 credits

SOCL 233 Race, Class, and Gender/3 credits

SOCL 241 Sociology of Marriage and the Family/3 credits

SOCL 326 Sociology of Civil Rights Movement/3 credits

SOCL 350 Power and Privilege: Social Stratification

SOCL 351 Sociology of Family Violence/3 credits



SOCL 360	Urban Sociology/3 credits
SOCL 376	Sociology of Law/3 credits
POSC 230	Administration of Justice
POSC 356	Constitutional Rights and Liberties II/3 credits
TOTAL 41 credits	

D. No grade below C- is accepted for graduation in major course work.

E. General Electives B.S. Degree: 31 credits

F. Total Credits Required for B.S. in Criminology and Criminal Justice - 120

## CRIMINOLOGY AND CRIMINAL JUSTICE COURSE DESCRIPTIONS

General Education Courses \*

Writing Intensive Courses \*\*

**CRIMINOLOGY/CRIMINAL JUSTICE 100.** *Survey of Criminal Justice.* This course is an introduction to the study of the criminal justice system in the United States. The history, theory and practice of the various subsystems within the criminal justice system will be explored. Additionally, the various indices that provide measures of crime in the United States, the role of the police, the courts and corrections in addressing the "crime problem," and selected Supreme Court decisions will be critically examined. 3 credits.

**CRIMINOLOGY/CRIMINAL JUSTICE 200.** *Introduction to Corrections.* 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. 3 credits.

**CRIMINOLOGY/CRIMINAL JUSTICE 210.** *Introduction to 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. 3 credits.

**CRIMINOLOGY/CRIMINAL JUSTICE 295.** *Special Topics.* Selected topics in criminology and criminal justice. The topics may vary from semester to semester. May be repeated for credit when topics change. 3 credits.

**CRIMINOLOGY/CRIMINAL JUSTICE 310.** *Administrative Issues in Criminal Justice.* This course examines the structure and process of criminal justice administration in contemporary American society. Topics include the police, courts, and corrections. Special attention will be given to administration and leadership practices and challenges in these criminal justice organizations, inter-organizational relations, and public relations issues. 3 credits.

**CRIMINOLOGY/CRIMINAL JUSTICE 311, 312.** *Studies Abroad.* These courses are primarily intended for transfer of credit earned abroad in courses on sociology. 1-18 credits.

**CRIMINOLOGY/CRIMINAL JUSTICE 323.** *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. \*\*

CRIMINOLOGY/CRIMINAL JUSTICE 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.

CRIMINOLOGY/CRIMINAL JUSTICE 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.

CRIMINOLOGY/CRIMINAL JUSTICE 401. *Issues in Criminal Justice*. This course invites students to participate in a critical analysis of the American Criminal Justice System. The administration of "justice" as a selective process and the social and political contexts and contests within which social control is articulated will be explored in this course. Particular attention is given to the front line criminal judicial agencies and actors that serve to reproduce order. Inherent in the examination of the criminal justice processes are specific inquiries into social, political and economic struggles that characteristically reflect fundamental issues of social inequality. Institutional structures and their attendant networks are explained in relationship to the state and its differential networks. The nature of the criminal justice agencies and actors, degrees of enforcement and interrelationships with coercive agencies will be investigated. 3 credits.

CRIMINOLOGY/CRIMINAL JUSTICE 461. *Senior Seminar in Criminology and Criminal Justice*. This course is a seminar for the senior criminology & criminal justice major, designed to integrate knowledge of specific subfields into a comprehensive view of the discipline and its role in relation to other sciences. Open only to senior criminology and criminal justice majors. 3 credits. \*\*

CRIMINOLOGY/CRIMINAL JUSTICE 490. *Directed Independent Study*. Individualized study. Must be approved by head of department. 1-18 credits.

CRIMINOLOGY/CRIMINAL JUSTICE 492. *Internship in Criminology and Criminal Justice*. 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 Criminology/Criminal Justice and Sociology credits combined. 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. 1-15 credits.

CRIMINOLOGY/CRIMINAL JUSTICE 495. *Special Topics*. Selected topics in criminology and criminal justice. The topics may vary from semester to semester. May be repeated for credit when topics change. 3 credits.

CRIMINOLOGY/CRIMINAL JUSTICE 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.

CRIMINOLOGY/CRIMINAL JUSTICE 498. *Honors Research in Sociology*. Students conduct research in criminology and/or criminal justice under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits.

# Longwood Teaching Faculty (2002-2003)

*(Year of Initial Appointment in Parentheses)*

- YOUSEF H. ABBAS**, Lecturer of Mathematics (2000)  
B.Sc., University of Jordan; M.A. and Ph.D., University of South Florida
- WILLIAM P. ABRAMS**, Associate Professor and  
Chair of the Department of Mathematics and Computer  
Science (1990)  
B.A., M.S., Ph.D., University of Virginia
- CHERYL L. ADKINS**, 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**, Instructor 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**, Assistant Professor of Biology (2001)  
Doctorate, Central University; M.S., University of Illinois; Ph.D., University of Illinois
- B. MCRAE AMOSS, JR.**, 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 Communication Studies 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**, Assistant Professor of Anthropology (1998)  
B.S., Longwood College; M.A. and Doctorate, 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**, 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 of 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 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
- GRETCHEN L. BRAUN**, Instructor of Education (2002)  
 B.A., University of Michigan; M.S., Longwood College
- NORMAN J. BREGMAN**, Provost and Vice President for Academic Affairs and  
 Professor of Psychology (1997)  
 B.A., Kean University; M.A., Stephen F. Austin University;  
 Ph.D., University of Southern California
- MARTIN BRIEF**, Assistant Professor of Art (2002)  
 B.F.A., Northern Illinois University; M.F.A., Southern Illinois University
- 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 and  
 Chair, Department of Natural Sciences (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 of English and Director of Longwood Seminar (1999)  
 B.A., Arizona State University; M.A., Northern Arizona University
- JENA A. BURGESS**, Associate Professor of English and Director of General Education (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
- DON L. BUTLER**, Lecturer in English (2001)  
 B.A., M.A., Longwood College
- 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

- 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 of Library Media (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
- N. SCOTT COLE**, Instructor of Political Science (2002)  
 B.A., University of Dayton; M.A., Miami 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**, Lecturer 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
- SUSAN G. DEATON**, Assistant Professor of Library Science and Librarian (2000)  
 B.S., M.A., University of Virginia
- DOUGLAS M. DALTON**, 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
- CHERYL DAVIS**, Lecturer in Computer Information Management Systems (2001)  
 B.S., Virginia Commonwealth University; M.S., Longwood College
- 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
- WADE A. EDWARDS**, Instructor of French (2002)  
 B.A., University of Notre Dame; M.A., Miami University
- KRISTEN MCALEAVEY ENG**, Assistant Professor of Social Work (2002)  
 B.S.W., California University of Pennsylvania; M.S.W., West Virginia University; Ph.D., Walden 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 (1997)  
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
- MARK L. FINK**, Instructor of Science Education (2002)  
B.S., University of Missouri; M.S., Texas A&M University
- KATHLEEN T. FLANAGAN**, Professor of English (1987)  
B.A., M.A., Ph.D., University of North Carolina at Chapel Hill
- MARY A. FLANIGAN**, Associate Professor of Accounting and  
Chair of Department of Accounting, Economics, and Finance (1990)  
B.A., College of Notre Dame of Maryland; B.S., Towson State University;  
M.B.A., Loyola College in Maryland; Ph.D., Virginia Commonwealth University; CPA
- MELINDA I. FOWLKES**, Assistant Professor of Business Administration and  
Assistant Dean of the School of Business and Economics (1976)  
B.S., M.Ed., University of Georgia; M.B.A., Virginia Commonwealth University; CPA
- CHAPMAN H. FRAZIER**, Associate Professor of English Education (1999)  
B.A., M.A., West Virginia University; M.S., Longwood College;  
Ph.D., University of Virginia
- DEBORAH C. FRAZIER**, Assistant Professor of Education (1999)  
B.A., Longwood College; M.Ed., Ph.D., University of Virginia
- JOSEPH E. GARCIA**, Associate Professor of Geography (1998)  
B.A., Rutgers University; M.S., Ph.D., University of Georgia
- PAUL A. GIANNOTTI**, Assistant Professor of Athletic Training and  
Coordinator of Clinical Education (1999)  
B.S., Marietta College; M.Ed., University of Virginia
- EARL F. GIBBONS**, Associate Professor of Management and Dean of the School of Business  
and Economics (2001)  
B.S., State University of New York; M.A. and Ph.D., University of Pittsburgh
- SALLY W. GILFILLAN**, Associate Professor of Accounting (1986)  
B.S.B.A., Longwood College; M.S., University of Virginia; C.P.A.
- LILY A. GOETZ**, Associate Professor of Spanish (1992)  
B.A., University of West Florida; M.A., Universidad de Salamanca;  
Ph.D., Catholic University
- JANET G. GREEN**, LaCrosse Coach and Instructor of Physical Education (1994)  
B.S., Ursinus College; M.A., University of Northern Colorado
- CHARLOTTE L. GUYNES**, Assistant Professor of Health Education (1998)  
B.S., M.Ed., Stephen F. Austin State University;  
Ph.D., Texas A&M University
- JACQUELINE ANDERSON HALL**, Associate Professor of Mathematics (1996)  
B.S., Furman University; M.S., Ph.D., University of Virginia
- WILLIAM R. HARBOUR**, Associate Professor and Chair of the Department of  
History and Political Science (1976)  
B.A., University of Arizona; M.A., Ph.D., Indiana University
- DAVID S. HARDIN**, Assistant Professor of Geography (1991)  
B.A., Mary Washington College; M.S., University of Tennessee;  
Ph.D., University of Maryland
- BETTE L. HARRIS**, Professor and Chair of the Department of Health, Physical Education,  
Recreation and Dance (1979)  
B.S., Madison College; M.A., Sam Houston State University;  
Ed.D., University of North Carolina at Greensboro
- DREW L. HARRIS**, Assistant Professor of Management (2000)  
B.A., University of West Florida; M.B.A. and Ph.D., Stern School of Business, New York University

- LAWRENCE G. HLAD, Assistant Professor of Sociology (1977)  
 B.A., M.A., Boston University; M.A., Princeton University;  
 Ph.D., Union Graduate School-West
- CYNTHIA HO, Head Woman's Golf Coach and Instructor of Physical Education (1992)  
 B.S., M.S., Lamar University
- FRANK J. HOWE, Professor of Guidance and Counseling (1988)  
 B.S., St. Joseph's College; M.S. Syracuse University; Ph.D., The Union Institute
- PATRICIA A. HOWE, Associate Professor of Library Science and Librarian (1982)  
 B.S., Cabrini College; M.L.S., Syracuse University
- WEN-JANG JIH, Professor of Computer Information Management Systems (2001)  
 B.S., National Central University (Taiwan); M.B.A., National Cheng-Chi University (Taiwan);  
 Ph.D., University of North Texas
- DANA P. JOHNSON, Lecturer in Biology (1998)  
 A.A.S., Southside Virginia Community College; B.S. and M.S., Longwood College
- JUDITH R. JOHNSON, Associate Professor of Physical Education (1972)  
 B.S., Winthrop College; M.A., University of Iowa; Ph.D., University of Illinois
- CHRISTOPHER D. JONES, Assistant Professor of Special Education (1999)  
 B.S., M.S., Longwood College
- JAMES W. JORDAN, Professor of Sociology and Anthropology (1978)  
 B.S., Indiana University of Pennsylvania; M.A. (Sociology),  
 M.A. (Anthropology), University of Connecticut; Ph.D., University of Georgia
- STEPHEN C. KEITH, Assistant Professor of Communication Disorders/Education (1992)  
 B.S., Kent State University; M.Ed., Ed.D., University of Virginia
- DEBRA S. KELLEY, Associate Professor of Sociology (1994)  
 B.S., Virginia Commonwealth University; M.S.J., American University;  
 Ph.D., University of Illinois at Urbana-Champaign
- EDWARD L. KINMAN, Assistant Professor of Geography (2002)  
 B.A., Furman University; M.A., Wheaton College Graduate School, Ph.D., University of Minneapolis
- CHARLES E. KINZER, Associate Professor of Music (1992)  
 B.M., Auburn University; M.M., University of Alabama;  
 Ph.D., Louisiana State University
- LISA B. KINZER, Assistant Professor of Music (1997)  
 B.M., North Carolina School for the Performing Arts;  
 M.M., Louisiana State University; D.M., The University of North Carolina, Greensboro
- LUTHER R. KIRK, Assistant Professor of Education (1997)  
 B.A., University of South Florida; M.S., Radford University;  
 Ed.D., Virginia Polytechnic Institute and State University
- RENA A. KOESLER, Associate Professor of Therapeutic Recreation and Program Coordinator (1986)  
 B.S., Western Illinois; M.Ag., Texas A & M; Ph.D., Michigan State University
- ERIC A. KOGER, Assistant Professor of Theatre (2002)  
 B.S., Ball State University; M.F.A., Florida State University
- CHRYSTYNA KOSARCHYN, Professor of Health Education (1987)  
 B.A., University of Illinois; M.A., Kent State University; Ph.D., University of Toledo
- NANCY F. KRIPPEL, Associate Provost and Director of Graduate Programs (2000)  
 B.A., Barat College; M.A. and Ph.D., Loyola University
- \* CANDIS LAPRADE, Associate Professor of English (1992)  
 B.A., M.A., East Carolina University; Ph.D., University of North Carolina at Chapel Hill
- CLAIRE R. LAROCHE, Assistant Professor of Business Law and Legal Environment (1998)  
 B.A., College of Charleston; J.D., University of South Carolina Law School;  
 M.B.A., College of William and Mary
- GERARD LASSAHN, Lecturer of English (2002)  
 B.A., M.A., Longwood College
- LINDA K. LAU, Assistant Professor of Computer Information Management Systems (2000)  
 B.S., Illinois State University, M.B.A., Illinois State University; Ph.D., Rensselaer Polytechnic Institute



- ERIC L. LAWS**, Assistant Professor of Psychology (2000)  
B.S., Christopher Newport College; M.S. and Ph.D., Virginia Polytechnic Institute and State University
- MICHAEL LEEDER**, Head Men's Basketball Coach (1999)  
B.A., Florida State University
- MARY E. LEHMAN**, Assistant Professor of Biology (1998)  
B.S., Juniata College; M.S., Ph.D., North Carolina State University
- DAVID LEHR**, Assistant Professor of Economics (2001)  
B.A., State University of New York; M.A. and Ph.D., The Pennsylvania State University
- JEREMY M. LLOYD**, Assistant Professor of Science Education (2000)  
B.Sc., University of East Anglia; Ph.D., University of East Anglia;  
Ph.D., Virginia Commonwealth University
- MICHAEL C. LUND**, Professor of English (1974)  
A.B., Washington University; M.A., Ph.D., Emory University
- PATRICIA D. LUST**, Professor and Chair of Department of Music (1979)  
B.M., Heidelberg College; M.M., N.E. Conservatory of Music;  
D.M., Indiana University
- PAULA LUTERAN**, Assistant Professor of Spanish (2002)  
B.A., University of Scranton, M.A., Ph.D., University of Pennsylvania
- GARY P. LUTZ**, Assistant Professor of Chemistry (2001)  
B.A., University of Southern Indiana; Ph.D., University of Illinois
- ROBERT LEE LYNCH**, Assistant Professor of English (1991)  
B.A., Michigan State University; M.A., Western Michigan University;  
Ph.D., Indiana University
- SUSAN E. LYNCH**, Assistant Professor of Therapeutic Recreation (1993)  
B.S., Lubbock Christian College; M.S., Texas Tech University;  
Ph.D., Texas Woman's College
- DENNIS Malfatti**, Lecturer in Music and Interim Director of Choral Activities (2002)  
B.M., University of the Pacific; M.M., Pennsylvania State University
- MELANIE M. MARKS**, Associate Professor of Economics and  
Director of Center for Economic Education (1993)  
B.S., M.S., Ph.D., Texas A & M
- RACHEL MATHEWS**, Associate Professor of Special Education (1994)  
B.S., University of Kerala, India; M.Ed., College of William and Mary;  
Ed.D., University of San Diego
- ROBERT D. MAY**, Associate Professor of Computer Science and Mathematics (1977)  
B.A., Swarthmore College; Ph.D., Harvard University
- STANLEY J. MCCASLIN**, Lecturer of Computer Science (1999)  
B.A., Macalester College; M.S., California Institute of Technology; M.S., University  
of Nebraska at Lincoln
- CAROLYN SUE MCCULLOUGH**, Professor and Dean of the School of Education  
and Human Services (2002)  
B.S., Butler University; M.A. and Ed.D., Ball State University
- RONALD F. McPHERSON**, Associate Professor of Computer Information Management Systems (2000)  
B.S. and M.S. Oakland University; M. E. and Ph.D., University of Virginia
- JUDY McREYNOLDS**, Lecturer in English (2002)  
B.A., University of North Carolina; M.A., California State University
- WAYNE E. McWEE**, Professor of Business and Chair of the Department of  
Management, Marketing and Computer Information Management Systems (1984)  
B.S., M.A., Central Michigan University; Ed.D., University of Northern Colorado
- RUTH L. MEESE**, Professor of Special Education (1987)  
B.S., University of Maryland; M.Ed., Ohio University; Ph.D., University of Virginia
- SHARON M. MENEGONI**, Assistant Professor of Athletic Training and  
Program Director (1996)  
B.Ed., Keene State College; M.S. Indiana State University

- DONALD A. MERKLE, Associate Professor of Biology and  
Area Coordinator for Pre-Professionals (1975)  
B.S., M.S., University of Dayton; Ph.D., Miami University
- WAYNE K. MESHEJIAN, Assistant Professor of Physics and  
Area Coordinator of Physics (1968)  
B.S., Samford University; M.S., Virginia Polytechnic Institute & State University
- ERIC MOORE, Assistant Professor of Philosophy (2000)  
B.A., Carnegie-Mellon University; Ph.D., University of Massachusetts
- FRANCIS X. MOORE, III, Associate Professor of French and  
Director of Instructional Technology (1989)  
B.A., University of Vermont; M.A., Hofstra University;  
Ph.D., Pennsylvania State University
- \* PAUL V. MORIARTY, Assistant Professor of Philosophy (1997)  
B.A., University of Virginia; Ph.D., University of Colorado
- JAMES R. MUNSON, Associate Professor of History (1992)  
B.A., New College; M.A., M. Phil., Ph.D., Columbia University
- EUGENE T. MUTO, Professor and Chair of the Department of Communication Studies and Theater (1998)  
B.A., State University of New York, Brockport; M.F.A., University of Connecticut;  
D.A., New York University
- GARY T. NELSON, Professor of Mathematics Education (2000)  
B.S., M.Ed., University of Georgia; Ph.D., Georgia State University
- KELLY M. NELSON, Assistant Professor of Art Education (2002)  
B.F.A., Michigan State University; M.A., M.F.A., Eastern Michigan University
- CHRIS NESMITH, Assistant Professor of Children's Literature (2002)  
B.A., University of Mississippi; M.A., University of North Carolina at Charlotte
- PATRICIA NESS, Assistant Professor of Theatre and Costume Designer (1999)  
B.S., State University of New York; M.F.A., University of Minnesota
- E. T. NOONE, Jr., Professor of Mathematics (1967)  
B.A., M.S., Northwestern State University of Louisiana;  
Ed.D., University of Southern Mississippi
- GRACE NORMAN, Associate Professor of Art (1995)  
B.F.A. and M.F.A., University of Colorado
- GEOFFREY C. ORTH, Professor of German and Director of the Honors Program (1977)  
B.A., Washington & Lee University; M.A., Ph.D., University of Virginia
- MARILYN W. OSBORN, Assistant Professor of Education (1970)  
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# Index

Academic Advising .....	46-47	Art Courses .....	168-173
Academic Calendar .....	4	Art, Department of .....	160-161
Academic Honors .....	52	Art Minors .....	167
Academic Organization .....	46	Art Program .....	160-161
Academic Probation & Suspension .....	52-53	Assessment Statement .....	1, 46
Academic Programs of Study .....	58	Athletic Training Program .....	125-127
Academic Progress Satisfactory .....	27-28	Auditing Classes .....	50
Academic Regulations .....	46-56	Automobile Registration Fee .....	16
Academic Requirements .....	60-63	Baccalaureate Degree, Second .....	13
Academic Schools, Department & Programs .....	73	Barksdale, Sally Hargrett Prize for Academic Excellence .....	34
Accounting Courses .....	84-86	Biology Courses .....	252-256
Accounting Program .....	78-79	Biology Major, B.A., B.S. Degree .....	250-251
Accreditation .....	1	Medical Technology Concentration .....	276
Activities, Student .....	42-43	Concentration in Pre-Dentistry, Pre-Medical, Pre-Physical Therapy, or Pre-Veterinary Medicine .....	276-277
Add Period .....	48	Biology Minor .....	251
Administration .....	6	Biology Program .....	249
ADMISSIONS .....	10-14	Board of Visitors .....	6
Admissions Criteria .....	10-11	Business Major, B.S.B.A. Degree .....	78-81
Advanced Placement and CLEP .....	13	Business Minor .....	81
Cancellation of an Admissions Offer .....	13	Campus Police .....	36
Freshmen .....	10-11	Cancellation Policy, Unpaid Student Accounts .....	20
Early Admission .....	10-11	Career Center .....	36-37
Early Action Admission .....	10	Chemistry Courses .....	259-262
International Students .....	11-12	Chemistry Major, B.A., B.S. Degree .....	258
Non-Traditional Student .....	11	Professional Degree .....	258-259
Readmission Candidates .....	12	Chemistry Minor .....	259
Second Baccalaureate Degree .....	13	Chemistry Program .....	257
Students with Disabilities .....	12	Children of War Casualties, Cost Waivers .....	24
Teacher Licensure .....	13	Class Attendance .....	48
Transfer Students .....	11	Classification as a Virginia Student .....	16
Admission Deposit .....	10	Clubs & Organizations .....	43
Admission into the Teacher Preparation Program .....	98-99	Coaching Minor .....	131
Admission into the Student Teaching Program .....	99-100	College Library & Resources .....	9
Anthropology Courses .....	295-297	College Year .....	9
Anthropology Major, B.A., B.S. Degree .....	294	Comprehensive Fee .....	19
Anthropology Minor .....	295	Commencement .....	9
Anthropology Program .....	293	Commencement Fee .....	16
Application for Assistance Procedures .....	25	Communication Disorders Program B.A., B.S. Degree .....	112
Application Procedures .....	10	Communication Disorders, Courses .....	113-114
Application & Registration Fees .....	17	Communication Studies Courses .....	176-177
Art, B.F.A. Degree .....	161-166	Communications Studies Major .....	174-175
Art Education Concentration .....	161-163	Communications Studies Minor .....	175-176
Art History Concentration .....	163-164		
Studio Concentration .....	164-166		



Communications Studies and Theatre, Dept. of .....	174	Middle School Education Program . . . .	100-102
Community Health Education Major .....	122	Professional Semester .....	100-103
Commuter Students .....	41	Emeriti Faculty .....	309-310
Fees .....	15	English Courses .....	189-193
Computer Competency Requirement .....	63	English Major, B.A. Degree .....	187-188
Computer Information Management Systems Courses .....	86-87	English Minors .....	188
Computer Science Courses .....	232-234	English, Philosophy & Modern Languages, Dept. of .....	186
Computer Science Major B.A., B.S. Degree .....	231	English Program .....	186
Computer Science Program .....	230	Environmental Studies Courses .....	256-257
Minor in Computer Science .....	231	Environmental Studies Minor .....	251-252
Continuing Studies .....	70	Examinations .....	48-49
Cooperative Programs .....	59	Exercise Science .....	127-128
Correspondence Courses .....	56	Expenses & Financial Aid .....	15-29
Counseling Center .....	37-38	Faculty, Longwood .....	301-309
Course Fees .....	15	Fees & Expenses for Students .....	15
Course Numbers .....	47	Late Payment Fee .....	20
Course Repeats .....	51	Policy on Minimum Refunds .....	24
Criminology and Criminal Justice Major B.S. ....	298-299	Policy on Unpaid Tuition and Fees .....	20
Criminology Courses .....	299-300	Policy on Unpaid Telephone Accounts .....	21
Dan Daniel Award for Scholarship & Citizenship .....	34	Field Courses .....	16
Dance Courses .....	135-136	Finance Courses .....	90-91
Dance Minor .....	131	Financial Aid .....	24-34
Dean's List .....	52	Assistance Programs, Federal and State .....	26
Decision Making, Role and Participation of Students .....	43	ROTC .....	29
Declaration of Major .....	47	Outside Programs .....	34
Degrees Offered .....	58	Scholarships .....	29-34
Degree Requirements, Additional .....	61-62	Financial Aid Application Procedures .....	25
Deposit, Admissions .....	18	French .....	197
Dining Services .....	38	French Courses .....	200-202
Meals for Guests .....	16	Freshmen, Admission Requirements .....	10
Diploma Fee .....	16	Freshman Year Requirement .....	60-61
Disability Services .....	38	General Education .....	64-69
Disabled Students .....	12	Geography Courses .....	266-268
Disclaimer Statement .....	1	Geography Minor .....	266
Driver Education Endorsement .....	124	Geography Program .....	266
Drop Period .....	48	German .....	197
Earth Science Courses .....	263-265	German Courses .....	202-204
Earth Science Minor .....	263	Grade Appeals .....	51-52
Earth Science Program .....	262	Grade Estimates .....	51
Economics Major .....	82-84	Grade Level Progression .....	63
Economics Courses .....	87-90	Grades .....	49-50
Education Courses .....	104-107	Quality Point/Quality Hours .....	51
Education Program .....	100-104	Grades, Parental Access .....	55
Education, Special Education, Social Work, and Communication Disorders, Dept. of .....	98	Graduate Program .....	57
Elementary and		Graduation Honors .....	63
		Graduation Requirements .....	60
		Greek Organizations .....	44
		Hargrett Prize .....	34
		Health Courses .....	132-135

Health Education Minor .....	132	Mathematics Program .....	224
Health, Physical Education, Recreation and Dance, Dept. of .....	121	Mathematics & Computer Science Dept. of .....	224
Health and Physical Education Program .....	121-128	Meals for Guests .....	16
History Courses .....	213-217	Medical Sciences, Pre-Professional Preparation .....	59
History Major, B.A. Degree .....	209	Medical Withdrawal .....	49
Public History Concentration .....	210	Method of Payment of Fees .....	19-20
Pre-Law Concentration .....	210-211	Military Science Courses .....	95-96
History Minor .....	209	Military Science Program .....	84
History Program .....	208-209	Minors .....	58
History of Longwood College .....	8	Mission Statement .....	7
History & Political Science, Dept. of .....	208	Modern Languages Courses .....	200-207
Honor Code .....	9-10	Modern Languages Major, B.A. Degree .....	197-199
Honor Courses .....	72	Minor in French, German or Spanish .....	199-200
Honor & Professional Societies .....	44	Modern Languages Program .....	196
Honors Program, Longwood .....	71-72	Mortar Board .....	44
Honors Research Program .....	71-72	Multicultural Affairs .....	39-40
Hours Required For Graduation .....	60	Music, Bachelor of Music Concentration in Education .....	237-239
Housing .....	40-41	Music, B.A. in Visual and Performing Arts Concentration in Music .....	236-237
Insurance, Student .....	42	Music, Bachelor of Music Concentration in Performance .....	239-241
Intercollegiate Athletic Council & Program .....	45	Music, Bachelor of Music Concentration in Piano Pedagogy .....	241-242
Intramural & Campus Recreation .....	36	Music Courses .....	242-248
International Affairs .....	151-153	Music, Department of .....	235
International Economics .....	83-84	Music Minor .....	242
International Students .....	11-12	Natural Sciences, Dept. of .....	249
International Studies Program .....	150-151	New Student Programs .....	39
Minor in International Studies .....	150-151	Non-traditional Students .....	11
Japanese Courses .....	204-205	Outdoor Education Minor .....	132
Journalism .....	186-187	Overload Fee .....	16
Late Payment Fees .....	20	Orientation .....	40
Learning Center .....	36	Part-Time Students .....	17
Liability Insurance .....	42	Pass/Fail Courses .....	50
Liberal Studies .....	154-157	Payment of Fees Plan .....	19-20
Liberal Studies Major .....	154-157	Philosophy Courses .....	193-196
Liberal Studies-Special Education Program .....	108-109	Philosophy Program .....	193
Library & Resources .....	9	Physical Education Courses .....	138-145
Loan Programs .....	26-27	Physical Education Major, B.S. Degree .....	123-128
Location .....	7	Physics Courses .....	271-272
Longwood College & Its Programs .....	7	Physics Major, B.A., B.S. Degree .....	269-270
Longwood Seminar .....	60-61	Pre-Medicine and Biophysics Concentration .....	270-271
Majors .....	58	Physics Minor .....	274
Major Program, Requirements .....	62	Physics Program .....	269
Management & Marketing, Program .....	80-81	Political Science Courses .....	220-223
Management Courses .....	92-93	Political Science Major, B.A., B.S. Degree .....	218-220
Marketing Courses .....	93-94		
Mathematics Courses .....	227-230		
Mathematics Major, B.A., B.S. Degree .....	225-226		
Minor in Mathematics .....	226		

Pre-Law Concentration .....	219
Political Science Program .....	217
PRAXIS .....	100
Pre-Dental Hygiene .....	275
Pre-Dentistry .....	279
Pre-Engineering Dual Degree Program .....	59, 273-274
Pre-Medical Curriculum .....	279
Pre-Medical Technology .....	278
Pre-Occupational Therapy .....	276
Pre-Pharmacy .....	277-278
Pre-Physical Therapy .....	278-279
Pre-Professional Program in Natural Sciences .....	59, 276-279
Pre-Veterinary Medicine .....	279
Probation .....	52
Probation and Suspension Policy .....	52-53
Programs of Study .....	58
Psychology Courses .....	282-285
Psychology, Dept. of .....	280
Psychology Major, B.S. Degree .....	280-281
Psychology Minor .....	282
Psychology Program .....	280
Purpose Statement .....	7
Quality Points/Quality Hours .....	51
Readmission .....	12, 53
Recreation Courses .....	145-148
Refunds .....	21-24
Registration Procedures .....	47-48
Late Registration Fee .....	20
Religious Organizations & Churches .....	40
Residence Hall Education .....	40
ROTC, Army .....	29
Scholarship & Loan Funds .....	29-34
School of Business & Economics .....	74
School of Education & Human Services .....	97
School of Liberal Arts & Sciences .....	149
Science Education Courses .....	265
Second Baccalaureate Degree .....	13
Secondary Education Programs .....	103
Senior Honors Research Program .....	71-72
Social Work Courses .....	117-120
Social Work Major .....	116-117
Social Work Program .....	115-116
Sociology Major, B.A., B.S. Degree .....	287-288
Pre-Law Concentration .....	289-290
Family Studies Concentration .....	288
Sociology & Anthropology and Criminal Justice Studies, Dept. of .....	286

Sociology Courses .....	290-293
Sociology Minor .....	287
Sociology Program .....	287
Southern Virginia Higher Education Center ..	70
Southside Higher Education Consortium .....	59
Spanish .....	197
Spanish Courses .....	205-207
Special Education Courses .....	109-111
Special Students .....	12-13
State Residency .....	16-17
Student Activities .....	42-43
Student Affairs .....	35-44
Student Affairs, Vice President and Dean for .....	35
Student Assessment .....	1
Student Employment .....	37
Student Goals .....	35
Student Government Association .....	43
Student Health Services .....	41-42
Student Services .....	35-44
Student Load .....	47
Student Publications .....	44
Student Records, Longwood College Policy on .....	53-54
Student Teaching Program .....	99-100
Student Union .....	42
Suspension Policy .....	52-53
Summer Session .....	9
Table of Contents .....	5
Teacher Licensure .....	13
Teacher Education Program .....	98-103
Telephone Accounts .....	21
Therapeutic Recreation Degree, B.S. Major .....	128-130
Theatre Concentration .....	180-182
Theatre Courses .....	182-185
Theatre Minor .....	182
Theatre Program .....	178-180
Transcripts, Release of .....	55
Transfer Policy with Community Colleges .....	55-56
Transfer of Credits .....	56
Transfer Students .....	11
Tuition and Fees Unpaid Balances .....	20
Welcome .....	3
Wellness .....	41-42
Withdrawal Policy .....	18-19, 21-23, 49
Women's Studies Program .....	158-159

